

Advisory Group Report Feedback

On the following pages is information regarding feedback received by the HESC on the Advisory Group Reports as provided by public colleges and universities at an April 4 meeting of the HESC and additional feedback provided by the four-year public comprehensive colleges and universities and technical colleges.

Minutes of
HIGHER EDUCATION STUDY COMMITTEE
April 4, 2008, 1:00 p.m.
Meeting with Public Institution Presidents/Representatives
SC Commission on Higher Education Offices
Columbia, South Carolina

In attendance:

Study Committee Members Present

Mr. Daniel Ravenel, *Chair*
Mr. Boone Aiken
Col. Claude Eichelberger
Representative Jerry Govan
Mr. Scott Ludlow
Dr. Layton McCurdy
Mr. Bobby Marlowe
Dr. John Montgomery

Study Committee Members Absent

Dr. Doris Helms

Presidents/Representatives Present

Research Universities:

Clemson University, Angie Leidinger
Medical University of SC, Dr. John Raymond
University of SC, Dr. Andrew Sorensen

Comprehensive Universities:

Citadel, Lt. Gen. John Rosa
College of Charleston, President George Benson
College of Charleston, Mr. Steve Osborne
Francis Marion University, Dr. Fred Carter
Lander University, Dr. Dan Ball
SC State University, Dr. Rita Teal
Winthrop University, Ms. Rebecca Masters
University of SC Aiken, Dr. Tom Hallman
University of SC Beaufort, Dr. Jane Upshaw
University of SC Upstate, Dr. John Stockwell
University of SC Sumter, Dr. Anthony Coyne

Technical Colleges:

Aiken Technical College, Dr. Susan Winsor
Denmark Technical College, Dr. John Waddell
Northeastern Technical College, Dr. Dorr Depew
Orangeburg-Calhoun Technical College,
Dr. Ann Crook
Piedmont Technical College, Dr. Rayburn Brooks
Tri-County Technical College, Dr. Ronnie Booth
Williamsburg Technical College, Dr. Cleve Cox
S. C. Technical College System, Ms. Joren Bartlett

Graduate Centers:

Dr. Skip Godow

CHE Staff

Dr. Garrison Walters, Executive Director
Ms. Rita Allison
Ms. Laura Belcher
Ms. Julie Carullo
Mr. Gary Glenn
Dr. Lynn Kelley
Dr. Gail Morrison
Dr. Mike Raley
Ms. Beth Rogers
Ms. Karen Wham
Dr. Karen Woodfaulk

Guests:

Ms. Beth McGinnis, Clemson University
Ms. Robin Moseley, Senate Education Committee

Agenda Item 1, Call to Order and Introductions

Mr. Daniel Ravenel called the meeting to order at 1:15 p.m. All committee members, guests, and Commission on Higher Education staff in attendance introduced themselves and their names were recorded.

Agenda Item 2, Discussion, Study Committee Update and Proposed Timeline

Chairman Ravenel invited one person from each of the sectors to provide comments on the work of the HESC to date as well as on the proposed timeline for future activities. It was the general consensus of the group that the Presidents would like to have time to more thoroughly review the materials which had been distributed to them by e-mail on April 1, 2008. They agreed that each of their sectors would convene a meeting of their

Presidents to consider this information, after which they would bring their comprehensive reaction to the HESC. President Ball will coordinate this effort on behalf of the comprehensive sector, and President Sorensen will coordinate on behalf of the research sector. President Ball also volunteered to serve on one of the to-be-formed task forces which will further consider the topic of state scholarships and grants. President Crook stated she would be attending a meeting of technical college presidents on April 14 and 15, at which time she would initiate discussion of the HESC's draft plan with the presidents from South Carolina.

In response to President Ball's question about whether the dates of this timeline were firm, Chairman Ravenel stated that they would have to be adhered to closely in order to comply with the time constraints mandated by the legislature. Chairman Ravenel then provided more detail on the progression of the timeline, a copy of which may be found in **Attachment I**.

President Ball expressed concern that raising the GPA requirement of Palmetto Fellows and Life Scholarship eligibility in order to release more money for Need-based Grants would place unfair responsibility on the Palmetto Fellows and Life Scholarship programs.

Agenda Item 3, Discussion, Goal Outlines

Before addressing this item, Mr. Ravenel called on the Chairs of the HESC Advisory Groups to review their reports

Agenda Item 4, Discussion, Advisory Group Reports

The Chairs of each the HESC Advisory Committees then provided brief descriptions on the recommendations they had developed. Details on each of those recommendations may be found in **Attachment I**.

Mr. Marlowe reported for the Organization and Plan Implementation Advisory Group. Following Mr. Marlowe's report the following comments were shared.

With regard to proposed recommendation 3, which suggests that the composition of the CHE be changed to allow that 6 of its Commissioners be elected by the General Assembly, Dr. Carter recommended that one candidate from each district be presented to the legislature for their approval. Discussion took place in which the possibility of striking residency requirements for Commissioners was proposed in order to develop a board which has true statewide interests. Mr. Marlowe asked that all Presidents and/or representatives in attendance provide the HESC with ideas on areas where the CHE's authority might be enhanced for the benefit of higher education.

In the place of Dr. Helms, who was unable to attend, Dr. Morrison reported on behalf of the Institutional Missions and Academic Programs and Planning Advisory Group. Following Dr. Morrison's report, the following comments were shared.

With regard to the proposed recommendation 7, which advocates addressing the absence of higher education institutions in certain areas of the state, especially along the I-95 corridor, Dr. Carter cautioned against targeting specific areas. He stated that an impoverished area does not necessarily mean that it does not have institutional coverage. Dr. Booth recommended that better communication take place between faculty members throughout the state with regard to articulation. Dr. Hallman stated that another important aspect is to make sure greater definition is given to each of the three sectors. He noted that the comprehensive institutions should get more recognition and a better marketing plan should be developed for all institutions. Dr. Winsor advocated that the perspective of recommendation 7 should be totally reworked. She stated that the issue is not that of program availability, but rather the lack of a population ready for and able to get to higher education. Dr. Carter stated that higher education opportunities are present along the I-95 corridor, but the lack of adequate preparation and financial resources prevents students from pursuing higher education. Dr. Upshaw stated that getting students to the level where they are eligible to attend and succeed is

the issue, not gaps in coverage and programs. She noted that there are institutions in South Carolina who are currently working to get students to that level.

Dr. McCurdy reported on behalf of the Enrollment Advisory Group. Following Dr. McCurdy's report, the following comments were shared.

With regard to proposed recommendation 4, which advocates creating a tax credit incentive program for non-residents who remain in the state after completing their degrees, Dr. Carter commented that although no fiscal impact statements have been done on any of the advisory group recommendations, the recommendations would most likely not be of financial benefit to institutions. He stated further that he believed that the legislature would not be in favor of the tax credit proposal and that the proposal gives the impression that the HESC is apologizing for bringing more out-of-state students into South Carolina. Dr. Booth suggested we need a mind-set change and that it seems the recommendations are only "nibbling around the edges". He suggested asking students what they think about an educational model for the state. Dr. McCurdy initiated conversation about adult students who have the potential to enroll in institutions of higher education after some remediation. Dr. Hallman stated that collaborative work on this issue needs to take place between K-12 and higher education. He also stated that recommendation 5, which recommends creating a surcharge for students taking excessive coursework, is unnecessary. Dr. Winsor stated that these recommendations do not display a connection to activities under the EEDA legislation. She recommended that tax rebates be linked to critical education categories. Dr. Booth noted that the recommendations do not address fundamental topics of what the problem is and what we are doing about it. He noted that there must be a willingness on the part of all those involved in developing them to make sure the changes are made, and that the influence of strong business men and women in developing the recommendations is needed. Dr. Brooks commented on the adult literacy program in Georgia in which a \$500 college scholarship is provided to people who complete their GED. In response to Chairman Ravenel's question about whether technical colleges should drive enrollment increases as opposed to the comprehensive and research institutions, Dr. Carter replied that the comprehensive institutions should be able to provide funded remedial support and that flexibility should exist.

Mr. Scott Ludlow reported on behalf of the Funding and Institutional Costs Advisory Group. Following Mr. Ludlow's report, the following comments were shared.

It was indicated that recommendation 3 which pertains to the development of an inclusive funding formula, was a skillful skirting of the issue, and was suggested that the problem with funding is that the MRR has not been fully implemented and that it should be strictly adhered to. Dr. Hallman noted that the average FTE expenditure in South Carolina is lower than neighboring states and that this must be addressed when dealing with the overall issue of funding. In response to Dr. McCurdy's statement that higher education in South Carolina might be well served if all components spoke with a solid voice with regard to funding, Dr. Hallman suggested that perhaps a better plan could be developed over the next 10-20 years. Dr. Carter stated that recommendation 1 which pertains to the development of a multi-year integrated planning and budgetary process, will not work in this state as higher education has not been high on the legislature's list of funding priorities. He stated further that the argument must be made for a dedicated source of funding for higher education which will at least address base needs from year to year. With such a source in place, the development of a multi-year budget plan may become more possible.

Mr. Ravenel emphasized the importance of getting the legislature to recognize that higher education is an engine to improve the overall condition of South Carolinians.

Representative Govan stated that there has been some negligence on the part of the General Assembly in the past in terms of higher education. Competition for funding exists between K-12 and higher education and the emphasis has traditionally gone to K-12. Lottery funding has only provided partial assistance to higher education funding. Disparities exist in higher education funding in terms of the distribution of funds to the various sectors. Growth in the budgets of the comprehensive and technical institutions has been minimal in comparison to those of the research institutions. The General Assembly has been reactionary in they have provided funds for special projects when approached by various entities. The real issue is to set priorities and

move beyond the needs of individual institutions to consider addressing higher education need in such a way that it will be beneficial to the state as a whole. Representative Govan concluded by stating that the citizens of the state want solutions to higher education issues and still perceive that an education is a ticket to a better life.

President Ball noted that, though the three sectors don't often agree, they did show unified support of a bond bill last year, though the legislature did not support it. Representative Govan replied that there is a core base of support in the legislature, though it currently in the minority. He noted that there will be a large population of newly elected legislators when the General Assembly comes back in session in January 2009 and a newly elected Governor in 2010. This should provide a good opportunity for the birth of change.

Dr. Montgomery reported for the Buildings, Facilities and Information Technology Advisory Group. In a brief overview of this groups' work, he stated that deferred maintenance of buildings and facilities is a huge problem which must be dealt with in order to provide for increased capacity as enrollments increase. Working collaboratively on facilities and technology needs will be of great assistance in dealing with issues of growth, not only in terms of instructional needs but also to those pertaining to the administrative aspects related to higher education.

Representative Govan reported for the State Scholarships and Grants Advisory Group. He reviewed the eight questions addressed by the group and the recommendations they developed.

Comments during the course of this presentation included a question from President Brooks about whether the group had considered the topic of cost per credit hour. Dr. John Raymond stated that the majority of MUSC students are ineligible for any type of state aid and he asked if the advisory had considered that as a topic. Ms. Rebecca Masters, who attended the meeting for President DiGiorgio of Winthrop University, stated that Dr. DiGiorgio had concerns about recommendation 4 which pertains to increasing the GPA requirements for continued eligibility for the Palmettos Fellows and LIFE scholarships. She expressed that an increase may be counter-productive and advocated for allowing students two years to maintain their GPAs to allow for adjustments of becoming accustomed to college during freshman year. She suggested that penalizing these students to possibly provide for need-based was ill-advised. Dr. Carter agreed with the idea of allowing students two years to maintain their GPA's. In light of scarce resources, it was suggested that children of families with incomes above a certain level should not be eligible for LIFE and HOPE scholarships and that there be a means test for scholarship eligibility. Dr. Ball suggested that perhaps the standards to initially receive the scholarships should be raised as opposed to raising the standards to retain it. Dr. Carter suggested lowering the SAT requirement for scholarship eligibility. Dr. Crook requested that the Presidents have an opportunity to look at all the numbers of the various scholarship distribution scenarios.

Mr. Ravenel then invited additional comments on the four overarching goals. Dr. Brooks stated that he takes issue with Goal 4 which pertains to increasing efficiency and effectiveness. He stated that institutions are already working very hard with the resources they have available. He stated that a structural issue which needs to be addressed is the fact that South Carolina's tuition rates are so much higher than those of neighboring states.

Agenda Item 5, Other Business

Mr. Ravenel stated that this meeting had provided an opportunity for the beginning of good dialogue. He asked that each sector call their respective meetings as soon as possible, and added that he would do his best to be present at some, if not all, of those meetings.

Agenda Item 6, Adjournment

The meeting was adjourned at 3:45 p.m.

MEETING NOTES
FOUR-YEAR COMPREHENSIVE TEACHING SECTOR
April 18, 2008, CHE Main Conference Room

In attendance:

Dan Ball, Lander	Jane Upshaw, USC Upstate
Fred Carter, Francis Marion	Dan Ravenel, HESC Chair
David DeCenzo, Coastal Carolina (by phone)	Garry Walters, CHE
Tony DiGiorgio, Winthrop (by phone)	Julie Carullo, CHE
Tom Hallman, USC Aiken	

The following are notes from a meeting of the Four-Year Comprehensive Colleges and Universities in follow-up to the April 4 meeting of the Public College Presidents and the Higher Education Study Committee (HESC). The purpose of the meeting was to provide additional feedback to HESC regarding the goals and advisory group report recommendations that were discussed with the presidents at the April 4 meeting.

The presidents of this sector noted that they had met prior to the meeting and planned to share their collective thoughts on the recommendations. The presidents began the discussion by talking about the timeline for the work of the HESC. It was suggested that the timeline be extended to provide additional time for broader input and to allow for time in determining the budget situation since recommendations of HESC would likely be tied to budgets.

The recommendations of the Advisory Groups were then discussed and the following suggestions/ comments were offered.

Advisory Group #1, Organization and Plan Implementation

AG1, Recommendation 4: This recommendation pertains to meetings of the Council of Presidents. It was suggested that there may be a more productive way to get input from the institutions. The presidents suggested coordinated sector meetings and supported the idea of a meeting that might occur before the session. They suggested it might be possible to get institutional lobbyists together in December after legislation is prefiled and then have presidents meet to assess the session in early January.

Advisory Group # 2, Institutional Missions and Academic Programs and Planning

AG2, Recommendation 6: This recommendation pertains to support from CHE for a bond bill. General discussion ensued about the possibility of a bond bill and the need for capital funds. There was support expressed for focusing on a mechanism to get this done. Additionally, it was suggested that alternative mechanisms should be considered as well. Process issues were discussed including making a distinction between support for maintenance versus new construction.

AG2, Recommendation 7: This recommendation pertains to the need for university collaborations, bridge and other programs to address absence of higher education in certain areas of the states. Bridge and university collaboratives were discussed particularly as serving the area along the I-95 corridor. It was suggested that you would not want to highlight specific areas as the issue was not one of “not being served” but rather one related to the impact of poverty on particular areas and the ability of students in such areas to participate.

AG2, Recommendation 8: This recommendation pertains to partnering of higher education and K-12 schools. It was suggested that the recommendation was good, but that it should include the need for not just one but multiple effective approaches.

Advisory Group #3, Enrollment

AG3, Recommendation 1: This recommendation pertains to creating financial assistance for students transferring from 2-year institutions to 4-year institutions. The technical college bias of this recommendation was noted. There was discussion of the needs of rising juniors and it was suggested that any recommendation should focus on what is the best pipeline solution for entering juniors from technical colleges. The need for a transitional scholarship was discussed and it was suggested that the issue to get more students to transition maybe an issue of need and need-based aid. There was discussion that we need to focus on “how do we use limited dollars” and “how shall we best use limited lottery funds.” A bottom-up review of the programs was suggested.

AG3, Recommendation 3: This recommendation pertains to providing increased funding to the two-year sector. **The presidents noted that we need to fund all of higher education and not just two-year institutions.** There is a need to determine a dedicated revenue stream for operation of all institutions.

AG3, Recommendation 4: This recommendation pertains to the creation of a tax credit incentive program for non-residents. **The presidents thought this recommendation was not a good one and should be removed.** They suggested that this recommendation would be dead on arrival.

AG3, Recommendation 5: This recommendation pertains to the creation of a surcharge for excessive coursework. It was thought that this issue should be left to the institutions. There was a discussion about certain programs, such as NCATE, and the demands that requirements create in regard to costs.

Advisory Group 4, Funding and Institutional Costs

AG4, Recommendation 1: This recommendation pertains to multi-year budgeting. It may be possible to do this on a two-year timeframe around the General Assembly sessions, but beyond that it would be difficult. Institutions should use the approach as opposed to reporting centrally.

AG4, Recommendation 4: This recommendation pertains to disclosure of full educational costs by purpose. It was noted that the institutions already do this.

Advisory Group 5, Buildings, Facilities, and Information Technology

The presidents commented that the second sentence in the second paragraph of the “overall comments” (i.e., *Another weakness noted was the scarcity of higher education facilities along the I-95 corridor.*) needs to be deleted since there is coverage.

AG5, Recommendation 1b: This recommendation pertains to making more efficient use of existing facilities. The presidents commented negatively on this recommendation. With space utilization issues, it may be a problem with how you are looking at the information. One issue commented on was that with new students smaller classes provides best success. There is a need to consider first overarching programmatic issues and then facility needs that flow from those concerns.

AG5, Recommendation 2b: This recommendation pertains to collaborating on ways to combine routine administrative needs especially involving administrative computing functions to realize economies of scale and to minimize facilities needs for these functions. The presidents suggested that it needs to be clear “where appropriate.”

AG5, Recommendation 4: This recommendation pertains to aligning requests for new or renovated buildings with the statewide plan. **The presidents suggested that the \$500,000 limitation needed to be raised to \$1 to \$2 million.**

Advisory Group 6, State Scholarships and Grants

AG6, Recommendation 1: This recommendation pertains to increasing the number of residents with certificates or degrees. The presidents suggested that there was not an issue with getting more in. There was general discussion about the EEDA in regard to where the initiative is, its effectiveness, and resource utilization.

AG6, Recommendation 2: This recommendation relates to suggestions for need-based grant methodology, a marketing plan, and increasing funds to the Access and Equity program. Coupled with the other recommendations of this advisory group to make changes to the programs (*AG 6, Recommendations 4 & 5*), the presidents generally felt that more study may be needed since it seemed that the recommendations were only “re-arranging the deck chairs” and that what was needed was a more comprehensive consideration. It was also noted that if money was to be spent, money did not need to be spent for a public relations campaign.

There was general discussion of the need to recognize what the teaching sector does in regard to increasing minority participation. It was suggested that while it is important to have selective institutions, greater pressure should be brought on other institutions not doing their job in regard to increasing minority populations.

AG6, Recommendation 4: This recommendation pertains to changes in Palmetto Fellows, LIFE, and HOPE requirements in regard to continuing eligibility. **The presidents commented that LIFE should not be lost in the first two-years which is counter to the recommendation to increase the continuing GPA eligibility. Any recommendation should focus on what is the best financial incentive for rising juniors to encourage their continued enrollment.** Alternatively, consideration of a means test for LIFE might accomplish the same ends as that being suggested by this recommendation.

Other:

The presidents commented that there was nothing in the reports that addressed the salary issue for the sector and suggested that there should be a recommendation added regarding this issue.

The presidents also discussed the status of the FY09 funding recommendation for the higher education electronic library and suggested that CHE develop a proposal as to how all the institutions might contribute to sustain the electronic library in the absence of continued full-funding.



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April 25, 2008

Mr. Daniel Ravenel
Chair, Higher Education Study Committee
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Dear Mr. Ravenel:

On behalf of the South Carolina Technical College System, I would like to thank you for the opportunity to provide input into the Higher Education Study Committee process. The presidents in our system, who attended the April 4 meeting of the Study Committee, had a positive response to the preliminary recommendations. During their retreat on April 14-15, the Presidents' Council discussed the recommendations further in an effort to provide you with feedback that represents the collective position of the colleges.

The findings and recommendations of the Higher Education Study Committee are very important to the System. As you know, the technical colleges educate half of all undergraduates at public colleges in South Carolina, and 96% of our students are South Carolina residents. According to the Commission on Higher Education's 2007 study, approximately 85% of technical college graduates stay in South Carolina representing the highest graduate retention rate among the public sectors. Clearly, the technical colleges are focused on workforce and economic development by educating South Carolinians for jobs and further education in the state.

Regarding the first category of recommendations and discussion about whether the Commission on Higher Education (CHE) should have more authority for plan implementation, one could argue that authority over the approval of academic degrees, which already exists, gives the CHE the necessary authority to ensure that programs meet the state's needs. From the perspective of a system dedicated to meeting immediate workforce needs in South Carolina, we would have significant concerns with any changes that could slow or further complicate the approval process. Businesses count on us to respond immediately.

As dialogue is necessary to address state priorities from a higher education perspective, we support the recommendation that the Council of Presidents meet at least twice per year. This brings up a related issue. It is critically important

Mr. Daniel Ravenel

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that the System's representation on all committees and groups affiliated with the CHE be equitable. This can be accomplished in multiple ways. One way is to provide a seat to all 33 public higher education institutions and include membership from our State Board and CHE. If it is determined that groups and committees of 35 are not functional, proportionate representation based on enrollment or number of institutions would be an appropriate way to ensure that the needs of all students are considered.

The second advisory group category of mission is a critical component of higher education planning. Through the Education and Economic Development Act (EEDA), South Carolina has embraced the idea that educating people in specific career clusters is necessary for the economic advancement of the state. Our System, whose primary focus is to educate South Carolinians to work in South Carolina, welcomes further discussions about the state's workforce needs and priority areas. According to *Pathways to Prosperity*, the foundation document for the EEDA, 65% of new jobs require an associate degree or advanced technical training with a total of 85% requiring postsecondary education. We currently have an education mismatch in our state. Addressing missions, the number of certificates and degrees awarded in relevant areas, and needed resources will contribute to the advancement of the state.

An important part of the technical colleges' unique mission is to provide affordable access to higher education, and one of the central components is the offering of developmental studies. Unlike the universities, which provide educational opportunities through selective admissions, the technical colleges embrace their open access mission and employ developmental education to bring underprepared students up to the college level. It is our hope that rather than seeking unnecessary duplication in this area, the other sectors of higher education will partner with the technical colleges to ensure clearly articulated higher education pathways. The historic statewide bridge agreement signed in the fall of 2007 between the University of South Carolina and the Technical College System is evidence of how maintaining clear and distinct missions helps to avoid duplication of services and to promote student success.

A part of the discussion has been about the I-95 corridor. We agree that this is an area of the state that has significant educational needs; however, it is our opinion that the corridor is well represented by high-quality technical colleges and universities. The offerings exist, but perhaps innovative methods could be used to increase participation. This is a systemic issue that will necessitate the involvement of higher education, K-12, local governments and organizations, and business representatives. We welcome further discussions.

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In order to fulfill its mission, each sector must have the physical resources necessary to educate students. The recommendation to have a higher education bond bill is one that we unequivocally support. A recommendation under advisory group five indicates that the bond bill should target deferred maintenance. While deferred maintenance may be the priority of other sectors, and even some of the technical colleges, the vast enrollment growth in the technical colleges since the last bond bill in 1999 has created a need for new construction on our campuses. Our recommendation is that the bond bill recommendation addresses the mix of needs that include both deferred maintenance and new construction. This approach will ensure that the most pressing needs are met across sectors.

Some of the recommendations of the enrollment and state scholarships and grants advisory groups are very favorable to the Technical College System. A transfer scholarship similar to HOPE, increased funding to students through Lottery Tuition Assistance, additional support for high-cost high-need areas such as health care and engineering technology, and support of need-based financial assistance are all steps in the right direction for higher education in South Carolina. In regard to need-based financial assistance, the System recommends continued action to ensure that grants be awarded to students based on their need rather than to institutions based on enrollment. This change in philosophy will help ensure access to those with the greatest need.

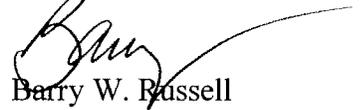
In addition to advisory group recommendations, our presidents have reviewed the four identified goals. Each seems appropriate for moving South Carolina forward and we welcome conversations to develop those further. We do have one recommendation on efficiency and effectiveness. As we are facing a decline in state revenue, we recommend that when evaluating efficiency and effectiveness, statewide parity allocations be considered. The Technical College System, which receives 52% of MRR funding, has absorbed significant enrollment increases and maintained affordability while being funded at the lowest relative level in the state.

Again, the Technical College System, overall, supports and applauds the work conducted by the Higher Education Study Committee and the Advisory Groups. It is critically important that we continue to gather input from the business community and external stakeholders to ensure we are meeting the most pressing needs of the state. This approach drives the mission and activities of the Technical College System and appears consistent with some of the recommendations in the report.

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I welcome any questions that you might have and look forward to further dialogue between the Study Committee and our System.

Sincerely,

A handwritten signature in black ink, appearing to read "Barry W. Russell", with a long, sweeping horizontal line extending to the right.

Barry W. Russell
System President

C: Technical College Presidents
Dr. Garrison Walters