

MINUTES OF MEETING  
OF  
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION  
May 6, 1993  
10:30 a.m.

MEMBERS PRESENT

Dr. D. Glenburn Askins, Jr., Chairman  
Mr. Robert C. Gallagher  
Mr. R. Austin Gilbert, Jr.  
Mr. Kenneth E. Goad  
Mr. Marvin C. Jones  
Ms. Reba Anne Kinon  
Mr. Lewis Phillips  
Dr. Raymond C. Ramage  
Mr. Joseph J. Turner, Jr.  
Ms. Mildred R. Williams

MEMBERS ABSENT

Mr. Fred L. Day  
Ms. Elaine Freeman  
Mr. Roger E. Henderson  
Mr. Henry D. McMaster  
Mr. Edward T. McMullen, Jr.  
Mr. Edwin E. Tolbert, Sr.  
Mr. William J. Whitener

STAFF

Mr. Todd E. Barnette  
Dr. Jeanette A. Deas  
Ms. Renea H. Eshleman  
Mr. Charles D. FitzSimons  
Mr. Ivan F. Guinn  
Mr. Douglas I. Holleman  
Dr. R. Lynn Kelley  
Mr. John J. Krause  
Mr. Alan S. Krech  
Dr. Harry G. Matthews  
Dr. Gail M. Morrison  
Mr. Joseph V. Pendergrass  
Dr. Mike Raley  
Dr. Marilyn M. Scannell  
Mr. Fred R. Sheheen  
Mr. John E. Smalls  
Ms. Janet K. Stewart  
Ms. Edna Strange  
Dr. John C. Sutusky  
Ms. Gaylon Syrett  
Dr. Aileen C. Trainer  
Ms. Julia E. Wells  
Dr. Karen A. Woodfaulk

GUESTS

Ms. Barbara Anderson  
Dr. Wayne Bennett  
Mr. Arthur M. Bjontegard  
Dr. Diane Brandstadter  
Dr. Walter Childs, III  
Mr. Nathan Crystal  
Dr. Nancy Dunlap  
Ms. Katherine Fanning  
Mr. David Fleming  
Mr. Micahel Gorman  
Dr. Joseph E. Heyward  
Dr. Vermelle J. Johnson  
Mr. David Larson  
Dr. Valdis Lumans  
Dr. Albert M. Lyles  
Dr. George J. Michel  
Dr. Robert Miles  
Dr. Diane S. Monteith  
Dr. Dennis Nielsen  
Dr. Richard Predmore  
Dr. James R. Quinn  
Dr. Frank Raymond  
Dr. George M. Reeves  
Dr. Isalah Reid  
Dr. Earline M. Simms  
Dr. Jacqueline M. Skubal  
Dr. Donald Small  
Ms. Lindy Smith  
Dr. DeWitt Stone  
Dr. Marcia Welch

MEMBERS OF THE PRESS

Mr. Bryant Heyward  
Mr. Bill Robinson

For the record, notification of the meeting was made to the media as required by the Freedom of Information Act.

Dr. Askins announced that Dr. Deas has been named to a new position at the Medical University of South Carolina. He expressed gratitude for her good work at the Commission and enthusiasm for working with her in the future in her new capacity.

1. Approval of Minutes of Meeting of April 1, 1993

Mr. Guinn stated that in 3.01 a., second paragraph, the word Commission should be changed to staff. It was moved (Turner) and seconded (Ramage) that the minutes of the meeting of April 1, 1993 be approved as amended.

2. Committee Reports

3.01 Report of Executive Committee

Dr. Askins reported on the following matters:

a. **Consideration of Amendment of License, Nova University to Add MBA and MS/HRM at Additional Site, Westinghouse Savannah River Company, Aiken, SC**

Nova University has been licensed to operate in South Carolina since 1984. Nova has requested an amendment to permit a Master's degree in Business Administration (MBA) and a Master of Science degree in Human Resource Management (MS/HRM). The proposed programs will be available to Westinghouse Savannah River Company employees.

The Committee recommended that Nova University's license be amended to add the Master's degree in Business Administration (MBA) and a Master of Science Degree in Human Resource Management (MS/HRM) at Westinghouse Savannah River Company.

It was moved (Turner), seconded (Jones), and voted that the recommendation of the Committee be approved.

b. **Consideration of License Renewal, Columbia Junior College**

Columbia Junior College has requested renewal of a regular five-year license. The College was accredited by ACICS through December 31, 1993. Pending regulations governing nonpublic postsecondary institutions do not provide for licensure based upon accreditation.

The Committee recommended that Columbia Junior College's license be renewed for five years, subject to: 1) continued accreditation, 2) compliance with the

pending regulations when they become effective, and 3) annual reporting as required by the Commission.

It was moved (Turner), seconded (Kinon), and voted that the recommendation of the Committee be approved.

c. **Interaction of the Conference of South Carolina University Faculty Chairs with the Commission on Higher Education**

The Conference of South Carolina University Faculty Chairs' Liaison Committee will provide ongoing faculty communication and interaction with the Commission on Higher Education. The members of the Liaison Committee will be elected from the Conference of South Carolina University Faculty Chairs, with one member drawn from each of the following kinds of institutions: a University of South Carolina two-year campus, a University of South Carolina four-year campus, a non-system four-year institution, and a research university. Each member will receive the agendas of each of the Commission's Standing Committees and the agendas for Commission meetings and will have the privilege of the floor to address the Standing Committees and the Commission.

The Committee recommended that the statement of the "Interaction of the Conference of South Carolina University Faculty Chairs with the Commission on Higher Education" be approved.

It was moved (Turner), seconded (Goad), and voted that the recommendation of the Committee be approved.

3.02 **Report of Committee on Academic Affairs**

In the absence of Mr. Whitener, chairman of the Committee on Academic Affairs, Ms. Williams reported on the following matters:

a.(1) **Deferment of Consideration of New Program Proposals**

Critical to the higher education community is whether the General Assembly will restore the prospective \$30 million reduction in funding contained in the House version of the Appropriations Bill. That matter is under discussion in the Senate, with the realization that such a reduction would cause considerable damage to higher education. At the same time, the demand for expanded delivery of existing programs to new sites, for cooperative and collaborative programs to meet regional needs, and for limited development of new programs continues as public institutions strive to meet needs.

With the current deliberations underway in the General Assembly, it does not seem prudent to move forward with program approvals in keeping with the Commission's customary

procedures until resources available to higher education for FY 1993-94 is decided.

After consultation with institutional representatives and with their unanimous concurrence, the Committee on Academic Affairs recommended that the Commission defer consideration of the proposed new programs (Agenda Item 3.02a) until the availability of resources for FY 1993-94 is clearly established with the exception of Agenda Item 3.02.19, a program leading to the M.S.W. degree in Social Work, to be offered by USC-Columbia in Kang Nam, Korea, which will be paid for in its entirety by the foreign host.)

The presidents of the institutions will be requested to review the implementation dates of the programs during the interim and adjust implementation dates consistent with financial resources available.

It was moved (Williams), seconded (Goad), and voted that the recommendation of the Committee be approved.

a.(2)      **M.S.W., Master of Social Work, USC-Columbia in Kang Nam, Korea**

USC-Columbia requests approval to offer a pilot program leading to the Master of Social Work degree at Kang Nam University in Kang Nam, Korea, to be implemented in May 1993 and to be offered for two and one-half years. There are no part-time graduate programs similar to the proposed program in Korea. The program will be paid for in its entirety by the Kang Nam University.

The Committee recommended that the proposed two and one-half year pilot program leading to the M.S.W. degree be approved for implementation in May 1993, provided that:

- 1) no "unique cost" or other special State funding be required or requested;
- 2) no student credit hours generated through coursework offered at Kang Nam University in Korea be reported for purposes of formula funding;
- 3) Letters of Agreement signed by all parties be submitted to Commission staff prior to implementation of the program; and
- 4) should USC-Columbia desire to extend the program beyond the two and one-half year period requested in the proposal, it should submit a report by not later than December 15, 1996, which shall include a) an evaluation of the program, including information on student enrollment, degrees awarded, assessment data, Council on Social Work Education evaluation reports, as well as fiscal and collaborative management information, the 1994 evaluation reports submitted to the accrediting

agencies and any other data the institution judges to be relevant; and b) a written request to the Commission to continue the program, which shall be acted upon by the Committee on Academic Affairs on behalf of the Commission at the Committee's April 1996 meeting. Otherwise, it is understood that the two and one-half year pilot program will automatically discontinue at the end of the fall semester of 1995.

It was moved (Williams), seconded (Goad), and voted that the recommendation of the Committee be approved.

**b. Consideration of Evaluation of Centers, Bureaus, and Institutes**

In 1990, the Commission requested that the staff conduct a study of all existing centers, institutes, and bureaus in order to evaluate their success in meeting the goals and objectives for which the units were originally established as well as to measure their success in obtaining external research support if the original program proposal indicated an intent for the unit to do so. Ninety-four centers, institutes and/or bureaus were included in this study.

Based on the results of the study, 75 centers, institutes, and bureaus were recommended for continuation, twelve are recommended for provisional approval, and seven are recommended for termination.

1. The Committee recommended that the Commission approve the following centers, institutes, and bureaus for continuation, providing that the Committee reauthorize each unit within a year of submission of a required report (due date listed below) or the unit will automatically be terminated. The report should summarize the accomplishments of the unit to date as they relate to its approved mission, funding support for the unit, and a justification as to why the unit should be continued. The institution may submit any other information in its report which it judges relevant to evaluate the unit.

**A. Clemson University**

Housing Institute	6/1/94
Belle W. Baruch Forest Science Institute	6/1/94
Regional Resource Development Institute	6/1/94
John D. Archbold Center for Tropical Studies (Island of Dominica)	6/1/94
Center for Architectural Study (in conjunction with the College of Charleston)	6/1/94
Emerging Technology Devmt. & Marketing Ctr.	6/1/95
Small Business Development Center	6/1/95
Ctr. for Computer Communications Systems	6/1/95
Center for Economic Education	6/1/95
Bioengineering Alliance of S. C. (offered in conjunction with MUSC and USC-Columbia)	6/1/96
Ctr. for Advanced Engineering Fibers & Composites	6/1/96
Center for Advanced Manufacturing	6/1/96

Center for Engineering Ceramic Manufacturing	6/1/97
Center for Semiconductor Device Reliability	6/1/97
S.C. Energy & Resource Development Institute	6/1/97
S. C. Water Resource Research Institute	6/1/98
Center for Policy Studies	6/1/98
Strom Thurmond Institute and Center for Excellence in Government and Public Service	6/1/98
R. Roy and Margery W. Pearce Center for Professional Communication	6/1/98

#### **B. College of Charleston**

Avery Research Ctr. for Afro-American History & Culture	6/1/94
Early Childhood Development Center	6/1/95
Institute for Public Affairs and Policy Studies	6/1/96

#### **C. Francis Marion University**

Center for Economic Education	6/1/97
Small Business Institute	6/1/98

#### **D. Lander College**

Center for Economic Education	6/1/94
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#### **E. Medical University of South Carolina**

Center for the Study on Aging	6/1/94
Center for Musculoskeletal Diseases	6/1/95
Hollings Oncology Center	6/1/96

#### **F. South Carolina State College**

Small Business Development Center	6/1/96
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#### **G. University of South Carolina-Columbia**

Division of Research	6/1/97
Center for International Business Education and Research	6/1/97
Riegel and Emory Human Resource Research Ctr.	6/1/97
Small Business Development Center	6/1/97
Center for Economic Education	6/1/97
Center for Science Education	6/1/97
Daniel Management Center	6/1/98
South Carolina Educational Policy Center	6/1/98
Center for Industrial Research	6/1/98
Center for Machine Intelligence	6/1/98
Environmental Health Sciences Research Center	6/1/99
International Center for Public Health Research	6/1/99
Palmetto Poison Center	6/1/99
Center for Pharmaco-Economic Studies	6/1/99
South Carolina Speech and Hearing Center	6/1/94
Center for Reliability and Quality Sciences	6/1/94
Belle W. Baruch Institute for Marine Biology and Coastal Research	6/1/94
Electron Microscopy Center	6/1/94
Institute for Biological Research and Technology	6/1/95

Institute for Superconductivity	6/1/95
Earth Sciences and Resources Institute	6/1/95
National Resource Ctr. for Freshmen Experience	6/1/95
Institute for Public Affairs	6/1/96
Center for Child and Family Studies	6/1/96
Institute of International Studies	6/1/96
Institute for Southern Studies	6/1/96
Center for Family in Society	6/1/97
S.C. Center for Gerontology	6/1/97
S.C. Institute of Archaeology and Anthropology	6/1/97

#### H. USC-Aiken

Center for Economic Education	6/1/94
O'Connell Economic Enterprise Institute	6/1/95
Ruth Patrick Science Education Center	6/1/96
Small Business Development Center	6/1/97

#### I. USC-Coastal

Center for Economic and Community Development	6/1/94
Center for Rural Development	6/1/95
Center for Marine and Wetland Studies	6/1/96
Waccamaw Ctr. for Cultural & Historical Studies	6/1/97

#### J. USC-Spartanburg

Center for Economic and Community Development	6/1/97
Science Education Center	6/1/98

#### K. Winthrop College

International Center	6/1/96
Winthrop Academy of the Arts	6/1/96
Center for Home Economics Research	6/1/97
Human Development Center-University Affiliated	
Facilities Program of S.C (with USC-Columbia)	6/1/97
Olde English Consortium	6/1/97
Winthrop College Conference Center	6/1/98
Institute of Management	6/1/98

It was moved (Williams), seconded (Goad), and voted that the recommendations of the Committee be approved.

2. The Committee recommended that the Commission grant provisional approval to the following units, pending submission of the requested additional materials:

#### A. Clemson University

1. The Environmental Research Center should submit a report detailing the activities and resource support during each of the last four years (FY 1989-90, FY 1990-91, FY 1991-92, and FY 1992-93). If this report is not submitted by June 30, 1993, the unit will automatically terminate on that date.

2. **The Institute for Advanced Materials and Manufacturing Research** should submit the report originally required as a part of the approval process. If this report is not received by the Commission staff by June 30, 1993, the Center will automatically terminate on that date.
3. **The Center for the Study of the Black Experience in Higher Education** should submit a revised program proposal articulating its refined goals and objectives. This proposal should be submitted to the Commission by September 1, 1993. If not submitted, the Center will automatically terminate on that date.
4. **The Recreation, Travel and Tourism Institute** should meet with representatives of USC-Columbia's **Institute for Tourism Research** to explore prospects for joint activities and/or consolidation of the two entities given the similarities in the Commission-approved proposals of each Institute and the low level of activity reported for each entity, and submit a report detailing findings to Commission staff by June 30, 1993. A recommendation concerning the **Recreation, Travel and Tourism Institute** will then be made to the Committee on Academic Affairs in light of these findings.

**B. Medical University of South Carolina**

1. **The Center for Molecular Genetics and Structural Biology** should submit a report by January 1, 1995, stating that the Center has become fully operational. If the Center is not fully operational at that time, the Center will automatically terminate.

**C. South Carolina State University**

1. **The Center for Economic Education** should submit a plan to strengthen the financial support of the unit and a timetable for its implementation. The inconsistent resource support as well as deficit program expenditures should also be addressed. This plan should be submitted to the Committee by September 1, 1993. If not submitted, the Center will automatically terminate.

**D. USC-Columbia**

1. **The Center for Community Education** should submit a revised program proposal in light of recent new activities not previously reported in which explains its relationship to the State Department of Education. This proposal should be submitted for approval by September 1, 1993. If not submitted, the Center will automatically terminate on that date.



2. **The Center for Fracture Mechanics and Nondestructive Analysis** should submit a report detailing the activities and resource support during each of the last four years (FY 1989-90, FY 1990-91, FY 1991-92, and FY 1992-93). If this report is not submitted by June 30, 1993, the unit will automatically terminate on that date.
3. **The Cancer Research Center** should submit a report by September 1, 1993, demonstrating that the Center has become fully operational and detailing its affiliation with Richland Memorial Hospital.
4. **The Institute for Tourism Research** should a) meet with representatives of Clemson's Recreation, Travel and Tourism Institute to explore prospects for joint activities and/or consolidation of the two entities, given the similarities in the Commission-approved proposals of each Institute and the low level of activity reported for each Institute, and submit a report detailing findings to Commission staff by June 30, 1993; and b) submit a new program proposal which shall reflect the new foci of the Institute not previously approved by the Commission, activities previously not reported, and, depending on the findings of item a) above, any affiliation with Clemson's Recreation, Travel and Tourism Institute. (Note: In discussion at the meeting of the Committee on Academic Affairs, it was suggested that the two tourism centers should consider the successful model of the Bioengineering Alliance of South Carolina, which is a consortial arrangement between Clemson, MUSC, and USC-Columbia.) This proposal should be submitted by September 1, 1993, or the Center will automatically terminate on that date.
5. **The Center for the Study of Suicide and Life Threatening Behavior** should submit a new program proposal by September 1, 1993, for Commission approval in light of the concerns raised by the Committee and Commission consultants concerning single-person centers and given the discrepancy between the proposal previously approved by the Commission and the current operational activities of the Center.
6. **Center for Rural Education** should submit a report to Commission staff by September 1, 1993, detailing recent and unreported activities. An appropriate recommendation concerning the Center will then be made to the Committee on Academic Affairs.

It was moved (Williams), seconded (Ramage) that the recommendations of the Committee be approved.

3. The Committee recommended that the Commission terminate Lander's Writing Institute.

It was moved (Williams), seconded (Jones) that the recommendation of the Committee be approved.

4. The Committee recommended that the Commission terminate the Centers listed below as free-standing, autonomous units and that they be subsumed under the administrative structure of USC-Columbia's Division of Research where they will be subunits and not labelled as "Centers, Institutes or Bureaus."

Center for Advancement of Accounting  
Center for Industrial Policy and Strategy  
Center for Marketing Studies  
Center for Real Estate and Urban Economic Studies  
Institute for Information Management, Technology and Policy  
Insurance Studies Center

It was moved (Williams), seconded (Ramage) that the recommendations of the Committee be approved.

c. Report of Awards for Dwight D. Eisenhower Grant Proposals for FY 1992-93

The purpose of the Dwight D. Eisenhower Act is to provide funds to the states for improving instruction and teachers' skills in mathematics and science and to provide access to and participation in such instruction for all students. The Act provides for allocations of funds to the states based primarily on the proportion of the population aged 5-17.

The Commission conducted two separate grant programs for FY 1993-94. The first of these is entitled the Cooperative Demonstration Grants Program. Under this program, proposals were requested which developed and disseminated projects designed to improve student understanding and performance in mathematics and science. The second program is a Competitive Grants Program, for which proposals were requested that provide in-service and retraining programs for teachers in math and science.

According to the Guidelines for these programs, authority for making these awards was delegated to the Committee on Academic Affairs by the Commission. All action taken by the Committee will be contingent upon receipt of the official grant award for 1993-94, which should be \$888,597 for higher education.

The Committee approved the review panel's recommendation that 12 of the 17 proposals were fundable projects. Four of the recommended proposals will have a statewide impact with the remaining eight dispersed among the Aiken, Pee Dee, Low Country, Upstate, Midlands, Summer, and Rock Hill areas of the State. The Committee approved the panel's recommendation that no funding for the remaining five proposals be awarded. To prioritize among proposals of relatively equal overall ratings, the review panel gave preference to those that met one or more of the following criteria: 1) continues a project recommended for two years' funding in 1992; 2) targets underrepresented population/rural area; 3) represents a model program that can be replicated on a

statewide basis; 4) includes training for more than one type of client, e.g., beginning and practicing teachers and/or students, and/or parents, and/or administrators, etc.; 5) includes financial or in-kind support in addition to the higher education Eisenhower funds; 6) demonstrates strong district and higher education collaboration; 7) uses accomplished teachers to train other teachers; 8) includes evaluation data to support continued funding if previously funded; and 9) impacts an area of the State not included in other proposals.

The Committee approved two of the projects for two years of funding, pending successful evaluation of the first year's activities. Multiple year funding is recommended for these proposals because the forthcoming regularization of the Dwight D. Eisenhower Program may result in priorities/regulations that are substantially different than those currently in effect, thereby prohibiting a second year of funding for projects that do not fit within the new guidelines. The Committee agrees with the review panel's assessment that these two projects would require two years of funding in order to achieve desired outcomes.

The Committee further approved the staff recommendation that the \$100,775 in remaining funds be used for a special competition, under the current guidelines for Cooperative Demonstration Projects, for projects supporting the 13 "Hubs" (regional professional development centers for mathematics and science education) included in the NSF proposal. If the NSF proposal is funded, these Hubs would greatly benefit from project funds in addition to the bare bones start-up funds included in the NSF proposal.

Finally, the Committee approved the staff recommendation that if the NSF proposal is not funded, the \$100,775 in remaining funds be used for a special competition, under the current guidelines for Cooperative Demonstration Projects.

Recommendations for funding are attached. (Exhibit A)

d. Report on Regional Diesel Technical Training and Resource Center, Florence-Darlington Technical College

Under the authority entrusted to the staff by the Commission, the staff may approve certain proposals for new centers, bureaus, and institutes providing they meet certain criteria as specified in the Policy and Procedures Concerning New Programs Manual. Under this policy, the staff has approved a proposal submitted by Florence-Darlington Technical College to establish formally the Regional Diesel Technical Training and Resource Center.

The proposed Center will serve as a regional training center to provide on-going advanced and specialized training to vocational school and technical college instructors and to diesel equipment technicians in South Carolina; and to provide credit courses to students in the Diesel Technology option offered under the existing program leading to an associate degree with a major in Automotive Technology.

Under the authority granted to it by the Commission, the staff approval of the Regional Diesel Technician Training and Resource

Center stipulates that no "unique cost" or other special State funding be required or requested and that the Center be terminated by May 1, 1998, unless it is specifically reauthorized by the Committee on Academic Affairs following submission of a report to the staff by June 1, 1997, detailing the achievements, accomplishments, and funding support for the Center.

This report is for information.

### 3.06 Report of Committee on Planning and Assessment

Mr. Turner, chairman of the Committee on Planning and Assessment, reported on the following matters:

#### a. Consideration of Recommendations Based upon Reports for Act 255 of 1992 and Institutional Effectiveness

The Commission made a decision to study the information in Reports of Act 255 of 1992 and Summary Report on Institutional Effectiveness: January, 1993 and to issue recommendations separately. Staff recommendations were developed and submitted for consideration at a meeting of the Committee on Planning and Assessment. The Committee referred the staff recommendations to the Advisory Council on Planning. The Advisory Council on Planning met and voted to support the following set of recommendations.

1. Both the Commission on Higher Education and the Commission on Colleges of the Southern Association of Colleges and Schools are placing increasing emphasis on the necessity of "closing the loop" between planning, assessment, and the use of assessment results for improvement or reassessment of goals and objectives. The Commission strongly urges all public institutions in South Carolina to continue to review their missions, goals, and objectives; to define them clearly; to assess and report findings related to achievement of specific goals and objectives; and to indicate how programs and services are being redefined, modified, or improved as a result of the assessment process.
2. The Commission's academic affairs staff has been working with the State Department of Education and their program approval committee to investigate the possibility of coordinating State Department program approval with the Commission's review of education programs at public institutions of higher education. The Commission endorses these efforts and recommends their continuation. The staff should also continue to attempt to coordinate the Commission's program review with National Council for Accreditation of Teacher Education (NCATE) reporting and team visit requirements for those institutions desirous of seeking NCATE accreditation.
3. Institutions should develop specific plans to identify and address problems that inappropriately cause attrition or delay graduation, should set specific goals for retention and graduation, and should report if possible in their 1993 reports and no later than in their 1994 reports on institutional effectiveness any specific factors they deem

inappropriate and actions they have taken or intend to take to improve retention and graduation rates.

4. All institutions that have not done so should set pass-rate goals on professional licensure and certification examinations below which the related program must be reviewed and a program of improvement developed. Information provided on the performance of professional program students or graduates on such examinations as part of the report for Act 255 of 1992 should be limited to those examinations on which passage is required in order to practice in the profession.
5. The Commission encourages those institutions that have not already done so to define their general education goals and requirements in terms of competencies (e.g. knowledge, skills, attitudes, behaviors) rather than as a set of courses. Whether narrowly or broadly conceived, a competency based definition lends itself to more meaningful assessment than does a definition based on the completion of courses or distribution requirements.
6. As institutions assess their academic degree programs (majors), attention should be given both to the total semester hours required for graduation and to the distribution of the required hours among general education, electives, and major field requirements.
7. Although most South Carolina public colleges and universities are doing a satisfactory job of assessing the effectiveness of their student services, fewer institutions have developed meaningful programs to assess students' personal development. Institutions that have not addressed student personal development should conduct studies and report findings on the effects of the college or university experience on such development. One way to learn more about the assessment of student development is to participate in the Statewide student development assessment network.
8. The recent assessment of South Carolina's higher education libraries which was coordinated by the Academic Affairs division resulted in a number of recommendations. The Commission requests that institutions report on progress they are making in implementing those recommendations in their next report on library usage and collection development.
9. Institutions that have not already done so should develop a meaningful plan for assessment of administrative and financial processes and performance. The Commission recommends that the South Carolina Higher Education Assessment Network provide specific assistance to the institutions in this area. The next report on the administrative and financial processes and performance component of the institutional effectiveness program should cite specific areas of strength and weaknesses, and should indicate how weaknesses are being addressed.

The Committee supported the changes that were approved at the meeting of the Advisory Council on Planning, and recommended that the above recommendations be approved by the Commission and transmitted to the public colleges and universities.

It was moved (Turner), seconded (Williams), and voted that the recommendation of the Committee be approved.

**b. Consideration of Recommendation Concerning Study of Developmental Education**

During its meeting on March 29, the Committee considered a staff recommendation as follows:

The Commission recommends that developmental courses be concentrated in the two-year institutions and campuses, and that comprehensive teaching universities and research universities that have not already done so develop plans to phase-in contracts with nearby two-year public institutions for the offering of remedial and developmental coursework. Senior institutions may maintain support services (e.g. writing centers and/or mathematics laboratories) to provide short term assistance to students with communications and mathematics problems; however, the offering of developmental coursework by such institutions after January 1, 1996, must be specifically justified to and authorized by the Commission.

Since the Academic Affairs Division is in the process of conducting a major study of developmental education as required in the "Cutting Edge" legislation, it would seem unwise to issue any recommendation about how responsibility for developmental education should be distributed until that study is complete. The Committee voted to request that the Commission refer the above recommendation to the external consultants who would conduct the development education study. It was further requested that the consultants give specific consideration to the effect of the implementation of such a recommendation on the State's Access and Equity Program.

Dr. Morrison stated that the study of developmental education will be conducted in the fall if funding permits.

The Committee recommended that the above requests be approved.

It was moved (Turner), seconded (Ramage), and voted that the recommendation of the Committee be approved.

**4. Report of the Commissioner**

Mr. Sheheen reported on the following matter:

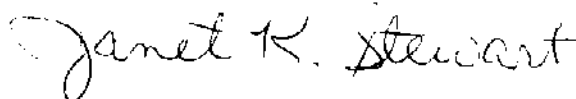
The Senate Finance Committee requested that the Commission submit funding priorities and justifications for the Commission on Higher Education and for formula funding for the institutions of higher learning. On behalf of the Commission and the Council of Public University and College Presidents, information was presented to the Senate Finance Committee.

The highest priority in funding for the institutions of higher learning is to preserve the quality of instructional programs for students at all levels in the system. The statement of priorities seeks to achieve the quality and funding levels of three years ago, which was \$570 million. No funds have been requested for the improvement or expansion of programs and offerings at the colleges and universities.

5. Other Business

There being no further business, the meeting was adjourned at 11:25 a.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Janet K. Stewart".

Janet K. Stewart  
Recording Secretary