

Action Plan Implementation Status Report as of October 2010

Note: This report only includes the recommendations for which progress has been reported since the last report dated May 2010, and only details not reported previously. A copy of the referenced May report is available online at: www.che.sc.gov/HigherEd_ActionPlan.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 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 reported out of Senate Education with amendments, but failed to receive approval by the end of the session. H.3841, the Technical College Administrative Efficiencies Act was also passed by the House, but was not approved as of the session's end.

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, Francis Marion University, in cooperation with the University of South Carolina, has developed a strategic plan for the "Pee Dee Health Education Partnership" (the consortium approved by the Commission on Higher Education in October 2008). The purpose of the partnership, which includes McLeod Health and Carolinas Hospital, is to support additional graduate programs in healthcare professions and occupations for the Pee Dee region and the state of South Carolina.

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

Action Plan Implementation Status Report as of October 2010

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

Responsible: Colleges and Universities and Business and Industry

Coastal Carolina University has expanded opportunities to explore internships in academic majors. The Career Services Center recently created the position of Internship Coordinator whose role is to work with all academic departments in assisting in the preparation and placement of students into internship positions. A formalized internship program has been developed that qualifies all internship providers and guarantees relevant major-specific internship experiences that students can easily access through the Career Services website. Students are required to maintain a specific work schedule and provide feedback on their learning experiences to their faculty course instructor. The employer site supervisor provides a mid-term and final student performance evaluation to the course instructor as well. Last year, Coastal Carolina University successfully placed 708 students into internships for academic credit. In order to help insure that students are afforded as many internship options as possible, there is an ongoing effort to create partnerships with local and regional employers interested in offering new opportunities to our students. In addition to internship courses offered through the academic departments, a UNIV 395 Internship Experience course was adopted and offered to students who have completed at least 30 credit hours and are interested in more than one university supervised internship experience. Though this course, students are encouraged to explore career options, apply their academic knowledge, and develop marketable work skills.

Francis Marion University's Health Physics program has increased the number of internships for students majoring in Health Physics by working with partner organizations in various appropriate fields.

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 will convene a second CoEE Council of Chairs Forum in October 2010. The goals of this Forum are to begin implementing the CoEE Council of Chairs Action Plan, which was released in February 2010, and to create a steering committee for a CoEE Program national conference in 2011 where technology transfer will be a major theme.

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 has not been 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

Action Plan Implementation Status Report as of October 2010

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 state appropriations for institutions were reduced on average by 21%. However, 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 is down 15% or approximately \$95 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 budget cuts during FY 2008-09 and FY 2009-10, PASCAL has been reduced to its current (FY 2010-11) appropriation of \$169,674. 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. 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 an 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

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.

Action Plan Implementation Status Report as of October 2010

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

From March through June 2010, television and radio spots aired promoting the SCCANGO website. The media campaign was highly successful as nearly 12,000 television and radio spots were aired across the state for a minimal investment.

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.

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. 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.

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 Access & Equity and Student Services Committee decided to rebrand the college completion initiative as College Application Month to more accurately reflect the mission of the program. Currently, over 60 high schools are scheduled to participate in College Application Month 2010 with events scheduled from September 30 – November 5, 2010. 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.

Institutional Outreach

Coastal Carolina University’s (CCU) Admissions Office presented admissions and financial aid overviews for 2010 enrollment to SC guidance counselors at four SC Educational Opportunity counselor forums. They also participated in the entire 10 weeks of the SC Educational Opportunity student recruitment tour and 78 programs across the state of South Carolina to provide information to and answer questions from over 3,700 high school seniors. A total of

Action Plan Implementation Status Report as of October 2010

230 students attended the SC Application Review Day for high school students and received application fee waivers. In addition, CCU Admissions hosted three student/parent receptions with 95 student and 180 parent attendees in South Carolina in 2009-2010 and hosted six South Carolina Counselor Luncheons with 150 counselors attending in 2009-2010. An online application fee waiver process was also initiated with 2,184 SC freshmen applicants receiving application fee waivers. The Office of Financial Aid annually conducts financial aid awareness sessions for seniors in both public and private high schools during January and February. In addition, CCU Financial Aid co-sponsored Super Bowl Sunday with Horry-Georgetown Technical College to promote awareness of the Free Application for Federal Student Aid for Horry and Georgetown County students.

Francis Marion University's Office of Admissions conducts application days in the Northeastern, Midlands, and Lowcountry areas of South Carolina during the Fall semester.

Other Recommendations

1.3. Identify a common, statewide assessment that high school students can take to identify and remedy gaps in their preparation for college.

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

The longitudinal data system grant requires that scores on tests measuring whether students are ready for college; data on students' success in college, including whether they enrolled in remedial courses; and data on whether K-12 students are prepared to succeed in college be included in the system. See Recommendation 1.19.

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

Responsible: SCTCS; CHE; and SCDE

While no state support for this initiative has been forthcoming, USC Aiken's Office of Enrollment Services hired a former public school guidance counselor to promote concurrent enrollment opportunities at USC Aiken to area high school students and their parents. She also worked with academic unit heads at the university to ensure class availability. In the past, virtually all students in the concurrent enrollment program at USC Aiken were earning credits through the Teacher Cadet program. This fall, in addition to Teacher Cadets, the institution has 25 high school students who are enrolled in general education courses.

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 enrollment of transfer students in education programs. The transfer guide developed by the Task Force was approved by the Advisory Committee on Academic Programs on July 14, 2010,

Action Plan Implementation Status Report as of October 2010

and is available online at:

www.che.sc.gov/AcademicAffairs/TRANSFER/TransferGuideforEducationPrograms.pdf.

Clemson has expanded its teacher education by offering more programs at off-site locations and through distance technology. In addition, the institution has added focus areas in science and mathematics at the elementary level and faculty encourage students to double major, earning an undergraduate degree in education and an undergraduate degree in their discipline (history, biology, chemistry, mathematics, etc.). For current teachers, the institution has expanded the opportunity for graduates to major in their discipline through online programs such as the master's program in biological science.

In Fall 2010, the Spadoni College of Education at Coastal Carolina University admitted the first five students into its *Call Me Mister* program, which was originally started at Clemson University. The purpose of the program is to assist with the recruitment, training, and certification of teachers who are planning to teach in South Carolina schools, especially in the lowest performing elementary schools. The program seeks to help build a more diverse group of educators by providing academic, social, and financial support to individuals interested in entering the teaching profession.

Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty continues to focus on improving the achievement of children of poverty, enhancing the quality of undergraduate teacher preparation, and providing high quality professional development opportunities for in-service teachers. During 2010-2011, the FMU Center of Excellence will extend its activities and services to additional teachers and school districts in South Carolina.

USC Aiken has expanded its use of the Professional Development School model so that School of Education faculty deliver instruction in area schools rather than on the college campus.

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 next phase of the South Carolina Course Alignment Project. During this phase, the paired course materials will be revised based on the feedback received from pilot implementers and CHE plans to double the number of new implementers during the 2010-11 school year. The revised course materials will be provided to new and returning implementers during a training workshop held in January 2011. The workshop will also promote common curricular guidelines and encourage local partnerships between secondary and postsecondary institutions. CHE and EPIC staff are 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.

Action Plan Implementation Status Report as of October 2010

1.13. Align college course prerequisites with high school graduation requirements and sequence undergraduate general education requirements so that they are linked with appropriate high school senior-year courses.

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

The Chancellor of USC Aiken, the President of Aiken Technical College, and the Superintendent of Aiken County Schools organized a team of public school mathematics teachers and college mathematics and mathematics education faculty members to work intensively on mathematics course alignment. The Aiken County Mathematics Alignment Project has included a series of ongoing professional development opportunities for middle and high school mathematics teachers. Most recently, a 2010 Algebra Summer Institute was offered as a three-hour graduate course focused on algebra content and technology support. The Algebra Institute course content incorporated the SC Course Alignment Project's (SC CAP) College Readiness Standards (see Recommendation 1.11 for more information about the SC CAP). The group plans to submit a Math Science Partnership proposal to the National Science Foundation on October 14, 2010.

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

Clemson University's Tri-County Bridge Program is designed for a select group of academically talented freshmen. The program is a competitive academic-enhancement transfer program available by invitation only; students must first apply for freshman admission to Clemson to receive consideration for the program. Beginning with a strong academic freshman year at Tri-County Technical College, which is located two miles from the Clemson campus, the Bridge program includes intentional advising, academic support, and residential life components that facilitate a seamless transition to Clemson upon successful completion of academic requirements. Participants in the program enroll at Tri-County Technical College for their freshman year before transferring to Clemson. Faculty and advisers from both institutions assist students in selecting courses that will satisfy program requirements and allow for continued success after bridging to Clemson.

Coastal Carolina University (CCU) and Horry Georgetown Technical College (HGTC) have an active Memorandum of Understanding and jointly administer the Bridge Program for select students who do not meet the qualifications for admission to CCU. In this program, students take classes at HGTC, live on the CCU campus, and have access to all of the CCU student activities. In Fall 2009, 150 students entered the program and 44 of those students (29%) registered for their sophomore semester at CCU. An additional 84 students entered the program in Fall 2010.

In August 2010, Spartanburg Community College was awarded a TRIO Student Support Services grant in the amount of \$285,418 per year (about \$1.4 million total) from the U.S. Department of Education to continue the Success Network program for an anticipated five years. The Success Network is an academic support program that focuses on students' learning needs by offering a variety of services and activities, including tutoring, study-skills development, peer mentoring, career-oriented services, and transfer-related services that encourage students to further their education. To be eligible for the Success Network, students must be a first-generation college student, currently reside in an economically disadvantaged household, or have a documented disability.

Action Plan Implementation Status Report as of October 2010

1.16. Develop statewide policies for assessing college readiness levels.

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

Some statewide policies for assessing college readiness levels will be developed through the longitudinal data system grant because it requires that data on whether K-12 students are prepared to succeed in college be included in the system. See Recommendation 1.19.

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

Clemson University's Emerging Scholars Program has made higher education a reality for students who have not seen college in their future. The mission of the Emerging Scholars Program is to enhance South Carolina's economic prosperity by increasing the number of college graduates who come from economically disadvantaged areas and are first-generation college students. Students are taught that knowing the basics in reading, writing, and math are the most important factors in high school and college completion. These skills are emphasized throughout their participation in the program, along with more information on the basics of applying to any college or university. Even though the students attend summer sessions on the campus of Clemson University, the goal of college attendance is not limited to Clemson. The students are encouraged to apply and attend any college of their choice with an emphasis on schools in the state of South Carolina.

The Emerging Scholars Program targets students in five different high schools in the Lowcountry. According to the US Census Bureau, the average poverty rate for the five high schools is 25.6%, meaning 1 in 4 people are in poverty (with an income of \$18,392 or less), which has strong implications for college attendance in these areas. According to Postsecondary Education Opportunity, college participation rates in families that make less than \$36,539 is only 40.2%, compared to a 71.1% college participation rate in families with income higher than \$64,109. This situation coupled with below average SAT scores makes it even harder for these students to find success in college.

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 expanded the program to include not only K-12 data systems, but also provide links with pre-K, postsecondary, and workforce data. This grant also requires that SC provide an assurance that it will establish a longitudinal data system that includes the 12 elements described in the America COMPETES Act, which are:

Action Plan Implementation Status Report as of October 2010

1. An unique identifier for every student that does not permit a student to be individually identified (except as permitted by federal and state law);
2. The school enrollment history, demographic characteristics, and program participation record of every student;
3. Information on when a student enrolls, transfers, drops out, or graduates from a school;
4. Students scores on tests required by the Elementary and Secondary Education Act;
5. Information on students who are not tested, by grade and subject;
6. Students scores on tests measuring whether they are ready for college;
7. A way to identify teachers and to match teachers to their students;
8. Information from students' transcripts, specifically courses taken and grades earned;
9. Data on students' success in college, including whether they enrolled in remedial courses;
10. Data on whether K-12 students are prepared to succeed in college;
11. A system of auditing data for quality, validity, and reliability; and
12. The ability to share data from preschool through postsecondary education data systems.

CHE has been working in collaboration with SCDE to develop a scope of work for the longitudinal data system that will include all required elements.

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

Coastal Carolina University maintains a full-time transition coordinator in residence on the Horry-Georgetown Technical College campus to advise both the general student population inquiring to transfer to Coastal Carolina University and the cohort of students enrolled in the Bridge Program shared between both institutions. Eight 2+2 degree completion programs have signed memoranda of agreement, or are in the final stages of development, to provide seamless transfer from a variety of Associate in Applied Sciences degrees into related bachelor degree programs at Coastal Carolina University. Additionally, the university facilitates the transition of students from two-year institutions by exempting core curriculum requirements for students who have earned an Associate in Arts or an Associate in Science from a regionally accredited institution.

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

Action Plan Implementation Status Report as of October 2010

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.

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

Responsible: Colleges and Universities and CHE

Clemson has several programs designed to facilitate student success:

- The Academic Success Center (ACS) provides students with Personalized Academic Assistance to allow students to have the opportunity for one-on-one interaction with a professional to address their specific academic issues.
- The FIRST Program assists first-generation college students in reaching their career goals in science, technology, engineering, or mathematics (STEM) majors.
- The Early Success Program (ESP) is a year-long, structured academic support program that provides participants with the tools and support needed to achieve academic and personal success during their first year at Clemson. ESP is not a remedial program, but rather a foundational program geared at easing the transition from high school to college.
- New Student and Sophomore Programs developed by Clemson's Student Affairs division support students by facilitating transition and retention programs for the first two years of the undergraduate experience. The division works collaboratively with academic affairs staff, faculty, and various offices across campus to provide engaging learning opportunities that foster student success.
- Clemson Connect is designated for new Clemson students and is an integral part of the transition to Clemson life and the Clemson family. Clemson Connect is a series of activities and programs taking place before the first semester classes start to help students make academic and social connections, which will contribute to their success here.
- TigerWire is an online community designed to help students connect with each other and with the campus. There are two exclusive communities within TigerWire for students, one for freshmen and one for sophomores and transfer students. Students can create a profile, post discussions, connect with peers and view videos from upperclassmen who give tips on how to be successful at Clemson.

Coastal Carolina University's Retention Committee represents a deliberate strategy of student engagement and involvement. The Committee is dedicated to research best practices and ongoing student needs, recommend plans of action, and monitor the progress of all proposed activities. As such, the Retention Committee developed and monitors the progress of the University Academic Advising Seminar designed to help the faculty become more fully attuned to student academic advising needs. The Retention Committee also recommended and succeeded in increasing the number of scholarships available to returning Coastal Carolina students. From a student life perspective, the Committee has been instrumental in the creation of an Outdoor Adventure Center that promotes building student self-esteem, trust, and compassion for others. Finally, the Committee has lead the integration efforts of new student living-learning environments, seeking to create student-centered living areas designed for effective studying and safe recreation.

Action Plan Implementation Status Report as of October 2010

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

Coastal Carolina University has a two-tiered early warning system for students. The first-tier is an Early Alert Report that faculty complete within the first 2-3 weeks of class if they have concerns about a student. The Early Alert system notifies the student that a concern has been reported and the student is asked to attend a meeting with the Dean of University College, the Director of Academic Advising/First Year Experience and his/her advisor where they discuss and help the student develop an "action plan" for the rest of the semester. The advisor follows up with the student at periodic intervals throughout the semester. If the issues are seen to be multiplying or persisting, then the student is sent to the second-tier of the system, the Students at Risk Committee. The purpose of this committee is to identify and assist students who are at risk of failing academically or leaving the university for behavioral, psychological, or health reasons.

The USC Aiken Center for Academic Success has an Early Warning System for identifying students whose attendance record or academic performance in the first half of a semester suggests that they are academically at risk. The program has been more aggressively promoted since Fall 2009, with a resulting increase in the faculty participation rate.

1.32. Increase availability of applied baccalaureate degrees to meet workforce needs and increase available pathways in order to bolster educational attainment for associate degree holders.

Responsible: Colleges and Universities and CHE

USC's Palmetto Programs provide USC two-year campus students access to baccalaureate opportunities. Baccalaureate-level courses are offered through distance education to students whose family or employment obligations prevent them from relocating to complete a degree. Faculty members from USC Lancaster, USC Salkehatchie, USC Sumter, and USC Union, as well as Extended University at USC Columbia, use two-way interactive video and other technology-assisted delivery to teach students at multiple sites simultaneously. Two Palmetto Program degrees are available: the Bachelor of Arts in Liberal Studies (BLS), offered since Fall 2007, which draws on multiple disciplines and allows students to choose their focal areas; and the Bachelor of Arts in Organizational Leadership (BOL), first available in Fall 2009, which focuses on preparing students for leadership roles in government, non-profit, and business settings.

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 aged 25 and older. 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). The task force meets again on November 30, 2010.

Action Plan Implementation Status Report as of October 2010

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.

Northeastern Technical College has formed a partnership with Coker College to offer Coker College courses at the Northeastern Technical College Cheraw Campus so that students who remain in Cheraw after completing their two-year degree at NETC may continue to take selected courses that will fulfill requirements for a bachelor's degree.

1.43. Create multiple, diverse internships, cooperative work programs, and registered apprenticeship programs for students.

Responsible: Department of Commerce; Business and Industry; Colleges and Universities; SCTCS; and EEDA Coordinating Council

The South Carolina Technical College System's Apprenticeship Carolina™ Division has increased the number of employer-sponsored registered apprenticeship programs by 201% (as of July 2010) since its inception. For example, Northeastern Technical College (NETC) has been a key player in the Apprenticeship Carolina program and has worked with INA with machine tool technology, Baldor with maintenance, Agape Senior with nursing assistant advanced training, and WIX with maintenance.

Security Federal Bank of Aiken provides five banking fellowships to exceptional USC Aiken Business Administration students. Students participate in paid internships that allow them to gain applied experience in each of the principal areas of banking.

2.3. Engage more undergraduates in research.

Responsible: Colleges and Universities

Clemson University's Creative Inquiry Program combines engaged learning and undergraduate research. Creative Inquiry is available to every undergraduate student and anyone can suggest a new project. Students take on problems that spring from their own curiosity, from a professor's challenge or from the pressing needs of the world around them. Team-based investigations are led by a faculty mentor and typically span three to four semesters. Students take ownership of their projects and take the risks necessary to solve problems and get answers because "We want all of our graduates to be thinkers, leaders and entrepreneurs...We want them to be able to approach a task or problem and figure out how to solve it," says Provost Dori Helms. This program was recognized in *The College Solution: A Guide for Everyone Looking for the Right School at the Right Price*, by Lynn O'Shaughnessy, who says that "Unfortunately, the experiences that Clemson students enjoy are not nearly common enough among undergraduates elsewhere."

Coastal Carolina University created the Undergraduate Research (UGR) Office in 2008 in order to foster initiatives to increase participation in, and spotlight, student accomplishments in undergraduate research. The first year of the Undergraduate Research Competition in 2009 yielded 33 Undergraduate Research oral presentations, compared to this year's 2010 event

Action Plan Implementation Status Report as of October 2010

which included 44 in addition to a dozen poster sessions. A project begun in 2009 to collect Coastal undergraduate students' citations from department chairs and faculty mentors of undergraduate researchers produced a listing of 224 presentations or publications in 2008-2009 from 201 students. For 2009-2010, presentations and publications from undergraduates total 232 from 192 students.

During 2010-2011, Francis Marion University is expanding its Quality Enhancement Plan, which will further increase the number of undergraduates engaged in faculty-mentored research in Biology, Chemistry, Physics, and other fields.

USC Aiken has secured private funding for its annual Research Day and for student academic travel, enabling the university to increase support for undergraduate research.

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

Responsible: Colleges and Universities

The mission of Clemson's Arthur M. Spiro Institute for Entrepreneurial Leadership is to support educational, research, and outreach programs that promote entrepreneurial activity and economic development of the region, state, and nation. The Spiro Institute promotes entrepreneurial leadership by:

- Assisting inventors and entrepreneurs with market analyses and business planning
- Conducting a mentoring program to link entrepreneurs with experienced business executives.
- Overseeing the development and administration of academic and executive education courses in entrepreneurship and new venture creation.
- Conducting the South Carolina Collegiate Entrepreneur Awards to recognize undergraduate students who start and operate businesses while in school.
- Collaborating with both on-campus and external organizations to support and promote entrepreneurial activities in the region through seminars and awards programs for inventors and entrepreneurs as well as sponsored grant programs to evaluate and stimulate entrepreneurial opportunities.
- Providing research grants and supporting a working paper series to encourage high quality research in entrepreneurship topics.

In addition, an undergraduate minor in entrepreneurship for non-business majors is available for Clemson students and the Technology Entrepreneurship Certificate is available to graduate students in engineering and science disciplines across campus. The certificate is intended to serve those students who: envision an entrepreneurial career as their long range career goal, want to be involved in new product and new business activities within a corporate setting, or seek a better understanding of the process of commercializing inventions.

Action Plan Implementation Status Report as of October 2010

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 (p. 2) 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, and Spartanburg Community College. During 2010, Technical College of the Lowcountry and Horry-Georgetown Technical College were also given the authority to create Enterprise Campus Authorities.

2.12. Create or use existing local higher education/industry advisory boards to identify potential research, collaboration, and consulting opportunities.

Responsible: Colleges and Universities; Business and Industry; and other Economic Development Entities

Clemson's five colleges have Advisory Boards composed of industrial and community partners who serve to assist the deans, chairs, and faculty in identifying opportunities for research, education, and service. Through these Boards, Clemson works closely with industry partners and seeks advice as appropriate and students have opportunities for co-operative experiences, internships, and field work in a variety of settings. Industry partners provide opportunities for service learning and community service as well.

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 September 2010, the SC Department of Education signed a formal agreement to work with technical colleges and public universities to promote engineering and mechatronics education after receiving a Rigorous Programs of Study grant from the US Department of Education to establish two pathways designed to positively impact the education of Science, Technology, Engineering and Mathematics (STEM) professionals in the state. The partners include Aiken Technical College, Denmark Technical College, Orangeburg-Calhoun Technical College, Piedmont Technical College, Spartanburg Community College, and Tri-County Technical College for Project Lead the Way, and Aiken Technical College, Central Carolina Technical College, Orangeburg-Calhoun Technical College, Piedmont Technical College, Tri-County Technical College, and Williamsburg Technical College for mechatronics. The University of South Carolina College of Engineering and Computing serves as the Project Lead the Way (PLTW) University Affiliate for the state for the grant.

Action Plan Implementation Status Report as of October 2010

Both PLTW and mechatronics are programs that begin in high school and allow students to take classes in which they receive dual credit. PLTW focuses on engineering or engineering technology, biomechanics, manufacturing, and other applied math and science areas. PLTW is nationally recognized and students can continue their studies at technical colleges as well as at The Citadel, Clemson University, the University of South Carolina, and South Carolina State University. For mechatronics, students can continue their studies at a technical college or at South Carolina State University which has the only industrial technology program in the state.

USC Beaufort implemented a Bachelor of Science in Computational Science degree in Fall 2010 designed to recruit and retain more students in STEM fields.

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

Recent CoEE Chair appointments include Dr. Steven Kresovich as the CoEE Endowed Chair in Marine Genomics at USC (June 2010); Dr. George Simon, formerly with the Fox Chase Cancer Center, as the Burtshy Family Distinguished Endowed Chair in Lung Cancer Research at MUSC for the Tobacco-Related Malignancies CoEE (July 2010); Dr. Louis J. Guillette, Jr., formerly with the University of Florida, as the Molecular Genetics Chair at MUSC for the Marine Genomics CoEE (July 2010); Dr. Zihai Li, formerly with the University of Connecticut, as the Cancer Cellular Research Chair at MUSC for the Cancer Stem Cell Biology CoEE (July 2010); Dr. Frank Treiber, formerly with the Medical College of Georgia, as the CoEE Chair at MUSC in the Healthful Lifestyles CoEE (August 2010); Dr. Xuejen Wen as the Hansjörg Wyss Endowed Chair Professor in Regenerative Medicine at Clemson University for the Regenerative Medicine CoEE (August 2010); Dr. Scott Mason, formerly with the University of Arkansas, as the Fluor Endowed Chair in Supply Chain Optimization and Logistics at Clemson University for the Supply Chain Optimization and Logistics CoEE (August 2010); and Dr. Joseph Helpern, formerly with New York University School of Medicine, as the Brain Imaging Chair at MUSC for the Brain Imaging CoEE (September 2010).

On June 23, 2010, the South Carolina Economic Development Competitiveness Act was signed into law. The new law enacts revisions to the South Carolina Research Centers of Economic Excellence Act, the authorizing statute for the CoEE Program, and assigns one-quarter of all future CoEE Program appropriations and accrued program interest for endowed professorship awards at the three research institutions to be made in concert with the South Carolina Department of Commerce. Such CoEE Commerce Awards do not require matching funds if a significant capital investment is made by a qualified project or industry sector. The revisions become effective on January 1, 2011; the CoEE Review Board is currently drafting guidelines for the issuance of the first round of CoEE Commerce Awards.

At its meeting on June 7, 2010, the CoEE Review Board awarded three new CoEE proposals in the amount of \$11 million for the 2009-10 proposal cycle: Sustainable Development (Clemson, \$5 million); Data Analysis (USC, \$2 million); and Inflammation and Fibrosis Research (MUSC, \$5 million).

By the end of FY 2009-10, the CoEE Review Board had awarded a total of \$197.6 million in CoEE grants. The institutions have also received \$170.4 million in non-state matching pledges, of which \$149.5 million has been received. To date, state funds totaling \$133.4 million have been drawn down by the institutions.

Action Plan Implementation Status Report as of October 2010

At the September 20, 2010, CoEE Review Board meeting, CHE staff released a financial report that showed the three senior research institutions received \$28.8 million in non-state matching pledges and that the institutions also received matching funds of \$38.8 million and drew down \$41.2 million in state award funds during 2009-10.

See also Recommendation 2.7 (p. 2).

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

Local hospitals continue to provide funding for some clinical nursing faculty at USC Aiken; however, the support has been reduced in the last year due to budget constraints. The Nursing School also continues to receive donations of equipment, most recently a delivery bed.

3.6. Identify and implement ways for higher education and industry to communicate about workforce needs.

Responsible: Business and Industry; Colleges and Universities; CHE; SCTCS; SCICU; SCDE; Dept of Commerce; and SC Council on Competitiveness

The Chancellor of USC Aiken is an active member of the Nuclear Workforce Initiative (NWI). The NWI has over forty members representing nine nuclear employers, K-12 education, higher education, and economic developers and its goal is to determine the projected need for nuclear industry workers over the next ten years and develop a comprehensive plan for educating and training those workers.

3.16. Determine whether the state's higher education institutions have the necessary capacity to satisfy the expanding need for adult career counselors.

Responsible: CHE and Colleges and Universities

USC Columbia recently established a Graduate Certificate in Counselor Education with a focus on Career Development Facilitation.

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

Coastal Carolina University continues to develop study abroad opportunities and, more broadly, making the university population aware of these offerings. Several initiatives are in place to increase the accessibility of study abroad opportunities including the following: (1) centralizing the promotional offerings of all these courses across all colleges with standardized formats available on a centralized website, thereby allowing better comparability of the offerings, their academic and programmatic plans, and their cost components; (2) initiating standardized

Action Plan Implementation Status Report as of October 2010

training programs for all study abroad program leaders, in which interdisciplinary conversations are guided by best practices in legal, student services, health services, student judicial process, and faculty development and ultimately standardized protocols have been adopted for all programs offered throughout the university; and (3) initiating a faculty peer mentoring program for study abroad program development to assist faculty interested in developing and leading short-term study abroad program offerings to learn through mentoring with experienced program leaders to develop experience in the country of focus and/or program leading and familiarity with the standardized protocols developed above; and (4) creating an online application form so that it is now possible for students to select any one of 14 short-term programs and then apply, significantly improving accessibility. In support of these initiatives, Horry County Higher Education Commission allocated \$20,000 to fund the Horry County Higher Education Commission International Awareness Award scholarship beginning in 2009-10. A total of \$12,000 was awarded to six students who graduated from a Horry County high school to participate in programs in Europe and Asia.

3.27. Increase the productivity of gateway science and mathematics courses. Responsible: Colleges and Universities

Faculty at Coastal Carolina University have begun teaching a new one credit course, Math 159-Calculus Calisthenics, which is a week-long intensive course which meets four consecutive days for three hours and 25 minutes each meeting prior to the start of classes each semester. The main purpose of this course is to help students succeed in passing calculus their first time taking the course. Students work in groups on a series of worksheets designed to promote a deeper understanding of certain topics, including algebra and trigonometry. In addition to learning mathematics, a portion of class time is devoted to advising students about how to succeed in calculus, e.g., explaining the resources available at the University to help students with math, describing how to build a math community, and providing time management tips.