# Advisory Committee on Information Resources
## July 27, 2006
## 10:00 a.m.

**Members Present**

Ms. Mim Armour
Mr. Moses Brown
Ms. Nancy Floyd
Mr. Mac Kirkpatrick
Dr. Carol Lancaster
Ms. Shelly Lang
Dr. James Myers
Ms. Jessica Pierce
Ms. Michelle Smith

**CHE Staff Present**

Ms. Camille Brown
Ms. Julie Carullo
Mr. Gary Glenn
Ms. Alyson Goff
Ms. Deborah Henning
Ms. Rae McPherson
Mr. Clint Mullins
Ms. Stephanie Reynolds
Ms. Sandra Rhyne

**Other Institutional Personnel**

Ms. Julia Bellen
Ms. Betty Boatwright
Ms. Stacy Boyd
Ms. Jackie Brooks
Dr. Russ Bumba
Ms. Debbe Daughtry
Ms. Jodi Herrin
Ms. Lucy Hinson
Dr. Braden Hosch
Ms. Tamara Hughes
Ms. Shirley Jackson
Ms. Star Kepner
Ms. Sandra Morris
Mr. Charles Parker
Ms. Rose Pellatt
Ms. Camille Roberge-Myers
Ms. Jocelyn Ross
Ms. Mary Beth Schwartz
Ms. Tabitha Singletary
Ms. Yvette Alston Smith
Ms. Gail Stephens
Ms. Chris Stiles
Mr. Cleve Wilson, Jr.

**SC Department of Education**

Ms. Susan Bell
Ms. Thesa Briggs

**Other Guests**

Mr. Bill Scarborough

The Advisory Committee on Information Resources (ACIR) met in the conference room of the Commission on Higher Education on July 27, 2006 at 10:00 a.m.  Ms. Brown called the meeting to order. Ms. Brown asked all the members present to introduce themselves.  There were no corrections to the minutes from July 12th, 2005.

Ms. Brown turned the meeting over to Ms. Bell from the SC Department of Education. Their presentation can be found online, http://www.che.sc.gov/Finance/CHEMIS/IIIRC/2006/SC_LDS.ppt.   The SC Department of Education (SDE) applied for the SC Longitudinal Data System grant last year and received 5.8 million dollars from IES.  The first effort made was to install a Student Unique Numbering System (SUNS).  There was an aggressive timeline for this system and it was up and running in six months or less. This was the first statewide full implementation of the School Interoperability Framework (SIF).  The process of assigning a unique number has been streamlined so that the SUNS number will follow a student all the way from preK – 12.

Ms. Brown stated, "Eventually this number will appear on transcripts, it certainly will not replace SSNs but will be in addition to the SSN."  Ms. Bell told the group that they were is the process now of working with Pierson to have the SUNS number added to transcripts.  The SUNS system is successful in that 98.5% of students have identification numbers assigned.

With the SIF infrastructure in process, applying for the Longitudinal Data System Grant (LDS) was the next logical step.  The goals of the grant are to allow user access and to analyze and aggregate our data to facilitate research for internal use in conjunction with the office of research and the education oversight committee.

Currently the data from SASI is in the data warehouse as well as the Professional Certified Staff, which is our teacher data.  Also Palmetto Achievement Comprehensive Test (PACT) scores are being imported into the system.

Another great outcome of this project that will help the districts is the horizontal integration.  The school districts have a lot of different systems:  lunch system, library system, transportation system, and a directory system (for email addresses for students).  SIF is going to help the schools bring all those systems together.   SDE is piloting with three school districts right now.  What will happen once SDE gets this in place is that the school will enroll the student using the SUNS number in one place and the appropriate student information will propagate to all the other systems.

In the future, SDE plans to enable electronic transfer of transcripts between the districts and with higher education.  SDE is also piloting the electronic transcripts with three districts and as of this week Horry County successfully created and transmitted a transcript to one of the other pilot districts.   Ms. Brown asked if they were using a software package.  Ms. Bell acknowledged that SDE had been conducting the pilot with the National Transcript Center.  In the fall they expected to form a group to write an RFP for a transcript system.  SDE would like to have representatives from higher education who actually handle the transcripts to be on that committee to help with input on what the transcript should look like and what types of data will be needed.

The question was asked, "What three districts is SDE working with now?"  Ms. Bell answered, "Horry, Oconee and Williamsburg.  SDE picked three very diverse districts:

small, medium and large." Mr. Kirkpatrick asked, "Will this take the place of the Speedy transcript system?" Ms. Bell answered, "Yes, Speedy Express had a lot of limitations. SDE is going forward with is much more flexible and a much better product."

From this project, teachers are expected to have the latest data on their students, such as scores, end of course test results, PACT scores, etc., and student's attendance. This will bring a lot more information to the classroom teacher to know how to approach the students. This also helps to provide information to the general public. SDE is looking to provide a Dashboard for the public, so that somebody moving to South Carolina can look at the data and decide based on the school system where do they want to live. If they already live here, how's my school and district doing? Where would I want to send my children to school?

An additional benefit of this process should help us improve the data quality. SDE provides the districts with reports that can be viewed by logging into the website, see any errors on the report, and resubmit the data.

SDE has four different views that need to be derived from the LDS data: 1) the EDENS system (the federal reporting system); 2) the direct table view (this will be aggregate data, allowing only a few people access to the student level data); 3) class view will have the student profile for teachers and counselor; and 4) finally the dashboard for full access to the public.

The question was asked, "Are you assigning SUNS identification numbers to home school students?" Ms. Bell answered, "No we are not assigning numbers to home school students at this time." Also, for the first time because of new legislation for the four-year old kindergarten program, id's are going to be assigned to private kindergarten students. We are not assigning numbers to regular private school students only to the student in the private kindergarten programs. At this time we do not plan to expand the program to include private school until after we get the four year old kindergarten program in place.

Ms. Brown introduced Mr. Clint Mullins to give a presentation on the Education & Economic Development Act (EEDA). Mr. Mullins informed the group that he had included the statute as part of the hand-outs so that they could keep it on file for future reference if necessary. His presentation can be found online at http://www.che.sc.gov/Finance/CHEMIS/ACIR/2006/EEDA%20ACIR%20Presentation.ppt. The Personal Pathways to Success spurs three central questions: 'How can today's students best prepare for tomorrow's opportunities?' 'What careers hold the most promise for personal and professional rewards?' and 'What kind of graduates will contribute the most to the state's economic success?'

With the new statutes mandating changes in S.C. education a new approach will be taken. One that integrates both academic and career skills for students. It will align SC's education system and the demands of the global economy and develop a stronger workforce. This statute will help personalize education to each student's unique needs, opening up pathways to success and giving all S.C. students the chance to succeed.

EEDA of 2005 establishes a new vision for education based on the idea of "Personal Pathways to Success" for all students.

How is it going to work?  It is mandated for all South Carolina schools by the Education and Economic Development Act of 2005.  Some of the elements of the EEDA are that it helps students connect education to careers of their choice; it require strong academic core courses; it increases the number of guidance counselors to achieve a 300 students to one counselor ratio; it establishes clusters of study and Individual Graduation Plans (IGPs) for students it provides for parental review and approval of IGP with student and counselor and it identifies at-risk students and provides programs to increase graduation rate. It aligns requirements for high school graduation with college entrance.  It establishes articulation agreements making K-16 education seamless.

There will be 12 Regional Education Centers (REC) throughout the state that are to be aligned with the workforce investment areas.  Those local workforce investment areas are in process of implementing two pilot RECs.  Others are scheduled to rollout, however, the implementation schedule is unknown at this time.  In the beginning it was designed that these would be physical places that people would come to, however, over time this has evolved.  The RECs have now by definition has become virtual.  They are seen as one-stop shops within an area where students can really connect to something that is real locally.

The EEDA set up a statewide council to oversee implementation of Personal Pathways to Success. The Education and Economic Development Council is made up of a cross-section of S.C. education, government, and business leaders.  This council sets up accountability and performance measures and reports annually on progress toward full implementation of Personal Pathways System.

The EEDA mandates full implementation of Personal Pathways to Success by July 1, 2011.  Education and Economic Development Council was in place by October 1, 2005.

The question was asked of Mr. Mullins, "are there a minimum number of clusters that the high schools will be required to implement?"   Mr. Mullins answered, "there is not one in the statute, however, the subcommittee that worked on this has adopted nine as a recommendation."

Another question was asked of Mr. Mullins, "who will be responsible for the training associated with EEDA initiatives?"  Mr. Mullins answered, "That will be the State Department of Education.  CDF is actually an industry certification that can be provided by external providers.  But it's within State Department's responsibility."

Next Ms. Julie Carullo gave a presentation on legislative updates.  The session ended this year on June first.  The legislature had to deal with appropriations issues and came back on the 14th.  Provided on the handout is a link to a brief overview of all the House information for all the different areas in the state including education.

For higher education this year there was not a lot of activity in terms of bills passed, but there were a few and those will be discussed throughout this presentation. The big topic of discussion is the appropriations and budget process. Basically, there were allocations of $510 million in new recurring funds and $450 in nonrecurring funds. A Capital Reserve Fund bill totaling $102 million was also passed. Overall, higher education increases *(including CHE, State Technical System, and Colleges and Universities and not including funds for pay and health insurance increases)* include $42 million in new recurring funds, $58 million in non-recurring funds and $7 million in Capital Reserve Fund spending. The lottery appropriations total $287 million and higher education receives 79 percent or $228 million. A lot of the recurring funds for higher education were shifted for the LIFE program about $25 million was shifted back into CHE's budget for the LIFE program. What you see in the $42 million above, the $25 million is making up a good portion of that number. In terms of the Lottery appropriations, higher education is still receiving a greater share than K-12 of those appropriations. Ms. Carullo referred the group to the table hand-out and she explained each column.

In terms of nonrecurring funds, one of the items that received a lot of discussion this year was the funding and the equity issue of funding for higher education and there was some money put in nonrecurring funds that we hope to see the upcoming year put back into recurring funds. This was related to the equity and funding formula. The technical colleges received some funds for an Allied Health initiative to increase enrollment in programs like Nursing and some of the other Allied Health areas.

As heard in Mr. Mullins presentation the General Assembly did fund the EEDA initiative and K-12 received about $18 million. Higher education received about $1 million toward the EEDA initiative.

Ms. Carullo also pointed out the table with the Lottery appropriations, stating increases in Lottery Tuition Assistance, LIFE, HOPE and Tuition Grants. She also brought the groups attention to the last page which included the five-year appropriations.

There were also a series of proviso changes that will affect higher education. These new provisos were listed on the first page of Ms. Carullo's hand-out which can be found at http://www.che.sc.gov/Finance/CHEMIS/ACIR/2006/ACIR_LegisUpdate_Jul2006.pdf

The one bill that received a lot of attention this year was the one that allowed Spartanburg Technical College to change its name to Spartanburg Community College. There was also a bill requesting all technical colleges to be able to change their names to community colleges but that bill did not pass.

Other Higher education-related bills that passed in 2006 include (not an exhaustive list):
• Enabling Capital Improvement Bond authorization change for Clemson University
• Enacting the *Industry Partner's Act* which follows up on legislation passed last year that restructured the SC Research Authority by developing the Research Innovation Centers.
• Authorized the Trident Technical College Enterprise Campus. This bill is similar to legislation passed in recent years for Midlands Tech and Florence-Darlington Tech. It enables public private partnerships and is focused on workforce training issues.
• Enacted as local legislation for York Technical College to add county representation from Lancaster and Chester to the Area Commission.
• Enables high schools to provide credit for American Sign Language (ASL) as a "world language" rather than as an elective. The legislation only indirectly relates to higher education in

that in SC the minimum admissions requirements for higher education is two units of the same foreign language and ASL does not count. Language is included in the bill to indicate that college admission policies related to foreign languages are not affected.
• Amended regulations for the State's undergraduate scholarship programs (Palmetto Fellows, LIFE, HOPE, Lottery Tuition Assistance and Appeals Process) were passed. The changes in the regulations that were approved related largely to legislation enacted in 2005 and enabled the regulations to be up-to-date with statutory requirements.

Higher Education Bills of interest that received some discussion but **DID NOT** ultimately pass in 2006 *(not intended as an exhaustive list)*:
• USC Sumter as four-year Institution (passed House but died in Senate Committee)
• Free tuition for Foster Youth (passed House but died in Senate Committee)
• Annual tuition increases limited to HEPI
• Creation of an Endowed Chair Program for SC State administered by Budget and Control Board

### OTHER
• Representative Ronald Townsend, Chair of the House Education and Public Works Committee, chose not to seek re-election. On June 1, 2006, Representative Bob Walker was elected as the new Chair of the committee effective September 1, 2006.
• In February 2006, the Governor issued Executive Order 2006-01 creating a Higher Education Task Force to examine ways to improve our higher education system. The Task Force was appointed late in the session and began meeting in May. For details, please go to the Commission's website and select "Higher Education Task Force" or go directly to http://www.che.sc.gov/HETF/HigherEdTaskForceHm.htm.

Ms. Brown gave an update of "What's New in IPEDS?"  In reviewing 2005-06, 41 institutions were identified in early September as having difficulty reporting 2005-06 IPEDS data due to Hurricane Katrina.  Because of this only nine were able to report all components.  These institutions were flagged in data collection system; however, they were not included in follow up prompting.  Non-response for these institutions will NOT be treated as a compliance issue.

The new Human Resources Survey was generally favorable, however, there were a few editing glitches.

The noncompliance report shows significant decreases in the number of institutions failing to submit data.  South Carolina institutions have never failed to submit their data.

New items for data collections 2006-07 include preliminary early estimates of fall enrollment.  These are eight numbers on the institutional characteristics and are clearly identified as early estimates so data can be different from what will be reported on EF. Fall enrollment will be broken down by degree granting and non-degree granting.  There will be a new column for first-time transfers into the institution.  CHE will do the programming to include that data into that column since that data is already collected from the institutions.

Four-year degree-granting institutions will now add tenure status of instructional staff back to Staff section in Human Resources Survey.

Institutions with less than 15 full-time employees will do short Fall Staff section (collect data by primary occupational activity, by race/ethnicity and gender).

There is still no information on race and ethnicity codes.  The Office of Management and Budget (OMB) will give final clearance.  Institutions will not be responsible for this change in 2006-07.

The collection schedule for IPEDS is as follows:

| | |
|---|---|
| **Registration opens** | **August 2** |
| **UserIDs to KHs** | **August 2** |
| **Surveys, etc posted** | **August 2** |
| **Status of registration taken** | **August 30** |
| **Letters to CEO – KH not reg** | **September 1** |

Institutional Characteristics and Completions **Open** on **September 6th**.  The Survey **closes** for institutions on **October 18th** and closes for the Coordinator on November 1st.

Human Resources, Enrollment, and Finance (available) **open** on **December 6th.** The Survey **closes** for institutions on **January 24th** and closes for the Coordinator on February 7th**.**

Enrollment, Finance, Student Financial Aid and Graduation Rates **open March 7th.**  The Survey **closes** for institutions on **April 18th** and closes for the Coordinator on May 2nd**.**

Current projects of interest include a technical review panel (TRP) met in December 2005 posting suggestions and comments regarding the revising of the first-professional degree classification.  There is a general agreement with the TRPs suggestion to eliminate first-professional but still distinguish graduate degree programs designed for research and scholarly careers from those designed for professional practice.  Requests for further guidance in how to categorize certain degrees; either refinement of TRP proposed definitions or lists as guidance.

Another TRP met in October 2005 to address issue of sector bleed or degree creep.  The TRP summary is available at http://nces.ed.gov/ipeds/trp13.asp .  There will be a derived variable added to the Peer Analysis System (PAS).  This will be used to group institutions for tabulated data in addition to sector.

The data feedback report for 2006 will be sent to keyholders and CEOs in the fall of 2006.  Keyholders can upload custom comparison groups for their 2006 report through June 30 in the data collection system.
Instructions are available at http://nces.ed.gov/ipeds/comp_gp.asp
http://airweb.org/  (click IPEDS Training)

Additionally, AIR & IPEDS are developing new modularized training materials, delivery modes, to supplement workshop format including, Webinars, Online courses, and

Tutorials.  These alternative training delivery modes covers both data submission and data use. This training is done live, then posted to AIR website http://airweb.org/ (click on IPEDS Training)

IPEDS has developed a New COOL, the web address is http://collegesearch.nces.ed.gov . The purpose of project was to enhance the ongoing development and improvement of COOL.  The revision included a comparative review of COOL and other college search sites and inputs based on interviews with focus groups including high school students, parents, and counselors.  Some of the recommendations included changing the URL from the old: http://nces.ed.gov/ipeds/cool to the new: http://collegesearch.nces.ed.gov  and to improve search options, to include a map of USA to search by location, a quick search function, and a search by major/program function.

There was a TRP held in November 2005 where the new Peer tool interface was demonstrated.  The participants tried out the new interface and *loved* it!  It included a variable search and the ability to easily choose multiple years of same variable.  The participants suggested we deploy it as soon as possible.

Next Ms. Brown discussed the course data field recommendation from last year's meeting.  A hand-out was passed out with the information detailing the reporting specifics for this field.  Everyone was in agreement with the new reporting record.

The next item on the agenda included a hand-out and instructions for the new upload process.  The instructions were given for the process with more details to follow.  The following is the link to the handouts given with instructions. http://www.che.sc.gov/Finance/CHEMIS/ACIR/2006/Procedure%20for%20Uploading%20Data-Publics.doc

Ms. Brown briefly discussed the reporting schedule noting that the participants were given hard copies and that the schedule could also be found online. http://www.che.sc.gov/Finance/CHEMIS/CHEDATES.htm

Finally, Ms. Brown discussed the new high school ranking system; historically the system was less than 11 percent, less than 21 percent, and less than 31 percent.  The new high school ranking system would read less than or equal to 10 percent, less than or equal to 20 percent, and less than or equal to 30 percent.

The meeting adjourned at 1:00 p.m.