

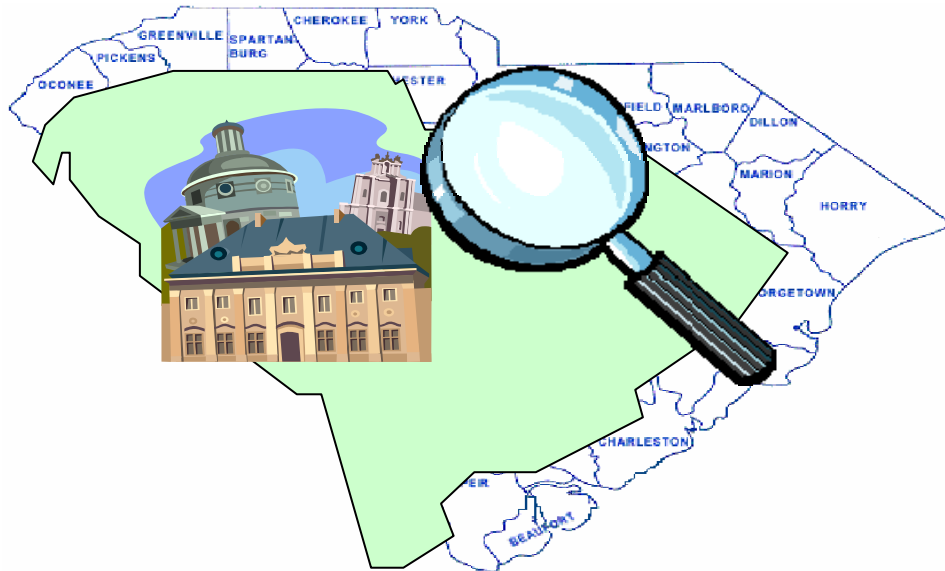
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South Carolina Commission on Higher Education

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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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 Yr 9 Performance | # meeting criterion 1 | # meeting criterion 2 | # meeting criterion 3* ()= number of programs with full approval of number reviewed |
|---|--------------------------|---------------------|--|-----------------------|-----------------------|---|
| 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.

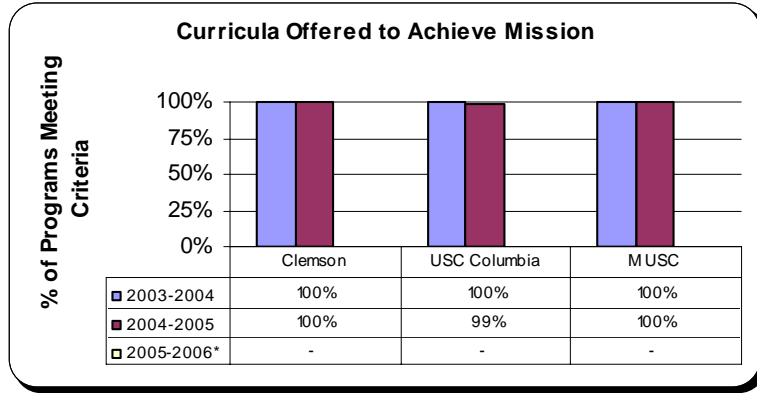
| 2-Year Institutions | # Meeting all Criteria | Total # of Programs | Compliance If All Programs Meet Applicable Criteria |
|--------------------------------|------------------------|---------------------|---|
| | | | Yr 9 Performance |
| USC Lancaster | 5 | 5 | Compliance |
| USC Salkehatchie | 2 | 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

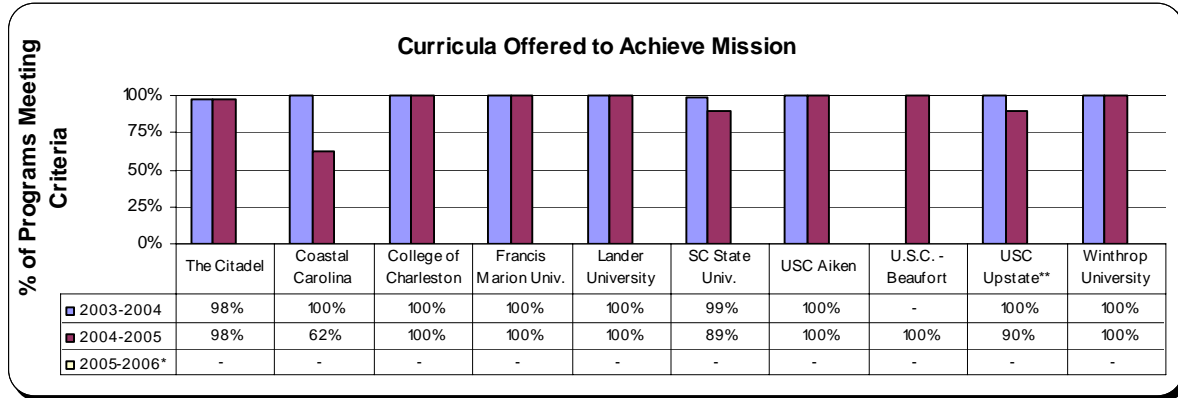
Figure 1.1 Performance Indicator 1B – Curricula Offered to Achieve Mission

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

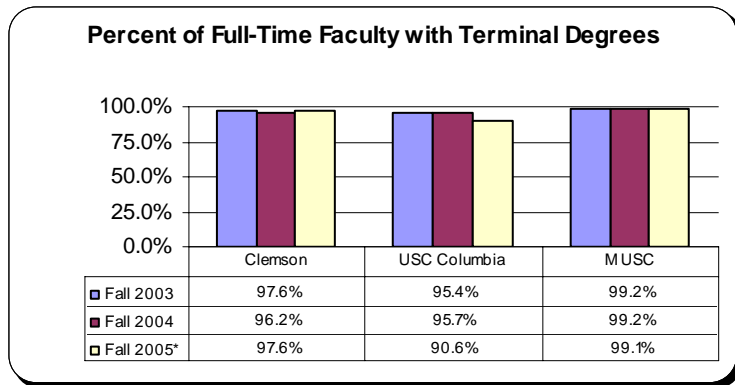
Indicator 2A, “Academic and Other Credentials of Professors and Instructors,” is a measure of the academic credentials of faculty. Prior to Year 6, the measure of 2A consisted of multiple subparts, each considering credentials of faculty teaching undergraduates. In Year 6, the measure was redefined to 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

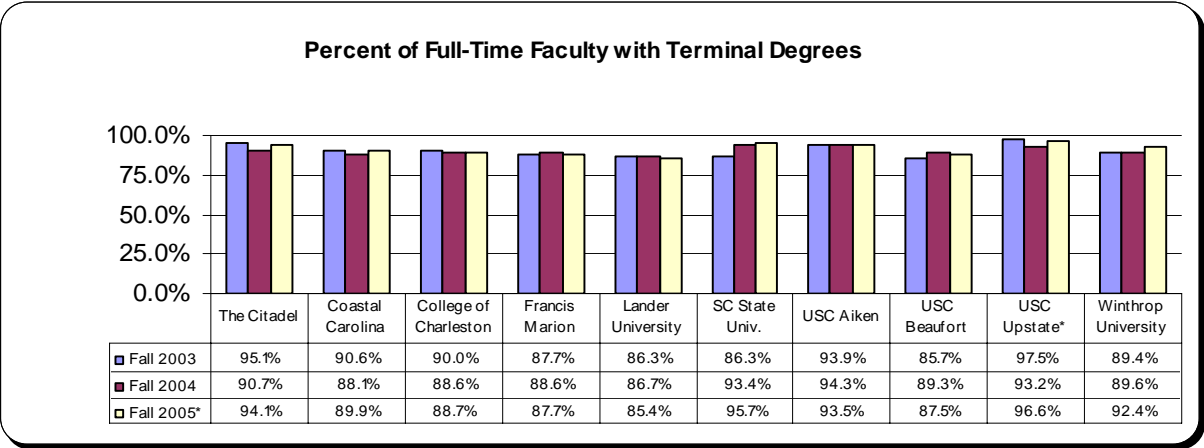
2A - Percentage of full-time faculty with terminal degrees in the primary teaching area.



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

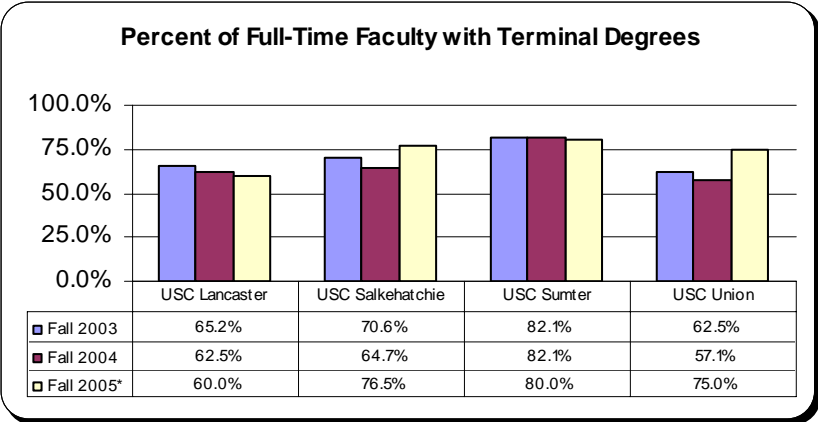
2A - Percentage of **full-time** faculty with terminal degrees in the primary teaching area. For Year 10 (2005-06), a standard of 70 - 84% earned a score of "Achieves" for 2A. This indicator does not include Instructors for the Research and Teaching sectors.



*Formerly USC Spartanburg

Two-Year Institutions-Regional Campuses of USC

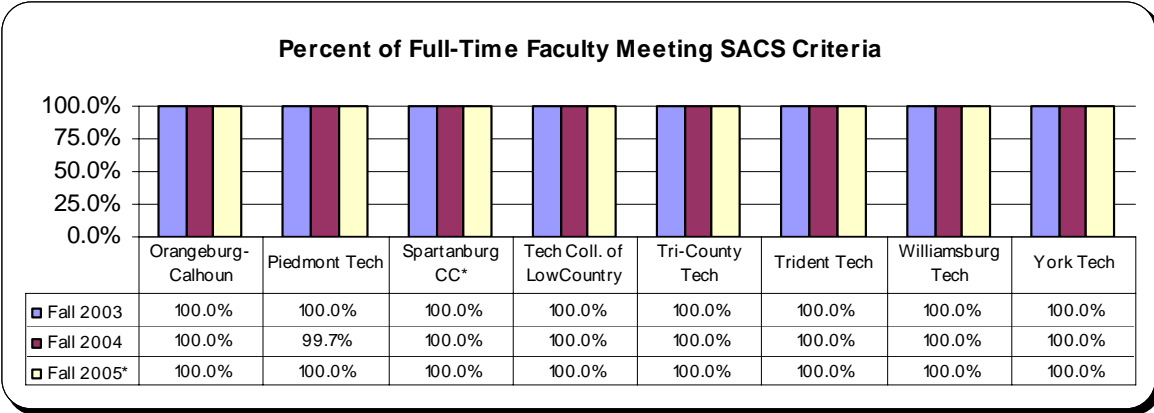
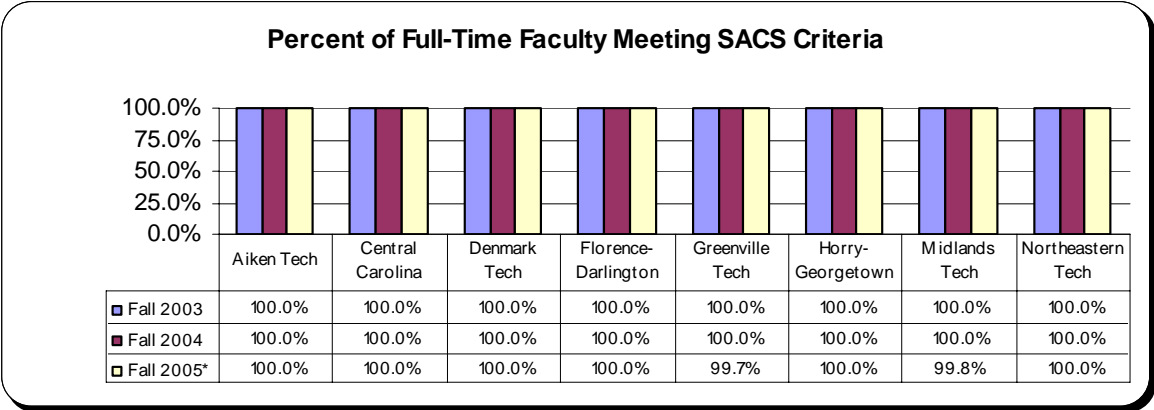
2A - Percentage of **full-time** faculty, including Instructors, with terminal degrees in the primary teaching area. For Year 10 (2005-06), a standard of 60-74% earned a score of "Achieves."



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.

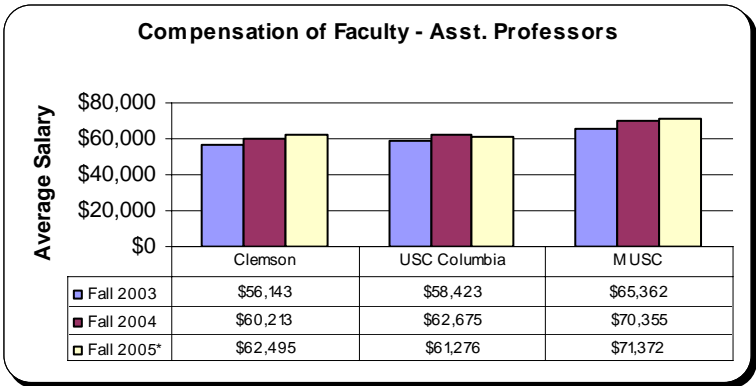
For technical colleges, unclassified continuing education program coordinators are included.

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)

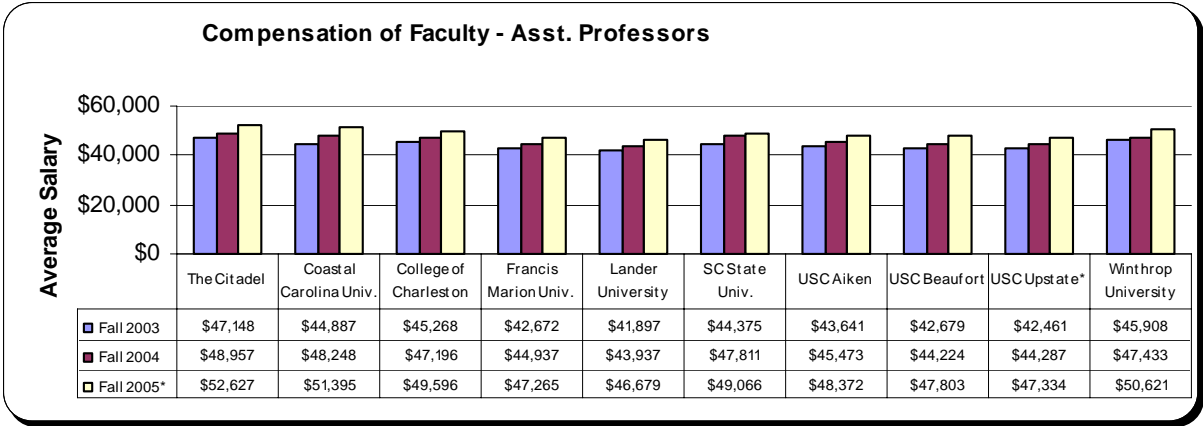
Assistant Professors, Research Universities



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.

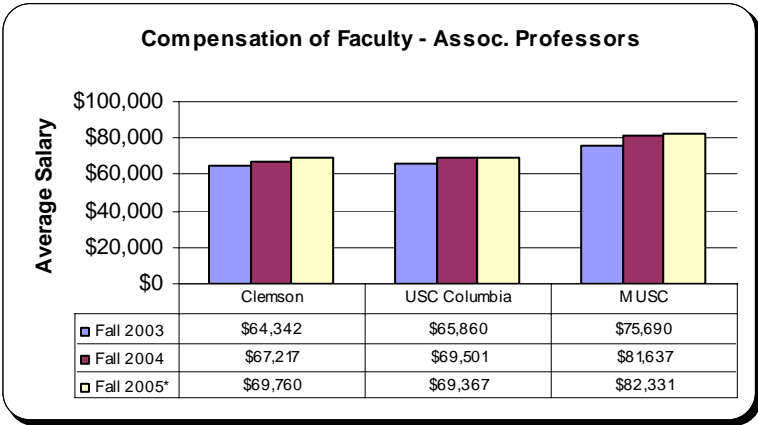
Assistant Professors, Four-Year Colleges and Universities

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



*Formerly USC Spartanburg

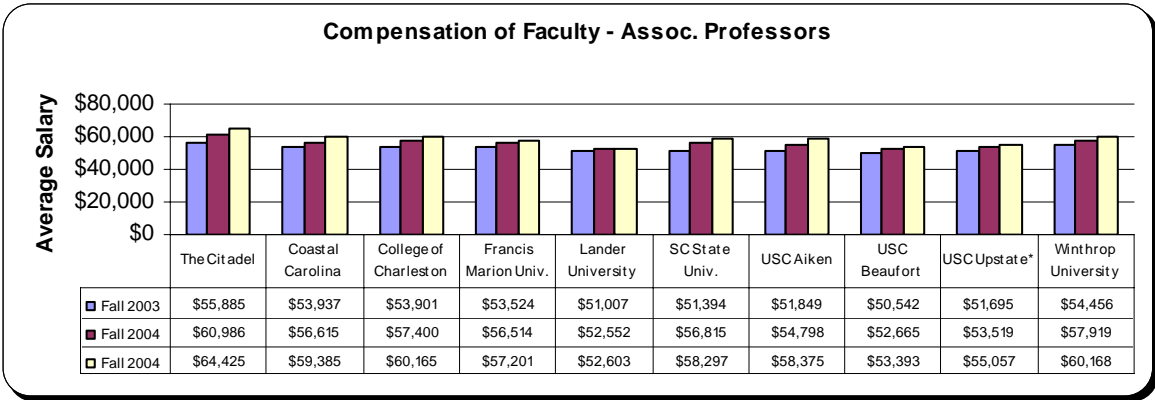
Associate Professors, Research Universities



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.

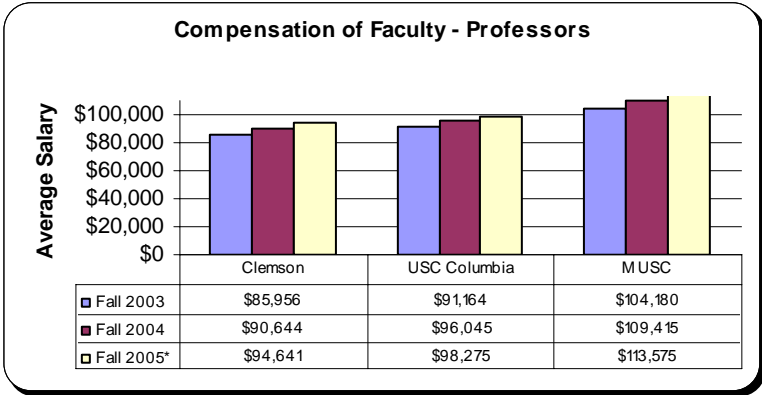
Associate Professors, Four-Year Colleges and Universities

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



*Formerly USC Spartanburg

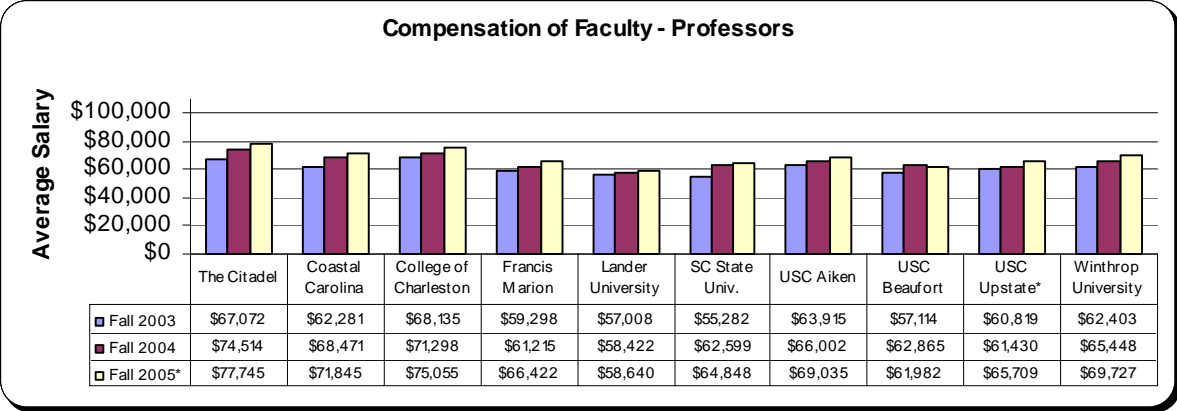
Professors, Research Universities



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

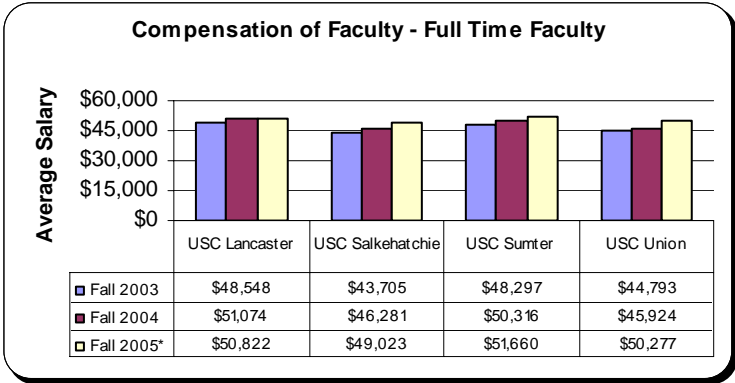
For Year 10 (2005-06) ratings, the "Achieves" range was \$56,164 - \$66,624 for Four-Year Colleges and Universities



*Formerly USC Spartanburg

Two-Year Institutions-Branches of USC

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

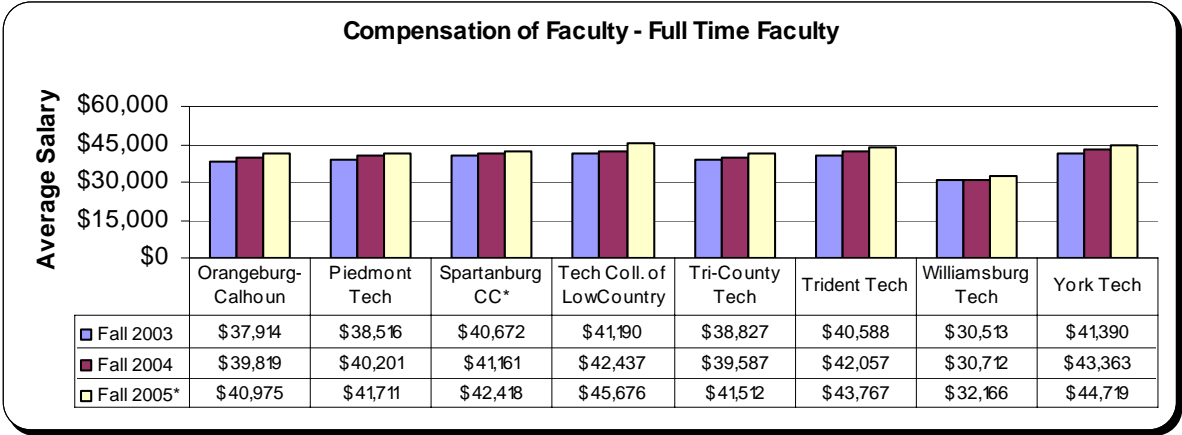
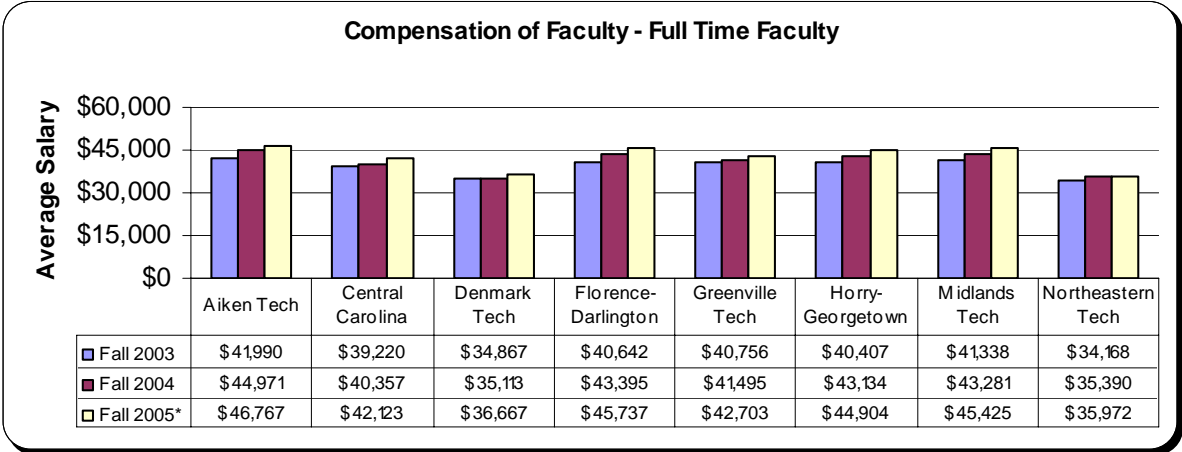


For Year 10 (2005-06) ratings, an "Achieves" range of \$35,687- \$45,156 applied.

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.

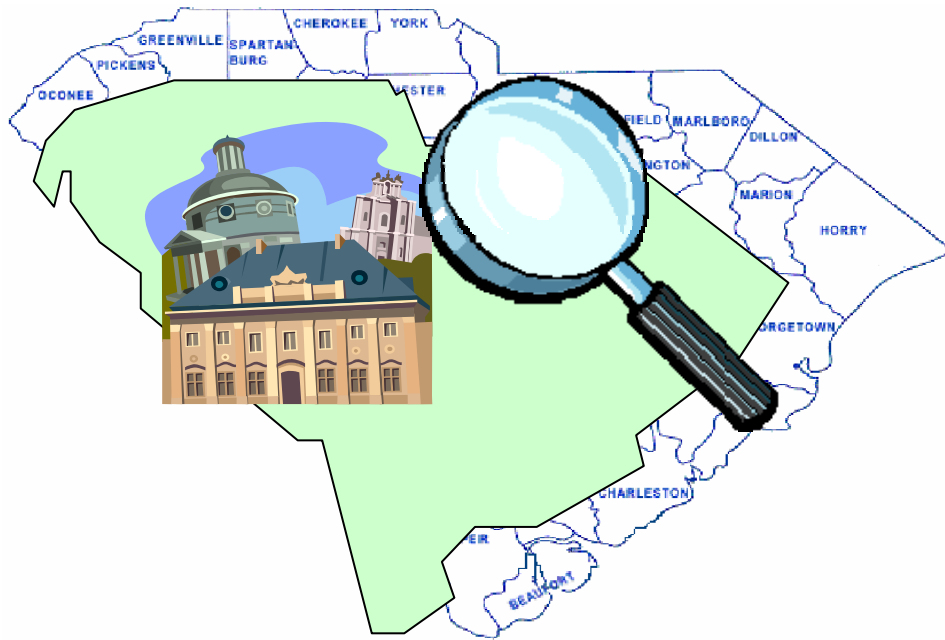


*Formerly Spartanburg Technical College

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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."

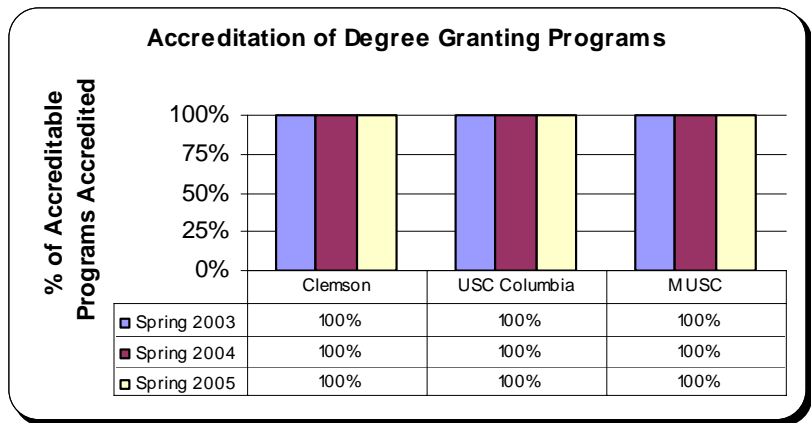
For USC Beaufort, this was a compliance indicator during the transition from two to four-year status, based on satisfactory progress toward SACS accreditation as a four-year institution.

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

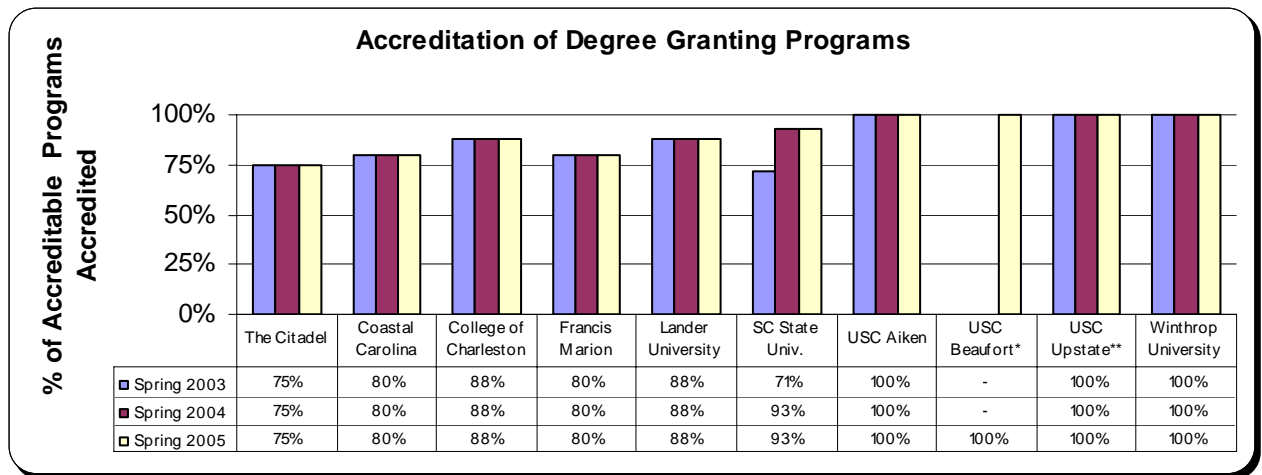
Figure 3.1 Indicator 3D - Accreditation of Degree-Granting Programs
Source: Institutional reports

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



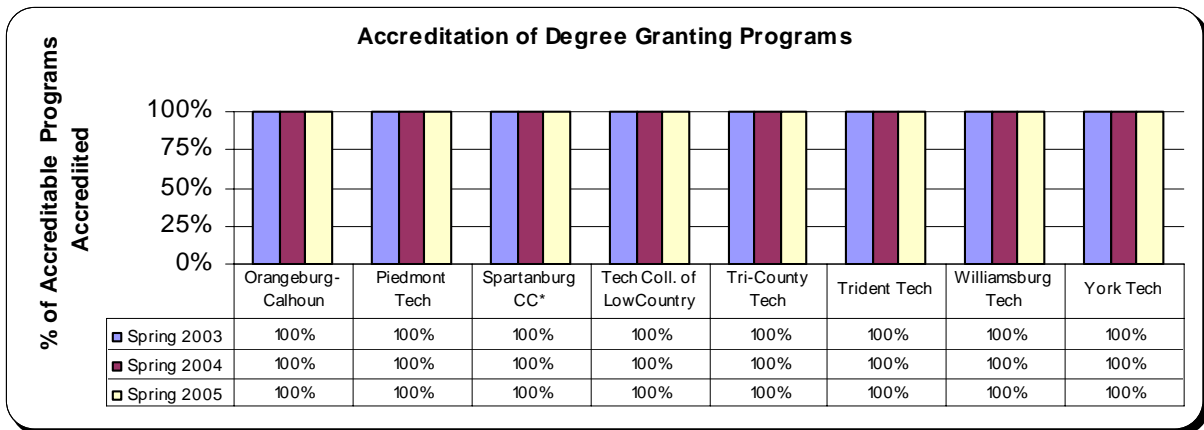
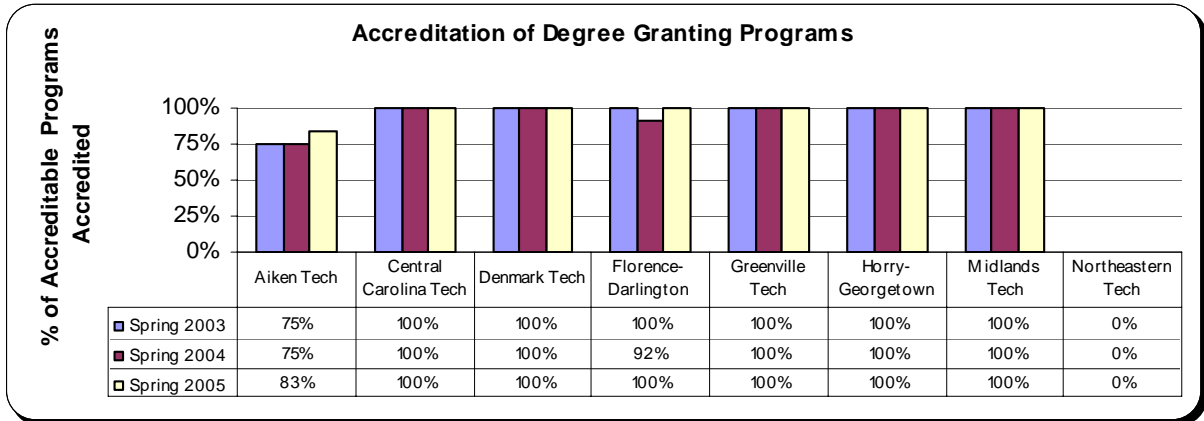
*USC Beaufort had no programs eligible for accreditation prior to Spring 2005

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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.

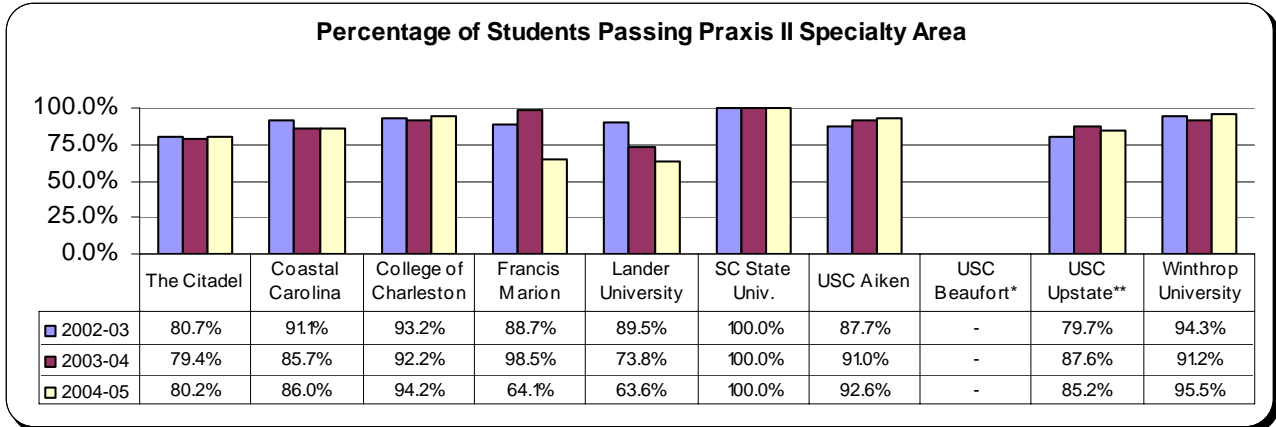
Four-Year Colleges and Universities

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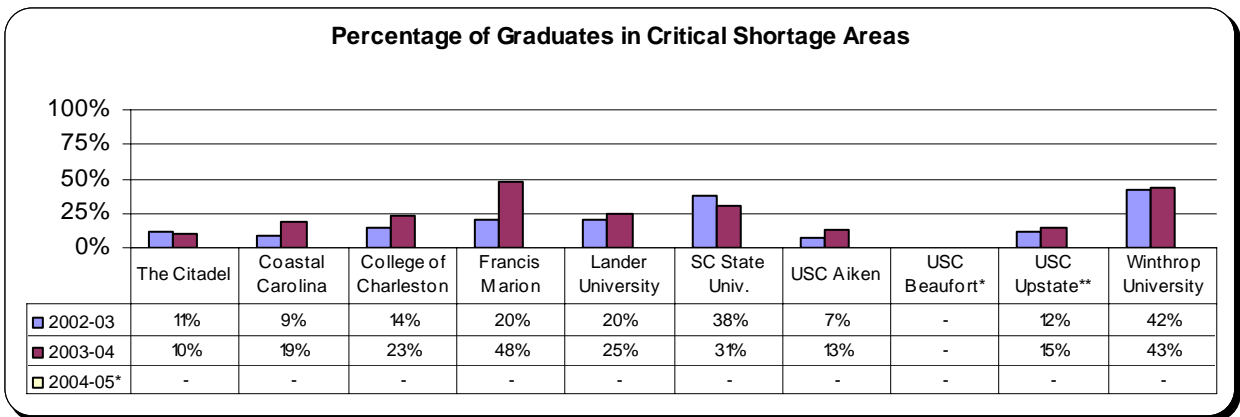
Performance Funding Indicator 3E (Subparts 3a and 3b), Teacher Education Graduates in Critical Shortage Areas, assesses two critical needs areas for teachers: 1) the number of graduates in state critical shortage areas; and 2) minority graduates from teacher preparation programs. These measures apply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

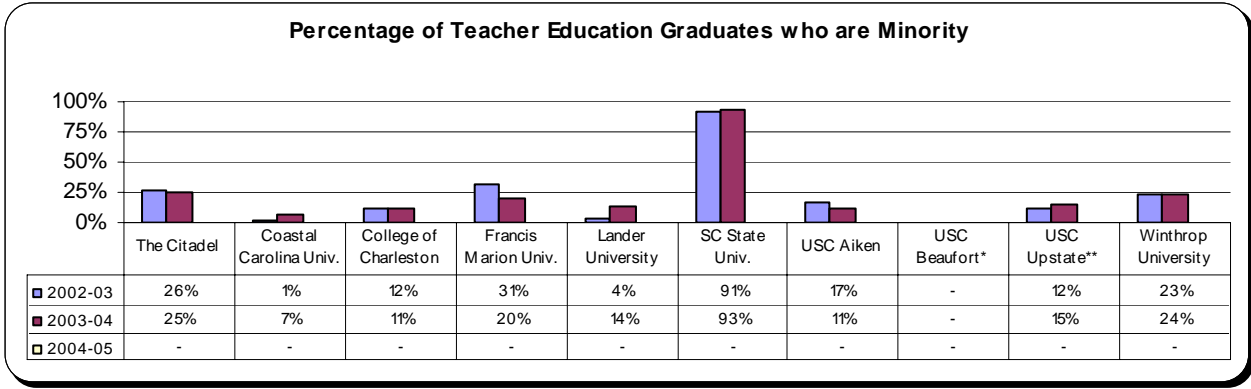
Minority Teacher Education Graduates, as defined in the Performance Funding Workbook for Year 10 (2005-06), for the years shown include African-American, American Indian/Alaskan Native, Asian or Pacific Islander, and Hispanic students who graduated from public institutions in teacher education.

(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)”

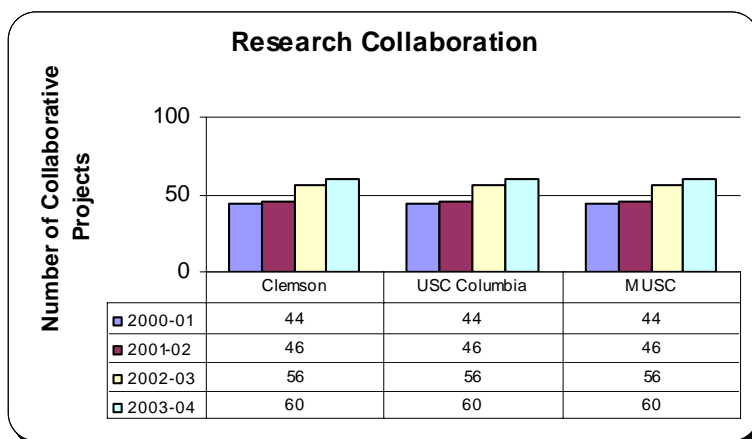
Effective Year 7, measures and standards for each of the sectors were approved on September 5, 2002 (Research, Regional Campuses, and Technical Colleges) and on November 7, 2002 (Teaching). The research sector measure focuses on enhancing collaborative research within the sector and is intended to be 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.

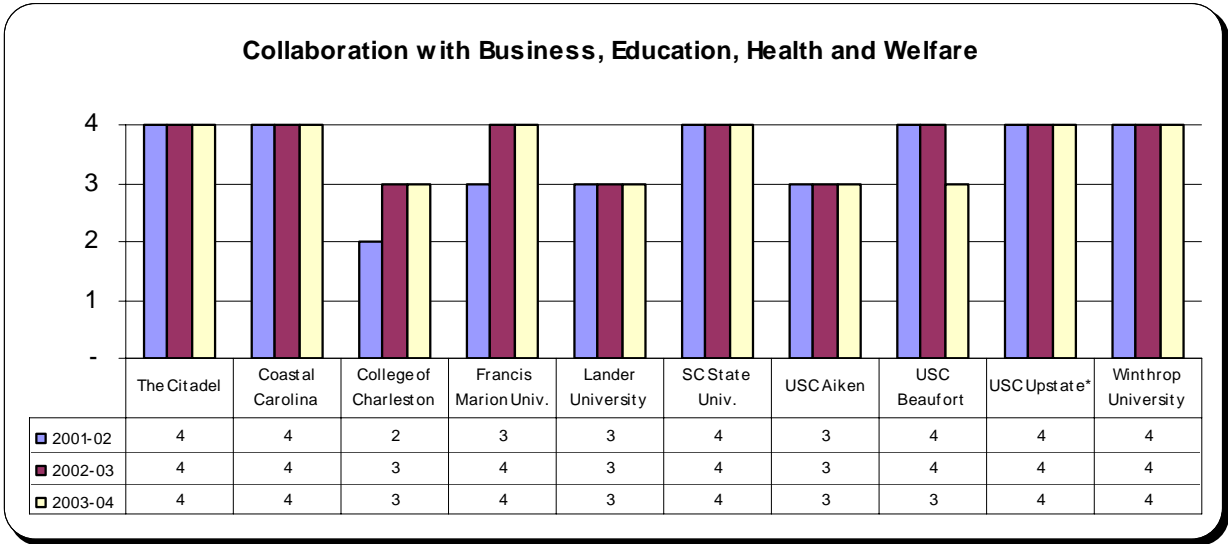
Figure 4.1 Institutional Collaboration and Cooperation
Source: Performance Funding Reports from Institutions

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

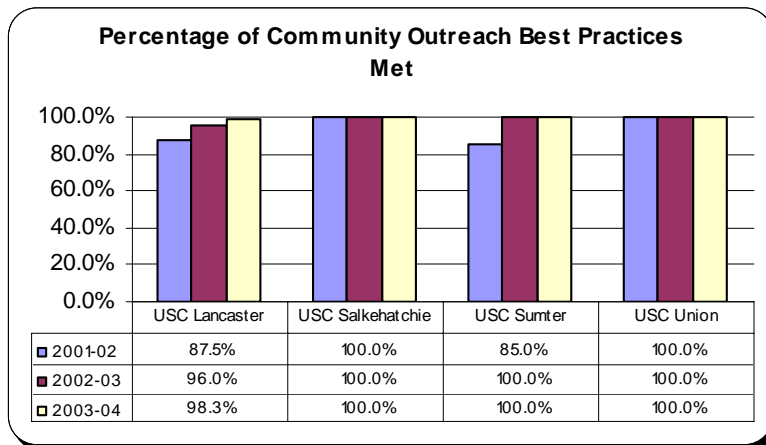
This indicator measures the change in the number of collaborative research projects compared to the average of the previous three years. The range for “Achieves” in Year 9 (2004-05) was 44-48 collaborative projects. The Research Institutions have increased the number of collaborative projects from 29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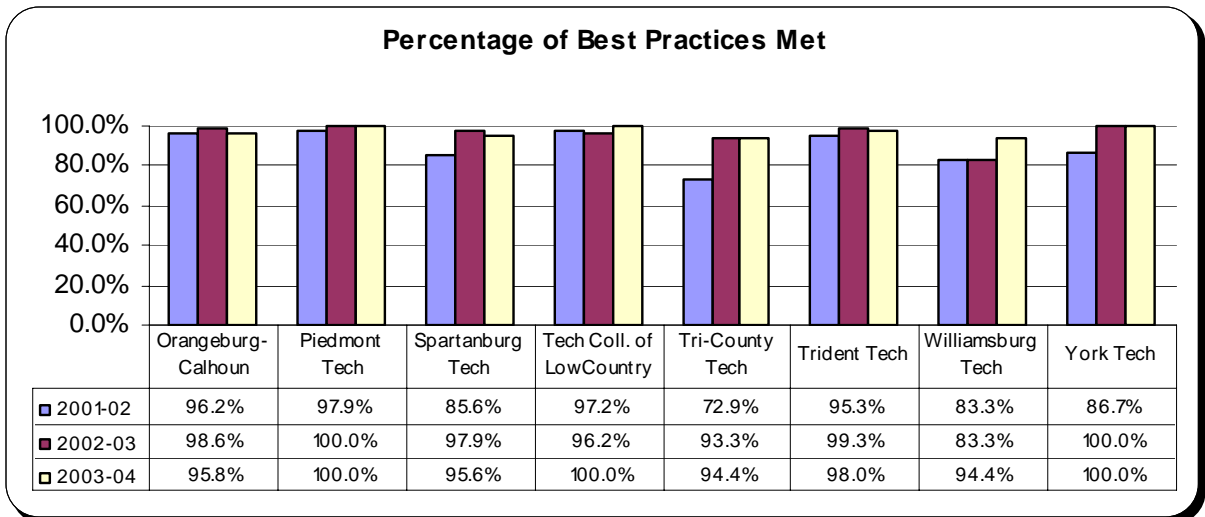
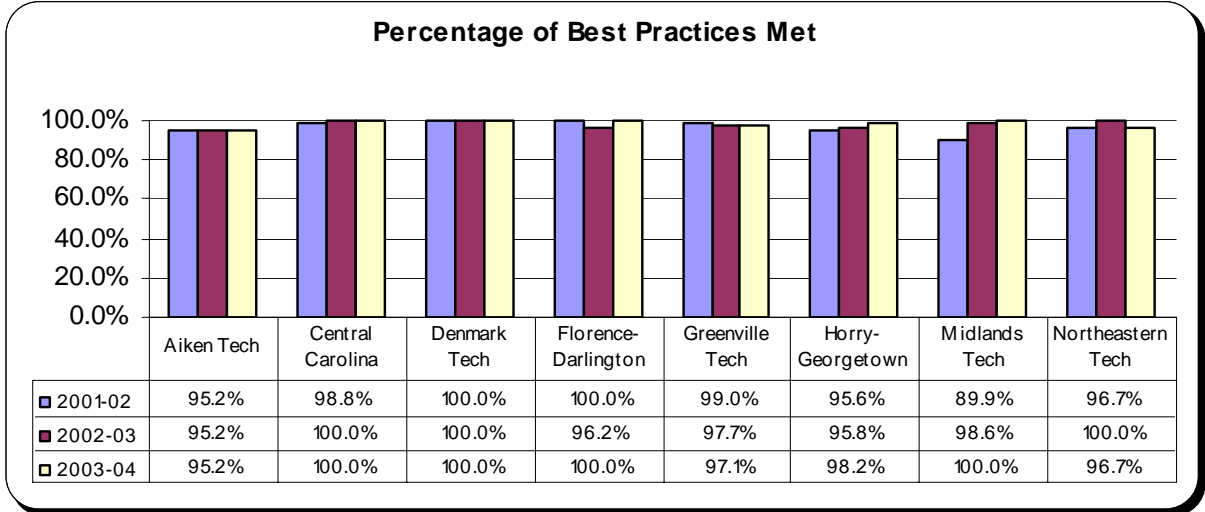


Regional Campuses of USC

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

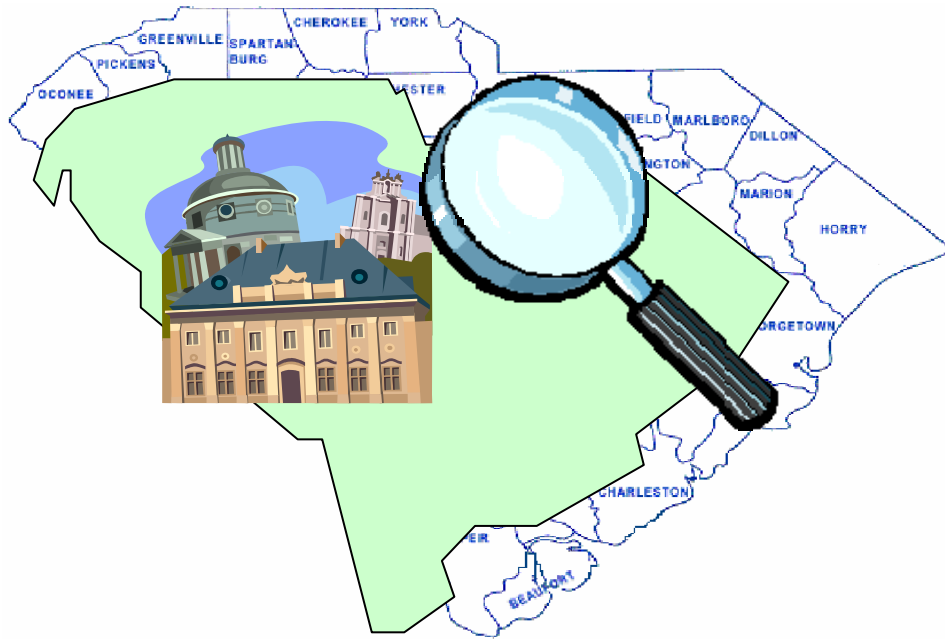
Technical Colleges – For the Technical Sector, this indicator focuses on strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College is assessed as to the strength of its advisory committees by 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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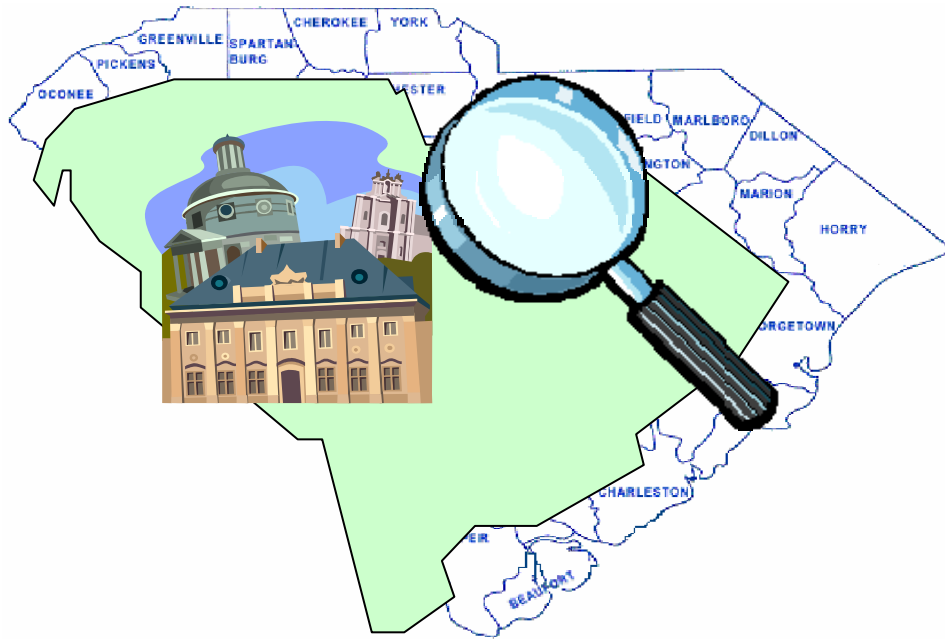
ADMINISTRATIVE EFFICIENCY

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).**

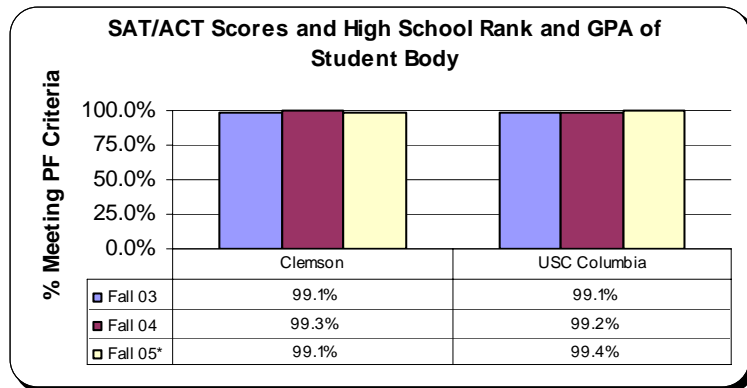
This measure is not applicable to the Technical College Sector.

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

Source: CHEMIS Data

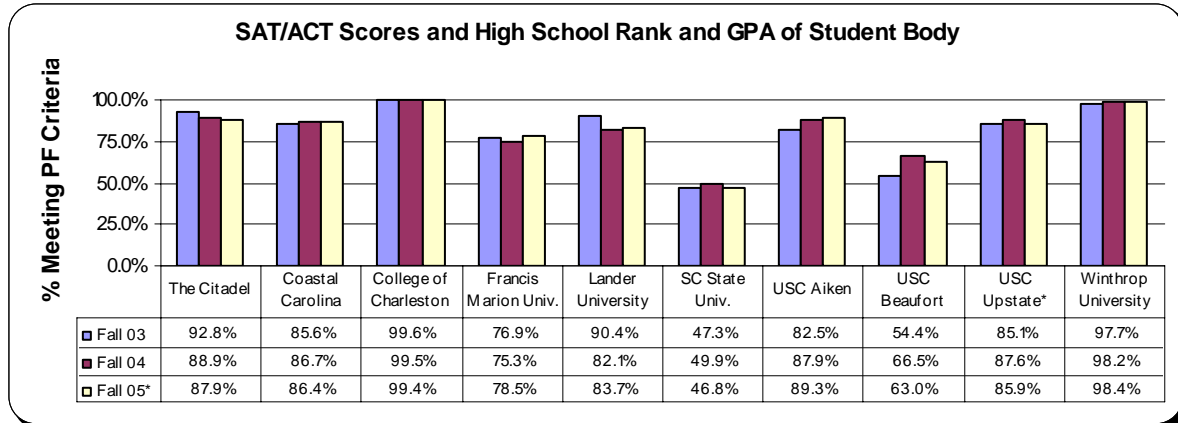
Research Universities

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



Four-Year Colleges and Universities

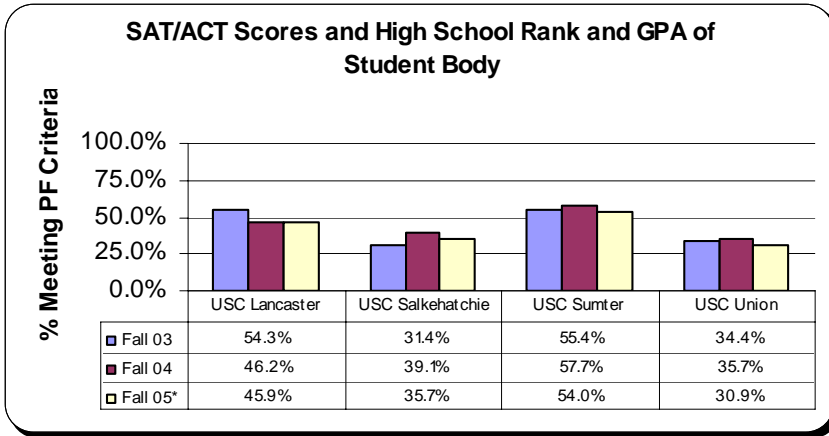
For Fall 2005 data, an “Achieves” range of 50% to 79.9% applied.



*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

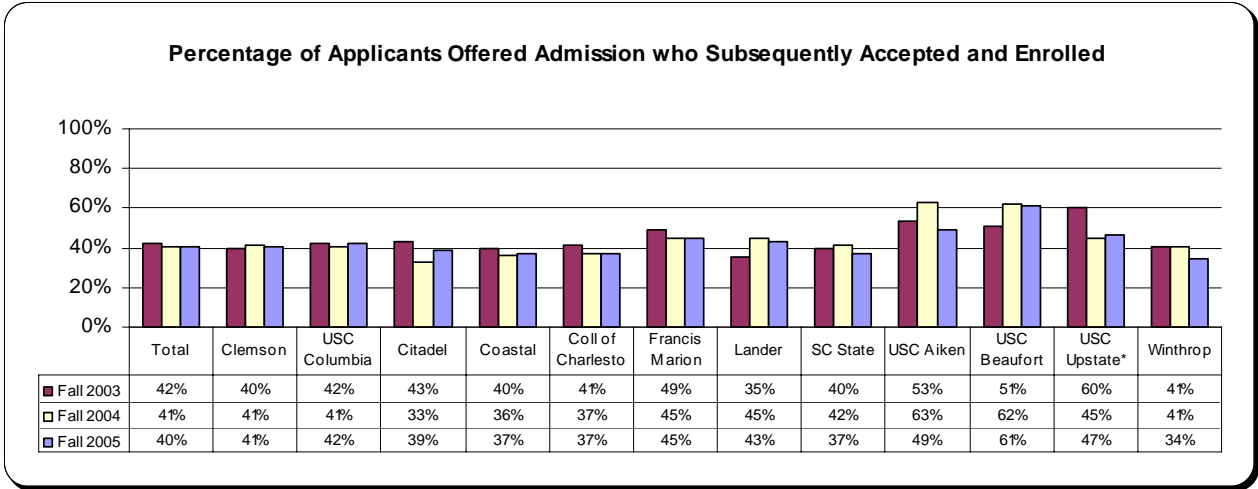
Annually, SC public institutions of higher education report to the Commission on Higher Education (CHE) on admission standards for first-time entering freshmen. The Division of Academic Affairs compiles a report, “Annual Report on Admission Standards for First-Time Entering Freshmen,” based on information 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”



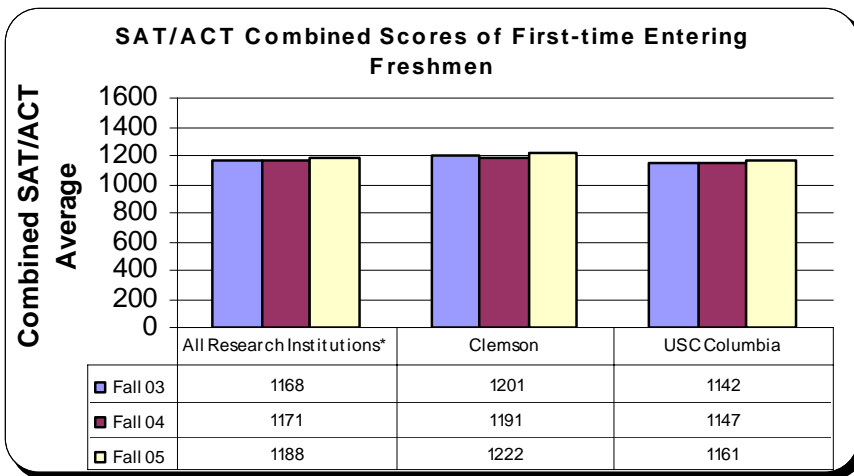
*Formerly USC Spartanburg

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

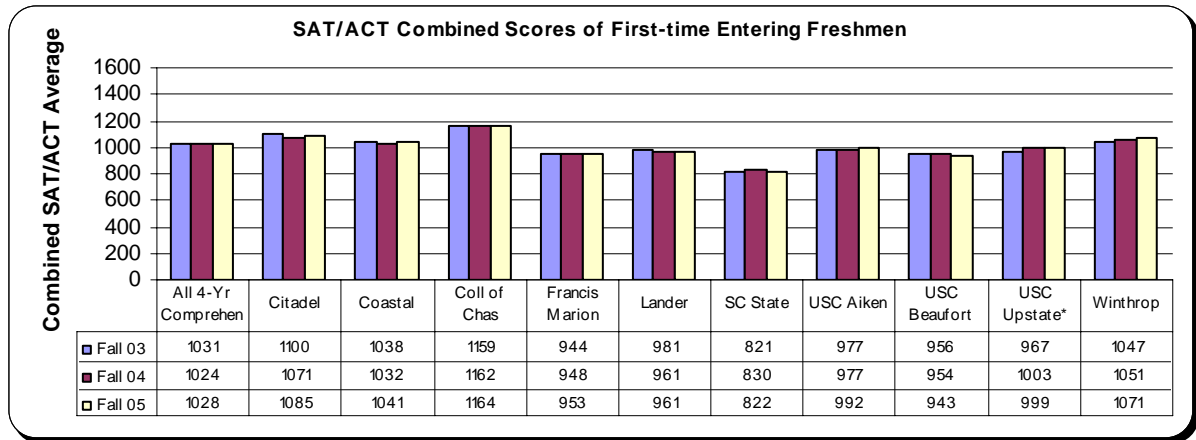
Source: From CHEMIS

Research Universities



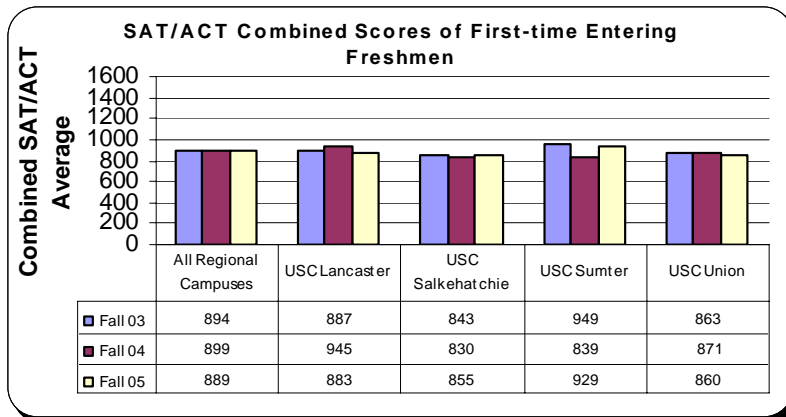
*Excluding MUSC

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.

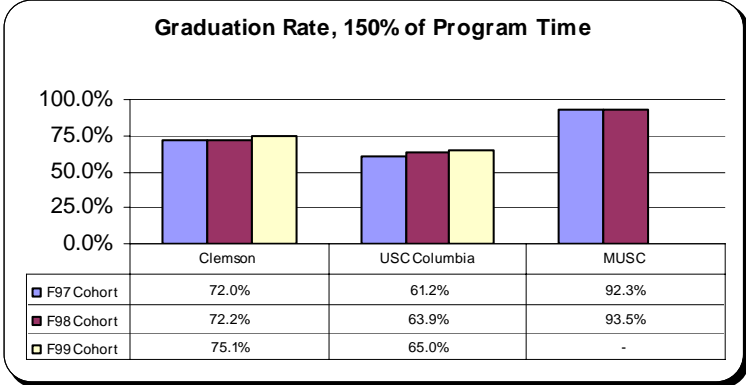
For additional information on degrees awarded, undergraduate and graduate, in South Carolina, the reader is referred to the CHE’s publication “Higher Education Statistical Abstract for South Carolina.” A copy of the 2006 edition and several past years are available on-line by selecting “Publications”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

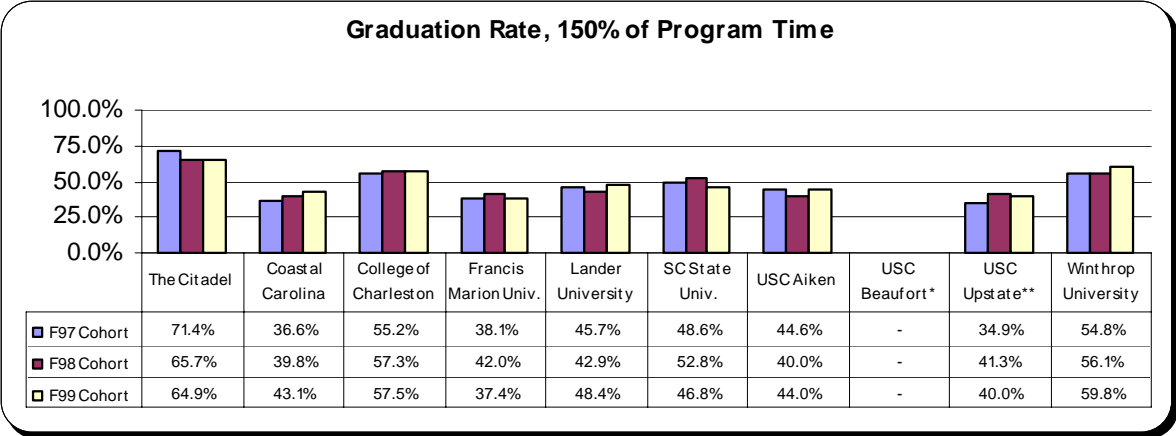
Research Universities



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.

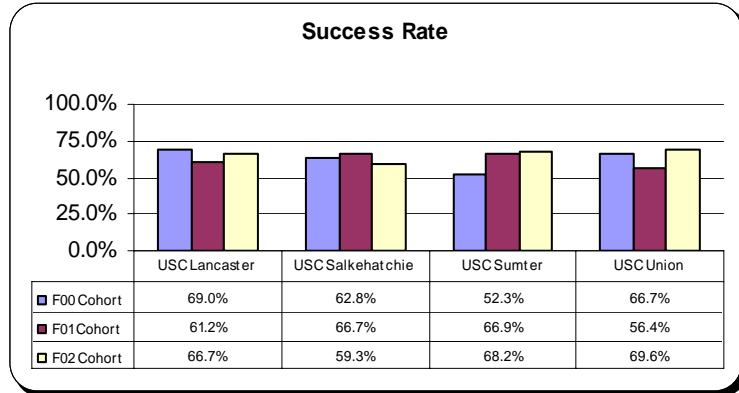


*This measure does not apply to USC Beaufort during its transition to four-year status – see Indicator 7E.

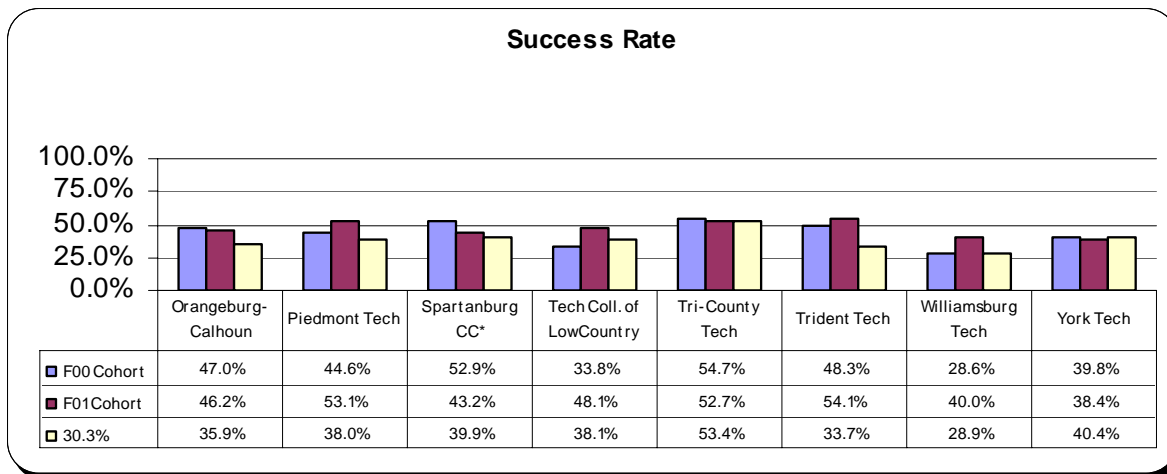
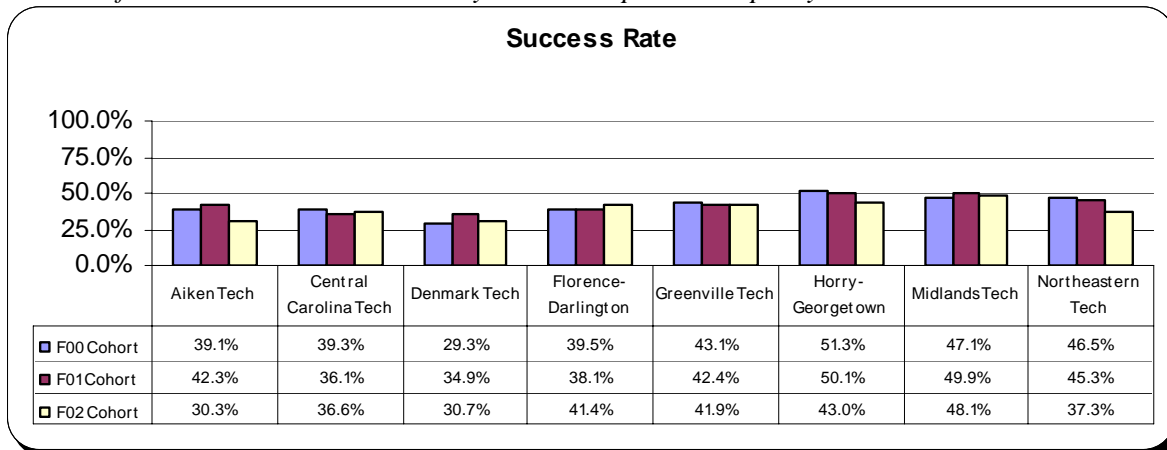
**Formerly USC Spartanburg

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.*

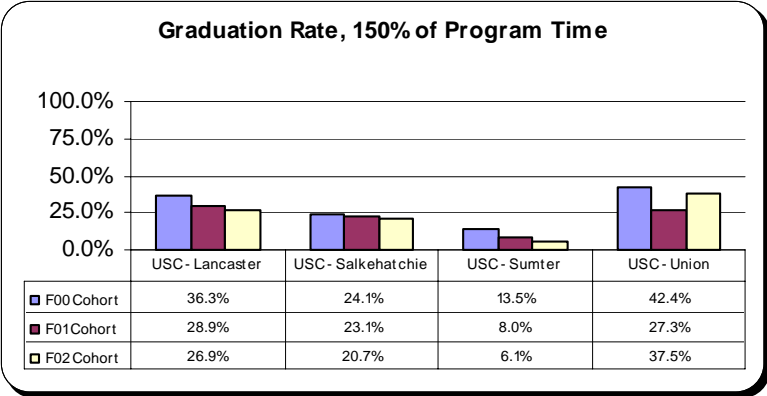


*Formerly Spartanburg Technical College

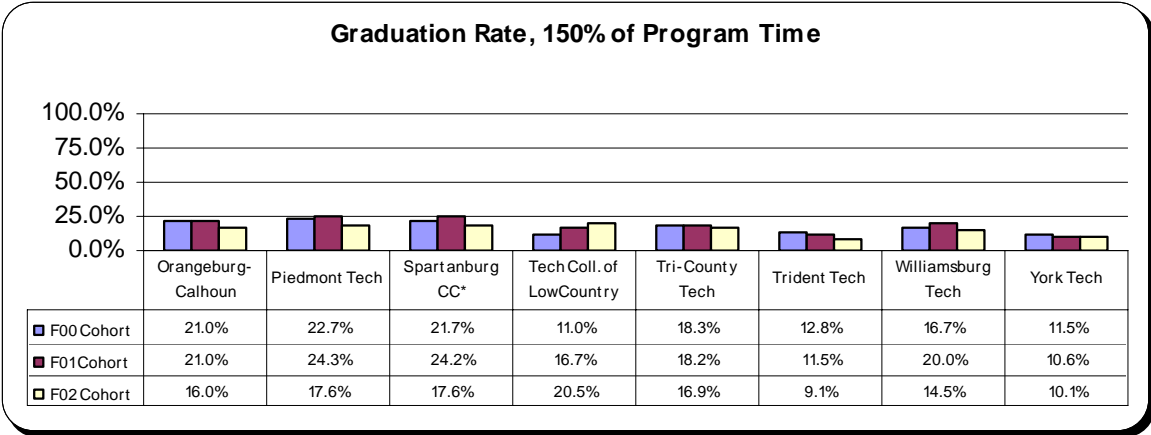
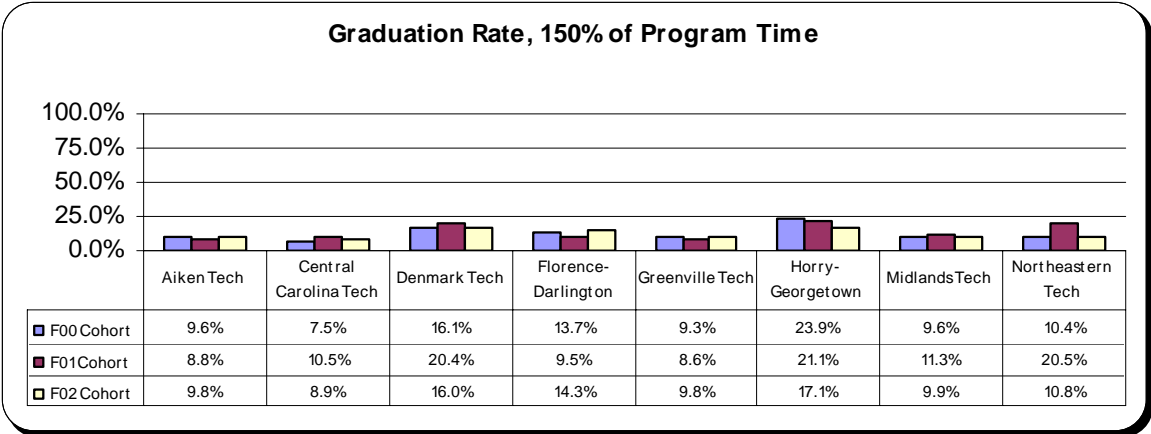
Figure 7.2 – Graduation Within 150% of Program Time (GRS Rate), Regional Campuses of USC and Technical Colleges.

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 Licensing 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 10</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 10</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 10</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.

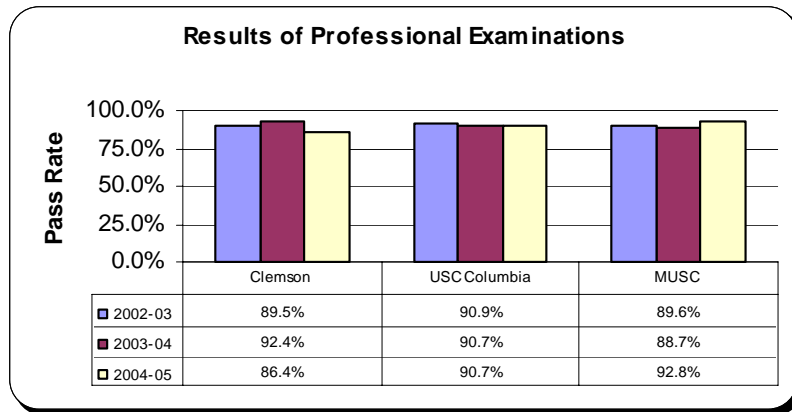
Some historical information has been updated to reflect verified data. This chart does not include results from the PRAXIS PLT exams or from the DANBE.

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

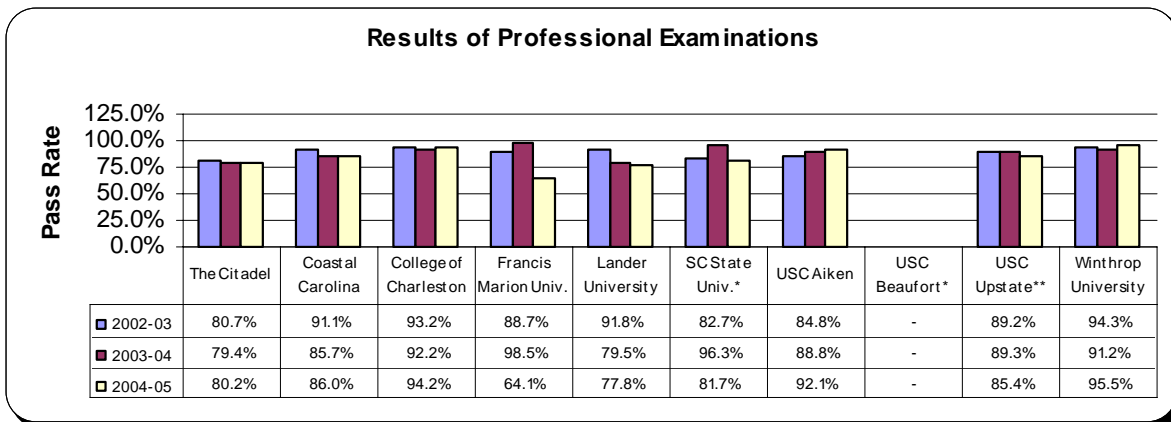
The charts below indicate the Pass Rate used to determine Performance Funding scores earned by institutions on Indicator 7D for the 2002-03, 2003-04, and 2004-05 performance years. Data for these performance years come from the preceding April – March period.

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

Research Institutions



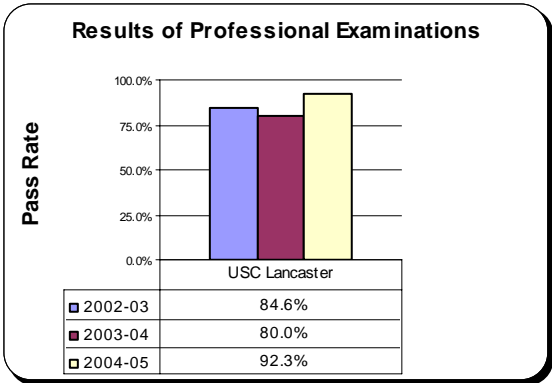
Four-Year Colleges and Universities



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

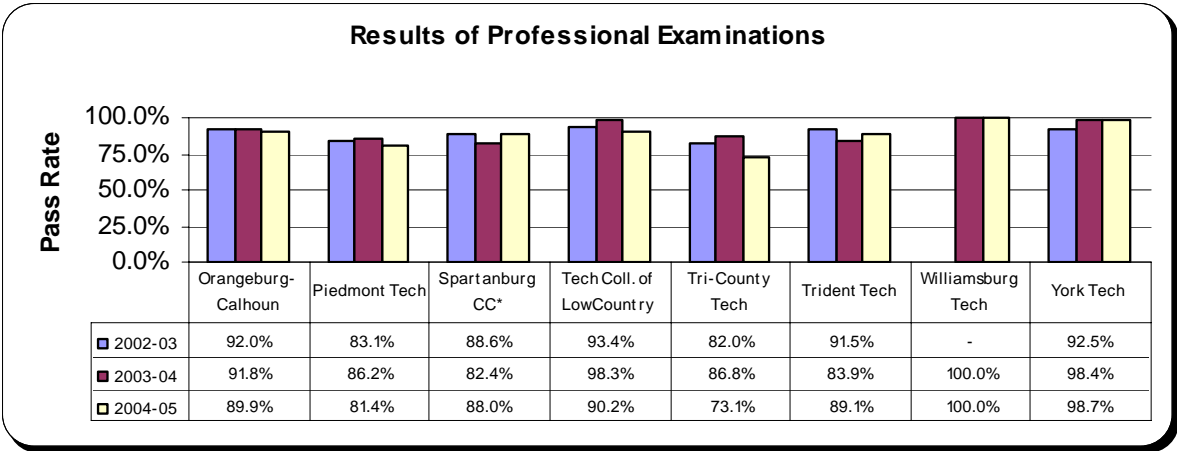
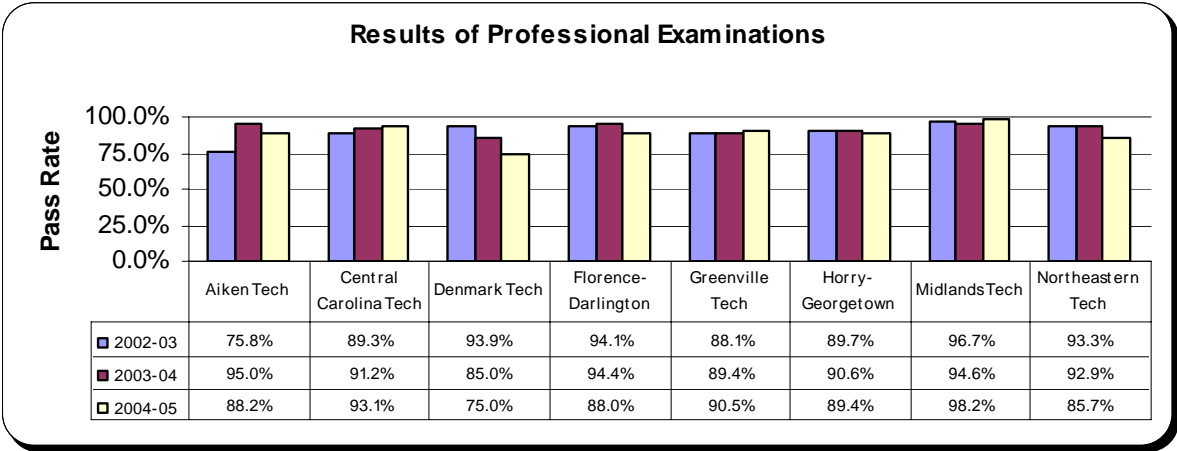
** Formerly USC Spartanburg

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

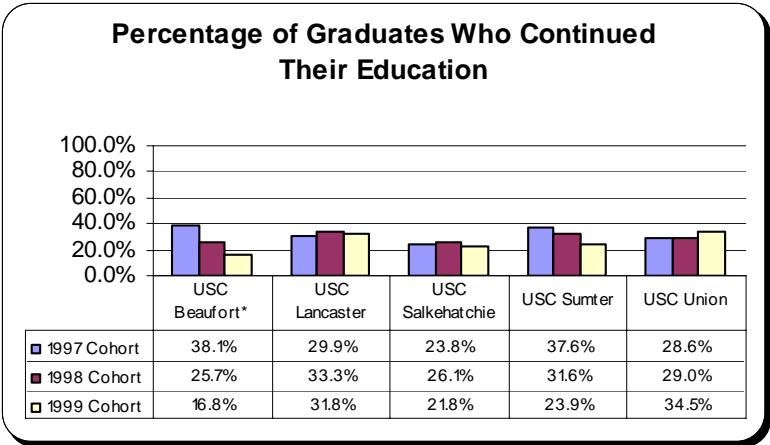
Number of Graduates Who Continued Their Education

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%.

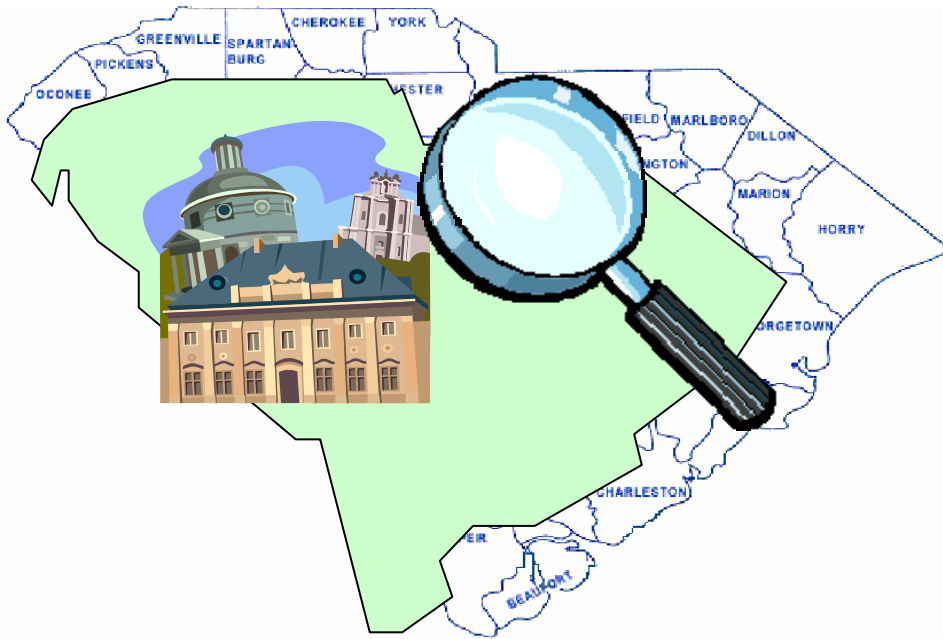


*USC Beaufort is included in this measure as part of its transition plan.

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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.

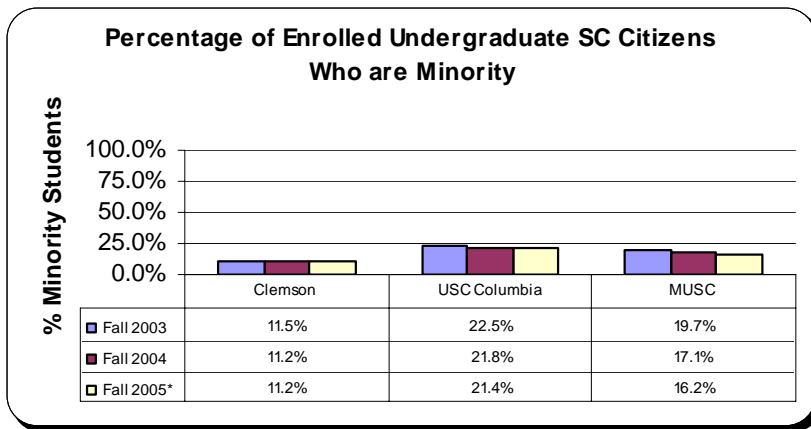
Figure 8.1 – 8C1, Percentage of Headcount Undergraduate Students who are Citizens of SC who are Minority

Source: IPEDS

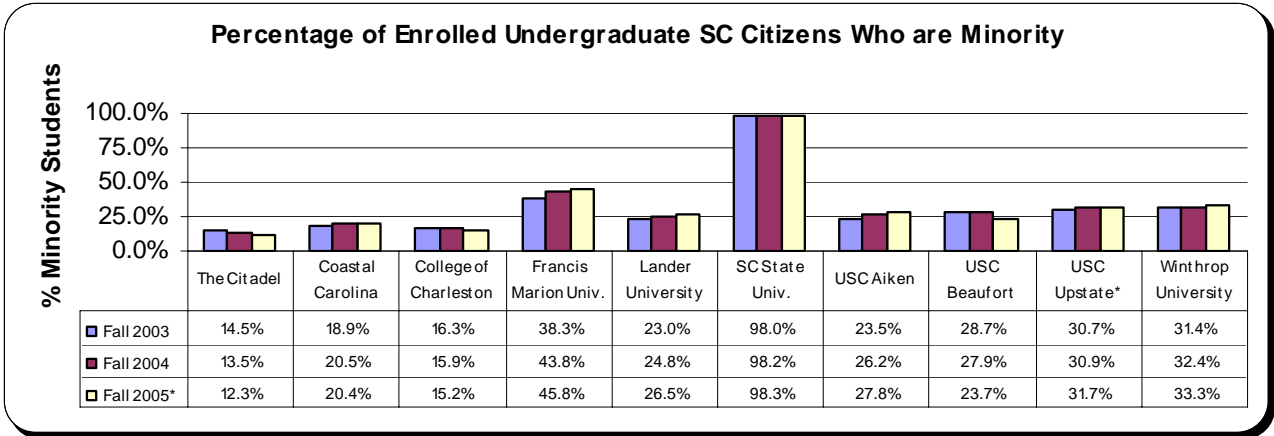
Research and Teaching Institutions

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



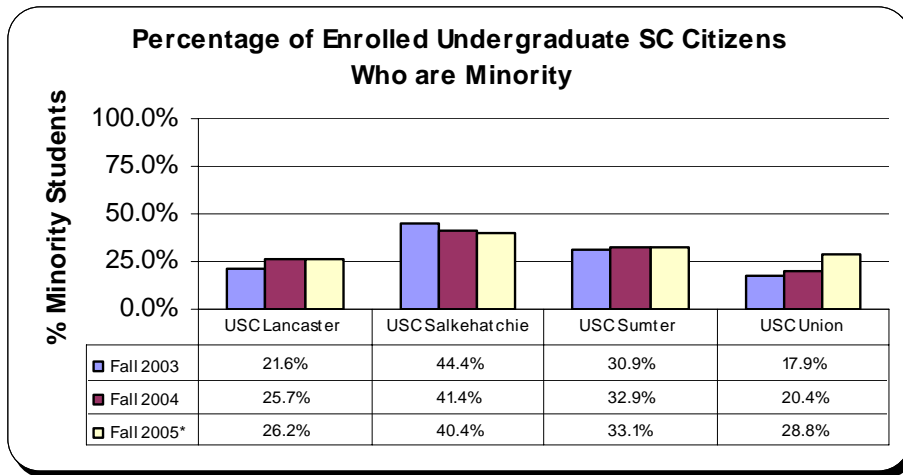
Teaching Institutions



* Formerly USC Spartanburg

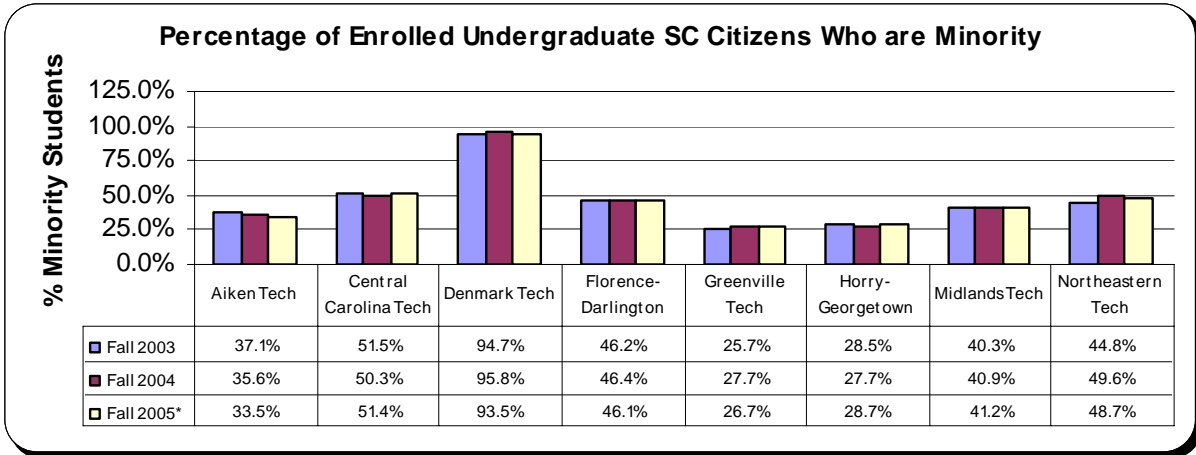
Two-Year Regional Campuses of USC

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.

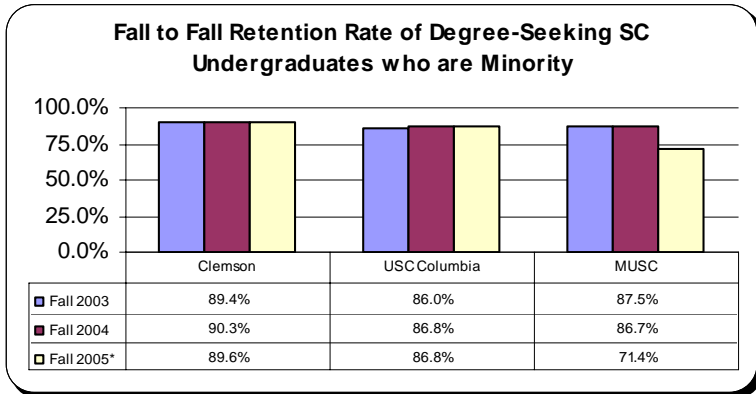


*Formerly Spartanburg Technical College

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

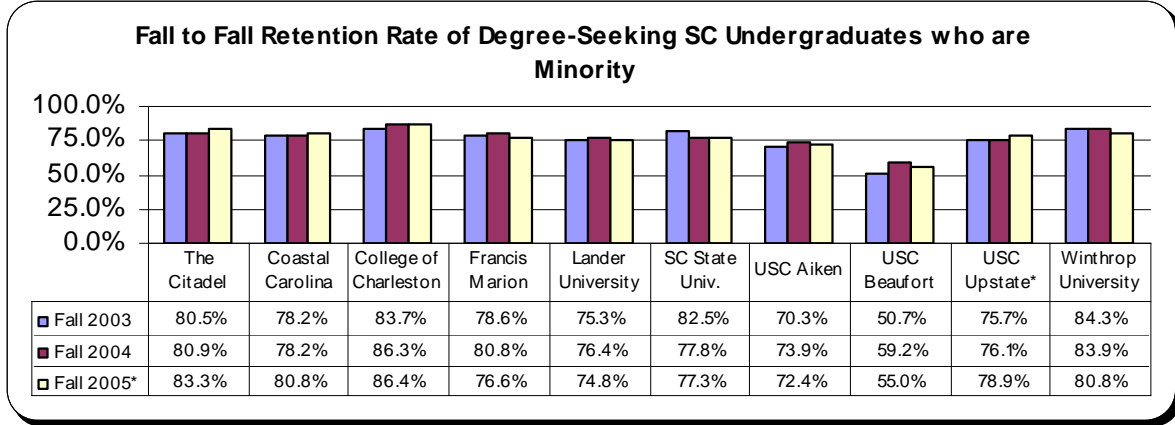
Research Institutions

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

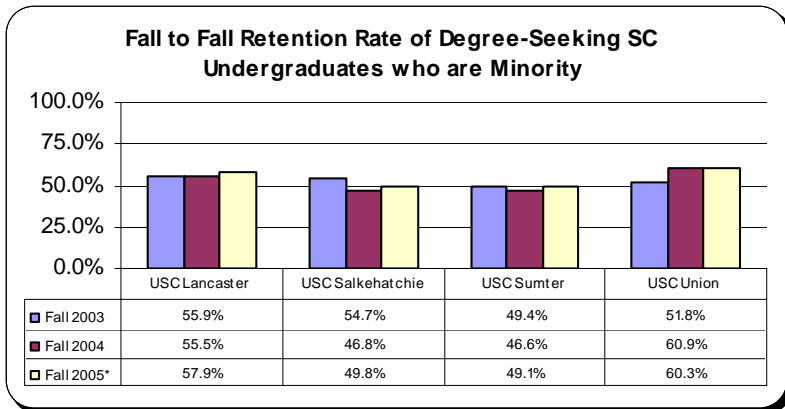
The standard for these institutions for this measure is based on +/- 5% of the median overall student retention of the state’s teaching institutions. A median retention rate of 78.8% is the reference and represents median retention of the 2004 cohort in Fall 2005 for SC’s teaching universities. The range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



* Formerly USC Spartanburg

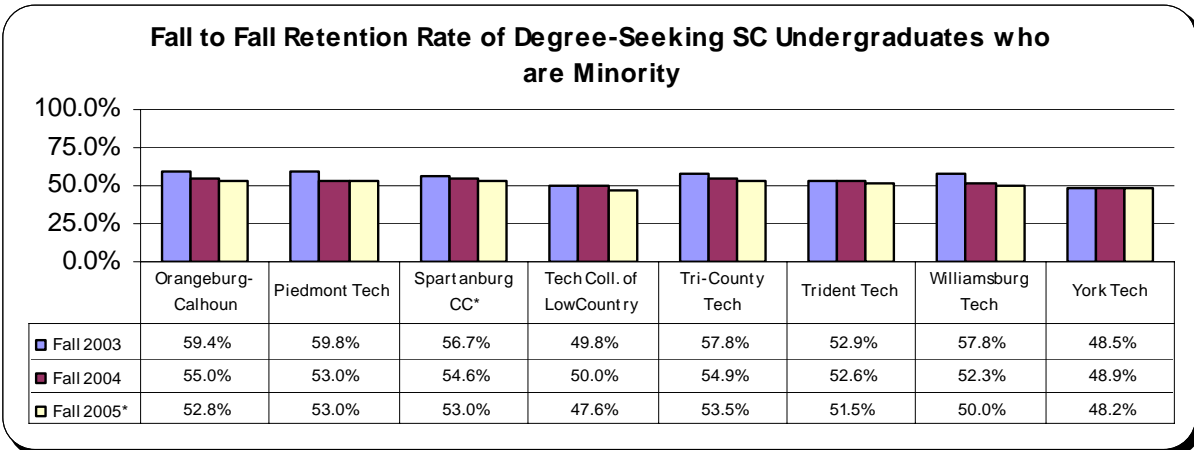
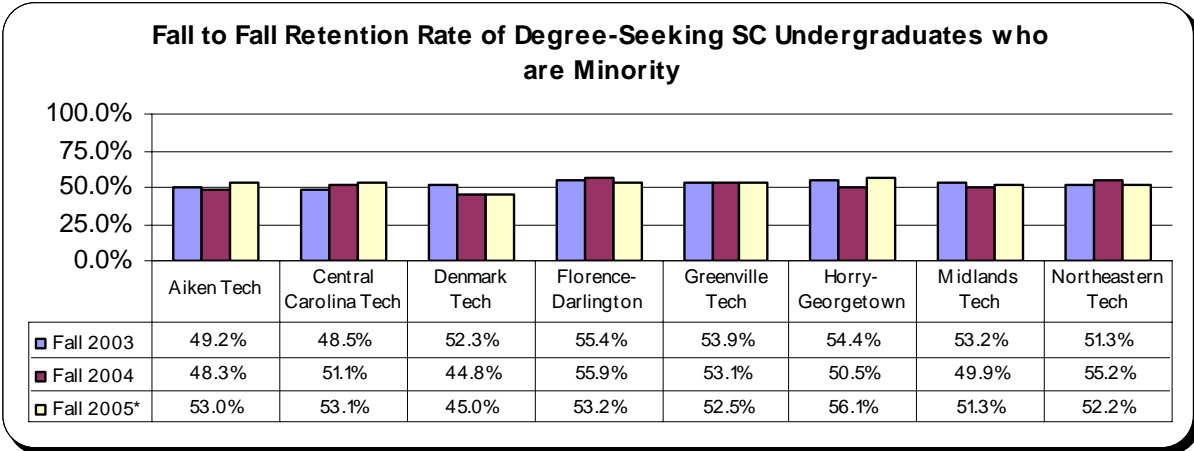
Two-Year Regional Campuses of USC

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

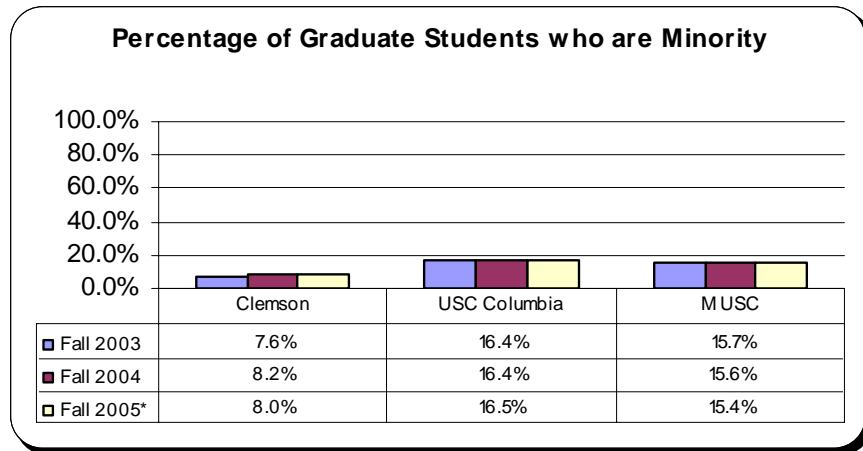
Figure 8.3 – 8C3, Percentage of Headcount Graduate Students Enrolled at the Institution who are Minority

Source: IPEDS

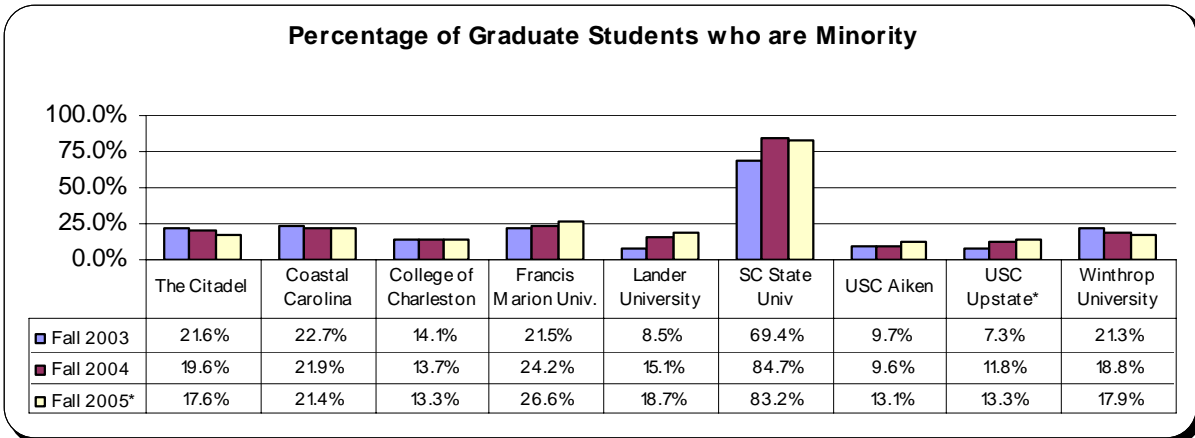
Research and Teaching Institutions

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

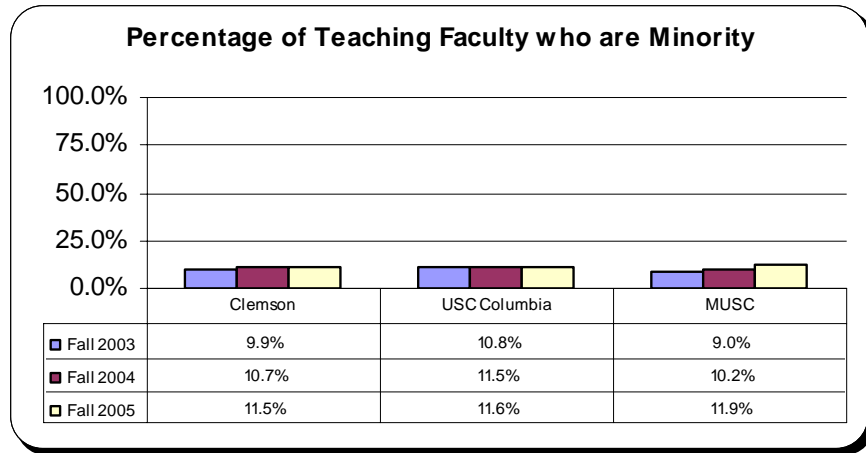
Figure 8.4 – 8C4, Percentage of Headcount Teaching Faculty who are Minority

Source: IPEDS

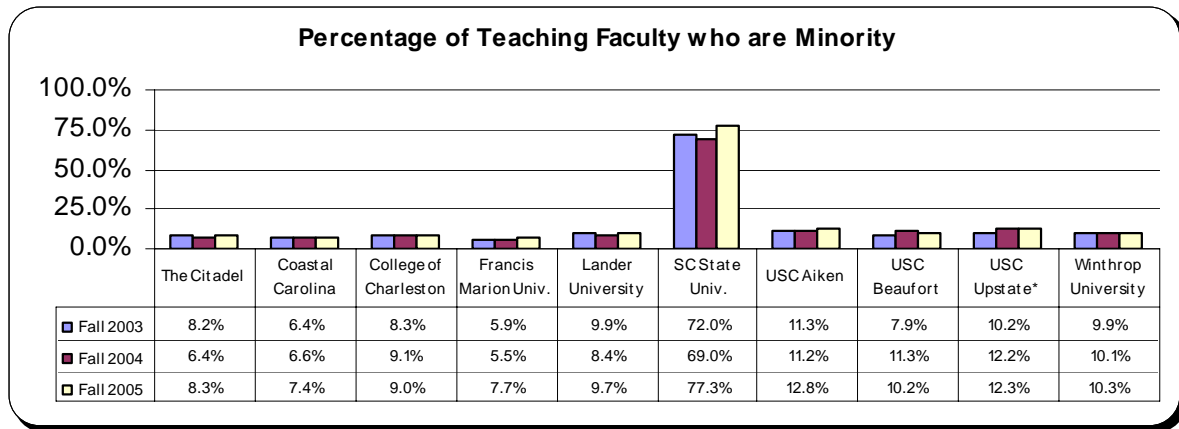
Research Institutions, Teaching Institutions, and Regional Campuses

“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

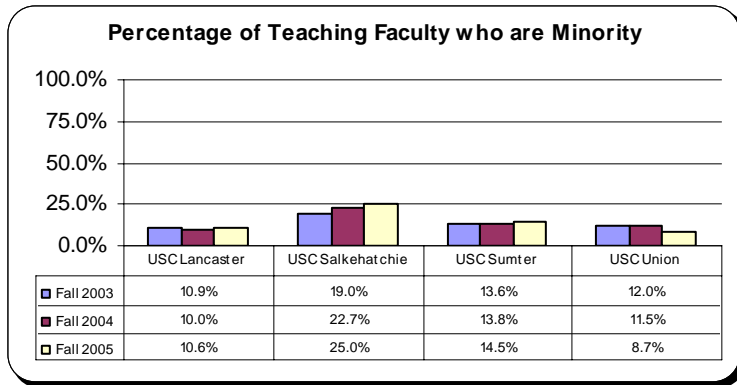


Teaching Institutions

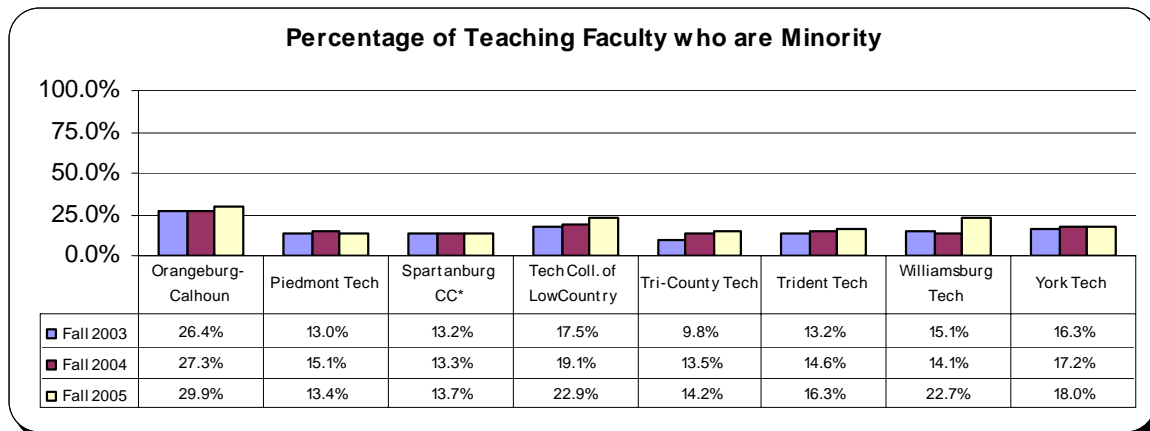
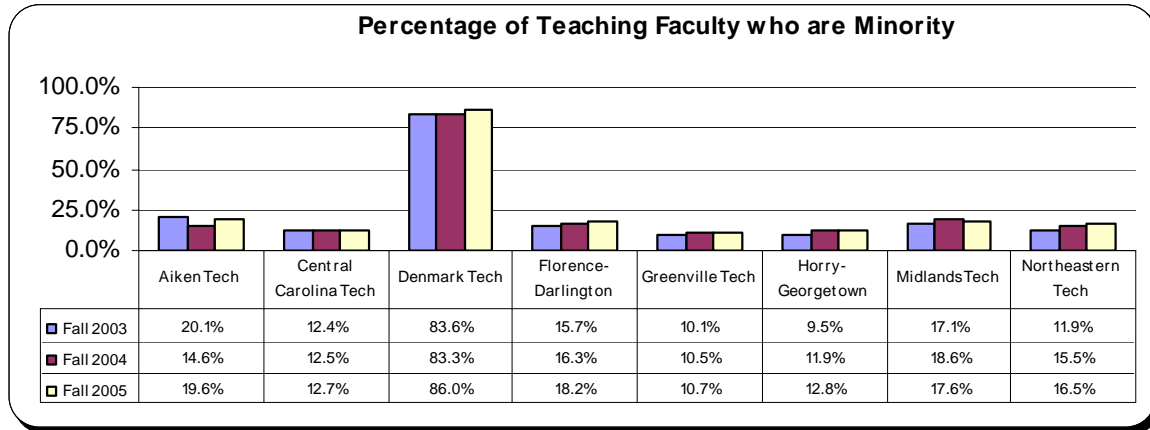


* Formerly USC Spartanburg

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

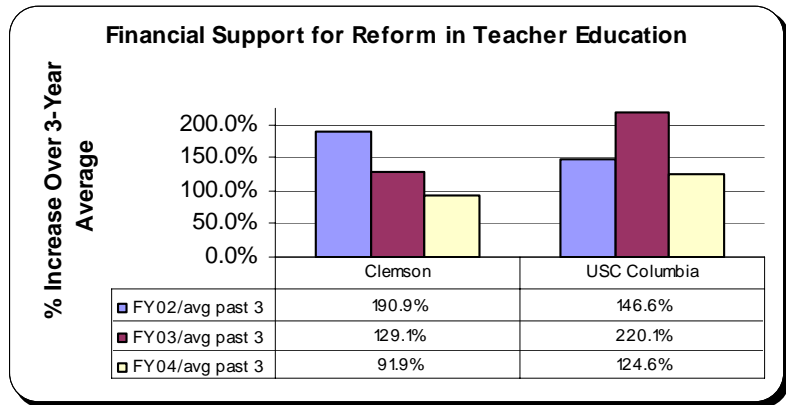
Source: Institutional Reports to CHE

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%.

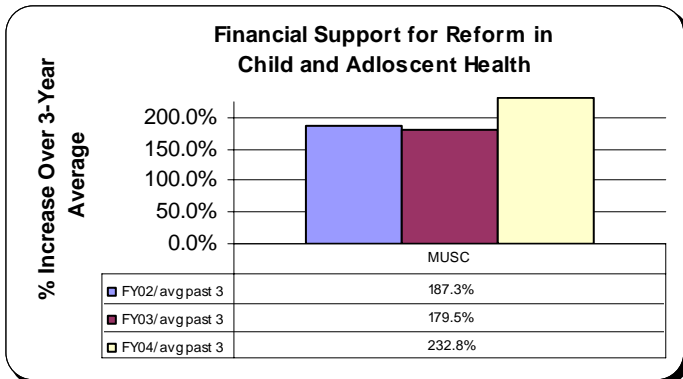
Research Universities - FY03 grants and awards

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.



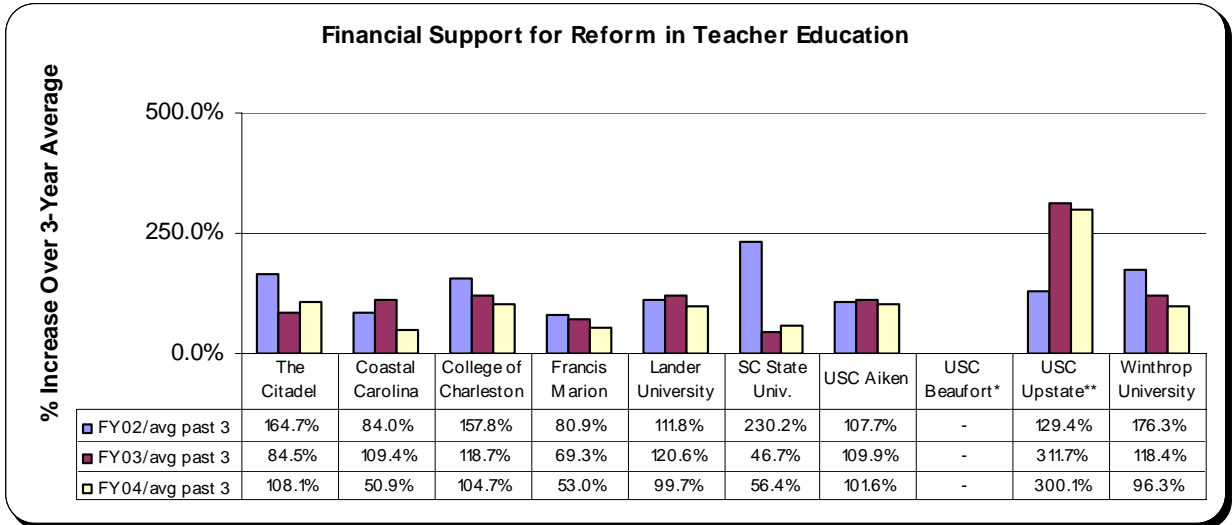
Medical University of South Carolina

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.

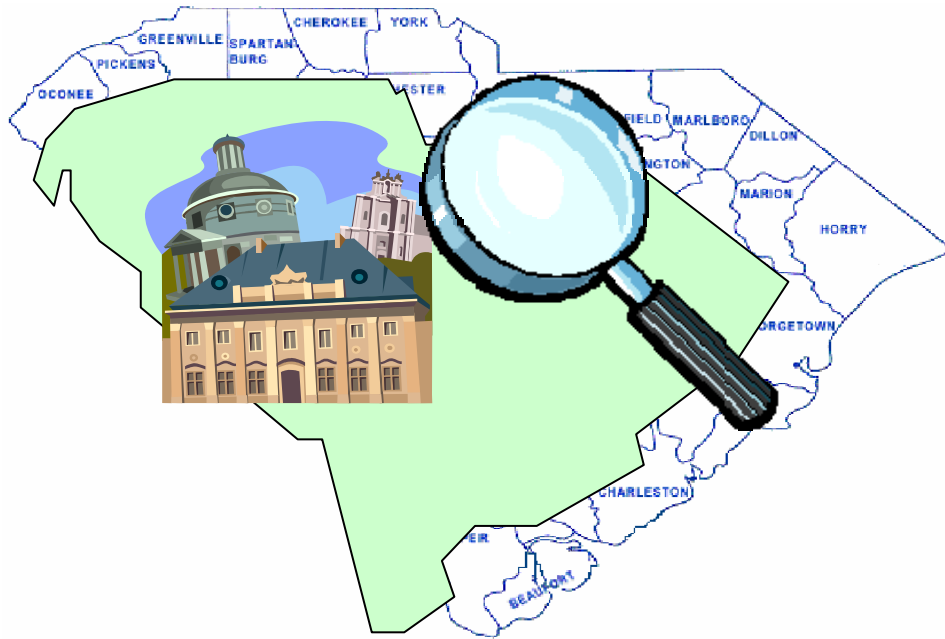
** Formerly USC Spartanburg

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.”

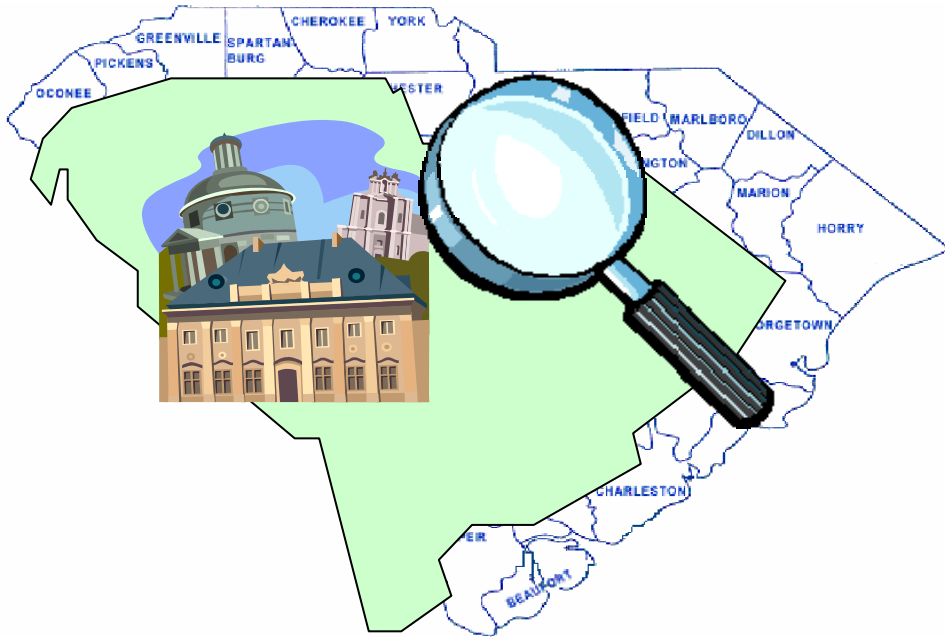
**Formerly USC Spartanburg

***Formerly Spartanburg Technical College

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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.

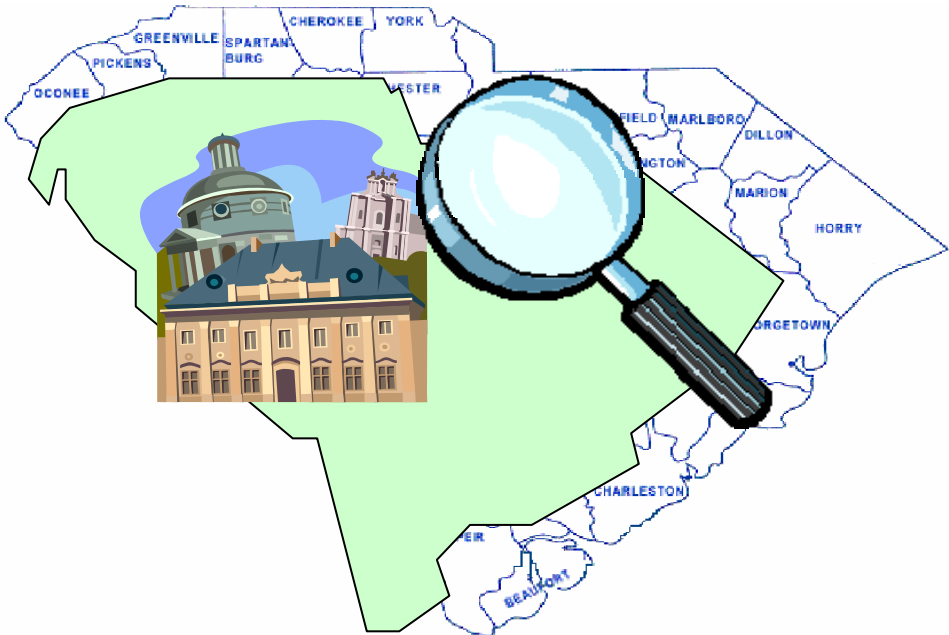
2004-2005 INSTITUTIONAL REPORT CARDS

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

Appendix 1 – Success of Transfer Students

Appendix 1

Success of Transfer Students



Every other year, the two-year institutions in the state are required to report on the success of students who transfer to a four-year institution in the state. As part of this measure, the state’s public four-year institutions report on the number of students transferring from each two-year institution, the number of credit hours accepted for transfer, and the average GPA of the transfer students in their first semester after transferring. In addition, the institution reports on the average GPA of its “native” students (those students who began at the institution as entering freshmen) with the same number of credit hours to give a standard against which transfer students can be measured.

It is important to note that in many cases the number of transfer students from any individual two-year institution at a four-year institution might be very small. This is especially true for the smaller institutions, or when the four-year institution is geographically distant from the transferring two-year institution. This can lead to comparisons based on the GPAs of one or two students, giving a highly variable and suspect comparison. This should be taken into account when viewing this data.

The tables below give an overview of the Success of transfer students for the Regional Campuses of USC and the Technical Colleges.

Regional Campuses of USC
Transfer Academic Performance Report
Fall 2005

Two-Year Institution Transferred From: Lancaster

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2005 | | Senior Institution First time Native Students Fall Term 2005 | | Difference in G.P.A (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student) |
|---|---|-------------|--|-------------|---|
| | Number | G.P.A* | Number | G.P.A* | |
| Clemson University | 2 | 2.29 | 13,223 | 2.83 | 0.54 |
| College of Charleston | 2 | 2.24 | 6621 | 2.97 | 0.73 |
| Winthrop University | 10 | 1.78 | 4132 | 2.64 | 0.86 |
| TOTAL | 14 | 1.92 | 23,976 | 2.84 | 0.92 |

*GPA represents that for Fall 2005, and is not a cumulative GPA

Two-Year Institution Transferred From: Salkehatchie

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2005 | | Senior Institution First time Native Students Fall Term 2005 | | Difference in G.P.A (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student) |
|---|---|-------------|--|-------------|---|
| | Number | G.P.A* | Number | G.P.A* | |
| TOTAL | 5 | 1.84 | 25,644 | 2.82 | 0.98 |

The number of students transferring to certain institutions was so small as to potentially allow identification of individual student GPAs. Individual institution data is therefore omitted.

Two-Year Institution Transferred From: Sumter

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2005 | | Senior Institution First time Native Students Fall Term 2005 | | Difference in G.P.A (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student) |
|---|---|-------------|--|-------------|---|
| | Number | G.P.A* | Number | G.P.A* | |
| Clemson University | 3 | 1.75 | 13,223 | 2.83 | 1.08 |
| College of Charleston University | 2 | 3.13 | 6621 | 2.97 | -0.16 |
| University | 4 | 3.41 | 2179 | 2.53 | -0.88 |
| University | 2 | 3.45 | 2804 | 2.45 | -1.00 |
| Winthrop University | 4 | 3.39 | 4132 | 2.64 | -0.75 |
| TOTAL | 17 | 2.87 | 28,959 | 2.74 | -0.13 |

The number of students transferring to certain institutions was so small as to potentially allow identification of individual student GPAs. Data for those institutions is not shown, but is included in the total. USC Sumter is the only Regional Campus whose transfer students had an overall GPA higher than the native students in the institutions to which they transferred.

Two-Year Institution Transferred From: Union

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2005 | | Senior Institution First time Native Students Fall Term 2005 | | Difference in G.P.A (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student) |
|---|---|-------------|--|-------------|---|
| | Number | G.P.A* | Number | G.P.A* | |
| Clemson University | 2 | 2.35 | 13,223 | 2.83 | 0.48 |
| Lander University | 3 | 1.51 | 1668 | 2.56 | 1.05 |
| TOTAL | 7 | 2.25 | 22,196 | 2.73 | 0.48 |

The number of students transferring to certain institutions was so small as to potentially allow identification of individual student GPAs. Data for those institutions is not shown, but is included in the total.

Technical Colleges

The chart on the next page shows the overall success of students transferring from the Technical Colleges. It includes detailed system-wide information rather than institution-specific data. For detailed institution information, use the links in Chapter 10 to access the institution’s Institutional Effectiveness report.

South Carolina Technical College System
Transfer Academic Performance Report

Fall 2005

| Student Credit Hours Transferred/Earned | Transferred from: Technical Colleges | | Transferred to: Research Institutions (Sector I) | | Difference in GPA (GPA of Senior Institution Native Student minus GPA of Transfer Student) |
|---|---|-------------|--|-------------|---|
| | Two-Year College Transfer Students Fall Term 2005 | | Senior Institution First-time Native Students Fall Term 2005 | | |
| | Number | GPA* | Number | GPA* | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | |
| Non White Male | 6 | 0.79 | 484 | 2.39 | 1.60 |
| Non White Female | 8 | 2.14 | 650 | 2.64 | 0.50 |
| White Male | 44 | 1.94 | 2,436 | 2.73 | 0.79 |
| White Female | 21 | 2.23 | 2,628 | 3.06 | 0.83 |
| Unspecified | 16 | 2.05 | 494 | 2.81 | 0.76 |
| Sub-Total (GPA) | 95 | 1.97 | 6,692 | 2.83 | 0.86 |
| 30 to 59 Hours (Non AA/AS holding) | | | | | |
| Non White Male | 19 | 1.95 | 435 | 2.52 | 0.57 |
| Non White Female | 20 | 2.70 | 544 | 2.68 | -0.02 |
| White Male | 149 | 2.56 | 2,366 | 2.84 | 0.28 |
| White Female | 113 | 2.64 | 2,339 | 3.11 | 0.47 |
| Unspecified | 37 | 2.41 | 594 | 2.95 | 0.54 |
| Sub-Total (GPA) | 338 | 2.54 | 6,278 | 2.91 | 0.37 |
| 60 and Above Hours (Non AA/AS holding) | | | | | |
| Non White Male | 13 | 2.62 | 1,207 | 2.56 | -0.06 |
| Non White Female | 10 | 2.75 | 1,495 | 2.83 | 0.08 |
| White Male | 67 | 2.81 | 6,538 | 2.86 | 0.05 |
| White Female | 53 | 2.71 | 6,205 | 3.23 | 0.52 |
| Unspecified | 24 | 2.93 | 1,229 | 2.97 | 0.04 |
| Sub-Total (GPA) | 167 | 2.78 | 16,674 | 2.98 | 0.20 |
| Students Transferring with AA/AS Degrees | | | | | |
| Non White Male | 0 | 0.00 | 0 | 0.00 | na |
| Non White Female | 0 | 0.00 | 0 | 0.00 | na |
| White Male | 0 | 0.00 | 0 | 0.00 | na |
| White Female | 0 | 0.00 | 0 | 0.00 | na |
| Unspecified | 0 | 0.00 | 0 | 0.00 | na |
| Sub-Total (GPA) | 0 | 0.00 | 0 | 0.00 | na |
| Total | 600 | 2.52 | 29,644 | 2.93 | 0.41 |

*GPA represents that for fall 2005 semester, and is **not** a cumulative GPA