

Advisory Committee on Academic Programs

Minutes of February 12, 2015

Members Present

Dr. MaryAnn Janosik, Chair
Dr. Ralph Byington, Coastal Carolina University
Dr. Richard Chapman, Francis Marion University
Dr. Sam Hines, The Citadel
Dr. Robert Jones, Clemson University
Dr. Brian McGee, College of Charleston
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Hope Rivers, S.C. Technical College System

Guests Representing Members

Dr. Warren Carson, University of South Carolina Upstate, representing Dr. John Masterson
Dr. Dianne Carr, Midlands Technical College, representing Dr. Ron Drayton
Mr. Tim Druke, Winthrop University, representing Dr. Debra Boyd
Dr. Ed Dickey, University of South Carolina Columbia, representing Dr. Michael Amiridis
Mr. Mike Hammond, Orangeburg-Calhoun Technical College, representing Dr. Donna Elmore
Dr. Learie Luke, South Carolina State University, representing Dr. W. Franklin Evans
Dr. Martha Moriarty, University of South Carolina Beaufort, representing Dr. Gordon Haist
Mr. Tom Nelson, Lander University, representing Dr. David Mash
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Mark Sothmann

Staff Present

Mr. Clay Barton
Ms. Laura Belcher
Ms. Sandra Carr
Ms. Renea Eshleman
Dr. Paula Gregg

Mrs. Lane Goodwin
Ms. Trena Houp
Dr. John Lane
Ms. Edna Strange
Dr. Richard Sutton

Guests

Ms. Melanie Barton, Education Oversight Committee
Dr. Hasanul Basher, South Carolina State University
Dr. Daphne Carter-McCants, Francis Marion
Dr. Jeremy Dickerson, Coastal Carolina University
Dr. Daniel Ennis, Coastal Carolina University
Dr. David Flemin, Clemson University
Dr. Julie Fowler, S.C. Department of Education
Dr. Michael Godfrey, Clemson University
Dr. Sean Griffin, The Citadel
Dr. Nayo Mack Harvin, South Carolina State University
Ms. Judy Haynes, Greenville Technical College
Mr. Shane Isbell, Greenville Technical College
Dr. Debra Jackson, Clemson University
Dr. Ed Jadallah, Coastal Carolina University
Dr. DuBose Kapeluck, The Citadel
Dr. Donna Kern, Medical University of South Carolina
Dr. Peter King, Francis Marion University
Mr. Mark Lancaster, Francis Marion University
Dr. Chris Moore, Coastal Carolina University
Dr. Marilyn Murph Fore, Horry Georgetown Technical College
Dr. George Petersen, Clemson University
Dr. V. Ramakrishnan, Medical University of South Carolina
Ms. Cheri Richardson, Francis Marion University
Dr. Michael Roberts, Coastal Carolina University
Dr. Prashaut Sansginy, Coastal Carolina University
Dr. Gigi Smith, Medical University of South Carolina
Ms. Tiffany Spann, South Carolina State University
Ms. Molly Spearman, S.C. Department of Education
Dr. Charlie Spell, South Carolina State University
Ms. Jennifer Taylor, Francis Marion University
Ms. Anna Todd, Francis Marion University
Dr. John Vena, Medical University of South Carolina
Dr. Joel Welch, Greenville Technical College
Ms. Dana Yow, Education Oversight Committee
Ms. Brianna Zhang, Francis Marion University

1. Introductions

Dr. Janosik called the meeting to order at 10:03 a.m. She welcomed all in attendance.

2. Consideration of Minutes of October 16, 2014

Dr. Janosik requested a motion to accept the minutes of October 16, 2014, as distributed. The motion was moved (Drueke) and seconded (Priest) and the Committee voted unanimously to accept the minutes as presented.

3. Development of College-Ready Standards from S.C. Department of Education

Dr. Janosik introduced Superintendent of Education Molly Spearman. Superintendent Spearman shared her appreciation to the people of South Carolina and her excitement for serving the students and teachers of the state. She expressed her appreciation for ACAP and commented that the S.C. Department of Education (Department) views the Committee and the Commission as partners. She spoke about the difficult task of re-writing state standards in a very limited timeframe. She praised her team, including teachers and college faculty from across the state, for creating the standards for English Language Arts and Mathematics.

Superintendent Spearman introduced Dr. Fowler to further explain the new Standards and the upcoming approval process. Dr. Fowler explained the process of transition between the old administration and the new administration in regards to the process of standards revision. She acknowledged and thanked the colleges and universities whose staff participated in the standards working teams. She referred to the Standards already presented to the Committee through weblinks distributed on February 9, 2015. Dr. Fowler reviewed the main changes and additions in the revised Standards according to grade level. She stated that the changes for kindergarten through fifth grade include adding standards dealing with number sense; understanding of money; data analysis; and fluency of multiplication tables and memorization. She explained that changes for sixth through eighth grades include emphases on patterns as mathematical concept and matrices. She stated that the standards for ninth through twelfth grades are in individual courses, including separate standards for pre-calculus and calculus. She added that the Math Standards team addressed graduation standards, while the ELA team began its work with current standards already deemed college and career ready. She summarized that both the ELA and math standards are teacher and parent-friendly.

Dr. Fowler addressed upcoming steps for the Elementary and Secondary Education Act (ESEA) waiver application and informed the Committee that the Department requests that the Standards be certified as college and career ready by higher education institutions in the state. She stated that she knew of concerns from higher education regarding the use of the word "certify," and informed the Committee that "endorse" is an acceptable substitution. She also explained that higher education institutions can continue to assess skills and determine placement of students and that the Department is interested in partnering with higher education in assessment in order to receive feedback on the success of the Standards. Dr. Fowler informed the Committee that the Department will submit requests to institutions individually to gain endorsement of the standards as college and career ready in time for the ESEA waiver application to be submitted on March 31, 2015.

Dr. Jones asked how the Department plans to train teachers so that the Standards are achieved by students. Dr. Fowler answered that the Department plans to provide professional

development and supporting resource documents. She stated that the Department plans to partner with teacher groups across the state to seek teaching leaders to help create the resource material to accompany the standards.

Dr. Dickey expressed the University of South Carolina's endorsement of the revised state Standards. Dr. McGee acknowledged the hard work of the Department and the standards teams and stated that the College of Charleston is still reviewing the Standards. He commented that faculty members have found the ELA standards to be robust and strong regarding reading and writing, but less focused on listening and speaking.

Dr. Fowler concluded by stating that she has shared the process and revised standards with the S.C. Technical College System and hopes to continue to collaborate with the System in the future.

4. College Ready Course Pre-Requisite Task Force Recommendation

Dr. Janosik introduced the agenda item and a motion to approve the proposed program was **moved** (Priest) and **seconded** (Carson). She then asked Dr. Gregg to speak about the item. Dr. Gregg expressed her appreciation to the S.C. Department of Education and higher education institutional representatives for working diligently to revise the college ready course pre-requisites.

The Committee **voted unanimously to accept** the recommendation from the College Ready Course Pre-Requisite Task Force to adopt the revised *College Ready Course Prerequisite Requirements* as outlined below, to be phased in for full implementation and applied to entering college freshmen beginning in Fall 2019:

Subject	Units	
	<i>Current</i>	<i>Revised</i>
English	4	4
Mathematics	4	4
Laboratory Science	3	3
World Language	2	2
Social Science	3	3
Fine Arts	1	1
Physical Education or ROTC	1	1
Electives	1	2
TOTAL	19	20

5. Program Proposals

a. The Citadel, M.A., Intelligence and Security Studies

Dr. Hines introduced the program proposal from The Citadel. A motion to approve the proposed program was **moved** (Hines) and **seconded** (McGee). Dr. Hines explained that great support from the campus encouraged the institution to pursue the creation of the degree. He stated that the program will be offered online to South Carolina residents. Mr. Nelson asked about the program's implementation date. Dr. Hines responded that the institution plans to implement in Fall 2015. Dr. Luke expressed SC State's support for the program and commented that SC State is developing a cybersecurity concentration in its computer science program. Dr.

Janosik asked about students who do not choose the cybersecurity concentration. Dr. Hines answered that the institution plans to identify additional concentrations over time through the help of community leaders and the addition of new faculty and their focus areas.

The Committee **voted unanimously to accept** the new program proposal for The Citadel to offer a program leading to the Master of Arts degree in Intelligence and Security Studies, to be implemented in Fall 2015.

b. The Citadel, M.A., International Politics and Military Affairs

Dr. Hines introduced the program proposal from The Citadel. A motion to approve the proposed program was **moved** (Hines) and **seconded** (McGee). Dr. Hines explained that the proposed program builds on the strength and success of The Citadel's existing program in Political Science. He commented that the institution anticipates active military and Citadel alumni to show interest in the proposed program. Dr. Janosik asked about the reallocation of personnel funds. Dr. Hines responded that the institution is analyzing current workloads and conducting routine program reviews in order to reallocate faculty positions with program growth.

The Committee **voted unanimously to accept** the new program proposal for The Citadel to offer a program leading to the Master of Arts degree in International Politics and Military Affairs, to be implemented in Fall 2015.

c. Clemson University, M.S., Athletic Leadership

Dr. Jones introduced the new program proposal from Clemson University. A motion to approve the proposed program was **moved** (Jones) and **seconded** (Luke). Dr. Jones informed the Committee that the proposed program builds on the strength of the existing certificate program and the combined strengths in leadership, education, and athletics. He explained that the 36 credit hour, two year program would lead graduates to employment in college and recreational coaching positions. He stated that the online program will be revenue producing which will provide for additional instruction. Dr. Hines commented that The Citadel has an online M.S. degree in Leadership and that there is potential for collaboration and the exchange of courses. Dr. Janosik asked Clemson to review the chart of existing programs using CIP codes. Dr. Dickey shared that there is no duplication with degree programs at USC.

The Committee **voted unanimously to accept** the new program proposal for Clemson University to offer a program leading to the Master of Science degree in Athletic Leadership to be implemented Fall 2015.

d. Coastal Carolina University, B.A., Digital Culture and Design

Dr. Byington introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Chapman). Dr. Byington explained that the proposed program will be delivered through traditional instruction and is cross-disciplinary and was created in part due to the success of Coastal's existing minor in new media. He stated that the program will allow graduates to find employment in any venue with a digital footprint, including business, government and education. Dr. McGee and Dr. Moriarty expressed support from the College of Charleston and USC Beaufort. Mr. Drueke added that Winthrop offers a similar program in digital information and design.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Bachelor of Arts degree in Digital Culture and Design to be implemented Fall 2015.

e. Coastal Carolina University, B.S., Engineering Science

Dr. Byington introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Priest). Dr. Byington explained that the proposed program meets a need within the state and region. He added that Coastal has an agreement with Horry-Georgetown Technical College for this program. Dr. Jones expressed Clemson's support for the growth of engineering programs in the state and the partnership opportunities the growth allows. Dr. Priest commented that USC Aiken has a similar program in Industrial Process Engineering. Dr. Janosik asked about the process for ABET accreditation. Dr. Roberts answered that it will be a multi-year process and will begin after the first students who are already in the pipeline graduate in two years.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Bachelor of Science degree in Engineering Science to be implemented Fall 2015.

f. Coastal Carolina University, Ed.S., Instructional Technology

Dr. Byington introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Carson). Dr. Byington explained that the proposed online program will serve educators in Coastal's local school districts by providing add-on knowledge. He stated that other state institutions offer similar programs but that Coastal's program will have unique aspects.

Dr. Priest commented that USC Aiken has a joint Master's program with USC Columbia in Educational Technology and that faculty have identified a large overlap of courses and that the curriculum of the programs are almost identical. He expressed faculty members' concerns regarding the lack of research courses for the proposed Specialist program. Dr. Jadallah responded that the intent of the Specialist degree is to build upon the success of the existing Master of Education degree in Instructional Technology. He stated that Coastal reviewed USC Aiken's program and paralleled the courses in its Master of Education program with the ones in USC Aiken's program. He stated that Coastal's advanced research courses are part of the Master of Education curriculum and that the Specialist degree will build upon the Master's program. He explained that the courses in the Specialist degree are designed to grow with the changes in the educational environment.

Dr. Dickey expressed USC Columbia's concerns which were also submitted via email. He stated that faculty are concerned about duplication with USC Columbia's Ed.D. program in Curriculum and Instruction. He explained that USC Columbia had an Ed.S. with a concentration in Educational Technology in the past but the concentration was terminated due to lack of student interest. He also echoed USC Aiken's concern for the lack of research courses in the proposed degree.

Dr. Jadallah responded that Coastal conducted a survey whereby 70% of teachers surveyed from the local area are interested in pursuing advanced degrees in Instructional Technology. He explained that a psychology course offered through the program will provide research opportunities.

Mr. Drueke expressed confusion regarding the curriculum chart in the proposal and commented that the chart appears to represent the teaching load for five years as compared to the required courses students need over the length of the program. Dr. Dickerson explained that Coastal had a different interpretation of the proposal chart but that Coastal would revise the chart to reflect the required courses. Mr. Drueke clarified that the first curriculum chart template can be used for undergraduate degree programs or cohort based programs whereas the second option is designed for graduate programs. Dr. Jackson asked whether the Committee would have an opportunity to discuss and provide feedback on the new proposal templates. Dr. Janosik answered affirmatively and stated that it would be helpful in moving forward to have feedback on the forms.

Dr. Janosik relayed staff concerns regarding duplication and projected enrollment. She asked Coastal to strengthen the justification of need for the program given the similar programs in existence throughout the state. Dr. Priest commented that USC Aiken would be interested in considering collaboration. Dr. Dickey expressed the same interest in collaboration. He reiterated his skepticism regarding an Ed.S. degree in this area as compared to a practitioner-based Ed.D.

Dr. Byington emphasized Coastal's strong relationship with Horry and Georgetown county school districts. Dr. Jadallah stated that the survey reflects needs of the region and that the Master of Education program in Instructional Technology has tripled in enrollment in the last few years.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Education Specialist degree in Instructional Technology to be implemented Fall 2015.

g. Greenville Technical College, A.A.S., Auto Body Repair

Dr. Rivers introduced the new program proposal from Greenville Technical College. A motion to approve the proposed program was **moved** (Rivers) and **seconded** (Drueke). Dr. Rivers explained that the U.S. Department of Labor projects that the auto industry will continue to grow at a fast pace and that local businesses were surveyed and responded with support for the program. She reported that the survey of local businesses provided information regarding an entry level technician salary as approximately \$29,000 and that an experienced technician can make \$45,000. Dr. Rivers added that the program will work in conjunction with Clemson's ICAR. Dr. Janosik asked for more information regarding personnel changes. Mr. Isbell replied that one new faculty member will be hired and will join the three faculty members currently employed.

The Committee **voted unanimously to accept** the new program proposal for Greenville Technical College to offer a program leading to the Associate of Applied Science degree in Auto Body Repair to be implemented Fall 2015.

h. Horry-Georgetown Technical College, A.A.S., Brewmaster and Brewery Operations

Dr. Rivers introduced the new program proposal from Horry-Georgetown Technical College. A motion to approve the proposed program was **moved** (Rivers) and **seconded** (Byington). Dr. Rivers explained that South Carolina currently has 76 breweries while North Carolina has 155 and that as the brewing industry grows in South Carolina, it will need trained and knowledgeable employees. Dr. Fore added that a company which manufactures brewing equipment is moving to the Myrtle Beach area and that graduates of this program will not only

need the knowledge of the brewing process but also the ability to maintain the brewing equipment. Dr. Byington expressed Coastal Carolina's support for the program.

The Committee **voted unanimously to accept** the new program proposal for Horry-Georgetown Technical College to offer a program leading to the Associate of Applied Science degree in Brewmaster and Brewery Operations to be implemented Fall 2015.

i. Medical University of South Carolina, M.P.H., Biostatistics

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (Hines). Dr. Shaw explained that the three Master of Public Health degree programs are inter-related and were developed to reflect the national shift in healthcare delivery and an increased emphasis on community-based programs and to meet the state's growing workforce needs. She stated that the degree programs are broad-based, professional degrees and that graduates will have marketable skills in a number of public health settings, including public health agencies, hospitals, other healthcare settings, government organizations, academic institutions and industry. She explained that the core competencies for each degree program are driven by the professional accrediting body for public health.

Dr. Shaw explained that the MPH in Biostatistics will prepare students to evaluate the status of the health of diverse populations and to develop sound plans and strategies to implement them to improve population health. She added that the core competencies include distinguishing among different measurement scales, choosing statistical methodologies, analyzing big data sets, and learning how to apply descriptive analysis techniques used in public health.

Dr. McGee expressed the College of Charleston's support for the proposed programs. He explained that the undergraduate public health program at the College is a success and that he anticipates continuing to work collaboratively with MUSC in the field, including cross faculty appointments and shared courses.

Dr. Janosik expressed concern about program duplication in regards to the MPH program at USC Columbia, especially due to the fact that USC enrollment is not robust. She asked the Committee how the concern might be addressed and suggested possible partnerships. Dr. Vena explained that the MUSC programs will be complementary to the USC program and therefore there are opportunities for collaboration. He described the proposed program as designed for professionals in the field whereas the USC program is more research focused. He also added that the curriculum is very similar to USC's program because of accreditation standards. Dr. Janosik asked MUSC to explain more clearly in all three proposals the similarities and differences between the proposed programs and the comparable programs offered by USC.

Mr. Drueke asked about faculty salaries. Dr. Vena answered that there are no new costs for faculty salaries, but that salary funding will be reallocated.

The Committee **voted unanimously to accept** the new program proposal for the Medical University of South Carolina to offer a program leading to the Master of Public Health degree in Biostatistics to be implemented Fall 2015.

j. Medical University of South Carolina, M.P.H., Epidemiology

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (McGee). Dr. Shaw explained that the core competencies include identifying key sources of data for epidemiological purposes; calculating epidemiologic measures; communicating epidemiologic information to the lay public and professional peers; drawing inferences of epidemiologic data; and comprehending and applying ethical and legal principles related to gathering and disseminating epidemiologic information.

The Committee **voted unanimously to accept** the new program proposal for the Medical University of South Carolina to offer a program leading to the Master of Public Health degree in Epidemiology to be implemented Fall 2015.

k. Medical University of South Carolina, M.P.H., Health Behavior and Health Promotion

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (Priest). Dr. Shaw explained that the core competencies include describing the role of social and community factors in both the onset and solution of public health problems; identifying causes of social and behavioral actors that affect health of individuals and populations; and planning, implementing and evaluating public health programs, policies and interventions.

Dr. Moriarty expressed USC Beaufort's support of the proposed program.

The Committee **voted unanimously to accept** the new program proposal for the Medical University of South Carolina to offer a program leading to the Master of Public Health degree in Health Behavior and Health Promotion to be implemented Fall 2015.

4. Consideration of Program Modifications

a. Clemson University, Ph.D., Curriculum and Instruction, Re-develop concentrations from three to four

Dr. Jones introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jones) and **seconded** (Moriarty). Dr. Jones explained that the modification involves removing the three concentrations currently offered and developing four new concentrations. He stated that the four new concentrations reflect national trends in content area expertise in the field. Dr. Dickey commented that USC Columbia has a similar Ph.D. program in Teaching and Learning under a different CIP code but that it is complementary to the Clemson program.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Doctor of Philosophy degree in Curriculum and Instruction to re-develop the concentrations from three to four, to be implemented in Fall 2015.

b. Lander University, B.A., Visual Arts, Add a concentration in Entrepreneurship

Mr. Nelson introduced the program modification from Lander University. A motion to approve the proposed program modification was **moved** (Nelson) and **seconded** (Luke). Mr. Nelson explained the proposed modification involves the addition of a concentration in Entrepreneurship. He stated that Lander proposes to add existing courses in Management to the curriculum for this concentration so that students might gain practical business experience to prepare them for the contemporary art world.

The Committee **voted unanimously to accept** the program modification for Lander University to modify its program leading to the Bachelor of Arts degree in Visual Arts to add a concentration in Entrepreneurship, to be implemented in Fall 2015.

c. Medical University of South Carolina, D.N.P., Add a concentration in Executive Leadership and Innovations

Dr. Shaw introduced the program modification from the Medical University of South Carolina. A motion to approve the proposed program modification was **moved** (Shaw) and **seconded** (Luke). Dr. Shaw explained that the Executive Leadership and Innovations concentration will provide leadership training to doctor-prepared nurses. She described the core competencies which include understanding healthcare financing, healthcare delivery systems, and policy and management.

The Committee **voted unanimously to accept** the program modification for the Medical University of South Carolina to modify its program leading to the Doctor of Nursing Practice degree to add a concentration in Executive Leadership and Innovations, to be implemented in Fall 2015.

d. Medical University of South Carolina, M.D., Expand clinical training to AnMed Health, Anderson, SC

Dr. Shaw introduced the program modification from the Medical University of South Carolina. A motion to approve the proposed program modification was **moved** (Shaw) and **seconded** (McGee). Dr. Shaw explained the modification involves expanding clinical training for the M.D. program to AnMed Health in Anderson, SC. She stated that MUSC has a thirty year relationship with AnMed through third and fourth year rotations. Dr. Janosik stated that the staff will elevate the modification to CAAL and CHE due to discussions surrounding a similar modification for USC Columbia.

The Committee **voted unanimously to accept** the program modification for the Medical University of South Carolina to modify its program leading to the Doctor of Medicine degree to expand clinical training to AnMed Health in Anderson, SC, to be implemented in Fall 2015.

e. South Carolina State University, B.S., Industrial Education, Add a concentration in Industrial Technology

Dr. Luke introduced the program modification from South Carolina State University. A motion to approve the proposed program modification was **moved** (Luke) and **seconded** (Priest). Dr. Luke explained that the impetus for this modification is to correctly reflect the offerings of SC State in the CHE Program Inventory. He stated that the Industrial Technology

concentration has been in existence since 1998. Dr. Janosik asked SC State to provide enrollment and completion data for the concentration since its inception. She also reminded Dr. Luke that both the SC State modifications will be elevated to CAAL and CHE due to the institution's probation status with SACS.

The Committee **voted unanimously to accept** the program modification for South Carolina State University to modify its program leading to the Bachelor of Science degree in Industrial Education to add a concentration in Industrial Technology.

e. South Carolina State University, Ed.D., Educational Administration, Add a concentration in Higher Education Administration

Dr. Luke introduced the program modification from South Carolina State University. A motion to approve the proposed program modification was **moved** (Luke) and **seconded** (Jones). Dr. Luke explained that the concentration will allow students, especially those in the Ed.S. program, to expand their career options to higher education. He stated that the University conducted a survey of Ed.S. students in Spring 2014 and 40 out of 60 responders indicated interest in the proposed program. He acknowledged that USC Columbia and Clemson have Ph.D.s in Higher Education.

Dr. Priest asked about current enrollment. Dr. Spell answered that currently the University has 80 students enrolled. Mr. Drueke suggested that the list of job options be reviewed since some positions listed would most likely not accept an applicant with an Ed.D. Dr. Dickey commented that six courses are not sufficient to prepare K-12 administrators for higher education administration. Dr. Spell responded that the original program was comprised of 36 credit hours but the concentration can only be 18 credit hours.

The Committee **voted unanimously to accept** the program modification for South Carolina State University to modify its program leading to the Doctor of Education degree in Educational Administration to add a concentration in Higher Education Administration to be implemented in Fall 2015.

7. Academic Degree Program Monitoring
(For Information, No action required)

Dr. Janosik introduced the agenda item and explained that the impetus for the item is a charge from CAAL to develop a more detailed and fuller picture of program productivity including enrollments and completions without having to mine for new data. She informed the Committee that she has encouraged CAAL to be sensitive to liberal arts programs and potentially low outcome numbers for those programs. She explained that different metrics might need to be applied to different programs. Dr. Janosik presented a few slides [attached] of information regarding program productivity options to discuss. She introduced the option of measuring productivity of a program by having the program meet both enrollment and completion standards, as compared to the current practice of meeting either enrollment or completion standards. She also informed the Committee of the option of raising the enrollment and completion number standards for productivity. Dr. Janosik then presented a list of data metric options that could be included in studying program productivity: enrollment, completion, year to year retention, diversity, faculty credentials, actual costs, licensure pass rates, transfer rates and programmatic accreditation.

Dr. Carr expressed concern about completion rates at technical colleges given students who seek to transfer often do not complete a degree. Dr. Jackson suggested that programs which must achieve specific program accreditation should not be analyzed because they meet high standards already. Committee members agreed. Dr. Moriarty explained that SACS exempts those programs with specialized accreditation from internal reviews as long as the accreditation documentation is available. Dr. Byington stressed the importance of progression beyond first and second years. Dr. McGee expressed frustration at the exercise of attempting to create a model of analysis which captures all the intricacies of different programs and different institutions because such a model would be too complex for individuals outside of the academic arena to comprehend and use beneficially. He then suggested that the analysis be straightforward and simple such as the Louisiana four-year institution model of measuring completions only.

Dr. Janosik explained that she will present the results of this discussion to CAAL in March and then receive from CAAL members action steps in going forward. She informed the Committee that the results of the Committee discussion could be consideration of three or four options or ideas or the creation of a task force or one single recommendation from ACAP. She stated that Commissioners are concerned about program costs, student debt, transferability of credits from technical colleges and workforce development.

Dr. Jones commented that Clemson is in the process of strategic planning and that faculty members are interested in measuring outputs including career trajectories for graduates. He continued by stating that monitoring those outcomes are difficult and costly and that he suggested that the state, led by CHE, pursue a collective monitoring of graduate careers, using and sharing data with other state agencies. Dr. Jackson mentioned the University of Texas system model. Dr. McGee commented that the Department of Employment and Workforce data is expensive but that collectively the institutions and CHE could negotiate a better price. Committee members agreed, stating the impossibility of gathering that data institutionally and that a statewide database would serve the institutions and the state immensely. Dr. Jackson reiterated that the only data an institution can collect on their graduates is self-reported and that in order to obtain objective and overarching data is through a statewide effort. Dr. Janosik asked whether members would be willing to help create a proposal regarding this proposed initiative, included costs and staffing needs. Dr. Jackson stated that ultimately it would need to be a national effort to track graduates across the country.

8. Retreat Planning

(For Information, No action required)

Dr. Janosik reminded the Committee of the upcoming ACAP retreat on June 11-12. She informed the Committee that the regularly scheduled ACAP meeting would occur the morning of June 11 at the Commission's office and the retreat would take place in Columbia starting after lunch and through mid-afternoon June 12.

9. Revised Guidelines for Federal *Improving Teaching Quality* Competitive Grants Program, FY2016-2017

Dr. Janosik introduced the agenda item. A motion to approve the staff recommendation was moved (Janosik) and seconded (Carson). Dr. Gregg explained the minor changes to the *Guidelines*.

The Committee **voted unanimously to commend favorably** to the Commission approval of the *Guidelines for the Improving Teacher Quality Higher Education Grant Program* for FY 2016-17.

10. Revised Guidelines for EIA Centers of (Teacher Education) Excellence Competitive Grants Program, FY 2016-2017

Dr. Janosik introduced the agenda item. A motion to approve the staff recommendation was **moved** (Janosik) and **seconded** (Carson). Dr. Gregg explained the minor changes to the *Guidelines*.

The Committee **voted unanimously to commend favorably** to the Commission approval of the *Guidelines for Centers of Excellence (Teacher Education)* for FY 2016-17.

11. Creation of Task Force to recommend Course Equivalencies for AP Research and Seminar

Dr. Janosik introduced Ms. Houp who asked for participation in a new task force to recommend course equivalencies for the new AP Capstone Research and Seminar course. Ms. Houp explained that the state's policy requires students receive college credit if they score three or higher on the AP exam. She stated that the new courses are not based in a specific content area and referenced the research course as one in which the student chooses a research topic in any field with the aid of a teacher. Ms. Houp expressed her goal for the task force as choosing the appropriate course equivalencies at the college level for which students would receive credit. She asked that members submit nominations to the task force through email by the end of next week.

12. Notifications of Program Changes and/or Terminations, October 2014-January 2015 (For Information, No action required)

Dr. Janosik presented the item for information only.

13. Other Business

During the lunch break, Dr. Janosik introduced Dr. Sutton who initiated a conversation with the Committee regarding current provisos concerning higher education under consideration in the legislature. Dr. Sutton asked Committee members for feedback on a proviso which would ensure transferability of Associate of Arts or Associate of Science degrees from the two-year sector to the four-year level. He mentioned that Coastal Carolina University already has a policy to accept all Associate of Arts and Associate of Science degrees. Dr. Jones expressed Clemson's support for the initiative as a unified approach that would aid the state. Dr. Carr and Dr. Hammond expressed their support and explained the benefit for technical college students. Dr. McGee expressed the College of Charleston's concerns about the potential unintended consequences of the proviso. Dr. Byington stated that the only issues Coastal has experienced are four-year degrees which require pre-requisites not covered by general education. Dr. Sutton explained that the proviso does not supersede any bridge programs or agreements already in place. Mr. Drueke expressed concern because Winthrop's general education is unique in

comparison to other four-year institutions in the state. Committee members discussed whether this proviso would allow a student with an Associate of Science degree to earn an Engineering degree at a four-year institution in two years. Committee members generally agreed that if the policy was explicitly clear about benefits and exceptions it could be implemented. Ms. Carullo gave a brief summary of other provisos being considered.

Dr. Janosik introduced a discussion about the new program proposal template and added that if members have specific revisions or suggestions to email them to Ms. Houp or Dr. Lane who would implement the changes to the form. Dr. Jackson commented that the new form limits creativity in explaining the unique characteristics of a new program due to the character limit. Ms. Houp clarified Dr. Jackson's concern and asked whether an increase in the character limit might help. Dr. Janosik suggested that staff and ACAP members wait until the Commissioners review the proposals in the new form. She stated that Commissioners might like the simplified and limited language so that only critical information is conveyed about a new program.

Dr. Byington remarked that he preferred the decrease in volume of information but expressed concern about presenting costs of the program. He commented that he disagreed with stating that a program has no new costs and that he believes that there must be a better way to describe the costs. He suggested the proposal show a true budget for the program as compared to only new costs. Dr. Jackson responded to the conversation and stated that there are issues at times in presenting a true budget because Commissioners misunderstand large departments that have very large budgets and large revenue streams. Dr. Byington remarked that the costs might be presented as average cost per credit hour. Dr. McGee commented that the methodology will be complex to fraction out costs per credit hour and suggested that the presentation of costs be as clear and simple as possible for the benefit of individuals outside of the academic environment. Dr. Janosik acknowledged the difficulty in presenting an accurate picture of costs without providing too much data. Dr. Priest responded that ACAP members do not know exactly what information CHE staff wants included on the chart, and that, given different approaches and methods used by each individual institution, it is very difficult to present costs information in a uniform way in the proposals. Dr. Janosik suggested that staff and ACAP members brainstorm the best way to present costs in a uniform fashion for clear understanding by Commission members. Dr. Jackson suggested that the proposals present the costs of implementing the program, not necessarily the complete financial picture of the program over time. Dr. Janosik thanked the members for feedback and stated that she would plan for a more specific discussion in the near future.

Dr. Janosik asked Dr. Lane to update the Committee on the new Scholarship Enhancement Eligibility Review (SEER) Committee. Dr. Lane informed ACAP members that the new policy and the implementation of the SEER committee was approved in January by the full Commission. He explained that the SEER Committee will be comprised of six members, with representatives from each sector and content-area experts included. He stated that the SEER Committee will meet twice a year to review any programs submitted for review for scholarship enhancement eligibility. He asked ACAP members to submit potential representatives to serve on the Committee to his attention via email.

Dr. Priest asked Dr. Janosik whether the Commission is considering moving forward towards participation in SARA. Dr. Janosik responded that she did not have any knowledge about plans to move forward. Dr. Priest asked whether Commissioners understood collectively how much money institutions in South Carolina spend on gaining permission for each state to offer online programming to students and how much money participation in SARA could save

institutions and therefore the state. Dr. Priest and Dr. Jackson asked what ACAP members could do to encourage the Commission to participate in the initiative. Dr. Janosik suggested that ACAP members consider meeting with Commissioners located in their geographical region or Commissioners who represent their sector and explain the benefits of joining SARA. ACAP members asked staff to send them the presentation on SARA presented to the Commission in 2014. Dr. Janosik answered that the presentation would be sent to ACAP shortly.

Dr. Janosik then thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 1:58pm.



**South Carolina
Commission on Higher Education**

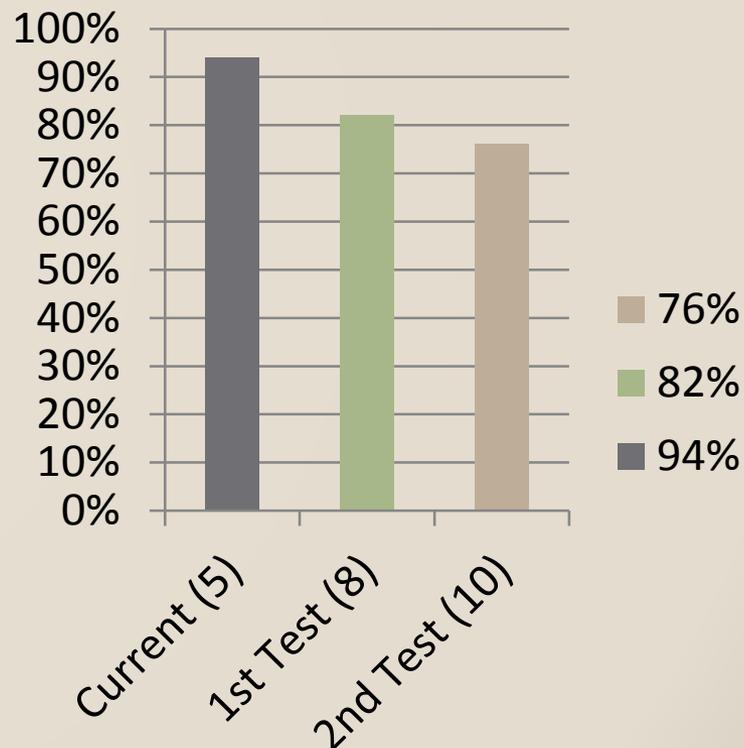
***Program Productivity Metrics for Public and Non-
public Institutions***

MaryAnn Janosik, Ph.D.
Director of Academic Affairs
February 12, 2015

Improve Monitoring and Assessment of Programs

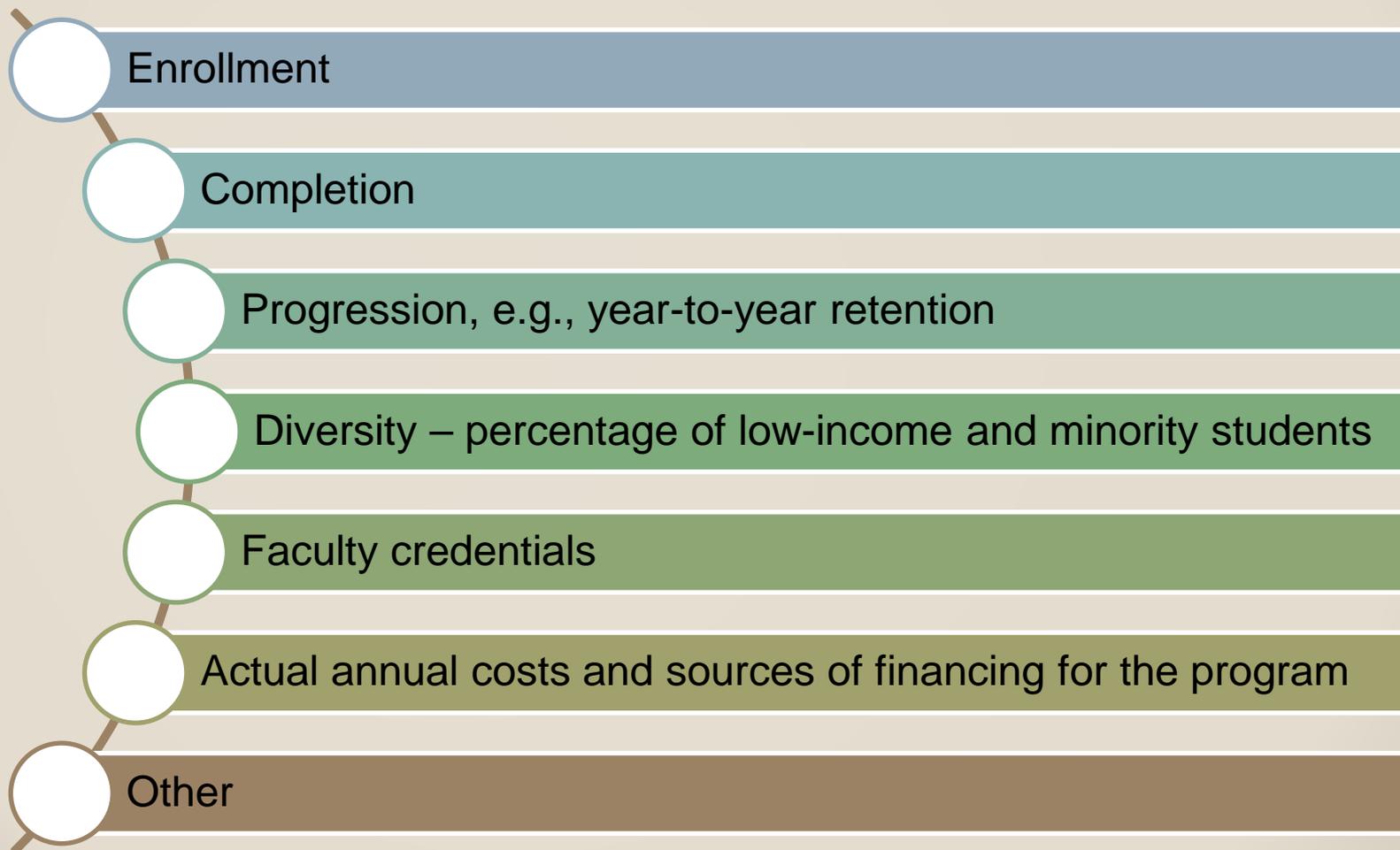
1. Biennial reports for Public Institutions; none for Licensed Institutions
2. Program Productivity test:
 - Satisfying *both* enrollment *and* completion
 - Raising the completion standard
3. Result: A *decrease* from 94% satisfaction to 82% and 76%

Program Productivity Test



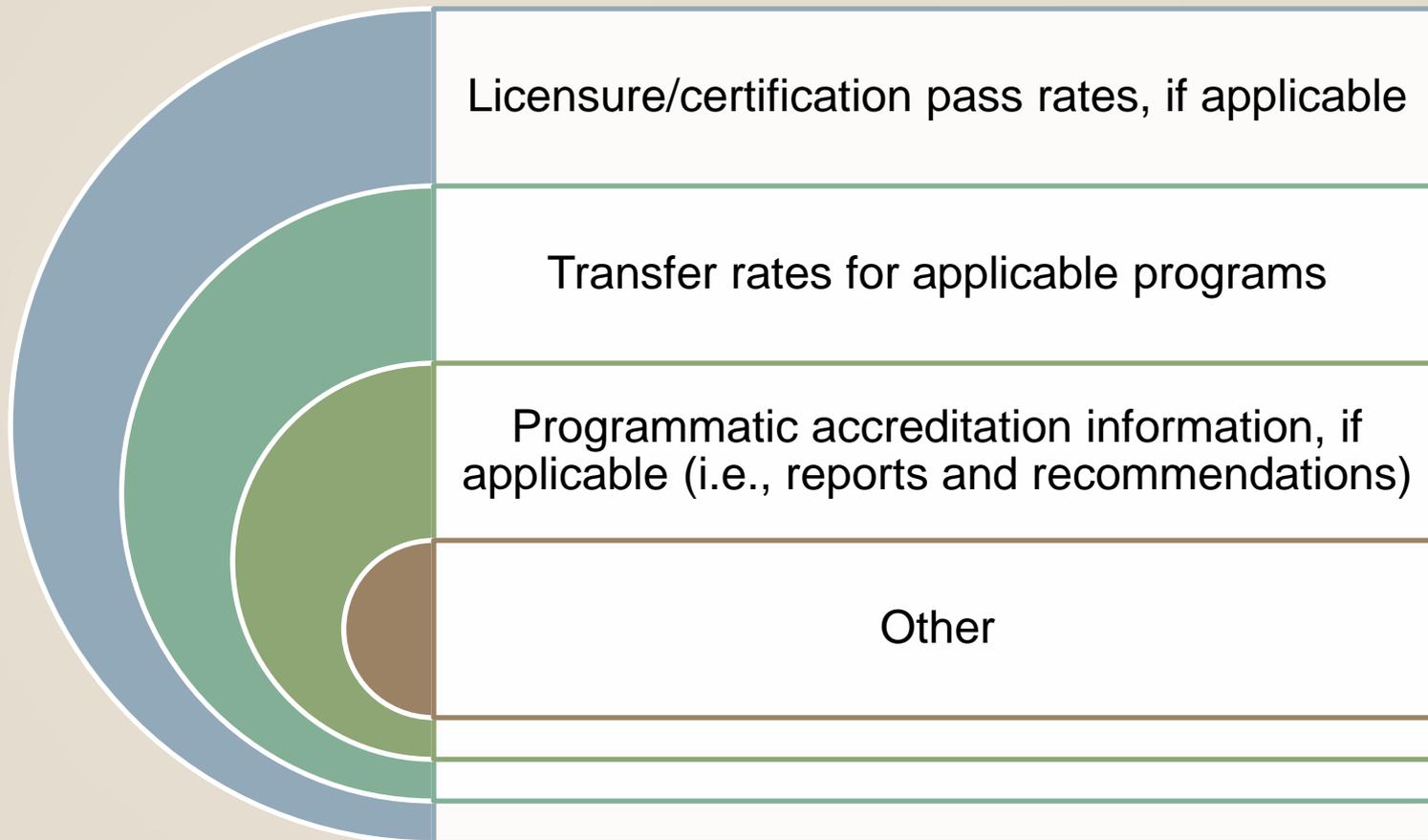
Criteria for Monitoring Program Productivity

(Suggested Criteria for All Academic Programs)



Criteria for Monitoring Program Productivity

(Suggested Criteria for Programs Requiring Licensure)



Criteria for Monitoring Program Productivity

(Other Possible Criteria/Data)

- Graduates' placement rates (data readily available?)
 - Graduate school matriculation
 - Workforce development related to discipline
 - Workforce development *not* related to the discipline
- At-risk degree completion rates (does institution have a system to ID these students?)
- Other