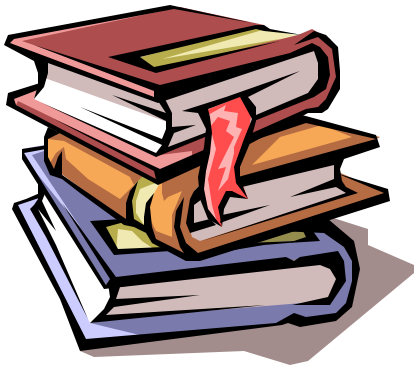
South Carolina Commission on Higher Education

A Closer Look at Public Higher Education in South Carolina



Institutional Effectiveness, Accountability, and Performance

January 2001

1333 Main Street, Suite 200
Columbia, South Carolina 29201
Tel: 803-737-2260 Web:www.che400.state.sc.us

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Rayburn Barton
Executive Director

January 2001

Dear Respected Officials and Fellow Higher Education Colleagues:

In compliance with Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, I respectfully submit the following report to the members of the General Assembly.

"A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance" provides a comprehensive approach in viewing public higher education in South Carolina. As the state continues to focus on education, we look forward to understanding more completely the complexities of effectiveness, accountability and performance, while pushing our system to meet educational and work force demands.

With this "Closer Look" at higher education, the Commission on Higher Education renews its purpose in supporting and coordinating educational efforts for the people of South Carolina.

Sincerely,

Rayburn Barton

Rayburn Barton
Executive Director

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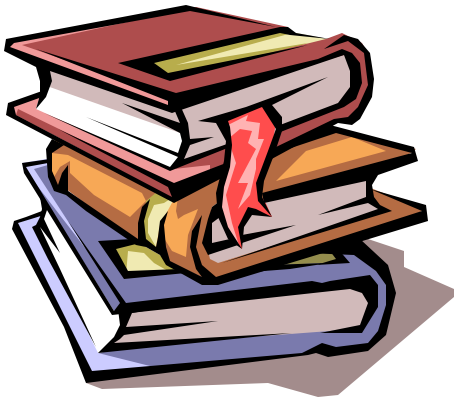
A CLOSER LOOK AT PUBLIC HIGHER EDUCATION IN SOUTH CAROLINA

Institutional Effectiveness, Accountability, and Performance



A Publication of the

South Carolina Commission on Higher Education

Division of Planning, Assessment, and Performance Funding

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Acknowledgement
The South Carolina Commission on Higher Education extends its sincere gratitude to the institutional representatives who played an integral role in the publication of this report.

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*Indicates requirements of Section 59-101-350 of the SC Code of Laws, as amended, that were originally part of Act 255 of 1992 reporting requirements. See the Introduction, pages i-ii for additional details.

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*Indicates requirements of Section 59-101-350 of the SC Code of Laws, as amended, that were originally part of Act 255 of 1992 reporting requirements. See the Introduction, pages i-ii for additional details.

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INTRODUCTION

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

The CHE integrated institutional effectiveness data reporting with performance data measured pursuant to Section 59-103-30 and Section 59-103-45 of the South Carolina Code of Laws, 1976, as amended, to determine institutional funding levels. Data related to the funding process reflect the 1999-00 performance year, which resulted in ratings given to institutions in Spring 2000 for the purpose of determining the allocation of FY 2000-01 state appropriations. Historical performance data are displayed if available. Detailed information related to the performance funding process in South Carolina is available on the CHE's website at http://www.che400.state.sc.us.

Throughout this publication, data are displayed on the 33 public institutions of higher education within groupings of institutions or sectors that have common missions as identified in Act 359 of 1996. However, due to the uniqueness in mission of each individual institution, the reader is cautioned against drawing conclusions and making comparisons solely based on the figures and tables found in this report. On some data tables the reader will find presented "Sector Standards," which were used in the most recent year in which institutional performance was assessed for funding purposes to designate the level beyond which institutions were not expected to show annual improvement. These standards, or goals, often vary across sectors. Additionally, the reader should keep in mind that, for data used in the performance funding process, institutions were compared with individualized benchmarks, in addition to any designated sector standards.

The CHE approved the format of this document at its meeting on December 7, 2000, for submission to the South Carolina General Assembly by January 15, 2001, as required by statute.

What will you find in this report?

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

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

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

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

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

Section 11 contains each institution's performance ratings as approved by the CHE on May 4, 2000. These ratings affected the allocation of state appropriations for the 2000-01 fiscal year.

Institutional Effectiveness Reporting

Pursuant to Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, the CHE is required to report specific higher education data "in a readable format so as to easily compare with peer institutions in South Carolina." This report must be submitted to the Governor and the General Assembly prior to January 15th of each year. In the past, these reports have appeared in one section of this publication. As stated earlier, however, this information is now included throughout the publication and integrated with performance funding measures when applicable. The information regarding institutional effectiveness that is required by Section 59-101-350 is found below:

Four-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate and graduate students who completed their degree program;
- The percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants;
- The percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses;
- The percent of graduate and upper division undergraduate students participating in sponsored research programs;
- Placement data on graduates;
- The percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;
- The percent of graduate students who received undergraduate degrees at the institution, within the State, within the United States, and from other nations;
- The number of full-time students who have transferred from a two-year, post-secondary institution and the number of full-time students who have transferred to two-year, post-secondary institutions;
- Student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam;
- Appropriate information relating to each institution's role and mission;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

Two-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate students who completed their degree program;
- The percent of courses taught by full-time faculty members, part-time faculty, and graduate assistants;
- Placement rate on graduates;
- The percent change in the enrollment rate of students from minority groups, the number of minority students enrolled and the change in the total number of minority students enrolled over the past five years;

- The number of students who have transferred into a four-year, post-secondary institution and the number of students who have transferred from four-year, post-secondary institutions;
- Appropriate information relating to the institution's role and mission;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

South Carolina's Performance Funding System for Higher Education

Act 359 of 1996, commonly referred to as the "Performance Funding Legislation," dramatically changed the responsibilities of the South Carolina Commission on Higher Education (CHE) concerning how public institutions of higher education are funded. The legislation required that the CHE allocate state appropriations to South Carolina's public institutions of higher education based on their performance in nine areas or "critical success factors." The General Assembly identified several performance indicators that could be used, if applicable to a particular type of institution, in assessing institutions' successes in achieving performance in each of the areas. In all, 37 performance indicators spread across the nine critical success factors are specified. The CHE was assigned the responsibility of developing and implementing a system for basing funding on institutional performance and for defining how each of the specified indicators would be measured. The General Assembly provided for a 3-year phase-in period for implementing a system to provide 100% of available state funding on institutional performance.

In compliance with its legislative mandate, the CHE, in cooperation with South Carolina's higher education institutions and other stakeholders in the state's public higher education system, developed a system for determining institutions' funding based on performance across the nine critical success factors using the 37 performance indicators as applicable. For the last (1999-00) and current (2000-01) fiscal years, the CHE has determined institutions' appropriations based on their performance. During the preceding fiscal years, in fulfillment of phase-in provisions of Act 359, the CHE based only a portion of institutions' appropriations on institutional performance on select indicators. Fourteen of the 37 indicators were used in determining a portion of institutions' funds for FY 1997-98, and 22 of the 37 were used for FY 1998-99.

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

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

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

The CHE is in its fifth year of implementation and is continually working to refine and improve the performance measurement of South Carolina's public higher education institutions. As might be expected, in the four years since the passage of Act 359 of 1996, the CHE has made revisions and refinements to the overall system as well as to various measures as strengths and weaknesses have been identified.

In Section 11 of this report, the reader will find for each institution the ratings used in determining the allocation of the 2000-01 state appropriations and information related to scoring institutional performance. As noted, the determination of the 2000-01 appropriations was the second year for which the allocation of all funds was based on performance across all indicators. The system employed to do so has been in place for the past two years and continues to be in effect for the current year. However, although the basic system has been constant, details related to scoring and measurement of indicators have varied each year, making comparisons across each year of performance ratings difficult.

The CHE publishes a Performance Funding Workbook that outlines, in detail, all of the performance indicators, how they have been defined, and to whom they apply. The workbook is provided as a guide to be used by institutions. It is also useful to others interested in the performance funding system in South Carolina as it details the measurement and rating system in its entirety. The workbook is printed and distributed annually, incorporating any changes adopted by the Commission. For performance funding data presented here, the workbook dated, March 1999, applied and is available on the Commission's website athttp://www.che400.state.sc.us by selecting "Planning, Assessment, and Performance Funding" and then "Performance Funding." Currently, institutions are following guidance in the workbook dated, September 2000, which is based on changes approved by the CHE in July 2000 and is also available on-line.

Development of Standards

For the current performance year (2000-01 to impact FY 2001-02 state allocations) the CHE approved the implementation of standards that the CHE staff together with institutional representatives from all sectors developed for the 2000-01 performance rating year. These standards were created to replace individual institutional benchmarks as a means to evaluate institutions based on a defined scale of performance. These scales allow for a broad range of performance to achieve the standard and a demanding level of performance to exceed the standard. An institution's performance on an indicator in the range of "Does Not Achieve" or "Achieves" could receive additional performance points if its performance showed significant improvement over its past average performance, or as approved by the CHE. The percentage improvement varies by indicator, reflecting the type of data being measured. In most cases, an institution must show either a 3% or 5% improvement of the average performance over the past three years. If such improvement is demonstrated, an institution receives an additional 0.5 to the score on the indicator.

The standards are based, where possible, on peer data. When peer data is not available, standards have been based on the best available data, including state and estimated data based on national sources that may not be directly comparable. The 2000-01 performance year represents the first year that the institutions will be evaluated against the approved set of standards for various indicators. For data presented in this book, institutions were evaluated based on a combination of approved institutional benchmarks and sector standards.

Strategic Plan for Higher Education in South Carolina

The South Carolina Commission on Higher Education (CHE) and the State's colleges and universities are committed to a broadly educated citizenry in order to promote informed leadership, economic development, and workforce preparation to meet the needs of the State of South Carolina. Well-educated persons possess the knowledge to contribute meaningfully to the improvement of our society. They have the ability to think creatively and critically about a wide range of problems. It is the duty of the higher education community to provide access to higher education for the citizens of South Carolina and to promote their intellectual growth and development. Toward this end, the Commission on Higher Education coordinates the diverse missions of the State's three research universities, nine teaching universities, five regional campuses of the University of South Carolina, and sixteen technical colleges. The State's thirty-three public colleges and universities and the Commission on Higher Education are dedicated to improve educational opportunities, academic programs, and fiscal accountability through increased cooperation and collaboration and through closer linkages between planning and budgeting.

The following goals focus on three areas of importance—economic development, advocacy and accountability, and technology and distance education—and establish directions that higher education should take to serve the citizens of this State.

Goal I: Support the State's Economic Development

The availability of an educated work force is of prime importance to an industry considering moving to or expanding within South Carolina. A technical college can respond to the needs of an employer by providing specialized training. Both two-year and four-year institutions can make available degree programs that are needed by business and industry. From a broader perspective, major industry will find the state more attractive if the general educational level of the work force throughout the state and for all of its citizens, regardless of race, creed, or ethnic origin, is high. The availability of faculty expertise and of applied research, coupled with interaction with business and industry, will create an atmosphere in which higher education actively serves the economic needs of South Carolina.

Objective A: Enhance Workforce Preparation

Action Plans:

1. Conduct market research to determine needs of business and industry in the state and analyze these needs compared to program offerings
   Time Line: 1998-2001
   Assignment of Responsibility: CHE with business, the Chamber of Commerce, appropriate state agencies, and the colleges and universities

2. Form a Business Advisory Council and hold at least one meeting annually to provide business input into higher education planning and performance
   Time Line: 1998-1999 and following
   Ass*ignment of Responsibility:* CHE

3. Respond rapidly to workforce needs through the program approval process
   Time Line: 1998-1999 and following
   Assignment of Responsibility: CHE

4. Develop internships and cooperative education in undergraduate disciplines and implement policies that encourage credit for experiential learning

Time Line: 1998-1999 and following
Assignment of Responsibility: CHE and the State's colleges and universities

5. Implement access and equity plans and related performance standards to ensure access to higher education for under-served populations
Time Line: 1999 and following.
Assignment of Responsibilities: CHE and the State's colleges and universities

Objective B: Expand Research that Contributes to Economic Development

Action Plans*:*

1. Expand applied research and basic research through the Experimental Program to Stimulate Competitive Research, competitive research grants, competitive technology grants, expanded library databases, and other sources of information access and retrieval.
Time Line: 1998 and following
Assignment of Responsibility: CHE, the State's colleges and universities, the South Carolina Research Authority, and other appropriate groups.

2. Involve undergraduate students in applied research activities
Time Line: 1998-99 and following
Assignment of Responsibility: CHE and the State's colleges and universities

3. Implement a Research Initiative to foster competitive, cutting-edge research that supports economic development
Time Line: 1999 and following
Responsibility: CHE with the research universities

Objective C: Strengthen Teacher Education and K-12 Partnerships
(The CHE will consider revisions to the action plans in this objective in response to recommendations from the Teacher Quality Commission.)

Action Plans:

1. Attain national accreditation (NCATE) of all teacher education programs in the State
Time Line: by 2001
Assignment of Responsibility*: CHE with the State's colleges and universities*

2. Require that advanced programs incorporate the core propositions of the National Board of Professional Teaching Standards
Time Line: *2000-2001*
Assignment of Responsibility*: CHE*

3. Implement K-16 grants to extend college awareness programs, develop business-school partnerships, and improve teacher quality
Time Line*: 2000-2002*
Assignment of Responsibility*: CHE, the State's colleges and universities, the Department of Education, and local schools and districts*

4. Support the elimination of regulations prohibiting paid teacher internships
Time Line*: 2000-2002*

Assignment of Responsibility*: CHE and the Department of Education*

5. Establish a task force to forecast hiring needs and disseminate information to high school counselors for career and post-secondary education counseling
Time Line: 2000-2001
Assignment of Responsibility: CHE with State Department of Education, the Budget and Control Board, the Department of Commerce, other State agencies, the business community, and the State's colleges and universities

Goal II: Demonstrate Accountability and Communicate Higher Education's Needs

The South Carolina Commission on Higher Education functions in a dual capacity of ensuring accountability and effectiveness and advocating higher education's needs. Several recent legislative acts address mechanisms for accountability for higher education. A major focus of CHE will be on the continuing implementation and refinement of performance-based funding to address accountability issues and provide incentives for continuing improvement.

CHE, in cooperation with the Council of Public College and University Presidents, assumes a leadership role to determine the needs of a nationally competitive higher education system and to gain support from the general public and the state's policy makers. In addition to seeking financial support, the advocacy role should enhance the internal and external image of higher education by strengthening the roles of the State's colleges and universities through better public information and communication and by appropriate program support and development.

Objective A: Advocate the Needs of the Higher Education Community in Becoming Nationally Competitive

Action Plans:

1. Activate and sustain a coordinated communication and legislative plan in communicating higher education's accomplishments, needs, and aspirations
Time Line: Ongoing
Assignment of Responsibility: CHE and the Council of Public College and University Presidents

2. Advocate for the resources necessary to achieve national competitiveness
Time Line: Ongoing
Assignment of Responsibility: CHE and the Council of Public College and University Presidents

3. Respond to recommendations of the KPMG Peat Marwick Audit Report and the Budget and Control Board's Management Report on CHE
Time Line: 1998-2000 and following
Assignment of Responsibility: CHE

4. Undertake an objective study that compares funding for South Carolina's colleges and universities to funding in other Southeastern states
Time Line: 1999-2000
Assignment of Responsibility: CHE

Objective B: Implement and Improve Systems of Accountability and Performance Funding

Action Plans:

1. Complete and refine the implementation of performance funding specified in Act 359 of 1996 and continually improve it.
   Time Line: 1998-2000 and following
   Assignment of Responsibility: CHE and the State's colleges and universities

2. Streamline reporting requirements for the State's colleges and universities
   Time Line: 1998-99 and following
   Assignment of Responsibility: CHE

3. Validate the model for determining financial need
   Time Line: 1999-2000
   Assignment of Responsibility: CHE with the State's public colleges and universities

4. Evaluate the impact of performance funding on the State's colleges and universities
   Time Line: 1999-2000 and following
   Assignment of Responsibility: CHE with the State's public colleges and universities

Objective C: Strengthen academic programs

Actions Plans:

1. Recommend additional appropriations for program reviews and recommend termination resulting from program reviews to the trustees and administrators at the institutions, as appropriate
   Time Line: 1999-2000 and following
   Assignment of Responsibility: CHE

2. Develop new productivity standards for programs
   Time Line: 2000-2001
   Assignment of Responsibility: CHE with the institutions

3. Identify programs that should be accredited and recommend terminations of those that are not accredited but should be
   Time Line: 2000-2001
   Assignment of Responsibility: CHE

4. Establish a task force to identify areas of need for new programs, make recommendations for action, and request specific appropriations of the General Assembly, as necessary
   Time Line: 2000-2001
   Assignment of Responsibility: CHE with the State Department of Education, Budget and Control Board, Department of Commerce, representatives of the General Assembly, and the State's colleges and universities

Goal III: Develop the Use of Technology to Facilitate and Enhance Learning

It is clear that both the delivery and methodology for learning will be drastically different in the 21st century because of the use of various forms of technology. Almost all campuses are in the process of incorporating technology into instructional methods. These initiatives should keep pace with developments in education throughout the nation as well enhance access to a variety of learning styles for South Carolina citizens. The higher education community needs to plan for technology and for distance education. Appropriate strategic planning should lead to the formulation of policies that can guide, and be supported by, the State's colleges and universities.

Objective: Develop Plans and Policies for Technology and Distance Education

Action Plans:

1. Continue representation on the Information Resources Council's (IRC) Committee on Technology and Education and incorporate technology standards recommendations from the IRC in the Strategic Plan for Higher Education
   Time Line: 2000 and following
   Assignment of Responsibility: CHE

2. Work with the South Carolina Distance Education Partnership, the Southern Region Education Board, and the Southern Regional Education Council to develop guidelines for statewide coordination of distance education and compile a comprehensive distance education document
   Time Line: 2000-2001
   Assignment of Responsibility: CHE and the State's colleges and universities

3. Support developing a coordinated statewide plan for technology consistent with the State's other technology planning initiatives
   Time Line: (1998-2000) 2000-2002
   Assignment of Responsibility: CHE and the IRC

4. Develop and coordinate support for improved use of technology and distance education capabilities, including improved faculty development, master contracts for hardware, and electronic library and databases
   Time Line: 2000-2002
   Assignment of Responsibility: CHE with the State's colleges and universities

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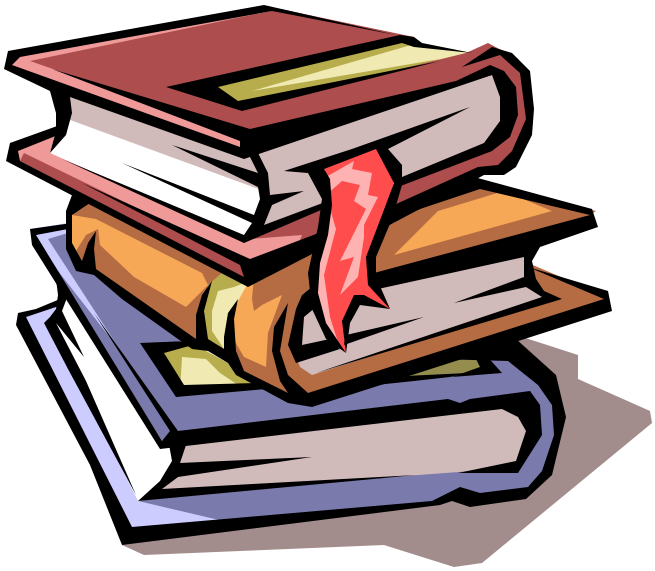
Section 1
Mission Focus



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MISSION FOCUS

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

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

Charts in this section displaying expenditures of funds for each sector demonstrate the comparatively greater emphasis on research and public service in the research university sector and the comparatively greater emphasis on instruction in the teaching, regional campuses and technical college sectors.

Following these charts, a section reviewing data on the Commission's program review process and performance indicator 1B-Curricula Offered to Achieve Mission is provided.

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

Research institutions

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

Four-year colleges and universities

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

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

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

State technical and comprehensive education system

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

As part of the performance funding process, each institution submits its mission statement as required by **Performance Funding Indicator 1C – Approval of Mission Statement**. The statements are reviewed by the CHE on a five-year cycle with any changes in the interim considered annually. Each institution's mission statement, as approved by the Commission on Higher Education (CHE), can be accessed through the web pages listed below or through the CHE's web site at http://www.che400.state.sc.us.

Institutional Mission Statements

The following website addresses are all prefaced with " http:// "

Research Institutions

Clemson University	www.clemson.edu/welcome/quickly/mission/index.htm
USC-Columbia	kudzu.ipr.sc.edu/99fact/cmission99.htm (Columbia Campus) kudzu.ipr.sc.edu/99fact/umission99.htm (University System)
Medical University of South Carolina	www.edserv.musc.edu/musc_mission

Four-Year Colleges and Universities

The Citadel	www.citadel.edu/planningandassessment/factbook/geninfo/mission.htm
Coastal Carolina University	www.coastal.edu/services/effect/factbook/p97g_004.htm
College of Charleston	www.cofc.edu/about/mission.html
Francis Marion University	www.fmarion.edu/~instresearch/statemen1.htm
Lander University	www.lander.edu/mission.html
South Carolina State University	www.scsu.edu/welcome/mission.htm
USC-Aiken	www.usca.sc.edu/aboutusca/mission.html
USC-Spartanburg	www.uscs.edu/welcome/mission.html
Winthrop University	www.winthrop.edu/president/mission.htm

Two-Year Institutions-Branches of the University of South Carolina

USC-Beaufort	www.sc.edu/beaufort/facts/factcont.htm
USC-Lancaster	www.sc.edu/lancaster/mistatmt.htm
USC-Salkehatchie	www.rcce.sc.edu/salkehatchie/About_Salk.html
USC-Sumter	www.uscsumter.edu/campus_services/admin/strategic.htm
USC-Union	www.sc.edu/union/Mission_statement.htm

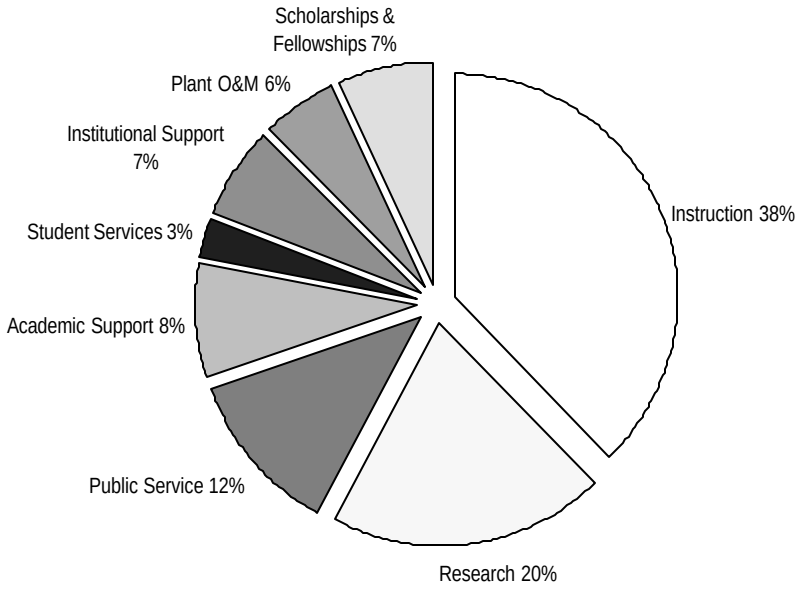
State Technical and Comprehensive Education System

Aiken Tech	www.aik.tec.sc.us/thecollege-vision.htm
Central Carolina Tech	www.sum.tec.sc.us/about/mission.htm
Denmark Tech	www.den.tec.sc.us <About Denmark Tech>
Florence-Darlington Tech	www.flo.tec.sc.us/geninfo/college_mission.htm
Greenville Tech	www.greenvilletech.com/accredit.htm
Horry-Georgetown Tech	www.hor.tec.sc.us/gen/mission.htm
Midlands Tech	www.midlandstech.com/edu/mission.html
Northeastern Tech *(previously "Chesterfield-Marlboro")*	www.northeasterntech.org <Institutional Mission Statement>
Orangeburg-Calhoun Tech	www.octech.org/about_the_college/aboutOCTC.html
Piedmont Tech	www.piedmont.tec.sc.us/geninfo/mission.htm
Spartanburg Tech	www.spt.tec.sc.us <Introduction> <Mission, Role and Scope, College Values, Student Outcomes>
Technical College of the Low Country	www.tclonline.org/missionstmt.html
Tri-County Tech	www.tricounty.tec.sc.us/2.html
Trident Tech	www.tridenttech.org/factsaboutttc.html <Mission of Trident Technical College>
Williamsburg Tech	www.williamsburgtech.com/mission.htm
York Tech	www.yorktech.com/catalog/college.htm#mission

Expenditure of Funds by Sector

The following charts display expenditures of funds by category for each sector. These data are reported annually by institutions as part of federal reporting requirements and are used in **Performance Funding Indicator 1A-Expenditure of Funds to Achieve Institutional Mission.**

Figure 1.1 **Source: FY 1998-99 IPEDS Annual Finance Survey.** *Detail may not sum to 100% due to rounding.*

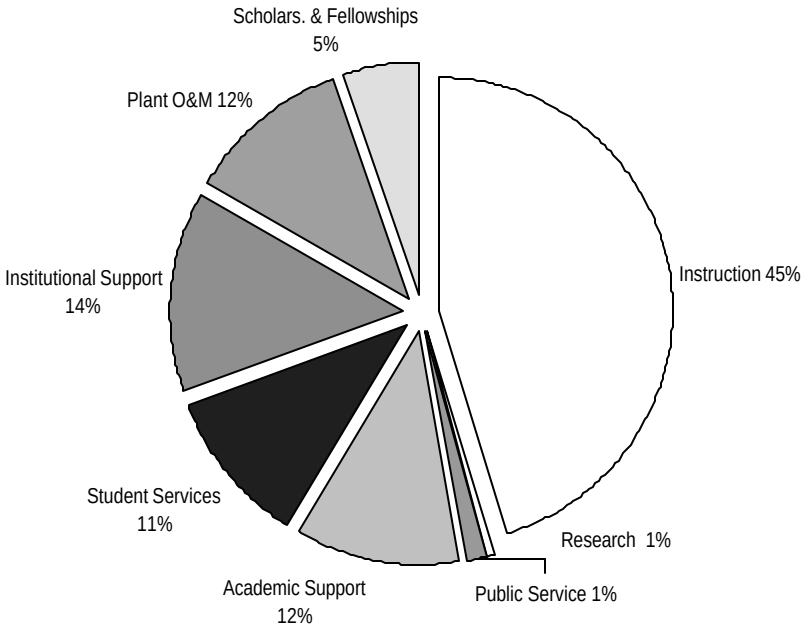


Research Universities FY 1998-99

The percents shown to the left represent restricted and unrestricted expenditures. Total dollars in the Research Sector were $1,063,766,082.

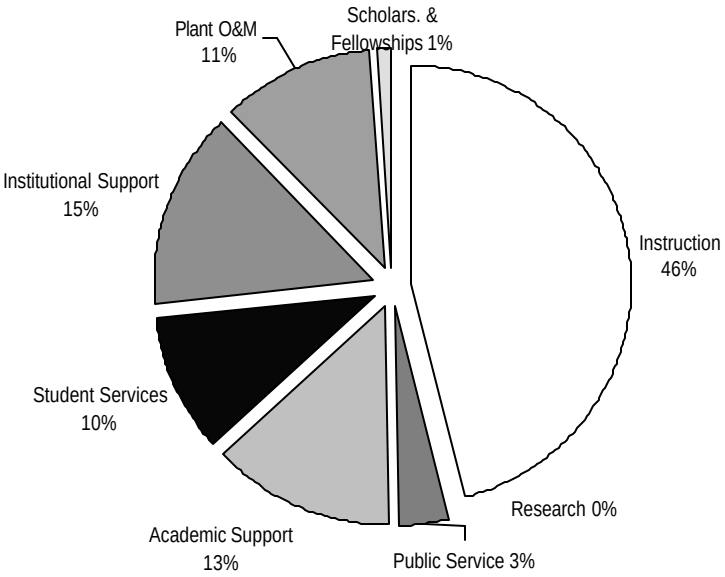
Four-Year Colleges and Universities FY 1998-99

The percents shown to the right represent only unrestricted expenditures. Total dollars in the Four-Year Sector were $309,663,597.



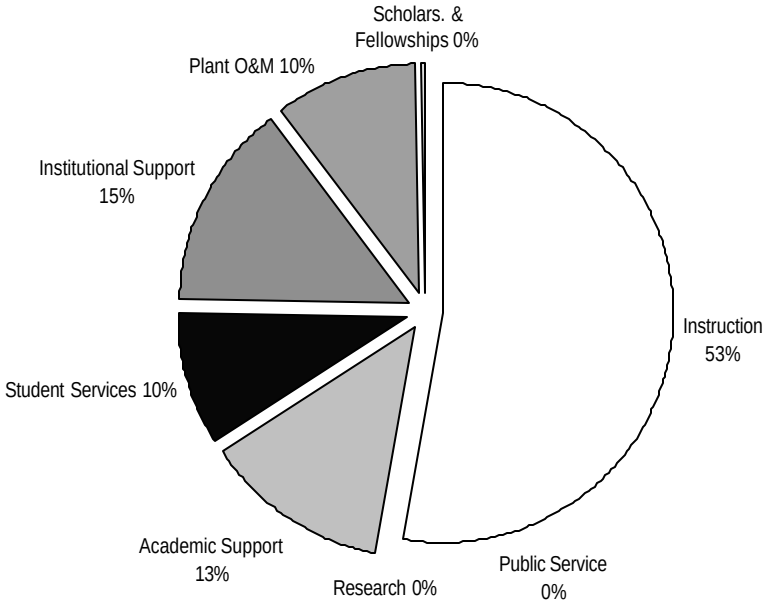
Two-Year Campuses of USC
FY 1998-99

The expenditures shown to the left represent only unrestricted funds. Total dollars in the Two-Year Sector were $20,994,744.



State Technical & Comprehensive Education System
FY 1998-99

The expenditures shown to the right represent only unrestricted funds. In the Technical Sector, Public Service, Research, and Scholarships and Fellowships typically represent 0% of E&G expenditures. Total dollars in the Technical Sector were $254,988,642.



For performance rated in May 2000, for Performance Funding Indicator 1A, institutions were assessed based on their performance on a ratio of institutionally selected expenditure category(ies) to total educational and general expenditures, excluding funds transfers. For the Research Sector, unrestricted and restricted funds were included; for the other sectors, only unrestricted funds were considered. Institutionally selected categories were approved by CHE prior to the measurement year. The ratios selected by institutions are identified on the institutional rating reports, May 4, 2000, included in Section 11 of this document.

A breakdown of these funds by institution can be found on the following pages and in the CHE's annual publication, "Higher Education Statistical Abstract 2000 for South Carolina," or on the Commission's website at www.che400.state.sc.us. The information found in the Statistical Abstract includes additional expenditure categories such as Private Gifts, Grants and Contracts; Sales and Service of Educational Activity; Mandatory Transfers; Non-mandatory Transfers, Educational Activity; etc., in addition to those reflected here.

Expenditure of Funds by Sector, *continued*

The data tables that follow outline dollars expended for each institution in each of eight categories and the percent that those dollars represent of total expenditures.

Table 1.1 Source: FY 1998-99 IPEDS Annual Finance Survey, as reported by institutions

Institution	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant O&M	Scholars. & Fellows.	Total E&G Expenditures
Research Universities									
Clemson	$92,548,702	$76,488,343	$56,442,781	$23,292,196	$8,845,215	$20,387,942	$19,251,000	$37,301,947	$334,558,126
	27.7%	22.9%	16.9%	7.0%	2.6%	6.1%	5.8%	11.1%	
USC Columbia	$156,240,676	$69,223,108	$45,152,483	$41,543,894	$13,374,498	$27,996,550	$23,564,865	$34,970,170	$412,066,244
	37.9%	16.8%	11.0%	10.1%	3.2%	6.8%	5.7%	8.5%	
MUSC	$153,741,817	$67,122,877	$24,224,807	$24,153,424	$6,205,875	$23,427,971	$16,350,147	$1,914,794	$317,141,712
	48.5%	21.2%	7.6%	7.6%	2.0%	7.4%	5.2%	0.6%	
Four-Year Colleges & Univ.									
The Citadel	$11,607,614	$1,521	$675,876	$3,584,061	$4,584,737	$5,405,152	$4,554,913	$1,269,020	$31,682,894
	36.6%	0.0%	2.1%	11.3%	14.5%	17.1%	14.4%	4.0%	
Coastal Carolina	$15,646,620	$221,218	$75,589	$2,864,723	$4,881,620	$4,679,238	$3,356,869	$3,940,347	$35,666,224
	43.9%	0.6%	0.2%	8.0%	13.7%	13.1%	9.4%	11.0%	
College of Chas.	$34,170,194	$756,100	$730,939	$8,211,697	$4,617,107	$9,177,890	$8,630,792	$1,767,737	$68,062,456
	50.2%	1.1%	1.1%	12.1%	6.8%	13.5%	12.7%	2.6%	
Francis Marion	$12,005,441	$36,094	$214,583	$3,108,072	$2,930,816	$4,167,937	$3,451,243	$1,592,548	$27,506,734
	43.6%	0.1%	0.8%	11.3%	10.7%	15.2%	12.5%	5.8%	
Lander	$9,305,453	$0	$26,132	$1,516,081	$2,583,082	$2,760,301	$2,665,717	$973,975	$19,830,741
	46.9%	0.0%	0.1%	7.6%	13.0%	13.9%	13.4%	4.9%	
SC State	$17,271,322	$357,942	$220,603	$6,108,390	$3,066,791	$5,548,825	$4,085,115	$716,964	$37,375,952
	46.2%	1.0%	0.6%	16.3%	8.2%	14.8%	10.9%	1.9%	
USC Aiken	$10,296,440	$40,965	$783,281	$2,020,443	$2,706,887	$2,214,465	$1,774,955	$1,577,579	$21,415,015
	48.1%	0.2%	3.7%	9.4%	12.6%	10.3%	8.3%	7.4%	
USC Spartanburg	$11,347,794	$94,160	$259,536	$2,969,528	$2,928,051	$3,014,921	$2,491,604	$1,192,204	$24,297,798
	46.7%	0.4%	1.1%	12.2%	12.1%	12.4%	10.3%	4.9%	
Winthrop University	$18,321,282	$21,751	$1,366,491	$5,299,161	$5,294,526	$5,653,468	$4,818,307	$3,050,797	$43,825,783
	41.8%	0.0%	3.1%	12.1%	12.1%	12.9%	11.0%	7.0%	
Two-Year Institutions-Branches of USC									
USC Beaufort	$2,271,003	$32,767	$212,627	$502,387	$518,386	$483,541	$588,477	$57,586	$4,666,774
	48.7%	0.7%	4.6%	10.8%	11.1%	10.4%	12.6%	1.2%	
USC Lancaster	$2,166,437	$0	$334,587	$539,301	$563,388	$746,148	$503,688	$55,172	$4,908,721
	44.1%	0.0%	6.8%	11.0%	11.5%	15.2%	10.3%	1.1%	
USC Salkehatchie	$1,583,473	$0	$102,629	$468,842	$270,776	$652,183	$409,336	$29,686	$3,516,925
	45.0%	0.0%	2.9%	13.3%	7.7%	18.5%	11.6%	0.8%	
USC Sumter	$2,943,909	$2,249	$9,162	$1,108,415	$670,106	$871,162	$678,890	$100,772	$6,384,665
	46.1%	0.0%	0.1%	17.4%	10.5%	13.6%	10.6%	1.6%	

Institution	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant O&M	Scholars. & Fellows.	Total E&G Expenditures
USC Union	$695,179	$442	$60,459	$176,981	$163,202	$284,148	$125,940	$11,308	$1,517,659
	45.8%	0.0%	4.0%	11.7%	10.8%	18.7%	8.3%	0.7%	
State Tech. & Comprehensive Educ. System									
Aiken	$4,713,721	$0	$0	$946,137	$1,006,647	$1,439,510	$933,188	$0	$9,039,203
	52.1%	0.0%	0.0%	10.5%	11.1%	15.9%	10.3%	0.0%	
Central Carolina	$5,440,096	$0	$0	$1,472,356	$1,064,541	$1,308,760	$917,722	$35,749	$10,239,224
	53.1%	0.0%	0.0%	14.4%	10.4%	12.8%	9.0%	0.3%	
Denmark	$2,249,444	$0	$0	$955,871	$619,266	$810,953	$84,892	$0	$4,720,426
	47.7%	0.0%	0.0%	20.2%	13.1%	17.2%	1.8%	0.0%	
Florence-Darlington	$8,547,254	$0	$0	$2,257,486	$1,340,435	$2,768,896	$1,927,756	$0	$16,841,827
	50.8%	0.0%	0.0%	13.4%	8.0%	16.4%	11.4%	0.0%	
Greenville	$23,961,402	$0	$0	$5,416,370	$3,339,443	$4,914,696	$4,365,621	$340,449	$42,337,981
	56.6%	0.0%	0.0%	12.8%	7.9%	11.6%	10.3%	0.8%	
Horry-Georgetown	$7,266,275	$0	$0	$2,243,709	$964,579	$2,457,473	$1,385,634	$29,160	$14,346,830
	50.6%	0.0%	0.0%	15.6%	6.7%	17.1%	9.7%	0.2%	
Midlands	$20,160,599	$0	$0	$4,208,599	$4,591,736	$4,240,497	$4,071,013	$160,768	$37,433,212
	53.9%	0.0%	0.0%	11.2%	12.3%	11.3%	10.9%	0.4%	
Northeastern[1]	$1,926,888	$0	$0	$627,384	$389,891	$853,870	$503,237	$1,424	$4,302,694
	44.8%	0.0%	0.0%	14.6%	9.1%	19.8%	11.7%	0.0%	
Orangeburg-Calhoun	$5,481,912	$0	$0	$1,033,396	$598,573	$1,704,663	$1,009,679	$26,527	$9,854,750
	55.6%	0.0%	0.0%	10.5%	6.1%	17.3%	10.2%	0.3%	
Piedmont	$7,185,515	$0	$0	$3,188,870	$825,778	$2,001,665	$1,638,479	$53,906	$14,894,213
	48.2%	0.0%	0.0%	21.4%	5.5%	13.4%	11.0%	0.4%	
Spartanburg	$7,293,887	$0	$0	$1,357,475	$1,612,752	$2,016,625	$1,098,036	$41,233	$13,420,008
	54.4%	0.0%	0.0%	10.1%	12.0%	15.0%	8.2%	0.3%	
Tech Coll. of the Low Country	$2,428,907	$0	$0	$1,077,615	$693,224	$1,297,554	$783,435	$13,850	$6,294,585
	38.6%	0.0%	0.0%	17.1%	11.0%	20.6%	12.4%	0.2%	
Tri-County	$8,229,197	$0	$0	$1,892,373	$1,251,103	$2,238,961	$1,499,013	$0	$15,110,647
	54.5%	0.0%	0.0%	12.5%	8.3%	14.8%	9.9%	0.0%	
Trident	$20,012,475	$0	$0	$4,292,945	$3,887,495	$5,655,650	$3,166,173	$178,411	$37,193,149
	53.8%	0.0%	0.0%	11.5%	10.5%	15.2%	8.5%	0.5%	
Williamsburg	$1,025,909	$0	$0	$186,289	$194,208	$927,140	$311,707	$13,300	$2,658,553
	38.6%	0.0%	0.0%	7.0%	7.3%	34.9%	11.7%	0.5%	
York	$8,868,373	$0	$0	$1,687,412	$1,736,684	$2,443,945	$1,564,926	$0	$16,301,340
	54.4%	0.0%	0.0%	10.4%	10.7%	15.0%	9.6%	0.0%	

[1] Formerly Chesterfield-Marlboro Technical College

Review of Programs

The Commission on Higher Education (CHE) has reviewed existing academic programs to ensure the quality and integrity of degree-granting programs in the public higher education sector. The Commission's Division of Academic Affairs has overseen these reviews. In its broadest context, program review serves as an instrument for gauging the health of the state's academic programs as well as a strategic planning device for determining the present and future needs of specific discipline areas (i.e. new program development) throughout South Carolina. Program review was incorporated into performance funding for the first time during the 1999-00 performance year as part of Indicator 1B – Curricula Offered to Achieve Mission, which is detailed following the discussion regarding program review.

Program Review of Senior-Level Institutions

The CHE has placed programs at the senior institutions it reviews on eight-year cycles. The cycles were developed in consultation with the chief academic officers of the colleges and universities and are categorized using broad descriptors (i.e. English, Life Sciences, Physical Sciences, etc.). Measuring the success of academic programs has been a complex and multifaceted task, and consequently, the CHE has reviewed a broad range of source materials concerning each academic program under review. The CHE has drawn from qualitative as well as quantitative data so as to formulate a comprehensive picture of the health of individual programs. It then makes statewide determinations as to the quality of the discipline in South Carolina based largely on the cumulative evaluation of individual programs and on other relevant data.

The following table outlines what disciplines have been reviewed for the senior institutions over the last 5 years. For a complete description of this process and the complete program review cycle, see the CHE's website at http://www.che400.state.sc.us, go to "Academic Affairs & Licensing" and then to "New Academic Program Approval Guidelines."

Table 1.2 **Source: CHE Academic Affairs Division**

Programs Reviewed During the Academic Year as Part of CHE's Program Review Process, SC Public 4-Year Institutions

Academic Year	Classification	SC Public 4-Year Institutions with Programs in the Area Listed at Left
1995 – 96	Library Science	USC Columbia
	Physical Science	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Visual & Performing Arts	USC Columbia, College of Charleston, Francis Marion, Lander, SC State, Winthrop
1996 – 97	Architecture	Clemson
	Dentistry	MUSC
	Health Sciences	Clemson, USC Columbia, MUSC, Francis Marion[1], Lander[1], SC State, Winthrop[1]
1997-98	English	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Life Sciences	Clemson, USC Columbia, MUSC, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
1998-99	Teacher Education	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
1999-00	Business	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Foreign Languages	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Spartanburg, Winthrop
	Home Economics	SC State, Winthrop
	Nursing	Clemson, USC Columbia, MUSC, Lander, SC State, USC Aiken, USC Spartanburg

[1] Program reviewed has been incorporated into a program in the life sciences area subsequent to the review in 1996-97.

Program Review of the USC System and the Technical College System

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

Two-Year Institutions-Branches of USC

All of the 5 two-year regional campuses of USC offer the Associate of Arts/Associate of Science degree programs. Each of the AA/AS programs at these campuses is enrolling and graduating students in satisfactory numbers. Based on the CHE's Annual Evaluation of Associate Degree Programs Report, FY 1998-99, on average, the number of degree completers in these programs is satisfactory and has increased over the past four years.

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

State Technical and Comprehensive Education System

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

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

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

Table 1.3 **Source: CHE Division of Academic Affairs Annual Evaluation of Associate Degree Programs, FY 1998-99**

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
Aiken	11	9	9	2	2	2		2	2				2	2	
Central Carolina	12	12	12	2	2	2	1	1	2	2				2	
Denmark	5	5	8	1	1	1	1	2					1	1	
Florence-Darlington	17	17	20	2	3	3	4	3				1			
Greenville	23	25	24	3	3	3	2		3						1

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998	1996	1997	1998
Horry-Georgetown	14	15	15	2	2	2	1	1					1	1	1
Midlands	22	20	22	2	2	2	4	3	2		1	2			
Northeastern	5	4	6	2	2	2		1		1	1	1			
Orangeburg-Calhoun	13	13	15	2	2	2	3	3	1			1	1	1	1
Piedmont	15	15	15	3	3	3		1	1	3	1		1	3	1
Spartanburg	18	18	16	5	5	4	1	2	4				1	1	
TCL	9	7	8	1	1	1		2	1	2	1		2	3	1
Tri-County	16	13	16	3	3	3	1	2				1	2	2	
Trident	23	19	23	2	2	2	4	4	2	1	2	2			1
Williamsburg	2	3	3	1	1	1	1								
York	15	15	15	3	3	3				2	2	1			1
Total	220	210	227	36	37	36	23	27	18	11	8	9	11	16	7

Curricula Offered at Institutions

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

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

For purposes of the performance funding indicator, a "degree program" is considered at the level of the "Degree Designation" (e.g. BA, BS, MA …) provided the CIP Code (i.e., program number for the academic inventory) and program title (e.g. Biology, French …) are the same (e.g., "CIP=160901, French, BA" and "160901, French, BS" count as 2 separate 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 program title differ, such that the programs are considered different although the degree designation is the same, the programs may be counted separately (e.g., CIP=500999, Degree=MM, Program Titles = "Piano Pedagogy" and "Music Composition" would count as 2 programs.)

For the first time this past year, part 3 of Indicator 1B (see above) incorporated CHE's program review activity into this performance indicator for the senior institutions. Because program review for the two-year public institutions is quantitative rather than qualitative in nature, part 3 of indicator 1B does not apply to the regional campuses of USC or the technical colleges. Performance on Indicator 1B is assessed by determining the percentage of programs offered by an institution meeting all 3 components in the case of four-year institutions or all 2 in the case of the two-year institutions. The resulting numbers and percents shown in the following table for Indicator 1B are based on the Inventory of Academic Programs as of the year assessed and program review activity as of February 3, 2000, for reviews occurring in 1995-96 through 1997-98 (see Table 1.2 for program classifications reviewed). The Commission's Division of Academic Affairs is responsible for maintaining the inventory that details the programs offered by institutions.

Table 1.4 Curricula Offered to Achieve Mission

Source: Data compiled by CHE Division of Planning, Assessment and Performance Funding based on data from CHE Division of Academic Affairs Inventory of Programs and Annual Program Review

Curricula Offered to Achieve Mission, Summary of Indicator 1B
As assessed in Spring 2000 for ratings impacting FY 2000-01

(Program Review Activity as of February 3, 2000 for Programs Reviewed 1995-96 to 1997-98)

	Percent of programs meeting all 3 Criteria	Total Programs	Criteria 1 # Programs Appropriate to the Degree Level Authorized by CHE and Act 359 of 1996	Criteria 2 # Programs that Support the Institution's Goals, Purpose, & Objectives as Approved in the Mission Statement	Criteria 3 # Receiving Full Approval in Most Recent CHE Review ( ) indicates those receiving full approval of the number reviewed from 1995-96 to 1997-98
Research Universities					
Clemson	93%	191	191	191	178 (40 of 53)
USC Columbia	100%	311	311	311	310 (69 of 70)
MUSC	97%	37	37	37	35 (12 of 13)
Four-Year Colleges and Universities					
The Citadel	100%	35	35	35	35 (5 of 5)
Coastal Carolina	100%	32	32	32	32 (6 of 6)
College of Charleston	100%	88	88	88	88 (27 of 27)
Francis Marion	100%	47	47	47	47 (9 of 9)
Lander	100%	31	31	31	31 (5 of 5)
SC State	97%	59	59	59	57 (9 of 11)
USC Aiken	100%	23	23	23	23 (3 of 3)
USC Spartanburg	100%	33	33	33	33 (3 of 3)
Winthrop	98%	57	57	57	56 (15 of 16)
Regional Campuses of USC					
USC Beafort	100%	2	2	2	N/A
USC Lancaster	100%	5	5	5	N/A
USC Salkehatchie	100%	2	2	2	N/A
USC Sumter	100%	2	2	2	N/A
USC Union	100%	2	2	2	N/A
Technical Colleges					
Aiken	100%	18	18	18	N/A
Central Carolina	100%	16	16	16	N/A
Denmark	100%	9	9	9	N/A
Florence-Darlington	100%	10	10	10	N/A
Greenville	100%	26	26	26	N/A
Horry-Georgetown	100%	35	35	35	N/A
Midlands	100%	23	23	23	N/A
Northeastern [1]	100%	33	33	33	N/A
Orangeburg-Calhoun	100%	22	22	22	N/A
Piedmont	100%	22	22	22	N/A
Spartanburg	100%	26	26	26	N/A
Tech Coll. of Lowcountry	100%	11	11	11	N/A
Tri-County	100%	21	21	21	N/A
Trident	100%	32	32	32	N/A
Williamsburg	100%	5	5	5	N/A
York	100%	19	19	19	N/A

[1] Formerly Chesterfield-Marlboro Technical College

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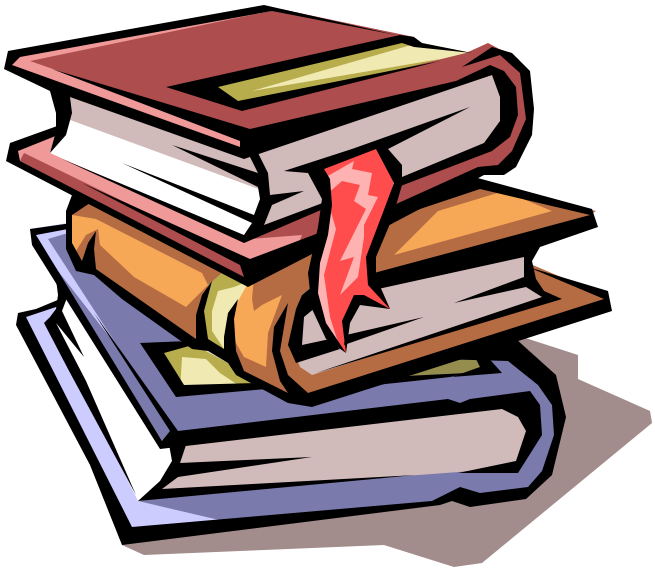
Section 2
Quality of Faculty



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QUALITY OF FACULTY

The second critical success factor in performance funding looks at the quality of faculty at South Carolina's public institutions. The legislature identified six indicators that could be used to assess faculty quality:

2A - Academic and Other Credentials of Professors and Instructors;
2B - Performance Review System for Faculty (to include student and peer evaluations);
2C - Post-Tenure Review for Tenured Faculty;
2D - Compensation of Faculty;
2E - Availability of Faculty to Students Outside the Classroom; and
2F -Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid.

Among these indicators, **Indicator 2A**, "Academic and Other Credentials of Professors and Instructors," was redefined this past year to include: 1) the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of SACS; and 2) the percent of all headcount and the percent of all full-time faculty teaching undergraduate courses who have terminal degrees as defined by SACS in their primary teaching area. During the 1999-00 performance year, part 2 was not applicable to the State Technical and Comprehensive Education sector.

Thirty-one of the 33 public institutions in the state had 100% of their faculty meeting the SACS requirement for credentials (i.e., part 1 of 2A), and all faculty except one at each of the remaining two institutions met SACS requirements. Data for part 2 of indicator 2A are displayed in this section.

Indicator 2B requires that institutions adopt annual policies for the review of each faculty member's work. Reviews must incorporate data from a variety of sources including assessments by students and deans or department chairs. Results must be used in faculty rewards and faculty development. All of South Carolina's public colleges and universities are in the process of completing full implementation of this indicator, and CHE will review their policies again in the late Fall 2001or early Spring 2002. A copy of the best practices that serve as guidance for adopted institutional policies is displayed on pages 91 and 92 of the current *Performance Funding Workbook* (September 2000) and can be accessed on the CHE website at http://www.che400.state.sc.us.

Indicator 2C requires that each institution that awards tenure to faculty also have in place post-tenure review procedures that conform with "best practices" as approved by the Commission on Higher Education. Effective in 1998-99, institutions have developed policies and procedures for post-tenure review and have submitted them to the CHE. All tenure-granting institutions are in the process of completing full implementation of post-tenure review. A copy of the best practices that serve as a guide for institutional policies is displayed on pages 95 and 96 of the current *Performance Funding Workbook* (September 2000) and can be accessed on the CHE website at http://www.che400.state.sc.us.

Another measure of faculty quality is the institution's investment in faculty salaries, **Indicator 2D**. Figure 2.2 shows average faculty salary by rank for senior four-year institutions and overall average faculty salary for two-year institutions over the last three years.

Indicator 2E relates to the quality of the faculty and is measured by the students' reported satisfaction with the availability of their instructors and advisors outside the classroom. Both elements are measured by standardized survey questions administered by the institutions. This indicator is on a two-year cycle and will be reported again in February 2001.

Academic and Other Credentials of Professors and Instructors

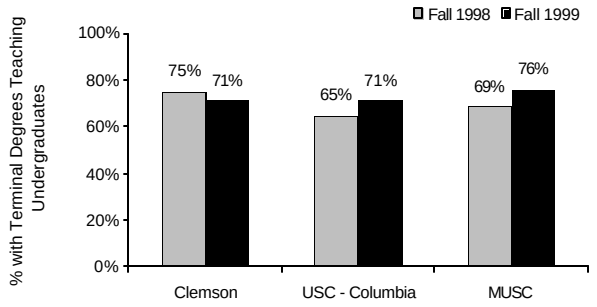
For the 1999-00 performance year the CHE revised part 2 of **Performance Funding Indicator 2A – Academic and Other Credentials of Professors and Instructors**. During the past year, institutions reported on whether faculty teaching credit courses in the fall exceeded SACS requirements. The measure was revised to assess whether faculty teaching undergraduate courses have terminal degrees in their primary teaching area. Due to the change in the indicator and the time needed to collect data, institutions were found in compliance with requirements upon submitting data for Fall 1998 and Fall 1999 to the CHE and working with CHE staff to resolve any issues. The data shown below are reported for the first time by institutions during Fall 1999. This indicator was deferred for technical colleges due to data issues that arose in the data collection process.

Figure 2. 1 Source: CHEMIS and Institutional Reports to CHE

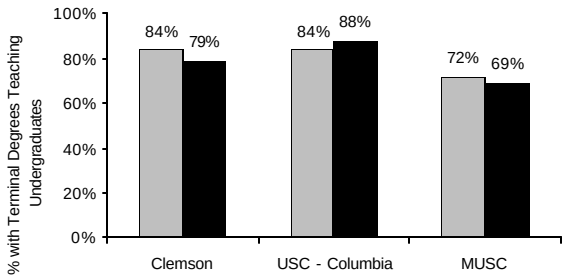
Research Universities, Fall 1998, 1999

The following tables illustrate the percent of headcount faculty with terminal degrees who teach undergraduate classes (2A2a), and for the same time period, the percent of full-time faculty with terminal degrees who teach undergraduate classes (2A2b).

2A2a – Percent of **headcount** faculty with terminal degrees teaching undergraduate classes



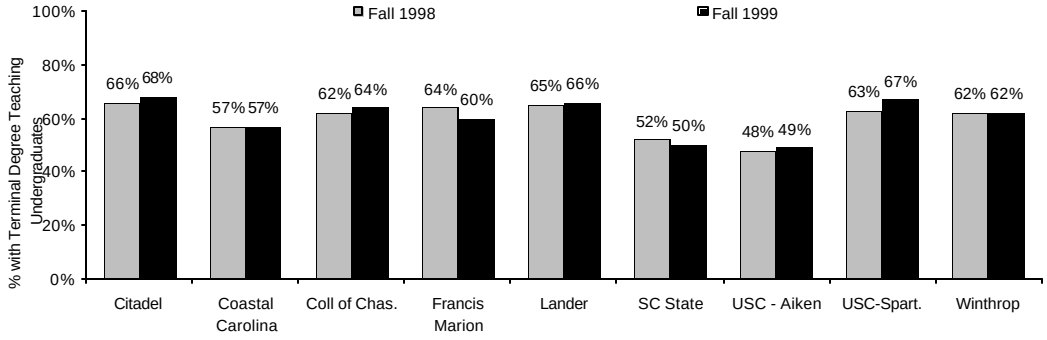
2A2b – Percent of **full-time** faculty with terminal degrees teaching undergraduate classes



Four-Year Colleges and Universities, Fall 1998, 1999

The tables below and on the following page represent the above information for the four-year colleges and universities.

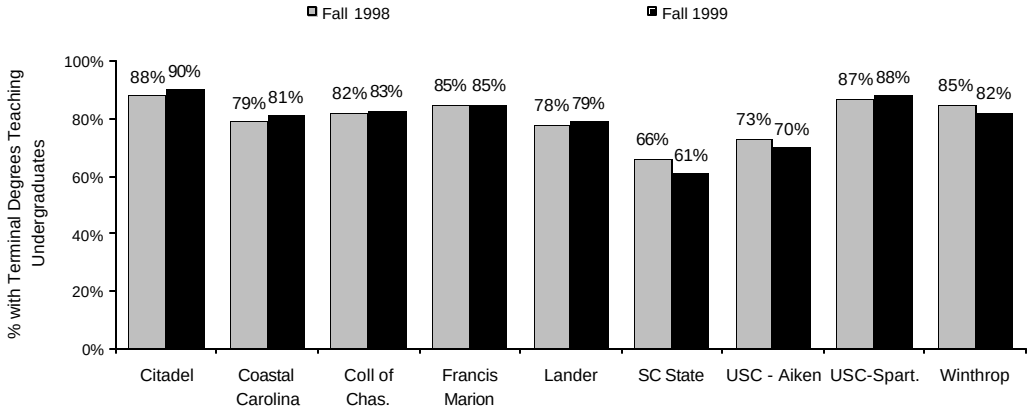
2A2a – Percent of **headcount** faculty with terminal degrees teaching undergraduate classes



Academic and Other Credentials of Professors and Instructors, *continued*

Four Year Colleges and Universities 1998 – 2000, *continued*

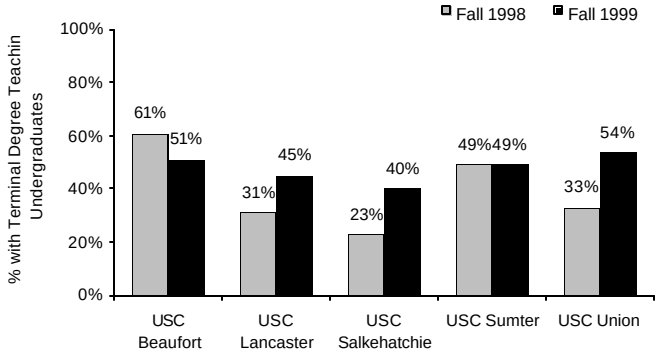
2A2b - Percent of **full-time** faculty with terminal degrees teaching undergraduate classes



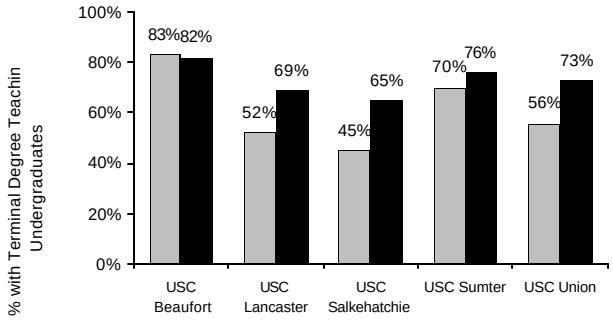
Two-Year Institutions-Branches of USC, Fall 1998, 1999

These tables represent the above information for the regional campuses of the University of South Carolina.

2A2a - Percent of **headcount** faculty with terminal degrees teaching undergraduate classes



2A2b – Percent of **full-time** faculty with terminal degrees teaching undergraduate classes



Compensation of Faculty by Sector

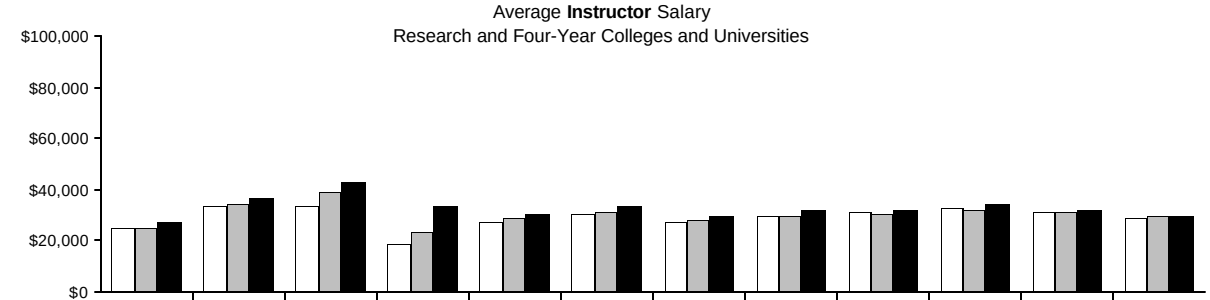
Full-time faculty is defined for four-year institutions by College and University Personnel Administrators (CUPA) instructions and for two-year institutions by IPEDS instructions. The average salary defined here is 9 to 10 month salaries (or 11 to 12 month salaries converted to 9 to 10 month salaries). The average salary for each rank (instructor, assistant professor, associate professor, professor) is shown below for the Research Universities and the Four-Year Colleges and Universities. For the Two-Year Campuses of USC and for the Technical Colleges, the average faculty salary data are displayed.

For performance funding ratings in Spring 2000, institutions in the Research, Four-Year Colleges and Universities, and Branch Institutions of USC were rated for the first time based on average salary by rank. In the State Technical and Comprehensive Education System, faculty rank does not apply, so technical colleges are assessed on average faculty salary. For the upcoming year, the regional campuses of USC will be assessed based on the overall average salary due to the low numbers of faculty at the various ranks. Data for the regional campuses by rank can be found on the individual ratings summaries in Section 11 of this document.

Figure 2.2 **Source: IPEDS Salaries Survey (9-month contract basis)**

Research Universities and Four-Year Colleges and Universities, Fall 1997 – Fall 1999

The data shown in the following four figures represent the average salary for each specified rank over the last three years.

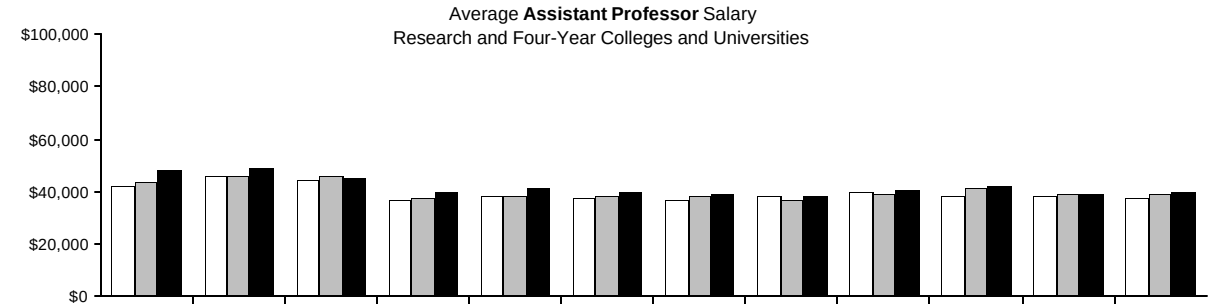


	Clemson	USC - Columbia	MUSC	Citadel	Coastal Carolina	Coll of Chas.	Francis Marion	Lander	SC State	USC - Aiken	USC-Spart.	Winthrop
Fall 1997	$24,921	$33,798	$33,272	$19,100	$27,422	$30,279	$27,738	$29,859	$31,105	$32,573	$31,307	$29,295
Fall 1998	$24,757	$34,232	$39,181	$23,519	$29,109	$31,497	$27,828	$29,881	$30,606	$32,472	$31,582	$29,481
Fall 1999	$27,139	$36,595	$43,136	$33,958	$30,205	$33,840	$29,859	$32,026	$32,085	$34,582	$32,327	$29,692

For ratings in Spring 2000 a sector benchmark of $33,905 for Clemson, $35,030 for USC Columbia and MUSC, and $32,070 for Four-Year Colleges and Universities applied.

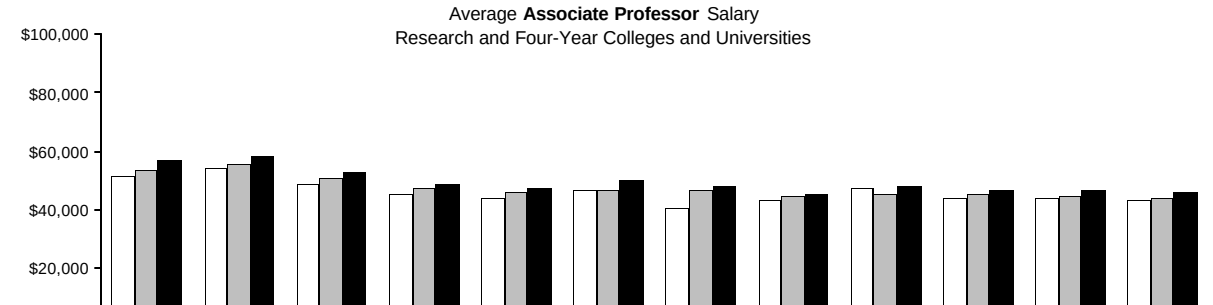
Compensation of Faculty by Sector, *continued*

Research Universities and Four-Year Colleges and Universities, *continued*



	Clemson	USC - Columbia	MUSC	Citadel	Coastal Carolina	Coll of Chas.	Francis Marion	Lander	SC State	USC - Aiken	USC-Spart.	Winthrop
Fall 1997	$41,996	$45,541	$44,211	$36,716	$38,161	$37,339	$36,879	$38,254	$39,922	$38,592	$38,555	$37,590
Fall 1998	$43,237	$45,568	$46,110	$37,233	$38,381	$38,105	$37,845	$37,000	$38,839	$41,505	$38,798	$39,140
Fall 1999	$47,958	$48,754	$45,513	$39,642	$41,241	$40,114	$39,031	$38,620	$40,343	$42,452	$39,303	$39,965

For ratings in Spring 2000, a sector benchmark of $48,239 for Clemson, $50,152 for USC Columbia and MUSC, and $41,730 for Four-Year Colleges and Universities applied.

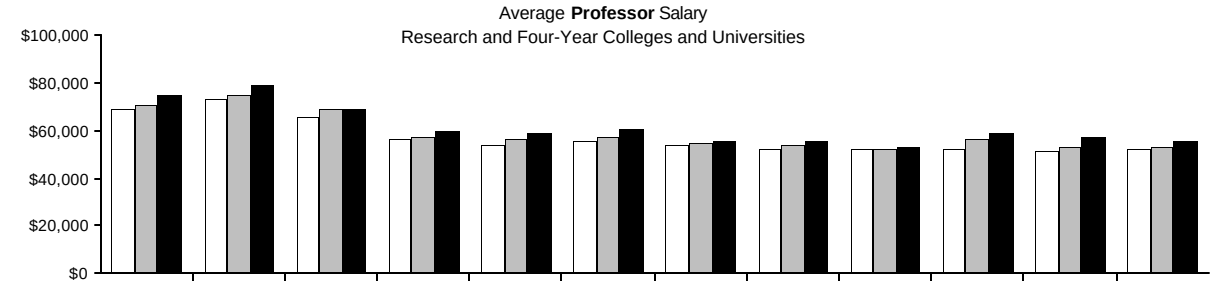


	Clemson	USC - Columbia	MUSC	Citadel	Coastal Carolina	Coll of Chas.	Francis Marion	Lander	SC State	USC - Aiken	USC-Spart.	Winthrop
Fall 1997	$51,489	$54,206	$48,752	$45,283	$44,007	$46,789	$40,343	$43,067	$47,651	$43,608	$43,612	$42,992
Fall 1998	$53,434	$55,432	$50,872	$47,088	$45,621	$46,877	$46,704	$44,433	$45,522	$45,511	$44,417	$43,993
Fall 1999	$56,850	$58,516	$52,816	$48,639	$47,684	$49,744	$47,879	$45,423	$47,831	$46,884	$46,895	$45,823

For ratings in Spring 2000, a sector benchmark of $57,077 for Clemson, $58,570 for USC Columbia and MUSC, and $50,642 for Four-Year Colleges and Universities applied.

Compensation of Faculty by Sector, *continued*

Research Universities and Four-Year Colleges and Universities, *continued*

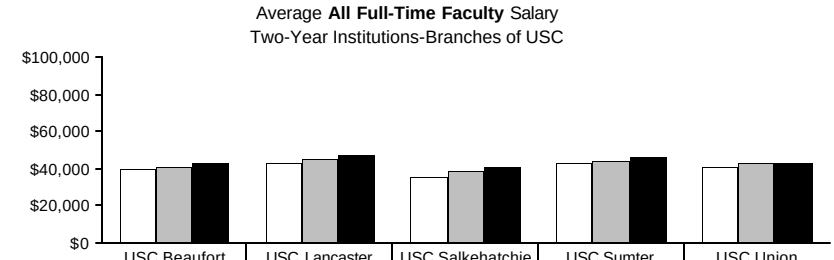


	Clemson	USC - Columbia	MUSC	Citadel	Coastal Carolina	Coll of Chas.	Francis Marion	Lander	SC State	USC - Aiken	USC-Spart.	Winthrop
Fall 1997	$68,843	$72,873	$66,017	$56,184	$53,715	$55,888	$54,283	$51,959	$51,843	$52,157	$51,752	$52,315
Fall 1998	$70,472	$75,300	$68,911	$57,469	$56,774	$57,376	$54,751	$53,550	$51,906	$55,983	$53,171	$52,940
Fall 1999	$74,694	$79,506	$68,961	$59,795	$58,953	$60,898	$55,836	$55,766	$53,256	$58,536	$56,912	$55,341

For ratings in Spring 2000, a sector benchmark of $80,792 for Clemson, $82,035 for USC Columbia and MUSC, and $62,8642 for Four-Year Colleges and Universities applied.

Two-Year Institutions-Branches of USC, Fall 1997 – Fall 1999

The data shown below represent the average full-time faculty salary over the last three years. In the 1999-00 performance year, these institutions were assessed based on average faculty salary by rank. For the current year, the CHE adopted changes in July 2000 by which these institutions will be assessed based on the overall average faculty salary.



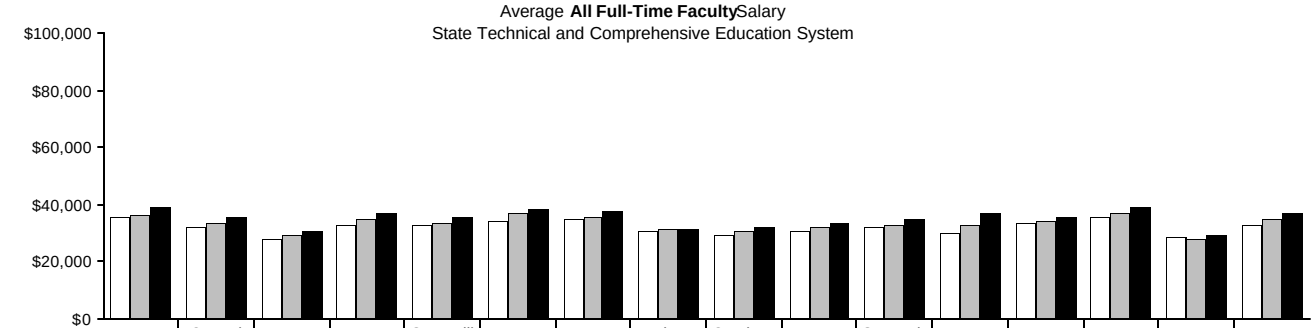
	USC Beaufort	USC Lancaster	USC Salkehatchie	USC Sumter	USC Union
Fall 1997	$39,983	$43,043	$34,946	$42,647	$40,668
Fall 1998	$40,472	$44,884	$38,241	$43,863	$42,892
Fall 1999	$42,327	$47,064	$41,244	$46,565	$43,346

See individual institution rating report in Section 11 for information by faculty rank.

Compensation of Faculty by Sector, *continued*

State Technical and Comprehensive Education System, Fall 1997 – Fall 1999

The data below represent the average of all full-time faculty over the last three years, as the technical institutions do not rank faculty in the four specific categories.



	Aiken	Central Carolina	Denmark	Flo-Dar	Greenville	Horry-George	Midlands	Northeastern	Orngbrg-Cal	Piedmont	Spartanburg	TCL	Tri-Cnty	Trident	Wmsbrg	York
Fall 1997	$35,619	$32,178	$28,209	$33,211	$33,036	$34,604	$34,677	$30,687	$29,623	$31,045	$32,043	$30,239	$33,366	$35,891	$28,387	$33,272
Fall 1998	$36,509	$33,428	$29,501	$35,021	$33,851	$36,923	$35,737	$31,481	$30,600	$32,454	$33,199	$32,905	$34,150	$36,926	$28,005	$35,171
Fall 1999	$39,048	$35,958	$31,034	$37,045	$35,505	$38,509	$37,999	$31,548	$32,432	$33,699	$35,060	$36,907	$35,486	$39,170	$29,266	$37,309

Note: Northeastern Technical College was formerly Chesterfield-Marlboro Technical College.

For ratings in Spring 2000, a sector benchmark of $46,034 applied for the technical colleges.

Availability of Faculty to Students Outside of the Classroom

Performance Funding Indicator 2E, Parts 1 and 2 – Percent of Faculty and Advisors Rated "Satisfied or Above" on Availability – was not measured during the 1999-00 rating period. This indicator is on a cycle to be reported during the 2000-01 rating period by the institutions and the subsequent results will be reported here following the Spring 2000 administration of the Advisor survey and the Fall 2000 administration of the Faculty survey, which will be reported and assessed for ratings purposes in Spring 2001.

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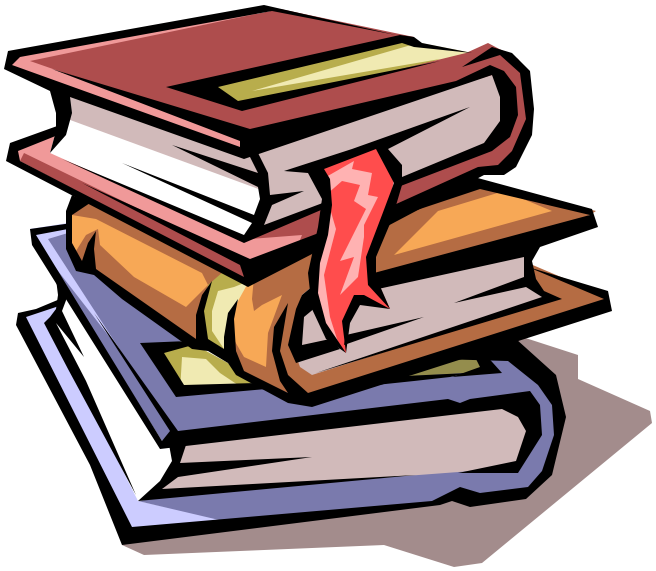
Section 3
Classroom Quality



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CLASSROOM QUALITY

The Commission on Higher Education (CHE) collects data related to instructional quality. One indicator tracks average class size for lower division (freshman-sophomore) and upper division (junior-senior) courses and average student/faculty ratios. Additionally, beginning with the 1999-00 performance year, institutions were assessed based on the percentage of large classes – 1) percent of undergraduate lecture sections of 50 or more; and 2) the percent of lower division lecture sections of 100 or more. The CHE set a sector benchmark of 0-20% for the first part and performance of the 33 public institutions ranged from 0 to 13% with all but 3 falling below 5%. For part 2, which was applicable to all 33 institutions except MUSC, a sector benchmark of 0-5% applied and institutional performance ranged from 0% to 4%, with all but 2 falling below 1%. Data on average class size are displayed in Figure 3.1 and Figure 3.2 in this section. The standards represent a class size range determined by CHE within which performance is expected. The concern with these measures is to ensure that average class sizes, especially for freshman-sophomore level courses, are small enough to allow for discussion and individual attention yet large enough to be efficient and to have a sufficient critical mass of students.

Table 3.1 indicates the number and percent of course sections taught by full-time faculty, part-time faculty and graduate assistants. Another indicator, **3B-Number of Credit Hours Taught by Faculty** (Figure 3.4), is the average student credit hours taught by teaching faculty. This indicator measures the productivity of full-time faculty who teach at least 3 hours in the fall semester.

Indicator **3C-Ratio of Full-Time Faculty as Compared to Other Full-Time Employees** (Figure 3.5) addresses faculty and administrative personnel numbers. Here, sector standards determined by CHE are based on national data for comparable institutions and represent the level at which institutions are not expected to show continuous improvement for performance funding measurement purposes. Variations among institutions with average class sizes, student/faculty ratios, and the ratios of faculty to other employees may reflect differences in academic programs and other factors unique to an individual institution.

Data on national accreditation of specific academic degree programs are also provided. Table 3.2 summarizes the number of programs at each institution that are eligible for accreditation based on a CHE-approved list of agencies and programs. Some accrediting bodies (e.g., education and public health) accredit schools or units within the institutions, while others (e.g., business and engineering) accredit individual programs within the school or unit. The numbers seen in Table 3.2 reflect the number of accrediting agencies that acknowledge one or more programs at the institutions. The process of accreditation involves an external review based on national standards typically pertaining to the curriculum, faculty, students, resources and overall administration of the program; therefore, attainment of such accreditation is often considered an indication of overall program quality. However, lack of program accreditation is not necessarily an indication of lack of quality. For example, some institutional administrators intentionally choose not to pursue accreditation for an accreditable program because the cost to do so may be considered too high.

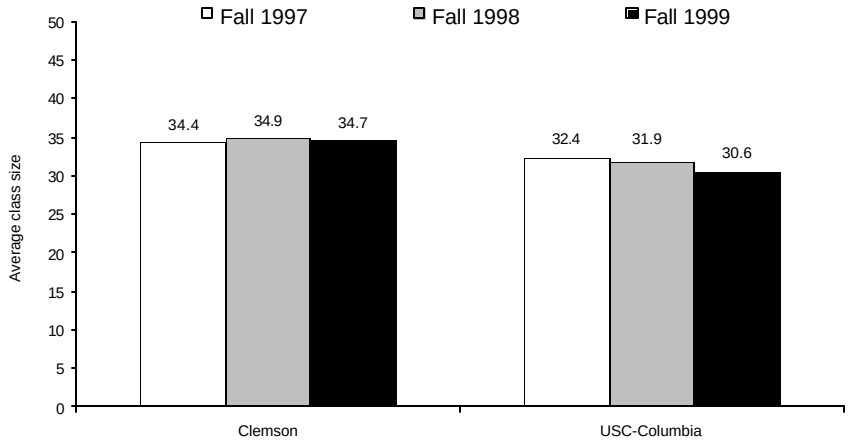
Each institution that has a teacher education program is expected to attain accreditation by the National Council for Accreditation of Teacher Education (NCATE). Performance funding indicator **3E-Institutional Emphasis on Quality Teacher Education and Reform** encompasses this accreditation as the first subpart of the measure (subpart **3E1-Program Quality, NCATE Accreditation**) and requires attainment of initial accreditation and maintaining such accreditation once achieved. As of June 30, 2000, all public teacher education programs in South Carolina are accredited by NCATE. This accreditation is also included in indicator **3D-Accreditation of Programs**, which assesses for all institutions accreditation of programs generally. A description of this indicator is found on page 39, and in Section 11 measurement details for each institution are displayed.

Figures 3.6 – 3.9 indicate each institution's performance in producing teacher education graduates who successfully pass required exams and those who can fill critical shortages – both for specific subject areas and for minority teachers.

Class Size – Lower Division

Lower Division is defined as courses offered for credit toward the first and second year of an undergraduate degree program, an associates' degree program, or a technical or vocational degree below the baccalaureate. **Average class size** is calculated by dividing FTE student enrollment from all courses/sections at respective levels by the number of courses/sections at respective levels. Distance education classes are excluded as well as all medical faculty and FTE medical students. **Subpart 1a-Lower Division Class Size** of performance indicator **3A, Class Size and Student/Teacher Ratios** is shown below for a three-year period. This subpart is not applicable to MUSC.

Figure 3.1 **Source: CHEMIS Data**

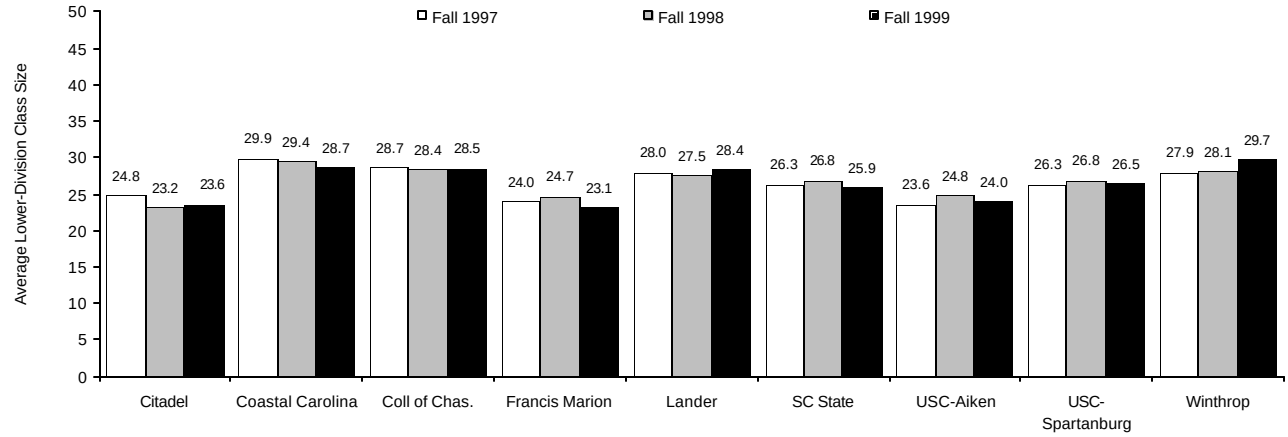


Research Universities
Fall 1997 – Fall 1999

Clemson University and the University of South Carolina-Columbia are shown to the left. The figures represent the average class size of the institutions' lower division classes. This measure is not applicable to MUSC. The sector benchmark in effect for Fall 1999 rated in Spring 2000 was 25-35 for these institutions.

Four-Year Colleges and Universities – Fall 1997 – Fall 1999

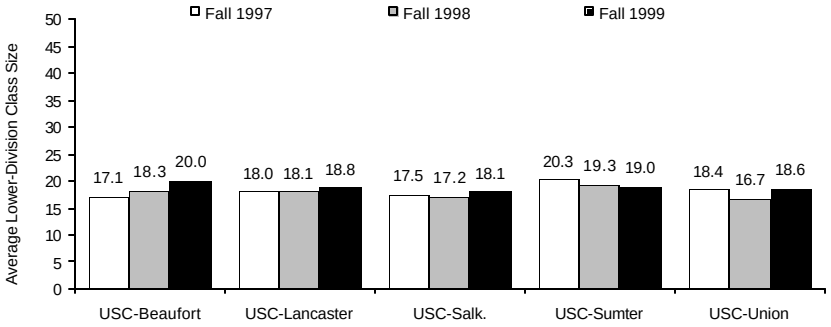
The nine four-year colleges and universities are represented below with the average class size of each institution's lower division classes. Progress and changes at each institution can be seen over the three-year period shown. The sector benchmark in effect for these institutions for the Fall 1999 data rated in Spring 2000 was 20-30.



Class Size – Lower Division, *continued*

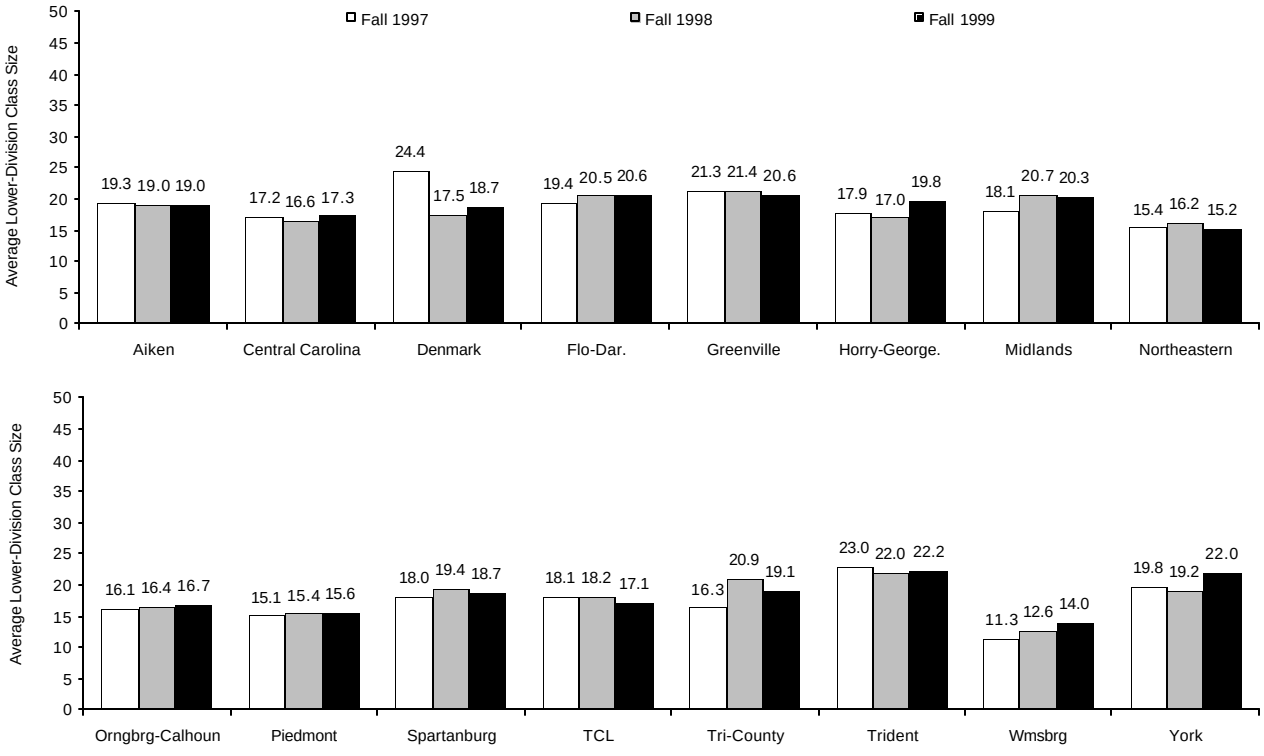
Two-Year Institutions - Branches of USC Fall 1997 – Fall 1999

The five regional campuses are illustrated to the right. The average class size for lower-division classes is shown for each institution during each of the years represented. The sector benchmark applicable for these institutions for the Fall 1999 data was 15-25.



State Technical and Comprehensive Education System , Fall 1997 – Fall 1999

The sixteen technical institutions are found in the two figures below with each of their average class sizes for lower division classes. The sector benchmark applicable for these institutions for the Fall 1999 data was 15-25.

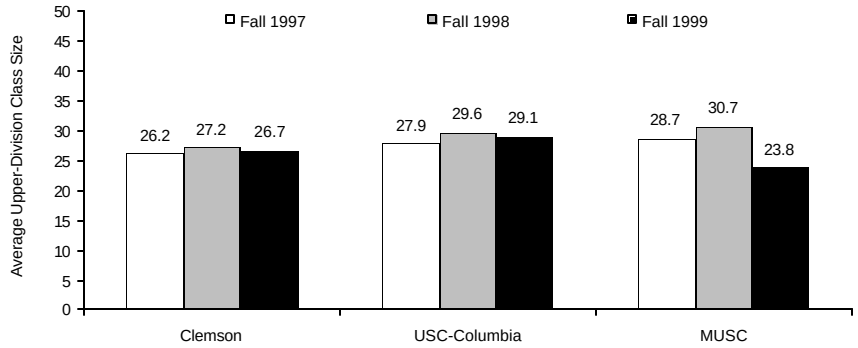


Note: Northeastern Technical College was formerly Chesterfield-Marlboro Technical College.

Class Size – Upper Division

Upper Division is defined as courses offered for credit toward the third and fourth year of a four-year undergraduate degree program. **Average class size** is calculated by dividing FTE student enrollment from all courses/sections at respective levels by the number of courses/sections at respective levels. **Subpart 1b-Upper Division Class Size** of performance indicator **3A, Class Size and Student/Teacher Ratios** is shown below for a three-year period. This subpart is not applicable to the USC Regional Campuses or the Technical Sector.

Figure 3.2 Source: CHEMIS Data

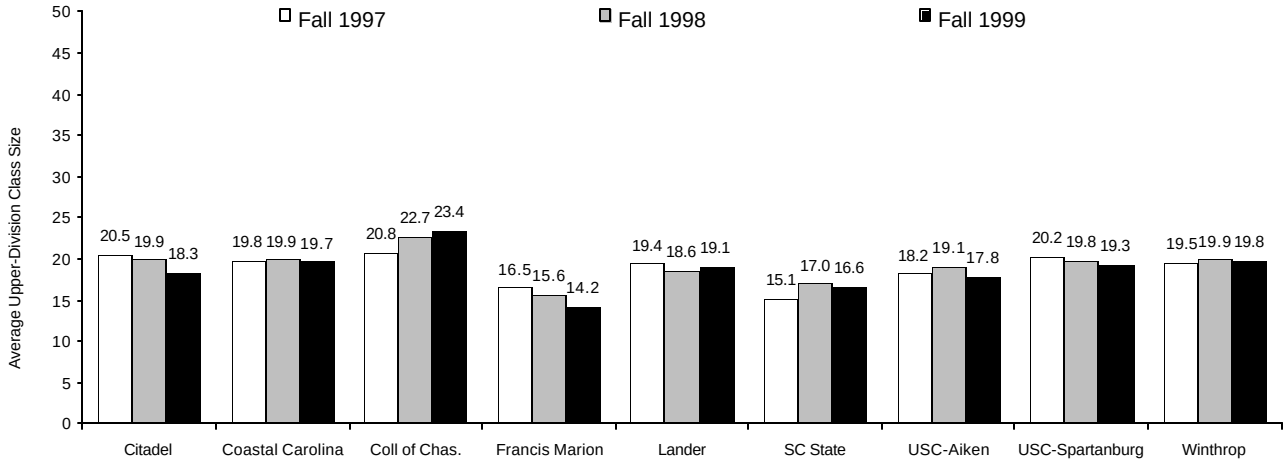


Research Universities, Fall 1997 – Fall 1999

This subpart of the indicator is applicable to all three research universities. The average class size can be found for each institution over the three years shown. For Fall 1999 data rated in Spring 2000, the sector benchmark was 20-30.

Four-Year Colleges and Universities, Fall 1997 – Fall 1999

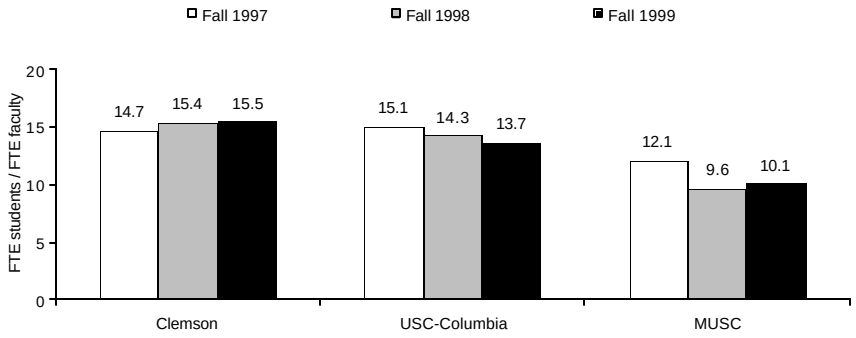
The nine four-year colleges and universities are illustrated below with the average class size shown for each institution over the three-year period. For the Fall 1999 data rated in Spring 2000, the sector benchmark was 15-25.



Student-Teacher Ratios

The ratio of students to teachers in a classroom has become an integral part of student learning and assessment measures. **Subpart 3 of Performance Indicator 3A, Ratio of full-time equivalent students to full-time equivalent faculty** is shown below for each sector. Included in this measure are faculty who taught at least 3 credit hours in the Fall Semester and FTE students as calculated from the credit hours generated by the enrollment in the courses. Medical faculty and FTE students are excluded.

Figure 3.3 Source: CHEMIS Data

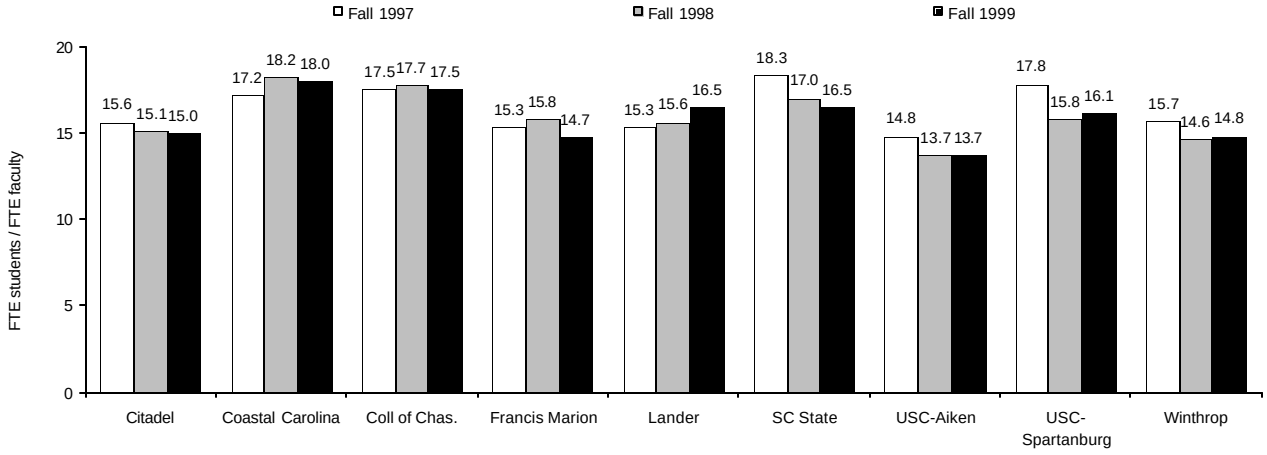


Research Universities Fall 1997 – Fall 1999

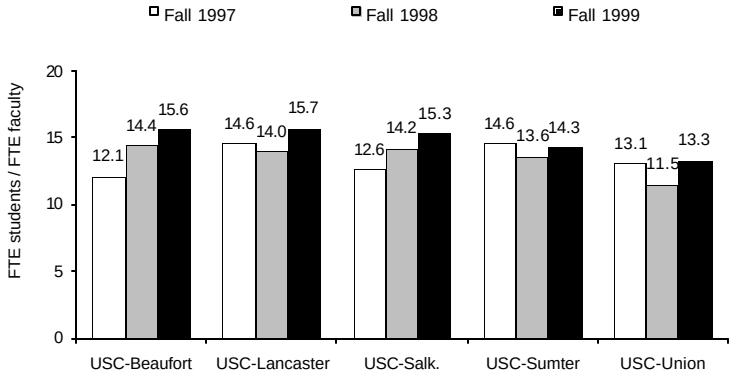
The chart to the left illustrates the ratio of FTE students to FTE faculty at each research institution for the three years listed. A sector benchmark of 14-19 applied for the Fall 1999 data rated in Spring 2000.

Four-Year Colleges and Universities, Fall 1997 – Fall 1999

The nine four-year colleges are shown below with each of their ratios of FTE students to FTE faculty for each institution over the three-year period. A sector benchmark of 14-19 applied for the Fall 1999 data rated in Spring 2000.



Student-Teacher Ratios, *continued*

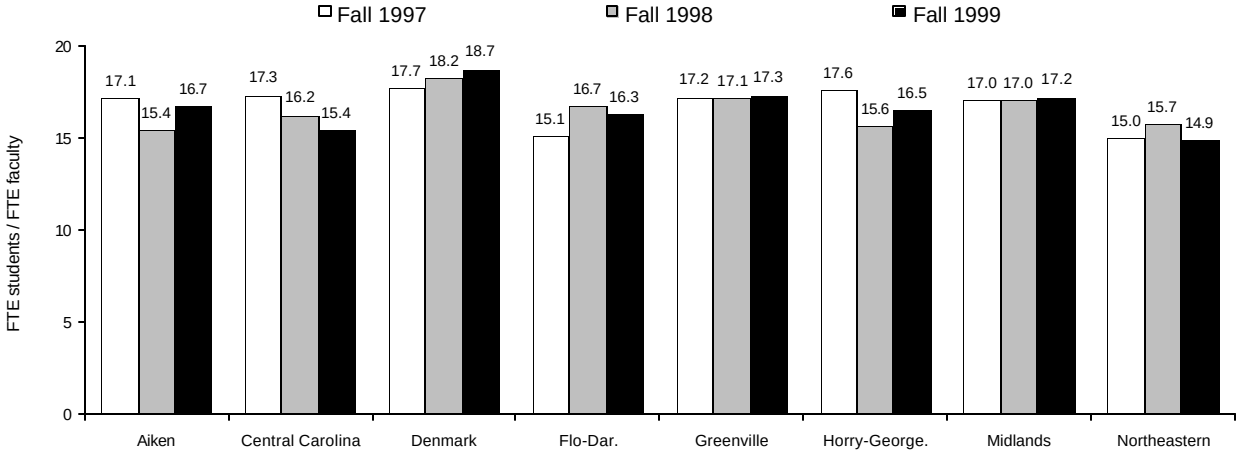


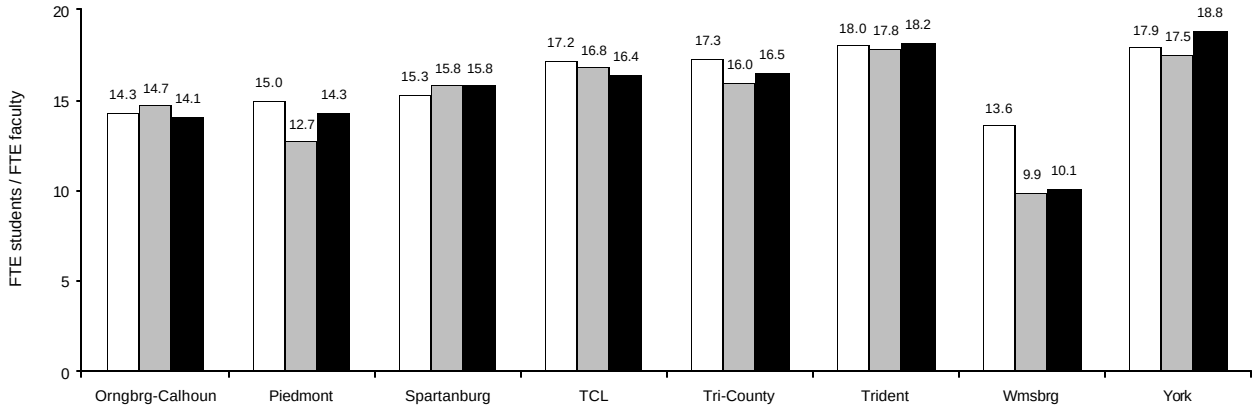
Two-Year Institutions-Branches of USC Fall 1997 – Fall 1999

The ratio of FTE students to FTE faculty is shown to the left for each institution during each of the years represented. A sector benchmark of 14-19 applied for the Fall 1999 data rated in Spring 2000.

State Technical and Comprehensive Education System, Fall 1997 – Fall 1999

The sixteen technical institutions are found in the two figures below with each of their ratios of FTE students to FTE faculty for the three-year period represented. A sector benchmark of 14-19 applied for the Fall 1999 data rated in Spring 2000.





Note: Northeastern Technical College was formerly Chesterfield-Marlboro Technical College.

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

The table below contains information across all four sectors on the type of institutional personnel used to teach Lower Division sections during Fall 1999. Part-time faculty and graduate assistants play a big role in the instruction of these types of courses, as is illustrated below. In the past, this information has been self-reported by the institutions, but this year, CHEMIS definitions were used to determine the numbers. **Full-time Faculty** are those personnel at the institution who were identified as full-time at the institution and had primary responsibility (over 50%) for instruction, and had a reported salary on CHEMIS. Medical faculty were not included for MUSC, and for the technical colleges, faculty could be unclassified continuing education program coordinators. This definition also captures those faculty that were included under the Salaries, Tenure, and Fringe Benefit report. **Lower Division** here represents those courses that were coded in the CHEMIS course file as Lower Division or Remedial.

TABLE 3.1 LOCATED ON THE NEXT PAGE

Table 3.1 **Source: CHEMIS Data; Fall 1999**

INSTITUTIONS	TOTAL LOWER DIVISION SECTIONS	LOWER DIVISION SECTIONS TAUGHT BY: Faculty # Full-Time	%	#Part-Time	%	Grad. Assts. #	%
Research Universities							
Clemson	1,633	1,183	72.4%	216	13.2%	234	14.3%
USC Columbia	1,756	1,005	71.6%	507	28.9%	244	13.9%
MUSC	N/A	0		0		0	
1999 Research Subtotal	3,389	2,188	64.6%	723	21.3%	478	14.1%
Four-Year Colleges & Universities							
Citadel	370	267	72.2%	103	27.8%	0	0.0%
Coastal Carolina	616	414	67.2%	202	32.8%	0	0.0%
College of Charleston	1,358	845	62.2%	489	36.0%	24	1.8%
Francis Marion	501	384	76.6%	117	23.4%	0	0.0%
Lander	386	315	81.6%	71	18.4%	0	0.0%
SC State	567	471	83.1%	96	16.9%	0	0.0%
USC-Aiken	404	272	67.3%	132	32.7%	0	0.0%
USC-Spartanburg	408	268	65.7%	140	34.3%	0	0.0%
Winthrop	657	436	66.4%	221	33.6%	0	0.0%
1999 Four-Year Subtotals	5,267	3,672	69.7%	1,571	29.8%	24	0.5%
Two-Year Institutions-Branches of USC							
USC-Beafort	164	89	54.3%	75	45.7%	0	0.0%
USC-Lancaster	149	96	64.4%	53	35.6%	0	0.0%
USC-Salkehatchie	126	70	55.6%	56	44.4%	0	0.0%
USC-Sumter	203	127	62.6%	76	37.4%	0	0.0%
USC-Union	54	29	53.7%	25	46.3%	0	0.0%
1999 Two-Year Subtotals	696	411	59.1%	285	40.9%	0	0.0%
State Technical and Comrehensive Education System							
Aiken	406	253	62.3%	153	37.7%	0	0.0%
Central Carolina	321	234	72.9%	87	27.1%	0	0.0%
Denmark	236	146	61.9%	90	38.1%	0	0.0%
Florence Darlington	716	452	63.1%	264	36.9%	0	0.0%
Greenville	1,536	950	61.8%	586	38.2%	0	0.0%
Horry-Georgetown	663	465	70.1%	198	29.9%	0	0.0%
Midlands	1,581	921	58.3%	660	41.7%	0	0.0%
Northeastern	237	180	75.9%	57	24.1%	0	0.0%
Orangeburg-Calhoun	396	321	81.1%	75	18.9%	0	0.0%
Piedmont	843	530	62.9%	313	37.1%	0	0.0%
Spartanbug	607	423	69.7%	184	30.3%	0	0.0%
TCL	314	235	74.8%	79	25.2%	0	0.0%
Tri-County	713	354	49.6%	359	50.4%	0	0.0%
Trident	1,509	954	63.2%	555	36.8%	0	0.0%
Williamsburg	186	76	40.9%	110	59.1%	0	0.0%
York	604	401	66.4%	203	33.6%	0	0.0%
1999 State Tech Subtotals	10,868	6,895	63.4%	3,973	36.6%	0	0.0%

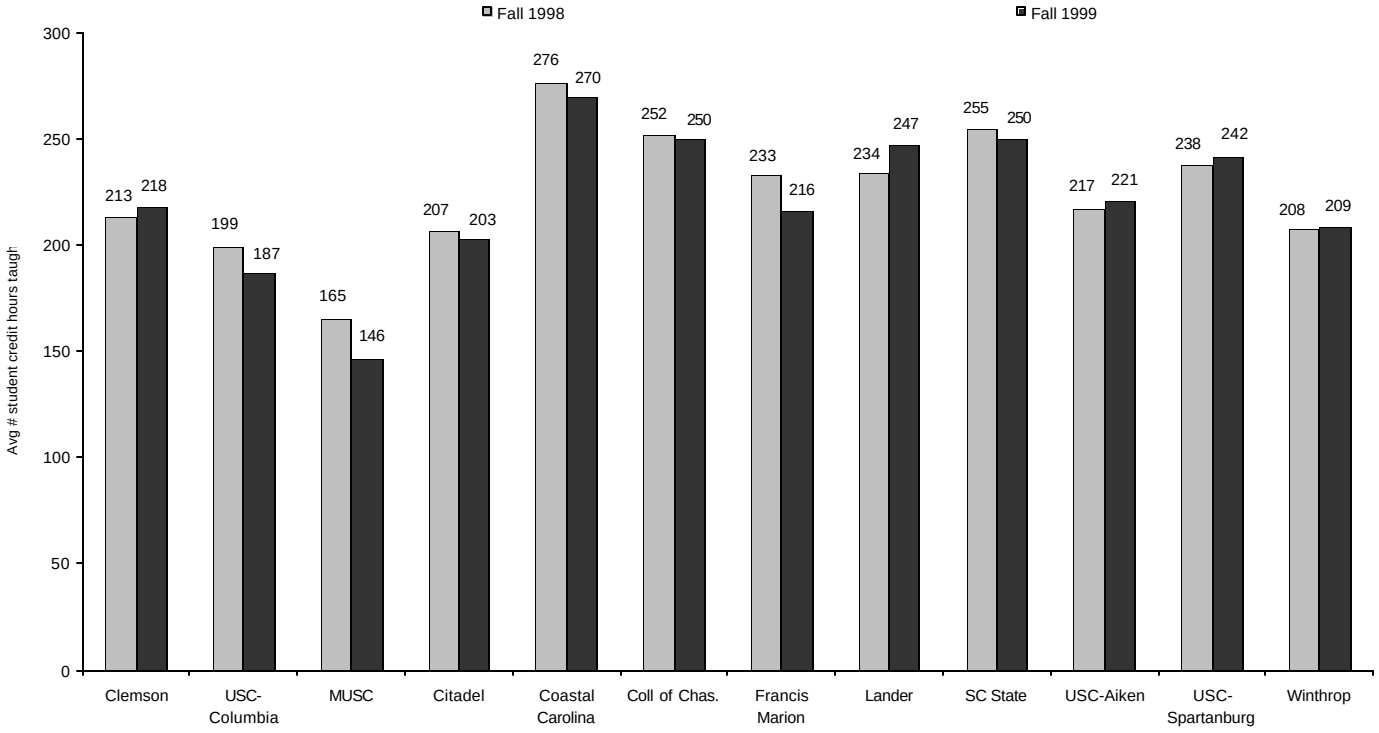
Number of Student Credit Hours Taught by Faculty

For **Performance Funding Indicator 3B – Number of Credit Hours Taught by Faculty**, institutions are assessed based on the average number of student credit hours taught by full-time teaching faculty. **Full-time teaching faculty** includes all 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. This measure shows the student credit hours for all identified faculty members calculated by the number of course credit hours multiplied by student enrollment. Faculty who team teach courses have their student credit hour productions determined in relationship to their percentage of instructional responsibility. The averages shown below are calculated as the sum total of credit hours produced, divided by the total faculty used in producing the credit hours. Data for Fall 1998 and Fall 1999 are displayed below for each institution in the Research and Four-Year Colleges and Universities sectors.

Figure 3.4 Source: CHEMIS Data

Research Universities and Four-Year Colleges and Universities, Fall 1998 and Fall 1999

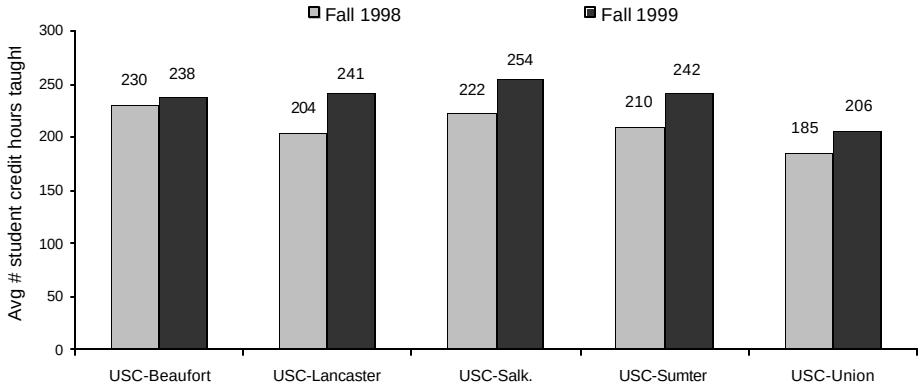
For Fall 1999 rating purposes, a temporary sector benchmark of 220 applied to the Research Sector and a a temporary sector benchmark of 260 applied to the Four-Year Colleges and Universities.



Number of Student Credit Hours Taught by Faculty, *continued*

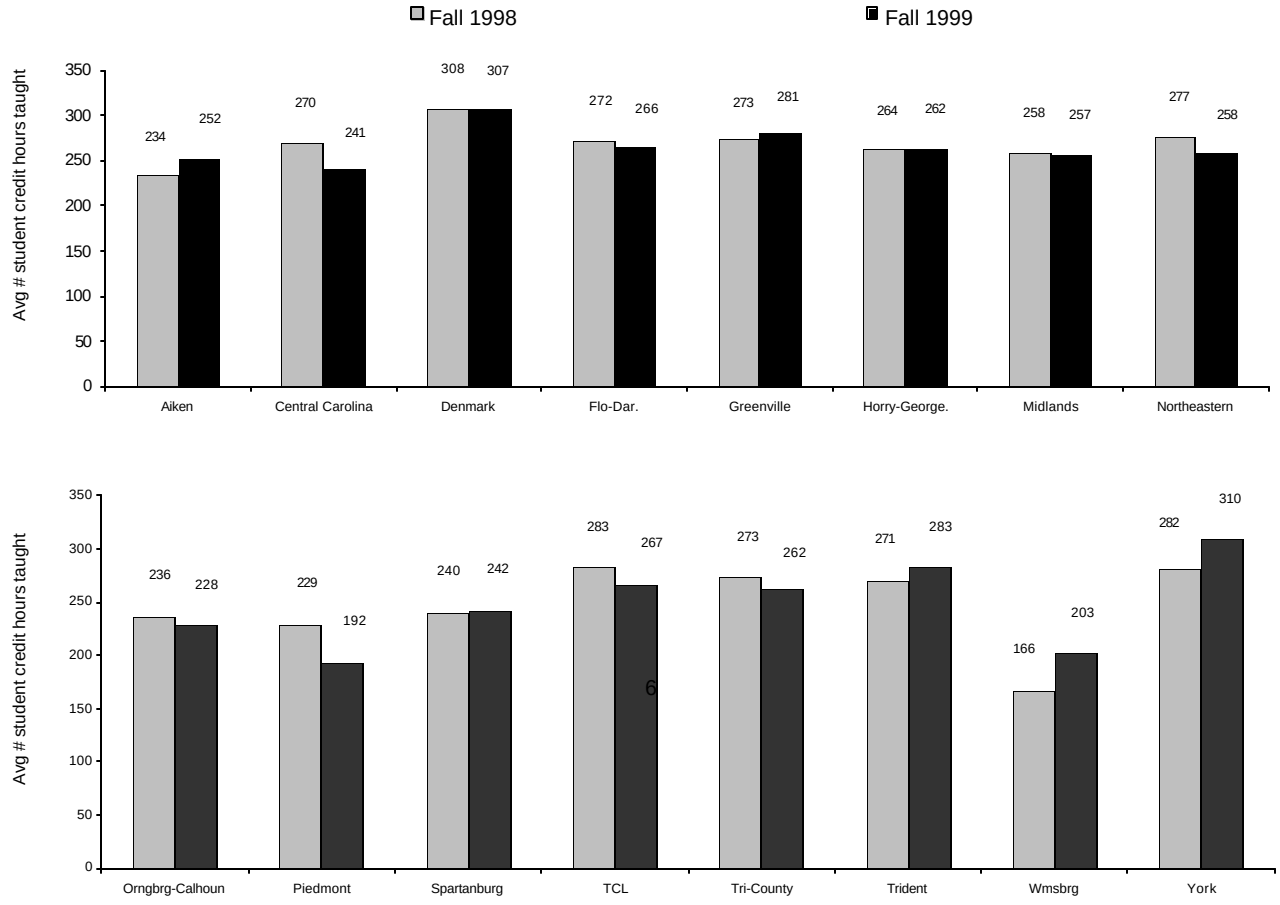
Two-Year Institutions - Branches of USC Fall 1998 and Fall 1999

The average number of student credit hours taught for each semester is shown. A temporary sector benchmark of 260 applied for rating purposes for Fall 1999.



State Technical and Comprehensive Education System, Fall 1998 and Fall 1999

The average number of student credit hours taught over the two-year period shown is illustrated below for each technical institution. A temporary sector benchmark of 280 applied.



Note: Northeastern Technical College was formerly Chesterfield-Marlboro Technical College.

Faculty and Administrative Personnel

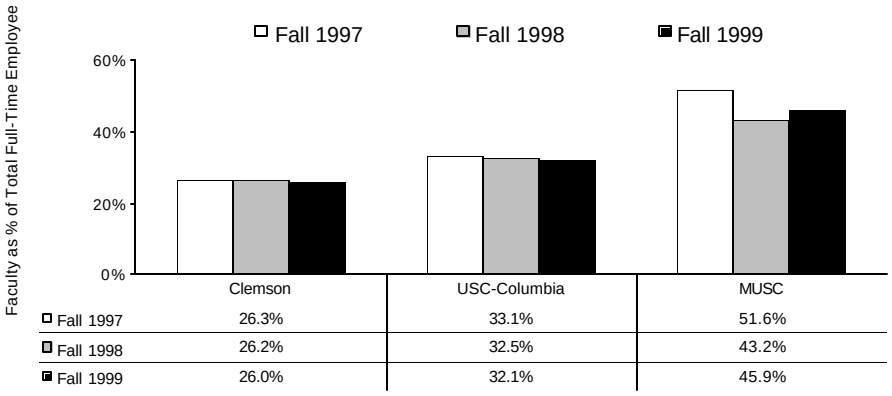
Performance Funding Indicator 3C – Ratio of Full-time Faculty as Compared to Other Full-Time Employees represents the total number of all full-time faculty members as a percent of the total number of all full-time employees. **Full-time faculty** are defined by IPEDS Fall Staff Survey as those employees whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal 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 principal activity is instruction.)

Figure 3.5 **Source: CHEMIS Data**

Ratio of Full-Time Faculty as Compared to Other Full-Time Employees

Research Universities Fall 1997 – Fall 1999

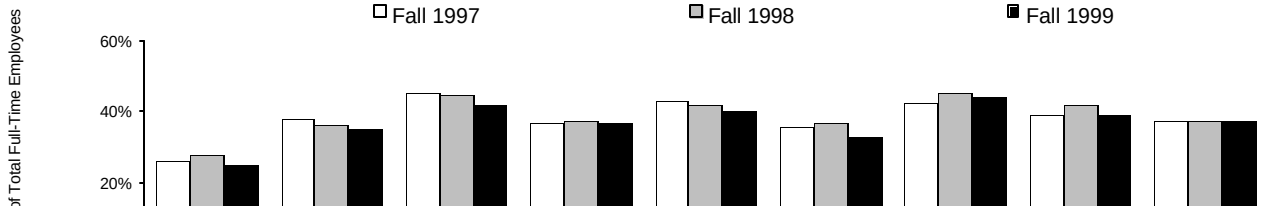
The tables here illustrate the movement in the ratio of full-time employees at each institution. A three-year period is shown for each sector. A sector benchmark of 29.6% (reflecting the national average for four-year public institutions) was in effect for rating Fall 1999 data.



	Clemson	USC-Columbia	MUSC
Fall 1997	26.3%	33.1%	51.6%
Fall 1998	26.2%	32.5%	43.2%
Fall 1999	26.0%	32.1%	45.9%

Four-Year Colleges and Universities, Fall 1997 – Fall 1998

A sector benchmark of 29.6% (reflecting the national average for four-year public institutions) was in effect for rating Fall 1999 data.

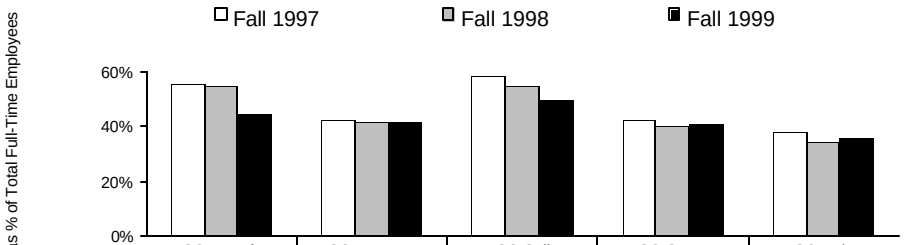


	Citadel	Coastal Carolina	Coll of Chas.	Francis Marion	Lander	SC State	USC-Aiken	USC-Spartanburg	Winthrop
Fall 1997	26.1%	37.7%	45.4%	36.7%	42.7%	35.5%	42.5%	39.1%	37.6%
Fall 1998	27.8%	36.1%	44.4%	37.2%	42.1%	36.8%	45.4%	41.7%	37.2%
Fall 1999	25.2%	35.0%	42.1%	36.6%	40.3%	33.1%	43.8%	39.2%	37.4%

Faculty and Administrative Personnel, *continued*

Two-Year Campuses of USC, Fall 1997 – Fall 1999

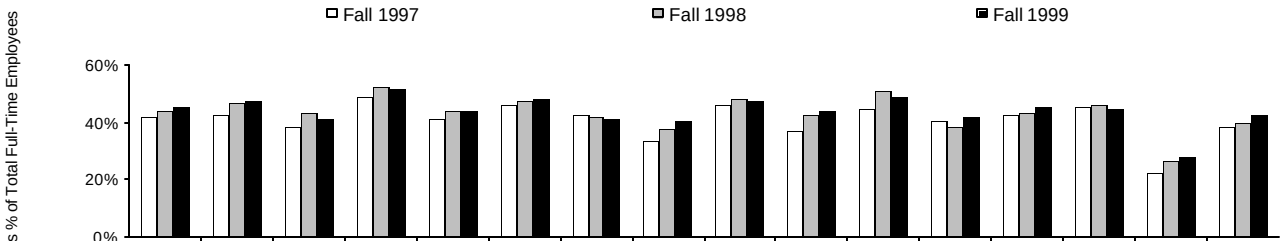
A sector benchmark of 40.1% (reflecting the national average for two-year public institutions) was in effect for rating Fall 1999 data.



	USC-Beaufort	USC-Lancaster	USC-Salk.	USC-Sumter	USC-Union
Fall 1997	56.0%	42.7%	58.7%	42.7%	37.9%
Fall 1998	55.2%	41.8%	55.1%	40.4%	34.5%
Fall 1999	44.4%	41.5%	50.0%	41.3%	35.7%

State Technical and Comprehensive Education System, Fall 1997 – Fall 1999

A sector benchmark of 40.1% (reflecting the national average for two-year public institutions) was in effect for rating Fall 1999 data.



	Aiken	Central Carolina	Denmark	Flo-Dar.	Greenville	Horry-George.	Midlands	Northeastern	Orngbrg-Calhoun	Piedmont	Spartanburg	TCL	Tri-County	Trident	Wmsbrg	York
Fall 1997	41.9%	42.9%	38.6%	49.2%	41.5%	46.4%	42.8%	33.3%	46.4%	37.0%	44.6%	40.3%	42.4%	45.5%	22.4%	38.5%
Fall 1998	44.1%	46.6%	43.1%	52.4%	43.9%	47.3%	42.2%	37.9%	48.1%	42.7%	51.3%	38.3%	43.3%	46.2%	26.2%	39.8%
Fall 1999	45.6%	47.6%	41.1%	51.6%	44.2%	48.2%	41.3%	40.8%	47.8%	43.8%	48.7%	42.3%	45.2%	45.0%	28.3%	42.4%

Note: Northeastern Technical College was formerly Chesterfield-Marlboro Technical College.

Accreditation of Degree-Granting Programs

These data contain the status of programs as of June 30, 2000, and represent information for all four- and two-year institutions to be reported as required in legislation: "The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation." **The 1999-2000 numbers reflect a count of the number of agencies for which the institution has one or more programs accredited.**

Indicator 3D – Accreditation of Degree-Granting Programs is used in assessing accreditation in the performance funding system. Details regarding accreditation as applicable to performance funding are found in Section 11. The reader may note that the numbers on institutional ratings reports may differ from those displayed in this document. In implementing this indicator, institutions were provided with the opportunity to receive credit for accreditation provided a program was on track to receive full accreditation by April 2002. Performance Indicator 3D, therefore, currently holds the institutions accountable for the number of programs accredited or on track for accreditation by April 2002 out of the number of accreditable programs. After April 2002, institutions will be assessed in performance funding on accredited programs only. It is noted that CHE policy provides an institution 5 years to attain full accreditation after a new program is added at an institution and provides the same length of time to gain accreditation of an existing program when an agency is added to the list of accrediting bodies recognized by CHE. For additional information, see our website http://www.che400.state.sc.us and go to "Academic Affairs and Licensing."

Table 3.2 **Source: Institutional IE Reports to CHE**

As of June 30, 2000

Institution	Areas Eligible for Accreditation	Areas with one or more programs accredited	% Accredited
Research Universities			
Clemson	13	12	92%
USC Columbia	25	25	100%
MUSC	16	16	100%
Four-Year Colleges and Universities			
Citadel	4	3	75%
Coastal Carolina	5	2	40%
Coll. of Chas.	6	5	83%
Francis Marion	5	4	80%
Lander	7	5	71%
SC State	14	8	57%
USC-Aiken	4	4	100%
USC-Spartanburg	5	4	80%
Winthrop	12	12	85%
Two-Year Institutions-Branches of USC			
USC-Beaufort	NA	NA	NA
USC-Lancaster	2	1	50%
USC-Salkehatchie	NA	NA	NA
USC-Sumter	NA	NA	NA
USC-Union	NA	NA	NA

Accreditation of Degree-Granting Programs, *continued*

As of June 30, 2000

State Technical and Comprehensive Education System	Areas Eligible for Accreditation	Areas with one or more programs accredited	% Accredited
Aiken	4	1	25%
Central Carolina	6	6	100%
Denmark	3	0	0%
Florence-Darlington	13	13	100%
Greenville	17	16	94%
Horry-Georgetown	7	7	100%
Midlands	14	14	100%
Northeastern [1]	2	0	0%
Orangeburg-Calhoun	8	7	88%
Piedmont	9	8	89%
Spartanburg	10	10	100%
TCL	4	4	100%
Tri-County	8	6	75%
Trident	15	13	87%
Williamsburg	1	1	100%
York	8	8	100%

[1] *Formerly Chesterfield-Marlboro Technical College.*

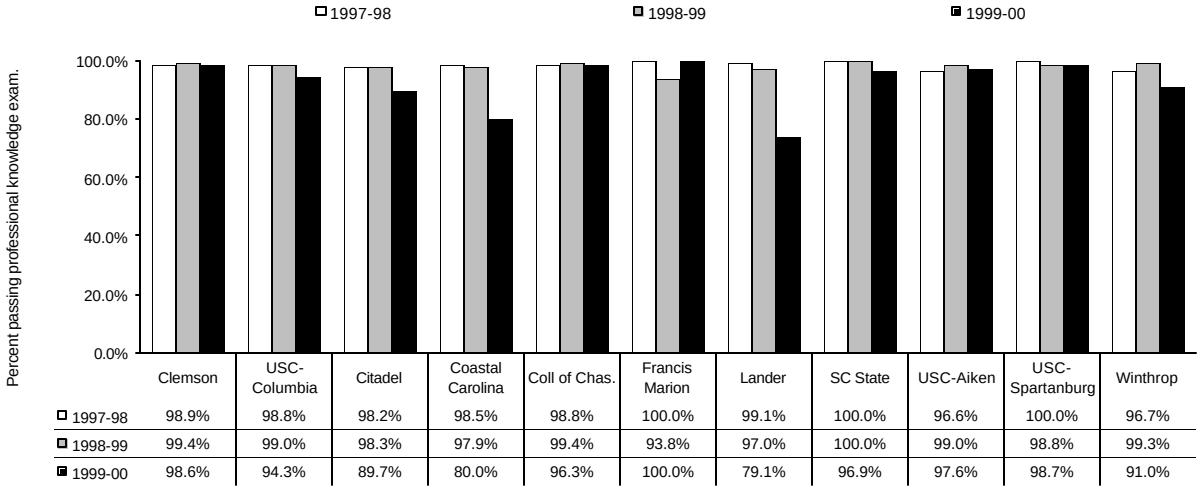
Student Performance on Teacher Education Examinations

Performance Funding Indicator 3E, Subpart 3E2a measures the percentage of students who pass the appropriate teacher education exams. The testing period includes those exams taken between April 1 and March 31 of the years reported. Only two sectors are represented here, as they contain all eleven public institutions with teacher preparation programs. Some historical information has been updated to reflect verified data.

Figure 3.6 Source: Institutional IE Reports to CHE

Research Universities and Four-Year Colleges and Universities, 1997 – 2000

The chart below represents the percent of students in teacher education at each institution who passed the professional knowledge examinations during the year indicated. In 1999-2000, some campuses reported increased use of the Praxis II exam.

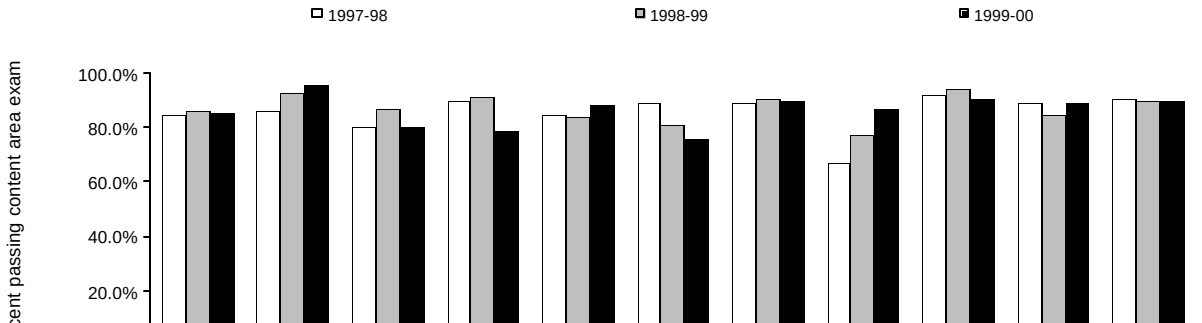


	Clemson	USC-Columbia	Citadel	Coastal Carolina	Coll of Chas.	Francis Marion	Lander	SC State	USC-Aiken	USC-Spartanburg	Winthrop
1997-98	98.9%	98.8%	98.2%	98.5%	98.8%	100.0%	99.1%	100.0%	96.6%	100.0%	96.7%
1998-99	99.4%	99.0%	98.3%	97.9%	99.4%	93.8%	97.0%	100.0%	99.0%	98.8%	99.3%
1999-00	98.6%	94.3%	89.7%	80.0%	96.3%	100.0%	79.1%	96.9%	97.6%	98.7%	91.0%

Figure 3.7 Source: Institutional IE Reports to CHE

Research Universities and Four-Year Colleges and Universities, 1997 – 2000

The chart below represents the percent of students in teacher education at each institution who passed the Content/Specialty Area Examination during the year indicated. In 1999-2000 some campuses reported increased use of the Praxis II exam.



	Clemson	USC-Columbia	Citadel	Coastal Carolina	Coll of Chas.	Francis Marion	Lander	SC State	USC-Aiken	USC-Spartanburg	Winthrop
1997-98	84.3%	85.9%	80.3%	89.3%	84.3%	89.1%	89.0%	67.1%	91.7%	88.5%	90.2%
1998-99	85.8%	92.2%	86.5%	90.8%	83.6%	80.4%	90.0%	77.0%	93.8%	84.2%	89.9%
1999-00	85.3%	95.3%	80.2%	78.7%	88.9%	75.8%	89.9%	87.0%	90.1%	89.0%	80.2%

Teacher Education Graduates in Critical Shortage Areas

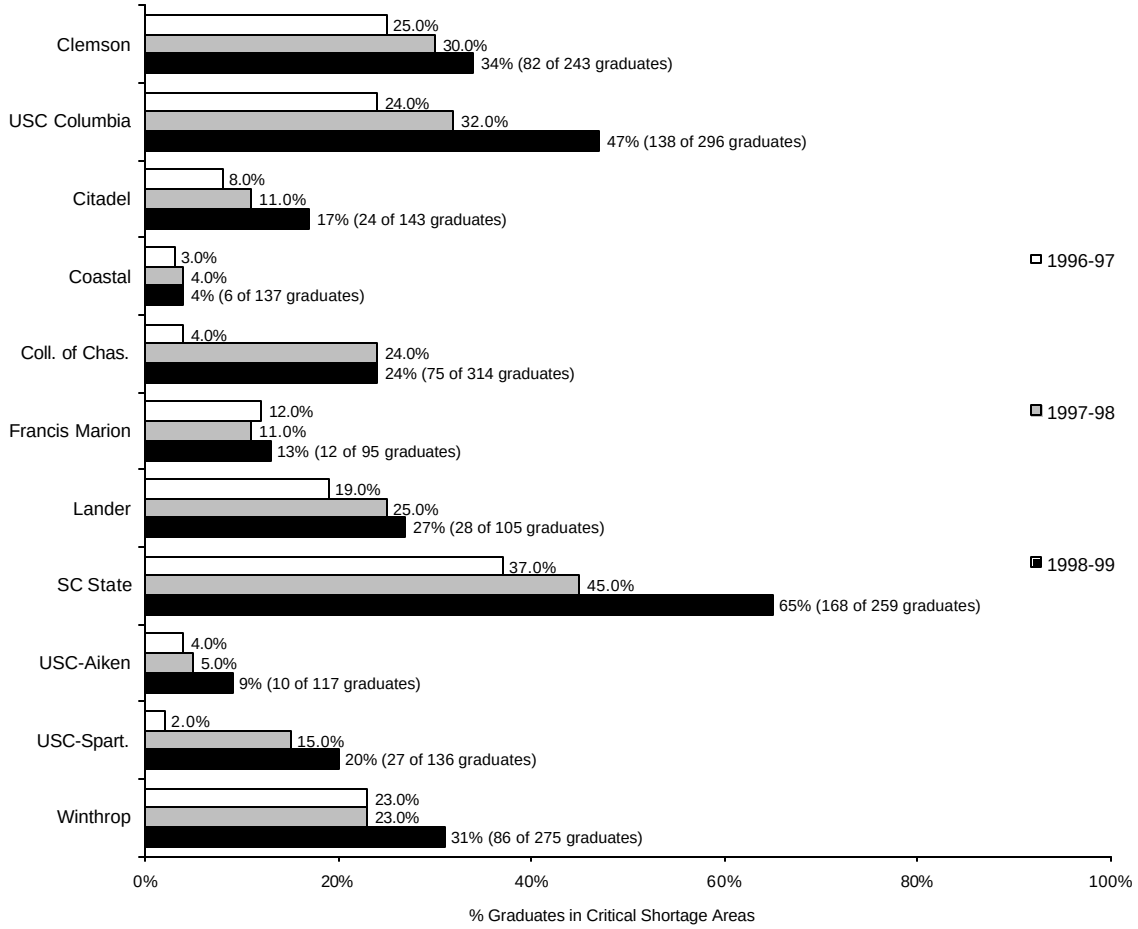
Performance Funding Indicator 3E (Subparts 3a and 3b) assesses two critical needs areas for teachers: 1) the number of graduates in state critical shortage areas; and 2) minority graduates from teacher preparation programs.

Critical shortage areas are those determined by the South Carolina Department of Education based on state need and for purposes of loan repayments. Data for the percent of graduates in critical shortage areas are shown below in Figure 3.8. The critical shortage areas have changed over the years as teacher shortages have increased. For the 1999-00 performance year critical shortage areas were: Art, Business Education, English/Language Arts, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Latin, and Spanish), Industrial Technology, Library Science, Mathematics, Science (all areas), Music (Choral), and Special Education (all areas including speech pathology, occupational, and physical therapy). In the data for the preceding years shown, teacher education graduates in English/Language Arts and Foreign Languages were not included.

Figure 3.8 **Source: Institutional IE Reports to CHE**

Research Universities and Four-Year Colleges and Universities, 1997 – 1999

The Percent of Graduates in Critical Shortage Areas for each institution is shown for each of the years represented.

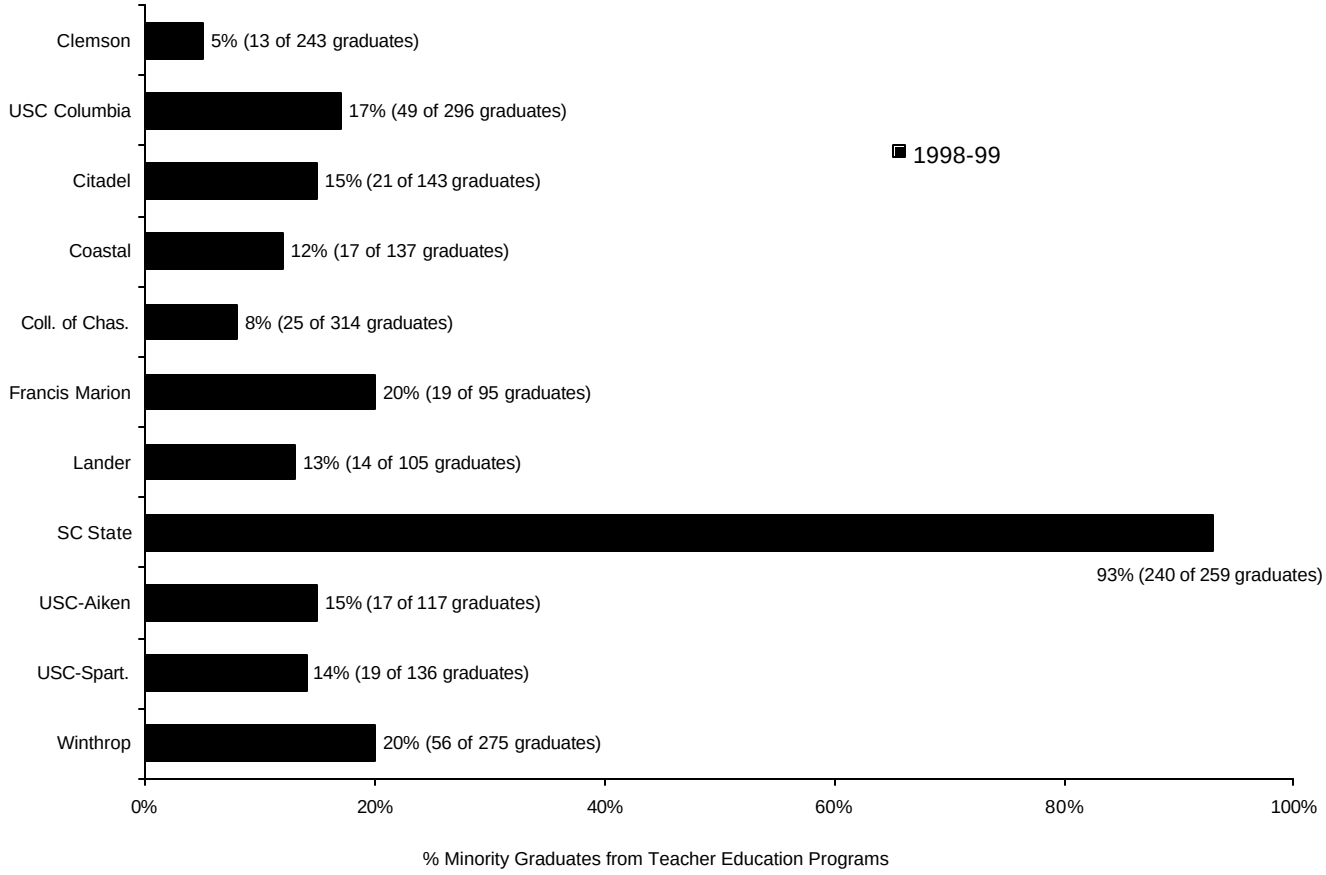


Teacher Education Graduates who are Minority

Minority Teacher Education Graduates for the year shown includes African-American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic students who graduated from public institutions in teacher education. In prior years, data for this indicator reflected only African-American students. Therefore, comparable data from prior years to the data shown here are not available.

Figure 3.9 Source: Institutional Reports to CHE

Research Universities and Four-Year Colleges and Universities, 1998-99
The percent of graduates from teacher education programs who are minority is represented below. Only one year of data is shown due to a change in the definition of "minority." Minority below includes African-American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic.



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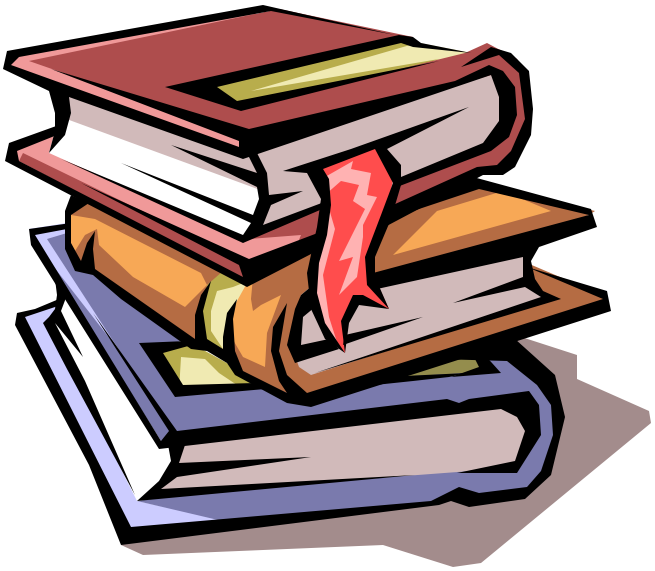
Section 4

Institutional Cooperation and Collaboration



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INSTITUTIONAL COOPERATION AND COLLABORATION

As part of the performance funding process, each institution is evaluated on its actions in cooperation within the institutional community itself, the civic area, and its surrounding institutions and businesses. Institutions report on a three-year cycle and send in institutional activities that exemplify **Performance Funding Indicators 4A and 4B** as described below. The last data were reported as part of the 1998-99 performance funding year. Of the examples submitted to the CHE during the 1998-99 period, each institution was asked to choose one from 4A or one from 4B to highlight specifically how it has been involved cooperatively and collaboratively within its own community, the civic area, and/or its surrounding institutions and businesses. These examples can be found on the CHE's website at http://www.che400.state.sc.us - Go to "Publications" and select the January 2000 report for Institutional Effectiveness entitled "A Closer Look at Public Higher Education in South Carolina.

Indicator 4A – Sharing and Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts within the Institution and with Other Institutions, and with the Business Community

Each institution is requested to demonstrate effective cooperation and collaboration in each of three categories: Personnel/Source matter experts; Equipment, technology and supplies; and Programs which demonstrate the institutions' commitment to share within the institution, with other institutions, or with the business community.

For the last reporting period, performance year 1998-99, institutions reported a variety of examples exemplifying the sharing and use of technology, programs, equipment, and personnel across institutions and between institutions and the business community. Some of the examples reported included:

- Partnership between research and technical sector in construction courses and computer camps for agricultural/rural areas
- Consultation on technology in state remodeling efforts to the State House
- Development of easier transition process from high school to a technical institution to a research university
- Enhancement of science instruction at the K-12 level through campus visits, faculty involvement, and community outreach
- Provision for career planning to community members
- Sharing technology and equipment with local businesses

Indicator 4B – Cooperation and Collaboration with Private Industry

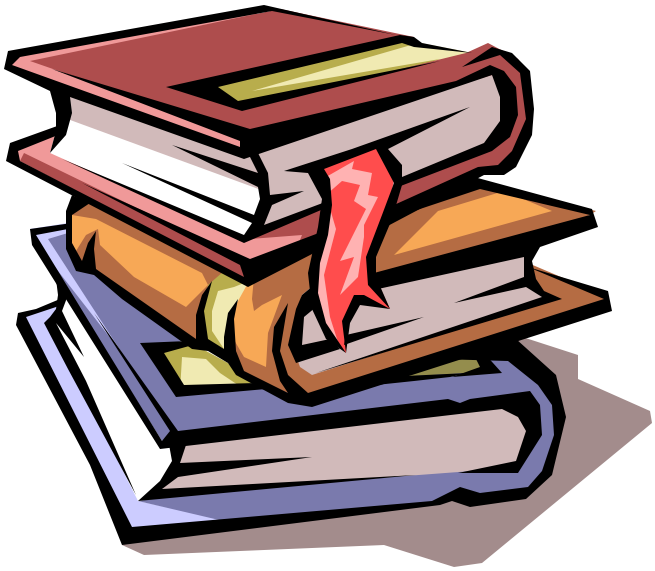
Each institution is requested to demonstrate effective cooperation and collaboration in each of three categories: personnel/source matter experts; equipment, technology and supplies; and programs which illustrate the institution's commitment to share with the business community or private industry.

A wide variety of examples demonstrating SC public institutions' cooperation and collaboration with the business community were last reported during the 1998-99 performance year. Examples included:

- Provision to the community in assistance with finishing GED requirements
- Telecommunications connection of faculty, researchers, graduate students and business personnel statewide for conferencing and discussion
- Donation of space, equipment, and personnel in leadership training for community leaders

- Training and development of workers to ensure productivity and efficiency
- Maintenance of non-emergency ambulance program to assist local hospital while also benefiting students in health-related curricula

Section 5
Administrative Efficiency



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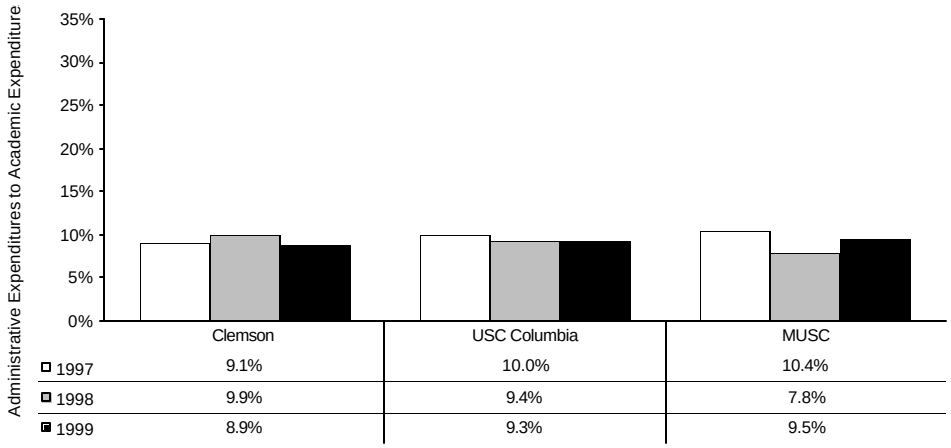
ADMINISTRATIVE EFFICIENCY

Administrative and Academic Expenditures

For **Performance Funding Indicator 5A – Percent of Administrative Costs as Compared to Academic Costs** institutions are assessed on the ratio of administrative costs to the amount of academic costs. **Administrative costs** are expenditures defined as those for institutional support and **academic costs** are expenditures defined as those for instruction, research, academic support and scholarships. For research institutions restricted and unrestricted expenditures are considered, whereas, only unrestricted expenditures are considered for all other sectors. Funds transfers are excluded for all institutions.

This measure was changed for the 1999-2000 performance funding year. In past years administrative and academic expenditures were assessed separately, rather than as a ratio, when determining institutional performance. A downward trend is expected in indicating improvement. As noted for each sector in the data displayed below, the Commission has identified a level below which continued improvement is not expected (i.e., sector benchmark for the indicator.)

Figure 5.1 **Source: IPEDS Annual Finance Surveys, FY 1997-FY 1999**



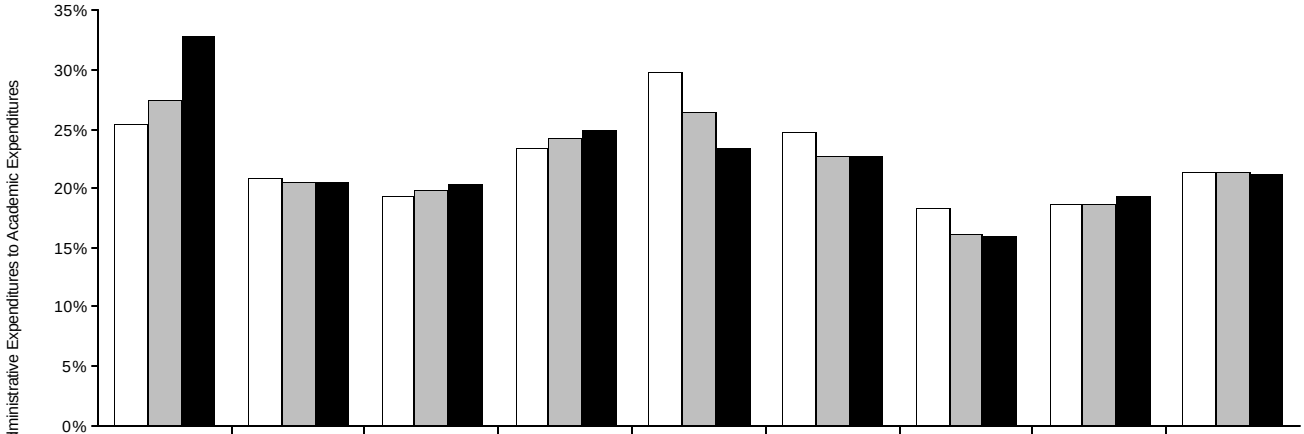
Research Universities, FY 1997 – FY 1999

Administrative expenditures to academic expenditures are shown here for each research institution over the last three years. A downward trend is expected in this measure. The sector benchmark, or level below which institutions are not expected to show continued improvement, was 10.3% for FY 1999.

Administrative and Academic Expenditures, *continued*

Four-Year Colleges and Universities, FY 1997 – FY 1999

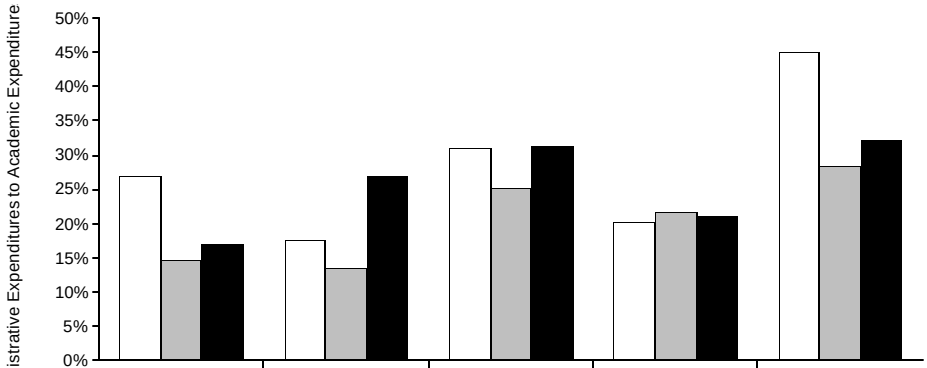
Administrative expenditures to academic expenditures are illustrated below for each institution in this sector over the last three years. A downward trend is expected in this measure. The sector benchmark for these institutions was 24.2% for purposes of rating FY 1999 data.



	Citadel	Coastal Carolina	Coll. of Chas.	Francis Marion	Lander	SC State	USC Aiken	USC Spartanburg	Winthrop
1997	25.5%	20.8%	19.4%	23.4%	29.8%	24.8%	18.3%	18.6%	21.4%
1998	27.4%	20.6%	19.9%	24.3%	26.4%	22.8%	16.2%	18.6%	21.3%
1999	32.8%	20.6%	20.4%	24.9%	23.4%	22.7%	15.9%	19.3%	21.2%

Two-Year Institutions - Branches of USC, FY 1997 – FY 1999

Administrative expenditures to academic expenditures are shown here for each regional USC campus over the last three years. A downward trend is expected. The sector benchmark applicable to the FY 1999 data was 31.7%

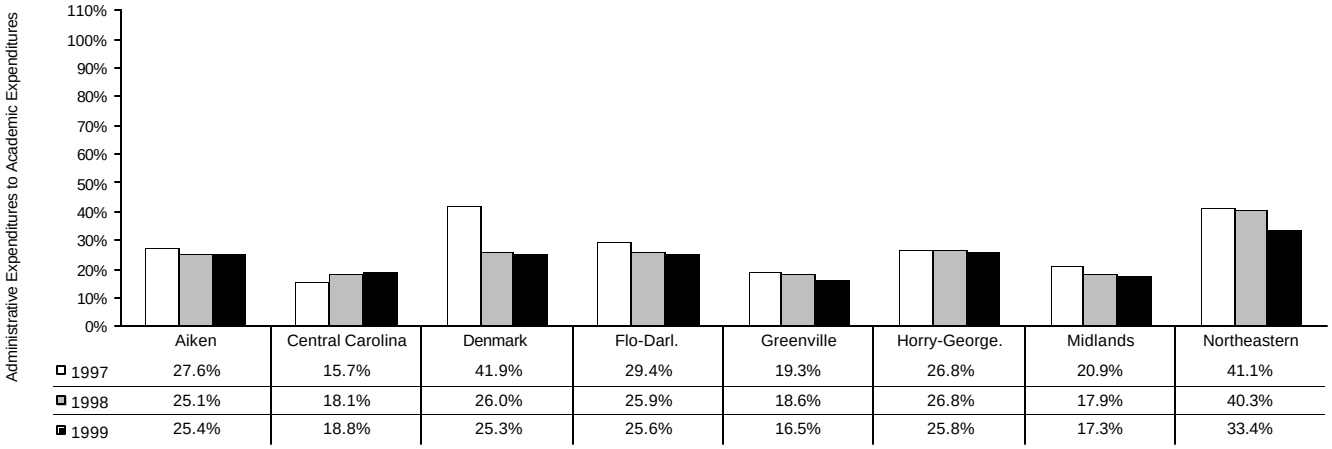


	USC Beaufort	USC Lancaster	USC Salkahatchie	USC Sumter	USC Union
1997	26.9%	17.5%	31.0%	20.1%	45.1%
1998	14.6%	13.5%	25.1%	21.7%	28.3%
1999	16.9%	27.0%	31.3%	21.0%	32.1%

Administrative and Academic Expenditures, continued

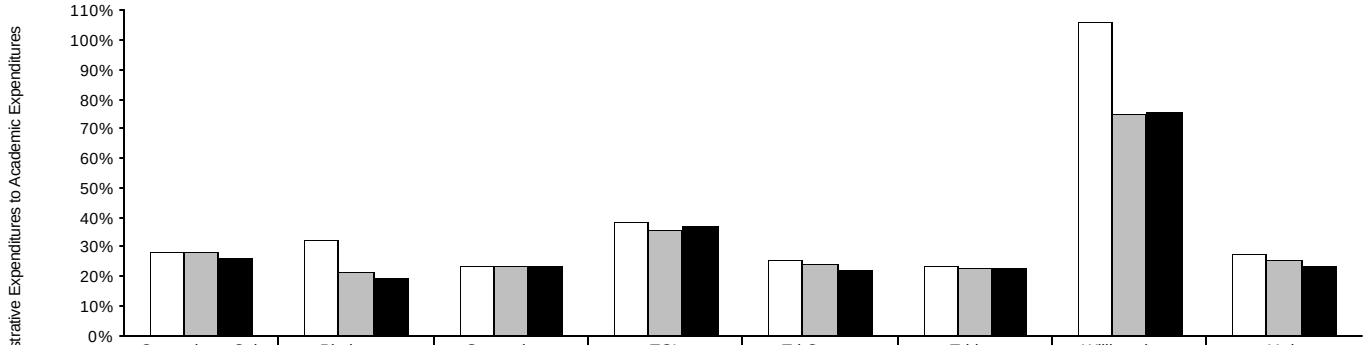
State Technical and Comprehensive Education System, FY 1997 – FY 1999

The data below reflect the administrative expenditures to academic expenditures at each technical institution over the last three years. A downward trend is expected in this measure. The sector benchmark applicable to the FY 1999 data was 31.7%.



	Aiken	Central Carolina	Denmark	Flo-Darl.	Greenville	Horry-George.	Midlands	Northeastern
1997	27.6%	15.7%	41.9%	29.4%	19.3%	26.8%	20.9%	41.1%
1998	25.1%	18.1%	26.0%	25.9%	18.6%	26.8%	17.9%	40.3%
1999	25.4%	18.8%	25.3%	25.6%	16.5%	25.8%	17.3%	33.4%

Note: Northeastern Technical College was formerly Chesterfield-Marlboro Technical College.



	Orangeburg-Cal.	Piedmont	Spartanburg	TCL	Tri-County	Trident	Williamsburg	York
1997	28.5%	32.2%	23.8%	38.2%	25.6%	23.5%	106.1%	27.6%
1998	28.3%	21.6%	23.6%	35.5%	24.3%	22.7%	75.2%	25.6%
1999	26.1%	19.2%	23.2%	36.9%	22.1%	23.1%	75.7%	23.2%

Use of Best Management Practices

Another measure of the critical success factor, Administrative Efficiency, addressed in performance funding is the extent to which institutions demonstrate the use of best management practices as defined by the Commission on Higher Education (CHE). **Performance Funding Indicator 5B-Use of Best Management Practices** was identified by the General Assembly for use in evaluating institutions' administrative efficiency and defined by the CHE in cooperation with institutions.

In fulfillment of requirements for this indicator, institutions report on the application of 13 identified management practices, as detailed below, and are measured according to the percentage of those that are employed. The management practices included serve as a guide to institutions in assessing their management strategies that are employed to ensure that they are operating efficiently and effectively in regard to management procedures. Institutions report activities on a two-year cycle and last reported information during the 1998-99 performance year. During that year, 31 of the 33 public institutions in the state reported utilizing each of the 13 best practices. Two institutions reported the use of all of the identified best practices except two of them.

The CHE maintains a record of institutional reports from the institutions on how they are implementing the best management practices below.

Management Practices Identified for Performance Indicator 5B

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 has developed a plan to address deferred (overdue) maintenance needs for its campus.

Use of Best Management Practices, continued

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.

Amount of General Overhead Costs

As part of the performance funding process, each institution is measured on the amount of general overhead costs per full-time equivalent (FTE) student, **Performance Funding Indicator 5D**. The CHE has operationalized this indicator as the institution's institutional support expenditures per full-time equivalent (FTE) student based on expenditures reported on IPEDS Annual Finance Survey and enrollment as reported to the CHE for the fall semester corresponding to the fiscal year. Institutional support expenditures are those reported on the IPEDS annual finance survey and students included are FTE for the Fall semester. Expenditures for the Research Sector include restricted and unrestricted institutional support costs and exclude fund transfers. Expenditures for the other sectors, however, include unrestricted funds only and exclude fund transfers. The State Technical and Comprehensive Education System student count includes continuing education students. Interested readers may also refer to the dollar amounts for FY 1998-99 for all expenditure categories including institutional support for each institution are displayed in Section 1, Table 1.1. The table below displays each institution's performance on indicator 5D.

Table 5.1 **Source: IPEDS Annual Finance Survey and Enrollment Data Reported to the CHE**

FY 1998-99 Expenditures
Fall 1998 Enrollment

Institution	[1] Institutional Support Expenditures	[2] FTE Students	Expenditures per FTE	[3] SECTOR BENCHMARK
Research Universities				**Sector Benchmark of $1,624 and below applies**
Clemson	$20,387,942	15,257	$1,336	
USC – Columbia	$27,996,550	20,619	$1,358	
MUSC	$23,427,971	2,321	$10,094	
Sector Subtotals	***$71,812,463***	***38,197***	***$1,880***	
Four-Year Colleges and Universities				**Sector Benchmark of $1,326 and below applies**
Citadel	$5,405,152	2,865	$1,887	
Coastal Carolina	$4,679,238	3,938	$1,188	
College of Charleston	$9,177,890	9,270	$990	
Francis Marion	$4,167,937	3,030	$1,376	
Lander	$2,760,301	2,173	$1,270	
SC State	$5,548,825	4,312	$1,287	
USC – Aiken	$2,214,465	2,461	$900	
USC –Spartanburg	$3,014,921	2,837	$1,063	
Winthrop	$5,653,468	4,431	$1,276	
Sector Subtotals	***$42,622,197***	***35,317***	***$1,207***	
Two-Year Institutions-Branches of USC				**Sector Benchmark of $1,124 and below applies**
USC – Beaufort	$483,541	567	$853	
USC – Lancaster	$746,148	558	$1,337	
USC – Salkehatchie	$652,183	468	$1,394	
USC – Sumter	$871,162	763	$1,142	
USC – Union	$284,148	172	$1,652	
Sector Subtotals	***$2,753,034***	***2,528***	**$1,089**	

Amount of General Overhead Costs, *continued*

	[1] Institutional Support Expenditures	[2] FTE Students	Expenditures per FTE	[3] SECTOR BENCHMARK
State Tech. and Comprehensive Education System				**Sector Benchmark of $1,124 and below applies**
Aiken	$1,439,510	1,565	$920	
Central Carolina	$1,308,760	1,849	$708	
Denmark	$810,953	846	$959	
Florence-Darlington	$2,768,896	3,266	$848	
Greenville	$4,914,696	6,880	$714	
Horry-Georgetown	$2,457,473	3,008	$817	
Midlands	$4,240,497	6,733	$630	
Northeastern [4]	$853,870	795	$1,074	
Orangeburg-Calhoun	$1,704,663	1,706	$999	
Piedmont	$2,001,665	2,750	$728	
Spartanburg	$2,016,625	2,411	$836	
TCL	$1,297,554	1,011	$1,283	
Tri-County	$2,238,961	2,829	$791	
Trident	$5,655,650	5,924	$955	
Williamsburg	$927,140	368	$2,519	
York	$2,443,945	2,752	$888	
Sector Subtotals	***$37,080,858***	***44,693***	***$830***	

[1] Expenditures exclude funds transfers for all. For the research sector, unrestricted and restricted expenditures are included. For all other sectors, unrestricted expenditures only are included.

[2] For Technical Colleges only, continuing education students are included in the FTE calculations.

[3] The sector standard is the level below which institutions are not expected to show continuous improvements.

[4] Formerly Chesterfield-Marlboro Technical College.

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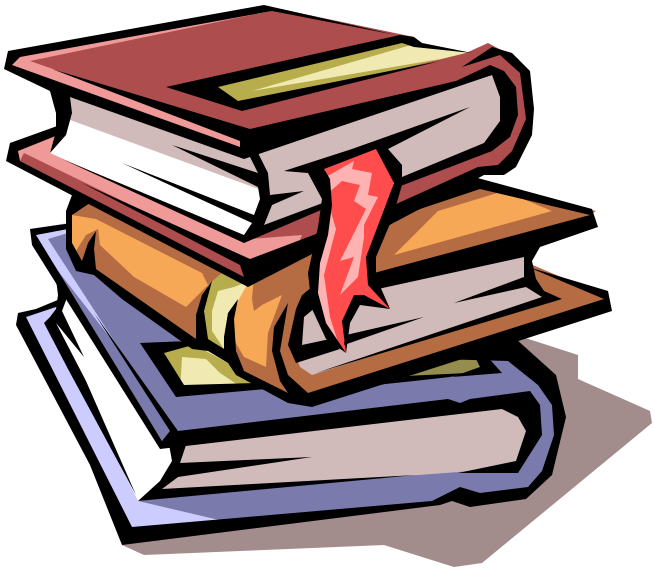
Section 6
Entrance Requirements



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ENTRANCE REQUIREMENTS

The Commission on Higher Education (CHE) collects data on institutions' entrance requirements, preparation of entering freshmen, and developmental course offerings. Portions of these data are used in performance funding evaluations for Critical Success Factor 6, Entrance Requirements; 6A - SAT and ACT Scores of Entering Freshmen; 6B – High School Standing, Grade Point Averages (GPA), and Activities; 6C – Postsecondary, Non-academic Achievement of Student Body; and 6D – Priority on Enrolling In-state Students.

Data on SAT and ACT scores (Figure 6.1) and high school rank and GPA's (Figure 6.2) indicate a general increase in admission standards for research universities, four-year colleges and universities, and two-year institutions-branches of USC.

Table 6.1 outlines the success of students in developmental courses. The research universities, however, do not offer these courses and the four-year colleges and universities have reduced or eliminated developmental courses entirely.

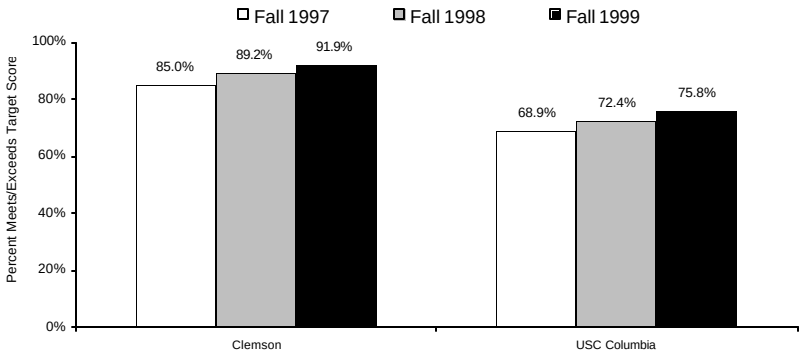
Act 255 requires information to be reported on the "percent of graduate students who received undergraduate degrees at the institutions, within the State, within the United States, and from other nations." This information can be found in Table 6.2, with two years of data shown.

Admission standards for South Carolina's public in-state institutions are addressed more thoroughly in Table 6.3 and Figures 6.3 and 6.4. This report is prepared annually by CHE's Division of Academic Affairs and can be accessed at www.che400.state.sc.us. A summary of the report is provided in the illustrations named above. The State Technical and Comprehensive Education System is currently updating its capability to track its graduates as they transfer to senior institutions. Their reports are anticipated for the January 2002 publication of "A Closer Look" and will include information on the success of students in developmental courses after some time of matriculation at a senior institution.

SAT and ACT Scores

Performance Indicator 6A – SAT Scores of the Student Body measures the percent of first-time freshmen who meet or exceed Commission-approved target scores on the SAT or ACT. Math and verbal scores for the SAT and composite ACT scores for all first-time entering freshmen test takers including provisional students are considered. The data shown below are representative of SAT scores of 1000 and higher and ACT scores of 20 and higher. This measure is not applicable to MUSC or the Technical College Sector.

Figure 6.1 **Source: CHEMIS Data**

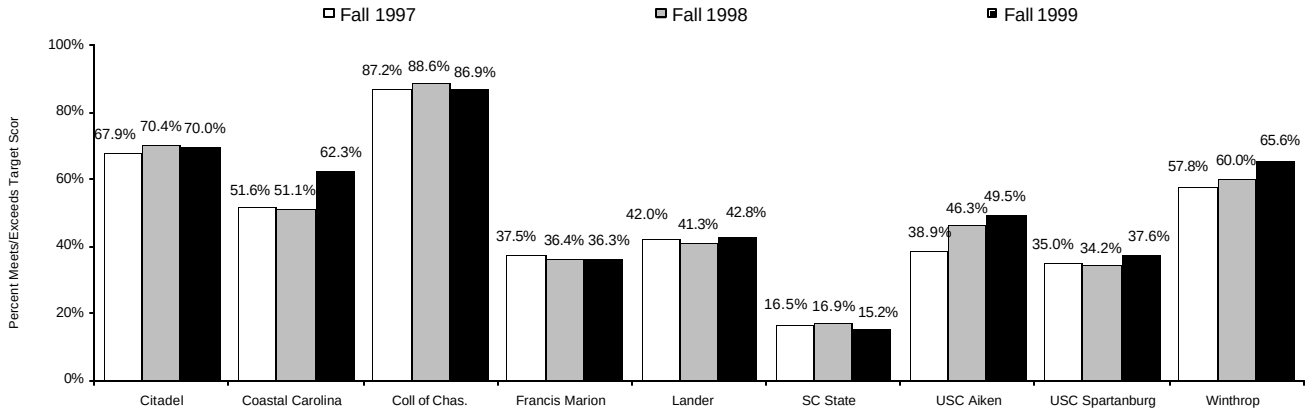


Research Universities Fall 1997 – Fall 1999

The data to the left display the percent of first-time freshmen with SAT scores of 1000 or higher *or* ACT scores of 20 or higher. For Fall 1999 data, a sector benchmark, the level above which institutions are not expected to show continued improvement, of 75% applied. This measure is not applicable to MUSC.

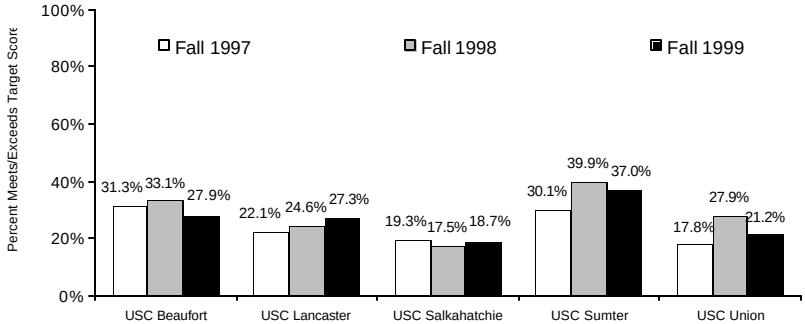
Four-Year Colleges and Universities, Fall 1997 – Fall 1999

The four-year teaching institutions are illustrated below with their percent of first-time freshmen scoring 1000 or higher on the SAT or 20 or higher on the ACT. For Fall 1999 data, a sector benchmark of 60% applied.



Two-Year Institutions-Branches of USC Fall 1997 – Fall 1999

For the two-year campuses of USC, the percent of first-time entering freshmen scoring 1000 or higher on the SAT *or* 20 or higher on the ACT are displayed at right. For Fall 1999 data, a sector benchmark of 33.3% applied.



Achievement Before College

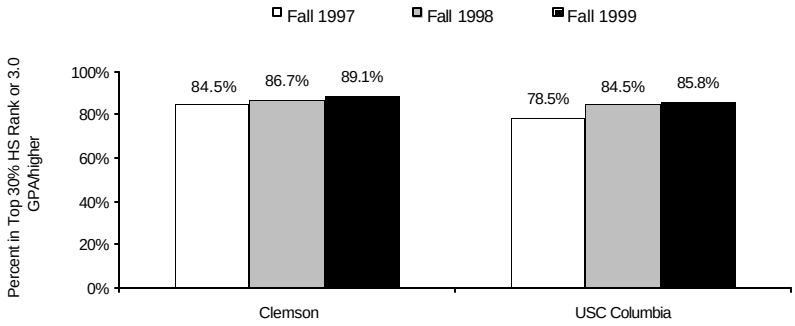
Performance Indicator 6B – High School Standing, Grade Point Averages, and Activities of the Student Body measures the percent of first-time entering freshmen who 1) have a high school rank in the top 30% of their senior class or 2) have a converted GPA of 3.0 or higher upon completion of their senior year. This measure is not applicable to MUSC or the Technical College Sector.

Figure 6.2 **Source: CHEMIS Data**

High School Standing, Grade Point Averages, and Activities of the Student Body

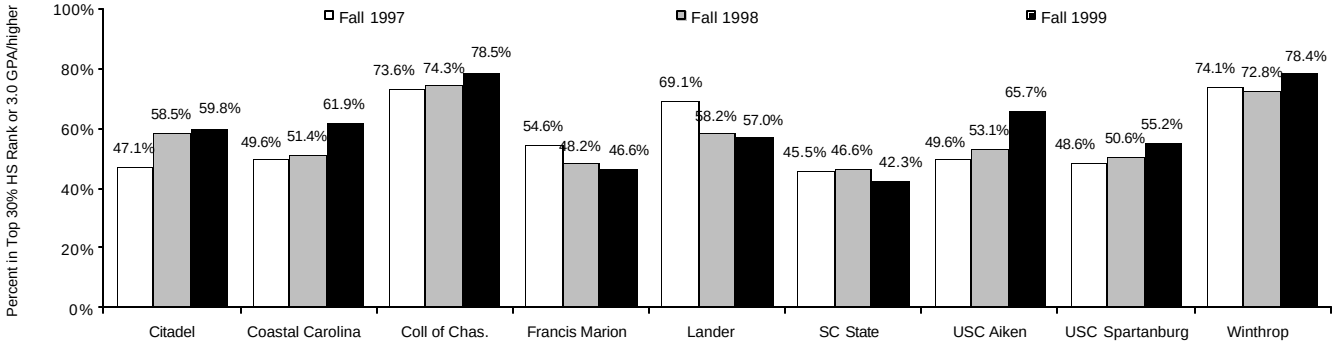
Research Universities
Fall 1997 – Fall 1999

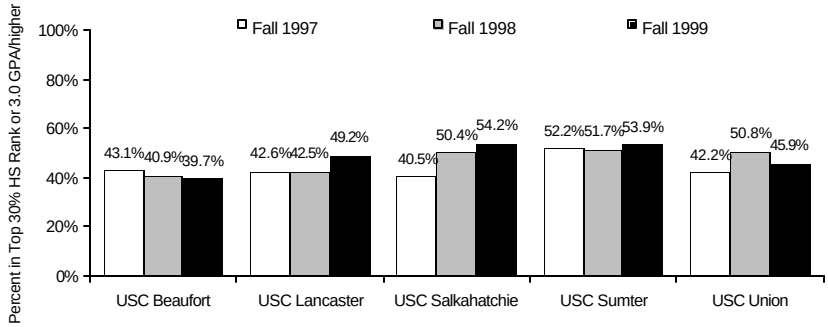
Data for the Research Universities displayed at right show the percent of first-time entering freshmen who ranked in the top 30% of their HS senior class or had a GPA of 3.0 or higher. This measure is not applicable to MUSC.



Four-Year Colleges and Universities,
Fall 1997 – Fall 1999

Data for the nine four-year teaching institutions shown below represent the percent of first-time freshmen who ranked in the top 30% of their HS senior class or had a GPA of 3.0 or higher.





Two-Year Institutions-Branches of USC, Fall 1997 – Fall 1999

Data for the two-year campuses of USC shown to the left display the percent of their first-time freshmen who ranked in the top 30% of their HS senior class OR had a 3.0 GPA or higher.

Success of Students in Developmental Courses

Students are usually enrolled in developmental courses because they have been determined by the institution to lack certain skills that are needed for college level work. Those with lower admissions standards typically have higher numbers of students taking developmental courses. None of the research universities provide such courses. Other public institutions generally offer from one to three courses in such areas as written composition, reading, and mathematics. During the period for which the data in this table were collected, several senior institutions contracted with a nearby technical college to offer some developmental courses. Students who complete such courses at technical colleges are not included in this report, although the Technical College Sector is preparing data to be shown next year.

Table 6.1 **Source: Institutional IE Reports to CHE and CHEMIS Data**

			INDIVIDUAL STUDENTS		COURSE REGISTRATION		
Institution	**YEAR** (Fall Term)	**ENROLLMENT** - Full Time, First-Time Freshmen (CHEMIS Data)	# Taking at least one dev. course	**%** Taking at least one dev. course	# Exiting all dev. courses	# Completing appropriate entry-level courses	**%** Completing appropriate entry-level courses
Four-Year Colleges & Universities							
Citadel	1996	474	14	3%	8	8	100%
	1997	441	0	0%	0	0	0%
	1998	484	0	0%	0	0	0%
Coastal Carolina	1996	825	123	15%	101	78	77%
	1997	830	0	0%	0	0	0%
	1998	859	0	0%	0	0	0%
College of Charleston	1996	1,869	90	5%	75	75	100%
	1997	1,567	48	3%	45	42	93%
	1998	1,935	46	2%	39	35	90%
Francis Marion	1996	636	88	14%	78	58	74%
	1997	582	54	9%	48	36	75%
	1998	646	40	6%	33	28	85%
Lander	1996	437	63	14%	59	43	73%
	1997	433	32	7%	27	20	74%
	1998	487	72	15%	56	42	75%
SC State	1996	801	344	43%	316	258	82%
	1997	601	228	38%	253	210	83%
	1998	739	361	49%	375	319	85%
USC-Aiken	1996	423	239	57%	178	122	69%
	1997	342	3	1%	4	1	25%
	1998	440	0	0%	0	0	0%
USC-Spartanburg	1996	438	154	35%	88	62	70%
	1997	539	144	27%	111	63	58%
	1998	547	149	27%	100	69	69%
Winthrop	1996	812	37	5%	35	28	80%
	1997	909	0	0%	0	0	0%
	1998	826	0	0%	0	0	0%

Sources of First-Time Degrees for Graduate Students

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

Table 6.2 **Source: CHEMIS Data**

Institution	Year	First-time, Degree-seeking Graduate Enrollment	Undergraduate Degrees Were Received From : Reporting Institutions #	%	Other SC Institutions #	%	Other U.S. Institutions #	%	Non-U.S. Institutions #	%	Unknown #	%
Research Universities												
Clemson	Fall 98	782	229	29.3%	95	12.2%	256	32.7%	146	18.7%	56	7.2%
	Fall 99	874	238	27.2%	130	14.9%	248	28.4%	212	24.3%	46	5.3%
USC Columbia	Fall 98	1,153	4	0.4%	90	7.8%	901	78.1%	158	13.7%	0	0.0%
	Fall 99	970	2	0.2%	81	8.4%	735	75.8%	152	15.7%	0	0.0%
MUSC	Fall 98	276	1	0.4%	139	50.4%	120	43.5%	8	2.9%	8	2.9%
	Fall 99	246	0	0.0%	138	56.1%	77	31.3%	2	0.8%	29	11.8%
Sector Totals	***Fall 98***	***2,211***	***225***	***10.2%***	***324***	***14.7%***	***1,277***	***57.8%***	***312***	***14.1%***	***64***	***2.9%***
	Fall 99	***2,090***	***249***	***11.5%***	***349***	***16.7%***	***1,060***	***50.7%***	***366***	***17.5%***	***75***	***3.6%***
Four-Year Colleges & Universities												
Citadel	Fall 98	235	15	6.4%	108	46.0%	87	37.0%	1	0.4%	24	10.2%
	Fall 99	228	16	7.0%	90	39.5%	88	38.6%	0	0.0%	34	14.9%
Coastal Carolina	Fall 98	2	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
	Fall 99	14	0	0.0%	4	28.6%	2	14.3%	0	0.0%	8	57.1%
Coll. Of Charleston	Fall 98	106	28	26.4%	21	19.8%	56	52.8%	1	0.9%	0	0.0%
	Fall 99	126	43	34.1%	29	23.0%	52	41.3%	2	1.6%	0	0.0%
Francis Marion	Fall 98	35	12	34.3%	15	42.9%	8	22.9%	0	0.0%	0	0.0%
	Fall 99	34	12	35.3%	13	38.2%	9	26.5%	0	0.0%	0	0.0%
Lander	Fall 98	36	0	0.0%	22	61.1%	2	5.6%	0	0.0%	12	33.3%
	Fall 99	12	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%
SC State	Fall 98	13	2	15.4%	5	38.5%	1	7.7%	0	0.0%	5	38.5%
	Fall 99	26	12	46.2%	6	23.1%	7	26.9%	0	0.0%	1	3.9%
USC-Aiken	Fall 98	7	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
	Fall 99	11	1	9.1%	2	18.2%	8	72.7%	0	0.0%	0	0.0%
USC-Spartanburg	Fall 98	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Fall 99	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Winthrop	Fall 98	173	45	26.0%	46	26.6%	80	46.2%	1	0.6%	1	0.6%
	Fall 99	204	70	34.3%	51	25.0%	73	35.8%	9	4.4%	1	0.5%
Sector Totals	***Fall 98***	***607***	***263***	***43.3%***	***219***	***36.1%***	***241***	***39.7%***	***3***	***0.5%***	***42***	***6.9%***
	Fall 99	***656***	***161***	***24.5%***	***201***	***30.6%***	***239***	***36.4%***	***11***	***1.7%***	***44***	***6.7%***

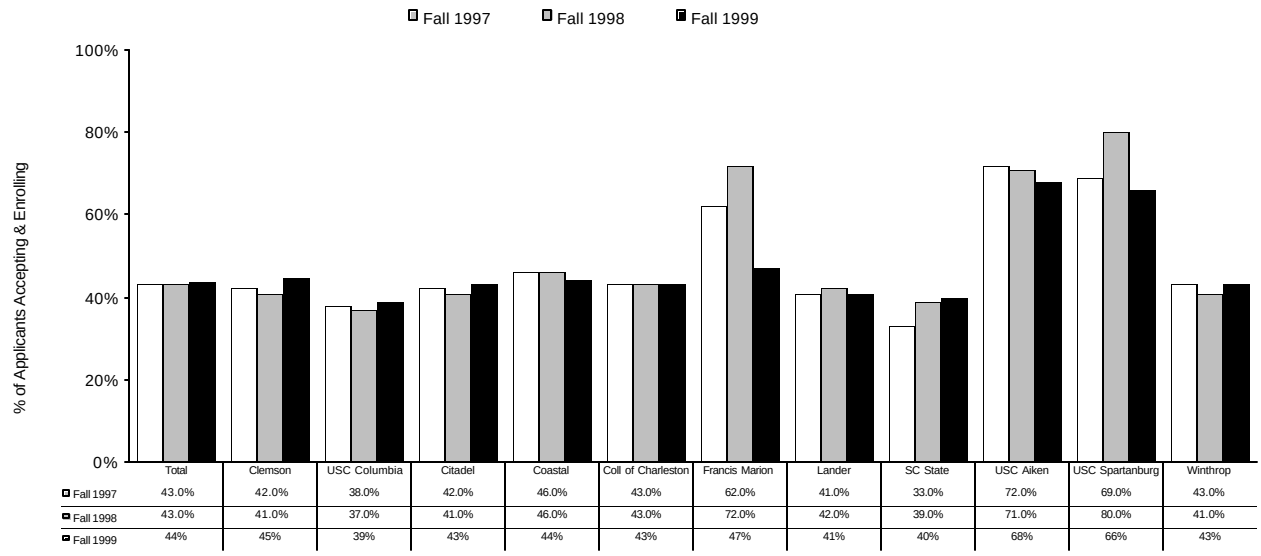
Admission Standards

Annually, SC public institutions of higher education report to the Commission on Higher Education (CHE) on admission standards for first-time entering freshmen. The Division of Academic Affairs compiles a report, "Annual Report on Admission Standards for First-Time Entering Freshmen" based on information submitted from institutions. A copy of the full report can be found at http://www.che400.state.sc.us and then selecting the Division of Academic Affairs. Some of the data reported include high school course prerequisites for college admission taken by applicants, SAT/ACT scores of applicants, provisional admissions, and applications, acceptance and enrollment. Table 6.3 details the number and percent of students who applied for and were offered admission at each public senior institution. Over the three years shown, the number of applications to South Carolina's public senior institutions has shown a higher increase than the number of applicants offered admission. The overall percent offered admission shows a decline across the two years.

Table 6.3 Applications and Admission Offers, SC Senior Public Institutions, Fall 1997 to Fall 1998
Source: From CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"

	Fall 1999			Fall 1998			Fall 1997		
	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission
Total for SC Senior Inst.	**42,615**	**29,209**	**69%**	**41,844**	**29,121**	**70%**	**38,178**	**28,164**	**74%**
Research Institution Total	**19,663**	**13,328**	**68%**	**20,017**	**13,987**	**70%**	**18,527**	**13,945**	**75%**
Clemson	9,501	6,484	68%	9,359	6,458	69%	8,358	6,149	74%
USC Columbia	10,162	6,844	67%	10,658	7,529	71%	10,169	7,796	77%
Four-Yr Colleges and Universities Total	**22,952**	**15,901**	**69%**	**21,827**	**15,134**	**69%**	**19,651**	**14,219**	**72%**
Citadel	1,507	1,198	79%	1,473	1,191	81%	1,203	1,050	87%
Coastal	2,420	1,753	72%	2,426	1,912	79%	2,338	1,833	78%
Coll of Charleston	7,208	4,799	67%	6,966	4,551	65%	5,042	3,692	73%
Francis Marion	1,520	1,216	80%	1,486	908	61%	1,811	1,150	64%
Lander	1,438	1,227	85%	1,325	1,175	89%	1,210	1,082	89%
SC State	3,420	1,708	50%	3,147	1,894	60%	3,264	1,803	55%
USC Aiken	1,193	696	58%	1,094	756	69%	982	682	69%
USC Spartanburg	1,232	1,043	85%	1,259	728	58%	1,139	797	70%
Winthrop	3,014	2,261	75%	2,651	2,019	76%	2,662	2,130	80%

Figure 6.3 Percent of Applicants Offered Admission who Subsequently Accepted and Enrolled, Fall 1997 to Fall 1999
Source: CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"

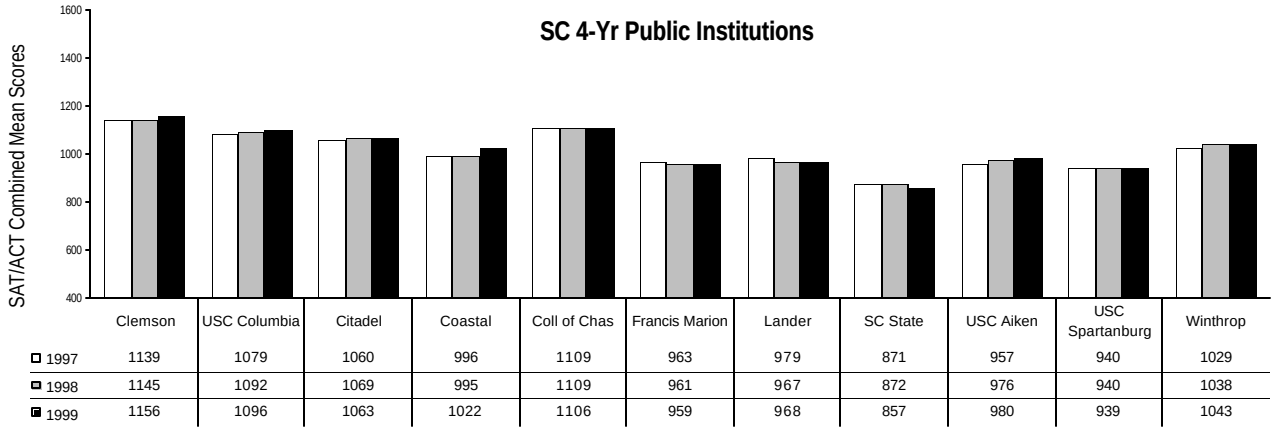


Admission Standards, *continued*

Figure 6.4 shows a comparison of the average SAT/ACT combined score of first-time entering freshmen for each institution for 1997 and 1998. In order to calculate the average, ACT scores are converted to SAT equivalents using the ACT/SAT Concordance tables. All entering freshmen including foreign, provisional and students over 22 years are included. Across South Carolina's 4- and 2-year institutions less than 10% of first-time entering freshmen reported ACT scores only. The data in Figure 6.3 are reviewed annually by the CHE as part of its annual report on admission standards of first-time entering freshmen. As was also indicated in Figure 6.1, which detailed the percent of freshmen with scores greater than 1000 SAT and 21 ACT, the data shown here indicate that there has been an increase in the combined SAT/ACT mean of all first-time entering freshmen for both the public senior institutions and the two-year campuses of USC over the past two years.

Figure 6.4 Average SAT/ACT Combined Scores of ALL first-time entering freshmen for 4- and 2-year SC public institutions

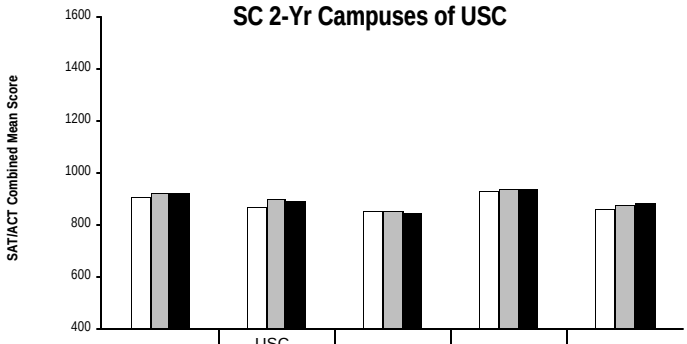
Source: From CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"



	Clemson	USC Columbia	Citadel	Coastal	Coll of Chas	Francis Marion	Lander	SC State	USC Aiken	USC Spartanburg	Winthrop
1997	1139	1079	1060	996	1109	963	979	871	957	940	1029
1998	1145	1092	1069	995	1109	961	967	872	976	940	1038
1999	1156	1096	1063	1022	1106	959	968	857	980	939	1043

Research Sector Average for 1997 is 1107; 1998 is 1118; and 1999 is 1127.
Four-Year Colleges and Universities Sector Average for 1997 is 1008; 1998 is 1013, and 1999 is 1018.

Regional Campuses of USC Sector Average for 1997 is 891; 1998 is 905; and 1999 is 905.



	USC - Beaufort	USC - Lancaster	USC - Salk.	USC - Sumter	USC - Union
1997	905	871	851	932	862
1998	920	899	855	939	878
1999	925	892	848	938	883

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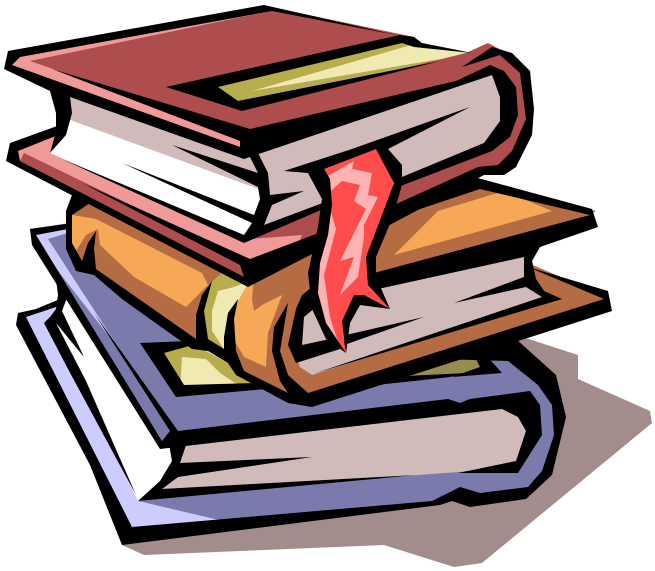
Section 7
Graduates' Achievements



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GRADUATES' ACHIEVEMENTS

The Commission on Higher Education (CHE) evaluates graduates' achievements based on graduation rates (Performance Indicator 7A), placement of graduates, scores on licensure and professional examinations (Performance Indicators 3E2a, 3E2b, and 7D), and the average number of credit hours students take to complete their degree programs (Performance Indicator 7F). Institutions also submit the results of alumni surveys administered every two years to alumni who graduated three years previously. Per the approved cycle, these surveys were not submitted this year and will be reported in the 2002 edition of this document. Readers interested in data reported last year are referred to the January 2000 edition which can be located on the CHE's website at www.che400.state.sc.us.

Graduation rates for two-year institutions are substantially lower on average than for four-year institutions. Students at these institutions are more likely to stop out of school for periods of time, especially when the economy is good and jobs are available. In South Carolina over the last three years, graduation rates have increased significantly at the regional campuses of the University of South Carolina.

For additional information on degrees awarded, undergraduate and graduate, in South Carolina, the reader is referred to the CHE's publication "Higher Education Statistical Abstract for South Carolina." A copy of the 2000 edition and several past years are available on-line by selecting "Publications" on the Commission's home page.

Graduation Rate – Four- and Two-Year Institutions (IPEDS Survey)

Graduation rates reflect the ability of institutions to attract, select, and retain students qualified to succeed in the institution's curriculum. Although graduation rates may reflect the quality of the institution and its students, other factors such as the number of students who move between full-time and part-time status, withdraw for personal or financial reasons, or transfer to other institutions also influence graduation rates. The information below is taken from a nationally-recognized standard federal form, the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey and includes first-time, full-time, degree-seeking students identified at enrollment. **First-time, full-time students** include undergraduates only who have entered college for the first time and are enrolled for at least 12 credit hours. The data below and on the following pages reflect students entering institutions during Fall 1993 for four-year institutions and Fall 1996 for two-year institutions.

Table 7.1 **Source: 1999 IPEDS Graduation Rate Survey**

PUBLIC SENIOR INSTITUTIONS

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall 1993
and Graduating within Four Years or Less, Five Years or Less, and Six Years or Less

Institution	Fall 1993 Full-Time Cohort	Number Graduating W/In 4 Yrs.	Percent Graduating W/In 4 Yrs.	Number Graduating W/In 5 Yrs.	Percent Graduating W/In 5 Yrs.	Number Graduating W/In 6 Yrs.	% Graduating Within 6 Yrs. or W/In 150% of Normal Time [1]
Research Universities							
Clemson	2,300	872	37.9%	1,510	65.7%	1,652	71.8%
USC Columbia	2,298	680	29.6%	1,263	55.0%	1,384	60.2%
Four-Year Colleges & Universities							
Citadel	517	308	59.6%	355	68.7%	364	70.4%
Coastal Carolina	732	86	11.7%	184	25.1%	220	30.1%
Coll. of Chas.	1,519	485	31.9%	747	49.2%	787	51.8%
Francis Marion	807	131	16.2%	235	29.1%	262	32.5%
Lander	491	80	16.3%	191	38.9%	207	42.2%
SC State	613	80	13.1%	227	37.0%	289	47.1%
USC Aiken	300	43	14.3%	97	32.3%	112	37.3%
USC Spartanburg	315	46	14.6%	99	31.4%	112	35.6%
Winthrop	764	244	31.9%	390	51.0%	422	55.2%
GRAND TOTAL	**10,656**	**3,055**	**28.7%**	**5,298**	**49.7%**	**5,811**	**54.5%**

[1] Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 1999-00 performance year

TWO-YEAR INSTITUTIONS-BRANCHES OF USC

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen
Entering in Fall 1996 and Graduating W/In Three Years
or 150% of Normal Time to Complete Program

Institution	Fall 1996 Full-Time Cohort	Number Graduating W/In 150%	Percent Graduating W/In 150% [1]
USC Beaufort	105	14	13.3%
USC Lancaster	186	40	21.5%
USC Salkehatchie	134	33	24.6%
USC Sumter	163	38	23.3%
USC Union	52	11	21.2%
Total	**640**	**136**	**21.3%**

[1] Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 1999-00 performance year

Graduation Rate – Four- and Two-Year Institutions, *continued*

State Technical and Comprehensive Education System

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen

Entering in Fall 1996 and Graduating W/In Three Years

of 150% of Normal Time to Complete Program

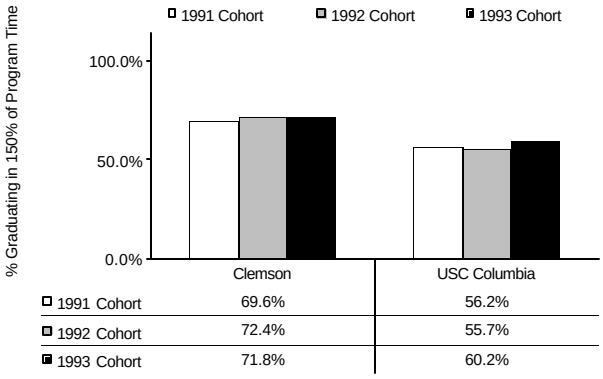
Institution	Fall 1996 Full-Time Cohort	Number Graduating W/In 3 Yrs.	Percent Graduating W/In 3 Yrs.	Number Graduating W/In 150%	Percent Graduating W/In 150% [1]
Aiken	291	40	13.7%	30	10.3%
Central Carolina	282	46	16.3%	33	11.7%
Denmark	263	63	24.0%	51	19.4%
Florence-Darlington	361	60	16.6%	50	13.9%
Greenville	1,255	137	10.9%	105	8.4%
Horry-Georgetown	502	110	21.9%	95	18.9%
Midlands	1,074	123	11.5%	89	8.3%
Northeastern	131	24	18.3%	22	16.8%
Orangeburg-Calhoun	317	91	28.7%	65	20.5%
Piedmont	406	127	31.3%	110	27.1%
Spartanburg	435	115	26.4%	93	21.4%
TCL	129	25	19.4%	15	11.6%
Tri-County	514	104	20.2%	91	17.7%
Trident	733	94	12.8%	74	10.1%
Williamsburg	96	25	26.0%	13	13.5%
York	497	110	22.1%	75	15.1%
Total	**7,286**	**1,294**	**17.8%**	**1,011**	**13.9%**

[1] Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 1999-00 performance year.

Graduation Rate – Four- and Two-Year Institutions (Performance Funding)

For **Performance Funding Indicator 7A – Graduation Rates,** institutions are assessed based on the percent of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees within 150% of normal time. Generally, 150% of normal program time is three years for a two-year degree and six years for a four-year degree. Shown below are data from the IPEDS rates highlighted in Table 7.1. The reader should note that Table 7.1 shows graduation results for students in cohorts entering in Fall 1991, 1992, and 1993 for four-year institutions and cohorts entering in Fall 1994, 1995, and 1996 for two-year institutions. As noted in Table 7.1, data for the 1993 and 1996 cohorts are comparable to the percents displayed for graduation within six years or 150% of normal time for the four-year institutions and within 150% of program time for the two-year institutions. This indicator is not applicable to MUSC.

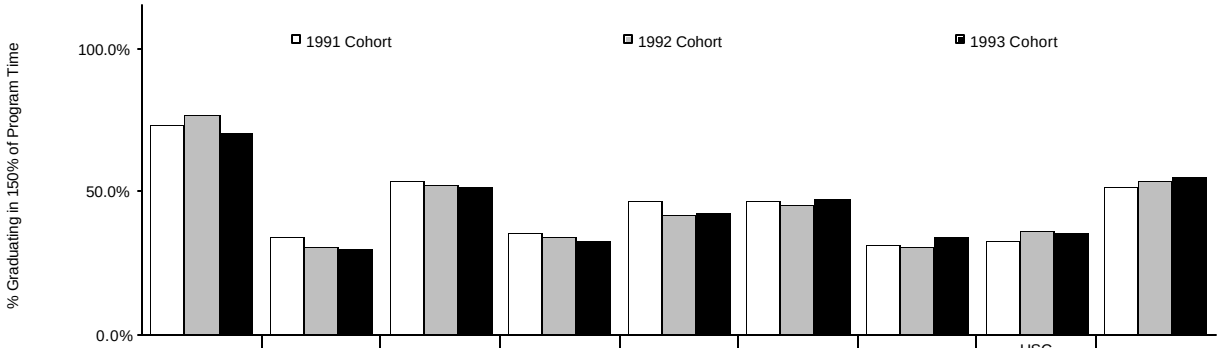
Figure 7.1 **Source: CHEMIS Data**



	Clemson	USC Columbia
1991 Cohort	69.6%	56.2%
1992 Cohort	72.4%	55.7%
1993 Cohort	71.8%	60.2%

Research Universities
1991, 1992, and 1993 Cohorts
The figure displayed at left represents the percent of first-time, full-time, degree-seeking undergraduate freshmen who received degrees within 150% of program time. This measure is not applicable to MUSC.

Four-Year Colleges and Universities – 1991, 1992, and 1993 Cohorts
The figure below displays the percent of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees at each four-year college and university within 150% of program time.

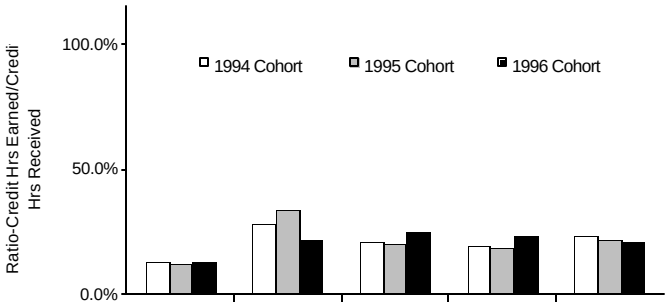


	Citadel	Coastal Carolina	Coll. of Chas.	Francis Marion	Lander	SC State	USC Aiken	USC Spartanburg	Winthrop
1991 Cohort	73.1%	34.2%	53.9%	35.5%	46.6%	46.6%	31.6%	32.3%	51.2%
1992 Cohort	76.8%	30.3%	51.9%	33.8%	41.5%	45.4%	30.6%	35.8%	53.2%
1993 Cohort	70.4%	30.1%	51.8%	32.5%	42.2%	47.1%	33.9%	35.2%	55.2%

Graduation Rate – Four- and Two-Year Institutions (Performance Funding), continued

Two-Year Institutions-Branches of USC 1994, 1995, and 1996 Graduating Cohorts

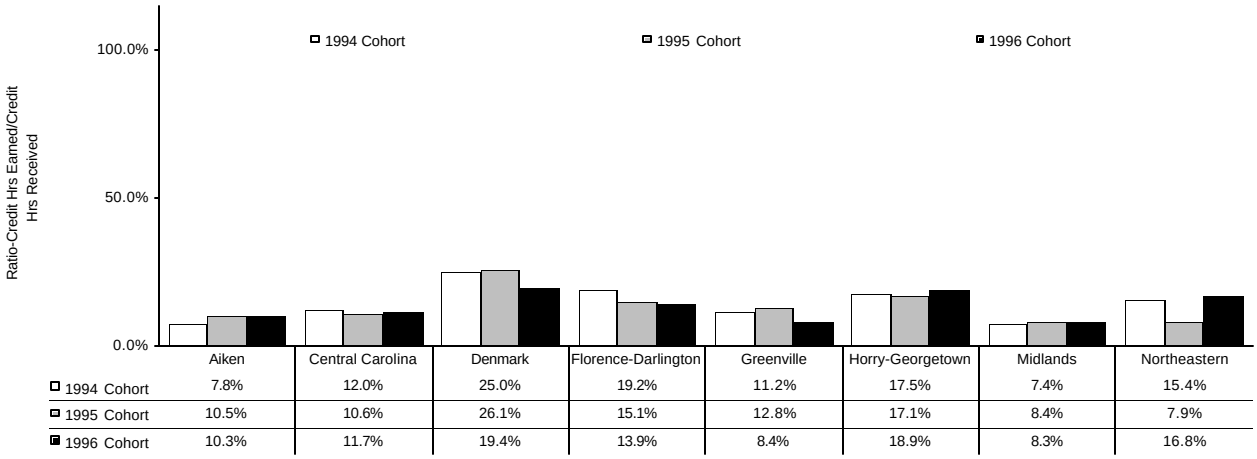
The table at right displays those first-time, full-time, degree-seeking undergraduate freshmen who received degrees within 150% of program time.



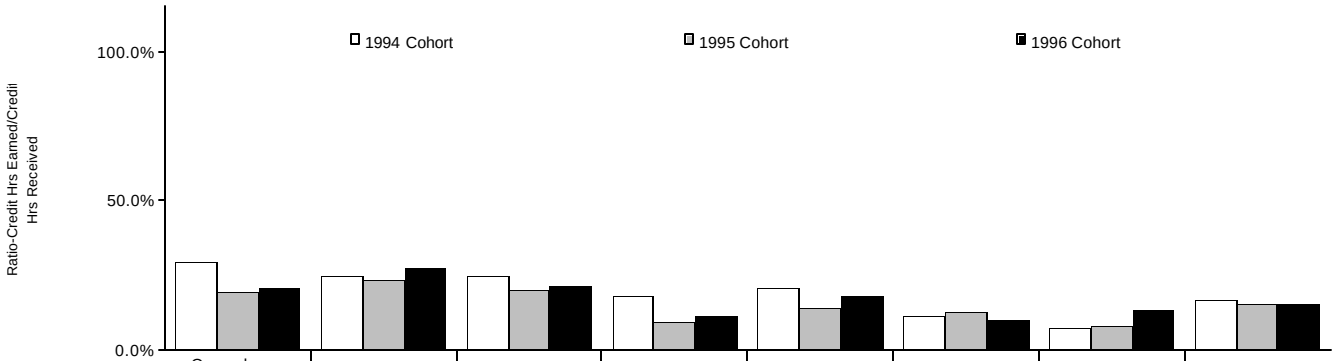
	USC Beaufort	USC Lancaster	USC Salkehatchie	USC Sumter	USC Union
1994 Cohort	13.0%	28.0%	21.0%	19.0%	23.0%
1995 Cohort	12.2%	33.9%	20.4%	18.5%	22.0%
1996 Cohort	13.3%	21.5%	24.6%	23.3%	21.2%

State Technical and Comprehensive Education System - 1994, 1995, and 1996 Cohorts

The figures below represent the percent of first-time, full-time degree-seeking undergraduate freshmen who received degrees within 150% of program time.



	Aiken	Central Carolina	Denmark	Florence-Darlington	Greenville	Horry-Georgetown	Midlands	Northeastern
1994 Cohort	7.8%	12.0%	25.0%	19.2%	11.2%	17.5%	7.4%	15.4%
1995 Cohort	10.5%	10.6%	26.1%	15.1%	12.8%	17.1%	8.4%	7.9%
1996 Cohort	10.3%	11.7%	19.4%	13.9%	8.4%	18.9%	8.3%	16.8%



	Orangeburg-Calhoun	Piedmont	Spartanburg	TCL	Tri-County	Trident	Williamsburg	York
1994 Cohort	29.5%	24.6%	24.6%	18.2%	21.0%	11.0%	7.0%	16.5%
1995 Cohort	19.4%	23.1%	19.8%	9.5%	13.8%	12.8%	8.1%	15.1%
1996 Cohort	20.5%	27.1%	21.4%	11.6%	17.7%	10.1%	13.5%	15.1%

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

Southern Regional Education Board States Compared to South Carolina

South Carolina is a member of the Southern Regional Education Board (SREB), which is comprised of 16 states in the southeast. The SREB collects data on an annual basis on various types of information from all member institutions and publishes it in their "SREB State Data Exchange." The following table on graduation rates is taken from the 1999-2000 publication.

Student Progression Rates - 1993 Cohort of Full-Time, First-Time Bachelor's Seeking Undergraduates [1]

These data are used to calculate baccalaureate progression rates for four-year colleges and universities and progression rates for two-year colleges and postsecondary vocational-technical schools for students who complete degrees or certificates below the bachelor's level. The baccalaureate progression rate differs from the "student right-to-know completion and graduation rate" for four-year colleges and universities in that it does not include completers in the initial cohort who complete other than a bachelor's degree.

Table 7.2 **Source: 1999-00 SREB State Data Exchange**

All Public Four-Year Colleges and Universities

	% Completing a Bachelor's at Institution of Initial Enrollment W/in 150% of Normal Time	% Still Enrolled at Institution of Initial Enrollment	% Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
SREB States	44.5	6.0	16.5
Alabama	45.1	4.9	~~
Arkansas	32.3	5.3	~~
Delaware	62.2	1.7	~~
Florida	55.9	5.7	10.3
Georgia	39.8	5.6	25.1
Kentucky	34.5	7.6	15.6
Louisiana	31.0	8.7	~~
Maryland	31.8	4.1	17.3
Mississippi	43.5	5.3	17.7
North Carolina	56.7	3.4	16.1
Oklahoma	37.6	21.1	28.7
South Carolina	**54.5**	**2.8**	~~
Tennessee	40.3	7.4	12.9
Texas	42.3	6.2	33.4
Virginia	61.4	2.3	16.7
West Virginia	39.4	7.5	12.3

"~~" Indicates data not available; the system for tracking transfers is still in development

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

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

Student Progression Rates - 1996 Cohort of Full-Time, First-Time Bachelor's Seeking Undergraduates [1]

	Public Two Year Institutions		
	% Completing a Degree or Certificate less than Bachelor's or Equivalent Degree at Institution of Initital Enrollment W/in 150% of Normal Time	% Still Enrolled at Institution of Initial Enrollment	% Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
SREB States	15.8	13.9	14.3
Alabama	17.7	8.0	~~
Arkansas	21.7	8.1	~~
Delaware	10.2	17.4	~~
Florida	29.2	15.3	11.4
Georgia	13.4	13.2	24.7
Kentucky	9.7	15.2	23.1
Louisiana	11.0	15.5	~~
Maryland	12.2	13.8	14.6
Mississippi	21.2	6.0	~~
North Carolina	13.7	13.0	~~
Oklahoma	16.7	29.3	24.9
South Carolina	**14.9**	**13.2**	~~
Tennessee	9.8	15.5	16.4
Texas	11.2	14.1	25.0
Virginia	15.9	15.3	13.2
West Virginia	14.6	14.9	15.7

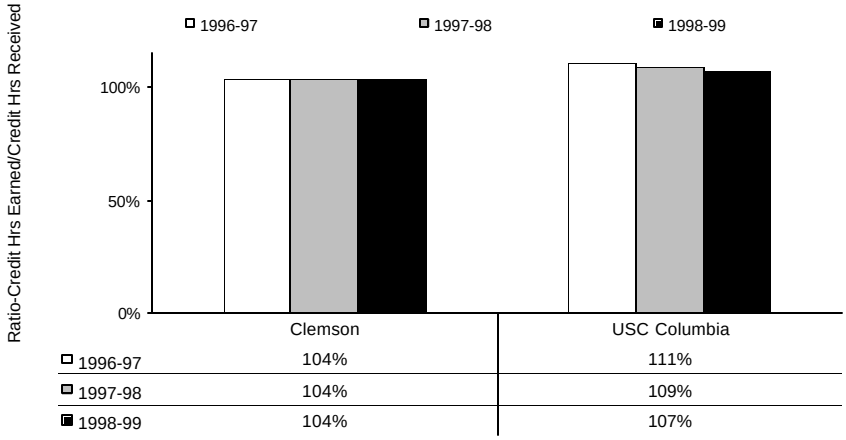
"~~" Indicates data not available; the system for tracking transfers is still in development

[1] Members of the initial cohort who became deceased, totally and permanently disabled, left school to serve in the armed forces or the federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the cohort who completed only an award but not within 150 percent of normal time and those who did not earn any certificate or degree and are not still enrolled are not counted in the columns show.

Credit Hours Earned of Graduates

Performance Funding Indicator 7F – Credit Hours Earned of Graduates measures institutions on the average total number of credit hours earned by their graduates as compared to the average total number of credit hours required for program completion. Graduates included for consideration are those who entered the institution as first-time, full-time freshmen and exclude students transferring into the institution. **Total hours required** includes the program hours required to graduate as defined in the institution's catalogue. **Total hours earned** includes all hours earned upon award of the degree, excluding college credits earned while in high school. These data also include courses taken by students that are not required in their program of study. MUSC, Two-Year Institutions-Branches of USC, and Technical College sector are not included in this measure.

Figure 7.2 **Source: CHEMIS Data**



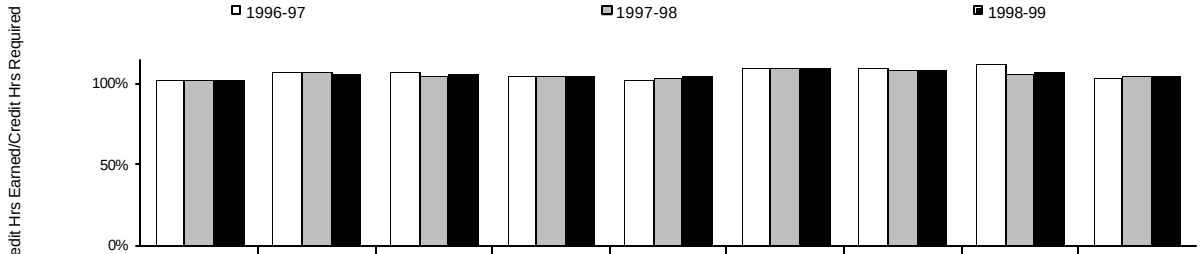
	Clemson	USC Columbia
1996-97	104%	111%
1997-98	104%	109%
1998-99	104%	107%

Research Universities Academic Years 1996-97 to 1998-99

Percent of credit hours earned to credit hours required of graduates is shown for the research universities over the last three years. This is not applicable to MUSC. A sector benchmark of 110% applied for purposes of rating data for each year shown. This sector benchmark reflects the level below which continued improvement is not expected.

Four-Year Colleges and Universities, Academic Years 1996-97 to 1998-99

Percent of credit hours earned to credit hours required of graduates is shown for each of the four-year teaching institutions. A sector benchmark of 110% applied for purposes of rating data for each year shown.



	Citadel	Coastal Carolina	Coll. of Chas.	Francis Marion	Lander	SC State	USC Aiken	USC Spartanburg	Winthrop
1996-97	103%	107%	107%	105%	102%	110%	110%	112%	104%
1997-98	103%	107%	105%	105%	104%	110%	108%	106%	105%
1998-99	103%	106%	106%	105%	105%	110%	109%	107%	105%

Student Performance on Professional Examinations

The following tables (7.3 and 7.5) summarize various professional examinations and graduates' performances. These examinations are designed to measure minimum knowledge necessary for licensing or to practice in the designated profession. Institutions are required to report data on first-time test takers (with the exception of the PRAXIS Series, which includes all test takers) for the set time period. The Commission on Higher Education (CHE) obtains comparable data (when available) on national and state pass rates for those exams. This data is displayed in Table 7.4 The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years is reported. For **Performance Funding Indicator 7D – Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests,** data displayed in Table 7.3 are collapsed by CHE to provide annual overall passing average for institutions as shown in Table 7.5.

Student Performance on Professional Examinations by Exam by Year for SC's Public Institutions

The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years reported . Exam data from the most recent three year period are included. Data for exams reported in timeframes not corresponding to the April-March period (e.g. "Jan-Jun 1997" or "ongoing during 1999 or 2000") were included as data reported from April to December of the year reported. Some historical information has been updated to reflect verified data.

Table 7.3 Source: Institutional IE Reports to CHE

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
ACC National Certif. Exam. in Nurse Midwifery	MUSC	8	8	100.0%	5	4	80.0%	6	6	100.0%
Aircraft Maintenance - Airframe	Florence-Darlington				3	3	100.0%	1	1	100.0%
	Greenville Tech	2	2	100.0%	4	4	100.0%	9	7	77.8%
	Trident Tech	3	3	100.0%	3	3	100.0%			
Aircraft Maintenance - General	Florence-Darlington				3	3	100.0%	1	1	100.0%
	Greenville Tech	3	3	100.0%	6	5	83.3%	11	11	100.0%
	Trident Tech	3	3	100.0%	4	4	100.0%			
Aircraft Maintenance - Powerplant	Florence-Darlington				3	3	100.0%	1	1	100.0%
	Greenville Tech	6	6	100.0%	10	10	100.0%	9	9	100.0%
	Trident Tech				5	5	100.0%			
American Bd of Cardiovascular Perfusion Exam Part 1	MUSC	8	6	75.0%	6	5	83.3%			
American Bd of Cardiovascular Perfusion Exam Part II	MUSC	4	4	100.0%	5	5	100.0%			
American Bd of Cardiovascular Perfusion Exam (Not broken down in past reports)	MUSC							9	9	100.0%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
American Nurses Credentialing Center Nat'l Exam-Adult Nurse Practitioner	USC-Columbia	1	1	100.0%						
	MUSC	2	2	100.0%	11	10	90.9%	4	3	75.0%
American Nurses Credentialing Center Nat'l Exam-Family Nurse Practitioner	USC-Columbia	18	17	94.4%						
	MUSC				15	14	93.3%	22	22	100.0%
American Nurses Credentialing Center Nat'l Exam – Pediatric Nurse Practitioner	MUSC	1	1	100.0%						
Barbering	Denmark Tech	9	9	100.0%	18	18	100.0%	13	13	100.0%
Certification Exam. For Entry Level Respiratory Therapy Practitioners (CRTT)	Florence-Darlington	5	5	100.0%	12	12	100.0%	9	9	100.0%
	Greenville Tech	1	1	100.0%	8	8	100.0%	26	20	76.9%
	Midlands Tech				23	21	91.3%	16	16	100.0%
	Orangeburg-Calhoun	1	0	0.0%	8	5	62.5%	13	6	46.2%
	Piedmont Tech	8	7	87.5%	13	13	100.0%	22	20	90.9%
	Spartanburg Tech	1	1	100.0%	12	8	66.7%	6	4	66.7%
	Trident Tech	3	3	100.0%	9	8	88.9%	10	9	90.0%
Certified Dental Assistant	Aiken Tech	1	1	100.0%	4	1	25.0%	7	7	100.0%
	Florence-Darlington	13	9	69.2%	16	15	93.8%	7	7	100.0%
	Greenville Tech	3	3	100.0%						
	Midlands Tech	13	8	61.5%	13	13	100.0%	17	17	100.0%
	Spartanburg Tech	10	10	100.0%	5	5	100.0%	11	11	100.0%
	Tri-County Tech	12	8	66.7%	3	3	100.0%	10	9	90.0%
	Trident Tech	2	2	100.0%	1	1	100.0%	2	2	100.0%
Certified Medical Assistant Exam.	Midlands Tech	9	5	55.6%						
	Orangeburg-Calhoun	12	3	25.0%	11	7	63.6%	14	13	92.9%
	Spartanburg Tech	5	5	100.0%						
	Trident Tech	13	7	53.8%	23	17	73.9%	34	27	79.4%
Certified Occupational Therapy Assistant (COTA)	Greenville Tech	20	16	80.0%	20	20	100.0%	16	16	100.0%
	Trident Tech	21	20	95.2%	26	25	96.2%	25	24	96.0%
Clinical Laboratory Scientist/Generalist, NCA	MUSC	8	7	87.5%	9	9	100.0%			

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Clinical Laboratory Technician, NCA	Greenville Tech	1	1	100.0%				1	1	100.0%
	Spartanburg Tech				8	8	100.0%	5	5	100.0%
	Trident Tech	2	2	100.0%						
Cosmetology Examination	Denmark Tech	10	4	40.0%	13	6	46.2%	8	6	75.0%
	Florence-Darlington	3	2	66.7%						
	Tech Coll of Low Ctry	8	6	75.0%	15	15	100.0%	16	16	100.0%
	Trident Tech	7	7	100.0%				2	2	100.0%
	Williamsburg Tech							4	4	100.0%
Cosmetology Overall	Williamsburg Tech				9	1	11.1%			
Cosmetology Practical	Williamsburg Tech				9	4	44.4%			
Cosmetology State Law	Williamsburg Tech				9	6	66.7%			
Cosmetology Theory (Not broken down in past reports)	Williamsburg Tech				9	3	33.3%			
Council on Certification of Nurse Anesthetists Exam.	USC-Columbia	9	9	100.0%						
	MUSC	14	14	100.0%	14	14	100.0%	12	12	100.0%
Emergency Medical Technician - NREMT Basic	Greenville Tech	12	10	83.3%	12	9	75.0%	19	16	84.2%
Emergency Medical Technician - NREMT Intermediate	Greenville Tech	15	9	60.0%	19	12	63.2%	23	15	65.2%
Emergency Medical Technician - NREMT Paramedic	Greenville Tech	19	11	57.9%	13	4	30.8%	13	7	53.8%
Medical Laboratory Technician, ASCP	Florence-Darlington	3	3	100.0%	16	9	56.3%	11	11	100.0%
	Greenville Tech	7	5	71.4%	6	5	83.3%	8	8	100.0%
	Midlands Tech	6	4	66.7%	6	5	83.3%	10	9	90.0%
	Orangeburg-Calhoun	5	4	80.0%	6	6	100.0%	5	5	100.0%
	Spartanburg Tech	7	7	100.0%						
	Tri-County Tech	13	11	84.6%	12	9	75.0%	12	11	91.7%
	Trident Tech	10	10	100.0%	7	5	71.4%	14	13	92.9%
	York Tech	9	7	77.8%	12	10	83.3%	9	9	100.0%
Medical Technologist, ASCP	MUSC	8	7	87.5%	10	9	90.0%	14	13	92.9%
Multi-State Pharmacy Jurisprudence Exam (MPJE)	USC-Columbia	22	20	90.9%						
	MUSC	25	23	92.0%						

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
National Board Dental Exam. Part I	MUSC	54	50	92.6%	99	87	87.9%	51	47	92.2%
National Board Dental Exam. Part II	MUSC	51	46	90.2%				46	46	100.0%
National Bd for Dental Hygiene Exam.	Florence-Darlington							17	17	100.0%
	Greenville Tech	22	19	86.4%	38	23	60.5%	58	51	87.9%
	Midlands Tech	34	31	91.2%	19	19	100.0%	19	19	100.0%
	Trident Tech				15	15	100.0%	36	31	86.1%
	York Tech	18	17	94.4%						
National Council Licensure Exam.-Practical Nurse	Aiken Tech	22	19	86.4%	22	19	86.4%	15	15	100.0%
	Central Carolina	15	14	93.3%	11	10	90.9%	8	8	100.0%
	Florence-Darlington	16	16	100.0%	20	20	100.0%	9	9	100.0%
	Greenville Tech	37	37	100.0%	43	39	90.7%	44	41	93.2%
	Horry-Georgetown	14	10	71.4%	20	18	90.0%	20	19	95.0%
	Midlands Tech	52	48	92.3%	41	41	100.0%	45	45	100.0%
	Northeastern [1]	9	7	77.8%	11	11	100.0%	12	10	83.3%
	Orangeburg-Calhoun	13	12	92.3%	19	19	100.0%	22	21	95.5%
	Piedmont Tech	23	23	100.0%	12	12	100.0%	29	29	100.0%
	Spartanburg Tech	19	13	68.4%	17	16	94.1%	30	27	90.0%
	Tech Coll of Low Ctry	23	21	91.3%	18	18	100.0%	22	21	95.5%
	Tri-County Tech	22	18	81.8%	20	18	90.0%	21	21	100.0%
	Trident Tech	40	37	92.5%	43	42	97.7%	39	37	94.9%
National Council Licensure Exam.- Registered Nurse	Clemson	61	56	91.8%	105	88	83.8%	78	75	96.2%
	USC-Columbia	77	68	88.3%	81	73	90.1%	86	82	95.3%
	MUSC	83	73	88.0%	82	73	89.0%	81	75	92.6%
	Lander	35	28	80.0%	41	30	73.2%	45	40	88.9%
	SC State	1	0	0.0%	15	11	73.3%	8	8	100.0%
	USC-Aiken	60	51	85.0%	64	55	85.9%	70	65	92.9%
	USC-Lancaster / York Tech [2]	25	24	96.0%	30	30	100.0%	32	32	100.0%
	USC-Spartanburg	87	71	81.6%	90	74	82.2%	84	71	84.5%
	Central Carolina	36	35	97.2%	38	34	89.5%	42	41	97.6%
	Florence-Darlington	74	64	86.5%	71	66	93.0%	89	87	97.8%
	Greenville Tech	112	96	85.7%	110	83	75.5%	145	135	93.1%
	Horry-Georgetown	46	43	93.5%	35	34	97.1%	40	40	100.0%
	Midlands Tech	126	111	88.1%	113	106	93.8%	130	114	87.7%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
	Orangeburg-Calhoun	40	39	97.5%	41	40	97.6%	43	41	95.3%
	Piedmont Tech	43	41	95.3%	37	36	97.3%	44	40	90.9%
	Tech Coll of Low Ctry	28	24	85.7%	27	26	96.3%	37	34	91.9%
	Tri-County Tech	34	32	94.1%	46	42	91.3%	55	49	89.1%
	Trident Tech	130	119	91.5%	85	76	89.4%	73	71	97.3%
National Physical Therapist Licensing Exam. (PT)	MUSC	8	6	75.0%	47	39	83.0%	32	25	78.1%
Neonatal Nurse Practitioner Exam.	MUSC	3	2	66.7%	12	12	100.0%	1	1	100.0%
North American Pharmacist Licensure Exam. (NAPLEX)	USC-Columbia	24	24	100.0%	41	37	90.2%	61	54	88.5%
	MUSC	49	47	95.9%	42	40	95.2%	71	65	91.5%
Nuclear Medicine Technology, ARRT	Midlands Tech	7	7	100.0%	2	2	100.0%	6	6	100.0%
Nuclear Medicine Technology Certification Board Exam.	Midlands Tech	5	4	80.0%	3	3	100.0%	6	6	100.0%
Occupational Therapy, Registered (OTR)	MUSC				35	35	100.0%	31	30	96.8%
Physician Assistant National Certifying Exam.	MUSC	28	26	92.9%	28	26	92.9%	24	22	91.7%
Physical Therapist Assistant (PTA)	Greenville Tech	16	13	81.3%						
	Midlands Tech	18	13	72.2%	8	8	100.0%			
	Trident Tech	24	20	83.3%	28	22	78.6%	18	10	55.6%
PRAXIS Series II: Core Battery Professional Knowledge	Clemson	215	212	98.6%	335	333	99.4%	365	361	98.9%
	USC-Columbia	48	48	100.0%	210	208	99.0%	488	482	98.8%
	Citadel	14	14	100.0%	58	57	98.3%	55	54	98.2%
	Coastal Carolina	9	9	100.0%	96	94	97.9%	66	65	98.5%
	Coll. of Charleston	76	75	98.7%	156	155	99.4%	169	167	98.8%
	Francis Marion	27	27	100.0%	32	30	93.8%	39	39	100.0%
	Lander	23	22	95.7%	67	65	97.0%	108	107	99.1%
	SC State	32	31	96.9%	60	60	100.0%	62	62	100.0%
	USC-Aiken	25	24	96.0%	97	96	99.0%	59	57	96.6%
	USC-Spartanburg	67	67	100.0%	82	81	98.8%	124	124	100.0%
	Winthrop	41	41	100.0%	151	150	99.3%	92	89	96.7%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Praxis Series II: Principles of Learning & Teaching (K-6)	Clemson	1	1	100.0%						
	USC-Columbia	69	63	91.3%						
	Coastal Carolina	30	23	76.7%						
	Coll. of Charleston	46	45	97.8%						
	Lander	12	7	58.3%						
	USC-Aiken	12	12	100.0%						
	USC-Spartanburg	6	5	83.3%						
Praxis Series II: Principles of Learning & Teaching (5-9)	USC-Columbia	5	4	80.0%						
	Coastal Carolina	1	0	0.0%						
	Coll. of Charleston	5	2	40.0%						
	Lander	3	1	33.3%						
	USC-Aiken	2	2	100.0%						
Praxis Series II: Principles of Learning & Teaching (7-12)	Clemson	2	2	100.0%						
	USC-Columbia	53	50	94.3%						
	Lander	5	4	80.0%						
	USC-Aiken	3	3	100.0%						
	USC-Spartanburg	3	3	100.0%						
PRAXIS Series II: Subject Assessment/Specialty Area Tests	Clemson	279	238	85.3%	464	398	85.8%	492	415	84.3%
	USC-Columbia	428	408	95.3%	383	353	92.2%	608	522	85.9%
	Citadel	106	85	80.2%	163	141	86.5%	132	106	80.3%
	Coastal Carolina	75	59	78.7%	98	89	90.8%	56	50	89.3%
	Coll. of Charleston	216	192	88.9%	177	148	83.6%	305	257	84.3%
	Francis Marion	128	97	75.8%	56	45	80.4%	55	49	89.1%
	Lander	99	89	89.9%	90	81	90.0%	173	154	89.0%
	SC State	54	47	87.0%	87	67	77.0%	82	55	67.1%
	USC-Aiken	81	73	90.1%	65	61	93.8%	120	110	91.7%
	USC-Spartanburg	109	97	89.0%	95	80	84.2%	104	92	88.5%
	Winthrop	303	243	80.2%	218	196	89.9%	224	202	90.2%
Radiation Therapy MUSC no longer reporting this exam, program not in existence	MUSC							7	6	85.7%
Radiography Exam., ARRT	Florence-Darlington	10	10	100.0%	15	15	100.0%	13	13	100.0%
	Greenville Tech	13	13	100.0%	12	12	100.0%	11	10	90.9%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
	Horry-Georgetown	10	8	80.0%	10	6	60.0%	7	3	42.9%
	Midlands Tech	11	11	100.0%	8	8	100.0%	9	9	100.0%
	Orangeburg-Calhoun	10	8	80.0%	7	7	100.0%	10	10	100.0%
	Piedmont Tech	9	8	88.9%	11	10	90.9%	11	9	81.8%
	Spartanburg Tech	10	10	100.0%	9	9	100.0%	12	12	100.0%
	Trident Tech				19	17	89.5%	22	18	81.8%
	York Tech	7	7	100.0%	7	7	100.0%	13	12	92.3%
Registered Health Information Technician (Formerly Accredited Record Technician (ART)	Florence-Darlington	10	3	30.0%	9	7	77.8%	5	3	60.0%
	Greenville Tech	5	4	80.0%	10	8	80.0%	13	13	100.0%
	Midlands Tech	10	10	100.0%	10	10	100.0%	8	7	87.5%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation (previously known as "Respiratory Care Adv.-Clinical Simulation")	Florence-Darlington	13	4	30.8%						
	Greenville Tech	16	10	62.5%	11	10	90.9%	7	5	71.4%
	Midlands Tech	7	5	71.4%	14	12	85.7%	17	13	76.5%
	Piedmont Tech	8	5	62.5%	7	5	71.4%			
	Spartanburg Tech	8	6	75.0%	5	2	40.0%	10	4	40.0%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) - Written Registry	Florence-Darlington	11	10	90.9%						
	Greenville Tech	16	11	68.8%	12	12	100.0%	7	6	85.7%
	Midlands Tech	7	6	85.7%	14	14	100.0%	19	18	94.7%
	Piedmont Tech	8	5	62.5%						
	Spartanburg Tech	8	8	100.0%	5	3	60.0%	10	8	80.0%
South Carolina Board of Law Examination	USC-Columbia	219	170	77.6%	230	201	87.4%	237	205	86.5%
Specialist in Cytotechnology	MUSC	4	3	75.0%	3	3	100.0%	7	7	100.0%
SRTA Regional Exam. for Dental Hygienists	Florence-Darlington	12	11	91.7%						
	Greenville Tech	19	19	100.0%	18	16	88.9%			
	Midlands Tech	20	20	100.0%						
	Trident Tech	13	13	100.0%	13	12	92.3%			

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	1999-00			1998-99			1997-98		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
	York Tech	2	0	0.0%	12	12	100.0%			
State Board Dental Exam - SRTA Exam	MUSC	50	47	94.0%	40	39	97.5%	34	32	94.1%
State Board Exam. for Dental Hygiene - SC Bd of Dentistry	Florence-Darlington	1	1	100.0%				17	17	100.0%
	Greenville Tech							34	34	100.0%
	Midlands Tech	6	6	100.0%	17	17	100.0%	23	20	87.0%
	York Tech	15	15	100.0%				10	9	90.0%
Surgical Technologist National Certifying Exam.	Central Carolina Tech	4	3	75.0%						
	Florence-Darlington	8	8	100.0%	9	9	100.0%	19	18	94.7%
	Greenville Tech	3	3	100.0%	5	4	80.0%	4	4	100.0%
	Piedmont Tech	3	0	0.0%						
	Spartanburg Tech	8	8	100.0%	10	10	100.0%	12	12	100.0%
	Tri-County Tech	7	6	85.7%	12	12	100.0%	2	2	100.0%
US Medical Licensing Exam. - Step I	USC-Columbia	71	67	94.4%	74	70	94.6%	66	66	100.0%
	MUSC	145	127	87.6%	136	123	90.4%	197	177	89.8%
US Medical Licensing Exam. - Step II	USC-Columbia	71	64	94.4%	69	66	95.7%	66	66	100.0%
	MUSC	138	126	91.3%	123	113	91.9%	149	135	90.6%
Veterinary Technician National Examination	Tri-County Tech	10	9	90.0%	16	14	87.5%	11	11	100.0%
Veterinary Technician State Exam (Rules & Regulations)	Tri-County Tech							10	9	90.0%

[1] Northeastern Technical College was formerly Chesterfield-Marlboro Technical College

[2] Joint nursing program with USC Lancaster and York Tech

National and South Carolina Pass Rates on Professional Examinations

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

Table 7.4 **Source: Examination agencies' reports to CHE**

Exam Title	1999-00		1998-99		1997-98	
(#) See explanatory note below table	National	SC	National	SC	National	SC
ACC National Certification Exam. in Nurse Midwifery	96.0%	100.0%	87.0%	80.0%	91.0%	100.0%
Aircraft Maintenance-Airframe	94.0%	100.0%	93.0%	100.0%	90.0%	80.0%
Aircraft Maintenance-General	94.0%	100.0%	92.0%	92.3%	91.0%	100.0%
Aircraft Maintenance-Powerplant	94.0%	100.0%	92.0%	100.0%	90.0%	100.0%
American Bd. of Cardiovascular Perfusion Exam						100.0%
American Bd. of Cardiovascular Perfusion Exam - Part I	61.0%	75.0%	73.0%	83.3%		
American Bd. of Cardiovascular Perfusion Exam - Part II	83.0% (7)	100.0%	76.0%	100.0%		
American Nurses Credentialing Center National Exam - Adult Nurse Practitioner	86.0%	100.0%	80.0%	90.9%		75.0%
American Nurses Credentialing Center National Exam - Family Nurse Practitioner	88.0%	94.4%	81.0%	93.3%		100.0%
American Nurses Credentialing Center National Exam - Pediatric Nurse Practitioner		100.0%				
Barbering	52.0%	100.0%	42.0%	100.0%	37.0%	100.0%
Certification Exam. for Entry Level Respiratory Therapy Practitioners (CRTT)	56% (7)	89.5%	66.0%	88.2%	67.0%	82.4%
Certified Dental Assistant	64.0%	75.9%	66.0%	90.5%	83.0%	98.1%
Certified Medical Assistant	61% (7)	51.3%	68.0%	70.6%		83.3%
Certified Occupational Therapist Assistant (COTA)		87.8%	95.0%	97.8%	96.0%	97.6%
Cosmetology Examination Overall		67.9%		59.5%	71.0%	93.3%
Council on Certification of Nurse Anesthetists Exam. (2)		100.0%	91.0%	100.0%	92.0%	100.0%
Emergency Medical Technician - NREMT Basic	73.0%	83.3%	76.0%	75.0%	78.0%	84.2%
Emergency Medical Technician - NREMT Intermediate	66.0%	60.0%	65.0%	63.2%	72.0%	65.2%
Emergency Medical Technician - NREMT Paramedic	76.0%	57.9%	72.0%	30.8%	74.0%	53.8%
Medical Laboratory Technician ASCP	76.0%	85.0%	79.0%	75.4%	81.0%	95.7%
Medical Laboratory Technician, NCA	79.0%	100.0%	79.0%	100.0%	100.0%	100.0%
Medical Technologist, ASCP	82.0%	87.5%	82.0%	90.0%		92.9%
Medical Technologist, NCA	85.0%	87.5%	82.0%	100.0%	100.0%	NA
Multi-State Pharmacy Jurisprudence Exam (MPJE)		91.5%				
National Board Dental Exam. Part I	93.0%	92.6%	91.0%	87.9%	90.0%	92.2%
National Board Dental Exam. Part II	94.0%	90.2%	90.0%	NA	90.0%	100.0%
National Board for Dental Hygiene Exam.	94.0%	90.5%	92.0%	79.2%	95.0%	90.8%
National Council Licensure Exam - Practical Nurse	86.0%	90.2%	87.0%	95.3%	88.0%	95.9%
National Council Licensure Exam - Registered Nurse	85.0%	89.0%	84.0%	87.9%	88.0%	93.1%
National Physical Therapist Licensing Exam. (PT) (7)	78.0%	75.0%	80.0%	83.0%	84.0%	78.1%
National Physical Therapist Licensing Exam. (PT Asst.) (7)	71.0%	79.3%	77.0%	83.3%	75.0%	55.6%
Neonatal Nurse Practitioner Exam	87.0%	66.7%	72% (2)	100% (2)		100.0%
North American Pharmacist Licensure Exam (NAPLEX) (7)	93.0%	97.3%	94.0%	92.8%	90.0%	90.2%
Nuclear Medicine Technology Certification Bd. Exam. (NMTCB)	93% (2)	80.0%	93.0%	100.0%	86.0%	100.0%
Nuclear Medicine Technology, ARRT		100.0%	90.0%	100.0%	88.0%	100.0%
Occupational Therapy, Registered (OTR)			95.0%	100.0%	95.0%	96.8%
Physician Assistant National Certifying Exam. (PANCE)	82.0%	92.9%		92.9%		91.7%

Exam Title (Continued)	1999-00		1998-99		1997-98	
(#) See explanatory note below table	National	SC	National	SC	National	SC
PRAXIS Series II: Core Battery Professional Knowledge		96.5%		98.9%		98.8%
PRAXIS Series II: Principles of Learning & Teaching (K-6)		85.6%				
PRAXIS Series II: Principles of Learning & Teaching (5-9)		76.5%				
PRAXIS Series II: Principles of Learning & Teaching (7-12)		89.9%				
PRAXIS Series II: Specialty Area Tests		88.1%		87.5%		85.6%
Radiation Therapy						85.7%
Radiography Exam ARRT		93.8%	90.0%	92.9%	89.0%	88.9%
Registered Health Information Technician (formerly known as "Accredited Record Technician)	72.0%	68.0%	80.0%	86.2%	72.0%	88.5%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation	50% (7)	57.7%	54.0%	78.4%	52.0%	64.7%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Written Registry	78% (7)	80.0%	77.0%	93.5%	77.0%	88.9%
South Carolina Board of Law Examination (3)	NA	77.6%	NA	87.4%	NA	86.5%
Specialist in Cytotechnology	81.0%	75.0%	90.0%	100.0%	93.0%	100.0%
SRTA Regional Exam. for Dental Hygienists	94% (5)	95.5%	95% (5)	93.0%		
State Board Dental Exam.-SRTA	73% (5)	94.0%	80% (5)	97.5%	NA	94.1%
State Board Exam. For Dental Hygienists-SC Bd of Dentistry	NA	100.0%	NA	100.0%	NA	95.2%
Surgical Technologist National Certifying Exam	75% (2)	84.8%	77.0%	97.2%	82.0%	97.3%
US Medical Licensing Exam. - Step I	93% (8)	89.8%	95.0%	91.9%	95.0%	92.4%
US Medical Licensing Exam. - Step II	95.0%	90.9%	95.0%	93.2%	95.0%	93.5%
Veterinary Technician National Exam (6)	83.0%	90.0%	88.0%	87.5%		100.0%
Veterinary Technician State Exam (Rules & Regulations)	NA	100.0%	NA	NA	NA	90.0%

Explanatory Notes
(1) 1998-99 National % includes only Written & Practical portions, reporting agency does not score Theory
(2) Contains data that falls outside reporting period
(3) Rate contains examinees trained in programs other than in SC
(4) This exam newly-reported as of 1998-99
(5) SRTA data represents regional data for AR, GA, KY, SC, TN and VA
(6) This exam recently required by SC State Board
(7) 1999-00 data represents average of pass rates from more than one exam. date or time period
(8) Represents US and Canadian allopathic & osteopathic computerized test results
(9) Rate represents all test takers, not just first-time

Overall Passing Percentage on Professional Examinations by Year for SC's Public Institutions

Performance Funding Indicator 7D – Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests,

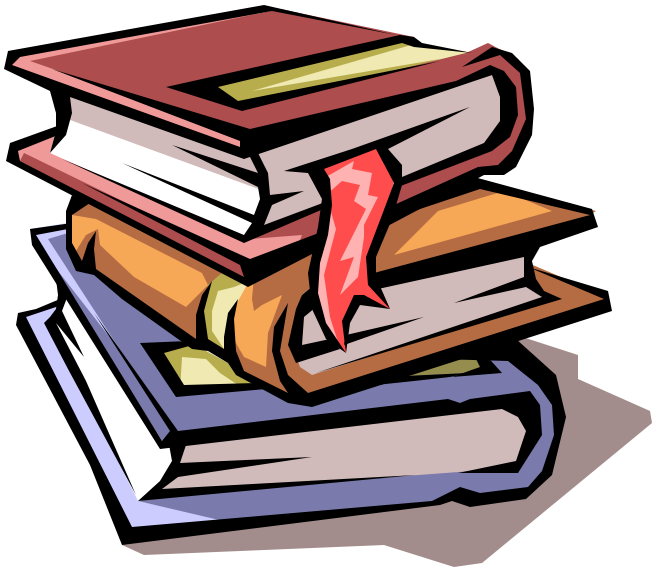
Indicator 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, measures the overall percentage of students at an institution taking certification examinations who pass the examinations. The data are taken from the individual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

Table 7.5 - Source: Institutional Reports

	Percent Passing Examinations taken from April 1 to March 31				Percent Change		
Institution	1996-97	1997-98	1998-99	1999-00	1997-98 to 1998-99	1998-99 to 1999-00	From 1996-97 to 1999-00
Research Universities							
Clemson	88.8%	91.0%	90.6%	91.2%	-0.4%	0.7%	2.7%
USC Columbia	91.7%	91.6%	92.6%	90.9%	1.1%	-1.8%	-0.9%
MUSC	93.2%	91.9%	91.4%	90.4%	-0.5%	-1.1%	-3.0%
Four-Year Colleges and Universities							
Citadel	89.5%	85.6%	89.6%	82.2%	4.7%	-8.3%	-8.2%
Coastal Carolina	93.7%	94.3%	94.3%	79.1%	0.0%	-16.1%	-15.6%
College of Charleston	91.7%	89.5%	91.0%	91.5%	1.7%	-0.1%	-0.9%
Francis Marion	84.8%	93.6%	85.2%	80.0%	-9.0%	-6.1%	-5.7%
Lander	93.6%	92.3%	88.9%	85.3%	-3.7%	-5.6%	-10.4%
SC State	89.7%	82.2%	85.2%	89.7%	3.6%	5.3%	0.0%
USC Aiken	94.1%	93.2%	93.8%	90.2%	0.6%	-3.8%	-4.1%
USC Spartanburg	88.8%	92.0%	88.0%	89.3%	-4.3%	1.5%	0.6%
Winthrop	91.8%	92.1%	93.8%	90.0%	1.8%	-4.1%	-2.0%
Two-Year Institutions-Branches of USC							
USC Beaufort	N/A	N/A	N/A		N/A		N/A
USC Lancaster*	100.0%	100.0%	100.0%	96.0%	0.0%	-4.0%	-4.0%
USC Salkehatchie	N/A	N/A	N/A		N/A		N/A
USC Sumter	N/A	N/A	N/A		N/A		N/A
USC Union	N/A	N/A	N/A		N/A		N/A
State Technical and Comprehensive Education System							
Aiken	100.0%	100.0%	76.9%	87.0%	-23.1%	13.1%	-13.0%
Central Carolina	98.4%	98.0%	89.8%	94.5%	-8.4%	5.2%	-4.0%
Denmark	86.4%	90.5%	77.4%	68.4%	-14.5%	-11.6%	-20.8%
Florence-Darlington	96.4%	97.5%	91.5%	81.6%	-6.2%	-10.8%	-15.4%
Greenville	87.5%	89.3%	79.6%	83.9%	-10.9%	5.4%	-4.1%
Horry-Georgetown	92.7%	92.5%	89.2%	87.1%	-3.6%	-2.4%	-6.0%
Midlands	91.6%	92.0%	95.9%	87.3%	4.2%	-9.0%	-4.7%
Northeastern	92.9%	83.3%	100.0%	77.8%	20.0%	-22.2%	-16.3%
Orangeburg-Calhoun	92.9%	89.7%	92.6%	81.5%	3.2%	-12.0%	-12.3%
Piedmont	92.2%	92.5%	95.0%	87.3%	2.7%	-8.1%	-5.3%
Spartanburg	90.4%	86.5%	85.9%	89.5%	-0.7%	4.2%	-1.0%
Tech Coll. of LowCountry	98.3%	94.7%	98.3%	86.4%	3.8%	-12.1%	-12.1%
Tri-County	91.3%	92.6%	89.9%	85.7%	-2.9%	-4.7%	-6.1%
Trident	91.6%	88.7%	89.7%	90.8%	1.1%	1.2%	-0.9%
Williamsburg	100.0%	100.0%	38.9%	N/A	-61.1%	N/A	N/A
York	97.3%	96.9%	96.7%	92.1%	-0.2%	-4.8%	-5.3%

Section 8

User-Friendliness of the Institution



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USER-FRIENDLINESS OF THE INSTITUTION

The user-friendliness of institutions is evaluated in performance funding based on their transfer policies and accessibility. Act 255 of 1992 requires that information on first-time, full-time undergraduate transfers within the state with regards to transfer be reported. Table 8.1, "First-Time Undergraduate Transfers," summarizes transfer data for first-time, full-time undergraduate students from and to different types of institutions in the state.

Accountability is measured by several elements in performance funding. **Performance Funding Indicator 8C – Accessibility to the Institutions of all Citizens of the State**, has been defined such that institutions are measured each year on the percentage of undergraduate students who are South Carolina citizens who are minority and the annual retention of these students who are degree-seeking, the percent of minority graduate students enrolled, and the percent of minority faculty. Table 8.2 "Enrollment by Race" displays minority enrollment for 1995 and 1999 and the percent change over these years. The number of African-American students increased 12.3% and other Minority students increased 14.9% during the period displayed. Additional data on student enrollment and faculty are located in the CHE publication, "South Carolina Higher Education Statistical Abstract."

Undergraduate Transfers

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

Table 8.1 **Source: CHEMIS Data**

First-Time, Full-Time Undergraduate Transfers

	NUMBER TRANSFERRING TO SOUTH CAROLINA'S:				
TRANSFERRING FROM:	**Senior Public Institutions**	**2-Yr Regional Institutions**	**Technical Colleges**	**Senior Private Institutions**	**2-Yr Private Institutions**
SC Public Senior Institutions					
Fall 1997	741	72	488	135	10
Fall 1998	568	24	494	103	4
Fall 1999	666	46	368	197	1
SC 2-Yr Regional Campuses					
Fall 1997	410	4	40	16	2
Fall 1998	153	0	42	11	2
Fall 1999	277	5	36	13	0
SC Technical Colleges					
Fall 1997	1,056	40	279	250	24
Fall 1998	937	29	292	219	16
Fall 1999	1,125	36	260	503	7
SC Private Senior Institutions					
Fall 1997	283	22	142	79	8
Fall 1998	262	17	148	55	5
Fall 1999	288	16	108	116	2
SC Private 2-Yr Colleges					
Fall 1997	95	2	28	24	0
Fall 1998	72	1	28	16	4
Fall 1999	79	2	33	26	0
SOUTH CAROLINA TRANSFER ACTIVITY					
Fall 1997	2,585	140	977	504	44
Fall 1998	1,992	71	1,004	404	31
Fall 1999	2,435	105	805	855	10
Out-of-State					
Fall 1997	1,615	65	550	9	0
Fall 1998	1,562	53	560	152	0
Fall 1999	1,418	48	522	382	0
Foreign					
Fall 1997	68	1	0	0	0
Fall 1998	72	17	0	0	0
Fall 1999	60	26	0	0	0

Enrollment by Race

The years 1995 and 1999 headcount enrollment of African-American, Other (i.e., all nonwhite students) and Total All Students is displayed. The percent change in enrollment is computed for the five-year period. Additional data on enrollment in SC public institutions may be found in the CHE publication "Higher Education Statistical Abstract for SC" which can be accessed on-line.

Table 8.2 Source: CHEMIS Data, 1995 and 1999

	Headcount Enrollment Fall 1995			Headcount Enrollment Fall 1999			Percent Change, Fall 1995 to Fall 1999		
INSTITUTION	Afr-Amer.	Other [1]	Total	Afr-Amer.	Other [1]	Total	% Change Afr-Amer.	% Change Other [1]	% Change Total
Research Universities									
Clemson	1,258	1,050	16,318	1,233	1,226	16,982	-2.0%	16.8%	4.1%
USC-Columbia	3,946	2,063	26,346	3,830	2,193	23,430	-2.9%	6.3%	-11.1%
MUSC [2]	171	176	2,256	255	170	2,383	49.1%	-3.4%	5.6%
Total, Research	**5,375**	**3,289**	**44,920**	**5,318**	**3,589**	**42,795**	**-1.1%**	**9.1%**	**-4.7%**
Four-Year Colleges and Universities									
Citadel	509	135	4,316	547	212	3,968	7.5%	57.0%	-8.1%
Coastal Carolina	404	176	4,468	444	217	4,615	9.9%	23.3%	3.3%
College of Charleston	904	445	10,537	1,024	567	11,624	13.3%	27.4%	10.3%
Francis Marion	945	103	3,836	1,128	136	3,814	19.4%	32.0%	-0.6%
Lander	521	67	2,780	538	90	2,883	3.3%	34.3%	3.7%
SC State	4,593	30	4,993	4,298	69	4,623	-6.4%	130.0%	-7.4%
USC-Aiken	538	105	3,256	659	117	3,173	22.5%	11.4%	-2.5%
USC-Spartanburg	469	131	3,399	745	143	3,778	58.8%	9.2%	11.2%
Winthrop	1,050	245	5,308	1,294	234	5,839	23.2%	-4.5%	10.0%
Total Public, Four-Year Coll. & Univ.	**9,933**	**1,437**	**42,893**	**10,677**	**1,785**	**44,317**	**7.5%**	**24.2%**	**3.3%**
Two-Year Institutions/Branches of USC									
USC-Beaufort	188	79	1,147	210	134	1,132	11.7%	69.6%	-1.3%
USC-Lancaster	185	11	1,152	150	14	1,010	-18.9%	27.3%	-12.3%
USC-Salkehatchie	326	11	893	304	9	893	-6.7%	-18.2%	0.0%
USC-Sumter	257	75	1,396	296	67	1,292	15.2%	-10.7%	-7.4%
USC-Union	58	4	372	75	7	392	29.3%	75.0%	5.4%
Total Two-Year Inst. of USC	**1,014**	**180**	**4,960**	**1,035**	**231**	**4,719**	**2.1%**	**28.3%**	**-4.9%**
State Tech. and Comprehensive Educ. System									
Aiken	690	53	2,260	863	68	2,339	25.1%	28.3%	3.5%
Central Carolina	801	68	2,207	866	60	2,154	8.1%	-11.8%	-2.4%
Denmark	760	1	842	1,129	2	1,212	48.6%	100.0%	43.9%
Florence-Darlington	968	40	3,121	1,551	53	3,643	60.2%	32.5%	16.7%
Greenville	1,241	262	8,227	1,935	438	10,010	55.9%	67.2%	21.7%
Horry-Georgetown	510	93	3,166	686	118	3,645	34.5%	26.9%	15.1%
Midlands	3,157	367	9,913	3,204	396	9,809	1.5%	7.9%	-1.0%
Northeastern (formerly CMTC)	344	21	1,030	387	22	1,052	12.5%	4.8%	2.1%
Orangeburg-Calhoun	765	26	1,716	933	15	1,770	22.0%	-42.3%	3.1%
Piedmont	975	39	3,147	1,174	40	3,534	20.4%	2.6%	12.3%
Spartanburg	521	56	2,547	746	116	2,991	43.2%	107.1%	17.4%
TCL	491	60	1,382	703	79	1,804	43.2%	31.7%	30.5%
Tri-County	325	89	3,115	391	124	3,654	20.3%	39.3%	17.3%
Trident	1,978	399	9,292	2,468	462	9,882	24.8%	15.8%	6.3%
Williamsburg	340	5	626	407	5	643	19.7%	0.0%	2.7%
York	633	79	3,342	870	132	3,523	37.4%	67.1%	5.4%
Total State Tech. System	**14,499**	**1,658**	**55,933**	**18,313**	**2,130**	**61,665**	**26.3%**	**28.5%**	**10.2%**
GRAND TOTAL	**30,821**	**6,564**	**148,706**	**35,343**	**7,735**	**153,496**	**14.7%**	**17.8%**	**3.2%**

[1] Includes Non-Resident Aliens, American Indian or Alaskan Native, Asian or Pacific Islander, or Hispanic racial/ethnic designations.

[2] Excludes medical and dental residents and interns

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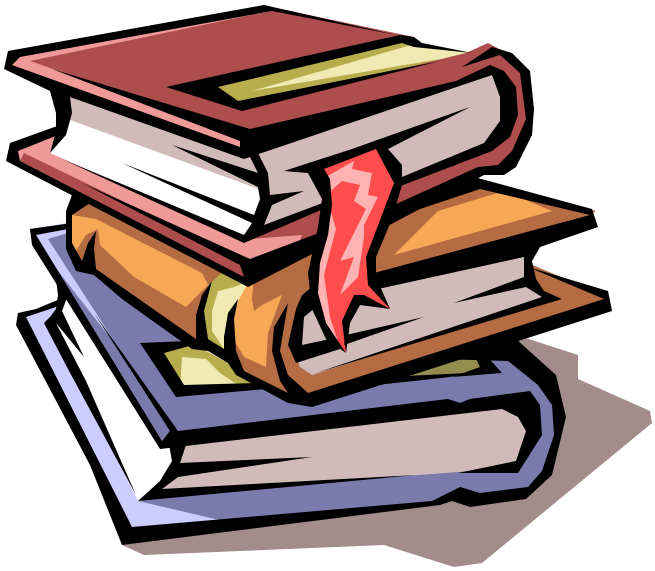
Section 9
Research Funding



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RESEARCH FUNDING

Information on research data includes student involvement in research, grants and awards expended in support of teacher training, and public and private sector research grants expended. Tables 9.1 and 9.2 summarize the number and percent of upper-division, degree-seeking undergraduate and graduate students funded through grants who participate in sponsored research.

With regard to financial support for teacher training, Figure 9.1 shows an increase in expenditures at the applicable research universities compared to expenditures from the three previous years. Likewise, as indicated by Figure 9.2, expenditures of dollars from public and private sector research grants have also increased within the research sector over the previous three years.

Student Involvement in Research

The following tables (9.1 and 9.2) summarize the number and percent of degree-seeking upper-division undergraduate and graduate students who have received funding through grant monies and thus have participated in sponsored research activities. It should be noted that many students who participate in non-sponsored research, or in externally funded projects which are not classified as research, are not reflected in the data presented below. As expected, involvement by graduate students is more common than undergraduate students and involves a greater percent of that population at each institution than undergraduate students.

Graduate Students

Table 9.1 **Source: CHEMIS Data and Institutional IE Reports**

Institution	Fall	Total Headcount Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	1997	3,004	624	20.8%		
	1998	2,916	636	21.8%	-88	12
	1999	2938	543	18.5%	22	-93
USC-Columbia	1997	7,235	553	7.6%		
	1998	6,989	592	8.5%	-246	39
	1999	6,115	630	10.3%	-874	38
MUSC	1997	760	43	5.7%		
	1998	884	50	5.7%	124	7
	1999	928	196	21.1%	44	146
Four-Year Colleges & Universities						
Citadel	1997	712	4	0.6%		
	1998	685	2	0.3%	-27	-2
	1999	695	4	0.6%	10	2
Coastal Carolina	1997	10	0	0.0%		
	1998	13	0	0.0%	3	0
	1999	44	1	2.3%	31	1
Coll. of Chas.	1997	435	24	5.5%		
	1998	432	20	4.6%	-3	-4
	1999	428	31	7.2%	-4	11
Francis Marion	1997	312	0	0.0%		
	1998	291	0	0.0%	-21	0
	1999	307	0	0.0%	16	0
Lander	1997	56	0	0.0%		
	1998	50	0	0.0%	-6	0
	1999	42	0	0.0%	-8	0
SC State	1997	379	10	2.6%		
	1998	294	92	31.3%	-85	82
	1999	288	66	22.9%	-6	-26
USC-Aiken	1997	45	0	0.0%		
	1998	41	0	0.0%	-4	0
	1999	57	2	3.5%	16	2
USC-Spartanburg	1997	10	0	0.0%		
	1998	8	0	0.0%	-2	0
	1999	8	0	0.0%	0	0
Winthrop	1997	661	0	0.0%		
	1998	607	0	0.0%	-54	0
	1999	568	0	0.0%	-39	0

Student Involvement in Research, continued

Upper-Division, Undergraduate Students

Undergraduate students are also involved in research efforts at public institutions. Those represented below are upper-division (junior and senior level) students. Although the percents are much lower, these students can make significant contributions to on-going research at these institutions.

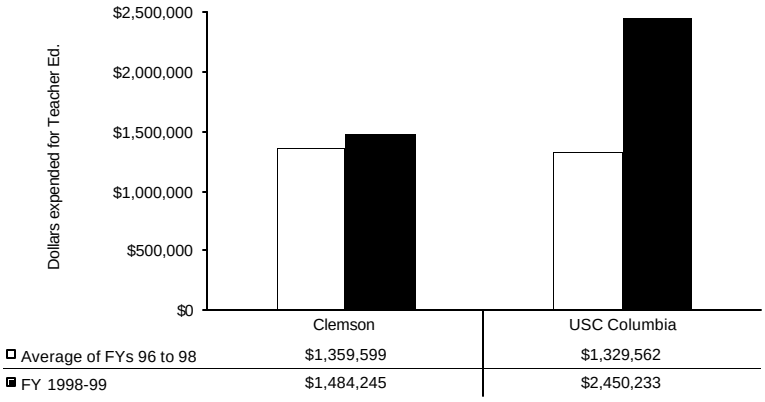
Table 9.2 **Source: CHEMIS Data and Institutional IE Reports**

Institution	Fall	Total Headcount Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	1997	6,296	168	2.7%		
	1998	6,436	177	2.8%	140	9
	1999	6,554	161	2.5%	-16	-16
USC Columbia	1997	7,048	49	0.7%		
	1998	7,176	42	0.6%	128	-7
	1999	7358	61	0.8%	182	19
MUSC	1997	588	2	3.4%		
	1998	502	0	0.0%	-86	-2
	1999	422	0	0.0%	-80	0
Four-Year Colleges & Universities						
Citadel	1997	878	3	3.4%		
	1998	859	46	5.4%	-19	43
	1999	811	48	5.9%	-48	2
Coastal Carolina	1997	1,524	38	2.5%		
	1998	1,754	24	1.4%	230	-14
	1999	1,735	36	2.1%	-19	12
Coll. of Chas.	1997	3,874	34	8.8%		
	1998	4,083	31	7.6%	209	-3
	1999	4,160	43	1.0%	77	12
Francis Marion	1997	1,287	0	0.0%		
	1998	1,296	0	0.0%	9	0
	1999	1,174	0	0.0%	-122	0
Lander	1997	1,139	0	0.0%		
	1998	1,093	0	0.0%	-46	0
	1999	1,025	0	0.0%	-68	0
SC State	1997	1,542	50	3.2%		
	1998	1,771	92	5.2%	229	42
	1999	1741	146	8.4%	-30	54
USC Aiken	1997	1,268	23	1.8%		
	1998	1,297	12	0.9%	29	-11
	1999	1,347	7	0.5%	50	-5
USC Spartanburg	1997	1,485	3	2.0%		
	1998	1,500	2	1.3%	15	-1
	1999	1,480	2	0.1%	-20	0
Winthrop	1997	1,911	0	0.0%		
	1998	1,935	0	0.0%	24	0
	1999	2069	0	0.0%	134	0

Financial Support for Teacher Education

In the 1999-2000 performance funding year, **Performance Indicator 9A – Financial Support for Reform in Teacher Education** measured the amount of grants and awards expended to support teacher preparation or training, including applied research, professional development and training grants as compared to the average from the prior three years and was assessed based on common sector standards. In preceding years, institutional performance was measured as the amount of expenditures for the most recent FY compared to a weighted average of expenditures in the three previous years. Figure 9.1 shows the comparison in actual dollar amounts from FY 1998-99 as compared to the summed dollar amounts from FY's 1996 – 1998 and were assessed based on individual benchmarks approved by the CHE. This measure is not applicable to MUSC, the Two-Year Institutions-Branches of USC, or the Technical College sector.

Figure 9.1 **Source: Institutional Reports to CHE**

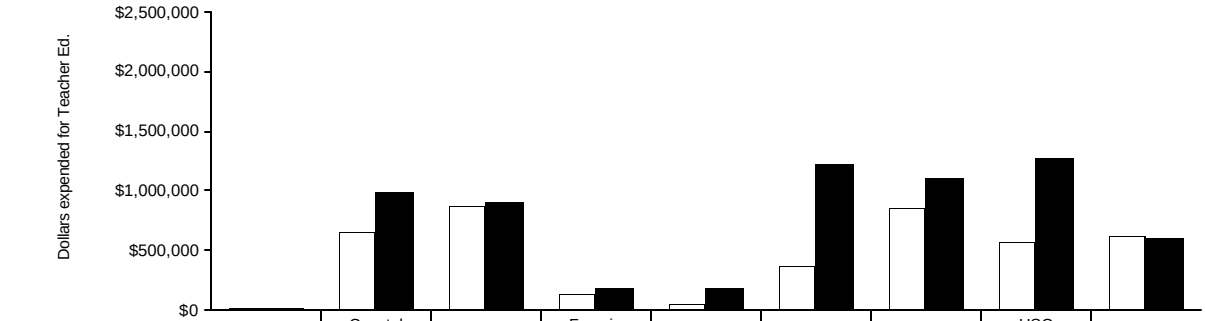


Research Universities Average of FY's 1996-98 and FY 1998-99

The data to the left display the actual dollar amounts from grants and awards expended on teacher education by the research universities. FY 1998-99 total dollars are compared to the averaged dollars from FY's 1996-98. This measure is not applicable to MUSC.

Four-Year Colleges and Universities, Average of FY's 1996-98 and FY 1998-99

The data shown below represent actual dollars from grants and awards expended on teacher education by the four-year colleges and universities. FY 1998-99 total dollars are compared to averaged dollars from FY's 1996-98.



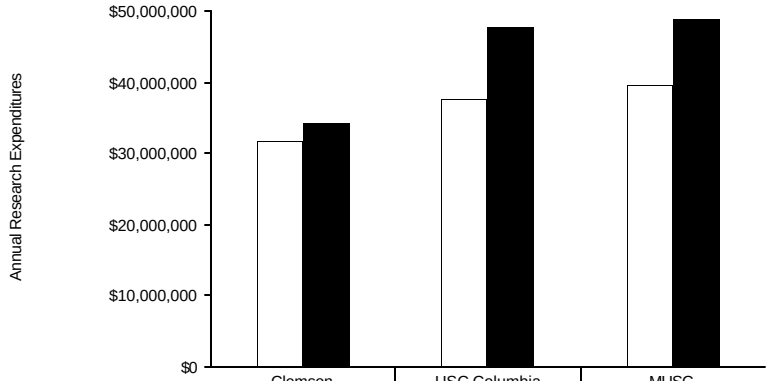
Amount of Public and Private Sector Grants

In the 1999-2000 performance funding year, institutions were measured on current fiscal year grant expenditures divided by the average of grant expenditures from the prior three years. In preceding years, institutions were measured on the most recent grant expenditures as compared to a weighted average for the prior three years' expenditures and were assessed based on individual benchmarks approved by the CHE. Data for this measure are the restricted research expenditures reported by institutions in fulfillment of federal reporting requirements of the IPEDS Finance Survey. "Grants." for purposes of this measure, are defined as the total dollars received from public and private sector grants expended in the State fiscal year for research, including federal and state research expenditures. For this past year, the **Performance Funding Indicator 9B – Amount of Public and Private Sector Grants** only applied to institutions in the research universities and four-year colleges and universities sectors with $1 million or more of annual restricted research expenditures. In the future, this will only be applicable to the research sector. The reader is advised to remember the mission of each sector represented below (Section I-Mission Focus) when observing this data.

Figure 9.2 **Source: IPEDS Annual Finance Surveys**

Research Universities Average of FY's 1996-98 and FY 1998-99

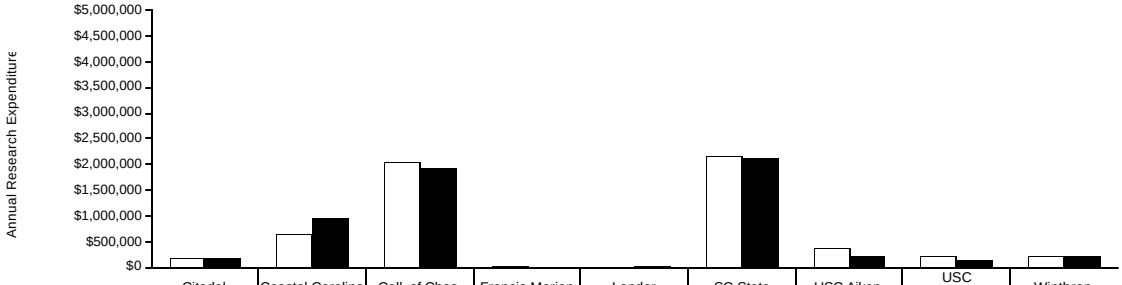
The data to the right represents the FY 1998-99 research grant expenditures compared to the average research grant expenditures from FY's 1996-98.



	Clemson	USC Columbia	MUSC
Average of FYs 96 to 98	$31,682,625	$37,700,761	$39,702,022
Restricted Research $$ FY 1998-99	$34,399,086	$47,768,194	$49,001,443

Four-Year Colleges and Universities, Average of FY's 1996-98 and FY 1998-99

The data below for the four-year colleges and universities represents the FY 1998-99 restricted research expenditures compared to the average restricted research expenditures from FY's 1996-98. This measure is only applicable to those institutions with $1 million or more of annual restricted research expenditures, which included the College of Charleston and SC State University during this past performance year.



	Citadel	Coastal Carolina	Coll. of Chas.	Francis Marion	Lander	SC State	USC Aiken	USC Spartanburg	Winthrop
Average of FYs 96 to 98	$175,699	$638,445	$2,042,849	$20,071	$0	$2,152,067	$392,628	$211,383	$235,499
Restricted Research $$ FY 1998-99	$185,003	$952,177	$1,948,754	$6,732	$16,113	$2,146,023	$203,070	$138,473	$217,949

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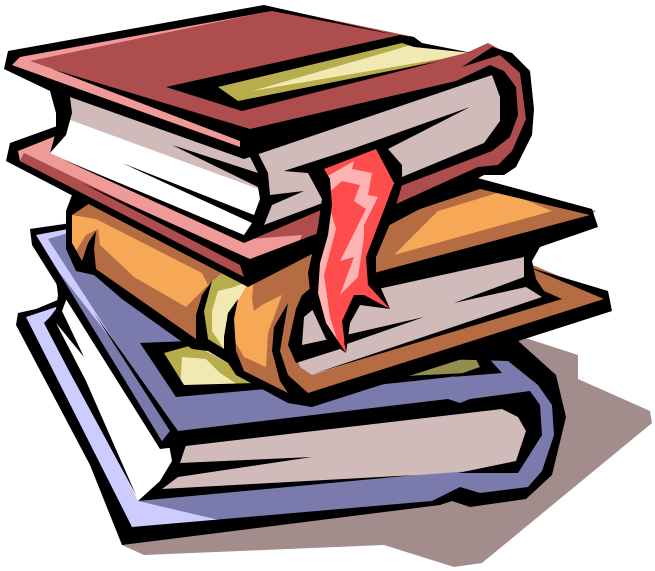
Section 10
Campus-Based Assessment



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CAMPUS-BASED ASSESSMENT

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

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

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

The summary reports for 1999-00 were submitted electronically and are available through each institution's website at the addresses that follow this summary. They can also be found through the CHE website. The reports include the following components:

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

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

Academic Advising
Academic Advising provides students with an understanding of their rights and responsibilities for completion of their degrees, programs and/or career preparation.

Achievement of Students Transferring from Two to Four Year Institutions
Two-year public institutions report on this component every other year, when data on the academic performance of their former students are transferred from the four-year institutions back to the two-year institutions for examination and analysis. This component will be reported upon in the next report.

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

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

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

Summary Reports on Institutional Websites

Each address is prefaced with http://

Research Universities

Clemson	www.clemson.edu/special/che/report.pdf
USC-Columbia	kudzu.ipr.sc.edu/IEReports/iereprts.htm
MUSC	www.edserv.musc.edu/musc_ie_report_00

Four-Year Colleges and Universities

Citadel	www.citadel.edu/planningandassessment/inst_eff00/contents.html
College of Charleston	irp.cofc.edu/planassess/ierpt00.htm
Coastal Carolina	coastal.edu/services/effect/iereport00.html
Francis Marion	alpha1.fmarion.edu/~instresearch/che.htm
Lander University	www.lander.edu//assessment/ierpt2000.html
SC State	ir.scsu.edu/ie-MAIN.htm
USC-Aiken	assess.usca.sc.edu/ira/assessment/ieReport.htm
USC-Spartanburg	www.uscs.edu/oir/assessment/iereports.htm
Winthrop	www.winthrop.edu/acad_aff/IE

Two-Year Institutions-Branches of USC

All 5 Campuses	kudzu.ipr.sc.edu/IEReports/iereprts.htm

State Technical and Comprehensive Education System

Aiken	www.aik.tec.sc.us/acrobat/institutional_effectiveness.pdf
Central Carolina	www.sum.tec.sc.us/about/effect.htm
Denmark	dtc401.den.tec.sc.us:8000/dtcierpt.html
Florence-Darlington	www.flo.tec.sc.us/iereport/inst_effect_00sum.htm

State Technical and Comprehensive Education System, *continued*

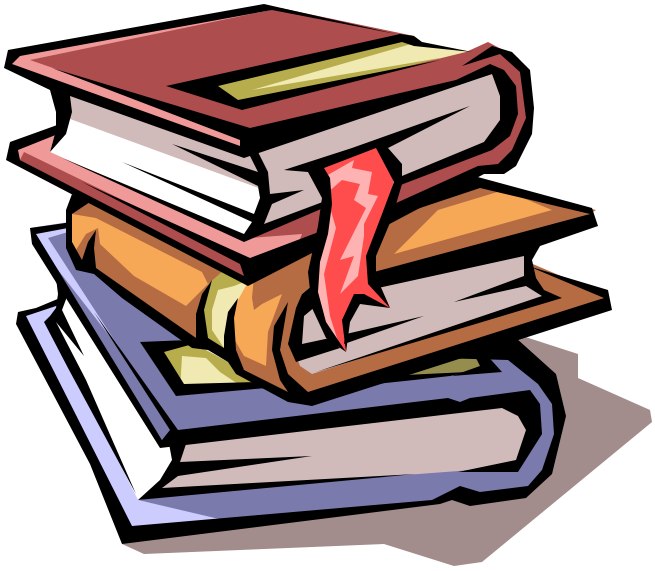
Horry-Georgetown	www.hor.tec.sc.us/ir/2000iereport.htm
Greenville	www.greenvilletech.com/institution.htm
Midlands	www.mid.tec.sc.us/arp/ACT629.htm
Northeastern	www.northeasterntech.org go to "Institutional Effectiveness"
Orangeburg-Calhoun	www.octech.org/About_the_College/IESummary.html
Piedmont	www.piedmont.tec.sc.us/ie
Spartanburg	www.spt.tec.sc.us go to "Institutional Effectiveness"
Technical College of the Lowcountry	www.tclonline.org/iereport.html
Tri-County	www.tricounty.tec.sc.us/2r.html
Trident	www.tridenttech.org/factsaboutttc.html go to "Institutional Research" go to "1999-200l Institutional Effectiveness"
Williamsburg	www.williamsburg.com/ie.htm
York	www.yorktech.com/ytcreport.htm

Summary Reports and Information on the Reporting Cycle

www.che400.state.sc.us
Go to "Division of Planning, Assessment and Performance Funding"
Go to "Institutional Effectiveness"

Section 11
Institutional Performance Ratings

(Performance Year 1999-2000 impacting FY 2000-2001)



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INSTITUTIONAL PERFORMANCE RATINGS

Institutional performance ratings from 1999-00 are displayed on the CHE website for each of South Carolina's public institutions of higher education. These ratings impacted each institution's FY 2000-01 state funding. The format for displaying ratings is different from that used last year and is described below. The website address for the Institution Report Cards is: *http://www.che400.state.sc.us/web/Perform/ReportCards/Report_Frames.htm*.

For each institution, a four-page report is displayed. The first page summarizes scoring details and provides "Facts at-a-glance" for the institution. On this page you can find contact information as well as information related to the institution's size in terms of students, faculty, and finances, and to the cost of attendance.

When the "(Institution Name) Data" tab at the bottom of the report window is clicked, pages 2-4 of the institution display provide detailed indicator-by-indicator information including timeframes assessed, current and prior year performance, level for "achieving" standards, and scores. A description of the process for rating institutions is located at the top of page 2 for each institution and summary scoring information is provided on page 4 for each institution.

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

1999-00 INSTITUTIONAL REPORT CARDS

http://www.che400.state.sc.us/web/Perform/ReportCards/Report_Frames.htm