

## Agenda Item 3.05.A

**Revised Strategic Plan for Higher Education**

The Planning and Assessment Committee recommends approval of the attached update of the Strategic Plan for Higher Education with the understanding that the Council of Public College and University Presidents will also review it and provide input.

This updated contains additional items recommended by the Business Advisory Council and approved by the Commission on Higher Education, as well as some other items that reflect actions by the Commission on Higher Education. All items in the Strategic Plan for Higher Education approved by the Commission on Higher Education in 1998 are included in the present update. In some cases, phrasing has been changed or items have been combined to avoid wordiness and repetition. Entirely new items in the plan are indicated by an asterisk (\*).

The present version of the plan reflects the following changes:

- 1) The addition, at appropriate points in the plan, of the recommendations of the Business Advisory Council as approved by CHE. These are included in the itemized points that follow.
- 2) The addition of Item 5 under Goal I, Objective A (p. 2) that reflects action by CHE during the last year to emphasize the importance of access and equity programs
- 3) The addition of Item 3 under Goal I, Objective B (p. 3) that represents CHE's commitment to the research initiative
- 4) The addition of Objective C under Goal I (p. 3) to express recommendations approved by the Commission on Higher Education regarding teacher education programs and K-12 partnerships
- 5) The addition of Item 4 under Goal II, Objective A (p. 5) to reflect CHE's commitment to the study of state appropriations for higher education in South Carolina compared to other Southeastern states
- 6) The addition of Items 3 and 4 under Goal II, Objective B (p. 5) to reflect CHE's commitment to validate the Mission Resource Requirement and to evaluate the impact of performance funding through the FIPSE grant and other means
- 7) The addition of Objective C, "Strengthen Academic Programs," under Goal II (pp. 5-6) to reflect CHE's approval of recommendations related to academic reviews of academic programs
- 8) The rephrasing of items under Goal III, Objective A, to reflect CHE's approval of recommendations related to technology and distance education

## **STRATEGIC PLAN FOR HIGHER EDUCATION IN SOUTH CAROLINA**

**January 1, 2000**

The South Carolina Commission on Higher Education (CHE) and the State's colleges and universities are committed to a broadly educated citizenry in order to promote informed leadership, economic development, and workforce preparation to meet the needs of the State of South Carolina. Well-educated persons possess the knowledge to contribute meaningfully to the improvement of our society. They have the ability to think creatively and critically about a wide range of problems. It is the duty of the higher education community to provide access to higher education for the citizens of South Carolina and to promote their intellectual growth and development. Toward this end, the Commission on Higher Education coordinates the diverse missions of the State's three research universities, nine teaching universities, five regional campuses of the University of South Carolina, and sixteen technical colleges.

The following goals focus on three area of importance—economic development, advocacy and accountability, and technology and distance education—and establish directions that higher education should take to serve the citizens of this State.

### **Goal I: Support the State's Economic Development**

The availability of an educated work force is of prime importance to an industry considering moving to or expanding within South Carolina. A technical college can respond to the needs of an employer by providing specialized training. Both two-year and four-year institutions can make available degree programs that are needed by business and industry in the State. From a broader perspective, major industry will find the state more attractive if the general educational level of the work force throughout the state and for all of its citizens, regardless of race, creed, or ethnic origin, is high. The availability of faculty expertise and of applied research, coupled with interaction with business and industry, will create an atmosphere in which higher education actively serves the economic needs of the State.

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### ***Objective A: Enhance Workforce Preparation***

#### ***Action Plans:***

1. Conduct market research to determine needs of business and industry in the state and analyze these needs compared to program offerings  
*Time Line:* 1998-2001  
*Assignment of Responsibility:* CHE with business, the Chamber of Commerce, appropriate state agencies, and the colleges and universities
2. Form a Business Advisory Council and hold at least one meeting annually to provide business input into higher education planning and performance  
*Time Line:* 1998-1999 and following  
*Assignment of Responsibility:* CHE
3. Respond rapidly to workforce needs through the program approval process  
*Time Line:* 1998-1999 and following  
*Assignment of Responsibility:* CHE
4. Develop internships and cooperative education in undergraduate disciplines and implement policies that encourage credit for experiential learning  
*Time Line:* 1998-1999 and following  
*Assignment of Responsibility:* CHE and the State's colleges and universities
- 5.\* Implement access and equity plans and related performance standards to ensure access to higher education for under-served populations  
*Time Line:* 1999 and following.  
*Assignment of Responsibilities:* CHE and the State's colleges and universities

### ***Objective B: Expand Research that Contributes to Economic Development***

#### ***Action Plans:***

1. Expand applied research and basic research through the Experimental Program to Stimulate Competitive Research, competitive research grants, competitive technology grants, and other sources  
*Time Line:* 1998 and following  
*Assignment of Responsibility:* CHE, the State's colleges and universities, the South Carolina Research Authority, and other appropriate groups.

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2. Involve undergraduate students in applied research activities  
*Time Line:* 1998-99 and following  
*Assignment of Responsibility:* CHE and the State's colleges and universities
- 3.\* Implement a Research Initiative to foster competitive, cutting-edge research that supports economic development  
*Time Line:* 1999 and following  
*Responsibility:* CHE with the research universities

**\* Objective C: Strengthen teacher education and K-12 partnerships**

*Action Plans:*

- 1.\* Attain national accreditation (NCATE) of all teacher education programs in the State  
*Time Line:* by 2001  
*Assignment of Responsibility:* CHE with the State's colleges and universities
- 2.\* Require that advanced programs incorporate the core propositions of the National Board of Professional Teaching Standards  
*Time Line:* 2000-2001  
*Assignment of Responsibility:* CHE
- 3.\* Implement K-16 grants to extend college awareness programs, develop business-school partnerships, and improve teacher quality  
*Time Line:* 2000-2002  
*Assignment of Responsibility:* CHE, the State's colleges and universities, the Department of Education, and local schools and districts
- 4.\* Support the elimination of regulations prohibiting paid teacher internships  
*Time Line:* 2000-2002  
*Assignment of Responsibility:* CHE and the Department of Education
- 5.\* Establish a task force to forecast hiring needs and disseminate information to high school counselors for career and post-secondary education counseling  
*Time Line:* 2000-2001  
*Assignment of Responsibility:* CHE with State Department of Education, the Budget and Control Board, the Department of Commerce, other State agencies, the business community, and the State's colleges and universities

<p><b>Goal II: Demonstrate Accountability and Communicate Higher Education's the Needs</b></p>
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The South Carolina Commission on Higher Education functions in a dual capacity of ensuring accountability and effectiveness and advocating for higher education's needs. Several recent legislative acts address mechanisms for accountability for higher education. A major focus of CHE will be on the continuing implementation and refinement of performance-based funding to address accountability issues and provide incentives for continuing improvement.

CHE, in cooperation with the Council of Public College and University Presidents, assumes a leadership role to determine the needs of a nationally competitive higher education system and to gain support from the general public and the state's policy makers. In addition to seeking financial support, the advocacy role should enhance the internal and external image of higher education by strengthening the roles of the State's colleges and universities through better public information and communication and by appropriate program support and development.

***Objective A: Advocate the Needs of the Higher Education Community in Becoming Nationally Competitive***

*Action Plans:*

1. Activate and sustain a coordinated communication and legislative plan in communicating higher education's accomplishments, needs, and aspirations  
*Time Line:* Ongoing  
*Assignment of Responsibility:* CHE and the Council of Public College and University Presidents
2. Advocate for the resources necessary to achieve national competitiveness  
*Time Line:* Ongoing  
*Assignment of Responsibility:* CHE and the Council of Public College and University Presidents
3. Respond to recommendations of the KPMG Peat Marwick Audit Report and the Budget and Control Board's Management Report on CHE  
*Time Line:* 1998-2000 and following  
*Assignment of Responsibility:* CHE

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- 4.\* Undertake an objective study that compares funding for South Carolina's colleges and universities to funding in other Southeastern states  
*Time Line:* 1999-2000  
*Assignment of Responsibility:* CHE

### ***Objective B: Implement Systems of Accountability and Performance Funding***

#### ***Action Plans:***

1. Complete and refine the implementation of performance funding specified in Act 359 of 1996  
*Time Line:* 1998-2000 and following  
*Assignment of Responsibility:* CHE and the State's colleges and universities
2. Streamline reporting requirements for the State's colleges and universities  
*Time Line:* 1998-99 and following  
*Assignment of Responsibility:* CHE
- 3.\* Validate the model for determining financial need  
*Time Line:* 1999-2000  
*Assignment of Responsibility:* CHE with the State's public colleges and universities
- 4.\* Evaluate the impact of performance funding on the State's colleges and universities  
*Time Line:* 1999-2000 and following  
*Assignment of Responsibility:* CHE with the State's public colleges and universities

### ***Objective C: Strengthen academic programs***

#### ***Actions Plans:***

1. Recommend additional appropriations for program reviews and recommend terminations resulting from program reviews to the trustees and administrators at the institutions, as appropriate  
*Time Line:* 1999-2000 and following  
*Responsibility:* CHE

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2. **Develop new productivity standards for programs**  
*Time Line:* 2000-2001  
*Assignment of Responsibility:* CHE with the institutions
3. **Identify programs that should be accredited and recommend terminations of those that are not accredited but should be**  
*Time Line:* 2000-2001  
*Assignment of Responsibility:* CHE
4. **Establish a task force to identify areas of need for new programs, make recommendations for action, and request specific appropriations of the General Assembly, as necessary**  
*Time Line:* 2000-2001  
*Assignment of Responsibility:* CHE with the State Department of Education, Budget and Control Board, Department of Commerce, representatives of the General Assembly, and the State's colleges and universities

<p><b>Goal III: Develop the Use of Technology to Facilitate and Enhance Learning</b></p>
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It is clear that both the delivery and methodology for learning will be drastically different in the 21st century because of the use of various forms of technology. Almost all campuses are in the process of incorporating technology into instructional methods. These initiatives should keep pace with developments in education throughout the nation as well enhance access to a variety of learning styles for South Carolina citizens. The higher education community needs to plan for technology and for distance education. Appropriate strategic planning should lead to the formulation of policies for that can guide, and be supported by, the State's colleges and universities.

***Objective: Develop Plans and Policies for Technology and Distance Education***

***Action Plans:***

1. **Continue representation on the Information Resources Council's (IRC) Committee on Technology and Education and incorporate technology standards recommendations from the IRC in the Strategic Plan for Higher Education**  
*Time Line:* 2000 and following  
*Assignment of Responsibility:* CHE

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2. **Work with the South Carolina Distance Education Partnership, the Southern Region Education Board, and the Southern Regional Education Council to develop guidelines for statewide coordination of distance education and compile a comprehensive distance education document**  
*Time Line: 2000-2001*  
*Assignment of Responsibility: CHE and the State/s colleges and universities*
3. **Support developing a coordinated statewide plan for technology consistent with the State's other technology planning initiatives**  
*Time Line: (1998-2000) 2000-2002*  
*Assignment of Responsibility: CHE and the Governor's Information Resources Council*
4. **Develop and coordinate support for improved use of technology and distance education capabilities, including improved faculty development, master contracts for hardware, and electronic library and databases**  
*Time Line: 2000-2002*  
*Assignment of Responsibility: CHE with the State's colleges and universities*