Introduction

In 2009, the South Carolina Higher Education Study Committee released Leveraging Higher Education for a Stronger South Carolina, a report which laid out a strategic vision for a postsecondary education system in South Carolina. The two primary findings of this report were:

- The state’s K-12 system was not preparing high school graduates to enter college, or the workforce, at a time when the high school diploma was becoming less relevant; and

- The K-12 and postsecondary systems were not aligned with the long-term workforce development needs of the state.

Progress since the 2009 report

South Carolina has made significant progress since 2009 in a number of key areas that were highlighted in the original report. However, much work remains.

Key Partner S.C. Agencies

- S.C. Commission on Higher Education
- S.C. Dept. of Commerce
- S.C. Dept. of Employment and Workforce
- S.C. Education Oversight Committee
- South Carolina Technical College System

South Carolina Talent Pipeline

This Public Agenda aligns with a report published by the S.C. Department of Employment and Workforce, which included the following recommendations:

- Use sector- and industry-focused approaches to build workforce
- Align public and private resources to address the talent needs of employers
- Develop talent pipeline to create a system to meet the needs of employers and job seekers

The Big Goal of this Public Agenda

This Public Agenda of the S.C. Commission on Higher Education is not just an agenda for higher education as it is traditionally thought of in South Carolina (a focus on 4-year and 2-year colleges), but also a recognition that the focus must be on post-secondary education – a system that connects the talent pipeline between the K-12 system and the workforce. This can mean traditional college for some, or certificate programs for others. For this reason, the stated goal in this document is that 60% of the adults in South Carolina will obtain a workforce-relevant credential – that is, a degree or certificate – by 2025.

What follows are some goals and initiatives that will move our state toward achieving this objective.

- Goals are metrics that the state needs to continuously measure because success in each of these will, ultimately, assist in achieving the 60% goal.
- Initiatives are strategies that, once implemented, will assist the state in improving performance on each goal metric and, ultimately, in moving closer to the 60% goal.

When other agencies have already adopted goals or initiatives that meet the state’s educational or workforce needs, this document adopts those initiatives, rather than distracting from efforts already underway.
### Key Successes

Before moving into the goals and initiatives that are the focus of this Public Agenda, it is important to recognize some of the progress that has been made since the 2009 *Leveraging Higher Education* report.

#### K-12
- The **Read to Succeed** (RtS) legislation has targeted efforts statewide on ensuring that schools and teachers focus on the ability of students to read at the appropriate grade level, with a goal of all students becoming proficient readers by the end of 3rd grade.
- Completion of the **Free Application for Federal Student Aid (FAFSA)** applications in S.C. has increased from 96,924 in Quarter 2 of AY 2016 to 100,144 in Quarter 2 of AY 2017, due to the development of programs like College Goal SC, College Application Month and College Decision Day.
- The **percentage of Advanced Placement (AP) exams with scores of 3 or higher** for S.C. public school students in 2016 was 57 percent. While this represents only a 1% increase over the last five years, the number of students taking the exam, as well as the number of exams taken, in S.C. public schools rose by nearly 9%.
- **Profile of the South Carolina Graduate**, which encourages rigorous standards in subject matters, while also promoting the need to develop “soft skills,” was endorsed by multiple state agencies including the the S.C. Council on Competitiveness, the S.C. Chamber of Commerce, the Education Oversight Committee, the S.C. Department of Education and the S.C. Commission on Higher Education, among others.

#### Post Secondary
- In 2009, the **Leveraging** report recommended expanding offerings for **college credit during high school**. The number of dual enrollment high school students taking college courses increased from 8,251 in the 2008-2009 school year to 12,778 in 2016-17 school year. Over this period AP and IB participation also rose 41%, allowing 25,841 students to graduate high school with college credits in 2016-17.
- The percentage of South Carolinians with an **Associate’s Degree or higher** increased from 32.9% in 2010 to 36.2% in 2015.
- The percentage of South Carolina adults with a **Bachelor’s Degree or higher** increased from 24.5% in 2010 to 26.8% in 2015.
- In 2012, South Carolina joined the **Work Ready Communities Initiative** and since then, all 46 of the state’s counties have been certified, with nearly 417,000 residents earning National Career Readiness Certificates.
- **Time to completion** pushes up the cost of higher education and so S.C. needs to narrow its focus to 4-year graduation rates. Over the past five years, the “on-time” graduation rate has increased from 40.5% to 43.7% at S.C.’s 4-year, public institutions and progress continues.

#### Workforce
- **Apprenticeship Carolina** is vastly increasing the number of programs available from 90 programs and 777 apprenticeships in 2007 (the program’s inception) to 918 programs and over 14,000 active apprenticeships today.
- The S.C. Department of Employment and Workforce has developed a **Vision for South Carolina’s Talent Pipeline report**, for the purpose of developing a talent development system that supports strong regional economies by aligning the resources of all relevant partners.
- Act 252 of 2016 established the S.C. Coordinating Council for Workforce Development to engage in discussions, collaboration, and information sharing concerning the state's ability to prepare and train workers to meet current and future workforce needs.
- The S.C. Department of Employment and Workforce completed an extensive data analysis to identify **targeted gap analyses** for each of the four regions of the state.
Challenges Remain

While there have been many successes since 2009, South Carolina still has a number of challenges remaining as it strives to produce a capable workforce to fill the economic needs of the state.

K-12

- National Assessment of Educational Progress (NAEP) scores remain essentially flat and continue to lag the nation in the core subject areas.
- The State still lags behind the regional and national average in the 4-year high school graduation rate.
- S.C. lacks a common definition of what measurements are required to evaluate whether or not a student is prepared for post secondary education.
- The numbers of teachers leaving the profession in South Carolina is expected to increase as more teachers retire in the coming years.
- Dual enrollment opportunities are not accessible to all high school students.

Post Secondary

- Lottery Scholarship retention continues to be low, with nearly half of LIFE recipients losing their scholarship during their freshmen year and only about a quarter of HOPE recipients retaining during their freshman year. Increasingly, funding for these scholarships is coming from General Funds, which crowds out funding for other areas.
- South Carolina ranks 9th in the nation for having exceptionally high average debt load of postsecondary graduates.
- Credits earned at any institution should transfer seamlessly for comparable courses throughout the state. This is key for adult learners who are increasingly mobile and likely to attend multiple institutions before completing study. South Carolina needs to enhance the transferability of courses so that higher education operates more as one system.
- Accordingly to a recent Chronicle of Higher Education analysis, South Carolina ranks second in the nation in cost of public higher education when measuring average tuition and fees as a percentage of average household income.

Workforce

- Workforce gap analysis continues to indicate that there is a skills deficit. There continues to be an oversupply of labor at the top half of the educational spectrum.
- South Carolina still needs to ensure that all partners fully understand and can utilize the demand-driven approach to career pathway development.
- Workforce development efforts continue to occur without the benefit of a P-20 longitudinal data system that would assist policymakers by identifying gaps in the state’s talent pipeline and areas where investments can be targeted for maximum benefits.
- S.C. needs to prepare detailed demand/supply gap analyses of target sectors in each of the regions, working specifically with the S.C. Department of Education, the South Carolina Technical College System and the education liaisons in commerce.
A New Paradigm – Focus on the “Talent Pipeline”

The benchmarks for most higher education systems revolve around graduation rates and number of degree holders. This Public Agenda outlines a slight shift away from that dated paradigm. States certainly need to have an educated population, but that definition no longer needs to include only degrees holders (Bachelor’s and Associate’s). In the 21st century, the focus has shifted to “educational attainment” – a broader success metric that includes any kind of post-secondary certification or credential that can be used to move into a career.

As the S.C. Department of Employment and Workforce study referenced in the introduction articulates, the state needs to begin to focus on how all of the state’s education and workforce development agencies – both state and local - need to work as one cohesive unit to produce a fully stocked and equipped workforce to continue the robust growth of the state’s economy. This Public Agenda refers to this as the “talent pipeline” (see next page). The pipeline begins with the K-12 sector, continues to the post-secondary sector and concludes with a career in the workforce. While there are many efforts undertaken by agencies at all points along the pipeline to improve the quality of supply exiting to the workforce, it is also important that these efforts work in concert with each other to ensure an effective, and efficient, use of the state’s resources. In developing this Public Agenda, CHE has worked with other partner agencies along the talent pipeline to produce a document defining a holistic approach to increasing the qualified supply of individuals exiting the talent pipeline into the workforce.

• From a K-12 perspective, CHE has worked with the S.C. Department of Education and the S.C. Education Oversight Committee to define goals and initiatives that promote not only high school graduation, but also college readiness. This will increase the likelihood of success once a student moves from high school into college.

• At the post-secondary level, CHE has worked with 4-year colleges, the South Carolina Technical College System and the 2-year colleges to define goals and initiatives that promote college affordability, 4-year graduation rates, transferability of courses and access to educational opportunities for all citizens – regardless of the region of the state in which they happen to live.

• In preparation for entry into the workforce, CHE has worked with the S.C. Department of Commerce, S.C. Department of Employment and Workforce and the S.C. Chamber of Commerce to define goals and metrics focusing on career readiness, offering and promoting academic programs in areas of economic need and the creation of a longitudinal data system to understand outcomes post-graduation, which assist policymakers in discovering gaps in the talent pipeline and making data-driven decisions.
South Carolina Talent Pipeline

**K-12**

- **Goal**
  - Increase the percentage of college ready students
  - Increase the high school graduation rate
  - Increase the number of dual enrollments
  - Increase FAFSA completions
  - Increase the number of schools and students participating in College Application Month

- **Initiative**
  - Define “College Readiness” Initiative

**Post-Secondary**

- **Goal**
  - Increase college affordability
  - Increase the 4-year on time graduations
  - Increase the lottery scholarship retention rate
  - Increase the number of SmartState® endowed chairs

- **Initiatives**
  - Course Transferability Initiative
  - Reduce Textbook Costs Initiative
  - SCCORE Initiative

**Workforce/Career**

- **Goal**
  - Increase career readiness
  - Align course offerings with economic needs
  - Increase active apprenticeships

- **Initiatives**
  - Longitudinal Data System Initiative
  - Career Pathways Initiative
Lumina 60% Goal

The Lumina Foundation has defined educational attainment as the percentage of adults, aged between 25-64, who hold workforce-relevant **certificates or degrees**. The credentials that qualify under this definition have transparent learning outcomes that lead to employment and additional education. This Public Agenda adopts the Lumina 60% goal for South Carolina to strive to attain.

- S.C. is already making progress towards reaching this goal, but lags behind the regional and national averages
- Attainment gaps linked to race and ethnicity must be addressed
- By 2025, 60% of Americans will need a college degree, workforce certificate, industry certification or other high-quality credential beyond high school
- To date, 40 other states have adopted attainment goals that meet the Lumina criteria for rigor and efficacy
- Of the 26 states that increased their attainment every year between 2011 and 2015, 21 have a specific attainment goal

### Educational Attainment 2015

<table>
<thead>
<tr>
<th>National Average</th>
<th>SREB</th>
<th>South Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.5%</td>
<td>42.8%</td>
<td>41.8%</td>
</tr>
</tbody>
</table>

### South Carolina Educational Attainment

```plaintext
Source: Lumina Foundation
```

**Key Metric: Percentage of Working Age Population with Workforce- Relevant Certificates and Degrees**

- **2020**: 48%
- **2025**: 54%
- **2030**: 60%
Increasing Educational Attainment – Bachelor’s or Higher Goal

A major goal from the 2009 Leveraging report was that 30% of the S.C. population would have a Bachelor’s degree or higher by 2030:

- S.C. has made progress in the percentage of the population with a Bachelor’s degree or higher since 2009
- Progress must continue in this area to close the gap between South Carolina and both regional and national averages
- Increasing the percentage of the population with a Bachelor’s degree or higher will assist in meeting the State’s 60% goal

**Key Metric: Percentage of Working Age Population with Bachelor’s Degree or Higher**

- 2020: 31%
- 2025: 33%
- 2030: 35%

Source: American Community Survey
Increasing Educational Attainment – Associate’s Degree or Higher Goal

- This serves as recognition that a Bachelor’s degree is not required by all individuals to successfully obtain employment.
- While South Carolina has made progress in the percentage of the population with an Associate’s degree or higher since 2009, and exceeds the Southeastern average, it still lags behind the national average.
- Progress must continue in this area.
- Increasing the percentage of the population with an Associate’s degree or higher will assist in meeting the State’s 60% goal.

Key Metric: Percentage of Working Age Population with an Associate’s Degree or Higher

<table>
<thead>
<tr>
<th>Year</th>
<th>National Average</th>
<th>SREB</th>
<th>South Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>31.6%</td>
<td>34.8%</td>
<td>36.2%</td>
</tr>
<tr>
<td>2011</td>
<td>32.2%</td>
<td>35.9%</td>
<td>36.2%</td>
</tr>
<tr>
<td>2012</td>
<td>33.0%</td>
<td>36.7%</td>
<td>37.3%</td>
</tr>
<tr>
<td>2013</td>
<td>33.5%</td>
<td>35.0%</td>
<td>36.9%</td>
</tr>
<tr>
<td>2014</td>
<td>33.2%</td>
<td>34.0%</td>
<td>36.2%</td>
</tr>
<tr>
<td>2015</td>
<td>34.8%</td>
<td>34.8%</td>
<td>38.4%</td>
</tr>
</tbody>
</table>

Source: American Community Survey
Define “College Readiness” Initiative

Goal: To implement a common definition to determine the percentage of South Carolina students graduating from high school who are “college ready”

- South Carolina is a leader in developing uniform requirements for admission to its public 4-year colleges, being one of just 13 states with statewide standards in place; however, this policy only includes high school coursework as a measure for admission to college
- The state must also track how well high school students perform in these courses
- Performing well in certain high school coursework, on standardized tests and other criteria can serve as an indicator of successful performance in college
- For each high school, the new report cards that will be issued in the fall of 2018 (if approved by USDE and EOC), will measure the percentage of students in the 2018 graduating class who are college-ready, career-ready and both college- and career-ready

Beginning in the spring of 2018, high school graduates will be deemed “college ready” if the student meets at least one of the following metrics:

- Scores a 20 or higher on the ACT composite
- Scores a 1020 or higher on the SAT composite
- Scores a 3 or higher on an Advanced Placement (AP) exam
- Scores a 4 or higher on an International Baccalaureate (IB) assessment OR
- Completes at least six (6) credit hours in dual enrollment/credit courses with a grade of C or higher
Goal: Increase percent of South Carolina high school graduates that are “college ready”

- Scores a composite score of 20 or higher on the ACT composite
- Scores a composite score of 1020 or higher on the SAT composite
- Scores a 3 or higher on an Advanced Placement (AP) exam
- Scores a 4 or higher on an International Baccalaureate (IB) assessment OR
- Completes at least six (6) credit hours in dual enrollment/credit courses with a grade of C or higher.

Source: S.C. Dept. of Education (2016)

Source: 2016 ACT SC Profile Report

Source: EOC
Increase High School Graduation Rate Goal

Goal: Increase percentage of South Carolina high school students that graduate

- Over the last six years, South Carolina has seen its high school graduation rate steadily increase.
- While it has closed the gap on the regional and national averages, it still lags in both measures.
- This goal, for South Carolina to have a 90% high school graduation rate by 2030, aligns with the goal set by the S.C. Chamber of Commerce.

Key Metric: Percentage of High School Students Who Graduate

2020 85%
2025 88%
2030 90%

Source: U.S. Department of Education
Increase Dual Enrollments Goal

Dual enrollment plays a role in college completion because it allows students to earn college credit by taking college courses while still in high school. Recent research shows that taking these courses in high school can shorten time-to-degree and reduce students’ college costs. Benefits include:

- Students are better academically prepared for college
- Academic advice and counselling
- Reduced college cost of attendance by earning college credits while still in high school
- Pathways to further studies
- Providing a teaching foundation for STEM and alignment with workforce needs

Key Metric: Percentage of High School Students Dually Enrolled in College Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>1%</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: SREB data
Increase FAFSA Completions Goal

Completing the Free Application for Federal Student Aid (FAFSA) is a strong incentive that leads high school students – particularly potential first generation college students – to believe that they can attend college. Federal Student Aid programs that provide grants, loans and work-study funds to students attending college or career school make college more affordable.

- Increasing FAFSA completion helps many students clear a hurdle and begin considering attending college
- Completing the FAFSA allows more individuals the opportunity to receive Federal Student Aid and reduces the costs of attending college
- FAFSA completers have a positive effect on attendance, particularly at public 4-year institutions
- CHE staff works to ensure the number South Carolina students completing the FAFSA each year exceeds the national average percentage increase of student FAFSA completion each year

Source: American College application data
http://www.acenet.edu/news-room/Pages/ACAC-Evaluation-and-Success.aspx
College Application Month Goal

College Application Month (CAM) provides a forum for South Carolina high school seniors to complete and file college applications with the goal of encouraging participating high schools to include activities for all students, including freshmen, sophomores, juniors and seniors who have already applied to college.

- Since its inception in 2009, the number of participating high schools has grown from 12 to 223 in 2016
- College Application Month features a partnership with the Carolina Association for Collegiate Registrars and Admissions Officers (CACRAO), where college representatives work directly with high schools to staff their CAM events
- College Application Month is exploring how to incorporate additional independent high schools, virtual schools, charter schools and home schools into the CAM program

Participating High Schools

- National Average: 116
- SREB: 173
- South Carolina: 223

College Application Month Participation S.C. 2009-2016

- Total # of Participating High Schools
- Total # of high school seniors reported by site coordinators

Key Metric: Number of South Carolina High Schools Holding College Application Month Events

- 2020: 250
- 2025: 295
- 2030: 340

Source: Institutional data self-reported to CHE
Transferability of Courses Initiative

Goal: Increase access and reduce cost of a baccalaureate degree by facilitating the transfer of courses

- Much progress has been made in allowing courses to transfer between public colleges and universities in South Carolina, but work remains.
- CHE Transfer Policies:
  - 86 courses transfer among and between public institutions
  - Advanced Placement (AP) credit for scores of 3 or higher on the AP exam (consistent with §59-29-190)
  - International Baccalaureate (IB) credit for scores of 4 or higher on the higher-level IB course exam
- The South Carolina Transfer and Articulation Center (SC TRAC) serves as the state’s primary tool for transfer - students can search for course equivalencies and transfer agreements and determine how courses transfer to a specific program of study.

Course Equivalencies Between S.C. Public Institutions as Reported on SC TRAC

- Gaps and Deficiencies:
  - Statewide Articulation Agreement = general education courses guaranteed to transfer, but they may not count toward a degree
  - No common statewide general education core or course numbering system
  - Some majors are not transfer-friendly (e.g., nursing, engineering, education, etc.)
- Goal:
  - Develop a policy to ensure credit recognition for a general education core for all public institutions satisfying degree requirements (not elective credit only) for all courses taught by qualified faculty at SACSCOC accredited institutions
A recent report in The Chronicle of Higher Education placed South Carolina as the second most expensive state in the nation for students attending a public college or university, as measured by tuition and fees as a percentage of a family's income. When developing metrics to measure success in higher education, the ability of the state's average citizen to afford the education must be considered. Different strategies to impact affordability are:

- Improve cost effectiveness and productivity
- Create incentives for meeting performance targets that are rewarded with additional funding
- Colleges share information on operational and financial best practices
- Encourage participation in dual enrollment courses

### Key Metric: Tuition and Fees as a Percentage of Family Income

- **2020**: 17%
- **2025**: 15%
- **2030**: 13%

Source: The Chronicle of Higher Education
SCCORE Initiative

South Carolina must innovate ways to increase access and affordability. According to The Chronicle of Higher Education, public higher education in S.C. is the second most unaffordable in the country. For 2017-18, in-state cost of attendance for 4-year institutions now ranges from $27,000 to nearly $30,500 – for ONE YEAR. Additionally, in certain regions of the state, access to dual enrollment courses is not as prevalent as in other regions.

- Over 30,000 South Carolinians are taking online courses at colleges outside South Carolina
- Proposal would provide core courses taught by South Carolina institutions in a distance education format
- Proposed cost is $175 per credit hour, inclusive of books and materials
- Benefits include increases in student recruitment (adults and high school/dual enrollment), an increase in retention and 4-year graduation rate and an increase in Lottery Scholarship retention
- Target populations:
  - High school students (dual enrollments)
  - Adults
  - Rural students
- Partners: Colleges, School Districts, Department of Commerce, Education Oversight Committee, Department of Education, Department of Employment and Workforce, Workforce Boards, etc.

<table>
<thead>
<tr>
<th>Measure</th>
<th>SCCORE</th>
<th>4-year (cost of attendance)</th>
<th>Savings with SCCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single course (3 credit hours)</td>
<td>$525</td>
<td>$1,443 (tuition)</td>
<td>$918</td>
</tr>
<tr>
<td>Single semester (5 courses)</td>
<td>$2,625</td>
<td>$12,846</td>
<td>$10,221</td>
</tr>
<tr>
<td>Single year</td>
<td>$5,250</td>
<td>$25,692</td>
<td>$20,442</td>
</tr>
<tr>
<td>Two years</td>
<td>$10,500</td>
<td>$51,385</td>
<td>$40,885</td>
</tr>
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</table>

Case Study: Georgia eCore enrollment over time
4-Year Graduation Rate Goal

**Goal:** Achieve statewide 50% graduation rate for 4-year institutions

- Focus needs to shift from 6-year to 4-year graduation rate
- With cost of tuition continuing to rise, the savings that students realize by spending as little time as possible as an undergraduate student can be significant
- Higher 4-year graduation rates benefit institutions in rankings that parents and students consider when choosing a college
- Encouraging students to take dual enrollment classes while still in high school and summer classes while in college can assist in increasing 4-year graduation rates

### 2014 Survey Graduations (2008 Cohort)

<table>
<thead>
<tr>
<th>State</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>South Carolina</td>
<td>27%</td>
<td>29%</td>
<td>30%</td>
<td>31%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>National Average</td>
<td>31%</td>
<td>31%</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
<td>34%</td>
</tr>
</tbody>
</table>

### Graduation Rate at Selected South Carolina Institutions (By Freshman Year)

- SC 4-Year Institution
- Clemson University
- College of Charleston
- U.S.C. - Columbia

**Key Metric:** Increase 4-year College Graduation Rate

- **2020:** 46%
- **2025:** 48%
- **2030:** 50%
Statewide Use of Open (Free, Online) Education Resources (OER) Initiative

**Goal:** Reduce the average cost of textbooks for S.C. students enrolled in post-secondary education

- The cost of textbooks has increased at a rate higher than the cost of tuition and fees and is negatively affecting student access, success, and completion.
- It is not uncommon for student textbooks to be as much as $300.
- South Carolina can learn from successful programs in other states:
  - A program in Florida, The Orange Grove – Florida’s Open Educational Resource Repository, offers free educational resources for state and community colleges, vocational education and universities.
  - Tidewater Community College in Norfolk, Virginia, offers textbook-free degrees and estimates students save as much as 25% on the cost of their education.
  - OpenStax resources during the 2016-17 academic year:
    - More than one million students at 3,800 institutions nationwide used OpenStax resources.
    - Those learners saved more than $70 million total; on average, students using OpenStax materials saved $98.57 per course.
  - Georgia eCore uses Open Education Resources so there is no cost for textbooks; eCore has reduced tuition twice (in 2013 and 2017) due to cost savings.

![Consumer Price Indexes for College Tuition and Fees and Textbooks](chart1.png)

Source: U.S. Bureau of Labor Statistics (BLS)

![Textbook Cost Impact on Students](chart2.png)

Source: Florida Virtual Campus. 2016 Student Textbook and Course Materials Survey)
Increasing Lottery Scholarship Recipients’ Retention Rate Goal

**Goal:** Increase retention rate of lottery scholarships holders

- Loss of scholarship means increased costs to student/family
- Can mean the difference in staying in school or dropping out
- Also means loss of funds to institution
- Need to review policies/procedures/requirements for retention of scholarships
- Loss of scholarships means unproductive investment of state funds

### Retention Rate (Over Previous Year) of South Carolina Scholarship Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Palmetto Fellows</th>
<th>LIFE (@ 4-Year)</th>
<th>HOPE</th>
<th>Need-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1,593</td>
<td>4,807</td>
<td>3,478</td>
<td>2,183</td>
</tr>
<tr>
<td>2011</td>
<td>1,370</td>
<td>4,507</td>
<td>3,363</td>
<td>2,085</td>
</tr>
<tr>
<td>2012</td>
<td>1,240</td>
<td>4,227</td>
<td>3,270</td>
<td>1,980</td>
</tr>
<tr>
<td>2013</td>
<td>1,109</td>
<td>4,031</td>
<td>3,200</td>
<td>1,880</td>
</tr>
<tr>
<td>2014</td>
<td>999</td>
<td>3,872</td>
<td>3,080</td>
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</tr>
<tr>
<td>2015</td>
<td>899</td>
<td>3,709</td>
<td>3,030</td>
<td>1,696</td>
</tr>
<tr>
<td>2016</td>
<td>805</td>
<td>3,547</td>
<td>2,935</td>
<td>1,610</td>
</tr>
</tbody>
</table>

### Key Metric: Increase HOPE Scholarship Retention Rate

- **2020:** 30%
- **2025:** 35%
- **2030:** 40%

Source: CHEMIS Data as of 8-14-17
Source: Self-reported by institutions to CHE
The SmartState® Program is an industry-focused research program developed to fuel South Carolina’s knowledge economy across six clusters. The primary mission of the SmartState® Program is to elevate the state’s knowledge economy by generating high-skilled, high-wage jobs in South Carolina.

- Economic impact estimated to be $1.4b in 2011 and increasing to $2.4b in 2016
- Growing labor income from $615m in 2014 to $669m in 2016
- Increasing non-state investment from $158m in 2009 to $2.4b in 2016
- High-wage job creation, with 4,717 jobs in 2009 with salaries averaging $63k to 12,483 jobs in 2016 with salaries averaging $71k
- Corporate startups and relocations numbering 28 in 2009 and 68 in 2017
- Increasing endowed chairs from 34 in 2009 to 68 in 2017

Cumulative Non-State Funding

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding (Cumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>455,334,980</td>
</tr>
<tr>
<td>2014</td>
<td>580,207,856</td>
</tr>
<tr>
<td>2015</td>
<td>635,867,858</td>
</tr>
<tr>
<td>2016</td>
<td>664,656,625</td>
</tr>
</tbody>
</table>

Source: SmartState® program data

Key metric: Number of Endowed Chairs Funded through SmartState®

- 2020: 74
- 2025: 80
- 2030: 85
Alignment of Education Offerings with Needs of Economy Initiative

62% of jobs in South Carolina in 2020 will require postsecondary education; those lacking will have a lower income and employment rate. More than half of future manufacturing jobs will remain unfilled in the near future due to specific skills shortages. The following objectives will be pursued to address the needs of the future job market:

- Ensure that course offerings are available at South Carolina colleges and universities that align with the needs of the workforce and economy
- Connect adults to education and training opportunities that fit their needs and/or career goals
- Identify or create financial and career pathways to education and training goals
- Strengthen higher education services to enhance workforce development and provide the supply of workers that the economy needs
- Provide academic and career advising to citizens on which courses, degrees or certificate programs are needed to obtain the career they are pursuing

Key Metric: Increase Percentages of Graduates in STEM and Health Majors

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Source: U.S. Bureau of Labor Statistics
BMW, Boeing, Mercedes Benz, Michelin and Volvo are examples of leading global manufacturers recently recruited to South Carolina. The productivity standards of these companies bring great demand for "homegrown" skilled South Carolina labor. The state needs to ensure business and industry representatives that the emerging and existing workforce is equipped with the necessary skills for initial employment and advancement.

H. 3220, passed in May 2017, reestablishes the South Carolina Education and Economic Development Coordinating Council which is expected to focus on the development and implementation of career pathways in the state’s public schools.

The Career Pathways initiative, a partnership between the S.C. Department of Employment and Workforce and the S.C. Commission on Higher Education will:

- Improve career readiness by offering a series of stackable credits and credentials, combined with support services.
- Will provide students and job seekers with the knowledge and skills required to advance their education and become employed in high-demand occupations.
- Developing an inventory of existing and relevant education, training and workforce programs is the first step to addressing challenges related to career readiness, and ultimately increasing employment.
- Current South Carolina population in need of Career Pathways Intervention → 93,000

Key Metric: Percentage of “In Need” S.C. Residents (93,000) Using Career Pathways

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
</tr>
</tbody>
</table>


2016 Number of People in Need of CP Intervention

- National Average
- SREB
- South Carolina


National Average: 4.9% South Carolina: 4.8%
Develop Statewide P-20 Longitudinal Data System Initiative

A State Longitudinal Data System (SLDS) will link information on a student from K-12 through higher education and into the workforce.

- South Carolina is one of only two states in the southeast region that does not have a SLDS
- An operational SLDS can help determine outcome measures such as:
  - Percent of high school students gainfully employed five and 10 years post-graduation
  - Percent of students graduating from public high schools who enter postsecondary education without the need for remediation
  - Average earnings for post-secondary graduates, by degree level and major
  - Assist the state in alignment of college and certificate course offerings with the needs of the economy

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**2016**
- Act 252 (2016) establishes the Coordinating Council for Workforce Development (CCWD)
- Commerce engages the Center for Regional Economic Competiveness to understand best practices in data sharing

**2017**
- Data sharing subcommittee and data governance task forces established
- Subcommittees research SLDS best practices for data governance
- Subcommittees begin drafting proposed legislation for RFA and data governance
- RFA begins initial meetings to respond to data needs of the Education Oversight Committee (EOC)

**2017-onward**
- Third Council meeting to be held
- Council to review and approve draft data sharing legislation
- Data from Education Oversight Committee to be collected and analyzed
Increasing Businesses Offering Apprenticeships Goal

**GOAL:** SC will increase the number of apprenticeship programs to 2,000 and the number of apprentices to 20,000 by the year 2020.

- Substantial progress has been made in increasing apprenticeships in our state through Apprenticeship Carolina, a program of the SC Technical College System. Since the program’s inception in 2007, the number of programs has increased ten-fold from 90 to 918 registered programs. The total number of apprentices served in the state is over 26,000 from a mere 777 in 2007. Currently, there are 14,475 active apprentices in South Carolina.

State policies according to Apprenticeship Carolina include:

- **Tax credits** – Eligible businesses can receive a tax credit of $1,000 for each registered apprentice.
- **Workforce Investment Area Funding** – Some costs associated with registered apprenticeships, including instruction, training, and wages, may be covered for apprentices meeting local Workforce Investment Area (WIA) eligibility requirements.
- **Lottery Tuition Assistance (LTA)** may be available for eligible apprentices enrolled in a degree, diploma or certificate program at a technical college.

It is important to note that USDOL operates on a different fiscal year and the numbers shown in the chart to the right do not reflect any apprentices added from October 1, 2016 to June 30, 2016.

**Key Metric: Businesses Offering Apprenticeships/Apprentices**

<table>
<thead>
<tr>
<th>Year</th>
<th>2016 Active Apprentices by State</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Number</td>
</tr>
<tr>
<td>California</td>
<td>17,142</td>
</tr>
<tr>
<td>Virginia</td>
<td>16,237</td>
</tr>
<tr>
<td>New York</td>
<td>16,124</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>14,510</td>
</tr>
<tr>
<td>Texas</td>
<td>14,097</td>
</tr>
<tr>
<td>Illinois</td>
<td>13,754</td>
</tr>
<tr>
<td>Michigan</td>
<td>13,753</td>
</tr>
<tr>
<td>Washington</td>
<td>13,682</td>
</tr>
<tr>
<td>Indiana</td>
<td>12,406</td>
</tr>
<tr>
<td>Maryland</td>
<td>11,843</td>
</tr>
<tr>
<td>Minnesota</td>
<td>11,656</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>10,456</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>10,078</td>
</tr>
<tr>
<td>Missouri</td>
<td>9,832</td>
</tr>
<tr>
<td>Florida</td>
<td>9,558</td>
</tr>
<tr>
<td>Hawaii</td>
<td>8,668</td>
</tr>
<tr>
<td>Oregon</td>
<td>7,876</td>
</tr>
<tr>
<td>District of Colombia</td>
<td>7,541</td>
</tr>
<tr>
<td>Iowa</td>
<td>7,121</td>
</tr>
<tr>
<td>Nebraska</td>
<td>6,498</td>
</tr>
<tr>
<td>Georgia</td>
<td>6,393</td>
</tr>
<tr>
<td>SREB Average</td>
<td>6,245</td>
</tr>
<tr>
<td>New Jersey</td>
<td>6,235</td>
</tr>
<tr>
<td>Connecticut</td>
<td>5,856</td>
</tr>
<tr>
<td>Tennessee</td>
<td>5,466</td>
</tr>
<tr>
<td>West Virginia</td>
<td>5,413</td>
</tr>
<tr>
<td>South Carolina</td>
<td>5,297</td>
</tr>
<tr>
<td>Colorado</td>
<td>5,173</td>
</tr>
<tr>
<td>North Carolina</td>
<td>4,781</td>
</tr>
<tr>
<td>Arkansas</td>
<td>4,294</td>
</tr>
<tr>
<td>Alabama</td>
<td>4,225</td>
</tr>
<tr>
<td>Louisiana</td>
<td>3,396</td>
</tr>
<tr>
<td>Kentucky</td>
<td>3,310</td>
</tr>
<tr>
<td>New Mexico</td>
<td>3,070</td>
</tr>
<tr>
<td>Kansas</td>
<td>2,920</td>
</tr>
<tr>
<td>Utah</td>
<td>2,887</td>
</tr>
<tr>
<td>Arizona</td>
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<td>Nevada</td>
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<tr>
<td>New Hampshire</td>
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<td>Alaska</td>
<td>1,949</td>
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<td>Mississippi</td>
<td>1,943</td>
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<tr>
<td>Oklahoma</td>
<td>1,688</td>
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<tr>
<td>Rhode Island</td>
<td>1,536</td>
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<tr>
<td>Montana</td>
<td>1,461</td>
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<tr>
<td>Delaware</td>
<td>1,141</td>
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<tr>
<td>Vermont</td>
<td>1,133</td>
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<tr>
<td>North Dakota</td>
<td>1,108</td>
</tr>
<tr>
<td>Idaho</td>
<td>861</td>
</tr>
<tr>
<td>Guam</td>
<td>861</td>
</tr>
<tr>
<td>South Dakota</td>
<td>635</td>
</tr>
<tr>
<td>Maine</td>
<td>578</td>
</tr>
<tr>
<td>Wyoming</td>
<td>339</td>
</tr>
<tr>
<td>US Average</td>
<td>7,163</td>
</tr>
</tbody>
</table>

**2020**

<table>
<thead>
<tr>
<th>Year</th>
<th>Businesses/Apprentices</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>2,000 Businesses/20,000 Apprentices</td>
</tr>
</tbody>
</table>

Source: U.S. Dept. of Labor
Youth Apprenticeship Initiative

The SC Technical College’s System’s Youth Apprenticeship Program through Apprenticeship Carolina combines classroom education with on-the-job training and wage progression to ensure a well-educated, well-trained workforce for South Carolina’s businesses. This program benefits both employers and apprentices. High school students have the unique opportunity to earn a paycheck while they learn critical business skills. Apprenticeship Carolina began a concerted effort to increase youth apprenticeship in 2012. Since that time, the number of programs has increased from 1 to 179, with a program located in 35 of South Carolina’s 46 counties.

- Employers can:
  - Create crucial recruitment pipelines
  - Decrease costly turnover
  - Influence, mold and shape potential future employees
  - Qualify for a South Carolina tax credit for each apprentice

- High school apprentices can:
  - Bring in a paycheck while they learn
  - Enhance their employability by obtaining critical sought-after work skills
  - Strengthen their academic skills and in turn their academic success
  - High school completion is a requirement of the program

Source: South Carolina Technical College System
As mentioned at the beginning of this document, the **main intent of this Public Agenda** is to set a big goal –

**60% of South Carolinians, aged between 25-64, will hold workforce-relevant certificates or degrees**

which will lead to employment and additional education

Additionally, this document sets forth a **series of goals** that the state should periodically track to determine progress toward the 60% goal. The **CHE will create a dashboard to assist the state in tracking performance** on these goals. Finally, a small set of proposed initiatives are included that will assist in accelerating the state closer to meeting this objective

**Now the real work begins**

A Public Agenda is just a series of ideas until these **ideas are developed and implemented**. To do this will take a **collaborative effort** involving numerous, public and private stakeholders. The CHE looks forward to helping to lead this effort and ensure that **South Carolina’s talent pipeline** produces a sufficient number of citizens to fill careers relevant to the state’s economy.