



# South Carolina Commission on Higher Education

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To: Mr. Ken Wingate, Chairman, and Members, S. C. Commission on Higher Education  
From: Dr. Garrison Walters, Executive Director  
Date: September 1, 2011  
Subject: *Action Plan Implementation Status Report*

On April 2, 2009, the Higher Education Study Committee, which was authorized by the General Assembly in 2007 to recommend a statewide strategic plan for higher education, released its final report titled *Leveraging Higher Education for a Stronger South Carolina*. This report was the culmination of efforts that involved dozens of committed citizens representing education, government, business, and industry who thoughtfully considered what the collective goals of our higher education system should be and what strategies might be pursued to attain them. The report is commonly referred to as the *Action Plan* and outlines four goals for higher education:

- Goal 1: Making South Carolina One of the Most Educated States
- Goal 2: Increasing Research and Innovation in South Carolina
- Goal 3: Increasing Workforce Training and Educational Services in South Carolina
- Goal 4: Realizing South Carolina's Potential Resources and Effectiveness

The *Action Plan* provides clear direction through a series of specific strategies and recommendations to ensure the future success and competitiveness of South Carolina. An ad hoc committee of Commissioners was appointed to oversee implementation activities, and progress updates have been provided regularly throughout the year.

Since the release of the Action Plan, regularly released status reports on progress toward realizing the goals have been advanced. The attached ***Action Plan Implementation Status Report as of September 2011***, is an updated full report on each of the recommendations that describes many of the activities of note completed to date in implementing the *Action Plan*. The September 2011 Status Report includes information provided by both Commission on Higher Education (CHE) staff and institutional representatives, and while comprehensive, may not reflect all activities that may have been accomplished or are in process in support of realizing a more educated South Carolina through the goals advanced.

Highlighted below is a sample of activities of note CHE staff has undertaken with institutions and other key stakeholders for which significant progress has been made. For more information on these and other activities, please refer to the page noted of the August 2011 Status Report for the referenced recommendation:

- CHE staff have worked with institutions to support efforts to enact regulatory reforms to enhance innovation and promote research (***See Recommendation 2.2, page 3***); advocated for full funding of the Partnership Among South Carolina Academic Libraries (PASCAL) because it is a critically important partnership exemplifying institutional collaboration to reduce costs and increase effectiveness (***See Recommendation 4.4, see page 9***); and for increased need-based grant funding and program reforms to increase accessibility and affordability for students who may not otherwise be able to attend (***Recommendation 1.21 page 9***).
- Additionally CHE staff continue efforts with institutions to establish a clearer picture of higher education funding and advocate for support for higher education including 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 Legislative Study Committee on Restructuring, the House Ways and Means Committee, and the Senate Education Committee (**Recommendations 1.21 and 4.3, pages 9 and 8, respectively**).

- CHE staff also continues to pursue activities to increase awareness of the value of higher education to the state and individuals. For example, staff visit local rotary clubs, chambers of commerce, and other entities across the state to talk about the knowledge economy and importance of higher education to the state's future continue (**Recommendations 1.4 and 1.6, pages 13 and 10**). In collaboration with the S.C. Higher Education Foundation, work is underway to implement the Know2 initiative with the establishment of pilot communities focused on creating an education culture to advance the awareness of the importance of higher education. Programs focused on improving pathways for adults returning to or entering college for the first time on are being implemented including Carolina Certificates (**See Recommendation 1.35, page 12**) and DegreeSC (**Recommendation 1.38, page 35**).
- 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. **See Recommendation 1.8 Produce more and better prepared teachers in all critical needs areas, including more male and minority teachers, page 32.**
- The Commission's EEDA projects undertaken in collaboration with the institutions and other key stakeholders, the S. C. Course Alignment Project (SC CAP) and the S. C. Transfer and Articulation Center (SC TRAC), are benefiting students across the state by improving seamlessness of transitions from K-12 to college and the world. The SC CAP is one of the first statewide collaborative efforts to bring together high school and college faculty to align high school exit courses with entry-level college courses and focuses on aligning courses in math, English/language arts, and science. The South Carolina Transfer and Articulation Center (SC TRAC), available online at [www.SCTRAC.org](http://www.SCTRAC.org), is a national award-winning initiative that provides students and their families with the information and tools needed to make sound decisions about transferring academic credits. **See Recommendation 1.11. Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects, page 19.**
- The College Application Week initiative, first piloted in 2009, has been expanded to College Application Month, which occurs each October. In 2010, over 57 high schools participated in the program throughout the state and 15,000 students received assistance completing and filing college applications by college and university financial aid experts and others. **See Recommendation 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, page 14.**
- In May 2011, the Program's Review Board acted to rebrand the Centers of Economic Excellence (CoEE) Program as the SmartState™ Program. According to its FY 2010 annual report, through FY 2009-10, total non-state investment in SmartState™ 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 many benefits of the state's investment in SmartState™ including the creation of nearly 5,000 jobs were highlighted in the 2010 SmartState™ Program Annual Report released in December. **See Recommendation 2.22, Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation, page 48.**

Again, the above represent only a fraction of the important initiatives underway to implement the *Action Plan*. Please refer to the full report (attached and available online at <http://www.che.sc.gov/InfoCntr/actplanimp.htm>) for more information about the progress made to date on these and other recommendations. Should you have any questions about this information, please contact Trena Houpp at [thoupp@che.sc.gov](mailto:thoupp@che.sc.gov) or 803.737.4853.

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

# **ACTION PLAN IMPLEMENTATION STATUS REPORT**



**SEPTEMBER 1, 2011**

# Action Plan Implementation Status Report as of September 2011

## INTRODUCTION

This report describes the activities specific to implementing the recommendations provided in the [Higher Education Action Plan](#) (March 2009). The Commission also periodically requests that institutions provide reports on their 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 ongoing activities at institutions statewide.

The first two sections of this report list the high priority recommendations, both those with and without additional costs associated with their implementation. The third section, "Other Recommendations," lists recommendations by subject area, in numeric order. For each goal, key stakeholder responsibility is identified and bolded indicates primary responsibility. A listing of the recommendations by category is provided at the back of the document.

Status Report updates are posted online at <http://www.che.sc.gov/InfoCntr/actplanimp.htm>

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### HIGH PRIORITY – NO COST RECOMMENDATIONS

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

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

**See Also Related Recommendation:** n/a

**Action:**

S.172 (Act 74 of 2011), the Higher Education Efficiencies and Administrative Procedures Act and Transparency Act was enacted at the end of the session. The bill provides a number of regulatory reforms for the public higher education institutions. In addition, provisions were added to require institutions to post online transaction registers.

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

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

**See Also Related Recommendation:** n/a

**Action:**

Since FY 2007-08, the Committee on Academic Affairs and Licensing has approved new programs which support the following clusters:

##### **Advanced Manufacturing and Technologies**

- A.I.T., Mechatronics Technology, Piedmont Technical College
- B.S., Computational Science, USC Beaufort
- B.S.E., Engineering Science, USC Columbia
- M.Engr., Industrial Engineering, Clemson
- Ph.D., Human-Centered Computing, Clemson University

##### **Energy**

- A.I.T., Radiation Protection Technology, Aiken Technical College
- A.I.T., Radiation Protection Technology, Spartanburg Community College

##### **Health Care Occupations**

- A.H.S., Cardiovascular Technology, Piedmont Technical College
- A.H.S., Physical Therapy Assistant, Piedmont Technical College
- A.H.S., Veterinary Technology, Piedmont Technical College
- A.H.S., Occupational Therapy Assistant, Horry-Georgetown Technical College
- A.H.S., Dental Hygiene, Aiken Technical College
- A.H.S., Emergency Medical Technology, Midlands Technical College
- B.A. and B.S., Public Health, USC Columbia
- B.A., Sociology (Human Services Cluster), USC Beaufort
- B.S., Nursing (Completion), Coastal Carolina
- B.S., Health Administration, Coastal Carolina University
- M.S.D., Dentistry, MUSC
- Ph.D., Health and Rehabilitation Science with concentrations in Pathology and Impairment, Functional Limitations, or Health Services, MUSC
- D.N.P., Doctor of Nursing Practice, MUSC

##### **Tourism and Creative Industries**

- B.A., Studio Art, USC Beaufort
- B.S., Music Industry, Francis Marion
- B.A., Graphic Design, Coastal Carolina

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- B.A., Commercial Music, USC Upstate
- B.A., Computing in the Arts, College of Charleston
- B.F.A., Theatre Arts with Concentrations in Acting, Design and Technology, and Physical Theatre, Coastal Carolina
- B.F.A., Musical Theatre, Coastal Carolina
- B.F.A., Interior Design, Winthrop University
- B.F.A., Visual Communication Design, Winthrop University
- M.A., Writing, Coastal Carolina
- Ph.D., Hospitality Management, USC Columbia

### **Education**

- B.S., Secondary Education, College of Charleston
- M.A.T., Middle Level Education, The Citadel and College of Charleston
- M.Ed., Higher Education Business Administration, University of South Carolina
- M.Ed., Teaching and Learning, Clemson
- M.Ed., Teaching, Learning, and Advocacy, College of Charleston
- Ph.D., Teaching and Learning, USC Columbia
- Ph.D., Engineering and Science Education, Clemson University

The South Carolina Technical College System continues to encourage the colleges to align their programs with statewide and regional clusters and is promoting a cluster focus through programs such as *competeSC*. For example, Midlands Technical College offered a new Nuclear Technology program for the Fall 2009 semester that was created, in part, at the request of South Carolina Electric & Gas Company to supply the company's expansion of the V.C. Summer Nuclear Station with qualified nuclear technicians.

In the area of health care professions and occupations, Francis Marion University implemented the "Pee Dee Health Education Partnership" in cooperation with the University of South Carolina (this consortium was approved by the CHE 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.

The College of Charleston has a number of initiatives that align education programs to clusters including:

- A Biomedical Commercialization course co-taught by a Management professor from Charleston and a Neurosciences professor from MUSC, providing hands-on experience in biomedical companies (located in the Charleston Innovation Center).
- A management course involving students in the review and construction of strategic plans for operating units of MUSC.
- The Tate Center for Entrepreneurship which has been an active participant in the Charleston Creative Cluster.
- The Department of Computer Science has worked with New Carolina to better align the B.S. in Computer Science and M.S. in Computer and Information Science with the Advanced Security regional cluster.
- The School of the Arts' internship programs places students in organizations tied directly to tourism and the creative industries (recent examples include fellowships with the City of Charleston's Office of Cultural Affairs, apprenticeships with Spoleto Festival USA, and internships with the Gibbes Museum of Art).

USC Aiken has created several new programs to align to regional clusters, including a concentration in Allied Health in the Exercise and Sports Science major and a concentration in

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Environmental Restoration and Remediation in the Bachelor of Science in Biology major that includes undergraduate research at the Savannah River Environmental Lab.

USC Beaufort has 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.

Beginning in Fall 2011, Coastal Carolina will offer a M.Acc. in Accountancy to support the Business, Management, and Administration cluster.

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

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

**See Also Related Recommendation:** n/a

**Action:**

The implementation of this recommendation has been completed. CHE staff sent letters to high schools to reiterate the importance of the *Knowledge and Skills for University Success* standards. The letters also discussed the *South Carolina College Readiness Reference Standards*, which were developed as part of the South Carolina Course Alignment Project and include the *Knowledge and Skills for University Success* standards.

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

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

**See Also Related Recommendation:** 1.43

**Action:**

Internships, cooperative work experience and supervised comprehensive work experience are commonly included in the technical colleges' applied degree programs. For example, South Carolina Electric & Gas (SCE&G) has collaborated with Midlands Technical College regarding the content of courses in the Nuclear Operator program. SCE&G also holds a Boot Camp specific to training students to work at the V.C. Summer Nuclear Station after they complete the degree program because the company believes it is important to successfully match a student's expectation of a career in the nuclear field with SCE&G's corporate culture. Aiken Technical College's Associate of Applied Science Radiation Protection Technology program has implemented a required internship experience and students are placed with commercial nuclear plants, department of energy sites, or nuclear-related companies. See also Recommendation 1.43 for more information about the South Carolina Technical College System's Apprenticeship Carolina™ Division.

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.

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USC Columbia is assembling a comprehensive database of internship, fieldwork, and practical learning practices across all colleges to be assimilated into the SACS Accreditation Report and into the Banner system database for the university. The database is expected to aid in decisions on future opportunities for incorporating work experience into instructional programs.

The College of Charleston expanded its efforts to increase opportunities for relevant work experience as a part of its instructional programs. For example, the Arts Management Program, Historic Preservation and Community Planning Program, and Art History Department stress the importance of internships in students' education. The Theatre Department's practica accomplish the same goal. The College of Charleston has also recently expanded internship opportunities with the Federal Reserve and SCANA Corp. Many of the academic programs in the School of Business have robust internship programs, as do Communication, Psychology, and Crime, Law & Society. The Joseph P. Riley Jr. Center for Livable Communities integrates academic programs of study with student research on various aspects of developing and maintaining livable communities. The Center for Civic Engagement helps faculty and students link academic goals with community needs and service opportunities through unique academic experiences that link classroom learning to the Charleston community.

Coastal Carolina University has expanded opportunities to explore internships in academic majors. An Internship Coordinator works with all academic departments 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. During 2010-11, Coastal Carolina University successfully placed 1,111 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 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. Furthermore, Coastal Carolina University has unanimously endorsed the creation of a 10-year Quality Enhancement Plan (QEP) with a major focus of encouraging students to take part in engaged learning experiences, applying classroom learning to the local community and beyond. For example, Coastal Carolina University students participate in the NASCAR Kinetics: Marketing in Motion program, involving them in the motorsports industry. This innovative program gives student-teams an opportunity to work through real-world business challenges facing the motorsports industry. Students leverage techniques and lessons taught in the classroom to complete case studies and projects. Students chosen for the NASCAR Kinetics program are tasked with promoting brand awareness throughout the college and community. Students who have taken part in the program credit it for giving them an advantage on the competition for internships and jobs in the industry. In addition, Wall College Connections is a signature event sponsored by the E. Craig Wall Sr. College of Business Administration at Coastal Carolina University designed to give students insight into career opportunities and the professional world. The event highlights the Wall College of Business' study abroad and international internship initiative.

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. Additionally, as a result of FMU's Quality Enhancement Plan (which emphasizes nontraditional learning experiences), several FMU academic programs have expanded their internship opportunities. For example, the Mass Communication program and the Professional

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Writing program began new internship arrangements with area media outlets during summer 2011.

USC Beaufort 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 also offers internship opportunities to students in the areas of Business Administration, Hospitality Management, and Human Services. Human Services internships are arranged through the Departments in conjunction with the Beaufort County Human Services Alliance.

### **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**

**See Also Related Recommendation:** Recommendation 2.22.

**Action:**

Based on staff suggestions, Recommendation 2.7 was modified in September 2009 to reflect an emphasis on a technology transfer consortium which would work to align business and institutional research interests. In May 2011, the SmartState Review Board acted to rebrand the CoEE Program as the SmartState Program so all CoEE references have been changed to SmartState.

In October 2009, the first Centers of Economic Excellence Council of Chairs convened on the USC Columbia campus. This conference included private and public sessions devoted to topics such as economic development, SmartState Program objectives (including technology transfer), and the consideration of a Center of Economic Excellence Council of Chairs Charter.

In December 2009, the FY 2009 *CoEE Program Annual Report* was released. Collective technology transfer activity included 136 invention disclosures, 143 patent applications, 13 awarded patents, 18 active licenses, and nearly \$600,000 in licensing revenue.

In February 2010, the Centers of Economic Excellence Council of Chairs released an Action Plan that includes the goal of the SmartState 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.

On March 2-3, 2010, Health Sciences South Carolina hosted the Health Economy Advancement Legacy (HEAL) SC 2010 Conference devoted to “the discovery, development and delivery of new concepts, new sciences and new products emanating from the endowed chairs and SmartState scientific research of the HSSC-sponsored SmartState programs.” The HEAL SC Conference included sessions on technology transfer and research commercialization from numerous healthcare SmartState Endowed Chairs and principal investigators, as well as from several prominent national technology transfer experts and venture capitalists. HEAL SC also included a legislative event that provided members of the General Assembly with information about the SmartState Program.

The Centers of Economic Excellence Council of Chairs convened a second Centers of Economic Excellence Council of Chairs Forum in October 2010. The Council voted to organize and host a SmartState Program national conference in Charleston in December 2011. The conference will showcase the knowledge-based economy successes of the SmartState Program to a number of key

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audiences, including entrepreneurs and venture capitalists. Technology transfer and commercialization of SmartState-related research will be a theme of the conference.

On December 13, 2010, the SmartState 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* announced the cumulative technology transfer data for the SmartState 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 SmartState Program through FY 2009-10.

On April 11, 2011, the SmartState Program held a second Technology Transfer Forum, at which representatives from the three research institutions, the SmartState Review Board, and CHE staff convened to discuss 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 SmartState Program.

The Centers of Economic Excellence Council of Chairs has been invited to participate as a planning partner for a SBIR/STTR small business conference to be hosted by Innoventure and the USC Technology Transfer Office in Columbia in November 2011.

### **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**

**See Also Related Recommendation: n/a**

**Action:**

The Commission completed and disseminated to members and other interested stakeholders a document entitled "Project 17: An Analysis of State Support for Higher Education in South Carolina" which clearly distinguishes between restricted and unrestricted state appropriations and authorizations. This analysis provided a clear picture of state appropriated operating support for higher education.

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 Legislative 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**

**See Also Related Recommendation: n/a**

**Action:**

CHE has not yet established a Cost Reduction Committee but plans are underway to do so. 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.

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### **HIGH PRIORITY – WITH COST RECOMMENDATIONS**

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

**Responsible:** Legislature and Colleges and Universities

**See Also Related Recommendation:** 4.1

**Action:**

Given the state's present economic situation, additional state funding has not been possible and appropriated operating funding has continued to decrease for FY 2011-12. The total FY 2011-12 recurring cuts brought state general funds for higher education operating appropriations to approximately \$406 million, a level down from \$758 million in FY 2007-08 – a reduction of nearly 50%. One-time appropriations from the Capital Reserve Fund totaling \$38.9 million are also provided to the colleges and universities (including technical colleges) for deferred maintenance.

Federal ARRA state fiscal stabilization funds for education that were available in FY 2009-10 and again in FY 2010-11 are no longer available as of FY 2011-12. The state's public colleges and universities had received approximately \$99 million in stimulus funds FY 2009-10 and approximately \$110 million in FY 2010-11. These one-time allocations of stimulus funds helped offset, but did not completely fill, the budget gaps created by the significant loss of state funds in those years. Taking these funds into consideration and comparing the level of funding for colleges and universities in FY 2010-11 to the base appropriations and capital reserve funds anticipated for FY 2011-12, the effective reduction in funds is 17% or \$91 million (\$536 million in FY 2010-11 including stimulus compared to \$444 million anticipated for FY 2011-12 including base state appropriations and Capital Reserve Fund appropriations).

The budget fully funds, through a combination of general funds and lottery funds, the state's undergraduate merit-based scholarship programs (Palmetto Fellows, LIFE, and SC HOPE) and provides level funding for Need-based Grants and Lottery Tuition Assistance (LTA). Tuition Grants (need-based grants for students at South Carolina's independent colleges) which are administered and funded through the SC Tuition Grants Commission, also receive level funding. The state-supported scholarships and grants are encouraging success and assisting our state's students with affordability. While CHE and institutions continue to pursue increased funding for need-based grants to assist the state's neediest students, the budget situation has prevented the ability to realize increased funding.

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

**Responsible:** Legislature

**See Also Related Recommendation:** 4.2

**Action:**

The General Assembly has not yet considered a bond bill.

#### **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

**See Also Related Recommendation:** n/a

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### **Action:**

After being funded initially in FY 2004-05 with \$2 million in non-recurring (one-time) funds and was funded each year with one-time funds until FY 2008-09, PACAL saw its funding reduced to \$200,000 in FY 2008-09. With the downturn in the economy, funding dropped further to \$169,674 for FY 2010-11. This figure represents more than a 90% reduction in original funding. In light of the budget reduction and lack of additional state funds in recent years, member institutions have been asked to pay increased assessments in order to maintain essential PASCAL services. Budget reductions coupled with the fee assessment have exacted a heavy toll on individual institution library budgets, resulting in significant permanent collection funding losses statewide. Despite this toll on institutional collections, member institutions have maintained participation in the program, a fact which underscores both the importance of PASCAL resources and the significance of collaboration among the state's higher education institutions. In FY 2010-11, the General Assembly authorized \$1.5 million for PASCAL from uncertified excess unclaimed lottery prize funds. However, sufficient excess unclaimed prize funds were not realized. In FY 2011-12, PASCAL remains on the priority list for \$1.5 million in the first position should excess unclaimed prize funds materialize beyond the \$12.4 million in certified funds become available. While PASCAL is in a good position to realize funding this year, the outcome is not anticipated until near the end of the fiscal year. CHE, along with the colleges and universities, will continue to seek restoration of funds for this important statewide project.

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

**Responsible:** Legislature; SCDE; and Department of Juvenile Justice

**See Also Related Recommendation:** n/a

### **Action:**

Despite legislation being introduced in 2009 (S.29) and again in 2011 (H.3244) that would have raised the age for compulsory attendance to age 18, there were no changes approved. H.3244 remains in Committee as of the 2012 session.

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

**Responsible:** CHE

**See Also Related Recommendation:** 1.4, 1.40, and 3.8

### **Action:**

In 2009, CHE staff consulted David J. English, Director, CFNC Technology & Internet Services for the University of North Carolina General Administration, about North Carolina's higher education marketing plan. He recommended allocating between \$2 million and \$5 million dollars per year for a statewide campaign spanning multiple media formats and suggested speaking with a marketing firm to discuss specifics related to media buy prices for TV, radio, billboard, etc.

Editorials promoting college attendance and completion have been and will continue to be sent to the state's major newspapers by members of the Commission, the Higher Education Study Committee, and others. Editorials have already appeared in *The State* and *The Post and Courier* newspapers. In addition, several articles about the importance of higher education were published in newspapers around the state following the release of the study conducted by the Darla Moore School of Business on the return on investment in higher education. The study entitled, *The Economic Return on Investment in South Carolina's Higher Education*, is accessible at [www.che.sc.gov/InfoCntr/HESC\\_Files/EconReturnHigherEdAugust09.pdf](http://www.che.sc.gov/InfoCntr/HESC_Files/EconReturnHigherEdAugust09.pdf). Dr. Walters continues visits to rotary clubs and chambers throughout the state to discuss the knowledge economy and importance of higher education.

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### **College Access Media Campaign**

In addition to the efforts mentioned above, the SC College Access Network (SC CAN) Marketing Campaign contract was awarded in May 2009, to Ferebee Lane Brand Communications from Greenville, SC. The following activities have taken place: The SC CAN Go website and media campaign was officially launched in January 2010. The website ([www.sccango.org](http://www.sccango.org)) serves as a comprehensive resource for information regarding financial aid, college and career options, planning advice and much more. Supporting elements of the campaign include television and radio spots, outdoor advertising and non-traditional efforts including in-school gym banners and social media. The second installment of the South Carolina College Access Network's (SC CAN) marketing campaign began in early Spring 2011 to promote College Goal South Carolina. Promotional spots aired on Channel One in every high school in South Carolina during the months of January and February and reached an estimated 65,762 high schools students. In addition to the television spots, SC CAN used a variety of out-of-home advertising including billboards and banners.

### **School Counselor Resource Manual**

School counselors play an essential role in guiding students toward postsecondary education. As such, it is vital that they have the tools and resources necessary to help them advise students about the options available to them. To aid in this effort, a school counselor resource manual is being developed to distribute to counselors across the state. The manual will include:

- Financial Assistance Resources (types of financial aid, list of helpful Web sites)
- Scholarship-Specific Information (CHE, state scholarships, corporations who provide scholarship/grants, national grants/scholarships)
- College Admission Requirements (differentiating between requirements for each type of institution)
- College Awareness Lesson Plans; and
- State and national organizations promoting college awareness

The manual will also include sections specifically addressing the different types of conversations that middle school counselors have with students and parents versus high school counselors and their student/parent meetings. As part of CHE's collaborative partnership with the Regional Education Centers, the manuals will be distributed in Fall 2011 to each of the 12 REC coordinators and to the high schools within their service areas.

### **College Access Challenge Poll**

In 2010, the College Access Challenge Poll surveyed 806 South Carolina parents with a student between the ages of 13 and 19 in public school and oversampled households below the median household income. The results of the survey gleaned from preliminary data were that over 90% of parents surveyed have high hopes and expectations that their children will obtain a postsecondary degree. Students themselves also expect to attend college. The poll also showed that parents rely on schools for information and say that schools have been helpful, but that school personnel have to initiate the conversations. Most parents claim that they are saving money for college, but they are relying on traditional savings accounts, which implies that parents need more comprehensive information regarding the numerous financial aid opportunities available to South Carolina residents. In addition, many parents view two-year technical, community, and vocational schools as a cost-saving alternative. These data suggests that if low-income students are going to attend and complete college, then their parents will need significant help from educators, counselors and others.

### **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

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campaign entitled, “Return to Learn” and the target population is adults who have some college credits but have not completed their baccalaureate degree.

On June 3, 2011, Wofford University and the College Hub hosted a College Application Month meeting which 17 local Spartanburg high school counselors attended. Nine high schools in Spartanburg County have agreed to participate in College Application Month.

### **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

**See Also Related Recommendation:** 2.14, 3.10, and 3.21

**Action:**

The Commission on Higher Education is currently developing an implementation plan for the “New Front Door” concept. Oversight and Steering committees have been created to guide this initiative. The New Front Door Task Force first met on June 15, 2009, to discuss ways in which to implement the “New Front Door” concept. One outcome of the meeting was to form smaller groups to research existing models and to develop certificate levels (Carolina Certificates) that lead to a degree or job skills with assistance from the technical colleges. The task force continues to meet regularly to develop this program and pilot projects are underway.

The College of Charleston’s Admissions Office has an “adult student” component within its operation to address the special needs of non-traditional adults, providing assistance with academic planning, advising, and registration and, if necessary, referral to the Office of Career Services.

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. Similarly, Coastal Carolina University signed a Memorandum of Understanding with the Marine Corps Installations-East adopting a rapid admission program for Marines coming off active duty and seeking enrollment in the University for beginning in the Fall 2010 semester.

USC Columbia has several programs focused on easing the transition for adults. The Extended University unit focuses on making USC’s undergraduate course offerings and related services more accessible to students who vary in some way from the traditional profile. Older students, either prospective or enrolled, are counseled and advised through the Adult Student Services Office. The Adult Student Advancement Program (ASAP) offers a second-chance opportunity to those students whose past college experiences have not been successful. Adult Student Services also advises students who are taking USC undergraduate courses but are not working toward USC degrees. In addition, the Fort Jackson Program serves military students as well as civilian students who find its location or schedule convenient.

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

**Responsible:** Legislature

**See Also Related Recommendation:** 1.21

**Action:**

Given the state’s present economic situation, additional state funding has not been available. Colleges and universities have experienced reductions since FY 2007-08 of nearly 50%. See recommendation 1.21 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

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**See Also Related Recommendation:** 1.21 and 3.3

**Action:**

The Commission is responsible for advancing higher education recommendations for capital improvement bond funding and did so during FY 2008-09. However, no action was taken by the General Assembly and none has taken with regard to a bond bill as of the end of the 2011 session. For FY 2011-12, the General Assembly appropriated one-time funding from the Capital Reserve Fund totaling nearly \$39 million across institutions for deferred maintenance needs.

### **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 Also Related Recommendation:** n/a

**Action:**

Throughout Fall 2008 and Spring 2009, CHE staff reviewed the field of literature and programs that address comprehensive approaches to college access, including motivating behavioral approaches, financial aid, and barriers to college access among a distinct population (elementary, middle, and early high school as well as adults). The findings revealed through research and direct source surveys (GEAR UP) include:

- **Geography:** Certain urban and rural districts in SC support and value education and have made more significant strides in academic preparation and early college access opportunities than others.
- **Lack of knowledge, Especially Among First Generation College-students:** Parental educational attainment has a critical influence on student experience and college access. There is a strong correlation between students' academic track and their parents' level of educational attainment, particularly among first-generation students attempting to pursue postsecondary education. Information about middle and high school course selection to prepare for college entrance and active participation/updates on students' progress toward high school graduation play a major part in college aspiration.
- **Financial Aid:** Many students lack knowledge about the entire college process, including the selection and application process as well as available financial assistance. SC students and parents are often intimidated by the perceived arduous process of applying for any government-sponsored program.
- **Low-income, Minority:** Often, in lower-income, minority communities, seeking higher education is outside the norm and sometimes viewed negatively by peers. There can be a need (real or perceived) in lower-income, minority communities to forego education in order to get into the workplace quickly to help support the family. While they may understand the eventual monetary benefits of higher education, it is often difficult to look that far into the future when there are monetary needs that exist in their daily lives.

#### **College Access Programs Survey**

South Carolina has a broad array of successful college access programs and initiatives; however, many low-income and minority families, and even educators, are unaware of their existence. To make these programs more visible, CHE conducted a statewide college access programs survey in June 2009. CHE will continue on an ongoing basis to facilitate the development of a comprehensive statewide college access programs directory.

#### **Website Development**

To facilitate information dissemination, a SC CAN website ([www.sccango.org](http://www.sccango.org)) was developed. This website is the definitive source for students, parents, educators, community members, and

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other stakeholders seeking information regarding postsecondary education in South Carolina. See Recommendation 1.6 for more information about the SC CAN Marketing Campaign.

In November 2009, the SC Higher Education Foundation adopted as one of its key initiatives a focus on the development of local college access programs and will work in collaboration with the Commission.

### **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

**See Also Related Recommendation:** n/a

#### **Action:**

CHE formed an advisory committee devoted to College Application Week and the issue of financial literacy. On January 15, 2009, the committee reviewed existing college access programs and initiatives in SC and best practices from the NC College Application Week. On April 2, 2009, the Director of North Carolina College Application Week presented to the committee and the committee discussed the SC College Application Week Pilot Project.

In May 2009, the College Application Week Advisory Committee created a plan and desired outcomes and selected pilot sites and pilot dates. In June 2009, pilot sites were recruited, selected, and visited (Wando High School & Colleton County High School). In July and August 2009, CHE staff members met with administrators from Anderson University and Lander University to establish collaborations with CHE and College Application Week. Both universities were eager to participate and helped select pilot sites in their regions. In September 2009, site coordinators' were trained.

In October 2009, College Application Days were held at Edisto High School (82 seniors served); T.L. Hanna High School (206 seniors served); and West Florence High School (80 seniors served). In the three high schools visited, 41% of the senior population received assistance completing and filing college applications. In November 2009, College Application Days were held at Lugoff-Elgin High School; Richland One Middle College; Lamar High School; Midlands Middle College; Wando High School; Colleton County High School; Emerald High School; and Greenwood High School.

#### **College Application Month 2010**

At its March 23, 2010, meeting, 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. In 2010, over 57 high schools participated in the program throughout the state and 15,000 students received assistance completing and filing college applications. On average, each student completed two applications and a total of over 30,000 applications were submitted to colleges throughout the state of South Carolina.

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 2010 and SREB's Go Alliance Conference in November 2010.

#### **College Application Month 2011**

To date, 98 high schools have agreed to participate in College Application Month in 2011. During the course of the program, over 25,000 students received assistance completing college applications and over 60,000 college applications were completed and submitted. Three new Regional Coordinators have been selected in the expansion of College Application Month.

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Training will begin on August 19, 2011, for the 2011 Regional Coordinators. In July 2011, the site coordinators and volunteers' toolkits were updated.

Several institutions have provided assistance during College Application Month. For example, in Fall 2010, the Lander University Office of Admissions Counselors served as facilitators in area high schools (Emerald, Greenwood, Greer, Carolina, Clinton, and T.L. Hanna) and assisted students in applying for colleges and universities.

### **Collaborative Counselor Training Initiative (CCTI)**

This training initiative for middle and high school counselors includes twelve one-week sessions addressing the following topics: introduction to the counselor's role in student career and academic planning; creating a college-going mission; understanding and working with diverse populations; communicating effectively with diverse student populations; engaging students in early career awareness and planning; using data to guide academic planning; college/postsecondary choice; financial literacy; financial aid; completing the FAFSA; and preparing college applications. These sessions are designed for school counselors to develop an understanding of their role in developing a college-going mission for all students, particularly students in poverty and those who face other barriers in postsecondary planning. Additionally, the sessions help counselors develop approaches for communicating and working with high-poverty students and diverse populations to remove barriers to high aspirations and achievement. The Collaborative Counselor Training Initiative was offered in Fall 2010 and Spring 2011 and was completed by a total of eighty-two high and middle school counselors. Additional sessions are planned for the Fall 2011 and Spring 2012. Some of the modules will focus on: Role of the Counselor in Promoting Career and Academic Planning, Engaging Students in Early Career Awareness and Planning, and Guiding Parents and Students through the Complexities of Financial Aid.

### **HEART Award**

CHE, in collaboration with the South Carolina Department of Education, announced the creation of the Higher Education Awareness Readiness Transition (HEART) Award. 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. HEART Awards are given to an elementary, middle, and high school counselor who exemplify excellence in school counseling and the promotion of college awareness and access. Successful applicants demonstrate strong professional expertise and success in preparing students for postsecondary opportunities and should emphasize creating a college-going culture from elementary through high school to include career exploration, appropriate course selection and planning, and the college application process (financial aid, state scholarships, grants, etc.). Additionally, applicants must be employed as a full-time, fully certified school counselor, have a minimum of three consecutive years of counseling service at the level of nomination, and hold at least a master's degree in school counseling.

HEART Award Winners receive monetary (\$1,500) and grant (\$3,500) awards. On May 17, 2011, the third HEART Award Banquet was held at the Columbia Museum of Art to recognize the 2011 award winners: Tina Kelly, Ambler Elementary School; Crissy Roddy, Carolina Springs Middle School; and Anna Duvall, White Knoll High School. Information about the HEART Award may be found at [www.SCCANGO.org](http://www.SCCANGO.org).

### **College Goal Sunday**

CHE in collaboration with the South Carolina Association of Student Financial Aid Administrators (SCASFAA) sponsored a statewide college financial aid event, "College Goal Sunday," on Saturday, February 27, 2010, at 18 locations around the state. This free event was hosted by Aiken Technical College, Anderson University, Central Carolina Technical College, Clafin University, Erskine College, Florence-Darlington Technical College, Greenville Technical

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College, Horry-Georgetown Technical College, Lander University, Midlands Technical College (Airport Campus), Richland County Public Library, Technical College of the Lowcountry, Tri-County Technical College, Trident Technical College, USC Beaufort, USC Lancaster, USC Upstate, and Williamsburg Technical College. In addition to the Saturday sites, the following high schools hosted College Goal Sunday events throughout the month of February: Bamberg-Ehrhardt High School; Wade Hampton High School; Allendale-Fairfax High School; and Colleton County High School.

On Saturday, March 5, 2011, for the fifth consecutive year, College Goal South Carolina programs were 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 hosted 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 where 628 families were served. The Southern Association of Student Financial Aid Administrators has adopted the College Goal Sunday program as a project and provided much of the volunteer work needed for this program.

College Goal Sunday brings together financial aid professionals from colleges and universities and other volunteers to help college-bound students and their families complete the Free Application for Federal Student Aid (FAFSA) form. This form is required for any student seeking federal and state financial aid for college, including the Federal Pell Grant and student loans. College Goal Sunday South Carolina is made possible by a generous grant from the Lumina Foundation for Education. Thanks to this generous grant from the Lumina Foundation, nearly 2,700 families have been served. More detailed information about College Goal Sunday can be found at [www.CollegeGoalSundaySC.org](http://www.CollegeGoalSundaySC.org).

### **Institutional Outreach**

During November 2009, the Francis Marion University Office of Admissions conducted application days at 24 high schools in the northeastern, midlands, and Lowcountry areas of South Carolina. High schools visited included Richland Northeast, Lower Richland, Spring Valley, Sumter, South Florence, Wilson, Mayo, Darlington, West Florence, Georgetown, Lake City, and Beaufort. Francis Marion University's Office of Admissions continues to conduct application days in the Northeastern, Midlands, and Lowcountry areas of South Carolina during the Fall semester.

In Fall 2009, the College of Charleston's Admissions Office established a collaborative with the Admissions Offices at the University of South Carolina and Clemson to host joint events, including nine statewide guidance counselor informational meetings and nine student information sessions.

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 3,500 high school seniors. A total of 230 students attended the SC Application Review Day for high school students and received application fee waivers. Through the online application fee waiver process, 2,421 SC freshmen applicants (57% of the total) received application fee waivers. The Office of Financial Aid also 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 College Bowl Sunday with Horry-Georgetown Technical College to promote awareness of the Free Application for Federal Student Aid for Horry and Georgetown County students.

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### OTHER RECOMMENDATIONS

#### Student Financial Aid/Funding

**1.33. Explore how the higher education funding mechanism could be structured better to support student success more effectively.**

**Responsible:** CHE and Colleges and Universities

**See Also Related Recommendation:** n/a

**Action:**

**1.34. Add a new component in the higher education funding model to increase support of college readiness services such as tutoring, coaching, math and reading labs, academic success/learning success centers, computer and technology labs, mentoring, and other supplemental instruction.**

**Responsible:** CHE and Colleges and Universities

**See Also Related Recommendation:** n/a

**Action:**

**1.36. Provide state financial aid and/or state grants targeted to adult learners.**

**Responsible:** Legislature and CHE

**See Also Related Recommendation:** 3.19

**Action:**

**1.44. Create a Fulbright-like scholarship program to attract international students in knowledge-based clusters.**

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

**See Also Related Recommendation:** 2.20

**Action:**

**1.45. Increase higher education operating funding to allow institutions to offer graduate student stipends that are nationally competitive.**

**Responsible:** Legislature

**See Also Related Recommendation:** n/a

**Action:**

**1.48. Increase opportunities for loan-forgiveness programs.**

**Responsible:** Legislature and CHE

**See Also Related Recommendation:** n/a

**Action:**

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### **2.20. Create innovative scholarship programs and pathways to attract and retain top-notch graduate students.**

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

**See Also Related Recommendation:** 1.41, 1.42, 1.43, 1.45, 1.46, 2.14, 2.17, and 3.28

**Action:**

The South Carolina Graduate Professional Alliance (SC-GPA) was created to examine this issue and other issues related to graduate education. The SC-GPA held its first meeting on March 26, 2009, where discussion focused, in part, on scholarship programs. The SC-GPA met several times and proposed a plan to attract and fund graduate students. However, because of the current economy, the SC-GPA decided to schedule meetings to coincide with meetings held or attended by the graduate deans and therefore meets less frequently.

### **3.17. Conduct a comprehensive analysis of financial pathways and barriers.**

**Responsible:** CHE

**See Also Related Recommendation:** n/a

**Action:**

### **3.19. Enact legislation to close financial aid gaps in order to make relevant education and training available for all adults.**

**Responsible:** Legislature; CHE; SCTCS; Colleges and Universities; Chambers of Commerce; and Business and Industry

**See Also Related Recommendation:** 1.35

**Action:**

An op-ed, "Keeping Our Best and Brightest," describing a proposed plan to fund graduate students was published in *The State* newspaper on December 28, 2009. SC Graduate Professional Alliance (SC-GPA) members met with Senator Leatherman on January 21, 2010, to discuss the "Keeping Our Best and Brightest" proposal. The SC-GPA continues to pursue implementing the "Keeping Our Best and Brightest" proposal, but efforts have been hampered by the current economy.

## Alignment and Preparation

### **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

**See Also Related Recommendation:** 1.19

**Action:**

The longitudinal data system grant awarded to the SC Department of Education requires 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 for more information about the grant.

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

**Responsible:** SCTCS; CHE; and SCDE

**See Also Related Recommendation:** n/a

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### **Action:**

While no state support for this initiative has been forthcoming, USC Aiken has significantly expanded its concurrent enrollment program to allow high school students to earn college credit in courses offered on campus in a wide range of disciplines. 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 and work 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. In Fall 2010, however, the institution had 25 high school students enrolled in general education courses.

The College of Charleston is working with local high schools to re-establish dual enrollment offerings in certain disciplines, including languages and computer science.

In the Fall of 2010, Aiken Technical College implemented a dual-credit Pre-Engineering Academy for high school juniors and seniors 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.

In Fall 2010, Piedmont Technical College expanded its dual enrollment offerings to assist local school districts impacted by the budget cuts. General Education courses in area schools as well as ones provided on the College campus were taught by College faculty.

### **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

**See Also Related Recommendation:** n/a

### **Action:**

CHE staff regularly attend EEDA meetings. CHE initiated and leads the South Carolina Course Alignment Project (SC CAP) designed to align the exit-level high school courses with entry-level college courses in English, mathematics, and science and to make students aware of the contextual skills and behaviors necessary for college-level success. (See [www.epiconline.org/south\\_carolina](http://www.epiconline.org/south_carolina) for additional information about this project).

The SC CAP began in 2007 and is divided into several phases. Completed Phase I Activities include:

- An environmental scan (discrepancy analysis) examining K-16 alignment issues in SC.
- Creation of a Steering Committee charged with oversight and strategic direction for the project.

Completed Phase II Activities include:

- Development of college readiness standards for use in paired courses. These South Carolina College Readiness Standards are accessible at [www.che.sc.gov/AcademicAffairs/EEDA/SC\\_College\\_Readiness\\_Standards.pdf](http://www.che.sc.gov/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf).
- Creation of seventeen paired courses. The paired courses consist of a secondary course matched or "paired" with a postsecondary one.
- Recruitment of secondary and postsecondary faculty members to serve as pilot implementers to teach the paired courses during the 2009-10 academic year. Pilot Implementers were grouped with each other in geographical clusters according to type of institution, with all clusters containing at least one high school and one institution of higher education.
- Training sessions for pilot implementers held on August 5, 2009, and September 12, 2009.

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- Pilot implementation of paired courses in South Carolina classrooms (academic year 2009-10).

The pilot implementation of the paired courses resulted in activities including:

- Requests for higher education cluster partners to speak with high school classes about college expectations;
- Philosophical debates about best ways to approach teaching particular topics and in what order;
- Opportunities for professional development with colleagues at other institutional level;
- Requests to borrow equipment across institutions; and
- More detailed syllabi used in courses and posted on course websites.

Completed Phase III Activities include:

- Revision of the paired course materials based on the feedback received from pilot implementers;
- Providing the revised course materials to new and returning implementers during a training workshop held on February 5, 2011.
- 69 high school and college faculty completed the required training and partnership building activities and are prepared to teach the paired courses during the 2011-12 school year.

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. Faculty trained in Spring 2011 will teach the paired courses during the 2011-12 school year. Training webinars for these faculty were held in August 2011 and another training workshop will be held in October 2011. CHE and EPIC staff are also currently planning for the statewide distribution of the paired courses and are actively recruiting additional participants for the project.

CHE also implemented the course articulation and transfer system to facilitate student transitions and the portability of academic credits between and among public institutions of higher education in SC. See Recommendation 1.23 in the "Transfer and Articulation" section for additional information about this system.

CHE also completed in February 2009 a transfer guide for dual enrollment students that lists only the courses that will transfer to any public institution in the state. This guide is reviewed annually for accuracy and helps ensure that students take courses that will count toward a degree program rather than as electives.

### **1.12. Promote more rigorous high school coursework.**

**Responsible: SCDE and High Schools**

**See Also Related Recommendation: n/a**

**Action:**

The South Carolina Course Alignment Project will promote increased academic rigor. Paired courses (e.g., exit-level high school courses designed in tandem with entry-level college courses) were pilot tested in the 2009-10 school year, revised in 2011, and will be taught during the 2011-12 school year.

As of 2010, USC Upstate was 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 a good example of alignment and communication between high schools and college.

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### **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**

**See Also Related Recommendation: 1.17 and 3.26**

**Action:**

The South Carolina Course Alignment Project (SC CAP) seeks to align exit-level high school courses with entry-level college courses in mathematics, science, and English. The success of this project will lead to the alignment of additional courses. See Recommendation 1.11. for more information about this project.

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. 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 CAP's College Readiness Standards. USC Aiken continued its district-level Math Alignment Project with a second successful summer institute for middle and high school mathematics Teachers in 2011. USC Aiken continues to be actively involved in the SC CAP as well.

### **1.14. Improve high school course-taking patterns and monitor results.**

**Responsible: SCDE; High Schools; and Colleges and Universities**

**See Also Related Recommendation: n/a**

**Action:**

### **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**

**See Also Related Recommendation: n/a**

**Action:**

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

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 advising, academic support, and residential life components that facilitate a seamless transition to Clemson upon successful completion of academic requirements. 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

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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 2010, 84 students entered the program and 29 of those students (34%) registered for their sophomore semester at CCU. With the dedication of increased services for the Fall Semester 2011, 115 of the 135 Bridge Program cohort group will be housed on the main campus of Coastal Carolina University.

The College of Charleston was awarded a \$1.1 million TRIO Student Support Services grant by the US Department of Education. The grant provides academic and advising support for 140 first generation, low income and/or disabled students. The goal of the TRIO program is to increase the college retention and graduation rates of its participants. With this grant, an individualized action plan is developed for each participating student and is closely monitored to ensure that the student is fully utilizing campus and program resources. Along with academic support, the program connects each student with cultural events, personal financial education, career counseling, and peer mentoring. In addition, the College of Charleston's Office of Multicultural Student Program and Services hosts an annual summer transition program, SPECTRA, for first generation and/or multicultural high school students who have been accepted to the College of Charleston. The students spend a month on campus taking classes, attending workshops led by faculty, and learning about campus life. Students also have the opportunity to volunteer with local non-profits during the program.

In August 2010, Spartanburg Community College was awarded a five-year TRIO Student Support Services grant in the amount of \$285,418 per year (about \$1.4 million total) from the US Department of Education to continue the Success Network program. 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.

Piedmont Technical College and Newberry College have an active Memorandum of Understanding and jointly administer a Bridge Program for Early Childhood majors to seamlessly transfer from an A.S. in Early Care and Education to a B.S. in Early Childhood. In addition, welding courses offered in area high schools automatically transfer into welding certificates and diplomas.

### **1.16. Develop statewide policies for assessing college readiness levels.**

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

**See Also Related Recommendation:** 1.19.

**Action:**

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.

### **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

**See Also Related Recommendation:** n/a

**Action:**

The College of Charleston Admissions Office conducted "Senior Project" in summer 2009 and invited high school students to on-campus workshops to prepare for college. The College of Charleston continues to administer an Upward Bound program.

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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. USC Beaufort will offer another section of UNIV 101 (The Student in the University) course for qualified seniors and a few juniors from Jasper County Schools in Fall 2011.

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 SC'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 about 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 SC. 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.

The Office of Admissions at Coastal Carolina University played an integral role in helping nine high school students in the Early College High School program at Horry/Georgetown Technical College transition to Coastal Carolina University for Fall 2010. Admissions conducted an application day at for all interested seniors at the school, personally helped them complete the on-line application with a waived application fee, and provided scholarship support to help fund these students' continuing education. In addition, the Scholars Academy is a unique high school operated by the Horry County School District on the Coastal Carolina University campus. Top academic ninth and tenth grade students from the district are brought to the Coastal campus to take courses in special sections made available for them at their grade level. From their high school freshmen year, they take selected college level courses through Coastal Carolina University.

### **College Teaching/ Learning**

#### **2.3. Engage more undergraduates in research.**

**Responsible: Colleges and Universities**

**See Also Related Recommendation: n/a**

**Action:**

USC Columbia offers undergraduates the option of graduation "with Distinction" in a growing number of disciplines. In this program, undergraduate students actively engage in significant research, scholarship, and/or performance activities within their major in collaboration with a faculty mentor. "With Distinction" options are currently available in Anthropology, Chemical Engineering, English, International Studies, Music, Performance, Philosophy, Political Science, Religious Studies, and Sport and Entertainment Management. USC's Magellan Scholar Program competitively awards grants of up to \$3,000 to support faculty-mentored undergraduate research projects and is administered by the Office of Undergraduate Research. The program has hit the

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\$1 million mark in research awards to students with nearly 400 Magellan Scholars named since spring 2006.

USC Aiken holds a campus Research Day each April to provide a forum for students to present their research and creative endeavors. 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. In addition, a new concentration in Environmental Restoration and Remediation in the Bachelor of Science in Biology major specifically designed to prepare students for jobs in the nuclear industry includes undergraduate research at the Savannah River Environmental Lab.

USC Beaufort holds a Student Research and Scholarship Day annually in April to showcase the research and scholarship activities of its students. Participants and spectators have the opportunity to enhance their knowledge base, form collaborations, enhance lines of communication, and develop new ideas in a friendly collegiate atmosphere. Forty-five students participated in 2010 and 40 students participated in 2011.

During 2009-2010, Francis Marion University's Quality Enhancement Plan increased the number of undergraduates engaged in faculty-mentored research in Biology, Chemistry, Physics, and other fields. 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 these fields.

The College of Charleston has a campus-wide Undergraduate Research and Creative Activities program. In 2009, this program supported approximately 100 undergraduates in creative and scholarly efforts undertaken in collaboration with faculty members. The College of Charleston also participates in the SC NIH-INBRE (Infrastructure for Biomedical Research) grant, among a group of seven state institutions, in which the focus is on preparing undergraduates for graduate level research in areas relating to human health. The College of Charleston also holds a Howard Hughes Medical Institute grant for \$1.5 million. Among other things, it provides research opportunities for students, creates research and inquiry-based laboratory courses, and connects incoming freshmen to faculty and upperclassmen conducting research.

The Center for Undergraduate Research and Scholarship at USC Upstate publishes the *USC Upstate Undergraduate Research Journal* annually. The journal is a compilation of outstanding papers submitted by undergraduate students who have been involved in faculty-mentored research projects and creative activities. The 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.

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 Office in 2008 in order to foster initiatives to increase participation in, and spotlight, student accomplishments in undergraduate

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research. Thirty-five undergraduate students presented their research topics at the Third Undergraduate Research Competition in April 2011. The Competition enables undergraduate students from all disciplines the opportunity to present their University research at a venue outside their regular classroom. The University's Office for Undergraduate Research assists students in these efforts. In addition, The Board of Trustees approved the establishment of a "Green Fund" that will provide resources for undergraduate research projects and activities relating to environmental sustainability. Students whose proposals are chosen will receive stipends from the Green Fund to develop their projects.

Piedmont Technical College recently received a grant to send three faculty members to a conference to develop a research component in its associate degree programs. Once the development process is complete, these individuals will compete for grants to implement a research project into the curriculum.

### **2.6. Develop a system of "Research Sabbaticals" for faculty from comprehensive teaching institutions.**

**Responsible: Colleges and Universities**

**See Also Related Recommendation: n/a**

**Action:**

The College of Charleston has a program in place to provide research sabbaticals to faculty.

### **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**

**See Also Related Recommendation: n/a**

**Action:**

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 were presented at the April 2011 CHE meeting. A list of current and past winners is available at [www.che.sc.gov/AcademicAffairs/SerLrnAwd/Past\\_Service\\_Learning\\_Award\\_Winners.pdf](http://www.che.sc.gov/AcademicAffairs/SerLrnAwd/Past_Service_Learning_Award_Winners.pdf).

Coastal Carolina University continues to develop study abroad opportunities and make the university population aware of these offerings. Several initiatives are in place to increase the accessibility of study abroad opportunities, including centralizing the promotional offerings of 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; initiating standardized training programs for all study abroad program leaders; and creating an online application form that is more accessible. In support of these initiatives, the Horry County Higher Education Commission allocated \$20,000 to fund an 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. In addition, the University has added new Study Abroad Programs. Programs initiated in 2010-2011 include the Galapagos Research Center, the Universidad

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Europea de Madrid in Spain, Sierra Leone to study and work short-term with community health, and to study business abroad in short-term programs in China and South Korea. The University also added study abroad opportunities at Osaka Gakuin University in Japan, Ecole de Management de Normandie in France and Ecuador's Universidad de Cuenca.

The College of Charleston is participating in the Wabash National Study of Liberal Arts Education, focusing on increasing integrative/interdisciplinary learning in the First Year Experience program and in study abroad experiences. The First Year Experience program supports interdisciplinary programs through learning communities and a focus on inquiry-based pedagogy in First-Year Seminars. The College of Charleston is one of thirty institutions selected for the 2010 study, which will last three years. The goal is for institutions to use evidence to identify an area of student learning or experience that they wish to improve, and then to create, implement, and assess changes designed to improve those areas. The study is designed to create a deliberative process for using evidence that an institution can build on for improvements in student learning, including building institutional capacity and infrastructure that can support successful assessment efforts after the study is completed. The focus of the College of Charleston's assessment project is Integrative Learning. During the first eighteen months, a team of faculty and staff has investigated integrative learning in the First Year Experience. As we move forward, the team will incorporate a number of high impact learning experiences beginning with study abroad.

USC Beaufort offers Study Abroad programs to students. Language study, course work on foreign cultures, and extensive financial planning are invariably part of the planning process.

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 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.

MUSC developed a Patient Simulation Center that promotes interprofessional learning experiences.

In 2010, Piedmont Technical College implemented a required course for all new faculty. This course is a year-long, hybrid course and new faculty are given release time during their first year of teaching to complete the course requirements. In addition, monthly faculty meetings are held at Piedmont Technical College with a portion of the meetings focusing on Best Practices in Technology and engaging students.

### **3.29. Develop a statewide undergraduate minor in computational science.**

**Responsible: Colleges and Universities and CHE**

**See Also Related Recommendation: n/a**

**Action:**

USC Beaufort developed and currently offers a B.S. in Computational Science.

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### Transfer and Articulation

#### **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

**See Also Related Recommendation:** n/a

**Action:**

CHE implemented the course articulation and transfer system ([www.SCTRAC.org](http://www.SCTRAC.org)) to facilitate student transitions and the portability of academic credits between and among public institutions of higher education (see Recommendation 1.23 for more information about this system).

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 of Applied Science degrees into related bachelor degree programs at Coastal. Additionally, the University facilitates the transition of students from two-year institutions by exempting core curriculum requirements for students who have earned an associate's degree from a regionally accredited institution.

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 which facilitate that transfer process and 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. USC Beaufort and TCL have also signed articulation and transfer agreements for the B.A. in Early Childhood Education program, the RN to BSN program, and a 2+2 agreement where TCL students transfer General Education courses and complete the Nursing Core at USC Beaufort. In addition, 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 engage in a pre-engineering preparatory track at USC Beaufort then transfer to an engineering program at the Georgia Tech Savannah Campus. USC Beaufort has recently been informed that Georgia Tech may phase-out the program and has initiated discussions with Georgia Southern University about a future relationship in engineering.

Lander University has established Bridge programs with all 16 technical colleges in SC in order to guarantee a smooth transition to Lander. The Lander University Department of Teacher Education has taken it a step further and developed the Education BRIDGE Plus ONE program with Piedmont Technical College that provides a new gateway for students who would like to enter the education field by allowing students to take Lander courses and receive specialized advisement. Students considered for participation in the Plus ONE Program must be enrolled in a minimum of 12 credit hours and remain in good standing with both Lander University and Piedmont Technical College.

Piedmont Technical Colleges has agreements with several colleges and universities to provide pathways for its students. For example, Piedmont has signed articulation agreements with Clemson University and Abraham Baldwin Agricultural College (ABAC) for Horticulture, Turfgrass, and Agriculture. ABAC has expanded the agreement to include Rural Studies and

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Wildlife Management and Clemson University and Piedmont have an agreement in the Animal and Veterinary Sciences program as well.

### **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

**See Also Related Recommendation:** n/a

#### **Action:**

A kick-off meeting for the implementation of the Course Articulation and Transfer System project was held on March 31, 2009. During Phase One, institutions were provided with the following electronic tools by the developer, AcademyOne:

- the Transfer Agreement Management Center, which enables institutions to publish their transfer agreements, codify them, and promote them to prospective students;
- the Course Equivalency Management Center, which helps institutions map their courses to equivalencies at other institutions, record them in the database, and provide updates; and
- the Transfer Profile Management Center, which provides a summary of transfer attributes so that institutions can promote their programs and services.

Institutions also participated in tool implementation webinars and sent equivalency data and course extract data to AcademyOne.

During Phase Two, AcademyOne created a customized web portal that serves as the main interface for public SC institutions to communicate with students about transfer policies, course equivalencies, and articulation agreements. Dave Stanley, from AcademyOne, was in South Carolina August 18-20, 2009, and worked with CHE staff to develop the custom portal which was presented for feedback at the October 2009 Advisory Committee on Academic Programs meeting and at the December Commission meeting. Student focus group sessions were also held on December 2-3, 2009. A formal memo was sent to institutional representatives in February 2010 to solicit additional feedback. CHE staff also presented information about the portal at the state ACT conference on March 9, 2010, and received additional feedback. The portal, [www.SCTRAC.org](http://www.SCTRAC.org), was launched on April 1, 2010. The SC TRAC website:

- displays detailed and up-to-date transfer information, including course equivalencies;
- enables institutions to display articulation information that addresses college transfer and helps students succeed across institutions by providing improved guidance;
- enables institutions to coordinate formal and informal alignment efforts with other institutions; and
- improves student advising, tracking, and persistence to foster student degree completion.

During Phase Three, AcademyOne implemented interfaces at the institutions so that information related to course articulation and transfer is easily added into the system and displayed on the SC TRAC website. For example, equivalency data from each institution is synchronized with the SC TRAC database by the Equivalency Synchronizer to save institutions the time and effort of recording course equivalencies in two places. The Coursework Importer is a secure interface between an institution's student information system and the SC TRAC system. This feature enables the import of an individual student's coursework history (including each course taken, when the course was taken, the grade earned for the course, and the number of credits earned), saving the student time and effort since there is no need to input data manually.

In 2010-11, in support of statewide policies, Advanced Placement and International Baccalaureate exam transfer-in credit awards were created and recorded in SC TRAC by all institutions. For the transferability of universally transferable courses among and between all public institutions (86 courses per the Statewide Articulation Agreement), SC TRAC was used by the institutions to systematically record all possible transferable course equivalencies. The Equivalency

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Synchronizer was implemented at four technical colleges (Tri-County Technical College, Greenville Technical College, Northeastern Technical College, and Horry-Georgetown Technical College). In addition, the system included several new enhancements: equivalency maps were enhanced to take grades into consideration; the option was created to compare equivalency maps and results for up to three institutions; and institutional reports were developed to show institution specific usage and metrics.

The first annual User Group Conference was held on February 22, 2011, in Columbia, SC. All institutions sent participants to the conference, which featured a keynote by Dr. Bruce Chaloux from the Southern Regional Education Board and included presentations on functionality, current project activities, marketing SC TRAC, and portal enhancement options. Another annual User Group Conference is being planned for February 2012.

In March 2011, South Carolina won a prestigious national award for SC TRAC when it was recognized by the national Postsecondary Electronic Standards Council (PESC) as winner of its 12th Annual Competition for Best Practices. SC TRAC received high praise from PESC because the system “focuses strategically on a high risk population (transfer students) through collaboration and the use of centralized resources and infrastructure, resulting in a robust, statewide solution that streamlines student transfer steps.” Receipt of this award highlights SC’s commitment to ensuring seamless student transitions from secondary to postsecondary education by using a coordinated approach to college transfer and the evaluation of prior coursework, and places SC at the forefront of states whose education policies support workforce and economic development for the 21st century knowledge economy.

AcademyOne continues to work with the institutions to manage course equivalencies and transfer information in the system. Plans for 2011-12 include continuing to install the equivalency synchronizer interface at two-year institutions that wish to take advantage of this functionality and continuing to develop enhancements to the system. CHE and AcademyOne plan to create a video User Guide, develop a transfer events calendar to be displayed on SC TRAC, create a contact database of institutional system users, and deploy a course equivalencies widget that institutions can place on their own websites. CHE staff are also working collaboratively with institutions to identify, design, and implement additional functionalities for the system. Subsequent phases of the project are currently being defined and full implementation is expected to take several years.

### **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.**

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

**See Also Related Recommendation: 1.21**

#### **Action:**

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 region’s workforce needs.

## **Retention**

### **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**

**See Also Related Recommendation: n/a**

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### **Action:**

USC Aiken sent a team of faculty members from the math department to a course redesign conference in March 2010 to gather ideas for their ongoing work in redesigning introductory mathematics courses.

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.

### **1.28. Provide more effective developmental education**

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** 1.2, 1.3, 1.12, 1.14, and 1.16

### **Action:**

Piedmont Technical College offers open labs in math, writing, and science. In addition, online tutoring services/software will be purchased in Fall 2011 to assist students. Data to follow developmental student success into college-level courses is being collected and used to make decisions concerning course effectiveness.

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

**Responsible:** Colleges and Universities and CHE

**See Also Related Recommendation:** n/a

### **Action:**

A committee has been created to identify and analyze potential statewide initiatives, programs, and policies that would strengthen the retention of first-generation and low income students. This committee will also address freshmen-to-sophomore and sophomore-to-junior retention.

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%.

Clemson has several programs designed to facilitate student success:

- The Academic Success Center (ACS) provides students with Personalized Academic Assistance to allow students 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 at the institution.

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- 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 researching best practices and ongoing student needs, recommending plans of action, and monitoring 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.

USC Beaufort's Enrollment Management Team meets regularly 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.

Piedmont Technical College has an icon on each faculty member's computer containing retention and graduation data. This icon, The House, houses graphic and statistical data on a semester-to-semester, year-to-year, and cumulative basis per program and this data is used to set benchmarks on retention and graduation rates for all programs.

### **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**

**See Also Related Recommendation: n/a**

**Action:**

The College of Charleston administers the College Student Inventory, MAP-Works, an early alert instrument, to all incoming freshmen to gauge strengths and weaknesses and to measure drop-out proneness. Additionally, Faculty and Staff Assisting Students in Trouble is an online reporting tool that allows faculty and staff to report students to Undergraduate Academic Services who seem to be having academic or personal difficulties. Several offices on-campus also monitor midterm grades and intervene with students in academic difficulty. Graduate students receive early warning of academic difficulties and probation notices as well as counseling by program directors.

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

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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.

Beginning Fall 2011, USC Beaufort will implement a First Year Outreach (FYO) program. The goals of FYO are for volunteer faculty, staff, and administrators to advise and mentor first-year students in order to increase retention. Volunteer advisors participated in several training sessions in summer 2011.

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.

### **3.27. Increase the productivity of gateway science and mathematics courses.**

**Responsible: Colleges and Universities**

**See Also Related Recommendation: 1.26**

#### **Action:**

The College of Charleston is establishing initiatives to improve placement and student success rates in critical science and mathematics courses. The college has selected a new mathematics placement tool and will be expanding efforts in Supplemental Instruction, math- and science-based learning communities, and other learning support.

Faculty at Coastal Carolina University began 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.

USC Beaufort hired a mathematics professor/consultant in Fall 2010 to review and restructure its mathematics curriculum. Math courses geared toward non-mathematics majors have been added to the curriculum for Fall 2011.

## **Workforce Development**

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

**Responsible: Colleges and Universities**

**See Also Related Recommendation: 2.4**

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### **Action:**

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 was approved by the Advisory Committee on Academic Programs on July 14, 2010, and is available online at: [www.che.sc.gov/AcademicAffairs/TRANSFER/TransferGuideforEducationPrograms.pdf](http://www.che.sc.gov/AcademicAffairs/TRANSFER/TransferGuideforEducationPrograms.pdf).

Newberry College's Recruit and Engage Math And Science Teachers (RE-MAST) program is a five-year program funded by a \$900,000 grant from through the Robert Noyce Teacher Scholarship Program at the National Science Foundation. The RE-MAST program will recruit, prepare, and mentor 26 math, biology, and chemistry majors pursuing teaching in science, technology, engineering, and mathematics (STEM) content areas. In addition, RE-MAST will recruit 34 freshmen and sophomore STEM majors to participate in six-week, paid summer internships to investigate teaching through field experiences and two education courses for credit. Interns will be encouraged to apply for the 26 scholarships available during their junior, senior, or fifth years. The program will actively recruit and encourage STEM career changers interested in teacher certification to apply as well.

Winthrop University was awarded a \$13 million Teacher Quality Partnership grant from the US Department of Education. Winthrop is the only institution in South Carolina, one of only six institutions across the Southeast, and one of only 28 institutions nationally to be chosen to participate in the five-year grant program. The program funded by the grant, Network of Sustained, Collaborative, Ongoing Preparation for Educators (NetSCOPE), will focus on five goals: improving student academic achievement in targeted high-need schools; improving professional learning for school-university faculty and teacher candidates; strengthening the pre-baccalaureate education of teacher candidates; increasing support for new teachers in the high-need districts; and implementing ongoing, accessible school leadership programs. With NetSCOPE, Winthrop will work with school districts in Cherokee, Chester, Fairfield, Lancaster, and Union counties, as well as other partners, including the statewide Center for Educator Recruitment, Retention, and Advancement, which is headquartered at Winthrop.

Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty focuses on improving the achievement of children of poverty by enhancing the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers. During 2010-11, the FMU Center of Excellence extended its activities and services to additional teachers and school districts in South Carolina and during 2011-12 will continue efforts to expand its programs statewide.

USC Columbia's College of Education is a member in an Association of Public and Land-Grant Universities initiative to recruit and support candidates to teach in critical need areas, particularly mathematics and science. USC Columbia representatives also state that the institution is committed to doubling the number of teacher candidates recommended for certification in middle or high school mathematics and science.

The College of Charleston's Early Literacy Program is a partnership with the Charleston County School District (CCSD) in which minority teacher education candidates (primarily male) are employed to work as teaching assistants with first grade master teachers in low performing schools and simultaneously complete the Master of Arts in Teaching in Early Childhood Education. In addition, the College of Charleston hosted the annual conference in January 2010 for the Holmes Scholars Partnership. As a member of the partnership, the institution's goal is to recruit more minorities into the teacher education professoriate because one important component of recruiting more minority P-12 teachers is to have more minority faculty members at the university level.

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Clemson has expanded its teacher education program 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 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. Five additional students have been admitted into the program for Fall 2011.

USC Beaufort houses the *Call Me Mister* program and is partnering with Clemson University to be part of a national network of universities who are encouraging more minority males to dedicate their lives to becoming elementary education teachers and administrative leaders. The program contributes to the talent pool of excellent teachers by identifying and supporting young men who are "touching the future" by teaching children.

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.

In 2011, Lander University's Montessori Teacher Education program received \$167,000 from the Self Family Foundation to continue its efforts in bringing Montessori teacher preparation to school districts throughout SC. Lander works closely with area school districts in their efforts to establish Montessori as a program of choice for families. Lander partnered with Edgefield County's Douglas Elementary school in 2010-11 to establish the first Montessori program in the district. A contract course with Lexington School District Four's Early Childhood Center enabled it to open 17 preschool level Montessori classrooms serving over 350 children ages 3-6 in Fall 2010.

In 2011, Piedmont Technical College offered a free 20-hour Technology Blitz camp for middle and high school teachers in the Greenwood School District to earn units toward recertification. This camp focused entirely on new technology and practical applications to take back to the classroom.

### **1.24. Increase alternative delivery methods of appropriate courses and/or programs to reach underserved students, especially non-traditional students, and create greater flexibility as to the time and location of the learning process.**

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** n/a

**Action:**

CHE is exploring the possibility of implementing a statewide online degree program, called *DegreeSC* (see Recommendation 1.38 for more information). In addition, CHE regularly supports and approves programs using alternative delivery methods.

With the disappearance of the ETV satellite-assisted avenue for distance course delivery, some colleges at USC Columbia are experimenting with new technologies. For example, the Darla Moore School of Business at USC Columbia is piloting the use of "telepresence" for global course delivery in its Master of Human Resources program.

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According to Piedmont Technical College, online and hybrid courses have more than doubled during the past three years. The College uses podcasting, Elluminate, Skype, and Desire 2 Learn so that students have many delivery possibilities. In addition, the Piedmont Educational Network (PEN) continues to reach seven centers and upgrades using Polycom are implemented each semester.

### **1.30. Create legislative incentives (tax credits, tuition rebates for degree completion, etc.) to encourage students to earn an academic certificate or degree, especially for students who remain in South Carolina for a certain period of time following degree completion.**

**Responsible:** Legislature

**See Also Related Recommendation:** n/a

**Action:**

### **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

**See Also Related Recommendation:** 1.38

**Action:**

The initial exploration of *DegreeSC* has included identification of several applied or 2+2 baccalaureate programs that will be considered by the task force.

USC's Palmetto Program provides 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, 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, first available in Fall 2009, which focuses on preparing students for leadership roles in government, non-profit, and business settings.

Coastal Carolina University established a Bachelor of Science in Nursing completion program in conjunction with Horry-Georgetown Technical College (HGTC). The three semester program is designed for nurses who have completed an associate degree in nursing and are licensed in the state. In addition, Coastal Carolina University received approval to offer the Bachelor of Science in Health Administration Program beginning in the fall 2011 semester. The purpose of the program is to provide advanced knowledge, values, and critical judgment skills needed to assume leadership and management roles in health care environments within the local area, region, and state.

### **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

**See Also Related Recommendation:** n/a

**Action:**

CHE is exploring the possibility of implementing a statewide online degree program, *DegreeSC*, targeted mainly to adults aged 25 and older. Loosely modeled after the Tennessee Board of Regents' Online Degree Program and AG\*IDEA (part of the Great Plain Interactive Distance

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Education Alliance (IDEA)), *DegreeSC* would coordinate and expand the offering of online degree programs with requisite student services. This entity will allow students to select the institution of their choice for their admission, registration, and awarding of degrees, but also allow them to take coursework online from any participating institution.

A task force charged with planning and implementing *DegreeSC* held its initial meeting on September 15, 2009. Task force members agreed to pursue implementation of *DegreeSC*, and CHE staff, with input from task force members, developed a proposal to explain how the *DegreeSC* collaboration will work. The task force met again on November 24, 2009, and a representative from the Institute for Academic Alliances discussed the Great Plains IDEA and AG\*IDEA programs at this meeting. The task force then met on January 19, 2010; this meeting featured two speakers: Dr. Robbie Melton, Associate Vice Chancellor of Strategic Planning for eLearning and Educational Technology Initiatives and Innovations, Tennessee Board of Regents and Dr. Tom Benberg, Vice President and Chief of Staff, Southern Association of Colleges and Schools. The task force held a conference call on February 23, 2010, to discuss the information presented at the January 19, 2010, meeting. During the conference call, the task force suggested using existing online courses as much as possible when considering programs for *DegreeSC*.

The task force also decided *DegreeSC* should begin with programs that are in high demand and marketable to an adult audience. Baccalaureate degree programs currently being developed include: Organizational Leadership which has a business-oriented curriculum; Health Information Management, which combines health, business, and IT courses while emphasizing the management of electronic medical records; Criminal Justice; and American Studies, a multidisciplinary program including courses in history, political science, economics, literature, and African-American studies.

At its 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. Since then, the subcommittees for each prospective degree programs have held additional meetings or conference calls to develop each respective degree program. At its November 30, 2010, meeting, the task force decided that the first program offered through *DegreeSC* would be Criminal Justice. 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 and the task force created an Infrastructure Subcommittee to address these issues. The Infrastructure Subcommittee will meet on September 13, 2011, to begin addressing these issues and the task force members will work to develop a Memorandum of Understanding outlining the institutions' 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 for approval.

At its meeting on June 28, 2011, the task force approved minimum admission requirements and academic forgiveness policies for *DegreeSC*. The task force continues to meet regularly to develop the program and subcommittees for the proposed degree programs continue to meet to discuss their prospective programs.

### **1.39. Create a web portal that serves as a clearinghouse of information for adult learners.** **- COMPLETED**

**Responsible:** EEDA Coordinating Council; CHE; SCTCS; SCDE; and Colleges and Universities

**See Also Related Recommendation:** 3.24

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**Action:**

The EEDA portal provides educational and career planning information and resources for adults, including Kuder Journey and Connect2Business.

**1.42. Implement a cooperative, statewide initiative to reduce gaps in technological literacy among potential adult learners.**

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

**See Also Related Recommendation:** n/a

**Action:**

**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

**See Also Related Recommendation:** 3.21

**Action:**

The South Carolina Technical College System's Apprenticeship Carolina™ Division increases the number of employer-sponsored registered apprenticeship programs. For example, Northeastern Technical College 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. In addition, Piedmont Technical College has expanded its apprenticeships in a number of area manufacturing and industrial companies.

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.

Coastal Carolina University has significantly increased the number and range of internship opportunities available to its students. During 2010-11, 1,111 students participated in internships at more than 250 locations. In addition, Coastal Carolina University has nine students enrolled in the SC Healthy Families AmeriCorps grant program. With the successful completion of the program, each student will have completed 300 hours of community service and receive a \$1,132 education award to be used toward the cost of education. Furthermore, the GK-12 Program at Coastal Carolina University will team GK-12 Fellows from the Coastal Marine and Wetland Studies graduate program with cooperating middle and high school teachers and undergraduate science majors to build STEM-related partnerships between the university and local schools and to enhance the educational programs and experience for students at the middle school, high school, undergraduate, and graduate level.

**1.46. Create a low cost online program to develop proficiency in at least four important foreign languages (e.g., Mandarin, Spanish, French, German, etc.) to promote economic development, cultural knowledge, and tolerance.**

**Responsible:** CHE; Colleges and Universities; Business and Industry; and Chamber of Commerce

**See Also Related Recommendation:** n/a

**Action:**

This recommendation will be considered by the *DegreeSC* task force in due course.

**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

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**See Also Related Recommendation:** n/a

**Action:**

Graduate programs approved since FY 2008-09 that support new clusters are:

- M.Engr., Industrial Education, Clemson
- M.I.B., Master of International Business, USC-Columbia
- Ph.D., Health and Rehabilitation Service, MUSC
- Ph.D., Economics, Clemson
- M.A. and Ph.D., Photonic Science and Technology, Clemson

### **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

**See Also Related Recommendation:** n/a

**Action:**

Since FY 2008-09, several new teacher certification and advanced programs have been created:

- B.A., Modern Languages, New Concentrations in Teaching German, French and Spanish, Citadel
- B.A., Chemistry, New Concentration in Teaching Secondary Chemistry and Broad Field Science, Citadel
- B.S., Biology, New Concentration in Teaching Biology and Broad Field Science, Citadel
- M.Ed., Secondary Education with New Concentrations in Mathematics, Science, English, and Social Studies, Clemson
- M.A.T., Secondary Education Mathematics and Science, Clemson
- M.A.T., Music Education with Specializations in Choral, Instrumental (Orchestra), and Instrumental (Band), USC-Columbia
- M.A.T., Middle Level Education, The Citadel and College of Charleston
- M.Ed., Teaching, Learning and Advocacy, College of Charleston
- M.Ed., Educational Leadership, Coastal Carolina
- M.Ed., Educational Leadership, Winthrop at Newberry and Charlotte
- M.Ed., Learning and Teaching with Specializations in Instructional Elementary Teaching Grades, Coastal Carolina
- M.Ed., Special Education, Winthrop at Charlotte

USC Columbia's recently initiated B.S. in Engineering Science program has been approved as a preparatory major for the Master in Teaching certification degree for high school mathematics and science. In addition, the USC Columbia College of Education joined in a partnership with the Center for Enterprise Systems Management in an effort to improve computer science and information technology curriculum in middle and high schools. The College has also launched a partnership with the College of Engineering's "Project Lead the Way," to offer a Master of Education degree for currently certified teachers with an area of inquiry in engineering education.

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

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** n/a

**Action:**

In January 2009, Francis Marion University unveiled its Center for Entrepreneurship which was created to foster and promote new business opportunities, advance the teaching, study, and practice of entrepreneurship, and promote new venture creation.

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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.

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; and
- 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.

The Lowcountry Partnership for Biomedical Innovation (LPBI), initially funded by the Partnerships for Innovation program at the National Science Foundation, is explicitly designed to increase cross-fertilization between the College of Charleston's business programs and the Medical University of South Carolina's science programs. The LPBI involves a formal agreement between the College of Charleston and the Medical University of South Carolina; the work takes place in the Charleston Innovation Center recently established by the South Carolina Research Authority, MUSC, and the City of Charleston. This program has both biomedical technology commercialization and workforce development elements.

Through the Wall College of Business at Coastal Carolina University, the Investment Business Trading Center and lab offers students the opportunity to learn about financial markets in an engaging and hands-on learning environment offering state of the art technology with the use of real-time real world data in simulated and actual financial markets.

The Each One Teach One Entrepreneurship Institute at Coastal Carolina University serves students who have the ideas and drive to start their own businesses by providing them with the tools needed to build prosperous, successful futures through education and business.

Entrepreneurialism is a principal focus of the Medical University of South Carolina's strategic plan. The goal of this strategic initiative is to create and sustain a culture in which both pathways and infrastructure that will support University-wide entrepreneurialism. It seeks to cultivate opportunities to explore new portals and partnerships, public and private, while promoting an ethical framework for pursuits. This goal will be achieved by stimulating the spirit of entrepreneurialism and incorporating a system of incentives and by developing a Center for Innovation and Entrepreneurialism.

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### **2.17. Recruit and retain more students in the state's existing science, technology, engineering, and mathematics (STEM) programs to facilitate increased enrollment.**

**Responsible:** Colleges and Universities and Business and Industry

**See Also Related Recommendation:** 2.14, 2.20, and 3.28.

**Action:**

One strategy to accomplish this goal has been implemented in the funding of LIFE and Palmetto Fellows scholarship enhancements. Reports are available and published on the Commission on Higher Education (CHE) website, [www.che.sc.gov/New\\_Web/Rep&Pubs/Schol\\_Stats.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/Schol_Stats.htm) with the number of enhancements and the percentage of students who received the award. Baseline data will be produced for students enrolled in those programs designated as eligible for the enhanced awards.

The College of Charleston's School of Education, Health, and Human Performance received \$210,000 to improve science, technology, engineering and mathematics (STEM) instruction and student achievement in four Lowcountry school districts. The US Department of Education grant paid for 60 teachers in Berkeley County, Dorchester County District 2, Dorchester County District 4, and Georgetown County to earn graduate course credit toward a Masters in Education in Science and Mathematics at the College of Charleston.

In 2011, Piedmont Technical College was awarded a \$500,000 National Science Foundation scholarship grant for students underrepresented in the Automotive, Computer, and Engineering Technologies.

### **3.2. Develop or expand higher education programs to support cluster growth, especially in workforce shortage areas.**

**Responsible:** Colleges and Universities; Business and Industry; SCTCS; and CHE

**See Also Related Recommendation:** 3.1, 2.4, 2.14, and 1.47

**Action:**

### **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

**See Also Related Recommendation:** 2.3 and 2.24

**Action:**

The College of Charleston's Howard Hughes Medical Institute grant provides initial-year funding for some faculty positions. See also Recommendation 2.3 for more information about the College of Charleston's grant.

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.

Local hospitals continue to provide funding for some clinical nursing faculty at USC Aiken; however, the support was reduced in 2010 due to budget constraints. The Nursing School continues to receive donations of equipment.

Francis Marion University receives funding from local partners that helps support its undergraduate and proposed graduate nursing programs.

### **3.5. Improve student recruitment into high demand occupations which support targeted clusters.**

**Responsible:** Colleges and Universities; K-12; and Business and Industry

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**See Also Related Recommendation:** n/a

**Action:**

Each fall, Francis Marion University sponsors the South Carolina Physics Scholars Institute. The Institute allows thirty competitively-chosen, high-achieving science students from SC high schools to participate in a university-level program focusing on nuclear physics, astronomy, laser physics, and computational physics. The Institute is designed to recruit students into majors such as Health Physics, for which there is a high occupational demand.

### **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

**See Also Related Recommendation:** 2.12 and 2.13

**Action:**

Technical colleges are required by policy to establish advisory committees for all approved curricula. Each advisory committee is comprised of representatives from businesses, industries, and other appropriate persons from a college's service area. Advisory committees provide appropriate input and advice to college administration and faculty regarding curricula and student preparation for the workforce. They also provide some input on local demand for that occupation, which is one tool for aiding colleges in aligning programs with changing industry requirements. These advisory committees meet at least once a year.

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. In addition, in Summer 2011, Aiken Technical College developed and implemented the NWI Academy, a six week summer intensive program that introduces recent high school graduates to the field of nuclear energy.

The College of Charleston, through the Joseph P. Riley Center for Livable Communities, conducted a 2010 survey of regional employers on degree offerings addressing workforce needs not currently met locally. Advisory boards for the six academic schools at the College of Charleston regularly discuss workforce needs as appropriate.

### **3.10. Implement fully the certificate system as proposed in the "New Front Door" CHE white paper for adults seeking to gain higher level employment skills.**

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

**See Also Related Recommendation:** 1.35

**Action:**

### **3.11. Implement fully the South Carolina Technical College System's Adult Pathways initiative.**

**Responsible:** SCTCS

**See Also Related Recommendation:** 3.12

**Action:**

The South Carolina Technical College System (SCTCS) continues to look for funding to implement this initiative. Due to the unusual economic climate, the SCTCS has not been successful to date in securing an appropriation for this program. However, there has been progress on implementing part of the QuickJobs Carolina program which is one aspect of Adult Pathways.

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### **3.12. Implement fully both components of the South Carolina Technical College System's competeSC initiative: QuickJobs Carolina and Retool Carolina.**

**Responsible: SCTCS**

**See Also Related Recommendation: n/a**

**Action:**

The South Carolina Technical College System (SCTCS) has made significant progress in implementing QuickJobs Carolina because of a \$4 million grant from the State Workforce Investment Board. This grant will fund the establishment of QuickJobs Programs at most, if not all, of the technical colleges. For example, Midlands Technical College and Fairfield County received funds to build a QuickJobs training center in Fairfield County. However, SCTCS continues to look for additional and permanent funding to fully implement the entire competeSC initiative. SCTCS submitted funding requests at both the state and federal levels. Due to the unusual economic climate, the SCTCS has not been successful to date in securing an appropriation for this program.

### **3.13. Support the timely implementation of the Kuder Journey system. - **COMPLETED****

**Responsible: SCDE; SCTCS; and SC Student Loan Corp.**

**See Also Related Recommendation: n/a**

**Action:**

Kuder Journey is now available on the EEDA portal ([www.scpathways.org](http://www.scpathways.org)) and allows users to identify occupational background and current needs; plan for educational options; connect with local employers and career opportunities; and save and share career history, progress, and accomplishments.

### **3.14. Develop and implement a comprehensive statewide education plan to facilitate the reentry into society and the workforce of those who have been incarcerated.**

**Responsible: Legislature; SCTCS; CHE; Department of Corrections; Probation, Pardon and Parole; and Colleges and Universities**

**See Also Related Recommendation: n/a**

**Action:**

### **3.15. Support the statewide implementation of the Department of Commerce's WorkReadySC, including the WorkKeys credentialing program.**

**Responsible: Department of Commerce and SCTCS**

**See Also Related Recommendation: n/a**

**Action:**

### **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**

**See Also Related Recommendation: n/a**

**Action:**

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

### **3.18. Construct a model indicating categories of students entering postsecondary education and the types of training that they will need to meet the state's workforce demands.**

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**Responsible: CHE; SCTCS; SCDE; WIA Boards; Vocational Rehab; SC Student Loan Corp.; and Others**

**See Also Related Recommendation: n/a**

**Action:**

- 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****

**Responsible: EEDA Coordinating Council / SCDE; CHE; SCTCS; SCICU; and Colleges and Universities**

**See Also Related Recommendation: n/a**

**Action:**

The EEDA portal ([www.scpathways.org](http://www.scpathways.org)) is a central website that provides educational and career planning information as well as resources for students, parents, adults, and businesses. The portal is now operational although refinements are being made and content is added when suggested by EEDA entities.

- 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.**

**Responsible: Colleges and Universities**

**See Also Related Recommendation: 1.13**

**Action:**

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

- 3.28. Increase the participation of underrepresented populations in science and technology fields.**

**Responsible: Colleges and Universities; CHE; SCTCS; and SCAMP**

**See Also Related Recommendation: 2.14, 2.17, 2.19, and 2.20**

**Action:**

Francis Marion University sponsors a Women and Minorities in Science and Mathematics initiative that encourages women and minority students to pursue majors in Biology, Chemistry, Physics, Health Physics, and Mathematics.

At the College of Charleston, Howard Hughes Medical Institute and National Science Foundation grants target increased participation by minorities in undergraduate research projects in the biomedical fields. The College also receives funding from the National Science Foundation to administer the South Carolina Alliance for Minority Participation, a program to increase the success of minority students interested in pursuing a degree in science or mathematics. The College's US Department of Education-funded McNair Scholars Program mentors and supports a number of science and mathematics minority students in summer research experiences, workshops, etc., toward the goal of increased success in pursuing graduate degrees.

Underrepresented student populations within the College of Science at Coastal Carolina University increased 20% from 345 students in Fall 2009 to 431 in Fall 2010. Over a three year period, the underrepresented student population increased 39%.

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### Economic Development

#### **2.1. Create opportunities for communication and “cross-fertilization” between and among institutions of higher education and the state's major industries to encourage idea sharing, on-site explorations, and formal partnership agreements.**

**Responsible: Business and Industry and Colleges and Universities**

**See Also Related Recommendation: n/a**

**Action:**

The Lowcountry Partnership for Biomedical Innovation has both biomedical technology commercialization and workforce development elements (see recommendation 2.5 for more information about this program).

The College of Charleston’s Computer Science Department has hosted numerous programs designed to facilitate interactions between the academic realm and the private sector. The charter of the College of Charleston/The Citadel Joint Industrial Advisory Board for Computer Science specifically targets cross-fertilization. In addition, the College of Charleston and the Medical University of South Carolina continue to participate in the operation and use of the Hollings Marine Laboratory with the National Oceanic and Atmospheric Administration, the National Institute of Standards and Technology, and the South Carolina Department of Natural Resources under the terms of a Joint Project Agreement.

Furthermore, the Global Logistics and Transportation Program in the School of Business at the College of Charleston interacts closely with the waterfront businesses in Charleston to include idea-sharing on curricular content for both undergraduate and professional courses. A formal agreement was recently signed between the School and Michelin North America to create an online professional development program for the company's employees working in the logistics area. Initial collaboration has also begun with the Clemson University Restoration Institute to address logistics issues related to the location of wind turbines off-shore. In addition, a key aim of the College of Charleston’s School of Business’ Global Business Resource Center (GBRC) is to contribute to SC’s economic competitiveness through Global Business education. The GBRC has many partnerships and memoranda of understanding with state, federal, and regional international agencies, of which the most significant is with the SC International Trade Coalition. The College of Charleston, through the GBRC, is one of only three universities in the US to have earned the US EX-IM Bank City-State partner designation and, together with the SC Department of Commerce and US Commercial Service, the GBRC sponsors Trade Finance seminars for state businesses. The GBRC is also extremely active with NASBITE International, the primary educational and professional association for the global business community. Last year, through the GBRC, the College of Charleston became one of only a handful of US universities to offer a NASBITE-accredited Certified Global Business Professional™ training program.

Coastal Carolina University, Clemson University, and North Carolina State University, in cooperation with Santee Cooper and the South Carolina Energy Office, are studying alternative and green energy sources off of the South Carolina coast with a viability study of establishing wind energy production farms.

Technology/Innovation is a principal component of MUSC’s Strategic Plan. The goal is to provide an environment that promotes the application, development, and transfer of technology, fosters and rewards innovation, cultivates human capital, and responds to emerging priorities to advance health care, education, and research. This goal will be achieved through four objectives:

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- 1) Maximize the use of resources and technologies to advance health care, education, and research at MUSC and throughout South Carolina;
- 2) Create and nurture an environment that fosters innovation;
- 3) Accelerate and capitalize the transfer of new technologies and research advances; and
- 4) Identify and sustain new revenue streams that adapt to changing biomedical economic environments.

### **2.10. Establish Enterprise Campuses at technical colleges statewide.**

**Responsible:** Legislature and SCTCS

**See Also Related Recommendation:** n/a

**Action:**

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.

### **2.11. Increase communication, shared programs, and formal partnerships among institutions of higher education.**

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** n/a

**Action:**

Many of the public institutions have shared programs and formal partnerships. The Citadel and the College of Charleston offer a few joint programs including the M.A.T. in Middle Level Education. Coastal Carolina University's Bachelor of Science in Nursing completion program is offered in conjunction with Horry-Georgetown Technical College through a collaborative agreement and classes are held on Horry-Georgetown Technical College's Grand Strand campus. In addition, one of the goals of *DegreeSC* is to develop shared online programs among institutions of higher education.

### **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

**See Also Related Recommendation:** n/a

**Action:**

The College of Charleston's graduate and academic schools have advisory boards drawing from industry and the professional community that meet regularly to discuss strategic directions in curricula and degree offerings, external funding opportunities, outreach to the community, and potential collaborations utilizing student and faculty expertise. In addition, the College of Charleston's Department of Music collaborates with the Charleston Symphony Orchestra, Spoleto Festival USA, and the City of Charleston's Department of Cultural Affairs.

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. Industry partners provide opportunities for service learning, community service, co-operative experiences, internships, and field work in a variety of settings as well.

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USC Beaufort's academic programs each have an advisory board that meets regularly with the program chair and faculty in a consulting capacity to give advice on education, internships, employment opportunities, trends in the field, new curricula to support changes in the field, education, and community service.

Under the guidance of The Wall College of Business advisory board at Coastal Carolina University, the BB&T Center for Economic and Community Development has conducted research projects including numerous surveys, assessments, feasibility studies, and impact studies. The Center also provides both faculty and students with opportunities to conduct applied research projects for local businesses, organizations, and government agencies. The Center uses the faculty and resources of the university to enhance the community's economic development.

MUSC has community and industry advisory boards for each of its six colleges.

### **2.13. Provide creative incentives to industries to collaborate with SC research institutions.**

**Responsible:** Legislature; Dept. of Commerce; Research Institutions

**See Also Related Recommendation:** 3.6

**Action:**

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

**Responsible:** Colleges and Universities and CHE

**See Also Related Recommendation:** 2.17, 2.20, and 3.28

**Action:**

New STEM programs approved since FY 2008-09 are:

- A.I.T., Mechatronics Technology, Piedmont Technical College
- B.S.E., Engineering Science, USC Columbia
- B.S., Environmental Science, USC Columbia
- M.Engr., Industrial Engineering, Clemson
- B.S., Electrical Engineering Technology, South Carolina State University extended to Aiken Technical College
- B.S., Mathematics, New Concentration in Statistics, College of Charleston
- B.S., Biochemistry, Coastal Carolina University
- B.S., Computational Science, USC Beaufort
- B.S., Environmental Engineering, Clemson
- M.S., and Ph.D., Photonic Science and Technology, Clemson
- B.S., Biochemistry and Molecular Biology, USC Columbia
- B.S., Health Administration, Coastal Carolina

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

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Engineering and Computing serves as the Project Lead the Way (PLTW) University Affiliate for the state for the grant.

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 baccalaureate program in the state.

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.

During the 2010-11 school year, Clemson University's College of Engineering and Science partnered with schools in seven school districts (Spartanburg, Greenville, Orangeburg 3 and 4, Marion 7, Chester, and Sumter) to find new ways to teach math and science for a generation of students entering an increasingly technological workplace. For example, students at Spartanburg County's George Washington Carver Junior High School studied the case of the Pacolet River Flood and used math, science, history, and English classes to recreate the Spartanburg County of their ancestors, including a working model of the Pacolet River and the structures it swept away in the catastrophe 108 years ago. The project allowed students and teachers to weave what they studied across the curriculum along a single thread. English students wrote poetry commemorating the catastrophe; math students designed exhibits on the geometry used in early 20th century architecture; and history students described life in the mill villages of the period. The most elaborate project was a scale model of the flood itself that was built to simulate the force of the flowing water and included mill buildings being washed away.

Building on existing Master of Science in Environmental Studies and Master of Public Administration degrees, The College of Charleston has developed a joint program which addresses the environmental needs of the state.

### **2.15. Encourage businesses, colleges, and universities to apply for more Small Business Innovation Research (SBIR) and Small Business Technology Transfer Program (STTR) grants through the South Carolina Department of Commerce.**

**Responsible:** Colleges and Universities; Dept. of Commerce; Business and Industry

**See Also Related Recommendation:** n/a

**Action:**

### **2.16. Establish a South Carolina Energy Independence Consortium to promote collaboration and the sharing of energy-related expertise and to research and develop innovative energy systems through the South Carolina Energy Office.**

**Responsible:** Legislature; Colleges and Universities; and SC Energy Office

**See Also Related Recommendation:** n/a

**Action:**

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Bills were introduced during the 2009 session (S.208 and a companion bill H.3147) that would create an Energy Advisory Committee for the Office of State Energy. The bills were not passed as of the end of 2010. Legislation to restructure the State Department of Energy was introduced again in 2011 (S.152 and companion bill H.3412). The legislation remains in committee as of the end of 2011 but could be considered in 2012 as it is the second year of the two-year continuing session of the General Assembly.

Also, of possible interest relating to state energy issues is a report released by a Senate Committee that studied energy issues; this report is available at:

[www.scstatehouse.gov/citizensinterestpage/EnergyIssuesAndPolicies/EnergyIssues.html](http://www.scstatehouse.gov/citizensinterestpage/EnergyIssuesAndPolicies/EnergyIssues.html)  
(see the last link on the webpage for the Energy Policy Report).

Coastal Carolina University, Clemson University, and North Carolina State University in cooperation with Santee Cooper and the South Carolina Energy Office are studying alternative and green energy sources (see Recommendation 2.1).

### **2.18. Revitalize and expand the universities' research infrastructure.**

**Responsible:** Legislature; Research Institutions

**See Also Related Recommendation:** 1.20, 3.3, and 4.2

**Action:**

### **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

**See Also Related Recommendation:** 2.7, 2.8, and 2.20

**Action:**

In May 2011, the SmartState Review Board acted to rebrand the CoEE Program as the SmartState Program, so references to CoEE have been changed to SmartState as appropriate.

In November 2008, the Kauffman Institute 2008 State New Economy Index was revealed. This report reveals that between 2007 and 2008, South Carolina increased its overall national rank from 39th to 34th place. South Carolina also ranked highly in many categories that reflect positively on the state's knowledge-based economic development. (The study measures 29 different indicators, including factors for knowledge jobs, technological innovation and globalization. The index is regarded as one of the top national benchmarks for state economic transformation.) SmartState Review Board Chair at the time, Paula Harper Bethea, commented, "As South Carolina builds its knowledge economy, I am thrilled for what it means to the people of our state—the creation of well-paying jobs and enhanced economic opportunities. I am also very pleased that South Carolina's Centers of Economic Excellence [SmartState] Program, which enables our state to recruit top scientists and establish cutting-edge research centers, has been a major factor in knowledge-economy growth. Through the Centers of Economic Excellence [SmartState] Program and similar proactive efforts, South Carolina can reinvent its economy, improve quality of life, and become nationally and globally competitive."

Health Sciences South Carolina representatives discussed a variety of SmartState-related organizational initiatives at the April 2009 CHE meeting. Health Sciences South Carolina leverages the SmartState Endowed Chairs with Duke Endowment funds to promote additional initiatives such as the South Carolina Healthcare Quality Trust, a voluntary, statewide hospital and research university performance partnership that will employ research to identify causes of and solutions to preventable healthcare-associated infections and then share the results with all 65 of the state's acute care hospitals.

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In March 2009, the City of Columbia sponsored the National Hydrogen Association Conference at which two prominent USC SmartState Endowed Chairs were keynote speakers. In April 2009, the SC Academy of Science held its annual meeting, including a Biomedical Symposium, at which time SmartState biomedical researchers presented.

In July 2009, MUSC announced that it received a highly coveted, five-year \$20 million Clinical Translational Science Award (CTSA) grant awarded by the National Center for Research Resources at the National Institutes of Health (NIH). MUSC President Ray Greenberg noted that this grant would not have been possible without the SmartState Program and that many of the key scientists in the application were recruited through the SmartState Program. MUSC leads the research efforts of a statewide collaboration involving all three research universities, Health Sciences South Carolina, and other partners. The award provides infrastructure support, better training for researchers, and greater access to top clinical trials and promising new treatments.

In July 2009, international medical device company Smith and Nephew announced a \$5 million non-state matching pledge for USC's Rehabilitation and Reconstruction Sciences Center of Economic Excellence to develop new orthopedic therapies and products.

At its meeting on September 14, 2009, the SmartState Review Board awarded one new SmartState proposal in the amount of \$3 million for the 2008-09 proposal cycle: Healthful Lifestyles (USC/MUSC, \$3 million). This award brought the 2008-09 award total to \$14 million. The other 2008-09 awards include Tissue Systems Characterization (Clemson, \$3 million); Lipidomics, Pathobiology and Therapy (MUSC, \$5 million); and Nuclear Science Strategies (USC, \$3 million).

In October 2009, the Health Care Quality Center of Economic Excellence (USC/MUSC/Clemson) announced it received a two-year, \$4.8 million National Institutes of Health grant to establish a statewide, internet-based network for seriously ill patients looking for help through clinical trials. According to *The State*, "Patients will be able to volunteer for clinical trials, get notification of new research related to their condition and give consent to have their tissue used for research. The network, expected to be available in two years at no cost to patients, will have built-in security checks to protect patient privacy."

In October 2009, the first Centers of Economic Excellence Council of Chairs convened on the USC Columbia campus. This conference included private and public sessions devoted to topics such as economic development, SmartState Program objectives (including technology transfer) and the consideration of a Centers of Economic Excellence Council of Chairs Charter.

According to its FY 2009 annual report released in December 2009, the SmartState Program has brought more than one-quarter billion dollars in non-state investment into the state's economy and has led to the creation of 3,200 high-paying jobs. The SmartState Program has also resulted in 11 start-up companies and 13 awarded patents. To date, 24 of 81 awarded SmartState Endowed Chairs have been appointed. Other FY 2009 highlights include:

- National Cancer Center designation of MUSC's Hollings Cancer Center; MUSC's president stated that the designation could not have occurred without SmartState Endowed Chair participation.
- SmartState Endowed Chairs were instrumental in helping MUSC win two \$20 million grants, one from the National Science Foundation and the other from the National Institutes of Health.
- SmartState Endowed Chair Dr. Kenneth Reifsnider and his team were awarded USC's single largest federal grant ever, a \$12.5 million US Department of Energy award for advanced energy research; the grant will create one of 31 national Energy Frontier Research Centers (EFRC).

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- Global medical giant Smith & Nephew announced a \$5 million investment in USC's Rehabilitation and Reconstruction Science Center of Economic Excellence to develop tissue-engineered materials and implantable devices.
- The Healthcare Quality Center of Economic Excellence partnered with IBM and Siemens to develop information technology infrastructure across South Carolina; this infrastructure is designed to improve health care, increase research, enhance access to clinical trials, and ultimately reduce medical costs. In addition, the Healthcare Quality Center of Economic Excellence has partnered with Columbia-based Collexis Holdings to form the nation's first biomedical research database.
- American Titanium Works (ATW) announced that it would invest hundreds of millions of dollars in the Upstate to locate facilities near Clemson's four SmartState Endowed Chairs in automotive engineering. The company is building a world-class titanium mini-mill in Laurens County and will invest an estimated \$422 million, creating 320 new jobs. ATW also announced it will establish its applications development and engineering technical center at the Clemson University International Center for Automotive Research (CU-ICAR) campus that will create 40 additional engineering jobs.
- Scientists at Clemson's Optical Materials Center of Economic Excellence developed a practical optical fiber, which could have a profound impact on efficiency in electronic devices worldwide.
- Because of the SmartState Program and CU-ICAR, Clemson was the first institution of higher education in the nation to offer a Ph.D. in Automotive Engineering. In FY 2009, that program graduated its first class. Since its creation, the program has doubled in size every year and currently includes students from across the nation and countries such as China, India, Italy, Germany, and Malaysia.
- Also at CU-ICAR, SmartState Endowed Chairs have been involved in creating an innovative educational concept called Deep Orange that will allow CU-ICAR graduate students to create a vehicle from scratch over the course of two years.

In December 2009, California-based fuel cell generator company Trulite announced the relocation of its manufacturing and administration operations to Columbia. The company will create 100 jobs in 2010, and could create several hundred additional jobs during the next few years. USC's four fuel cell-related Centers of Economic Excellence were major selling points for Trulite. Trulite's president stated that one of the principal reasons for the relocation is the opportunity to work closely with SmartState Endowed Chairs Dr. Brian Benicewicz (Polymer Nanocomposites Center of Economic Excellence) and Dr. Kenneth Reifsnider (Solid-Oxide Fuel Cells Center of Economic Excellence).

In February 2010, automotive manufacturer Proterra announced that it will employ at least 1,300 people developing and manufacturing buses and electric/battery drive systems at Clemson University's International Center for Automotive Research. The company made its decision to relocate to South Carolina in part because of SmartState Program research at Clemson University and the University of South Carolina.

In February 2010, the Center of Economic Excellence Council of Chairs released an Action Plan that includes the goal of the SmartState 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.

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 SmartState Program was a key factor in the decision to develop a South Carolina presence.

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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 SmartState Program, and assigns one-quarter of all future SmartState 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 SmartState Commerce Awards do not require matching funds if a significant capital investment is made by a qualified project or industry sector. The revisions became effective on January 1, 2011. In January 2011, the SmartState Review Board issued an RFP for SmartState Commerce Awards in concert with the Boeing and ZF Group relocation projects to South Carolina; the Review Board is expected to make an award announcement within the 2011 calendar year.

At its meeting on June 7, 2010, the SmartState Review Board awarded three new SmartState 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).

At the September 20, 2010, SmartState 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.

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

On December 13, 2010, the SmartState 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 SmartState Program received an eighth consecutive unqualified audit.

On December 13, 2010, the SmartState 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 SmartState 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 SmartState 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 SmartState Program. The *2010 Report* also announced that the SmartState Program is responsible for the creation of 4,717 jobs. The *Report* states that the average salary of a SmartState job is \$63,000—nearly twice the 2009 South Carolina per capita income. The *Report* also revealed the cumulative technology transfer data for the SmartState Program from FY 2002-03 to FY 2009-10: 271 scientific disclosures, 241 US and international patent applications, 24 US 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 SmartState Program through FY 2009-10.

In May 2011, MUSC SmartState Endowed Chairs Dr. Richard Swaja and Dr. Louis Guillette visited the Governor's School in Science and Mathematics (GSSM) to give presentations to the student body and announce a new summer internship program with GSSM. Four GSSM rising

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seniors were selected to participate in Summer 2011 research internships in SmartState Endowed Chair laboratories representing all three senior research institutions.

In June 2011, representatives of the SmartState Program participated in the BIO International Convention in Washington DC. CHE staff and USC SmartState Endowed Chair Dr. Jay Moskowitz accompanied staff from the South Carolina Department of Commerce, Health Sciences South Carolina, USC Innovista, and several other South Carolina biomedicine-related organizations and companies as representatives of the State of South Carolina at the world's largest annual biomedical conference. More than 15,000 individuals attended the conference. CHE staff and Dr. Moskowitz spoke with hundreds of biomedical industry members the world over about the many successes of the SmartState Program, and also promoted the December 2011 SmartState Program National Conference.

In June 2011, CHE staff and USC SmartState Endowed Chair Dr. Jay Moskowitz accompanied representatives from Innovate Anderson and the Upstate Alliance to a meeting at the Washington office of Senator Lindsey Graham. CHE staff and Dr. Moskowitz supplied the Senator's staff with information about the SmartState Program and the many knowledge-based economic development successes and collaborations taking place through the work of the SmartState Program.

As of the date of this report, 38 of 87 SmartState Endowed Chairs have been appointed. From January 2011 to June 2011, the three research institutions appointed five new SmartState Endowed Chairs: Dr. Gavin Naylor as the SmartState Endowed Chair in Marine Genomics at MUSC (January 2011); Dr. Patrick Woster as the SmartState Endowed Chair in Cancer Drug Discovery at MUSC (March 2011); Dr. Igor Roninson as the SmartState Endowed Chair in Translational Cancer Therapeutics at USC (April 2011); Dr. Chris Rorden as the SmartState Brain Endowed Chair in Brain Imaging at USC (May 2011); and Dr. John Regalbuto as the SmartState Endowed Chair in Renewable Fuel Cells at USC (June 2011).

By the end of FY 2010-11, the SmartState Review Board had awarded a total of \$197.6 million in SmartState grants. The institutions have received \$181.9 million in non-state matching pledges, of which \$162.8 million has been received. To date, state funds totaling \$157.5 million have been drawn down by the institutions.

### **Marketing**

#### **1.7. Create outreach programs to target ninth graders.**

**Responsible:** CHE; SCTCS; SCDE

**See Also Related Recommendation:** n/a

**Action:**

#### **1.10. Restore matching funding and expand services for HEAP, GEAR UP, and other related early awareness and readiness programs.**

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

**See Also Related Recommendation:** n/a

**Action:**

Additional state funding has not been provided for the HEAP and GEAR UP programs. With the downturn of state funding at the end of FY 2007-08, state program funding has been reduced significantly. As of FY 2011-12, funding for the HEAP program was lost when the Governor vetoed the HEAP program funding and the veto was sustained. The Commission continues work through

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the federal GEAR UP grant which is in its 6<sup>th</sup> year. CHE has applied for the next round of GEAR UP funding and is awaiting confirmation that the another seven years of federal grant funding for GEAR UP will be available and enable outreach work aimed at providing support and services for students in the I-95 corridor will be continued.

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

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** 1.32 and 1.35

**Action:**

Midlands Technical College launched the “Learn to be Competitive” outreach campaign to focus on career preparation. In a comprehensive marketing campaign that included electronic media, billboards, print outlets, and college publications, Midlands Technical College advanced the theme “Learn to be Competitive.” The compelling and timely message reinforced the need to pursue education that leads to careers. The visual component of the campaign incorporated diverse individuals engaged in jobs made possible by programs at the technical college level. Response mechanisms were included so that the college can continue communicating with interested prospective students.

Northeastern Technical College (NETC) formed a partnership with Coker College to offer Coker College courses at the NETC 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.

Piedmont Technical College launched a REACH marketing campaign to attract working individuals who want to complete an associate’s degree in Business in the evening in two years.

USC Upstate launched a “Return to Learn” marketing campaign aimed at having adults with some higher education courses returning to college to complete baccalaureate degrees.

USC Beaufort offers weekend programs in Business to attract adults without college degrees. USC Beaufort also implemented an aggressive Spring 2011 schedule at the Historic Beaufort Campus with course offerings that catered to the military student, the nontraditional student, and the working student.

USC Columbia has several programs focused on easing the transition for adults.

### **2.19. Develop or expand programs to increase the number of women and minorities in engineering, math, and science.**

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** 2.14, 2.17, 2.20, and 3.28

**Action:**

Francis Marion University sponsors a Women and Minorities in Science and Mathematics initiative that encourages women and minority students to pursue majors in science and mathematics.

### **3.7. Implement an aggressive public relations and communications plan targeted to both the policymakers who would support and fund the Action Plan and the citizens who would benefit directly from the successful implementation of the Action Plan.**

**Responsible:** CHE; SCTCS; SCICU; Colleges and Universities; SC Council on Competitiveness; External Marketing Agency

**See Also Related Recommendation:** 1.6

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**Action:**

See the status report entry for Recommendation 1.6.

**3.8. Develop a compelling united message from all institutions of higher education to the targeted stakeholders to ensure broad understanding of the critical relationship between education and the state's economic future.**

**Responsible:** CHE; SCTCS; SCICU; Colleges and Universities; SC Council on Competitiveness; External Marketing Agency

**See Also Related Recommendation:** 1.6

**Action:**

See the status report entry for Recommendation 1.6.

**3.25. Create a branding/marketing plan for the purpose of attracting citizens and employers to the workforce and for communicating the direct and indirect value of these services to communities and a strong workforce.**

**Responsible:** External Marketing Agency

**See Also Related Recommendation:** n/a

**Action:**

### **Policy Development/ Planning**

**1.18. Create a P-20 council.**

**Responsible:** Governor's Office; Legislature; SCDE; CHE; SCTCS; SCICU; K-12; Colleges and Universities; EOC; Chamber of Commerce; Others

**See Also Related Recommendation:** n/a

**Action:**

While no statewide P-20 council has been created to date, the Charleston Metro Chamber of Commerce's Education Foundation, in collaboration with local secondary and postsecondary partners and area stakeholders, established a regional P-16 council which is working to help students navigate key transition paths from middle to high school and subsequently to postsecondary education and the workforce. The Lowcountry P-16 Council is focusing its initial efforts on the lack of curriculum alignment between the secondary and postsecondary levels as well as the level of rigor and the quality of assessments which often differ significantly between secondary and postsecondary institutions. The group is currently engaged in developing strategies on how best to address problems of curricular alignment locally. Toward this end, the Lowcountry P-16 Council hosted a symposium at Trident Technical College on June 17, 2009, organized around the theme of bringing the "two cultures" of secondary and postsecondary education together in order to discuss how the benefits of curriculum alignment can help ease students' transitions from high school to college and to the world of work. Local representatives from both two- and four-year institutions, the Commission on Higher Education, and State Superintendent of Education Dr. Jim Rex delivered presentations at the symposium.

**1.25. Promote timely degree completion by establishing appropriate credit hour maximums.**

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

**See Also Related Recommendation:** n/a

**Action:**

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- 1.26. Promote additional options for timely degree completion such as expanding the use of test-out provisions (including College Level Examination Program examinations) and awarding credit based on life experience.**

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** n/a

**Action:**

- 1.37. Create statewide policies for assessing prior knowledge, on-campus residency requirements, and course credit expiration.**

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

**See Also Related Recommendation:** n/a

**Action:**

- 1.49. Develop a system scale-up plan.**

**Responsible:** CHE

**See Also Related Recommendation:** n/a

**Action:**

- 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 Also Related Recommendation:** 2.7, 2.20, 2.22

**Action:**

In May 2011, the SmartState Review Board acted to rebrand the CoEE Program as the SmartState Program so all references to CoEE have been changed to SmartState as appropriate.

Representatives from all three research institutions, including research vice presidents and technology transfer management, convened for a SmartState Program Technology Transfer Forum on May 13, 2009. Forum representatives pointed out that faculty-institution IP agreements are not within the administrative purview of the technology transfer offices. Based on staff suggestions, Recommendation 2.8 has been modified to reflect an emphasis on successful state technology transfer models similar to ones in California and at Emory University.

In December 2009, the FY 2009 SmartState Program Annual Report was released. Collective SmartState technology transfer activity includes 136 invention disclosures, 143 patent applications, 13 awarded patents, 18 active licenses, and nearly \$600,000 in licensing revenue.

In February 2010, the Centers of Economic Excellence Council of Chairs released an Action Plan which includes the goal of the SmartState 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.

On March 2-3, 2010, Health Sciences South Carolina hosted the Health Economy Advancement Legacy (HEAL) SC 2010 Conference devoted to “the discovery, development and delivery of new concepts, new sciences and new products emanating from the endowed chairs and SmartState scientific research of the HSSC-sponsored SmartState programs.” The HEAL SC Conference included sessions on technology transfer and research commercialization from numerous

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healthcare SmartState Endowed Chairs and principal investigators, as well as from several prominent national technology transfer experts and venture capitalists. HEAL SC also included a legislative event that provided members of the General Assembly with information about the SmartState Program.

On April 11, 2011, the SmartState Program held a second Technology Transfer Forum, at which representatives from the three research institutions, the SmartState Review Board, and CHE staff convened to discuss the types of technology transfer information and other program data which should be submitted annually by the institutions in order to track the successes of the SmartState Program.

The Centers of Economic Excellence Council of Chairs has been invited to participate as a planning partner for a SBIR/STTR small business conference to be hosted by Innoventure and the USC Technology Transfer Office in Columbia in November 2011.

### **2.9. Broaden the scope of the South Carolina Research Authority (SCRA) and SC Launch! to encourage and support research and technology transfer across all South Carolina institutions of higher education.**

**Responsible:** Legislature and SCRA

**See Also Related Recommendation:** n/a

**Action:**

### **2.21. Ensure that faculty entrepreneurial activities and industry-related research are recognized in the tenure and promotion process.**

**Responsible:** Colleges and Universities and CHE

**See Also Related Recommendation:** n/a

**Action:**

As part of its strategic plan, MUSC is examining its promotion and tenure policies to be more inclusive of entrepreneurial activities.

### **2.23. Enact a statutory change to authorize tuition relief for faculty dependents and tuition reciprocity with peer institutions in order to increase competitiveness in recruiting and retaining faculty.**

**Responsible:** Legislature and CHE

**See Also Related Recommendation:** n/a

**Action:**

Specific legislation on this recommendation has not been filed. The regulatory reform legislation that was under consideration and ultimately passed in 2011 had included provisions that would increase an institution's ability to provide for waivers of tuition and expand authority to do so to include graduate students. However, these provisions were not included in the final legislation. For more information about the regulatory relief bill, see recommendation 2.2.

### **2.24. Improve faculty pay and compensation.**

**Responsible:** Legislature and Colleges and Universities

**See Also Related Recommendation:** 3.4

**Action:**

### **3.9. Allow the state's technical colleges to provide an additional path for adults seeking to obtain a General Education Development (GED®) diploma.**

**Responsible:** Legislature; SCTCS; Technical Colleges; SCDE

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**See Also Related Recommendation:** n/a

**Action:**

### **Data Resources/ Information Sharing**

#### **1.9. Increase the amount of information shared with high schools concerning how their students perform in college.**

**Responsible:** Colleges and Universities

**See Also Related Recommendation:** n/a

**Action:**

#### **1.19. Create a longitudinal data system.**

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

**See Also Related Recommendation:** n/a

**Action:**

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 US 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. In 2010, Congress expanded the program to include not only K-12 data systems, but also to provide links with pre-K, postsecondary, and workforce data. This grant also requires that the state provide an assurance that it will establish a longitudinal data system that includes the 12 elements described in the America COMPETES Act, which are:

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 longitudinal data system that will include all required elements.

#### **1.41. Create a centralized transcript repository.**

**Responsible:** CHE

**See Also Related Recommendation:** n/a

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### **Action:**

- 3.23. Develop a comprehensive listing of credit and non-credit academic programs, services, and resources of South Carolina higher education institutions that assist in addressing the diverse needs of a developing workforce.**

**Responsible: Colleges and Universities; CHE; SCTCS; and SCICU**

**See Also Related Recommendation: n/a**

### **Action:**

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### LIST OF RECOMMENDATIONS BY CATEGORY

Rec #	Recommendation	Related Rec #	Last Updated
<b>High Priority - No Cost Recommendations:</b>			
2.2	Enact appropriate regulatory relief to enhance innovation and promote research.		9/1/2011
3.1	Align higher education programs to support statewide and regional clusters.		9/1/2011
1.2	Use and promote the Knowledge and Skills for University Success standards as a common standard of college readiness. - COMPLETED		9/1/2011
3.21	Increase opportunities for relevant work experience as part of instructional programs.	1.43	9/1/2011
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 on September 2, 2009.]	2.22	9/1/2011
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).		9/1/2011
<b>Cost Reduction</b>	CHE Cost Reduction Committee described under Goal Four		9/1/2011
<b>High Priority – With Cost Recommendations</b>			
1.21	Ensure affordability of higher education through increased state funding.	4.1	9/1/2011
3.3	Fund a bond bill to support necessary infrastructure and facilities renovation, maintenance and expansion.		9/1/2011
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.		9/1/2011
1.1	Implement compulsory high school attendance until the age of 18 or high school graduation.		9/1/2011
1.6	Develop a marketing campaign to promote college attendance and completion.	1.4, 1.40, 3.8	9/1/2011
1.35	Create a “New Front Door” that makes the transition to higher education vastly easier for adults.	2.14, 3.10, 3.21	9/1/2011
4.1	Fund higher education at the SREB average or above.	1.21	9/1/2011
4.2	Support routine and predictable capital funding of colleges and universities with a portion of funding directed at eliminating accumulated maintenance needs.	1.21, 3.3	9/1/2011
1.4	Create a South Carolina College Access Network (SC CAN) as a statewide network of local community-based college access programs.		9/1/2011
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.		9/1/2011
<b>Other - Student Financial Aid/ Funding</b>			
1.33	Explore how the higher education funding mechanism could be structured better to support student success more effectively.		9/1/2011
1.34	Add a new component in the higher education funding model to increase support of college readiness services such as tutoring, coaching, math and reading labs, academic success/learning success centers, computer and technology labs, mentoring, and other supplemental instruction.		9/1/2011
1.36	Provide state financial aid and/or state grants targeted to adult learners.	3.19	9/1/2011

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Rec #	Recommendation	Related Rec #	Last Updated
1.44	Create a Fulbright-like scholarship program to attract international students in knowledge-based clusters.		9/1/2011
1.45	Increase higher education operating funding to allow institutions to offer graduate student stipends that are nationally competitive.		9/1/2011
1.48	Increase opportunities for loan-forgiveness programs.		9/1/2011
2.20	Create innovative scholarship programs and pathways to attract and retain top-notch graduate students.	1.41, 1.42, 1.43, 1.45, 1.46, 2.14, 2.17, 3.28	9/1/2011
3.17	Conduct a comprehensive analysis of financial pathways and barriers.		9/1/2011
3.19	Enact legislation to close financial aid gaps in order to make relevant education and training available for all adults.	1.35	9/1/2011
<b>Other – Alignment/ Preparation-</b>			
1.3	Identify a common, statewide assessment that high school students can take to identify and remedy gaps in their preparation for college.	1.19	9/1/2011
1.5	Develop a funding mechanism to expand and enhance offerings for college credit during high school.		9/1/2011
1.11	Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects.		9/1/2011
1.12	Promote more rigorous high school coursework.		9/1/2011
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.	1.17, 3.26	9/1/2011
1.14	Improve high school course-taking patterns and monitor results.		9/1/2011
1.15	Expand and enhance student transition programs to reduce repetition of courses or course content and attrition.		9/1/2011
1.16	Develop statewide policies for assessing college readiness levels.	1.19	9/1/2011
1.17	Foster a college-going culture in high school by developing and implementing activities such as senior seminars.		9/1/2011
<b>Other - College Teaching/ Learning</b>			
2.3	Engage more undergraduates in research.		9/1/2011
2.6	Develop a system of "Research Sabbaticals" for faculty from comprehensive teaching institutions.		9/1/2011
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.		9/1/2011
3.29	Develop a statewide undergraduate minor in computational science.		9/1/2011
<b>Other - Transfer/ Articulation</b>			
1.22	Create incentives and requirements for seamless student transitions between and among two		9/1/2011
1.23	Implement the state		9/1/2011
3.22	Develop a reverse bridge pathway from four	1.21	9/1/2011
<b>Other – Retention</b>			
1.27	Redesign academic programs to improve student results while reducing costs through the exploration of course redesign initiatives.		9/1/2011
1.28	Provide more effective developmental education	1.2, 1.3, 1.12, 1.14, 1.16	9/1/2011
1.29	Develop and monitor institutional retention plans for student success.		9/1/2011
1.31	Create an early warning system at institutions of higher education to prevent student withdrawal during first semester of first year.		9/1/2011

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Rec #	Recommendation	Related Rec #	Last Updated
<b>3.27</b>	Increase the productivity of gateway science and mathematics courses.	<b>1.26</b>	9/1/2011
<b>Other - Workforce Development</b>			
<b>1.8</b>	Produce more and better prepared teachers in all critical needs areas, including more male and minority teachers.	<b>2.4</b>	9/1/2011
<b>1.24</b>	Increase alternative delivery methods of appropriate courses and/or programs to reach underserved students, especially non-traditional students, and create greater flexibility as to the time and location of the learning process.		9/1/2011
<b>1.30</b>	Create legislative incentives (tax credits, tuition rebates for degree completion, etc.) to encourage students to earn an academic certificate or degree, especially for students who remain in South Carolina for a certain period of time following degree completion.		9/1/2011
<b>1.32</b>	Increase availability of applied baccalaureate degrees to meet workforce needs and increase available pathways in order to bolster educational attainment for associate degree holders.	<b>1.38</b>	9/1/2011
<b>1.38</b>	Develop a coordinated set of blended online/on-campus degree programs delivered cooperatively through different institutions.		9/1/2011
<b>1.39</b>	Create a web portal that serves as a clearinghouse of information for adult learners. - COMPLETED	<b>3.24</b>	9/1/2011
<b>1.42</b>	Implement a cooperative, statewide initiative to reduce gaps in technological literacy among potential adult learners.		9/1/2011
<b>1.43</b>	Create multiple, diverse internships, cooperative work programs, and registered apprenticeship programs for students.	<b>3.21</b>	9/1/2011
<b>1.46</b>	Create a low cost online program to develop proficiency in at least four important foreign languages (e.g., Mandarin, Spanish, French, German, etc.) to promote economic development, cultural knowledge, and tolerance.		9/1/2011
<b>1.47</b>	Initiate new graduate programs to support new clusters and to attract talented individuals from other states and countries to South Carolina.		9/1/2011
<b>2.4</b>	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.		9/1/2011
<b>2.5</b>	Integrate entrepreneurship into curricula at colleges and universities (especially in programs in the liberal arts and STEM disciplines).		9/1/2011
<b>2.17</b>	Recruit and retain more students in the state's existing science, technology, engineering, and mathematics (STEM) programs to facilitate increased enrollment.	<b>2.14, 2.20, 3.28</b>	9/1/2011
<b>3.2</b>	Develop or expand higher education programs to support cluster growth, especially in workforce shortage areas.	<b>3.1, 2.4, 2.14, 1.47</b>	9/1/2011
<b>3.4</b>	Develop sources of funding to hire additional and replacement faculty, especially in fields that produce graduates for occupations in key clusters and critical areas.	<b>2.3, 2.24</b>	9/1/2011
<b>3.5</b>	Improve student recruitment into high demand occupations which support targeted clusters.		9/1/2011
<b>3.6</b>	Identify and implement ways for higher education and industry to communicate about workforce needs.	<b>2.12, 2.13</b>	9/1/2011
<b>3.10</b>	Implement fully the certificate system as proposed in the "New Front Door" CHE white paper for adults seeking to gain higher level employment skills.	<b>1.35</b>	9/1/2011
<b>3.11</b>	Implement fully the South Carolina Technical College System's Adult Pathways initiative.	<b>3.12</b>	9/1/2011
<b>3.12</b>	Implement fully both components of the South Carolina Technical College System's competeSC initiative: QuickJobs Carolina and Retool Carolina.		9/1/2011

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Rec #	Recommendation	Related Rec #	Last Updated
3.13	Support the timely implementation of the Kuder Journey system. - COMPLETED		9/1/2011
3.14	Develop and implement a comprehensive statewide education plan to facilitate the reentry into society and the workforce of those who have been incarcerated.		9/1/2011
3.15	Support the statewide implementation of the Department of Commerce's WorkReadySC, including the WorkKeys credentialing program.		9/1/2011
3.16	Determine whether the state's higher education institutions have the necessary capacity to satisfy the expanding need for adult career counselors.		9/1/2011
3..18	Construct a model indicating categories of students entering postsecondary education and the types of training that they will need to meet the state's workforce demands.		9/1/2011
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		9/1/2011
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.	1.13	9/1/2011
3.28	Increase the participation of underrepresented populations in science and technology fields.	2.14, 2.17, 2.19, 2.20	9/1/2011
<b>Other - Economic Development</b>			
2.1	Create opportunities for communication and "cross-fertilization" between and among institutions of higher education and the state's major industries to encourage idea sharing, on-site explorations, and formal partnership agreements.		9/1/2011
2.10	Establish Enterprise Campuses at technical colleges statewide.		9/1/2011
2.11	Increase communication, shared programs, and formal partnerships among institutions of higher education.		9/1/2011
2.12	Create or use existing local higher education/industry advisory boards to identify potential research, collaboration, and consulting opportunities.		9/1/2011
2.13	Provide creative incentives to industries to collaborate with SC research institutions.	3.6	9/1/2011
2.14	Expand existing and/or develop new STEM programs which reflect the economic needs of the state.	2.17, 2.20, 3.28	9/1/2011
2.15	Encourage businesses, colleges, and universities to apply for more Small Business Innovation Research (SBIR) and Small Business Technology Transfer Program (STTR) grants through the South Carolina Department of Commerce.		9/1/2011
2.16	Establish a South Carolina Energy Independence Consortium to promote collaboration and the sharing of energy-related expertise and to research and develop innovative energy systems through the South Carolina Energy Office.		9/1/2011
2.18	Revitalize and expand the universities' research infrastructure.	1.20, 3.3, 4.2	9/1/2011
2.22	Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation.	2.7, 2.8, 2.20	9/1/2011
<b>Other – Marketing</b>			
1.7	Create outreach programs to target ninth graders.		9/1/2011
1.10	Restore matching funding and expand services for HEAP, GEAR UP, and other related early awareness and readiness programs.		9/1/2011
1.40	Develop coordinated outreach programs that focus on adults without college degrees.	1.32, 1.35	9/1/2011

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Rec #	Recommendation	Related Rec #	Last Updated
2.19	Develop or expand programs to increase the number of women and minorities in engineering, math, and science.	2.14, 2.17, 2.20, 3.28	9/1/2011
3.7	Implement an aggressive public relations and communications plan targeted to both the policymakers who would support and fund the Action Plan and the citizens who would benefit directly from the successful implementation of the Action Plan.	1.6	9/1/2011
3.8	Develop a compelling united message from all institutions of higher education to the targeted stakeholders to ensure broad understanding of the critical relationship between education and the state's economic future.	1.6	9/1/2011
3.25	Create a branding/marketing plan for the purpose of attracting citizens and employers to the workforce and for communicating the direct and indirect value of these services to communities and a strong workforce.		9/1/2011
<b>Other - Policy Development/ Planning</b>			
1.18	Create a P-20 council.		9/1/2011
1.25	Promote timely degree completion by establishing appropriate credit hour maximums.		9/1/2011
1.26	Promote additional options for timely degree completion such as expanding the use of test-out provisions (including College Level Examination Program examinations) and awarding credit based on life experience.		9/1/2011
1.37	Create statewide policies for assessing prior knowledge, on-campus residency requirements, and course credit expiration.		9/1/2011
1.49	Develop a system scale-up plan.		9/1/2011
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 on September 2, 2009.]	2.7, 2.20, 2.22	9/1/2011
2.9	Broaden the scope of the South Carolina Research Authority (SCRA) and SC Launch! to encourage and support research and technology transfer across all South Carolina institutions of higher education.		9/1/2011
2.21	Ensure that faculty entrepreneurial activities and industry-related research are recognized in the tenure and promotion process.		9/1/2011
2.23	Enact a statutory change to authorize tuition relief for faculty dependents and tuition reciprocity with peer institutions in order to increase competitiveness in recruiting and retaining faculty.		9/1/2011
2.24	Improve faculty pay and compensation.	3.4	9/1/2011
3.9	Allow the state's technical colleges to provide an additional path for adults seeking to obtain a General Education Development (GED®) diploma.		9/1/2011
<b>Other - Data Resources/ Information Sharing</b>			
1.9	Increase the amount of information shared with high schools concerning how their students perform in college.		9/1/2011
1.19	Create a longitudinal data system.		9/1/2011
1.41	Create a centralized transcript repository.		9/1/2011
3.23	Develop a comprehensive listing of credit and non-credit academic programs, services, and resources of South Carolina higher education institutions that assist in addressing the diverse needs of a developing workforce.		9/1/2011