

SCSL Digital Collections

South Carolina Commission on Higher Education annual accountability report 2000-2001

Item Type	Text
Publisher	South Carolina State Library
Rights	Copyright status undetermined. For more information contact, South Carolina State Library, 1500 Senate Street, Columbia, South Carolina 29201.
Download date	2024-10-06 14:27:43
Link to Item	http://hdl.handle.net/10827/5441



Annual Accountability Report

Fiscal Year 2000-2001



Rayburn Barton
Executive Director

August 31, 2001

His Excellency, James H. Hodges, 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, 2001. This report includes an executive summary, a business overview, and information pertaining to the elements of the Malcolm Baldrige Award Criteria. 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 institutions of higher education report separately 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. Highlight activities of the Commission include the awarding of financial assistance to 2,643 Palmetto Fellows Scholarship recipients, 16,525 Legislative Incentives for Future Excellence (LIFE) Scholarship recipients, and 21,306 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,

Rayburn Barton
Executive Director

Enclosure

S. C. Commission on Higher Education
Annual Accountability Report
Fiscal Year 2000-2001

Table of Contents

<u>Section Description</u>	<u>Page</u>
I - Executive Summary	2
II - Business Overview	5
III - Elements of Malcolm Baldrige Award Criteria	9

S. C. Commission on Higher Education Annual Accountability Report Fiscal Year 2000-2001

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 that represent the different sectors of higher education, who serve two-year terms. The Commission staff is organized along functional lines into the following divisions: Academic Affairs & Licensing; Planning, Assessment & Performance Funding; Finance, Facilities & Statistical Services; Student Services; and Administration.

Major Achievements of the Past Year

In the area of Academic Affairs and Licensing:

- ◆ Statewide academic program reviews have been conducted or completed in engineering, computer science, nursing, business, and foreign languages.
- ◆ All teacher education programs in the public sector have obtained full accreditation by the National Council for the Accreditation of Teacher Education.
- ◆ A process for selecting a Service Learning Project of the Year, to communicate the contributions of higher education in this arena, was created with the award being presented just after the end of the fiscal year.
- ◆ The second year of the SC Research Incentive Grants Programs was conducted, including the revision of Guidelines, solicitations of proposals, and evaluation, selection, and dissemination of awards.

In the area of Planning, Assessment, and Performance funding:

- ◆ Measures used for Performance Funding scoring have been reduced from 37 to no more than 14 for any one institution. Other indicators will be monitored for compliance with Commission approved standards.
- ◆ The initial cycle of data verification for all public colleges and universities was completed. The second cycle of visits is currently underway.
- ◆ Began the process of re-evaluation of the state's strategic plan for higher education. Note that the process for this goal will span two fiscal years.

In the area of Finance, Facilities and Statistical Services:

- ◆ Seven of the Commission's thirteen existing paper forms used in internal operations functions have been converted into an on-line interactive format.
- ◆ The 1994 study of deferred maintenance on public institution campuses was updated via an electronic survey form.
- ◆ For the third consecutive year, the Commission's audit as performed by the Office of the State Auditor resulted in zero findings.

In the area of Student Services:

- ◆ Expanded awareness of and simplified participation in state funded financial aid programs.
- ◆ Implemented audit procedures for scholarship programs, including a quarterly audit schedule.
- ◆ Continued in the implementation of the GEAR-UP grant obtained from the U. S. Department of Education.

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 subsequent appointment of a new Chair by the Governor. During this discussion, there was significant conversation with participation from all members. The very 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 had been 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, and 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

- Advocate for additional state resources behalf of public higher education institutions for the following items:
 - Performance Funding funds for operations
 - Technology infrastructure funding
 - Research funding
 - Funding for the creation of the proposed statewide virtual library
 - Increased funding for the Needs-Based Grants program
- Produce revised Strategic Plan for Higher Education in South Carolina based on feedback from the business community, board chairs and presidents of public and private institutions, other institutional representatives, and other constituents and disseminate during the 2002 Legislative session
- Implement new student aid programs and modify existing programs as mandated in the recently passed lottery legislation.
- Expand statewide transfer articulation agreement to include more courses and develop appropriate policies that address gaps in the current transfer policy (e.g., dual credit; alignment with new student scholarship programs; distance education).
- Develop and implement new productivity standards that ensure increased program efficiency and reduce unnecessary duplication of academic programs.
- Expand the Commission's Management Information System to include data from private higher education institutions and expanded student record data.
- Consolidate and coordinate data verification functions across the agency in order to achieve efficiencies.
- Continue to develop and expand college awareness programs with the intention of increasing the college-going rate for S. C. students and the college completion rates for both 2-year and 4-year institutions.

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 limited opportunities for the Commission in relation to successful achievement of its mission and goals. The budget cuts effected during the end of the 2000-2001 fiscal year, the base budget reductions resulting from the budgeting process for the 2001-2002 fiscal year, and the loss of carryforward funds used to soften the effect of an annual deficit have all had a negative impact on Commission operations. Further, discussions of probable future cuts are having a chilling effect on planning efforts. However, there are still opportunities for successes. Reductions in available resources are forcing the Commission to look very critically at how functions are performed, and every process is being reviewed for potential efficiencies. In addition, the current environment is helping the Commission to focus on its primary mission and utilize all available resources toward that end.

S. C. Commission on Higher Education Annual Accountability Report Fiscal Year 2000-2001

Section II Business Overview

Number of Employees and Operation Location

The S. C. Commission on Higher Education employees 7 unclassified, 31 classified, and 8 temporary grant/time limited employees. The Commission's offices are located at 1333 Main Street, Suite 200 in Columbia.

Expenditures/Appropriations Chart (from www.state.sc.us/osb)

Base Budget Expenditures and Appropriations

Major Budget Categories	99-00 Actual Expenditures		00-01 Actual Expenditures		01-02 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$1,995,192	\$1,498,781	\$1,982,821	\$1,484,300	\$1,822,949	\$1,426,714
Other Operating	\$948,412	\$578,907	\$1,028,079	\$650,084	\$1,071,286	\$576,812
Special Items	\$73,192,548	\$46,947,109	\$182,354,447	\$93,218,726	\$65,546,082	\$45,550,331
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	\$512,949	\$356,411	\$590,264	\$362,197	\$424,208	\$335,110
Non-recurring	\$85,548,011	\$12,745,600	\$28,007,460	\$27,965,460	\$24,497,849	\$24,497,849
Total	\$162,197,112	\$62,126,808	\$213,963,071	\$123,680,767	\$93,362,374	\$72,386,816

Other Expenditures

Sources of Funds	99-00 Actual Expenditures	00-01 Actual Expenditures
Supplemental Bills	\$29,896,905	\$27,965,460
Capital Reserve Funds	\$55,651,106	\$42,000
Bonds	\$0	\$0

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 most effectively meet the needs of these customer groups, the Commission and its staff are organized along functional lines into the following divisions: Academic Affairs & Licensing; Planning, Assessment & Performance Funding; 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 programs administered by the Commission. These are but two examples of the numerous types of information and data provided.

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 advertising 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 expertise associated with the advertising and public relations industry and the related costs associated with obtaining the personnel with these skills for employment on a full time basis, the decision was made to utilize external organizations. These contracts total over \$400,000 on an annual basis.

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.

Academic Affairs & Licensing – Insuring academic program quality is one of the primary functions of the Commission. Statewide academic program reviews involving objective outside consultants provides a means of providing assurances of quality to the state. Fostering an environment for research and technology initiatives is another important area. The Commission also administers a state sponsored grant program that will increase research activities in future years.

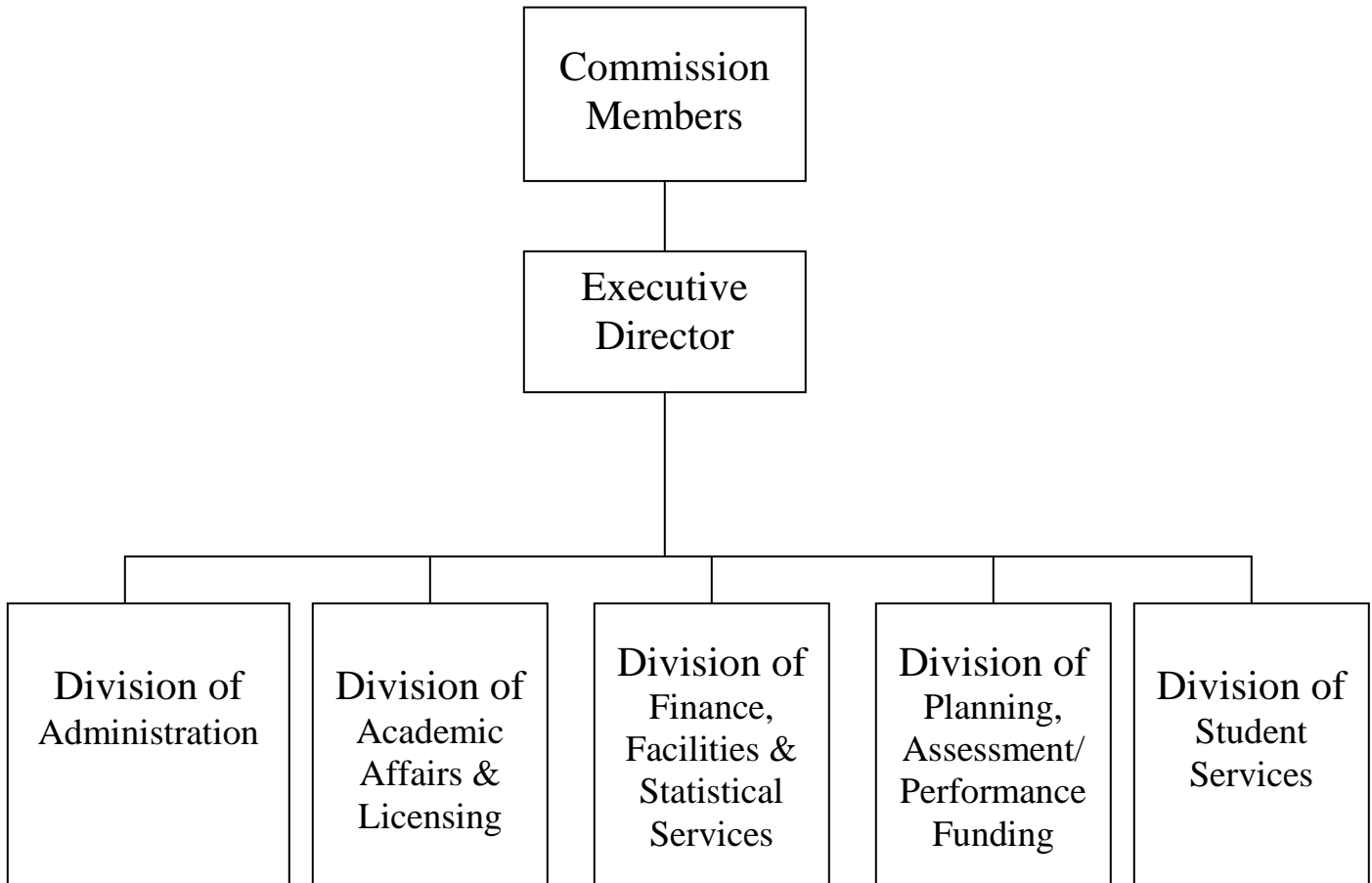
Planning, Assessment & Performance Funding – Performance Funding, as adopted by the General Assembly in 1996, has been a driving force in the Commission’s workload since its passage. The Act called for full implementation prior to June 30, 1999, which the Commission achieved. Also, the Commission has utilized its Business Advisory Council to obtain a “business perspective” on the higher education planning process. The Council has made several suggestions to strengthen performance funding on which the Commission is acting.

Finance, Facilities & Statistical Services – Adequate funding for higher education institutions is one of the Commission’s principle 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.

Student Services – The scholarship programs administered by the Commission provide an opportunity to recognize the achievements of students and provide direct financial incentives for high academic performance. The Palmetto Fellows and LIFE (Legislative Incentives for Future Excellence) programs provided a combined \$58 million in merit based scholarship funding during the 2000-2001 fiscal year. The Need-Based grant program also provides an additional \$12.5 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 programs approve academic and on-the-job-training programs so that veterans can receive related educational and employment benefits.

Organizational Structure

S. C. Commission on Higher Education Organizational Chart As of June 30, 2001



S. C. Commission on Higher Education Annual Accountability Report Fiscal Year 2000-2001

Section III Elements of Malcolm Baldrige Award Criteria

The Commission is in the early stages of implementation of the Malcolm Baldrige National Quality Award Criteria. While the concept 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; Planning, Assessment & Performance Funding; 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.

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 periodical 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.

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 the regularly scheduled monthly meetings, which take place on the first Thursday of every month. 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. 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 all of our state's colleges and universities. Each division of the Commission maintains information that describes and is relevant to their programs. For example, 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 levels 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 institution. 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, 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 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, as opposed to 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. Eight staff members have Doctoral degrees, 14 have other graduate degrees, and 17 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 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 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.

Statistics from Scholarship and Grant Awards

Academic Year	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Palmetto Fellows:			
Number of New Awards	n/a	1,036	1,165
Number of Total Recipients	1,728	2,263	2,633
Total Scholarships Awarded (millions)	\$7.8	\$10.6	\$12.6
LIFE Scholarships:			
Number of Recipients	15,165	17,025	17,269
Total Scholarships Awarded (millions)	\$27.1	\$30.4	\$46.4
Need-Based Grants:			
Number of Recipients	23,028	20,567	21,306
Total Grants Awarded (millions)	\$16.1	\$12.5	\$13.8

Statistics from Academic Affairs Programs

Number of Programs Reviewed: 7

Academic Programs Reviewed:	Engineering	Nursing	Business	Foreign Languages
Commendations of Excellence	2	10	7	6
Full Approvals	56	24	64	30
Probations	1	1	1	0

Number of Program Planning Summaries Reviewed: 32

Number of New Program Proposals Reviewed: 26

Number of Existing Programs Terminated: 27

Number of Program Modifications Reviewed: 11

Number of New Academic Policies Developed: 1

Number of Reports Prepared on Academic Issues: 12

Number of Interagency Taskforces & Committees Staffed: 17

Troops to Teachers:	
Teacher Placements:	32
Teacher Packets Distributed:	760
Base Visits:	46
Military Job Fairs Attended:	7

SREB Programs:

Number of Students Certified for:	
N. C. School for the Arts:	5
Contract Programs (Vetinary Medicine & Optometry)	80
Academic Common Market	97

Number of Grants & Awards Under Various Programs:

Eisenhower - Foreign Language:	3 of 6
Eisenhower - Math & Science:	6 of 11
Eisenhower Site Visits:	11
Research Incentive Program:	34 of 89
Service Learning Program:	2 of 10
Professor of the Year:	2 Winners (10 finalists from 40 nominees)

Licensing Program:

New Agent Permits:	78
Student Complaints Reviewed:	38
Transcripts Retrieved:	286
New Licenses – Degree Granting:	Renewals 1
	Amendments 5
	Initial 1
Non-Degree Licenses Issued:	144

Gaining Early Awareness and Readiness for Undergraduate Programs

The SC GEARUP program operates a number of different programs across SC with the goal of assisting low income students to be prepared for and succeed in college. Each of the programs listed below is evaluated continually for impact and the effectiveness. Evaluations include pre and post surveys, activity evaluations, and interviews. Evaluations include educator, student, and parent components. Please note that these programs revolve around the school year, therefore, these stats are for Sept. 1, 2000 – August 31, 2001.

GEAR UP “Committee of 10” - During the summer of 2001 the *Committee of 10* was formed with the goal of establishing close connections with the superintendents and principals in GEAR UP school districts. Visits to all 68 superintendents have been completed. The goal of the *Committee of 10* is to continue providing support services to the districts and schools that enhance the effectiveness of the GEAR UP program. Follow-up personal notes were sent to all the superintendents and periodic calls and contacts will be made during the 2001/2002 year.

Early Awareness – 7th grade program (1st full year of implementation) - During the 2000/2001 year 141 GEAR UP eligible schools received 7th grade early awareness services through the “Learn the Power to Earn” component. During the course of the school year each school was contacted a minimum of 4 times to discuss the program and assure implementation.

Just Unleash My Potential (JUMP) - 6th grade early awareness program (pilot year) - This program was piloted in five 6th grade schools during the 2000/2001 school year with numerous visits and calls were made to the schools involved. Full implementation began the week of August 20, 2001.

GEAR UP High Performance Partnerships – High Performance Partnerships operates out of the SC Chamber of Commerce office with four staff members. During the year the High Performance Partnership staff made the following contacts:

Number of Visits to Districts/Schools: 385
Number of Visits to businesses: 131
Number of Partnering Schools: 58
Number of Business Partners across SC: 41

GEAR UP Mentoring Program (Partnership with the State Department of Education) - Prior to December 2000, the mentoring program was part of the High Performance Partnership program and only offered in support of established partnerships. After evaluations, the program restructured mid-year to stand alone in working with businesses, organizations, and community groups in training mentors to serve GEAR UP schools across the state. These are the current statistics on the program for the year 2000/2001.

Formal Presentations: 12
Other school/district Contacts: 50
Training sessions Conducted: 5
Follow-up Technical Support: 20
Number of students currently being served: 80

Data Analysis and Statistics for year 2000/2001 - 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.

Parents: 1,356 Surveyed
Students: 2,812 Surveyed
Teachers: 157 Surveyed

GEAR UP Saturday Academies and Summer Institutes (SA/SI) during 2000/2001 - During the school year, ten college or university based Saturday Academies/Summer Institutes each met for 20 five-hour sessions on Saturday mornings with at risk seventh graders and for a minimum of five such sessions with at risk eighth graders to accelerate the students’ academic achievement, better prepare them for the PACT, and increase their probability of attending college. Average total daily attendance for the ten programs was 570. In addition all ten programs met for at least three 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 from the Governor’s School for Science and Mathematics.

CHE staff made over 50 visits to the Saturday Academies/Summer Institutes to observe and visit with students, faculty, and staff for the purpose of monitoring programs and assuring that they were operating smoothly.

Number of students participating in the SA/SI programs at the ten colleges and universities (The Citadel, College of Charleston, USC Aiken, USC Columbia, USC Spartanburg, Horry-Georgetown Tec, Midlands Tec, Denmark Tec, Benedict College, Lander University):
782

GEAR UP students in the SA/SI programs all 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. Number of 7th graders taking the Explore Test: 406

GEAR UP Partnership with SC Governor's School for Science and Mathematics: 39 Juniors and Seniors at the Governor's School trained last year to work with the TEAM GEAR UP program. The program served 575 middle school students across the State
Total number of workshops – 15

Higher Education Awareness Program (HEAP)

Through the use of regional meetings, 237 schools (of the 268 middle schools) were contacted and provided information, materials, and counseling regarding the program. Commission staff members visited 43 schools individually. 25 schools were visited in the prior year.

A Technology Capability Survey was sent to all 268 middle schools to assess their technology resources and abilities. A 90% response rate was achieved, with 98% of respondents having the capability to deliver the HEAP materials and program to their students.