

Action Plan Implementation Status Report as of March 2011

Note: This report only includes the recommendations for which progress has been reported since the last report dated October 2010. A copy of the October report is available online at: www.che.sc.gov/InfoCntr/actplanimp.htm.

CHE also 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.

In listing those who are responsible for implementing the recommendation, bold indicates primary responsibility.

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 (H.3365 and H.3841) were introduced during the 2009 session to provide regulatory reform for the public higher education institutions but were not passed as of the end of the 2010 session. The legislation has again been introduced in the 2011 session. H.3410, the Higher Education Administration and Efficiencies Act, was recommended favorably by the House Education and Public Works Committee and is presently on the House calendar awaiting consideration.

3.1. Align higher education programs to support statewide and regional clusters. Responsible: Colleges and Universities; CHE; SCTCS; and SC Council on Competitiveness

The Committee on Academic Affairs and Licensing continues to approve programs that support statewide and regional clusters.

In addition, USC Beaufort has recently developed a number of programs and certificates that align education programs to regional clusters, including:

- certificates in Accounting Foundations, Human Resources, Management Foundations, Small Business Management, and Spanish with options in Professional/Business Spanish and Hispanic Studies/Culture to support the Business, Management, and Administration cluster;
- a certificate in Gerontological Nursing to support the Health Science cluster;
- certificates in Events Management, Food & Beverage Management, Hotel Management, and Private Club Management, to support the Hospitality and Tourism cluster;
- a B.A. in Sociology degree to support the Human Services cluster; and
- a B.S. in Computational Science to support the Science, Technology, Engineering, and Mathematics cluster.

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

3.21. Increase opportunities for relevant work experience as part of instructional programs.

Responsible: Colleges and Universities and Business and Industry
(Connect2Business)

USC Beaufort recently split its Career and Disabilities Services office into two separate offices to better focus on individual needs of students in these areas. Career Services is part of the network of support services provided by the Department of Student Development for the purpose of assisting students with career-related issues including: deciding on a college major, choosing a career, career planning, and the job/graduate school search.

USC Beaufort offers internship opportunities to students in the areas of Business Administration, Hospitality Management, and Human Services. Human Services internships are arranged through the Center for the Study of Quality of Life at USCB, a partnership between the University and the Beaufort County Human Services Alliance. The Center's mission is to support the Human Services Alliance in its efforts to improve the quality of life of the residents of Beaufort County.

Aiken Technical College's Associate of Applied Science degree in Nursing has a Licensed Practical Nurse (LPN) to Registered Nurse (RN) transition program that affords an opportunity for the practicing LPN to complete the RN degree. Many of the students go on to transfer to USC-Aiken to pursue a Bachelor of Science in Nursing degree.

Aiken Technical College's Associate of Applied Science Radiation Protection Technology program has implemented a required internship experience. Students are placed with commercial nuclear plants, department of energy sites, or nuclear-related companies as part of this experience. To date, students have been placed with Savannah River Nuclear Solutions and Bartlett Services.

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

The CoEE Council of Chairs convened a second CoEE Council of Chairs Forum in October 2010. The Council voted to organize and host a CoEE Program national conference in Charleston in December 2011. The conference will showcase the knowledge-based economy successes of the CoEE Program to a number of key audiences, including entrepreneurs and venture capitalists. Technology transfer and commercialization of CoEE-related research will be a theme of the conference.

At its November 2010 meeting, the CoEE Review Board called for a second CoEE Program Technology Transfer Forum in Spring 2011. The forum will include representatives from the three research institutions, the CoEE Review Board, and CHE staff. The forum agenda will

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focus on the types of technology transfer information and other program data which should be submitted annually by the institutions in order to track the success of the program.

On December 13, 2010, the CoEE Review Board published the *South Carolina Centers of Economic Excellence 2009-2010 Annual Report to the South Carolina General Assembly and the South Carolina Budget & Control Board Report (2010 CoEE Program Annual Report)*. The *2010 CoEE Program Annual Report* announces the cumulative technology transfer data for the CoEE Program from FY 2002-03 to FY 2009-10: 271 scientific disclosures, 241 U.S. and international patent applications, 24 U.S. and international patents issued, and 22 commercial licenses. In addition, the report states that the three research institutions have collected more than \$800,000 in license income through the CoEE Program through FY 2009-10.

See also Recommendation 2.22.

4.3. To maintain a more accurate picture of higher education funding, state data reporting should clearly distinguish between restricted funds (e.g., funding which is limited to a specific auxiliary activity or by donors or external agencies to a specific purpose) and unrestricted funding (e.g., funding derived primarily from state appropriations for Educational and General [E&G] support and student tuition and fees).

Responsible: Legislature; Governor's Office; and CHE

CHE continues efforts to establish a clearer picture of higher education funding through information provided online and in presentations such as those provided at a higher education summit called by Governor Sanford in the fall of 2010 and at hearings before legislative committees including a joint Study Committee on Restructuring, the House Ways and Means Committee, and the Senate Education Committee.

CHE Cost Reduction Committee described under Goal Four

Responsible: CHE

CHE has not yet been able to establish a Cost Reduction Committee but plans are underway to move forward soon. It is anticipated that the Cost Reduction Committee will be comprised of institutional leaders, members of the Commission, and others. The intended purpose is to provide a forum for the sharing of best practices and to encourage the further sharing and consolidation of resources such as efforts currently ongoing at the Technical Colleges, which are considering the consolidating of financial and human resource functions at like institutions where possible.

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 has not been possible and is not anticipated for the FY 2011-12 budget presently under consideration. To re-cap recent history concerning budget reductions, state funding began to fall as we entered FY 2008-09.

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Consequently, state agencies experienced budget reductions within FY2008-09 in October, December, and March. On average, funding for institutions dropped 24%. The FY 2009-10 budget included recurring state funding for institutions level with the FY 2008-09 levels, inclusive of the cuts experienced. During FY2009-10, agency 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 state appropriations for institutions were reduced on average by 21%, bringing higher education funding for institutions to levels of the mid-1980's. In FY2010-11, federal funds from the second and final year of the American Recovery and Reinvestment Act (ARRA) stabilization funds were included in the amount of the reduction. Inclusive of these federal funds, funding in FY2010-11 is down 15% or approximately \$95 million as compared to FY 2009-10 appropriations. While the state's economic condition is improving, further reductions for agencies are anticipated with the FY2011-12 budget. The House Ways and Means Committee recently approved recommendations to be advanced to the full House for consideration during mid-March. The recommendations include base reductions across institutions of \$19.7 million and one-time funding from the Capital Reserve Fund for deferred maintenance totaling \$38.9 million. The federal ARRA funds are not available for the FY2011-12 budget year and were not replaced. (See also recommendation 4.1)

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 and consideration is not anticipated during 2011.

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

As a result of budget cuts during FY 2008-09 and FY 2009-10, PASCAL has been reduced to its current (FY 2010-11) appropriation of \$169,674 (a loss of more than \$1.8 million from funding provided annually in past years). The FY 2010-11 budget also includes \$1.5 million in funding for PASCAL as part of a priority list for uncertified excess unclaimed lottery prize funds should the funds become available. Given the position on the list and average funding realized through this source, it is not anticipated that PASCAL will receive its allocation. 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.

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

Responsible: Legislature; SCDE; and Department of Juvenile Justice

Despite legislation being introduced (S.29) in 2009 and 2010 that would have raised the age for compulsory attendance to age 18, there were no changes approved as of the 2010 session end.

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

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Responsible: CHE

The second installment of the South Carolina College Access Network's (SC CAN) marketing campaign will begin in early Spring 2011 to promote College Goal South Carolina. Promotional spots will air via Channel One in every high school in South Carolina during the months of January and February and will reach an estimated 65,762 high schools students. In addition to the television spots, SC CAN will use a variety of out-of-home advertising including billboards and banners.

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 and a task force has been meeting regularly to develop the program.

In addition, USC Beaufort entered into the Elite-to-Elite program with the Marine Corps Installations-East to expedite the transition of Marines to USC Beaufort through the Admission process.

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 approximately 45% or \$337 million in state base funding. The state appropriation for colleges and universities is \$429 million, a level not experienced for at least 25 years. Federal funding made available through the American Recovery and Reinvestment Act (ARRA) have assisted with the reductions but are one-time and have not made up for the reductions. 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). In FY 2010-11, \$110 million in the second and final year of the ARRA funds is included. See recommendation 1.21 above for additional information.

4.2. Support routine and predictable capital funding of colleges and universities with a portion of funding directed at eliminating accumulated maintenance needs.

Responsible: Legislature

See also Recommendations 1.21 and 3.3.

1.4. Create a South Carolina College Access Network (SC CAN) as a statewide network of local community-based college access programs.

Responsible: CHE

See Recommendation 1.6 for information about the SC CAN Marketing Campaign.

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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

College Application Week 2010 and Beyond

At its March 23, 2010, meeting, the Access & Equity and Student Services Committee hosted the College Application Week Planning Committee. Both groups reviewed the 2009 pilot program and began planning for College Application Week 2010. Based on feedback, the Committee decided to rebrand the college completion initiative as College Application Month to more accurately reflect the mission of the program. October 2010 was declared College Application Month by CHE and the SC Department of Education. Under Commissioner Cynthia Mosteller's leadership, the College Application Month Committee sought, and successfully obtained, former U.S. Secretary of Education Richard Riley's endorsement of the College Application Month initiative. As a part of his commitment to the program, the Secretary recorded a College Application Month promotional video.

Throughout the month of October, 57 high schools participated in College Application Month 2010. During the course of the program, over 15,000 students received assistance completing college applications and over 30,000 college applications were completed and submitted.

CHE staff presented information about South Carolina's College Application Month Program with colleagues from North Carolina, Tennessee, and Georgia at the National College Access Network's (NCAN) Annual Conference in October and SREB's *Go Alliance* Conference in November.

College Goal Sunday

On Saturday, March 5, 2011, College Goal South Carolina programs will be hosted by Aiken Technical College, Central Carolina Technical College, Claflin University, Florence-Darlington Technical College, Greenville Technical College, Horry-Georgetown Technical College, Lander University, Midlands Technical College (Airport Campus), Technical College of the Lowcountry, Tri-County Technical College, Trident Technical College, USC Columbia, USC Lancaster, USC Upstate, and Williamsburg Technical College. In addition to the Saturday sites, the following high schools will host College Goal South Carolina events throughout the months of February and March: Bamberg-Ehrhardt High School; Wade Hampton High School; and Colleton County High School.

More detailed information about College Goal South Carolina may be found at www.CollegeGoalSC.org.

Other Recommendations

1.5. Develop a funding mechanism to expand and enhance offerings for college credit during high school.

Responsible: SCTCS; CHE; and SCDE

Aiken Technical College developed a dual-credit Pre-Engineering Academy in cooperation with the Aiken County School District. The Academy is based on the Project Lead the Way curriculum and Aiken Technical College provides high school students with a dedicated advisor.

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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 worked with Educational Policy Improvement Center (EPIC) staff to develop the scope of work for the current phase of the South Carolina Course Alignment Project. During this phase, the paired course materials have been revised based on the feedback received from pilot implementers. The revised course materials were provided to new and returning implementers during a training workshop held on February 5, 2011. The workshop promoted common curricular guidelines and encouraged local partnerships between secondary and postsecondary institutions. CHE planned to double the number of new implementers teaching the paired courses during the 2011-12 school year and currently has commitments from 72 implementers to teach the courses so we have exceeded our goal. CHE and EPIC staff are also currently planning for the statewide distribution of the paired courses.

See Recommendation 1.23 for information about the statewide course articulation and transfer system, SC TRAC, which is another CHE-led EEDA initiative.

1.17. Foster a college-going culture in high school by developing and implementing activities such as senior seminars.

Responsible: High Schools; School Districts; and Colleges and Universities

USC Beaufort developed and piloted a special UNIV 101 (The Student in the University) course for qualified seniors and a few juniors from Jasper County Schools for eight consecutive Saturdays to prepare students for the college experience. The course had 16 enrollees and the result of the pilot will inform any future efforts.

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. CHE has been working in collaboration with SCDE to develop plans for the longitudinal data system.

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

USC Beaufort and the Technical College of the Lowcountry (TCL) signed a Passport Agreement in which students who are denied admission to USC Beaufort are admitted to TCL with the ultimate objective of transfer to USC Beaufort. This collaboration provides support and services

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which facilitate that transfer process and transfer consideration requires that the student complete the program of study advised by USC Beaufort successfully, thereby making the student eligible to matriculate at USC Beaufort. The agreement is primarily intended for first-time college students.

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 web 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 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. Plans for the current year also include installing the equivalency synchronizer interface at two-year institutions that wish to take advantage of this functionality, adding equivalencies for Advanced Placement and International Baccalaureate exams, and ensuring that the equivalencies for all of the courses included in the Statewide Articulation Agreement, which transfer between and among all of the state's public two- and four-year institutions, are displayed on www.SCTRAC.org. In addition, CHE staff are working collaboratively with institutions to identify, design, and implement additional functionalities for the system. CHE and AcademyOne hosted a user group conference on February 22, 2011, to formally solicit ideas for additional functionalities and address various topics related to the SCTRAC system.

1.27. Redesign academic programs to improve student results while reducing costs through the exploration of course redesign initiatives.

Responsible: Colleges and Universities and CHE

The Computer Technology program at Aiken Technical College piloted an innovative open/flexible lab approach coupled with lecture capture and streaming to create a hybrid educational approach to curriculum delivery. Preliminary data indicates that this approach has increased retention and improved student assessment results, most likely as a result of the increased interaction between student and faculty resulting from the open lab and the dissolution of time constraints.

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

Responsible: Colleges and Universities and CHE

USC Beaufort's Enrollment Management Team is meeting regularly in order to create a new retention plan for the university. However, the institution currently has several programs in place to facilitate student success, including the USC Beaufort Academic Success Center, which provides a broad range of academic support services; Testing Services; Tutoring Services; and the Writing Center, which is designed to help students become greater overall communicators and offers support in all stages of the writing process.

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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, *DegreeSC*, targeted mainly to adults. Since September 2009, a task force has been meeting to develop the program. Subcommittees for prospective degree programs were formed and the task force members in each subcommittee have held additional meetings or conference calls to develop each respective degree program (Criminal Justice, Organizational Leadership, Health Information Management, and American Studies). At its meeting on November 30, 2010, the task force agreed that the Criminal Justice program will be the pilot program. The Criminal Justice subcommittee is meeting monthly to develop the proposed program. The Criminal Justice subcommittee has developed a proposed curriculum that has been vetted at the prospective degree-granting institutions. The institutions are now discussing their roles and responsibilities in participating in *DegreeSC* in terms of functional areas such as registration, student advising, collection of tuition, hosting/delivery of courses, etc. and identifying which courses each institution will offer. The subcommittee members hope to have a signed Memorandum of Understanding outlining these roles and responsibilities within the next few months so that a substantive change notification can be sent to the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) for approval.

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

Responsible: Colleges and Universities

USC Beaufort recently developed weekend programs in Business to attract adults without college degrees. The institution is implementing an aggressive Spring 2011 schedule at the Historic Beaufort Campus with course offerings that cater to the military student, the non-traditional student, and the working student.

2.4. Produce greater numbers of teachers in all critical needs areas, especially in Science, Technology, Engineering and Mathematics (STEM) disciplines, including more male and minority teachers.

Responsible: Colleges and Universities

USC Beaufort signed an articulation agreement with the Georgia Institute of Technology Savannah Campus to establish a transfer program in which an undergraduate student will begin a pre-engineering track at the USC Beaufort and then transfer to an engineering program at the Georgia Institute of Technology.

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

See Recommendations 2.7 and 2.22.

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2.14. Expand existing and/or develop new STEM programs which reflect the economic needs of the state.

Responsible: Colleges and Universities and CHE

In December 2010, ten of the state's colleges and universities were awarded a \$16 million federal grant to improve biomedical research from the National Center for Research Resources, a division of the National Institutes of Health. The institutions participating in the grant include: The Medical University of South Carolina, The College of Charleston, Clemson University, Claflin University, Francis Marion University, Furman University, South Carolina State University, USC Columbia, USC Beaufort, and Winthrop University. The grant funds will be used to support researchers at these institutions with researchers at the state's three research universities serving as mentors to those at the other institutions. Many of the researchers will also train undergraduates as they conduct their own research.

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

The CoEE Council of Chairs convened a second CoEE Council of Chairs Forum in October 2010 and voted to host a CoEE Program national conference in Charleston in December 2011 (see Recommendation 2.7 for more information about this conference).

At the close of the 2011 calendar year, 35 of 87 CoEE Endowed Chairs have been appointed.

On December 13, 2010, the CoEE Review Board published the *2009-2010 CoEE Program Audit*, which by statute was submitted to the South Carolina General Assembly and the South Carolina Budget & Control Board. The CoEE Program received an eighth consecutive unqualified audit.

On December 13, 2010, the CoEE Review Board published the *South Carolina Centers of Economic Excellence 2009-2010 Annual Report to the South Carolina General Assembly and the South Carolina Budget & Control Board Report (2010 CoEE Program Annual Report)*. Through FY 2009-10, total non-state investment in the CoEE Program had reached \$363.7 million—more than a two-to-one return on the state's \$180 million investment of State Education Lottery funds. The research institutions received more than \$158 million in non-state matches to individual Centers; the CoEE Endowed Chairs and their research teams were additionally responsible for \$206 million in extramural research grants entering the state economy. CHE staff also reports that more than \$500 million in additional non-state investment is already committed to enter the South Carolina economy through the CoEE Program.

The *2010 CoEE Program Annual Report* also announced that the CoEE Program is responsible for the creation of 4,717 jobs. The *2010 CoEE Program Annual Report* states that the average salary of a CoEE job is \$63,000—nearly twice the 2009 South Carolina per capita income. The *2010 CoEE Program Annual Report* also revealed the cumulative technology transfer data for the CoEE Program from FY 2002-03 to FY 2009-10: 271 scientific disclosures, 241 U.S. and international patent applications, 24 U.S. and international patents issued, and 22 commercial licenses. In addition, the three research institutions have collected more than \$800,000 in license income through the CoEE Program through FY 2009-10.

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See also Recommendation 2.7.

3.20. Encourage further use of best practices in learning-centered teaching including community and problem-based research, service learning, interdisciplinary course models, study abroad integration, intensive writing, and creative inquiry.

Responsible: Colleges and Universities

CHE's Service Learning Awards, awarded annually, recognize the extensive contributions made by the service learning efforts of our colleges and universities and their students. CHE presents awards in three categories: public four-year college or university, public two-year college, and independent college or university. The selection committee chooses the single most commendable service learning project in each category. The criteria used to select the winners include the ability to resolve community concerns or address community issues; the degree to which the project serves as a meaningful opportunity for students to apply acquired knowledge and skills in solving real world problems to enhance students' learning; the impact of the project on campus; and the integration of the project's activities into academics. On December 10, 2010, the selection committee selected this year's award winners and the awards will be presented at the April CHE meeting.

Aiken Technical College's Health Science Division implemented a "Patient-Family Centered Care Learning Lab" in partnership with the Medical College of Georgia. The Learning Lab provides training to students pursuing a career in the health sciences relevant to the care of both patients and their families. The certificate of completion is recognized by Health Care Facilities nationwide as part of the commitment to Patient and Family care.

Lander University's Experience Your Education program (EYE), which was introduced less than two years ago to help students apply their classroom learning to real world settings won a national award in September 2010. The National Society for Experiential Education (NSEE) selected Lander's EYE Program as the Experiential Education Program of the Year. The EYE Program is designed to provide students with the opportunity to use academic knowledge to address real world challenges in an authentic context. The program includes internships, co-ops, service learning, course-embedded projects, and study abroad experiences.

3.22. Develop a reverse bridge pathway from four-year to two-year institutions to provide students enrolled in liberal arts programs and liberal arts graduates access to practical, technical and hands-on training in order to match their range of skills with workforce needs. [See also 1.21.]

Responsible: SCTCS; CHE; and Colleges and Universities

Aiken Technical College developed an accelerated Radiological Control Technology certificate tailored to students who have a Bachelor's degree to provide a pathway related to the regions workforce needs.

3.26. Develop an innovative and flexible mathematics curriculum that makes it easier for undergraduate students and entering adults to consider scientific and technical majors. [See also 1.13.]

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Responsible: Colleges and Universities

USC Beaufort hired a mathematics professor/consultant in Fall 2010 to review and restructure its mathematics curriculum.