SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

ACTION PLAN IMPLEMENTATION STATUS REPORT

A Report of the Higher Education Study Committee

Leveraging Higher Education for a Stronger South Carolina

Action Plan Implementation
MARCH 2009
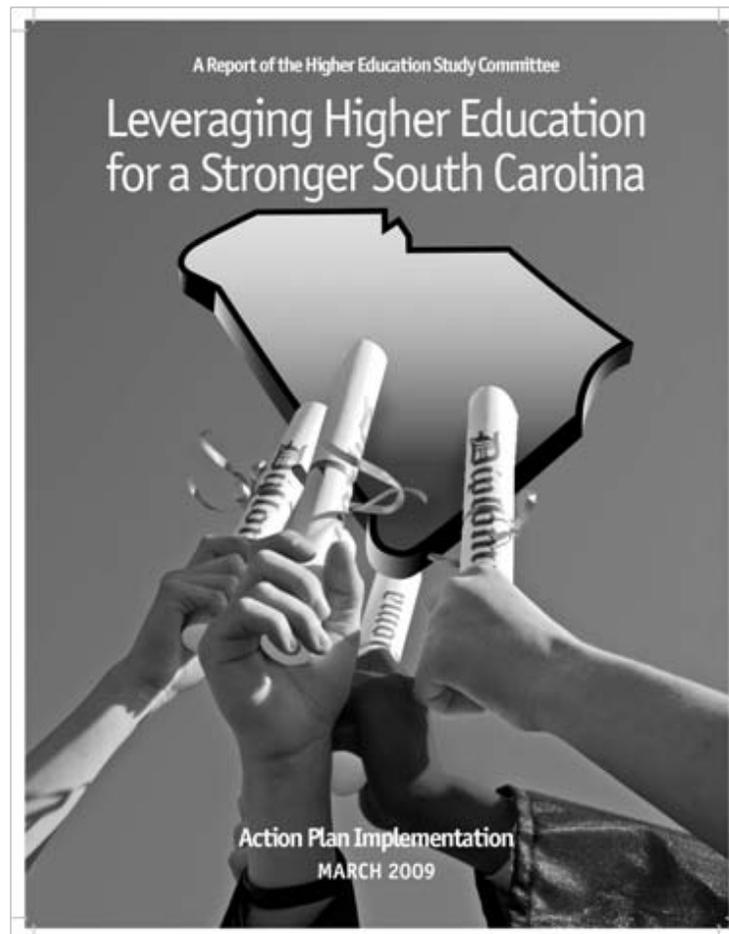
FEBRUARY 2, 2012

Action Plan Implementation Status Report as of February 2012

INTRODUCTION

This report describes the activities specific to implementing the recommendations provided in the *Higher Education Action Plan* (March 2009), but only includes the recommendations for which progress has been reported since the last report dated September 2011. The Commission 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 end 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. The reforms were a positive step forward and continued progress in reforming regulatory provisions for higher education remains a focus.

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:

To support the health care cluster, Aiken Technical College added an Emergency Medical Technology - Paramedic program and the College of Charleston added programs in Exercise Science and Public Health. To support the education cluster, Lander University added the program leading to the Master of Education in Teaching and Learning with concentrations in Diverse Learners, Exercise and Sports Studies, and Instructional Technology.

Winthrop University established the Winthrop-School Partnership Network in cooperation with CERRA and The Olde English Consortium, and an Institute for Educational Renewal and Partnerships for the purpose of improving P-16 education of students and for increasing teacher quality. In addition, Winthrop University's College of Visual and Performing Arts and Department of Fine Arts initiated the creation of the Main Street Outdoor Sculpture Gallery, a collaborative project with the Rock Hill Economic Development Corporation, Old Town Association, Arts Council of York County, and the City of Rock Hill. This project has identified student artists who work with various local agencies to develop community-based projects that enhance quality of life, contribute to cultural tourism, and promote creative industries.

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:
Horry Georgetown Technical College has increased the number programs requiring internships and now requires internships for the Human Services and Construction Project Management programs and the Management component of the General Business associate degree program. In addition to job relevance training for students, faculty participate in a "Return to Industry" program by spending a period of time in the workplace that provides them with more knowledge of the subject matter and competence in the latest trends in the industry.

USC Upstate developed a minor in Child Advocacy Studies based on a model at the National Child Protective Training Center housed at Winona State University in Minnesota. The minor has an applied focus with a semester long internship. The Department of Social Services, local law enforcement, Children's Advocacy Centers, and other organizations with a mission of child protection were consulted regarding curriculum development and internship placements. The

goal of the program is to better prepare students from a variety of majors for careers working with children in child abuse prevention and intervention.

Winthrop University initiated a year-long senior internship for Early Childhood Education and Elementary Education programs in order to increase relevant work experience as part of the teacher preparation program.

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.

On November 30, 2011, the SmartState Review Board published the *SmartState Program 2010-2011 Annual Report to the South Carolina General Assembly and the South Carolina Budget & Control Board Report (*referred to as the *2011 SmartState Program Annual Report). The 2011 SmartState Program Annual Report* announced the cumulative technology transfer data for the SmartState Program from FY 2002-03 to FY 2010-11: 364 scientific disclosures (increased from 271 the previous year), 321 U.S. and international patent applications (increased from 241 the previous year), 42 U.S. and international patents issued (increased from 24 the previous year), and 66 commercial licenses (increased from 22 the previous year). 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 2010-11.

The SmartState Centers of Economic Excellence Council of Chairs hosted the inaugural SmartState Program National Conference in Charleston from December 4-6, 2011. See Recommendation 2.22 for more information about this conference.

HIGH PRIORITY – WITH COST RECOMMENDATIONS

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. While a bond bill is not expected in FY 12-13, CHE and higher education institutions continue to discuss the importance of capital funding and are requesting one-time funds for maintenance needs.

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 (CHE) realizes the need to create new, accessible pathways that make it easier for adult learners to prepare themselves for career-relevant postsecondary education and training. The Commission has assembled a steering committee that is building a "Knowledge Network/Stackable Certificates" system that make it easier for adult learners by tying literacy, adult education, workforce training, and college preparation into a coherent whole with a focus on preparation for postsecondary learning and career access and advancement.

The "Knowledge Network/Stackable Certificates" system is currently being piloted. Beginning in March 2011, The Cherokee County Adult and Community Education Program partnered with Spartanburg Community College, CHE, and local participating Industries to pilot a stackable certificates program for adults enrolled in the Cherokee County Adult Education Program. As of August 2011, two additional pilot sites were implemented. Francis Marion University partnered with Florence-Darlington Technical College, Darlington Adult Education Center, Poynor Adult and Community Center, CHE, and local participating Industries in the Florence, Darlington, and Marion counties. The Charleston Chamber of Commerce partnered with Dorchester School District 2 Adult Education, Berkeley County School District Adult and Community Education, CHE, and local participating Industries to pilot a stackable certificates program for adults enrolled in the Charleston, Berkeley, and Dorchester Education Programs. The formal issuing of the certificates for these pilot sites will take place in Spring 2012. Stackable certificates will be issued only at the pre-college level for the first year of the pilot.

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

Responsible: Legislature

See Also 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 been 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. CHE and the institutions are requesting one-time funds for FY 12-13 for continued progress in addressing 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:
The SC College Access Network (SC CAN) Marketing Campaign was officially launched in January 2010. To facilitate information dissemination, the SC CANGO website (www.sccango.org) was developed and is the definitive source for students, parents, educators, community members, and other stakeholders seeking information regarding postsecondary education in South Carolina. In 2012, CHE plans to update the SC CANGO website by adding registration features, College Application Month videos, and an assessment to identify students' career interest, majors, colleges and scholarships.

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.

<u>**Responsible: Colleges and Universities**</u>; CHE; and SCDE

<u>**See Also Related Recommendation:**</u> n/a

<u>**Action:**</u>

College Application Month 2011
CHE formed an advisory committee devoted to College Application Week and the issue of financial literacy. For 2011, 121 high schools participated in College Application Month, held in October. During the course of the program, over 20,000 students received assistance completing college applications and over 40,000 college applications were completed and submitted. Three new Regional Coordinators helped tremendously in the expansion of College Application Month. Several institutions also provided assistance during College Application Month: College of Charleston, South Carolina State University, Presbyterian College, Newberry College, Lander University, University of South Carolina Upstate, Benedict College, Columbia College, Francis Marion University, Morris College, Winthrop University, Coastal Carolina University, Horry-Georgetown Technical College, Spartanburg Technical College, Greenville Technical College, and Midlands Technical College.

Collaborative Counselor Training Initiative
The Collaborative Counselor Training Initiative for middle and high school counselors includes twelve one-week sessions 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. The Collaborative Counselor Training Initiative was first offered in Fall 2010 and sessions are planned for the late Spring 2012 and Summer 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. The 2012 HEART Award ceremony will be held May 8, 2012. Information about the HEART Award may be found at www.SCCANGO.org.

College Goal Sunday
CHE in collaboration with the South Carolina Association of Student Financial Aid Administrators (SCASFAA) sponsors a statewide college financial aid event annually: College Goal Sunday. 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 grant, nearly 2,700 families have been served. This year, College Goal Sunday will be held on Saturday, February 18, 2012, at 17 sites around the state. More detailed information about College Goal Sunday can be found at www.CollegeGoalSC.org.

Institutional Outreach

Horry Georgetown Technical College is increasing its financial literacy initiatives. For example, the institution now requires a Personal Finance course in the General Business Associate in Applied Science degree program and faculty advisors are being trained to improve the financial aid advisement processes to increase student retention and to assist students in avoiding problems with meeting the Standards of Academic Progress.

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OTHER RECOMMENDATIONS

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Alignment and Preparation

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

> **Action:**

USC Upstate has expanded its dual enrollment offerings to local participating high schools. In addition, the University houses the "Scholars Academy," a unique and competitive federally funded grant program offered to students in area high schools. Each year, 25 ninth graders are selected to participate in the program. As these students progress through the program, they have the opportunity to enroll in college-level courses and earn over 60 college credits by the time they complete their senior year in high school.

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), which is the first statewide collaborative effort in the U.S. that brings together high school and college faculty from two- and four-year institutions to create greater continuity between high school exit-level courses and entry-level college courses in English, mathematics, and science. Expert faculty in South Carolina designed seventeen paired courses in 2009 that are now offered statewide in participating high schools and colleges. In an effort to directly improve alignment, faculty members work closely with colleagues in their geographic region to build partnerships, share teaching strategies, work with each other's students, and lecture as guest faculty at participating institutions. The results obtained from these local partnerships continue to inform statewide policy decisions designed to improve overall system alignment.

Technical and organizational support for this project is provided by the Educational Policy Improvement Center (EPIC), a national leader in standards and curricular alignment issues. CHE and EPIC staff are currently planning for statewide workshops for high school, college, and university administrators so that they can learn more about the project to support better participants' efforts in the classroom and meet administrator colleagues from nearby institutions with whom they share students. Workshops will be held in Greenville (February 27), Columbia (February 28), Charleston (February 29), and Florence (March 1). CHE and EPIC are also actively recruiting additional participants for the project. See www.epiconline.org/south_carolina for

additional information about this project, including a detailed timeline of activities and videos of participants teaching the paired courses and discussing the project.

See Recommendation 1.23 for information about the Commission's other major EEDA initiative: the South Carolina Transfer and Articulation Center.

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 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. Currently, five technical colleges have signed agreements with USC Upstate to participate in this program and over 60 students have enrolled in the program.

Lander University was awarded a $1.1 million TRIO Student Support Services grant by the U.S. Department of Education. Lander's program is funded to serve 160 students with the goal of increasing college retention and graduation rates of its participants. The following services are provided to student participants: academic tutoring, assistance in postsecondary course selection, consultation regarding student financial aid programs and scholarship programs; and assistance in completing financial aid applications. Education and counseling services designed to improve the financial and economic literacy of participants are also provided. Lander's program also provides additional grant aid to participants receiving federal Pell grants.

College Teaching/ Learning

2.3. Engage more undergraduates in research.

Responsible: Colleges and Universities

See Also Related Recommendation: n/a

Action:
Winthrop University's participation in the project known as SC Idea Network for Biomedical Research Excellence (SC-INBRE) radically transformed undergraduate science education at Winthrop as well as the entire research culture on campus. Winthrop INBRE faculty were awarded nearly $1.5 million in extramural non-INBRE funding. There were also significant Winthrop investments in research equipment and facility infrastructure, dramatically expanded student involvement in biomedical research, creation of Winthrop's Summer Undergraduate Research Experience (SURE), and Winthrop student matriculation into Ph.D. programs at unprecedented rates. Building on INBRE I successes, Winthrop is focusing on new strategic initiatives for INBRE II during 2010-2015 to further expand biomedical research capacity and implement a science diversity initiative to recruit, educate, and train even greater numbers of students from underrepresented and disadvantaged groups for biomedical graduate research programs.

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. This year's award winners will be announced at the April 2012 CHE meeting. A list of current and past winners is available at
www.che.sc.gov/AcademicAffairs/SerLrnAwd/Past_Service_Learning_Award_Winners.pdf.

Horry Georgetown Technical College developed a two-course offering in British Literature and British History for the purposes of a study abroad program. In March 2012, the third group of students will complete the dual course offering through in-class programming and a trip abroad to England.

USC Upstate has been engaged in immersing students into Second Life learning in engineering technology management, nursing, and education. These technological pedagogical strategies also form the basis of new faculty development opportunities.

In Fall 2011, Winthrop University launched its new Department of Interdisciplinary Studies providing an academic home for existing interdisciplinary degree programs and minors within the University. The department offers degree programs that include: the Master of Liberal Arts; the Bachelor of Arts in Environmental Studies; and the Bachelor of Science in Environmental Sciences. The department also houses eleven minors including: Geography, Gerontology, Sustainability, Social Science, General Science, Medieval Studies, Women's Studies, International Studies, Environmental Studies, African American Studies, Peace, Justice, and Conflict Resolution.

Transfer and Articulation

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:
The implementation of the South Carolina Transfer and Articulation Center (SC TRAC) began in March 2009, when 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.

The web portal, www.SCTRAC.org, was launched on April 1, 2010. This portal serves as the main interface for public SC institutions to communicate with students about transfer policies, course equivalencies, and articulation agreements. As such, the portal:
- 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.

In addition, 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 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.

The second annual SC TRAC User Group Conference is scheduled to be held on February 21, 2012, in Columbia, SC, and will feature a keynote by Mr. David Moldoff, Founder and CEO of AcademyOne and include presentations on functionality, current project activities, marketing SC TRAC, and portal enhancement options.

AcademyOne continues to work with the institutions to manage course equivalencies and transfer information in the system. Plans for 2012 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 such as the recently completed video user guide, transfer events calendar, and course equivalencies widget. CHE staff are also working collaboratively with institutions to identify, design, and implement additional functionalities for the system.

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

Action:
USC Upstate's faculty and administration have been actively involved in the "Red Balloon" project of the American Association of State Colleges and Universities, working to redesign courses to focus on different ways to teach and engage students in the learning process. One of the outcomes of course redesign is the use of Avatars to enhance learning for future teachers, the use of Second Life to assist nursing students in the virtual care of patients, and the use of a Second Life factory to test best practices in selected business practices and designs.

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

Responsible: Colleges and Universities and CHE

See Also Related Recommendation: n/a

Action:
Piedmont Technical College completed a one-year self-study under the Foundations of Excellence program and will implement identified retention factors for first-year students beginning in 2012. The institution also recently received a Title III grant to address retention and the first-year experience for underrepresented populations in science and technology fields.

USC Upstate recently broadened the focus of its Center for Student Success to include more academic programming opportunities in residence halls.

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:
Lander University instituted a web-based Early Alert system that helps identify students early in the academic semester who are having difficulty in coursework or trouble with excessive absences. These students are referred via the online Early Alert Form to the Academic Success Center for tutorial assistance, study skills enhancement, intensive advising, and/or career counseling. In addition, faculty and staff members may use the system to alert the Director of Lander's Behavioral Intervention Team when a student displays a behavior that is troubling or if the student appears to be at risk. The Director then gathers information to determine what type of assistance the student of concern may need. The student is then contacted to schedule an appointment with a member of the University's wellness staff.

Workforce Development

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, working with public institutions of higher education, is actively facilitating the implementation of 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. For example, USC Upstate recently began offering the Bachelor of Science in Criminal Justice program online and plans to offer the Bachelor of Science in Healthcare Informatics online in the near future.

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 technology-assisted delivery to teach students at multiple sites simultaneously. USC's recently announced *Back to Carolina* program leverages the Palmetto Program to provide an online degree completion programs for former USC students.

USC Upstate's Direct Connect program mentioned earlier was developed and implemented in Fall 2011 to create a seamless transfer from two-year colleges to USC Upstate. Students in this program are advised by both institutions and receive priority registration over other transfer students.

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, *DegreeSC* would coordinate and expand the offering of online degree programs with requisite student services. *DegreeSC* 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. 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.

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. The task force decided that the first program offered through *DegreeSC* would be Criminal Justice. The Criminal Justice subcommittee has been meeting monthly to develop the proposed program and has developed a proposed curriculum that has been vetted at the prospective degree-granting institutions. The institutions are now discussing their roles and responsibilities in participating in *DegreeSC* in terms of functional areas such as registration, student advising, collection of tuition, hosting/delivery of courses, etc. and identifying which courses each institution will offer. The task force created an Implementation Subcommittee which has been meeting monthly since October 2011 to address these issues and is developing a Memorandum of Understanding outlining the institutions' roles and responsibilities so that a substantive change notification can be sent to the Southern Association of Colleges and Schools Commission on Colleges for approval within the next few months.

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:

Winthrop University added one-year options in the Master of Arts in Teaching programs for Art, Biology, English, French, Math, Social Studies, and Spanish.

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

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

See Also Related Recommendation: n/a

Action:

Aiken Technical College, in partnership with the Aiken County Public School District, implemented a pre-engineering academy for high school juniors and seniors.

Economic Development

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.

On November 30, 2011, the SmartState Review Board published the *SmartState Program 2010-2011 Annual Report to the South Carolina General Assembly and the South Carolina Budget & Control Board Report (*referred to as the *2011 SmartState Program Annual Report*). According to the *2011 SmartState Program Annual Report,* the SmartState Program has resulted in more than $1.2 billion in non-state investment in the state's economy and has led to the creation of nearly 6,900 high-paying jobs. The SmartState Program has also resulted in 17 start-up companies and 42 awarded patents. Other FY 2011 SmartState Program highlights include:

- MUSC SmartState Endowed Chair Dr. Louis Guillette of the Marine Genomics Center of Economic Excellence was the recipient of a prestigious Heinz Award.
- MUSC SmartState Endowed Chair Dr. Marc Chimowitz published a landmark study in the *New England Journal of Medicine* which is expected to revolutionize post-stroke patient care.
- USC SmartState Endowed Chair Dr. Souvik Sen and his team received Joint Commission Certification (considered the gold standard in stroke national certification) for the USC portion of the Stroke Center of Economic Excellence.
- San Diego-based General Atomics announced a $900,000 non-state match investment in the USC General Atomics (formerly Nuclear Science Strategies) Center of Economic Excellence Nuclear SmartState Program.
- The SmartState Program and the Governor's School in Science and Mathematics (GSSM) announced a summer internship program partnership. In June 2011, seniors participated in research internships in SmartState Endowed Chair laboratories representing all three senior research institutions.
- In 2011, Clemson and CU-ICAR SmartState Endowed Chair Dr. Paul Venhovens and his team completed the Deep Orange pilot project, during which CU-ICAR graduate students created a vehicle from scratch over the course of two years.
- In 2011, SimTunes, a commercial spinoff company cofounded by MUSC SmartState Endowed Chair Dr. John Schaefer of the Clinical Effectiveness and Patient Safety Center of Economic Excellence, joined with Swedish company Laerdal Corporation to open SimStore©, which offers over 600 individual healthcare simulation scenarios and 84 scenario sets available for annual licensing.

The SmartState Centers of Economic Excellence Council of Chairs hosted the inaugural SmartState Program National Conference in Charleston from December 4-6, 2011. The theme of

the conference was "Realizing a Knowledge-Based Economy." Several hundred conference attendees, which included SmartState Endowed Chairs and personnel from all 48 SmartState Centers of Economic Excellence, attended presentations and panel discussions from an international array of knowledge-based economy leaders from organizations such as the U.S. Navy, American Medical Association, U.S. Department of Commerce, Harvard University, Government of Australia, General Electric, Federal Reserve, National Center for Manufacturing Sciences, and numerous others. South Carolina Speaker of the House Bobby Harrell; South Carolina Secretary of Commerce Bobby Hitt; Consul General of Israel to the Southeast Opher Aviran; the Honorable Peter D. Beattie, former premier of Queensland, Australia; and Saul Singer, co-author of *Start-up Nation: The Story of Israel's Economic Miracle* provided key conference presentations. The conference also featured a special session during which the SmartState Endowed Chairs and SmartState researchers presented special posters and engaged conference attendees in face-to-face discussion. The conference was followed by the Council of Chairs Annual Forum, at which SmartState Endowed Chairs heard special presentations from the heads of several of the state's leading knowledge-based economy organizations, including SCRA, Innoventure, and New Carolina; these executives offered the assistance of their organizations to the SmartState Endowed Chairs in their technology transfer endeavors.

As of the date of this report, 41 of 86 SmartState Endowed Chairs have been appointed. From July 2011 to December 2011, three new SmartState Endowed Chairs were appointed: Dr. Eric Johnson as the SmartState Endowed Chair in Optoelectronics at Clemson (August 2011); Dr. Richard Drake as the SmartState Endowed Chair in Proteomics at MUSC (August 2011); and Dr. John Regalbuto as the SmartState Endowed Chair in Renewable Fuel Cells at USC (November 2011). In addition, as of the date of this report, the SmartState Review Board had awarded a total of $194.6 million in SmartState grants and the institutions have received $191.5 million in non-state matching pledges, of which $170.8 million has been received. To date, state funds totaling $165.8 million have been drawn down by the institutions.

Marketing

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:
CHE applied for and received federal funding for the GEAR UP program for an additional seven years. This funding will enable outreach work aimed at providing support and services for students in the I-95 corridor to continue.

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:
USC Columbia has several programs focused on easing the transition for adults, including the recently announced *Back to Carolina* program which is an online degree completion program targeting former USC students who failed to complete their degree.

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.

As part of its FY 12-13 budget/legislative priorities, the Education Oversight Committee (EOC) has recommended legislative action for the creation of a P-16 council. The EEDA Coordinating Council and groups such as the Chamber are also supportive of a P-16 or -20 council.

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 and 2.22

Action:
See Recommendations 2.7 and 2.20 for information about the inaugural SmartState Program National Conference.

Data Resources/ Information Sharing

1.19. Create a longitudinal data system.

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

See Also Related Recommendation: n/a

Action:
In May 2010, 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. CHE has been working in collaboration with SCDE to develop the state's longitudinal data system.

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LIST OF RECOMMENDATIONS BY CATEGORY

Rec #	Recommendation	Related Rec #	Last Updated
High Priority - No Cost Recommendations:			
2.2	Enact appropriate regulatory relief to enhance innovation and promote research.		2/2/2012
3.1	Align higher education programs to support statewide and regional clusters.		2/2/2012
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**	2/2/2012
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**	2/2/2012
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
Cost Reduction	CHE Cost Reduction Committee described under Goal Four		9/1/2011
High Priority – With Cost Recommendations			
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.		2/2/2012
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**	2/2/2012
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**	2/2/2012
1.4	Create a South Carolina College Access Network (SC CAN) as a statewide network of local community-based college access programs.		2/2/2012
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.		2/2/2012
Other - Student Financial Aid/ Funding			
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
Other – Alignment/ Preparation-			
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.		2/2/2012
1.11	Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects.		2/2/2012
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.		2/2/2012
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
Other - College Teaching/ Learning			
2.3	Engage more undergraduates in research.		2/2/2012
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.		2/2/2012
3.29	Develop a statewide undergraduate minor in computational science.		9/1/2011
Other - Transfer/ Articulation			
1.22	Create incentives and requirements for seamless student transitions between and among two		9/1/2011
1.23	Implement the state		2/2/2012
3.22	Develop a reverse bridge pathway from four	**1.21**	9/1/2011
Other – Retention			
1.27	Redesign academic programs to improve student results while reducing costs through the exploration of course redesign initiatives.		2/2/2012
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.		2/2/2012
1.31	Create an early warning system at institutions of higher education to prevent student withdrawal during first semester of first year.		2/2/2012

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Rec #	Recommendation	Related Rec #	Last Updated
3.27	Increase the productivity of gateway science and mathematics courses.	**1.26**	9/1/2011
Other - Workforce Development			
1.8	Produce more and better prepared teachers in all critical needs areas, including more male and minority teachers.	**2.4**	9/1/2011
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.		2/2/2012
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.		9/1/2011
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.	**1.38**	2/2/2012
1.38	Develop a coordinated set of blended online/on-campus degree programs delivered cooperatively through different institutions.		2/2/2012
1.39	Create a web portal that serves as a clearinghouse of information for adult learners. - COMPLETED	**3.24**	2/2/2012
1.42	Implement a cooperative, statewide initiative to reduce gaps in technological literacy among potential adult learners.		9/1/2011
1.43	Create multiple, diverse internships, cooperative work programs, and registered apprenticeship programs for students.	**3.21**	9/1/2011
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.		9/1/2011
1.47	Initiate new graduate programs to support new clusters and to attract talented individuals from other states and countries to South Carolina.		9/1/2011
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.		9/1/2011
2.5	Integrate entrepreneurship into curricula at colleges and universities (especially in programs in the liberal arts and STEM disciplines).		9/1/2011
2.17	Recruit and retain more students in the state's existing science, technology, engineering, and mathematics (STEM) programs to facilitate increased enrollment.	**2.14, 2.20, 3.28**	9/1/2011
3.2	Develop or expand higher education programs to support cluster growth, especially in workforce shortage areas.	**3.1, 2.4, 2.14, 1.47**	9/1/2011
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.	**2.3, 2.24**	9/1/2011
3.5	Improve student recruitment into high demand occupations which support targeted clusters.		2/2/2012
3.6	Identify and implement ways for higher education and industry to communicate about workforce needs.	**2.12, 2.13**	9/1/2011
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.	**1.35**	9/1/2011
3.11	Implement fully the South Carolina Technical College System's Adult Pathways initiative.	**3.12**	9/1/2011
3.12	Implement fully both components of the South Carolina Technical College System's competeSC initiative: QuickJobs Carolina and Retool Carolina.		9/1/2011

Rec #	Recommendation	Related Rec #	Last Updated
3.13	Support the timely implementation of the Kuder Journey system. - COMPLETED		2/2/2012
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		2/2/2012
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
Other - 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.		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.		2/2/2012
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**	2/2/2012
Other – Marketing			
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.		2/2/2012
1.40	Develop coordinated outreach programs that focus on adults without college degrees.	**1.32, 1.35**	2/2/2012

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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
Other - Policy Development/ Planning			
1.18	Create a P-20 council.		2/2/2012
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**	2/2/2012
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
Other - Data Resources/ Information Sharing			
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.		2/2/2012
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