

NOTE: Significant changes since the last version dated July 30 are highlighted.

Action Plan Implementation Status Report as of August 24, 2009

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Recommendation	Responsibility*	Status
2.2. Enact appropriate regulatory relief to enhance innovation and promote research.	Legislature; CHE; Colleges and Universities	Two bills have been introduced during the 2009 session to provide regulatory reform for the public higher education institutions. H.3365, the Higher Education Efficiency and Administrative Policies Act, is focused on reform in the areas of human resources, facilities and capital expenditures, financing and administrative improvements, and procurement for the research and four-year comprehensive institutions. This bill has passed the House and is now under consideration in the Senate. A copy of the bill is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3365.htm . A similar bill, H.3841, has been passed by the House and is also under consideration in the Senate. A copy is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3841.htm . As of the end of the 2009 session, these bills remain in committee for the 2010 session, which is the second year of the two-year continuing session.
3.1. Align higher education programs to support statewide and regional clusters.	Colleges and Universities; CHE; SCTCS; SC Council on Competitiveness	<p>During FY 2007-08 and 2008-09, the Committee on Academic Affairs and Licensing approved new programs which support the following clusters:</p> <p>Advanced Manufacturing and Technologies A.I.T., Mechatronics Technology, Piedmont Tech B.S.E., Engineering Science, USC Columbia M.Engr., Industrial Engineering, Clemson</p> <p>Energy A.I.T., Radiation Protection Technology, Aiken Tech A.I.T., Radiation Protection Technology, Spartanburg Community College</p> <p>Health Care Occupations A.H.S., Cardiovascular Technology, Piedmont Tech A.H.S., Physical Therapy Assistant, Piedmont Tech A.H.S., Veterinary Technology, Piedmont Tech A.H.S., Occupational Therapy Assistant, Horry-Georgetown Tech A.H.S., Dental Hygiene, Aiken Tech A.H.S., Emergency Medical Technology, Midlands Tech B.A. and B.S., Public Health, USC-Columbia M.S.D., Dentistry, MUSC Ph.D., Health and Rehabilitation Science with concentrations in Pathology and Impairment, Functional Limitations, or Health Services, MUSC D.N.P., Doctor of Nursing Practice, MUSC</p> <p>Tourism and Creative Industries B.A., Studio Art, USC Beaufort B.S., Music Industry, Francis Marion</p> <p>Education B.S., Secondary Education, College of Charleston</p> <p>At its meeting on July 30, 2009, the SC Graduate Professional Alliance discussed graduate programs that might be needed to support statewide and regional clusters.</p>

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3.1. Align higher education programs to support statewide and regional clusters. CONTINUED	Colleges and Universities; CHE; SCTCS; SC Council on Competitiveness	The South Carolina Technical College System continues to encourage the colleges to align their programs with the statewide and regional clusters and is promoting a cluster focus through programs such as competeSC. For example, Midlands Technical College offers a new Nuclear Technology program for the Fall 2009 semester. The program was created, in part, at the request of South Carolina Electric & Gas Company to supply the company's expansion of the V.C. Summer Nuclear Station with qualified nuclear technicians. The V.C. Summer plant, located within the college's service area in Fairfield County, is scheduled to go on line with a new reactor in 2016, with one more reactor scheduled to start up in 2019. The expansion of the V.C. Summer facilities is expected to require 20 new nuclear technicians per year between 2012 and 2016. In addition, projected retirements among the current local nuclear power workforce could require up to 15 new technicians each year beginning in 2010.
1.2. Use and promote the <i>Knowledge and Skills for University Success</i> standards as a common standard of college readiness.	SCDE; CHE; SCTCS; High Schools; Colleges and Universities	CHE plans to send letters to all middle and high schools to reiterate the importance of the <i>Knowledge and Skills for University Success</i> standards and provide information about how to freely access them online. This letter will be sent at the beginning of the 2009-2010 school year. For high schools, this letter will also contain a reference to and include as an attachment the brochure <i>What Will I Learn in College</i> to provide additional information about preparing students for college.
3.21. Increase opportunities for relevant work experience as part of instructional programs. [See also 1.35.]	Colleges and Universities; Business and Industry (Connect2Business)	Internships, cooperative work experience and supervised comprehensive work experience are commonly included in the Technical Colleges' applied degree programs. For example, South Carolina Electric & Gas (SCE&G) holds a Boot Camp for Midlands Technical College Nuclear Systems Technology students because the company believes it is important to successfully match a student's expectation of a career in the nuclear field with SCE&G's corporate culture. For the Boot Camp, first offered in the summer of 2009, students from Midlands Technical College's Nuclear Systems Technology program are offered summer jobs at the V.C. Summer Nuclear Station. The Boot Camp is specific to training students to work at the V.C. Summer Nuclear Station after they complete the degree program. SCE&G is also providing adjunct instructors for Midland Technical Colleges' Nuclear Operator program and has collaborated with the college regarding the content of courses in that program.
2.7. Create a state model for formal agreements between institutions of higher education and the state's business and industry to facilitate shared research and reduce barriers to the commercialization of resulting discoveries and inventions.	Colleges and Universities; Business and Industry	In May 2009, a CoEE Technology Transfer Forum was convened, which included the research vice presidents and technology transfer directors of all three SC senior research institutions. Recommendation 2.7 was discussed in detail, and forum representatives were not aware of any statewide model for sponsored research agreements. Forum representatives unanimously agreed that the ease of negotiating sponsored research agreements with industry (especially big industry) is dependent on the quality of an institution's faculty members—a fact which the CoEE Program is greatly improving in SC's favor. Dr. Przirembel, research vice president at Clemson University, stated it was "unrealistic" to attempt a single-template/boilerplate system. He suggested that Dr. Anthony Boccanfuso, formerly at USC and now the executive director of the National Academy of Sciences University-Industry Demonstration Partnership (UIDP), be contacted to confirm the possible existence of a single model system as well as for a recommendation for any licensing templates. CHE staff contacted Dr. Boccanfuso, who reviewed the Recommendation 2.7 and stated he was not aware of any statewide licensing model, nor did he think a state stood to benefit from such a model. Staff propose to modify Recommendation 2.7, so as to emphasize a technology transfer consortium (similar to the one in Maryland), which would work to align business and institution research interests (attached).

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<p>4.3. To maintain a more accurate picture of higher education funding, state data reporting should clearly distinguish between restricted funds (e.g., funding which is limited to a specific auxiliary activity or by donors or external agencies to a specific purpose) and unrestricted funding (e.g., funding derived primarily from state appropriations for Educational and General [E&G] support and student tuition and fees).</p>	<p>Legislature; Governor's Office; CHE</p>	<p>The Commission completed and disseminated to members and other interested stakeholders a document entitled <i>Project 17: An Analysis of State Support for Higher Education in South Carolina</i> which clearly distinguishes between restricted and unrestricted state appropriations and authorizations. This analysis will be replicated each fiscal year to provide a clear picture of state appropriated operating support for higher education.</p>
<p>CHE Cost Reduction Committee described under Goal Four</p>	<p>CHE</p>	<p>The Cost Reduction Committee has not yet been established. Of note, however, is a FY 2009-10 Part 1B budget proviso, 18.6 (TEC Financial and Human Resource Functions Consolidation Plan), that complements this objective. The proviso asks the technical college system to submit a plan to House and Senate finance committees related to the consolidation of financial and human resource functions at like institutions where possible. The technical college sector has formed two committees comprised of select board members, presidents, and area commissioners with support from state office liaisons and chief business officers (CBOs). These committees are charged with reviewing process modifications and potential collaborations that will lead to increased efficiencies.</p>

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1.21. Ensure affordability of higher education through increased state funding. [See also 2.18, 3.3, and 4.2.]	Legislature; Colleges and Universities	Given the state's present economic situation, additional state funding for next year is not likely. During FY 2008-09 state funding to agencies was reduced in October, December, and March. On average, funding for institutions dropped 24%. The FY 2009-10 budget (current fiscal year) was finalized May 21, 2009, and includes recurring state funding for institutions that is level with the FY 2008-09 levels, inclusive of the cuts experienced.
3.3. Fund a bond bill to support necessary infrastructure and facilities renovation, maintenance and expansion. [See also 1.21, 2.18, and 4.2.]	Legislature	The General Assembly did not consider a bond bill during the 2009 session. Given the current economic climate, it is not likely that one will be considered in the upcoming session.
4.4. Fund the Partnership Among South Carolina Academic Libraries (PASCAL) fully because it is a critically important partnership among South Carolina's academic libraries.	Legislature	<p>PASCAL began FY 2008-09 with \$200,000 in recurring funds – a loss of \$1.8 million from funding provided annually in past years. As a result of statewide across-the-board budget reductions during FY 2008-09, PASCAL funding was reduced further to approximately \$177,000. Higher Education had requested that \$2.3 million in addition to the FY 2008-09 funding be provided in FY 2009-10 to bring funding to \$2.5 million. However, PASCAL did not receive any additional funds over the current recurring funding in the budget approved for FY 2009-10; funding remains at the \$177,000 level.</p> <p>In April and May 2009, PASCAL leadership presented on the FY 2010 funding situation separately to the Advisory Committee on Academic Planning (ACAP) and to the South Carolina Independent Colleges and Universities (SCICU). Institutional leaders, including presidents and provosts, continued to voice tremendous support for PASCAL and the information and research services it provides for students and faculty alike.</p> <p>An ad hoc subcommittee of independent and public institution chief academic officers convened on April 24, 2009, and May 7, 2009, to discuss an emergency funding proposal for PASCAL member institutions for 2009-10. The ad hoc committee unanimously agreed to the funding proposal, and the chief academic officers of each member institution were asked to respond to a one-time assessment for their individual institutions by June 1, 2009, in order to partially restore PASCAL services for 2009-10.</p> <p>In FY 2008, PASCAL used state funds to license 33 databases and deliver books to any institution in the state five days per week. Due to the 90% reduction in state funding, the statewide collection has been reduced to 18 core databases; in addition, the book delivery service has been cut to three days per week. PASCAL is surveying member institutions to assess the long-term impacts on other library services, including independently-maintained databases.</p> <p>To date, only one (North Greenville University, independent) of the 56 PASCAL member institutions has opted out of PASCAL membership for 2009-10. Because of the emergency funding assessment fees, core PASCAL services will be maintained through 2009-10. PASCAL is currently surveying all member institutions for library opportunity costs which were passed over as the result of funding prioritization for PASCAL services.</p>
1.1. Implement compulsory high school attendance until the age of 18 or high school graduation.	Legislature; SCDE; Dept. of Juvenile Justice	Two bills were introduced during the 2009 session that would raise the age to 18, Senate bill 29 available at www.scstatehouse.gov/sess118_2009-2010/bills/29.htm , and House bill 3645 available at www.scstatehouse.gov/sess118_2009-2010/bills/3645.htm . As of the end of the 2009 session, the bills remain in committee for the 2010 session, which is the second year of the two-year continuing session.

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<p>1.6. Develop a marketing campaign to promote college attendance and completion. [See also 1.4, 1.40, and 3.8.]</p>	<p>CHE</p>	<p>CHE staff consulted David J. English, Director, CFNC Technology & Internet Services for the University of North Carolina General Administration, about North Carolina's higher education marketing plan. He recommended allocating between \$2 million and \$5 million dollars per year for a statewide campaign spanning multiple media formats and suggested speaking with a marketing firm to discuss specifics related to media buy prices for TV, radio, billboard, etc. Mr. English also expressed interest in presenting North Carolina's marketing plan at a Commission meeting.</p> <p>Editorials promoting college attendance and completion will be sent to the state's major newspapers by members of the Commission, the Higher Education Study Committee, and others. An editorial by Ken Wingate was published in <i>The State</i> newspaper on July 23, 2009. Another editorial by Dan Ravenel was published in <i>The Post and Courier</i> on July 25, 2009. In addition, several articles about the importance of higher education were published in newspapers around the state following the press conference on August 19, 2009, for the release of the study conducted by the Darla Moore School of Business on the return on investment in higher education. The study entitled, <i>The Economic Return on Investment in South Carolina's Higher Education</i>, is accessible at www.che.sc.gov/infoCntr/HESC_Files/EconReturnHigherEdAugust09.pdf. Dr. Walters continues visits to rotary clubs and chambers throughout the state to discuss the knowledge economy and importance of higher education. Visits to colleges are also scheduled.</p> <p>College Access Media Campaign In addition to the efforts mentioned above, the SC College Access Network (SC CAN) Marketing Campaign proposals were submitted to the Materials Management Office on March 24, 2009. The proposals and bids were reviewed on April 10, 2009. Oral presentations were heard at the CHE office and a contract was awarded in May 2009, to Ferebee Lane Brand Communications from Greenville, SC.</p> <p>The implementation timeline is in progress, and the following meetings have been held:</p> <ul style="list-style-type: none"> • June 5, 2009 - Initial planning meeting with Ferebee Lane • June 15, 2009 - Brand strategy and planning meeting • July 15, 2009 - SC ETV and Ferebee Lane media planning meeting • July – October 2009 - SCCAN Web site development and design • August 20, 2009 - Brand standards and communications package finalized <p>School Counselor Resource Manual School counselors play an essential role in guiding students toward postsecondary education. As such, it is vital that they have the tools and resources necessary to help them advise students about the options available to them. To aid in this effort, a school counselor resource manual will be developed and distributed to counselors across the state.</p> <p>We will issue a baseline online survey to all middle and high school counselors to identify and address what challenges they have when counseling students and their families about steps after high school. From the survey, we will identify a representative sample of school counselors to participate in a phone survey to further investigate these issues. Findings from the surveys, along with other research, will provide a guideline for developing the content for the manual, including additional resources to help them talk to students, parents and educators within the schools to change perceptions on the accessibility of funding for college.</p>

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1.6. Develop a marketing campaign to promote college attendance and completion. [See also 1.4, 1.40, and 3.8.] CONTINUED	CHE	<p>The following content should be included in the manual:</p> <ul style="list-style-type: none"> Financial Assistance Resources (types of financial aid, list of helpful Web sites) Scholarship-Specific Information (CHE, state scholarships, corporations who provide scholarship/grants, national grants/scholarships) College Admission Requirements (differentiating between requirements for each type of institution) College Awareness Lesson Plans State and national organizations promoting college awareness <p>There will be sections specifically addressing the different types of conversations that middle school counselors have with students and parents versus high school counselors and their student/parent meetings.</p> <p>As of August 20, 2009, over 125 counselors have been surveyed.</p> <p>The resource manual will be completed by late fall 2009.</p>
1.35. Create a “New Front Door” that makes the transition to higher education vastly easier for adults. [See also 2.14, 3.10, and 3.21.]	CHE; SCTCS; Colleges and Universities	<p>The Commission on Higher Education is currently developing an implementation plan for the “New Front Door” concept. Oversight and Steering committees have been created to guide this initiative. The New Front Door Task Force first met on June 15, 2009, to discuss ways in which to implement the “New Front Door” concept. One outcome of the meeting was to form smaller groups to research existing models and to develop certificate levels that lead to a degree or job skills with assistance from the technical colleges. The task force also met on July 21, 2009, and continued the discussion regarding the number and content of stackable certificates, placement testing, and developmental education. The task force will meet again in September 2009.</p>
4.1. Fund higher education at the SREB average or above.	Legislature	<p>Given the state’s present economic situation, additional state funding in FY 2009-10 was not forthcoming. The state’s FY 2009-10 budget was finalized May 21 and includes recurring state funding for institutions that is level with the FY 2008-09 as of March statewide reductions. During FY 2008-09, colleges and universities lost approximately \$181 million in state general funds for operating, a 24% decline from FY 2008-09. Operating funding as of the beginning of FY 2009-10 is approximately \$577 million, a level not experienced since 1994. The state’s FY 2009-10 budget did include for colleges and universities approximately \$100 million in one-time federal funds made available through the American Recovery and Reinvestment Act (ARRA). A similar amount in ARRA funds is expected to be made available in the FY 2010-11 budget that will be under consideration in the 2010 legislative session. The outlook for additional state funding in the near future is not good as state revenue projections for FY 2009-10 continue to decline.</p>
4.2. Support routine and predictable capital funding of colleges and universities with a portion of funding directed at eliminating accumulated maintenance needs. [See 1.21 and 3.3.]	Legislature	<p>The Commission is responsible for advancing higher education recommendations for capital improvement bond funding and did so during FY 2008-09. However, no action was taken by the General Assembly. Part 1 of the CHE proposal that was submitted in FY 2008-09 for Capital Improvement Bond (CIB) funding for FY 2009-10 included an allocation of \$69,423,302 specifically targeted at reducing accumulated maintenance needs. The recommended allocation was based on reducing by 10% the building maintenance needs measured in the Fall 2007 survey of Educational and General (E&G) buildings across the Research, Comprehensive Teaching, and Regional Campus Sectors, as well as at Denmark Technical College and Technical College of the Lowcountry (the two technical colleges for which the state is responsible for maintenance). Under the proposal the distribution of the funds was based on each institution’s share of the total E&G square feet weighted for building age.</p>

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<p>1.4. Create a South Carolina College Access Network (SC CAN) as a statewide network of local community-based college access programs. [See also 1.6.]</p>	<p>CHE</p>	<p>Throughout Fall 2008 and Spring 2009, CHE staff reviewed the field of literature and programs that address comprehensive approaches to college access, including motivating behavioral approaches, financial aid, and barriers to college access among a distinct population (elementary, middle and early high school as well as adults). Primary and secondary research sources include: cross section of research including geographic and demographic diversity in the nation and South Carolina; student and parent surveys at 17 GEAR UP high schools; and information obtained from <i>Kids Count 2008</i>, National College Access Network, US Department of Education, American School Counselor Association, US Department of Education, Education Commission of the States 2006, <i>Diplomas Count 2008</i>, Annie E. Casey Foundation, etc. There are a broad population (elementary, middle and early high school) and adult population that need direct guidance and a variety of educational options to decrease the number of students who drop out of the college-going pipeline. The findings revealed through research and direct source surveys (GEAR UP) include:</p> <p>Geography: Certain urban and rural districts in SC support and value education and have made more significant strides in academic preparation and early college access opportunities than others.</p> <p>Lack of knowledge, Especially Among First Generation College-students: Parental educational attainment has a critical influence on student experience and college access. There is a strong correlation between students' academic track and their parents' level of educational attainment, particularly among first-generation students attempting to pursue post-secondary education. Information about middle and high school course selection to prepare for college entrance and active participation/updates on students' progress toward high school graduation play a major part in college aspiration.</p> <p>Financial Aid: Many students lack knowledge about the entire college process, including the selection and application process as well as available financial assistance. SC students and parents are often intimidated by the perceived arduous process of applying for any government-sponsored program.</p> <p>Low-income, Minority: Often, in lower-income, minority communities, seeking higher education is outside the norm and sometimes viewed negatively by peers. There is often a need (real or perceived) in lower-income, minority communities to forego education in order to get into the workplace quickly to help support the family. While they may understand the eventual monetary benefits of higher education, it is often difficult to look that far into the future when there are monetary needs that exist in their daily lives.</p> <p>College Access Programs Survey South Carolina has a broad array of successful college access programs and initiatives; however, many low-income and minority families, and even educators, are unaware of their existence. To make these programs more visible, SC CHE is conducting a statewide college access programs survey. The survey began June 22, 2009, and will continue on an ongoing basis to facilitate the development of a comprehensive statewide college access programs directory.</p> <p>Website Development To facilitate information dissemination, a SC CAN website is being developed. This website will be the definitive source for students, parents, educators, community members and other stakeholders seeking information regarding postsecondary education in South Carolina. The target launch date for the website is November 2, 2009.</p> <p>Also see Recommendation 1.6 for information about the SC CAN Marketing Campaign.</p>

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<p>1.20. Expand statewide college application and financial literacy initiatives for high school students to assist in the preparation for college and the transition from high school to postsecondary education.</p>	<p>Colleges and Universities; CHE; SCDE</p>	<p>CHE formed an advisory committee devoted to the proposed statewide College Application Week and the issue of financial literacy. On January 15, 2009, the committee reviewed existing college access programs and initiatives in SC and best practices from the NC College Application Week. On March 5, 2009, the committee reviewed existing and planned SC DOE initiatives relating to postsecondary access: 1) Personal Pathways to Success Common Portal; 2) E-IGP; and 3) e-Transcript. On April 2, 2009, the Director of North Carolina College Application Week presented to the committee and the committee discussed the SC College Application Week Pilot Project.</p> <p>The SC College Application Week Pilot Project Timeline for 2009 is:</p> <p>May College Application Week Advisory Committee formation and meeting</p> <ul style="list-style-type: none"> • Create plan and desired outcomes • Select pilot sites • Select pilot date(s) <p>CHE staff met with administrators from Colleton County High School and Wando High School on Wednesday, May 20, 2009. At Colleton County High School, CHE staff met with Patty Pawlak, SC GEAR UP Site Coordinator, Bridget Runyon, High School Counselor, and Lee Runyon, Associate Principal. The Colleton County staff confirmed their participation in College Application Week. At Wando High School, CHE staff met with Sylvia Chitty, Director of School Counseling. Ms. Chitty was very enthusiastic and agreed to participate in College Application Week. In addition, she believes this project will help students get a head start in planning for college.</p> <p>Both sites will meet with their administrative staff to discuss selecting a date in November and their specific needs regarding the event. Pre-counseling prior to College Application Week for seniors, a financial aid component, including requesting FAFSA PIN numbers, information on College Goal Sunday, and volunteer recruitment were discussed. The high schools agreed to meet with CHE staff again at the end of June to discuss their individual site needs and to plan the pilot in November. After these planning meetings, the requests from the sites will be distributed to the committee.</p> <p>June Pilot sites were recruited and selected and pilot site were visited (Wando High School & Colleton County High School)</p> <p>July/August CHE staff members met with administrators from Anderson University in Anderson, SC and Lander University in Greenwood, SC to establish collaborations with SC CHE and College Application Week. Both universities were eager to participate in the College Application Week initiative and helped select pilot sites in their regions.</p> <p>Pilot site visits to:</p> <ul style="list-style-type: none"> • West Florence HS • Colleton County HS • Lower Richland HS • Edisto HS • Wando HS • TL Hanna HS • Beaufort HS • TBA HS in Greenwood <p>Development of marketing and training materials</p>

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1.20. Expand statewide college application and financial literacy initiatives for high school students to assist in the preparation for college and the transition from high school to postsecondary education. CONTINUED	Colleges and Universities; CHE; SCDE	September Site Coordinators' training & preparation November SC College Application Week Launch pilot at eight SC high schools

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Scholarships/Funding		
1.33. Explore how the higher education funding mechanism could be structured better to support student success more effectively.	CHE; Colleges and Universities	
1.34. Add a new component in the higher education funding model to increase support of college readiness services such as tutoring, coaching, math and reading labs, academic success/learning success centers, computer and technology labs, mentoring, and other supplemental instruction.	CHE; Colleges and Universities	
1.36. Provide state financial aid and/or state grants targeted to adult learners. [See also 3.19.]	Legislature; CHE	
3.19. Enact legislation to close financial aid gaps in order to make relevant education and training available for all adults. [See also 1.35.]	Legislature; CHE; SCTCS; Colleges and Universities; Chambers of Commerce; Business and Industry	
1.44. Create a Fulbright-like scholarship program to attract international students in knowledge-based clusters. [See also 2.20.]	Legislature; CHE; Colleges and Universities	
1.45. Increase higher education operating funding to allow institutions to offer graduate student stipends that are nationally competitive. [See also 2.20.]	Legislature	At its meeting on July 30, 2009, the SC Graduate Professional Alliance assumed responsibility for developing a proposal to achieve this recommendation.
1.48. Increase opportunities for loan-forgiveness programs. [See also 2.20.]	Legislature; CHE	At its meeting on July 30, 2009, the SC Graduate Professional Alliance agreed to develop some ideas for this recommendation.

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2.20. Create innovative scholarship programs and pathways to attract and retain top-notch graduate students. [See also 1.41, 1.42, 1.43, 1.45, 1.46, 2.14, 2.17, and 3.28.]	Legislature; CHE; Colleges and Universities	The South Carolina Graduate Professional Alliance (SC-GPA) was created to examine this issue and other issues related to graduate education. The SC-GPA held its first meeting on March 26, 2009, where discussion focused, in part, on scholarship programs. The SC-GPA held its second meeting on July 30, 2009, and agreed to address this recommendation. The SC-GPA will meet again in September 2009.
3.17. Conduct a comprehensive analysis of financial pathways and barriers.	CHE	
Alignment and Preparation		
1.3. Identify a common, statewide assessment that high school students can take to identify and remedy gaps in their preparation for college. [See also 1.16.]	CHE; SCDE; Colleges and Universities; SCTCS; High Schools	
1.16. Develop statewide policies for assessing college readiness levels. [See also 1.3.]	SCTCS; CHE; SCDE; Colleges and Universities	
1.5. Develop a funding mechanism to expand and enhance offerings for college credit during high school.	SCTCS; CHE; SCDE	
1.11. Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects.	Legislature; CHE; SCDE; SCTCS; Colleges and Universities; Employment Security Commission; Dept. of Commerce	<p>CHE staff regularly attend EEDA meetings. CHE initiated and leads the South Carolina Course Alignment Project (SC CAP) designed to align the exit-level high school courses with entry-level college courses in English, mathematics, and science and to make students aware of the contextual skills and behaviors necessary for college-level success. (See www.epiconline.org/south_carolina for additional information about this project).</p> <p>SC CAP is divided into three phases from July 2007 through August 2010:</p> <ul style="list-style-type: none"> Phase I – Analyze Alignment Issues Phase II – Create Materials Phase III – Disseminate Materials and Explore Applications <p>Completed Phase I activities:</p> <ul style="list-style-type: none"> • An environmental scan (discrepancy analysis) which examined K-16 alignment issues in South Carolina. • A video presentation by Dr. David Conley which provided a project overview. • Creation of the Steering Committee charged with oversight and strategic direction for the project. • Review of college readiness standards for use in the syllabus review portion of the project. • Submission of course nominations for participation in the alignment study.

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<p>1.11. Continue to support EEDA initiatives, including dual/concurrent enrollment, transfer and articulation, college course alignment, and other related projects. CONTINUED</p>	<p>Legislature; CHE; SCDE; SCTCS; Colleges and Universities; Employment Security Commission; Dept. of Commerce</p>	<p>Completed Phase II activities:</p> <ul style="list-style-type: none"> • Submission of design team nominations by secondary and postsecondary institutions. • Development of college readiness standards for use in paired courses. These South Carolina College Readiness Standards are accessible at www.che.sc.gov/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf • Creation of paired courses. The paired courses consist of a secondary course matched or "paired" with a postsecondary one. Seventeen courses will be piloted across the state. • Recruitment secondary and postsecondary faculty members to serve as pilot implementers and teach the paired courses during the 2009-2010 academic year. Pilot Implementers are grouped with each other in geographical clusters according to type of institution. All clusters contain at least one high school and one institution of higher education. • First training session for pilot implementers was held on August 5, 2009. <p>Upcoming Phase II activity:</p> <ul style="list-style-type: none"> • Second training session for pilot implementers will be held on September 12, 2009. • Pilot implementation of paired courses in South Carolina classrooms (academic year 2009 – 2010). <p>CHE also began implementation of the course articulation and transfer system In March 2009 to create a statewide, web-based system that will facilitate student transitions and the portability of academic credits between and among South Carolina's institutions of higher education (see Recommendation 1.23 in the "Transfer and Articulation" section for additional information).</p> <p>CHE also completed a transfer guide for dual enrollment students in February 2009 that lists only the courses that will transfer to any public institution in the state. This guide will help ensure that students take courses that will count toward a degree program rather than as electives.</p>
<p>1.12. Promote more rigorous high school coursework.</p>	<p>SCDE; High Schools</p>	<p>The South Carolina Course Alignment Project will promote increased academic rigor. Paired courses (e.g., exit-level high school courses designed in tandem with entry-level college courses) will be pilot tested in the 2009-2010 school year and are scheduled to be implemented statewide in the 2010-2011 school year.</p>
<p>1.13. Align college course prerequisites with high school graduation requirements and sequence undergraduate general education requirements so that they are linked with appropriate high school senior-year courses. [See also 1.17 and 3.26.]</p>	<p>Legislature; SCDE; High Schools; CHE; SCTCS; Colleges and Universities</p>	<p>In terms of sequencing undergraduate general education requirements so that they are linked with appropriate high school senior-year courses, the South Carolina Course Alignment Project seeks to align exit-level high school courses with entry-level college courses in mathematics, science, and English. The success of this project will lead to the alignment of additional courses.</p> <p>Additional ways to sequence curriculum will also be explored.</p>

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Recommendation	Responsibility*	Status
1.17. Foster a college-going culture in high school by developing and implementing activities such as senior seminars. [See also 1.13.]	High Schools; School Districts; Colleges and Universities	
1.14. Improve high school course-taking patterns and monitor results.	SCDE; High Schools; Colleges and Universities	
1.15. Expand and enhance student transition programs to reduce repetition of courses or course content and attrition.	SCDE; High Schools; CHE; SCTCS; Colleges and Universities;	
Transfer and Articulation		
1.22. Create incentives and requirements for seamless student transitions between and among two-year and four-year institutions, including the implementation of a statewide initiative to monitor transfer effectiveness. [See also 3.22.]	Legislature; CHE; SCTCS; Colleges and Universities	CHE began implementation of the course articulation and transfer system in March 2009 to create a statewide, web-based system that will facilitate student transitions and the portability of academic credits between and among South Carolina's institutions of higher education (see Recommendation 1.23 in the "Transfer and Articulation" section for additional information).
1.23. Implement the state-funded Course Articulation and Transfer System (CATS) at the earliest possible opportunity in order to improve the efficiency and effectiveness of transfer processes, to reduce time-to-degree, and to monitor progress to degree completion.	CHE; SCTCS; Colleges and Universities	<p>A kick-off meeting for the implementation of the Course Articulation and Transfer System project was held on March 31, 2009. During Phase One, institutions are being provided with the following electronic tools by the developer, AcademyOne:</p> <ul style="list-style-type: none"> • the Transfer Agreement Management Center, which will enable institutions to publish their transfer agreements, codify them, and promote them to prospective students; • the Course Equivalency Management Center, which will help institutions map their courses to equivalencies at other institutions, record them in the database, and provide updates; • the Transfer Profile Management Center, which will provide a summary of transfer attributes so that institutions can promote their programs and services with pictures and historical attributes; and • the Academic Program Upload Wizard, which will allow institutions to upload their current academic programs into the CollegeTransfer.net database. <p>Institutions have participated in tool implementation webinars and are sending equivalency data and course extract data to AcademyOne. In addition, 21 institutions have completed Course Equivalency Management Center training. Sixteen institutions have completed the tool implementation process and their information is available on the collegetransfer.net website. Tool implementation for all institutions should be completed by October 2009.</p>

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Recommendation	Responsibility*	Status
1.23. Implement the state-funded Course Articulation and Transfer System (CATS) at the earliest possible opportunity in order to improve the efficiency and effectiveness of transfer processes, to reduce time-to-degree, and to monitor progress to degree completion. CONTINUED	CHE; SCTCS; Colleges and Universities	<p>During Phase Two, AcademyOne is creating a customized web portal that will serve as the main interface for SC institutions to communicate with students about transfer policies, course equivalencies, and articulation agreements. The custom portal is currently in the preliminary design stage. Dave Stanley, from AcademyOne, was in South Carolina August 18-20, 2009, and worked with CHE staff to develop the custom portal which will be presented for feedback at the October 2009 Advisory Committee on Academic Programs meeting.</p> <p>During Phase Three, AcademyOne is creating an interface for each institution's student information system so that information related to course articulation and transfer is easily added into the SC system which will display information via the customized SC portal. Currently, AcademyOne is working with seven institutions to develop these customized interfaces and one institution, Lander University, has already been set up on the live system with the Equivalency Synchronizer (its interface).</p> <p>During Phase Four, AcademyOne will deploy additional tools that allow students to create "what-if" transfer planning scenarios for degrees offered at institutions in the state, thereby enabling prospective students to compare information and guide their course planning efforts. Efforts beyond Phase Four will focus on the development and deployment of customized enhancements in support of SC's efforts in statewide articulation and transfer automation. Those subsequent phases are currently being defined. Implementation is expected to take several years.</p>
3.22. Develop a reverse bridge pathway from four-year to two-year institutions to provide students enrolled in liberal arts programs and liberal arts graduates access to practical, technical and hands-on training in order to match their range of skills with workforce needs. [See also 1.21.]	SCTCS; CHE; Colleges and Universities	
Workforce Development		
1.8. Produce more and better prepared teachers in all critical needs areas, including more male and minority teachers. [See also 2.4.]	Colleges and Universities	<p>CHE established an Education Articulation Task Force to develop a transfer guide and a set of common general education courses applicable to all Education programs of study in an effort to recruit more students into the profession as well as promote degree completion and facilitate enrollment of transfer students in education programs. Meetings were held on April 6, 2009, and May 14, 2009, during which the Task Force addressed programs in Early Childhood, Elementary, and Special Education. Four more meetings are scheduled for Fall 2009 to address the remaining Education programs. The next meeting will be held on September 14, 2009, and will address programs in Middle Level Education.</p>

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Recommendation	Responsibility*	Status
2.4. Produce greater numbers of teachers in all critical needs areas, especially in Science, Technology, Engineering and Mathematics (STEM) disciplines, including more male and minority teachers.	Colleges and Universities	During FY 2008-09, new teacher certification programs have been created : B.A., Modern Languages, New Concentrations in Teaching German, French and Spanish, Citadel B.A., Chemistry, New Concentration in Teaching Secondary Chemistry and Broad Field Science, Citadel B.S., Biology, New Concentration in Teaching Biology and Broad Field Science, Citadel M.Ed., Secondary Education with New Concentrations in Mathematics, Science, English, and Social Studies, Clemson M.A.T., Secondary Education Mathematics and Science, Clemson M.Ed., Educational Leadership, Coastal Carolina M.Ed., Special Education, Winthrop at Charlotte M.Ed., Educational Leadership, Winthrop at Newberry and Charlotte
1.24. Increase alternative delivery methods of appropriate courses and/or programs to reach underserved students, especially non-traditional students, and create greater flexibility as to the time and location of the learning process.	Colleges and Universities	CHE is exploring the possibility of implementing a statewide online degree program, called <i>DegreeSC</i> . A task force of institutional representatives has been formed and the initial meeting will be held on September 15, 2009. In addition, CHE regularly supports and approves programs using alternative delivery methods. See also Recommendations 1.32 and 1.38.
1.30. Create legislative incentives (tax credits, tuition rebates for degree completion, etc.) to encourage students to earn an academic certificate or degree, especially for students who remain in South Carolina for a certain period of time following degree completion.	Legislature	
1.32. Increase availability of applied baccalaureate degrees to meet workforce needs and increase available pathways in order to bolster educational attainment for associate degree holders.	Colleges and Universities; CHE	The initial exploration of <i>DegreeSC</i> (see also Recommendations 1.38 and 1.24) has included identification of several applied or 2+2 baccalaureate programs that will be considered by the newly formed task force.
3.2. Develop or expand higher education programs to support cluster growth, especially in workforce shortage areas.	Colleges and Universities; Business and Industry; SCTCS; CHE	See Recommendations 3.1, 2.4, 2.14, and 1.47.

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Recommendation	Responsibility*	Status
1.38. Develop a coordinated set of blended online/on-campus degree programs delivered cooperatively through different institutions.	Colleges and Universities; CHE; SCTCS	CHE is exploring the possibility of implementing a statewide online degree program tentatively titled <i>DegreeSC</i> targeted mainly to adults aged 25 and older. Loosely modeled after the Tennessee Board of Regents' Online Degree Program, <i>DegreeSC</i> would coordinate and expand the offering of online degree programs with requisite student services and articulated credit agreements. This entity will allow students to select the institution of their choice for their admission, registration, and awarding of degrees, but also allow them to take coursework online from any participating institution. This project is currently in the planning stages. CHE staff performed extensive research, consulted successful statewide online degree programs, and solicited advice and feedback internally and externally. CHE staff participated in conference calls with Tennessee Board of Regents representatives in February, March, and April 2009. Meetings were held with Greenville University Center, Lowcountry Graduate Center, and USC Regional Campus staff representatives during April 2009. Two meetings were also held with USC's representatives in June 2009 to discuss the possibility of using the Bachelor's degree in Organizational Leadership as a possible degree program for this statewide collaborative. CHE staff conducted research to identify several potential programs for <i>DegreeSC</i> and met to discuss these potential programs in July 2009. A letter dated July 8, 2009, was sent to institutional presidents and chief academic officers to discuss the proposed program and invite them to participate in the statewide collaborative. A task force charged with planning and implementing <i>DegreeSC</i> will hold its initial meeting on September 15, 2009. See also Recommendation 1.24.
1.39. Create a web portal that serves as a clearinghouse of information for adult learners. [See also 3.24.]	CHE; SCTCS; SCDE; EEDA Coordinating Council; Colleges and Universities	The EEDA portal provides educational and career planning information and resources for adults, including <i>Kuder Journey</i> and <i>Connect2Business</i> . See also Recommendation 3.24. COMPLETED
3.24. Develop a central website which interested persons or employers may use to find higher education programs, providers, instructions, links to helpful sites and other information relevant to workforce needs. [See also 1.38.]	EEDA Coordinating Council / SCDE; CHE; SCTCS; SCICU; Colleges and Universities	The EEDA portal (www.scpathways.org) is a central website that provides educational and career planning information as well as resources for students, parents, adults, and businesses. All EEDA entities will continue to suggest additional content as needed. The portal is now operational although refinements are being made and content added.
1.42. Implement a cooperative, statewide initiative to reduce gaps in technological literacy among potential adult learners.	Colleges and Universities; CHE; SCTCS; SCDE	
1.43. Create multiple, diverse internships, cooperative work programs, and registered apprenticeship programs for students. [See also 2.20.]	Dept. of Commerce; Business and Industry; Colleges and Universities; SCTCS; EEDA Coordinating Council	The South Carolina Technical College System's Apprenticeship Carolina™ Division has increased the number of employer-sponsored registered apprenticeship programs by 123% in the past 24 months.

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Recommendation	Responsibility*	Status
1.46. Create a low cost online program to develop proficiency in at least four important foreign languages (e.g., Mandarin, Spanish, French, German, etc.) to promote economic development, cultural knowledge, and tolerance.	CHE; Colleges and Universities; Business and Industry; Chamber of Commerce	This recommendation will be considered by the <i>DegreeSC</i> task force in due course.
1.47. Initiate new graduate programs to support new clusters and to attract talented individuals from other states and countries to South Carolina. [See also 2.20.]	Colleges and Universities; CHE	<p>The South Carolina Graduate Professional Alliance (SC-GPA) was created to examine this issue and other issues related to graduate education. The SC-GPA held its first meeting on March 26, 2009, and outlined a series of tasks related to this objective. The SC-GPA has contacted the Secretary of Commerce and the President of the Chamber of Commerce requesting the opportunity to discuss the role of graduate education in supporting the economic development endeavors of the Department of Commerce and the Chamber. At its meeting on July 30, 2009, President Bill Mahoney, SCRA, shared his perspectives related to the kinds of graduate students needed to support business and industry. The SC-GPA also reviewed the list of current graduate degree certificate programs in the state and aligned them to the New Carolina Clusters. The SC-GPA discussed developing a plan to implement both the Higher Education Study Committee Goals and Graduate Professional Alliance Goals, including developing proposals to fund graduate stipends and creating a webpage focused on graduate education. The SC-GPA agreed to take at least partial responsibility for Recommendations 1.38, 1.44, 1.45, 1.47, 1.48, 2.20, and 3.1. The next meeting of the SC-GPA will be held in September 2009.</p> <p>During FY 2008-09, new graduate programs approved that support clusters are: M.Engr., Industrial Education, Clemson M.I.B., Master of International Business, USC-Columbia Ph.D., Health and Rehabilitation Service, MUSC Ph.D., Economics, Clemson</p>
2.5. Integrate entrepreneurship into curricula at colleges and universities (especially in programs in the liberal arts and STEM disciplines).	Colleges and Universities	
2.17. Recruit and retain more students in the state's existing science, technology, engineering, and mathematics (STEM) programs to facilitate increased enrollment. [See also 2.14, 2.20, and 3.28.]	Colleges and Universities; Business and Industry	One strategy to accomplish this goal has been implemented in the funding of LIFE and Palmetto Fellows scholarship enhancements. Reports are available and published on the Commission on Higher Education (CHE) website, www.che.sc.gov/New_Web/Rep&Pubs/Schol_Stats.htm , for the fall terms 2007 and 2008 with the number of enhancements and the percentage of students who received the award. Baseline data will be produced for students enrolled in those programs designated as eligible for the enhanced awards.
3.28. Increase the participation of underrepresented populations in science and technology fields. [See also 2.14, 2.17, 2.19, and 2.20.]	Colleges and Universities; CHE; SCTCS; SCAMP	

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Recommendation	Responsibility*	Status
3.26. Develop an innovative and flexible mathematics curriculum that makes it easier for undergraduate students and entering adults to consider scientific and technical majors. [See also 1.13.]	Colleges and Universities	
3.4. Develop sources of funding to hire additional and replacement faculty, especially in fields that produce graduates for occupations in key clusters and critical areas. [See also 2.24.]	Legislature; Colleges and Universities; Business and Industry	
3.5. Improve student recruitment into high demand occupations which support targeted clusters.	Colleges and Universities; K-12; Business and Industry	
3.6. Identify and implement ways for higher education and industry to communicate about workforce needs. [See also 2.12 and 2.13.]	Business and Industry; Colleges and Universities; CHE; SCTCS; SCICU; SCDE; Dept of Commerce; SC Council on Competitiveness	Technical colleges are required by policy to establish advisory committees for all approved curricula. Each advisory committee is comprised of representatives from businesses, industries, and other appropriate persons from a college's service area. Advisory committees provide appropriate input and advice to college administration and faculty regarding curricula and student preparation for the workforce. They also provide some input on local demand for that occupation. Advisory committees meet at least once a year. This input is one tool for aiding colleges in aligning programs with changing industry requirements.
3.10. Implement fully the certificate system as proposed in the "New Front Door" CHE white paper for adults seeking to gain higher level employment skills. [See also 1.34.]	CHE; SCTCS; Colleges and Universities;	
3.11. Implement fully the South Carolina Technical College System's <i>Adult Pathways</i> initiative.	SCTCS	The South Carolina Technical College System (SCTCS) continues to look for funding to implement this initiative. Due to the unusual economic climate, the SCTCS has not been successful to date in securing an appropriation for this program. However, there has been progress on implementing part of the QuickJobs Carolina program which is one aspect of Adult Pathways. A more complete description can be found in Recommendation 3.12.
3.12. Implement fully both components of the South Carolina Technical College System's <i>competeSC</i> initiative: QuickJobs Carolina and Retool Carolina.	SCTCS	<p>The South Carolina Technical College System (SCTCS) has made significant progress on implementing QuickJobs Carolina. Thanks to a \$4 million grant from the State Workforce Investment Board, SCTCS is soliciting funding proposals from the 16 colleges. Once the requests have been reviewed and approved, funding for the establishment of QuickJobs Programs at most, if not all, of the colleges will commence. For example, Midlands Technical College and Fairfield County received a grant to build a QuickJobs training center in Fairfield County. The facility is expected to be operational in June 2010.</p> <p>SCTCS continues to look for additional and permanent funding to fully implement the entire competeSC initiative. SCTCS submitted funding requests on both the state and federal levels. Due to the unusual economic climate, the SCTCS has not been successful to date in securing an appropriation for this program.</p>

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Recommendation	Responsibility*	Status
3.13. Support the timely implementation of the <i>Kuder Journey</i> system.	SCDE; SCTCS; SC Student Loan Corp.	<p><i>Kuder Journey</i> is now available on the EEDA portal (www.scpathways.org) and allows users to identify occupational background and current needs; plan for educational options; connect with local employers and career opportunities; and save and share career history, progress, and accomplishments.</p> <p>The system was developed/requested to support the efforts of the Regional Education Centers under the EEDA. Funding for this system is being pursued by the yet to be formed SC Personal Pathways to Success Foundation (the system is currently funded through June 2010).</p> <p>COMPLETED</p>
3.14. Develop and implement a comprehensive statewide education plan to facilitate the reentry into society and the workforce of those who have been incarcerated.	Legislature; SCTCS; CHE; Dept. of Corrections; Probation, Pardon and Parole; Colleges and Universities	
3.15. Support the statewide implementation of the Department of Commerce's WorkReadySC, including the WorkKeys credentialing program.	Dept. of Commerce; SCTCS	
3.16. Determine whether the state's higher education institutions have the necessary capacity to satisfy the expanding need for adult career counselors.	CHE; Colleges and Universities	
3.18. Construct a model indicating categories of students entering postsecondary education and the types of training that they will need to meet the state's workforce demands.	CHE; SCTCS; SCDE; WIA Boards, Voc Rehab, SC Student Loan Corp, Others	
Economic Development		
2.1. Create opportunities for communication and "cross-fertilization" between and among institutions of higher education and the state's major industries to encourage idea sharing, on-site explorations, and formal partnership agreements.	Business and Industry; Colleges and Universities	

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Recommendation	Responsibility*	Status
2.10. Establish Enterprise Campuses at technical colleges statewide.	Legislature; SCTCS	Legislation was enacted in past sessions to create Enterprise Campuses at Midlands Technical College and Trident Technical College. During 2009, bills for several individual colleges including Aiken (H.3316/S.303), Greenville (H.3872/S.614), York (H.3616/S.468), and Orangeburg-Calhoun (H.3457/S.469) Technical Colleges and Spartanburg Community College (H.3551) were under consideration. Each of the House bills passed the House. The Senate then passed legislation which combined the House bills into one bill, H.3616. H.3616 became law after the House and Senate overrode the Governor's veto of the legislation giving Aiken Technical College, York Technical College, Orangeburg-Calhoun Technical College, Greenville Technical College and Spartanburg Community College, like Midlands and Trident, the authority to establish Enterprise Campuses. A copy of the bill which passed (H.3616/Act No. 71) is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3616.htm .
2.11. Increase communication, shared programs, and formal partnerships among institutions of higher education.	Colleges and Universities	One of the goals of DegreeSC is to develop shared online programs among institutions of higher education. The newly formed task force will meet on September 15, 2009.
2.12. Create or use existing local higher education/industry advisory boards to identify potential research, collaboration, and consulting opportunities. [See also 3.6.]	Colleges and Universities; Business and Industry; other Economic Development Entities	
2.13. Provide creative incentives to industries to collaborate with SC research institutions. [See also 3.6.]	Legislature; Dept. of Commerce; Research Institutions	
2.14. Expand existing and/or develop new STEM programs which reflect the economic needs of the state. [See also 2.17, 2.20, and 3.28.]	Colleges and Universities; CHE	New STEM programs approved during FY 2008-09 are: A.I.T., Mechatronics Technology, Piedmont Technical College B.S.E., Engineering Science, USC-Columbia B.A. Environmental Science, USC-Columbia M.Engr., Industrial Engineering, Clemson B.S., Electrical Engineering Technology, South Carolina State University extended to Aiken Technical College B.S., Mathematics, New Concentration in Statistics, College of Charleston
2.15. Encourage businesses, colleges, and universities to apply for more Small Business Innovation Research (SBIR) and Small Business Technology Transfer Program (STTR) grants through the South Carolina Department of Commerce.	Colleges and Universities; Dept. of Commerce; Business and Industry	

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Recommendation	Responsibility*	Status
2.16. Establish a South Carolina Energy Independence Consortium to promote collaboration and the sharing of energy-related expertise and to research and develop innovative energy systems through the South Carolina Energy Office.	Legislature; Colleges and Universities; SC Energy Office;	<p>There are two bills (S.208 and a companion bill H.3147) that would create an Energy Advisory Committee for the Office of State Energy, which may relate to this Recommendation. These bills can be accessed at: www.scstatehouse.gov/sess118_2009-2010/bills/208.htm and www.scstatehouse.gov/sess118_2009-2010/bills/3147.htm. As of the end of the session, S.208 remained in committee and H.3147 had been approved by the House and awaits consideration of the Senate. These bills retain their status for the upcoming 2010 session, the second year of the General Assembly's two-year continuing session.</p> <p>Also, of possible interest relating to state energy issues is a report released by a Senate Committee that studied energy issues; this report is available at: www.scstatehouse.gov/citizensinterestpage/EnergyIssuesAndPolicies/EnergyIssues.html (see the last link on the webpage for the Energy Policy Report).</p>
2.18. Revitalize and expand the universities' research infrastructure. [See also 1.20, 3.3, and 4.2.]	Legislature; Research Institutions	
2.22. Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation.	Legislature; CoEE Review Board; Colleges and Universities	<p>Health Sciences SC leverages the CoEE Chair with Duke Endowment funds to promote additional initiatives such as the South Carolina Healthcare Quality Trust, a voluntary, statewide hospital and research university performance partnership that will employ research to identify causes of and solutions to preventable healthcare-associated infections and then share the results with all 65 of the state's acute care hospitals. Health Sciences SC representatives discussed a variety of the initiatives at the April 2009 CHE meeting.</p> <p>The City of Columbia sponsored the National Hydrogen Association Conference at which two prominent USC CoEE Chairs were keynote speakers in March 2009. The SC Academy of Science held its annual meeting, including a Biomedical Symposium, in April 2009, at which time CoEE biomedical researchers presented.</p> <p>At its meeting on June 8, 2009, the CoEE Review Board awarded three new CoEE proposals in the amount of \$11 million for the 2008-09 proposal cycle: Tissue Systems Characterization (Clemson, \$3 million), Lipidomics, Pathobiology and Therapy (MUSC, \$5 million), and Nuclear Science Strategies (USC, \$3 million). A revision version of a fourth proposal, Healthful Lifestyles (USC/MUSC, \$3 million), will be considered for award by the Review Board at the September 2009 meeting.</p> <p>The Review Board also approved funding for a CoEE Council of Chairs Conference on October 29-30, 2009. A steering committee composed of one CoEE chair from each research institution, one Review Board member, CHE staff, and the program marketing agency met at the beginning of July to begin coordinating the conference. SCBiz Inc. has been secured as the media sponsor for the event.</p>

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Recommendation	Responsibility*	Status
2.22. Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation. CONTINUED	Legislature; CoEE Review Board; Colleges and Universities	<p>On July 1, 2009, the CoEE Review Board released its <i>2009-10 Request for Proposals</i>. \$15 million is available for CoEE awards during the 2009-10 fiscal year; these funds are composed of \$8.4 million in 2008-09 carry-forward funding (part of \$12 million in accrued program interest approved by the CoEE Review Board for additional awards, as authorized by statute, on June 9, 2008), plus \$6.6 million in obligation of accrued program interest approved by CoEE Review Board for additional awards on June 8, 2009. Letters of intent for new 2009-10 proposals are due September 4, 2009; formal proposals must be submitted by October 2, 2009. Each proposal undergoes a three-tier review process, as required by statute, which includes a technical review (January 2010), an onsite review (May 2010) and final award determination by the CoEE Review Board (June 2010).</p> <p>MUSC recently announced that it is the recipient of a highly coveted, five-year \$20 million Clinical Translational Science Award (CTSA) grant awarded by the National Center for Research Resources at the National Institutes of Health (NIH). MUSC President Ray Greenberg has noted that this grant would not have been possible without the CoEE Program and that many of the key scientists in the application were recruited through the CoEE Program. MUSC will lead the research efforts of a statewide collaboration involving all three research universities, Health Sciences South Carolina and other partners. The award provides infrastructure support, better training for researchers, and greater access to top clinical trials and promising new treatments.</p> <p>International medical device company Smith and Nephew announced a \$5 million non-state matching pledge for USC's Rehabilitation and Reconstruction Sciences CoEE. The research partnership will work to develop new orthopedic therapies and products</p> <p>The recently released Kauffman Institute 2008 State New Economy Index reveals that between 2007 and 2008, South Carolina has increased its overall national rank from 39th to 34th place. South Carolina also ranked highly in many categories that reflect positively on the state's knowledge-based economic development. (The study measures 29 different indicators, including factors for knowledge jobs, technological innovation and globalization. The index is regarded as one of the top national benchmarks for state economic transformation.) CoEE Review Board Chair Paula Harper Bethea commented, "As South Carolina builds its knowledge economy, I am thrilled for what it means to the people of our state—the creation of well-paying jobs and enhanced economic opportunities. I am also very pleased that South Carolina's CoEE Program, which enables our state to recruit top scientists and establish cutting-edge research centers, has been a major factor in knowledge-economy growth. Through the CoEE program and similar proactive efforts, South Carolina can reinvent its economy, improve quality of life, and become nationally and globally competitive."</p>
Marketing		
1.7. Create outreach programs to target ninth graders.	CHE; SCTCS; SCDE	
1.10. Restore matching funding and expand services for HEAP, GEAR UP, and other related early awareness and readiness programs.	Legislature; CHE; Colleges and Universities	

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Recommendation	Responsibility*	Status
1.40. Develop coordinated outreach programs that focus on adults without college degrees. [See also 1.6.]	Colleges and Universities	Midlands Technical College launched the “Learn to be Competitive” outreach campaign to focus on career preparation. In a comprehensive marketing campaign that included electronic media, billboards, print outlets and college publications, Midlands Technical College advanced the theme “Learn to be Competitive.” The compelling and timely message reinforced the need to pursue education that leads to careers. The visual component of campaign incorporated diverse individuals engaged in jobs that are made possible by programs at the technical college level. Response mechanisms were included so that the college can continue communicating with interested prospective students.
2.19. Develop or expand programs to increase the number of women and minorities in engineering, math, and science. [See also 2.14, 2.17, 2.20, and 3.28.]	Colleges and Universities	
3.7. Implement an aggressive public relations and communications plan targeted to both the policymakers who would support and fund the Action Plan and the citizens who would benefit directly from the successful implementation of the Action Plan.	CHE; SCTCS; SCICU; Colleges and Universities; SC Council on Competitiveness; External Marketing Agency	See the status report entry for Recommendation 1.6.
3.8. Develop a compelling united message from all institutions of higher education to the targeted stakeholders to ensure broad understanding of the critical relationship between education and the state’s economic future. [See also 1.6.]	CHE; SCTCS; SCICU; Colleges and Universities; SC Council on Competitiveness; External Marketing Agency	See the status report entry for Recommendation 1.6.
3.25. Create a branding/marketing plan for the purpose of attracting citizens and employers to the workforce and for communicating the direct and indirect value of these services to communities and a strong workforce.	External Marketing Agency	
Policy Development		
3.9. Allow the state’s technical colleges to provide an additional path for adults seeking to obtain a General Education Development (GED®) diploma.	Legislature; SCTCS; Technical Colleges; SCDE	

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Recommendation	Responsibility*	Status
1.18. Create a P-20 council.	Governor's Office; Legislature; SCDE; CHE; SCTCS; SCICU; K-12; Colleges and Universities; EOC; Chamber of Commerce; Others	While no statewide P-20 council has been created to date, the Charleston Metro Chamber of Commerce's Education Foundation, in collaboration with local secondary and postsecondary partners and area stakeholders, established a regional P-16 council which is working to help students navigate key transition paths from middle to high school and subsequently to postsecondary education and the workforce. The Lowcountry P-16 Council is focusing its initial efforts on the lack of curriculum alignment between the secondary and postsecondary levels as well as the level of rigor and the quality of assessments which often differ significantly between secondary and postsecondary institutions. The group is currently engaged in developing strategies of how best to address problems of curricular alignment locally. Toward this end, the Lowcountry P-16 Council recently hosted a symposium at Trident Technical College organized around the theme of bringing the "two cultures" of secondary and postsecondary education together in order to discuss how the benefits of curriculum alignment can help ease students' transitions from high school to college and to the world of work. Local representatives from both two- and four-year institutions, the Commission on Higher Education, and Dr. Jim Rex, the State Superintendent of Education, delivered presentations at the symposium on June 17, 2009.
1.25. Promote timely degree completion by establishing appropriate credit hour maximums.	Legislature; Colleges and Universities; CHE	
1.26. Promote additional options for timely degree completion such as expanding the use of test-out provisions (including College Level Examination Program examinations) and awarding credit based on life experience.	Colleges and Universities	
1.37. Create statewide policies for assessing prior knowledge, on-campus residency requirements, and course credit expiration.	CHE; SCTCS; Colleges and Universities	
2.9. Broaden the scope of the South Carolina Research Authority (SCRA) and SC Launch! to encourage and support research and technology transfer across <u>all</u> South Carolina institutions of higher education.	Legislature; SCRA	
2.21. Ensure that faculty entrepreneurial activities and industry-related research are recognized in the tenure and promotion process.	Colleges and Universities; CHE	

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2.23. Enact a statutory change to authorize tuition relief for faculty dependents and tuition reciprocity with peer institutions in order to increase competitiveness in recruiting and retaining faculty. [See also 2.2.]	Legislature; CHE	Specific legislation on this recommendation has not been filed. However, the regulatory relief bills for the four-year and research institutions, and also technical colleges, would increase an institution's ability to provide for waivers of tuition and expand authority to do so to include graduate students. If enacted, institutions could use the authority to provide such relief. See Recommendation 2.2 for more information about the regulatory relief bill.
2.24. Improve faculty pay and compensation. [See also 3.4.]	Legislature; Colleges and Universities	
2.8. Review and/or revise Intellectual Property (IP) policies based upon successful models at other research institutions (e.g., Georgia Tech, North Carolina State University, and the University of Kentucky).	Colleges and Universities	Representatives from all three senior research institutions, including research vice presidents and technology transfer management, convened for a CoEE Program Technology Transfer Forum on May 13, 2009. Forum representatives pointed out that faculty-institution IP agreements are not within the administrative purview of the technology transfer offices. Staff recommends a revised version (attached) of Recommendation 2.8, with an emphasis on successful state technology transfer models similar to ones in California and at Emory University.
Retention		
1.27. Redesign academic programs to improve student results while reducing costs through the exploration of course redesign initiatives. [See also 3.27.]	Colleges and Universities; CHE	A conference call was held on April 8, 2009, with Carol Twigg, Director of the Redesign Alliance, to explore ways to involve SC in the course redesign work that she has led which has enhanced retention, improved quality, and reduced costs. A proposal has been developed to seek funding for CHE to host a conference for institutions to learn about this work, interact with redesign participants from member Alliance institutions, and initiate planning for their own institutional efforts.
3.27. Increase the productivity of gateway science and mathematics courses. [See also 1.26.]	Colleges and Universities	
1.28. Provide more effective developmental education. [see also 1.2, 1.3, 1.12, 1.14, and 1.16.]	Colleges and Universities	
1.29. Develop and monitor institutional retention plans for student success.	Colleges and Universities; CHE	A committee has been created to identify and analyze potential statewide initiatives, programs, and policies that would strengthen the retention of first-generation and low income students. This committee will also address freshmen-to-sophomore and sophomore-to-junior retention.
1.31. Create an early warning system at institutions of higher education to prevent student withdrawal during first semester of first year.	Colleges and Universities	

Action Plan Implementation Status Report as of August 24, 2009
Other Recommendations

Recommendation	Responsibility*	Status
Other		
2.3. Engage more undergraduates in research.	Colleges and Universities	
3.20. Encourage further use of best practices in learning-centered teaching including community and problem-based research, service learning, interdisciplinary course models, study abroad integration, intensive writing, and creative inquiry.	Colleges and Universities	
3.29. Develop a statewide undergraduate minor in computational science.	Colleges and Universities; CHE	
1.9. Increase the amount of information shared with high schools concerning how their students perform in college.	Colleges and Universities	
1.19. Create a longitudinal data system.	SCDE; CHE; SCTCS; K-12; Colleges and Universities	The SC Department of Education has initiated development of a longitudinal data system (LDS) under the auspices of a federal LDS grant. A second LDS grant for SC will help to ensure that progress in this area will continue. The Data Quality Campaign (DQC) lists ten essential elements of an LDS and based on the 2008 national DQC survey, SC is listed as having completed eight of ten elements. Of the two remaining elements, one is matching K-12 data with higher education. Conversation has begun between the South Carolina Department of Education (SCDE) staff and CHE staff about the LDS grant. The two agencies are collaborating to apply for the grant, a preliminary project plan has been discussed, and staff representatives from both agencies have met during August to develop the application. The Request for Applications (RFA) for the LDS grant was released on July 24, 2009, with an application deadline date of November 17, 2009.
1.41. Create a centralized transcript repository.	CHE	
3.23. Develop a comprehensive listing of credit and non-credit academic programs, services, and resources of South Carolina higher education institutions that assist in addressing the diverse needs of a developing workforce.	Colleges and Universities; CHE; SCTCS; SCICU	
1.49. Develop a system scale-up plan.	CHE	
2.6. Develop a system of "Research Sabbaticals" for faculty from comprehensive teaching institutions.	Colleges and Universities	

* Bold indicates primary responsibility.

Attachment – The following are suggested considerations for revisions to recommendations from that as originally published in the March 2009 report of the Higher Education Study Committee, *Leveraging Higher Education for a Stronger South Carolina: Action Plan Implementation*. A description of the suggested need for revision is described in the *Action Plan Implementation Status Report* on pages 2 and 20. ~~Strikethrough indicates text to be deleted and underlining indicates suggested new text.~~

Suggested Revisions to Recommendations 2.7 and 2.8

Recommendation 2.7. ~~Create a state model for formal agreements between institutions of higher education and the state's business and industry to facilitate shared research and reduce barriers to the commercialization of resulting discoveries and inventions.~~ Establish a network of programs to encourage statewide technology transfer of South Carolina-derived technologies/patents (e.g., Maryland technology transfer consortium²⁰).

- Foster presence of “support industries.”
- Raise awareness of the roles of business and industry in encouraging campus participation in technological development that would be transferrable.
- Align research emphases with the needs of business and industry.
- Encourage and support collaboration between faculty and Centers for Entrepreneurship and similar entities in order to foster new venture creation.

20 ~~The Maryland Technology Transfer Offices Partnership, or MDTTO, is a technology transfer consortium focused on increasing collaboration between university transfer offices not only to commercialize some of the most innovative technologies in the nation, but also to do a better job of working together to make sure people know about innovative technologies.~~
“MDTTO Partnership Newsletter” University of Maryland, Office of Technology Commercialization Division of Research. [Accessed October 7, 2008.] www.otc.umd.edu/News/mdtto.html.
Also see the Federal Laboratory Consortium (FLC) for Technology Transfer at: www.federallabs.org/.

Note – The suggested revised text above for 2.7 and the corresponding footnote (20) were part of Recommendation 2.8 as included in the March 2009 Higher Education Study Committee report.

Recommendation 2.8. Review²⁰ and/or revise ~~Intellectual Property (IP) policies-industry-institutional technology transfer models~~ based upon successful models in other states (e.g., University of California Technology Transfer System²⁰) and at other research institutions (e.g., Emory University²¹, Georgia Tech, North Carolina State University, and the University of Kentucky²¹).

~~Establish a network of programs to encourage statewide technology transfer of South Carolina-derived technologies/patents (e.g., Maryland technology transfer consortium²²).~~

20 ~~The University of California Technology Transfer System has been recommended as an exemplar model by the executive director of the National Academy of Sciences University-Industry Demonstration Partnership. < www.ucop.edu/ott/ >~~

21 ~~Since 2005, Emory University has netted more than \$650 million in technology transfer fees and royalties.~~
< www.ott.emory.edu/ > < www.emory.edu/news/Releases/emtri/ >

~~20~~ ~~The Medical University of South Carolina (MUSC) reviewed national programs and revised its IP policy last year.~~

21 ~~Georgia Tech IP Policies: http://otl.gtcc.gatech.edu/documents/GIT_Policy_IP_from_Faculty_Handbook_2006-04.pdf (see Section 50) and http://otl.gtcc.gatech.edu/sect/industry/policies_procedures~~

~~North Carolina State University IP policies and forms: www.ncsu.edu/ott/resource.html~~

~~Kentucky IP Policy: www.adec.edu/intellectualproperty/uky.html; Kentucky IP and Commercialization Faculty Guide (Administrative Regulations): www.econddev.uky.edu/ip/ars.html; and forms www.econddev.uky.edu/ip/forms.html.~~

22 ~~The Maryland Technology Transfer Offices Partnership, or MDTTO, is a technology transfer consortium focused on increasing collaboration between university transfer offices not only to commercialize some of the most innovative technologies in the nation, but also to do a better job of working together to make sure people know about innovative technologies.~~

“MDTTO Partnership Newsletter” University of Maryland, Office of Technology Commercialization Division of Research. [Accessed October 7, 2008.] www.otc.umd.edu/News/mdtto.html.

Also see the Federal Laboratory Consortium (FLC) for Technology Transfer at: www.federallabs.org/.