

External Plan Follow-Up (1 page) and Implementation Status Report (pages numbered 1-20)

Higher Education Action Plan External Follow-Up
(Rev. May 28, 2009)

1. Op-Eds – In process. At a minimum, the following papers will be targeted.
 - a. The State (Columbia)
 - b. The Post and Courier (Charleston)
 - c. Greenville News (Greenville)
 - d. Spartanburg Herald Journal (Spartanburg)
 - e. The Sun News (Myrtle Beach)
 - f. Florence Morning News (Florence)
 - g. Anderson Independent (Anderson)
 - h. Aiken Standard (Aiken)
 - i. The index Journal (Greenwood)
 - j. Times and Democrat (Orangeburg)
 - k. Rock Hill Herald (Rock Hill)
 - l. The Charlotte Observer
 - m. Beaufort Gazette / Island Packet (Beaufort)
 - n. The Sumter Item
 - o. The Newberry Observer

2. Visits
 - a. Editorial Boards: Visits to Editorial Boards will be scheduled, as applicable, with the papers above.

 - b. Trustees –
 - i. Visits of Commissioners to Board of Trustee meetings are being scheduled.
 1. Wingate and Walters met with MUSC Board on April 16.
 2. Scheduling of other visits is in process. Initial contact has been made via email to presidents' assistants.

 - c. Rotary Clubs/other leadership organizations: In process. Dr. Walters is traveling around the state to speak to Rotary Clubs and other such organizations regarding the importance of the Knowledge Economy, Higher Education, and the Action Plan. Visits scheduled and/or made to date include the following:

i. Dillon Rotary Club	April 27, 2009
ii. Spartanburg Foundation	April 28 & 29, 2009
iii. Clinton Rotary Club	May 5, 2009
iv. Cheraw Rotary Club	May 11, 2009
v. Batesburg-Leesville Rotary Club	May 12, 2009
vi. Greer Rotary Club	May 26, 2009
vii. Hardeeville Chamber of Commerce	<i>Date to be confirmed</i>
viii. St. Andrews Rotary Club	June 30, 2009
ix. Bluffton Rotary Club	July 1, 2009

Other visits are being scheduled

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Recommendation	Responsibility*	Status
<p>2.2. Enact appropriate regulatory relief to enhance innovation and promote research.</p>	<p>Legislature; CHE; Colleges and Universities</p>	<p>Two bills have been introduced during the 2009 session to provide regulatory reform for the public higher education institutions. H.3365, the Higher Education Efficiency and Administrative Policies Act, is focused on reform in the areas of human resources, facilities and capital expenditures, financing and administrative improvements, and procurement for the research and four-year comprehensive institutions. This bill has passed the House and is now under consideration in the Senate. A copy of the bill is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3365.htm . A similar bill, H.3841, has been passed by the House and is also under consideration in the Senate. A copy is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3841.htm. As of the end of the 2009 session, these bills remain in committee for the 2010 session, which is the second year of the two-year continuing session.</p>
<p>3.1. Align higher education programs to support statewide and regional clusters.</p>	<p>Colleges and Universities; CHE; SCTCS; SC Council on Competitiveness</p>	<p>During 2008-2009, the Committee on Academic Affairs and Licensing has approved new programs which support the following clusters:</p> <p>Advanced Manufacturing and Technologies A.I.T., Mechatronics Technology, Piedmont Tech B.S.E., Engineering Science, USC Columbia M.Engr., Industrial Engineering, Clemson</p> <p>Energy A.I.T., Radiation Protection Technology, Aiken Tech A.I.T., Radiation Protection Technology, Spartanburg Community College</p> <p>Health Care Occupations A.H.S., Cardiovascular Technology, Piedmont Tech A.H.S., Physical Therapy Assistant, Piedmont Tech A.H.S., Veterinary Technology, Piedmont Tech A.H.S., Occupational Therapy Assistant, Horry-Georgetown Tech A.H.S., Dental Hygiene, Aiken Tech A.H.S., Emergency Medical Technology, Midlands Tech B.A. and B.S., Public Health, USC-Columbia M.S.D., Dentistry, MUSC Ph.D., Health and Rehabilitation Science with concentrations in Pathology and Impairment, Functional Limitations, or Health Services, MUSC D.N.P., Doctor of Nursing Practice, MUSC</p> <p>Tourism and Creative Industries B.A., Studio Art, USC Beaufort B.S., Music Industry, Francis Marion</p> <p>Education B.S., Secondary Education, College of Charleston</p>
<p>1.2. Use and promote the Knowledge and Skills for University Success standards as a common standard of college readiness.</p>	<p>SCDE; CHE; SCTCS; High Schools; Colleges and Universities</p>	<p>CHE plans to send letters to all middle and high schools to reiterate the importance of the <i>Knowledge and Skills for University Success</i> standards and provide information about how to freely access them online. This letter will be sent at the beginning of the 2009-2010 school year. For high schools, this letter will also contain a reference to and include as an attachment the brochure <i>What Will I Learn in College</i> to provide additional information about preparing students for college.</p>
<p>3.21. Increase opportunities for relevant work experience as part of instructional programs. [See also 1.35.]</p>	<p>Colleges and Universities; Business and Industry (Connect2Business)</p>	

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<p>2.7. Create a state model for formal agreements between institutions of higher education and the state's business and industry to facilitate shared research and reduce barriers to the commercialization of resulting discoveries and inventions.</p>	<p>Colleges and Universities; Business and Industry</p>	<p>Representatives from all three senior research institutions, including research vice presidents and technology transfer management, convened for a CoEE Program Technology Transfer Forum on May 13, 2009. Among the agenda items discussed were the role of the senior research institutions in engaging the business and industry community directly in technological development; aligning institutional research with the needs of the state's business and industry community; and collaborating with entrepreneur-oriented organizations to foster innovation. Representatives at the forum expressed that uniform technology transfer agreements between higher education and state businesses will be a challenge to create, as the current industry standard is case-by-case agreements.</p>
<p>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).</p>	<p>Legislature; Governor's Office; CHE</p>	
<p>CHE Cost Reduction Committee described under Goal Four</p>	<p>CHE</p>	

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Recommendation	Responsibility*	Status
<p>1.21. Ensure affordability of higher education through increased state funding. [See also 2.18, 3.3, and 4.2.]</p>	<p>Legislature; Colleges and Universities</p>	
<p>3.3. Fund a bond bill to support necessary infrastructure and facilities renovation, maintenance and expansion. [See also 1.21, 2.18, and 4.2.]</p>	<p>Legislature</p>	<p>A bond bill will not be considered during the 2009 session, and given the current economic climate, a bond bill is not likely in the near future.</p>
<p>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.</p>	<p>Legislature</p>	<p>PASCAL began FY 2008-09 with \$200,000 in recurring funds – a loss of \$1.8 million from funding provided annually in past years. As a result of statewide across-the-board budget reductions during FY 2008-09, PASCAL funding has been reduced further to approximately \$177,000. Higher Education has requested that \$2.3 million in addition to the FY 2008-09 funding be provided in FY 2009-10 to bring funding to \$2.5 million. However, PASCAL did not receive any additional funds over the current recurring funding in the budget approved for FY 2009-10; funding remains at the \$177,000 level.</p> <p>In April and May 2009, PASCAL leadership presented on the FY 2010 funding situation separately to the Advisory Committee on Academic Planning (ACAP) and to the South Carolina Independent Colleges and Universities (SCICU). Institutional leaders, including presidents and provosts, continued to voice tremendous support for PASCAL and the information and research services it provides for students and faculty alike.</p> <p>An ad hoc subcommittee of independent and public institution chief academic officers convened on April 24, 2009, and May 7, 2009, to discuss an emergency funding proposal for PASCAL member institutions for 2009-10. The ad hoc committee unanimously agreed to the funding proposal, and the chief academic officers of each member institution were asked to respond to a one-time assessment for their individual institutions by June 1, 2009, in order to partially restore PASCAL services for 2009-10.</p>
<p>1.1. Implement compulsory high school attendance until the age of 18 or high school graduation.</p>	<p>Legislature; SCDE; Dept. of Juvenile Justice</p>	<p>Two bills have been introduced during the 2009 session that would raise the age to 18, Senate bill 29 available at www.scstatehouse.gov/sess118_2009-2010/bills/29.htm, and House bill 3645 available at www.scstatehouse.gov/sess118_2009-2010/bills/3645.htm. As of the end of the 2009 session, the bills remain in committee for the 2010 session, which is the second year of the two-year continuing session.</p>

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Recommendation	Responsibility*	Status
<p>1.6. Develop a marketing campaign to promote college attendance and completion. [See also 1.4, 1.40, and 3.8.]</p>	<p>CHE</p>	<p>CHE staff consulted David J. English, Director, CFNC Technology & Internet Services for the University of North Carolina General Administration, about North Carolina's higher education marketing plan. He recommended allocating between \$2 million and \$5 million dollars per year for a statewide campaign spanning multiple media formats and suggested speaking with a marketing firm to discuss specifics related to media buy prices for TV, radio, billboard, etc. Mr. English also expressed interest in presenting North Carolina's marketing plan at a Commission meeting.</p> <p>Editorials promoting college attendance and completion are being composed and will be sent by members of CHE members, the Higher Education Study Committee, and others. Rotary presentations and visits to colleges are also being planned.</p> <p>In addition to the efforts mentioned above, the SC College Access Network (SC CAN) Marketing Campaign proposals were submitted to the Materials Management Office on March 24, 2009. The proposals and bids were reviewed on April 10, 2009. Oral presentations were heard at the CHE office and a contract was awarded in May, 2009. The first planning meeting with the marketing company and CHE staff will be held on June 5, 2009.</p>
<p>1.35. Create a "New Front Door" that makes the transition to higher education vastly easier for adults. [See also 2.14, 3.10, and 3.21.]</p>	<p>CHE; SCTCS; Colleges and Universities</p>	<p>The Commission on Higher Education is currently developing an implementation plan for the "New Front Door" concept that will be presented to the Connect Adults subcommittee by June 5, 2009. Oversight and Steering committees have been created to guide this initiative.</p>
<p>4.1. Fund higher education at the SREB average or above.</p>	<p>Legislature</p>	<p>Given the state's present economic situation, additional state funding for next year is not possible. The FY 2009-10 budget was finalized May 21 and includes recurring state funding for institutions that is level with the current FY 2008-09 levels.</p>
<p>4.2. Support routine and predictable capital funding of colleges and universities with a portion of funding directed at eliminating accumulated maintenance needs. [See 1.21 and 3.3.]</p>	<p>Legislature</p>	

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<p>1.4. Create a South Carolina College Access Network (SC CAN) as a statewide network of local community-based college access programs. [See also 1.6.]</p>	<p>CHE</p>	<p>Throughout Fall 2008 and Spring 2009, CHE staff reviewed the field of literature and programs that address comprehensive approaches to college access, including motivating behavioral approaches, financial aid, and barriers to college access among a distinct population (elementary, middle and early high school as well as adults). Primary and secondary research sources include: cross section of research including geographic and demographic diversity in the nation and South Carolina; student and parent surveys at 17 GEAR UP high schools; and information obtained from <i>Kids Count 2008</i>, National College Access Network, US Department of Education, American School Counselor Association, US Department of Education, Education Commission of the States 2006, <i>Diplomas Count 2008</i>, Annie E. Casey Foundation, etc. There are a broad population (elementary, middle and early high school) and adult population that need direct guidance and a variety of educational options to decrease the number of students who drop out of the college-going pipeline. The findings revealed through research and direct source surveys (GEAR UP) include:</p> <p>Geography: Certain urban and rural districts in SC support and value education and have made more significant strides in academic preparation and early college access opportunities than others.</p> <p>Lack of knowledge, Especially Among First Generation College-students: Parental educational attainment has a critical influence on student experience and college access. There is a strong correlation between students' academic track and their parents' level of educational attainment, particularly among first-generation students attempting to pursue post-secondary education. Information about middle and high school course selection to prepare for college entrance and active participation/updates on students' progress toward high school graduation play a major part in college aspiration.</p> <p>Financial Aid: Many students lack knowledge about the entire college process, including the selection and application process as well as available financial assistance. SC students and parents are often intimidated by the perceived arduous process of applying for any government-sponsored program.</p> <p>Low-income, Minority: Often, in lower-income, minority communities, seeking higher education is outside the norm and sometimes viewed negatively by peers. There is often a need (real or perceived) in lower-income, minority communities to forego education in order to get into the workplace quickly to help support the family. While they may understand the eventual monetary benefits of higher education, it is often difficult to look that far into the future when there are monetary needs that exist in their daily lives.</p> <p>Also see Recommendation 1.6 for information about the SC CAN Marketing Campaign.</p>
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Recommendation	Responsibility*	Status
<p>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.</p>	<p>Colleges and Universities; CHE; SCDE</p>	<p>CHE formed an advisory committee devoted to the proposed statewide College Application Week and the issue of financial literacy. On January 15, 2009, the committee reviewed existing college access programs and initiatives in SC and best practices from the NC College Application Week. On March 5, 2009, the committee reviewed existing and planned SC DOE initiatives relating to postsecondary access: 1) Personal Pathways to Success Common Portal; 2) E-IGP; and 3) e-Transcript. On April 2, 2009, the Director of North Carolina College Application Week presented to the committee and the committee discussed the SC College Application Week Pilot Project.</p> <p>The SC College Application Week Pilot Project Timeline for 2009 is:</p> <p>May College Application Week Advisory Committee formation and meeting</p> <ul style="list-style-type: none"> • Create plan and desired outcomes • Select pilot sites • Select pilot date(s) <p>CHE staff met with administrators from Colleton County High School and Wando High School on Wednesday, May 20, 2009. At Colleton County High School, CHE staff met with Patty Pawlak, SC GEAR UP Site Coordinator, Bridget Runyon, High School Counselor, and Lee Runyon, Associate Principal. The Colleton County staff confirmed their participation in College Application Week. At Wando High School, CHE staff met with Sylvia Chitty, Director of School Counseling. Ms. Chitty was very enthusiastic and agreed to participate in College Application Week. In addition, she believes this project will help students get a head start in planning for college.</p> <p>Both sites will meet with their administrative staff to discuss selecting a date in November and their specific needs regarding the event. Pre-counseling prior to College Application Week for seniors, a financial aid component, including requesting FAFSA PIN numbers, information on College Goal Sunday, and volunteer recruitment were discussed. The high schools agreed to meet with CHE staff again at the end of June to discuss their individual site needs and to plan the pilot in November. After these planning meetings, the requests from the sites will be distributed to the committee.</p> <p>June /August Advisory Committee Meeting</p> <p>September Site Coordinators' Training & Preparation</p> <p>November SC College Application Week</p> <ul style="list-style-type: none"> • Launch pilot at five SC high schools

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Scholarships/Funding		
1.33. Explore how the higher education funding mechanism could be structured better to support student success more effectively.	CHE; Colleges and Universities	
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.	CHE; Colleges and Universities	
1.36. Provide state financial aid and/or state grants targeted to adult learners. [See also 3.19.]	Legislature; CHE	
3.19. Enact legislation to close financial aid gaps in order to make relevant education and training available for all adults. [See also 1.35.]	Legislature; CHE; SCTCS; Colleges and Universities; Chambers of Commerce; Business and Industry	
1.44. Create a Fulbright-like scholarship program to attract international students in knowledge-based clusters. [See also 2.20.]	Legislature; CHE; Colleges and Universities	
1.45. Increase higher education operating funding to allow institutions to offer graduate student stipends that are nationally competitive. [See also 2.20.]	Legislature	
1.48. Increase opportunities for loan-forgiveness programs. [See also 2.20.]	Legislature; CHE	

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Recommendation	Responsibility*	Status
2.20. Create innovative scholarship programs and pathways to attract and retain top-notch graduate students. [See also 1.41, 1.42, 1.43, 1.45, 1.46, 2.14, 2.17, and 3.28.]	Legislature; CHE; Colleges and Universities	The South Carolina Graduate Professional Alliance (SC-GPA) was created to examine this issue and other issues related to graduate education. The SC-GPA held its first meeting on March 26, 2009, where discussion focused, in part, on scholarship programs.
3.17. Conduct a comprehensive analysis of financial pathways and barriers.	CHE	
Alignment and Preparation		
1.3. Identify a common, statewide assessment that high school students can take to identify and remedy gaps in their preparation for college. [See also 1.16.]	CHE; SCDE; Colleges and Universities; SCTCS; High Schools	
1.16. Develop statewide policies for assessing college readiness levels. [See also 1.3.]	SCTCS; CHE; SCDE; Colleges and Universities	
1.5. Develop a funding mechanism to expand and enhance offerings for college credit during high school.	SCTCS; CHE; SCDE	
1.11. Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects.	Legislature; CHE; SCDE; SCTCS; Colleges and Universities; Employment Security Commission; Dept. of Commerce	<p>CHE staff regularly attend EEDA meetings. CHE initiated and leads the South Carolina Course Alignment Project (SC CAP) designed to align the exit-level high school courses with entry-level college courses in English, mathematics, and science and to make students aware of the contextual skills and behaviors necessary for college-level success. (See www.epiconline.org/south_carolina for additional information about this project).</p> <p>SC CAP is divided into three phases from July 2007 through August 2010: Phase I – Analyze Alignment Issues Phase II – Create Materials Phase III – Disseminate Materials and Explore Applications</p> <p>Completed Phase I activities:</p> <ul style="list-style-type: none"> • An environmental scan (discrepancy analysis) which examined K-16 alignment issues in South Carolina. • A video presentation by Dr. David Conley which provided a project overview. • Creation of the Steering Committee charged with oversight and strategic direction for the project. • Review of college readiness standards for use in the syllabus review portion of the project. • Submission of course nominations for participation in the alignment study. <p>Completed Phase II activities:</p> <ul style="list-style-type: none"> • Submission of design team nominations by secondary and postsecondary institutions. • Review of college readiness standards for use in paired courses. • Development of aligned courses. • Recruitment of pilot implementers to teach aligned courses. Seventeen paired courses will be piloted in 13 clusters across the state.

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<p>1.11. Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects. CONTINUED</p>	<p>Legislature; CHE; SCDE; SCTCS; Colleges and Universities; Employment Security Commission; Dept. of Commerce</p>	<p>Upcoming Phase II activity:</p> <ul style="list-style-type: none"> • Training session for pilot implementers in August 2009 • Pilot implementation of aligned courses in South Carolina classrooms (academic year 2009 – 2010). <p>CHE also began implementation of the course articulation and transfer system In March 2009 to create a statewide, web-based system that will facilitate student transitions and the portability of academic credits between and among South Carolina’s institutions of higher education (see Recommendation 1.23 in the "Transfer and Articulation" section for additional information).</p> <p>CHE also completed a transfer guide for dual enrollment students in February 2009 that lists only the courses that will transfer to any public institution in the state. This guide will help ensure that students take courses that will count toward a degree program rather than as electives.</p>
<p>1.12. Promote more rigorous high school coursework.</p>	<p>SCDE; High Schools</p>	<p>The South Carolina Course Alignment Project will promote increased academic rigor. Paired courses (e.g., exit-level high school courses designed in tandem with entry-level college courses) will be pilot tested in the 2009-2010 school year and are scheduled to be implemented statewide in the 2010-2011 school year.</p>
<p>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. [See also 1.17 and 3.26.]</p>	<p>Legislature; SCDE; High Schools; CHE; SCTCS; Colleges and Universities</p>	<p>In terms of sequencing undergraduate general education requirements so that they are linked with appropriate high school senior-year courses, the South Carolina Course Alignment Project seeks to align exit-level high school courses with entry-level college courses in mathematics, science, and English. The success of this project will lead to the alignment of additional courses.</p> <p>Additional ways to sequence curriculum will also be explored.</p>
<p>1.17. Foster a college-going culture in high school by developing and implementing activities such as senior seminars. [See also 1.13.]</p>	<p>High Schools; School Districts; Colleges and Universities</p>	
<p>1.14. Improve high school course-taking patterns and monitor results.</p>	<p>SCDE; High Schools; Colleges and Universities</p>	
<p>1.15. Expand and enhance student transition programs to reduce repetition of courses or course content and attrition.</p>	<p>SCDE; High Schools; CHE; SCTCS; Colleges and Universities;</p>	
Transfer and Articulation		
<p>1.22. Create incentives and requirements for seamless student transitions between and among two-year and four-year institutions, including the implementation of a statewide initiative to monitor transfer effectiveness. [See also 3.22.]</p>	<p>Legislature; CHE; SCTCS; Colleges and Universities</p>	<p>CHE began implementation of the course articulation and transfer system in March 2009 to create a statewide, web-based system that will facilitate student transitions and the portability of academic credits between and among South Carolina’s institutions of higher education (see Recommendation 1.23 in the "Transfer and Articulation" section for additional information).</p>

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<p>1.23. Implement the state-funded Course Articulation and Transfer System (CATS) 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.</p>	<p>CHE; SCTCS; Colleges and Universities</p>	<p>A kick-off meeting for the implementation of the Course Articulation and Transfer System project was held on March 31, 2009. During Phase One, institutions will be provided with the following electronic tools by the developer, AcademyOne:</p> <ul style="list-style-type: none"> • the Transfer Agreement Management Center, which will enable institutions to publish their transfer agreements, codify them, and promote them to prospective students; • the Course Equivalency Management Center, which will help institutions map their courses to equivalencies at other institutions, record them in the database, and provide updates; • the Transfer Profile Management Center, which will provide a summary of transfer attributes so that institutions can promote their programs and services with pictures and historical attributes; and • the Academic Program Upload Wizard, which will allow institutions to upload their current academic programs into the CollegeTransfer.net database. <p>Seventeen institutions have participated in tool implementation webinars and are sending equivalency data and course extract data to AcademyOne. Tool implementation should be completed by October 2009.</p> <p>During Phase Two, AcademyOne will create and deploy a customized web portal that will serve as the main interface for SC institutions to communicate with students about transfer policies, course equivalencies, and articulation agreements. The custom portal is currently in the preliminary design stage. During Phase Three, AcademyOne will create an interface for each institution's student information system so that information related to course articulation and transfer is easily added into the SC system which will display information via the customized SC portal. During Phase Four, AcademyOne will deploy additional tools that allow students to create "what-if" transfer planning scenarios for degrees offered at institutions in the state, thereby enabling prospective students to compare information and guide their course planning efforts. Efforts beyond Phase Four will focus on the development and deployment of customized enhancements in support of SC's efforts in statewide articulation and transfer automation. Those subsequent phases are currently being defined. Implementation is expected to take several years.</p>
<p>3.22. Develop a reverse bridge pathway from four-year to two-year institutions to provide students enrolled in liberal arts programs and liberal arts graduates access to practical, technical and hands-on training in order to match their range of skills with workforce needs. [See also 1.21.]</p>	<p>SCTCS; CHE; Colleges and Universities</p>	
Workforce Development		
<p>1.8. Produce more and better prepared teachers in all critical needs areas, including more male and minority teachers. [See also 2.4.]</p>	<p>Colleges and Universities</p>	<p>CHE established an Education Articulation Task Force to develop a transfer guide and a set of common general education courses applicable to all Education programs of study in an effort to recruit more students into the profession as well as promote degree completion and facilitate enrollment of transfer students in education programs. Meetings were held on April 6, 2009, and May 14, 2009, during which the Task Force addressed programs in Early Childhood, Elementary, and Special Education. Four more meetings are scheduled for Fall 2009 to address the remaining Education programs.</p>

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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.	Colleges and Universities	
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.	Colleges and Universities	CHE is exploring the possibility of implementing a statewide online degree program. Conference calls have been held in March and April with the Tennessee Regents' Online Degree Program and extensive materials have been provided about this program. In addition, CHE regularly supports and approves programs using alternative delivery methods. See also Recommendation 1.38.
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.	Legislature	
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.	Colleges and Universities; CHE	
3.2. Develop or expand higher education programs to support cluster growth, especially in workforce shortage areas.	Colleges and Universities; Business and Industry; SCTCS; CHE	See Recommendation 3.1
1.38. Develop a coordinated set of blended online/on-campus degree programs delivered cooperatively through different institutions.	Colleges and Universities; CHE; SCTCS	CHE is exploring the possibility of implementing a statewide online degree program tentatively titled DegreeSC targeted mainly to adults aged 25 and older. 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 and articulated credit agreements. This entity will be managed by CHE, and 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. This project is currently in the planning stages. CHE staff performed extensive research, consulted successful statewide online degree programs, and solicited advice and feedback internally and externally. CHE staff participated in conference calls with Tennessee Board of Regents representatives in February, March, and April 2009. Meetings have been held with Greenville University Center, Lowcountry Graduate Center, and USC Regional Campus staff representatives during April 2009. See also Recommendation 1.24.

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1.39. Create a web portal that serves as a clearinghouse of information for adult learners. [See also 3.24.]	CHE; SCTCS; SCDE; EEDA Coordinating Council; Colleges and Universities	The EEDA portal provides educational and career planning information and resources for adults, including <i>Kuder Journey</i> and Connect2Business. See also Recommendation 3.24.
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. [See also 1.38.]	EEDA Coordinating Council / SCDE; CHE; SCTCS; SCICU; Colleges and Universities	The EEDA portal (www.scpa.org) is a central website that provides educational and career planning information as well as resources for students, parents, adults, and businesses. All EEDA entities will continue to suggest additional content as needed. The portal is now operational although refinements are being made and content added.
1.42. Implement a cooperative, statewide initiative to reduce gaps in technological literacy among potential adult learners.	Colleges and Universities; CHE; SCTCS; SCDE	
1.43. Create multiple, diverse internships, cooperative work programs, and registered apprenticeship programs for students. [See also 2.20.]	Dept. of Commerce; Business and Industry; Colleges and Universities; SCTCS; EEDA Coordinating Council	
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.	CHE; Colleges and Universities; Business and Industry; Chamber of Commerce	
1.47. Initiate new graduate programs to support new clusters and to attract talented individuals from other states and countries to South Carolina. [See also 2.20.]	Colleges and Universities; CHE	The South Carolina Graduate Professional Alliance (SC-GPA) was created to examine this issue and other issues related to graduate education. The SC-GPA held its first meeting on March 26, 2009, and outlined a series of tasks related to this objective. The SC-GPA has contacted the Secretary of Commerce and the President of the Chamber of Commerce requesting the opportunity to discuss the role of graduate education in supporting the economic development endeavors of the Department of Commerce and the Chamber.
2.5. Integrate entrepreneurship into curricula at colleges and universities (especially in programs in the liberal arts and STEM disciplines).	Colleges and Universities	

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Other Recommendations

Recommendation	Responsibility*	Status
<p>2.17. Recruit and retain more students in the state’s existing science, technology, engineering, and mathematics (STEM) programs to facilitate increased enrollment. [See also 2.14, 2.20, and 3.28.]</p>	<p>Colleges and Universities; Business and Industry</p>	<p>One strategy to accomplish this goal has been implemented in the funding of LIFE and Palmetto Fellows scholarship enhancements. Reports are available and published on the Commission on Higher Education (CHE) website, www.che.sc.gov/New_Web/Rep&Pubs/Schol_Stats.htm, for the fall terms 2007 and 2008 with the number of enhancements and the percentage of students who received the award. Baseline data will be produced for students enrolled in those programs designated as eligible for the enhanced awards.</p>
<p>3.28. Increase the participation of underrepresented populations in science and technology fields. [See also 2.14, 2.17, 2.19, and 2.20.]</p>	<p>Colleges and Universities; CHE; SCTCS; SCAMP</p>	
<p>3.26. Develop an innovative and flexible mathematics curriculum that makes it easier for undergraduate students and entering adults to consider scientific and technical majors. [See also 1.13.]</p>	<p>Colleges and Universities</p>	
<p>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. [See also 2.24.]</p>	<p>Legislature; Colleges and Universities; Business and Industry</p>	
<p>3.5. Improve student recruitment into high demand occupations which support targeted clusters.</p>	<p>Colleges and Universities; K-12; Business and Industry</p>	
<p>3.6. Identify and implement ways for higher education and industry to communicate about workforce needs. [See also 2.12 and 2.13.]</p>	<p>Business and Industry; Colleges and Universities; CHE; SCTCS; SCICU; SCDE; Dept of Commerce; SC Council on Competitiveness</p>	
<p>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. [See also 1.34.]</p>	<p>CHE; SCTCS; Colleges and Universities;</p>	

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Other Recommendations

Recommendation	Responsibility*	Status
3.11. Implement fully the South Carolina Technical College System's <i>Adult Pathways</i> initiative.	SCTCS	The South Carolina Technical College System (SCTCS) continues to look for funding to implement this initiative. Due to the unusual economic climate, the SCTCS has not been successful to date in securing an appropriation for this program.
3.12. Implement fully both components of the South Carolina Technical College System's <i>competeSC</i> initiative: QuickJobs Carolina and Retool Carolina.	SCTCS	The South Carolina Technical College System (SCTCS) continues to look for funding to implement this initiative. The SCTCS submitted funding requests on both the state and federal levels. Due to the unusual economic climate, the SCTCS has not been successful to date in securing an appropriation for this program.
3.13. Support the timely implementation of the <i>Kuder Journey</i> system.	SCDE; SCTCS; SC Student Loan Corp.	<p><i>Kuder Journey</i> is now available on the EEDA portal (www.scpathways.org) and allows users to identify occupational background and current needs; plan for educational options; connect with local employers and career opportunities; and save and share career history, progress, and accomplishments.</p> <p>The system was developed/requested to support the efforts of the Regional Education Centers under the EEDA. Funding for this system is being pursued by the yet to be formed SC Personal Pathways to Success Foundation (the system is currently funded through June 2010).</p>
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.	Legislature; SCTCS; CHE; Dept. of Corrections; Probation, Pardon and Parole; Colleges and Universities	
3.15. Support the statewide implementation of the Department of Commerce's WorkReadySC, including the WorkKeys credentialing program.	Dept. of Commerce; SCTCS	
3.16. Determine whether the state's higher education institutions have the necessary capacity to satisfy the expanding need for adult career counselors.	CHE; Colleges and Universities	
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.	CHE; SCTCS; SCDE; WIA Boards, Voc Rehab, SC Student Loan Corp, Others	

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Other Recommendations

Recommendation	Responsibility*	Status
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.	Business and Industry; Colleges and Universities	
2.10. Establish Enterprise Campuses at technical colleges statewide.	Legislature; SCTCS	Legislation was enacted in past sessions to create Enterprise Campuses at Midlands Technical College and Trident Technical College. During 2009, bills for individual colleges including Aiken (H.3316/S.303), Greenville (H.3872/S.614), York (H.3616/S.468), and Orangeburg-Calhoun (H.3457/S.469) Technical Colleges and Spartanburg Community College (H.3551) have been introduced and are under consideration. These bills have passed the House and are under consideration of the Senate. Recently, Senate Education amended H.3616 to provide Enterprise Campus authority to those colleges with bills in the process including: Aiken Technical College, York Technical College, Orangeburg-Calhoun Technical College, Greenville Technical College and Spartanburg Community College. As of the end of the session, H.3616 was approved and sent to the Governor who vetoed the bill. Prior to sine die on May 21, the House overrode the Governor’s veto and consideration of the Senate was pending. A copy of the bill is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3616.htm .
2.11. Increase communication, shared programs, and formal partnerships among institutions of higher education.	Colleges and Universities	
2.12. Create or use existing local higher education/industry advisory boards to identify potential research, collaboration, and consulting opportunities. [See also 3.6.]	Colleges and Universities; Business and Industry; other Economic Development Entities	
2.13. Provide creative incentives to industries to collaborate with SC research institutions. [See also 3.6.]	Legislature; Dept. of Commerce; Research Institutions	
2.14. Expand existing and/or develop new STEM programs which reflect the economic needs of the state. [See also 2.17, 2.20, and 3.28.]	Colleges and Universities; CHE	

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Other Recommendations

Recommendation	Responsibility*	Status
<p>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.</p>	<p>Colleges and Universities; Dept. of Commerce; Business and Industry</p>	
<p>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.</p>	<p>Legislature; Colleges and Universities; SC Energy Office;</p>	<p>There are two bills (S208 and a companion bill H3147) that would create an Energy Advisory Committee for the Office of State Energy, which may relate to this Recommendation. These bills can be accessed at: www.scstatehouse.gov/sess118_2009-2010/bills/208.htm and www.scstatehouse.gov/sess118_2009-2010/bills/3147.htm. As of the end of the session, S.208 remained in committee and H.3147 had been approved by the House and awaits consideration of the Senate.</p> <p>Also, of possible interest relating to state energy issues is a report released by a Senate Committee that studied energy issues; this report is available at: www.scstatehouse.gov/citizensinterestpage/EnergyIssuesAndPolicies/EnergyIssues.html (see the last link on the webpage for the Energy Policy Report).</p>
<p>2.18. Revitalize and expand the universities' research infrastructure. [See also 1.21, 3.3, and 4.2.]</p>	<p>Legislature; Research Institutions</p>	
<p>2.22. Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation.</p>	<p>Legislature; CoEE Review Board; Colleges and Universities</p>	<p>At its meeting on June 8, 2009, the CoEE Review Board will award CoEE proposals for the 2008-09 proposal cycle. The Review Board will also consider funding a Council of Chairs meeting and a technology transfer conference as well as discuss formal recommendations from the Washington Advisory Group comprehensive program assessment. Dr. Rita Snyder (USC), newly appointed CoEE chair of the Clinical Effectiveness and Patient Safety CoEE, will make a presentation to the CoEE Review Board at this meeting.</p> <p>Carbon Motors Corporation is reportedly scouting sites for a \$350 million automotive plant. Company representatives recently visited the Clemson University International Center for Automotive Research, part of the CoEE Program, and spent several days with the South Carolina Congressional delegation, as part of its new site investigation.</p> <p>Dr. Kenneth Reifsnider, CoEE chair of the Solid Oxide Fuel Cells CoEE at USC, leads a team of investigators which recently received a \$12.5 million Department of Energy grant—the largest research grant in USC history. The grant will fund a federally-designated research center to develop materials for combustion devices and coatings, electrodes, and fuel cells.</p> <p>Health Sciences SC leverages the CoEE Chair with Duke Endowment funds to promote additional initiatives such as the South Carolina Healthcare Quality Trust, a voluntary, statewide hospital and research university performance partnership that will employ research to identify causes of and solutions to preventable healthcare-associated infections and then share the results with all 65 of the state's acute care hospitals. Health Sciences SC representatives discussed a variety of the initiatives at the April 2009 CHE meeting.</p>

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<p>2.22. Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation. CONTINUED</p>	<p>Legislature; CoEE Review Board; Colleges and Universities</p>	<p>The SC Academy of Science held its annual meeting, including a Biomedical Symposium, in April 2009, at which time CoEE biomedical researchers presented.</p> <p>The City of Columbia sponsored the National Hydrogen Association Conference at which two prominent USC CoEE Chairs were keynote speakers in March 2009.</p>
Marketing		
<p>1.7. Create outreach programs to target ninth graders.</p>	<p>CHE; SCTCS; SCDE</p>	
<p>1.10. Restore matching funding and expand services for HEAP, GEAR UP, and other related early awareness and readiness programs.</p>	<p>Legislature; CHE; Colleges and Universities</p>	
<p>1.40. Develop coordinated outreach programs that focus on adults without college degrees. [See also 1.6.]</p>	<p>Colleges and Universities</p>	
<p>2.19. Develop or expand programs to increase the number of women and minorities in engineering, math, and science. [See also 2.14, 2.17, 2.20, and 3.28.]</p>	<p>Colleges and Universities</p>	
<p>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.</p>	<p>CHE; SCTCS; SCICU; Colleges and Universities; SC Council on Competitiveness; External Marketing Agency</p>	
<p>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. [See also 1.6.]</p>	<p>CHE; SCTCS; SCICU; Colleges and Universities; SC Council on Competitiveness; External Marketing Agency</p>	
<p>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.</p>	<p>External Marketing Agency</p>	

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Other Recommendations

Recommendation	Responsibility*	Status
Policy Development		
3.9. Allow the state's technical colleges to provide an additional path for adults seeking to obtain a General Education Development (GED [®]) diploma.	Legislature; SCTCS; Technical Colleges; SCDE	
1.18. Create a P-20 council.	Governor's Office; Legislature; SCDE; CHE; SCTCS; SCICU; K-12; Colleges and Universities; EOC; Chamber of Commerce; Others	
1.25. Promote timely degree completion by establishing appropriate credit hour maximums.	Legislature; Colleges and Universities; CHE	
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.	Colleges and Universities	
1.37. Create statewide policies for assessing prior knowledge, on-campus residency requirements, and course credit expiration.	CHE; SCTCS; Colleges and Universities	
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.	Legislature; SCRA	
2.21. Ensure that faculty entrepreneurial activities and industry-related research are recognized in the tenure and promotion process.	Colleges and Universities; CHE	

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Recommendation	Responsibility*	Status
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. [See also 2.2.]	Legislature; CHE	Specific legislation on this recommendation has not been filed. However, the regulatory relief bill for the four-year and research institutions would increase an institution's ability to provide for waivers of tuition and expand authority to do so to include graduate students. If enacted, institutions could use the authority to provide such relief. See Recommendation 2.2 for more information about the regulatory relief bill.
2.24. Improve faculty pay and compensation. [See also 3.4.]	Legislature; Colleges and Universities	
2.8. Review and/or revise Intellectual Property (IP) policies based upon successful models at other research institutions (e.g., Georgia Tech, North Carolina State University, and the University of Kentucky).	Colleges and Universities	Representatives from all three senior research institutions, including research vice presidents and technology transfer management, convened for a CoEE Program Technology Transfer Forum on May 13, 2009. Among the agenda items discussed were IP policies at the senior research institutions, the relationship of those policies to technology transfer, and the institutional relationships with faculty which define IP policies.
Retention		
1.27. Redesign academic programs to improve student results while reducing costs through the exploration of course redesign initiatives. [See also 3.27.]	Colleges and Universities; CHE	A conference call was held on April 8, 2009, with Carol Twigg, Director of the Redesign Alliance, to explore ways to involve SC in the course redesign work that she has led which has enhanced retention, improved quality, and reduced costs. A proposal is under development to seek funding for CHE to host a conference for institutions to learn about this work, interact with redesign participants from member Alliance institutions, and initiate planning for their own institutional efforts.
3.27. Increase the productivity of gateway science and mathematics courses. [See also 1.27.]	Colleges and Universities	
1.28. Provide more effective developmental education. [See also 1.2, 1.3, 1.12, 1.14, and 1.16.]	Colleges and Universities	
1.29. Develop and monitor institutional retention plans for student success.	Colleges and Universities; CHE	A committee has been created to identify and analyze potential statewide initiatives, programs, and policies that would strengthen the retention of first-generation and low income students. This committee will also address freshmen-to-sophomore and sophomore-to-junior retention.
1.31. Create an early warning system at institutions of higher education to prevent student withdrawal during first semester of first year.	Colleges and Universities	
Other		
2.3. Engage more undergraduates in research.	Colleges and Universities	

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Recommendation	Responsibility*	Status
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.	Colleges and Universities	
3.29. Develop a statewide undergraduate minor in computational science.	Colleges and Universities; CHE	
1.9. Increase the amount of information shared with high schools concerning how their students perform in college.	Colleges and Universities	
1.19. Create a longitudinal data system.	SCDE; CHE; SCTCS; K-12; Colleges and Universities	The SC Department of Education has initiated development of a longitudinal data system (LDS) under the auspices of a federal LDS grant. Conversations have begun with the South Carolina Department of Education (SCDE) and CHE staff about collaborating to apply for a second federal LDS grant. The Data Quality Campaign (DQC) lists ten essential elements of an LDS. From the 2008 national DQC survey, SC is listed as having completed eight of ten elements. Of the two remaining elements, one is matching K-12 data with higher education. A second LDS grant for SC will help to ensure that progress will continue. It is estimated that the Request for Applications (RFA) for this LDS grant will open in June.
1.41. Create a centralized transcript repository.	CHE	
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.	Colleges and Universities; CHE; SCTCS; SCICU	
1.49. Develop a system scale-up plan.	CHE	
2.6. Develop a system of "Research Sabbaticals" for faculty from comprehensive teaching institutions.	Colleges and Universities	