

[\(Link to Table of Contents\)](#)

South Carolina Commission on Higher Education

A CLOSER LOOK AT PUBLIC HIGHER EDUCATION IN SOUTH CAROLINA

Institutional Effectiveness, Accountability, and Performance

JANUARY 2007



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Gail M. Morrison
Executive Director

January 12, 2007

Dear Governor Sanford and Members of the General Assembly:

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

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

Sincerely,

Gail M. Morrison
Interim Executive Director

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

A Publication of the
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Acknowledgement

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

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TABLE OF CONTENTS

<u>Index of Charts and Tables</u>	iii
<u>Introduction</u>	1
Institutional Effectiveness Reporting	2
South Carolina Performance Funding System for Higher Education	3
Strategic Plan for Higher Education in South Carolina	5
<u>Section 1 Mission Focus</u>	11
Review of Programs	13
Curricula Offered at Institutions	16
Institutional Mission Statements *	20
Academic Programs to Provide a Technologically Skilled Workforce	21
<u>Section 2 Quality of Faculty</u>	23
Academic and Other Credentials of Professors and Instructors	25
Compensation of Faculty	28
<u>Section 3 Classroom Quality</u>	33
Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants*	36
Accreditation of Degree-Granting Programs *	38
Student Performance on Teacher Education Exams	41
Teacher Education Graduates in Critical Shortage Areas	42
Teacher Education Graduates Who are Minority	42
Assessment Information for the Institution's Title II of the Federal Higher Education Act of 1998 Report	43
<u>Section 4 Institutional Cooperation and Collaboration</u>	45
<u>Section 5 Administrative Efficiency</u>	51

TABLE OF CONTENTS, *continued*

<u>Section 6</u>	<u>Entrance Requirements</u>	55
	Qualifications of Entering Freshmen	58
	Success of Students in Developmental Courses*	59
	Sources of First-Time Degrees for Graduate Students*	59
	Admission Standards	61
<u>Section 7</u>	<u>Graduates' Achievements</u>	65
	Performance Funding Graduation Rates	67
	Southern Regional Education Board Graduation Rates	71
	Student Performance on Professional Examinations *	73
	National and South Carolina Pass Rates on Professional Examinations *	80
	Overall Pass Rates on Professional Examinations for SC's Public Institutions	82
	Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests	83
	Number of Graduates Who Continued Their Education	85
<u>Section 8</u>	<u>User-Friendliness of the Institution</u>	87
	Undergraduate Transfers *	90
	Enrollment by Race *	91
	Accessibility to the Institution of All Citizens of the State	92
<u>Section 9</u>	<u>Research Funding</u>	101
	Student Involvement in Research *	104
	Financial Support for Teacher Education	106
	Amount of Public and Private Sector Grants	108
<u>Section 10</u>	<u>Campus-Based Assessment</u> *	109
	2005 Summary Reports on Institutional Websites	112
<u>Section 11</u>	<u>Institutional Performance Rating Process</u>	115
	Institutional Ratings for 2004-2005 Performance Year	117

Index of Charts and Tables

Section 1	Mission Focus	
Table 1.1	Programs Reviewed During the Academic Year	14
Table 1.2	Program Status at Technical Colleges	15
Table 1.3	Curricula Offered to Achieve Mission	17
Figure 1.1	Performance Indicator 1B-Curricula Offered to Achieve Mission	19
Section 2	Quality of Faculty	
Figure 2.1	Percent of Full-Time Faculty with Terminal Degrees in the Primary Teaching Area	25
Figure 2.2	Percent Teaching in the Fall Who Meet Minimum SACS Degree Criteria for Credentials	27
Figure 2.3	Compensation of Faculty	28
Section 3	Classroom Quality	
Table 3.1	Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants	37
Figure 3.1	Indicator 3D-Accreditation of Degree-Granting Programs	38
Table 3.2	Accreditation of Degree-Granting Programs	40
Figure 3.2	Percentage of Students Passing the PRAXIS Specialty Area Exam	41
Figure 3.3	Percent of Teacher Education graduates in Critical Shortage Areas	42
Figure 3.4	Percent of Teacher Graduates Who are Minority	43
Section 4	Institutional Cooperation and Collaboration	
Figure 4.1	Institutional Collaboration and Cooperation	47
Section 6	Entrance Requirements	
Figure 6.1	SAT/ACT Scores, High School Rank and GPA of Student Body	58
Table 6.1	Sources of First-Time Degrees for Graduate Students	59
Table 6.2	Applications and Admission Offers, SC Public Senior Institutions	61
Figure 6.2	Percent of Applicants Offered Admission who Accepted and Enrolled	62

Index of Charts and Tables, *continued*

Figure 6.3	Average SAT/ACT Combined Scores of all First-Time Entering Freshmen	62
Section 7	Graduates' Achievements	
Figure 7.1	Graduation Rates (Performance Funding)	68
Figure 7.2	Graduation Within 150% of Program Time (GRS Rate), Regional Campuses and Technical Colleges	70
Table 7.1	Southern Regional Education Board States Compared to South Carolina	71
Table 7.2	Student Performance on Professional Examinations	73
Table 7.3	National and South Carolina Pass Rates on Professional Examinations	80
Table 7.4	Percentage of Students Who Pass Certification Examinations	82
Figure 7.3	Results of Professional Examinations (Performance Funding)	83
Figure 7.4	Number of Graduates Who Continued Their Education	85
Section 8	User-Friendliness of the Institution	
Table 8.1	First-Time, Full-Time Undergraduate Transfers	90
Table 8.2	Percent Change in Minority Enrollment, Fall 1999 to Fall 2004	91
Figure 8.1	Percent of Headcount Undergraduate Students who are Citizens of South Carolina who are Minority	92
Figure 8.2	Retention of Minorities who are South Carolina Citizens and Identified as Degree-Seeking Undergraduate Students	94
Figure 8.3	Percent of Headcount Graduate Students Enrolled at the Institution Who are Minority	97
Figure 8.4	Percent of Headcount Teaching Faculty who are Minority	98
Section 9	Research Funding	
Table 9.1	Student Involvement in Research - Graduate Students	104
Table 9.2	Student Involvement in Research - Undergraduate Students	105
Figure 9.1	Financial Support for Reform in Teacher Education	107

INTRODUCTION

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

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

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

What will you find in this report?

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

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

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

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

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

Section 11 contains a link to the institutions' performance ratings.

Institutional Effectiveness Reporting

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

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

Four-Year Institutions

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

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

Two-Year Institutions

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

South Carolina's Performance Funding System for Higher Education

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

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

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

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

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

The CHE is in its 10th 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 ten years since the passage of Act 359 of 1996, the CHE has made revisions and refinements to the overall system as well as to various measures as strengths and weaknesses have been identified. Details related to scoring and measurement of indicators have varied each year, making comparisons across performance rating years difficult.

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

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

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

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

Development of Standards

In Performance Year 5 (2000-01 to impact FY 2001-02 state allocations) the CHE approved sector specific common standards that the CHE staff together with institutional representatives had

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

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

Strategic Plan for Higher Education in South Carolina

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

Vision

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

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

Introduction

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

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

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

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

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

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

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

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

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

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

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

Environmental Factors

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

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

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

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

Strategic Goals

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

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

1. Expand Educational Opportunities for South Carolina Citizens

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

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

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

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

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

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

3. Increase Cooperation and Collaboration for Efficiency and Quality

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

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

Section 1 Mission Focus



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MISSION FOCUS

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

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

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

Research institutions

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

Four-year colleges and universities

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

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

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

State technical and comprehensive education system

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

Review of Programs

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

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

Program Review of Senior-Level Institutions

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

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

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

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

¹ Formerly USC Spartanburg

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

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

Two-Year Institutions-Regional Campuses of USC

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

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

State Technical and Comprehensive Education System

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

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

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

Table 1.2 Program Status at Technical Colleges

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	2002	2003	2004	2002-	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Aiken	13	12	12	-	-	-	3	3	-	1	2	3	-	-	-
Central Carolina	16	15	13	-	1	-	2	-	1	-	-	1	-	-	-
Denmark	11	10	8	-	-	-	-	1	1	-	-	-	-	-	-
Florence-Darlington	22	23	22	-	1	-	4	2	3	-	-	-	1	2	-
Greenville	34	34	32	-	-	-	1	1	-	2	2	1	-	-	1

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	2002	2003	2004	2002-	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Horry-Georgetown	20	20	19	-	-	-	1	1	-	2	1	-	-	1	-
Midlands	26	24	24	1	2	1	2	1	2	3	4	1	-	-	2
Northeastern	9	9	8	-	-	-	1	1	-	-	-	-	-	-	-
Orangeburg-Calhoun	17	18	17	-	-	-	1	-	1	-	1	-	-	2	1
Piedmont	21	21	21	-	-	-	1	1	-	-	-	-	-	-	-
Spartanburg	21	23	21	-	-	-	3	-	-	1	2	1	1	2	-
TCL	11	9	9	-	-	-	1	3	-	-	-	1	-	-	-
Tri-County	18	19	20	-	-	-	3	2	-	-	-	-	-	-	-
Trident	28	29	26	1	1	1	3	2	4	-	-	-	-	1	-
Williamsburg	5	6	3	-	-	-	1	-	1	-	-	-	-	-	-
York	20	19	19	-	-	-	-	1	-	-	-	-	-	-	-
Total	292	291	274	2	5	2	26	19	13	10	12	8	2	8	4

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.

This data for this indicator are under review as of January 14, 2007. The following discussion and Table 1.3 refer to the previous year’s data and are included as an indication of the institutions’ status as of the publication of this document. There is no reason to anticipate major changes in status with the updated data.

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

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

a whole, then it would count as one program. To date, this exception has applied primarily to teacher education programs.

CHE Program Reviews considered here apply to MUSC and 4-year institutions. Reviews since 1995-96 and the status of those reviews as of March 2005 are considered. The results of past reviews updated to the current status based on actions taken by institutions and approved by CHE for addressing cases are included as well as the initial result of reviews completed since the last performance measurement.

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

Table 1.3 Curricula Offered to Achieve Mission

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

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

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

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

Section 1 – Mission Focus

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

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

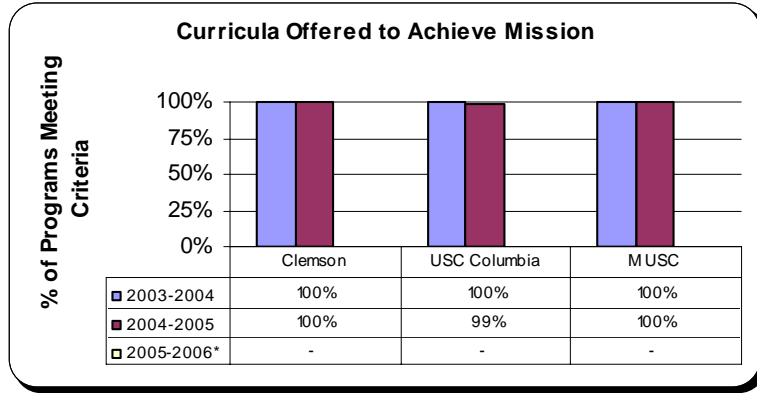
2-Year Institutions	# Meeting all Criteria	Total # of Programs	Compliance If All Programs Meet Applicable Criteria
			Yr 9 Performance
USC Lancaster	5	5	Compliance
USC Salkehatchie	2	2	Compliance
USC Sumter	2	2	Compliance
USC Union	2	2	Compliance
Aiken Tech	20	20	Compliance
Central Carolina Tech	17	17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

*Formerly Spartanburg Technical College

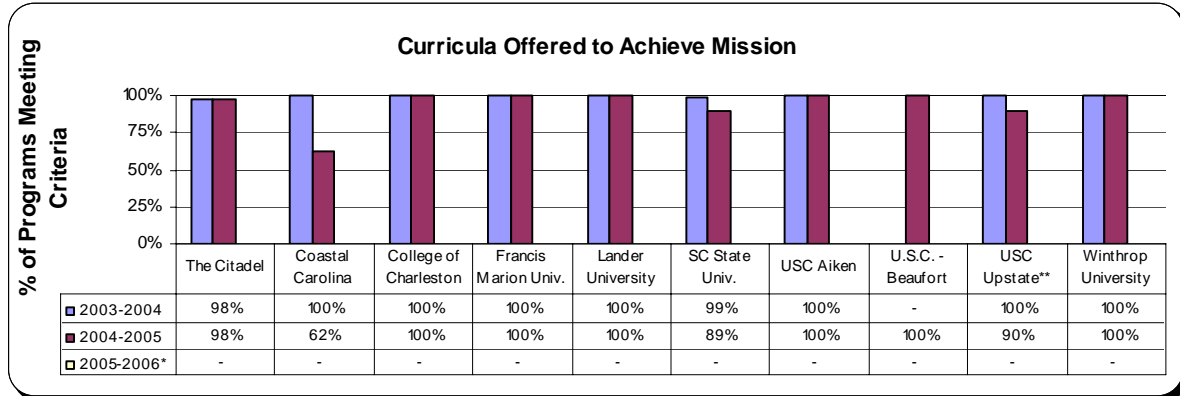
Figure 1.1 Performance Indicator 1B – Curricula Offered to Achieve Mission

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

Research Institutions – For Year 10 (2005-06) scores, a performance level of 95% - 99% or, if <95%, all but 1 meeting the criteria was required in order to score “Achieves.”



Teaching Institutions – For Year 10 (2005-06) scores, a performance level of 95% - 99%, or if <95%, all but one meeting the criteria was required in order to score “Achieves.” This was a scored indicator for USC Beaufort in Year 8 (2003 -2004), with a score of “Achieves (2)” based on having 3-8 programs approved.



*Data under review. The inventory and program status will be updated next in spring 2007.

** Formerly USC Spartanburg.

Two-year Regional Campuses of USC and Technical Colleges – Indicator 1B is a compliance indicator for these institutions. All scored in compliance in Year 10 (2005-06) and the two previous years.

Indicator 1C – Mission Statements

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

Institutional Mission Statements

Research Institutions

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

Four-Year Colleges and Universities

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

Regional Campuses

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

State Technical and Comprehensive Education System

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

*Formerly Spartanburg Technical College

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

This indicator is defined for each institution through the submission of individual goals by the institutions and their approval by the Commission. Each institution sets annual performance criteria for scoring purposes for the three-year goal.

Academic Programs to Provide a Technologically Skilled Workforce

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

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

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

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Section 2 Quality of Faculty



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QUALITY OF FACULTY

The second critical success factor in performance funding looks at the quality of faculty at South Carolina's public institutions. Indicators used to assess this factor in Year 10 are:

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

Academic and Other Credentials of Professors and Instructors

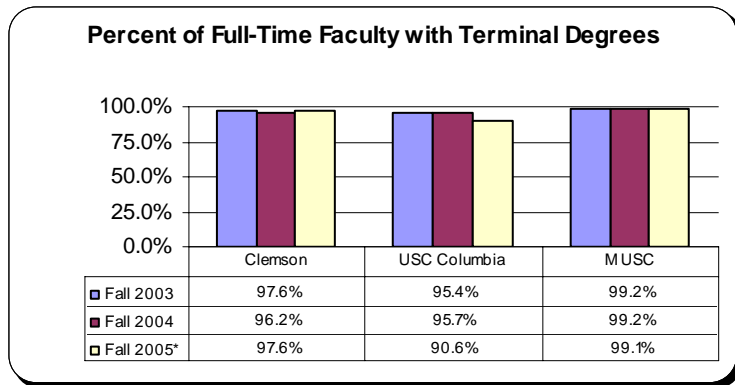
Indicator 2A, “Academic and Other Credentials of Professors and Instructors,” is a measure of the academic credentials of faculty. Prior to Year 6, the measure of 2A consisted of multiple subparts, each considering credentials of faculty teaching undergraduates. In Year 6, the measure was redefined to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

http://www.che.sc.gov/Finance/Perf_Fund/Yr9WorkBook_Rev.htm

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

Research Universities

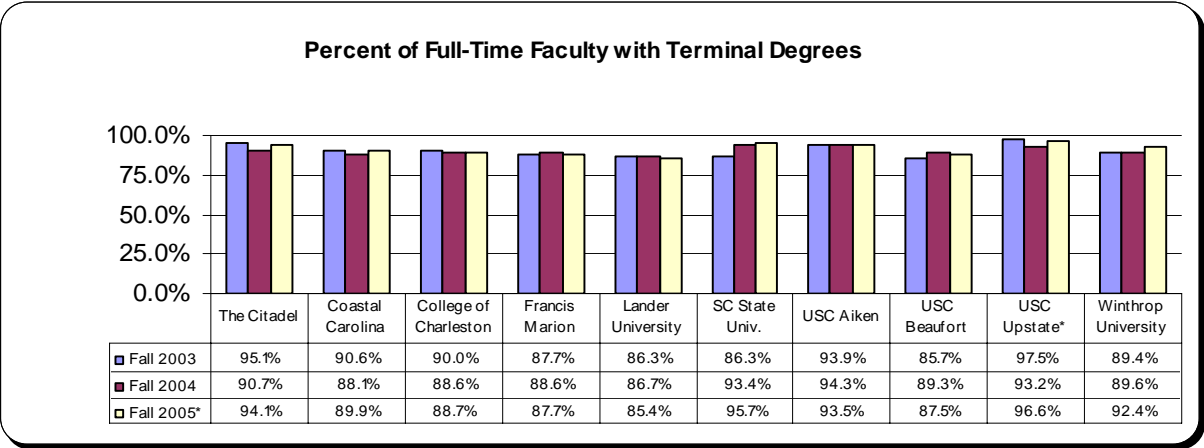
2A - Percentage of full-time faculty with terminal degrees in the primary teaching area.



For Year 10 (2005-06), a standard of 75 - 84% earned a score of "Achieves" for 2A. This indicator does not include Instructors for the Research and Teaching sectors.

Four-Year Colleges and Universities

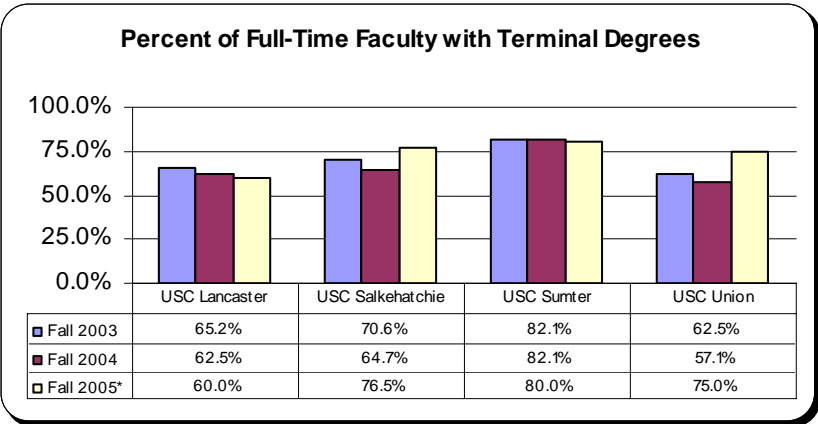
2A - Percentage of **full-time** faculty with terminal degrees in the primary teaching area. For Year 10 (2005-06), a standard of 70 - 84% earned a score of "Achieves" for 2A. This indicator does not include Instructors for the Research and Teaching sectors.



*Formerly USC Spartanburg

Two-Year Institutions-Regional Campuses of USC

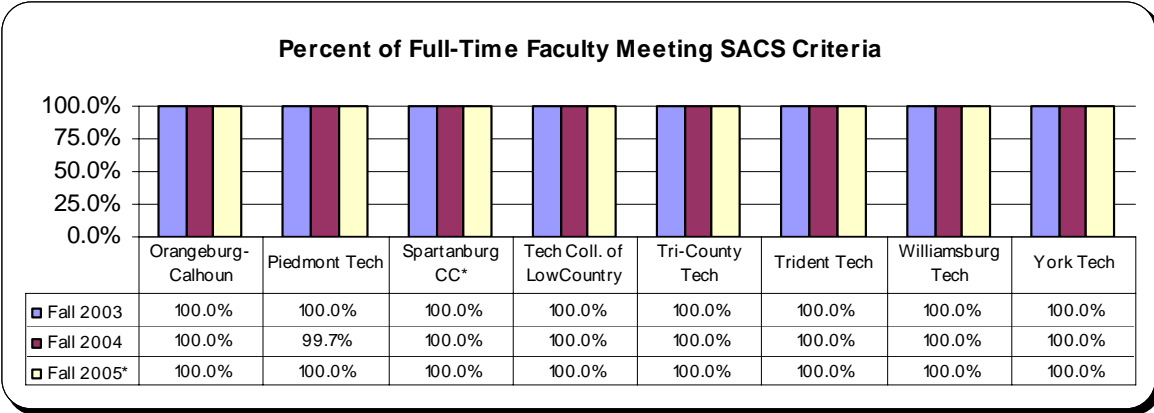
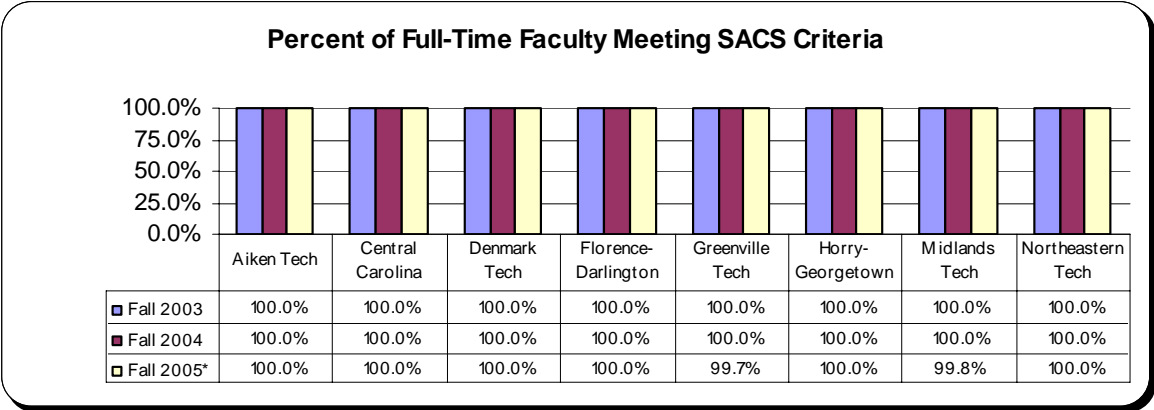
2A - Percentage of **full-time** faculty, including Instructors, with terminal degrees in the primary teaching area. For Year 10 (2005-06), a standard of 60-74% earned a score of "Achieves."



Technical College System

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

For Year 10 (2005-06) , a standard of 98-99.9%, or all but one meeting criteria, earned a score of "Achieves."



*Formerly Spartanburg Technical College

Compensation of Faculty

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

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

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

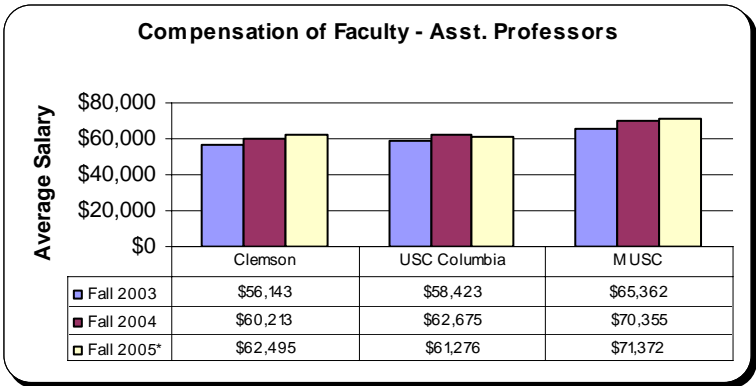
For technical colleges, unclassified continuing education program coordinators are included.

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

For Year 10 (2005-06), Fall 2005 data were considered.

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

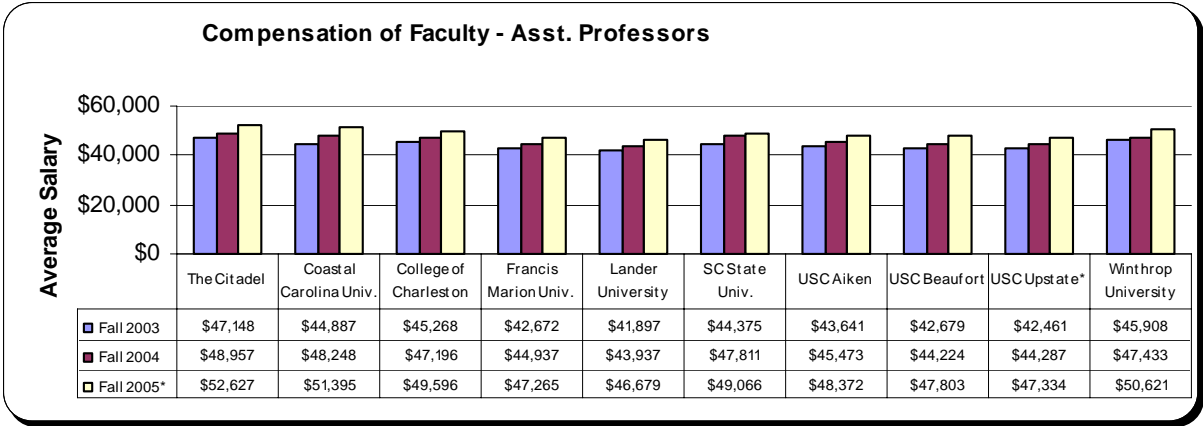
Assistant Professors, Research Universities



For Year 10 (2005-06) ratings, "Achieves" ranges were: \$42,773 - \$50,740 for Clemson, \$44,718 - \$53,047 for USC Columbia, and \$54,028 - \$ 64,091 for MUSC.

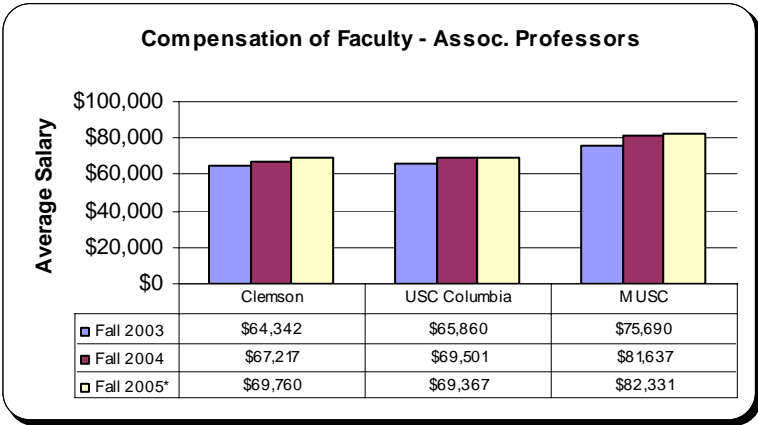
Assistant Professors, Four-Year Colleges and Universities

For Year 10 (2005-06) ratings, the "Achieves" range was \$36,840 - \$43,701 for Four-Year Colleges and Universities.



*Formerly USC Spartanburg

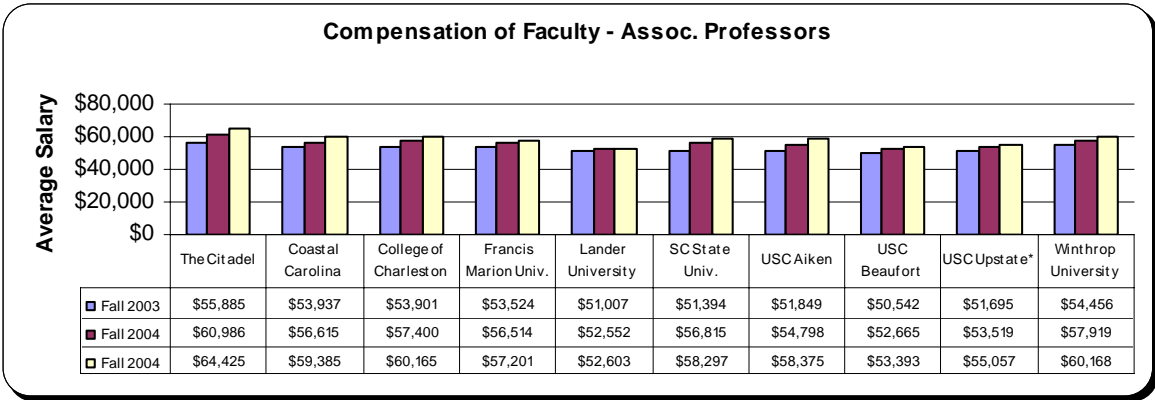
Associate Professors, Research Universities



For Year 10 (2005-06) ratings, "Achieves" ranges were: \$50,643-\$60,075 for Clemson, \$52,038 - \$61,730 for USC Columbia, and \$62,855 - \$74,562 for MUSC.

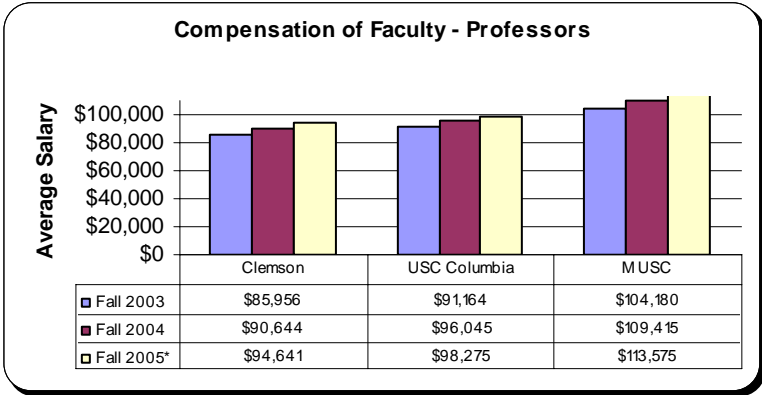
Associate Professors, Four-Year Colleges and Universities

For Year 10 (2005-06) ratings, the "Achieves" range was \$44,787 - \$53,129 for Four-Year Colleges and Universities



*Formerly USC Spartanburg

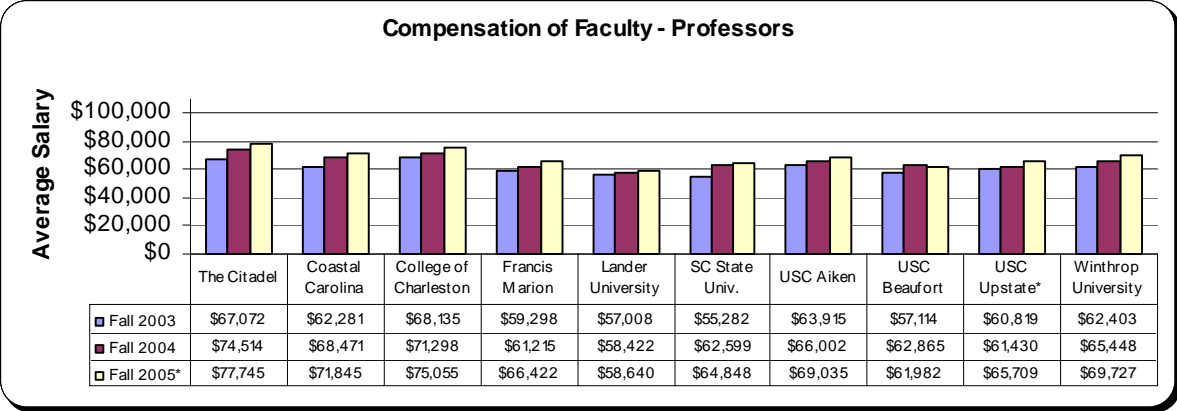
Professors, Research Universities



For Year 10 (2005-06) ratings, "Achieves" ranges were \$69,558 - \$82,514 for Clemson, \$71,798 - \$85,171 for USC Columbia, and \$79,965 - \$94,858 for MUSC.

Professors, Four-Year Colleges and Universities

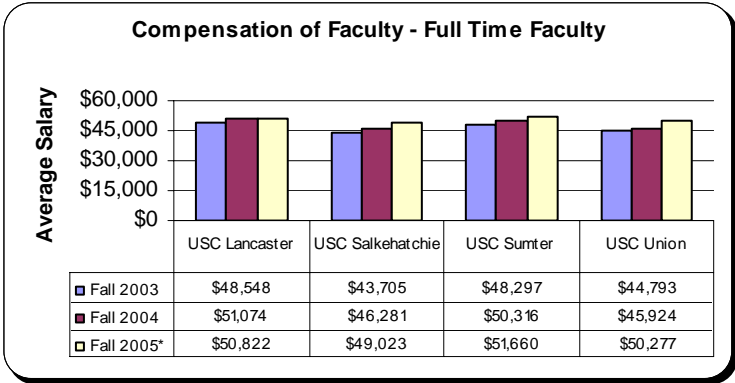
For Year 10 (2005-06) ratings, the "Achieves" range was \$56,164 - \$66,624 for Four-Year Colleges and Universities



*Formerly USC Spartanburg

Two-Year Institutions-Branches of USC

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

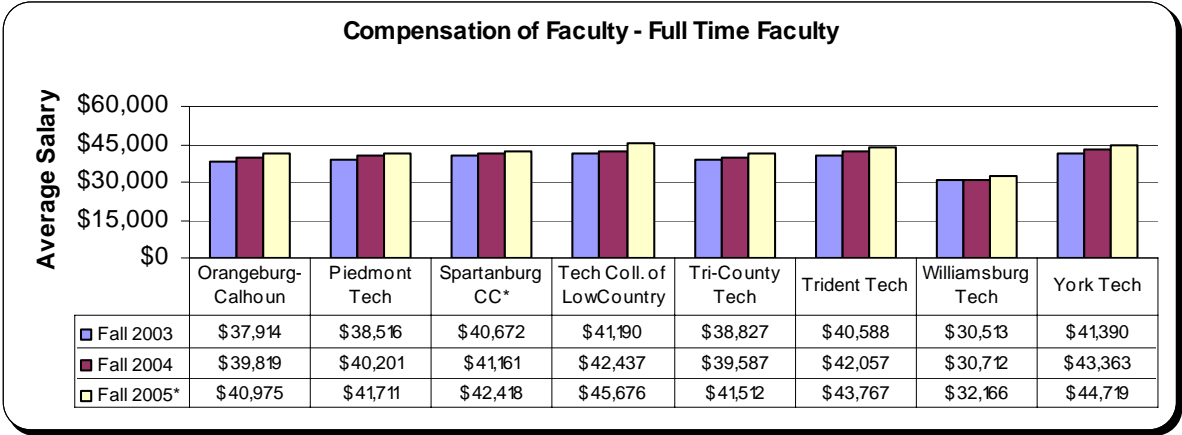
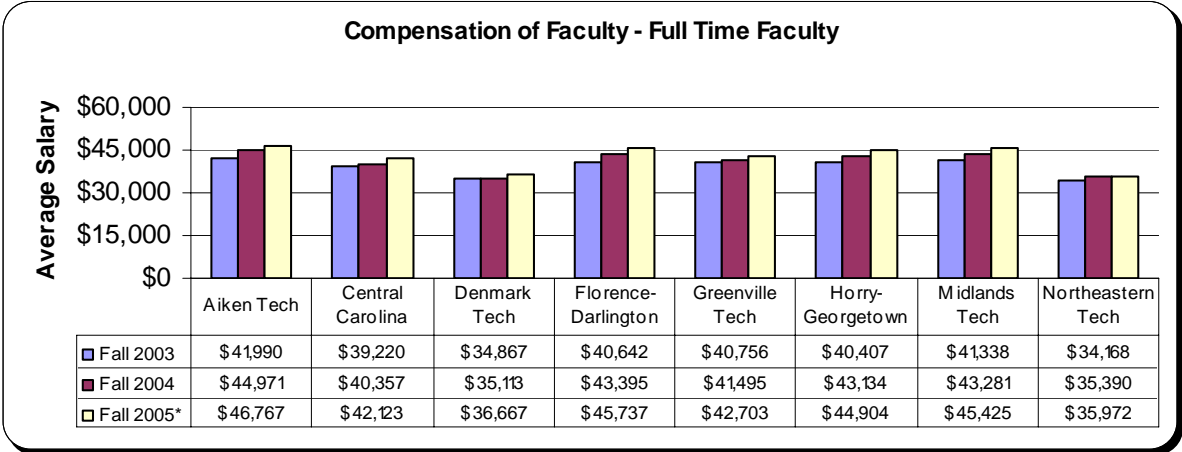


For Year 10 (2005-06) ratings, an "Achieves" range of \$35,687- \$45,156 applied.

State Technical and Comprehensive Education System

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

For Year 10 (2005-06) ratings, an "Achieves" range of \$34,188 - \$43,260 applied.

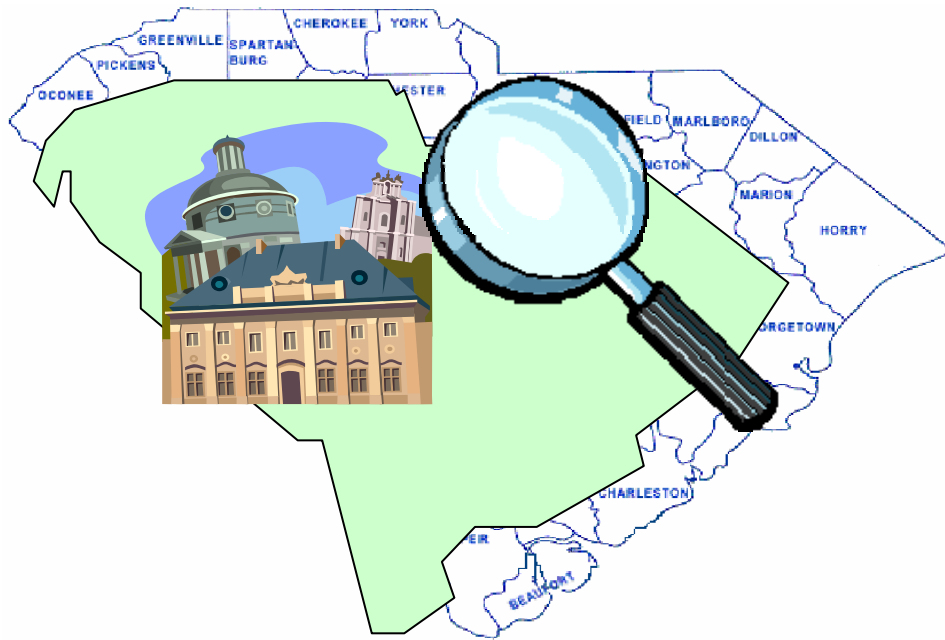


*Formerly Spartanburg Technical College

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Section 3

Classroom Quality



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CLASSROOM QUALITY

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

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

Data on **national accreditation of specific academic degree programs** are provided in Table 3.2, which summarizes the number of programs at each institution that are eligible for accreditation based on a CHE-approved list of agencies and programs and the number of those that are accredited. Some accrediting bodies (e.g., education and public health) accredit schools or units within the institutions, while others (e.g., business and engineering) accredit individual programs within the school or unit. The numbers seen in Table 3.2 reflect the number of accrediting agencies that acknowledge one or more programs at the institutions. The process of accreditation involves an external review based on national standards typically pertaining to the curriculum, faculty, students, resources and overall administration of the program; therefore, attainment of such accreditation is often considered an indication of overall program quality. However, some institutional administrators intentionally choose not to pursue accreditation for an accreditable program because the cost to do so is considered too high. In performance funding, institutions are measured on the percentage of accredited programs, with the standard for an “Achieves” being 90 – 99%, or all but one program accredited. Measurement details for each institution are displayed in Section 11. Institutional performance on this indicator for Performance Year 10 (2005-06) is shown in Figure 3.1.

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

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

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

Provided here are data across all four sectors on the type of instructional personnel used to teach Lower Division sections during Fall 2005. **Full-time Faculty** are those personnel at the institution who were identified as full-time at the institution, had primary responsibility (over 50%) for instruction, and had a reported salary on CHEMIS. This definition captures faculty that were included under the Salaries, Tenure, and Fringe Benefit report. For the technical colleges, unclassified continuing education program coordinators are counted as faculty. **Lower Division** here represents those courses that were coded in the CHEMIS course file as Remedial or Lower Division, including courses offered for credit toward the first and second year of an associates degree program and technical/vocational degrees offered below the baccalaureate level.

TABLE 3.1 LOCATED ON THE NEXT PAGE

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

Institutions	TOTAL LOWER DIVISION SECTIONS	Fall 2005 LOWER DIVISION SECTIONS TAUGHT BY					
		Faculty				Graduate Assistants	
		Full Time		Part Time		#	%
#	%	#	%				
Research Universities							
Clemson	1,967	1,178	59.9%	444	22.6%	345	17.5%
USC Columbia	1,849	984	53.2%	535	28.9%	330	17.8%
2005 Research Subtotal	3,816	2,162	56.7%	979	25.7%	675	17.7%
Four-Year Colleges and Universities							
The Citadel	442	266	60.2%	176	39.8%	0	0.0%
Coastal Carolina	914	525	57.4%	389	42.6%	0	0.0%
College of Charleston	1,474	926	62.8%	548	37.2%	0	0.0%
Francis Marion	554	447	80.7%	107	19.3%	0	0.0%
Lander	449	344	76.6%	105	23.4%	0	0.0%
SC State	614	469	76.4%	145	23.6%	0	0.0%
USC Aiken	416	280	67.3%	136	32.7%	0	0.0%
USC Beaufort	210	112	53.3%	98	46.7%	0	0.0%
USC Upstate*	522	265	50.8%	257	49.2%	0	0.0%
Winthrop	903	456	50.5%	447	49.5%	0	0.0%
2005 Four-Year Subtotals	6,498	4,090	62.9%	2,408	37.1%	0	0.0%
Two-Year Branches of USC							
USC Lancaster	208	129	62.0%	79	38.0%	0	0.0%
USC Salkehatchie	121	59	48.8%	62	51.2%	0	0.0%
USC Sumter	181	125	69.1%	53	29.3%	3	1.7%
USC Union	56	30	53.6%	26	46.4%	0	0.0%
2005 Two-Year Subtotals	566	343	60.6%	220	38.9%	3	0.5%
Technical Colleges							
Aiken	441	266	60.3%	175	39.7%	0	0.0%
Central Carolina	501	371	74.1%	130	25.9%	0	0.0%
Denmark	234	188	80.3%	46	19.7%	0	0.0%
Florence-Darlington	950	577	60.7%	373	39.3%	0	0.0%
Greenville	2,166	1,353	62.5%	813	37.5%	0	0.0%
Horry-Georgetown	961	632	65.8%	329	34.2%	0	0.0%
Midlands	1,720	961	55.9%	759	44.1%	0	0.0%
Northeastern	350	202	57.7%	148	42.3%	0	0.0%
Orangeburg-Calhoun	485	404	83.3%	81	16.7%	0	0.0%
Piedmont	1,264	696	55.1%	568	44.9%	0	0.0%
Spartanburg	777	443	57.0%	334	43.0%	0	0.0%
TCL	304	227	74.7%	77	25.3%	0	0.0%
Tri-County	795	387	48.7%	408	51.3%	0	0.0%
Trident	1,810	1,132	62.5%	678	37.5%	0	0.0%
Williamsburg	195	86	44.1%	109	55.9%	0	0.0%
York	815	498	61.1%	317	38.9%	0	0.0%
2005 Technical College Subtotals	13,768	8,423	61.2%	5,345	38.8%	0	0.0%

*Formerly USC Spartanburg

Indicator 3D – Accreditation of Degree-Granting Programs

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

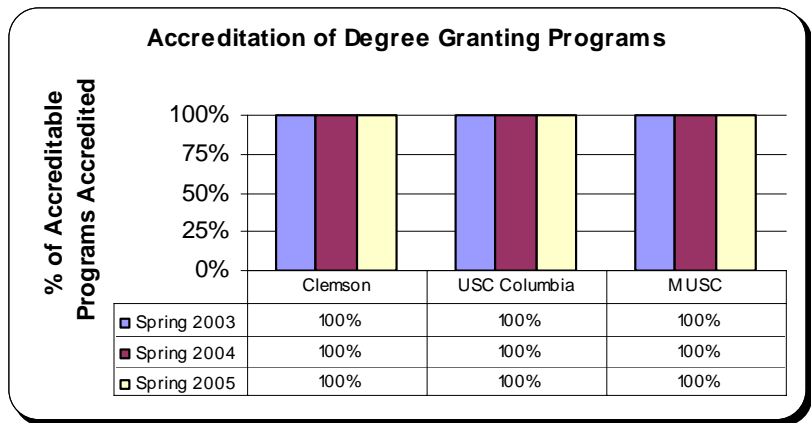
For USC Beaufort, this was a compliance indicator during the transition from two to four-year status, based on satisfactory progress toward SACS accreditation as a four-year institution.

The following charts show accreditation percentages used in Year 10 (2005-06) performance funding ratings.

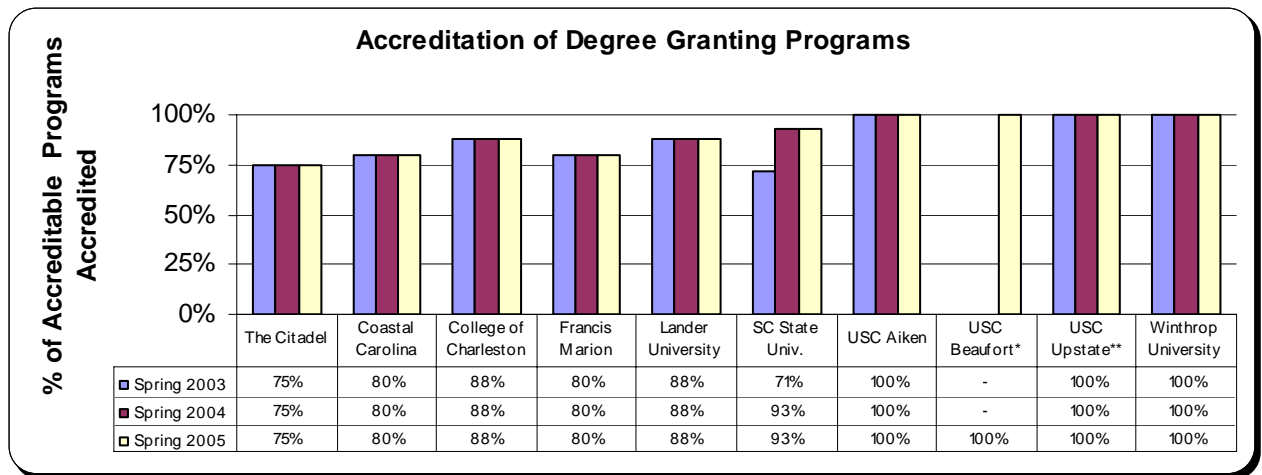
Figure 3.1 Indicator 3D - Accreditation of Degree-Granting Programs
 Source: Institutional reports

The “Achieves” range in effect for **all** institutions was 90% to 99%, or all but one program, for ratings in Spring 2006.

Research Institutions



Teaching Institutions



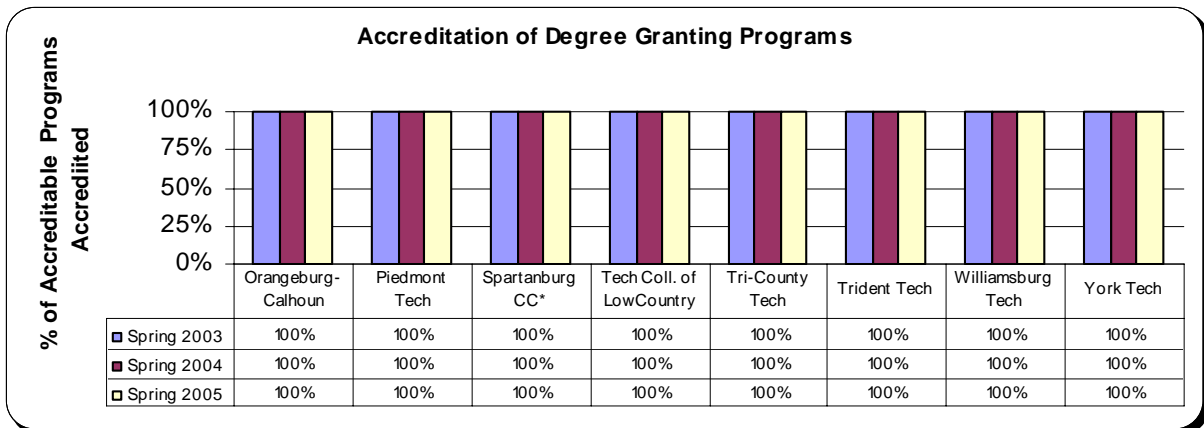
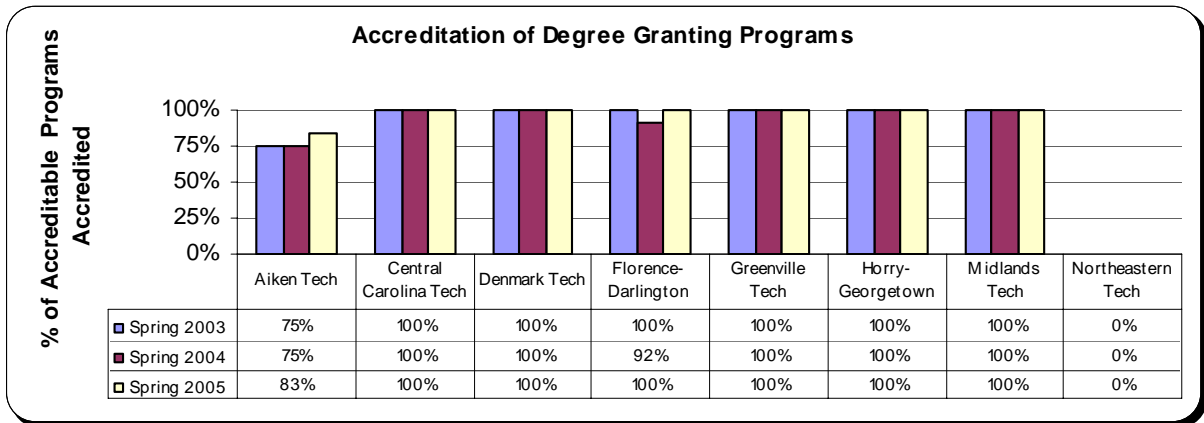
*USC Beaufort had no programs eligible for accreditation prior to Spring 2005

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In Year 10 (2005-06), the Citadel, College of Charleston, and Francis Marion had all but one program accredited.

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

Technical Colleges



*Formerly Spartanburg Technical College

Year 10 (2005-06) Accreditation Data and Table

In addition to reporting the performance levels on accreditation for the most recent scored performance year, the law requires that institutions report their current program accreditation status. The following table (Table 3.2) gives accreditation information submitted by the institutions on August 1, 2006. This information will be updated in the Spring of 2007 for performance indicator 3D. The reader may note that, due to the use of updated data for performance funding calculations, numbers on institutional ratings reports may differ from those displayed in this table.

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

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

	As of June 30, 2006		
	Areas Eligible for Accreditation	Areas with one or More Programs Accredited	% Accredited
Research Universities			
Clemson*	15	15	100%
USC - Columbia	27	27	100%
MUSC	16	16	100%
Teaching Universities			
The Citadel	4	3	75%
Coastal Carolina Univ.	5	4	80%
College of Charleston	8	7	88%
Francis Marion Univ.	6	5	83%
Lander University*	7	6	86%
SC State Univ.	14	13	93%
USC - Aiken	4	4	100%
USC - Beaufort*	2	0	Programs approved 2004
USC-Upstate**	5	5	100%
Winthrop University	14	14	100%
Two-Year Branches of USC			
USC - Lancaster	2	2	100%
USC - Salkehatchie			
USC - Sumter			
USC - Union			
Technical Colleges			
Aiken Tech	6	5	83%
Central Carolina Tech	6	6	100%
Denmark Tech	3	3	100%
Florence-Darlington	11	11	100%
Greenville Tech	16	16	100%
Horry-Georgetown Tech	12	9	75%
Midlands Tech	14	14	100%
Northeastern Tech	2	0	0%
Orangeburg-Calhoun	7	7	100%
Piedmont Tech	10	10	100%
Spartanburg CC***	9	9	100%
Tech Coll. of LowCountry	6	6	100%
Tri-County Tech	10	10	100%
Trident Tech	14	14	100%
Williamsburg Tech	1	1	100%
York Tech	9	9	100%
Total	265	251	95%

*These institutions have one or more programs within the five-year window for accreditation.

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***Formerly Spartanburg Technical College

Student Performance on Teacher Education Examinations

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

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

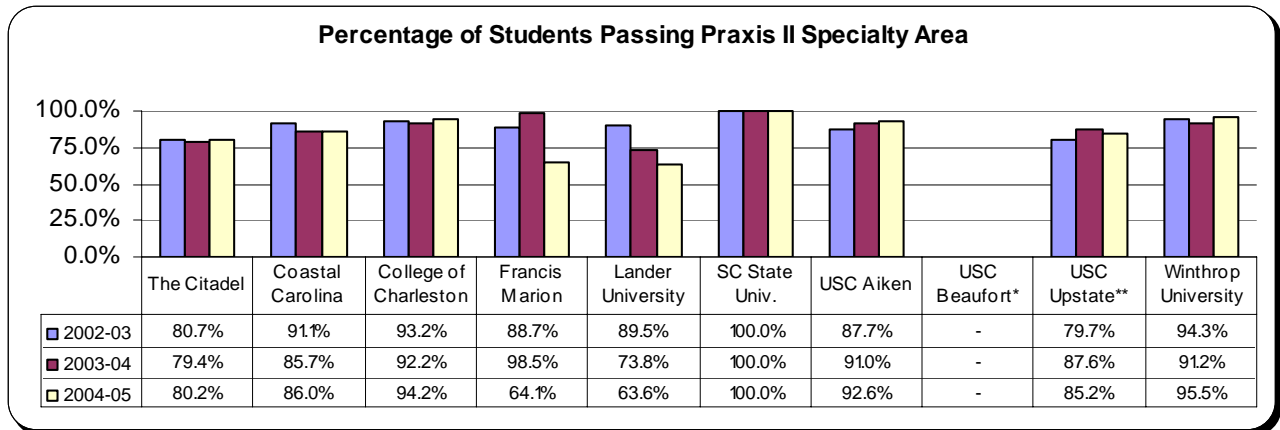
Four-Year Colleges and Universities

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

Although Clemson and USC Columbia are not included in this indicator, their education graduates take the same exams. For 2004-2005, Clemson’s students had a pass rate of 86.0% and USC Columbia’s students had a pass rate of 88.2%.

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

The “Achieves” range for this indicator was 75% - 89% for Performance Year 10 (2005-06)



* Does not apply

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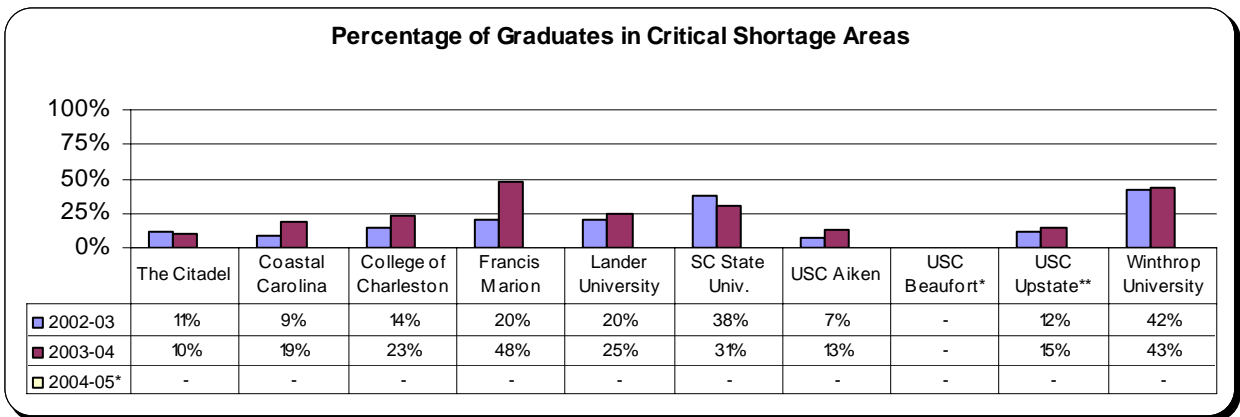
Performance Funding Indicator 3E (Subparts 3a and 3b), Teacher Education Graduates in Critical Shortage Areas, assesses two critical needs areas for teachers: 1) the number of graduates in state critical shortage areas; and 2) minority graduates from teacher preparation programs. These measures apply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

Critical shortage areas are those determined by the South Carolina Department of Education based on state need and for purposes of loan repayments. Data for the percent of graduates in critical shortage areas for the past three years are shown below in Figure 3.3. The critical shortage areas have changed over the years as teacher shortages have increased. For performance funding, those areas identified in 2000 have been used. These are: Art, Business Education, English/Language Arts, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Latin, and Spanish), Industrial Technology, Library Science, Mathematics, Science (all areas), Music (Choral), and Special Education (all areas including speech pathology, occupational, and physical therapy).

Figure 3.3 – Four-Year Colleges and Universities, Graduates in Critical Shortage Areas

Source: Institutional IE Reports to CHE

The percentage of graduates in critical shortage areas for each institution is shown for each of the academic years represented. The “Achieves” range for past years was 20% - 34%. **This measure was deferred for Year 10 (2005-06).**



* Does not apply

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Teacher Education Graduates Who are Minority

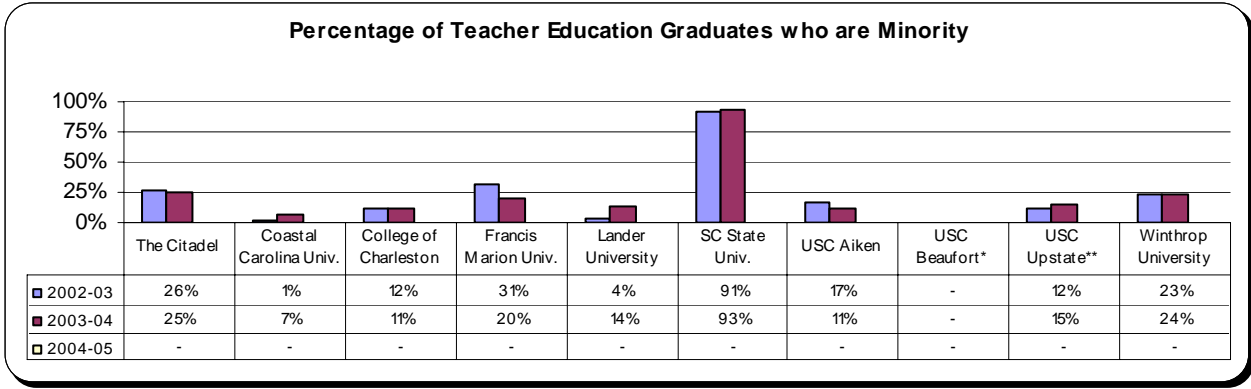
Minority Teacher Education Graduates, as defined in the Performance Funding Workbook for Year 10 (2005-06), for the years shown include African-American, American Indian/Alaskan Native, Asian or Pacific Islander, and Hispanic students who graduated from public institutions in teacher education.

(Figure 3.4, next page)

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

Source: Institutional Reports to CHE

The percentage of graduates from teacher education programs who are minority is represented below. The “Achieves” range for past years was 10% - 20%. **This measure was deferred for Year 10.**



(2005-06).

* Does not apply

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

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

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

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

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

2005 Title II Reports on Institutional Websites

- Clemson University <http://www.title2.org/title2dr/default.asp>
- University of South Carolina-Columbia <http://www.ed.sc.edu/>
- The Citadel <http://www.citadel.edu/academicaffairs/index.html>
- Coastal Carolina University <http://www.coastal.edu/effect/iereports.html>
- College of Charleston <http://irp.cofc.edu/titleii/>
- Francis Marion University <http://www.fmarion.edu/about/reports/article-1999962554c-1999305553.htm>

Section 3 – Classroom Quality

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

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

Section 4 Institutional Cooperation and Collaboration



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Institutional Cooperation and Collaboration

Indicator 4A was deferred for all institutions in Year 10 (2005-2006). The definitions and charts that follow are for previous Performance Funding years.

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

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

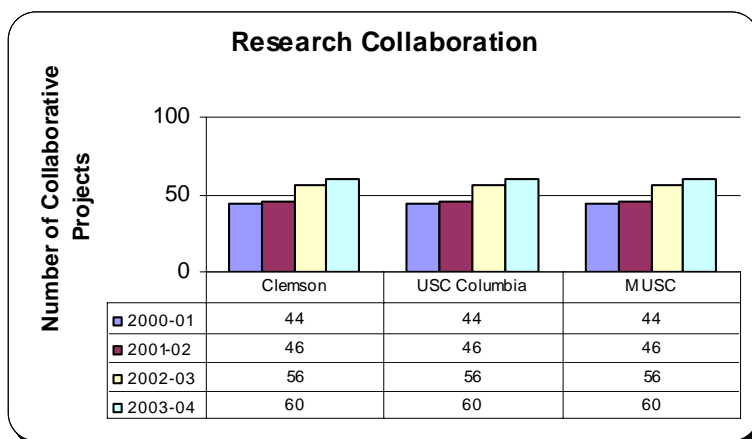
Effective Year 7, measures and standards for each of the sectors were approved on September 5, 2002 (Research, Regional Campuses, and Technical Colleges) and on November 7, 2002 (Teaching). The research sector measure focuses on enhancing collaborative research within the sector and is intended to be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

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

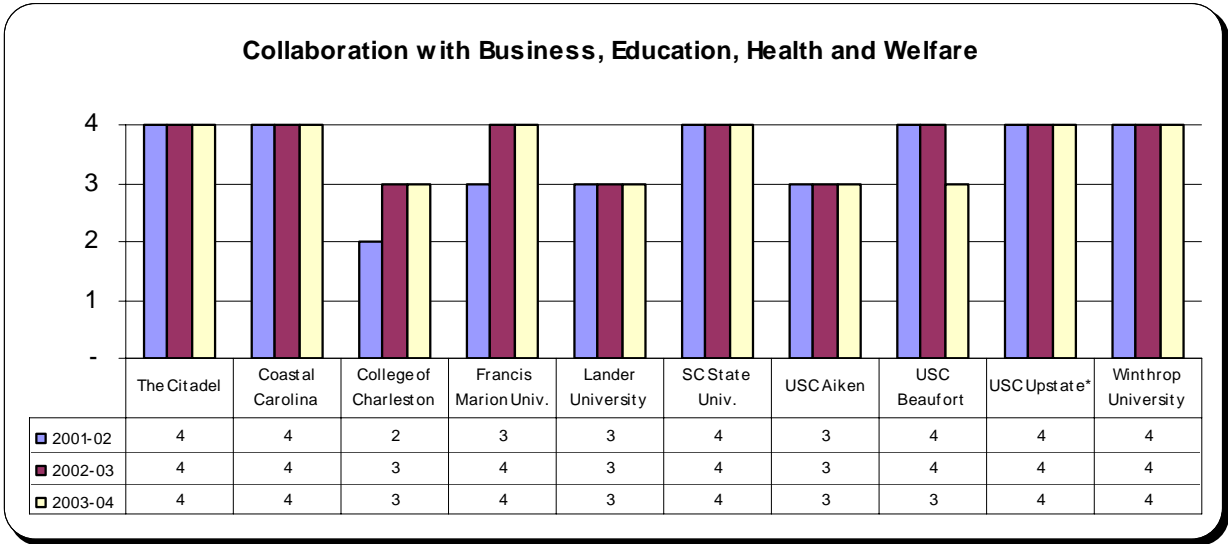
Figure 4.1 Institutional Collaboration and Cooperation
Source: Performance Funding Reports from Institutions

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

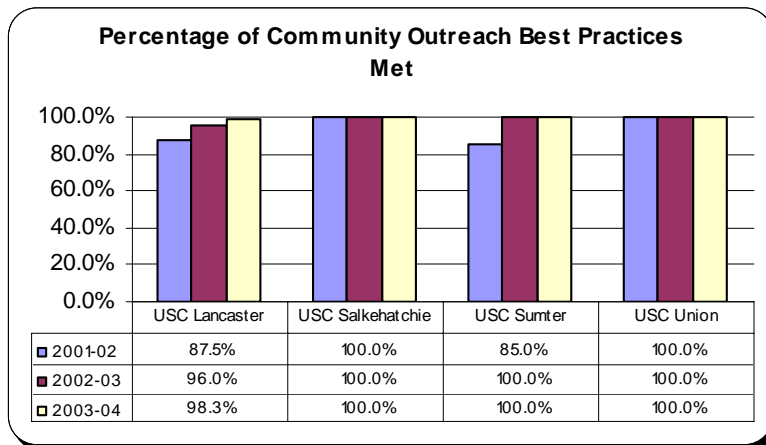
This indicator measures the change in the number of collaborative research projects compared to the average of the previous three years. The range for “Achieves” in Year 9 (2004-05) was 44-48 collaborative projects. The Research Institutions have increased the number of collaborative projects from 29 in 1999-2000 to 60 in 2003-2004.



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



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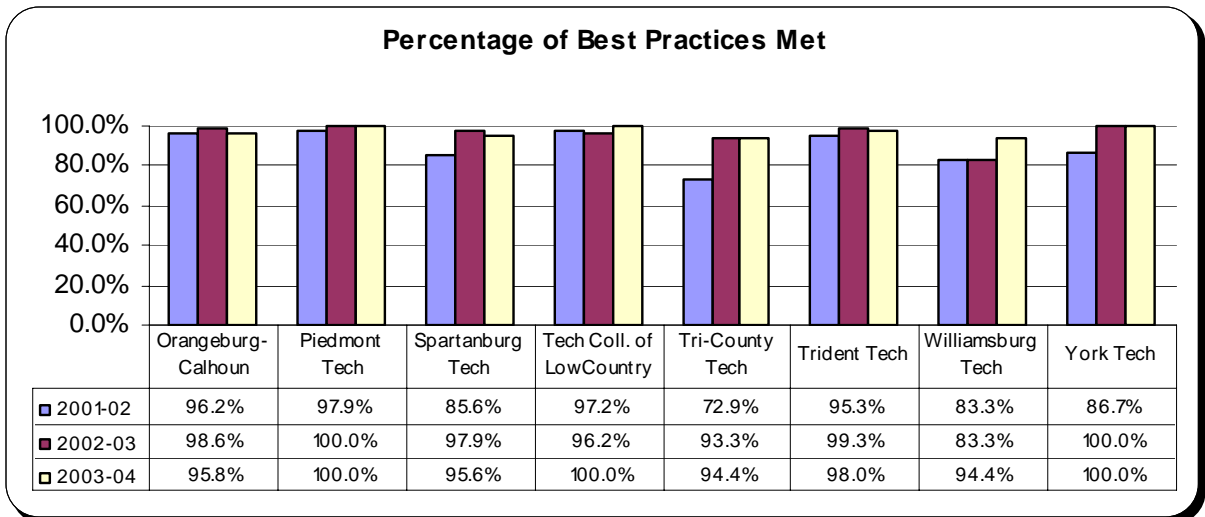
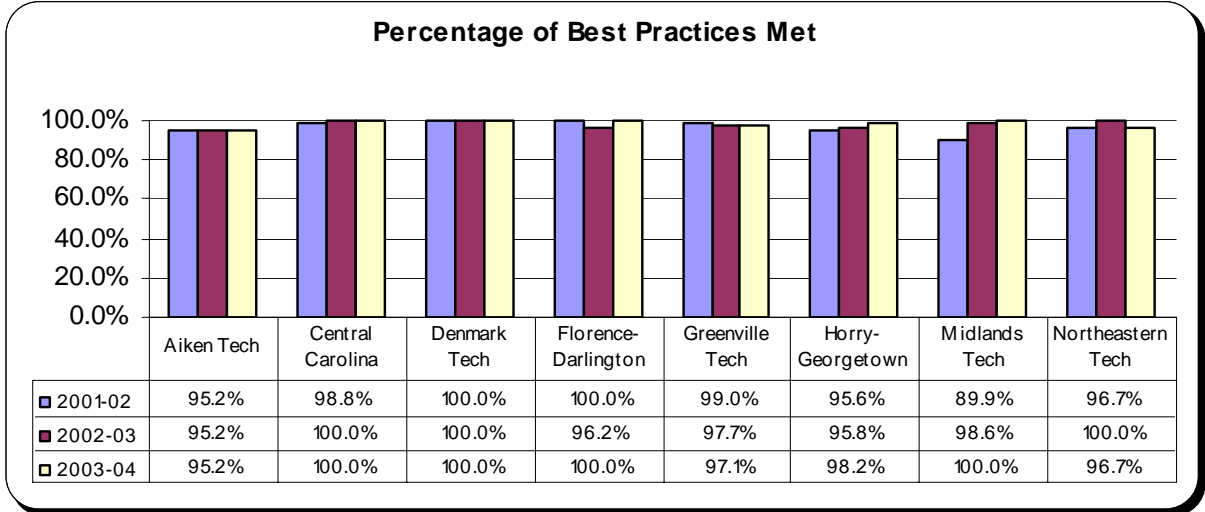


Regional Campuses of USC

This indicator assesses the strength of the community outreach efforts of the USC regional campuses by determining the percentage of best practice criteria that are utilized. The range for “Achieves” in Year 9 (2004-05) was 85% to 95%.

Section 4 – Institutional Cooperation and Collaboration

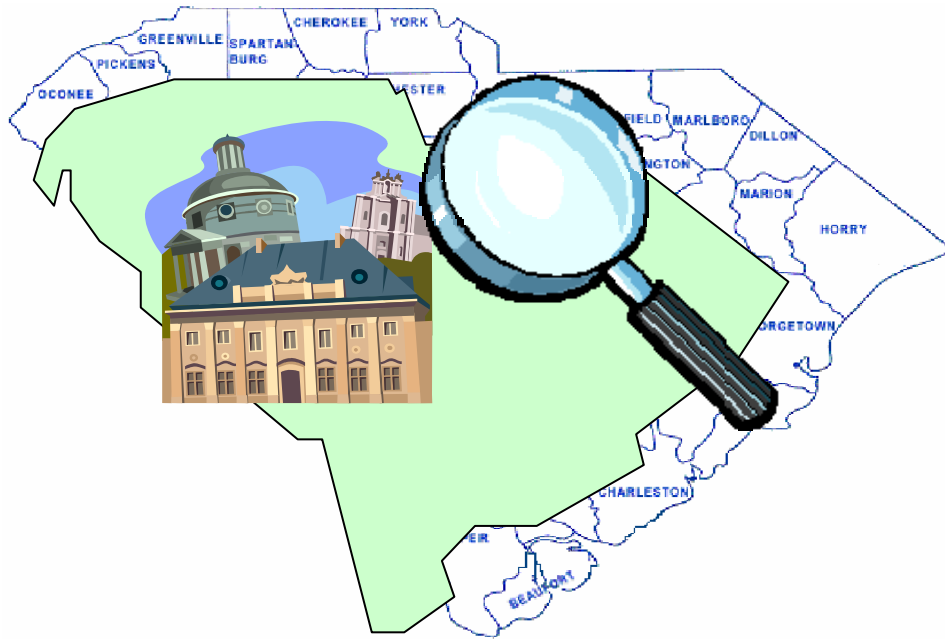
Technical Colleges – For the Technical Sector, this indicator focuses on strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College is assessed as to the strength of its advisory committees by determining the percentage of best practices criteria that are met by an institution’s advisory committees. The range for “Achieves” in Year 9 (2004-05) was 80% to 95% of criteria met.



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Section 5

Administrative Efficiency



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ADMINISTRATIVE EFFICIENCY

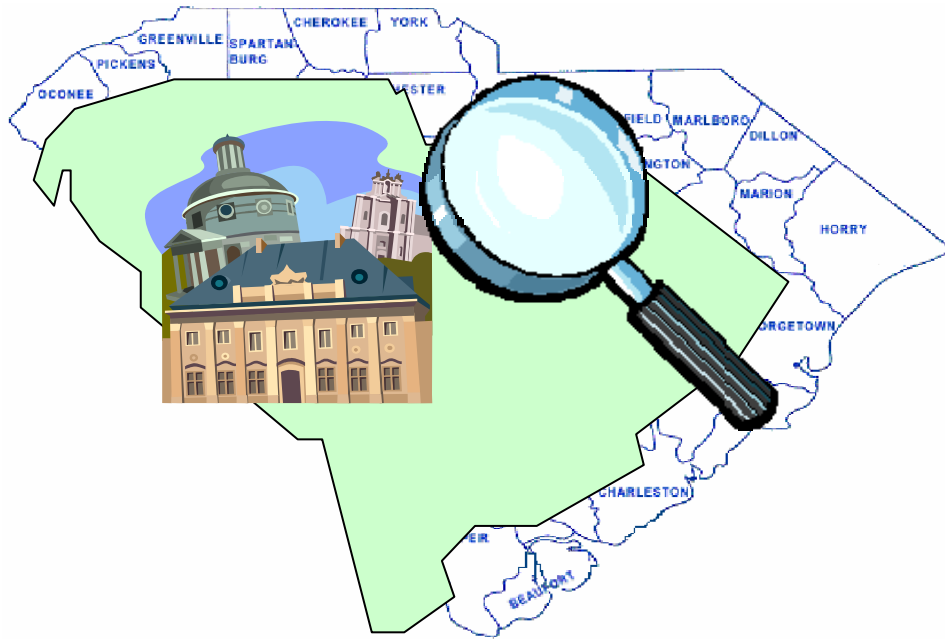
This performance indicator (5A) was deferred due to changes in federal reporting requirements for financial data. These changes affect all public higher education institutions, making comparisons to past data invalid. The changes are of such a nature as to render “administrative efficiency” as defined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

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

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Section 6

Entrance Requirements



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ENTRANCE REQUIREMENTS

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

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

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

Act 255 of 1992, as amended, requires information to be reported on the “percent of graduate students who received undergraduate degrees at the institutions, within the State, within the United States, and from other nations.” This information can be found in Table 6.1, with three years of data shown.

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

Qualifications of Entering Freshmen

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

A comparable version of this measure was approved for MUSC beginning in Year 6. For MUSC, first-time entering graduate and first professional entering credentials are assessed. Scores on the Medical College Admissions Test (MCAT-26.6), Dental Admission Test (DAT-34), Pharmacy College Admission Test (PCAT-200), Graduate Record Exam (GRE-1587 for all three parts), Graduate Management Admissions Test (GMAT-521), college GPA (at least 3.0 on a 4 point scale), and class standing (top 30%) are considered. The range for “Achieves” is 70% to 85%, and MUSC had 96.0% of its entering first-time graduate students and first professionals meeting the criteria in Year 9 (2004-05). **The measure was deferred for MUSC in Year 10 (2005-06).**

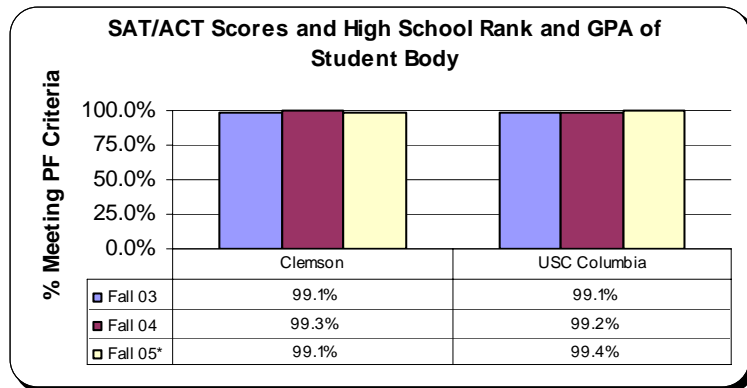
This measure is not applicable to the Technical College Sector.

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

Source: CHEMIS Data

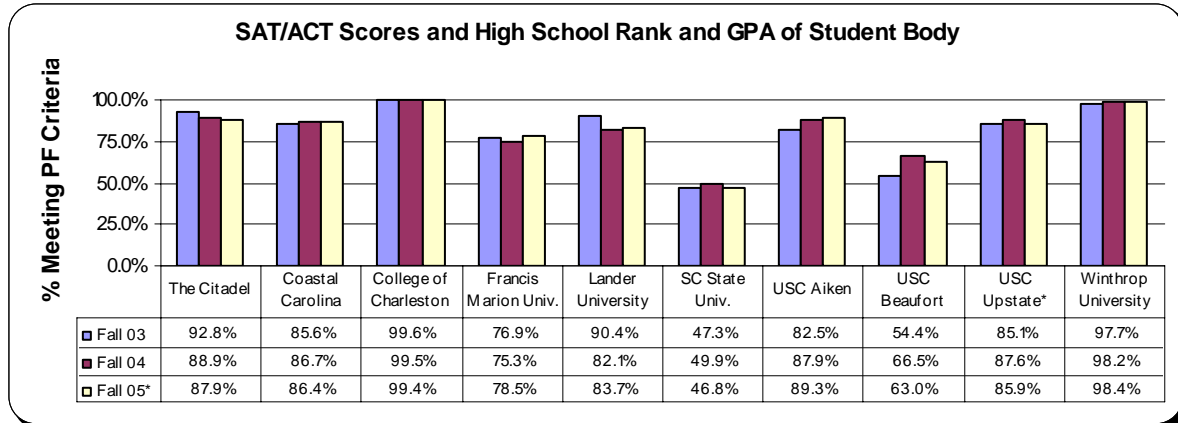
Research Universities

For Fall 2005 data, an “Achieves” range of 75% to 89.9% applied for Clemson and USC Columbia.



Four-Year Colleges and Universities

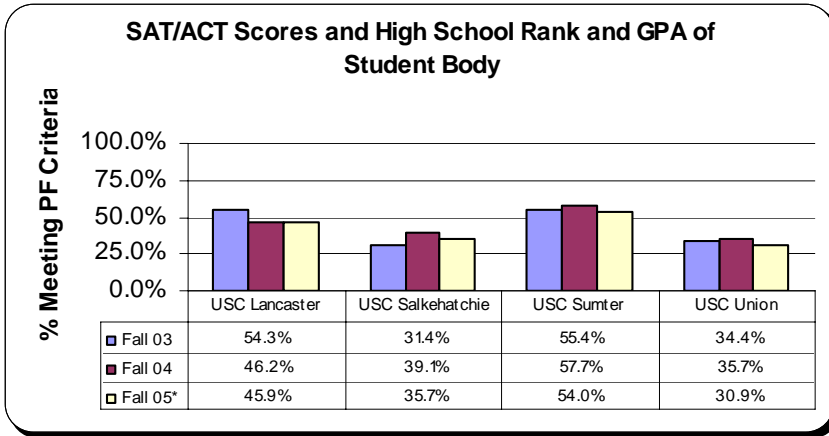
For Fall 2005 data, an “Achieves” range of 50% to 79.9% applied.



*Formerly USC Spartanburg

Two-Year Institutions-Regional Campuses of USC

For Fall 2005 data, an “Achieves” range of 20% to 49.9% applied.



Success of Students in Developmental Courses

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

Sources of First-Time Degrees for Graduate Students

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

Table 6.1 (Next Page) Source: CHEMIS Data

Section 6 – Entrance Requirements

Institution	Year	First-time, Degree-seeking Graduate Enrollment	Undergraduate Degrees Were Received From :									
			Reporting Institution		Other SC Institutions		Other U.S. Institutions		Non-U.S. Institutions		Unknown	
			#	%	#	%	#	%	#	%	#	%
Research Universities												
Clemson	Fall 03	807	188	23.30%	130	16.11%	252	31.23%	187	23.17%	50	6.20%
	Fall 04	752	140	18.62%	107	14.23%	238	31.65%	165	21.94%	102	13.56%
	Fall 05	745	185	24.83%	118	15.84%	249	33.42%	128	17.18%	65	8.72%
USC Columbia	Fall 03	775	0	0.00%	109	14.06%	612	78.97%	54	6.97%	0	0.00%
	Fall 04*	864	215	24.88%	211	24.42%	302	34.95%	33	3.82%	103	11.92%
	Fall 05*	888	0	0.00%	98	11.04%	37	4.17%	0	0.00%	753	84.80%
MUSC	Fall 03	282	0	0.00%	53	18.79%	220	78.01%	0	0.00%	9	3.19%
	Fall 04	316	0	0.00%	41	12.97%	269	85.13%	0	0.00%	6	1.90%
	Fall 05	341	0	0.00%	47	13.78%	289	84.75%	0	0.00%	5	1.47%
Sector Totals	Fall 03	1864	188	10.09%	292	15.67%	1084	58.15%	241	12.93%	59	3.17%
	Fall 04	1932	355	18.37%	359	18.58%	809	41.87%	198	10.25%	211	10.92%
	Fall 05	1974	185	9.37%	263	13.32%	575	29.13%	128	6.48%	823	41.69%
Four-Year Colleges & Universities												
Citadel	Fall 03	178	17	9.55%	94	52.81%	49	27.53%	1	0.56%	17	9.55%
	Fall 04	236	12	5.08%	102	43.22%	84	35.59%	1	0.42%	37	15.68%
	Fall 05	190	11	5.79%	97	51.05%	68	35.79%	2	1.05%	12	6.32%
Coastal Carolina	Fall 03	69	0	0.00%	36	52.17%	18	26.09%	0	0.00%	15	21.74%
	Fall 04	55	0	0.00%	24	43.64%	21	38.18%	0	0.00%	10	18.18%
	Fall 05	79	0	0.00%	31	39.24%	29	36.71%	0	0.00%	19	24.05%
Coll. Of Charleston	Fall 03	187	52	27.81%	33	17.65%	98	52.41%	4	2.14%	0	0.00%
	Fall 04	134	34	25.37%	31	23.13%	65	48.51%	4	2.99%	0	0.00%
	Fall 05	157	42	26.75%	43	27.39%	69	43.95%	3	1.91%	0	0.00%
Francis Marion	Fall 03	42	18	42.86%	18	42.86%	6	14.29%	0	0.00%	0	0.00%
	Fall 04	26	11	42.31%	11	42.31%	4	15.38%	0	0.00%	0	0.00%
	Fall 05	47	18	38.30%	22	46.81%	7	14.89%	0	0.00%	0	0.00%
Lander	Fall 03	31	5	16.13%	25	80.65%	1	3.23%	0	0.00%	0	0.00%
	Fall 04	10	6	60.00%	3	30.00%	1	10.00%	0	0.00%	0	0.00%
	Fall 05	8	4	50.00%	3	37.50%	0	0.00%	0	0.00%	1	12.50%
SC State	Fall 03	117	14	11.97%	5	4.27%	2	1.71%	0	0.00%	96	82.05%
	Fall 04	88	4	4.55%	3	3.41%	2	2.27%	0	0.00%	79	89.77%
	Fall 05	151	13	8.61%	10	6.62%	2	1.32%	0	0.00%	126	83.44%
USC Aiken	Fall 03	14	0	0.00%	2	14.29%	12	85.71%	0	0.00%	0	0.00%
	Fall 04	12	0	0.00%	6	50.00%	0	0.00%	0	0.00%	6	50.00%
	Fall 05	11	0	0.00%	2	18.18%	0	0.00%	0	0.00%	9	81.82%
USC Upstate**	Fall 03	1	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%
	Fall 04	N/A	N/A	#VALUE!	N/A	#VALUE!	N/A	#VALUE!	N/A	#VALUE!	N/A	0.00%
	Fall 05	1	0	0.00%	0	0.00%	1	0.00%	0	0.00%	0	0.00%
Winthrop	Fall 03	258	73	28.29%	73	28.29%	98	37.98%	9	3.49%	5	1.94%
	Fall 04	261	77	29.50%	62	23.75%	107	41.00%	7	2.68%	8	3.07%
	Fall 05	231	77	33.33%	47	20.35%	100	43.29%	7	3.03%	0	0.00%
Sector Totals	Fall 03	897	179	19.96%	287	32.00%	284	31.66%	14	1.56%	133	14.83%
	Fall 04	822	144	17.52%	242	29.44%	284	34.55%	12	1.46%	140	17.03%
	Fall 05	875	165	18.86%	255	29.14%	276	31.54%	12	1.37%	167	19.09%

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

**Formerly USC Spartanburg

Admission Standards

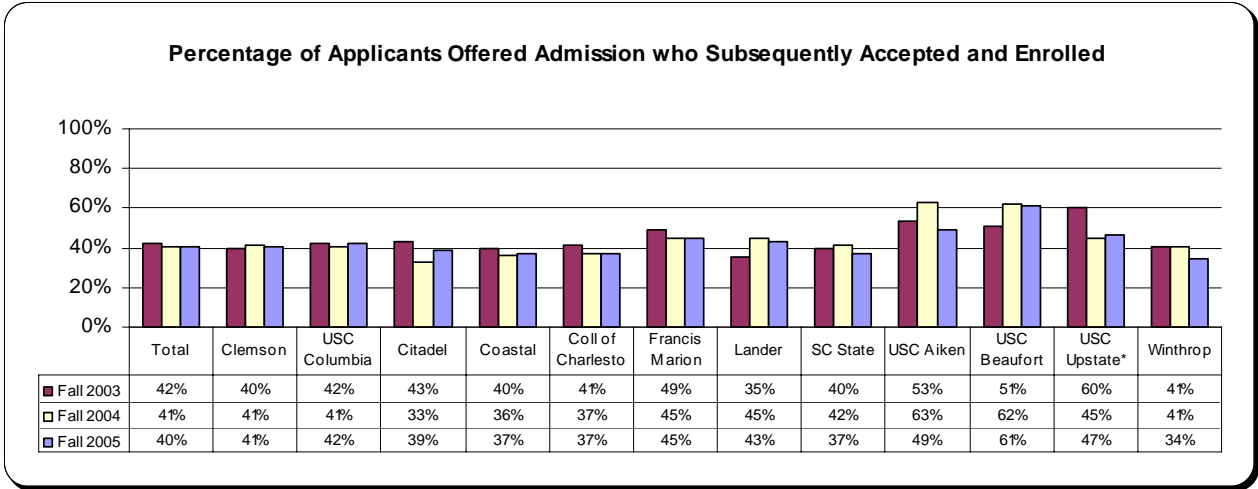
Annually, SC public institutions of higher education report to the Commission on Higher Education (CHE) on admission standards for first-time entering freshmen. The Division of Academic Affairs compiles a report, “Annual Report on Admission Standards for First-Time Entering Freshmen,” based on information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

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

	Fall 2005			Fall 2004			Fall 2003		
	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission
Research Institutions									
Clemson	12,463	7,154	57.4%	10,620	7,287	68.6%	11,419	6,945	60.8%
USC Columbia	13,023	8,813	67.7%	12,379	8,344	67.4%	12,815	8,257	64.4%
Total	25,486	15,967	62.7%	22,999	15,631	68.0%	24,234	15,202	62.7%
Four-Yr Colleges and Universities									
Citadel	1,912	1,500	78.5%	2,173	1,718	79.1%	1,919	1,286	67.0%
Coastal	5,427	4,017	74.0%	5,059	3,679	72.7%	4,527	3,208	70.9%
Coll of Charleston	8,219	5,438	66.2%	8,076	5,238	64.9%	7,006	4,536	64.7%
Francis Marion	2,524	1,804	71.5%	2,179	1,658	76.1%	2,057	1,565	76.1%
Lander	1,853	1,345	72.6%	1,733	1,471	84.9%	1,958	1,549	79.1%
SC State	3,383	2,759	81.6%	4,364	2,308	52.9%	2,558	2,045	79.9%
USC Aiken	2,071	1,244	60.1%	1,779	978	55.0%	1,649	1,065	64.6%
USC Beaufort	464	404	87.1%	318	288	90.6%	307	273	88.9%
USC Upstate*	2,296	1,605	69.9%	2,249	1,484	66.0%	1,962	1,379	70.3%
Winthrop	4,303	2,985	69.4%	3,617	2,452	67.8%	3,972	2,632	66.3%
Total	32,452	23,101	71.2%	31,547	21,274	67.4%	27,915	19,538	70.0%
Total for SC Senior Institutions	57,938	39,068	67.4%	54,546	36,905	67.7%	52,149	34,740	66.6%

*Formerly USC Spartanburg

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



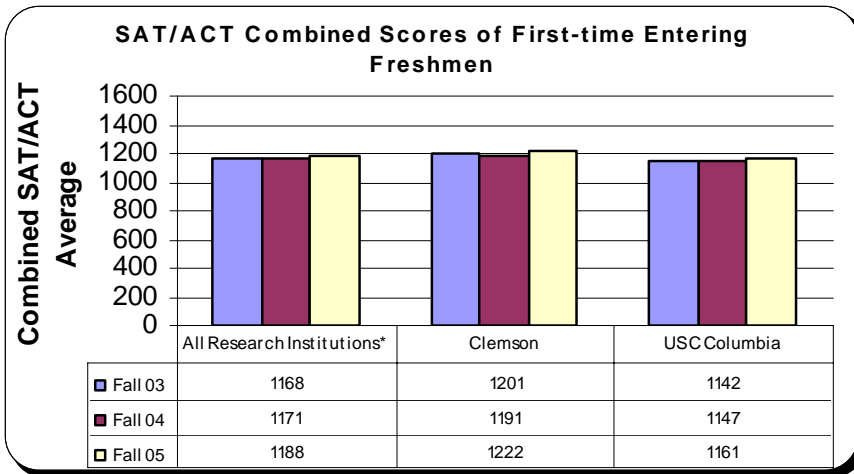
*Formerly USC Spartanburg

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

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

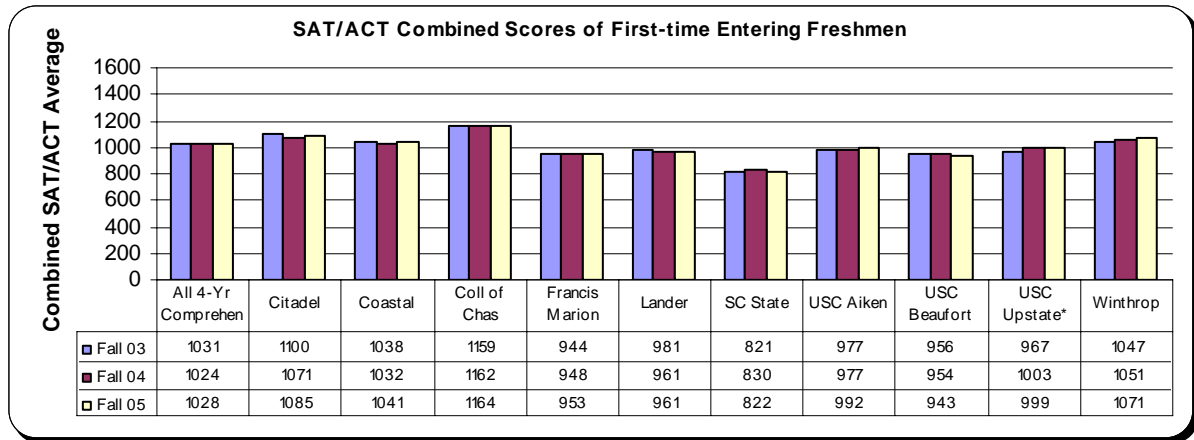
Source: From CHEMIS

Research Universities



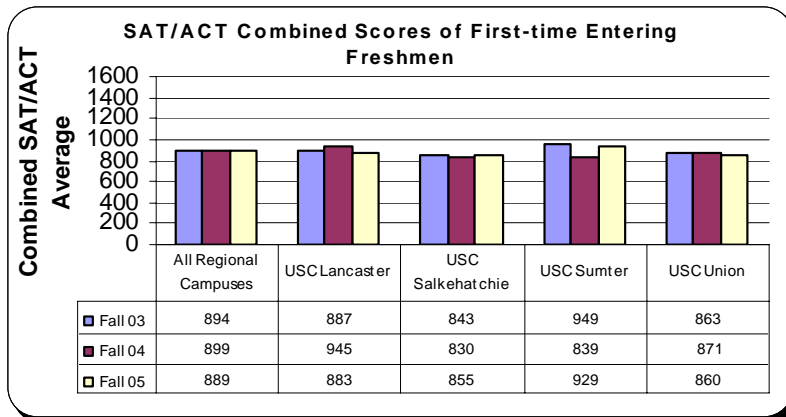
*Excluding MUSC

Teaching Universities



* Formerly USC Spartanburg

Two-Year Regional Campuses of USC



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Section 7 Graduates’ Achievements



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GRADUATES’ ACHIEVEMENTS

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

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

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

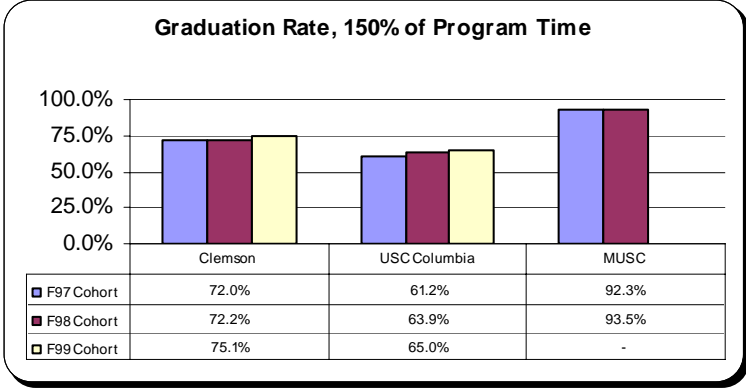
For additional information on degrees awarded, undergraduate and graduate, in South Carolina, the reader is referred to the CHE’s publication “Higher Education Statistical Abstract for South Carolina.” A copy of the 2006 edition and several past years are available on-line by selecting “Publications” on the Commission’s home page.

Performance Funding Graduation Rate

For **Performance Funding Indicator 7A – Graduation Rates**, institutions are assessed based on the percentage of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees within 150% of normal time. Generally, 150% of normal program time is three years for a two-year degree and six years for a four-year degree. Shown below are data from IPEDS. The reader should note that Figure 7.1 shows graduation results for students in cohorts entering in Fall 1997, 1998, and 1999 for four-year institutions and cohorts entering in Fall 2000, 2001, and 2002 for two-year institutions. Data for the 1999 and 2002 cohorts are comparable to the percents displayed for graduation within six years or 150% of normal time for the four-year institutions and within 150% of program time for the two-year institutions. A comparable indicator applied to MUSC was deferred for Year 10 (2005-2006).

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

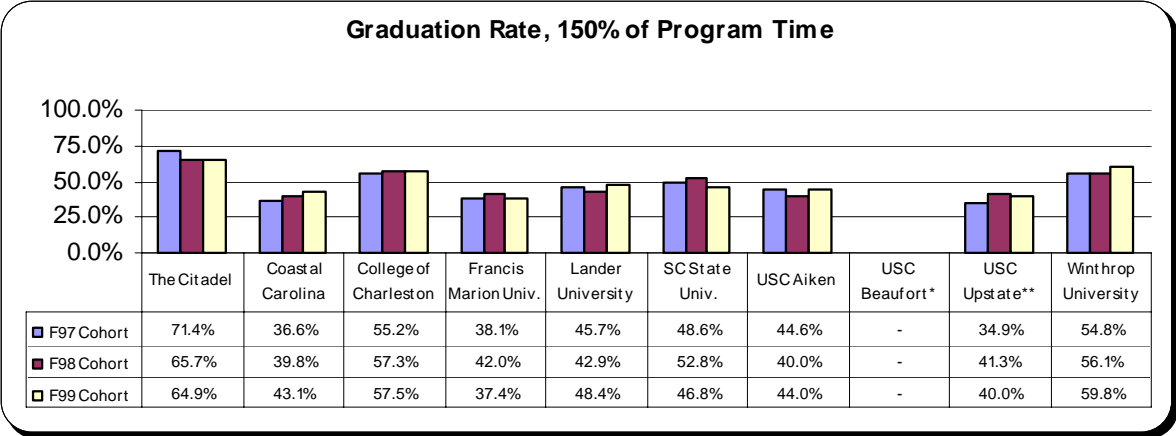
Research Universities



The figure displayed at left represents the percentage of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees within 150% of program time. The range for an “Achieves” for the 1999 cohort was 64% to 67% for Clemson and 53% to 61% for USC. These ranges were based on national peer data for each.

Four-Year Colleges and Universities

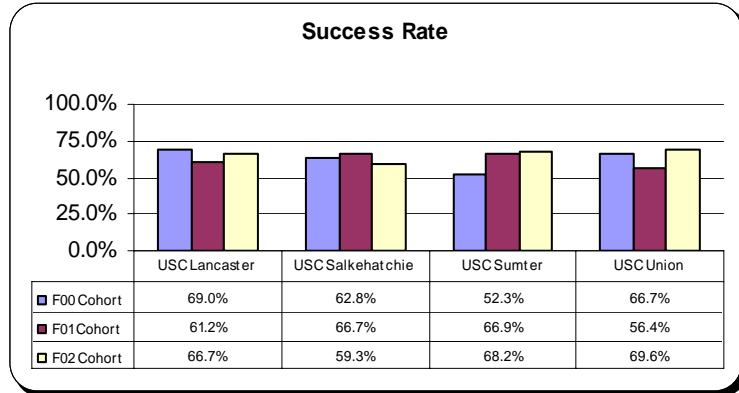
The figure below displays the percentage of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees at each four-year college and university within 150% of program time. The “Achieves” range for the 1999 cohort for these institutions was 36% to 49%. This range was based on data available from comparable four-year institutions.



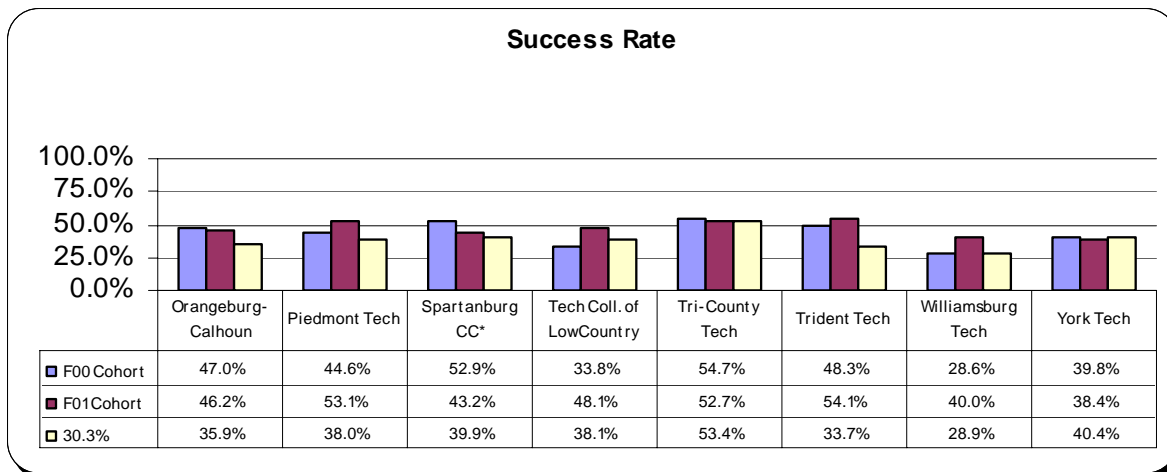
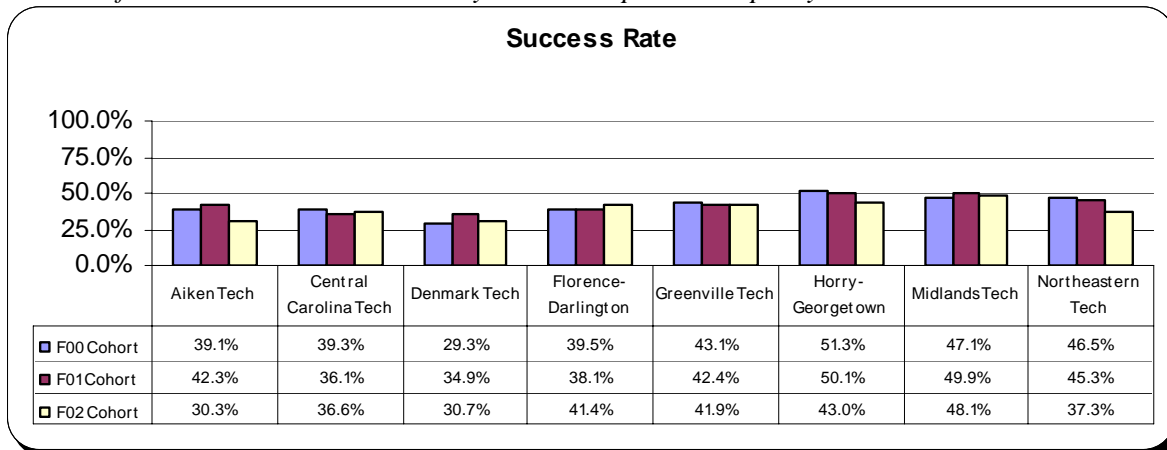
*This measure does not apply to USC Beaufort during its transition to four-year status – see Indicator 7E.
 **Formerly USC Spartanburg

Two-Year Institutions-Regional Campuses of USC (Success Rate)

The table at right displays those first-time, full-time, degree-seeking undergraduate freshmen graduating within 150% of normal program time, transferred out within 150% of normal program time or continued enrollment following 150% of normal program time. The “Achieves” range for the 2002 cohort for these institutions was 50% to 65%. *Not all institutions reported additional data on out-of-state transfers and so the recent data may not be comparable to past years.*



State Technical and Comprehensive Education System (Success Rate) The figures below represent the percent of first-time, full-time, degree-seeking undergraduate freshmen who graduated within 150% of normal program time, transferred out within 150% of normal program time or continued enrollment following 150% of normal program time. The “Achieves” range for the 2002 cohort for these institutions was 30% to 45%. *Not all institutions reported additional data on out-of-state transfers and so the recent data may not be comparable to past years.*

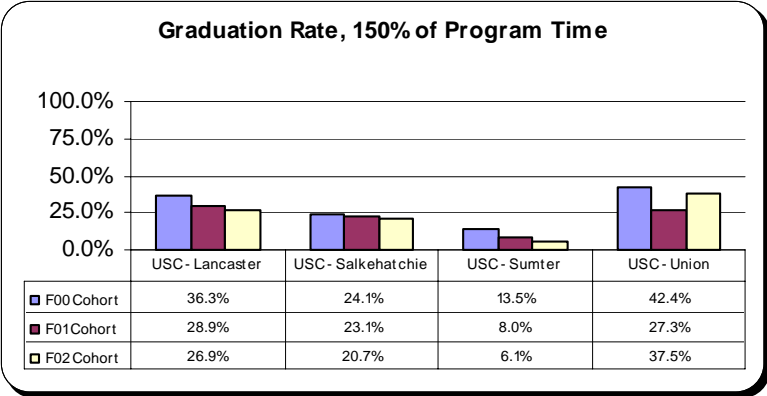


*Formerly Spartanburg Technical College

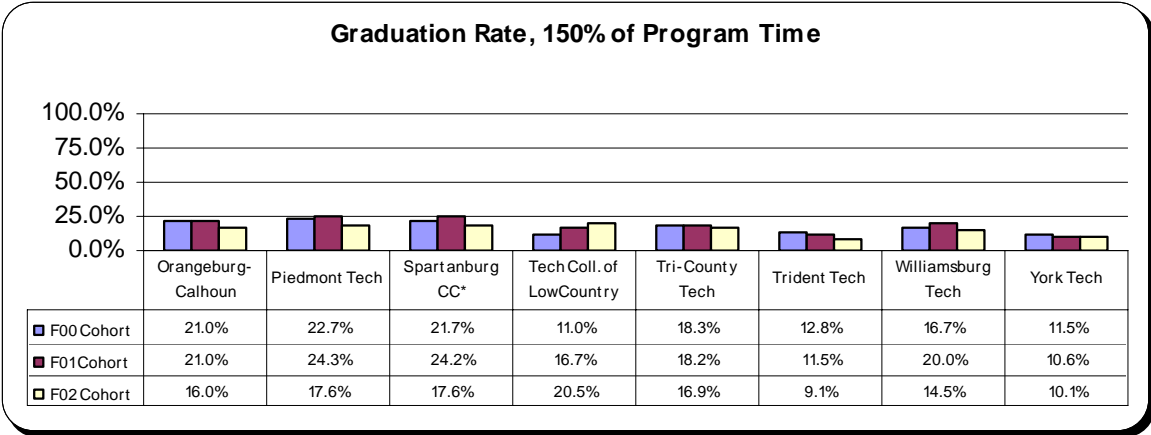
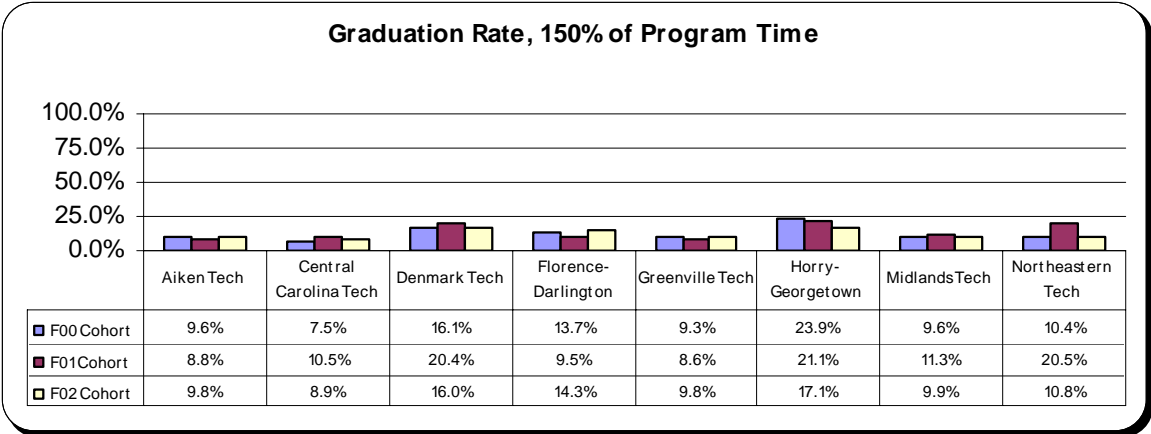
Figure 7.2 – Graduation Within 150% of Program Time (GRS Rate), Regional Campuses of USC and Technical Colleges.

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

Regional Campuses



Technical Colleges



*Formerly Spartanburg Technical College

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

Southern Regional Education Board States Compared to South Carolina

South Carolina is a member of the Southern Regional Education Board (SREB), which is comprised of 16 states in the southeast. The SREB collects data on an annual basis on various types of information from all member institutions and publishes it in their “SREB State Data Exchange.” The following table (7.1) on graduation rates is taken from the December, 2006, publication.

Table 7.1 - Southern Regional Education Board States Compared to South Carolina
Source: 2005 SREB State Data Exchange
Student Progression Rates,
Full-Time, First-Time, Bachelor's Seeking Undergraduates¹
All Public Four-Year Colleges and Universities, 1999 Cohort

	Percent of Total First-Time Freshmen in Cohort	Student Progression Rate ²	Percent Completing a Bachelor's at Institution of Initial Enrollment	Percent Still Enrolled at Institution of Initial Enrollment	Percent Transfers	All Other	Total
SREB states	94	73	52	5	15	27	100
Alabama	94	56	49		7	44	100
Arkansas	96	70	39	6	25	30	100
Delaware	98	65	65			35	100
Florida	93	73	59	5	9	27	100
Georgia	91	78	48	7	22	22	100
Kentucky	82	65	46	7	13	35	100
Louisiana	94	60	36	7	17	40	100
Maryland	98	66	59	3	4	34	100
Mississippi	99	53	48	5		47	100
North Carolina	99	77	59	3	14	23	100
Oklahoma	85	79	46	6	27	21	100
South Carolina	98	76	60	2	15	24	100
Tennessee	96	68	46	10	12	32	100
Texas	94	83	55	6	22	17	100
Virginia	98	83	65	3	15	17	100
West Virginia	80	64	45	5	14	36	100

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

²Within 150 percent of normal time.

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

**Student Progression Rates,
Full-Time, First-Time, Degree or Certificate Seeking Undergraduates,¹
All Public Two-Year, 2002 Cohort**

	Percent of Total First-Time Freshmen in Cohort	Student Progression Rate ²	Percent Completing a Degree/ Certificate at Institution of Initial Enrollment	Percent Still Enrolled at Institution of Initial Enrollment	Percent Transfers	All Other	Total
SREB states	54	48	17	13	17	52	100
Alabama	76	43	19		24	57	100
Arkansas	61	53	20	16	17	47	100
Delaware	58	10	10			90	100
Florida	56	59	31	15	12	41	100
Georgia	72	54	15	12	27	46	100
Kentucky	68	65	35	22	8	35	100
Louisiana	65	39	6	10	24	61	100
Maryland	57	56	8	22	26	44	100
Mississippi	—	—	—	—	—	—	—
North Carolina	36	27	18		9	73	100
Oklahoma	59	51	18	11	22	49	100
South Carolina	68	45	13	18	14	55	100
Tennessee	78	44	12	17	15	56	100
Texas	46	48	11	16	21	52	100
Virginia	62	44	14	18	11	56	100
West Virginia	80	30	9	12	9	70	100

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

²Within 150 percent of normal time.

Student Performance on Professional Examinations

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

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

Source: Institutional IE Reports to CHE

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

		<i>Exams taken between April 1 and March 31 of year listed</i>								
Exam Title	Institution	2005-2006			2004-2005			2003-2004		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
ACC National Certif. Exam. in Nurse Midwifery	MUSC	9	9	100.0%	2	1	50.0%	5	5	100.0%
Aircraft Maintenance - Airframe	Greenville Tech	1	1	100.0%	1	1	100.0%	4	4	100.0%
	Trident Tech	26	26	100.0%	14	14	100.0%	2	2	100.0%
Aircraft Maintenance - General	Greenville Tech	3	3	100.0%	2	2	100.0%	5	5	100.0%
	Trident Tech	26	26	100.0%	14	14	100.0%	2	2	100.0%
Aircraft Maintenance - Powerplant	Greenville Tech	5	5	100.0%	4	4	100.0%	2	2	100.0%
	Trident Tech	26	26	100.0%	14	14	100.0%	2	2	100.0%
American Bd of Cardiovascular Perfusion Exam Part I (PBSE)	MUSC	4	4	100.0%	4	4	100.0%	11	11	100.0%
American Bd of Cardiovascular Perfusion Exam Part II (CAPE)	MUSC	2	2	100.0%	5	5	100.0%	6	6	100.0%
Barbering	Denmark Tech	1	1	100.0%	4	4	100.0%	9	9	100.0%

Section 7 – Graduates’ Achievements

<i>Exams taken between April 1 and March 31 of year listed</i>										
Exam Title	Institution	2005-2006			2004-2005			2003-2004		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
Certification Exam. For Entry Level Respiratory Therapy Practitioners (CRTT)	Florence-Darlington	8	7	87.5%	9	7	77.8%	8	8	100.0%
	Greenville Tech	14	10	71.4%	10	10	100.0%	7	4	57.1%
	Midlands Tech	11	11	100.0%	7	6	85.7%			
	Orangeburg-Calhoun	14	11	78.6%	8	6	75.0%	5	3	60.0%
	Piedmont Tech	12	12	100.0%						
	Spartanburg CC ⁵				9	8	88.9%	11	7	63.6%
	Tri-County Tech	13	9	69.2%	15	8	53.3%	10	3	30.0%
	Trident Tech	12	11	91.7%	11	8	72.7%	5	5	100.0%
Certified Medical Assistant Exam.	Central Carolina	2	2	100.0%	4	4	100.0%	7	7	100.0%
	Midlands Tech	10	9	90.0%	4	4	100.0%	4	3	75.0%
	Orangeburg-Calhoun	4	3	75.0%	7	4	57.1%			
	Spartanburg CC ⁵	13	11	84.6%	12	11	91.7%	7	7	100.0%
	Tri-County Tech	14	13	92.9%	10	7	70.0%	10	6	60.0%
	Trident Tech	23	21	91.3%	22	20	90.9%	12	11	91.7%
Certified Occupational Therapy Assistant (COTA)	Greenville Tech	11	10	90.9%	14	12	85.7%	18	16	88.9%
	Trident Tech	14	13	92.9%	3	3	100.0%	6	4	66.7%
Clinical Laboratory Scientist/Generalist, NCA	MUSC									
Clinical Laboratory Technician, NCA	Greenville Tech									
	Trident Tech									
Cosmetology Examination	Denmark Tech	4	4	100.0%	12	8	66.7%	11	8	72.7%
	Florence-Darlington Tech Coll of Low Cty	16	16	100.0%	22	22	100.0%			
	Trident Tech	11	11	100.0%	16	15	93.8%	17	16	94.1%
	Trident Tech	13	13	100.0%	20	18	90.0%	13	12	92.3%
	Williamsburg Tech	4	4	100.0%	2	2	100.0%	2	2	100.0%
Council on Certification of Nurse Anesthetists Exam.	USC-Columbia									
	MUSC	20	19	95.0%	20	19	95.0%	19	19	100.0%
Emergency Medical Technician - NREMT Basic	Greenville Tech	32	25	78.1%	28	19	67.9%	26	20	76.9%
Emergency Medical Technician - NREMT Intermediate	Greenville Tech	41	28	68.3%	28	22	78.6%	25	19	76.0%
Emergency Medical Technician - NREMT Paramedic	Greenville Tech	41	31	75.6%	14	13	92.9%	10	7	70.0%

Section 7 – Graduates’ Achievements

<i>Exams taken between April 1 and March 31 of year listed</i>										
Exam Title	Institution	2005-2006			2004-2005			2003-2004		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
Medical Laboratory Technician, ASCP	Florence-Darlington	5	5	100.0%	4	4	100.0%	5	5	100.0%
	Greenville Tech	5	5	100.0%	7	5	71.4%	9	8	88.9%
	Midlands Tech	8	7	87.5%	5	5	100.0%	6	6	100.0%
	Orangeburg-Calhoun	6	6	100.0%	6	5	83.3%	6	6	100.0%
	Spartanburg CC ⁵	7	7	100.0%	12	12	100.0%	7	6	85.7%
	Tri-County Tech	10	8	80.0%	13	13	100.0%	12	11	91.7%
	Trident Tech	5	5	100.0%	8	8	100.0%	6	4	66.7%
	York Tech	5	5	100.0%						
Medical Technologist, ASCP	MUSC									
Multi-State Pharmacy Jurisprudence Exam (MPJE)	USC-Columbia	105	95	90.5%	114	102	89.5%	89	73	82.0%
	MUSC	98	89	90.8%	42	41	97.6%	86	76	88.4%
National Board Dental Exam. Part I	MUSC	58	56	96.6%	52	49	94.2%	51	44	86.3%
National Board Dental Exam. Part II	MUSC	52	51	98.1%	50	47	94.0%	46	43	93.5%
National Bd for Dental Hygiene Exam.	Florence-Darlington	15	14	93.3%	15	14	93.3%	12	12	100.0%
	Greenville Tech	32	31	96.9%	26	20	76.9%	40	35	87.5%
	Horry-Georgetown	16	16	100.0%	16	12	75.0%	24	17	70.8%
	Midlands Tech	20	20	100.0%	24	24	100.0%	21	20	95.2%
	Trident Tech	23	20	87.0%	24	23	95.8%	21	20	95.2%
	York Tech	9	8	88.9%	15	15	100.0%	9	8	88.9%
National Council Licensure Exam.- Practical Nurse	Aiken Tech				17	15	88.2%	20	19	95.0%
	Central Carolina	14	13	92.9%	23	23	100.0%	11	11	100.0%
	Florence-Darlington	93	90	96.8%	82	81	98.8%	82	81	98.8%
	Greenville Tech	48	46	95.8%	68	67	98.5%	70	68	97.1%
	Horry-Georgetown	23	22	95.7%	93	85	91.4%	21	21	100.0%
	Midlands Tech	51	51	100.0%	61	61	100.0%	52	51	98.1%
	Northeastern ¹	20	17	85.0%	14	12	85.7%	14	13	92.9%
	Orangeburg-Calhoun	30	29	96.7%	29	26	89.7%	28	25	89.3%
	Piedmont Tech	70	65	92.9%	65	54	83.1%	71	59	83.1%
	Spartanburg CC ⁵				36	34	94.4%	34	27	79.4%
	Tech Coll of Low Ctry	22	22	100.0%	10	10	100.0%	10	10	100.0%
	Tri-County Tech	34	32	94.1%	26	26	100.0%	22	22	100.0%
	Trident Tech	24	24	100.0%	33	33	100.0%	38	38	100.0%
York Tech	13	13	100.0%	14	14	100.0%	12	12	100.0%	

Section 7 – Graduates’ Achievements

<i>Exams taken between April 1 and March 31 of year listed</i>										
Exam Title	Institution	2005-2006			2004-2005			2003-2004		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
National Council Licensure Exam.- Registered Nurse (BSN)	Clemson	99	82	82.8%	116	97	83.6%	93	86	92.5%
	USC-Columbia	95	91	95.8%	87	68	78.2%	76	67	88.2%
	MUSC	123	116	94.3%	99	99	100.0%	69	62	89.9%
	Lander	27	25	92.6%	21	21	100.0%	22	21	95.5%
	SC State	10	5	50.0%	15	4	26.7%	6	4	66.7%
	USC-Aiken	60	53	88.3%	55	50	90.9%	41	33	80.5%
	USC-Upstate	144	112	77.8%	106	91	85.8%	104	98	94.2%
National Council Licensure Exam.- Registered Nurse (ADN)	USC-Lancaster / York Tech ²	12	12	100.0%	13	12	92.3%	15	12	80.0%
***USC-Lancaster only	Central Carolina	53	46	86.8%	55	51	92.7%	46	42	91.3%
	Florence-Darlington	122	99	81.1%	136	108	79.4%	102	93	91.2%
	Greenville Tech	221	200	90.5%	225	209	92.9%	123	114	92.7%
	Horry-Georgetown	55	41	74.5%	14	14	100.0%	72	68	94.4%
	Midlands Tech	112	105	93.8%	90	88	97.8%	122	114	93.4%
	Orangeburg-Calhoun	40	40	100.0%	37	37	100.0%	41	40	97.6%
	Piedmont Tech	54	47	87.0%	59	45	76.3%	55	47	85.5%
	Tech Coll of Low Ctry	40	38	95.0%	39	34	87.2%	32	32	100.0%
	Tri-County Tech	72	61	84.7%	79	49	62.0%	57	54	94.7%
	Trident Tech	110	105	95.5%	165	139	84.2%	153	118	77.1%
	York Tech	20	17	85.0%	24	23	95.8%	27	27	100.0%
National Physical Therapist Licensure Exam. (PT)	MUSC	45	28	62.2%				65	47	72.3%
National Physical Therapist Assistant Exam (PTA)	Greenville Tech	28	26	92.9%	35	28	80.0%	22	18	81.8%
	Midlands Tech	10	10	100.0%	8	7	87.5%	2	2	100.0%
	Trident Tech	13	13	100.0%				14	11	78.6%
Neonatal Nurse Practitioner Exam.	MUSC									
North American Pharmacist Licensure Exam. (NAPLEX)	USC-Columbia	116	110	94.8%	67	66	98.5%	65	63	96.9%
	MUSC	63	58	92.1%	49	48	98.0%	52	47	90.4%
Nuclear Medicine Technology, ARRT	Midlands Tech	13	13	100.0%	9	9	100.0%	6	6	100.0%
	Horry-Georgetown				1	1	100.0%			
Nuclear Medicine Technology Certification Board Exam.	Midlands Tech	16	16	100.0%	16	16	100.0%	16	16	100.0%
Nurse Aid Competency Evaluation Program (NACEP)	Orangeburg-Calhoun Tech Coll of Low Ctry	18	18	100.0%	8	8	100.0%	13	13	100.0%
					27	24	88.9%			

Section 7 – Graduates’ Achievements

<i>Exams taken between April 1 and March 31 of year listed</i>										
Exam Title	Institution	2005-2006			2004-2005			2003-2004		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
Physician Assistant National Certifying Exam.	MUSC	44	44	100.0%	41	36	87.8%	21	19	90.5%
Praxis Series II: Principles of Learning & Teaching (K-6) <i>These scores will not be used for performance. funding scoring in Year 9</i>	Clemson	164	141	86.0%	197	180	91.4%	147	138	93.9%
	USC-Columbia	51	45	88.2%	16	15	93.8%	19	16	84.2%
	Coastal Carolina	15	13	86.7%	8	4	50.0%	4	3	75.0%
	Coll. of Charleston	28	25	89.3%	28	21	75.0%	23	21	91.3%
	Francis Marion	21	18	85.7%	27	22	81.5%	21	18	85.7%
	Lander	12	11	91.7%	6	3	50.0%	6	5	83.3%
	SC State									
	USC-Aiken	18	12	66.7%	9	8	88.9%	2	1	50.0%
	USC-Upstate	51	40	78.4%	38	25	65.8%	51	41	80.4%
	Winthrop	107	98	91.6%	109	91	83.5%	127	116	91.3%
Praxis Series II: Principles of Learning & Teaching (5-9) <i>These scores will not be used for performance. funding scoring in Year 7</i>	Clemson	44	37	84.1%	27	21	77.8%	3	3	100.0%
	USC-Columbia	6	3	50.0%	3	1	33.3%	2	2	100.0%
	Coastal Carolina	2	2	100.0%						
	Coll. of Charleston	6	5	83.3%	3	3	100.0%	3	2	66.7%
	Francis Marion	1	1	100.0%				1	1	100.0%
	Lander	1	0	0.0%	1	0	0.0%			
	USC-Aiken	2	2	100.0%						
	USC-Upstate	14	11	78.6%	7	5	71.4%	2	1	50.0%
Winthrop	3	3	100.0%	3	1	33.3%				
Praxis Series II: Principles of Learning & Teaching (7-12) <i>These scores will not be used for performance. funding scoring in Year 7</i>	Clemson	120	96	80.0%	88	71	80.7%	64	42	65.6%
	USC-Columbia	33	31	93.9%	11	8	72.7%	14	14	100.0%
	The Citadel	11	9	81.8%	4	3	75.0%	3	1	33.3%
	Coastal Carolina	2	2	100.0%	2	2	100.0%	2	2	100.0%
	Coll. Of Charleston				6	6	100.0%	5	5	100.0%
	Francis Marion	3	3	100.0%	10	9	90.0%	3	0	0.0%
	Lander	5	5	100.0%	1	1	100.0%	1	1	100.0%
	SC State									
	USC-Aiken	5	4	80.0%	1	1	100.0%			
	USC-Upstate	13	10	76.9%	9	5	55.6%	9	4	44.4%
Winthrop	35	30	85.7%	62	54	87.1%	61	56	91.8%	
PRAXIS Series II: Subject Assessment/Specialty Area Tests	Clemson	708	614	86.7%	672	584	86.9%	525	485	92.4%
	USC-Columbia	442	411	93.0%	443	432	97.5%	476	454	95.4%
	The Citadel	134	115	85.8%	111	89	80.2%	141	112	79.4%
	Coastal Carolina	253	220	87.0%	179	154	86.0%	140	120	85.7%
	Coll. of Charleston	427	402	94.1%	429	404	94.2%	448	413	92.2%

Section 7 – Graduates’ Achievements

<i>Exams taken between April 1 and March 31 of year listed</i>										
Exam Title	Institution	2005-2006			2004-2005			2003-2004		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
	Francis Marion	132	118	89.4%	103	66	64.1%	68	67	98.5%
	Lander	24	18	75.0%	33	21	63.6%	61	45	73.8%
	SC State	34	34	100.0%	45	45	100.0%	48	48	100.0%
	USC-Aiken	166	132	79.5%	135	125	92.6%	155	141	91.0%
	USC-Upstate	273	238	87.2%	271	231	85.2%	259	227	87.6%
	Winthrop	486	456	93.8%	377	360	95.5%	386	352	91.2%
PRAXIS- Specialty Area (Speech-Language Path.)	MUSC	24	23	95.8%	17	17	100.0%	14	14	100.0%
Radiography Exam., ARRT	Florence-Darlington	15	13	86.7%	17	16	94.1%	15	14	93.3%
	Greenville Tech	26	25	96.2%	19	19	100.0%	25	24	96.0%
	Horry-Georgetown	16	13	81.3%	20	17	85.0%	11	10	90.9%
	Midlands Tech	11	11	100.0%	11	11	100.0%	9	9	100.0%
	Orangeburg-Calhoun	17	17	100.0%	14	12	85.7%	5	3	60.0%
	Piedmont Tech	16	14	87.5%	10	8	80.0%	12	11	91.7%
	Spartanburg CC ⁵	8	8	100.0%	10	10	100.0%	7	7	100.0%
	Tech of the Lowcountry	11	11	100.0%						
	Trident Tech	18	10	55.6%	17	13	76.5%	20	14	70.0%
	York Tech	9	9	100.0%	10	10	100.0%	13	13	100.0%
Registered Health Information Technician (Formerly Accredited Record Technician)	Florence-Darlington	4	2	50.0%						
	Greenville Tech	3	3	100.0%				4	4	100.0%
	Midlands Tech	8	4	50.0%	5	5	100.0%	6	4	66.7%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation (previously known as "Respiratory Care Adv.-Clinical Simulation")	Florence-Darlington									
	Greenville Tech	11	8	72.7%	6	6	100.0%	4	3	75.0%
	Midlands Tech	11	11	100.0%	11	11	100.0%	6	6	100.0%
	Orangeburg-Calhoun	1	1	100.0%						
	Piedmont Tech	2	2	100.0%	11	11	100.0%	2	2	100.0%
	Spartanburg CC ⁵	8	7	87.5%	12	7	58.3%	5	3	60.0%
	Trident Tech									
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) - Written Registry	Florence-Darlington									
	Greenville Tech	11	9	81.8%	6	6	100.0%	3	3	100.0%
	Midlands Tech	11	11	100.0%				5	5	100.0%
	Orangeburg-Calhoun	1	1	100.0%						
	Piedmont Tech	2	2	100.0%				12	12	100.0%
	Spartanburg CC ⁵	12	7	58.3%	10	6	60.0%	7	5	71.4%

Section 7 – Graduates’ Achievements

<i>Exams taken between April 1 and March 31 of year listed</i>										
Exam Title	Institution	2005-2006			2004-2005			2003-2004		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
South Carolina Board of Law Examination	USC-Columbia	497	410	82.5%	445	373	83.8%	201	164	81.6%
Cytotechnology (ASCP) <i>In 2001-2002, changed from "Specialist in Cytotechnology."</i>	MUSC	10	10	100.0%	13	13	100.0%	6	6	100.0%
SRTA Regional Exam. for Dental Hygienists	Florence-Darlington	15	14	93.3%	10	10	100.0%	15	14	93.3%
	Greenville Tech	21	20	95.2%	57	55	96.5%	25	23	92.0%
	Horry-Georgetown	16	15	93.8%	16	14	87.5%			
	Midlands Tech	41	39	95.1%	21	20	95.2%	20	18	90.0%
	Trident Tech	45	45	100.0%				21	21	100.0%
	York Tech	9	9	100.0%	15	15	100.0%			
State Board Dental Exam-SRTA Exam	MUSC	49	40	81.6%	48	32	66.7%	52	33	63.5%
Surgical Technologist National Certifying Exam.	Central Carolina Tech				5	3	60.0%	4	2	50.0%
	Florence-Darlington	7	5	71.4%	13	9	69.2%	10	8	80.0%
	Greenville Tech	5	3	60.0%	6	5	83.3%	3	3	100.0%
	Midlands Tech	8	8	100.0%	3	3	100.0%	4	4	100.0%
	Piedmont Tech									
	Spartanburg CC ⁵	14	14	100.0%	16	15	93.8%	13	13	100.0%
US Medical Licensing Exam. - Step I	Tri-County Tech	8	5	62.5%	0			6	4	66.7%
	USC-Columbia	78	74	94.9%	74	72	97.3%	67	57	85.1%
US Medical Licensing Exam. - Step II	MUSC	138	133	96.4%	147	136	92.5%	134	126	94.0%
	USC-Columbia	80	80	100.0%				66	65	98.5%
Veterinary Technician National Examination	MUSC	139	135	97.1%	139	128	92.1%	138	127	92.0%
	Tri-County Tech	15	8	53.3%	13	11	84.6%	12	12	100.0%
	Trident Tech	12	10	83.3%	12	11	91.7%	8	7	87.5%

¹ USC Upstate was formerly USC Spartanburg

² Joint nursing program with USC Lancaster and York Tech

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

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

⁵ Formerly Spartanburg Technical College

National and South Carolina Pass Rates on Professional Examinations

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

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

Exam Title	2005-2006		2004-2005		2003-2004	
	National	SC	National	SC	National	SC
ACC National Certification Exam in Nurse Midwifery	90	N/A		50%		
Accredited Record Technician	See Registered Health Information Technician					
Aircraft Maintenance-Airframe	93%	100%	92%	100%		100%
Aircraft Maintenance-General	89%	100%	91%	100%		100%
Aircraft Maintenance-Powerplant	91%	100%	90%	100%		100%
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)	70%	100%		100%		100%
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)	76%	100%		100%		100%
Barbering	52%	100%		100%		100%
Certification Exam. for Entry Level Respiratory Therapy Practitioners (CRTT)		85%		69%		65%
Certified Medical Assistant Exam.	68%	89%		85%		85%
Certified Occupational Therapist Assistant (COTA)	89%	92%		88%		83%
Cosmetology Examination	79%	100%		90%		88%
Council on Certification of Nurse Anesthetists Exam.		95%		95%		100%
Cytotechnology (ASCP) <i>In 2001-2002, changed from "Specialist in Cytotechnology."</i>		100%		100%		
Emergency Medical Technician - NREMT Basic	65%	78%	64%	68%		77%
Emergency Medical Technician - NREMT Intermediate	62%	68%	56%	79%		76%
Emergency Medical Technician - NREMT Paramedic	65%	76%	64%	93%		70%
Medical Laboratory Technician ASCP		94%		95%		90%
Multi-state Pharmacy Jurisprudence Exam (MPJE)		91%		92%		85%
National Board Dental Exam. Part I		97%		94%		86%
National Board Dental Exam. Part II		98%		94%		95%
National Board for Dental Hygiene Exam.		95%		90%		96%
National Council Licensure Exam - Practical Nurse	88%	96%		95%		94%

Section 7 – Graduates’ Achievements

National Council Licensure Exam - Registered Nurse (ADN)	87%	89%		87%		90%
National Council Licensure Exam - Registered Nurse (BSN)		87%		86%		91%
National Physical Therapist Licensure Exam. (PT)	71%	62%		-		72%
National Physical Therapist Licensure Exam. (PT Asst.)	89%	96%		81%		82%
North American Pharmacist Licensure Exam		94%		98%		94%
Nuclear Medicine Technology AART	92%	100%		100%		100%
Nuclear Medicine Technology Certification Bd. Exam.		100%		100%		100%
Nurse Aid Competency Evaluation Program		100%		91%		100%
Occupational Therapy, Registered (OTR)	87%	100%		93%		97%
Physician Assistant National Certifying Exam. (PANCE)	91%	100%		88%		91%
Praxis Series II: Subject Assessment/Specialty Area Tests		90%		90%		91%
Praxis Series II: Subject Assessment/Specialty Area Tests (Speech Path)		96%		100%		100%
Radiography Exam ARRT	89%	89%	89%	91%		90%
Registered Health Information Technician	71%	60%		100%		80%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation		88%		88%		83%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Written Registry		81%		75%		93%
South Carolina Board of Law Examination	N/A	83%	N/A	84%	N/A	82%
SRTA Regional Exam. for Dental Hygienists		97%		96%		94%
State Board Dental Exam.-SRTA Exam. (previously known "SC Board of Dentistry")	N/A	82%	N/A	67%	N/A	64%
Surgical Technologist National Certifying Exam		83.3	64%	81%		85%
US Medical Licensure Exam. - Step I		96%		94%		91%
US Medical Licensure Exam. - Step II		97%	94%	93%		94%
Veterinary Technician National Exam		67%		88%		95%

¹Based on pass rates reported by public colleges.

Overall Pass Rates on Professional Examinations by Year for SC’s Public Institutions**Table 7.4 - Percentage of Students Who Pass Certification Examinations**

Source: Institutional Effectiveness Reports

	Percentage Passing Examinations taken from April 1 to March 31				Difference		
	2005-06	2004-05	2003-04	2002 - 03	2004-05 to 2005-06	2003-04 to 2004-05	2002-03 to 2005-06
Research Institutions							
Clemson	86.2%	86.4%	92.4%	89.5%	-0.2%	-6.0%	-3.3%
USC Columbia	89.3%	96.3%	90.7%	90.9%	-7.0%	5.6%	-1.6%
MUSC	93.2%	92.8%	88.7%	89.6%	0.4%	4.1%	3.6%
Teaching Institutions							
Citadel	85.8%	80.2%	78.5%	80.7%	5.6%	1.7%	5.1%
Coastal Carolina	87.0%	86.0%	85.7%	91.1%	1.0%	0.3%	-4.1%
College of Charleston	94.1%	94.2%	92.2%	93.2%	-0.1%	2.0%	0.9%
Francis Marion	89.4%	64.1%	98.5%	88.7%	25.3%	-34.4%	0.7%
Lander	84.3%	77.8%	79.5%	91.8%	6.5%	-1.7%	-7.5%
SC State	88.6%	81.7%	96.3%	82.7%	6.9%	-14.6%	5.9%
USC Aiken	81.9%	92.1%	88.8%	84.8%	-10.2%	3.3%	-2.9%
USC Beaufort	N/A	N/A	N/A	N/A			
USC Upstate*	83.9%	85.4%	89.3%	89.2%	-1.5%	-3.9%	-5.3%
Winthrop	93.8%	95.5%	91.2%	94.3%	-1.7%	4.3%	-0.5%
Two-year Branch Campuses							
USC Lancaster	100.0%	92.3%	80.0%	84.6%	7.7%	12.3%	15.4%
USC Salkehatchie	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Sumter	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Union	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Technical Colleges							
Aiken	N/A	88.2%	95.0%	75.8%		-6.8%	
Central Carolina	88.4%	93.1%	91.2%	89.3%	-4.7%	1.9%	-0.9%
Denmark	100.0%	75.0%	85.0%	93.9%	25.0%	-10.0%	6.1%
Florence-Darlington	88.3%	88.0%	94.4%	94.1%	0.3%	-6.4%	-5.8%
Greenville	87.5%	90.5%	89.4%	88.1%	-3.0%	1.1%	-0.6%
Horry-Georgetown	84.9%	89.4%	90.6%	89.7%	-4.5%	-1.2%	-4.8%
Midlands	95.6%	98.2%	94.6%	96.7%	-2.6%	3.6%	-1.1%
Northeastern	85.0%	85.7%	92.9%	93.3%	-0.7%	-7.2%	-8.3%
Orangeburg-Calhoun	96.2%	89.9%	91.8%	92.0%	6.3%	-1.9%	4.2%
Piedmont	91.0%	81.4%	86.2%	83.1%	9.6%	-4.8%	7.9%
Spartanburg	87.1%	88.0%	82.4%	88.6%	-0.9%	5.6%	-1.5%
Tech Coll. of LowCountry	97.6%	90.2%	98.3%	93.4%	7.4%	-8.1%	4.2%
Tri-County	81.9%	73.1%	86.8%	82.0%	8.8%	-13.7%	-0.1%
Trident	94.4%	89.1%	87.3%	91.5%	5.3%	1.8%	2.9%
Williamsburg	100.0%	100.0%	100.0%	N/A	0.0%	0.0%	N/A
York	93.8%	98.7%	98.4%	92.5%	-4.9%	0.3%	1.3%

N/A – Institution had no students take an examination in this time frame.

*Formerly USC Spartanburg

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

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

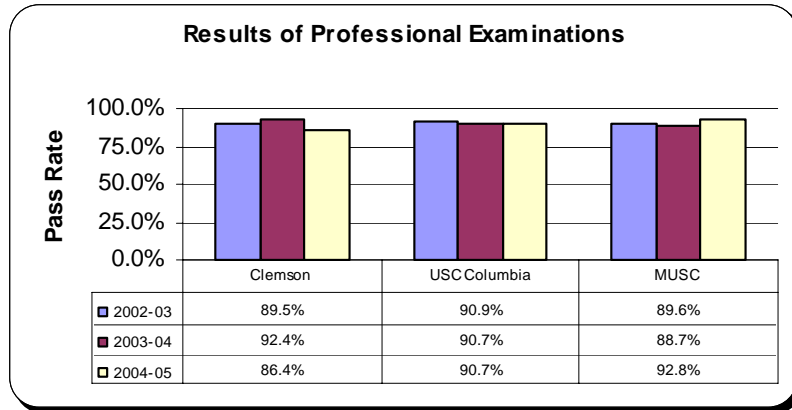
Some historical information has been updated to reflect verified data. This chart does not include results from the PRAXIS PLT exams or from the DANBE.

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

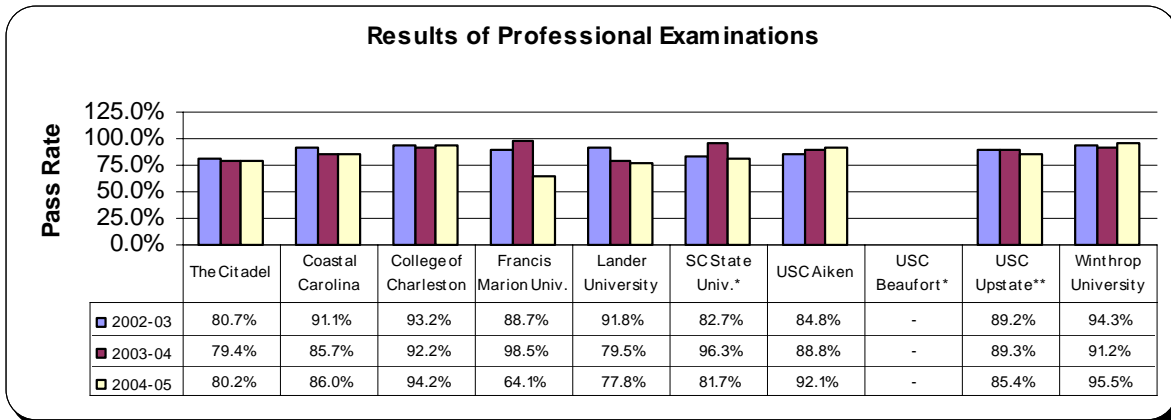
The charts below indicate the Pass Rate used to determine Performance Funding scores earned by institutions on Indicator 7D for the 2002-03, 2003-04, and 2004-05 performance years. Data for these performance years come from the preceding April – March period.

The range for an “Achieves” for these institutions for Year 10 (2005-06) performance funding was 75%-89%.

Research Institutions



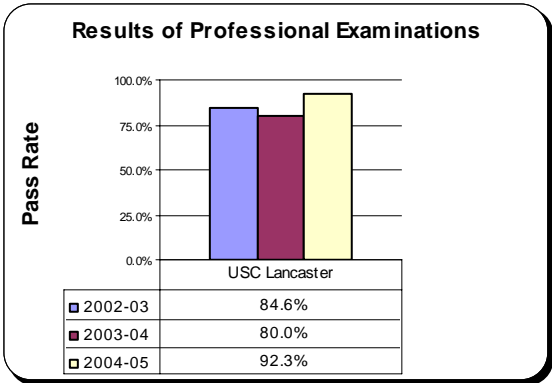
Four-Year Colleges and Universities



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

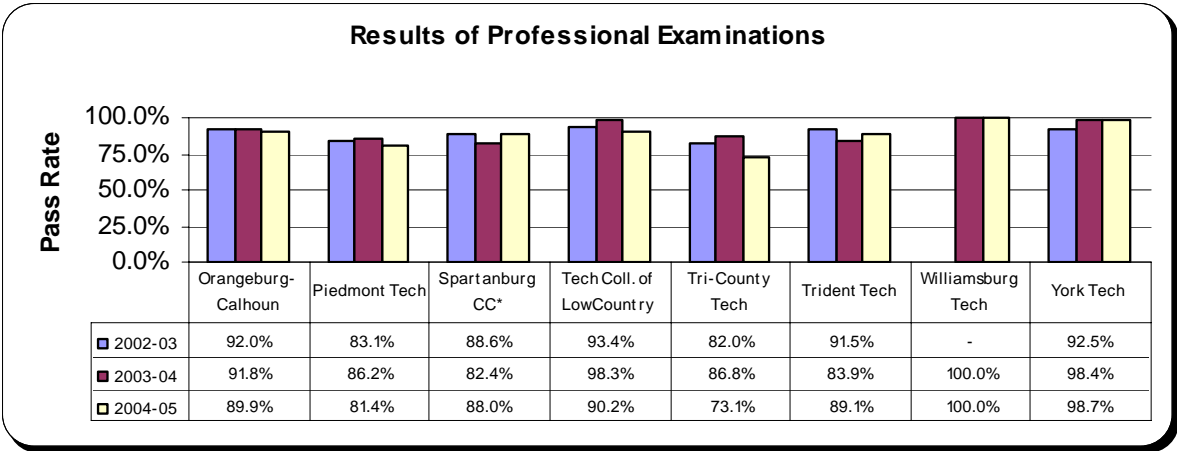
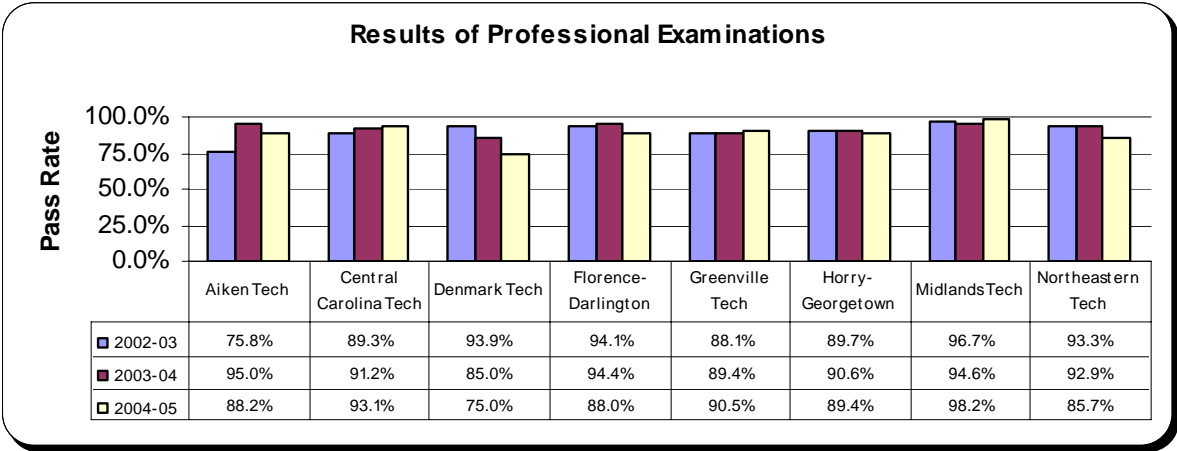
** Formerly USC Spartanburg

Two-Year Regional Campuses of USC



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

Technical College System



*Formerly Spartanburg Technical College

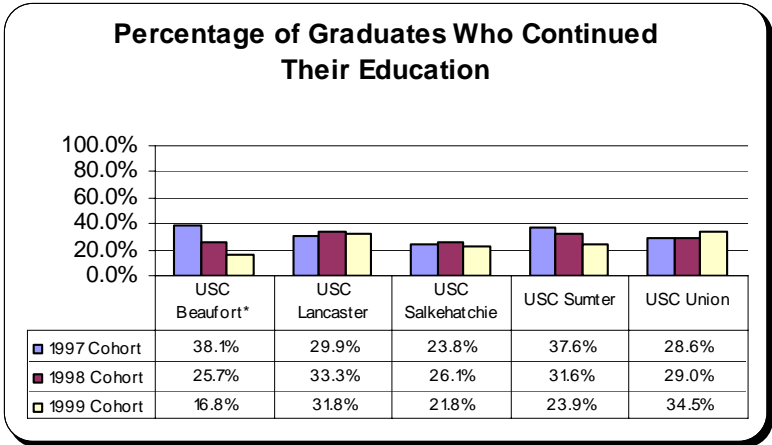
Number of Graduates Who Continued Their Education

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

Percentage of first-time, full-time degree-seeking students who earn a baccalaureate degree within 150% of normal program time (6 years for a baccalaureate degree) from in-state public institutions or from other institutions provided appropriate documentation can be presented by the reporting regional campus. (Performance Funding Workbook, September 2002, p II 167.)

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

The range for an “Achieves” is from 25% to 40%.

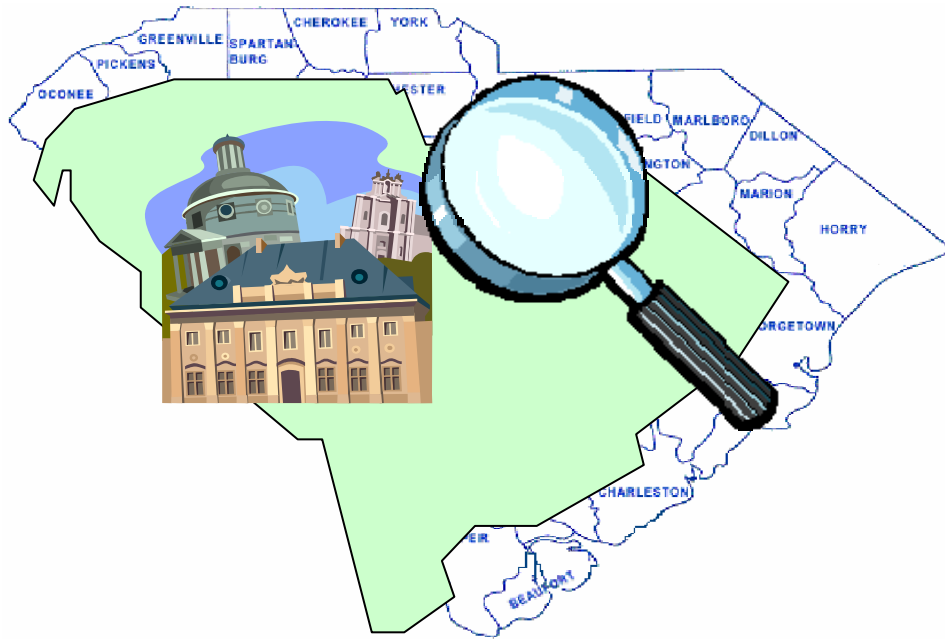


*USC Beaufort is included in this measure as part of its transition plan.

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Section 8

User-Friendliness of the Institution



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USER-FRIENDLINESS OF THE INSTITUTION

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

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

Table 8.2, “Enrollment by Race,” displays minority enrollment for Fall 2000 and Fall 2005 and the percent change over these years. The number of African-American students increased 18.2% and other minority students increased 37.6% during the period displayed, while the total higher education population growth was 12.3%. It should be noted that the greatest part of this increase in African-American students came in the Technical sector, but that all sectors other than Research showed increases. All three research universities showed a slight decline. Additional data on student enrollment and faculty are located in the CHE publication, “South Carolina Higher Education Statistical Abstract.”

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

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

Undergraduate Transfers

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

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

TRANSFERRING TO SOUTH CAROLINA'S:																
TRANSFERRING FROM:		Senior Public Institutions		2-Yr Regional Institutions		Technical Colleges		Senior Private Institutions		2-Yr Private Institutions		TOTAL (Transfers From)				
		FT*	PT**	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	All		
SC Public Senior Institutions																
	Fall 2002	725	86	28	12	521	446	150	41	3	1	1,427	586	2,013		
	Fall 2003	738	86	28	13	714	565	125	48	4	2	1,609	714	2,323		
	Fall 2004	762	66	31	21	765	628	176	51	2	0	1,736	766	2,502		
	Fall 2005	827	75	52	9	817	633	115	39	3	1	1,814	757	2,571		
SC 2-Yr Regional Campuses																
	Fall 2002	287	59	2	0	39	26	11	0	0	0	339	85	424		
	Fall 2003	324	51	4	0	42	35	16	4	0	0	386	90	476		
	Fall 2004	319	48	1	0	51	45	21	6	1	0	393	99	492		
	Fall 2005	279	40	1	0	58	35	17	3	0	0	355	78	433		
SC Technical Colleges																
	Fall 2002	1,365	401	43	53	396	383	418	112	2	6	2,224	955	3,179		
	Fall 2003	1,509	371	38	32	421	504	371	151	29	7	2,368	1,065	3,433		
	Fall 2004	1,583	345	45	54	553	514	570	167	10	2	2,761	1,082	3,843		
	Fall 2005	1,448	351	53	38	499	567	398	150	6	3	2,404	1,109	3,513		
SC Private Senior Institutions																
	Fall 2002	358	29	15	5	217	147	132	21	4	0	726	202	928		
	Fall 2003	315	24	14	8	259	203	111	25	9	4	708	264	972		
	Fall 2004	333	33	8	2	284	219	166	32	5	1	796	287	1,083		
	Fall 2005	330	35	18	4	283	246	106	23	7	1	744	309	1,053		
SC Private 2-Yr Colleges																
	Fall 2002	86	10	4	1	27	24	22	2	0	0	139	37	176		
	Fall 2003	100	7	1	0	36	24	27	6	1	1	165	38	203		
	Fall 2004	90	9	1	0	56	20	39	6	0	0	186	35	221		
	Fall 2005	108	8	4	1	56	33	48	2	0	0	216	44	260		
TOTAL Transfers within SC																
	Fall 2002	2,821	585	92	71	1,200	1,026	733	176	9	7	4,855	1,865	6,720		
	Fall 2003	2,986	539	85		1,472	1,331	650	234	43	14	5,236	2,118	7,354		
	Fall 2004	3,087	501	86		1,709	1,426	972	262	18	3	5,872	2,192	8,064		
	Fall 2005	2,992	509	128		1,713	1,514	684	217	16	5	5,533	2,245	7,778		
Out-of-State																
	Fall 2002	1,480	264	22	21	857	1,021	499	48	12	2	2,870	1,356	4,226		
	Fall 2003	1,469	257	25	29	890	1,222	452	70	11	2	2,847	1,580	4,427		
	Fall 2004	1,551	219	22	25	954	1,267	529	76	8	1	3,064	1,588	4,652		
	Fall 2005	1,494	219	39	25	932	1,300	463	46	7	2	2,935	1,592	4,527		
Foreign																
	Fall 2002	34	3	0	0	0	0	11	2	0	0	45	5	50		
	Fall 2003	51	4	0	0	0	0	14	1	0	0	65	5	70		
	Fall 2004	28	5	0	1	0	0	14	0	0	0	42	6	48		
	Fall 2005	45	3	0	0	0	0	12	1	0	0	57	4	61		
TOTAL (Transfers To)																
	Fall 2002	4,335	852	114	92	2,057	2,047	1,243	226	21	9	7,770	3,226	10,996		
	Fall 2003	4,506	800	110	29	2,362	2,553	1,116	305	54	16	8,148	3,703	11,851		
	Fall 2004	4,666	725	108	26	2,663	2,693	1,515	338	26	4	8,978	3,786	12,764		
	Fall 2005	4,531	731	167	25	2,645	2,814	1,159	264	23	7	8,525	3,841	12,366		

*Full-time

**Part-time

Enrollment by Race

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

Table 8.2 - Percent Change in Minority Enrollment, Fall 2000 to Fall 2005

Source: CHEMIS Data

Percent Change in Minority Enrollment, Fall 2000 to Fall 2005

INSTITUTION	Headcount Enrollment Fall 2000			Headcount Enrollment Fall 2005			Percent Change, Fall 2000 to Fall 2005		
	Afr-Amer.	Other Minority ¹	Total Enrollment	Afr-Amer.	Other Minority ¹	Total Enrollment	% Change Afr-Amer.	% Change Other Minority	% Change Total Enrollment
Research Universities									
Clemson	1,240	411	17,465	1,155	493	17,165	-6.9%	20.0%	-1.7%
USC-Columbia	3,831	965	23,728	3,616	1,247	27,065	-5.6%	29.2%	14.1%
MUSC ²	275	123	2,346	204	184	2,499	-25.8%	49.6%	6.5%
Total, Research	5,346	1,499	43,539	4,975	1,924	46,729	-6.9%	28.4%	7.3%
Four-Year Colleges and Universities									
Citadel	527	156	3,872	351	172	3,386	-33.4%	10.3%	-12.6%
Coastal Carolina	431	148	4,653	982	223	7,613	127.8%	50.7%	63.6%
College of Charleston	881	314	11,129	875	392	11,332	-0.7%	24.8%	1.8%
Francis Marion	1,065	60	3,567	1,591	97	4,008	49.4%	61.7%	12.4%
Lander	527	38	2,935	624	63	2,703	18.4%	65.8%	-7.9%
SC State	4,167	34	4,525	4,240	32	4,446	1.8%	-5.9%	-1.7%
USC Aiken	716	94	3,278	818	95	3,303	14.2%	1.1%	0.8%
USC Beaufort	216	93	1,175	222	85	1,319	2.8%	-8.6%	12.3%
USC Upstate ³	821	118	3,709	1,169	210	4,484	42.4%	78.0%	20.9%
Winthrop	1,349	129	6,061	1,638	189	6,480	21.4%	46.5%	6.9%
Total Public, Four-Year Coll. & Univ	10,700	1,184	44,904	12,510	1,558	49,074	16.9%	31.6%	9.3%
Two-Year Institutions/Branches of USC									
USC-Lancaster	142	11	837	257	22	1,084	81.0%	100.0%	29.5%
USC-Salkehatchie	297	8	785	275	20	733	-7.4%	150.0%	-6.6%
USC-Sumter	304	50	1,173	269	64	1,020	-11.5%	28.0%	-13.0%
USC-Union	78	4	363	87	5	321	11.5%	25.0%	-11.6%
Total Two-Year Inst. of USC	821	73	3,158	888	111	3,158	8.2%	52.1%	0.0%
State Tech. and Comprehensive Educ. System									
Aiken	805	52	2,268	856	86	2,506	6.3%	65.4%	10.5%
Central Carolina	1,068	68	2,546	1,578	88	3,244	47.8%	29.4%	27.4%
Denmark	1,166	3	1,240	1,307	7	1,408	12.1%	133.3%	13.5%
Florence-Darlington	1,679	55	3,814	1,870	68	4,241	11.4%	23.6%	11.2%
Greenville	2,021	338	10,786	2,930	677	13,357	45.0%	100.3%	23.8%
Horry-Georgetown	739	67	3,693	1,296	150	5,362	75.4%	123.9%	45.2%
Midlands	3,107	351	9,702	3,887	532	10,779	25.1%	51.6%	11.1%
Northeastern	365	29	982	476	32	1,043	30.4%	10.3%	6.2%
Orangeburg-Calhoun	1,010	16	1,861	1,422	38	2,448	40.8%	137.5%	31.5%
Piedmont	1,429	47	4,104	1,610	74	4,449	12.7%	57.4%	8.4%
Spartanburg	819	107	3,030	1,202	195	4,409	46.8%	82.2%	45.5%
TCL	766	81	1,776	777	89	1,689	1.4%	9.9%	-4.9%
Tri-County	435	68	3,612	715	105	4,645	64.4%	54.4%	28.6%
Trident	2,677	496	10,246	3,177	529	11,407	18.7%	6.7%	11.3%
Williamsburg	428	3	661	410	2	585	-4.2%	-33.3%	-11.5%
York	904	134	3,597	1,010	160	4,153	11.7%	19.4%	15.5%
Total State Tech. System	19,418	1,915	63,918	24,523	2,832	75,725	26.3%	47.9%	18.5%
GRAND TOTAL	36,285	4,671	155,519	42,896	6,425	174,686	18.2%	37.6%	12.3%

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

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

² Excludes medical and dental residents and interns

³ Formerly USC Spartanburg

Accessibility to the Institution of All Citizens of the State

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

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

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

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

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

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

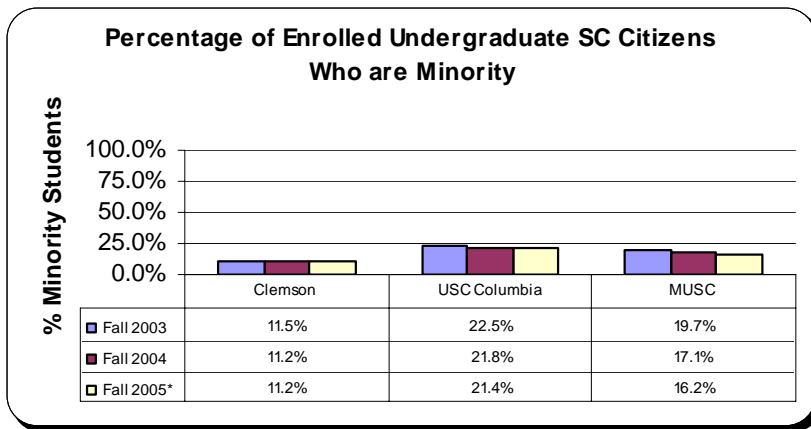
Figure 8.1 – 8C1, Percentage of Headcount Undergraduate Students who are Citizens of SC who are Minority

Source: IPEDS

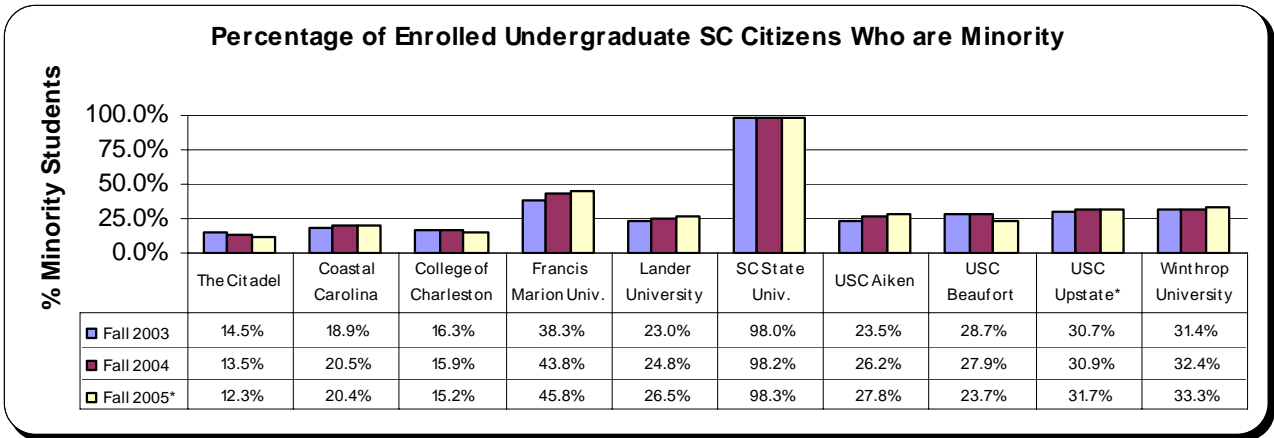
Research and Teaching Institutions

In defining the standard for “Achieves” for the research and teaching institutions, the state’s population is considered. The standard set for these institutions in Year 10 (2005-06) is being within 75% to 100% of the overall state percentage of minority citizens above the age of 18, 28.7%, as estimated from US Census data in 1998. The range for “Achieves” for these institutions for Year 10 (2005-06) is 21% to 28% minority population. Higher percentages score “Exceeds.”

Research Institutions



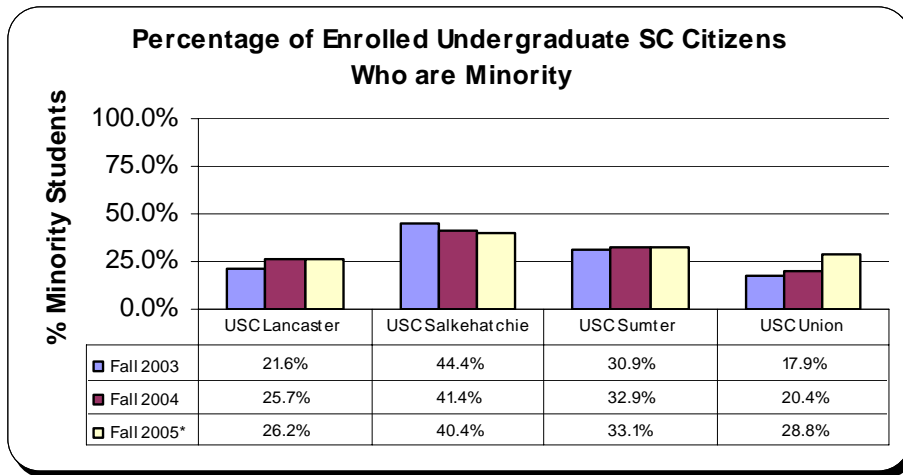
Teaching Institutions



* Formerly USC Spartanburg

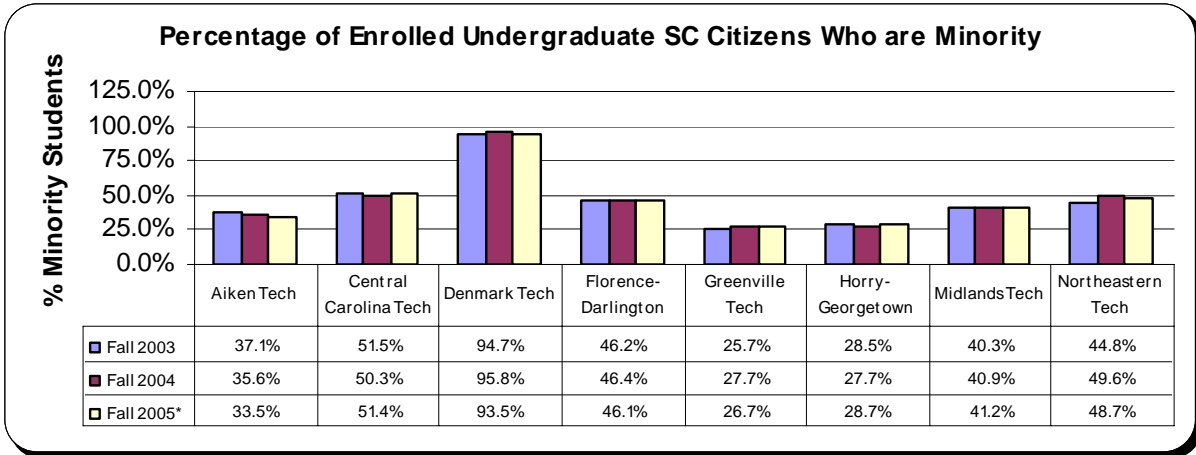
Two-Year Regional Campuses of USC

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



Technical College System

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

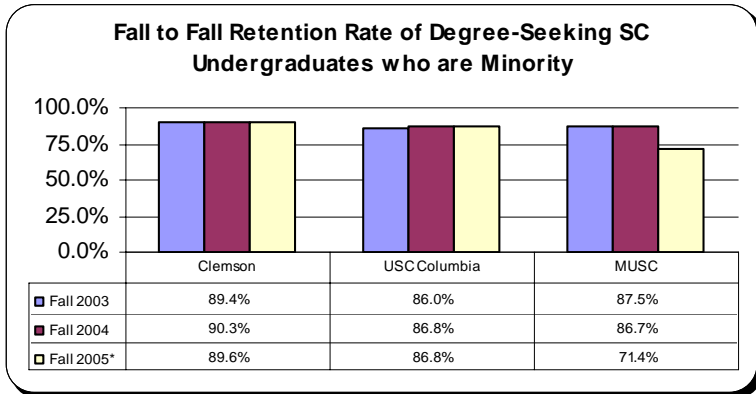


*Formerly Spartanburg Technical College

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

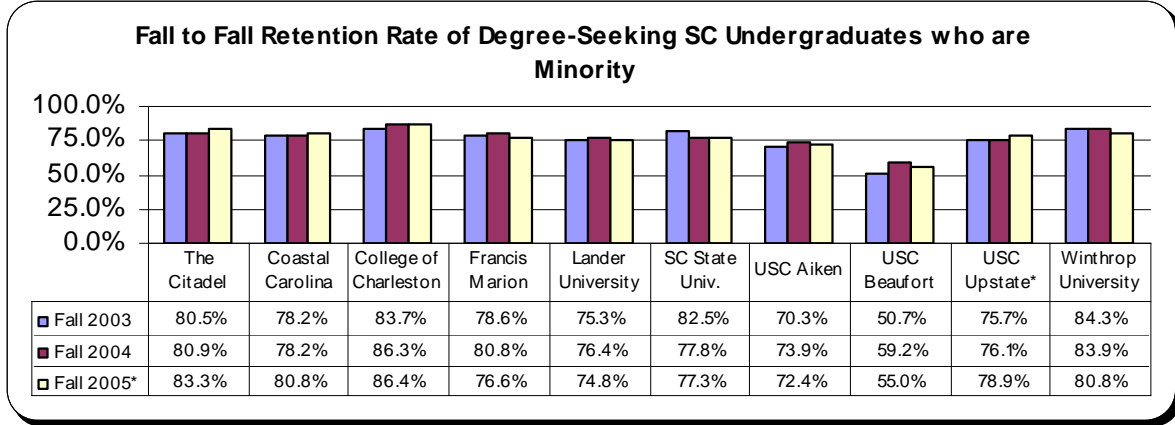
Research Institutions

The standard for these institutions for this measure is based on +/- 5% of the median overall student retention for all of the state’s 4-yr institutions. A median retention rate of 83.0% is the reference and represents median retention of the 2004 cohort in Fall 2005 for SC’s research and teaching universities. The range for a score of “Achieves” is 78.0 to 87.0%.



Teaching Institutions

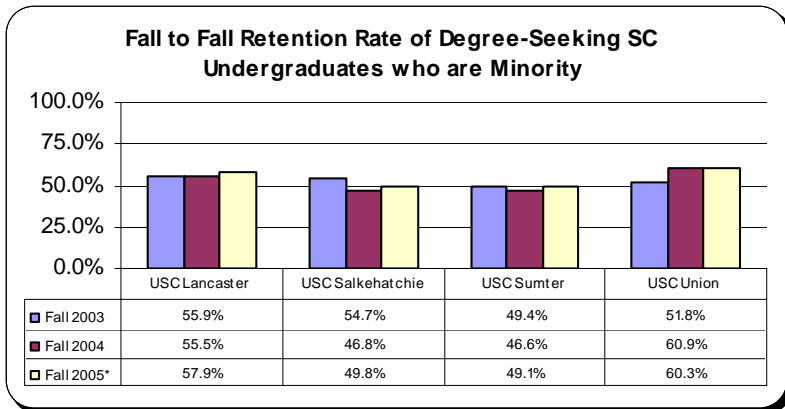
The standard for these institutions for this measure is based on +/- 5% of the median overall student retention of the state’s teaching institutions. A median retention rate of 78.8% is the reference and represents median retention of the 2004 cohort in Fall 2005 for SC’s teaching universities. The range for a score of “Achieves” is 74.0% to 82.0%.



* Formerly USC Spartanburg

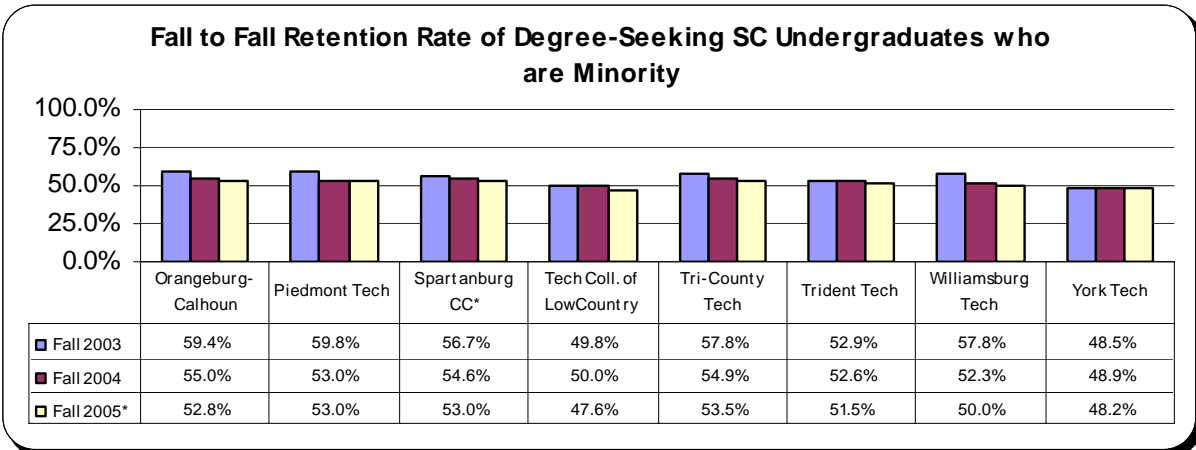
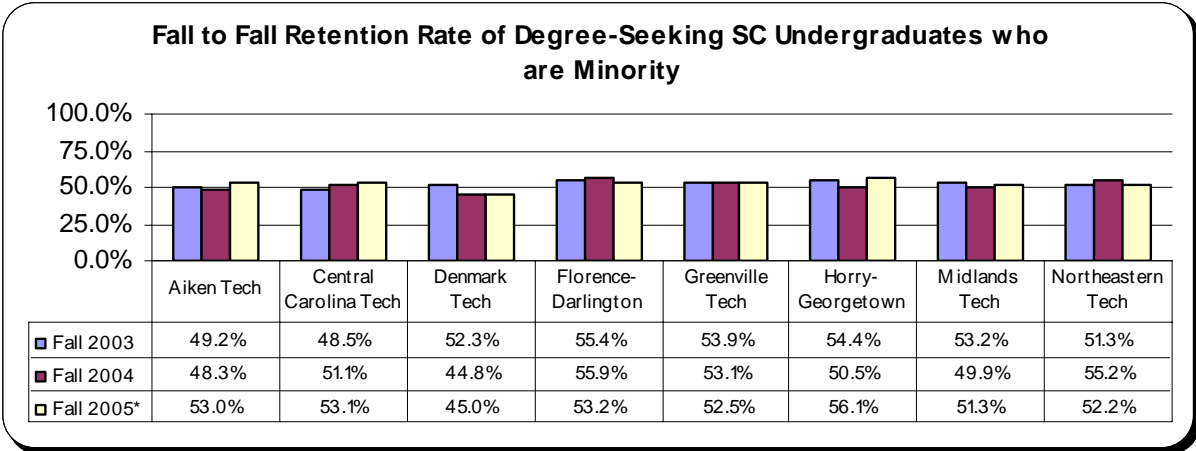
Two-Year Regional Campuses of USC

The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state’s regional campuses. A median retention rate of 52.7% is the reference and represents median retention of the 2004 cohort in Fall 2005 for USC’s regional campuses. The range for a score of “Achieves” is 47.0% to 57.0%.



Technical Colleges

The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state’s technical campuses. A median retention rate of 55.4% is the reference and represents median retention of the 2004 cohort in Fall 2005 for technical colleges. The range for a score of “Achieves” is 49.0% to 60.0%.



*Formerly Spartanburg Technical College

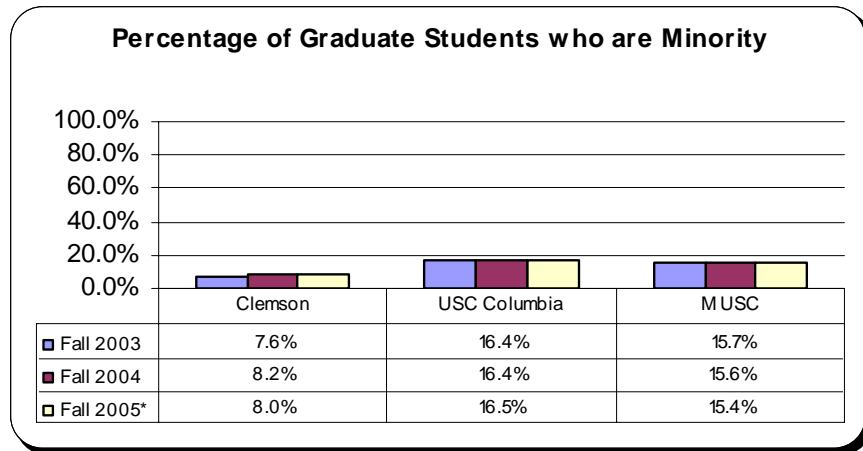
Figure 8.3 – 8C3, Percentage of Headcount Graduate Students Enrolled at the Institution who are Minority

Source: IPEDS

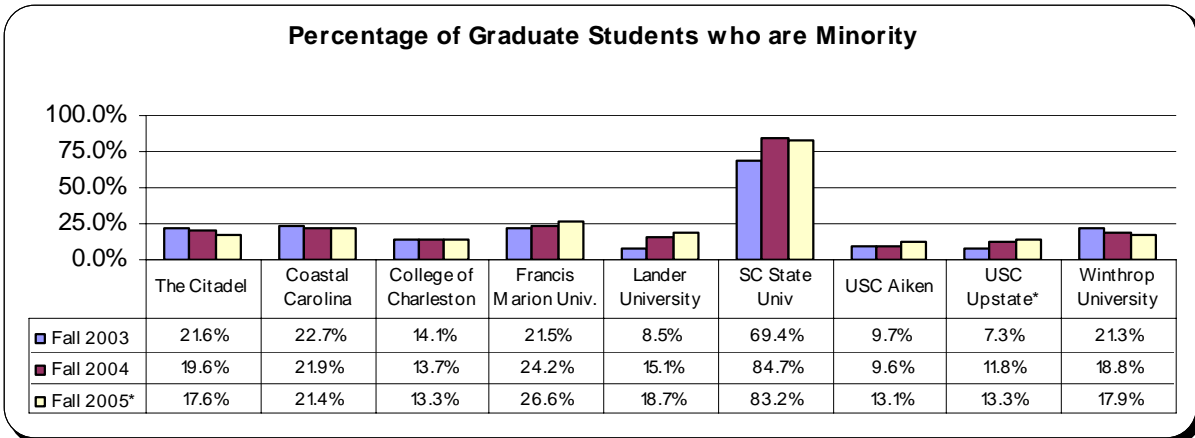
Research and Teaching Institutions

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

Research



Teaching



* Formerly USC Spartanburg

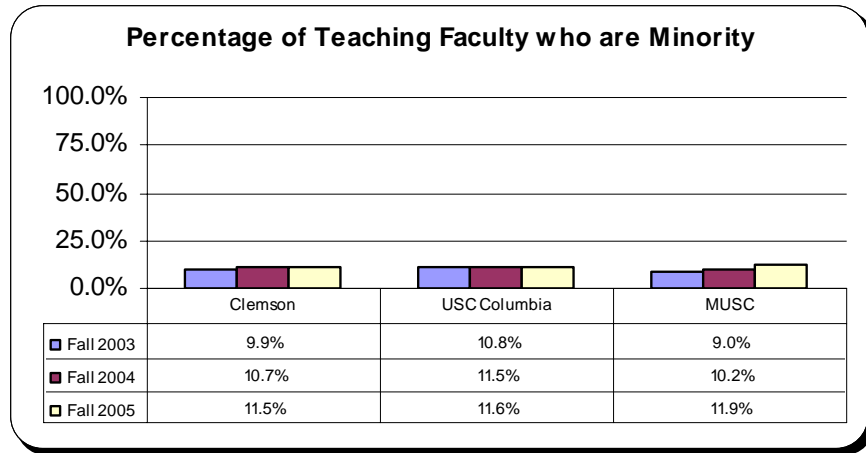
Figure 8.4 – 8C4, Percentage of Headcount Teaching Faculty who are Minority

Source: IPEDS

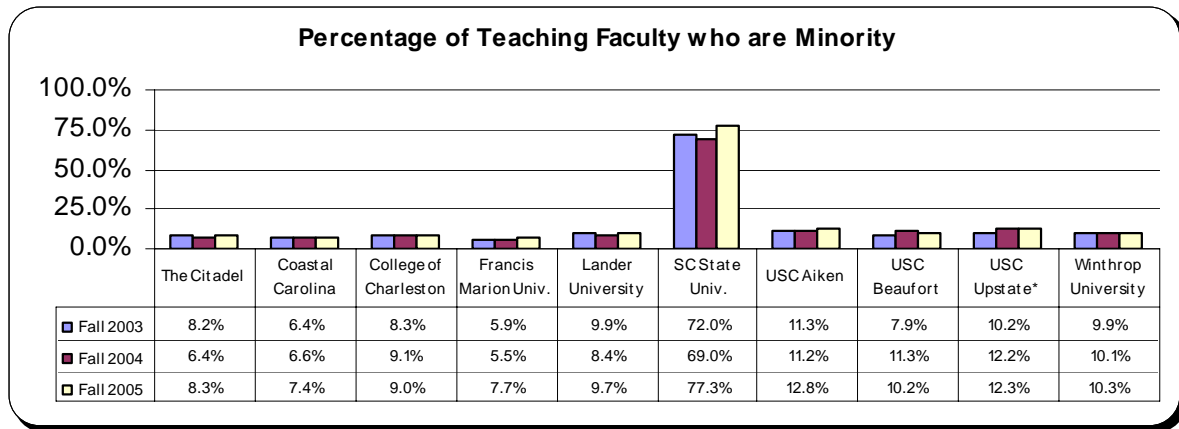
Research Institutions, Teaching Institutions, and Regional Campuses

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

Research Institutions

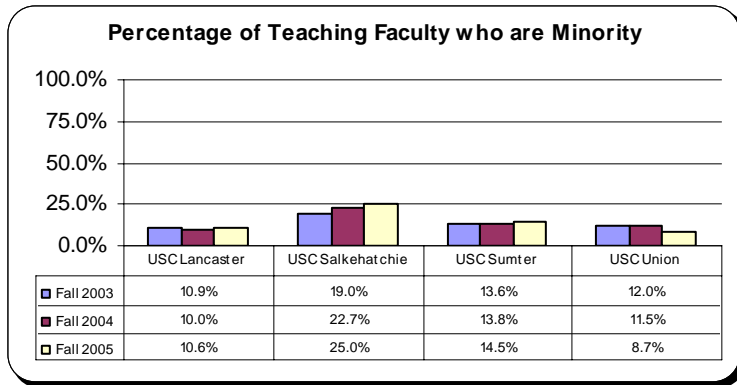


Teaching Institutions

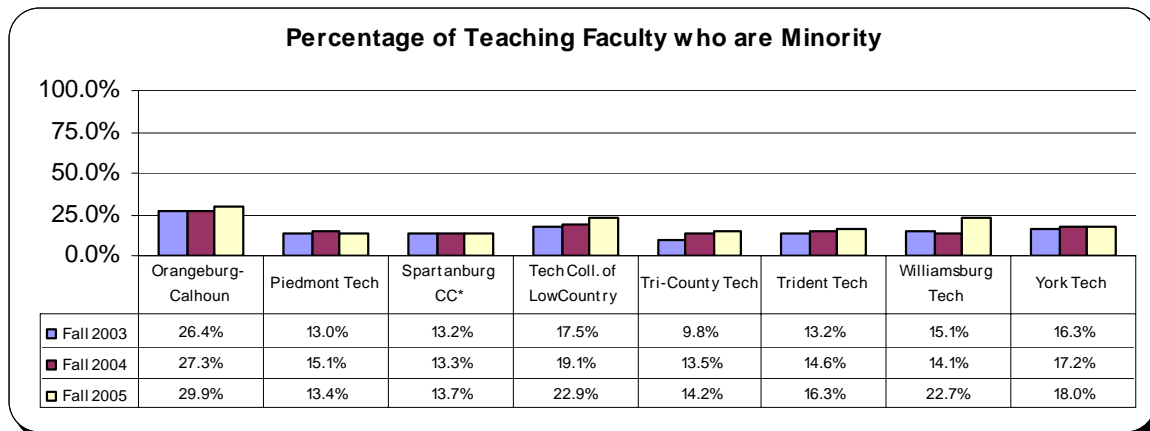
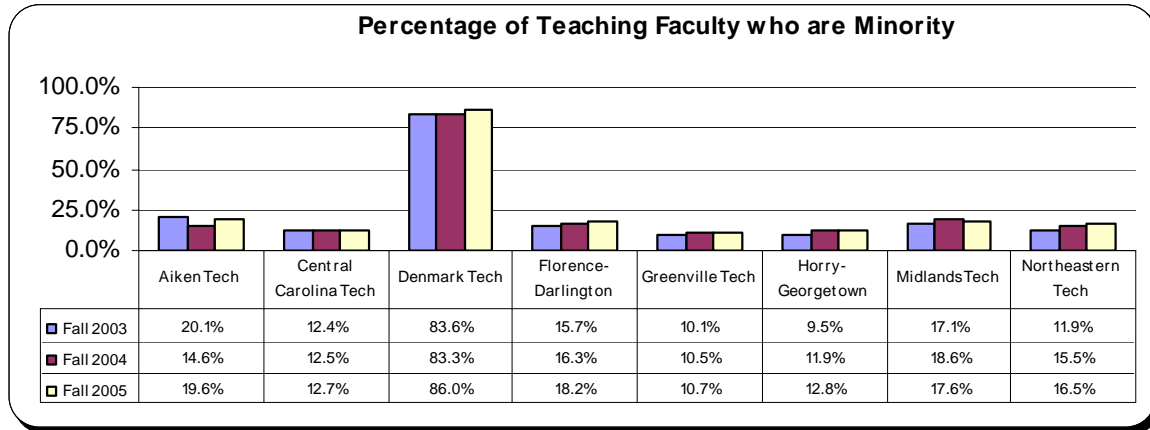


* Formerly USC Spartanburg

Regional Campuses of USC



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



*Formerly Spartanburg Technical College

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Section 9 Research Funding



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RESEARCH FUNDING

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

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

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

Student Involvement in Research

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

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

Graduate Involvement in Research

Institution	Fall	Total Headcount Degree-seeking Graduate Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	2003	2,825	699	24.7%		
	2004	2,896	658	22.7%	71	-41
	2005	2,792	603	21.6%	-104	-55
USC-Columbia	2003	5,666	745	13.1%	232	74
	2004	5,549	676	12.2%	-117	-69
	2005	5,581	637	11.4%	32	-39
MUSC	2003	876	241	27.5%		
	2004	960	277	28.9%	84	36
	2005	1,055	318	30.1%	95	41
Four-Year Colleges & Universities						
Citadel	2003	803	14	1.7%		
	2004	858	12	1.4%	55	-2
	2005	806	6	0.7%	-52	-6
Coastal Carolina	2003	97	4	4.1%		
	2004	84	2	2.4%	-13	-2
	2005	104	10	9.6%	20	8
Coll. of Chas.	2003	578	51	8.8%		
	2004	573	54	9.4%	-5	3
	2005	530	90	17.0%	-43	36
Francis Marion	2003	212	0	0.0%		
	2004	243	0	0.0%	31	0
	2005	255	0	0.0%	12	0
Lander	2003	66	0	0.0%		
	2004	53	8	15.1%	-13	8
	2005	35	0	0.0%	-18	-8
SC State	2003	498	22	4.4%		
	2004	462	7	1.5%	-36	-15

Graduate Involvement in Research

Institution	Fall	Total Headcount Degree-seeking Graduate Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
	2005	462	12	2.6%	0	5
USC-Aiken	2003	58	16	27.6%		
	2004	77	6	7.8%	19	-10
	2005	81	2	2.5%	4	-4
USC-Beaufort	2003	N/A	N/A	N/A	N/A	N/A
	2004	N/A	N/A	N/A	N/A	N/A
	2005	N/A	N/A	N/A	N/A	N/A
USC-Upstate*	2003	6	0			
	2004	4	0	0.0%	-2	0
	2005	10	0	0.0%	6	0
Winthrop	2003	721	0			
	2004	742	1	0.1%	21	1
	2005	667	13	1.9%	-75	12

Upper-Division, Degree-Seeking Undergraduate Students

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

Table 9.2 Student Involvement in Research – Undergraduate Students**Source: CHEMIS Data and Institutional IE Reports****Upper-division, Degree-seeking Undergraduate Involvement in Research**

Institution	Fall	Total Headcount Degree-seeking Upper-division Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	2003	7,473	89	1.2%		
	2004	7,157	121	1.7%	-316	32
	2005	7,151	99	1.4%	-6	-22
USC-Columbia	2003	7,756	35	0.5%		
	2004	8,535	23	0.3%	779	-12
	2005	9,242	29	0.3%	707	6
MUSC	2003	319	75	23.5%		
	2004	352	68	19.3%	33	-7
	2005	285	60	21.1%	-67	-8

Section 10 – Campus-Based Assessment

Upper-division, Degree-seeking Undergraduate Involvement in Research

Institution	Fall	Total Headcount Degree-seeking Upper-division Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Four-Year Colleges & Universities						
Citadel	2003	933	25	2.7%		
	2004	896	23	2.6%	-37	-2
	2005	942	14	1.5%	46	-9
Coastal Carolina	2003	2,250	43	1.9%		
	2004	2,455	13	0.5%	205	-30
	2005	2,650	29	1.1%	195	16
Coll. of Chas.	2003	4,692	66	1.4%		
	2004	4,758	61	1.3%	66	-5
	2005	4,702	87	1.9%	-56	26
Francis Marion	2003	1,248	0	0.0%		
	2004	1,337	3	0.2%	89	3
	2005	1,421	2	0.1%	84	-1
Lander	2003	1,235	0	0.0%		
	2004	1,240	25	2.0%	5	25
	2005	1,275	3	0.2%	35	-22
SC State	2003	1,501	65	4.3%		
	2004	1,460	34	2.3%	-41	-31
	2005		40	#DIV/0!	-1,460	6
USC-Aiken	2003	1,511	41	2.7%		
	2004	1,449	40	2.8%	-62	-1
	2005	1,430	26	1.8%	-19	-14
USC-Beaufort	2003	221				
	2004	293	0	0.0%	72	
	2005	328	1	0.3%	35	1
USC-Upstate	2003	1,973	4	0.2%		
	2004	2,066	18	0.9%	93	14
	2005	2,123	95	4.5%	57	77
Winthrop	2003	2,488	0	0.0%		
	2004	2,590	11	0.4%	102	11
	2005	2,649	19	0.7%	59	8

Financial Support for Teacher Education

In Year 10 (2005-06) performance funding year, **Performance Indicator 9A – Financial Support for Reform in Teacher Education** measured the amount of grants and awards expended to support teacher preparation or training, including applied research, professional development and training grants as compared to the average from the prior three years.

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

Figure 9.1 – Financial Support for Reform in Teacher Education

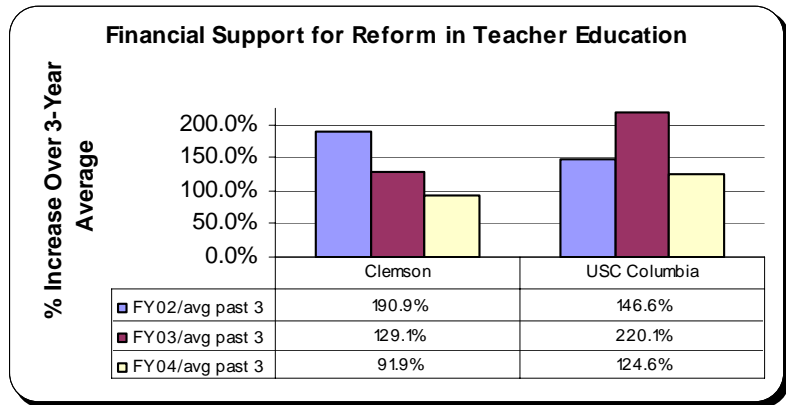
Source: Institutional Reports to CHE

This indicator was deferred for Year 10 (2005-2006). The charts below show past performance.

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

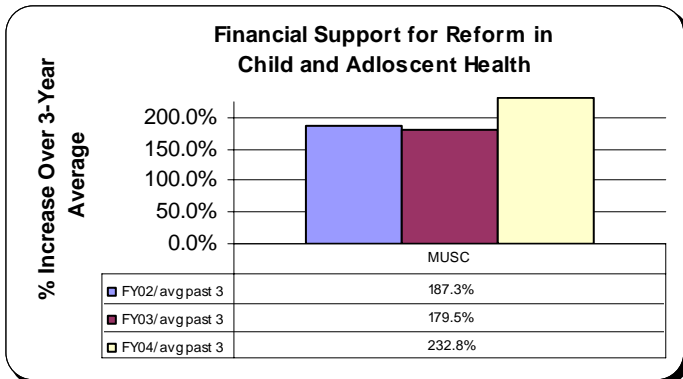
Research Universities - FY03 grants and awards

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



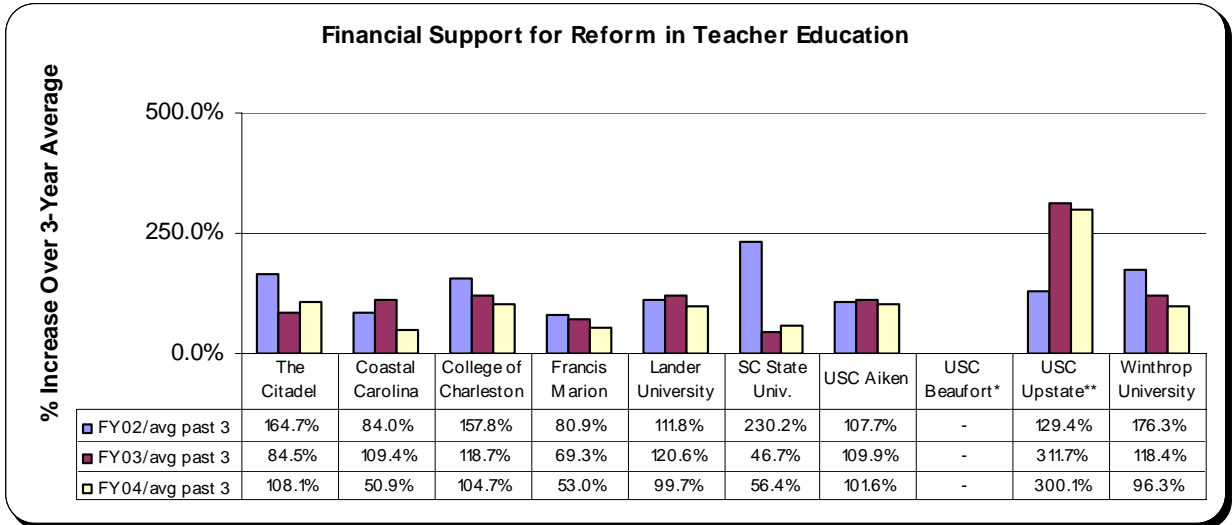
Medical University of South Carolina

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



Four-Year Colleges and Universities

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



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

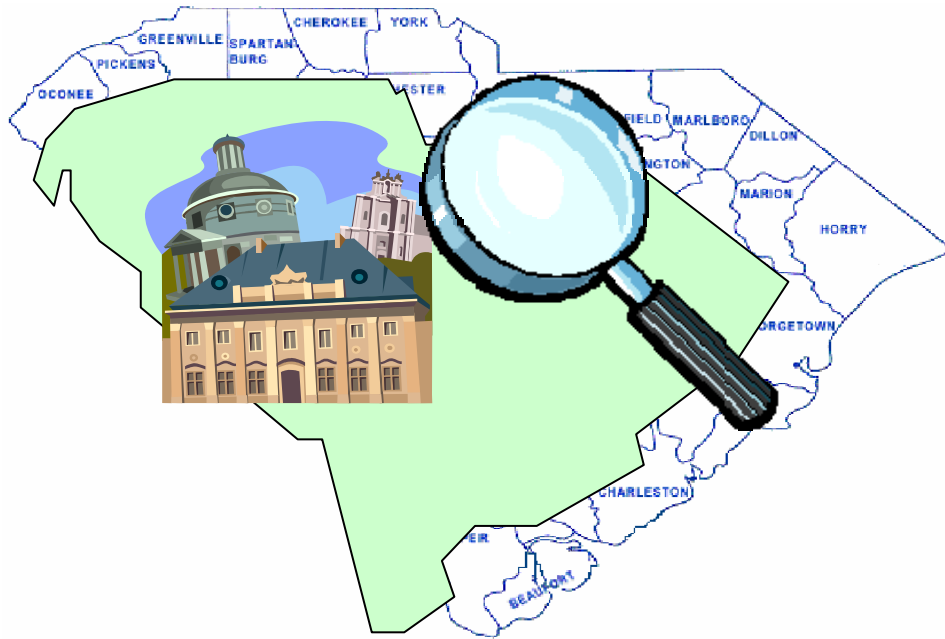
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Amount of Public and Private Sector Grants

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

Section 10

Campus-Based Assessment



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CAMPUS-BASED ASSESSMENT

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

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

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

The summary reports for 2005-2006 were submitted electronically and are available through each institution's website at the addresses that follow this summary. They can also be found through the CHE website. The reports include the following components:

General Education

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

Majors or Concentrations

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

Academic Advising

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

Achievement of Students Transferring from Two to Four Year Institutions

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

Procedures for Student Development

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

Library Resources and Services

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

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

2006 Summary Reports on Institutional Websites

Research Universities

- Clemson <http://www.clemson.edu/reports/index.htm>
- USC Columbia <http://kudzu.ipr.sc.edu/effectiveness/assessment/IEReports/>
- MUSC http://www.edserv.musc.edu/musc_ie_report_06/index.html

Four-Year Colleges and Universities

- Citadel <http://www.citadel.edu/academicaffairs/index.html>
- Coastal Carolina <http://www.coastal.edu/effect/assessment/iereports.html>
- College of Charleston <http://www.cofc.edu/~oap/insteffect.html>
- Francis Marion <http://www.fmarion.edu/about/iereports/article-1999962500c->
- Lander http://www.lander.edu/assessment/IE_Report_Page
- SC State <http://ir.scsu.edu/IA/IE-2006.htm>
- USC Aiken <http://ie.usca.edu/assessment/IEReports/>

USC Beaufort*

[http://www.uscb.edu/a/Working_at_USCB/Offices/Institutional Effectiveness and Research IER/Assessment/IER Reports](http://www.uscb.edu/a/Working_at_USCB/Offices/Institutional_Effectiveness_and_Research_IER/Assessment/IER_Reports)

USC Upstate [http://www.uscupstate.edu/about_upstate/planning/institutional assess.asp](http://www.uscupstate.edu/about_upstate/planning/institutional_assess.asp)

Winthrop <http://www.winthrop.edu/assessment/IE/>

Two-Year Institutions-Regional Campuses of USC

All 4 Campuses <http://kudzu.ipr.sc.edu/effectiveness/assessment/IEReports/>

State Technical and Comprehensive Education System

Aiken <http://www.atc.edu/downloads/2006IESummary.pdf>

Central Carolina <http://www.cctech.edu/about/evaluation/eval.asp>

Denmark <http://www.denmarktech.edu/iereport2006.htm>

Florence-Darlington <https://www.fdtc.edu/AboutUs/history/IEReports/default.asp>

Greenville http://www.greenvilletech.com/alumni_and_friends/institution_effectiveness.html

Horry-Georgetown <http://www.hgtc.edu/ir/iereports.htm>

Midlands <http://www.midlandstech.edu/arp/account.htm>

Northeastern <http://www.netc.edu/aboutus/institutional-effectiveness.html>

Orangeburg-Calhoun <http://www.octech.edu/octech/aboutus/accountability.asp>

Piedmont <http://www.ptc.edu/ie/Reports.htm>

Spartanburg CC*** <http://www.scsc.edu/Institut%5FEffectiv%5FSum/>

Tech of Lowcountry <http://www.tcl.edu/officialReports.asp>

Tri-County http://www.tctc.edu/visitors_media/college_information/instdev/iesummary06.htm

Trident http://www.tridenttech.edu/4310_8908.htm

Williamsburg <http://www.wiltech.edu/IE/IE%20homepage.htm>

York <http://www.yorktech.com/CHE/REPORTS/CHE2006IE.htm>

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

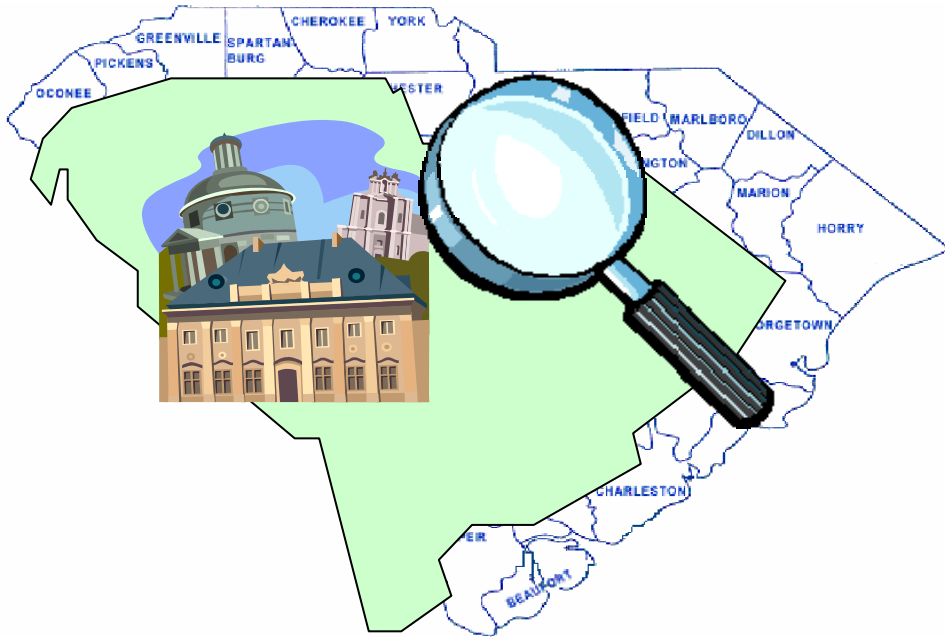
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Section 11 Institutional Performance Ratings

(Performance Year 10, 2005-2006
impacting FY 2006-2007)



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INSTITUTIONAL PERFORMANCE RATINGS

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

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

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

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

2004-2005 INSTITUTIONAL REPORT CARDS

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