

Action Plan Implementation Status Report as of May 26, 2010

Note: This report only includes the recommendations for which progress has been reported since the last dated March 24, 2010, and only details not reported previously.

A copy of the referenced March report is available online at www.che.sc.gov/Commission%20Calendar&Materials/April2010MtgMaterials/Agenda_Item_7.pdf.

A copy of the updated full report which includes all recommendations and summary detail will be available online shortly at www.che.sc.gov/HigherEd_ActionPlan.htm.

CHE periodically requests that institutions provide reports on activities specific to the recommendations. Information received from the institutions is included but because not all institutions provide reports, the updates may not fully reflect on-going activities at institutions statewide.

High Priority – No Cost Recommendations

2.2. Enact appropriate regulatory relief to enhance innovation and promote research.

Responsible*: Legislature; CHE; Colleges and Universities

Two bills were introduced during the 2009 session to provide regulatory reform for the public higher education institutions and remained under consideration in 2010. H.3365, the Higher Education Efficiency and Administrative Policies Act, was passed by the House and has been reported out of Senate Education with amendments and awaits further consideration in the full Senate. A copy of the bill is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3365.htm. H.3841, the Technical College Administrative Efficiencies Act has also been passed by the House and is under consideration in the Senate. A copy is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3841.htm.

** For each of the recommendations, bold indicates primary responsibility.*

3.1. Align higher education programs to support statewide and regional clusters.

Responsible: Colleges and Universities; CHE; SCTCS; and SC Council on Competitiveness

In addition to the new programs supporting statewide and regional clusters approved since FY 2008-09, on April 1, 2010, the Committee on Academic Affairs and Licensing also approved the Ph.D., in Hospitality Management at USC-Columbia which support the Tourism and Creative Industries cluster.

1.2. Use and promote the *Knowledge and Skills for University Success* standards as a common standard of college readiness. - COMPLETED

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2.7. Establish a network of programs to encourage statewide technology transfer of South Carolina-derived technologies/patents (e.g., Maryland technology transfer consortium). [The text of Recommendation 2.7 was changed by approval of the oversight committee on September 2, 2009.]

Responsible: Colleges and Universities and Business and Industry

In February 2010, the CoEE Council of Chairs released an action plan. The action plan includes the goal of the CoEE Endowed Chairs becoming a recognized science and technology advisory board which will provide leadership to the state and to South Carolina industry on economic growth through academic research and technology transfer.

See also Recommendation 2.22.

High Priority – With Cost Recommendations

1.21. Ensure affordability of higher education through increased state funding.

Responsible: Legislature and Colleges and Universities

Given the state's present economic situation, additional state funding for FY 2010-11 is not possible. During FY 2008-09, state funding to agencies was reduced in October, December, and March. On average, funding for institutions dropped 24%. The FY 2009-10 budget (current fiscal year) included recurring state funding for institutions level with the FY 2008-09 levels, inclusive of the cuts experienced. During FY 2009-10, budgets were further reduced with the enactment of statewide across the board cuts in September 2009 and later in December totaling 9.04%. The FY2010-11 budget remains under consideration presently and differences in the House and Senate must be resolved before the budget is sent to the Governor for consideration. Both House and Senate versions reduce base funding for institutions by an average of 20% and include the second and final year of the ARRA stabilization funds in the amount of the reduction. However, inclusive of these federal funds, funding is down 15% or \$93 million as compared to FY 2009-10 appropriations. See also Recommendations 2.18, 3.3, and 4.2.

3.3. Fund a bond bill to support necessary infrastructure and facilities renovation, maintenance and expansion.

Responsible: Legislature

The General Assembly did not consider a bond bill during the 2010 sessions.

4.4. Fund the Partnership Among South Carolina Academic Libraries (PASCAL) fully because it is a critically important partnership among South Carolina's academic libraries.

Responsible: Legislature

PASCAL began FY 2008-09 with \$200,000 in recurring funds – a loss of \$1.8 million from funding provided annually in past years. As a result of statewide across-the-board budget reductions during FY 2008-09, PASCAL funding was reduced further to approximately \$177,000 for FY 2009-10. Following additional budget cuts in FY 2009-10, funding for PASCAL has been reduced to \$161,190. Currently, the State's budget remains under consideration.

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Differences in the House and Senate budgets must be resolved before the budget is sent to the Governor for consideration. Presently versions passed by the House and Senate include \$1.5 million in funding for PASCAL as part of a priority list for uncertified excess unclaimed lottery prize funds should they become available. In the Senate version, PASCAL is included after the first \$18.1 million in unclaimed prize fund expenditures and in the House budget, PASCAL is included after the first \$16 million.

Funds, if any, received by PASCAL from excess unclaimed lottery prize funds would not be expected to be received until near the end of FY 2010-11 and will be critical in FY 2011-12 as institutional budgets are expected to become further stressed with the loss of ARRA funding after FY 2010-11.

Given the uncertainties of FY 2010-11 revenue and ongoing licensing and operational requirements, PASCAL leadership is working on a second emergency institutional assessment to maintain core services through FY 2010-11. Institutions will again be asked to pay an emergency assessment, which will likely derive from existing collection budgets and lead to further degrading of the permanent academic library resources statewide. PASCAL may also experience some membership attrition, which would result in loss of services to students and faculty.

1.1. Implement compulsory high school attendance until the age of 18 or high school graduation.

Responsible: Legislature; SCDE; and Department of Juvenile Justice

During the 2009 session a Senate bill, S.29, that would raise the age to 18 was introduced and remains in committee. A copy is available at www.scstatehouse.gov/sess118_2009-2010/bills/29.htm. Another similar bill, H.3645, was introduced in the House during 2009. H.3365 passed the House, but with the provision to increase the age to 18 removed, and is presently awaiting consideration by the Senate Finance Committee. A copy of the latest version which imposes restrictions relating to issuance of drivers' licenses and school attendance and completion is available at www.scstatehouse.gov/sess118_2009-2010/bills/3645.htm.

1.6. Develop a marketing campaign to promote college attendance and completion.

Responsible: CHE

Spartanburg County's 40/30 Plan

USC-Upstate was the leader in Spartanburg County for beginning the "40/30 Plan." This initiative has been embraced by the Chamber of Commerce and a task force has been formed to implement the recommendations in the plan, which calls for 40% of the residents of Spartanburg to hold at a minimum, the baccalaureate degree by 2030. The University has also developed a marketing campaign entitled, "Return to Learn" and the target population is adults who have some college credits but have not completed their baccalaureate degree.

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1.35. Create a “New Front Door” that makes the transition to higher education vastly easier for adults.

Responsible: CHE; SCTCS; and Colleges and Universities

The Commission on Higher Education is currently developing an implementation plan for the “New Front Door” concept. A task force has been meeting regularly to develop the program and will meet next on June 14, 2010.

4.1. Fund higher education at the SREB average or above.

Responsible: Legislature

Given the state’s present economic situation, additional state funding in FY 2009-10 or FY 2010-11 has not been available, and the outlook in the subsequent year remains poor. Since FY 2007-08, institutions have lost 30% or \$231 million in state base funding. Recommendations presently under consideration would further reduce state base funding for colleges and universities by another \$104 million bringing the level of base funding for institutions to \$424 million, a level not experienced for at least 25 years. The state’s FY 2009-10 budget included for colleges and universities approximately \$100 million in one-time federal funds made available through the American Recovery and Reinvestment Act (ARRA). Approximately \$110 million in the second and final year of the ARRA funds is included in recommendations for FY 2010-11. FY 2010-11 budget presently remains under consideration as differences in House and Senate recommendations are resolved.

1.20. Expand statewide college application and financial literacy initiatives for high school students to assist in the preparation for college and the transition from high school to postsecondary education.

Responsible: Colleges and Universities; CHE; and SCDE

Planning College Application Week 2010 and Beyond

The Commission is currently planning College Application Week Activities for 2010. Currently, over 30 high schools have applied to participate in College Application Week 2010.

HEART Award

On May 18, 2010, the second HEART Award Banquet was held at the Columbia Museum of Art to recognize the 2010 award winners. The HEART Award seeks to recognize excellence in school counseling by identifying South Carolina school counselors with proven records of accomplishment in promoting higher education awareness.

Other Recommendations

1.8. Produce more and better prepared teachers in all critical needs areas, including more male and minority teachers.

Responsible: Colleges and Universities

CHE established an Education Articulation Task Force to develop a transfer guide and a set of common general education courses applicable to all Education programs of study in an effort to recruit more students into the profession as well as promote degree completion and facilitate

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enrollment of transfer students in education programs. The Task Force met on May 24, 2010, and is currently finalizing the transfer guide.

1.11. Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects.

Responsible: Legislature; CHE; SCDE; SCTCS; Colleges and Universities; Employment Security Commission; Dept. of Commerce

CHE staff are working with the Educational Policy Improvement Center (EPIC) staff to develop the scope of work for the next phase of the South Carolina Course Alignment Project. During the next phase, regional workshops will be held during the 2010-2011 academic year to disseminate the paired course materials developed, promote common curricular guidelines, and encourage local partnerships between secondary and postsecondary institutions.

1.12. Promote more rigorous high school coursework.

Responsible: SCDE and High Schools

USC-Upstate is in the fourth year of a grant program entitled, "Scholar's Academy." High school freshmen apply to the program through a very competitive process and 25 students are chosen each year from all school districts in Spartanburg County. These students take selected courses at USC-Upstate on campus and at their home high school. Each year in the Scholar's Academy, the students take more college level courses and may earn up to 60 hours of college credit while still in high school. This program is an excellent example of alignment and communication between high schools and college.

1.15. Expand and enhance student transition programs to reduce repetition of courses or course content and attrition.

Responsible: SCDE; High Schools; CHE; SCTCS; and Colleges and Universities

USC-Upstate is beginning a marketing campaign entitled "Upstate Direct Connect" that ensures a seamless transition from the local community/technical colleges to USC-Upstate. Students will complete their Associate of Science, Associate of Arts, and selected Associate of Applied Science degrees at local community/technical colleges and then seamlessly transfer to USC-Upstate to complete their baccalaureate degrees in the appropriate field.

1.19. Create a longitudinal data system.

Responsible: SCDE; CHE; SCTCS; K-12; and Colleges and Universities

The South Carolina Department of Education (SCDE) staff and CHE staff collaborated to apply for a second longitudinal data system (LDS) grant which was submitted in December 2009. In May 2010, the U.S. Secretary of Education Arne Duncan announced that South Carolina was awarded \$14.9 million for the design and implementation of a statewide longitudinal data system. The statewide longitudinal data systems (SLDS) grant, funded through the American Recovery and Reinvestment Act (ARRA) of 2009, supports the development and implementation of data systems to enable the state to examine student progress from early childhood into career, including matching teachers to students, while protecting student privacy and confidentiality consistent with applicable privacy protection laws. Last year, Congress

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expanded the program to include not only K-12 data systems, but also provide links with pre-K, postsecondary, and workforce data.

1.22. Create incentives and requirements for seamless student transitions between and among two-year and four-year institutions, including the implementation of a statewide initiative to monitor transfer effectiveness.

Responsible: Legislature; CHE; SCTCS; and Colleges and Universities

CHE began implementation of the course articulation and transfer system in March 2009 to create a statewide, web-based system that will facilitate student transitions and the portability of academic credits between and among South Carolina's institutions of higher education (see Recommendations 1.23 and 3.22).

1.23. Implement the state-funded Course Articulation and Transfer System at the earliest possible opportunity in order to improve the efficiency and effectiveness of transfer processes, to reduce time-to-degree, and to monitor progress to degree completion.

Responsible: CHE; SCTCS; Colleges and Universities

The portal for the Course Articulation and Transfer System project, www.SCTRAC.org, was launched on April 1, 2010. AcademyOne continues to work with the institutions to implement the software tools to manage course equivalencies and transfer information in the system and to install interfaces with the system so that information related to course articulation and transfer is easily added and displayed on www.SCTRAC.org. Several institutions have already completed this process and this phase of the project should be completed by July 2010.

1.29. Develop and monitor institutional retention plans for student success.

Responsible: Colleges and Universities and CHE

In Fall 2009, USC-Upstate implemented a new retention plan. Preliminary analysis of this plan indicates that the projected retention rate would increase by 2-3%.

1.31. Create an early warning system at institutions of higher education to prevent student withdrawal during first semester of first year.

Responsible: Colleges and Universities

USC-Upstate has an early warning system in which 67% of all faculty teaching 100 and 200 level courses participate. As the faculty notify the Center for Student Success about possible students who may need additional support, members of that center contact each student and offer in depth counseling, career counseling, tutoring and mentoring. Over 75% of students who participate in those activities as a result of the early warning system improve their course grades for the semester.

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1.38. Develop a coordinated set of blended online/on-campus degree programs delivered cooperatively through different institutions.

Responsible: Colleges and Universities; CHE; and SCTCS

CHE is exploring the possibility of implementing a statewide online degree program tentatively titled *DegreeSC* targeted mainly to adults aged 25 and older. Since September 2009, a task force has been meeting to develop the program. At the task force's meeting on March 30, 2010, subcommittees for each prospective degree program were formed and the task force members in each subcommittee committed to holding additional meetings or conference calls to develop each respective degree program. The task force met on May 18, 2010, to discuss the progress made in developing each prospective degree program and will meet again on July 20, 2010.

In May 2010, CHE staff submitted a pre-proposal for the Lumina Foundation's Adult Degree Completion Grant. CHE staff will be notified by June 15 if the project is selected to submit a full proposal which is due July 30, 2010. If the full proposal is selected for funding, the grant would provide \$200,000 a year for four years to support the implementation of *DegreeSC*.

1.39. Create a web portal that serves as a clearinghouse of information for adult learners (through EEDA). - COMPLETED

1.40. Develop coordinated outreach programs that focus on adults without college degrees.

Responsible: Colleges and Universities

USC-Upstate launched a "Return to Learn" marketing campaign aimed at having adults with some high education courses returning to college to complete baccalaureate degrees.

1.47. Initiate new graduate programs to support new clusters and to attract talented individuals from other states and countries to South Carolina.

Responsible: Colleges and Universities and CHE

The South Carolina Graduate Professional Alliance (SC-GPA) was created to examine this issue and other issues related to graduate education. The SC-GPA has been meeting since March 2009 and has outlined a series of tasks related to this objective. The next meeting of the SC-GPA will be held in June 2010.

2.3. Engage more undergraduates in research.

Responsible: Colleges and Universities

The Center for Undergraduate Research and Scholarship (CURS) at USC-Upstate publishes the Annual USC-Upstate Undergraduate Research Journal. The journal is a compilation of outstanding papers submitted by undergraduate students who have been involved in faculty-mentored research projects and creative activities. This multidisciplinary journal is distributed to regional high schools, colleges, business and organizations and provides a snapshot of the types of research activities at USC-Upstate that involve undergraduate students.

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2.5. Integrate entrepreneurship into curricula at colleges and universities (especially in programs in the liberal arts and STEM disciplines).

Responsible: Colleges and Universities

At USC-Upstate, concepts of entrepreneurship have been integrated into many of the courses within the George Dean Johnson College of Business and are likewise integrated into coursework for the non-profit major.

2.8. Review and/or revise industry-institutional technology transfer models based upon successful models in other states (e.g., University of California Technology Transfer System) and at other research institutions (e.g., Emory University). [The text of Recommendation 2.8 was changed by approval of the oversight committee on September 2, 2009.]

Responsible: Colleges and Universities

In February 2010, the CoEE Council of Chairs released an action plan that includes the goal of the CoEE Endowed Chairs becoming a recognized science and technology advisory board which will provide leadership to the state and to South Carolina industry on economic growth through academic research and technology transfer.

See also Recommendations 2.7 and 2.22.

2.10. Establish Enterprise Campuses at technical colleges statewide.

Responsible: Legislature and SCTCS

Legislation has been enacted to provide select technical colleges with Enterprise Campus Authority at Midlands Technical College, Trident Technical College, Aiken Technical College, Greenville Technical College, York Technical College, Orangeburg-Calhoun Technical College, Spartanburg Community College and, this session, Technical College of the Lowcountry. Presently, legislation has passed for Horry-Georgetown Technical College and is awaiting action of the Governor.

2.22. Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation.

Responsible: Legislature; CoEE Review Board; Colleges and Universities

In March 2010, Trulite, a company which builds hydrogen fuel cell generators and canisters, announced it was relocating its manufacturing and administration operations from California to Columbia. The company will create 100 jobs in 2010 and could create several hundred additional jobs during the next few years. Two CoEE Endowed Chairs were invited to participate in the company's relocation discussions, and the company's executives have noted that the relocation is in part directly attributable to the CoEE .

In March 2010, German company The IMO Group announced it was locating a new facility in Dorchester County which will result in the creation of 190 jobs and \$47 million in investment in the state economy. IMO manufactures parts for wind turbines, construction machinery, and tunneling equipment. Company officials say that the CoEE Program was a key factor in the decision to develop a South Carolina presence.

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As of May 2010, the CoEE Program is slated to receive no appropriations in the current version of the 2010-2011 state budget. To date, the CoEE Review Board has awarded \$186.6 million in CoEE grants. The institutions have received \$156.9 million in non-state matching pledges, of which \$131.7 million have been received. State funds totaling \$121.5 million have been drawn down by the institutions.

As of May 2010, legislation which would impact the CoEE Program is being considered by the South Carolina General Assembly. The South Carolina Economic Development Competitiveness Act would assign one-quarter of all future CoEE Program appropriations and accrued program interest to the South Carolina Department of Commerce to established endowed professorships. Such Department of Commerce awards would not require matching funds if a significant capital investment is made by a qualified project or industry sector.

From January to May 2010, the senior research institutions announced the appointment of eight new CoEE Endowed Professorships. These CoEE Chairs arrive to South Carolina from such distinguished institutions as Harvard University, Northwestern University, the University of North Carolina Chapel-Hill, and New York University, and are world experts in fields such as coal sequestration, stroke, pharmacology, genetics, brain imaging, and cancer research.

The CoEE Council of Chairs is planning a second CoEE Council of Chairs Forum in October 2010. Also, at the CoEE Review Board's June 2010 meeting, the CoEE Council of Chairs will propose a CoEE Program national conference be held in Spring 2010 in Charleston. The goal of the CoEE Program national conference will be to showcase to a national audience of industrial, political and institutional attendees the knowledge economy efforts and successes as represented by the entire spectrum of CoEE Program research (health care, engineering, advanced materials, alternative energy, etc.). A significant portion of the conference will be devoted to technology transfer issues.

See also Recommendations 2.7 and 2.8.

3.4. Develop sources of funding to hire additional and replacement faculty, especially in fields that produce graduates for occupations in key clusters and critical areas.

Responsible: Legislature; Colleges and Universities; and Business and Industry

USC-Upstate has current health care organizational partners who help fund additional faculty positions in nursing, including Spartanburg Regional Hospital System and Mary Black Hospital.

3.13. Support the timely implementation of the Kuder Journey system. -

COMPLETED

3.24. Develop a central website which interested persons or employers may use to find higher education programs, providers, instructions, links to helpful sites and other information relevant to workforce needs. -

COMPLETED