

NOTE: Significant changes since the last version, dated January 27, are highlighted.

Action Plan Implementation Status Report as of March 24, 2010
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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 were introduced during the 2009 session to provide regulatory reform for the public higher education institutions and remained under consideration in 2010. 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 passed the House and is 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 for technical colleges, H.3841, has also been passed by the House and is under consideration in the Senate. A copy is accessible at www.scstatehouse.gov/sess118_2009-2010/bills/3841.htm .
3.1. Align higher education programs to support statewide and regional clusters.	Colleges and Universities; CHE; SCTCS; SC Council on Competitiveness	<p>Since FY 2007-08, the Committee on Academic Affairs and Licensing has 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 B.A., Graphic Design, Coastal Carolina B.S., Commercial Music, USC-Upstate B.F.A., Theatre Arts with Concentrations in Acting, Design and Technology, and Physical Theatre, Coastal Carolina</p> <p>Education B.S., Secondary Education, College of Charleston M.A.T. Middle Level Education, The Citadel and 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 and decided to invite George Fletcher, Executive Director for New Carolina, to a future meeting.</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	<p>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 offered 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.</p> <p>In the area of health care professions and occupations, Francis Marion University (in cooperation with the University of South Carolina) implemented the "Pee Dee Health Education Partnership" (a consortium approved by the CHE in October 2008). The purpose of the partnership, which includes McLeod Health and Carolinas Hospital, is to support additional graduate programs in health care professions and occupations for the Pee Dee region and the state of South Carolina.</p> <p>The College of Charleston has a number of initiatives that align education programs to clusters including:</p> <ul style="list-style-type: none"> • A Biomedical Commercialization course co-taught by a Management professor from Charleston and a Neurosciences professor from MUSC, providing hands-on experience in biomedical companies (located in the Charleston Innovation Center). • A management course involving students in the review and construction of strategic plans for operating units of MUSC. • The Tate Center for Entrepreneurship, which has been an active participant in the Charleston Creative Cluster, now named "Parliament." • The Department of Computer Science has worked with New Carolina to better align the B.S. in Computer Science and M.S. in Computer and Information Sciences with the Advanced Security regional cluster. • An Arts Management fundraising and development course requiring students to develop a proposal, campaign, solicitation letter, special event, and other items to support a specific project of a not-for-profit organization. • The Theatre Department's playwright program emphasizing the development of student writing skills has a history of recognition of our students' work by the Kennedy Center / American College Theatre Festival
1.2. Use and promote the Knowledge and Skills for University Success standards as a common standard of college readiness.	SCDE; CHE; SCTCS; High Schools; Colleges and Universities	<p>CHE staff sent letters to high schools to reiterate the importance of the <i>Knowledge and Skills for University Success</i> standards. This letter contained several enclosures including the dual enrollment guidance document developed by CHE staff, <i>Redefining College Readiness</i>, and <i>What Will I Learn in College</i> to provide additional information about preparing students for college.</p> <p>The <i>South Carolina College Readiness Reference Standards</i> developed as a part of and being used in South Carolina Course Alignment Project includes the <i>Knowledge and Skills for University Success</i> standards. See Recommendation 1.11 for more information about this project.</p> <p>COMPLETED</p>

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3.21. Increase opportunities for relevant work experience as part of instructional programs. [See also 1.35.]	Colleges and Universities; Business and Industry (Connect2Business)	<p>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.</p> <p>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.</p> <p>USC-Columbia is assembling a comprehensive database of internship, fieldwork, and practical learning practices across all colleges, to be assimilated into the SACS Accreditation Report and into the Banner system database for the university. The database is expected to aid in decisions on future opportunities for incorporating work experience into instructional programs.</p> <p>The College of Charleston has expanded its efforts to increase opportunities for relevant work experience as a part of its instructional programs. The Center for Civic Engagement helps faculty and students link academic goals with community needs and service opportunities through unique academic experiences that link classroom learning to the Charleston community.</p>
2.7. Establish a network of programs to encourage statewide technology transfer of South Carolina-derived technologies/patents (e.g., Maryland technology transfer consortium). [The text of Recommendation 2.7 was changed by approval of the oversight committee on September 2, 2009.]	Colleges and Universities; Business and Industry	<p>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.</p> <p>Based on staff suggestions, Recommendation 2.7 has been modified to reflect an emphasis on a technology transfer consortium which would work to align business and institution research interests.</p> <p>In October 2009, the first CoEE Council of Chairs convened on the USC-Columbia campus. This conference included private and public sessions devoted to topics such as economic development, CoEE Program objectives (including technology transfer) and the consideration of a CoEE Council of Chairs Charter. In the coming months, the newly formed Council will approve an action plan, which will include technology transfer issues.</p>

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<p>2.7. Establish a network of programs to encourage statewide technology transfer of South Carolina-derived technologies/patents (e.g., Maryland technology transfer consortium). [The text of Recommendation 2.7 was changed by approval of the oversight committee on September 2, 2009.] CONTINUED</p>	<p>Colleges and Universities; Business and Industry</p>	<p>In December 2009, the FY 2009 CoEE Program Annual Report was released. Collective CoEE technology transfer activity includes 136 invention disclosures, 143 patent applications, 13 awarded patents, 18 active licenses, and nearly \$600,000 in licensing revenue.</p> <p>On March 2-3, 2010, Health Sciences South Carolina hosted the Health Economy Advancement Legacy (HEAL) SC 2010 Conference devoted to “the discovery, development and delivery of new concepts, new sciences and new products emanating from the endowed chairs and CoEE scientific research of the HSSC-sponsored CoEE programs.” The HEAL SC Conference included sessions on technology transfer and research commercialization from numerous healthcare CoEE Endowed Chairs and principal investigators, as well as from several prominent national technology transfer experts and venture capitalists. HEAL SC also included a legislative event that provided members of the General Assembly with information about the CoEE Program.</p> <p>See also Recommendation 2.20.</p>
<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 directed the technical college system to submit a plan which they did as requested 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> <p>CHE is moving forward with establishing a Cost Reduction Committee comprised of institutional leaders, members of the Commission, and others to complement and incorporate the efforts currently ongoing at the Technical Colleges.</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	<p>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. In September 2009, an across-the-board reduction of 4.04% for FY 2009-10 was approved by the Budget and Control Board for all state agencies, including higher education institutions. An additional statewide reduction for state agencies of 5% followed in December. On March 18, the House approved budget recommendations for FY 2010-11 which would reduce college and university base funding by 20%. The recommended budget is now under consideration in the Senate.</p>
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	<p>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.</p>
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; following two budget cuts thus far in FY 2009-10, funding is at the \$161,190 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. The survival plan for FY 2009-10 is centered on maintaining the five most critical electronic resources and delivery service at three days per week.</p> <p>Because of the emergency funding institutional assessment fees, core PASCAL services are being maintained through FY 2009-10, although evidence of stress is beginning to emerge. Although no institutions have resigned as PASCAL members for FY 2009-10, many institutions have made library resource cuts in order to maintain program participation. With regard to resources lost from budget cuts, many institutions lost permanent access to materials. Approximately 25% of PASCAL member institutions canceled other research materials in order to maintain former PASCAL resources at higher costs. In a recent PASCAL survey, 12 institutions reported the loss of \$341,000 worth of high value research materials directly attributable to losses from state budget cuts to PASCAL.</p> <p>In September 2009, the South Carolina Deans and Directors of Nursing Education approved use of one-time funds to subscribe to two cancelled nursing packages for the 2010 calendar year.</p>

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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. CONTINUED		<p>CHE has included funding for PASCAL as a high priority item in its FY 2010-11 budget request to the Governor's Office, highlighting the program's cost-effectiveness and role as a governmental best practice and requesting the restoration of \$2 million. CHE and many institutional representatives cited the critical importance of PASCAL during January and February 2010 House Ways & Means Higher Education Subcommittee budget hearings. The budget recommended by the House Ways & Means Committee did not include additional PASCAL funds. However, during the House debate, a provision was approved that would provide PASCAL an allocation, if available, of \$1 million from excess unclaimed lottery prize funds. The funding would be provided after the first \$10.4 million in such expenditures. The House budget which included the provision was approved March 18 and is now under Senate consideration.</p>
1.1. Implement compulsory high school attendance until the age of 18 or high school graduation.	Legislature; SCDE; Dept. of Juvenile Justice	<p>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.</p>
1.6. Develop a marketing campaign to promote college attendance and completion. [See also 1.4, 1.40, and 3.8.]	CHE	<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.</p> <p>Editorials promoting college attendance and completion have been and will continue to be sent to the state's major newspapers by members of the Commission, the Higher Education Study Committee, and others. Editorials have already appeared in <i>The State</i> and <i>The Post and Courier</i> newspapers. In addition, several articles about the importance of higher education were published in newspapers around the state following 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</p> <p>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 activities have taken place:</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

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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.] CONTINUED</p>	<p>CHE</p>	<ul style="list-style-type: none"> September – November 2009 – Media asset and web site development January 2010 – Official launch of the SC CAN Go web site and media campaign launched. The website (www.sccango.org) serves as a comprehensive resource for information regarding financial aid, college and career options, planning advice and much more. Supporting elements of the campaign include television and radio spots that began airing in early January, outdoor advertising and non-traditional efforts including in-school gym banners and social media. <p>SC CHE and the South Carolina Broadcasters Association (SCBA) entered into a collaboration to promote College Goal Sunday and the SCCANGO Web site. Television and radio spots promoting College Goal Sunday aired throughout the months of January and February. From March through June, television and radio spots will air promoting the SCCANGO website.</p> <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> <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>The manual will also include 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>Over 125 school counselors were surveyed during summer 2009 to obtain feedback and suggestions on the manual’s content. The counselor resource manual is projected to be completed in late fall 2009. As part of CHE’s collaborative partnership with the Regional Education Centers, the manuals will be distributed by each of the 12 REC coordinators to the high schools within their service areas.</p> <p>CHE staff is working with Ferebee Lane and Company and a focus group of school counselors to outline manual content. CHE staff reviewed preliminary artwork for the manual’s cover. Final cover artwork will be approved by the end of March.</p>

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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.] CONTINUED</p>	<p>CHE</p>	<p>Winthrop Poll The College Access Challenge Poll surveyed 806 South Carolina parents with a student between the ages of 13 and 19 in public school. This survey sample size provided a statistically significant margin of error of $\pm 3.4\%$. In addition, the poll oversampled households below the median household income. The survey used both sample-targeted and random digit dialing methodologies to ensure that no segment of the population was excluded. Regardless of which sample selection procedure was used to determine a selected household, all selected households were screened for students between the ages of 13 and 19 in public school.</p> <p>The results of the survey gleaned from preliminary data were that over 90% of parents surveyed have high hopes and expectations that their children will obtain a postsecondary degree. Students themselves also expect to attend college. Through the poll, it was learned that parents rely on schools for information and say that schools have been helpful, but that school personnel have to initiate the conversations. Most parents claim that they are saving money for college, but they are relying on traditional savings accounts, which implies that parents need more comprehensive information regarding the numerous financial aid opportunities available to South Carolina residents. In addition, many parents view two-year technical, community, and vocational schools as a cost-saving alternative. These data suggests that if low-income students are going to attend and complete college, then their parents will need significant help from educators, counselors and others.</p> <p>The poll results were further segmented and analyzed by income level, race, and regions of the state. Conclusions drawn from the data suggest that, even when accounting for these factors, South Carolina parents still have high expectations for their children to attend college. While South Carolina parents lean heavily on schools for information, most do not initiate conversations with school personnel about college requirements or financial aid. Most parents report that schools are helpful and they also say they are saving money for college, however, doing so is not likely with persons living below the median household income. Finally, it also seems that parents would benefit from a “one stop shopping” site with information about the college process.</p>
<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.]</p>	<p>CHE; SCTCS; Colleges and Universities</p>	<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 met again on September 17, 2009, October 22, 2009, and January 28, 2010, to continue to discuss the content of the stackable certificates and how to use existing materials to the extent possible.</p> <p>The College of Charleston’s Admissions Office has an “adult student” component within its operation to address the special needs of non-traditional adults, providing assistance with academic planning, advising, and registration and, if necessary, referral to the Office of Career Services.</p>

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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. . In September 2009, an across-the-board reduction of 4.04% for FY 2009-10 was approved by the Budget and Control Board for all state agencies including higher education institutions. An additional 5% statewide reduction for FY 2009-10 was taken in December 2009. During FY 2008-09, colleges and universities lost approximately \$181 million in state general funds for operating, a 24% decline from FY 2008-09. Presently, operating funding as of the December 2009 statewide reductions is at \$527 million, a level not experienced since 1992. 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 remains poor. The FY 2010-11 budget approved by the House and now under consideration by the Senate further reduces base funds for colleges and universities by approximately \$104 million (a 20% reduction).</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>
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.]	CHE	<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>

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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.] CONTINUED</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 was developed. This website is the definitive source for students, parents, educators, community members and other stakeholders seeking information regarding postsecondary education in South Carolina. The official launch of the SC CAN Go website was held on January 11, 2010, at Brookland-Cayce High School in West Columbia. The website (www.sccango.org) serves as a comprehensive resource for information regarding financial aid, college and career options, planning advice and much more.</p> <p>In November 2009, the SC Higher Education Foundation adopted as one of its key initiatives a focus on the development of local college access programs and will work in collaboration with the Commission.</p> <p>Also see Recommendation 1.6 for information about the SC CAN Marketing Campaign.</p>
<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>

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Recommendation	Responsibility*	Status
<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. CONTINUED</p>	<p>Colleges and Universities; CHE; SCDE</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: West Florence High School, Colleton County High School, Lower Richland High School, Edisto High School, Wando High School, TL Hanna High School, and Beaufort High School. Development of marketing and training materials</p> <p>September Site Coordinators' training & preparation</p> <p>October College Application Day – Edisto High School, October 7, 2009; Number of seniors served: 82 College Application Day – T.L. Hanna High School, October 12, 2009; Number of seniors served: 206 College Application Day – West Florence High School, October 14, 2009; Number of seniors served: 80</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. CONTINUED</p>	<p>Colleges and Universities; CHE; SCDE</p>	<p>Analysis of College Application Week Activities Of the three high schools visited so far, 41% of the senior population received assistance completing and filing college applications. Two of the high schools (Edisto and West Florence) required seniors to pre-register for College Application Week. Only registered seniors were allowed to participate in College Application Week. T.L. Hanna allowed every senior to participate and sent every senior English class to College Application Week.</p> <p>The following is a statistical breakdown of the first three College Application Week events: 553 college applications were submitted 25% of the seniors served would be first-generation college students 42% of the students were male; 58% female 49% of the student were African-American; 47% Caucasian 90% of the students found the <i>College Application Week Handbook</i> helpful 97% of the students required assistance from volunteers 77% of the students requested additional information regarding financial assistance and scholarships</p> <p>November College Application Day – Lugoff-Elgin High School, November 3, 2009 College Application Day – Richland One Middle College, November 4, 2009 College Application Day – Lamar High School, November 5, 2009 College Application Day – Midlands Middle College, November 5, 2009 College Application Day – Wando High School, November 10, 2009 College Application Day – Colleton County High School, November 12, 2009 College Application Day – Emerald High School, November 17, 2009 College Application Day – Greenwood High School, November 18, 2009</p> <p>Late November – Mid December Data analysis and planning for 2010</p> <p>Planning College Application Week 2010 and Beyond Commissioner Cynthia Mosteller and CHE staff presented the College Application Week concept to the Charleston County School District on January 15, 2010.</p> <p>At its March 23, 2010, meeting, the Access & Equity and Student Services Committee hosted the College Application Week Planning Committee. Both groups reviewed the 2009 pilot program and began planning for College Application Week 2010.</p> <p>Collaborative Counselor Training Initiative (CCTI) This training initiative for middle and high school counselors includes twelve one-week sessions: introduction to the counselor's role in student career and academic planning; creating a college-going mission; understanding and working with diverse populations; communicating effectively with diverse student populations; engaging students in early career awareness and planning; using data to guide academic planning; academic planning part II; college/postsecondary choice; financial literacy; financial aid; completing the FAFSA and preparing college applications. These sessions are designed for school</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. CONTINUED</p>	<p>Colleges and Universities; CHE; SCDE</p>	<p>College Goal Sunday For the fourth consecutive year, the South Carolina Commission on Higher Education (CHE) in collaboration with the South Carolina Association of Student Financial Aid Administrators (SCASFAA) sponsored a statewide college financial aid event, “College Goal Sunday” on Saturday, February 27, 2010 from 10 a.m. to 1 p.m. at eighteen locations around the state. This free event was hosted by Aiken Technical College, Anderson University, Central Carolina Technical College, Claflin University, Erskine College, Florence-Darlington Technical College, Greenville Technical College, Horry-Georgetown Technical College, Lander University, Midlands Technical College (Airport Campus), Richland County Public Library, Technical College of the Lowcountry, Tri-County Technical College, Trident Technical College, USC Beaufort, USC Lancaster, USC Upstate, and Williamsburg Technical College. More detailed information about College Goal Sunday may be found at www.CollegeGoalSundaySC.org.</p> <p>In addition to the Saturday sites, the following high schools hosted College Goal Sunday events throughout the month of February:</p> <ul style="list-style-type: none"> • Bamberg Ehrhardt High School on February 4, 2010 • Wade Hampton High School on February 11, 2010 • Allendale-Fairfax High School on February 18, 2010 • Colleton County High School on February 25, 2010 <p>Goal Sunday brings together financial aid professionals from colleges and universities along with other volunteers to help college-bound students and their families complete the Free Application for Federal Student Aid (FAFSA) form. This form is required for any student seeking federal and state financial aid, including grants and loans at all colleges in the country.</p> <p>Professional financial aid staff will be on hand at each site to assist students and parents with completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is the federal application that is required to receive federal financial aid including the Federal Pell Grant and student loans. Students and families participating are asked to bring their 2009 tax information.</p> <p>College Goal Sunday South Carolina is made possible by a generous grant from the Lumina Foundation for Education. Lumina Foundation is a private, independent foundation that helps people achieve their potential by expanding access and success in education beyond high school. The Foundation addresses issues that affect access and educational attainment among all students, particularly underserved student groups, including adult learners.</p> <p>Thanks to this generous grant from the Lumina Foundation, nearly 2,700 families have been served.</p> <p>Institutional Outreach During November 2009, the Francis Marion University Office of Admissions conducted application days at 24 high schools in the northeastern, midlands, and lowcountry areas of South Carolina. High schools visited included Richland Northeast, Lower Richland, Spring Valley, Sumter, South Florence, Wilson, Mayo, Darlington, West Florence, Georgetown, Lake City, and Beaufort.</p> <p>The College of Charleston’s Admissions Office established a collaborative with the Admissions Offices at the University of South Carolina and at Clemson to host eighteen joint events, including nine state-wide guidance counselor informational meetings and nine student information sessions in fall 2009.</p>

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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. An op-ed, "Keeping Our Best and Brightest," describing a proposed plan to fund graduate students was published in <i>The State</i> newspaper on December 28, 2009. SC Graduate Professional Alliance members met with Senator Leatherman on January 21, 2010, to discuss the "Keeping Our Best and Brightest" proposal. A SC Graduate Professional Alliance member presented the proposal to the Advisory Committee on Academic Affairs on March 18, 2010. The proposal will be revised to incorporate suggestions made by institutional representatives at this meeting.
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 also met in September and November 2009 and February 2010. An op-ed, "Keeping Our Best and Brightest," describing a proposed plan to fund graduate students was published in <i>The State</i> newspaper on December 28, 2009, and SC Graduate Professional Alliance members met with Senator Leatherman on January 21, 2010, to discuss the proposal described in the op-ed.
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 2011: Phase I – Analyze Alignment Issues Phase II – Create Materials Phase III – Disseminate Materials and Explore Applications</p> <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. • Second training session for pilot implementers was held on September 12, 2009. <p>Current Phase II Activities:</p> <ul style="list-style-type: none"> • Pilot implementation of paired courses in South Carolina classrooms (academic year 2009 – 2010). • Planning regional workshops that will be held during the 2010-2011 academic year to disseminate the paired course materials developed, promote common curricular guidelines, and encourage local partnerships between secondary and postsecondary institutions. <p>The pilot implementation of the paired courses as resulted in some interesting activities thus far including:</p> <ul style="list-style-type: none"> • Requests for higher education cluster partners to speak with high school classes about college expectations; • Philosophical debates about best ways to approach teaching particular topics and in what order; • Acknowledgement of opportunities for professional development with colleagues at other institutional levels to brainstorm and solve dilemmas; • Scheduling of professional development activities with all faculty from respective departments; • Requests to borrow equipment across institutions; and • More detailed syllabi used in courses and posted on course websites. <p>CHE staff presented information about the South Carolina Course Alignment Project at the state ACT Conference on March 9, 2010.</p> <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) are being pilot tested in the 2009-2010 school year.</p>

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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.]	Legislature; SCDE; High Schools; CHE; SCTCS; Colleges and Universities	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. Additional ways to sequence curriculum will also be explored.
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	The College of Charleston Admissions Office conducted "Senior Project" in summer 2009 and invited high school students to on-campus workshops to prepare for college. USC-Beaufort developed a special UNIV 101 (The Student in the University) course for 8 consecutive Saturdays for seniors and a few juniors from Jasper County Schools. This course is in the pilot stage with 16 enrollees; the result of the pilot will inform any future efforts.
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	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: <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.

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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>Institutions have participated in tool implementation webinars and are sending equivalency data and course extract data to AcademyOne. Most of the 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 the end of April 2010.</p> <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. Dave Stanley, from AcademyOne, was in South Carolina August 18-20, 2009, and worked with CHE staff to develop the custom portal which was presented for feedback at the October 2009 Advisory Committee on Academic Programs meeting and at the December Commission meeting. Student focus group sessions were also held on December 2 and 3, 2009. A formal memo was sent to institutional representatives in February 2010 to solicit additional feedback. CHE staff also presented information about the portal at the state ACT conference on March 9, 2010, and received additional feedback. Improvements to the portal are being made based on the feedback received from the student focus groups and institutional representatives. The portal will be launched on April 1, 2010.</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. This phase of the project should be completed by July 2010.</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	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; May 14, 2009, September 14, 2009; and October 5, 2009, to develop this guide, which is currently being finalized.

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<p>1.8. Produce more and better prepared teachers in all critical needs areas, including more male and minority teachers. [See also 2.4.] CONTINUED</p>	<p>Colleges and Universities</p>	<p>Newberry College's Recruit and Engage Math And Science Teachers (RE-MAST) program is a five-year program funded by a grant from through the Robert Noyce Teacher Scholarship Program at the National Science Foundation. The grant award totals \$900,000. The RE-MAST program will recruit, prepare, and mentor 26 math, biology, and chemistry majors pursuing teaching in STEM content areas. In addition, RE-MAST will recruit 34 freshmen and sophomore STEM majors to participate in 6-week, paid summer internships to investigate teaching through field experiences and 2 education courses for credit. Interns will be encouraged to apply for the 26 scholarships available during their junior, senior, or 5th years. The program will actively recruit and encourage STEM career changers interested in teacher certification to apply as well.</p> <p>Winthrop University has been awarded a \$13 million Teacher Quality Partnership grant from the U.S. Department of Education. Winthrop is the only institution in South Carolina, one of only six institutions across the Southeast, and one of only 28 institutions nationally to be chosen to participate in the five-year grant program. The program funded by the grant, Network of Sustained, Collaborative, Ongoing Preparation for Educators (NetSCOPE), will focus on five goals: improving student academic achievement in targeted high-need schools; improving professional learning for school-university faculty and teacher candidates; strengthening the pre-baccalaureate education of teacher candidates; increasing support for new teachers in the high-need districts; and implementing ongoing, accessible school leadership programs. With NetSCOPE, Winthrop will work with five South Carolina school districts in Cherokee, Chester, Fairfield, Lancaster and Union counties, as well as other partners, including the statewide Center for Educator Recruitment, Retention and Advancement, which is headquartered at Winthrop.</p> <p>Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty focuses on improving the achievement of children of poverty by enhancing the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.</p> <p>USC-Columbia's College of Education is a member in an Association of Public and Land-Grant Universities initiative to recruit and support candidates to teach in critical need areas, particularly mathematics and science. USC-Columbia representatives also state that the institution is also committed to doubling the number of teacher candidates recommended for certification in middle or high school mathematics and science.</p> <p>The College of Charleston's Early Literacy Program is a partnership with the Charleston County School District (CCSD) in which minority teacher education candidates (primarily male) are employed to work as teaching assistants with first grade master teachers in low performing schools and simultaneously complete the Master of Arts in Teaching (M.A.T.) in Early Childhood Education. This program is supported by federal stimulus funding as well as private donors.</p> <p>The College of Charleston hosted the annual conference in January 2010 for the Holmes Scholars Partnership. As a member of the partnership, the institution's goal is to recruit more minorities into the teacher education professoriate because one important component of recruiting more minority P-12 teachers is to have more minority faculty members at the university level.</p>

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<p>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.</p>	<p>Colleges and Universities</p>	<p>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</p> <p>During FY 2009-10, new teacher certification programs have been created: M.Ed., Learning and Teaching with Specializations in Instructional Elementary Teaching Grades, Coastal Carolina M.A.T., Music Education with Specializations in Choral, Instrumental (Orchestra), and Instrumental (Band), USC-Columbia M.A.T. Middle Level Education, The Citadel and College of Charleston</p> <p>USC-Columbia's recently initiated B.S. in Engineering Science has been approved as a preparatory major for the Master in Teaching (MT) certification degree for high school mathematics and science. In addition, the USC-Columbia College of Education has joined in a partnership with the Center for Enterprise Systems Management in an effort to improve computer science and information technology curriculum in middle and high schools. The College has also launched a partnership with the College of Engineering's "Project Lead the Way," to offer a Master of Education (M.Ed.) degree for currently certified teachers with an area of inquiry in engineering education.</p> <p>Newberry College's Recruit and Engage Math And Science Teachers (RE-MAST) program is designed to recruit, prepare, and mentor math, biology, and chemistry majors pursuing teaching in STEM content areas.</p>
<p>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.</p>	<p>Colleges and Universities</p>	<p>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 mission and vision statements, bylaws, essential principles, organizational model, and other materials have been developed. See also Recommendation 1.38.</p> <p>In addition, CHE regularly supports and approves programs using alternative delivery methods.</p> <p>With the disappearance of the ETV satellite-assisted avenue for distance course delivery, some colleges at USC-Columbia are experimenting with new technologies. The Darla Moore School of Business at USC-Columbia is piloting the use of "telepresence" for global course delivery in its Master of Human Resources program. In addition, USC-Columbia submitted a Broadband Public Computing Center grant in collaboration with Clemson University and CHE on March 15, 2010. If awarded, the grant will fund several telepresence sites throughout the state to increase alternative delivery methods of courses and program.</p> <p>See also Recommendations 1.32 and 1.38.</p>

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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.
1.38. Develop a coordinated set of blended online/on-campus degree programs delivered cooperatively through different institutions.	Colleges and Universities; CHE; SCTCS	<p>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 and AG*IDEA (part of the Great Plain Interactive Distance Education Alliance (IDEA)), <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.</p> <p>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.</p> <p>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.</p> <p>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> held its initial meeting on September 15, 2009. Task force members agreed to pursue implementation of <i>DegreeSC</i>, and CHE staff, with input from task force members, developed a proposal to explain how the <i>DegreeSC</i> collaboration will work.</p>

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1.38. Develop a coordinated set of blended online/on-campus degree programs delivered cooperatively through different institutions. CONTINUED	Colleges and Universities; CHE; SCTCS	<p>The task force met again on November 24, 2009, and a representative from the Institute for Academic Alliances discussed the Great Plains IDEA and AG*IDEA programs at this meeting. The task force then met on January 19, 2010; this meeting featured two speakers: Dr. Robbie Melton, Associate Vice Chancellor of Strategic Planning for eLearning and Educational Technology Initiatives and Innovations, Tennessee Board of Regents and Dr. Tom Benberg, Vice President and Chief of Staff, Southern Association of Colleges and Schools. The task force held a conference call on February 23, 2010, to discuss the information presented at the January 19, 2010, meeting. During the conference call, the task force suggested using existing online courses as much as possible when considering programs for <i>DegreeSC</i> and identified Fall 2011 as the target start date to implement a pilot program.</p> <p>The task force also decided <i>DegreeSC</i> should begin with programs that are in high demand and marketable to an adult audience. Baccalaureate degree programs currently being considered or developed include: Organizational Leadership which has a business-oriented curriculum; Health Information Management, which combines health, business, and IT courses while emphasizing the management of electronic medical records; Criminal Justice; Paralegal Studies; and American Studies, a multidisciplinary program including courses in history, political science, economics, literature, and African-American studies.</p> <p>The task force continues to pursue implementation of the collaborative and will meet again on March 30, 2010.</p> <p>The Deans of Business invited CHE staff to present at their meeting on March 22, 2010. CHE staff discussed the proposed collaborative in great detail and the Deans expressed some interest in participating in <i>DegreeSC</i> with a business program.</p> <p>See also Recommendation 1.24.</p>
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	<p>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.</p> <p>COMPLETED</p>
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	<p>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.</p>
1.42. Implement a cooperative, statewide initiative to reduce gaps in technological literacy among potential adult learners.	Colleges and Universities; CHE; SCTCS; SCDE	

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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 156% since its inception.
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. At its July 30, 2009, September 30, 2009, and November 24, 2009, meetings, 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 February 2010.</p> <p>An op-ed, "Keeping Our Best and Brightest," describing a proposed plan to fund graduate students was published in <i>The State</i> newspaper on December 28, 2009, and SC Graduate Professional Alliance members met with Senator Leatherman on January 21, 2010, to discuss the proposal described in the op-ed. At its next meeting on April 5, 2010, the SC Graduate Professional Alliance will discuss the feedback received concerning the proposal and will work to finalize its content.</p> <p>New graduate programs approved since FY 2008-09 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 M.A. and Ph.D., Photonic Science and Technology, 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	In January 2009, Francis Marion University unveiled its Center for Entrepreneurship. The purposes of the Center for Entrepreneurship are to foster and promote new business opportunities, and advance the teaching, study, and practice of entrepreneurship and new venture creation.

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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	Francis Marion University sponsors a Women and Minorities in Science and Mathematics initiative that encourages women and minority students to pursue majors in Biology, Chemistry, Physics, Health Physics, and Mathematics. See also Recommendation 2.19.
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	The College of Charleston's Howard Hughes Medical Institute grant provides initial-year funding for some faculty positions. See also Recommendation 2.3 for more information about this grant.
3.5. Improve student recruitment into high demand occupations which support targeted clusters.	Colleges and Universities; K-12; Business and Industry	On November 5-7, 2009, Francis Marion University sponsored the South Carolina Physics Scholars Institute. The Institute allowed thirty competitively-chosen, high-achieving science students from South Carolina high schools to participate in a university-level program focusing on nuclear physics, astronomy, laser physics, and computational physics. The Institute is designed to recruit students into majors such as Health Physics, for which there is a high occupational demand.
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;	

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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 <i>competeSC</i> 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>
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	

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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	<p>The collaboration between the admissions offices at the College of Charleston, the University of South Carolina, and Clemson creates opportunities for communication and idea sharing. (See Recommendation 1.20)</p> <p>The Lowcountry Partnership for Biomedical Innovation (LPBI), initially funded by the Partnerships for Innovation program at the National Science Foundation is explicitly designed to increase cross-fertilization between the College of Charleston's business programs and the Medical University of South Carolina's science programs. The LPBI involves a formal agreement between the College of Charleston and the Medical University of South Carolina; the work takes place in the Charleston Innovation Center recently established by the South Carolina Research Authority, MUSC, and the City of Charleston. This program has both biomedical technology commercialization and workforce development elements.</p> <p>The charter of the College of Charleston/The Citadel Joint Industrial Advisory Board for Computer Science specifically targets cross-fertilization.</p>
2.10. Establish Enterprise Campuses at technical colleges statewide.	Legislature; SCTCS	<p>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 http://www.scstatehouse.gov/sess118_2009-2010/bills/3616.htm. During 2010, legislation (S.964, http://www.scstatehouse.gov/sess118_2009-2010/bills/964.htm) providing authority an Enterprise Campus Authority at Technical College of the Lowcountry has been approved by the House and Senate and presently awaits ratification and consideration of the Governor before final approval.</p>
2.11. Increase communication, shared programs, and formal partnerships among institutions of higher education.	Colleges and Universities	One of the goals of <i>DegreeSC</i> is to develop shared online programs among institutions of higher education.

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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	The College of Charleston's Department of Music collaborates with the Charleston Symphony Orchestra, Spoleto Festival USA, and the City of Charleston's Department of Cultural Affairs.
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 since FY 2008-09 are: A.I.T., Mechatronics Technology, Piedmont Technical College B.S.E., Engineering Science, USC-Columbia B.S. 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 B.S. Biochemistry, Coastal Carolina University B.S., Environmental Engineering, Clemson M.S. and Ph.D., Photonic Science and Technology, Clemson B.S., Computational Science, USC-Beaufort B.S., Biochemistry and Molecular Biology, USC-Columbia
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	
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;	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. 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).
2.18. Revitalize and expand the universities' research infrastructure. [See also 1.20, 3.3, and 4.2.]	Legislature; Research Institutions	

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<p>2.22. Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation.</p>	<p>Legislature; CoEE Review Board; Colleges and Universities</p>	<p>In November 2008, the Kauffman Institute 2008 State New Economy Index was revealed. This report 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> <p>Health Sciences South Carolina representatives discussed a variety of CoEE-related organizational initiatives at the April 2009 CHE meeting. Health Sciences South Carolina leverages the CoEE Chairs 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.</p> <p>In March 2009, the City of Columbia sponsored the National Hydrogen Association Conference at which two prominent USC CoEE Chairs were keynote speakers. In April 2009, the SC Academy of Science held its annual meeting, including a Biomedical Symposium, at which time CoEE biomedical researchers presented.</p> <p>On July 1, 2009, the CoEE Review Board released its <i>2009-10 Request for Proposals</i>. \$12 million is available for CoEE awards during the 2009-10 fiscal year; these funds are composed of accrued program interest approved by the CoEE Review Board for additional awards, as authorized by statute. Formal proposals were submitted by the three senior research institutions on October 2, 2009. A total of eight proposals were submitted (one from Clemson, four from MUSC, three from USC) requesting \$34 million. 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>In July 2009, MUSC 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 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>In July 2009, international medical device company Smith and Nephew recently 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>

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<p>2.22. Build upon the SC Centers of Economic Excellence (CoEE) Program to stimulate research and innovation. CONTINUED</p>	<p>Legislature; CoEE Review Board; Colleges and Universities</p>	<p>At its meeting on September 14, 2009, the CoEE Review Board awarded one new CoEE proposal in the amount of \$3 million for the 2008-09 proposal cycle: Healthful Lifestyles (USC/MUSC, \$3 million). This award brings the 2008-09 award total to \$14 million. The other 2008-09 awards include Tissue Systems Characterization (Clemson, \$3 million), Lipidomics, Pathobiology and Therapy (MUSC, \$5 million), and Nuclear Science Strategies (USC, \$3 million).</p> <p>In October 2009, the Health Care Quality CoEE (USC/MUSC/Clemson) announced it was the recipient of a two-year, \$4.8 million National Institutes of Health grant to establish a statewide, Internet-based network for seriously ill patients looking for help through clinical trials. According to <i>The State</i>, "Patients will be able to volunteer for clinical trials, get notification of new research related to their condition and give consent to have their tissue used for research. The network, expected to be available in two years at no cost to patients, will have built-in security checks to protect patient privacy."</p> <p>In October 2009, the first CoEE Council of Chairs convened on the USC-Columbia campus. This conference included private and public sessions devoted to topics such as economic development, CoEE Program objectives (including technology transfer) and the consideration of a CoEE Council of Chairs Charter. In the coming months, the newly formed Council will approve an action plan.</p> <p>According to its FY 2009 annual report released in December 2009, the CoEE Program has brought more than one-quarter billion dollars in non-state investment into the state's economy and has led to the creation of 3,200 high-paying jobs. The CoEE Program has also resulted in 11 start-up companies and 13 awarded patents. To date, 24 of 81 awarded CoEE Chairs have been appointed. Other FY 2009 highlights include:</p> <ul style="list-style-type: none"> • National Cancer Center designation of MUSC's Hollings Cancer Center; MUSC's president stated that the designation could not have occurred without CoEE Chair participation. • CoEE Endowed Chairs were instrumental in helping MUSC win two \$20 million grants, one from the National Science Foundation and the other from the National Institutes of Health. • CoEE Endowed Chair Dr. Kenneth Reifsnider and his team were awarded USC's single largest federal grant ever, a \$12.5 million U.S. Department of Energy award for advanced energy research; the grant will create one of 31 national Energy Frontier Research Centers (EFRC) sponsored by the U.S. Department of Energy. • Global medical giant Smith & Nephew announced a \$5 million investment in USC's Rehabilitation and Reconstruction Science CoEE to develop tissue-engineered materials and implantable devices. • The Healthcare Quality CoEE partnered with IBM and Siemens to develop information technology infrastructure across South Carolina; this infrastructure is designed to improve health care, increase research, enhance access to clinical trials, and ultimately reduce medical costs. In addition, the Healthcare Quality CoEE has partnered with Columbia-based Collexis Holdings to form the nation's first biomedical research database.

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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	<ul style="list-style-type: none"> American Titanium Works (ATW) announced that it would invest hundreds of millions of dollars in the Upstate to locate facilities near Clemson's four CoEE Endowed Chairs in automotive engineering. The company is building a world-class titanium mini-mill in Laurens County and will invest an estimated \$422 million, creating 320 new jobs. ATW also announced it will establish its applications development and engineering technical center at the Clemson University International Center for Automotive Research (CU-ICAR) campus. This technology center will create 40 additional engineering jobs. Scientists at Clemson's Optical Materials CoEE developed a practical optical fiber, which could have a profound impact on efficiency in electronic devices worldwide. Because of the CoEE Program and CU-ICAR, Clemson was the first institution of higher education in the nation to offer a Ph.D. in Automotive Engineering. In FY2009, that program graduated its first class. Since its creation, the program has doubled in size every year and it currently includes students from across the U.S. and countries such as China, India, Italy, Germany, and Malaysia. Also at CU-ICAR, CoEE Endowed Chairs have been involved in creating an innovative educational concept called Deep Orange. The project will allow CU-ICAR graduate students to create a vehicle from scratch over the course of two years. <p>In December 2009, California-based fuel cell generator company Trulite announced the relocation of its manufacturing and administration operations to Columbia. The company will create 100 jobs in 2010, and could create several hundred additional jobs during the next few years. USC's four fuel cell-related Centers of Economic Excellence were major selling points for Trulite. Trulite's president has stated that one of the principal reasons for the relocation is the opportunity to work closely with CoEE Endowed Chairs Dr. Brian Benicewicz (Polymer Nanocomposites CoEE) and Dr. Kenneth Reifsnider (Solid-Oxide Fuel Cells CoEE).</p> <p>In January 2010, USC appointed Dr. Simon Hudson of the University of Calgary as the CoEE Chair of Hotel, Restaurant and Tourism Management at the Tourism & Economic Development CoEE, and Dr. Souvik Sen of the University of North Carolina-Chapel Hill as the Translational Neurology Chair at the Stroke CoEE. USC also announced the July 2010 appointment of Dr. Sue Levkoff of Harvard University as the Community and Social Support Chair at the SeniorSMART CoEE, and the August 2010 appointment of Dr. Jochen Lauterbach of the University of Delaware as the CoEE Clean Coal Research Chair at the Strategic Approaches to Electricity Production from Coal CoEE. Other recent CoEE Chairs appointments include Dr. Charles Bennett of Northwestern University as the Pharmacology-Epidemiology/Economics Chair at USC/MUSC for the Medication Safety and Efficacy CoEE (March 2010); Dr. Louis J. Guille, Jr. of the University of Florida as the Molecular Genetics Chair at MUSC for the Marine Genomics CoEE (July 2010); and Dr. Zihai Li of the University of Connecticut as the Cancer Cellular Research Chair at MUSC for the Cancer Stem Cell Biology CoEE (July 2010).</p> <p>In February 2010, automotive manufacturer Proterra announced that it will employ at least 1,300 people developing and manufacturing buses and electric/battery drive systems at Clemson University's International Center for Automotive Research. The company made its decision to relocate to South Carolina in part because of CoEE Program research at Clemson University and the University of South Carolina.</p>

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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>At the February 23, 2010, CoEE Review Board meeting, CHE staff released a financial report that showed, during the first six months of 2009-10, the three senior research institutions received \$13.2 million in non-state matching <i>pledges</i>. During the first six months of 2009-10, the institutions also received <i>matching funds</i> of \$15.4 million and drew down \$14.4 million <i>in state award funds</i>. (To date, the CoEE Review Board has awarded \$186.6 million in CoEE grants. The institutions have received \$156.7 million in non-state matching <i>pledges</i>, of which \$130.3 million have been <i>received</i>. State funds totaling \$115.4 million have been drawn down by the institutions.)</p> <p>See also Recommendations 2.7, 2.8, and 2.20.</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	
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	Francis Marion University sponsors a Women and Minorities in Science and Mathematics initiative that encourages women and minority students to pursue majors in science and mathematics. See also Recommendation 3.28.
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.

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Recommendation	Responsibility*	Status
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	
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	

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Recommendation	Responsibility*	Status
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	
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	

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Recommendation	Responsibility*	Status
2.8. Review and/or revise industry-institutional technology transfer models based upon successful models in other states (e.g., University of California Technology Transfer System) and at other research institutions (e.g., Emory University). [The text of Recommendation 2.8 was changed by approval of the oversight committee on September 2, 2009.]	Colleges and Universities	<p>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. Based on staff suggestions, Recommendation 2.8 has been modified to reflect an emphasis on successful state technology transfer models similar to ones in California and at Emory University.</p> <p>In October 2009, the first CoEE Council of Chairs convened on the USC-Columbia campus. This conference included private and public sessions devoted to topics such as economic development, CoEE Program objectives (including technology transfer) and the consideration of a CoEE Council of Chairs Charter. In the coming months, the newly formed Council will approve an action plan, which will include technology transfer issues.</p> <p>In December 2009, the FY 2009 CoEE Program Annual Report was released. Collective CoEE technology transfer activity includes 136 invention disclosures, 143 patent applications, 13 awarded patents, 18 active licenses, and nearly \$600,000 in licensing revenue.</p> <p>On March 2-3, 2010, Health Sciences South Carolina hosted the Health Economy Advancement Legacy (HEAL) SC 2010 Conference devoted to “the discovery, development and delivery of new concepts, new sciences and new products emanating from the endowed chairs and CoEE scientific research of the HSSC-sponsored CoEE programs.” The HEAL SC Conference included sessions on technology transfer and research commercialization from numerous healthcare CoEE Endowed Chairs and principal investigators, as well as from several prominent national technology transfer experts and venture capitalists. HEAL SC also included a legislative event that provided members of the General Assembly with information about the CoEE Program. See also Recommendations 2.7, 2.20, 2.22.</p>
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	<p>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.</p> <p>USC-Aiken sent a team of faculty members from the math department to a course redesign conference in March 2010 to gather ideas for their ongoing work in redesigning introductory mathematics courses.</p>
3.27. Increase the productivity of gateway science and mathematics courses. [See also 1.26.]	Colleges and Universities	<p>The College of Charleston is establishing initiatives to improve placement and student success rates in critical science and mathematics courses. The college has selected a new mathematics placement tool and will be expanding efforts in Supplemental Instruction, math- and science-based learning communities, and other learning support.</p>
1.28. Provide more effective developmental education. [see also 1.2, 1.3, 1.12, 1.14, and 1.16.]	Colleges and Universities	

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Recommendation	Responsibility*	Status
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	The College of Charleston administers the College Student Inventory, an early alert instrument, to selected incoming freshmen to gauge strengths and weaknesses and to measure drop-out proneness. Additionally, Faculty and Staff Assisting Students in Trouble is an online reporting tool that allows faculty and staff to report students to Undergraduate Academic Services who seem to be having academic or personal difficulties. Several offices on-campus also monitor midterm grades and intervene with students in academic difficulty.
Other		
2.3. Engage more undergraduates in research.	Colleges and Universities	<p>USC-Columbia offers undergraduates the option of graduation "with Distinction" in a growing number of disciplines. In this program, undergraduate students actively engage in significant research, scholarship, and/or performance activities within their major in collaboration with a faculty mentor. "With Distinction" options are currently available in Anthropology, Chemical Engineering, English, International Studies, Music, Performance, Philosophy, Political Science, Religious Studies, and Sport and Entertainment Management. USC's Magellan Scholar Program competitively awards grants of up to \$3,000 to support faculty-mentored undergraduate research projects and is administered by the Office of Undergraduate Research. The program has hit the \$1 million mark in research awards to students with nearly 400 Magellan Scholars named since spring 2006.</p> <p>USC-Aiken holds a campus Research Day each April to provide a forum for students to present their research and creative endeavors</p> <p>During 2009-2010, Francis Marion University's Quality Enhancement Plan has increased the number of undergraduates engaged in faculty-mentored research in Biology, Chemistry, Physics, and other fields.</p> <p>The College of Charleston has a campus-wide Undergraduate Research and Creative Activities program. In 2009, this program supported approximately 100 undergraduates in creative and scholarly efforts undertaken in collaboration with faculty members. The College of Charleston also participates in the SC NIH-INBRE (Infrastructure for Biomedical Research) grant, among a group of seven state institutions, in which the focus is on preparing undergraduates for graduate level research in areas relating to human health. The College of Charleston also holds a Howard Hughes Medical Institute grant for \$1.5 million. Among other things, it provides research opportunities for students, creates research and inquiry-based laboratory courses, and connects incoming freshmen to faculty and upperclassmen doing research.</p>
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	

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Recommendation	Responsibility*	Status
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. The South Carolina Department of Education (SCDE) staff and CHE staff collaborated to apply for the grant. The application was submitted in December 2009 and the award should be announced in May 2010.
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.