

**Minutes**  
**Committee on Academic Affairs and Licensing**  
**January 7, 2016**

**Members Present**

Chair Terrye Seckinger  
Dr. Louis Lynn  
Admiral Charles Munns  
Mr. Kim Phillips  
Dr. Jennifer Settlemyer

**Members Absent:**

Dr. Evans Whitaker

**Staff Present**

Mr. Clay Barton  
Ms. Laura Belcher  
Ms. Camille Brown  
Ms. Julie Carullo  
Ms. Carrie Eberly  
Mr. Gary Glenn  
Ms. Lane Goodwin  
Dr. Paula Gregg  
Ms. Trena Houpp  
Dr. John Lane  
Dr. Erica Von Nessen

**Guests**

Dr. Bea Bailey, Clemson University  
Dr. Nicole Bannister, Clemson University  
Ms. Beth Bell, Clemson University  
Dr. Connie Book, The Citadel  
Dr. Ralph Byington, Coastal Carolina University,  
Mr. Tim Drueke, Winthrop University  
Mr. Alex Fegely, Coastal Carolina University  
Dr. Kristia Finnigan, University of South Carolina Columbia  
Dr. Clif Flynn, University of South Carolina Upstate  
Dr. Stephanie Frazier, S.C. Technical College System  
Mr. Charles Gartrell, Bear Swamp Lumber Company  
Dr. Michael Grant, University of South Carolina Columbia  
Dr. Alan Grubb, Clemson University  
Dr. Patty Hambrick, Charleston Southern University  
Dr. Gordon Haist, University of South Carolina Beaufort  
Dr. Debra Jackson, Clemson University  
Dr. Patti Jones, Coastal Carolina University  
Dr. Jeremy King, Clemson University  
Dr. Corey Lee, Coastal Carolina University  
Dr. Arlene Martyrano, University of South Carolina Columbia  
Dr. Brian McGee, College of Charleston  
Dr. Bridget Miler, University of South Carolina Columbia  
Dr. Martha Moriarty, University of South Carolina Beaufort  
Mr. Tom Nelson, Lander University  
Dr. Marie Nix, Lander University  
Dr. Hope Rivers, S.C. Technical College System  
Dr. Darlene Shaw, Medical University of South Carolina  
Dr. Calvin Williams, Clemson University

## Welcome

Chair Seckinger called the meeting to order at 2:30 p.m. and announced the meeting was being held in compliance with the Freedom of Information Act.

### 1. Consideration of Minutes of October 16, 2015 and Minutes of November 5, 2015

Chair Seckinger requested a motion to accept the minutes of the October 16, 2015, and November 5, 2015 meetings. The motion was **moved** (Lynn) and **seconded** (Settlemyer) and the Committee **voted unanimously to accept the minutes as presented.**

### 2. New Federal *Improving Teacher Quality* Competitive Grants Awards, FY 2015-16

Chair Seckinger introduced the item, and the Committee **moved** (Phillips) and **seconded** (Settlemyer) a motion to accept the staff's recommendation for approval. Dr. Lane commended Dr. Gregg on her leadership in facilitating the review of grant submissions. Dr. Gregg described the grants program as a federal program designed for partnerships between higher education institutions and school districts to improve teacher content knowledge. She stated that the grant provides opportunities for content and education faculty to work together to serve teachers. She reported that five of the seven grant proposals submitted were chosen by the expert review panel to receive funding and that representatives from each of the five recipients were present to answer any Committee questions.

The Committee members posed no questions but Chair Seckinger asked each project representative to briefly describe their respective endeavors. Dr. Bailey from Clemson thanked the Committee and explained that the initiative will enable Clemson to partner with 50 sixth grade teachers in Greenville to encourage historical understanding through structured inquiry and multi-media exchange. Dr. Bannister explained another initiative from Clemson will concern understanding geometry by design. She stated that Clemson will partner with a cluster of school districts to introduce innovative practices such as project-based work and that the initiative will host a summer camp for teachers to design educational mini-units which they will use in the classroom. Dr. Hambrick reported to the Committee that Charleston Southern University's initiative involves a partnership with Dorchester School District Four. She explained that the University will work with third through sixth grade teachers to provide sustained professional development in science content knowledge and pedagogy. Dr. Jones from Coastal Carolina University described for the Committee its project, *Partnership for Robotics Integration using Science and Math*, and explained it will partner with secondary teachers in the Marion County School District. Dr. Miller stated that the University of South Carolina Columbia plans to partner with elementary school teachers in Dillon School District Four for its initiative: *Learning through ACCESS (Addressing Content Connections through Ecological Science Standards)*.

Chair Seckinger thanked the University faculty members for discussing their respective projects and encouraged the project recipient to film the interactions with and teaching sessions for these school districts so that other teachers in different areas of the state might benefit. Interim Executive Director Glenn encouraged the faculty members to share video and lesson plan links with Dr. Gregg so that CHE could highlight this important work on its website.

Without further discussion, the Committee **voted unanimously to approve** on behalf of the Commission the review panel's funding recommendations as shown in the **Attachment 1**. Funding will be contingent upon the project directors' revisions of the proposed projects in accordance with the review panel's recommended changes and availability of federal funds.

**3. Discussion with Chief Academic Officers from Public Institutions regarding the following topics:**

*(For Information, No Action Required)*

a. Marketing Strengths/Geographic Strengths (For Information, No Action Required)

Chair Seckinger introduced the agenda item and invited Chief Academic Officers to the table for a discussion on various topics of program review and approval. Dr. Lane introduced the panel of guests who will serve as discussion facilitators: Dr. Jackson; Dr. Shaw; Dr. Finnigan; Dr. Rivers; and Dr. Byington. He explained that the discussion topics have been raised during consideration of programs but given time constraints and the volume of agenda items at most meetings, the topics cannot be explored fully. He stated that this meeting provides the opportunity to cover the topics more completely.

Chair Seckinger expressed her thanks to the panel members for their time and input. She stated that CHE was in a transitional phase: specifically, Commissioners are re-orienting and clarifying CHE's directives through a review of CHE's statutes. She added that Commissioners are working closely with the General Assembly to pursue this clarification process. She explained that Commissioners want to work together with institutions as well to break down barriers to collaboration and pursue more partnership. She stated that Commissioners want to maximize the talents of each of the institutions to move the state forward in a timely fashion and serve the state's citizens.

Dr. Lane began the conversation about marketing and geographic strengths and asked Dr. Jackson to share a few key points. Dr. Jackson explained the differences between undergraduate and graduate student recruiting and highlighted different tools and strategies used by institutions to understand the demographics of students interested in admission. She stated a student's choice of undergraduate institution is usually a non-academic decision, i.e., choosing an institution for its culture and residential life as compared to choosing an institution for a specific academic degree program. She recognized that an institution must offer new and innovative programs which correlate with growing workforce needs and fields. She shared an observation Clemson has learned in that the brightest students don't usually know their desired major as freshmen and that most bright students do not want to choose between a science or technical program and a liberal arts program, but want both options, allowing double majors or major/minor combinations.

Dr. Jackson then described to the Committee that graduate education is usually an academic decision based on a specific academic discipline, faculty strength and future workforce opportunities to be gained through a specific degree. She explained that an institution pursues new knowledge mainly through graduate programs and that with innovative and new disciplines, statistics regarding job opportunities and job placement might be non-existent.

Chair Seckinger asked whether Clemson has seen an increase in the transfers from technical colleges. Dr. Jackson responded that Clemson has a successful Bridge program with Tri-County Technical College which has grown recently to approximately 950 students. She also explained

the reverse articulation agreement Clemson has with Greenville Technical College, allowing students to earn an associate's degree as they finish a baccalaureate degree. She cited faculty partnership and collaboration as the key to articulation success. Chair Seckinger asked whether students transfer to Clemson from other technical colleges. Dr. Jackson responded that Clemson has articulation agreements with several technical colleges, and cited Turfgrass and Construction Science degrees as examples. She added that technical college students tend to be place-bound and therefore the majority of technical college transfers to Clemson are from Tri-County Technical College.

Commissioner Lynn asked whether institutions target legacy students. Dr. Jackson answered that Clemson does not target legacy students, but helps to facilitate the possibility of admission to Clemson. Dr. Finnigan responded that USC has a similar process.

Dr. Shaw described MUSC's niche of academic expertise: healthcare. She stated the University offers professional degrees, and other degrees in the areas of health administration, disease prevention, health data and analysis. She explained that MUSC seeks the best and brightest students and also has a focus to create a diverse student population. She then described the institution's recruitment techniques.

Chair Seckinger expressed her concern for connections between the different levels of higher education and stressed the importance of marketing between sectors to encourage pathways between technical colleges and four-year institutions and four-year institutions and graduate education. She also stated her concern about 12th graders attending school half days. She expressed her desire that they go to school full-time and supports methods and activities, including dual credit and remediation, that would occupy the free time. She again expressed her desire to inform students and "connect the dots" of the educational process.

Dr. Byington replied that Coastal's recruitment officers spend much time in the high schools and at the local technical college. He commented that most institutions have the same recruitment practices. He continued by stating that institutions have witnessed an increase in the number of college credit hours freshmen bring to college. Dr. Jackson expressed a negative impact to students entering with large numbers of credit hours. She explained that a student that comes to Clemson with 30 credit hours is counted as a sophomore but not many of the credit hours count towards a degree. She continued by explaining that Clemson's articulation agreements with technical colleges highlight courses which progress toward a specific degree program. Dr. Byington agreed. Dr. Rivers commented that South Carolina has not done a good job of "telling our story." She stated that local connections occur often and are easier. She explained that expanding those connections statewide and communicating the connections statewide is more difficult. She said that repetition is key so that students and parents absorb the information regarding options towards higher degree attainment.

Dr. Jackson shared Clemson's initiative of combined degrees, graduating with a baccalaureate and master's degree in five years for students entering their freshmen year with 30 credit hours. The panel members and Committee members then discussed the importance of one-on-one student advising at all levels of education. Commissioner Lynn asked whether MUSC has a targeted percentage of South Carolina residents it must fulfill. Dr. Shaw answered that MUSC favors South Carolina students but does not have a set number and that in-state enrollment varies by College. Commissioner Munns asked about the current relevance of SC TRAC. Ms. Houp responded that it is a vital program for students in the state. She provided an overview of the initiative and highlighted the newest feature, TransferCheck, which provides students with information about how their credit hours transfer not only to other institutions but to specific degree

programs at other institutions. Dr. Rivers shared with the Committee that the System receives a lot of inquiries from parents who do not know how to navigate the higher education process, especially using technological means.

Chair Seckinger asked what institutions need in order to bolster the connections between the different sectors of higher education and to market opportunities to students. Dr. Shaw stated that the weakest link from MUSC's perspective is lack of ample scholarship funds. Dr. Rivers stated the need for more campus advisors and counselors in regards to the technical college system. Dr. Jackson responded that helping students and parents handle the sticker price shock in transferring from a technical college to a four-year institution.

- b. Return on Investment/Program Costs
- c. Workforce Projections/Assessing Employer Needs

Dr. Lane introduced the agenda item for information and asked Dr. Byington to begin the discussion. Dr. Byington provided PowerPoint presentation handouts, which is included at **Attachment 2**. He expressed his intention to share a few key points in program budgets. He explained the difficulty in finding one clear and simple budget model for different types of programs at one given institution, nonetheless finding one model that could clearly illustrate program budgets across different institutions. He stated that one must first look at the demographics of students and their residency and then he presented the different costs at Coastal.

In reviewing program costs, Dr. Byington stated the costs of starting a new program sometimes depend on how the program is started. He stated that if a new degree program grows out of a successful minor or concentration or is built around an existing faculty member, then the costs might be minimal because the institution has already invested in the discipline to a certain extent.

Commissioner Munns asked about workforce needs in relation to an institution's creation of a new program. Dr. Byington responded that all of Coastal's new programs have to meet a certain demand. He continued by stating the program review process that occurs on the college campus prior to CHE review involves review levels, specifically the Provost office and Board of Trustees, which analyze the job opportunities for graduates. Dr. Finnigan agreed and stressed how much university officials vet programs for potential employment opportunities. Commissioner Munns stressed the importance of asking the question about job opportunities but stated he would be satisfied with evidence that the University or the Board of Trustees have asked the question and that the question has been answered; that CHE does not necessarily have to be the entity asking the question. Dr. Byington agreed. Dr. Jackson stated that it is clear all entities involved in the program review process want students to graduate and be successful in their future endeavors.

Chair Seckinger explained that Commissioners are in the process of shifting CHE's focus to be more involved in statewide planning and more specifically related to institutions, to coordinate more collaboration and partnership among state institutions to meet South Carolina's workforce needs. She asked the panel members whether it would be helpful to place unproductive degree programs under an inactive status as compared to terminating them. Dr. Byington responded that if the process for termination is reasonable, there is not a need for an inactive program status and that most likely if an institution were to re-instate a program that had been unproductive that enough revisions would need to be made which would warrant another review of the program.

Dr. Jackson commented on workforce needs, using nursing programs as an example. She stated that most, if not all, nursing programs in the state have wait lists and institutions simply do not have space in their programs to allow more students. She continued by saying that if the state

wanted to respond to the healthcare workforce needs, more stable state funding for institutions to expand nursing offerings would be an appropriate step. Committee members and panel guests discussed the evolution of academic degree programs and the need for changes according to societal and technological shifts.

Dr. Byington returned to the topic of return on investment and stated that Coastal's state funding is equal to five percent of its total budget. He reiterated that every institution is very careful in regards to budget and increasing expenses. He stated that each of Coastal's colleges uses an induced credit model which analyzes how much revenue a department is able to generate. He explained that a student comes in with a major which produces tuition revenue but that student might take courses in a variety of departments. He continued by stating that Coastal takes the tuition revenue each semester from the department and then pulls the expenses from the courses taken in other departments. He then provided an example of the differences between English and music. He explained that English is a heavy service department, meaning almost all students take English courses, but not many students, mostly only those with music-related majors, take music courses. Dr. Byington reported that the induced credit model shows expenses for the English department as low since most of their expenses are pushed to other departments which represent students' majors. He stated that music expenses are high since expenses are not counted in other departments. He then showed a presentation slide comparing the average cost per credit hour for the University to unique degree programs that have much higher costs per credit hour.

Commissioner Munns explained the intention behind the proposal questions regarding budget is to determine the effect of the program on tuition. Chair Seckinger commented that she would not think an institution would bring a program forward if it was not going to be profitable for the institution. Dr. Byington suggested that the proposal questions be revised to pinpoint the information the Committee seeks to know. Commissioner Munns clarified that the Committee wants to know about net costs to the student, not the effect on overall tuition revenue. Chair Seckinger stated she hoped that institutions bringing forward programs which might raise student tuition could explain that the increase can be handled by the marketplace. Dr. Byington referred to different funding models used by different states. He stated that South Carolina funds scholarships which aid students and parents in paying institutional tuition while other states fund institutions so that tuition is not as high.

Dr. McGee explained a few complexities in regards to the subject: 1.) Some academic degree programs are more expensive than others and some institutions are recognizing this fact through differential pricing; 2.) The cost subsidies in higher education are enormous, complex, hard to unlock and therefore very difficult to provide CHE information in tidy metrics; and 3.) Those institutions that are not in a growth mode and are deliberately stable in regards to undergraduate admission, treat new undergraduate academic degree programs differently than new graduate academic degree programs. Dr. McGee continued expressing his concerns by speaking to resident versus non-resident student populations. He stated that when state funding is low for higher education, then institutions tend toward privileging programs which are attractive to out-of-state students who pay higher tuition. He summarized this potential action by institutions as poor public policy but 'good' institutional policy.

Chair Seckinger responded to the robust discussion by sharing more about how the Commissioners are seeking to transform CHE's focus and purpose. She reiterated that CHE's focus is to serve South Carolina students and to drive the workforce needs for the state. She stated that she understands academic degree program development is complex and CHE needs to be flexible in responding to various budget differences for program approval.

Committee members and panel guests talked briefly about in-state/out-of-state student ratios and the need for diversity in all forms, including geographical, economical, racial, and otherwise.

Dr. McGee commented that the costs and revenue of a potential degree program are analyzed completely and thoughtfully at many different institutional levels. Dr. Shaw stated that Deans of all colleges at MUSC must present a balanced budget.

Dr. Byington drew the Committee's attention to the last slide of his presentation which included questions CHE might consider on its program proposal forms. He stated that CHE might fulfill its purpose by concentrating more on auditing programs than vetting potential ones. Commissioner Lynn asked about current audit practices and Dr. Lane explained CHE's program productivity policy and report. Commissioner Munns questioned whether CHE should have a statewide view of what programs the state needs in the next ten years and then facilitate a discussion among institutions as to which institutions might offer them, what barriers might be present, and how the state can help with start-up costs. Dr. McGee responded that this practice might be a valuable function and could help institutions curb their risks in offering new programs with high start-up costs. Dr. Byington warned against only choosing one institution to offer said program which would possibly limit geographically bound students. Dr. McGee added that this type of statewide projection and analysis by CHE might serve the institutions as they seek to rapidly respond to newly created disciplines or changing workforce needs and might present creative discussion around implementation and collaboration.

Chair Seckinger commented that there is a need for institutions to present better South Carolina workforce projections in bringing a program forward and not to depend on the Bureau of Labor Statistics. Committee members and panel guests discussed specific skills needed for certain employment as compared to specific degrees needed. They commented on skills such as communication and critical thinking obtained throughout the whole college curriculum, and not limited in certain degree programs. Dr. Jackson stated that very particular technical skills might not be gained through the comprehensives or research universities, but at the technical college level. She continued by sharing about Clemson's continual work in collaborating with technical colleges for associate degree articulation. She stated Clemson works to find ways for technical college graduates in certain degree fields to articulate to Clemson in related fields. Chair Seckinger expressed her support for that kind of collaboration between higher education sectors with aid and input from CHE. Dr. Rivers explained that the S.C. Technical College System is more focused in regards to workforce projections. Dr. Rivers stated that a technical college graduate can enter the workforce directly after graduation and make a strong living for that point in their career, but she explained that she encourages students to think beyond and consider an approach as mentioned by Dr. Jackson to build on a technical college education with a four-year degree.

Commissioner Phillips responded to the discussion regarding skills employers seek in perspective employees. He stated that to know what skills are actually needed it would be wise to convene human resource directors. He explained that from his perspective the skills and abilities needed by employers are communication skills, the ability to work hard and consistently, independent action, timeliness, and initiative. Dr. Lane commented that he recently heard the same premise from an Upstate workforce development meeting in Greenville. He repeated information provided by USC Upstate which has interwoven 21<sup>st</sup> Century Skills Development throughout its business curriculum. Dr. Jackson responded that institutions are trying to incorporate more internships, co-ops, capstone projects and other experiential learning initiatives in order to encourage professional skills development in students.

- d. Accreditation
- e. Institutional Program Approval Process

Dr. Lane introduced the agenda item, Accreditation, and provided topics for conversation including the difference between institutional accreditation and specialized programmatic accreditation; levels of accreditation and implications of various stages; and various requirements of programs in applying for accreditation. Dr. Jackson emphasized the importance of 81 criteria required by the Southern Association of Colleges and Schools (SACS) accreditation process. She also explained the different SACS activities. She informed the Committee that once an institution is granted initial accreditation, it must be reviewed every ten years for reaffirmation. She added that every five years an institution must go through a follow-up review on 17 criteria, The Fifth Year Interim Report.

Dr. Jackson continued by stating that the first part of the reaffirmation process, the compliance certification, is an administrative process where an institution responds to all 81 criteria which are best practice statements/questions. She explained that SACS looks for confirming documentation in the form of written, approved and implemented policies and procedures to support criteria responses. To explain the scope of the reporting requirement, Dr. Jackson shared with the Committee that a written copy of the compliance certification without the inclusion of appendices is easily 1000 pages of information. She summarized by stating that an institution must report on basically every aspect of the institution. As it relates to CHE program approval process, Dr. Jackson stated that as an institution prepares to offer a new program, it must keep in mind all of the various SACS criteria relating to faculty, curriculum, and facilities and make sure that in creating the new program all criteria are met. She then explained the review and revision process that an institution goes through once a compliance certification is submitted. She stated that if an institution does not meet criteria fully or appropriately, SACS assigns to the institution various levels of warnings and probationary statuses.

Dr. Jackson explained the importance of regional accreditation by SACS. She stated that it is required through the Higher Education Re-authorization Act, required in order for students to be eligible for federal student aid, and required for an institution to receive federal research funding. Commissioner Lynn asked who at SACS conducts these reviews. Dr. Jackson answered that higher education professionals are asked to conduct these peer reviews and that she has been a part of several accreditation reviews.

Dr. Jackson mentioned SACS' Quality Enhancement Plan (QEP) initiative which requires an institution to improve student learning or the learning environment in a creative and innovative way.

Chair Seckinger asked about information sent to SACS regarding new programs. Dr. Jackson answered that a letter must be sent to SACS after CHE approves a new program and an institution will wait for approximately six months to receive a response from SACS.

Chair Seckinger asked the panel guests how the Committee could help with the CHE program approval process. Dr. Finnigan stated that USC plans well in advance of due dates and meeting dates and mentioned that CHE used to provide a listing of calendar dates for the upcoming three years. She asked that a listing of the next three years of due dates and meeting dates be provided to the institutions. Ms. Belcher explained that for the majority of CHE's 40 year history the Commission met 11 or 12 months out of the year, making it easier for staff to plan ACAP and CAAL meetings far in advance. She continued by stating that in the past 4-5 years, Commissioners have met fewer times per year, reducing meetings each year by one or more

meetings so that last year the Commission was scheduled to meet only eight times. She explained that for the past three years, the months that the Commission did not meet changed from year to year and the decisions for the next year were made by the Commission in November or December, making it impossible for staff to plan meetings for the next three years. Chair Seckinger responded to this information and determined that this process of reducing meetings and changing the "off" months needed to cease.

Dr. Byington asked how many programs have been turned down by CAAL in the past year. Dr. Lane answered that no program has been turned down by CAAL because of the diligent work and review performed by CHE staff. Dr. Byington responded by asking the Committee to consider making the CAAL and CHE reviews of programs through a true consent agenda once CHE staff have formed its recommendation. He continued by stating that in his opinion CHE would be more effective in serving institutions by performing a thorough audit of current programs as compared to performing such an intensive review and consideration of proposed programs.

Chair Seckinger shared that part of the Commission's charge is to examine the role and responsibilities of the agency and the policies and procedures that direct agency operations in order to ensure more efficiency, timeliness, and functionality. She expressed support for placing more emphasis on the audit function for academic degree programs.

Dr. Jackson informed the Committee of the numerous and varied levels of review, including a number of faculty reviews, that occur at the institutional level prior to submission to CHE.

Chair Seckinger stressed the importance of the Commission's role in coordinating with institutions to promote the educational pipeline. She spoke specifically about the importance of on-time graduation. Commissioner Lynn mentioned his concern about the perception of CHE being a "rubber stamp." Commission Settlemeyer stated it is easy to have that type of perception when one does not know of the rigorous review process taking place at the institutional level, at the CHE staff level and at the Committee level. She continued by thanking the panel guests for the information provided in the discussion and stated how helpful the discussion was to her understanding of the process. Chair Seckinger commented that the Committee knows that institutions will not bring a program for approval that does not make a good business case for its respective institution and a good educational case for the state. Dr. Byington stressed the importance of the peer review of proposed programs that occurs at ACAP meetings.

Dr. Rivers commented on the issues at the SC Technical College System level that occurred when the CHE calendar was adjusted to accommodate fewer Commission meetings. Dr. Lane commented on the positive changes made in the last two years to the CHE program approval process to improve efficiency. He stated that the program planning summary phase was eliminated from the process and a fourth meeting was added to the ACAP calendar and the CAAL calendar so the entire approval process might take only three months. He stressed the need to communicate these changes to outside stakeholders, since perceptions of a longer process are still being voiced in public meetings. Committee members and panel guests agreed that advisory, Committee and Commission meetings need to be predictable from year to year for planning purposes.

Chair Seckinger informed the Committee and panel guests that the Commission has been charged by the General Assembly to prevent geographical duplication of programs. Dr. Byington responded that to be a comprehensive university, an institution must provide a wide range of degree programs. He continued by stating that for South Carolina to have several comprehensive universities, there will be duplication. He explained that duplication is not detrimental as long as

the demand in that region supports the programs. Chair Seckinger agreed and stated she is looking forward to informing General Assembly members of the complexity of these higher education topics. She also expressed support for the wide variety of disciplines represented by South Carolina institutions.

Commissioner Lynn asked about the Academic Common Market and Dr. Lane responded that more students enroll in South Carolina programs that are not offered in the students' home state than South Carolina students attending schools out-of-state for certain degree programs. Commissioner Lynn asked for specific information about the Academic Common Market and Dr. Lane agreed to provide him a copy of the most recent Academic Common Market Annual Report.

#### **4. Other Business**

Chair Seckinger thanked the panel guests for the robust discussion and commented that she hopes there will be similar discussions in the future. Committee members echoed her sentiment and panel guests expressed their appreciation for the open conversation and expressed support for future discussions as well.

Chair Seckinger then provided an update on the State Authorization Reciprocity Agreement (SARA) status. She explained her past concerns about the initiative as ones of federal data mining and public oversight of independent institutions. She stated her concerns have been assuaged and that Bills in support of SARA are being crafted to be considered by the General Assembly this session. She encouraged all present to express support for SARA to their respective legislators. The panel guests thanked the Committee for its work in approving SARA at the Commission level and for supporting the path forward to South Carolina's participation in SARA.

Chair Seckinger thanked those in attendance for their participation and staff for their work. Hearing no further business, she adjourned the meeting at 4:54 p.m.

**Improving Teacher Quality Higher Education Proposals Submitted  
FY 2015-16**

<b>Institution</b>	<b>Project Director(s)</b>	<b>Name of Proposal</b>	<b>Content Area</b>	<b>LEA Partners</b>	<b>Funds Requested</b>	<b>Funds Awarded</b>	<b>Recommended for Funding</b>
USC Columbia	Bridget Miller, Arlene Marturano, Kelley Buchheister	Learning Through ACCESS	Science	Dillon 4	\$121,376.59	\$141,071	Yes
College of Charleston	mutinda ndunda <sup>1</sup> , Quinn Burke	The Intersection of Math and Literacy through Students' Programming Interactive Stories	Mathematics, Literacy	Charleston County	\$125,000.00	0	No
Coastal Carolina	Corey Lee, Joseph Winslow, Alex Fegely	PRISM – Partnership for Robotics Integration using Science and Math	Science, Mathematics	Marion County	\$117,314.00	\$141,071	Yes
Clemson University	Bea Bailey, Alan Grubb	Improving Historical Understanding through Structured Inquiry and Multimedia Exchange	History	Greenville County	\$122,146.00	\$141,071	Yes
Clemson University	Cassie Quigley, Dani Herro	STEAM: Transdisciplinary Teaching and Learning Practices for Middle School Teachers	Science, Mathematics	Spartanburg 6	\$124,681.00	0	No
Clemson University	Nicole Bannister, Calvin Williams	Understanding Geometry by Design	Mathematics	Abbeville County, Greenwood 51, Anderson 3	\$149,861.00	\$141,071	Yes
Charleston Southern	Patty Hambrick, Melinda Walker	Strengthening Science Program (SSP)	Science	Dorchester 4	\$122,000.00	\$141,071	Yes

<sup>1</sup> Lowercase spelling by request.

# **Return on Investment/Program Costs**

**Committee on Academic Affairs & Licensing (CAAL)**

**January 7, 2016, 1:00 p.m.**

**S. C. Commission on Higher Education**

**J. Ralph Byington**

**Provost and Executive Vice President**

**Coastal Carolina University**



# CCU Fall 2015 Demographics

Five County Local Service Area: Horry, Georgetown,  
Williamsburg, Marion and Dillon

2,808 27.4%

All Other South Carolina Counties

2,381 23.2%

**TOTAL: 5,189 50.6% South Carolina Residents**

All Other States

4,896 47.7%

Foreign Countries

178 1.7%

**TOTAL: 5,075 49.4% Non-Residents**



# Different Institutions Serve a Different Mix of Students

## Fall 2014 Data

<b>CCU</b> <b>“Comprehensive”</b>		<b>USC-Aiken</b>		<b>USC</b> <b>“Research”</b>	
<u>Horry, Georgetown, Dillon, Williamsburg &amp; Marion Co.</u>		<u>Aiken, Barnwell, Saluda, Edgefield &amp; McCormick Co.</u>		<u>Richland, Lexington, Kershaw, Fairfield, Sumter &amp; Calhoun Co</u>	
<b>2,797</b>	<b>28%</b>	<b>1,748</b>	<b>50.8%</b>	<b>9,407</b>	<b>28.5%</b>
<u>All Other S.C. Counties</u>		<u>All Other S.C. Counties</u>		<u>All Other S.C. Co.</u>	
<b>2,361</b>	<b>23.7%</b>	<b>1,303</b>	<b>37.8%</b>	<b>13, 252</b>	<b>40.2%</b>
<u>TOTAL S.C. Residents</u>		<u>TOTAL S.C. Residents</u>		<u>TOTAL S.C. Resident</u>	
<b>5,158</b>	<b>51.7%</b>	<b>3,051</b>	<b>88.6%</b>	<b>22,659</b>	<b>68.7%</b>
<u>TOTAL Non-Residents</u>		<u>TOTAL Non-Residents</u>		<u>TOTAL Non-Res.</u>	
<b>4,818</b>	<b>48.3%</b>	<b>393</b>	<b>11.4%</b>	<b>10, 312</b>	<b>31.3%</b>
<b>9,976 Students</b>		<b>3,444 Students</b>		<b>32,971 Students</b>	



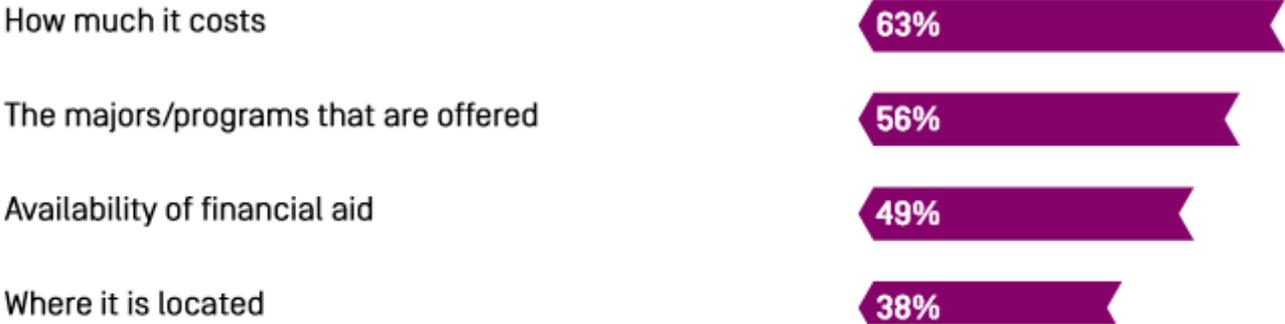
# Why Do Students Choose a Particular University?

Source: Lumina Foundation Survey

[Fishman, Rachel. (2015) *2015 College Decisions Survey: Part I Deciding to go to College*. Washington DC: Lumina Foundation.]

Figure 3

## Most Important Factors In Deciding a Specific College



## **Job Readiness**

For undergraduate programs, many crucial skills and habits of mind that are valuable in the workplace are developed in students outside of the 30-40 hours required by a major.

### **Core Curriculum Requirements for All Students**

Written/Oral Communication Skills; Mathematics/Statistics; Critical Thinking; Humanities Background (History, Philosophy, Literature, etc.); Global Perspectives; U.S. History and Government; Human Health & Behavior; and Creative Expression

### **QEP Requirements for All Students**

Quality Enhancement Plan (QEP) mandated by SACSCOC  
Experienced@Coastal is the Specific CCU QEP

All Students Have Opportunities to Participate in Experiential Learning  
– Learning by Doing – (either associated with class assignments or through internships, service learning, and other “hands-on” experiences/activities)

## Where/How Most Programs Originate

### **New Major Grows from Existing Minor or Concentration**

(many resources already in place; few “new” courses; faculty already in place; few new physical resources needed; student interest already there; etc.)

Examples: Graphic Design, Art History, Information Technology

- Major Comes as a Credentialing Shift or Specialization Within an Existing Major

### **New Major Comes from New Hires That Have New Ideas and Expertise**

(some new hires support additions to an existing major but new person has other skills as well; resources are needed; new program expects to attract new students and exploit a different area of the curriculum; etc.)

Examples: Communication, Intelligence & National Security Studies, Cybersecurity

- Major is Actually “New” and Should Draw New Students

## **How CCU Evaluates the Financial Viability of Our Own Academic Units**

### **Basis of Analysis - College/Department Credit Production**

1. Serving majors
2. Service courses for other majors
  - a. General Education (Core Curriculum)
  - b. Complementary cross-major content

## The Induced Credit Model

Reporting based on majors, majors then grouped by departments and colleges

### Revenue

- Student in a major take credits, those credits generate tuition revenue
- Gross revenue is offset by institutionally funded reductions – Net, real tuition revenue
  - Academic Common Market
  - Institutional Scholarships
  - Tuition Discounts

### Expenses

- Tied to the departments that produce credits
- Generates a dollar expense per credit hour
- Expenses generated by a department are pushed out to the major that took, *or induced*, the credits

## **How CCU Evaluates the Financial Viability of Our Own Academic Units**

### **Benefits**

1. Method results in the true financial impact of offering a major, including intra-departmental costs associated with servicing that major
2. Allows for analysis of marginal cost of adding majors by encompassing existing servicing costs (General Education delivery)
3. Encourages campus-wide participation in the delivery of General Education courses

### **Assessment of Student Learning Outcomes Each Year**

### **(Proposed) Academic Program Review Process**

## Key Performance Indicators (KPI)

1. Contribution to the Mission
2. Academic Margin
3. Average Revenue and Expense per Student
4. Average Revenue and Expense per Credit Hour
5. Credits per Student
6. Total, Waived, and Net Revenue
7. Total Expenses

Academic Margin serves as the primary financial indicator, the additional metrics help tell the story

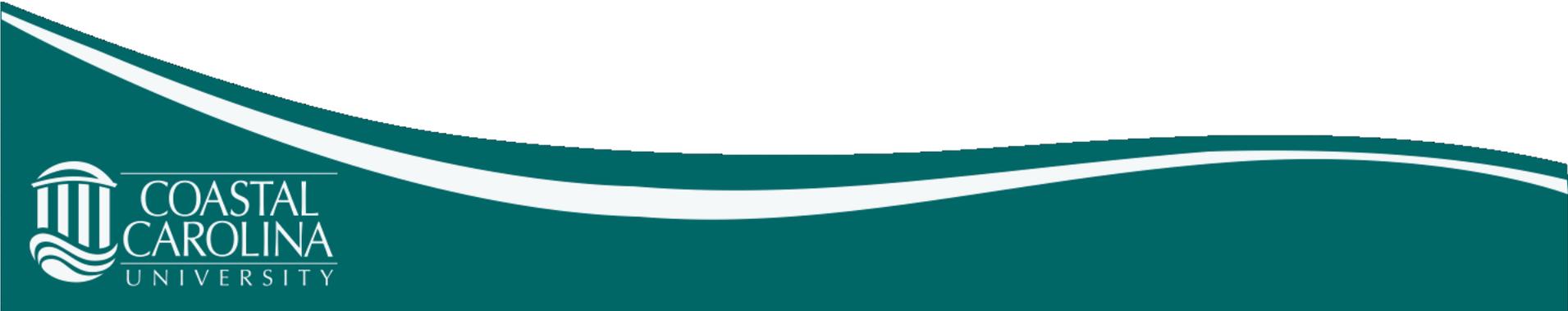
## Uncovering the financial drivers

Academic Unit	Academic Margin %
College of Business	59.94%
College of Education	45.93%
College of Humanities and Fine Arts	52.59%
College of Science	56.46%

Academic Unit	Average FY Revenue/Student
College of Business	\$12,080.23
College of Education	\$10,541.64
College of Humanities and Fine Arts	\$10,719.51
College of Science	\$10,716.35

Program	Average FY Expense / Credit Hour
BA in Music	\$405.66
BFA in Musical Theatre	\$345.23
BFA in Theater Arts	\$313.53
University Average	\$210.59

While these general conditions exist across all institutions, using these KPIs (Key Performance Indicators) longitudinally allow the University to track efficiency trends within each program and take action when those trends head in an unfavorable direction. This information if used for new majors and for evaluation of existing majors by the Board of Trustees.



# The Induced Credit Model

## Revenue

- Student in a major take credits, those credits generate tuition revenue
- Gross revenue is offset by institutionally funded reductions – Net, real tuition revenue
  - Academic Common Market
  - Institutional Scholarships
  - Tuition discounts

## Expenses

- Tied to the departments that produce credits
- Generates a dollar expense per credit hour
- Expenses generated by a department are pushed out to the major that took, *or induced*, the credits

### Example of the effect of the Academic Common Market

Program Title	Student Count	FY 2015 Revenue	FY 2015 Waived Revenue	FY 2015 Net Revenue
Marine Science	958	\$18,308,670.71	\$6,260,819.00	\$12,047,851.71



# Why Induced Credits - A Tale of Two Majors

Program Title	Student Count	FY 2015 Expenses
English	161	\$672,777.09
Music	115	\$1,116,365.91

Program Title	Student Count	FY 2015 Revenue	FY 2015 Waived Revenue
English	161	\$1,642,425.28	\$131,723.90
Music	115	\$1,095,035.71	\$155,220.00

### The comparison -

- Same College, similar in size
- Majority of English’s fixed cost covered by other majors due to their service work for those majors (ENGL\*101/102, Technical Writing, etc.)
- Majority of Music’s fixed cost borne by its own majors
- Institutional discounts higher for Music program, further lowering margin
- Marginal cost of instituting an English major would be significantly lower than instituting a Music major

### In developing new programs –

- Are the resources dedicated or dual-use?
- What value proposition is necessary to illicit enrollment? Is that proposition viable?
- Are there any anticipated enrollment variations that could affect viability? (ie high Academic Common Market participation)



## What Questions Might CHE Ask?

- What is the purpose of the proposed new program? Is it a credentialing shift or new specialization within an existing major, or is it an actual new offering?
- Of the projected student enrollments, how many are predicted new students versus students “cannibalized” from existing, correlated programs at the institution?
- Does this department already exist? If so, what is its current credit production?
- How would CHE evaluate the new program *after* it is approved? How does the program look at three or five years into its development?
- How should the financial health of any program be reviewed/monitored by CHE, or does it need to be?