

Advisory Committee on Academic Programs

Minutes of June 11, 2015

Members Present

Dr. John Lane, Chair
Dr. Ralph Byington, Coastal Carolina University
Dr. Ron Drayton, Midlands Technical College, via teleconference
Dr. Donna Elmore, Orangeburg-Calhoun Technical College
Dr. Gordon Haist, University of South Carolina Beaufort, via teleconference
Dr. Learie Luke, South Carolina State University
Dr. Forest Mahan, Northeastern Technical College
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Hope Rivers, S.C. Technical College System

Guests Representing Members

Dr. Clif Flynn, University of South Carolina Upstate, representing Dr. John Masterson, via teleconference
Mr. Tim Druke, Winthrop University, representing Dr. Debra Boyd
Dr. Kristia Finnigan, University of South Carolina Columbia, representing Dr. Helen Doeringhaus
Dr. Lynne Ford, College of Charleston, representing Dr. Brian McGee,
Dr. Debra Jackson, Clemson University, representing Dr. Robert Jones, via teleconference
Dr. Peter King, Francis Marion University, representing Dr. Richard Chapman
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Mark Sothmann

Staff Present

Dr. Argentini Anderson	Ms. Renea Eshleman
Mr. Clay Barton	Dr. Paula Gregg
Ms. Laura Belcher	Ms. Lane Goodwin
Ms. Sandra Carr	Ms. Trena Houpp
Ms. Julie Carullo	Ms. Edna Strange

Guests

Dr. Kenneth Campbell, University of South Carolina Columbia	Dr. Michael Murphy, Coastal Carolina University
Dr. Nancy Carson, Medical University of South Carolina	Dr. Matt Nelson, Francis Marion University
Dr. Ali Eliadorani, S.C. State University	Mr. Jim Reynolds, S.C. Council on Competitiveness
Mr. John Evans, Florence-Darlington Technical College	Dr. Michael Roberts, Coastal Carolina University, via teleconference
Dr. Susan Flynn, Coastal Carolina University	Dr. Emily Rosko, College of Charleston
Ms. Kristi Forbus, Coastal Carolina University	Dr. Kendall Roth, University of South Carolina Columbia
Dr. John Hester, Francis Marion University	Dr. Prashant Sansginy, Coastal Carolina University
Mr. Bill Jackson, University of South Carolina Aiken	Dr. Richard Segal, Medical University of South Carolina
Dr. Edward Jadallah, Coastal Carolina University	Dr. Joseph Sistino, Medical University of South Carolina
Dr. William Jones, Coastal Carolina University, via teleconference	Dr. Peggy Torrey, S.C. Council on Competitiveness
Dr. Jennifer Keup, National Resource Center	Dr. Alissa Warters, Francis Marion University
Dr. Sathish Kumar, Coastal Carolina University	Dr. Ruth Wittman Price, Francis Marion University
Ms. Pamela Lackey, AT&T	Dr. John Yannessa, Coastal Carolina University
Dr. Kenneth Lewis, S.C. State University	
Dr. John McDermott, University of South Carolina Columbia	

Welcome

Dr. Lane called the meeting to order at 10:05 a.m. He welcomed all in attendance.

1. Consideration of Minutes of February 12, 2015

Dr. Lane requested a motion to accept the minutes of February 12, 2015, as distributed. The motion was **moved** (Byington) and **seconded** (Priest) and the Committee **voted unanimously to accept the minutes as presented.**

2. Transform SC/P-20 Initiatives

a. Presentation on *TransformSC*

Dr. Lane introduced representatives from the South Carolina Council on Competitiveness: Mr. Reynolds, Ms. Lackey and Ms. Torrey. Mr. Reynolds began a presentation on TransformSC by providing a definition of the initiative. [See Attachment for Power Point presentation slides.] He explained that the Council focuses its work on education and workforce development in order to improve the state's competitiveness. He defined TransformSC as "a coalition of business leaders, educators, parents, students, policy-makers and community leaders actively engaged in transforming public education to increase the number of college, career and citizenship ready graduates." He explained that the impetus behind the initiative came from the fact that 85% of high-growth industry jobs in South Carolina in 10 years will require education beyond high school. He stated that even with progress in the last decade, South Carolina's current graduation rate from high school is only 80%. Mr. Reynolds described the fiscal impact of this educational issue; illustrated the business needs for higher educational attainment rates in the state; and presented the skills required by future jobs.

Ms. Lackey presented TransformSC's "profile of the South Carolina graduate," and specifically highlighted the characteristics of learning. She distributed a one-page handout of the graduate profile (included in the Attachment as one of the Power Point presentation slides). She explained that organized groups, including the SCASA Superintendents' Roundtable, SC Chamber of Commerce, S.C. Department of Education (SCDE) and the S.C. Education Oversight Committee, have endorsed the profile. Ms. Lackey expressed TransformSC's hope that the Committee formally adopt the profile at a later date after it has the opportunity to digest and discuss the aspects. She provided the Committee with statistics from public schools around the state that have adopted the TransformSC model of learning. She presented the goals of TransformSC as improving the high school graduation rate, decreasing the need for post-secondary remediation and promoting the opportunity for students to graduate high school with college credit.

Dr. Torrey explained the implications on higher education for implementing this profile. She stated that colleges and universities will need to find a way to teach students who have spent their entire educational career learning through projects and who have been in charge of their own learning. She also commented on the impact the profile will have on college and university admission in regards to aspects such as alternative competency-based diplomas. She explained that students will also expect continual assessment of learning and will not be successful or satisfied with only being tested through a mid-term and final exam. She expressed the initiative's need for help in researching how higher education can best meet these challenges.

b. Presentation by the National Resource Center for the First-Year Experience and Student in Transition at the University of South Carolina

Dr. Lane introduced Dr. Nelson who co-leads the Center of Excellence for College and Career Readiness at Francis Marion University. Dr. Nelson explained a unique aspect of FMU's Center as being a clearinghouse for information and data regarding college and career readiness initiatives throughout the state. He distributed a handout to the Committee highlighting plans for the Center's second year which focuses on gathering stakeholders from around the state. He stated that the National Resource Center at USC is serving as research partner for the FMU Center of Excellence. He then introduced Dr. Keup, the director of the National Resource Center.

Dr. Keup thanked the Committee for the opportunity to share about the National Resource Center and distributed a handout about the Center's history. She stated that the Center began with an Innovation Grant from CHE thirty years ago. In regards to the Center's partnership with the College and Career Readiness Center at FMU, she explained that the Center will serve as the nexus between research and practice and that the research partnership project has three phases, the first of which was an audit of statewide initiatives. She then asked the Committee for help to complete the second phase by completing an upcoming survey of P-20 initiatives. Dr. Keup said the survey will help to fill in gaps of missing or incomplete information found through the statewide audit. She explained that the survey will highlight current activity, shape future initiatives, advance the conversation and create a vocabulary and lexicon. She informed the Committee that the final phase of the partnership will be the sharing of best practices.

3. Program Proposals

- a. Coastal Carolina University, M.Ed., Special Education with Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; and Severe Disabilities

Dr. Byington introduced the program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Priest). Dr. Byington explained that the University plans to phase out the Master in Education degree in Teaching and Learning in Special Education and create a Master of Education in Special Education which will be 100% online. He introduced Dr. Flynn and Dr. Jadallah.

Mr. Drueke asked how students will gain field experience if the program is 100% online. Dr. Flynn answered that the University has researched successful online programs at other institutions, including the University of Kentucky. She explained that students can be observed in their field experience through video conferencing. Dr. Priest asked about authorization from other states for out-of-state students' field experience. Dr. Byington answered that Coastal has a current list on its website for states for which the institution is authorized to accept students, but that participating in SARA would help increase the number of students able to enroll in the program. Dr. Lane asked about the add-on licensure with the SCDE. Dr. Flynn answered that Coastal collaborated with SCDE for the necessary licensures for each subject area.

Mr. Drueke expressed support for the program and shared that Winthrop will only offer certification with the undergraduate degree in Special Education and that it is moving away from offering certification with its Master's program. Dr. Finnigan commended the program as well,

sharing that USC does not offer the specialty areas as twice-exceptional and therefore the proposed program will fill a unique niche in the state.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Master of Education degree in Special Education with Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; and Severe Disabilities, to be implemented in Spring 2016.

b. Coastal Carolina University, M.S., Information Systems Technology

Dr. Byington introduced the program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Priest). Dr. Byington highlighted the program's concentration in Security and Analytics and explained that the program will be offered 100% online. Dr. Finnigan commented that USC is progressing in the data analytics field by recently changing the name of a certificate to Cybersecurity Studies. She also stated that USC faculty expressed concern that the proposal did not mention the security and data analytics courses offered at USC through its Master of Engineering program. She added that USC also has the IBM Center for Innovation of which data analytics is a large part and the Darla Moore School of Business has a new center in business analytics. She asked Coastal to acknowledge these USC aspects in its proposal.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Master of Science degree in Information Systems Technology, to be implemented in Spring 2016.

c. College of Charleston, M.F.A., Creative Writing

Dr. Ford introduced the new program proposal from the College of Charleston. A motion to approve the proposed program was **moved** (Ford) and **seconded** (Drueke). Dr. Ford informed the Committee that the proposed program has specializations in poetry and fiction and further emphasis areas in studio or arts management. She introduced Dr. Rosko to answer questions. Dr. Mahan requested a clarification of career options available with earning the degree. Dr. Rosko answered that the emphasis areas provide business and administration skills training in addition to the traditional fine arts curriculum. Dr. Elmore expressed support for the program. Dr. Lane advised the College to expect questions from CAAL regarding local and state employment projections and justification for the program.

The Committee **voted unanimously to accept** the new program proposal for the College of Charleston to offer a program leading to the Master of Fine Arts degree in Creative Writing, to be implemented Fall 2016.

d. Francis Marion University, B.S., Healthcare Administration

Dr. King introduced the new program proposal from Francis Marion University. A motion to approve the proposed program was **moved** (King) and **seconded** (Priest). Dr. King explained the program was developed in partnership with Florence-Darlington Technical College (FDTC) and will be important for the development of professionals in the healthcare industry, especially considering Florence's two hospitals. He stated that the program will help prepare graduates for graduate degrees. He cited a survey of students in three associate degree programs at FDTC in which 93% of respondents noted a desire for further education at the baccalaureate level. Dr.

Byington referred to Coastal's baccalaureate degree in health administration and expressed support for the proposed program since Coastal has witnessed a need for expanded admission. Dr. Rivers expressed support for the program and stated that this type of opportunity might be expanded to technical colleges beyond FDTC.

The Committee **voted unanimously to accept** the new program proposal for Francis Marion University to offer a program leading to the Bachelor of Science degree in Healthcare Administration, to be implemented Fall 2015.

e. Medical University of South Carolina, M.S., Cardiovascular Perfusion

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (Finnigan). Dr. Shaw explained that MUSC currently has a degree at the baccalaureate level which will be terminated if the Master's degrees are approved. She stated that MUSC is moving from education at the baccalaureate level in this field to the master's degree level because of increasing complexities in the practice of cardiovascular perfusion. She highlighted that 75% of program training in the US is at the post-baccalaureate level and that MUSC's proposed program will be an 87 credit hour program.

Mr. Drueke expressed concern about the amount of credit hours required. Dr. Sistino responded that the amount includes clinical preparation and that the program will be mostly one-on-one training with a heart and lung machine in an operating room. Dr. Lane echoed Mr. Drueke's concern and asked for more clarification in the proposal. Dr. Sistino answered that 50 credit hours is classroom instruction whereas 37 credit hours is clinical preparation. Dr. Jackson expressed Clemson's support for the proposed program.

The Committee **voted unanimously to accept** the new program proposal for the Medical University of South Carolina to offer a program leading to the Master of Science degree in Cardiovascular Perfusion, to be implemented Fall 2016.

f. Medical University of South Carolina, M.S., Cardiovascular Perfusion, Post-Professional

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (Rivers). Dr. Shaw explained that the proposed program will allow working perfusionists to enhance their skills and pursue leadership opportunities in the healthcare field. She informed the Committee that the program will be online; will encompass 30 credit hours; and will be the second post-professional program in the US.

The Committee **voted unanimously to accept** the new program proposal for the Medical University of South Carolina to offer a program leading to the Master of Science degree in Cardiovascular Perfusion, Post-Professional, to be implemented Fall 2016.

g. University of South Carolina Aiken, B.S., Clinical Laboratory Science

Dr. Priest introduced the new program proposal from the University of South Carolina Aiken. A motion to approve the proposed program was **moved** (Priest) and **seconded** (Shaw). Dr. Priest explained that the program is a 3+1 program where students will be on campus for three years and in a clinical setting within the University Healthcare System for one year. He stated that graduates would be qualified to sit for a national certification exam. He informed the Committee that the local area is in need of well-trained lab technicians given the age of current lab techs and that USC Aiken has partnered with one local hospital which supports the need for

the program. Dr. Byington and Dr. King echoed the need for training in this area. Mr. Drueke suggested that the proposal include statistics regarding state-based jobs. Dr. Byington responded that information about state employment could be gleaned from South Carolina hospitals.

The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Aiken to offer a program leading to the Bachelor of Science degree in Clinical Laboratory Science, to be implemented Fall 2016.

4. Program Modifications

- a. Coastal Carolina University, B.S., Health Administration Completion, Change entry requirements

Dr. Byington introduced the program modification from Coastal Carolina University. A motion to approve the proposed program modification was **moved** (Byington) and **seconded** (Priest). Dr. Byington explained that the program is 100% online and that the current entry requirements are too restrictive and exclude many students who are interested in the degree. Dr. Finnigan expressed USC Columbia's support for the program.

The Committee **voted unanimously to accept** the program modification for Coastal Carolina University to modify its program leading to the Bachelor of Science degree in Health Administration Completion to change the program's entry requirements, to be implemented in Fall 2015.

- b. South Carolina State University, B.S., Civil Engineering Technology, Develop into B.S., Civil Engineering

Dr. Luke introduced the program modification from South Carolina State University. A motion to approve the proposed program modification was **moved** (Luke) and **seconded** (Elmore). Dr. Luke explained that the modification continues the trend of the University converting its engineering technology programs to full engineering programs and that the modification is proposed due in part to changes in S.C. law which will allow only engineering graduates (not engineering technology graduates) to be licensed as engineers in the state, starting in 2020. Dr. Finnigan suggested that SCSU stress that the program will attract a different cadre of students as compared to students in the USC, Clemson and Citadel programs. Dr. Lewis stated that the University mainly recruits minority students and agreed to provide additional information about student recruitment. Dr. Elmore expressed her support for the program. Dr. Lane reminded Dr. Luke that CHE will continue to elevate SCSU modifications for the duration of its SACS probationary accreditation status. Dr. Luke acknowledged that he understood.

The Committee **voted unanimously to accept** the program modification for South Carolina State University to modify its program leading to the Bachelor of Science degree in Civil Engineering Technology by developing it into a Bachelor of Science degree in Civil Engineering, to be implemented in Fall 2016.

- c. University of South Carolina Aiken, B.S., Biology, Add concentration in Molecular Biology

Dr. Priest introduced the program modification from the University of South Carolina Aiken. A motion to approve the proposed program modification was **moved** (Priest) and

seconded (Byington). Dr. Priest explained that the concentration is being added for students who either choose to opt out of the clinical component or fail to gain admittance into the clinical component within the B.S., Clinical Laboratory Science. Dr. Lane asked about existing faculty members. Dr. Priest responded that all the courses for the concentration are currently being offered except for one. He added that USC Aiken will hire an adjunct faculty member to teach a current course, freeing a full-time professor to teach the newly developed course.

The Committee **voted unanimously to accept** the program modification for the Medical University of South Carolina to modify its program leading to the Bachelor of Science degree to add a concentration in Molecular Biology, to be implemented in Fall 2016.

- d. University of South Carolina Columbia, B.A.J.M.C., Journalism, Upgrade the concentration in Mass Communications to a B.A.J.M.C., Mass Communications

Dr. Finnigan introduced the program modification from the University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Finnigan) and **seconded** (Shaw). Dr. Finnigan explained that the modification is requested due to the continuing changes in the fields of journalism and mass communications. She stated that elevating the concentration to a major allows students to learn mass communication theory as well as learn the practice of mass communications in applied settings using cutting-edge technology. Mr. Drueke asked that the list of similar programs in the proposal be updated. Dr. Finnigan agreed.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Bachelor of Arts degree in Journalism and Mass Communications in Journalism by upgrading the concentration in Mass Communications to a Bachelor of Arts degree in Journalism and Mass Communications in Mass Communications, to be implemented in Fall 2016.

- e. University of South Carolina Columbia, B.S.B.A., International Business, Add four concentrations

Dr. Finnigan introduced the program modification from the University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Finnigan) and **seconded** (Drueke). Dr. Finnigan explained that USC has been developing a cohort-based track strategy for years and the modification is the result of this development and will add four tracks to the degree: Middle East and North Africa (MENA) Business Track, European Business Track, South American Business Track, and Eurasian Business Track. She explained that students are paired with students at other international universities according to region and that the modification includes memorandums of understanding between and among USC and international universities. She explained the success of USC's Chinese Business Track with the Chinese University in Hong Kong which began in 2009. Mr. Drueke asked whether students will travel to the international campuses. Dr. Roth answered that it depends on the difficulty of the language in the foreign country.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Bachelor of Science degree in Business Administration in International Business to add concentrations in Middle East and North Africa (MENA) Business Track, European Business Track, South American Business Track, and Eurasian Business Track.

- f. University of South Carolina Columbia, M. Economics, Add concentration in Financial Economics

Dr. Finnigan introduced the program modification from the University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Finnigan) and **seconded** (Priest). Dr. Finnigan explained that the concentration meets a demand for academically-trained master's graduates who are conversant in the role of finance and financial institutions in the economic system. She stated that the market for program graduates is large, including investment banks and insurance companies. Dr. Byington asked why the University is not pursuing a specialized master's degree in Finance as compared to Economics. Dr. McDermott answered that the reasons involved efficiency and lower costs and the easy re-packaging of current courses.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Master of Economics degree to add a concentration in Financial Economics to be implemented in Fall 2015.

5. Academic Degree Program Monitoring

Dr. Lane introduced the agenda item and a motion to approve the staff recommendation was **moved** (Shaw) and **seconded** (Byington). Dr. Lane gave a brief summary of the conversation of Commissioners at the April CAAL meeting. He stated that Committee members expressed enthusiasm for the staff recommendations that were formed after the February ACAP conversation. He shared that staff presented at the April CAAL meeting recommendations on metrics, right-fitting program assessment dependent on program discipline, and the future possibility of sharing data among state agencies to form a knowledge portal similar to SeekUT, a website portal which was demonstrated at the meeting.

Dr. Lane informed the Committee that CAAL supports the three improvements to the current biennial program productivity report:

- Increase the "satisfactory" threshold for program completers from five to eight.
- Change the criterion for satisfactory program productivity from meeting ***either*** enrollment ***or*** completion thresholds to the new standard of meeting ***both*** enrollment ***and*** completion benchmarks.
- Add the monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.).

He stated that CAAL also supported the development of a program-specific review, three years after implementation of master's degree programs and five years after implementation of all other programs. He described for the Committee a sample template for the program-specific review and thanked Coastal Carolina University for allowing staff to create a mock review of a recently approved program.

Dr. Luke expressed concern about the timing of the program-specific review, especially if the program does not start until well after the CHE approval date. He also expressed concern about moving from an "either/or" status for the current biennial program productivity review to a "both/and" status. He stated that he understood CAAL's commitment to program accountability but that SC State does not support the shift from "either/or" to "both/and" because there are multiple reasons why a program's enrollment or completion rates are low. Mr. Drueke asked that the new completion criteria of eight be clarified in the proposal as only pertaining to undergraduate programs. Ms. Houpp responded to Dr. Luke's concern about program-specific review by stating that the review will be initiated three or five years after implementation of a

new program, not after the approval date. Dr. Lane responded to Dr. Luke's concern about program productivity and stated that staff explained to CAAL that the changes in criteria would be implemented with a clear understanding of program exceptions for critical programs that should continue even with failure to meet enrollment and completion metrics.

Dr. Jackson shared two concerns. She echoed the need for the program-specific review date be based on implementation of the program as compared to approval of the program. She then expressed concern about placement data requested in the program-specific sample template. She explained that the data is very difficult to collect and that Clemson has tried multiple routes to obtain the data without finding a consistent and reliable process. Dr. Finnigan agreed and Dr. Byington stated that it would be premature for CHE to request placement data prior to pursuing a data sharing agreement? between higher education and other state agencies which track workforce (similar to the SeekUT portal). Dr. Jackson added that graduates who gain employment outside of the field of study do not represent a problem with the program and concluded by stating that the placement table is disconcerting. Dr. Lane responded that the table will require more discussion and revision. Ms. Houpp asked members to send her feedback and suggestions for revising the table by June 25. Ms. Houpp also asked for feedback regarding the question requested specifically by CAAL members on page nine of the sample template regarding the program's financial positive or negative impact. Dr. Ford answered that financial impact would be difficult to assess since program costs cannot clearly be separated from other costs of the institution.

Dr. Rivers asked whether the technical colleges will be asked to supply data for this revised program productivity report as compared with the current annual evaluation of associate degrees. Ms. Houpp explained that associate degrees will not be included in the revised Program Productivity report and that the annual evaluation of associate degrees will remain. Ms. Houpp further explained that any new degree program to the system which progresses through the CHE approval process will be reviewed through the program-specific review.

Dr. Byington asked whether these revised metrics will be applied to both public and licensed institutions. Dr. Lane reported that currently the metrics will be applied only to the public institutions. Ms. Eshleman added that work is being done to revise CHE statute language to allow more monitoring of licensed institutions.

Dr. Ford and Dr. Finnigan echoed concerns of other members regarding small critical programs which are deemed unproductive by the new standards. Ms. Houpp reminded the Committee that the exemption process for such programs will still be a part of the productivity review.

Dr. Byington observed that the Committee is not in a place to vote on the program-specific template, given all the concerns and questions expressed. Ms. Belcher clarified that the motion involves approving the specific revised metrics for the biennial program productivity report and approving the general idea and timing of the program specific review, not the form used for program-specific review. Ms. Houpp explained that the form will continue to be revised and would be voted on in the future. Dr. Luke stated that he is opposed to 1b of the staff recommendation.

Dr. Priest asked why eight was chosen as the new completion metric. Dr. Lane answered that CHE staff researched seven states' metrics and found that the majority of the examined states require 10 or higher as the completion metric and have the "both/and" threshold. Dr. Finnigan asked about the consequences of unproductive programs in these other states. Dr. Lane answered that it depended on the authority granted to the agency by state law.

Mr. Drueke asked that the recommendation be clarified so that 1a refers to only undergraduate programs and that 1b refers to all programs, including graduate programs. Dr. King asked for clarification on the fiscal impact question.

Members asked for clarification on what a vote would mean. Ms. Houpp presented many options of possible action. Discussion ensued as to how the staff recommendation should be revised in order for a vote to be called. The Committee agreed to defer discussion and approval of item 2 in the recommendation until a later date.

Dr. Shaw **moved** and Dr. Byington **seconded** the motion to amend the recommendation from the original:

Staff recommends that the Advisory Committee on Academic Programs approve the following improvements to program review:

- 1) the biennial productivity review criteria to:*
 - a. Increase the “satisfactory” threshold for program completers from five to eight.*
 - b. Change the criterion for satisfactory program productivity from meeting **either** enrollment **or** completion thresholds to the new standard of meeting **both** enrollment **and** completion benchmarks.*
 - c. Add the monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.).*
- 2) a new program-specific review beginning with programs approved in Fall 2015 to assess programs three years after implementation for master’s degree programs and five years after implementation for all other programs, with final specific review criteria to be agreed upon prior to the first reviews to be conducted in Fall 2018.*

To the following revised recommendation:

Staff recommends that the Advisory Committee on Academic Programs approve the following improvements to the biennial productivity review:

- 1. Increase the “satisfactory” threshold for program completers for baccalaureate degree programs from five to eight (the threshold remains unchanged for master’s, first professional, specialist, and doctoral degree programs).*
- 2. Change the criterion for satisfactory program productivity from meeting **either** enrollment **or** completion thresholds to the new standard of meeting **both** enrollment **and** completion benchmarks for all programs.*
- 3. Consider specialized accreditation status of applicable programs that do not meet the enrollment or completion thresholds when determining whether the programs are granted an exemption, placed on probation, or recommended for termination.*
- 4. Add the monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.).*

The Committee **voted fifteen to one** to approve the revised recommendation above. Dr. Luke requested that his dissenting vote be recorded as opposition to Item 2 of the revised recommendation.

6. Updates on Academic Affairs Issues:

a. AP Task Force

Dr. Lane introduced Ms. Houp to give an update. Ms. Houp explained that the Task Force met and had a lengthy discussion to determine the course equivalencies for the new Advanced Placement (AP) Capstone Courses: AP Research and AP Seminar. She informed the Committee that the Task Force is leaning towards recommending that universities accept the new AP courses as elective credit, according to the specific focus topic chosen by the AP student for the courses. She stated that the Task Force will meet again in the fall to finalize the recommendation.

b. SARA

Dr. Lane introduced the item and asked Ms. Eshleman to present information. Ms. Eshleman gave a brief update and shared that 25 states have joined SARA and that within the Southern Regional Education Board (SREB), ten states plan to participate. She presented a brief chronology of events in regards to SC consideration. Ms. Eshleman acknowledged the importance of the issue for universities in the state and asked the Committee to discuss if and how it would like to proceed in supporting this initiative. Dr. Finnigan expressed support for the Committee to act and then explained the draft resolution distributed to ACAP members prior to the meeting as an institutional perspective in regards to SARA participation. She distributed an updated draft of the resolution and asked for feedback. She explained that the Committee needs to clearly articulate how institutions, students and South Carolina are disadvantaged by not participating in SARA. She illustrated the need by stating that some states are refusing placement to USC medical students for clinicals because S.C. is not a SARA participant.

Dr. Jackson shared that Clemson has diligently worked to be in compliance with all 50 states but with significant expense. She referred to a letter sent from the research university Presidents and Provosts to the Chairman of the Commission in support of South Carolina joining SARA, but to her knowledge, the universities have not received a response. Dr. Finnigan stated that USC has not received a response. Mr. Drueke explained that Winthrop has a special disadvantage because of its location directly across the border from North Carolina. He stated that Winthrop cannot afford North Carolina's fees and therefore North Carolina students cannot enroll in Winthrop's online programs. Dr. Finnigan emphasized the need for the Committee to explain not only distance learning program enrollment disadvantage but also the internship aspect.

Dr. Ford asked about the specific concerns of the Commissioners in regards to joining SARA. Ms. Goodwin responded that there is a concern about CHE having oversight for the non-profit independent institutions in the state and Ms. Eshleman answered that there is a misconception that joining SARA will allow more federal intrusion regarding state entities.

Dr. Haist asked whether the cost factor prohibits joining. Ms. Eshleman answered that there are costs involved and states are using different models to cover them. She explained that most states are charging fees for in-state institution participation. She informed the Committee that SC institutions have communicated their support in helping to off-set the costs of participation, because it will save exorbitant money required currently to be authorized separately in every state.

Dr. Shaw **moved** to adopt the revised draft of the resolution with two editorial changes regarding the CAAL meeting date and the list of states which have joined SARA, and the motion was **seconded** by Mr. Drueke. The Committee **voted unanimously to adopt** the resolution in support of South Carolina joining SARA.

c. Legislative

Dr. Lane introduced Ms. Carullo who presented a legislative update. She informed the Committee that the General Assembly is working to finalize the budget. She explained that the House proviso regarding transfer provides for a Fall 2016 implementation whereas the Senate version does not call for implementation, but instead requests a study of the issue with findings being presented in May 2016. She also provided information regarding House and Senate differences for other provisos regarding reporting higher education data and offering personal finance courses. She explained the status of legislative bills regarding higher education, including ones dealing with military tuition rates, tuition for individuals over 60 years of age, and the required teaching of the Constitution. She informed the Committee that once the Session is concluded, CHE staff will publish a legislative summary on the CHE website.

7. Annual Report on Academic Common Market, 2015

(For Information, No action required)

Dr. Lane presented the item for information.

8. Notifications of Program Changes and/or Terminations, February-May 2015

(For Information, No action required)

Dr. Lane presented the item for information.

9. Other Business

Dr. Lane acknowledged the great work and service of Dr. Samuel Hines from The Citadel in honor of his pending retirement. He expressed CHE's gratitude to Dr. Hines and expressed his disappointment at not being able to acknowledge Dr. Hines in person.

Dr. Lane informed the Committee that any continued feedback on the new program proposal and modification forms will be helpful to CHE staff.

Dr. Gregg announced that Committee members should expect critical informational emails in the next two weeks regarding both the *Improving Teacher Quality* grants program and the *EIA Centers of (Teaching) Excellence* grants program.

Dr. Lane then thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 1:37pm.

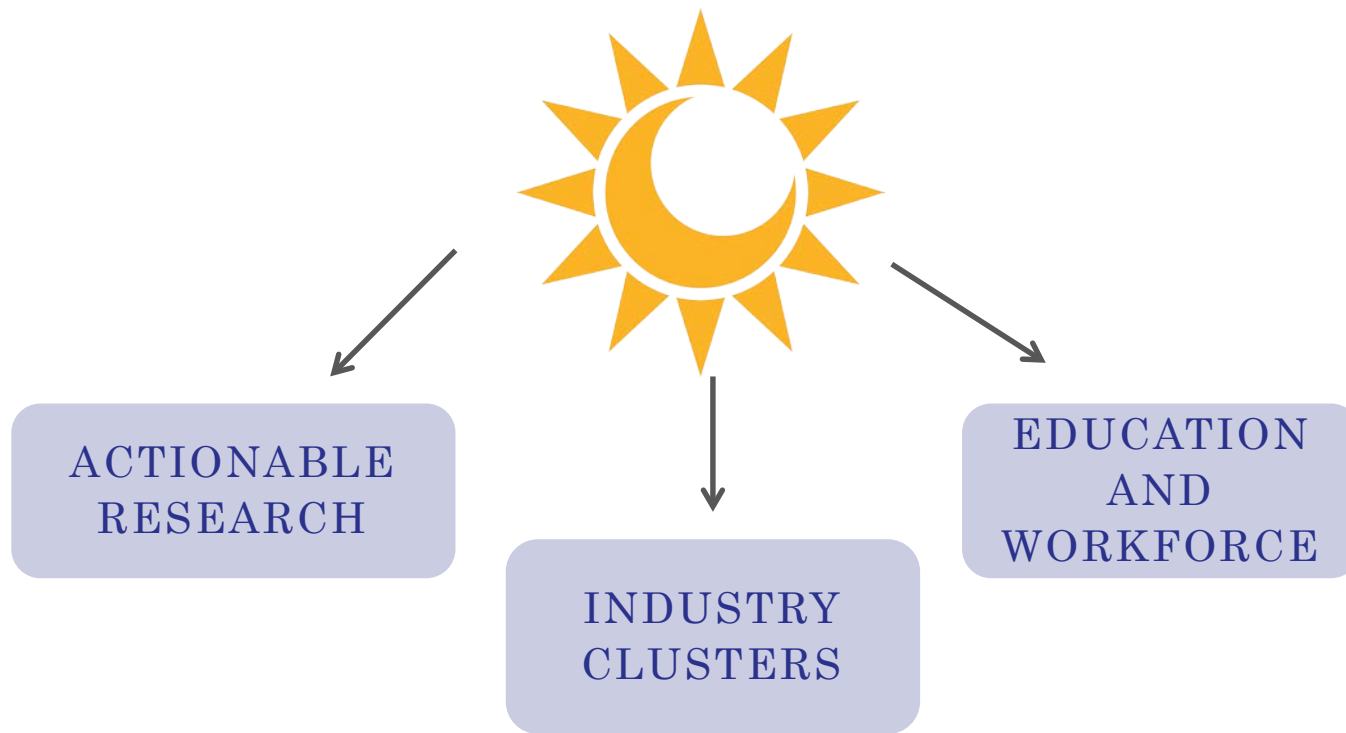


Pamela Lackey, President AT&T South Carolina
Jim Reynolds, CEO Total Comfort Solutions
Dr. Peggy Torrey, Director



SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

A nonpartisan, **business-led non-profit** organization committed to advancing the **long-term economic competitiveness** of our **state, industries, and citizens**.

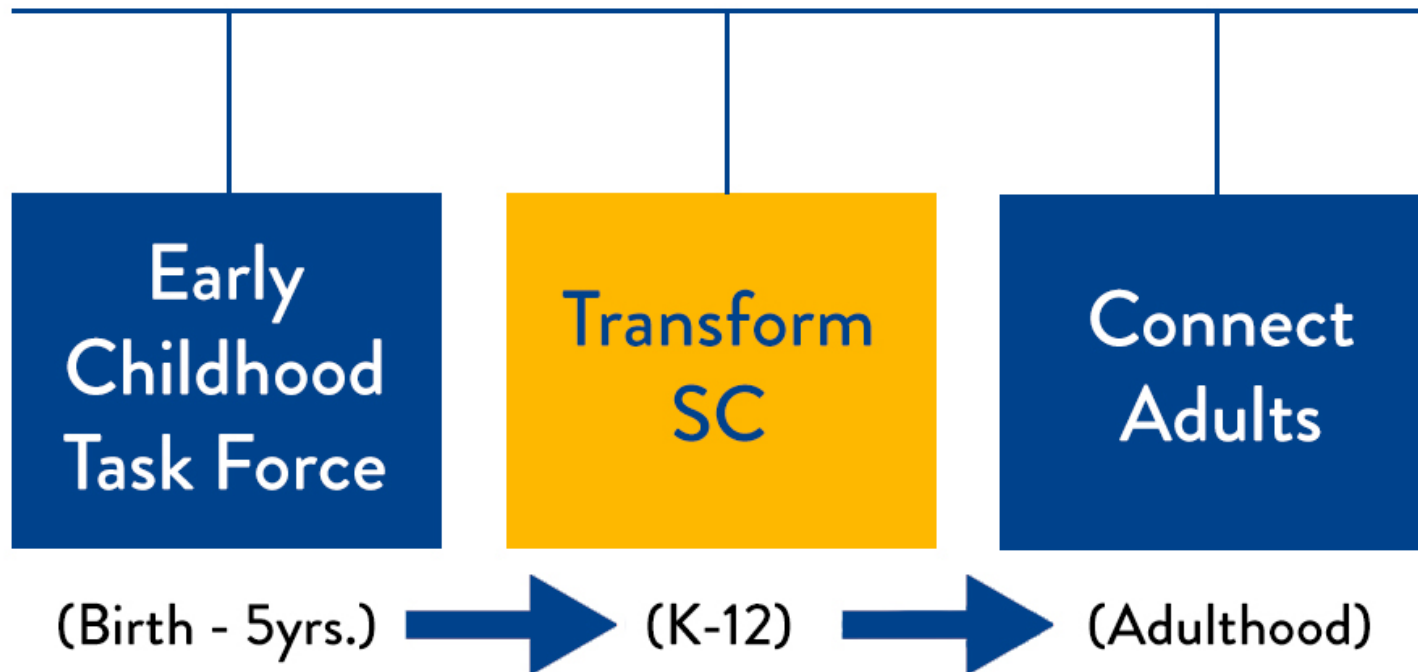


How we do it

- Actionable research on **opportunities and threats** to South Carolina's competitiveness;
- Support of industry clusters that provide South Carolina a **competitive advantage**; and
- Education and workforce development initiatives that ensure all South Carolina's citizens are **equipped to compete in a global economy**.

OUR COMPREHENSIVE LIFE-CYCLE APPROACH TO SC EDUCATION & WORKFORCE INITIATIVES:

EDTF [Education and Workforce
Development Task Force]



Who We Are

TransformSC is a coalition of **business leaders, educators, parents, students, policy-makers and community leaders** actively engaged in transforming public education to increase the number of college, career and citizenship ready graduates.

Why Transform?

The South Carolina Workforce

In the next five years ...

But only...



85%

of jobs will require
some post-
secondary
education.



65%

of jobs will require
a 2-or 4-year
degree.



36%

of working age adults
(25-64) in SC has an
associate or bachelor's
degree and only 22%
have some college and
no degree.

Source: , Georgetown University Center for Education and Workforce, 2012; US Census, 2012, US Census , 2012

Why Transform?



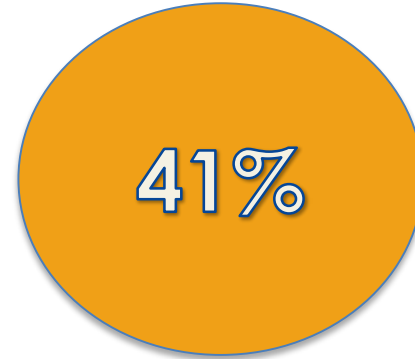
1 in 5

students fail to
complete high school



Source: Education Oversight Committee (School Year 2013-2014)

AND



of HS graduates entering
technical college require
remediation costing
\$21,000,000 annually.

SC Technical College System

Impact of Dropping Out

	HS Dropout	HS Graduate	College Graduate
Average Annual Earnings	\$20,241	\$30,627	\$56,665
Unemployment Rate	12%	8.1%	4.4%
Average Fiscal Contribution (from age 18 to age 64)	-\$5,200	\$287,000	
Incidence of Poverty	Twice as likely as college graduates		
Incarceration Rate	63 times higher than college graduate		

US Census 2010; A Sum, The Consequences of Dropping Out of High School, 2009, Northeastern University; National Center for Educational Statistics

Business Needs

The first priority of businesses seeking a new location or planning an expansion is the availability of a skilled workforce.

“Skilled” doesn’t mean just technical or “hard” skills and knowledge. Soft skills are equally or, in some cases, more important.

46%

of new hires
fail in the first
18 months

89%

of those who
fail, fail for
attitudinal
reasons

Source: Mark Murphy, Hire for Attitude

Careers of the Future

According to an interview of 220 experts, business leaders and young people from Asia, Europe and North America:

50%

of occupations
today will not
exist in 2025

New jobs will require creative intelligence, social and emotional intelligence and the ability to leverage artificial intelligence.

Source: Fast Forward 2030: The Future of Work and the Workplace, CBRE and China-based Genesis

WHAT'S DIFFERENT?

- ☀ Profile of the Graduate
- ☀ Characteristics of Learning
 - ☀ Personalized
 - ☀ Paced to the individual
 - ☀ Technology enhanced
 - ☀ Evidence based
 - ☀ Facilitated, not directed, by teacher

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

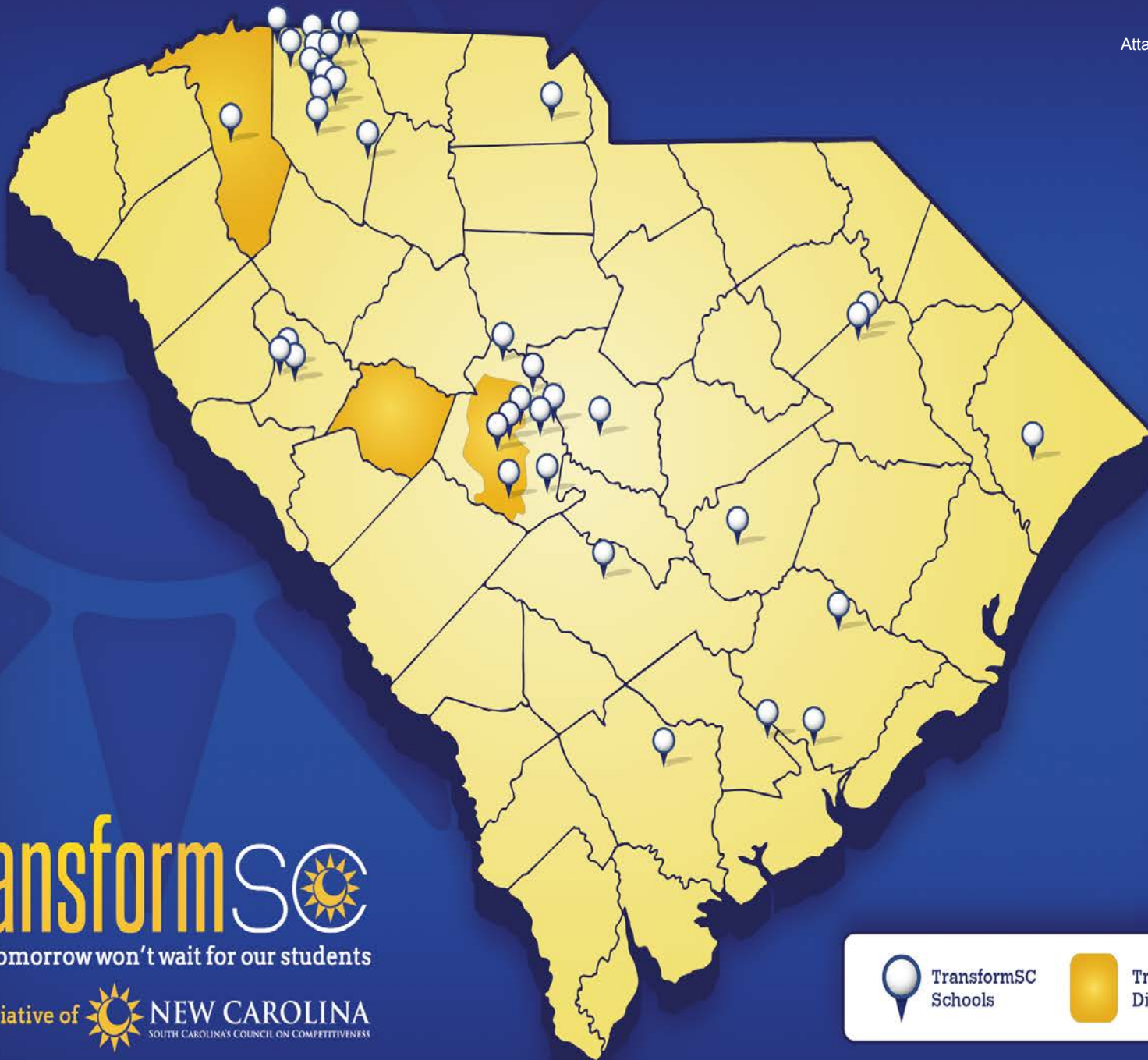
World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by the SCASA Superintendents' Roundtable, SC Chamber of Commerce, State Board of Education and Education Oversight Committee.



transformSC
tomorrow won't wait for our students

an initiative of  **NEW CAROLINA**
SOUTH CAROLINA'S COUNCIL ON COMPETITIVENESS



TransformSC
Schools



TransformSC
Districts

Impact Measures

Decrease dropout rate from 23% to 10% or below

Decrease the need for post-secondary remediation from 41% to <5%

90% students graduate high school with college credit and/or a career credential

EARLY RESULTS:

Whitemore Park Middle School

CONWAY, SC

98.8

Poverty index



All 6th graders received laptops & each has dashboard to measure progress

22



6th graders mastered math standards early & moved on to 7th grade math.

MAP



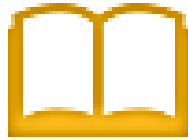
MAP test scores rose in all groups every quarter



EARLY RESULTS:

COUGAR NEW TECH ENTREPRENEURIAL ACADEMY

WALTERBORO, SC

80 

9th graders immersed
in project-based learning

90% 

decrease in discipline
referrals

2 YRS in 9 MOS

increased average reading
level of 9th graders

12% increased
performance

on Algebra 1 end-of-course
state exam increased

74%

fewer failures
due to absence

EARLY RESULTS:

DORCHESTER DISTRICT 2

DORCHESTER, SC

- ☀ **District-wide** early college model for rising **10th** graders
- ☀ **Trident Technical College** instructors **teach courses** on Dorchester School District Two campuses (or virtually)
- ☀ **Students** can **graduate** high school **with an associate's degree** at little to no cost
- ☀ Graduates can **enroll** in **Claflin University** or **Charleston Southern** as academic **Juniors**.

DUAL ENROLLMENT PARTICIPATION

	Students Enrolled	Attempted Credits	Earned Credits	Percentage Earned
AY 11-12	263	1231	1097	89.1
AY 12-13	356	1990	1831	92
AY 13-14	613	3553	3227	92.2



Source: Dorchester District 2

Implications for Higher Education

Institution Level:

Admissions

Assessment

Instructional practice

“Seat time”

Research needs—

 impact of leadership

 cost models

Partnerships with districts on apprenticeships

Educator Preparation:

Leadership Preparation

Teacher Preparation