



Annual Accountability Report

Fiscal Year 2003-2004



Conrad Festa  
Executive Director

September 15, 2004

His Excellency, Mark Sanford, Governor  
And Members of the General Assembly

The South Carolina Commission on Higher Education is pleased to submit for your review this annual accountability report for the fiscal year June 30, 2004. This report includes an executive summary, a business overview, and information pertaining to the elements of the Malcolm Baldrige Award Criteria (per the Budget & Control Board's "2004 Accountability Report" guidelines). The activities of the Commission, including the mission, goals, and performance measures are approved by the appointed Commission members as a component of the Executive Director's annual evaluation process. The Commission reports separately on behalf of the institutions of higher education, in accordance with Code Section 59-101-350.

This past year, the Commission continued its role as the coordinating board for the state's 33 public institutions of higher education. These institutions provide post-secondary educational opportunities to over 150,000 students. Significant activities of the Commission include the awarding of financial assistance to 3,414 Palmetto Fellows Scholarship recipients, 26,699 Legislative Incentives for Future Excellence (LIFE) Scholarship recipients, 2,434 HOPE Scholarship recipients 36,831 Lottery Tuition Assistance recipients and 23,511 Need-based Grants recipients.

We are very proud of the work of the Commission in fulfilling its role as the state coordinating body for higher education. If I can provide any further information or material relating to our agency, please contact me at 737-2260.

Cordially,

Conrad D. Festa  
Executive Director

Enclosure

S. C. Commission on Higher Education  
Annual Accountability Report  
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# S. C. Commission on Higher Education Annual Accountability Report Fiscal Year 2003-2004

## Section I Executive Summary

The Commission on Higher Education serves as South Carolina's coordinating board for the state's 33 public post-secondary institutions. The Commission serves a dual role within state government acting both as an advocate for higher education as well as an oversight entity on behalf of the General Assembly. Fourteen Commissioners, including the chair, are appointed by the Governor and serve four-year terms. A term exception is made in the case of three members: institutional trustees who represent the different sectors of higher education and who serve two-year terms. The Commission staff for the 2003-04 year was organized along functional lines into the following divisions: Academic Affairs and Licensing; Finance, Facilities & Statistical Services; Student Services; and Administration. Beginning in July 2003, the Commission underwent a reorganization to streamline its operations by integrating responsibilities of the Planning, Assessment, and Performance Funding Division into the Academic Affairs and Licensing Division and into the Finance, Facilities & Statistics Division, eliminating the position of one director. In addition, with the addition of a half-time staff member shared with the Governor's office, the Commission expanded its emphasis on communications outreach programs.

### Mission and Values

The mission statement of the Commission was developed during a planning retreat for the Commission members during the fall of 2000. At that time, the Commission had recently changed chairmen, due to the expiration of a term, and a subsequent appointment of a new Chair made by the Governor. During this discussion, there was significant conversation with participation from all members. The definite intention of the group was to have a clear, concise statement of what the Commission should be working toward, and what those efforts should yield for the state of South Carolina. At the conclusion of the session, the following statement was crafted:

*The South Carolina Commission on Higher Education will promote quality and efficiency in the state system of higher education with the goal of fostering economic growth and human development in South Carolina.*

The Commission's values include the importance of quality higher education, the accessibility of this education to the citizens of the state, and the accountability of the institutions to their students and the General Assembly. The Commission expects excellence on the part of its staff in performing its functions, as well as excellence on the part of the institutions in providing educational opportunities to the students. These values permeate the Commission's operations, from

the processing of scholarship applications, to the evaluation of institutional performance and quality of academic programming, to the process whereby allocation of state resources is determined.

## **Key Strategic Goals for Present and Future Years**

The Commission's major goals are reviewed on an annual basis and included in the Executive Director's planning process and performance evaluation process. Provided below are the most significant of those goals:

### ***Agency-wide and in the area of Administration:***

- Develop a more focused agenda for higher education and a plan for accomplishing this agenda. To this end, the CHE contracted with the National Center for Higher Education Management Systems (NCHEMS) and the Association of Governing Boards of Colleges and Universities (AGB) for an independent study of higher education in South Carolina. AGB and NCHEMS conducted the study in two-interrelated phases. The first phase determined the public agenda for higher education by identifying the major strategic priorities confronting the future of South Carolina and its citizens. The second phase was an assessment—with accompanying recommendations—of the effectiveness of the major policy mechanisms, such as governance, finance and funding allocations, and regulations necessary for the achievement of the public agenda.
- Advocate for additional state resources on behalf of public higher education institutions for the following items:
  - Performance Funding funds for operations
  - Funding for statewide purchases of electronic databases for academic libraries
  - Increased funding for the Need-Based Grants program
- Participate as a state in a national pilot project, National Forum on College-Level Learning, in order to inform the national conversation on accountability issues for higher education in the area of student learning. Public and private, two- and four-year institutions in five states (IL, KY, NV, OK, and SC) are involved in piloting measures of college-level learning that might prove useful for gathering comparable data across states on the college-educated citizenry and the effectiveness of colleges and universities in the area of student learning. CHE is serving as the state-level coordinator. The project is supported by Pew Charitable Trusts and is being conducted in order to identify potential measures for future use as part of the Measuring Up report card on higher education that is provided to the U.S. Congress every two years.

### ***In the area of Academic Affairs and Licensing:***

- Refine appropriate guidelines, provide staffing, and continue to implement new programs established under the South Carolina Lottery, including the Teacher Scholarship Program and the Centers of Excellence for Research/Endowed Professorship Program. The software and electronic application for the Teacher Scholarship program will be revised for the second time and made more user-friendly.

- Implement the new federal competitive grants program, “Improving Teacher Quality,” to replace the Eisenhower program as required under the new federal legislation, the *No Child Left Behind Act*, which reauthorizes elementary and secondary education, and serve on the various working committees established by the State Department of Education to implement the various components of this Act.
- Complete the study of program productivity under the new formal policy on program productivity authorized by CHE to insure increased program efficiency, cost effectiveness, and reduce unnecessary duplication of academic programs.
- Continue to work with K-12 by revising the Centers of Excellence in Teacher Education competitive grants program to work in partnership with low performing schools and work with institutions to articulate standards for successful completion of the first year of college.
- Continue the two-year process to evaluate all education programs at 11 public institutions in partnership with the National Council for the Accreditation of Teacher Education as part of the State’s nationally recognized three-way Partnership with the State Department of Education, the CHE, and NCATE, including data collection, program reports, and site visits.
- Provide continued staff support to the Review Board of the Research Centers for Economic Excellence program, coordinate its competitive grants program, identify appropriate peer reviewers and on-site evaluators, prepare required reports, track pledges and matching funds, and disseminate lottery funds in accord with the enabling legislation and program guidelines.
- Continue to work to obtain legislative approval of three pieces of proposed legislation, two of which as related to the CHE’s licensing responsibilities: 1) one allows the use of bonds for closed schools to be used for students to complete their programs at another institution or to subsidize the CHE’s maintenance and servicing of student records from the closed school; and 2) the other makes the presentation of false academic credentials a misdemeanor; and 3) a proviso authorizing expansion of the teacher scholarship grant program to other school support personnel including counselors, principals and media specialists.
- Fully integrate Institutional Effectiveness and the Fund for the Improvement of Secondary Education (FIPSE) grant functions and personnel into the Division of Academic Affairs and Licensing as required by the internal reorganization of the Commission.
- Continue the second year implementation of the FIPSE grant through the following means:
  - Gather input on the grant’s defined accountability issues, e.g., cost containment, student achievement, and public trust in higher education, using focus groups, individual interviews and surveys;
  - Coordinate with other participating states (CA, CT, OK) and State Higher Education Executive Officers (SHEEO) to continue national data gathering efforts;
  - Coordinate participating states’ research to meet grant goals;
  - Begin planning for a national meeting at grant’s conclusion;
  - Plan and host “Mini-Conference” of grant leaders and selected participants from grant states.

- Continue analysis of how Institutional Effectiveness reporting is aligned with Performance Funding and Legislative requirements, taking into account potential changes in the systems due to revised CHE structure as well as the new accountability system that is under development.
- Compile and publish the required annual report of institutional effectiveness and distribute it electronically through the Legislative Printing Office to the General Assembly.
- Continue to support, monitor, and encourage implementation of the statewide electronic library, including acquisition/implementation of electronic databases, development of universal borrowing; building a statewide union catalogue; and continued planning for the digital library.

***In the area Access and Equity:***

- Provide statewide insurance of equity by reviewing the Access and Equity (A & E) programs at each institution.
- Continue the implementation of the measurable goals process for A & E to ensure accountability and validity of the programs.
- Implement an audit process of A & E state appropriations to ensure that all funds awarded to the institutions are in concert with the mission and goals of the State Access and Equity Program.
- Review and update (if necessary) the allocation methodology for the distribution of state appropriations to the A & E program.
- Compile and publish the report on the SC Higher Education Program for Access and Equity.
- Implement the guidelines/criteria for the use of A & E funds.
- Develop a database to track the participants (as it relates to the retention and graduation rate), at the institutions, in the A & E programs.
- Co-sponsor the statewide conference on Access and Equity.

***In the area of Finance, Facilities, and Statistical Services:***

- Complete the update of the deferred maintenance study and develop a mechanism to provide for updated information at least annually.
- Implement the process of ensuring that all financial aid funds (Palmetto Fellows, LIFE, HOPE, Tuition Assistance and Need-Based) are disbursed to institutions prior to the beginning of each semester, so that the reconciliation process will take place after the fact. This will ensure timely receipt of funds available to an institution for its operation.

- Begin a study of higher education funding models, to include evaluation of the current Performance Funding model, as compared to other approaches employed in the other states.
- Complete the electronic gathering of student-specific Commission On Higher Education Management Information System (CHEMIS) data for all students from all the independent institutions.
- Begin an analysis of the needs and feasibility of developing a comprehensive K-20 unit record database. This work will involve discussions and collaboration with the Department of Education, the Education Oversight Committee and the State Board for Technical & Comprehensive Education.

***In the area of Student Services:***

- Promulgate regulations for the LIFE, Palmetto Fellows and SC HOPE Scholarship Programs under the Administrative Procedures Act.
- Amend the LIFE and SC HOPE Scholarship Legislation to remove Johnson and Wales University as an eligible institution.
- Amend the Lottery Tuition Assistance Legislation to allow dually enrolled high school students to receive funding.
- Change the deadlines to apply for the Palmetto Fellows Scholarship (early awards in December and final awards in June), which will provide additional opportunities for students to become eligible for the Scholarship by allowing for the senior year grades and test scores through the June administration.
- Expand public awareness of state-funded financial aid programs in South Carolina.
- Visit targeted counties (Allendale, Jasper, Lee, and McCormick) which had low scholarship and grant recipients to provide information regarding State financial aid and collaborate with a local college financial aid office to provide information about additional financial aid resources.
- Schedule program reviews to ensure proper administration of the State Scholarship and Grant Programs at the institutional level for awards during the previous academic year (2003-04 AY).
- Research policy questions regarding the LIFE and Palmetto Fellows Scholarship Programs to include: whether the intent of scholarship programs is being met; review of initial eligibility criteria; achievement of first-year students; and retention of scholarship recipients.
- Establish a Student Advisory Task Force, in collaboration with the SC State Student Association, to address issues relating to students and academic policies, campus safety, and student affairs.

- Collaborate with early awareness programs to ensure that scholarship and grant information is being provided to students in South Carolina middle schools.
- Conduct a study of the impact of Lottery Tuition Assistance Program and its impact on advanced placement programs and dual enrollment programs.
- Continue to self-assess the Veterans Education and Training program annually as well as comply and respond to the annual assessment conducted by the ELR of the Veterans Administration per PL323. Additionally, continue ongoing efforts to enhance awareness of and participation in the education and training programs throughout the state.
- Implement customer service/outreach initiatives in the Veterans Education and Training program that will enhance the awareness of veterans, school officials and employers as to the benefits and opportunities provided by the various veteran's programs. Timeliness in processing actions is a major objective and the Veterans Education and Training Program is processing actions at a timeliness rate of 99.6 percent.
- Provide best practices to increase the college-going rate through GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and HEAP (Higher Education Awareness Program) using the AIM College Program developed by the South Carolina Commission on Higher Education.
- Continue to develop and expand through the GEAR UP and HEAP Programs, college awareness programs with the intention of increasing the college-going rate for S. C. students and the college.
- Sponsor the statewide annual conference on Campus Safety to address issues, responses and solutions regarding campus safety at the public and independent higher education institutions.
- Sponsor the SC Scholarship Day during National Scholarship Month to recognize scholarship recipients, parents, school officials, and members of the legislature.

### **Opportunities and Barriers that may Affect the Agency's Success in Fulfilling its Mission and Achieving its Strategic Goals**

Unfortunately, in the current fiscal climate, there are limitations affecting the opportunities for the Commission in relation to successful achievement of its mission and goals. Base budget reductions, mid-year cuts, and the loss of "carry forward" funds used to soften the effect of these reductions have all had a negative impact on Commission operations. Ironically, there has been considerable growth in programs requiring CHE administration, but the budget cuts do not allow for sufficient personnel to manage the programs as we would desire. Further, discussions of probable future cuts for the third year in a row are having a chilling effect on planning efforts. Finally, the efforts during the 2003 legislative session to dismantle the CHE have had a negative effect on CHE's staffing; staff turnover has been high, including the loss of two doctorally-prepared, long-serving staff members, and the distractions of hiring and training inexperienced personnel have presented barriers to functioning at optimal levels. Reductions in available resources have forced the Commission to look very critically at how functions are performed, and every process is being reviewed continuously for potential efficiencies.

## Achievements of the Past Year

### *Agency-wide and in the area of Administration:*

- A non-profit foundation continues to support the Commission and the higher education community by raising private funds for use in supporting programs that are not possible within the Commission's available state resources.
- The Commission appointed a new Executive Director in September 2003. The new Executive Director held a retreat with several College Presidents and agreed to design a new accountability system using the "Foundations for the Future" report as a guide. The group has met several times this year and agreed on three over-arching goals that will form the basis of the new accountability system. They are now at the stage of proposing strategies to achieve those goals and performance measurement indicators to evaluate their progress. A non-profit foundation continues to support the Commission and the higher education community by raising private funds for use in supporting programs that are not possible within the Commission's available state resources.
- The Commission expanded its communications outreach programs through the expanded use of electronic notifications of meetings and postings of materials on the Commission website, the preparation and dissemination of The Chairman's Letter (an information letter highlighting higher education successes and upcoming events – distributed to approximately 900 higher education trustees and leaders), and the preparation and posting to the Commission's website a "Highlights" summary of Commission meeting activities with notification to the higher education community so as to increase awareness of Commission related actions.
- The "Foundations for the Futures" report was received by the Commission in December of 2003. Since the receipt of the report, the Commission has begun work to consider a revised strategic plan in light of the consultants' recommendations for a public agenda for higher education. To date, this process has involved discussing the report with higher education officials and other South Carolina leaders to consider the report and findings in working toward a revised strategic plan for higher education. Findings of the report have been presented and discussed at several meetings including, as examples, a workshop for Commissioners, institutional and other statewide leaders; board meeting of South Carolina's Association of Independent Colleges; and Universities and a meeting of the 2004 Leadership South Carolina. The Commission will continue efforts in the current year to define a revised strategic plan for higher education and means to implement and accomplish the plan.
- South Carolina successfully completed its participation as one of five states as required in the National Forum on College-Level Learning project and will continue to work with national project staff as needed in the 2004-05 year to inform the national conversation on accountability for college-level learning. A national report on this pilot project is scheduled to be released in September 2004 as part of the **Measuring Up** state-level higher education report that will be submitted to Congress. In S.C., this national project involved institutional testing of students in two-year and four-year, public and private institutions on measures of student learning. The CHE served as the state coordinator and worked to coordinate institutional participation in the student assessments, although the project outcomes were

adversely affected by the extremely small sample of participating students in all five of the participating states.

- An effort to obtain legislative funding for the electronic library was intensified this year and ended with a special appropriation awarded during the 2004 session. Staff work closely with the library directors' organizations on an ongoing basis, have coordinated the hiring of the library project's executive director through CHE, and have helped draft a Memorandum of Understanding that will make the CHE fiscal agent for the electronic library.
- Obtained over \$6 million in additional funding for the SC Need-based Grants Program.

### ***In the area of Academic Affairs and Licensing:***

- Four staff members also staffed the Research Centers of Economic Excellence/Endowed Professorship Review Board, including developing policies and procedures for this competitive grants program (\$30 million), contracting with evaluators and consultants, and coordinating the peer review and on-site visitation processes, resulting in successful awarding of program funds for the second year of the program.
- A scholarship grant program (from lottery funds) for teachers was developed and implemented using an electronic application and software developed specifically for this program. The software has been redesigned once and will be modified a second time to make the electronic application as easy to use as possible.
- The 16<sup>th</sup> Governor's Professor of the Year competition was conducted successfully, culminating in November 2003, with the selection of a Professor of the Year from the two-year and four-year sectors. This is the only state-wide award which recognizes teaching/advising excellence in higher education
- Extensive collaboration continued with the SC Department of Education through staff service on several task forces and committees in its work to establish a performance-based teacher education approval process.
- The Commission continued to monitor the findings of the statewide Colleagues-in-Caring report on the statewide and national shortage of nurses, with particular attention to ways of increasing associate and baccalaureate prepared Registered Nurses, especially minorities and males; a major study on the shortage situation is completed in draft form, pending addition of demand data which the State Hospital Association has been reluctant to provide.
- A major study of program productivity in the four-year institutions under the more rigorous new policy and procedures for program productivity was completed. Programs were placed on probation for failing to meet standards, or were terminated, or were granted an exemption from the standards, depending on the particular program.
- Two new schools were established in S. C. in the private sector and licensed by CHE: the Charleston School of Law and the School of the Building Arts.

- The third Service Learning competition was held with three winners selected, representing respectively the public four-year and two-year sectors and, for the first time, the private sector.
- Given the resignation of one doctorally-prepared staff member, an external search was conducted and a new candidate successfully hired. A second doctorally-prepared staff member resigned and a second search for a replacement is underway.
- Following incorporation of one professional staff and one support staff person formerly from the eliminated division of Performance Funding, Planning, and Assessment into the division, both new staff members have been incorporated into the Division's workload, including participation in new program approval, distance education activities, and several grant programs.
- The Dean's Committee on Medical Education again promoted advancement in cooperation between the two M.D.-training institutions in the state and among the state's teaching hospitals.
- Staff participated with the National Council for the Accreditation of Teacher Education and the State Department of Education in accreditation visits at six of the public institutions during 03-04 and prepared for five additional accreditation visits during 04-05.
- The Contract Program in Veterinary Medicine, administered in partnership with the Southern Regional Education Board, was expanded by five additional student spaces at Mississippi State. The veterinary programs at the University of Georgia and Tuskegee and optometry programs at Southern College and University of Alabama as well as the Academic Common Market program were administered by one staff member and continue to show growth in the number of certifications issued.
- A new policy on dual enrollment of high school students in college courses was developed and approved by CHE.
- The states a newest four-year institution, USC Beaufort was approved accredited and authorized to offer ten programs.

***In the area Access and Equity:***

- Staff worked with the access and equity institutional representatives to revise the measurable goals process for A & E, ensuring accountability and validity of the programs.
- Re-implementation the publication "A Fresh Approach", a report on the South Carolina Higher Education Program for Access and Equity.
- Implementation of the guidelines/criteria used for A & E funds.
- Begin the development of a database to track the participants (as it relates to the retention and graduation rate), at the institutions, in the A & E programs.

- The area of Access and Equity, no longer reporting to the Division of Student Services, was re-organized to be a separate division.

***In the area of Finance, Facilities and Statistical Services:***

- The 2001 deferred maintenance study of higher education institutions was completed and then updated in 2003. The Commissioners received a briefing on the updated study in fall 2003, and a copy of the study is accessible on the Commission's website. In addition, a process has been established to ensure the availability of timely information. That process involves using annually reported facilities data that are included as part of the Commission's Management Information System (CHEMIS) to update totals (or summary data) on an annual basis and the more detailed information as needed. Evidence of the effectiveness of this process is the Commission's ability to provide current deferred maintenance data during the legislature's discussion of the LIFE Science bill (ACT 187 of 2004), and then to further refine the data during the summer of 2004.
- The Commission continued its efforts this year to expand the Commission's Management Information System (CHEMIS) to include student record data on enrollment and degrees awarded from the 26 independent institutions. This year the Commission was successful in fully integrating reporting from each of the 26 institutions and continues to work with these institutions in the process. The integration of this data into the CHEMIS system will facilitate greatly the Commission's ability to carry out its responsibilities with respect to strategic planning for higher education and providing data and estimates related to participation in the state's scholarship programs.
- A database for the National Guard Student Loan Repayment Program was developed and implemented. All data previously tracked manually have been added to the database, and incoming data are entered into the database and edited. Data edit processes have been developed to ensure accuracy of the electronic information. Additionally, processes have been established to ensure continued functioning of the system as necessary for continued success in managing the repayment program.
- The Commission has begun discussions with the Education Oversight Committee regarding the feasibility and considerations for a K-20 comprehensive data system. Budget constraints have limited the speed in which the Commission can move forward in pursuing this initiative. However, the Commission will continue its exploration in this area in the upcoming year.
- The division gathered information on other state models and formulated recommendations for consideration of the Funding Advisory Committee. Work on this activity was conducted throughout the year and culminated in recommendations being made. In the upcoming year, work in this area will be continued as the recommendations are considered.

***In the area of Student Services:***

- Expanded public awareness of state funded financial aid programs in South Carolina by providing updated information regarding all programs on the Commission on Higher Education's website.

- Awarded 6% more new Palmetto Fellows in 2004 than in the previous year due to an additional group awarded by a proviso approved during the 2004 legislative session.
- Promulgated the residency regulation approved under the Administrative Procedures Act during the 2004 legislative session.
- Organized the 5th Annual Campus Safety Conference, sponsored by the South Carolina Commission Foundation, to address campus safety issues, student concerns, and institutional responses and solutions.
- Hosted a Statewide Workshop for financial aid representatives to review the scholarship and grant program regulations to ensure proper administration at the institution.
- Participated in over 40 college fairs, presentations, conferences, (including Speaking of Schools) across the State to provide scholarship and grants updates to students, parents, guidance counselors and to increase awareness of state financial aid.
- Targeted the following counties which had low numbers of scholarship and grant recipients: Allendale, Jasper, Lee, and McCormick.
- Successfully developed partnerships on-line application partnerships with the USC-Regional campuses, bringing the number of SCHOLAR on-line application partner institutions to 25 public and independent institutions. Over 48,000 SCHOLAR on-line applications were submitted during 2003-2004.
- Implemented customer service/outreach initiatives in the Veterans Education and Training program that will enhance the awareness of veterans as to the benefits and opportunities provided by the various programs. Reorganized the database system and input reliability to ensure timeliness in processing actions, which is a federal mandate. The Commission staff is processing actions at a timeliness rate of 97 percent.
- Continued implementation of the GEAR-UP grant funded largely by the U. S. Department of Education.
- Developed and disseminated the AIM COLLEGE (CD Rom) products to 388,000 students in all schools with 6th – 12th grades statewide emphasizing the importance of higher education and planning early for academic success.

S.C. Commission on Higher Education  
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Section II  
Business Overview

Number of Employees and Operation Location

The Commission on Higher Education employs 3 unclassified, 27 classified, 19 temporary grant/time limited, and 3 temporary part-time employees. The Commission's offices are located at 1333 Main Street, Suite 200 in Columbia.

**Base Budget Expenditures and Appropriations**

Major Budget Categories	02-03 Actual Expenditures		03-04 Actual Expenditures		04-05 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$1,725,753	\$1,398,468	\$1,807,981	\$1,485,608	\$1,973,010	\$1,699,175
Other Operating	\$778,692	\$519,264	\$515,692	\$409,151	\$985,569	\$609,680
Special Items	\$221,998,617	\$64,951,435	\$222,462,059	\$102,860,908	\$73,444,604	\$53,157,506
Permanent Improvements	\$0	\$0	\$0	\$0	\$0	\$0
Case Services	\$0	\$0	\$0	\$0	\$0	\$0
Distributions to Subdivisions	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$674,234	\$389,700	\$651,057	\$465,020	\$371,426	\$337,626
Non-recurring	\$12,945,137	\$12,945,137	\$1,753,661	\$1,753,661	\$0	\$0
<b>Total</b>	<b>\$238,122,433</b>	<b>\$80,204,004</b>	<b>\$227,190,450</b>	<b>\$106,974,348</b>	<b>\$76,774,609</b>	<b>\$55,803,987</b>

**Other Expenditures**

Sources of Funds	02-03 Actual Expenditures	03-04 Actual Expenditures
Supplemental Bills	\$18,248	\$0
Capital Reserve Funds	\$0	\$0

Bonds	\$0	\$0
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## Interim Budget Reductions

<b>Total 02-03 Interim Budget Reduction</b>	<b>Total 03-04 Interim Budget Reduction</b>
\$1,149,812	\$94,235

## Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 02-03 Budget Expenditures	FY 03-04 Budget Expenditures	Key Cross References for Financial Results*
	Operations	<b>State:</b> 3,208,970.72 <b>Federal:</b> 1,340,036.12 <b>Other:</b> 621,323.31 <b>Total:</b> 5,170,330.15 <b>% of Total Budget:</b> 2.2%	<b>State:</b> 3,066,042.00 <b>Federal:</b> 1,407,673.00 <b>Other:</b> 227,822.00 <b>Total:</b> 4,701,537.00 <b>% of Total Budget:</b> 2.1%	
	Flow-Through Funds	<b>State:</b> 9,903,312.01 <b>Federal:</b> 2,074,743.22 <b>Other:</b> 49,247,994.70 <b>Total:</b> 61,226,049.93 <b>% of Total Budget:</b> 25.7%	<b>State:</b> 9,096,154.00 <b>Federal:</b> 1,760,389.00 <b>Other:</b> 46,558,114.00 <b>Total:</b> 57,414,657.00 <b>% of Total Budget:</b> 25.3%	
	Scholarships	<b>State:</b> 67,091,720.57 <b>Federal:</b> <b>Other:</b> 104,634,332.18 <b>Total:</b> 171,726,052.75 <b>% of Total Budget:</b> 72.1%	<b>State:</b> 94,812,154.00 <b>Federal:</b> <b>Other:</b> 70,262,104.00 <b>Total:</b> 165,074,258.00 <b>% of Total Budget:</b> 72.7%	

**Below: List any programs not included above and show the remainder of expenditures by source of funds.**

N/A

<b>Remainder of: Expenditures N/A</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>
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\* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

## **Key Customers**

As a coordinating board for higher education, the Commission administers several programs, provides services to institutions of higher education, develops and administers policies, and serves as both advocate and watchdog intermediary between the state's public colleges and universities and the Legislative and Administrative branches of state government.

In fulfilling these roles, and in accordance with its mission, the Commission serves three primary customer groups: the citizens of the state, the General Assembly, and the public colleges and universities. In order to meet most effectively the needs of these customer groups, the Commission and its staff are organized along functional lines into the following divisions: Academic Affairs & Licensing; Finance, Facilities & Statistical Services; Student Services; and Administration.

## **Key Suppliers**

In its role as a state level coordinating board, the Commission's key suppliers are actually the public colleges and universities, which provide data and information utilized within the various divisions for varying purposes. For example, enrollment data is provided which is used in determining the resource needs for the institutions but is also used in the process of evaluating both existing and proposed academic programs. Student specific information is also provided for those scholarship and grant programs administered by the Commission. These are but two examples of the numerous types of information and data provided. A secondary source of data is the K-12 community. The Commission relies heavily on information from middle and high schools, students, and parents to insure the effectiveness of our higher education awareness programs.

In addition to the Commission's information needs, as an integral component of our higher education awareness programs (Higher Education Awareness Program-HEAP, and Gaining Early Awareness and Readiness for Undergraduate Programs-GEAR-UP), the Commission utilizes external firms for the development and production of program materials. In developing these programs several years ago, the Commission evaluated the alternatives of developing program materials in-house as compared to utilizing external organizations. Due to the personnel expertise and technology issues associated with particular aspects of these programs, the decision was made to utilize external organizations.

Another area where the Commission relies on an external supplier is for the operation and maintenance of our SCHOLAR on-line application process. This web-based application allows for students to apply electronically to multiple institutions simultaneously, thereby simplifying the college application process. The technical aspects of this process require resources and expertise that is more efficiently provided through external sources.

## **Description of Major Products and Services**

Major programs operated by the Commission fall within the structure of the divisions listed in Section I and are also shown on the organizational chart that follows. Included below are summaries and descriptions of several of the most significant areas and programs.

### ***In the area of Academic Affairs & Licensing:***

Insuring academic program quality is one of the primary functions of the Commission. Statewide academic program review involving objective outside consultants provides a means of providing assurances of quality to the state although the decrease in state funding has virtually eliminated this quality control initiative. Thorough analysis of new program requests to ensure that programs are not unnecessarily duplicative well developed and provided adequate resources is a second major arena of activity. A third major area of endeavor is the licensing of both degree and non-degree institutions, profit as well as not for profit, seeking to operate in the state; this process is designed to provide consumer protection by ensuring that minimal standards are met which have been increasingly aligned to the standards of the regional accrediting body, the Southern Association of Colleges and Schools. In addition, fostering an environment for research and technology initiatives is another important arena of endeavor. The Commission has administered in the past a state funded competitive grant program for four-year institutions that will increase research activities in future years at these institutions. Division members now staff the Research Centers for Economic Excellence, a program funded at \$30 million per year which seeks to build areas of research excellence focused around endowed professorships. Considerable energy and attention of this division are also directed toward improving teacher education and engaging in K-16 activities through activities related to the State's partnership with the National Council for the Accreditation of Teacher Education, the activities of the State Department of Education, and several grant programs administered by the Commission which are designed to provide enhanced professional development opportunities for pre-service and in-service teachers. The most recent K-16 activities involve an 18 month study of the AAU/Pew Charitable Trust document "Understanding University Success: Standards for Success" with resulting endorsement by the chief academic officers of these standards as appropriate standards for successful entry and completion of freshmen year in college, development of the lottery-funded teacher scholarship grant program, and development of a policy governing the offering of college courses on high school campuses (dual enrollment). This division also serves as liaison to almost 30 statewide committees and organizations, national and regional organizations, and governmental agencies, all of which are stakeholders in higher education; this liaison activity involves not only attendance at meetings but on occasion participating in interviews, reading grant proposals, and participating in other specific activities.

### ***In the area of Access and Equity***

**Era of Compliance:** From 1981 to 1986 South Carolina implemented a federally mandated desegregation plan designed to: (1) Enhance the State's public historically Black colleges, (2) Desegregate student enrollments at the State's baccalaureate degree granting public colleges and universities, (3) Desegregate faculties, staffs, and governing bodies of all public colleges and universities in South Carolina. In 1985, the Commission on Higher Education adopted the South Carolina Plan for Equity and Equal Opportunity in Public Institutions of Higher Education - 1986-87 and Beyond, which over a three-year period, provided funds to support (1) a Graduate Incentive Fellowship Program, (2) an Other Race Grants Program, (3) a Minority Recruitment and Retention Grants Program, and (4) programs to enhance the State's two public Historically Black institutions.

**Era of Commitment:** In February 1988, the Commission approved guidelines for the Access and Equity Program. Implementation of the Program began on July 1, 1989, allowing funds to be awarded to institutions with well-planned activities that (1) flow from the institution's mission and address the recruitment and retention of minority students and employees, (2) meet specific institutional requirements related to the characteristics of students and faculty, (3) are carefully conceptualized, and (4) are linked to guidelines to emphasize the need to achieve campus climates and academic settings that encourage participation and achievement by African American students.

The Commission provides statewide governance to 33 institutions in the area of Access & Equity. The vision of Access & Equity is to achieve educational equity for all students and faculty in higher education. Minority enrollment should be at least proportional to the minority population in South Carolina and minority graduation rates should be comparable to the graduation rates of other students. Progress in the recruitment and retention of minority faculty should be made to enhance diversity among those who convey knowledge to our students.

Insuring educational equity for all students and faculty in higher education is one of the primary functions of the Commission.

### ***In the area of Finance, Facilities & Statistical Services:***

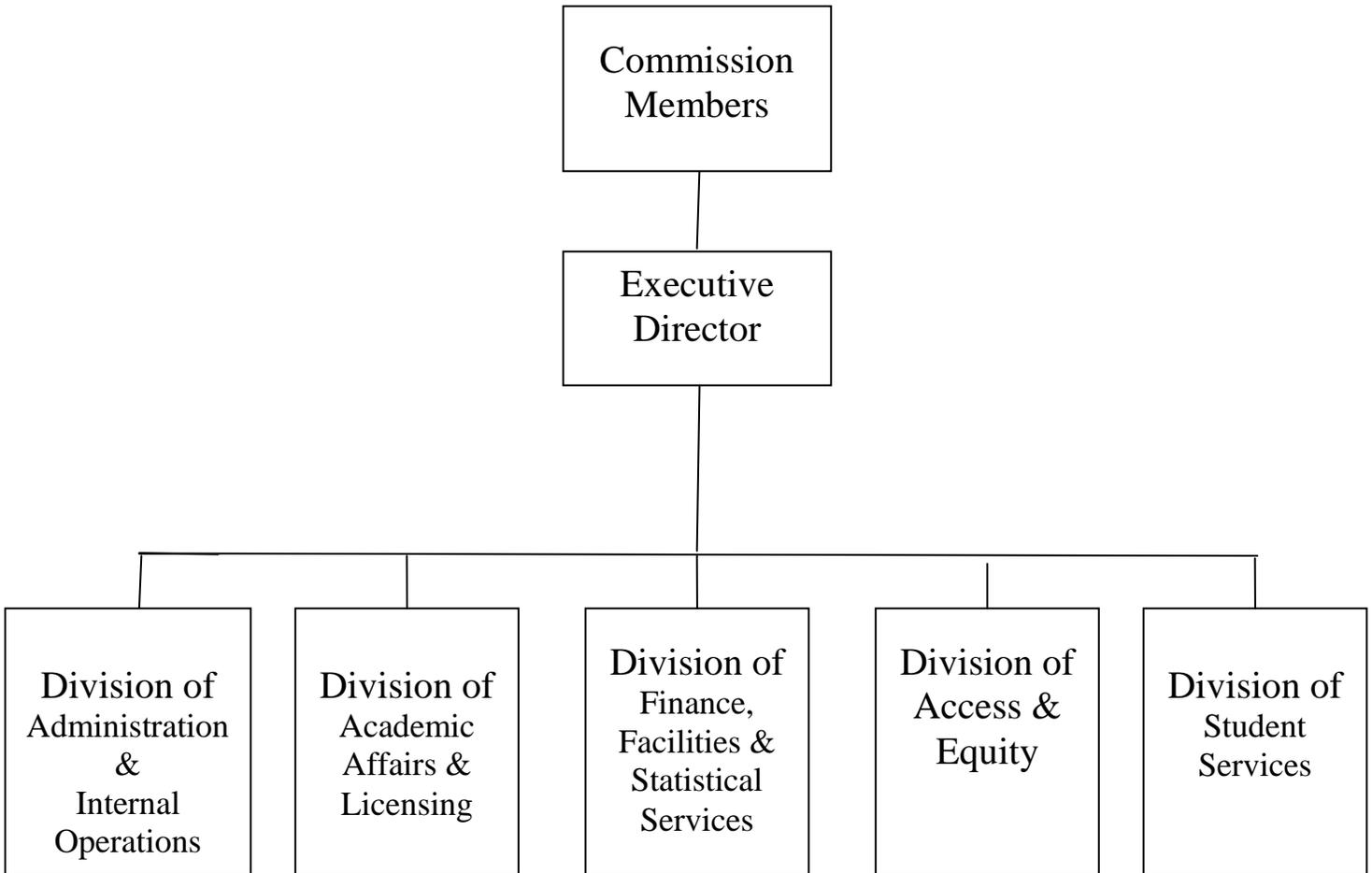
Adequate funding for higher education institutions is one of the Commission's principal goals. The model used as a determination of need for the institutions is the Mission Resource Requirement (MRR) model. The MRR was created in 1997 and has been a work in process since its development. The Commission has recently completed the process of validating this model through the use of a national consulting firm and peer institutions. This validation has helped in the evaluation of the overall level of funding for higher education relative to other states.

### ***In the area of Student Services:***

The scholarship and grant programs are key components to meeting the Commission's mission of providing accessibility to higher education for the citizens of South Carolina. The programs provide an opportunity to recognize the achievements of students and provide direct financial incentives for high academic performance. The Palmetto Fellows, LIFE (Legislative Incentives for Future Excellence) and HOPE Scholarship Programs provided a combined \$147 million in merit-based scholarship funding during the 2003-2004 fiscal year. This represents an 11% increase over the 2002-2003 academic years. Also, the Need-based Grant program provides an additional \$15 million and the Lottery Tuition Assistance Program provides an additional \$37 million in financial aid funding. The GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and HEAP (Higher Education Awareness Program) programs generate higher education awareness and provide information on preparing for college. In addition, the Commission's Veteran Education and Training program staff approves academic and on-the-job-training programs so that veterans can receive related educational benefits. This included approval of degree, diploma and certificate programs at 98 public and independent colleges and universities. The On-the-Job Training Apprenticeship programs involved 128 businesses/organizations across South Carolina and served 417 veterans in 218 career training programs. The Commission also provides a centralized college application process through our SCHOLAR on-line application. This web-based application allows for students to apply on-line to multiple institutions simultaneously, thereby simplifying the college application process.

## Organizational Structure

S. C. Commission on Higher Education  
Organizational Chart  
As of June 30, 2004



# S. C. Commission on Higher Education Annual Accountability Report Fiscal Year 2003-2004

## Section III Elements of Malcolm Baldrige Award Criteria

The Commission is in the stage of implementation of the Malcolm Baldrige National Quality Award Criteria. While the concepts of evaluation and continuous improvement are present within the Commission's operations and activities, the specifics of the Baldrige Criteria have not yet been fully implemented. Provided below are descriptions of current examples of the Commission's utilization of the Criteria concepts and principles.

### Leadership

The Commission on Higher Education is a 14 member lay board, appointed by the Governor. The Commission is responsible for the hiring of an Executive Director, who in turn is responsible for developing an appropriate staff and agency structure. The Commission itself has a Chair, appointed by the Governor, a Vice-Chair, and representatives from Congressional Districts, institutional trustees, and the statewide citizenry. The Commission utilizes a committee structure for the handling of business. An executive Committee, including the Chairman and all committee chairs, provides specific direction to the Executive Director for activities and issues to be addressed by the staff. The staff is organized along the lines of the Commission's committee structure.

More specifically, the Executive Director utilizes an Executive Management Team consisting of Division Directors. The divisions include: Academic Affairs & Licensing; Finance, Facilities & Statistical Services; Student Services; and Administration. Each division includes professional staff and appropriate support staff to perform the related functions. The Executive Management Team serves as the planning and evaluative group for the Commission staff. All agency employees have input into the Commission's activities through their respective Division Director.

The Executive Director meets with the Executive Management Team on a weekly basis. In addition, the Executive Management Team meets with the full Commission staff on a monthly basis to discuss current issues and activities of the Commission. Further, individual divisions meet on a regular basis. These various meetings are designed to insure that the entire staff is aware of and involved in the activities of the Commission. These meetings also provide a forum for the clear communication of the mission, vision, goals and the process to achieve those goals throughout the entire organization.

The Internal Operations Director controls the fiscal activities of the agency. The Internal Operations Director is ultimately accountable to the Executive Director and the Board for the fiscal health of the agency. The legislature is responsible for determining legal and regulatory accountability of the agency by passing legislation and approving regulations.

## Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 03-04 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
	Develop a more focused agenda for Higher Education.	Contracted with the, "National Center for Higher Education Management Systems" (NCHEMS) and the "Association of Governing Boards of Colleges and Universities" (AGB) for an independent study on Higher Education in S.C.	A report was created, "Foundations for the Future" that addressed Higher Education issues and needs in South Carolina.
	Advocate for additional state resources on behalf of public Higher Education Institutions.	Promoted increased funding of; performance funding, statewide purchases of electronic databases for Academic Libraries and Need-Based Grants.	
	Statewide coordinator for a national pilot project, "National Forum on College-Level Learning.	Create conversations/discussions about accountability issues for Higher Education in the area of student learning.	Identify potential measures for future use as part of the, "Measure Up" report card provided to Congress every two years.

## Strategic Planning

The Commission relies heavily on strategic planning in all activities. The Commission utilizes a bi-annual planning retreat for members to evaluate the programs and direction of the agency. During alternate years and also on a periodic basis, the Commission's Executive Committee, which includes the Chairman of the Commission and all Committee Chairs, meets to review Commission initiatives and direction. New appointees participate in an extensive orientation process so they may become familiar not only with issues in the field of higher education, but also the pertinent issues and policy decisions facing the Commission. The Council of Public College and University Presidents works with the Commission for the formal development and adoption of a Strategic Plan for Higher Education. Also, the Commission staff's Executive Management Team conducts periodic planning sessions and has regular team meetings to continuously evaluate the agency's activities. During 2003-04, the CHE bolstered its customary planning efforts by contracting for a major external report on higher education, the **Foundations of the Future** report, which in essence provides an up-to-date environmental scan, a series of recommendations to consider in future strategic planning efforts, and a "public agenda" on which to base a revised accountability system.

The Commission's specific goals are articulated on an annual basis through the Executive Director's evaluation process and this Accountability Report. Goals are reviewed on a periodic basis by the Executive Management Team with respect to status and progress towards achievement. Also, status and/or completion are reported to the Commission members as a component of the Executive Director's annual evaluation.

## Customer Focus

The Commission provides service to three primary customer groups: the citizenry of the state, the General Assembly, and the public colleges and universities. Each of these groups views higher education from a different perspective. One of the challenges faced by the Commission is to consider all of these perspectives, which at times may be conflicting, in performing its various functions. The Commission's primary opportunity to interact with each of these groups is through one of its twelve regularly scheduled Commission meetings, or numerous committee meetings. These meetings, along with other contacts as discussed below, provide the mechanism for evaluating satisfaction among these customer groups.

The citizenry of the state has a variety of means of addressing the Commission. Citizens can contact the Commission directly, either through members or the staff, with issues or concerns that they would like to see considered. Also, citizens can utilize either of the other two customer groups to provide input into Commission activities. Commission outreach efforts around the state, including scholarship and grant informational meetings at middle and high schools, college fairs, and guidance counselor workshops, and Student Advisory Committee (with members ranging from 10th grade to sophomore year) allow for citizens and other stakeholders to interact with Commission staff. As an additional opportunity for citizens, the Commission maintains a website with a variety of information, data, and links to related sites, such as state colleges and universities. A page specifically designed for parents and students is also provided with relevant information and a link to an electronic application process that allows students to apply on-line to our state's colleges and universities. Each division of the Commission maintains information that describes and is relevant to their programs. For example, the Student Services page provides information about scholarship and grant statistics, applying for federal and state financial aid, residency requirements, and scholarship/grant recipient demographics. The Academic Affairs page includes a summary of available degrees and information on the Academic Common Market (a Southern Regional Education Board program that provides in-state tuition to students attending certain programs in other states). Also, the Finance, Facilities and Statistical Services page includes copies of current and past Statistical Abstracts and the new Facilities Abstract. Finally, the Commission's webpage includes numerous opportunities for communication directly to Commission staff via e-mail.

The General Assembly works with the Commission in one of the following manners: directives through Legislation, contact directly with appointed Commissioners, or contact (directly or through Legislative staff) with the Commission staff. The Commission maintains on its staff a Legislative liaison that is charged with monitoring and providing coordination with this customer group. Certain other staff members whose area of responsibility may relate to Legislative activity also work with this customer group. These interactions with the General Assembly occur both formally and informally. Budget presentations to House and Senate committees, Legislative hearings on pending legislation, and informational presentations to ad hoc committees are a few of the formal interactions. Informal opportunities occur through information requests from individual senators and representatives, working with legislative staff in preparing material for consideration, or serving as a resource during staff research of pending issues and discussions.

The public colleges and universities work closely with the Commission and its staff. The first area of interaction is the membership of the Commission itself. With the passage of Act 137 of 1995, the Commission membership was modified to include institutional representation. Effective July 1, 1996, three members were appointed to represent the different sectors of institutions. The members are trustees from each of the following sectors: public senior research institutions, four-year public institutions, and the technical colleges. Institutions have additional input into Commission activities through advisory committees. Each functional area of the Commission has one or more advisory committees including representation from every public four-year institution and selected representatives from the public two-year institutions. These advisory committees provide valuable discussion and recommendations to the Commission staff. Often, the recommendations of these committees are made directly to the Commission, with the support of the staff. Institutions have further access to the Commission through direct requests. All institutional requests, ranging from academic program approvals to facilities improvements to budget requests, are made to the Commission after appropriate analysis by the staff. The final area of communication between the institutions and the Commission is through the Council of Public College and University Presidents. This group meets on a quarterly basis, twice with the Commission, in order to provide coordination among the institutions and direct input into the Commission's activities. Also, the Commission's Executive Director meets with the Council on an ongoing basis.

## Information and Analysis

The Commission has several activities that rely heavily on the use of data. The Commission on Higher Education Management Information System (CHEMIS) collects data from institutions relating to student enrollment, student completions, facilities, courses, and faculty. This system serves as the principal repository for data used in staff analysis of institutional and higher education issues. This data also provides the basis for the Commission's determination of funding needs of higher education, the evaluation of performance of the state's colleges and universities, and allocation of appropriations. Program specific data is gathered for the financial aid programs administered by the Commission, the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) grant program, the Access & Equity program, and the Higher Education Awareness Program (HEAP). Also, division-specific data is collected for the Academic Affairs and the Planning, Assessment & Performance Funding divisions.

In addition to the CHEMIS database, the Commission also acts as the state-level coordinating body for the collection and submission of data for the Integrated Post-Secondary Education Data System (IPEDS), which is maintained by the U. S. Department of Education for the Federal Government. Much of the IPEDS data is also used in the CHEMIS database. The additional data is used for national statistical purposes, which also provides the Commission access to national comparative data.

## Human Resources Focus

As a state coordinating board, the Commission's primary business focus is policy-oriented, rather than direct service or product delivery. As such, the people making up the Commission and its staff are the most valuable asset of the agency. Only through attracting, educating, and retaining a quality staff can the appointed Commission members be assured that they are receiving the best possible analysis and review of issues being considered. Of the 52 members of the Commission staff, seven have Doctoral degrees, 12 have other graduate degrees, and 16 have Bachelors degrees.

Along with the credentials the staff members bring to their positions, the Commission provides opportunities for developing, enhancing, and refining skills. Courses available through the Budget and Control Board provide opportunities. Annual conferences on programmatic areas insure current knowledge of relevant issues. Each year, a member of the staff participates in the State Budget and Control Board's Executive Institute. In addition, several staff members are pursuing additional formal educational opportunities. Also, along with these opportunities, there exists an informal mentoring program provided by the more senior staff members. In short, the Commission places a very high value on the quality of its human resources and recognizes the importance of continual development.

## Process Management

Each area and program provided through the Commission operates with the assistance of one or more advisory committees. Also, all meetings of the Commission, including advisory committees, are held as public meetings, thereby providing public access and accountability. Academic quality is an overriding principle in every educational environment. Higher education is no different. Each concept for a new or modified academic program offering goes through an evaluation by a committee involving institutional academic officers. All issues relating to state funding are discussed with institutional finance officers. Questions and considerations relating to scholarships and financial grants programs are reviewed extensively with institutional financial aid officers. Assessment and performance evaluation issues are discussed with institutional research and/or institutional assessment officers. In each of these areas, and all others within the Commission, processes are reviewed on a periodic basis to insure both quality and efficiency, with input solicited from the participants, the business community, and other constituencies of higher education.

## Business Results

Provided below and on the following pages are a variety of data relating to the Commission's programs and activities. These data are used within the respective programs as means of evaluating levels of activity, progress toward stated goals, or achievement of statewide objectives. As the Commission continues to implement the usage of the Malcolm Baldrige National Quality Award Criteria concepts and principles, additional trend data over appropriate time periods will be available. Also, the data included below will be evaluated as to its effectiveness in measuring achievement of agency goals.

The Commission reports separately on behalf of the institutions of higher education, in accordance with Code Section 59-101-350. This reporting is achieved through the use of institutional report cards, which are reported to the Legislature annually in the document entitled: *A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance*. Institutional report cards and annual, more-detailed performance data are also posted on the Commission's website at: [http://www.che.sc.gov/Finance/Perf\\_Fund/Perform\\_F.htm](http://www.che.sc.gov/Finance/Perf_Fund/Perform_F.htm)

*Statistics from Scholarship and Grant Awards*

	Academic Year			
	2000-2001	2001-2002	2002-2003	2003-2004
<b>Palmetto Fellows:</b>				
Number of New Awards	873	712	1,022	1,133
Number of Total Recipients	2,633	2,641	2,985	3,414
Total Scholarships Awarded	\$12.6	\$12.6	\$14.7	\$21.8
<b>LIFE Scholarships:</b>				
Number of Recipients	17,269	20,340	24,491	26,699
Total Scholarships Awarded	\$46.4	\$54.4	\$106.5	\$119.2
<b>HOPE Scholarships</b>				
Number of Recipients	N/A	N/A	2,188	2,434
Total Scholarships Awarded	N/A	N/A	\$5.2	\$5.9
<b>Need-Based Grants:</b>				
Number of Recipients	21,306	19,779	22,973	23,511
Total Grants Awarded	\$13.8	\$12.0	\$14.7	\$15.1
<b>Lottery Tuition Assistance</b>				
Number of Recipients	N/A	N/A	23,790	36,831
Total Grants Awarded	N/A	N/A	\$23.6	\$37.2

(Note: dollar amounts are in millions)

*Statistics from Academic Affairs and Licensing Programs*

Number of Existing Programs Reviewed: all the education programs at 6 institutions; the remaining five public institutions will be reviewed in 2004-05.

Existing Academic Program Disciplines Review Completed: Education

Status: 3 of 6 education units have been reaccredited; accreditation decisions will be forthcoming for the other 3 in October, 2004.

New Program Approvals:

	<u>2000-01</u>	<u>2001-2002</u>	<u>2002-03</u>	<u>03-04</u>
Number of Program Planning Summaries Reviewed:	32	22	27	40
Number of New Program Proposals Reviewed:	26	16	39	24
Number of Existing Programs Terminated:	27	65	5	26
Number of Program Modifications Reviewed:	11	6	7	4
Number of Existing Centers Terminated:	n/a	n/a	n/a	13

Number of New Academic Policies Developed: 2 (New Nursing Agreement, Expansion of Transfer Articulation Courses)

(\*Program Productivity) 1\* 2#  
 (#Endorsement of "Standards for University Success" and dual enrollment policy)

	<u>2000-2001</u>	<u>2001-02</u>	<u>2002-03</u>	<u>03-04</u>
Number of Reports/Articles/Presentations Prepared on Academic Issues:	12	27	11	9
Number of Interagency Taskforces & Committees:	17	26	15	27
SREB Programs: (Number of Students Certified for:)	<u>2000-2001</u>	<u>2001-02</u>	<u>2002-03</u>	<u>03-04</u>
N. C. School for the Arts:	5	6	6	7
Contract Programs				
(Veterinary Medicine & Optometry)	80	90	90	102
Academic Common Market	97	101	102	125
Number of new Grant Proposals/Guidelines Developed:	2		5	3
Number of Grants & Awards Under Various Programs:	<u>2000-2001</u>	<u>2001-02</u>	<u>2002-03</u>	<u>03-04</u>
	(#granted/#submitted)			
Eisenhower /ITQ	9/17	13/17	21/22	8/15
Research Incentive Program:	34 /89	33/86	N/A	N/A
			(2nd year of 2yr program)	
Professor of the Year:	2 Winners	2 Winners	2 winners	2 winners
	10 /40	10/ 39	10/37	10/37
Center of (Teacher) Excellence:	1/4	1/4	2/3	2/4
Technology Grant Program	N/A	N/A	13/20	n/a
Teacher Scholarship Grants	N/A	N/A	339	548
Licensing Program:	<u>2000-2001</u>	<u>2001-02</u>	<u>2002-03</u>	<u>03-04</u>
New Agent Permits:	78	93	115	62
Transcripts Requested:	286	252	335	343
New Licenses – Degree Granting:				
Amendments	5	2	12	5
Initial	1	6	4	2
Non-Degree Licenses Issued:	144	167	164	168
Licenses Relinquished/ Deferred				
/Denied/Revoked	0	2	4	7
Student Complaints:	38	64	40	30

### *Gaining Early Awareness and Readiness for Undergraduate Programs*

The SC GEAR UP program operates a variety of exciting programs across SC with the goal of assisting low-income students to be prepared for and succeed in college. Each of the programs is evaluated for impact and the effectiveness. Evaluations include pre and post surveys, activity evaluations, and/or interviews that include student, parent and educator components.

GEAR UP Early Awareness Programs – This year the GEAR UP AIM College program has had major impact on the students of South Carolina. The Aim College Program is a CD-based grade-specific program which identifies key elements that assist students, families, and educators in developing an early awareness of the importance of higher education and the benefits of planning ahead for success in postsecondary education. The programs provide important academic and career planning information and learning tools that enable the recipients to be better prepared for the challenges and success of high school and college. Rigorous course work in math, science, and technology is emphasized. 344,000 AIM College CDs were distributed to South Carolina students in grades 7 – 12 before the 2003 winter break. AIM College coordinators visited schools to provide professional development for teachers and guidance counselors. AIM

College coordinators have contacted 246 schools and worked with counselors and teachers. AIM College is accessible through the website [www.aimcollege.org](http://www.aimcollege.org).

GEAR UP High Performance Partnerships – The business and education portion of the SC GEAR UP program, High Performance Partnerships (HPP), is coordinated through the SC Chamber of Commerce with four staff members. HPP is a program charged with improving academic achievement by partnering business with underachieving schools. During the year, the High Performance Partnership staff developed and maintained a total of 139 business partnerships with 102 schools statewide. Each partnership is unique and is supported by the HPP staff as well as the SC GEAR UP staff.

GEAR UP Mentoring Program - The State Department of Education (SDE) implements a mentoring training program with the 65 GEAR UP school districts. This component includes extensive training for business partners participating in mentoring service to HPP schools. The SDE mentor training program continues to train mentors at the request of HPP. Housed at the State Department of Education, this program provides mentor training support to the High Performance Partnership business and education program as well as the IMPACTS Program implemented during the 2001/2002 year. This program provided a mentor coordinator and mentors in four school districts to assist GEAR UP students. During the 2003/2004 school year five GEAR UP schools housed mentoring programs through the GEAR UP initiative. In addition, mentors were supported in two adult education programs working with GEAR UP identified students. The SC Department of Education will continue to provide support and training for these programs.

Data Analysis and Statistics - Data and evaluations are done on a continual basis with GEAR UP. This year the following surveys were completed in various GEAR UP schools/ programs across the state.

Number Surveyed	2000-2001	2001-2002	2002-2003	2003-2004
Parents	1,356	1,258	1,788	10,955
Students	2,812	2,957	3,137	4,786
Teachers	157	139	231	227

GEAR UP Saturday Academies and Summer Institutes (SA/SI) - Saturday Academies/Summer Institutes (SA/SIs) build strong middle and secondary school/college partnerships with programs which enhance the academic skills of “at risk” students in each participating school. The SC GEAR UP program has nine colleges housing the Saturday Academies and Summer Institutes. These colleges are Benedict College, College of Charleston, The Citadel, Denmark Technical College, Horry-Georgetown Technical College, Lander University, Midlands Technical College, University of South Carolina-Aiken, and University of South Carolina-Upstate. The colleges' programs are unique to each location and provide students with a variety of activities and academics that assist them in developing the necessary skills to be successful in the high school and college environment. The intention is to link the university culture with that of the middle school culture in order to nurture their desire to complete a postsecondary education. The nine colleges or university based Saturday Academies/Summer Institutes each met for 20 five-hour sessions on Saturday mornings with GEAR UP seventh graders and for a minimum of five such sessions with GEAR UP eighth graders to accelerate the students’ academic achievement, better prepare them for the PACT, and increase their probability of attending college. The average total daily attendance for 7th graders participating in the nine Saturday Academy and Summer Institute programs was 38. In addition, all nine programs met for at least two weeks during the summer with the seventh (rising eighth) graders for the same purpose. Some of the summer programs were all or partially residential. Both school year and summer programs included educational field trips and at least one session with a special science team - TEAM GEAR UP - from the Governor’s School for Science and Mathematics. The South Carolina GEAR UP Saturday Academies and Summer Institutes hosted the GEAR UP Educator Summer Institute for middle school educators at the Penn Center on St. Helena Island, SC July 12 – 16, 2004. This five day institute was attended by sixteen GEAR UP middle school teachers. The purpose of the course was to introduce heritage

research in the areas of Gullah Culture and Literature and to provide high quality curriculum resources and materials which the teachers could use in their classrooms.

CHE staff made regular visits to the Saturday Academies/Summer Institutes to observe and visit with students, faculty, and staff for the purpose of monitoring programs and assuring success of the programs. In addition, CHE staff provided training to SA/SI staff on the uses of data from the EXPLORE test, a part of the ACT Assessment Program.

In 2003 – 2004, 450 middle school students in 36 schools participated in the SA/SI program.

GEAR UP students in the SA/SI programs take the ACT Explore test. The test is used as a student assessment tool to determine what areas the students are weak in and to determine what areas the teachers will address during instruction time for SA/SI programs. During the 2003/2004 year 442 seventh graders took the Explorer Test.

GEAR UP Partnership with SC Governor's School for Science and Mathematics:

During the 2003/2004 year, 47 juniors and seniors from The Governor's School for Science and Mathematics participated in the TEAM GEAR UP program. TEAM GEAR UP students travel to Saturday Academies and partnership programs. The program encourages interaction with student mentors by exploring science through innovative presentations and rigorous strategies. These students served 450 middle school students across the State during a total of 14 workshops. In addition, 15 rising 9th grade GEAR UP students and 12 rising 10th grade GEAR UP students were awarded scholarships to attend the SC Governor's School for Science and Mathematics Summer Science program.

Five GEAR UP students from The Citadel, Midlands Tech, and Lander University SA/SI programs were selected to participate in the Sloan Summer Student Program, a collaboration between the Central Virginia Governor's School for Science and Technology, the South Carolina Governor's School of Science and Mathematics, the Center for Advanced Studies/Wheeler High School, and the North Carolina School of Science and Mathematics. The program was hosted by the NC School of Science and Mathematics. The five GEAR UP students had the opportunity to expand their knowledge in the areas of robotics, physics, chemistry, and biology research as they participated in an inquiry-rich curriculum and visited research laboratories at the University of North Carolina, North Carolina State University, Duke University, and North Carolina Central University.

During the 2003/2004 year the South Carolina Educational Television (SCETV) partnership prepared and produced the distance learning GEAR UP course, One Step at a Time, - for 57 educators and was held again in Spring 2004. The course included strategies for increasing parental involvement and utilized the vignettes produced previously. SCETV also produced Sharing Success, a motivational video urging students to prepare to go to college. Two segments of the EYE Wonder series, one about a visit to the Emergency Room and one about forensics, were produced for students. Both segments had companion lesson plans and will be of interest to GEAR UP students and teachers.

### *Higher Education Awareness Program (HEAP)*

#### HEAP Purpose

To provide information to eighth grade students and their parents in order to increase their knowledge about the availability of post-secondary education in South Carolina and to motivate them to aspire to higher education with the purpose of increasing the college going rate in South Carolina.

## ACT 271 of 1992

- Increase the college-going rate in South Carolina by making 8th-Grade students and their parents aware of:
  - SC Higher Education opportunities
  - Academic Prerequisites
  - Tuition & Fees
  - Financial Aid possibilities
- This communication campaign encourages 8th grade students to consider college by understanding that a post-secondary education gives them better access to employment opportunities & enhanced purchasing power, thus giving birth to the phrase “College Pays”
- SC Commission on Higher Education given coordinating responsibility
  
- Cooperation required from:
  - SC Department of Education
  - All public institutions of higher education
  - All public schools with 8th grades
  - Local school boards

## Participants

- Public Middle Schools 263
- Public 4-year Colleges 12 Mandated
- Public 2-year Colleges 5 Mandated
- Technical Colleges 16 Mandated
- Private Colleges 19 Voluntary

## History

- 1991 - 1992: 7 schools, 1100 students, 6 higher education partners
- 1992 - 1993: 96 schools, 18,000 students, 37 higher education partners
- 1993 - present: 263 schools, 56,000 students, 54 higher education partners

## Implementation

The materials include an interactive CD Rom for each student to be implemented by independent learning group activities, media lab interaction, and/or self directed activities. The CD Rom contains all of the earlier material in a digital format with additional activities and information, with a curriculum emphasis, that is based on academic skills to improve performance on standardized testing and college preparedness.

Schools incorporate HEAP activities into regular classroom lessons. For example, English teachers have built writing assignments around letters to colleges and librarians used colleges and careers as a reference search assignment.

# Schools	# Students	Average 8th grade size	Smallest	Largest
263	56,000	222	28	812

## Partnerships

- Each middle school is partnered with an institution of higher education
- Each institution of higher learning is partnered with two to nine schools