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PERFORMANCE FUNDING WORKBOOK

A GUIDE TO SOUTH CAROLINA'S PERFORMANCE FUNDING SYSTEM FOR PUBLIC HIGHER EDUCATION

SEPTEMBER 2000, 3RD EDITION

*(with revision - all errata noted after
publishing date have been incorporated)*

*PREPARED BY THE
DIVISION OF PLANNING, ASSESSMENT AND PERFORMANCE FUNDING*



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A DOCUMENT PREPARED BY
THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION'S
DIVISION OF PLANNING, ASSESSMENT AND PERFORMANCE FUNDING
FOR THE PURPOSE OF PROVIDING GENERAL INFORMATION RELATED TO
PERFORMANCE FUNDING IN SOUTH CAROLINA AND TO SERVE AS AN
INSTRUCTIONAL GUIDE FOR SC'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION

(INCLUDED IN THIS EDITION ARE STANDARDS EFFECTIVE WITH YEAR 5 TO BE HELD
FOR THREE 3 YEARS AND GENERAL MEASUREMENT INFORMATION AS WELL AS
INFORMATION SPECIFIC TO YEAR 5, 2000-01, ASSESSMENT)

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INTRODUCTION

Act 359 of 1996, an initiative commonly known as "Performance Funding," amended Section 59-103-10, *et seq.*, of the Code of Laws of South Carolina, 1976, as amended, and established a new direction for the accountability and funding of higher education in South Carolina.

Act 359 requires that public institutions of higher education in South Carolina be funded based on their performance in achieving standards in 9 areas, known as "critical success factors." The legislation specifies 37 performance indicators for use in determining an institution's performance in achieving the critical success factors (§59-103-30, *SC Code of Laws, 1976, as amended*). As directed by the legislation (§59-103-45), the South Carolina Commission on Higher Education has developed measures and a funding formula in cooperation with South Carolina public higher education institutions and other stakeholders in South Carolina's higher education system. As provided for in law, performance funding was phased in over a three-year period, with appropriations allocated based entirely on the performance funding system during FY 1998-99 for expenditure in FY 1999-2000.

The performance funding system has evolved over time. During 1998-99, the Commission carefully considered the system as initially implemented and after review, made fundamental changes to it. These changes included redesigning the scoring and performance allocation method and amending several of the definitions developed for the 37 performance indicators. This past year, 1999-2000, also brought changes to the performance funding process. The Commission approved measurement revisions for a few indicators. Additionally, in efforts to provide for a more equitable system and from a desire to establish more demanding and consistent standards, the Commission adopted standards for most indicators against which institutional performance will be measured. In past years, institutions proposed their own benchmarks or performance targets which the Commission considered and approved. In addition to adopting standards which apply across institutions within a sector, the Commission also added to the 3-point indicator scoring scale a provision allowing institutions to earn additional points based on improvement.

This workbook is prepared as a working guide for the 33 South Carolina public institutions of higher education participating in the performance funding process. In the first section, information related to the history of performance funding in South Carolina and to the process employed for assessing performance annually is included. Information related to the performance funding calendar, data collection, and to the annual performance improvement grant process is also detailed in the first section. In the second section of the workbook, definitions and detailed information for the indicators are provided.

As the Commission on Higher Education and institutions work together under the umbrella of performance funding and gain experience in the strengths and weaknesses of the current system, they will continue to make adjustments, corrections, and improvements. In this sense, performance funding in South Carolina is an evolving process rather than a finished product. This workbook provides a snapshot of that process.

The reader is referred to the Commission's website at <http://www.che400.state.sc.us> for the most up-to-date information on performance funding in South Carolina. Detailed information can be accessed by selecting "Planning, Assessment and Performance Funding" or simply go directly to <http://www.che400.state.sc.us/web/PF%20in%20SC.htm>.

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SECTION I

PERFORMANCE FUNDING PROCESS

- A. A BRIEF HISTORY AND BACKGROUND**
 - B. CURRENT SYSTEM FOR ASSESSING PERFORMANCE**
 - C. PERFORMANCE FUNDING CALENDAR**
 - D. PERFORMANCE FUNDING DATA COLLECTION AND VERIFICATION**
 - E. PERFORMANCE IMPROVEMENT FUNDING PROCESS**
-

SECTION I: PERFORMANCE FUNDING PROCESS**A. A BRIEF HISTORY AND BACKGROUND****Background**

Act 359 (1996) dramatically changed how funding for public higher education would be determined. The Act mandated that 9 areas of critical success identified for quality higher education assessed by 37 quality indicators spread among the factors would be used to rate the institutions' performance, and that beginning in 1999-2000 all of the funding for the institutions would be based on this performance evaluation system. Pursuant to Act 359, the Commission on Higher Education developed a plan of implementation for performance funding that is outlined below:

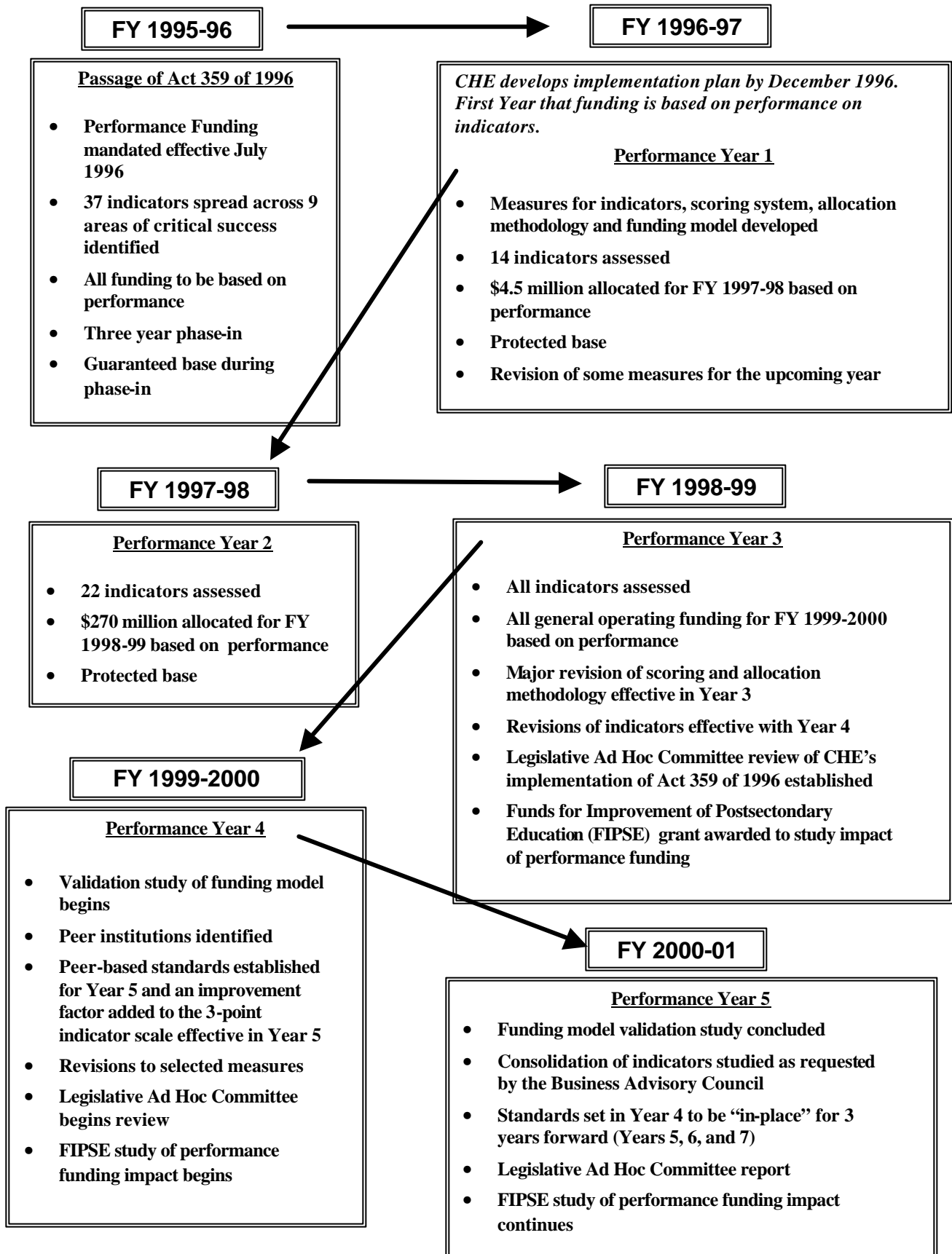
The Plan. The plan developed consists of two major components: 1) a determination of financial need for the institutions and 2) a process for rating each institution's performance on each indicator.

- 1) The determination of need identifies the total amount of money the institution should receive based on nationally comparable costs for institutions of similar mission, size and complexity of programs. The result is the Mission Resource Requirement for the institution.
- 2) The performance rating is determined based on performance on measures and standards approved by the Commission. The institution with the higher overall score receives a proportionally greater share of its Mission Resource Requirement.

Implementation. The plan, as outlined above, was developed in 1996-97 and was substantially revised in 1999. The original plan was used to distribute \$4.5 million for FY 1997-98, and \$270 million in FY 1998-99. During the first year, performance on 14 indicators as applicable to institutions was assessed. The scoring system rated each indicator on a scale from 0 to 6-points with funds allocated on the basis of the average score received on assessed indicators. During the second year, 22 of the 37 indicators were used to produce the ratings using a scoring system equivalent to that used during the first year. For the third year, all general operating funding for FY 1999-2000 was allocated based on performance, but using a revised scoring and allocation methodology adopted by the CHE. Under the revised system, institutions are rated on each applicable indicator based on a 3-point scoring system. The ratings are then averaged and the average score results in placing the institution in one of five overall performance categories: substantially exceeds, exceeds, achieves, does not achieve, or substantially does not achieve. The performance category is used to determine the funding for the institution. The 3-point system and performance categories remain in effect as of the current performance year (i.e., Year 5, 2000-01). Also, effective with the current year, the CHE approved a provision allowing institutions to earn an additional 0.5 points on select indicators provided required improvement expectations are met.

Since the implementation of Act 359 of 1996, the CHE has reviewed, annually, the measures defined for indicators and has made revisions to improve the measures as the CHE and institutions gain more experience in assessing the areas measured. The majority of revisions occurred in Year 3, effective for Year 4. This past year, the Commission revised a few of the measures, but more significantly adopted common standards for assessing performance of institutions within a sector. The standards adopted were based on the best available data at the time of review and on select peer institutions for each sector or, in the case of the research sector, for each institution. A flow chart outlining the implementation of performance funding is provided on the next page.

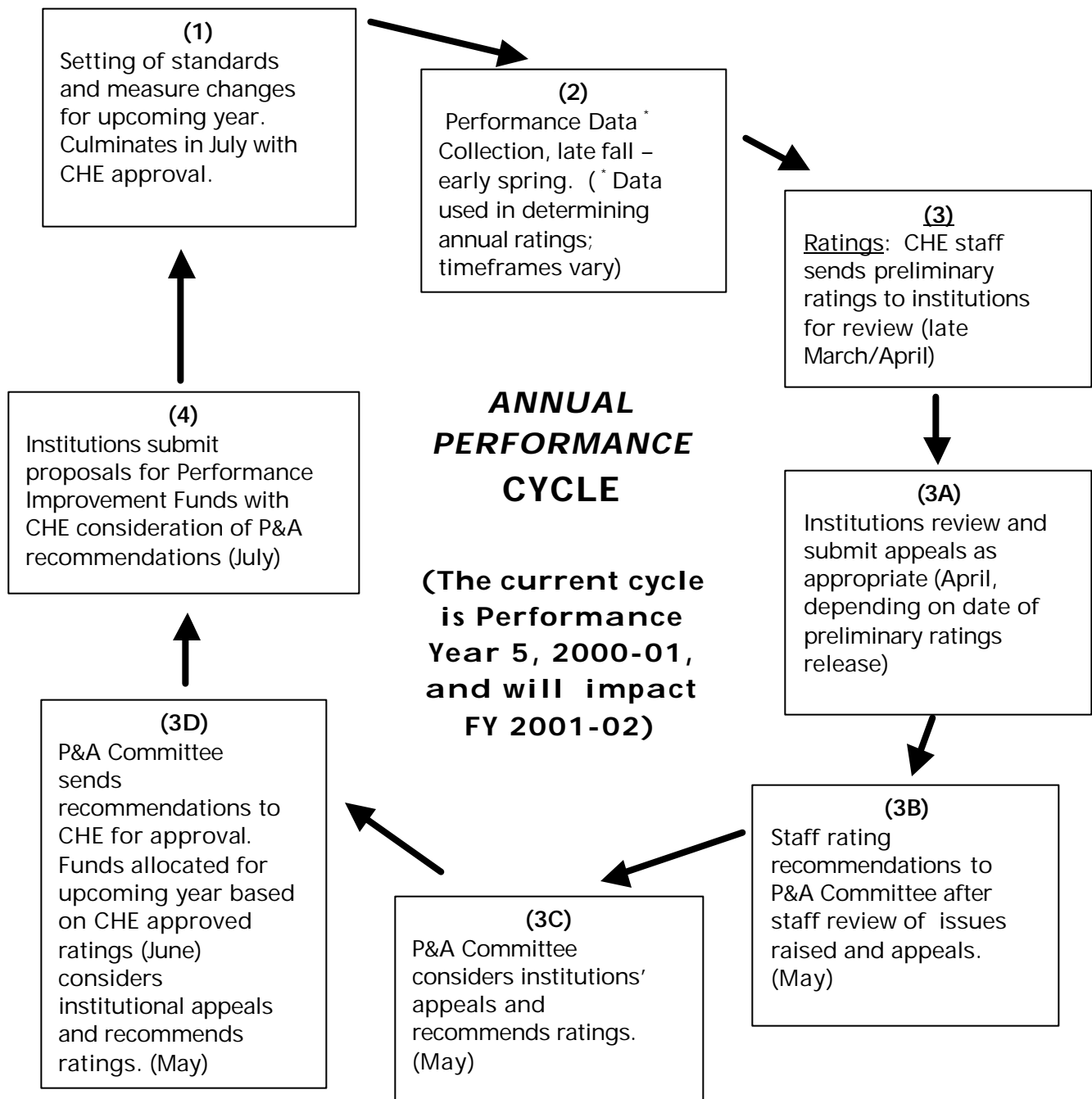
PERFORMANCE FUNDING IMPLEMENTATION, TIMELINE AND SUMMARY



B. CURRENT SYSTEM FOR ASSESSING PERFORMANCE

This section provides a description of the system the CHE has developed for assessing and scoring performance of each of South Carolina's public institutions of higher education for purposes of determining the allocation of state appropriated dollars. The Performance Year cycle is summarized and is followed by a description of the scoring system and allocation methodology. For detailed reports or other historical information, please access the CHE website (www.che400.state.sc.us) and select Planning, Assessment and Performance Funding Division and then Performance Funding. (See also page 8 for additional calendar information.)

Performance Assessment Cycle



Determining Institutional Performance: Indicator and Overall Scores

Annually, institutions are scored on their performance on each applicable performance measure. Measures are the operational definitions for the 37 indicators specified in Act 359 of 1996. The Commission has the responsibility for determining the methodology of the performance funding system and for defining how the indicators are assessed.

Currently, scoring is based on a system adopted by the CHE in March of 1999. Under that system, standards are approved for each measure and institutional performance is assessed to determine the level of achievement. Once performance data is known, a score is assigned to each measure. Scores for multiple measures for an indicator are averaged to determine a single score for the indicator. The single indicator scores as applicable to the institution are averaged to produce the final overall performance score for the institution. Based on the overall score, the institution is assigned to a "performance category." The Commission allocates the appropriated state funds for the public institutions of higher education based on the assigned category of performance.

The scoring system, adopted by the CHE on March 4, 1999, and amended July 6, 2000, provides for a 3-point rating scale for assessing performance on measures. This scale replaced a 0 to 6-point rating scale used in the first two years of performance funding. The scale is as follows:

Score of 3, "Exceeds": Performance significantly above the average range or at a level defined as "exceeds standards."

Score of 2, "Achieves": Performance within the average range or level defined as "achieves standards." (*Performance standards as of Year 5 for most indicators have been set by the Commission and are based on the best available national or regional data at the time standards were considered. Standards have been set for institutions within sectors. In past years, institutions proposed institutionally specific performance standards subject to Commission approval.*)

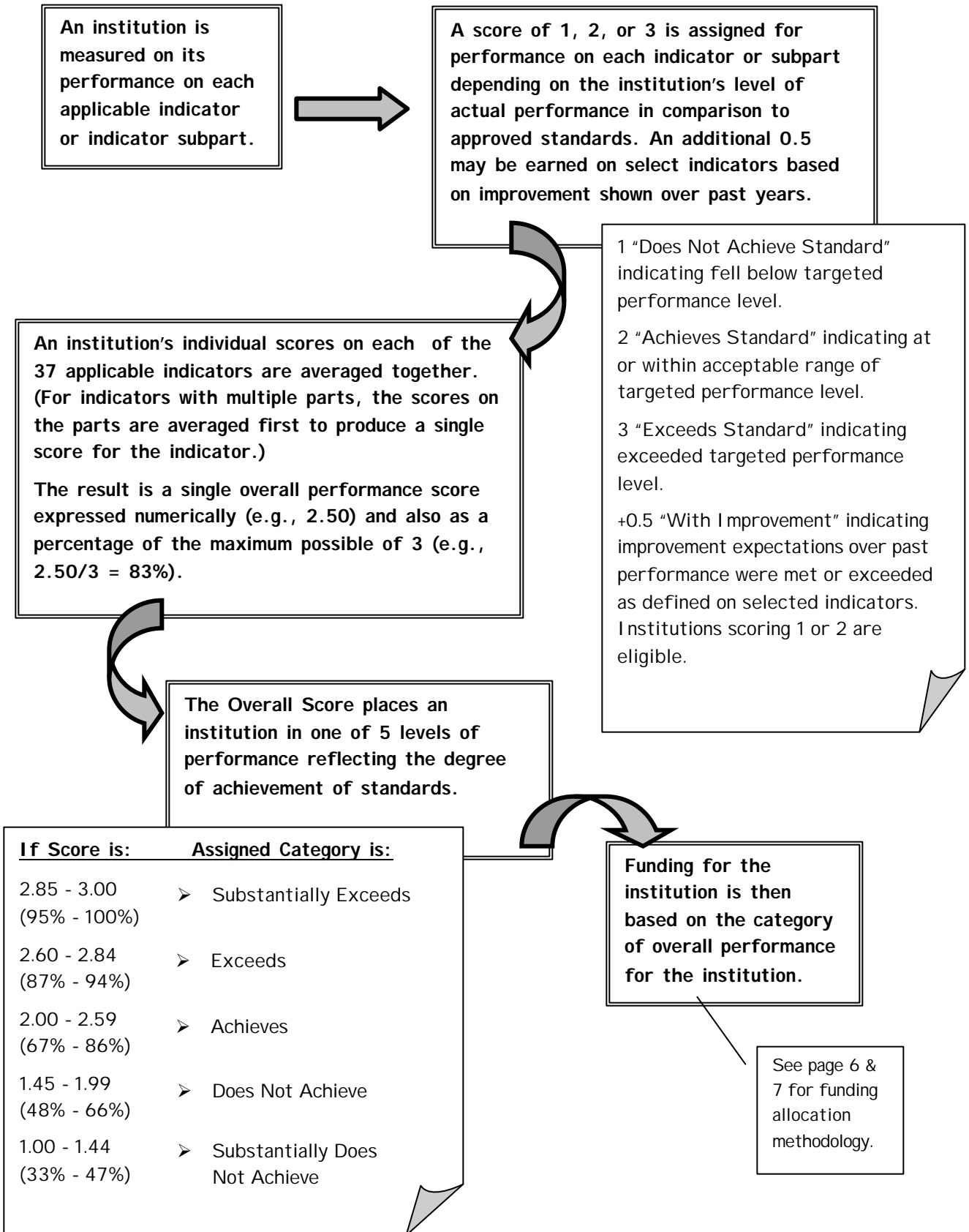
Score of 1, "Does Not Achieve": Performance significantly below the average range or at a level defined as "does not achieve" or the institution is found to be out-of-compliance with indicators where compliance is required. (Indicators for which performance is rated in terms of compliance are scored such that "Compliance" is a check-off indicating fulfillment of requirements and will not factor into the overall score, whereas, failure to comply with requirements is scored as "Does Not Achieve.")

"With Improvement": For institutions scoring a 1 and 2 and demonstrating improvement in comparison to the prior three year average or as designated at a rate determined by indicator, 0.5 is added to the score earned for the indicator or subpart. (For example, an institution scoring 1 on indicator 1A and meeting the conditions for demonstrating improvement will earn a score of 1.5 on indicator 1A.)

Based on averaging scores for each indicator, an overall numerical performance score is produced for each institution. Based on this overall score, the institution's performance is classified in one of five categories. The categories and applicable score ranges are:

<u>PERFORMANCE CATEGORY</u>	<u>OVERALL SCORE RANGE</u>
Substantially Exceeds Standards	2.85 – 3.00
Exceeds Standards	2.60 – 2.84
Achieves Standards	2.00 – 2.59
Does Not Achieve Standards	1.45 – 1.99
Substantially Does Not Achieve Standards	1.00 – 1.44

PERFORMANCE FUNDING SCORING SYSTEM



Determining the Allocation of Funds Based on Performance

The Commission adopted on March 4, 1999, a revised system that is still in effect as of the current year (2000-01) for allocating funds based on performance. The CHE determined that funds will be allocated to provide incentives for high performance and disincentives for low performance. This system provides for an institution's budget to vary as much as approximately 10% of its total educational and general allocation, depending on its category of scoring. The system is based on incentives, expressed as percentage increases, and disincentives, expressed as percentage decreases, of educational and general allocation, as described below.

Incentives. Institutions will receive incentive funding of up to 1%, 3%, and 5% above their allocation if their total score falls within the "Achieves," "Exceeds," or "Substantially Exceeds" category, respectively. (If there are residual dollars within the Performance Incentive Pool after high performing institutions have drawn their incentive funding, the remaining incentive funds will be distributed within the sector to the institutions that score in the "Achieves," "Exceeds," "Substantially Exceeds" categories, proportionally to their share of the MRR weighted by their performance.)

Disincentives. Institutions which score in the "Does Not Achieve" and "Substantially Does Not Achieve" categories will receive disincentives of 3% and 5% of their allocation, respectively.

Funding for incentives will be derived from the Performance Incentive Pool, maintained by sector as described below:

Performance Incentive Pool. Funds for performance incentives will be derived from three sources:

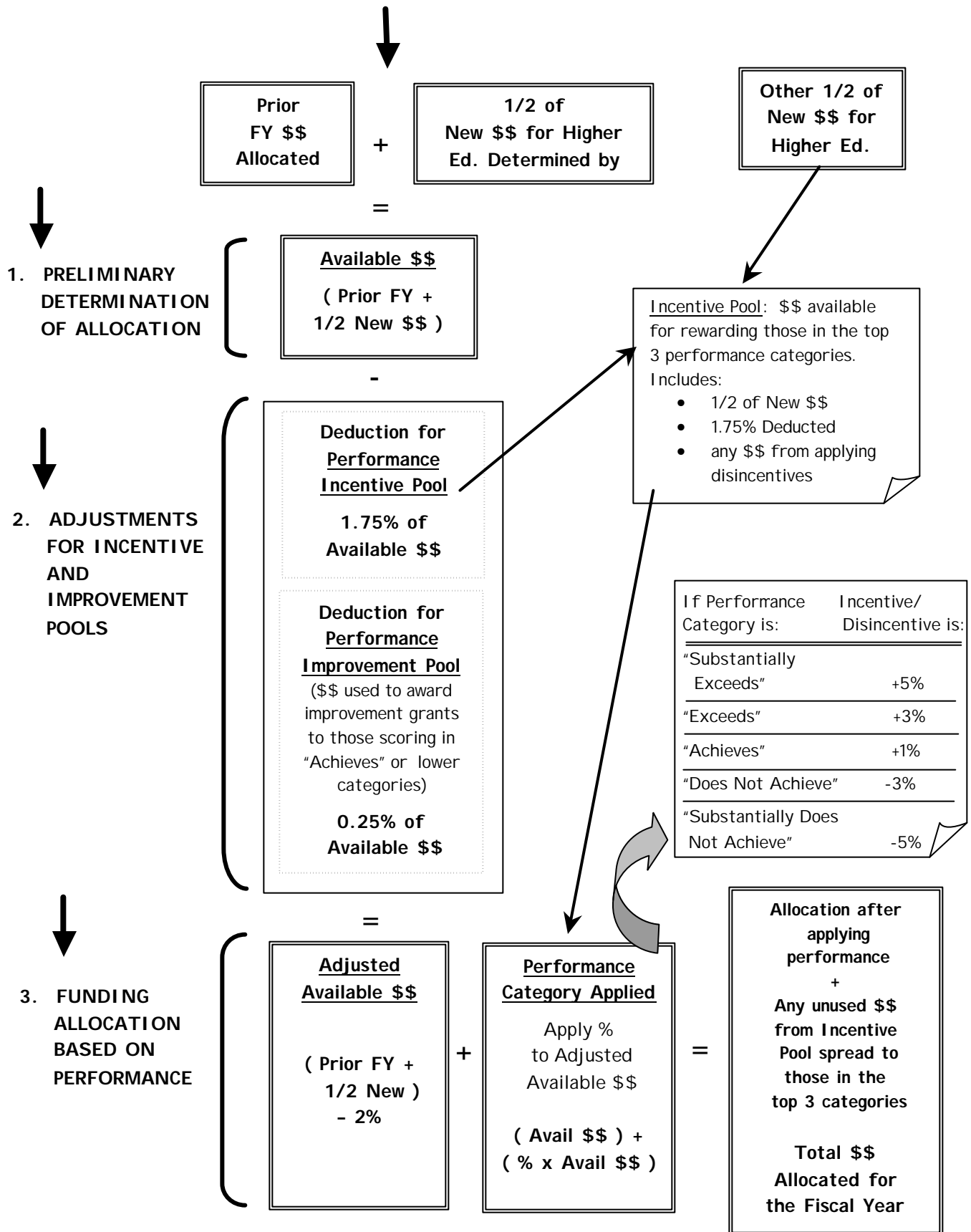
- 1) one-half of new funds (higher education appropriation for the new year in excess of the appropriation for the current year);
- 2) 1.75% of the allocation to the institutions (including current year plus one-half of new year appropriation distributed by the MRR);and
- 3) funds derived from institutions within the sector that score in the "Does Not Achieve" or "Substantially Does Not Achieve" categories.
Funds in the Performance Incentive Pool stay within sectors.

Funds will also be set aside for the Performance Improvement Pool as described below:

Performance Improvement Pool. This pool is derived from 0.25% of the allocation to the institutions and are available to be awarded, based on a review of proposals, to institutions in the "Achieves," "Does Not Achieve," and "Substantially Does Not Achieve" categories.

The allocation methodology is presented in the chart on the following page, reading down the page.

PERFORMANCE FUNDING ALLOCATION METHODOLOGY



C. PERFORMANCE FUNDING CALENDAR

General Calendar and Terminology

Performance Funding Year is used to refer to the current iteration or cycle for performance funding. The performance funding year essentially corresponds to the current fiscal year. It is the time between CHE action in July to adopt standards or finalize changes for the upcoming year through the period in which performance is rated in the Spring in order to determine the upcoming FY allocation. For example, we are currently in Performance Funding Year 2000-2001. Ratings will occur in the spring (May/June 2001) after data collection activities in the fall and early spring semester (typically January through March). The ratings will determine allocation for the upcoming FY 2001-2002. You may note the reference to the Performance Funding Year in terms of a number. The number denotes the number of iterations of performance ratings that have been completed. The current Performance Year is Year 5. See pages 2 and 3 for additional details.

Performance data that is used in determining performance scores in a performance year may have timeframes equivalent to or within the same time period as the performance year whereas some data may not fall within the performance year. The table below provides a general outline of the performance funding years and general data timeframes of performance data collected. For more detailed information by indicator, please review information for indicators in Section II of this workbook. A summary table is provided in that section which shows each indicator and the timeframe measured for the current year.

Performance Year Description Summary Table

Performance Year	Determines Institution Allocation for :	General Notes related to the Year indicated	Indication of Typical Timeframes for Performance Data Assessed (1)
Year 1 1996-97	FY 1997-98	During this year, only 14 indicators were assessed and used to determine a portion of the institution's allocation.	Fiscal Indicators: FY 96 Academic Indicators: Fall 96
Year 2 1997-98	FY 1998-99	During this year, 22 indicators were assessed and used to determine a portion of the institution's allocation.	Fiscal Indicators: FY 97 Academic Indicators: Fall 97 Exam Scores: April 1, 1996 to March 31, 1997.
Year 3 1998-99	FY 1999-2000	Scoring and allocation system changes adopted by the CHE. Scoring from a 6 point system to a 3 point system. Allocation based on institution's category of performance as determined by the score. All 37 indicators used as applicable for institutions to determine the institution's total state allocation.	Fiscal Indicators: FY 98 Academic Indicators: Fall 98 Exam Scores: April 1, 1997 to March 31, 1998. Policy/Process: Typically current as of the ratings or the FY equivalent to the performance year.

(continued next page)

Performance Year	Determines Institution Allocation for :	General Notes related to the Year indicated	Indication of Typical Timeframes for Performance Data Assessed (1)
Year 4 1999-2000	FY 2000-01	Several changes to how indicators are assessed. All indicators used to determine total allocation. Same scoring and allocation system as in Year 3.	Fiscal Indicators: FY 99 Academic Indicators: Fall 99 Exam Scores: April 1, 1998 to March 31, 1999. Policy/Process: Typically current as of the ratings or the FY equivalent to the PF Year.
Year 5 2000-01	FY 2001-02	A few changes to indicators. CHE adopted standards for each sector against which performance will be applied. In past years, each institution proposed their own benchmarks for CHE approval. Same scoring and allocation system as used in Years 3 and 4 will again be used in Year 5.	Fiscal Indicators: FY 00 Academic Indicators: Fall 00 Exam Scores: April 1, 1999 to March 31, 2000. Policy/Process: Typically current as of the ratings or the FY equivalent to the performance year.
Year 6 2001-02	FY 2002-03		
(and so on . . .)			

(1) Timeframes are meant to provide a general overview. Other timeframes may apply within a Performance Year. For example, in Year 5, one indicator is based on survey data in Spring 2000 (the spring prior to the start of the performance year). Please refer to details related to each indicator for specific timeframes assessed.

Calendar for Performance Year 5, 2000-01

The following calendar provides an outline of meeting dates and key proposed agenda for the Planning and Assessment Committee (P&A) and related Commission meetings as of this printing. Agenda may change and institutions will be updated in the event of any changes. Commission meetings typically occur at CHE at 10:30 AM on the first Thursday of every month except August. P&A meetings occurring on the same day as CHE meetings will be scheduled prior to the CHE meeting. Materials for Planning and Assessment meetings are provided to contacts via email at least one week prior to a meeting. Commission meeting mail-outs also occur at least one week prior to a meeting.

Meetings of other Committees of the Commission are noted on the Calendar. These include the Committee on Finance and Facilities (Finance), the Committee on Academic Affairs (CAA), and the Committee on Student Services and Access and Equity (St Svc). For agenda, additional information and confirmation of meeting dates, please contact these divisions through our website or by phone at (803) 737-2260. The Finance Committee has two advisory Committees including the Funding Advisory Committee and the Facilities Advisory Committee. The Committee on Student Services and Access and Equity also has an advisory committee. The Committee on Academic Affairs has an Advisory Committee on Academic Programs (ACAP). Please contact the divisions for details and confirmation of meeting dates for the advisory committees. The calendar is on page 10.

For dates related to data collection and performance ratings, see the next section on Performance Funding Data Collection and Verification.

I. Performance Funding Process

Calendar

PERFORMANCE YEAR 5, 2000-01 to Impact FY 2001-02 Allocation P&A Meetings and Agenda and P&A Reports at CHE Meetings (Dates for meetings of other committees of the Commission are noted.)		
<u>Date</u>	<u>Type Meeting</u>	<u>Proposed Agenda</u>
Jun 20, 2000 (Tues)	P&A	Approved Yr 5 Standards. Approved Performance Improvement Funding for Yr 4.
Jul 6, 2000 (Thurs)	CHE	Approved Yr 5 Standards.
Sept 7, 2000 (Thurs) (Meetings at Clemson University)	P&A Finance CHE	P&A to consider Research Peers, 1A category selections, 1D/1E implementation schedule; Performance Improvement Funding for Yr 4 (additional proposals from institutions qualified but not submitting in the first round); and data verification reports. Meeting scheduled prior to the CHE meeting. CHE to consider recommendations of P&A resulting from the P&A meeting immediately preceding the CHE meeting.
Sept 14, 2000 (Thurs)	Funding Adv. Committee	Meeting Scheduled 10:00 AM at CHE.
Sept 19, 2000 (Tues)	CAA	Meeting Scheduled 10:30 AM at CHE.
Oct 5, 2000 (Thurs)	St. Svc P&A CHE	Meeting at 9:30 AM in Cyprus Room at CHE. P&A to consider proposed regulations for closure of institutions. CHE to consider recommendations from the P&A meeting immediately preceding the CHE meeting.
Oct 18, 2000 (Wed)	ACAP	Meeting Scheduled 10:00 AM at CHE.
Nov 2, 2000 (At USC-B)	Finance CHE	Meeting scheduled prior to CHE. No report of the P&A Committee .
Nov 14, 2000 (Tues)	Funding Adv. Committee	Meeting Scheduled 10:00 AM at CHE.
Dec 7, 2000 (Thurs)	St. Svc. P&A CHE	Meeting at 9:30 AM in Cyprus Room at CHE. P&A to consider: Review of “A Closer Look ...”; Consideration of recommendations related to proposed institutional goals for 1D; status report on Yr 3 performance improvement funds projects. CHE to consider recommendations from the P&A meeting as well as hold a public hearing for “closure regulations.”
Jan 4, 2001 (Thurs)	CHE	No report of the P&A Committee
Jan 9, 2001 (Tues)	Funding Adv. Committee	Meeting Scheduled 10:00 AM at CHE.
Jan 16, 2001 (Tues)	CAA	Meeting Scheduled 10:30 AM at CHE.
Jan 24, 2001 (Wed)	ACAP	Meeting Scheduled 10:00 AM at CHE.
Feb 1, 2001 (Thurs)	St. Svc. Finance CHE	Meeting at 9:30 AM in Cyprus Room at CHE. Meeting scheduled prior to the CHE meeting. No report of the P&A Committee.

PERFORMANCE YEAR 5, 2000-01 to Impact FY 2001-02 Allocation P&A Meetings and Agenda and P&A Reports at CHE Meetings (Dates for meetings of other committees of the Commission are noted.)		
<u>Date</u>	<u>Type Meeting</u>	<u>Proposed Agenda</u>
Mar 1, 2001 (Thurs)	CHE	No report of the P&A Committee.
Mar 20, 2001 (Tues)	P&A	P&A to consider Modifications for Year 6 and Performance Improvement Funding guidelines for Year 5.
Apr 5, 2001 (Thurs)	St. Svc. CHE	Meeting at 9:30 AM in Cyprus Room at CHE. To consider P&A recommendations resulting from the Mar 20th meeting of the Committee.
Apr 17, 2001 (Tues)	CAA	Meeting Scheduled 10:30 AM at CHE.
Apr 25, 2001 (Wed)	ACAP	Meeting Scheduled 10:00 AM at CHE.
May 3, 2001 (Thurs)	Finance CHE	Meeting scheduled prior to the CHE meeting. No report of the P&A Committee.
May 22, 2001 (Tues)	P&A	P&A to consider Performance Rating Recommendations for Year 5.
Jun 7, 2001 (Thurs)	St. Svc. CHE	Meeting at 9:30 AM in Cyprus Room at CHE. CHE to consider P&A's Recommendations for Year 5 Performance Ratings.
Jun 19, 2001 (Tues)	CAA	Meeting Scheduled 10:30 AM at CHE.
Jul 12, 2001 (Thurs)	P&A CHE	P&A to consider recommendations for Performance Improvement Funding for Year 5. CHE to consider recommendations from the P&A Committee from their meeting immediately preceding the CHE meeting.
Jul 24, 2001 (Tues)	ACAP	Meeting Scheduled 10:00AM at CHE.

NOTE:

Meetings scheduled as of September 15, 2000, are noted above. Meeting dates of the Facilities Advisory Committee and the advisory committee to the Committee on Student Services and Access and Equity were unavailable as of this printing. Contact the CHE Finance, Facilities, and MIS Division or CHE Division of Student Services for additional information. To view scheduled meetings of the Commission, access our website at <http://www.che400.state.sc.us/web/meetings.htm> or contact the Commission (803) 737-2260 for up-to-date details.

D. PERFORMANCE FUNDING DATA COLLECTION AND VERIFICATION**Performance Year 5, 2000-01, Data Reporting**

The following information outlines the data collection schedule for reporting performance data that will be rated for purposes of the 2000-01 performance year. The Planning and Assessment Committee will consider staff recommendations for 2000-01 institutional ratings on May 22, 2001, and the Commission will consider the Committee's recommended ratings on June 7, 2001.

TENTATIVE SCHEDULE FOR THE YEAR 5 RATINGS PROCESS: The following draft schedule is provided for your planning purposes. A final schedule and additional details will be provided at a later date.

December – March 31: Period for receiving some institutional data, calculating and posting performance results for institutional review, and resolving any issues. Data reports that are submitted directly to the Division of Planning and Assessment will be requested on December 8, 2000, (including indicators 2E2, 3E3a, 3E3b, 6B, 6C, and 9A) and on February 9, 2001, (including indicators 1C, 2E1, 5B, and 8A).

April 12, 2001 (approximate): Preliminary staff recommendations will be mailed to institutions.

April 25, 2001 (approximate): Institutional appeals will be due.

April 26 through May 11, 2001 (approximate): Staff review and resolution of issues with institutions.

May 15, 2001: Mail-out for the P&A Committee meeting including staff rating recommendations.

May 22, 2001: Consideration of recommendations by the Planning and Assessment Committee.

May 29, 2001: Mail-out for the CHE meeting including ratings recommendations of the P&A Committee.

June 7, 2001: CHE meeting and consideration of the ratings for Year 5.

Year 5 Performance Improvement Funding: Guidelines for Performance Improvement Funding Proposals are scheduled to be considered at the March P&A Committee meeting. Proposals will be due shortly after P&A consideration of Year 5 ratings, approximately June 1, 2001. The P&A Committee and CHE will consider recommendations on July 12.

PERFORMANCE DATA AND REPORTING: The majority of indicators are reported as part of fall CHEMIS reporting requirements or as part of federal IPEDS data reporting requirements. Other data must be reported directly to the Division of Planning, Assessment, and Performance Funding or is derived from other data available at the Commission. For the indicators requiring reporting to the Planning, Assessment and Performance Funding Division, institutions will report data as requested on the attached forms. The forms will also be posted on the web (www.che400.state.sc.us and choose Planning, Assessment and Performance Funding) as well as emailed to all performance funding contacts.

Data Reporting Schedule for Year 5

The schedule below and on the following pages details the indicators and dates by which data must be reported. Following the schedule, forms for indicators reported directly to the Division of Planning, Assessment and Performance Funding are provided. For applicability for your institution, please review information on indicators in Section II.

Report Mode	Indicators	Due Date	Data to be reported for Yr 5 Assessment
Institutional Effectiveness Reporting	7D	August 1, 2000	April 1, 1999 to March 31, 2000
	3E2a	August 1, 2000	April 1, 1999 to March 31, 2000
	3E2b	August 1, 2000	April 1, 1999 to March 31, 2000
	3D*	August 1, 2000 and supplemental report Feb. 9, 2000	*Data on programs actually accredited reported for IE reporting. Institutions will provide a supplemental report to update data received and report on programs meeting requirements for "in-process and on-track for accreditation by April 2002"
Report to be provided by State Board for Technical and Comprehensive Education	8B	To be provided in early spring (Jan/Feb) or sooner depending on data availability	Audited FY 1999-2000 Continuing Education Unit Data
Data derived from sources at CHE and provided to institutions for verification.	1B 3E1	To be determined at CHE and provided to institutions by the end of February.	1B - As of spring review for ratings 3E1 - NCATE Accreditation status as of ratings
<u>IPEDS Surveys</u>			
Fall Staff	3C ⁽¹⁾		Fall 2000
Finance	1A, 5A, 5D ⁽²⁾ , 9B		FY 1999-2000
Graduation Rate	7A1a ⁽³⁾		4-yrs 1994 cohort as reported for the 2000 Survey 2-yrs 1997 cohort as reported for the 2000 Survey.
Salaries, Tenure and Benefits of Full-Time Instructional Faculty	2D ⁽⁴⁾		Fall 2000
(1) Numerator is calculated by CHE using CHEMIS Faculty File Data			
(2) Denominator is calculated by CHE using CHEMIS Course File Data			
(3) 150% rate as indicated on the survey. Data may be calculated by CHE from applicable CHEMIS data.			
(4) Calculated by CHE using CHEMIS Faculty File Data			

(continued on next page)

Section I: Performance Funding Process

Data Collection and Verification

Report Mode	Indicators	Due Date	Data to be reported for Yr 5 Assessment
<u>CHEMIS DATA</u>			
Enrollment	6A, 6B *, 6D, 8C (1-4)	Data file due based on schedule for CHEMIS data reporting.	Fall 2000 Fall 2000 Fall 2000 Fall 2000
* See below. 6B also requires a separate report to the Division of Planning, Assess. & Perf. Funding			
Course	3A1a 3A1b 3A2a 3A2b 3A3	Data file due based on schedule for CHEMIS data reporting.	Fall 2000 Fall 2000 Fall 2000 Fall 2000 Fall 2000
Faculty and Course			
Faculty (crossed with course to determine faculty applicable to indicator)	2A1 2A2a 2A2b	Data file due based on schedule for CHEMIS data reporting.	Fall 2000 Fall 2000 Fall 2000
Completions	7F	Data file due based on schedule for CHEMIS data reporting	Graduates completing bachelor's degrees in AY 1999-2000

Performance on the following indicators are determined by Institutional Reports to the Planning, Assessment and Performance Funding Division (report forms follow or will be provided):

1D	Oct 2, 2000	Institutions to propose goals and targets in keeping with revisions adopted by the CHE, July 6, 2000.
1E	No Additional Report Due.	Assessment deferred in Year 5 as Goals for 1D are set based on revised definitions.
2E2	Fri, Dec 8, 2000	Spring 2000
3E3a	Fri, Dec 8, 2000	Report on <u>July 1, 1999 - June 30, 2000</u> data.
3E3b	Fri, Dec 8, 2000	Report on <u>July 1, 1999 – June 30, 2000</u> data.
6B	Fri, Dec 8, 2000	Report on process for considering activities of the student body in admissions decisions.
6C	Fri, Dec 8, 2000	Report on current status of policy.
9A	Fri, Dec 8, 2000	Report on FY 00, <u>July 1, 1999 – June 30, 2000</u> , data.
1C	Fri, Feb 9, 2001	Mission statements were approved initially in 1998. A few institutions submitted revisions that were approved during last year's rating process. Statements that have been revised since receiving Commission approval must be revisited as part of the rating process.

Section I: Performance Funding Process

Data Collection and Verification

Report Mode	Indicators	Due Date	Data to be reported for Yr 5 Assessment
	2E1	Fri, Feb 9, 2001	Fall 2000
	3D	Fri, Feb 9, 2001	Institutions are to submit a report on programs for which the institution is on schedule for an accreditation visit such that accreditation is expected by April 2002 and on programs that have received accreditation since data reported on accredited programs as of August 1, 2000.
	5B	Fri, Feb 9, 2001	Report on use of best practices in FY 2001 and for the past three FYs
	8A	Fri, Feb 9, 2001	Report on extent to which the criteria stipulated in the "Policy and Procedures for Transferability of Credits" document are achieved. Institutions will report on all criteria. Additionally, CHE staff may conduct a test of institutions' ability to use SPEEDE/EXPRESS or other aspects of the policy.
Indicators Not Assessed for Purposes of Yr 5 Ratings	2B, 2C, 4A, 4B, 5C, 7B (parts 1-3) and 7C (parts 1-3)	"On Cycle"	Assessed every 2 or 3 years
	3B, 7A1b, 7A1c, 7A2	Deferred	Assessment deferred due to measurement issues
	2F, 7E	Assessed through indicators 2B & 7B	

REPORT FORMS FOLLOW FOR INDICATORS REPORTED TO THE DIVISION OF PLANNING, ASSESSMENT AND PERFORMANCE FUNDING

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(REPORT FORMS FOR INDICATORS REQUIRING REPORTING TO THE PLANNING,
ASSESSMENT, AND PERFORMANCE FUNDING COMMITTEE INSERTED HERE)

TO ACCESS DATA FORMS: **YEAR 5 PF DATA REPORT FORMS**

Data Verification, General Information

The Performance Funding Data Verification Team visits institutions for the purpose of verifying data submitted in support of the performance funding process and CHEMIS (Commission on Higher Education Management Information System).

The data verification process includes three components:

- A pre-visit 3 to 4 weeks prior to the team's arrival that includes a discussion of each of the indicators that will be reviewed, the institutional support requirements for the indicators, and the logistical support required for the team members. The pre-visit is normally attended by whomever the institution selects and is lead by the institution's performance funding coordinator and the CHE audit team leader.
- The data verification visit normally last 4 to 5 days, commencing on a Monday and culminating with an exit conference on Thursday or Friday. Members of the data verification team will be present for 1 to 5 days. The team leader will remain on campus until all field work has been completed and the exit conference is conducted. All findings will be fully communicated to the institution's representative(s) at the exit conference.
- At the conclusion of the data verification visit, a report will be prepared that will summarize the purposes for verifying each element, the methods used, observations and/or findings resulting from the analyses performed, and any recommendations deemed appropriate for correcting/improving the processes reviewed. Detailed data (where it does not violate privacy), background and supporting materials, and individual team members' complete reports will be retained in the Commission office. The second section of the report will project the effect the variances noted would have on the Institutional Performance Rating being evaluated. The final section of the report will list the Data Verification Team members and those individuals who were interviewed or who assisted the team as the data were examined.

To access additional information via the internet, you may access the Commission's website (www.che400.state.sc.us) and select the Planning, Assessment and Performance Funding Division or simply go to <http://www.che400.state.sc.us/web/Perform/DV/DVerf.htm>.

If you need additional information, please contact Gary Glenn at the Commission.

Gary S. Glenn, Auditor/Coordinator
Planning, Assessment, & Performance Funding
SC Commission on Higher Education
(803) 737-3922 (office), (803) 737-2297 (fax), gglenn@che400.state.sc.us

E. Performance Improvement Funding Process**General Information**

The Commission on Higher Education (CHE) awards Performance Improvement Funding to institutions or groups of institutions annually, funding permitting, for the purposes of providing additional support for improving performance on performance funding indicators. Funds are awarded in response to proposals submitted by eligible institutions and may be funded in whole or in part. Effective with Year 3, the CHE determined eligible institutions are those scoring in the overall performance categories of "Achieves," "Does Not Achieve," and "Substantially Does Not Achieve." The CHE considers and approves, annually, guidelines for the type proposals submitted, including for example award priorities. Last year, the Commission approved awards for FY 2000-01 that were contingent on scores awarded through the performance funding process in May 2000 (i.e., Performance Year 4 scores) to affect the FY 2000-01 allocation of state appropriations. A total of \$1,858,584 was awarded to eligible institutions including: funding for a joint proposal of the 3 research institutions, funding for 6 of the 4-yr teaching institutions, funding for a joint proposal of the 5 regional campuses of USC, and funding for the State Board for Technical and Comprehensive Education to be provided to those lower-performing institutions and to support the development of distance education coursework to provide the courses in transfer blocks.

Guidelines for 2000-01 (Yr 5)**DETAILS ARE TO BE PROVIDED UPON CHE APPROVAL IN SPRING 2001**

The Planning and Assessment Committee will consider staff recommendations for guidelines at its March meeting. The Commission will consider the Committee's recommendations at its April meeting. Guidelines will provide requirements and timelines for submission. As of this printing it is expected that institutional requests for Performance Funding Improvement Funding will be considered by the Committee and Commission at the July meeting.

SECTION II

PERFORMANCE INDICATORS, A GUIDE TO MEASUREMENT

A. GENERAL INFORMATION

B. EXPLANATORY GUIDE TO DISPLAY FOR THE PERFORMANCE INDICATORS

C. INDICATOR DEFINITIONS, BY CRITICAL SUCCESS FACTOR BY INDICATOR NUMBER

SECTION II: PERFORMANCE INDICATORS, A GUIDE TO MEASUREMENT**A. General Definitions**

The following section outlines terms and definitions commonly used in association with the performance funding system.

BENCHMARKED INDICATORS are performance indicators for which institutions determine and the Commission approves a goal-level of performance to be achieved in a performance year. In performance years prior to 2000-01, the majority of indicators were assessed this way. With the adoption of common standards for most indicators, institutions no longer propose their own targets or standards.

CRITICAL SUCCESS FACTORS are 9 key performance areas of academic quality identified in §59-103-30 (A) of the South Carolina Code of Laws, 1976, as amended.

CHE is the Commission on Higher Education (as established by §59-103-10, *et seq.*, of the SC Code of Laws, 1976, as amended), a fourteen-member coordinating board that oversees thirty-three public institutions of higher education in the State of South Carolina.

CHEMIS is the Commission on Higher Education Management Information System which is the centralized state data base maintained by the Commission on all the colleges and universities in the state. It contains IPEDS data as well as additional data required either by state law or Commission policy.

CIP CODE is the designation for the assigned classification of instructional program.

CRITERION-REFERENCED INDICATORS are performance indicators for which standards of achievement have been set by the Commission on Higher Education for the purpose of rating institutions' performance. Most indicators in effect as of 2000-01 performance year are assessed against standards common to institutions within sectors.

CUPA is the College and University Personnel Association. CUPA data is used in Performance Funding primarily for faculty salary data.

EDUCATION AND GENERAL (E&G) EXPENDITURES is the total funds spent for educational and general expenses in a given fiscal year (July 1 of one year to June 30 of the next year). Expenditures include those associated with activities including: Instruction, Research, Public Service, Academic Support, Student Services, Institutional Support, Operation and Maintenance of Plant, and Scholarships and Fellowships. For purposes of performance assessment (see indicators 1A, 5A, and 5D), expenditures not included are those associated with Auxiliary Enterprises, Hospitals, and Independent Operations.

EXPECTED TREND is the identified direction or movement that should be exhibited in demonstrating successful performance on an indicator.

FTE means Full-Time Equivalent and is commonly used to refer to student enrollment derived from both full- and part- time statuses. FTE is also used in reference to numbers of faculty.

HEADCOUNT refers to sum total of all full- and part-time students or faculty.

INDICATORS are those identified in Section 59-103-30 (B) of the South Carolina Code of Laws, 1976, as amended, for the purposes of assessing the success of a public postsecondary institution in meeting the nine critical success factors.

INSTITUTIONAL BENCHMARK is an annual goal that an individual institution has proposed, subject to approval by the Commission on Higher Education, and strives to meet or exceed. (see also BENCHMARKED INDICATORS). In Year 5, the Commission adopted standards for each sector that replaced the institutional benchmarks used in past years as performance standards.

INVENTORY OF ACADEMIC PROGRAMS is the compilation of all programs approved by the Commission on Higher Education, which are offered as degree programs in South Carolina's colleges and universities. These include all graduate degrees (masters, specialist and doctoral and undergraduate degrees (baccalaureate and associates).

IPEDS is the Integrated Postsecondary Educational Data System. It is the core postsecondary education data collection program in the U. S. Department of Education's National Center for Education Statistics (NCES). It is a single comprehensive data collection system developed to encompass all institutions and organizations whose primary purpose is to provide post-secondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollment, program completions, faculty, staff, finance, and libraries.

MEASURE refers to the specific representation or measurement mechanism of an indicator using quantitative or qualitative characteristics.

MISSION RESOURCE REQUIREMENT (MRR) is the mechanism used by the Commission in determining institutional funding needs.

PERFORMANCE CATEGORY is the level of performance of an institution in comparison to standards. An institution's category is defined by the institution's overall performance score. (See Section I.B, Current System for Assessing Performance.)

PERFORMANCE FUNDING SYSTEM is an allocation method that distributes funds to institutions based on an institution's performance in relation to established standards.

PERFORMANCE RATING refers to the score received on an indicator based on the analysis of performance on a particular indicator.

PERFORMANCE SCORE refers to the overall evaluation of an institution's performance based on Performance Ratings earned on indicators.

PERFORMANCE YEAR is the year in which goals are set and institutions are rated on the goals set. The final rating determination in a performance year impacts an institution's funding for the upcoming fiscal year. For a detailed explanation, see Section I. B and C.

RESTRICTED FUNDS are monies that are expendable only for those purposes stipulated by the donor.

SACS means the Southern Association of Colleges and Schools, which is the accrediting body for a postsecondary institution located in the Southeast Region. This national accrediting body is recognized as the Regional accrediting body by the United States Department of Education.

SACS CRITERIA means those guidelines in the 1998 Criteria for Accreditation from the Southern Association of Colleges and Schools Commission on Colleges. This is a list of rules and regulations, which governs whether or not a postsecondary institution will receive SACS accreditation. Accreditation or re-accreditation for a postsecondary institution is granted for a 10-year basis but can be for less as determined by SACS.

SECTOR refers to groupings of South Carolina's public postsecondary institutions as defined by §59-103-15 of the South Carolina Code of Laws, 1976, as amended. The four types of public higher education institutions identified are (1) Research Institutions, (2) Four-year Colleges and Universities, (3) Two-year Branches of the University of South Carolina and (4) The State Technical and Comprehensive Education System. "Research," "Teaching," "Regional," and "Technical" are commonly used to refer to the four sectors, respectively, as outlined above. The Research Sector includes: Clemson University; the University of South Carolina, Columbia; and the Medical University of South Carolina. The Teaching Sector includes: the Citadel; Coastal Carolina University; the College of Charleston; Francis Marion University; Lander University; South Carolina State University; the University of South Carolina, Aiken; the University of South Carolina, Spartanburg; and Winthrop University. The Regional Sector includes the five branch campuses of the University of South Carolina: Beaufort, Lancaster, Salkehatchie, Sumter, and Union. The Technical Sector includes the 16 technical colleges of South Carolina: Aiken, Central Carolina, Northeastern (formerly Chesterfield-Marlboro), Denmark, Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Orangeburg-Calhoun, Piedmont, Spartanburg, Technical College of the Low Country, Tri-County, Trident, Williamsburg, and York).

SECTOR BENCHMARK is a term applicable in the first four years of performance funding. It refers to goal(s) that institutions in a particular sector strive to move toward, meet, or exceed over a period of years. These goals were determined and approved by the Commission. For the current year forward, sector benchmarks have been replaced with the setting of common standards within sectors for expected performance on indicators as measured by the Commission.

STANDARD refers to a goal institutions within each sector strive to meet or exceed on a given indicator.

UNRESTRICTED FUNDS include monies available for any purpose and do not include auxiliary enterprises.

B. Explanatory Guide to the Display for the Performance Indicators

The following section outlines the format used to provide details related to each performance indicator as displayed on the following pages. The format is similar to that used in the March 1999 or 3rd edition of the performance funding workbook. However, users of the past workbook will note that the order of the elements provided has been altered to hopefully provide an easier guide to the measurement of the indicators. Measurement changes implemented for Year 5 forward as a result of Commission approval on July 6, 2000, are identified.

DISPLAY FORMAT:

Indicators are identified in order of Critical Success Factor and Indicator Number. For each indicator, the first line identifies the Critical Success Factor by number and name; the second line identifies the indicator by number and title; and a third and subsequent lines identifies the subparts, if applicable, of indicators. Generally, performance indicators are numbered by the critical success factor followed by a letter indicating the performance indicator. This designation corresponds to that found in South Carolina State Code, §59-103-30.

At the top of the page for each new indicator you will see:

(#) Critical Success Factor Title

(# Letter) Indicator Title

(# Letter #) Defined indicator subpart description if applicable

This identification is then followed by information as indicated in the format shown below:

MEASURE

Measurement Definition as adopted by the Commission.

APPLICABILITY

Indicates which institutions are measured on the indicator.

MEASUREMENT INFORMATION

General Data Source: Indicates the source of data for the measured information.

Timeframe: Indicates the general timeframe assessed each performance year. The timeframe for Year 5 is also identified.

Cycle: Indicates whether an indicator is measured in alternate years and the number of years between each assessment.

Display: Indicates the type of data, (e.g., numeric, percent, written).

Rounding: Indicates the level of rounding used to assess performance.

Expected Trend: Indicates the expected direction of movement considered to demonstrate improvement in performance.

Type Standard: Indicates, generally, the method for assessing performance results.

Improvement Factor: Indicates whether an improvement factor is used in determining ratings and if so, the required percentage.

("Display Format" continued)

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Related measurement information including details regarding how performance is calculated and terminology specific to the indicator.

STANDARDS USED TO ASSESS PERFORMANCE

Indicates standards that have been adopted by the CHE for use in assessing institutional performance for 2000-01 and forward. Standards adopted for use in 2000-01 will be used for three years unless later consideration determines otherwise. If assessment provides for consideration for additional points due to improvement over past performance, that factor and application is indicated. The standards will be displayed in a table format similar to the table below followed by descriptive information for the improvement factor.

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research		
Clemson		
Univ. of SC Columbia		
Medical Univ. of SC		
Teaching		
Regional		
Technical		

*Footnote detailing scores of 1 and 3.

Improvement Factor: (APPLICABLE FACTOR TO BE INSERTED HERE)

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

(REQUIREMENTS FOR EARNING THE 0.5 TO BE INSERTED HERE)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND (CALCULATION METHODOLOGY TO BE INSERTED HERE)
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

Notes related to any revision of indicators effective with Year 5, 2000-2001, to be indicated here, as well as, notes related to revisions in previous years.

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Table II.B.1. Current Performance Indicators and Applicability to Institutions.

The following table outlines the 37 indicators and their subparts and provides information regarding their applicability and measurement cycles.

Indicator Number	Descriptive Indicator Title	Applicability to Institutions by Sector	Rating Cycle & Timeframe for Yr 5 Data
1. MISSION FOCUS			
1A	Expenditure of funds to achieve institutional mission based on a ratio of selected expenditure category(ies) to total education and general expenditures.	Applies to All Institutions.	Assessed Annually (For Yr 5: FY 1999-2000)
1B	Curricula offered to achieve mission as the percent of programs appropriate to degree level, supported by the mission and with full approval in the most recent CHE program review.	Applies to All Institutions. CHE Program Review not applicable for two year institutions.	Assessed Annually (For Yr 5: as of a review for Spring 2001 ratings)
1C	Approval of a mission statement.	Applies to All Institutions.	Assessed Annually. (CHE approves statements every 5 years assessing any changes in interim years each spring.)
1D	Adoption of a strategic plan	Applies to All Institutions.	Assessed Annually. (For Yr 5, based on setting of goals and targets during the performance year.)
1E	Attainment of goals of the strategic plan.	Applies to All Institutions.	Assessed Annually. (Deferred in Yr 5 due to changes in measurement.)
2. QUALITY OF FACULTY			
2A	Academic and other credentials of professors and instructors. (includes 3 subparts)		
2A1	Percent of headcount faculty teaching undergraduates meeting SACS requirements.	Applies to All Institutions.	Assessed Annually (For Yr 5: Fall 2000)
2A2a	Percent of headcount faculty with terminal degrees teaching undergraduate classes.	Applies to All Institutions, but currently deferred for technical colleges.	Assessed Annually (For Yr 5: Fall 2000)
2A2b	Percent of full-time faculty with terminal degrees teaching undergraduate classes.	Applies to All Institutions, but currently deferred for technical colleges.	Assessed Annually (For Yr 5: Fall 2000)
2B	Faculty performance review system.	Applies to All Institutions.	Assessed every 3 yrs starting with Yr 3 (1998-99). (For Yr 5: Not assessed)
2C	Post Tenure Review for Tenured Faculty	Applies to All Institutions in the Research, Teaching, and Regional Sectors.	Assessed every 3 yrs starting with Yr 3 (1998-99). (For Yr 5: Not assessed)

II. Indicator Guide
Summary Table: Current Indicators and Applicability

Indicator Number	Descriptive Indicator Title	Applicability to Institutions by Sector	Rating Cycle & Timeframe for Yr 5 Data
2D	Average Faculty Compensation And Average by Rank	Average Faculty Compensation applies to the Regional and Technical Sectors. Average By Rank applies to institutions in the Research and Teaching Sectors.	Assessed Annually (For Yr 5: Fall 2000)
2D1a	Average Instructor Salary	Applies to Research and Teaching Sectors	Assessed Annually (For Yr 5: Fall 2000)
2D1b	Average Assistant Professor Salary	Applies to Research and Teaching Sectors	Assessed Annually (For Yr 5: Fall 2000)
2D1c	Average Associate Professor Salary	Applies to Research and Teaching Sectors	Assessed Annually (For Yr 5: Fall 2000)
2D1d	Average Professor Salary	Applies to Research and Teaching Sectors	Assessed Annually (For Yr 5: Fall 2000)
2E	Availability of faculty to students outside the classroom as based on a standard survey question. (includes 2 subparts)		
2E1	Percent of classroom faculty rated satisfied on availability	Applies to All Institutions	Assessed every 2 yrs starting in Yr 3, 1998-99. (For Yr 5: Fall 2000)
2E2	Percent of advisors rated satisfied on availability.	Applies to All Institutions	Assessed every 2 yrs starting in Yr 3, 1998-99. (For Yr 5: Spring 2000)
2F	Community and public service activities of faculty for which no extra compensation is paid.	This measure applies to all as part of the assessment of Indicator 2B.	Assessed through Indicator 2B.
3. CLASSROOM QUALITY			
3A	Class Size and Student Teacher Ratios (includes 5 subparts)		
3A1a	Lower division class size	Applies to All Institutions, except MUSC	Assessed Annually (For Yr 5: Fall 2000)
3A1b	Upper division class size	Applies to All Institutions, except technical colleges.	Assessed Annually (For Yr 5: Fall 2000)
3A2a	Percent of undergraduate lecture sections of 50 and more	Applies to All Institutions	Assessed Annually (For Yr 5: Fall 2000)
3A2b	Percent of lower division lecture sections of 100 and more	Applies to All Institutions, except MUSC	Assessed Annually (For Yr 5: Fall 2000)
3A3	FTE Students per FTE Teaching Faculty	Applies to All Institutions	Assessed Annually (For Yr 5: Fall 2000)
3B	Average number of credit hours taught by full-time faculty teaching at least 3 hours in the fall.	Applies to All Institutions.	Assessed Annually (For Yr 5: Deferred due to measurement issues)

II. Indicator Guide

Summary Table: Current Indicators and Applicability

Indicator Number	Descriptive Indicator Title	Applicability to Institutions by Sector	Rating Cycle & Timeframe for Yr 5 Data
3C	Ratio of full-time faculty as compared to other full-time employees	Applies to All Institutions	Assessed Annually (For Yr 5: Fall 2000)
3D	Accreditation of degree granting programs	Applies to All Institutions except USC-Beaufort, USC-Salkehatchie, USC-Lancaster, and USC-Sumter.	Assessed Annually (For Yr 5: as of a review for Spring 2001 ratings of Aug 2000 and Feb '01 reports)
3E	Institutional emphasis on quality teacher education and reform (includes 5 subparts)		
3E1	NCATE Accreditation	Applies to Clemson, USC-Columbia, and institutions in the Teaching Sector	Assessed Annually (For Yr 5: as of a review for Spring 2001 ratings)
3E2a	Percent of students passing teaching licensing exams -- professional knowledge	Applies to Clemson, USC-Columbia, and institutions in the Teaching Sector	Assessed Annually (For Yr 5: exams taken from April 1, 1999 – March 31, 2000)
3E2b	Percent of students passing teaching licensing exams – specialty area exams	Applies to Clemson, USC-Columbia, and institutions in the Teaching Sector	Assessed Annually (For Yr 5: exams taken from April 1, 1999 – March 31, 2000)
3E3a	Percent of teacher education graduates in critical shortage areas	Applies to Clemson, USC-Columbia, and institutions in the Teaching Sector	Assessed Annually (For Yr 5: FY 1999-2000)
3E3b	Percent of teacher education graduates who are minority	Applies to Clemson, USC-Columbia, and institutions in the Teaching Sector	Assessed Annually (For Yr 5: FY 1999-2000)
4. INSTITUTIONAL COOPERATION AND COLLABORATION			
4A	Sharing and use of technology, programs, equipment, supplies and source matter experts within the institution, with other institutions, and/or with the business community.	Applies to All Institutions	Assessed every 3 yrs starting in Yr 3, 1998-99. (For Yr 5: not assessed)
4B	Cooperation and collaboration with private industry	Applies to All Institutions	Assessed every 3 yrs starting in Yr 3, 1998-99. (For Yr 5: not assessed)
5. ADMINISTRATIVE EFFICIENCY			
5A	Ratio of administrative expenditures to academic expenditures, expressed as a percent.	Applies to All Institutions	Assessed Annually (For Yr 5: FY 1999-2000)
5B	Use of best management practices.	Applies to All Institutions	Assessed every 2 yrs starting with Yr 3, 1998-99 (For Yr 5: Feb '01 report on Fy '01 and past 3 FY's)
5C	Elimination of unjustified duplication of and waste in administrative and academic programs.	Applies to All Institutions	Assessed every 3 yrs starting with Yr 4, 1999-2000 (For Yr 5: not assessed)

II. Indicator Guide
Summary Table: Current Indicators and Applicability

Indicator Number	Descriptive Indicator Title	Applicability to Institutions by Sector	Rating Cycle & Timeframe for Yr 5 Data
5D	General overhead expenditures per full-time equivalent student.	Applies to All Institutions	Assessed Annually (For Yr 5: FY 1999-2000)
6. ENTRANCE REQUIREMENTS			
6A	SAT scores of entering freshmen as measured by the percent with 1000 SAT/21 ACT or higher.	Applies to Clemson, USC-Columbia, and institutions in the Teaching and Regional Sectors	Assessed Annually (For Yr 5: Fall 2000)
6B	Percent of entering freshmen with high school rank in the top 30% or a 3.0 or higher GPA on a 4.0 scale.	Applies to Clemson, USC-Columbia, and institutions in the Teaching and Regional Sectors	Assessed Annually (For Yr 5: Fall 2000)
6C	Policy for considering post-secondary non-academic achievements of non-traditional students, compliance with CHE guidelines.	Applies to All Institutions, except MUSC	Assessed Annually (For Yr 5: as of review for Spring 2001 ratings)
6D	Priority on enrolling in-state students	Applies to Institutions in the Research and Teaching Sectors.	Assessed Annually (For Yr 5: Fall 2000)
7. GRADUATES' ACHIEVEMENTS			
7A	Graduation Rate (includes 4 subparts)		
7A1a	Graduation in 150% of program time. Considers 1 st -time, full-time, degree-seeking students.	Applies to All Institutions, except MUSC	Assessed Annually (For Yr 5: 1994 cohort for 4-yrs and 1997 cohort for 2-yrs)
7A1b	Rate 2, transfer-out number and rate	Applies to All Institutions, except MUSC	To date, this subpart has been deferred
7A1c	Rate 3, transfer-in number and rate	Applies to All Institutions, except MUSC	To date, this subpart has been deferred
7A2	Graduation in 150% of program time, excluding those enrolled in 2 or more developmental courses the first semester.	Applies to Technical Colleges	Assessed Annually. (For Yr 5: Deferred)
7B	Employment and education rate for graduates (includes 3 subparts)		
7B1	System for tracking undergraduates on employment for continued education with response rate of at least 20% required.	Applies to All Institutions	Assessed every 2 yrs starting in Yr 4, 1999-2000. (For Yr 5: not assessed)
7B2	Percent of graduates either employed or enrolled at a more advanced level.	Applies to All Institutions	Assessed every 2 yrs starting in Yr 4, 1999-2000. (For Yr 5: not assessed)
7B3	Percent of graduates employed within one year.	Applies to All Institutions	Assessed every 2 yrs starting in Yr 4, 1999-2000. (For Yr 5: not assessed)
7C	Employer feedback on graduates (includes 3 subparts)		
7C1	Process for surveying employers who interview or hire perspective graduates.	Applies to All Institutions, except those in the Regional Sector	Assessed every 2 yrs starting in Yr 4, 1999-2000. (For Yr 5: not assessed)

II. Indicator Guide

Summary Table: Current Indicators and Applicability

Indicator Number	Descriptive Indicator Title	Applicability to Institutions by Sector	Rating Cycle & Timeframe for Yr 5 Data
7C2	Employers' level of satisfaction with graduates interviewed.	Applies to All Institutions, except those in the Regional Sector	Assessed every 2 yrs starting in Yr 4, 1999-2000. (For Yr 5: not assessed)
7C3	Employers' Satisfaction with Employees.	Applies to All Institutions, except those in the Regional Sector	Assessed every 2 yrs starting in Yr 4, 1999-2000. (For Yr 5: not assessed)
7D	Percent of students passing professional examinations.	Applies to All Institutions, except USC-Beaufort, USC-Salkehatchie, USC-Sumter, USC-Union.	Assessed Annually (For Yr 5: exams taken from April 1, 1999 – March 31, 2000)
7E	Number of graduates who continued their education.	This measure applies to all as part of the assessment of Indicator 7B.	Assessed through Indicator 7B.
7F	Average credit hours earned compared to average required for programs completed of students earning bachelor's degrees.	Applies to Clemson, USC-Columbia, and institutions in the Teaching Sector	Assessed Annually (For Yr 5: 1999-2000 graduates initially enrolled as 1 st time freshmen)
8. USER-FRIENDLINESS OF THE INSTITUTION			
8A	Transferability of credits to and from the institution; extent of compliance with CHE Guidelines	Applies to All Institutions	Assessed Annually (For Yr 5: review for ratings in Spring 2001 of Academic Yr '01)
8B	Continuing education programs for graduates and others measured as total CEU's produced in a fiscal year.	Applies to Technical Sector Only	Assessed Annually (For Yr 5: FY 1999-2000)
8C	Accessibility to the institution of all citizens of the state (includes 4 subparts)		
8C1	Percent of undergraduate SC citizens enrolled who are minority (headcount students).	Applies to All Institutions	Assessed Annually (For Yr 5: Fall 2000)
8C2	Annual retention rate of SC degree-seeking undergraduates who are minority.	Applies to All Institutions	Assessed Annually (For Yr 5: Enrolled Fall '99 & returning Fall '00)
8C3	Percent of graduate students who are minority (headcount students).	Applies to Research and Teaching Sectors only	Assessed Annually (For Yr 5: Fall 2000)
8C4	Percent of teaching faculty who are minority (headcount faculty).	Applies to All Institutions	Assessed Annually (For Yr 5: Fall 2000)
9. RESEARCH FUNDING			
9A	Financial Support for reform in teacher education measured as FY research expenditures for teacher education compared to most recent 3-yr average.	Applies to Clemson, USC-Columbia, and institutions in the Teaching Sector	Assessed Annually (For Yr 5: FY 1999-2000)
9B	Public and private sector grants measures as FY restricted research expenditures compared to most recent 3-yr average.	Applies to Research Sector only.	Assessed Annually (For Yr 5: FY 1999-2000 & average of FYs '97, '98, '99)

C. Indicator Definitions by Critical Success Factor By Indicator Number

On the following pages, a full description of each indicator is provided. The display format is as outlined in Section II.B. pages 56-57.

CRITICAL SUCCESS FACTOR 1

MISSION FOCUS

1A, EXPENDITURE OF FUNDS TO ACHIEVE INSTITUTIONAL MISSION

1B, CURRICULA OFFERED TO ACHIEVE MISSION

1C, APPROVAL OF A MISSION STATEMENT

**1D, ADOPTION OF A STRATEGIC PLAN TO SUPPORT THE
MISSION STATEMENT**

1E, ATTAINMENT OF GOALS OF THE STRATEGIC PLAN

(1) MISSION FOCUS**(1A) EXPENDITURE OF FUNDS TO ACHIEVE INSTITUTIONAL MISSION****MEASURE**

Institutions will be assessed on the percentage of expenditures in specified categories to the total educational and general expenditures (E&G) - excluding funds transfers for all; including unrestricted and restricted expenditures for the research sector; and including unrestricted expenditures only for the other sectors. To provide for different institutional characteristics and mission, a set group of categories is designated for each sector with individual institutions allowed the option of selecting one additional category for which the desired trend of the selected category is upward. Selection of categories is expected to be revisited on three year cycles. Designated expenditure categories include the following:

Research Sector: All institutions in this sector will select Instruction, Academic Support and Research and will have the option of selecting one additional category from Public Service, Student Services, or Scholarships and Fellowships.

Teaching, Regional, and Technical Sectors: All institutions in these sectors will select Instruction and Academic Support and will have the option of selecting one additional category from Research, Public Service, Student Services, or Scholarships and Fellowships.

APPLICABILITY

All Four Sectors (all institutions)

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution for the annual IPEDS Finance Survey.
Timeframe:	The most recent ended FY is considered for ratings. For Year 5, FY 1999-2000.
Cycle:	Rated annually with Category Selection every 3 years beginning with PF Year 2000-01.
Display:	Ratio of category sum to total E&G expressed as a %.
Rounding:	Performance data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	>= 3% of past 3-year performance average.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Performance = (Sum of expenditures in the categories / Sum of expenditures in all 8 Categories (i.e., total E&G)) *100 and rounded to 1 decimal. As indicated, funds transfers are excluded; unrestricted and restricted expenditures are included for research institutions; and unrestricted expenditures only for all other institutions.

Annual evaluation of performance will be based on the calculation by the Commission of the institution's selected categories to total E&G as described above from data provided for the institution's most recent IPEDS Finance Survey.

IPEDS definitions as of this fiscal year will be used for 1) instruction, 2) research, 3) public service, 4) academic support, 5) student services, 6) institutional support, 7) operation and maintenance of plant, and 8) scholarships and fellowships.

The designated categories will be selected by institutions with approval by the Commission. This process is expected to occur every three years.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
RESEARCH SECTOR: Base Categories Required (Academic Support + Instruction + Research) + Institution's Choice, if elected:		
Base Categories Only: Clemson USC Columbia MUSC	63.0% to 66.0% 65.0% to 68.0% 71.0% to 79.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Base + Public Service: Clemson USC Columbia MUSC	77.0% to 78.0% 75.0% to 78.0% 82.0% to 85.0%	
Base + Student Service: Clemson USC Columbia MUSC	66.0% to 68.0% 68.0% to 72.0% 72.0% to 80.0%	
Base + Scholarships & Fellowships: Clemson USC Columbia MUSC	70.0% to 71.0% 72.0% to 75.0% 72.0% to 82.0%	
TEACHING SECTOR: Base Categories Required (Academic Support + Instruction) + Institution's Choice, if elected:		
Base Categories Only	58.0% to 62.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Base + Research	58.0% to 63.0%	
Base + Public Service	59.0% to 63.0%	
Base + Student Service	67.0% to 71.0%	
Base + Scholarships & Fellowships	61.0% to 66.0%	

(Continued on next page)

**STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS
5 (2000-01), 6 (2001-02) AND 7 (2002-03)**

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
REGIONAL CAMPUSES SECTOR: Base Categories Required (Academic Support + Instruction) + Institution's Choice, if elected:		
Base Categories Only	55.0% to 61.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Base + Research	55.0% to 61.0%	
Base + Public Service	56.0% to 63.0%	
Base + Student Service	66.0% to 72.0%	
Base + Scholarships & Fellowships	57.0% to 64.0%	

TECHNICAL COLLEGES SECTOR: Base Categories Required (Academic Support + Instruction) + Institution's Choice, if elected:		
Base Categories Only		Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions (all peers and peers of <1000 FTE based on FY 97 IPEDS enrollment data) using IPEDS FY 98 survey data. SC Technical Colleges < 1000 FTE include: Northeastern Technical College (formerly Chesterfield-Marlboro), Denmark Technical College, Technical College of the Lowcountry, and Williamsburg Technical College.
All SC Techs >1000 FTE:	58.0% to 63.0%	
All SC Techs <1000 FTE:	58.0% to 62.0%	
Base + Research		
All SC Techs >1000 FTE:	58.0% to 63.0%	
All SC Techs <1000 FTE:	58.0% to 62.0%	
Base + Public Service		
All SC Techs >1000 FTE:	58.0% to 63.0%	
All SC Techs <1000 FTE:	58.0% to 62.0%	
Base + Student Service		
All SC Techs >1000 FTE:	64.0% to 72.0%	
All SC Techs <1000 FTE:	65.0% to 71.0%	
Base + Scholarships & Fellowships		
All SC Techs >1000 FTE:	58.0% to 65.0%	
All SC Techs <1000 FTE:	59.0% to 65.0%	

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

Improvement Factor: 3%

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

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

Improvement Factor Calculation Methodology:

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

NOTES

1) *Revisions in Year 4 Effective in Year 5:* The Commission approved changes to this indicator on July 6, 2000. Effective with Year 5, the definition was revised to limit category selection while affording institutions choice among categories selected as described above. In past years, institutions selected from among the eight categories, the area(s) in which it wanted to show movement over time. Categories included: instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and scholarships and fellowships. Selected categories were summed and expressed as a percentage of total educational and general (E&G) expenditures (excluding funds transfers) for purposes of measurement. Institutions selected the desired trend. As is still the case, for the Research Sector, expenditures include restricted and unrestricted funds and exclude funds transfers, whereas, for the Teaching, Regional, and Technical Sectors, expenditures include unrestricted funds only and exclude funds transfers.

(1) MISSION FOCUS**(1B) CURRICULA OFFERED TO ACHIEVE MISSION****MEASURE**

Using the institution's most recently approved mission statement, curricula offered to achieve that mission will be measured as the percentage of degree programs which:

(1) are appropriate to the degree-level authorized for the institution by the Commission on Higher Education and Act 359 of 1996;

(2) support the institution's goals, purpose, and objectives as defined in the approved mission statement; and

(3) have received full "approval" in the most recent Commission on Higher Education review of that program.

APPLICABILITY

Research and Teaching Sectors: All three points included in the measure definition apply. For these two sectors, the indicator applies as a "scored indicator" (i.e., percent of programs meeting the three is measured against the adopted performance scale).

Regional and Technical Sectors: All points in the measure apply except point three. The Commission does not conduct program review for two-year institutions. The indicator is a "compliance" indicator for these two sectors (i.e., if all programs meet the first two points of the measure, the institution is in compliance with requirements).

MEASUREMENT INFORMATION

General Data Source: CHE staff review of the Academic Inventory that is maintained and monitored through the CHE Division of Academic Affairs in light of the three points of the measure as applicable.

Timeframe: As of staff review in the spring prior to ratings. As was the case last year, the percentage calculated will be based on the current Inventory of Academic Programs and the status of program reviews since the 1995-96 Academic Year.

Cycle: All sectors rated annually.

Display: Research & Teaching: Ratio of number of programs meeting all 3 criteria to the total number of programs expressed as a %. Regional & Technical: Designation of "Complied" for compliance with requirements or "Fails to Comply" for non-compliance with requirements.

Rounding: Research & Teaching: Performance data rounded to nearest whole percent. Regional & Technical: N/A.

Expected Trend: Research & Teaching: Upward movement is considered to indicate improvement. Regional & Technical: "In Compliance."

Type Standard:	<u>Research & Teaching</u> : Annual performance assessed in comparison to set scale. <u>Regional & Technical</u> : Compliance.
Improvement Factor:	Not applicable, all sectors.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

CALCULATIONS FOR RESEARCH AND TEACHING SECTORS:

Performance on this indicator is assessed by determining the percent of programs meeting the three criteria and comparing that performance to a scale adopted by the Commission. (See scale detailed below in the “Standards” table.) The programs and program review status of programs is based on the current Academic Inventory and the status of reviews since the 1995-96 academic year. In rating this indicator last year (Year 4), the status as of the time of review for ratings of the Academic Inventory and the status of program reviews based on Commission actions as of February 3, 2000, were considered. A similar timeframe should be expected this year and institutions will be provided with any necessary updates related to this timeframe.

Degree programs (see also below for additional details) are considered at the level of the “Degree Designation” provided the CIP code and program title are the same (e.g., CIP=160901, Program Title=“French,” and Degree Designations of “BA” and “BS” would be counted as 2 programs). Each such degree program is counted once although institutions may provide the same degree program at different sites or through different delivery modes. If the CIP code level and the degree offered are the same, but the program titles indicates different programs, the programs are likely counted separately (e.g., CIP 500999, Program Titles of “Piano Pedagogy” and “Music Composition” and degree designations of “MM” for each would be counted as 2 separate programs.)

CALCULATIONS FOR REGIONAL AND TEACHING:

A determination of compliance will be made by CHE staff each spring as performance is assessed for the purposes of ratings. CHE staff will review the inventory to determine in light of the institution’s current mission statement, whether all programs offered support the degree-level authorized in State code as well as those indicated in the institution’s mission. If all programs support the authorized degree-level and the institutions goals, a determination of Compliance will be earned.

DEFINITIONS:

Degree programs approved by the Commission on Higher Education and listed in the Inventory of Academic Programs. (The reader is referred to the Academic Affairs section of the Commission’s website at www.che400.state.sc.us for additional information regarding the Inventory.) Program Review Approval Status includes programs reviewed in the 1995-96 academic year and subsequent to that year.

Approved mission statement means the mission statement resulting from the approval process used by the Commission on Higher Education to evaluate a mission statement for Indicator 1C, “Approval of the Mission Statement.”

Curricula offered means all programs offered by the institution of higher education.

Degree levels authorized by Act 359 are the following: Undergraduate through doctoral degrees are approved for the research institutions; undergraduate through the masters/specialists degrees are approved for four year institutions; associates degrees are approved for the two year regional campuses and associate degrees are approved for the technical colleges. In rare occasions, a four-year institution may be approved to offer an associate's degree.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research and Teaching Sectors	95% – 99% of programs or not more than one not approved	Not more than one program applies if the institution's performance falls below the range indicated and all of the institutions programs except one meets the criteria. In such cases, a score of 2 will be earned.
Regional and Technical Sectors	COMPLIANCE INDICATOR	To earn compliance, all programs must meet first two points of the measure. Institutions not meeting requirements will receive a score of 1.

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

Improvement Factor: Not Applicable

NOTES

- 1) This measure was revised effective with Performance Year 1999-2000. Subpart 1B-3 was added and the scoring of the indicator was changed from benchmarked to criterion-referenced for assessment in Year 4.
- 2) The Commission approved changing the scoring of this measure effective for Year 5 and forward to "compliance" for two-year institutions. No other substantive changes were made to the measure or scale for the four-year institutions.

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(1) MISSION FOCUS**(1C) APPROVAL OF A MISSION STATEMENT****MEASURE**

Mission statement with defined characteristics will be approved by the Commission on Higher Education on a five-year cycle.

(Mission statements were initially approved in 1998 for all institutions and will be reconsidered for all institutions again in 2003. For the defined characteristics, see below.)

APPLICABILITY

All Four Sectors, all institutions

MEASUREMENT INFORMATION

General Data Source:	Institutions submit mission statements to the CHE for approval every five years with interim reports on the status of the institution's mission statements. Changes are subject to approval by the CHE.
Timeframe:	Complete statements submitted every 5 years. First statements were approved in 1998. Interim reports are requested in early spring term (Jan/Feb). The next full approval process of mission statements will occur in 2003. For Year 5, an interim report is due.
Cycle:	Rated annually.
Display:	Designation of "Complied" for compliance with requirements or "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable
Expected Trend:	Institutions are expected to meet all requirements as evidenced by CHE approval of institutional mission statements and revisions.
Type Standard:	Compliance
Improvement Factor:	Not Applicable

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Determining Compliance: Compliance will be determined by CHE staff early in the spring semester (Jan/Feb) and will be dependent on an institution having CHE approval for its mission statement and for any changes to approved mission statements adopted by institutions and approved by CHE in 1998.

PLEASE NOTE: If an institution received an "approval" for their mission statement in February, 1998, it need not apply for re-approval during the five (5) year cycle UNLESS it has changed its mission statement since that time. If there are changes, a new mission statement with the changes noted must be submitted to the Commission. CHE staff will request annually from institutions a report on the status of the approved mission

statement. In order to be found in compliance during ratings, changes or revisions must be approved by the CHE. Institutions that have made changes and wish consideration by the Commission prior to the rating period may submit such a request prior to the required status report that will be requested in Jan/Feb. Institutions are encouraged to submit changes as soon as possible in order to provide time to resolve any issues that may arise in the process of CHE review and approval prior to final ratings for a year.

In order to receive CHE approval, mission statements must have the characteristics listed below as well as conform to the CHE's guiding principle for evaluation of mission statements, also listed below:

The **DEFINED CHARACTERISTICS OF A MISSION STATEMENT** were taken from the SACS Criteria for what is suggested for inclusion in an institutional mission statement and are as follows:

- 1) Must relate the mission of the institution to the state and sector missions as stated in Act 359 of 1996 (§59-103-15, SC Code of Laws, 1976, as amended);

Must address, as appropriate, the major functions of teaching, scholarship/research and service (*with service is defined as (a) service to the public including community service, (b) service to other institutions, (c) service to the discipline, and (d) service to the institution*).

- 2) Must address the size of the institution in general terms, and

- 3) Must address the following:

- a) pertinent description of information (e.g., public/private, two-year/four-year university, rural/suburban/urban, etc.);
- b) delineation of the geographic region for which the institution intends to provide services;
- c) description of types of students which the institution hopes to attract, accompanied by statements about the types of occupations or endeavors which graduates will be prepared to undertake;
- d) statements expressing essential beliefs, values or intent of the institution;
- e) outline of the major functions of the institution (e.g., general education, developmental education, vocational and technical education, professional education, student development, community or public service, research, continuing education, etc);
- f) general description of the skills, knowledge, experiences, and attitudes ideally to be acquired or developed by the institution's students; and
- g) be approved by appropriate bodies, (e.g., boards of trustees, state boards, etc.)

THE GUIDING PRINCIPLE FOR THE CHE EVALUATION OF MISSION STATEMENTS

An institutional mission statement should accurately reflect what the institution is authorized to do and should be specific enough so the general public can easily read and understand the differences among and between the institutions of higher education in the State even when the institutions might be from the same sector as defined by Act 359 of 1996.

GENERAL GUIDELINES AND EXPLANATION: It is important to understand that enough specificity should be used to signify differences, but not so much specificity that an institution would have to change its mission statement on a yearly basis. Three general recommendations, accepted by the Commission on Higher Education in October, 1997, to assist the institutions in formulating a mission statement include:

GENERAL RECOMMENDATION 1, SIZE OF INSTITUTION: The institutional mission statement should explicitly state the approximate size of the institution i.e. the size of Performance University is approximately 10,000 - 15,000 FTE student (fall semester count). Saying that an institution is of "moderate size" or a "small size" was generally not believed to be specific enough for the general public to ascertain size. The institution should indicate whether its enrollment is FTE or headcount, annual or fall only.

GENERAL RECOMMENDATION 2, MAJOR FUNCTION OF THE INSTITUTION:

More specificity was needed by many institutions regarding the type and level of degrees which the institution confers upon graduation. For example, it is not sufficient to state that an institution has undergraduate degrees since "undergraduate" by definition could or could not include an associate's degree. If an institution offers any degrees, it should specify the level of degree it confers, e.g., associate's degrees, certificates, and/or baccalaureate degrees. The same specificity is needed at the graduate level, e.g., a Performance University offers master degrees, first-professional degrees, and Ph.D. level degrees. This is critical since many of the teaching institutions offer some Ph.D. level degrees and many do not.

GENERAL RECOMMENDATION 3, STYLE, GRAMMAR, AND READABILITY:

Although not a part of the direct evaluation, an institution's mission statement should be grammatically correct and highly readable in nature. An overall observation is that some institutions' mission statements had misspellings, subject/verb agreement problems or verb tense problems. In so far as the public nature of an institution's mission statement, an overall observation is that they should be carefully edited for typographical, grammar, and style errors.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
All Four Sectors	COMPLIANCE as indicated by the approval of institutional mission statements by the CHE.	Institutions are expected to be in compliance. For those performing as expected, the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

No Changes have been made to this indicator's measurement definitions since its implementation.

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(1) MISSION FOCUS**(1D) ADOPTION OF A STRATEGIC PLAN TO SUPPORT THE MISSION STATEMENT****MEASURE**

The measure as adopted by the Commission on July 6 is as follows:

Each institution is to propose for 1D two specific measures in keeping with its strategic plan. At least one of the proposed measures is to be supportive of the goals and objectives of the Strategic Plan for Higher Education in South Carolina, as approved by the Commission on Higher Education and the Council of Public College and University Presidents. The institution will also propose the appropriate quantitative standard for the measure, subject to the approval of the Commission on Higher Education. Both measures should:

- Not duplicate an existing performance funding measure;
- Support the institution's mission and not be in conflict with the sector mission;
- Not include capital projects;
- Be maintained for three years;
- Be subject to approval by the Commission on Higher Education;
- Be quantifiable; and
- Include annual as well as third year goals.

APPLICABILITY

All Four Sectors (all institutions)

MEASUREMENT INFORMATION

General Data Source:	Institutions will submit proposals for consideration by the Commission as indicated in the time-table outlined below.
Timeframe:	See table, page 80. Goals and targets proposed every 3 years with first being proposed in Fall 2000. For Year 5, Goals for FY 00-01 to FY 02-03 are to be set.
Cycle:	Rated annually.
Display:	Designation of "Complied" for compliance with requirements or "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable
Expected Trend:	Institutions are expected to meet all requirements evidenced by CHE approval of institutionally selected goals and targets.
Type Standard:	Compliance
Improvement Factor:	Not Applicable

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

In past years (Year 4 and prior), institutions have submitted planning documents with goals outlined in these documents for consideration for Indicator 1D. In submitting these

plans, institutions have complied with requirements of 1D. This past year, for the first time, institutions reported for Indicator 1E on their attainment of goals outlined in institutional planning reports submitted. (In Year 4, assessment for 1E of FY 98-99 goals as submitted in Spring 1998 for Year 3 assessment of Indicator 1D).

Effective in Year 5 and subsequent years, the Commission approved revising the definition of Indicators 1D and 1E to provide more meaningful and individualized assessment. As a result of the approved changes, from this point forward, institutions will only be required to submit two goals as their focus for Indicator 1D and to propose standards to use in determining success in attaining the selected goals for Indicator 1E. These standards are subject to approval by the Commission. The goals and targets selected will normally remain in effect for a three-year period. Indicator 1D will remain a compliance indicator with compliance contingent upon institutions' submission of goals and corresponding targets and the Commission's adoption of these goals and targets. Indicator 1E will become an indicator scored relative to each institution's own targets set for "exceeding," "achieving," or "failing to achieve" the selected goals.

SC Strategic Plan for Higher Education may be accessed at the CHE website at <http://www.che400.state.sc.us/web/Perform/1E/Introduction/New%20Strategic%20Plan%202000.htm>

Goals set in Year 5: Goals are to be submitted on October 2, 2000, and should adhere to the general outline as prescribed above. The goals are to remain in effect from FY 2000-01 through FY 2002-03. Targets selected are annual targets of performance for each year of the goals set. **A table describing the measurement cycle for 1D and 1E is found on the following page. For a copy of the reporting format for this indicator, please see Section 1, Part D of this workbook.** Given that this is the first cycle under the revised measurement process and the potential wide array of goals and targets indicated by institutions, as evidenced from past submission of planning reports, acceptable goals and targets will be worked out as we proceed through the submission and feedback process as outlined in the schedule proposed above. Institutions desiring additional feedback prior to the submission of desired goals and targets on October 2, 2000, should contact CHE staff prior to that date.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
All Four Sectors	COMPLIANCE indicated by approval by the CHE of proposed goals and targets.	Institutions are expected to be in compliance. For those performing as expected the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

1) The Commission revised this measure in Year 4 effective July 6, 2000, with Year 5. Prior to year 5 the measure was defined as: *Strategic planning report with defined characteristics, based on the institution's adopted strategic plan, will be approved by the Commission on Higher Education based on whether or not it addresses the required elements, and whether or not it supports the mission statement of the institution.* For additional information on this indicator as measured in the past see pages 17 and 18 of the March 1999, 2nd edition of the workbook. The indicator was measured as a compliance indicator in the past and will continue with the revisions above to be measured as a compliance indicator.

Implementation of 1D and 1E: Measurement Schedule

Performance Year	1D requirements	Rating of 1D	1E requirements	Rating of 1E
Yr 5 (2000-01 with ratings occurring in Spring 01)	Propose 2 goals to be maintained for 3 years and propose annual targets. Goals with corresponding target set for: FY 2000-01 FY 2001-02 FY 2002-03	Compliance Indicator. The setting of goals and targets and approval by CHE fulfills compliance requirements.	None in Year 5. Institutions will report next in October 2001 on goals set for FY 2000-01.	Deferred for Yr 5 due to change in indicator.
Yr 6 (2001-02 with ratings occurring in Spring 02)	No additional requirement. ("check-up" on goals set in Yr 5 may be conducted to determine if any institutional concerns or needed modifications) (2 nd year of the first 3-yr period)	Compliance Indicator. The setting of goals and targets in Yr 5 fulfills compliance requirements.	Report on the attainment of the two goals set for the FY 2000-01 period. Report will be due as announced during the 1 st wk in October 2001.	Rated on FY 2000-01 goals relative to the target for the FY 2000-01 goals set in Yr 5. (1 st year of the first 3-yr period)
Yr 7 (2002-03 with ratings occurring in Spring 03)	No additional requirement. ("check-up" on goals set in Yr 5 may be conducted to determine if any institutional concerns or needed modifications) (3 rd year of first 3-yr period)	Compliance Indicator. The setting of goals and targets in Yr 5 fulfills compliance requirements.	Report on the attainment of the two goals set for the FY 2001-02 period. Report will be due as announced during the 1 st wk in October 2002.	Rated on FY 2001-02 goals relative to the target for the FY 2001-02 goals set in Yr 5. (2 nd year of the first 3-yr period)
Yr 8 (2003-04 with ratings occurring in Spring 04)	Propose 2 goals to be maintained for 3 years and propose annual targets. Goals with corresponding target set for: FY 2003-04 FY 2004-05 FY 2005-06 (1 st year of the second 3-yr period)	Compliance Indicator. The setting of goals and targets for the next three years and approval by CHE fulfills compliance requirements.	Report on the attainment of the two goals set for the FY 2002-03 period (goals set in Yr 5). Report will be due as announced during the 1 st wk in October 2003.	Rated on FY 2002-03 goals relative to the target for the FY 2002-03 goals set in Yr 5. (3 rd yr of the first 3-yr period. Completes cycle for assessment of goals set in Yr 5)

And so forth as outlined above....

(1) MISSION FOCUS**(1E) ATTAINMENT OF GOALS OF THE STRATEGIC PLAN****MEASURE**

This measure is redefined such that attainment of goals is based on institution's performance on the two measures (or goals) and standards approved for Indicator 1D.

NOTE:

As indicated 1E is coordinated with indicator 1D. Please refer to indicator 1D for details related to the setting of goals and the measurement cycle for both indicators 1D and 1E.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Institutional reports of performance in light of goals and targets set.
Timeframe:	Institutionally specific. For Year 5, assessment deferred to provide time to implement changes for 1D and 1E.
Cycle:	Rated annually.
Display:	Institutionally specific.
Rounding:	Institutionally specific.
Expected Trend:	Institutionally specific.
Type Standard:	Proposed by Institutions and approved by the CHE.
Improvement Factor:	Not Applicable.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Based on the assessment of annual goals set for Indicator 1D. Goals and the related assessment of the goals are proposed by institutions (see indicator 1D) and rated annually. Institutions will receive scores of 1, 2, or 3 for failing to achieve, achieving, or exceeding, respectively, the approved standard for the year. Goals and proposed targets will be approved by the Commission. The goals are set for three-years and performance in attaining those goals will be rated annually.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
All Four Sectors	Will vary from institution to institution. Deferred from measurement for Year 5.	Indicator revised in year 4 effective with year 5. Institutions are proposing goals and targets in fall 2000 for the first time.

Improvement Factor: Not Applicable

NOTES

1) The Commission revised this measure in Year 4 effective July 6, 2000 for Year 5. Prior to Year 5, the measure was defined as: *The institution's meeting, or making acceptable progress toward, the goals as outlined in the Institutional Planning Report, excluding the benchmarks and targets required by Act 359 of 1996.* This measure was based on the goals identified as part of indicator 1D requirements. For additional information on this indicator as measured in the past see pages 19 and 20 and the April 30, 1999, Errata Sheet of the March 1999, 2nd edition of the workbook. The indicator was measured as a compliance indicator in the past, but with the revisions indicated above will be scored in relation to agreed upon targets. **Assessment of Indicator 1E is deferred in Year 5 to provide for the setting of goals and targets in light of the revisions adopted July 6, 2000. Assessment will begin in Year 6 based on the goal and target approved for 1D in Year 5.**

CRITICAL SUCCESS FACTOR 2

QUALITY OF FACULTY

2A, ACADEMIC AND OTHER CREDENTIALS OF PROFESSORS AND INSTRUCTORS

2B, PERFORMANCE REVIEW SYSTEM FOR FACULTY TO INCLUDE STUDENT AND PEER EVALUATION

2C, POST TENURE REVIEW FOR TENURED FACULTY

2D, COMPENSATION OF FACULTY

2E, AVAILABILITY OF FACULTY TO STUDENTS OUTSIDE THE CLASSROOM

2F, COMMUNITY AND PUBLIC SERVICE ACTIVITIES OF FACULTY FOR WHICH NO EXTRA COMPENSATION IS PAID

(2) QUALITY OF FACULTY**(2A) ACADEMIC AND OTHER CREDENTIALS OF PROFESSORS AND INSTRUCTORS**

- (2A1) Percent of headcount teaching faculty teaching undergraduates meeting SACS requirements.
- (2A2a) Percent of headcount faculty with terminal degrees teaching undergraduate classes.
- (2A2b) Percent of full-time faculty with terminal degrees teaching undergraduate classes.

MEASURE

The quality of the faculty as represented by the academic and other credentials of professors and instructors is to be measured as:

- 1) the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools (SACS); and
- 2) (a) the percent of all headcount and (b) the percent of all full-time faculty teaching undergraduate courses who have terminal degrees as defined by SACS in their primary teaching area, or in the case of the technical college system, those who exceed minimum technical competence criteria.

Note: The Overall Score on Indicator 2A is derived as follows: Institutions receive a score on each applicable part of the indicator. The scores earned are averaged to produce a single indicator score. The final averaged score is calculated as follows: (Part 2A1 score + the average of Parts 2A2a and 2A2b scores) / 2, rounded to two decimal places. If only part 2A1 is applicable, then the final score is the score received on part 2A1.

APPLICABILITY

2A1 applies to all four sectors (all institutions)

2A2a and 2A2B apply to the Research, Teaching, and Regional Sectors. These two subparts are currently deferred for Technical Colleges due to measurement issues.

MEASUREMENT INFORMATION

- General Data Source:** 2A1, 2A2a, 2A2b: Reported by Institutions to CHE as part of CHEMIS Faculty File data. Data is calculated by CHE from the information reported on the fall faculty file.
- Timeframe:** 2A1, 2A2a, 2A2b: The most recent Fall Semester is considered for ratings. For Year 5, data from Fall 2000 will be considered.
- Cycle:** 2A1, 2A2a, 2A2b: Rated annually.
- Display:** 2A1, 2A2a, 2A2b: Data expressed as a percent.
- Rounding:** 2A1: Data rounded to 1 decimal.
2A2a & 2A2b: Data rounded to nearest whole percent
- Expected Trend:** Upward movement is considered to indicate improvement.

Type Standard:	<u>2A1, 2A2a, 2A2b</u> : Annual performance assessed in comparison to set scale.
Improvement Factor:	<u>2A1</u> : Not Applicable. <u>2A2a, 2A2b</u> : $\geq 3\%$ of past 3-year average.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

CALCULATING 2A1:

This part, a measure of faculty teaching undergraduate courses who meet SACS criteria, is reported as part of the CHEMIS faculty file requirements. The CHEMIS variable is "SACS_2A1." Institutions report data for all those teaching whether or not SACS criteria for faculty credentials are met. For additional information on the CHEMIS data collected, see http://www.che400.state.sc.us/web/chemis/CHEMIS_MANUAL.html. Information related to calculations for performance funding using the CHEMIS faculty file may be found at <http://www.che400.state.sc.us/web/chemis/facultyrpt.html>.

For performance funding purposes, the population used to determine the percentage for 2A1 will be the faculty, excluding graduate teaching assistants, who taught at least one credit course at the undergraduate course level during the fall semester. The percentage is calculated by CHE by crossing the CHEMIS faculty data with CHEMIS course data to determine those teaching and for those identified, the percentage of those reported to meet SACS.

Faculty: All headcount faculty who teach one or more credit courses in the fall semester.

Headcount faculty refers to full-time and part-time faculty members teaching credit courses in the fall semester.

The criteria for SACS accreditation referred to is found on pages 42-49 (Section 4.8, Faculty) of the 1998 Southern Association of Colleges and Schools (SACS) publication, Criteria for Accreditation, Commission on Colleges. For your reference, relevant excerpts from this information is displayed on pages 87-88.

Undergraduate courses will be determined by the CHEMIS variable COUR_LEVEL and the codes 1 through 4. These codes include: remedial, lower division, upper division, and senior/graduate courses.

Graduate teaching assistants are those who are officially enrolled as students in graduate programs and are teaching as part of their graduate education experience. Graduate students who are employed by institutions in either full-time or part-time capacity as a member of the faculty, for example, those holding the rank of instructor, will be included in calculations.

CALCULATING 2A2a and 2A2b:

2A2a and 2A2b measure, respectively, headcount and full-time faculty teaching undergraduate courses (see definition above) in the fall who have a terminal degree in their primary teaching area. Faculty to be included in the measurement data for performance funding for 2A2a and 2A2b will be a subset of those individuals considered in 2A1, as indicated below.

Indicator 2A2a: In calculating performance funding data for 2A2a, headcount faculty

will include individuals, excluding graduate teaching assistants, who teach at least one credit course at the undergraduate course level in the fall semester. Institutions are measured on the percent of those identified who have a terminal degree in their primary teaching area. (For definitions of underlined, see above and below.)

Indicator 2A2b: In calculating performance funding data for 2A2b, full-time unclassified faculty are considered. Faculty considered are a subset of 2A2a. Faculty identified will include individuals, excluding graduate teaching assistants, who teach at least one credit course at the undergraduate course level in the fall semester. Full-time unclassified faculty carry an employee status of full-time, have faculty rank, and a primary responsibility of instruction, research, public service or librarian as reported in the CHEMIS faculty file. Institutions are measured on the percent of those identified who have a terminal degree in their primary teaching area. (For definitions of underlined, see above and below.)

To make determinations as to whether or not someone holds a terminal degree in their primary teaching area, the following guidance applies:

For those teaching academic subjects, the individual must hold the terminal degree in the primary teaching area as determined by the institution. Terminal degree is defined by SACS according to the subject area taught. In most disciplines, the terminal degree is the doctorate; however, in some disciplines, the master’s degree may be considered the terminal degree, for example, the M.F.A. and M.S.W. degrees. Primary teaching area is defined as the academic discipline area for which the faculty is employed or assigned by the institution.

Institutions will be responsible for making the determination for each faculty member as to whether or not the terminal degree is in the primary teaching area. For purposes of data verification, institutions should keep records indicating an individual’s primary teaching area, terminal degree, and as necessary, notes related to the determination that the terminal degree is in the primary teaching area.

OTHER DEFINITIONS

Minimum Technical Competence Criteria refers to the technical competence criteria and training requirements established by the State Board for Technical and Comprehensive Education for non-general education faculty as allowed per SACS requirements.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
INDICATOR 2A1, Percent of Faculty Meeting SACS Requirements		
Research, Teaching, Regional and Technical Sectors	98.0% to 99.9% or all but one faculty member if % is below 98.0%	“All but one...” applies in the event that an institution’s performance falls below the indicated range for a 2 and all faculty, except one, meet the requirements. In such cases, a score of 2 will be earned.
INDICATOR 2A2a, Percent of Headcount Faculty with Terminal Degrees ...		

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research	65% to 74%	
Teaching	60% to 69%	
Regional	40% to 59%	
Technical	Deferred	
INDICATOR 2A2b, Percent of Full-time Faculty with Terminal Degrees ...		
Research	80% to 84%	
Teaching	80% to 84%	
Regional	70% to 74%	
Technical	Deferred	

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

Improvement Factor: 2A1: Not Applicable. 2A2a & 2A2b: 3%

For 2A2a and 2A2b: If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

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

Improvement Factor Calculation Methodology:

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

NOTES

1) This measure was revised effective with Performance Year 4, 1999-2000. Subpart 2A2 was amended to correct an unintended consequence of the phrasing of the measure as initially defined. As initially defined, the measure excluded terminal degrees such as MFA and MSW because they did not "exceed," which is particularly disadvantageous for those institutions with strong programs in areas such as the fine arts and social work. Also, for this part of the measure, institutions will benchmark both the percent of headcount faculty who have technical degrees (subpart a) and also the percent of full-time faculty who have technical degrees (subpart b). The provision for the technical college system for exceeding minimum technical competence criteria, as defined by the SBTCE, is retained.

2) No revisions to the measure were made effective with year 5. The Commission continued deferring part 2 for the Technical Colleges due to measurement issues. The Commission adopted common standards for institutions within sectors for the purpose of assessing performance results. In past years, institutional benchmarks were used.

Excerpts of material from “Criteria for Accrediation, Commission On Colleges” 1998 publication of the Southern Association of Colleges and Schools were inserted here. The material relates to requirements of faculty relevant to assessment of Indicator 2A.

Material inserted on this page: pp 42 and 43, Section 4.8 Faculty including 4.8.1 Selection of Faculty, 4.8.2 Academic and Professional Preparation, and 4.8.2.1 Associate

Excerpts of material from “Criteria for Accrediation, Commission On Colleges” 1998 publication of the Southern Association of Colleges and Schools were inserted here. The material relates to requirements of faculty relevant to assessment of Indicator 2A.

Material inserted on this page: pp 44-46 and 48, Section 4.8 Faculty continued including 4.8.2 Baccalaureate and 4.8.3 Part Time Faculty

(2) QUALITY OF FACULTY**(2B) PERFORMANCE REVIEW SYSTEM FOR FACULTY TO INCLUDE STUDENT AND PEER EVALUATIONS****MEASURE**

The extent to which the criteria stipulated in the "Best Practices for a Performance Review System for Faculty" document (*see following pages*) are incorporated into the institution's own performance review system.

APPLICABILITY

All Four Sectors (all institutions)

MEASUREMENT INFORMATION

General Data Source:	Institutional reports of performance review policies and relation to best practices. Policies are reviewed by Commission staff to ensure best practices are met.
Timeframe:	As of performance assessment for ratings. Not assessed for ratings in year 5. <i>Note: After initial implementation, institutions submitted policies for review in Spring 1998. Commission staff have been reviewing policies and working with institutions in identifying and addressing issues related to institutional policies and best practices guidelines. Staff are continuing to work with institutions. Assessment for ratings will occur next for Year 6, 2001-2002, in late fall term/early spring term.</i>
Cycle:	Assessed on cycle every 3 years starting with 1998-99. The next assessment will occur in late fall term through early spring term for ratings occurring in Year 6, 2001-2002.
Display:	Designation of "Complied" for compliance or "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable.
Expected Trend:	In-compliance with requirements.
Type Standard:	Compliance.
Improvement Factor:	Not Applicable.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES**REQUIREMENTS AND DETERMINING COMPLIANCE**

Since the implementation of this measure, institutions in coordination with the CHE staff have been working to ensure policies have been implemented in accordance with this indicator. CHE staff have been reviewing submitted policies and providing feedback on whether policies meet the best practices outlined below. Institutions have been working

to implement new policies resulting from consideration of the best practices and have been working with CHE to resolve any outstanding differences.

Compliance will be determined in Year 6 based on a review of the status of institutional policies. The review will require an institutional report in fall term of 2001 related to the status of policies and their implementation. Thereafter, status reports will be submitted and reviewed for compliance determination every three years.

DEFINITIONS

Performance review system: A documented system which provides for an annual evaluation of each faculty member's work to include teaching and research/creative activity as well as the faculty's contributions to the institution and the professional field.

Eligible Faculty: All institutional personnel holding faculty rank are included.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
All Four Sectors	COMPLIANCE is assessed based on institutional report and CHE review of policies meeting all indicated "Best Practices"	Institutions are expected to be in compliance. For those performing as expected the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

1) Assessment of this measure was changed effective with year 4, 1999-2000 by going to a standard scale for assessment rather than institutional benchmarks and additionally, by placing the indicator on an assessment cycle of 3 years.

2) Effective in Year 5, the Commission approved assessing this indicator as a compliance indicator, rather than assessing this indicator as one that is scored based on the number of points of the best practices to total points on the best practices. Institutions are expected to have adopted policies that are in compliance with the intent of the items in the best practices document.

SEE BEST PRACTICES GUIDANCE NEXT PAGE

PREFACE BEST PRACTICES FOR A PERFORMANCE REVIEW SYSTEM FOR FACULTY, INDICATOR 2B:

An institution must have in place an institutional plan for performance review that addresses the "Best Practices for a Performance Review System for Faculty" as outlined here. The "Best Practices" document was adopted by the CHE during the initial phases of the implementation of performance funding. The institution should keep its institutional plan for performance review updated annually. In reporting compliance to the Commission, the institution will designate to the Commission which parts of the Best Practices document it has in place on its campus.

Please make note of the following guidance as related to the Best Practices outlined below:

At the discretion of institutional policy, a peer review may be done by outside reviewers from either outside the department or the institution.

For item 8a, of the Best Practices for a Performance Review System for Faculty, the institution must administer an instruction and course evaluation for each course taught by a different instructor. If an instructor teaches more than one section of the same course, it is NOT REQUIRED that the evaluation be administered in each section, although an institution may elect to do so.

Evaluation of course and instructor does not need to be done for one-to-one courses (one student to one faculty member). Normally these courses are independent study courses.

The institution should develop an appropriate schedule for faculty review to ensure that all faculty are reviewed within the time periods set (three years for tenure track faculty; six years for tenured faculty). The institution may wish to stagger this schedule so that a certain percentage of its faculty is reviewed annually.

BEST PRACTICES PERFORMANCE REVIEW SYSTEM FOR FACULTY

1. The performance review system must meet the "Criteria and Procedures for Evaluation," Section 4.8.10 of the Southern Association of Colleges and Schools, which stipulate that: (1) an institution must conduct periodic evaluations of the performance of individual faculty members; (2) the evaluation must include a statement of the criteria against which the performance of each faculty member will be measured; (3) the criteria must be consistent with the purpose and goals of the institution and be made known to all concerned; and (4) the institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.
2. The performance review system should be both formative (designed to be a supportive process that promotes self-improvement) and summative (assesses and judges performance).
3. The performance review system process and criteria should be explained to new hires.
4. All faculty, including tenured faculty at all ranks, are reviewed annually and receive a written performance evaluation. In this way, for those institutions with a tenure system, the performance review system should not pose a threat to the tenure system but extends and enlarges it.
5. The performance review system should have been developed jointly by the faculty and administrators of an institution.
6. The performance review system should allow for discipline-specific components.
7. The performance review system should provide opportunities for reflection, feedback, and professional growth whose goal is to enhance instruction at the institution.
(continued on next page – items 8-11)

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8. The performance review system should include written performance evaluation data from four sources:
- (a) Annually - instruction and course evaluation forms completed anonymously by students through a standardized institutional process and submitted for each course (not section) taught;
 - (b) Annually - evaluation which includes assessments from the department chair and/or dean;
 - (c) At least every three years for tenure track faculty - internal peer evaluations, i.e., evaluation of faculty by their peers within the institution of higher education; and
 - (d) At least every six years, for tenured tenure track faculty - input from peers external to the department and/or institution as appropriate to the role and function of each faculty member. External evaluators to the institution include national peers from the same field of expertise from other institutions of higher education, professional organizations and societies, federal agencies, etc. Specialized national accreditations and the CHE program reviews, which include external reviewers' assessments, could be incorporated into the external peer review component, where appropriate.
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9. At an institutional level, the performance review system must include the following criteria as appropriate to the institution's mission:
- instruction/teaching
 - advisement and mentoring of students
 - graduate student supervision
 - supervision of other students (teaching assistants, independent study students)
 - course/curriculum development
 - research/creative activities
 - activities which support the economic development of the region or the State
 - publications
 - service to department
 - service to institution
 - service to community
 - participation in professional organizations/associations
 - honors, awards, and recognitions
 - self-evaluation
 - participation in faculty development activities/programs
-
10. The results of each performance review, including post-tenure review, must be used by the institution as part of its faculty reward system and faculty development system, and the system should include a plan for development when deficiencies are indicated in the review. Specifically:
- (a) when an instructor (in the Tech system) or untenured faculty member receives an overall rating of unsatisfactory on the annual performance review, the faculty member may be subject to non-reappointment;
 - (b) when an instructor (in the Tech system) or tenured faculty member receives an overall rating of unsatisfactory on the annual performance review, the faculty member is immediately subject to a development process, developed by the specific unit, whose goal is to restore satisfactory performance. The development process will include a written plan with performance goals in deficient areas, with appropriate student and peer evaluation of performance.
 - (c) when an instructor (in the Tech system) or a tenured faculty member fails to make substantial progress towards the performance goals at the time of the next annual review or fails to meet the performance goals specified in the development plan within a specified period, that faculty member will be subject to dismissal (in the Tech system) or revocation of tenure for habitual neglect of duty under the terms of the senior institution's faculty manual.
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11. The institution should develop an appeals procedure for those faculty who do not agree with the results the performance evaluation and/or the resulting recommendations or requirements for improvement.

***End of Best Practices for Performance Review System for Faculty ***

(2) QUALITY OF FACULTY**(2C) POST-TENURE REVIEW FOR TENURED FACULTY****MEASURE**

The extent to which the criteria stipulated in the "Best Practices for Post-tenure Review" document (*see following pages*) are incorporated into the institution's own performance review system.

APPLICABILITY

Research, Teaching, and Regional Sectors. Not Applicable for the Technical Sector as this sector does not have a tenure-track system for faculty.

MEASUREMENT INFORMATION

General Data Source:	Institutional reports of post-tenure review policies and relation to best practices. Policies are reviewed by Commission staff to ensure best practices are met.
Timeframe:	As of performance assessment for ratings. Not assessed for ratings in year 5. <i>Note: After initial implementation, institutions submitted policies for review in Spring 1998. Commission staff have been reviewing policies and working with institutions in identifying and addressing issues related to institutional policies and best practices guidelines. Staff are continuing to work with institutions. Assessment for ratings will occur next for Year 6, 2001-2002, in late fall term/early spring term.</i>
Cycle:	Assessed on cycle every 3 years starting with 1998-99. The next assessment will occur in late fall term through early spring term for ratings occurring in Year 6, 2001-2002.
Display:	Designation of "Complied" for compliance or "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable.
Expected Trend:	In-compliance with requirements.
Type Standard:	Compliance.
Improvement Factor:	Not Applicable.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES**DEFINITIONS**

Post-tenure Review: A systematic annual peer evaluation of tenured faculty in terms of teaching, research/creative activity and service. A cohort shall be established of which a

percentage shall be evaluated annually by external peers, such that the entire cohort of tenured faculty is reviewed every six years. Such reviews are not to undermine tenure but to enhance the continued professional development of faculty.

Performance Review System: A documented system which provides for an annual evaluation of each faculty member's work to include teaching and research/creative activity as well as the faculty's members contributions to the institution and the professional field. This evaluation should involve time for reflection, discussion, and feedback, and should provide for the professional development of the faculty member.

Eligible Faculty: Includes all faculty who have received tenure, but does not include those faculty who have undergone tenure review within the past year. It also may EXCLUDE, at the discretion of the institution, those tenured faculty members whose primary responsibility is administrative such as deans, vice presidents, and presidents.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
All Four Sectors	COMPLIANCE is assessed based on institutional report and CHE review of policies meeting all indicated "Best Practices"	Institutions are expected to be in compliance. For those performing as expected the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

1) Assessment of this measure was changed effective with Year 4, 1999-2000 by going to a standard scale for assessment rather than institutional benchmarks and additionally, by placing the indicator on an assessment cycle of 3 years. *Also, the number of the items in the "Best Practices" document were reduced from 12 to 9 items. Items previously designated as 1, 2, and 4 have been re-stated as "Guiding Principles (A, B, and C)" with the remaining items renumbered from one to nine.*

2) Effective in Year 5, the Commission approved assessing this indicator as a compliance indicator, rather than assessing this indicator as one that is scored based on the number of points of the best practices to total points on the best practices. Institutions are expected to have adopted policies that, overall, are in compliance with the intent of the items in the best practices document.

SEE "BEST PRACTICES FOR POST-TENURE REVIEW" NEXT PAGE

BEST PRACTICES FOR POST-TENURE REVIEW**INDICATOR 2C**

An institution must have in place an institutional plan for post-tenure review system which addresses the "Best Practices for Post Tenure Review" as outlined here. The "Best Practices" document was adopted by the CHE during the initial phases of the implementation of performance funding. The institution should keep its institutional plan for post-tenure review updated annually. In reporting compliance to the Commission, the institution will designate to the Commission which specific parts of the Best Practices document they have in place on their campus.

GUIDING PRINCIPLES:

- A. A post-tenure review system should incorporate all the indicators identified in the "Best Practices for a Performance Review System for Faculty" document.
 - B. The post-tenure review should be as rigorous and comprehensive in scope as an initial tenure review.
 - C. Whereas the focus of an initial tenure review tends to be on past performance, equal emphasis should be given to future development and potential contributions in the post-tenure review.
1. The post-tenure review should incorporate annual performance reviews accumulated since the initial tenure review or since the last post-tenure review.
 2. Statewide, each tenured faculty member will have a post-tenure review conducted at pre-established, published intervals of no more than six years, unless the faculty member is participating in a development/improvement process in which case the review may be conducted more frequently.
 3. If reviews for promotion (e.g., a tenured associate professor is reviewed for promotion to tenured full professor) fall within the appropriate time interval and encompass all the indicators in this document and in the "Best Practices for a Performance Review System for Faculty" document, they may constitute a post-tenure review.
 4. The post-tenure review must include evaluations from peers external to the department and/or institution as appropriate to the role and function of each faculty member (usually to evaluate the quality of research), as well as internal peer evaluations, student evaluations, and administrative evaluations.
 5. The post-tenure review must provide detailed information about the outcomes of any sabbatical leave awarded during the six-year post-tenure review period.
 6. The institution must identify the means by which the post-tenure review is linked with faculty reward systems, including merit raises and promotion.
 7. The institution must display a commitment to provide funds to reward high achievers on post-tenure reviews as well as to provide assistance to faculty members needing improvement.

(continued on next page – items 8 through 9)

(Best Practices Post-Tenure Review continued)

8. If a faculty member receives an unfavorable post-tenure review, the faculty member is immediately subject to a development process as described in the "Best Practices for a Performance Review System for "faculty", as outlined in 10(b) and 10(c) of that document.
9. The institution should develop an appeals procedure for those faculty who do not agree with the results of the post-tenure review evaluation and/or the resulting recommendations or requirements for improvement.

*** END OF "BEST PRACTICES FOR POST-TENURE REVIEW" ***

Additional Guidance and Notes:

- 1) Institutions should develop and approximate schedule for faculty reviews to ensure that tenured faculty are reviewed every six years. The institution may wish to develop a schedule of staggered reviews so that a certain percent of tenured faculty is reviewed annually.

(2) QUALITY OF FACULTY**(2D) COMPENSATION OF FACULTY**

(2D) Average compensation of all faculty (Applies to Regional and Technical Colleges).

(2D1a) Average compensation of instructors.

(2D1b) Average compensation of assistant professors.

(2D1c) Average compensation of associate professors.

(2D1d) Average compensation of professors.

MEASURE

For Research Institutions and Four-year Colleges and Universities, the measure is the average faculty salary by rank (instructor, assistant professor, associate professor, and professor).

For Regional Campuses of the University of South Carolina, the measure is revised effective with the 2000-2001 performance year to represent the average of faculty salaries.

For Technical Colleges, which do not utilize ranking of faculty, the measure is the average of faculty salaries.

Note: The Overall Score for Indicator 2D is derived as follows: Institutions receive a score on each applicable part. The scores earned are averaged to produce the final score for the indicator. The final averaged score is calculated as follows: (Sum of Scores on Parts 2D1a, 2D1b, 2D1c, 2D1d) / 4, rounded to two decimal places. If only average salary of all faculty is applicable, then that score earned is the indicator score.

APPLICABILITY

All Four Sectors with definitional differences as indicated in the description of the measure.

MEASUREMENT INFORMATION

General Data Source:	Reported by Institutions to CHE as part of the CHEMIS Faculty File and in fulfillment of requirements for IPEDS Salary Survey and salary data reporting for CUPA/Oklahoma. Data is calculated by CHE for the Salary Surveys and Performance Funding from the information reported by the institution on the fall faculty file.
Timeframe:	Based on data reported for the NCES IPEDS Fall Staff Survey for the most recent ended fall prior to ratings. For Year 5, Fall 2000 Survey.
Cycle:	Rated annually.
Display:	Data expressed as a dollar amount.
Rounding:	Data rounded to nearest whole dollar.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	>= (Legislative % increase for unclassified employees plus 1) of the prior year performance. For Year 5, >= 4% of the prior year (Legislated increase for FY 2000-01 is 3%).

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Faculty is defined for four-year institutions by College and University Personnel Administrators (CUPA) instructions and for two-year institutions by Integrated Post Secondary Educational Data System (IPEDS) salaries survey instructions.

Average salary is defined as nine to ten month salaries (or eleven to twelve months salaries converted to nine to ten months salaries).

Two-year Regional institutions and Technical Colleges should refer to the IPEDS salary report for faculty definition.

Four-year institutions should refer to the CUPA/Oklahoma salary report for faculty definition.

STANDARDS USED TO ASSESS PERFORMANCE

Standards displayed are for Year 5 only. For this indicator the national average salary used to assess institutional performance results will be adjusted annually. The national salary figure used will be the most recent available figure relevant to a particular sector or in the case of the research sector, each institution, inflated up to the current year.

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEAR 5 (2000-01)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
2D, Average Salary of Faculty		
Regional	\$36,267 to \$45,889	Based on being at or within 75.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 1999-2000 for the type institution and inflated up to the current year by legislated pay increases. The 1999-2000 AAUP average for 2-yr public institutions with academic rank (for Regional Campuses) is \$46,947. The 1999-2000 AAUP average for 2-yr public institutions without academic rank (for Technical Colleges) is \$43,389. The averages were inflated up to the current year by 3% to derive the values at left.
Technical	\$33,518 to \$42,411	
2D1a – Average Compensation of Instructors		
Clemson	\$26,269 to \$31,755	Standard will be based on being at or within 80.0% to 94.9% of the average salary of peer institutions. Data unavailable as of this printing and will be provided at a later date prior to ratings.
Univ. of SC Columbia	\$34,768 to \$41,243	
Medical Univ. of SC	\$41,737 to \$49,511	
Teaching	\$27,339 to \$32,430	Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 1999-2000 for the

**STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR
PERFORMANCE YEAR 5 (2000-01)**

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
		type institution by rank and inflated up to the current year by legislated pay increases. The 1999-2000 AAUP average for Comprehensive 4-yr institutions for instructors is \$33,178. The average was inflated up to the current year by 3% to derive the values at left.

2D1b – Average Compensation of Assistant Professors

Clemson	\$41,934 to \$49,744	Standard will be based on being at or within 80.0% to 94.9% of the average salary of peer institutions. Data unavailable as of this printing and will be provided at a later date prior to ratings.
Univ. of SC Columbia	\$43,842 to \$52,007	
Medical Univ. of SC	\$52,969 to \$62,835	
Teaching	\$35,729 to \$42,384	Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 1999-2000 for the type institution by rank and inflated up to the current year by legislated pay increases. The 1999-2000 AAUP average for Comprehensive 4-yr institutions for assistant professors is \$43,361. The average was inflated up to the current year by 3% to derive the values at left.

2D1c – Average Compensation of Associate Professors

Clemson	\$49,649 to \$58,896	Standard will be based on being at or within 80.0% to 94.9% of the average salary of peer institutions. Data unavailable as of this printing and will be provided at a later date prior to ratings.
Univ. of SC Columbia	\$51,018 to \$60,520	
Medical Univ. of SC	\$61,622 to \$73,099	
Teaching	\$43,790 to \$51,946	Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 1999-2000 for the type institution by rank and inflated up to the current year by legislated pay increases. The 1999-2000 AAUP average for Comprehensive 4-yr institutions for associate professors is \$53,143. The average was inflated up to the current year by 3% to derive the values at left.

2D1d – Average Compensation of Professors

Clemson	\$68,195 to \$80,896	Standard will be based on being at or within 80.0% to 94.9% of the average salary of peer institutions. Data unavailable as of this printing and will be provided at a later date prior to ratings.
Univ. of SC Columbia	\$70,390 to \$83,500	
Medical Univ. of SC	\$78,397 to \$92,988	

**STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR
PERFORMANCE YEAR 5 (2000-01)**

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Teaching	\$54,925 to \$65,155	Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 1999-2000 for the type institution by rank and inflated up to the current year by legislated pay increases. The 1999-2000 AAUP average for Comprehensive 4-yr institutions for professors is \$66,657. The average was inflated up to the current year by 3% to derive the values at left.

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

Improvement Factor: 4% for Year 5 (The factor is adjusted annually based on the legislated pay increase.)

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

The performance being assessed must equal or exceed the institution's prior year performance (most recent ended year not including the performance being assessed) by the legislatively mandated increase for unclassified employees plus 1 of most recent ended year.

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance >= (Most Recent Yr + (4% of Most Recent Year))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) This measure was revised effective with Performance Year 4, 1999-2000. The measure was changed from one overall average for faculty salaries to averages displayed by the ranks of instructor, assistant professor, associate professor, and professor, with the sector benchmark being the national peer average by rank. The change in measure has no impact on the technical colleges, which do not have a system of faculty rank.

2) Effective with performance Year 5, 2000-01, the Commission adopted changing the measure for the Regional Campuses from assessment by faculty rank to assessment of the average salary of all faculty as was the case in years prior to Year 4. The change was made due to the low number of faculty at different ranks. For the other sectors, no change in the measure was made. In addition to this measurement change, the Commission also adopted a change in the method for assessing performance - A scale common to institutions within a sector or for the research sector, peer institutions, will be used rather than annually proposed individual institutional benchmarks.

(2) QUALITY OF FACULTY**(2E) AVAILABILITY OF FACULTY TO STUDENTS OUTSIDE OF THE CLASSROOM**

(2E1) Percent of Faculty Receiving a Rating of Satisfied

(2E2) Percent of Students Reporting Satisfaction with the Availability of Academic Advisors

MEASURE

A two part measure which includes:

- 1) the percent of instructional faculty who receive a mean rating of "satisfied" or above on a standardized question using a standardized scale administered in a prescribed manner on anonymous student evaluations which are submitted for all courses; and
- 2) the percent of students who report satisfaction with the availability of academic advisors outside the classroom as shown by a mean rating of "satisfied" or above on an anonymous evaluation instrument completed at a minimum during the spring term by a representative sample of freshmen, sophomores, juniors, and seniors.

Note: The Overall Indicator Score for 2E is derived as follows: Institutions receive a score on each applicable part. The scores earned are averaged to produce the final score for the indicator. The final averaged score is calculated as follows: (Sum of Scores on Parts 2E1 and 2E2) / 2, rounded to two decimal places.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Institutional report to CHE in a prescribed format. Reports are generally submitted in late fall term or early spring term.
Timeframe:	2E1: Ratings based on survey conducted in the fall prior to ratings. For Year 5, Fall 2000 survey results. 2E2: Ratings based on survey conducted during the spring prior to ratings. For Year 5, Spring 2000 survey results.
Cycle:	Assessed on cycle every 2 years starting with 1998-99. This indicator is assessed in Year 5.
Display:	Data expressed as a percent.
Rounding:	Data rounded to nearest whole percent.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	>= 5% of the most recent ended 3-year average.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

This measure involves two different questions to be administered by the institution to its students. The first question evaluates students' satisfaction with the availability of their instructor outside the classroom. The second question evaluates the students' satisfaction with the availability of academic advisors outside of the classroom.

For Part 1, the result is calculated by determining the percent of faculty with an average rating of 3 (satisfied) or above. The denominator should be the applicable number of faculty teaching in the fall. Use the CHEMIS course data file to identify instructional faculty. The data should not be calculated by simply determining the percent of surveys with a response of 3 (satisfied) or above. Part 1 should be administered in all academic terms including summer. Ratings will be based on the fall administration only. The instrument should not be administered in courses in which the faculty student ratio is 1:1. (See page 104 for the question and guidelines.)

For Part 2, this instrument should be administered in the spring semester to a representative sample. For the four year institutions, this includes freshmen, sophomore, junior and seniors. In the case of the regional and technical colleges, this includes a representative sample of the student population. Data for part 2 is calculated as a percent of surveys that were returned with a rating of 3 (satisfied) or above. Only non-duplicated responses should be counted and anonymity should be maintained. (See page 105 for the question and guidelines.)

Non-responses by students on surveys should not be included in the calculations for either subpart.

If an institution intends to use a scale or process other than what is indicated on pages 104 or 105, it must specifically request and justify the exception prior to administering the survey. In reporting performance, institutions will be requested to confirm that the guidance on pages 104 and 105 was followed.

Availability Outside the Classroom: Includes personal contact between faculty and students during office hours and other scheduled appointments as well as contact through e-mail, internet, telephone, correspondence, and other media.

Faculty advisors are those faculty or staff who advise students with respect to their course schedules and degree requirements.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
All Four Sectors (all institutions)	80% to 89%	

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

Improvement Factor: For both 2E1 and 2E2, 5%

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

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 5% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (5% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) The assessment scale for rating this measure was revised in March 1999 to remain consistent with system changes.

2) No changes were made to this indicator or assessment scale for Year 5. Language related to performance calculations and guidelines has been revised in order to clarify points. Revisions made to the "Recommendations for Administration of the Evaluation" for 2E1 and 2E2 are noted on pages 104-105.

2E1: AVAILABILITY OF FACULTY TO STUDENTS OUTSIDE THE CLASSROOM

With regard to satisfaction of students with the availability of course instructors, the following question **is to be included** in a course evaluation.

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

1	2	3	4
<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>

RECOMMENDATIONS FOR ADMINISTRATION OF THE EVALUATION

1. All faculty are required to administer the evaluation instrument in all courses (**or sections**) except those in which the faculty-student ratio is one-to-one.
2. In team-taught courses, the evaluation shall be administered for **at least one of the faculty members involved**.
3. Guidelines for administration are as follows:
 - Administer during class time.
 - Read standardized written instructions to the students. The professor/**instructor** leaves the room while the students complete the evaluation.
 - A designated student hands out forms, collects forms, and delivers the completed forms to the appropriate designated location (not the instructor).
 - Evaluations are completed anonymously.
 - Professors/**instructor** will not receive the feedback until grades have been turned in to the Registrar.
 - Students should have a mechanism to confidentially inform administrators of instructors who fail to follow procedures.
 - The administration should take steps to address and deal with the problem of some professors not administering the evaluation instrument.

NOTE: In revising the March 1999 workbook, the following changes were made to the above guidelines for purposes of clarifying expected procedures.

For point 1, the bolded language "or sections" was added.

For point 2, the bolded language "at least one of the faculty members involved" replaced "each faculty member."

For point 3, the sentence "Instructions should include a statement as to how the results of the evaluation will be used" was deleted.

For point 3, "/instructor" where bolded was added.

2E2: AVAILABILITY OF ACADEMIC ADVISORS OUTSIDE THE CLASSROOM

With regard to the availability of academic advisors, the following question **should be asked**:

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

1	2	3	4
<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>

RECOMMENDATIONS FOR ADMINISTRATION OF THE EVALUATION

1. Surveys should be conducted on an annual basis.
2. Surveys should be conducted during the Spring semester, in order to allow freshmen students to have enough experience with their advisors to be able to reliably evaluate the item.
3. Surveys should allow the student to remain anonymous.
4. Surveys should be conducted in one of the two following manners, as deemed appropriate by the institution:
 - Survey of all students
 - Survey of a statistically valid, representative sample which samples freshmen, sophomores, juniors and seniors.
5. Results of the item should be reported by total group, percentage of surveys returned with a 3 or 4.

NOTE: In revising the March 1999 workbook, the following changes were made to the above guidelines for purposes of clarifying expected procedures.

For point 5, "percentage of surveys returned with 3 or 4" was added and "and by class level" was deleted.

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(2) QUALITY OF FACULTY

**(2F) COMMUNITY AND PUBLIC SERVICE ACTIVITIES OF FACULTY
FOR WHICH NO EXTRA COMPENSATION IS PAID**

As a result of consideration of revisions during performance year 1998-99, this measure was incorporated with the measure for Indicator 2B, Performance Review System for Faculty, to create a single measure and score for the combined indicators.

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CRITICAL SUCCESS FACTOR 3

CLASSROOM QUALITY

3A, CLASS SIZE AND STUDENT/TEACHER RATIOS

3B, NUMBER OF CREDIT HOURS TAUGHT BY FACULTY

3C, RATIO OF FULL-TIME FACULTY AS COMPARED TO OTHER FULL-TIME EMPLOYEES

3D, ACCREDITATION OF DEGREE GRANTING PROGRAMS

3E, INSTITUTIONAL EMPHASIS ON QUALITY OF TEACHER EDUCATION AND REFORM

(3) INSTRUCTIONAL QUALITY**(3A) CLASS SIZE AND STUDENT/TEACHER RATIOS**

(3A1a) Average class size for lower division courses.

(3A1b) Average class size for upper division courses.

(3A2a) Percentage of large classes – undergraduate lecture sections of 50 or more.

(3A2b) Percentage of large classes – lower division lecture sections of 100 or more.

(3A3) Ratio of FTE students to FTE Faculty.

MEASURE

The extent to which the institution's class size and student/teacher ratio meet Commission on Higher Education approved ranges for the following three factors:

1. The average class size for (a) lower and (b) upper division courses;
2. The percentage of large classes * (a) undergraduate lecture sections of 50 or more and (b) lower division lecture sections of 100 or more;
3. The ratio of FTE students to FTE teaching faculty.

* See the following page for an explanation of the exception approved by CHE for large lecture sections that have required small discussion sections.

Note: The Overall Indicator Score for 3A is an assessment of compliance (i.e., being within defined performance ranges as described below for each of the subparts). Institutions are expected to be within range on all applicable parts in order to receive credit for compliance.

APPLICABILITY

Research Sector, except MUSC, Teaching Sector and Regional Sector: All parts apply.

MUSC: All parts apply except average class size for lower division courses (3A1a) and percentage of lower division lecture sections of 100 or more (3A2b).

Technical Sector: All parts apply except average class size of upper division courses (3A1b).

MEASUREMENT INFORMATION

General Data Source:	Computed by CHE from data reported by institutions through the CHEMIS fall data collection process. Data derived from course and faculty files.
Timeframe:	The most recent ended fall term is considered for ratings. For Year 5, Fall 2000.
Cycle:	Rated annually.
Display:	<u>3A Overall Score</u> : Designation of "Complied" for compliance or "Fails to Comply" for non-compliance with requirements. Numeric display for each part: <u>3A1a, 3A1b, 3A3</u> : Number with designation of "in range" or "out of range." <u>3A2a, 3A2b</u> : Ratio of students to faculty with designation of "in range" or "out of range."

Rounding:	<u>3A1a, 3A1b, 3A3</u> : Data displayed rounded to 1 decimal. <u>3A2a, 3A2b</u> : Data displayed rounded to nearest whole %.
Expected Trend:	In-compliance with requirements. For all parts, performance should fall within ranges as approved by the Commission. (See standards chart that follows for this indicator.)
Type Standard:	Compliance.
Improvement Factor:	Not Applicable.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Parts 1a and 1b, Average Lower and Upper Division Class Sizes: Performance is calculated based on data reported by institutions in fulfillment of CHEMIS Fall Course Data reporting requirements. For this indicator, the Method of Instruction considered is Lecture Classes Only. Lecture classes are defined by the respective institution. Lower division is defined as courses offered for credit towards the first and second year of an undergraduate degree program, an associate's degree program, or a technical or vocational degree below the baccalaureate. Remedial courses are included in the calculations for average lower division class size. Upper division is defined as courses offered for credit toward the third and fourth year of a four-year undergraduate degree program. Classes identified as Senior/Graduate are included in the calculations for average upper division class size.

Senior/graduate courses are deemed to be upper division if the majority (greater to or equal to .5) of students enrolled in the course are undergraduates. For both parts, all distance education classes are excluded.

The calculation for average class size is: Enrollment from all courses/sections at respective level divided by the number of courses/sections at respective levels. (Respective levels mean upper and lower division levels of classes.)

Parts 2a and 2b, Percentage of large classes – undergraduate lecture sections of 50 or more and lower division lecture sections of 100 or more: Performance is calculated based on data reported by institutions in fulfillment of CHEMIS Fall Course Data reporting requirements. Part 2a is calculated by determining the number of undergraduate lecture classes (includes course levels of remedial, lower division, upper division, and senior/graduate), excluding distance education classes, that have enrollments of ≥ 50 students and dividing by the total number of sections. Part 2b is calculated by determining the number of lower division lecture classes (includes remedial and lower division), excluding distance education classes, that have enrollments of ≥ 100 students divided by the total number of lower division sections. (See above parts 1a and 1b for definitions for lecture, lower division and upper division.)

Exception for large classes, parts 3A2a and 3A2b: The CHE will request additional information if institutions do not fall within the acceptable designated performance ranges (0-20% for part 2a and 0-5% for part 2b) to determine those classes that have required lab or discussion sections that are within the upper limit of the range for class size for 3A1. A lecture section is considered to have an associated lab or discussion group provided the following conditions are met: a) the lab or discussion group is required of the class; b) the required lab or discussion group is scheduled to meet at least 1 time per week for at least 45 minutes; c) the required lab or discussion group involves “face-to-face” contact; and d) the class size of the required lab or discussion section is within the upper limit of the ranges established for indicator 3A1, average class size. After receiving requested information, the

percentage of large classes will be re-calculated to exclude those with lab/discussion groups that meet the requirements.

Part 3A3, FTE students to FTE faculty: Performance is determined by calculating from reported CHEMIS course and faculty data, the number of FTE students and the number of FTE faculty. Performance is the ratio of students to faculty, expressed as a percentage. The following applies:

Excluded from calculations: All medical faculty and FTE students (i.e., first professional dentistry and medicine) are excluded for research institutions. Unclassified employees who hold positions above department chair, such as deans, vice presidents, vice chancellors, and presidents are excluded from calculations.

Distance Education is included for purposes of deriving 3A3.

FTE student is defined based on specified numbers of credit hours per student, based on the level of the student. Student FTE's are calculated at 15 credit hours for undergraduate students per FTE; 12 hours per FTE for masters level students; and 9 for doctoral students. First professional law students are calculated at 14 hours per FTE; pharmacy students are calculated at 15 hours per FTE; and all other professional students are 12 hours per FTE. Data is derived from CHEMIS course files.

FTE teaching faculty is defined as full time, unclassified faculty at institutions, who teach at least three credit hours, measured in the fall semester, combined with all part-time faculty converted to FTE's based on course credit hours taught. For each course section that an individual teaches, the credit hours are calculated based on the table below. If a course has variable credit, the maximum hours are used for this calculation. Additionally, credit hours are determined on the basis of Instructor load percentage.

Full-time, unclassified faculty includes those who have a reported Employee Status of Full Time; Faculty Rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer (At technical colleges, individuals do not carry rank); and Primary Responsibility of Instruction, Research, Public Service, and Librarian. Part-time faculty are the remaining individuals, reported in the course data file for fall that teach credit courses and have not been identified as full-time faculty.

Method of Instruction	Credit Hours	Contact Hours
1.) Lecture	Actual	Actual
2.) Laboratory/Clinical	Actual	Actual
3.) Seminar	Actual	Actual
4.) Independent Study	6 students = 3 cr	6 students = 3 con
5.) Thesis	Undergrad. 3 students = 3 cr	3 students = 3 con
	Graduate 2 students = 3 cr	2 students = 3 con
6.) Dissertation	2 students = 3 cr	2 students = 3 con
7.) Practice Teaching	4 students = 3 cr	4 students = 3 con
8.) Internship / Cooperatives	4 students = 3 cr	4 students = 3 con
9.) Lecture/Lab-Clinical	Actual	Actual
10.) Private Instruction	Actual	Actual
11.) Field Studies	Not defined in catalog Actual	No Contact
	Defined in catalog Actual	Actual
12.) Other	Inst. defined	Inst. defined
13.) Practicum	Undergrad. 10 students = 3 cr	10 students = 3 con
	Graduate 4 students = 3 cr	4 students = 3 con
14.) Studio/PE Courses	Actual	Actual

NOTE: For methods of instruction 4,5,6,7,8, and 13, credit hours taught is based on (student enrollment / the number of students per credit) * 3.

Instructor load percentage data element, the reported *percentage of each course section taught by faculty*, is used in determining the FTE teaching faculty.

For converting part-time faculty to full-time equivalent faculty, the conversion factors are the following:

- Technical Colleges: 0.067 per credit hour taught (based on an average 15-hour load)
- Regional Campuses: 0.083 per credit hour taught (based on an average 12-hour load)
- Teaching Sector: 0.083 per credit hour taught (based on an average 12-hour load)
- Research Sector: 0.100 per credit hour taught (based on an average 10-hour load)

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Range required for Compliance	Reference Notes
Indicator 3A1a, Average Class Size Lower Division		
Research Sector (N/A for MUSC)	25.0 to 40.0	
Teaching Sector	20.0 to 35.0	
Regional Sector	12.0 to 27.0	
Technical Sector	12.7 to 27.0	
Indicator 3A1b, Average Class Size for Upper Division Classes		
Research Sector	20.0 to 35.0	
Teaching Sector	12.0 to 27.0	
Regional Sector	7.0 to 22.0	
Technical Sector	Not Applicable	
Indicator 3A2a, Percentage of Undergraduate Lecture Sections of 50 or more		
All Sectors	0% to 20%	
Indicator 3A2b, Percentage of Lower Division Lecture Sections of 100 or more		
All Sectors (N/A for MUSC)	0% to 5%	
Indicator 3A3, Ratio of FTE Students to FTE Faculty		
All Sectors	10.0 to 20.0	

Improvement Factor: Not Applicable

NOTES

1) This measure was revised effective with Performance Year 4, 1999-2000. The measure was changed to a criterion-referenced indicator with 3 parts. For each part,

institutions must achieve performance within specified ranges with the final score being determined on the basis of performance on each of the parts of the indicator. Part 2, Large Classes, was added in year 4.

2) Effective in Year 5, 2000-01, this measure was revised to provide for assessment in terms of compliance and the ranges required for compliance were revised from those used in Year 4 to the levels indicated. In keeping with the measure as revised in Year 4, part 3A1b, average class size of upper division classes, becomes applicable for the regional campuses.

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(3) INSTRUCTIONAL QUALITY**(3B) NUMBER OF CREDIT HOURS TAUGHT BY FACULTY****MEASURE**

Average number of student credit hours taught by full-time teaching faculty

APPLICABILITY

All Four Sectors (all institutions). However, due to measurement issues raised in year 4 as changes were being considered for year 5, the Commission deferred the assessment of this measure from scoring for year 5 to provide for time to review this indicator and resolve the issues raised.

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institutions to CHE as part of the CHEMIS reporting requirements.
Timeframe:	The most recent ended fall term is considered for ratings. For Year 5, assessment deferred.
Cycle:	Rated annually. However, rating of this indicator is deferred for Year 5 in order to resolve measurement issues.
Display:	Number.
Rounding:	Data rounded to nearest whole number.
Expected Trend:	To be resolved; in past years upward movement has been considered to indicate improvement.
Type Standard:	To be resolved.
Improvement Factor:	To be resolved.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Unclassified employees who hold positions above department chair, such as deans, vice presidents, vice chancellors, and presidents, are excluded.

Effective with Year 4 and subsequent, all medicine and dentistry courses are included.

Average student credit hours is the number of students in each course multiplied by the credit hour value of the course multiplied by the instructor load percentage divided by the full-time teaching faculty.

Full-time teaching faculty is defined as full-time, unclassified faculty at institutions, who teach at least three credit hours, measured in the fall semester. Refer to explanatory notes for full-time teaching faculty as presented for Indicator 3A.

Technical colleges: For those faculty whose load is determined entirely by contact hours

rather than credit hours, the conversion factor of 0.75 per contact hour will be used to produce credit hour productivity.

For details related to the calculation of 3B, please see the documentation for this indicator found on our website under the Finance, and MIS Division by accessing the “CHEMIS System” and “CHEMIS Technical Documentation Manual and selecting “Criteria for Fall 1999 reports to be generated from the faculty database” or access the information directly by <http://www.che400.state.sc.us/web/chemis/facultyrpt.html>

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
All Sectors	Deferred (This indicator is not assessed in year 5 for rating purposes.)	Deferred pending resolution of measurement issues primarily related to developing standards.

Improvement Factor: Deferred in Year 5, future applicability pending

NOTES

1) The assessment of this measure was deferred for purposes of rating in Year 5 due to measurement issues raised during the consideration of changes and standards to be used effective with Year 5. Data used in calculating this indicator will be collected, however, as it is part of annual CHEMIS reporting requirements.

(3) INSTRUCTIONAL QUALITY**(3C) RATIO OF FULL-TIME FACULTY AS COMPARED TO OTHER FULL-TIME EMPLOYEES****MEASURE**

The total number of all full-time faculty members as a percent of the total number of all full-time employees.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution for the annual IPEDS Fall Staff Survey and CHEMIS Faculty File. For the technical colleges, survey data is augmented to exclude program coordinators in occupational education (non-credit) programs and faculty and staff paid from restricted funds.
Timeframe:	The most recent completed IPEDS Fall Staff Survey is considered for ratings. For Year 5, Fall 2000.
Cycle:	Rated annually.
Display:	Ratio of full-time faculty to full-time employees expressed as a %.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to a set scale.
Improvement Factor:	$\geq 3\%$ of past 3-year performance average.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Full-time faculty are defined by Integrated Post-Secondary Educational Data System (IPEDS) Fall Staff Survey, as those employees whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principle activity, and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks (including deans, directors, and other administrators who hold faculty rank, and whose principle activity is instructional). The full-time faculty are extracted from the CHEMIS Faculty data using the definition above.

For the technical colleges only: Program coordinators in occupational education (non-credit) programs and faculty and staff paid from restricted funds are excluded from calculations.

The number of full-time employees is taken from the IPEDS Fall Staff Survey.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 [*]	Reference Notes
Research		Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS Fall Staff 1997 Survey.
Clemson	24.0% to 25.0%	
Univ. of SC Columbia Medical Univ. of SC	23.0% to 32.0% 16.0% to 28.0%	
Teaching	35.0% to 41.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS Fall Staff 1997 Survey.
Regional	37.0% to 43.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS Fall Staff 1997 Survey.
Technical		Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions (all and <1000 FTE based on FY 97 IPEDS enrollment data) using IPEDS Fall Staff 1997 Survey. SC Technical Colleges < 1000 FTE include: Northeastern Technical College (formerly Chesterfield-Marlboro), Denmark Technical College, Technical College of the Lowcountry, and Williamsburg Technical College.
All SC Techs >1000 FTE:	36.0% to 42.0%	
All SC Techs <1000 FTE:	33.0% to 41.0%	

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

Improvement Factor: 3%

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

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

Improvement Factor Calculation Methodology:

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

NOTES

1) No changes were made to this measure for Year 5, 2000-01. However, assessment of performance is to be based on standards common within sectors effective with year 5. In past years, this indicator was institutionally benchmarked.

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(3) INSTRUCTIONAL QUALITY**(3D) ACCREDITATION OF DEGREE-GRANTING PROGRAMS****MEASURE**

Number of programs listed in the Inventory of Academic Degree Programs holding accreditation from a recognized accrediting agency as a percent of the total number of programs listed in the Inventory of Academic Degree programs for which accreditation is available.

APPLICABILITY

All Four Sectors – applies to institutions with any programs for which there is a recognized accrediting agency. The indicator currently does not apply to the regional campuses of USC including Beaufort, Salkehatchie, Sumter, and Union. The indicator is applicable currently for all other institutions.

MEASUREMENT INFORMATION

General Data Source:	Computed based on data reported by institutions for reporting on institutional effectiveness and performance funding.
Timeframe:	Review of status based on a report in Fall prior to ratings and supplemental report in early spring (Jan/Feb). For Year 5, as of August 1, 2000, report on programs and February 2001 report updating status of August 1 report.
Cycle:	Rated annually.
Display:	Percent of programs accredited of those eligible for accreditation.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	Not Applicable.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

For funding purposes only, a program would be understood as accredited if it is currently accredited or if the institution is on schedule for an accreditation visit such that accreditation is expected by April 2002, five years after the adoption of this measure by the Commission on Higher Education.

List of applicable programs to be amended Spring 1998 and annually thereafter. Institutions are not responsible for accreditation until five years after the recognized agency has been added to the approved list. If an institution has such a program accredited before the five years have expired, it may count this program as of the date it is accredited.

A list of approved creditable programs will be circulated annually to the institutions to use in reporting which programs they have that are creditable and which of those are

accredited. The list will be provided as part of reporting requirements for institutional effectiveness (i.e., Act 255 of 1992).

Inventory of Academic Degree Programs: Annual listing of programs authorized by the Commission. See the Commission’s website for additional information. The information is located by accessing the Division of Academic Affairs from the CHE homepage www.che400.state.sc.us .

Institutions Holding Accreditation: Those programs/institutions which have sought and have been granted full accreditation status by the appropriate accrediting agency.

Programs for Which Accreditation is Available: Programs which are eligible for accreditation regardless of whether or not the institution chose to pursue accreditation.

Recognized Accrediting Agency: An agency is on the list of accrediting agencies authorized by the Commission on Higher Education.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
All Sectors (Measure does not apply to USC-Beaufort, Salkehatchie, Sumter, or Union)	90% to 99% or if < 90 % all but 1 program not accredited.	

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

Improvement Factor: Not Applicable

NOTES

- 1) This measure was revised effective with Performance Year 4, 1999-2000. The measure was changed from a benchmarked measure to one that is criterion-referenced.
- 2) There were no changes to this indicator or the scale used for assessing performance in Year 5, 2000-01.

(3) INSTRUCTIONAL QUALITY**(3E) INSTITUTIONAL EMPHASIS ON QUALITY TEACHER EDUCATION AND REFORM**

(3E1) Program Quality – NCATE Accreditation

(3E2a) Student Performance – Performance on professional knowledge portion of national teacher examination.

(3E2b) Student Performance – Performance on specialty area portions of national teacher examination.

(3E3a) Critical Needs – Percentage of teacher education graduates graduating in critical shortage areas.

(3E3b) Critical Needs – Percentage of teacher education graduates who are minority.

MEASURE

The extent to which the following three areas are reflected in the institution's teacher education program.

1) Program Quality: Attainment of successful initial accreditation or candidacy for accreditation by the National Council for Accreditation of Teacher Education (NCATE) and continued success in maintaining NCATE accreditation.

2) Student Performance: (a) Percentage of students passing the professional knowledge examination of the National Teachers Examination and (b) Percentage of students passing the specialty area examinations of the National Teachers Examination.

3) Critical Needs: (a) The percentage of graduates from teacher education programs annually which are in critical shortage areas as defined by the State Board of Education. (b) The percentage of graduates from teacher education programs annually who are minority students.

Note: The Overall Indicator Score for 3E is derived as follows: An institutions final score on this indicator is derived by averaging together the scores earned on 3E1, the average of the scores earned on 3E2a and 3E2b, and the average of the scores earned on 3E3a and 3E3b, rounded to two decimal places. If the institution is "in compliance" with 3E1, then the final score is the average of the averaged scores on 3E2a and 3E2b and the averaged scores on 3E3a and 3E3b.

APPLICABILITY

Applicable for institutions with teacher education programs including: Clemson, University of SC Columbia, and all institutions in the Teaching Sector. (N/A for MUSC and Regional and Technical Sectors)

MEASUREMENT INFORMATION

General Data Source: 3E1: Data available from CHE NCATE Coordinator, accrediting body or the institution. CHE staff will use one of these sources (likely in that order) in confirming the accreditation status.
3E2a, 3E2b: Institutional reports of student licensure reports to CHE.
3E3a, 3E3b: Institutional reports to CHE.

Timeframe:	<u>3E1</u> : Accreditation Status as of Assessment for Ratings <u>3E2a, 3E2b</u> : The most recent ended April 1 to March 31 period. For Year 5, April 1, 1999 to March 31, 2000) <u>3E3a, 3E3b</u> : The most recent ended academic year. For Year 5, July 1, 1999 to June 30, 2000, i.e., the state FY.
Cycle:	All parts assessed annually.
Display:	<u>3E1</u> : Designation of compliance or non-compliance. <u>3E2a, 3E2b</u> : Percent. <u>3E3a, 3E3b</u> : Percent .
Rounding:	<u>3E1</u> : Not Applicable. <u>3E2a, 3E2b</u> : Data rounded to one decimal. <u>3E3a, 3E3b</u> : Data rounded to nearest whole percent .
Expected Trend:	<u>3E1</u> : In compliance. <u>For all other parts</u> : upward movement is considered to indicate improvement.
Type Standard:	<u>3E1</u> : Compliance. <u>For all other parts</u> : annual performance assessed in comparison to a set scale.
Improvement Factor:	<u>3E1</u> : Not Applicable. <u>3E2a, 3E2b</u> : $\geq 3\%$ of most recent ended 3-year average performance. <u>3E3a, 3E3b</u> : $\geq 5\%$ of most recent ended 3-year average performance.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Part 1: Attainment of success for accreditation includes having a scheduled NCATE accreditation visit or the process for a one-year continued follow-up. The source data for Item 1 will come from correspondence transmitted to the CHE NCATE coordinator. These will include letters of pre-candidacy followed by the scheduling of the site visit by CHE in conjunction with the SC Department of Education.

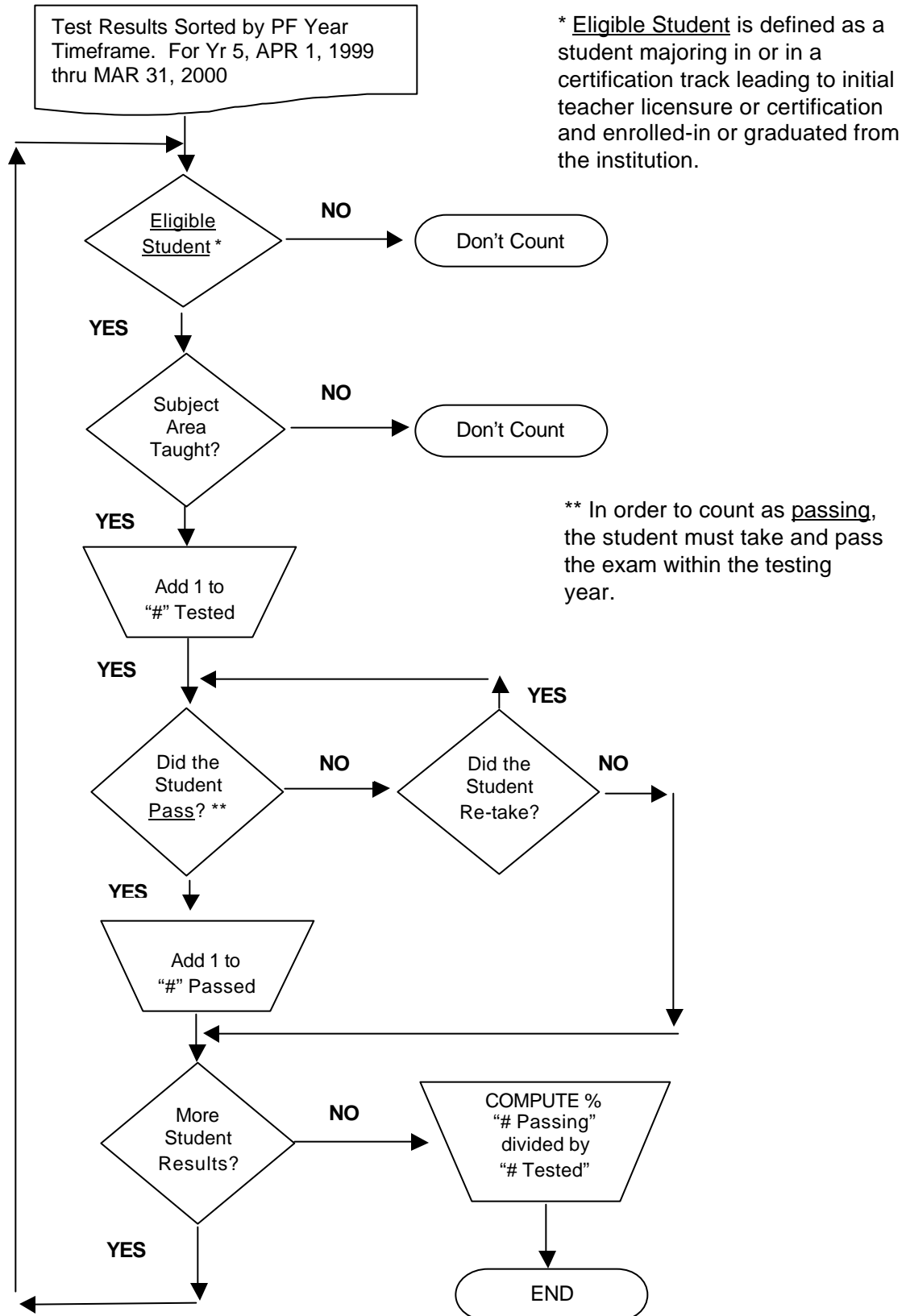
For Part 2: The source of data for Item 2 will be institutional reports used to certify the student for licensure validations.

For the National Teachers Examination (or comparable teacher licensure exams), the scores for all majors taking the exam (not just the first-time test takers) will be used.

Institutions should be including those students who are majoring in or are in a certification track leading to initial teacher licensure/certification and were enrolled in the institution. Exams taken from April 1 through March 31 of a year are considered. Enrollment in the institution should be considered for the spring term that includes April 1, and the following summer, fall, and spring terms.

A flow chart for determining pass rates is displayed on page 125.

FLOW CHART FOR DETERMINING PASS RATES FOR TEACHER LICENSURE EXAMS



For Part 3: The source of data for Item 3 will be from institutional reports to CHE as has been the case in past years. During Year 5, data permitting, staff will also calculate performance using data reported through the CHEMIS system matched against a list of applicable critical needs areas to determine if this method may be used successfully in deriving the performance data in future years.

Critical Shortage Areas: These areas have been defined in the past as those areas listed as “Critical Needs Program, Subject Areas” by the State Board of Education and as those areas declared as “Critical Shortage Areas for the purpose of repaying South Carolina Teacher Loans.” The areas identified in the past that were used last year and in the prior year are shown below.

In 1999-2000, Critical Needs Program subjects identified by the State Board of Education included: Art, Business Education, English/Language Arts, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Spanish, and Latin), Industrial Technology, Library Science, Mathematics, and Science (all areas).

As of February 1998, Critical Shortage Areas recognized by the Teacher Loan Program included: Special Education (all areas including speech pathology, occupational and physical therapy), Foreign Languages (French, German, Spanish, Latin), Industrial Technology, Library Science, Mathematics, Science (all areas, Family and Consumer Science (Home Economics), Art, Music (choral), Business.

These two lists formed the basis for the areas in Year 4 and were the same as those identified and used in Year 3. These areas will remain the areas identified as critical shortage areas for Year 5. New areas will not be added to the list until they have been on either the State Board’s list or on the Teacher Loan Program list for at least 3 years. Areas that have been listed will not be removed from the list used for performance assessment until they have not appeared on either list for at least 3 years. THE RESULTING LIST FOR PERFORMANCE FUNDING YEAR 5 AND UNTIL PROGRAMS HAVE BEEN ADDED OR REMOVED FROM THE STATE BOARD OR TEACHER LOAN PROGRAM LISTS, AS INDICATED, IS AS FOLLOWS:

Art	Library Science
Business Education	Industrial Technology
English/Language Arts	Mathematics
Family and Consumer Sciences (Home Economics)	Music Choral
Foreign Languages (French, German, Spanish, Latin)	Science (all areas)
	Special Education (all areas including speech pathology, occupational and physical therapy)

Minority Students: In Year 4, this measure was changed to assess all minorities who graduate from teacher education programs annually rather than only African-Americans as was the case in Year 3. In Year 5, the assessment will again be based on all minorities. All minorities include Black/African American, American Indian/Alaskan Native, Asian or Pacific Islander, and Hispanic. (This definition is consistent with the definition of minority being used for Indicator 8C1 and 8C2.) The number of minority graduates in teacher education to the total education graduates, expressed as a percent, is the basis for calculating performance data for this subpart. The graduates considered are those graduating in the most recent ended July 1 to June 30 period. (For example, in Year 5 (2000-01), graduates from July 1, 1999, through June 30, 2000.)

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
3E1, NCATE Accreditation		
Clemson, USC Columbia and Teaching Sector	Accreditation required for compliance.	
3E2a, Percent of students passing professional knowledge tests		
Clemson, USC Columbia and Teaching Sector	90.0% to 94.0%	
3E2b, Percent of students passing subject area tests		
Clemson, USC Columbia and Teaching Sector	80.0% to 89.0%	
3E3a, Teacher Education Graduates in Critical Shortage Areas		
Clemson, USC Columbia and Teaching Sector	20.0% to 34.0%	
3E3b, Teacher Education Graduates Who Are Minority		
Clemson, USC-Columbia and Teaching Sector	10.0% to 20.0%	

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

Improvement Factor: Not Applicable FOR 3E1. FOR 3E2, 3%. FOR 3E3, 5%.

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

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of most recent ended 3 year for 3E2a and 3E2b and by 5% of most recent ended 3 year average for 3E3a and 3E3b. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (3% for 3E2 or 5% for 3E3 of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) No substantive changes were made to the subpart measure definitions. For 3E3a, critical shortage areas, the Commission clarified the length of time subject areas should be on the list before students in the areas would be counted. Additionally, clarifying language related to determining performance on the subparts as conveyed in the past

through memorandums to institutions has been added to the revised workbook for Year 5. The Commission did approve a change to the assessment of performance results for purposes of ratings. Effective in Year 5, assessing performance on parts 3E2 and 3E3 is based on a comparison of performance to a scale as opposed to relying on individual institutional benchmarking as has been the case in past years. Part 3E1 continues to remain a compliance indicator.

CRITICAL SUCCESS FACTOR 4

INSTITUTIONAL COOPERATION AND COLLABORATION

- 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**
-

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

The institution's demonstration of effective cooperation and collaboration in each of the following categories:

- Personnel/Source matter experts,
- Equipment, technology and supplies, and
- Programs which demonstrate the institution's commitment to share within the institution, with other institutions or with the business community.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	CHE staff review of institutional reports on efforts as described in the measure submitted as requested.
Timeframe:	Institutions will report in early spring term (Jan/Feb) on activities in the current fiscal year as of the report. For Year 5, no report is due.
Cycle:	Assessed on a cycle occurring every 3 years starting in 1998-99. The next assessment will occur in Year 6 (2001-2002) with a report due in Jan/Feb of 2002.
Display:	Designation of "Complied" for compliance or "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable.
Expected Trend:	In-compliance with requirements.
Type Standard:	Compliance.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

For each of the three areas stated in the indicator, the institution will submit a report, as requested, of no more than one page summarizing the project. Major and continuing examples of sharing may be submitted for more than one year, but should be clearly labeled as such. These examples may be drawn from within the institution or with other institutions or with the business community. The best examples would include all and would highlight the institution's best examples. Major and continuing examples of sharing may be submitted for more than one year, but should be clearly labeled as such.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
All Four Sectors	COMPLIANCE as indicated by CHE review of submitted reports.	Institutions are expected to be in compliance. For those performing as expected the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

- 1) Effective in Year 4, this indicator was placed on an assessment cycle.
- 2) No changes effective with Year 5.

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

The institution's demonstration of effective cooperation and collaboration in each of the following categories:

- Personnel/source matter experts,
- Equipment, technology and supplies, and
- Programs which illustrate the institution's commitment to share with private industry.

APPLICABILITY

All Four Sectors (all institutions) .

MEASUREMENT INFORMATION

General Data Source:	CHE staff review of institutional reports on efforts as described in the measure submitted as requested.
Timeframe:	Institutions will report in early spring term (Jan/Feb) on activities in the current fiscal year as of the report. For Year 5, no report is due.
Cycle:	Assessed on a cycle occurring every 3 years starting in 1998-99. The next assessment will occur in year 6 (2001-2002) with a report due in Jan/Feb of 2002.
Display:	Designation of "Complied" for compliance or "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable.
Expected Trend:	In-compliance with requirements.
Type Standard:	Compliance.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

For each of the three areas stated in the indicator, the institution will submit a report, as requested, of no more than one page summarizing the project. Major and continuing examples of sharing may be submitted for more than one year, but should be clearly labeled as such. These examples should highlight the institution's best example of sharing with the business community or private industry. Major and continuing examples of sharing may be submitted for more than one year, but should be clearly labeled as such.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
All Four Sectors	COMPLIANCE as indicated by CHE review of submitted reports	Institutions are expected to be in compliance. For those performing as expected the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

- 1) Effective in Year 4, this indicator was placed on an assessment cycle.
- 2) No changes effective with Year 5.

CRITICAL SUCCESS FACTOR 5

ADMINISTRATIVE EFFICIENCY

**5A, PERCENTAGE OF ADMINISTRATIVE COSTS AS COMPARED TO
ACADEMIC COSTS**

5B, USE OF BEST MANAGEMENT PRACTICES

**5C, ELIMINATION OF UNJUSTIFIED DUPLICATION OF AND WASTE IN
ADMINISTRATIVE AND ACADEMIC PROGRAMS**

5D, AMOUNT OF GENERAL OVERHEAD COSTS

(5) ADMINISTRATIVE EFFICIENCY**(5A) PERCENTAGE OF ADMINISTRATIVE COSTS AS COMPARED TO ACADEMIC COSTS****MEASURE**

The ratio of administrative costs to the amount of academic costs expressed as a percentage.

NOTE:

Academic Costs have been defined as expenditures reported for the IPEDS Finance Survey as instruction, research, academic support, and scholarships/fellowship.

Administrative Costs have been defined as expenditures reported for the IPEDS Finance Survey as institutional support.

Expenditures include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution for the annual IPEDS Finance Survey.
Timeframe:	The most recent ended FY is considered for ratings. For Year 5, FY 1999-2000.
Cycle:	Rated annually.
Display:	Ratio of administrative to academic expenditures expressed as a %.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Downward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	<= 3% of past 3-year performance average.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

The calculation for this variable is the Administrative Expenditures (i.e., institutional support expenditures) divided by Academic Expenditures (i.e., sum of instruction, academic support, research, and scholarships/fellowship expenditures, expressed as a percentage and rounded to one decimal. Expenditures are defined as indicated above.)

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research		
Clemson	9.0% to 11.0%	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Univ. of SC Columbia	7.0% to 9.0%	
Medical Univ. of SC	11.0% to 12.0%	
Teaching	18.0% to 25.0%	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Regional	20.0% to 30.0%	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Technical		
All SC Techs >1000 FTE:	23.0% to 30.0%	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions (all and <1000 FTE based on FY 97 enrollment data) using IPEDS FY 98 survey data. SC Technical Colleges <1000 FTE include Northeastern Technical College (formerly Chesterfield-Marlboro), Denmark Technical College, Technical College of the Lowcountry, and Williamsburg Technical College.
All SC Techs <1000 FTE:	25.0% to 34.0%	

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

Improvement Factor: 3%

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

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

Improvement Factor Calculation Methodology:

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

NOTES

1) This measure was revised effective with Performance Year 1999-2000. In prior years, this measure included two parts that were each benchmarked, the percentage of academic costs to total E&G and the percentage of administrative costs to total E&G.

2) No measurement changes effective with Year 5 (2000-01). Assessment of performance results was changed to the use of standards based on selected peer institutions rather than individual institutionally set targets as has been the case in the past.

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(5) ADMINISTRATIVE EFFICIENCY**(5B) USE OF BEST MANAGEMENT PRACTICES****MEASURE**

The extent to which the institution demonstrates the best management practices.

NOTE:

Best management practices as identified for this indicator are detailed below.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Compliance based on institutional report to CHE indicating best practices used on the campus.
Timeframe:	Report due in early spring term (Jan/Feb) for consideration for scoring. Institution's report on practices may extend 3 years in the past. For Year 5, institutions will report in early spring term on practice from FY 98, FY 99, FY 00 and current FY 01.
Cycle:	Rated on-cycle every 2 years starting with year 3, 1998-99. Institutions will be rated again in Year 5.
Display:	Designation of "Complied" for compliance with requirements of "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable.
Expected Trend:	Institutions are expected to meet all indicated best practices for compliance.
Type Standard:	Compliance.
Improvement Factor:	Not Applicable.

CALCULATIONS, DEFINITIONS, and EXPLANATORY NOTES

Institutions report to the CHE whether or not the institution can demonstrate that best practices are in effect on their campus for the current and past three fiscal years by indicating "yes" or "no." The practice must be supported by providing at least one example for each practice for which a "yes" is indicated. For institutions reporting the utilization of all practices, a score of compliance will be earned. See the following pages 138 and 139 for an outline of the *Best Management Practices*.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
ALL Four Sectors	Compliance as indicated by institution report on best management practices in use on the institution's campus	Institutions are expected to be in compliance. For those performing as expected, the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: NOT APPLICABLE

NOTES

1) No changes to the measure effective with Year 5, 2000-01. However, the assessment of performance results was changed from using individual institutional benchmarks based on the number of items indicated as “yes” to the assessment of performance in regard to compliance.

CHECKLIST FOR DETERMINING USE OF “BEST MANAGEMENT PRACTICES” (INDICATOR 5B)

Institutions will report on application of each of the following identified “Best Management Practices.” Each institution will be required to provide narrative and other substantiation that explain its efforts in each of the following areas during present and past three fiscal years. The Commission on Higher Education will determine whether each institution has applied each management practice consistently during the years reported.

The identified best management practices are as follows:

- 1.) Integration of Planning and Budgeting: The institution has employed a multi-year strategic planning process that links the planning process with the annual budget review.

- 2.) Internal Audit: The institution has utilized an active internal audit process that includes: (a) programmatic reviews along with fiscal reviews; (b) consistent follow-up on audit findings; and (c) reporting of the internal audit function to the institutional head or to the governing board. (NOTE: The smaller institution that cannot afford a separate internal audit staff should demonstrate internal reviews in place that serve the same function as an internal auditor.)

- 3.) Collaboration and Partnerships: The institution has demonstrated financially beneficial collaborative efforts with other public entities in performance of business functions including, but not limited to, financial management, energy production and management, printing and publications, mail service, procurement, warehousing, public safety, food service, space utilization, and parking.

4.) Outsourcing and Privatization: The institution has examined opportunities for contracting out various business functions, has performed cost analyses, and has implemented, where economically feasible, cost saving contracts.

5.) Process Analysis: The institution has made a critical examination of its business processes in an effort to increase productivity, reduce waste and duplication, and improve the quality of services provided to its internal customers.

6.) Use of Automation and Technology: The institution has developed a long range plan for improved use of technology to enhance student learning and business processes and has taken deliberate efforts to implement this technology within budget constraints.

7.) Energy and Other Resource Conservation and Management: The institution has approved and implemented a plan to conserve energy and other resources and has demonstrated positive results from the plan.

8.) Preventive and Deferred Maintenance: The institution has developed and implemented, subject to budget constraints, a regular program of preventive maintenance to preserve its physical assets and had developed a plan to address deferred (overdue) maintenance needs for its campus.

9.) Alternate Revenue Sources: The institution has made substantial efforts to identify and secure alternate revenue sources (excluding categorical grants for specific functions) to supplement funds available from state appropriations and student fees.

10.) External Annual Financial Audit Findings: The institution has minimized or avoided all management letter and single audit findings in the annual audit performed or supervised by the State Auditor, especially violations of state law, material weaknesses, and single audit "findings" and questioned costs."

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

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

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

***** END OF "BEST MANAGEMENT PRACTICES" *****

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(5) ADMINISTRATIVE EFFICIENCY**(5C) ELIMINATION OF UNJUSTIFIED DUPLICATION OF AND WASTE IN ADMINISTRATIVE AND ACADEMIC PROGRAMS****MEASURE**

The institution's demonstration of effective elimination of unjustified duplication of and waste in Administrative Programs and Academic Programs.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Institutional report to CHE on compliance
Timeframe:	Report due in early spring term (Jan/Feb) for consideration for scoring. Institutions report on current fiscal year efforts. For Year 5, no report is due. The next report will be due in early spring term 2003 on activities in FY 2002-03.
Cycle:	Rated on-cycle every 3 years starting with year 4, 1999-2000. Institutions will be rated again in Year 7, 2002-03.
Display:	Designation of "Complied" for compliance with requirements of "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable.
Expected Trend:	Institutions are expected to be able to demonstrate activities related to each category indicated in the measure for compliance.
Type Standard:	Compliance.
Improvement Factor:	Not Applicable.

CALCULATIONS, DEFINITIONS, and EXPLANATORY NOTES

Institutions submit reports to CHE for staff review that detail an example of sharing which has eliminated duplicate costs or services in each of the two categories.

Administrative Programs include costs for institutional support and operation and maintenance of physical plant.

Academic Programs include costs for instruction, research, and academic support.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
ALL Four Sectors	Compliance as indicated by CHE review of institutional reports.	Institutions are expected to be in compliance. For those performing as expected, the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

1) No changes to this measure effective in Year 5, 2000-01.

(5) ADMINISTRATIVE EFFICIENCY**(5D) AMOUNT OF GENERAL OVERHEAD COSTS****MEASURE**

General overhead cost per FTE student.

NOTE:

General Overhead Costs have been defined as expenditures reported for the IPEDS Finance Survey as institutional support. Expenditures include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

FTE students are the enrolled students for the fall term coinciding with the fiscal year. For technical colleges only, FTE students also include continuing education students.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution on the annual IPEDS Finance Survey and relevant fall enrollment data from CHEMIS and for the technical colleges, FTE data for continuing education students.
Timeframe:	The most recent ended FY is considered for ratings. For Year 5, FY 1999-2000.
Cycle:	Rated annually.
Display:	Dollar amount per FTE student.
Rounding:	Data rounded to nearest whole dollar.
Expected Trend:	Downward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	<= 3% of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

The calculation for this variable is General Overhead Costs (i.e., institutional support expenditures as indicated above) divided by the number of full-time equivalent (FTE) students enrolled per CHEMIS report for the fall term of the FY considered. For technical colleges, continuing education student FTE is determined and added to the FTE student count.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research		
Clemson	\$1,253 to \$1,551	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Univ. of SC Columbia	\$1,188 to \$1,848	
Medical Univ. of SC	\$6,190 to \$13,462	
Teaching	\$1,009 to \$1,444	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Regional	\$851 to \$1,349	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Technical		
All SC Techs >1000 FTE:	\$1,046 to \$1,477	Standards for a score of 2 presented here are based on the 25 th and 60 th percentile of performance of peer institutions (all and <1000 FTE based on FY 97 enrollment data) using IPEDS FY 98 survey data. SC Technical Colleges <1000 FTE include Northeastern Technical College (formerly Chesterfield-Marlboro), Denmark Technical College, Technical College of the Lowcountry, and Williamsburg Technical College.
All SC Techs <1000 FTE:	\$1,539 to \$1,824	

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

Improvement Factor: 3%

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

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

Improvement Factor Calculation Methodology:

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

NOTES

1) No measurement changes effective with Year 5 (2000-01). Assessment of performance results was changed to the use of standards based on selected peer institutions rather than individual institutionally set targets as has been the case in the past.

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CRITICAL SUCCESS FACTOR 6

ENTRANCE REQUIREMENTS

6A, SAT AND ACT SCORES OF STUDENT BODY

**6B, HIGH SCHOOL CLASS STANDING, GRADE POINT AVERAGES,
AND ACTIVITIES OF STUDENT BODY**

**6C, POST-SECONDARY NON-ACADEMIC ACHIEVEMENTS OF THE
STUDENT BODY**

6D, PRIORITY ON ENROLLING IN-STATE RESIDENTS

(6) ENTRANCE REQUIREMENTS**(6A) SAT AND ACT SCORES OF STUDENT BODY****MEASURE**

Percent of first-time entering freshmen who take the SAT or ACT test who meet or exceed the Commission-approved target score on such tests.

NOTE:

Target scores are defined as 1000 on the SAT or 21 on the ACT: both are based on approximate national averages for test takers.

APPLICABILITY

Applicable to Clemson University, University of South Carolina Columbia, all institutions in the Teaching and Regional Campuses Sectors. (Not applicable for MUSC and the Technical Colleges.)

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution to CHE as part of required annual CHEMIS enrollment data reporting.
Timeframe:	The most recent ended fall term is considered for ratings. For Year 5, Fall 2000.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	$\geq 5\%$ of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

The calculation for this indicator is based on first-time entering freshmen with scores on the SAT of 1000 and above or on the ACT of 21 and above compared to the total first-time freshmen posting scores.

Scores of first-time entering freshmen at each institution to be used in calculating the percent meeting or exceeding the benchmark will include: the combined score (verbal and math) of the student's SAT score (re-centered) and/or ACT composite scores, of ALL first-time entering freshmen test takers (including provisional students). Multiple scores will be treated in keeping with CHEMIS reporting.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research, (N/A for MUSC)	60.0% to 74.0%	
Teaching	30.0% to 59.0%	
Regional	15.0% to 29.0%	
Technical	Not Applicable	

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

Improvement Factor: 5%

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

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 5% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (5% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) No measurement changes were approved effective with Year 5, 2000-01. However, it was discovered this past year that due to a programming error an ACT score of 20, not 21, had been used in determining the percentage. From this year forward, an ACT score of 21 will be used as indicated in the approved measure. Historical data has been recalculated to correct this error. Additionally, the assessment of performance results effective with Year 5 has been changed from using individual institutional benchmarks to using a standard scale for institutions within a sector.

(6) ENTRANCE REQUIREMENTS**(6B) HIGH SCHOOL STANDING, GRADE POINT AVERAGES,
AND ACTIVITIES OF THE STUDENT BODY****MEASURE**

The percentage of first-time entering freshmen who meet one of the following: have a high school rank in the top 30% percent of their senior year class or have a converted grade point average of 3.0 or higher (on a 4.0 scale) upon completion of their senior year.

In order to receive credit for this measure, the institution must demonstrate that it has a process for considering activities of the student body in admissions decisions.

APPLICABILITY

Applicable to Clemson University, University of South Carolina Columbia, all institutions in the Teaching and Regional Campuses Sectors. (Not applicable for MUSC and the Technical Colleges)

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution to CHE as part of required annual CHEMIS enrollment data reporting and institutional report on policies for considering activities.
Timeframe:	The most recent ended fall term is considered for ratings. For Year 5, Fall 2000.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	$\geq 5\%$ of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

In order to receive credit for performance on this indicator, the institution must be able to document that it has some process or mechanism that can be used to consider an applicant's extracurricular activities for admission or in cases of appeals of admissions decisions. Examples can include guidance counselor's recommendations, reference letters, and the students' own reports as part of the admissions process. The institution may not actually use this information in every decision. Verification is submitted annually by institutions in either late fall term or early spring term as part of the spring ratings process.

Calculation of performance is based on the sum of the first-time freshmen with either the indicated high school GPA or high school rank as compared to the all first-time freshmen with an indicated GPA or rank.

High school GPA is defined as a student's high school grade point average upon completion of high school. The GPA will be reported as provided by the high school and converted to a 4.0 scale. If the high school does not report a GPA, then the college can calculate one using all courses taken.

High school rank is defined as the student's ranking (expressed as a percentage) of their senior year class. However, acceptable high school ranks are for the most recent year for which the institution has data for that student. For example, depending on the time of admission, the rank may be the junior year or the senior year.

Student body activities include participation in a school's extracurricular activities or other non-school sponsored activities.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research, (N/A for MUSC)	75.0% to 89.0%	
Teaching	50.0% to 64.0%	
Regional	35.0% to 49.0%	
Technical	Not Applicable	

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

Improvement Factor: 5%

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

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 5% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (5% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) No measurement changes effective with Year 5, 2000-01. Assessment of performance results was changed from using individual institutional benchmarks to using standards common for institutions within a sector.

(6) ENTRANCE REQUIREMENTS**(6C) POSTSECONDARY NON-ACADEMIC ACHIEVEMENT OF THE STUDENT BODY****MEASURE**

Approval by the institution of a policy for non-traditional students that provides for consideration of work and/or public service experience in the admissions process in the awarding of prerequisite credit and course credit, consistent with the following principles:

- The institution's approval should include the appropriate decision making body(ies) at the institution;
- Consideration for admission purposes should be based on substantive work and/or public service experience that demonstrates proficiencies comparable to academic proficiencies usually required for admissions;
- Consideration for rewarding credit should be based on substantive work and/or public service experience that demonstrates proficiencies comparable to academic proficiencies and skill levels in the college level courses for which pre-requisite credit or course credit is awarded;
- The policy for awarding credit should include an overall maximum number of hours of credit that can be awarded for work and/or public service experience for any one student;
- The policy should establish a definition for the non-traditional students to whom it applies, including minimum age, minimum length of time not enrolled in school prior to enrolling or resuming education at the institution, and minimum number of years of work or public service experience required before credit is awarded; and
- The policy should be consistent with other applicable institutional policies such as those for the awarding of credit by examination (CLEP examination or institutional challenge examinations).

APPLICABILITY

Applicable for all four sectors, all institutions, except MUSC.

MEASUREMENT INFORMATION

General Data Source:	Institution report on whether or not an approved policy is in place that meets the requirements defined above.
Timeframe:	Reports are submitted as part of the ratings process in late fall term or early spring term. Institutions report on the status current as of the report due date. For Year 5, status as of report in spring term 2001 for ratings.
Cycle:	Rated annually.
Display:	Designation of "Complied" for compliance or "Fails to Comply" for non-compliance with requirements.
Rounding:	Not Applicable.
Expected Trend:	In-compliance with requirements.

Type Standard: Compliance
Improvement Factor: Not Applicable

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

For compliance, the institution must have in place a policy or policies for non-traditional students which is consistent with the principles listed for this measure.

The definitions of appropriate body(ies), substantive work, public service, and proficiencies and skill levels in the college level courses for which credit is awarded will be defined by the institution.

Non-traditional student will be defined by the institution with regard to age, length of time out of school, and length of time in work or public service.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	COMPLIANCE INDICATOR	
ALL Four Sectors, except not applicable for MUSC.	Compliance as indicated by institution report .	Institutions are expected to be in compliance. For those performing as expected, the indicator is not factored in to the calculation of the overall performance score. For institutions failing to comply, a score of 1 is earned on this indicator and contributes to the overall performance score.

Improvement Factor: Not Applicable

NOTES

1) No measurement changes were approved effective with Year 5, 2000-01.

(6) ENTRANCE REQUIREMENTS**(6D) PRIORITY ON ENROLLING IN-STATE RESIDENTS****MEASURE**

The ratio of enrolled in-state undergraduate students to total undergraduate students.

NOTE:

“In-state” has been defined as those students who are residents of South Carolina or those students who are eligible to pay in-state fees provided that they meet one of the following exception requirements: military and their dependents, faculty/administration employees and their dependents, full-time employees and their dependents, or retired persons and their dependents as defined in SC State Code of Laws, 1976, as amended, Sections 59-112-10, et seq., and promulgated regulations governing tuition and fees.

APPLICABILITY

Research and Teaching Sectors Only.

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution to CHE as part of required annual CHEMIS enrollment data reporting.
Timeframe:	The most recent ended fall term is considered for ratings. For Year 5, Fall 2000.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	>= 5% of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

This measure is calculated by dividing the sum of the undergraduate headcount students who are considered in-state residents by the total number of undergraduate headcount students.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research and Teaching Sectors	65.0% to 79.0%	
Regional and Technical Sectors	Not Applicable	

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

Improvement Factor: 5%

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

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 5% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (5% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) Effective with Year 5, 2000-2001, the measure has been revised such that the definition of in-state students be limited to residents of South Carolina and select resident-exceptions as noted above. The definition change aligns this indicator with eligibility requirements for residents eligible for LIFE scholarships. In past years, "in-state" was defined based on those paying in-state tuition. Additionally, assessment of performance results is based on common standards for institutions within sectors as opposed to individual institutional benchmarks as used in the past. Historical data has been revised consistent with the revisions effective in Year 5.

CRITICAL SUCCESS FACTOR 7

GRADUATES' ACHIEVEMENTS

7A, GRADUATION RATE

7B, EMPLOYMENT RATE FOR GRADUATES

**7C, EMPLOYER FEEDBACK ON GRADUATES WHO WERE EMPLOYED OR
NOT EMPLOYED**

**7D, SCORES OF GRADUATES ON POST-UNDERGRADUATE PROFESSIONAL,
OR EMPLOYMENT-RELATED EXAMINATIONS AND CERTIFICATION
TESTS**

7E, NUMBER OF GRADUATES WHO CONTINUED THEIR EDUCATION

7F, CREDIT HOURS EARNED OF GRADUATES

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

(7A1a) First-time, full-time degree-seeking student graduation rate for graduation within 150% of program time.

(7A1b) deferred.

(7A1c) deferred.

(7A2) deferred.

MEASURE

Graduation Rate Part 1: Requires three rates (including numbers) to be published and calculated. All numbers and rates are calculated using 150% of program time.

(a) Rate 1: first-time student graduation number and rate defined as the number and rate at which first-time, full-time degree-seeking students graduate.

(b) Rate 2: Transfer-out number and rate defined as the number and rate at which first-time, full-time degree seeking students transfer out to another South Carolina public institution.

Rate 3: Transfer-in graduation number and rate defined as the number and rate at which first-time, full-time, degree seeking students who transfer in from a South Carolina public institution who graduate.

All three rates with numbers will be disclosed and combined for the following funding rate: Initial cohort graduates + transfer in graduates : First-time, full-time cohort + students transferring in with full-time status) – (Students from the cohort who transfer out + students from the cohort who are otherwise disqualified according to the Student Right to Know Act, e.g., died, joined the military, totally disabled, etc. + students from the transfer in cohort who transfer out or are disqualified)

Graduation Rate Part 2: Applicable for the Technical College Sector Only: Rate 1 (above), excluding students enrolled in two or more developmental courses during the first semester.

NOTE:

Currently the Commission has deferred assessment of parts 7A1b, rate 2; 7A1c, rate 3; and 7A2 due to the unavailability of data and other measurement issues. At present, the indicator is defined as the graduation rate calculated as rate 1 above (7A1a) and represents the graduation rate required for all institutions reporting data as part of the IPEDS Graduation Rate Survey. Rates 2 and 3 have not been implemented to date. Part 2 had been added as part of assessment for Year 4, but due to measurement issues was deferred effective in Year 5.

For Year 5, each institution's score for this indicator will be equal to that received on part 7A1a.

APPLICABILITY

All Four Sectors, all institutions, except MUSC.

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution for the annual IPEDS Graduation Rate Survey (GRS).
Timeframe:	Graduation rates are calculated based on cohorts as defined for IPEDS GRS reporting. Assessment is based on the cohort reported on the most recent survey report, i.e., survey submitted in the spring semester in which the ratings process is conducted. For Year 5, 4-year institutions are assessed based on the 1994 cohort reported on the 2000 GRS Survey and 2-year institutions are assessed based on the 1997 cohort reported on the 2000 GRS Survey.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	>= 3% of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

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

For measurement details the reader is referred to the IPEDS Graduation Rate Survey for 2-year and 4-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: <http://nces.ed.gov/ipeds> and selecting the option for survey forms. (The Graduation Rate calculation is found on page 1 of the Worksheet.)

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

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

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

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

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

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research Clemson USC Columbia	64.0% to 67.0% 53.0% to 61.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Teaching	36.0% to 49.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Regional	15.0% to 31.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Technical	10.0% to 24.0%	

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

Improvement Factor: 3%

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

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

Improvement Factor Calculation Methodology:

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

NOTES

1) This indicator was revised effective with Performance Year 4, 1999-2000. Part 2 was added and applies only to the Technical College Sector.

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

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(7) GRADUATES' ACHIEVEMENTS**(7B) EMPLOYMENT RATE FOR GRADUATES AND GRADUATES CONTINUING THEIR EDUCATION**

(7B1) System for tracking undergraduates on employment or continued education

(7B2) Percent of graduates either employed or enrolled at a more advanced level

(7B3) Percent of graduates employed within a determined time-frame

MEASURE

This measure consists of 3 parts including:

1) Existence at the institution of a system for tracking graduates for employment and education information with a minimum response rate determined by the Commission on Higher Education. For 1999-2000 and following, achieving the minimum response rate will serve as a prerequisite to Part 2 and to a score of "Achieves" or "Exceeds." [For Part 1, the "survey response rate" required is 20%.]

2) Percent of graduates with AA/AS degrees or baccalaureate degrees who are either employed or enrolled at a more advanced educational level within a time frame determined by the Commission on Higher Education.

3) Percent of graduates employed within a time frame determined by the Commission on Higher Education.

NOTE:

Measurement issues must be resolved for parts 2 and 3 before they take effect. To date, only part 1 has been assessed.

The Overall Indicator Score for 7B is determined by assessing compliance on the first part. If the institution is in compliance, then parts 2 and 3 are scored and the scores are averaged to produce the indicator score.

APPLICABILITY

All Four Sectors (all institutions)

MEASUREMENT INFORMATION

General Data Source:	<u>Part 1</u> based on institutional reports. Parts 2 and 3, reporting details are under review.
Timeframe:	Under review.
Cycle:	Rated on-cycle every two years starting with Year 4, 1999-2000. (For Year 5, no assessment. The next assessment is scheduled for Year 6, 2001-02.)
Display:	<u>Part 1</u> , designation of "Complied" for compliance or "Fails to Comply" for non-compliance. <u>Parts 2 and 3</u> , under review.
Rounding:	<u>Part 1</u> , Not Applicable. <u>Parts 2 and 3</u> , under review.

Expected Trend: Part 1, in compliance. Parts 2 and 3, under review.
Type Standard: Part 1, Compliance. Parts 2 and 3, under review.
Improvement Factor: Part 1, Not Applicable. Parts 2 and 3, under review.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

This indicator applies to all undergraduate programs.

Employed is defined as work for pay or profit or temporary absence from a job to which the worker will return.

Time Frame: One year after graduation.

The CHE is continuing to define the data collection for parts 2 and 3. In Years 3 and 4, the Commission worked with the Employment Security Commission to explore data collection. It was determined that the data collected from that effort could not be used for assessment purposes here. Until a statewide survey can be implemented, the CHE will use ACT 255 data from the last year it was collected OR, for the technical colleges only, the Graduate Follow-Up Survey may be used. If either of those are used (Act 255 Survey or Graduate Follow-up), the schedule already in place will be used (e.g., it will be done every two years as scheduled in keeping with Act 255 reporting). It is recognized that measurement issues must be resolved if a determination is made to use the "ACT 255" survey data.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
All Four Sectors	Part 1, compliance. Parts 2 and 3 under review.	(Not assessed in Year 5)

Improvement Factor: 7B1, Not Applicable. 7B2 and 7B3, under review.

NOTES

1) This measure was revised effective with Performance Year 1999-2000. Measures for Indicator 7B, "Employment rate for graduates" and 7E, "Number of graduates continuing their education" were combined to create one measure of student outcome from two otherwise contradictory measures.

2) No changes to the measure were made effective with Year 5, 2000-01. Measurement issues related to parts 2 and 3 are to be worked out. Until fully defined, parts 2 and 3 are deferred from measurement.

(7) GRADUATES' ACHIEVEMENTS**(7C) EMPLOYER FEEDBACK ON GRADUATES WHO WERE EMPLOYED AND NOT EMPLOYED**

(7C1) Process for surveying employers who interview or hire prospective graduates

(7C2) Employers' level of satisfaction with graduates interviewed

(7C3) Employers' satisfaction with employees.

MEASURE

This measure has 3 parts including:

1) The existence at the institution of a process for surveying employers who interview or hire prospective employees who are graduating or have graduated from the institution. (Compliance serves as a prerequisite to Part 2, below, and to a score of "Achieves" or "Exceeds");

2) Employers' level of satisfaction with graduates who are interviewed for jobs as reported on a standardized survey instrument in a common format as approved by the Commission on Higher Education or, in the case of the technical colleges, as approved by the SBTCE;

3) The level of employers' satisfaction with employees as determined by a survey of employers.

NOTE:

Measurement issues must be resolved for parts 2 and 3 before they take effect. To date, only part 1 has been assessed.

The Overall Indicator Score for 7C is determined by assessing compliance on the first part. If the institution is in compliance, then parts 2 and 3 are scored and the scores are averaged to produce the indicator score.

APPLICABILITY

Applicable for institutions in the Research, Teaching, and Technical Sectors.

MEASUREMENT INFORMATION

General Data Source:	<u>Part 1</u> based on institutional reports. Parts 2 and 3, reporting details are under review.
Timeframe:	Under review.
Cycle:	Rated on-cycle every two years starting with Year 4, 1999-2000. For Year 5, no assessment. The next assessment is scheduled for Year 6, 2001-02.
Display:	<u>Part 1</u> , designation of "Complied" for compliance or "Fails to Comply" for non-compliance. <u>Parts 2 and 3</u> , under review.
Rounding:	<u>Part 1</u> , Not Applicable. <u>Parts 2 and 3</u> , under review.

Expected Trend: Part 1, in compliance. Parts 2 and 3, under review.
Type Standard: Part 1, Compliance. Parts 2 and 3, under review.
Improvement Factor: Part 1, Not Applicable. Parts 2 and 3, under review.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

Technical Colleges may use the Graduate Follow-Up as the measurement.

Statewide survey means a statistically valid survey conducted on a statewide basis.

The CHE is continuing to define data collection for part 3. The CHE has attempted a survey through the Employment Security Commission. However, results did not prove useful for purposes of establishing a continued measure for this subpart. Until an alternative is found, this part of the indicator will be deferred or an another means of measurement will be used.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
Research, Teaching, and Technical Sectors (N/A for Regional Campuses)	Part 1, compliance. Parts 2 and 3 under review.	(Not assessed in Year 5)

Improvement Factor: 7C1, Not Applicable. 7C2 and 7C3, under review.

NOTES

1) This measure was revised effective with the 1999-2000 Performance Year. Parts 2 and 3 were added to the measure to assure a source of data from the institutions and to address employers' assessment of candidates for positions whom they did not hire.

The change to the measure provides a measure that addresses more fully what the legislation requires, which includes feedback on those who are not hired as well as those who are. Most institutions survey employers in some fashion. The revision of this measure provides for these institutional efforts to be coordinated with some common questions and procedures across institutions within a sector.

Effective in Year 4, 1999-2000, this measure was determined by the CHE to be not applicable for the Regional Sector due to their primary mission focus.

2) No changes to the measure were made effective with Year 5, 2000-01. Measurement issues related to parts 2 and 3 are to be worked out. Until fully defined, parts 2 and 3 are deferred from measurement.

(7) GRADUATES' ACHIEVEMENTS**(7D) SCORES OF GRADUATES ON POST-UNDERGRADUATE PROFESSIONAL, GRADUATE, OR EMPLOYMENT-RELATED EXAMINATIONS AND CERTIFICATION TESTS****MEASURE**

Percentage of total students taking certification examinations who pass the examination.

APPLICABILITY

Applicable to institutions with programs leading to students taking certification examinations. Currently, this indicator is applicable for all research institutions, all teaching colleges, USC-Lancaster and all technical colleges.

MEASUREMENT INFORMATION

General Data Source:	Institutional reports of student licensure results to CHE.
Timeframe:	The most recent ended April 1 to March 31 period. For Year 5, April 1, 1999 to March 31, 2000.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to one decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Performance assessed in comparison to a set scale.
Improvement Factor:	>=3% of most recent ended 3-year average performance.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

The calculation for this indicator is based on the number of students completing programs who took certification exams and passed the exams divided by the total number of students completing programs who took exams.

Certification examinations are those examinations required for licensing or to practice within the State of South Carolina and/or the nation. These examinations are those reported under Act 255 of 1992 requirements (institutional effectiveness) and will remain the same for Act 359 of 1996.

For the NTE exam (or other comparable teacher licensure exams), the scores will include all test takers, not just first-time test takers.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research	80.0% to 89.0%	
Teaching	80.0% to 89.0%	
USC Lancaster, (N/A for other 4 regional campuses)	80.0% to 89.0%	
Technical	80.0% to 89.0%	

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

Improvement Factor: 3%

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

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

Improvement Factor Calculation Methodology:

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

NOTES

1) No changes were approved effective with Year 5, 2000-01. The Commission approved assessing performance for this measure based on a common scale for institutions. In past years, performance was assessed based on individual institutionally defined benchmarks.

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

As a result of consideration of revisions during performance year 1998-99, this measure was revised effective with Performance Year 1999-2000. Measures for Indicator 7B, "Employment Rate For Graduates," and 7E, "Number Of Graduates That Continue Their Education," were combined to create one measure of student outcome from two otherwise contradictory measures. For the current measure, see Indicator 7B.

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(7) GRADUATES' ACHIEVEMENTS**(7F) CREDIT HOURS EARNED OF GRADUATES****MEASURE**

Average total number of credit hours earned by graduates compared to the average total number of credit hours required for program completion, expressed as a percentage for students graduating with bachelor's degrees.

APPLICABILITY

Applicable for all institutions granting bachelor's degrees including Clemson, USC Columbia, and all institutions in the teaching sector. (Not Applicable for MUSC or the Regional or Technical Sectors.)

MEASUREMENT INFORMATION

General Data Source:	Calculated by CHE data reported by the institutions as part of annual CHEMIS reporting requirements for completions data.
Timeframe:	Assessment is base on the cohort of graduates who completed programs during the most recent ended academic year. For Year 5, the cohort will be those meeting cohort definitions who earned bachelor's degrees in the 1999-2000 academic year.
Cycle:	Rated annually.
Display:	Ratio of earned hours to required hours, expressed as a %.
Rounding:	Data rounded to nearest whole %.
Expected Trend:	Downward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	<= 3% of past 3-years average performance.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

The calculation for this indicator is based on comparing the total number of hours earned to the total number required for students graduating with bachelors degrees, expressed as a percentage.

Students graduating with bachelor's degrees include those who were part of first-time, full-time entering freshmen cohorts, excluding transfers-in.

Total hours required are the total hours required to graduate per program requirements as stated in the catalog.

Total hours earned include all hours earned by the student upon awarding of the degree, excluding any college credits earned while in high school or credit given toward developmental courses.

For multiple degrees earned in one year, all hours earned since the student enrolled at the institution as a first-time, full-time student regardless of whether a student remained full-time are counted. ***Although a student may be exercising an option to have a second major, the total hours required for this measure will be based on a single degree program as designated by the institution.***

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research, except MUSC	106% - 110%	
Teaching	106% - 110%	
Regional	Not Applicable	
Technical	Not Applicable	

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

Improvement Factor: 3%

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

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

Improvement Factor Calculation Methodology:

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

NOTES

1) No changes were made effective with Year 5, 2000-01. The Commission did approve assessing performance results in relation to common standards rather than individual benchmarks as was the case in past years.

CRITICAL SUCCESS FACTOR 8

USER-FRIENDLINESS OF THE INSTITUTION

8A, TRANSFERABILITY OF CREDITS TO AND FROM THE INSTITUTION

8B, CONTINUING EDUCATION PROGRAMS FOR GRADUATES AND OTHERS

8C, ACCESSIBILITY TO THE INSTITUTION OF ALL CITIZENS OF THE STATE

(8) USER-FRIENDLINESS OF INSTITUTION**(8A) TRANSFERABILITY OF CREDITS TO AND FROM THE INSTITUTION****MEASURE**

The extent to which the criteria stipulated in the “Policy and Procedures for Transferability of Credits” document are achieved by the institution.

APPLICABILITY

All Four Sectors, (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Institutional report from institutions in late fall term or early spring term.
Timeframe:	Academic Year (Fall, Spring, Summer) current with the performance year in which the rating occurs. For Year 5, the 2000-2001 Academic Year is considered, i.e., Fall 2000, Spring 2001 and Summer 2001.
Cycle:	Rated annually.
Display:	Percent of criteria achieved.
Rounding:	Performance data rounded to nearest whole percent.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	Not Applicable.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

Institutions, depending of their approved mission statement, will respond to item 1 or 2 of the policy (see page 171), plus item 3 of the policy. Institutions are assessed based on a percentage of the applicable items for which the institution is in compliance.

Transfer Student is a student (limited to degree-seeking) entering the reporting institution for the first-time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). The student can transfer in with or without credit. [Definition source is IPEDS.]

First-time Undergraduate Transfer Student is an undergraduate student entering the reporting institution for the first time, but known to have previously attended another postsecondary institution at the undergraduate level. The student can transfer in with or without credit. [Definition source is IPEDS.]

Degree-Seeking Student is a student enrolled in courses for credit who is recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs. [Definition source is IPEDS.]

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research and Teaching	83.0% to 99.0% Equates to meeting 5 of the 6 applicable points	
Regional and Technical	80.0% to 99.0% Equates to meeting 4 of the 5 applicable points.	

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

Improvement Factor: Not Applicable

NOTES

1) No changes were made to this indicator for Year 5, 2000-01.

SEE "POLICY AND PROCEDURES FOR TRANSFERABILITY
OF CREDITS CRITERIA" ON THE FOLLOWING PAGE

**POLICY AND PROCEDURES FOR TRANSFERABILITY OF CREDITS CRITERIA
(Indicator 8A)**

The user-friendliness of an institution, as represented by transferability of academic credits, will be measured as follows:

- I. Two-year regional campuses of the University of South Carolina and technical colleges will:
 - a) offer (advertise with the intention to teach) all course work contained on all statewide transfer blocks at least once per academic year.
 - b) eliminate all challenges of course work regarding effective preparation of students by accepting institutions.

- II. Four-year institutions will:
 - a) accept all course work on statewide transfer blocks toward baccalaureate degrees.
 - b) report to the technical colleges and the two-year branch campuses of USC using established mechanisms data on the academic performance of transfer students on an annual basis.
 - c) eliminate all additional fees or encumbrances such as validation examinations, "placement examinations/instruments," or policies, procedures, or regulations that have artificially retarded transfer of course work.

- III. All two-year and four-year institutions will:
 - a) comply with the statewide articulation agreement.
 - b) update transfer guide information (both hard copy and website) by September 1 each year.
 - c) use SPEEDE/ExPRESS electronic transcript standard * in all admission and registration activities. ~~To be implemented by January 1, 1999.~~

**** END OF POLICY CRITERIA ****

*** The following outlines the steps determined for implementation of SPEEDE/ExPRESS and assessment of the "use of SPEEDE" for verification purposes.**

The following steps should be taken by all public institutions of higher education in South Carolina for compliance with the requirements of using SPEEDE for the electronic data interchange of students records as articulated in the statewide Transfer and Articulation Agreement (May 3, 1996) and for compliance with the implementation of Indicator 8A under Performance Funding. In order to indicate a "Yes" response to part III of the policy above, each public institution in South Carolina must:

- 1) Register the institution with the free University of Texas-Austin Electronic Data Interchange (EDI) Internet Server.

- 2) Obtain and install PGP encryption software at the institution, and forward the public key to the above Server, thereby adding privacy and an additional layer of authentication as well as permitting institutions such as the University of Texas at Austin to send their student transcripts without violating their internal policies of student records' confidentiality.

- 3) Develop the demonstrated institutional capability to produce the home institution's student transcripts in the TS130 SPEEDE format, compliant with ANSI ASC X12 format requirements.
- 4) Successfully demonstrate the institution's ability to receive TS131 acknowledgements from the University of Texas at Austin for the transcripts listed in #3 above.
- 5) Demonstrate the institution's ability to receive SPEEDE and decrypt transcripts from University of Texas at Austin and to return correct TS131 acknowledgements as required by the SPEEDE protocol.
- 6) Successfully operate both sending and receiving of transcripts in production mode with no single down time period of greater than two weeks.

Institutions complying with the six steps are certifiable by the University of Texas-Austin's Data Base Coordinator in the Office of the Registrar as "SPEEDE-enabled." SPEEDE-enabled public institutions of higher education in South Carolina shall be considered fully in-compliance with the relevant portions of the Statewide Transfer and Articulation policy of the Commission on Higher Education and with the SPEEDE-related element of indicator 8A for Performance Funding.

(8) USER-FRIENDLINESS OF INSTITUTION**(8B) CONTINUING EDUCATION PROGRAMS FOR GRADUATES AND OTHERS****MEASURE**

Number of non-credit continuing education units (CEU's) produced annually.

APPLICABILITY

Applicable for the Technical College Sector only.

MEASUREMENT INFORMATION

General Data Source:	Report received from State Board for Technical and Comprehensive Education to CHE on audited CEU totals for each technical college.
Timeframe:	The most recent ended FY is considered for ratings. For Year 5, FY 1999-2000.
Cycle:	Rated annually.
Display:	Number of CEU's.
Rounding:	Data rounded to nearest 100 CEU's.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to a set scale relative to historical data.
Improvement Factor:	Not Applicable.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

Calculation is the total number of CEU's produced in the most recent ended fiscal year, rounded to the nearest 100 CEU's.

One CEU, a continuing education unit, is normally defined as "10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." Normally, CEU's earned do not count as regular academic credit at an institution of higher education.

For the Technical Education System, this measure is limited to Occupational Education classifications as defined by the State Board for Technical and Comprehensive Education.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research	Not Applicable	
Teaching	Not Applicable	
Regional	Not Applicable	
Technical	90% to 110% of an institution's 3-yr average, where the 3-yr average is based on data from the past 5 years excluding the highest performance year and lowest performance year.	

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

Improvement Factor: Not Applicable

NOTES

1) Effective with Year 5, 2000-01, the Commission approved this indicator as defined to be applicable only for the technical college sector. In past years, the indicator was applicable only for institutions producing at least 1,000 CEU's. The Commission also approved assessment of performance results relative to a common scale as opposed to assessing performance results based on individual institutional benchmarks. In this case, the scale adopted considers each technical college's performance relative to its historical performance.

(8) USER-FRIENDLINESS OF INSTITUTION**(8C) ACCESSIBILITY TO THE INSTITUTION OF ALL CITIZENS OF THE STATE**

(8C1) Percent of headcount undergraduate students who are citizens of SC who are minority.

(8C2) Retention of minorities who are SC Citizens and identified as degree-seeking undergraduate students.

(8C3) Percent of headcount graduate students enrolled at the institution who are minority

(8C4) Percent of headcount teaching faculty who are minority.

MEASURE

A four part measure which includes:

1) The percent of undergraduate headcount students who are citizens of South Carolina who are minority according to federal reporting definitions and are enrolled at an institution.

2) The annual retention rate of minority, undergraduate students as defined in Part 1 of this measure, but limited to degree-seeking students.

3) The percent of headcount graduate students enrolled at an institution who are minority according to federal reporting definitions.

4) The percent of headcount teaching faculty who are minority.

APPLICABILITY

Parts 1, 2, and 4 are applicable for all four sectors (all institutions). Part 3 is applicable only for the Research and Teaching Sectors.

MEASUREMENT INFORMATION

General Data Source:	<u>All Parts:</u> Computed from data reported by the institution as part of annual CHEMIS reporting requirements for Enrollment and Faculty data.
Timeframe:	<u>All Parts:</u> The most recent ended fall term is considered for ratings. For Year 5, Fall 2000.
Cycle:	<u>All Parts:</u> Rated annually.
Display:	<u>All Parts:</u> Percentage.
Rounding:	<u>All Parts:</u> Data rounded to 1 decimal.
Expected Trend:	<u>All Parts:</u> Upward movement is considered to indicate improvement.
Type Standard:	<u>All Parts:</u> Annual performance assessed in comparison to set scale.
Improvement Factor:	<u>Parts 1, 2 and 3:</u> $\geq 5\%$ of past 3-year performance average. <u>Part 4:</u> $\geq 3\%$ of past 3-year performance average.

CALCULATIONS, DEFINITIONS, and EXPLANATORY NOTES

All percentages calculated for Parts 1-4 are based on headcount.

“Minority” is defined as African-American and other minority racial categories as defined according to federal reporting requirements. Based on CHEMIS reporting requirements, the data will be calculated for those students identified by using as the numerator the CHEMIS variable RACE, codes 2 through 5, and as the denominator the CHEMIS variable RACE, codes 1 through 7. Codes 1 through 7 as reported for CHEMIS are as follows: “1” is Non-resident Alien, “2” is Black/African American, “3” is American Indian/Alaskan Native, “4” is Asian or Pacific Islander, “5” is Hispanic, “6” is White/Non-Hispanic, and “7” is Unknown race.

8C1: Headcount students who are minority compared to total – where headcount students are limited to citizens of SC plus those with approved non-resident exceptions including those eligible to pay in-state tuition including: military and their dependents, faculty/administration employees and their dependents, full-time employees and their dependents, or retired persons and their dependents.

8C2: This measure assesses minority retention based on those undergraduates enrolled in a fall term who enrolled in the subsequent fall term. This part, like part 1, is also limited to the subset of students defined for part 1 as “SC Citizens.” Additionally, the student population is limited to those minority students who are degree-seeking students. The retention rate is computed from CHEMIS data by: **(b + c) / a, expressed as a percentage**, where “a” = cohort of all degree-seeking minority undergraduate students enrolled in fall semester; “b” = the minority students within the cohort students retained in the following fall; and “c” = the minority students who graduated in the academic year of the cohort. *The figure shall be an unduplicated headcount.*

8C3: This part measures the percent of headcount graduate students who are minority. This part is NOT limited to SC citizens; this part includes all graduate students. Minority is defined and calculated consistent with the definition for “minority” indicated above.

8C4: This part measures the percent of headcount faculty who are minority. Again, SC citizenship does not apply to this part. Minority is defined consistent with the definition above. Faculty are defined as “all headcount faculty who teach one or more credit courses in the fall semester, excluding graduate students.”

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
8C1, Percentage of headcount undergraduates who are SC Citizens who are minority		
Research	21.0% to 28.0%	Based on being at or within 75% of the SC minority population of those 18 and over. The SC minority population estimate used is 28.7% based on a US Census estimates as of October 1998.
Teaching	21.0% to 28.0%	

**STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS
5 (2000-01), 6 (2001-02) AND 7 (2002-03)**

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
<u>Regional</u>	Varies by campus as indicated below.	Based on being at or within 75% of the SC minority population of those 18 and over for the designated service area of each campus. The SC minority population estimates used are based on a US Census estimates as of October 1998 and indicated below for each campus.
USC Beaufort	24.0% to 33.0%	Service Area includes: Beaufort, Jasper, and Hampton Counties. Census estimate of 33.2% minority.
USC Lancaster	20.0% to 27.0%	Service Area includes: Lancaster Chester, Chesterfield, Kershaw, Fairfield, and York Counties. Census estimate 27.1% minority.
USC Salkehatchie	36.0% to 48.0%	Service Area includes: Allendale, Barnwell, Bamberg, Colleton, and Hampton Counties. Census estimate of 48.7% minority.
USC Sumter	32.0% to 43.0%	Service Area includes: Sumter, Lee, Clarendon, and Kershaw Counties. Census estimate of 43.2% minority,
USC Union	20.0% to 26.0%	Service Area includes: Union, Laurens, Newberry, Cherokee, Fairfield, York, and Chester. Census estimate of 26.8% minority.
<u>Technical</u>	Varies by campus as indicated below	Based on being at or within 75% of the SC minority population of those 18 and over for the designated service area of each campus. The SC minority population estimates used are based on a US Census estimates as of October 1998 and indicated below for each campus.
Aiken	17.0% to 23.0%	Service Area includes:Aiken County Census estimate of 23.6% minority,
Central Carolina	32.0% to 43.0%	Service Area includes: Clarendon, Kershaw, Lee and Sumter Counties. Census estimate of 43.2% minority,
Northeastern (*formerly Chesterfield-Marlboro)	29.0% to 39.0%	Service Area includes: Chesterfield, Dillon, and Marlboro Counties. Census estimate of 39.7% minority,
Denmark	39.0% to 52.0%	Service Area includes: Allendale, Bamberg, and Barnwell Counties. Census estimate of 52.2% minority,
Florence-Darlington	29.0% to 39.0%	Service Area includes: Darlington, Florence, and Marion Counties. Census estimate of 39.3% minority,
Greenville	13.0% to 17.0%	Service Area includes: Greenville County. Census estimate of 18.0% minority,

**STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS
5 (2000-01), 6 (2001-02) AND 7 (2002-03)**

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Horry-Georgetown	16.0% to 21.0%	Service Area includes: Georgetown and Horry Counties. Census estimate of 21.6% minority,
Midlands	23.0% to 30.0%	Service Area includes: Farifield, Lexington, and Richland Counties. Census estimate of 30.8% minority,
Orangeburg-Calhoun	41.0% to 55.0%	Service Area includes: Calhoun and Orangeburg Counties. Census estimate of 55.3% minority,
Piedmont	24.0% to 31.0%	Service Area includes: Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda Counties. Census estimate of 32.0% minority.
Spartanburg	16.0% to 21.0%	Service Area includes: Cherokee, Spartanburg, and Union Counties. Census estimate of 21.4% minority.
Technical College of LowCountry	26.0% to 35.0%	Service Area includes: Beaufort, Colleton, Hampton, and Jasper Counties. Census estimate of 35.3% minority.
Tri-County	9.0% to 12.0%	Service Area includes: Anderson, Oconee, and Pickens. Census estimate of 12.5% minority.
Trident	23.0% to 30.0%	Service Area includes: Berkeley, Charleston, and Dorchester Counties. Census estimate of 30.8% minority.
Williamsburg	45.0% to 61.0%	Service Area includes: Williamsburg. Census estimate of 61.1% minority.
York	15.0% to 20.0%	Service Area includes: Chester, Lancaster, and York Counties. Census estimate of 20.6% minority.

8C2, Retention of headcount undergraduates who are SC Citizens who are minority

Research	78.0% to 87.0%	Based on being at or within +/- 5% of the median overall student retention for 4-yr institutions. A median retention of 83.0% is the reference and represents median retention for SC's research and teaching universities institutions in Fall 1999.
Teaching	74.0% to 82.0%	Based on being at or within +/- 5% of the median overall student retention for 4-yr teaching institutions. A median retention of 78.8% is the reference and represents median retention for SC's teaching institutions in Fall 1999.
Regional	47.0% to 57.0%	Based on being at or within +/- 10% of the median overall student retention for regional campuses. A median retention of 52.7% is the reference and represents median retention for SC's 4-yr regional campuses in Fall 1999.

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Technical	49.0% to 60.0%	Based on being at or within +/- 10% of the median overall student retention for regional campuses. A median retention of 55.4% is the reference and represents median retention for SC's technical colleges in Fall 1999.
8C3, Percentage of headcount graduate students		
Research	10.0% to 13.0%	Based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, educational attainment of persons 25 yrs and older.
Teaching	10.0% to 13.0%	
Regional	Not Applicable	
Technical	Not Applicable	
8C4, Percentage of headcount teaching faculty who are minority		
Research	10.0% to 13.0%	Based on being at or within +/- 10% of US minority population with graduate degrees. The reference used is 11.9% US minority population with master's and higher degrees based on 1990 census data, educational attainment of persons 25 yrs and older.
Teaching	10.0% to 13.0%	
Regional	10.0% to 13.0%	
Technical	10.0% to 13.0%	Based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, educational attainment of persons 25 yrs and older.

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

Improvement Factor: For 8C1, 8C2, and 8C3 : 5%. For 8C4 : 3%.

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

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 5% for 8C1, 8C2, and 8C3 or 3% for 8C4 of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (5% for 8C1, 8C2, & 8C3 or 3% for 8C4 of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) This measure was substantially revised effective with the 1999-2000 Performance Year, Year 4. Historical data collected for this indicator up to the 1998-99 Performance Year is therefore not comparable. Where possible, comparable historical data for parts 1-4 were re-computed by CHE.

Revisions to the measure added new parts related to graduate enrollments and faculty (Part 3 and 4) to address areas of concern in terms of access. Additionally, the measure was revised to focus on in-state residents (as domiciled in South Carolina and not for "fee-purposes" as with Indicator 6D) in keeping with the phrasing in the legislation, which specifically refers to "citizens of the state." Finally, the measure was revised to include minorities other than African-American to be consistent with federal reporting requirements. Previously, only African-American enrollment was considered.

2) Effective with Year 5, 2000-01, additional measurement revisions were made. For Parts 1 and 2, the CHE re-defined SC Citizens consistent with revisions made for indicator 6D, Priority on Enrolling In-State Students. SC Citizens will be defined as those students who are residents of SC and non-resident exceptions who pay in-state tuition including: military and their dependents, faculty/administration employees and their dependents, full-time employees and their dependents, or retired persons and their dependents. In past years, "in-state for fee purposes" was used to define in-state students for Indicator 6D and in keeping with that Indicator 8C, parts 1 and 2. The Commission also adopted assessing performance relative to standard scales common to institutions within a sector rather than institutional benchmarks as was the case in past years. Historical data has been revised consistent with the revisions effective in Year 5.

CRITICAL SUCCESS FACTOR 9

RESEARCH FUNDING

9A, FINANCIAL SUPPORT FOR REFORM IN TEACHER EDUCATION

9B, AMOUNT OF PUBLIC AND PRIVATE SECTOR GRANTS

(9) RESEARCH FUNDING**(9A) FINANCIAL SUPPORT FOR REFORM IN TEACHER EDUCATION****MEASURE**

The amount of grants and awards expended to support teacher preparation or training, including applied research, professional development, and training grants, as compared to the average from the prior three years.

APPLICABILITY

Institutions with Teacher Education programs including: Clemson University, University of South Carolina Columbia, and all institutions in the Teaching Sector.

MEASUREMENT INFORMATION

General Data Source:	Institutional report to CHE in late fall term based on expenditures as defined above identified in the most recent ended fiscal year. CHE staff will compute performance from most recent data reported and the data reported for past years each institution's performance.
Timeframe:	The most recent ended FY is considered for ratings. For Year 5, FY 1999-2000.
Cycle:	Rated annually.
Display:	Ratio of expenditures to 3-year average expenditures, expressed as a %.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed per standard scale.
Improvement Factor:	Not Applicable

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

Grant: Includes grants, contracts, and cooperative agreements specifically designed for teacher research and training.

Expenditures of funds by institutions that act solely as fiscal agents without engaging directly in applied research, professional development, and training grants should not be included. Direct legislative line item appropriations to an institution should also not be counted.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Clemson, USC Columbia and all institutions in Teaching Sector	80.0% to 119.0%	

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

Improvement Factor: **NOT APPLICABLE**

NOTES

1) This measure was revised effective with the Year 4, 1999-2000. The measure was changed from one that is benchmarked to one that is criterion-referenced. Additionally, the measure was changed to one that compared the amount of grants to a weighted average of the prior three years to one that compares the amount to an average of the prior three years.

2) No measurement changes or changes to the scale used in Year 4 for purposes of assessing performance results changes were approved to be effective with Year 5.

(9) RESEARCH FUNDING**(9B) AMOUNT OF PUBLIC AND PRIVATE SECTOR GRANTS****MEASURE**

The current year's grants (i.e., the total dollars received from public and private sector grants expended in State fiscal year for research, including federal and state grants, private gifts and grants, and local support, and excluding monies for financial aid, student scholarships and loans) divided by the average of grant funding from the prior three years.

NOTE:

Current year's grants have been defined as expenditures reported on the IPEDS Finance Survey as restricted research.

APPLICABILITY

Applicable for the Research Sector Only.

MEASUREMENT INFORMATION

General Data Source:	Data reported as part of annual IPEDS reporting requirements for the IPEDS Finance Survey. CHE staff will compute performance from most recent data reported as part of the survey and the data reported for past years for each institution's performance.
Timeframe:	The most recent ended FY is considered for ratings. (For Year 5, FY 1999-2000).
Cycle:	Rated annually.
Display:	Ratio of expenditures to 3-year average expenditures, expressed as a %.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed per standard scale.
Improvement Factor:	Not Applicable

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

State Grant: Those grants awarded from State funds, including funds from other state agencies, but excluding those funds that come from the higher education appropriation and other related line items from higher education (e.g., Public Service Activities, SCAMP, etc.).

Research Grant: An award of funds from the United States Government or other entity for the principal purpose of systematic study and investigation undertaken to discover or establish facts or principles. The principle purpose of a research grant is not to provide services to the public or the employees or clients thereof.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research		Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 95 through FY 98 survey data.
Clemson	104.0% to 110.0%	
Univ. of SC Columbia	110.0% to 114.0%	
Medical Univ. of SC	114.0% to 122.0%	
Teaching	Not Applicable	
Regional	Not Applicable	
Technical	Not Applicable	

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

Improvement Factor: Not Applicable

NOTES

1) This measure was revised effective with the Year 4, 1999-2000, Performance Year. The measure was changed from one that is benchmarked to one that is criterion-referenced. Additionally, the measure was altered from using a weighted average for three years to using a simple three-year rolling average. This indicator applies only to those institutions with \$1 million or more in annual research expenditures.

2) Effective with Year 5, 2000-01, the Commission adjusted the scale used for assessing performance by using peer data for each research institution. Additionally, the Commission deferred the indicator for all institutions but the research sector.

APPENDICES

**SOUTH CAROLINA PUBLIC HIGHER EDUCATION INSTITUTIONS AND PEERS
BY SECTOR USED IN PERFORMANCE STANDARDS DEVELOPMENT**

**LISTING, BY SECTOR AND INSTITUTION, OF PERFORMANCE FUNDING
CONTACTS AT SOUTH CAROLINA PUBLIC INSTITUTIONS OF
HIGHER EDUCATION**

APPENDIX A. SOUTH CAROLINA PUBLIC HIGHER EDUCATION INSTITUTIONS AND PEERS BY SECTOR USED IN PERFORMANCE STANDARDS DEVELOPMENT

This section presents the peers used in developing the South Carolina performance funding standards effective with Year 5. Relevant data for these peers from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) were used directly in setting performance standards for all sectors for Indicators 1A, 3C, 5A, 5D, 7A and 9B. Additionally, for the Research Sector, the peers are used in establishing standards for Indicator 2D.

The peer lists are titled based on the sector of the SC institutions which the peers listed represent. The SC institutions are listed first and bolded, and are followed by the listing of the peers for the sector. For the SC research universities, each of the three have different peers. The research institution is listed first, bolded and underlined, and is followed by its peers. Before each institution listed, the IPEDS control number unique to the institution is provided.

RESEARCH UNIVERSITY PEERS**217882 CLEMSON UNIVERSITY**

100858 AUBURN UNIVERSITY MAIN CAMPUS
139755 GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS
153603 IOWA STATE UNIVERSITY
171100 MICHIGAN STATE UNIVERSITY
176080 MISSISSIPPI STATE UNIVERSITY
181464 UNIVERSITY OF NEBRASKA AT LINCOLN
199193 NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
228723 TEXAS A & M UNIVERSITY
233921 VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIV
243780 PURDUE UNIVERSITY-MAIN CAMPUS

218663 UNIVERSITY OF SOUTH CAROLINA AT COLUMBIA

145600 UNIVERSITY OF ILLINOIS AT CHICAGO
153658 UNIVERSITY OF IOWA
157085 UNIVERSITY OF KENTUCKY
178396 UNIVERSITY OF MISSOURI-COLUMBIA
187985 UNIVERSITY OF NEW MEXICO-MAIN CAMPUS
196088 SUNY AT BUFFALO
199120 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
201885 UNIVERSITY OF CINCINNATI-MAIN CAMPUS
215293 UNIVERSITY OF PITTSBURGH-MAIN CAMPUS
234076 UNIVERSITY OF VIRGINIA-MAIN CAMPUS

218335 MEDICAL UNIVERSITY OF SOUTH CAROLINA

126571 UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER
140401 MEDICAL COLLEGE OF GEORGIA
159373 LOUISIANA STATE UNIVERSITY-MEDICAL CENTER
176026 UNIVERSITY OF MISSISSIPPI MEDICAL CENTER
181428 UNIVERSITY OF NEBRASKA MEDICAL CENTER AT OMAHA
207342 UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
209490 OREGON HEALTH SCIENCES UNIVERSITY
221704 UNIVERSITY OF TENNESSEE-MEMPHIS

TEACHING UNIVERSITY PEERS

217864 CITADEL MILITARY COLLEGE OF SOUTH CAROLINA
218724 COASTAL CAROLINA UNIVERSITY
217819 COLLEGE OF CHARLESTON
218061 FRANCIS MARION UNIVERSITY
218229 LANDER UNIVERSITY
218733 SOUTH CAROLINA STATE UNIVERSITY
218645 UNIVERSITY OF SOUTH CAROLINA-AIKEN
218742 UNIVERSITY OF SOUTH CAROLINA AT SPARTANBURG
218964 WINTHROP UNIVERSITY

100724 ALABAMA STATE UNIVERSITY
100830 AUBURN UNIVERSITY-MONTGOMERY
101709 UNIVERSITY OF MONTEVALLO
101879 UNIVERSITY OF NORTH ALABAMA
106467 ARKANSAS TECH UNIVERSITY
107071 HENDERSON STATE UNIVERSITY
110422 CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO
115755 HUMBOLDT STATE UNIVERSITY
123572 SONOMA STATE UNIVERSITY
126580 UNIVERSITY OF COLORADO AT COLORADO SPRINGS
129215 EASTERN CONNECTICUT STATE UNIVERSITY
130776 WESTERN CONNECTICUT STATE UNIVERSITY
130934 DELAWARE STATE UNIVERSITY
133650 FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
136172 UNIVERSITY OF NORTH FLORIDA
138354 THE UNIVERSITY OF WEST FLORIDA
138716 ALBANY STATE UNIVERSITY
138789 ARMSTRONG ATLANTIC STATE UNIVERSITY
138983 AUGUSTA STATE UNIVERSITY
139366 COLUMBUS STATE UNIVERSITY
139719 FORT VALLEY STATE UNIVERSITY
139764 GEORGIA SOUTHWESTERN STATE UNIVERSITY
139861 GEORGIA COLLEGE AND STATE UNIVERSITY
139931 GEORGIA SOUTHERN UNIVERSITY
141264 VALDOSTA STATE UNIVERSITY
145336 GOVERNORS STATE UNIVERSITY
149772 WESTERN ILLINOIS UNIVERSITY
151379 INDIANA UNIVERSITY-SOUTHEAST
154095 UNIVERSITY OF NORTHERN IOWA
156082 WASHBURN UNIVERSITY OF TOPEKA
157058 KENTUCKY STATE UNIVERSITY
157401 MURRAY STATE UNIVERSITY
157951 WESTERN KENTUCKY UNIVERSITY
159416 LOUISIANA STATE UNIVERSITY-SHREVEPORT
159717 MCNEESE STATE UNIVERSITY
159966 NICHOLLS STATE UNIVERSITY
160630 SOUTHERN UNIVERSITY-NEW ORLEANS
161554 UNIVERSITY OF SOUTHERN MAINE
162283 COPPIN STATE COLLEGE
162584 FROSTBURG STATE UNIVERSITY
163338 UNIVERSITY OF MARYLAND-EASTERN SHORE
163453 MORGAN STATE UNIVERSITY
163851 SALISBURY STATE UNIVERSITY
164076 TOWSON UNIVERSITY
165820 FITCHBURG STATE COLLEGE
168430 WORCESTER STATE COLLEGE
171146 UNIVERSITY OF MICHIGAN-FLINT
171571 OAKLAND UNIVERSITY
172051 SAGINAW VALLEY STATE UNIVERSITY
173124 BEMIDJI STATE UNIVERSITY
174233 UNIVERSITY OF MINNESOTA-DULUTH
174783 SAINT CLOUD STATE UNIVERSITY
176035 MISSISSIPPI UNIVERSITY FOR WOMEN
176965 CENTRAL MISSOURI STATE UNIVERSITY

Teaching University Peers, continued

177940 LINCOLN UNIVERSITY
178615 TRUMAN STATE UNIVERSITY
179557 SOUTHEAST MISSOURI STATE UNIVERSITY
180179 MONTANA STATE UNIVERSITY-BILLINGS
180948 CHADRON STATE COLLEGE
181394 UNIVERSITY OF NEBRASKA AT OMAHA
183062 KEENE STATE COLLEGE
185262 KEAN UNIVERSITY
185590 MONTCLAIR STATE UNIVERSITY
187134 THE COLLEGE OF NEW JERSEY
187648 EASTERN NEW MEXICO UNIVERSITY-MAIN CAMPUS
196112 SUNY INSTITUTE OF TECHNOLOGY AT UTICA-ROME
196121 SUNY COLLEGE AT BROCKPORT
196130 SUNY COLLEGE AT BUFFALO
196167 SUNY COLLEGE AT GENESEO
196200 SUNY COLLEGE AT POTSDAM
197869 APPALACHIAN STATE UNIVERSITY
199102 NORTH CAROLINA AGRICULTURAL AND TECHNICAL ST UNIV
199111 UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
199139 UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
199157 NORTH CAROLINA CENTRAL UNIVERSITY
199218 UNIVERSITY OF NORTH CAROLINA-WILMINGTON
199281 UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
200004 WESTERN CAROLINA UNIVERSITY
211158 BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
211361 CALIFORNIA UNIVERSITY OF PENNSYLVANIA
211608 CHEYNEY UNIVERSITY OF PENNSYLVANIA
211644 CLARION UNIVERSITY OF PENNSYLVANIA
212115 EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA
212160 EDINBORO UNIVERSITY OF PENNSYLVANIA
213598 LINCOLN UNIVERSITY
213783 MANSFIELD UNIVERSITY OF PENNSYLVANIA
214041 MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
214591 PENNSYLVANIA STATE UNIVERSITY-ERIE BEHREND COLLEGE
216010 SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
216038 SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA
217420 RHODE ISLAND COLLEGE
219602 AUSTIN PEAY STATE UNIVERSITY
221740 UNIVERSITY OF TENNESSEE-CHATTANOOGA
221768 UNIVERSITY OF TENNESSEE-MARTIN
221847 TENNESSEE TECHNOLOGICAL UNIVERSITY
224147 TEXAS A & M UNIVERSITY-CORPUS CHRISTI
225414 UNIVERSITY OF HOUSTON-CLEAR LAKE
226152 TEXAS A & M INTERNATIONAL UNIVERSITY
226833 MIDWESTERN STATE UNIVERSITY
227377 THE UNIVERSITY OF TEXAS AT BROWNSVILLE
227526 PRAIRIE VIEW A & M UNIVERSITY
228431 STEPHEN F AUSTIN STATE UNIVERSITY
228501 SUL ROSS STATE UNIVERSITY
228705 TEXAS A & M UNIVERSITY-KINGSVILLE
232423 JAMES MADISON UNIVERSITY
232566 LONGWOOD COLLEGE
232681 MARY WASHINGTON COLLEGE
232937 NORFOLK STATE UNIVERSITY
233277 RADFORD UNIVERSITY
235097 EASTERN WASHINGTON UNIVERSITY
237011 WESTERN WASHINGTON UNIVERSITY
237525 MARSHALL UNIVERSITY
240268 UNIVERSITY OF WISCONSIN-EAU CLAIRE
240277 UNIVERSITY OF WISCONSIN-GREEN BAY
240426 UNIVERSITY OF WISCONSIN-SUPERIOR
240471 UNIVERSITY OF WISCONSIN-RIVER FALLS
366711 CALIFORNIA STATE UNIVERSITY-SAN MARCOS
407009 ARIZONA STATE UNIVERSITY-WEST

REGIONAL CAMPUSES OF USC COLUMBIA PEERS

218654 UNIVERSITY OF SOUTH CAROLINA AT BEAUFORT
 218672 UNIVERSITY OF SOUTH CAROLINA AT LANCASTER
 218681 UNIVERSITY OF SOUTH CAROLINA AT SALKEHATCHIE
 218690 UNIVERSITY OF SOUTH CAROLINA AT SUMTER
 218706 UNIVERSITY OF SOUTH CAROLINA AT UNION

106412 UNIVERSITY OF ARKANSAS AT PINE BLUFF
 106449 ARKANSAS STATE UNIVERSITY-BEEBE BRANCH
 106485 UNIVERSITY OF ARKANSAS AT MONTICELLO
 138901 ATLANTA METROPOLITAN COLLEGE
 139010 BAINBRIDGE COLLEGE
 139621 EAST GEORGIA COLLEGE
 140997 SOUTH GEORGIA COLLEGE
 141307 WAYCROSS COLLEGE
 159382 LOUISIANA STATE UNIVERSITY AT ALEXANDRIA
 159407 LOUISIANA STATE UNIVERSITY-EUNICE
 160649 SOUTHERN UNIVERSITY-SHREVEPORT-BOSSIER CITY CAMPUS
 179344 SOUTHWEST MISSOURI STATE UNIVERSITY-WEST PLAINS
 187666 EASTERN NEW MEXICO UNIVERSITY-ROSWELL CAMPUS
 187958 UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS
 187994 NEW MEXICO STATE UNIVERSITY-ALAMOGORDO
 188003 NEW MEXICO STATE UNIVERSITY-CARLSBAD
 188021 NEW MEXICO STATE UNIVERSITY-GRANTS
 188225 UNIVERSITY OF NEW MEXICO-TAOS EDUCATION CENTER
 199281 UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
 201432 BOWLING GREEN STATE UNIVERSITY-FIRELANDS
 203447 KENT STATE UNIVERSITY-ASHTABULA REGIONAL CAMPUS
 203456 KENT STATE UNIVERSITY-EAST LIVERPOOL REGNL CAMPUS
 203474 KENT STATE UNIVERSITY-TRUMBULL REGIONAL CAMPUS
 203492 KENT STATE UNIVERSITY-SALEM REGIONAL CAMPUS
 203526 KENT STATE UNIVERSITY-GEAUGA CAMPUS
 204015 MIAMI UNIVERSITY-MIDDLETOWN
 204680 OHIO STATE UNIVERSITY-MANSFIELD CAMPUS
 204699 OHIO STATE UNIVERSITY-MARION CAMPUS
 204802 OHIO UNIVERSITY-EASTERN CAMPUS
 204820 OHIO UNIVERSITY-CHILLICOTHE BRANCH
 204848 OHIO UNIVERSITY-LANCASTER BRANCH
 204866 OHIO UNIVERSITY-ZANESVILLE BRANCH
 214625 PENNSYLVANIA STATE UNIV-PENN STATE NEW KENSINGTON
 214634 PENNSYLVANIA STATE UNIVERSITY-PENN STATE SHENANGO
 214643 PENNSYLVANIA STATE UNIVERSITY-PENN STATE WILKES-BA
 214670 PENNSYLVANIA STATE UNIV-PENN STATE LEHIGH VALLEY
 214698 PENNSYLVANIA STATE UNIVERSITY-PENN STATE BEAVER
 214704 PENNSYLVANIA STATE UNIVERSITY-PENN STATE BERKS
 214740 PENNSYLVANIA STATE UNIVERSITY-PENN STATE DU BOIS
 214810 PENNSYLVANIA STATE UNIVERSITY-PENN STATE SCHUYLKIL
 215266 UNIVERSITY OF PITTSBURGH-BRADFORD
 215309 UNIVERSITY OF PITTSBURGH-TITUSVILLE
 233897 UNIVERSITY OF VIRGINIA-CLINCH VALLEY COLLEGE (WISE)

NOTE: The following institutions were included as peers for purposes of the MGT study, but were not used in developing standards in Year 5 for the Regional Campuses. These institutions were not used as no IPEDS data were available at the time the standards were developed. In future considerations of standards, these institutions may be include.

*Pennsylvania State, Fayette
 Pennsylvania State, McKeesport
 University of South Alabama, Baldwin City
 New College of South Florida
 Mississippi State, Meridian*

TECHNICAL COLLEGE PEERS

(Institutions identified as less than 1000 FTE are underlined)

217615 AIKEN TECHNICAL COLLEGE
218858 CENTRAL CAROLINA TECHNICAL COLLEGE
217837 NORTHEASTERN TECHNICAL COLLEGE (formerly Chesterfield-Marlboro)
217989 DENMARK TECHNICAL COLLEGE
218025 FLORENCE DARLINGTON TECHNICAL COLLEGE
218113 GREENVILLE TECHNICAL COLLEGE
218140 HORRY-GEORGETOWN TECHNICAL COLLEGE
218353 MIDLANDS TECHNICAL COLLEGE
218487 ORANGEBURG CALHOUN TECHNICAL COLLEGE
218520 PIEDMONT TECHNICAL COLLEGE
218830 SPARTANBURG TECHNICAL COLLEGE
217712 TECHNICAL COLLEGE OF THE LOWCOUNTRY
218885 TRI-COUNTY TECHNICAL COLLEGE
218894 TRIDENT TECHNICAL COLLEGE
218955 WILLIAMSBURG TECHNICAL COLLEGE
218991 YORK TECHNICAL COLLEGE

100919 BESSEMER STATE TECHNICAL COLLEGE
101107 DOUGLAS MACARTHUR STATE TECHNICAL COLLEGE
101240 GADSDEN STATE COMMUNITY COLLEGE
101569 LAWSON STATE COMMUNITY COLLEGE
130916 DELAWARE TECHNICAL & COMM COLL-STANTON-WILMINGTON
136473 PENSACOLA JUNIOR COLLEGE
139700 FLOYD COLLEGE
142443 NORTH IDAHO COLLEGE
153214 DES MOINES COMMUNITY COLLEGE
153533 IOWA LAKES COMMUNITY COLLEGE
153922 IOWA VALLEY COMMUNITY COLLEGE DISTRICT
154059 NORTH IOWA AREA COMMUNITY COLLEGE
155210 JOHNSON COUNTY COMMUNITY COLLEGE
161688 ALLEGANY COLLEGE OF MARYLAND
162104 CECIL COMMUNITY COLLEGE
162168 CHESAPEAKE COMMUNITY COLLEGE
162399 DUNDALK COMMUNITY COLLEGE
163657 PRINCE GEORGES COMMUNITY COLLEGE
164775 BERKSHIRE COMMUNITY COLLEGE
165981 GREENFIELD COMMUNITY COLLEGE
166823 MASSASOIT COMMUNITY COLLEGE
166957 MOUNT WACHUSETT COMMUNITY COLLEGE
167376 NORTHERN ESSEX COMMUNITY COLLEGE
167631 ROXBURY COMMUNITY COLLEGE
169992 GOGEBIC COMMUNITY COLLEGE
170240 HENRY FORD COMMUNITY COLLEGE
172671 WEST SHORE COMMUNITY COLLEGE
175573 COPIAH-LINCOLN COMMUNITY COLLEGE
176071 MISSISSIPPI GULF COAST COMMUNITY COLLEGE
181640 SOUTHEAST COMMUNITY COLLEGE AREA
181817 WESTERN NEBRASKA COMMUNITY COLLEGE
184995 HUDSON COUNTY COMMUNITY COLLEGE
186469 SALEM COMMUNITY COLLEGE
188100 SAN JUAN COLLEGE
191339 GENESEE COMMUNITY COLLEGE
191612 HERKIMER COUNTY COMMUNITY COLLEGE
191719 HUDSON VALLEY COMMUNITY COLLEGE
195988 SULLIVAN COUNTY COMMUNITY COLLEGE
196015 SUNY COLLEGE OF TECHNOLOGY AT CANTON
196024 SUNY COLLEGE OF TECHNOLOGY AT DELHI
196565 TOMPKINS-CORTLAND COMMUNITY COLLEGE
197966 BEAUFORT COUNTY COMMUNITY COLLEGE
198084 BRUNSWICK COMMUNITY COLLEGE

Technical College Peers, continued

198260 CENTRAL PIEDMONT COMMUNITY COLLEGE
198376 DAVIDSON COUNTY COMMUNITY COLLEGE
198534 FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
198570 GASTON COLLEGE
[198914 MAYLAND COMMUNITY COLLEGE](#)
[199263 PAMLICO COMMUNITY COLLEGE](#)
[199421 RANDOLPH COMMUNITY COLLEGE](#)
199485 ROCKINGHAM COMMUNITY COLLEGE
[199625 SAMPSON COMMUNITY COLLEGE](#)
199634 SANDHILLS COMMUNITY COLLEGE
199838 VANCE-GRANVILLE COMMUNITY COLLEGE
[199953 WILSON TECHNICAL COMMUNITY COLLEGE](#)
202356 CUYAHOGA COMMUNITY COLLEGE DISTRICT
203678 LIMA TECHNICAL COLLEGE
206446 WASHINGTON STATE COMMUNITY COLLEGE
207290 NORTHEASTERN OKLAHOMA AGRICULTURAL AND MECH COLL
207670 ROSE STATE COLLEGE
209038 LANE COMMUNITY COLLEGE
210234 TREASURE VALLEY COMMUNITY COLLEGE
217475 COMMUNITY COLLEGE OF RHODE ISLAND
219824 CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE
222567 ALVIN COMMUNITY COLLEGE
222576 AMARILLO COLLEGE
229319 TEXAS STATE TECHNICAL COLLEGE-HARLINGEN
230597 SNOW COLLEGE
232414 J SARGEANT REYNOLDS COMMUNITY COLLEGE
236692 SPOKANE COMMUNITY COLLEGE
238722 FOX VALLEY TECHNICAL COLLEGE AT APPLETON
240693 WESTERN WYOMING COMMUNITY COLLEGE
[245625 WARREN COUNTY COMMUNITY COLLEGE](#)

APPENDIX B. LISTING, BY SECTOR AND INSTITUTION, OF THE PERFORMANCE FUNDING CONTACTS AT SOUTH CAROLINA PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The individuals listed in the table below were identified by their presidents in Fall 1999 and subsequent, as by requested, as institutional contacts for purposes of receiving information regarding performance funding and working with CHE staff to ensure open communications between institutions and CHE on issues related to performance funding.

INSTITUTIONAL REPRESENTATIVES FOR PERFORMANCE FUNDING (March 2000)			
Institution	Contact Person	Phone and Fax #	E-Mail Address
RESEARCH UNIVERSITIES			
Clemson University Clemson, SC 29631	Primary Mr. Thornton Kirby Executive Secretary to the Board of Trustees	(864) 656-5615 (o) (864) 656-4676 (f)	tkirby@clermson.edu
	Secondary Mr. David B. Fleming Director of Institutional Research	(864) 656-0161 (o) (864) 656-0163 (f)	sched@clermson.edu
Medical Univ. of SC 171 Ashley Avenue Charleston, SC 29425	Primary Dr. Tom Higerd Associate Provost for Institutional Assessment	(843) 792-4333 (o) (843) 792-5110 (f)	higerdtb@musc.edu
	Secondary Dr. Carol Lancaster Institutional Research & Assessment Associate	(843) 953-6652 (o) (843) 953-6655 (f)	lancascj@musc.edu
	Dr. Rosalie K. Crouch VP for Academic Affairs & Provost	(843) 792-3031 (o) (843) 792-5110 (f)	crouchrk@musc.edu
USC-Columbia Columbia, SC 29208	Primary Dr. Jerome D. Odom Provost	(803) 777-2930 (o) (803) 777-9502 (f)	Odom@gwm.sc.edu
	Dr. Harry Matthews Asst. Provost, Research and Planning	(803) 777-2814 (o) (803) 777-5415 (f)	Harry@gwm.sc.edu
	Mr. Russell Long, Coord Accountability Reporting	(803) 777-0072 (o) (803) 777-5415 (f)	Russell@gwm.sc.edu
	Dr. Marcia Welsh, Dean & Assoc. Provost Graduate School	(803) 777-2930 (o) (803) 777-9502 (f)	Marciaw@gwm.sc.edu
	Secondary Mr. John Finan, VP Business and Finance	(803) 777-7478 (o) (803) 777-5619 (f)	John.finan@gwm.sc.edu

TEACHING UNIVERSITIES			
The Citadel 171 Moultrie Street Charleston, SC 29409	<p>Primary Dr. Isaac S. Metts Dean of Planning and Assessment</p> <p>Secondary Col. Curt Holland VP Finance and Business Affairs</p> <p>Col Gary E. Cathcart Budget Director</p>	<p>(843) 953-5155 (o) (843) 953-5896 (f)</p> <p>(843) 953-5002 (o) (843) 953-7084 (f)</p> <p>(843) 953-7184 (o) (843) 953-7084 (f)</p>	<p>Metts@citadel.edu</p> <p>Curt.Holland@citadel.edu</p> <p>Cathcartg@citadel.edu</p>
Coastal Carolina Univ. P. O. Box 261954 Conway, SC 29526	<p>Primary Ms. Lindy Smith Director of Institutional Effectiveness</p> <p>Secondary Dr. Sally M. Horner Executive Vice Pres.</p>	<p>(843) 349-2051 (o) (843) 349-2876 (f)</p> <p>(843) 349-2040 (o) (843) 349-2968 (f)</p>	<p>Lindy@coastal.edu</p> <p>Horner@coastal.edu</p>
College of Charleston 66 George Street Charleston, SC 29424	<p>Primary Dr. Conrad Festa Provost</p> <p>Secondary Dr. Robert Mignone Professor</p>	<p>(843) 953-5527 (o) (843) 953-5840 (f)</p> <p>(843) 953-5740 (o) (843) 953-1410 (f)</p>	<p>Festac@cofc.edu</p> <p>Mignoner@cofc.edu</p>
Francis Marion University Florence, SC 29501	<p>Primary Mr. N. Casey Frederick Senior VP for Administration & Finance</p> <p>Secondary Ms. Brinda A. Jones Asst. VP for Finance & Administrative Srvs.</p>	<p>(843) 661-1110 (o) (843) 661-1484 (f)</p> <p>(843) 661-1131 (o) (843) 661-1484 (f)</p>	<p>Nfrederick@fmarion.edu</p> <p>bjones@fmarion.edu</p>
Lander University 320 Stanley Avenue Greenwood, SC 29649	<p>Primary Dr. Susan H. Guinn Director Assessment and Planning</p>	<p>(864) 388-8339 (o) (864) 388-8998 (f)</p>	<p>Sguinn@lander.edu</p>
S. C. State University 300 College St., NE Orangeburg, SC 29117	<p>Primary Dr. James H. Arrington VP Academic Affairs</p> <p>Secondary Dr. Rita Teal, Asst. VP for Planning & Eval.</p> <p>Ms. Betty Boatwright Dir., Institutional Res.</p>	<p>(803) 536-7180 (o) (803) 533-3775 (f)</p> <p>(803) 533-3776 (o) (803) 539-2186 (f)</p> <p>(803) 536-8556 (o) (803) 536-8080 (f)</p>	<p>Zfarrington@scsu.edu</p> <p>Rfjteal@scsu.edu</p> <p>Bboatwright@scsu.edu</p>

Appendix B
Institutional Performance Funding Contacts

<p>USC-Aiken 471 University Parkway Aiken, SC 29801</p> <p>USC-Aiken 471 University Parkway Aiken, SC 29801</p>	<p>Primary Dr. Lovely Ulmer-Sottong, Dir., Instit. Research and Assessment</p> <p>Secondary Dr. Tom Hallman, Interim Chancellor</p> <p>Dr. Blanche Premo-Hopkins, Vice Chanc. of Academic Affairs</p>	<p>(803) 641-3338 (o) (803) 641-3727 (f)</p> <p>(803) 641-3421 (o) (803) 641-3727 (f)</p> <p>(803) 641-3201 (o) (803) 641-3382 (f)</p>	<p>Lovelyu@aiken.sc.edu</p> <p>Tomh@aiken.sc.edu</p> <p>Blanchep@aiken.sc.edu</p>
<p>USC-Spartanburg 800 University Way Spartanburg, SC 29303</p>	<p>Primary Mr. A. Stan Davis Director of Continuous Improvement</p> <p>Secondary Dr. Judy Prince Exec. V. Chancellor for Academic Affairs</p>	<p>(864) 503-5376 (o) (864) 503-5375 (f)</p> <p>(864) 503-5757 (o) (864) 503-5262 (f)</p>	<p>Sdavis@uscs.edu</p> <p>Jprince@uscs.edu</p>
<p>Winthrop University 701 Oakland Avenue Rock Hill, SC 29733</p>	<p>Primary Ms. Karen C. Jones, Asst to the VP for Academic Affairs</p> <p>Secondary Mr. Brien Lewis, Exec. Asst. to the President</p> <p>Dr. Anthony DiGiorgio President</p>	<p>(803) 323-3708 (o) (803) 323-4036 (f)</p> <p>(803) 323-2225 (o) (803) 323-3001 (f)</p> <p>(803) 323-2225 (o) (803) 323-3001 (f)</p>	<p>Jonesk@winthrop.edu</p> <p>Lewisb@winthrop.edu</p> <p>Digorgioa@winthrop.edu</p>
UNIVERSITY OF SOUTH CAROLINA REGIONAL CAMPUSES			
<p>USC-Columbia * Columbia, SC 29208</p> <p>(*Contact at Main Campus of USC)</p>	<p>Primary Dr. David Hunter, Director Adult, Academic and Student Support Services and Regional Campuses</p>	<p>(803) 777-9450 (o) (803) 777-8840 (f)</p>	<p>Davidh@gwm.sc.edu</p>
<p>USC-Beaufort 801 Carteret Street Beaufort, SC 29902</p>	<p>Primary Dr. Robert Cuttino, Dir. Institutional Research</p> <p>Secondary Dr. Jane Upshaw Dean</p>	<p>(843) 521-4137 (o) (843) 521-4198 (f)</p> <p>(843) 521-4170 (843) 521-4199</p>	<p>Recuttin@gwm.sc.edu</p> <p>Jupshaw@gwm.sc.edu</p>
<p>USC-Lancaster P. O. Box 889 Lancaster, SC 29720</p>	<p>Primary Dr. Deborah B. Cureton Associate Dean Academic & Student Affairs</p>	<p>(803) 285-7471 (o) ext. 7101 (803) 289-7106 (f)</p>	<p>Dcureton@gwm.sc.edu</p>

Appendix B
Institutional Performance Funding Contacts

USC-Lancaster P. O. Box 889 Lancaster, SC 29720	Secondary Ms. Ginger Cook Research Analyst & Chief Budget Officer Dr Joseph Pappin, III Dean	(803) 285-7471 (o) ext. 7101 (803) 289-7106 (f) (803) 285-7471 (o) ext. 7101 (803) 289-7106 (f)	Gcook@gwm.sc.edu Josephpappin@gwm.sc.edu
USC-Salkehatchie P. O. Box 617 Allendale, SC 29810	Primary Dr. Gail Gibson Associate Dean for Academic and Student Affairs	(803) 584-3446 (o) (803) 584-5038 (f)	Ggibson@gwm.sc.edu
USC-Sumter 200 Miller Road Sumter, SC 29150-2498	Primary Ms. Star H. Kepner Statistical Research Analyst Secondary Dr. Anthony Coyne Associate Dean for Academic Affairs Dr. Les Carpenter Dean	(803) 938-3785 (o) (803) 775-2180 (f) (803) 938-3749 (o) (803) 775-2180 (f) (803) 938-3888 (o) (803) 775-2180 (f)	Stark@uscsumter.edu Acoyne@uscsumter.edu Lesc@uscsumter.edu
USC-Union P. O. Drawer 729 Union, SC 29379	Primary Dr. Ann Bowles, Assoc. Dean for Academic & Student Affairs Secondary Mr. James W. Edwards Dean Ms. Brenda Childers Business Manager	(864) 427-3681 (o) (864) 427-7252 (f) (864) 427-3681 (o) (864) 427-3682 (f) (864) 427-3681 (o) (864) 427-3682 (f)	Abowles@gwm.sc.edu Jime@gwm.sc.edu Brendac@gwm.sc.edu
TECHNICAL COLLEGES			
SBTCE 111 Executive Ctr. Dr. Columbia, SC 29210	Primary Mr. Don Peterson, Asst. Exec. Dir. For Finance & IRM Secondary Dr. James L. Hudgins Executive Director Dr. Robert Mellon, Dir Research Mr. Harvey Studstill, Dir. Financial Reporting	(803) 896-5315(o) (803) 896-5329(f) (803) 896-5280 (o) (803) 896-5281 (f) (803) 896-5325 (o) (803) 896-5387 (f) (803) 896-5311 (o) (803) 896-5329 (f)	Peterson@sbt.tec.sc.us Hudgins@sbt.tec.sc.us Mellon@sbt.tec.sc.us Studstill@sbt.tec.sc.us

<p>Aiken Technical College P. O. Drawer 696 Aiken, SC 29801-0696</p>	<p>Primary Dr. Susan A. Graham President</p> <p>Secondary Mr. Don Campbell, VP Institutional Advancmt.</p> <p>Mr. Rick Wells, Director Planning & Research</p>	<p>(803) 593-5611 (o) (803) 593-0850 (f)</p> <p>(803) 593-9231 (o) ext. 1380 (803) 593-0850 (f)</p> <p>(803) 593-9231 (o) ext. 1257 (803) 593-0850 (f)</p>	<p>Graham@aik.tec.sc.us</p> <p>Campbell@aik.tec.sc.us</p> <p>Wells@aik.tec.sc.us</p>
<p>Central Carolina Tech 506 N. Guignard Drive Sumter, SC 29150 Central Carolina Tech 506 N. Guignard Drive Sumter, SC 29150</p>	<p>Primary Ms. Anna Strange, Dir. Planning & Research</p> <p>Secondary Dr. Kay R. Raffield President</p> <p>Ms. Debbie McCauley Admin. Asst.</p>	<p>(803) 778-7838 (o) (803) 788-7880 (f)</p> <p>(803) 778-6640 (o) (803) 778-7880 (f)</p> <p>(803) 778-7838 (o) (803) 778-7880 (f)</p>	<p>Strangeat@cctc.sum.tec.sc.us</p> <p>Raffieldkr@cctc.sum.tec.sc.us</p> <p>mccauleydm@cctc.sum.tec.sc.us</p>
<p>Northeastern (formerly Chesterfield-Marlboro) P. O. Drawer 1007 Cheraw, SC 29520</p>	<p>Primary Mr. Dorr R. Depew, VP Institutional Advancemt.</p> <p>Secondary Ms. Jacqueline Brooks Instit. Effect Coordinator</p>	<p>(843) 921-6910 (o) (843) 537-6148 (f)</p> <p>(843) 921-6912 (o) (843) 537-6148 (f)</p>	<p>Ddepew@chm.tec.sc.us</p> <p>Jbrooks@cmt.chm.tec.sc.us</p>
<p>Denmark Tech P. O. Box 327 Solomon Blatt Blvd. Denmark, SC 29042</p>	<p>Primary Dr. Jacqueline Skubal Exec. Dean, Instit Effect</p> <p>Secondary Dr. Joann R. G. Boyd - Scotland President</p>	<p>(803) 793-5103 (o) (803) 793-5942 (f)</p> <p>(803) 793-3301(o) (803) 793-5942 (f)</p>	<p>Skubalj@den.tec.sc.us</p> <p>Scotlandj@den.tec.sc.us</p>
<p>Florence-Darlington TC P. O. Box 100548 Florence, SC 29501</p>	<p>Primary Ms. Bridget Burless Dir. Institutional Research and Planning</p> <p>Secondary Ms. Dot Hartz Dir. Internal Relations</p> <p>Dr. Charles T. Muse VP for Academic Affairs</p>	<p>(843) 661-8104 (o) (843) 661-8010 (f)</p> <p>(843) 661-8321 (o) (843) 661-8011 (f)</p> <p>(843) 661-8101 (o) (843) 661-8010 (f)</p>	<p>Burlessb@flo.tec.sc.us</p> <p>Hartzd@flo.tec.sc.us</p> <p>Musec@flo.tec.sc.us</p>

<p>Greenville Tech P. O. Box 5616 Greenville, SC 29606</p>	<p>Primary Ms. Lucy Hinson Specialist Institutional Research</p> <p>Secondary Mr. Joe E. Cooper, VP Finance & Business Affairs</p>	<p>(864) 250-8028 (o) (864) 250-8544 (f)</p> <p>(864) 250-8179 (o) (864) 250-8507 (f)</p>	<p>Hinsonlmh@gvltec.edu</p> <p>Cooperjec@gvltec.edu</p>
<p>Horry-Georgetown Tech P. O. Box 261966 Conway, SC 29526</p>	<p>Primary Mr. Neyle Wilson Senior Vice President</p> <p>Secondary Dr. Gary Davis, VP Development</p> <p>Dr. Corey R. Amaker Dir. Instit. Research</p>	<p>(843) 349-5341 (o) (843) 347-4207 (f)</p> <p>(843) 349-5218 (o) (843) 347-4207 (f)</p> <p>(843) 349-5215 (o) (843) 347-4207 (f)</p>	<p>wilsonn@hor.tec.sc.us</p> <p>davis@hor.tec.sc.us</p> <p>amaker@hor.tec.sc.us</p>
<p>Midlands Tech P. O. Box 2408 Columbia, SC 29202</p>	<p>Primary Ms. Dorcas Kitchings Dir. Assesment</p> <p>Secondary Dr. Barry W. Russell President</p> <p>Dr. Jean Mahaffey, VP Education</p>	<p>(803) 822-3584 (o) (803) 822-3585 (f)</p> <p>(803) 738-7600 (o) (803) 738-7821 (f)</p> <p>(803) 822-3286 (o) (803) 822-3571 (f)</p>	<p>Kitchingsd@mtc.mid.tec.sc.us</p> <p>Russellb@mtc.mid.tec.sc.us</p> <p>Mahaffeyj@mtc.mid.tec.sc.us</p>
<p>Orangeburg-Calhoun 3250 St. Matthews Rd. Orangeburg, SC 29118</p>	<p>Primary Ms. Gerry Shuler Director of Academic Support & Instit. Effect.</p> <p>Secondary Dr. Anne Crook, VP Academic Affairs</p>	<p>(803) 535-1321 (o) (803) 535-1388 (f)</p> <p>(803) 535-1201 (o) (803) 535-1388 (f)</p>	<p>Shulerg@org.tec.sc.us</p> <p>crooka@org.tec.sc.us</p>
<p>Piedmont Tech P. O. Drawer 1467 Greenwood, SC 29646</p>	<p>Primary Mr. Richard Shelton Dir. "Dick" Instit. Effective. & Planning</p> <p>Secondary Mr. Thomas V. Mecca Exe. VP/Chief Educ Off.</p>	<p>(864) 941-8353 (o) (864) 941-8360 (f)</p> <p>(864) 941-8307 (o) (864) 941-8555 (f)</p>	<p>Shelton@ped.tec.sc.us</p> <p>mecca@ped.tec.sc.us</p>
<p>Spartanburg Tech P. O. Box 4386 Spartanburg, SC 29305</p>	<p>Primary Ms. Jo Ellen Cantrell Dir Planning & Developmt</p> <p>Secondary Ms. Rose Pellatt, Coord. Institutional Effect.</p>	<p>(864) 591-3805 (o) (864) 591-3895 (f)</p> <p>(864) 591-3629 (o) (864) 591-3895 (f)</p>	<p>Cantrellj@spt.tec.sc.us</p> <p>Pellattr@spt.tec.sc.us</p>

<p>Tech College of the Lowcountry P. O. Box 1288 Beaufort, SC 29902</p>	<p>Primary Mr. Tim Garner, Dir.</p> <p>Secondary Dr. Anne S. McNutt President</p> <p>Mr. Clyde Hinchler, VP Finance</p>	<p>(843) 525-8233 (o) (843) 525-8330 (f)</p> <p>(843) 525-8247 (o) (843) 525-8366 (f)</p> <p>(843) 525-8251 (o) (843) 525-8330 (f)</p>	<p>Tgarner@tcl.tec.sc.us</p> <p>Amcnutt@tcl.tec.sc.us</p> <p>Chincher@tcl.tec.sc.us</p>
<p>Tri-County Tech P. O. Box 587 Pendleton, SC 29670</p> <p>Tri-County Tech P. O. Box 587 Pendleton, SC 29670</p>	<p>Primary Ms. Ann Libby Interim Contact due to vacancy in Dir of Research Position</p> <p>Secondary Ms. Linda C. Elliott, VP Development</p>	<p>(864) 646-8361 (o) ext. 2357 (864) 646-8256 (f)</p> <p>(864) 646-8361 (o) ext. 2145 (864) 646-8256 (f)</p>	<p>Alibby@tricity.tec.sc.us</p> <p>Lelliott@tricity.tec.sc.us</p>
<p>Trident Technical P. O. Box 118067 Charleston, SC 29411</p>	<p>Primary Dr. Linda Ziegler, VP Academic Affairs</p> <p>Secondary Ms. Cathy Almquist Assoc. Dean Sciences</p> <p>Dr. Phyllis Myers, Dir. Institutional Research</p>	<p>(843) 574-6057 (o) (843) 574-6789 (f)</p> <p>(843) 574-6745 (o) (843) 574-6751 (f)</p> <p>(843) 574-6234 (o) (843) 574-6776 (f)</p>	<p>zpiegler@trident.tec.sc.us</p> <p>cathy.almquist@it.trident.tec.sc.us</p> <p>myersp@trident.tec.sc.us</p>
<p>Williamsburg Tech 601 M. L. King, Jr. Ave. Kingstree, SC 29556</p> <p>Williamsburg Tech 601 M. L. King, Jr. Ave. Kingstree, SC 29556</p>	<p>Primary Mr. Clifton R. Elliott "Rusty" Dean of Instruction</p> <p>Secondary Mr. Ernest Lair, Coord. Institutional Effectiveness</p>	<p>(843) 354-2021 (o) (843) 354-7269 (f)</p> <p>(843) 354-2021 (o) (843) 354-7269 (f)</p>	<p>Elliott@wil.tec.sc.us</p> <p>laire@wil.tec.sc.us</p>
<p>York Technical College 452 S. Anderson Road Rock Hill, SC 29730</p>	<p>Primary Ms. Jo Ann Burt, Dir. Institutional Effectiveness And Planning</p> <p>Secondary Dr. Dennis Merrell President</p>	<p>(803) 327-8040 (o) (803) 327-8059 (f)</p> <p>(803) 327-8050 (o) (803) 327-8059 (f)</p>	<p>Burt@york.tec.sc.us</p> <p>merrell@york.tec.sc.us</p>

Pfir.7.12.00 - Updated post workbook release, as of 12/4/00