Advisory Committee on Academic Programs

Minutes of September 29, 2016

Members Present
Dr. John Lane, Chair
Dr. Connie Book, The Citadel
Dr. Ralph Byington, Coastal Carolina University
Dr. Clif Flynn, University of South Carolina Upstate
Dr. Peter King, Francis Marion University
Dr. Learie Luke, South Carolina State University
Dr. Brian McGee, College of Charleston
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Eric Skipper, University of South Carolina Beaufort

Guests Representing Members
Dr. Diane Carr, Midlands Technical College, representing Dr. Ron Drayton
Mr. Tim Drueke, Winthrop University, representing Dr. Debra Boyd
Dr. Kristia Finnigan, University of South Carolina Columbia, representing Ms. Joan Gabel
Dr. Debra Jackson, Clemson University, representing Dr. Robert Jones
Ms. Leah Jones, Orangeburg-Calhoun Technical College, representing Dr. Donna Elmore
Mr. Tom Nelson, Lander University, representing Dr. David Mash, via teleconference
Ms. Rosline Sumpter, S.C. Technical College System, representing Dr. Hope Rivers
Dr. Suzanne Thomas, Medical University of South Carolina, representing Dr. Lisa Saladin

Staff Present

Mr. Clay Barton	Dr. Paula Gregg
Ms. Laura Belcher	Ms. Anna Grubic
Ms. Camille Brown	Ms. Trena Houp
Ms. Saundra Carr	Ms. Peggy Simons
Ms. Carrie Eberly	Dr. Erica Von Nessen
Ms. Lane Goodwin	

Guests

Ms. Melanie Barton, Education Oversight Committee	Dr. Marie Nix, Lander University, via teleconference
Dr. Peter Brews, University of South Carolina	Mr. Rick Moul, PASCAL
Dr. Wayne Buff, University of South Carolina	Dr. Srihari Nelakuditi, University of South Carolina
Dr. Stephen Cutler, University of South Carolina	Ms. Terrye Seckinger, S.C. Commission on Higher Education
Dr. Stephanie Davis, Clemson University	
Dr. Julie Eggert, Clemson University	Ms. Kulcey Stafford, PASCAL Board
Dr. Grant Gilmore, College of Charleston	Dr. Nathaniel Walker, College of Charleston
Dr. Philip Hall, Medical University of South Carolina	Dr. Margaret Wetsel, Clemson University
Dr. Jeremy King, Clemson University, via teleconference	Dr. Victor Zordan, Clemson University
Dr. Manton Matthews, University of South Carolina	
Ms. Valerie Morris, College of Charleston	

Welcome

Dr. Lane called the meeting to order at 10:03 a.m. He welcomed all in attendance and expressed support for the Townville community in Anderson County after its tragedy.

1.   Consideration of Minutes of May 19, 2016

Dr. Lane requested a motion to accept the minutes of May 19, 2016, as distributed. The motion was **moved** (Byington) and **seconded** (Priest) and the Committee **voted unanimously to accept the minutes as presented**.

2.   Presentation of 2017 Legislative Agenda for the S.C. Department of Education and the Education Oversight Committee
    (For Information, no action required)

Dr. Lane introduced and welcomed Ms. Melanie Barton from the Education Oversight Committee (EOC). She began her presentation (Attachment A) by thanking the Committee for the opportunity to present EOC's legislative agenda. She explained that one of the main focus areas in which higher education has a role is accountability focused on college and career readiness. She stated she hopes to receive feedback from the Committee regarding this topic. She mentioned that the *Profile of the SC Graduate* was codified as Act 195 and is now considered the goal of education in the state and the state is now faced with merging its accountability system with the federal accountability system because of the *Every Student Succeeds Act (ESSA) of 2015.* She reminded the Committee of the Lumina Foundation research finding: "By the year 2015, 60% of working aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two thirds of all jobs created will require some form of postsecondary education." She informed the Committee that South Carolina had 40.7% of adults with postsecondary degrees or credentials in 2014 which placed the state as 42nd in the nation.

Ms. Barton then presented recent ACT results, highlighting the discrepancy between an 80% high school graduation rate and a 14% passage rate for meeting the benchmarks on all four ACT testing areas, which are references for determining college readiness. She also informed the Committee of other challenges such as lower minority student passage rates and low STEM benchmarks. She referred to a national sampling of 2013 high school graduates which showed that almost half of the students completed neither a college ready nor career ready course of study in high school.

Ms. Barton then addressed scholarship retention, remediation, and student debt. She shared slides regarding WorkKeys results and comparison benchmark charts for ACT results between 2015 and 2016. She asked for feedback regarding next steps as laid out in the last slide. She specifically asked if the ACT benchmark scores are adequate in determining college and career readiness or if higher education would like a different definition to be developed. She stressed the need for a longitudinal data system and suggestions for the best ways to measure life and career characteristics as included in the *Profile*. She specifically referred to a survey being developed for admissions officers to garner feedback regarding how institutions recognize the evidence of soft skills.

Dr. Byington responded to the presentation by stating there is a difference between being college ready and STEM college ready. Ms. Barton stated that a statewide definition would be broader than STEM-specific. She asked the Committee about whether the state should consider AP, IB and dual enrollment as

measures of college-ready in addition to ACT scores. Dr. Jackson commented that dual enrollment courses should not be taught by high school teachers, but by college faculty and ideally on a college campus, and should only be offered to juniors and seniors. She continued by expressing her concern about the ACT scores for math. She commented that the ACT tests college algebra expertise but the first math course at the university level is typically calculus. Dr. McGee stated that each institution measures college readiness differently through its admission process and college readiness can be defined differently depending on the specific major. He commented that the biggest challenge according to the EOC presentation seems to be that the high school courses are not strategic in improving college readiness and in order to improve college readiness, different courses need to be taken by students at the secondary level. Dr. Byington addressed a concern that some students are taking advanced courses too early in 8th or 9th grade and then do not take high level courses in their senior year, creating a gap of knowledge when they enter post-secondary education. He continued by expressing concern for the lack of right K-12 resources, especially in areas such as the "Abbeville" school districts. Ms. Barton countered his point by stating that the issue is not resources but a cultural, holistic perspective that needs to be changed. Dr. Byington responded that the issues are partly funding-based because of teachers leaving the field early due to insufficient salaries and lack of complete resources for their students.

Dr. Jackson suggested using institutional data on retention and graduation rates, which are readily available. She cited the data and reported that Clemson has a retention rate from freshmen year to sophomore year of 92.5%; a four-year graduation rate of 60% and a six-year graduation rate of 82%. She stated that the statistics presented by institutions would help to understand successful admission policy. Dr. Byington added that regional schools will have lower admission standards and therefore possibly lower retention and graduation rates. He shared there are different preparations for students depending on the educational sector they choose: research, regional or technical. He informed the Committee that Coastal conducted a two-year self-study regarding an increase in admission standards linked to a decrease in enrollment but an increase in retention. Dr. Jackson expressed her concern about making predictions of students' ability or aspiration for a college education too early in students' secondary careers. She stated that some students exceed expectations and perform well in post-secondary education despite not meeting the traditional predictors shown in secondary education.

Dr. Priest asked for clarification of Ms. Barton's request of the Committee. She stated that EOC is seeking feedback from the higher education community in helping to determine the best statewide college-ready policy definition. She continued by stating if the higher education community does not suggest other indicators for college readiness, EOC will continue to use ACT benchmark scores. Dr. Priest responded that if high school students were able to meet the ACT benchmarks, then students would be better prepared and ready for college. Ms. Barton added that EOC would be pleased if 50% of the students met the benchmarks.

Dr. McGee commented on the gap between achievement and desired performance at the secondary level and mentioned his institution has to budget more remediation funding when increasing the admission of South Carolina students. He stated that the General Assembly needs to address the issue of college-readiness with the K-12 community and ensure that secondary students are taking the right courses in high school that will prepare them for success at the post-secondary level. He reiterated Dr. Byington's earlier comments that students interested in STEM fields must take higher level math and science courses their junior and senior years for better probability of success in math and science courses at the post-secondary level. Ms. Barton explained that discussion is occurring regarding changing the standards for state scholarship awards. Dr. Lane shared with the Committee that a recent High School Task Force of the EOC addressed the issues of a gap year and discussed scholarship enhancements as well.

He commented that distributing talking points from that task force might be beneficial. Dr. Byington shared Commissioner Munns' observation regarding students' reluctance to take more rigorous courses to ensure they do not lose their state scholarships with a lower GPA. Ms. Barton responded to the conversation by sharing that one Spartanburg school district has banned early release for seniors and mandated that all seniors take a math and English class. Committee members responded positively to the information and Dr. Jackson stated that making sure the senior year of high school is not a wasted educational year is the most important point that has been made in the discussion.

Ms. Barton again mentioned the survey that will be sent to institutional admissions departments to seek feedback on college readiness. Dr. Jackson suggested the survey also be sent to major advising groups at institutions. Dr. McGee thanked Ms. Barton for presenting and initiating a healthy conversation.

3.   **Update on PASCAL**

Dr. Lane introduced and welcomed PASCAL Board Chair Kulcey Stafford, the library director at Northeastern Technical College. Ms. Stafford thanked the Committee for the opportunity to present the work of PASCAL, referred to a handout (Attachment B) to Committee members and then introduced PASCAL Executive Director Rick Moul. Mr. Moul explained PASCAL is a consortium of 56 public and private academic libraries in South Carolina and reminded the Committee that CHE is PASCAL's fiscal agent. He then reported on PASCAL's continuing work in the state which has annual cost avoidance of $11 million. He informed the Committee in the past year PASCAL revised and updated its strategic agenda which calls for deeper collaboration amongst libraries and a movement to the next level of technological innovation which will foster potential cost savings and universal increase in academic resources.

Mr. Moul explained that in response to the strategic plan, PASCAL formed a blue-ribbon task force to present options for coordinating a modern technological system. He continued by stating that PASCAL then proceeded with a Request for Information (RFI) from vendors regarding a shared infrastructure through a next generation Library Services Platform (LSP) and after the RFI responses were studied and analyzed, a report determined that "a common LSP would reduce costs at both the institutional and state level, support the efficiencies possible in collaborative collections and workflows and create opportunities for individual libraries to focus more deeply on campus needs." Mr. Moul then explained that a series of meetings to inform PASCAL members were planned and executed within six weeks and a decision about whether to go forward with a Request for Proposals will be made in the coming weeks. Ms. Belcher, an ex officio member of the PASCAL Board representing CHE, shared with the Committee CHE's excitement for this next stage of service and activity taken by PASCAL to further give South Carolina students the resources for success. She highlighted and thanked the PASCAL staff, the PASCAL Board and the various PASCAL member task forces for their dedicated work and service to students.

4.   Program Proposals

   a.   University of South Carolina Columbia, M.S., Information Security

   Dr. Finnigan introduced the program proposal from the University of South Carolina Columbia. A motion to approve the proposed program was **moved** (Finngan) and **seconded** (Priest). Dr. Finnigan explained USC has been building momentum towards this degree for 15 years and President Pastides identified information security as a focus of the institution for the next 10 years. She informed the Committee that the current certificate in the field has seen increased enrollment and there have been many requests for a master's level credential. Dr. Byington asked why more of the courses required for the degree will not be delivered online. Dr. Matthews responded many of the classes for the program are already offered and they are offered through traditional instruction. Dr. Lane commended USC for providing in the proposal the ratio of projected in-state and out-of-state students in regards to the budget justification.

   The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Columbia to offer a program leading to the Master of Science degree in Information Security, to be implemented in Spring 2017.

   b.   University of South Carolina Columbia, Pharm.D.
   c.   Medical University of South Carolina, Pharm.D.

   Dr. Finnigan and Dr. Thomas introduced the program proposals from the University of South Carolina Columbia and the Medical University of South Carolina. A motion to approve the proposed programs was **moved** (Finnigan) and **seconded** (Byington). Dr. Lane explained the institutions seek to dissolve the joint Pharm.D. program at the S.C. College of Pharmacy and form two stand-alone programs. Dr. Finnigan stated new program proposals were requested to restore the original programs at both institutions which existed until 2005. She presented the history of the S.C. College of Pharmacy and explained that the institutions have offered classes through distance learning. She explained unforeseen administrative structural difficulties with the joint program such as the combined program being unable to offer tenure to faculty. She also informed the Committee the institutions were unable to merge financial systems and the two programs were never fully integrated. She stated the curricula of the two programs will be similar to the current curriculum and that student enrollment for both programs is projected to be stable.

   The Committee **voted unanimously to accept** the new program proposals for the University of South Carolina Columbia and the Medical University of South Carolina to offer programs leading to the Doctor of Pharmacy degree, to be implemented in Spring 2017.

   d.   College of Charleston, M.A., Community Planning, Policy and Design

   Dr. McGee introduced the new program proposal from the College of Charleston. A motion to approve the proposed program was **moved** (McGee) and **seconded** (Finnigan). Dr. McGee explained only two programs in the nation focus on progressive traditional design. He referred to Clemson's recent program proposal for urban resilient design, commented on the stark differences between the two programs, and stated that the programs are not duplicative. Dr. Jackson expressed Clemson's support and commented that the program is complementary to Clemson's programs. Dr. Lane asked that marketing for the program be clear in regards to a student's possible need for summer preparatory courses prior to

entering the full program curriculum. Dr. Lane commended the program objectives in the proposal. He also asked the College to submit the letters of support referred to in the proposal.

The Committee **voted unanimously to accept** the new program proposal for the College of Charleston to offer a program leading to the Master of Arts degree in Community Planning, Policy and Design, to be implemented Fall 2017.

e.   Clemson University, M.S., Digital Production Arts

Dr. Jackson introduced the new program proposal from Clemson University. A motion to approve the proposed program was **moved** (Jackson) and **seconded** (Book). Dr. Jackson explained Clemson currently offers a Master of Fine Arts in Digital Production Arts and is now seeking to offer the Master of Science as well. Dr. Book asked about the delivery of the program. Dr. Zordan responded that several classes were taught online already and that some Clemson faculty are based in Charleston to provide face-to-face instruction. Dr. Book expressed The Citadel's support for the program and spoke to the creative arts environment in Charleston. Dr. McGee agreed and expressed the College's support and reminded the Committee of the College's undergraduate degree in Computing in the Arts which might potentially be a feeder program for the graduate degree. Dr. Byington expressed Coastal's support and mentioned students' potential interest.

Dr. Priest commented that Clemson might anticipate a question from CAAL members regarding the program's potential to be a cost or revenue center. Dr. Jackson explained the limited new costs in that only a small number of students will pursue the M.S. as compared to the M.F.A. and many current classes under the M.F.A. will be part of the M.S. curriculum as well. Dr. Byington referred to the profit margin on page 13 which is not consistent with other master's level programs. Dr. McGee commented that the discussion highlights the challenges institutions face in explaining new costs for overlapping degrees and distributed costs in regards to faculty and staff members. Dr. Lane stated the Policy Task Force is underway and is discussing needed changes to the policies, procedures and forms for program approval. Dr. Jackson commented that Clemson presents different budget information for its Board than for CHE and that the Board information is comprised of? incremental budget figures. Dr. McGee shared that his office prepares three to four different budget charts for new programs. Dr. Lane expressed interest in speaking about this topic more thoroughly. Dr. Jackson suggested that institutional finance officers need to be included in the discussion. Dr. Lane asked about projected administrative and staff FTE and costs. Dr. Jackson responded that Clemson will provide clarification.

The Committee **voted unanimously to accept** the new program proposal for Clemson University to offer a program leading to the Master of Science degree in Digital Production Arts, to be implemented Spring 2017

5.   Program Modifications

a.   University of South Carolina Upstate, B.A., Information Management and Systems, Upgrade concentration in Health Information Management to a B.A. in Health Informatics

Dr. Flynn introduced the program modification from the University of South Carolina Upstate. A motion to approve the proposed program modification was **moved** (Flynn) and **seconded** (Priest). Dr. Flynn explained that the current concentration in Health Information Management is successful and the

University wants students to be able to have a degree that reflects the curriculum in order to obtain employment in the health field. He mentioned the USC Board of Trustees will vote to approve the degree program on October 19. Dr. Byington asked about the budget and specifically about the existing revenue but no new costs. Dr. Lane asked why the projected need for supplies and equipment is zero. Dr. Flynn stated he would check with faculty and respond to the request. Dr. Priest asked for clarity in headcount numbers in the proposal. Dr. Flynn replied he will provide clarification once he consults with the faculty authors of the proposal. Dr. Lane informed Dr. Flynn that staff questions will be emailed.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Upstate to modify its program leading to the Bachelor of Arts degree in Information Management and Systems to upgrade the concentration in Health Information Management to a Bachelor of Arts degree in Health Informatics, to be implemented in Spring 2017

b. University of South Carolina Columbia, Executive International M.B.A., Add three sites

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 University already offers the program at an international site in TEC de Monterrey-Guadalajara, Mexico. She stated the program has been successful in educating executives in the local area. Dr. Lane asked the University to provide clarity about enrollment projections and credit hours per semester. Dr. Finnigan agreed to submit that information.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Executive International Master of Business Administration degree to add three new sites, to be implemented in Fall 2015 (Chonnam National University, South Korea), Fall 2016 (ESAN Graduate School of Business, Peru), and Fall 2016 (National Taiwan Normal University).

c. University of South Carolina Columbia, Master of Software Engineering (M.S.E.), Develop into a M.S. in Software Engineering

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** (Flynn). Dr. Finnigan explained the change is minor and represents the University being able to offer both thesis and non-thesis options. Dr. Lane asked the University to provide more information about the change allowing students to matriculate beyond the degree. Dr. Matthews replied that students who choose the thesis option will be able to invest in more research and therefore be more prepared for pursuing a Ph.D.

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 Software Engineering degree to develop into a Master of Science degree in Software Engineering, to be implemented in Fall 2016.

    d.   University of South Carolina Columbia, M.S., M.E., Computer Science and Engineering, Develop into a M.S. in Computer Science and a M.S. in Computer Engineering

    e.   University of South Carolina Columbia, Ph.D., Computer Science and Engineering, Develop into a Ph.D. in Computer Science and a Ph.D. in Computer Engineering

Dr. Finnigan introduced the program modifications from the University of South Carolina Columbia. A motion to approve the proposed program modifications was **moved** (Finnigan) and **seconded** (McGee). Dr. Finnigan explained that the specific and separate credentials make a difference in graduates' employment pursuits. She compared these changes to the separate programs already offered at Clemson. Dr. Jackson expressed Clemson's support for the modifications. Dr. Book asked whether the master's programs are full-time or part-time. Dr. Matthews answered that most of the students are full-time but students have the option of pursuing the degree part-time.

The Committee **voted unanimously to accept** the program modifications for the University of South Carolina Columbia to modify its programs leading to the Master of Science and the Master of Engineering in Computer Science and Engineering to develop into a Master of Science in Computer Science and a Master of Science in Computer Engineering, and to modify its program leading to the Doctor of Philosophy in Computer Science and Engineering to develop into a Doctor of Philosophy in Computer Science and a Doctor of Philosophy in Computer Engineering, to be implemented in Fall 2016

    f.   University of South Carolina Columbia, Professional M.B.A., Add three 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** (McGee). Dr. Finnigan explained that the modification was requested by students so the emphasis areas could be included on the transcript credential when graduates are looking for employment. Dr. Byington asked why the University chose to add concentrations under the M.B.A. as compared to offering individual master's degrees in specific areas. Dr. Brews responded students wanted the core business education with specialized concentrations added to the business degree. Dr. Byington asked about the students mentioned on page four and whether they are new or existing students. Dr. Finnigan responded that the students are currently enrolled.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Professional Master of Business Administration degree to add concentrations in Finance, Marketing and Innovation and Entrepreneurship, to be implemented in Fall 2016.

    g.   Clemson University, M.S., Nursing, Add new delivery site at Greenville Health System (GHS) and add four concentrations

Dr. Jackson introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jackson) and **seconded** (Flynn). Dr. Jackson referred to a recent similar modification for Clemson's B.S. in Nursing.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Master of Science degree in Nursing to add a new delivery site at Greenville Health System and add concentrations in CNS-Maternal/Child/Adolescent; CNS-Adult/Gerontology, Nursing Administration, and Nursing Education, to be implemented in Spring 2017.

h. Clemson University, Ph.D., Healthcare Genetics, Change in Curriculum

Dr. Jackson introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jackson) and **seconded** (Byington). Dr. Jackson explained Clemson was able to change the curriculum to decrease the number of credit hours in order to enable students' progression through the program. Dr. Lane asked for more information about the assessment of need. Dr. Eggert responded that the program's department received feedback from students and other external bodies requesting rapid access to graduates for post-doctoral study, and a jobs pipeline that focuses on application of faster, better and greater amounts of relative genomic information to the patient-care setting.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Doctor of Philosophy degree in Healthcare Genetics to make changes in the curriculum, to be implemented in Fall 2016.

6.   **Consideration of Revisions to the *Policies and Procedures for Academic Degree Program Productivity***

Dr. Lane introduced the agenda item. A motion to approve the staff recommendation was **moved** (Drueke) and **seconded** (Finnigan). Dr. Lane introduced Ms. Houp who reminded the Committee that the *Policies and Procedures for Academic Degree Program Productivity* were revised last year to make changes in the enrollment and completion productivity benchmarks. She explained that the task force has continued its work and now brings more changes to the *Policies and Procedures* to finalize the program-specific review of new programs which will compare implemented program information to the information projected in the program proposal. Ms. Houp explained that instead of creating two separate policies, the task force recommended including the program-specific review in the biennial review. She then proposed an additional change so that the first year a new program is subject to the biennial report, it will only be reviewed with the in-depth review, not both reviews, since the program-specific review considers the same information as the biennial review. Dr. Finnigan asked about timing and Ms. Houp responded that the *Policies and Procedures* is projected to be approved by the Commission in January and therefore implementation could begin in Spring 2017. She informed the Committee that the in-depth program specific review will occur in either four years (graduate programs) or six years (undergraduate programs). Dr. Jackson expressed concern regarding the financial section of the in-depth review mainly due to different methods taken by individual institutions in completing the financial section of the program proposal. She clarified her concern in that she does not know how Clemson could prove to CHE that it met the budget. Committee members also expressed their concern about the financial reporting. Mr. Drueke and Dr. Byington suggested including a financial/profitability indicator in the in-depth review. Ms. Houp proposed an additional change for the form to remove the first question with the costs chart but leaving questions two and three which ask for a narrative response. Committee members discussed the proposed change and agreed to the solution.

Dr. Lane clarified the **amended motion** in stating that the *Policies and Procedures* would be revised as follows: 1) to reflect one in-depth initial review instead of two reviews (in-depth and biennial) and 2) to remove question one and the cost chart from the financial section of the in-depth review form.

Mr. Drueke moved and Dr. Finnigan seconded the amended motion. The Committee **voted unanimously to approve** the revised *Policies and Procedures for Academic Degree Program Productivity.*

7.   **Updates on Issues and Projects in Academic Affairs:**

a.   Program Approval and Transfer Policy Revision Task Force (For information, no action required)

Dr. Lane asked Ms. Houp to speak about the work of the newly formed Program Approval and Transfer Policy Revision Task Force. Ms. Houp announced that the first meeting of the task force will be held immediately following the ACAP meeting. Dr. Lane asked Ms. Houp to talk about the Transfer Policy aspect of the task force. Ms. Houp responded the task force will first address changes to the Program Approval Policies and Procedures and then, with the help of admissions officers, will work to revise the Transfer Policy. In response to the conversation, Dr. Jackson asked about the recent staff request to review a new AAS program for transferability from the technical college system to four-year institutions. She commented that Clemson would need to see course syllabi and faculty credentials of those teaching in the program.

b.   SARA
(For information, no action required)

Dr. Lane introduced the agenda item and Mr. Barton shared that South Carolina's SARA application for membership was approved at the June 9th SREB meeting and that the approving board commended the unanimity of stakeholders supporting South Carolina's request, citing the letters of support from the institutions of higher education in the state. Mr. Barton noted sixteen institutions in the state now participate in SARA, five institutions are awaiting approval, and five more applications are expected. He informed the Committee that approximately 1200 institutions participate in SARA nationwide and two of the largest states that have not yet applied for membership are Florida and California. Dr. Finnigan shared reports that North Carolina internship sites are denying South Carolina students. Mr. Barton asked institutions to report any issues or incidents to CHE. Dr. Thomas asked about joining WCET, and Ms. Houp commented the entity could be a good resource. Ms. Houp stated institutions could join individually or if there is interest, the state could join through CHE on behalf of member institutions which might result in cost savings. Dr. Book asked about enrollment numbers by program for licensed institutions. Ms. Goodwin explained that CHE has a general range of enrollment numbers by program but that the reports to CHE do not capture exact numbers due to differences in reporting methods and reporting time periods.

8.   **Notifications of Program Changes and/or Terminations, May 16-August 31, 2016**
(For information, no action required)

Dr. Lane presented the agenda for information.

9.   **Other Business**

Dr. Lane commended the Committee for a robust discussion with EOC and encouraged the Committee to continue to engage in discussion with educational partners. He commented on the significant staff resources invested to address the ITT Technical Institute (ITT Tech) closure and bankruptcy, specifically by helping ITT Tech students navigate the closure and their options to pursue continued studies or compensation, and for the planning of CHE's retrieval and safe-keeping of student records. He informed the Committee of a recent CHE request to SACSCOC for a waiver of the 25% "home-campus" rule in order for in-state institutions to accept ITT Tech students who had already completed more than three-fourths of their course of study (Comprehensive Standard 3.5.2). He reported that SACSCOC's response was for the request to be made individually by the institutions, and should include steps to assure students' quality of study to date. Ms. Goodwin stated CHE is continuing to communicate the most up-to-date information through its website, 176 boxes were collected from the Columbia site and staff will work to collect student records from the Greenville, Myrtle Beach and Charleston sites in the coming weeks. She added that *Parchment*, a records vendor, will house ITT Tech records from recent years. Ms. Sumpter explained a point person has been identified at each technical college for interested ITT Tech transfer students, and that several technical colleges have hosted ITT fairs. Dr. Carr reported thirty-five ITT students have already applied to Midlands Technical College.

Dr. Jackson referred to a SACSCOC brochure which provides succinct information about accreditation that was sent to SC legislators. She offered to scan it and send it to the Committee and suggested that Commissioners might find it helpful. Dr. Lane expressed interest in receiving the brochure.

Dr. Lane thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 1:15 pm.

Accountability Focused on College & Career Readiness

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

transformsc

AN INITIATIVE OF **SOUTH CAROLINA COUNCIL ON COMPETITIVENESS**

© SCASA Superintendents' Roundtable.
Adopted by: SC Arts in Basic Curriculum Steering Committee, SC Chamber of Commerce, SC Council on Competitiveness,
SC Education Oversight Committee, SC State Board of Education, SC Department of Education, TransformSC Schools & Districts

Merging Two Accountability Systems

Every Student Succeeds Act (ESSA) of 2015

Act 195 of 2016 *Profile of the SC Graduate*

"**All** students are prepared for college and careers while giving states and districts the opportunity to move beyond No Child Left Behind's reliance on a limited range of metrics."

All students graduate with knowledge, skills & characteristics to be college & career ready

BY THE YEAR 2025, 60% OF WORKING-AGED AMERICANS (AGES 25-64) SHOULD HAVE A POSTSECONDARY DEGREE OR INDUSTRY CERTIFICATE BECAUSE TWO-THIRDS OF ALL JOBS CREATED WILL REQUIRE SOME FORM OF POSTSECONDARY EDUCATION.

Source: Lumina Foundation

2014
% Adults With Postsecondary Degrees or Credentials

Georgia	46.0%	*(21st)*
Florida	45.9%	*(22nd)*
North Carolina	45.3%	*(24th)*
US	**45.3%**	
Kentucky	42.5%	(37th)
SC	**40.7%**	***(42nd)***

A Stronger Nation – Lumina Foundation, 2016

Merging State & Federal Systems To Meet Educational Needs of SC

- **Improve early readiness with comprehensive indicators**

- **Define college & career ready**

- **Ensure students on track to be college & career ready**

- **Identify schools & districts making dramatic student progress**

South Carolina,
2016 ACT Results & 2015 Graduation Rate
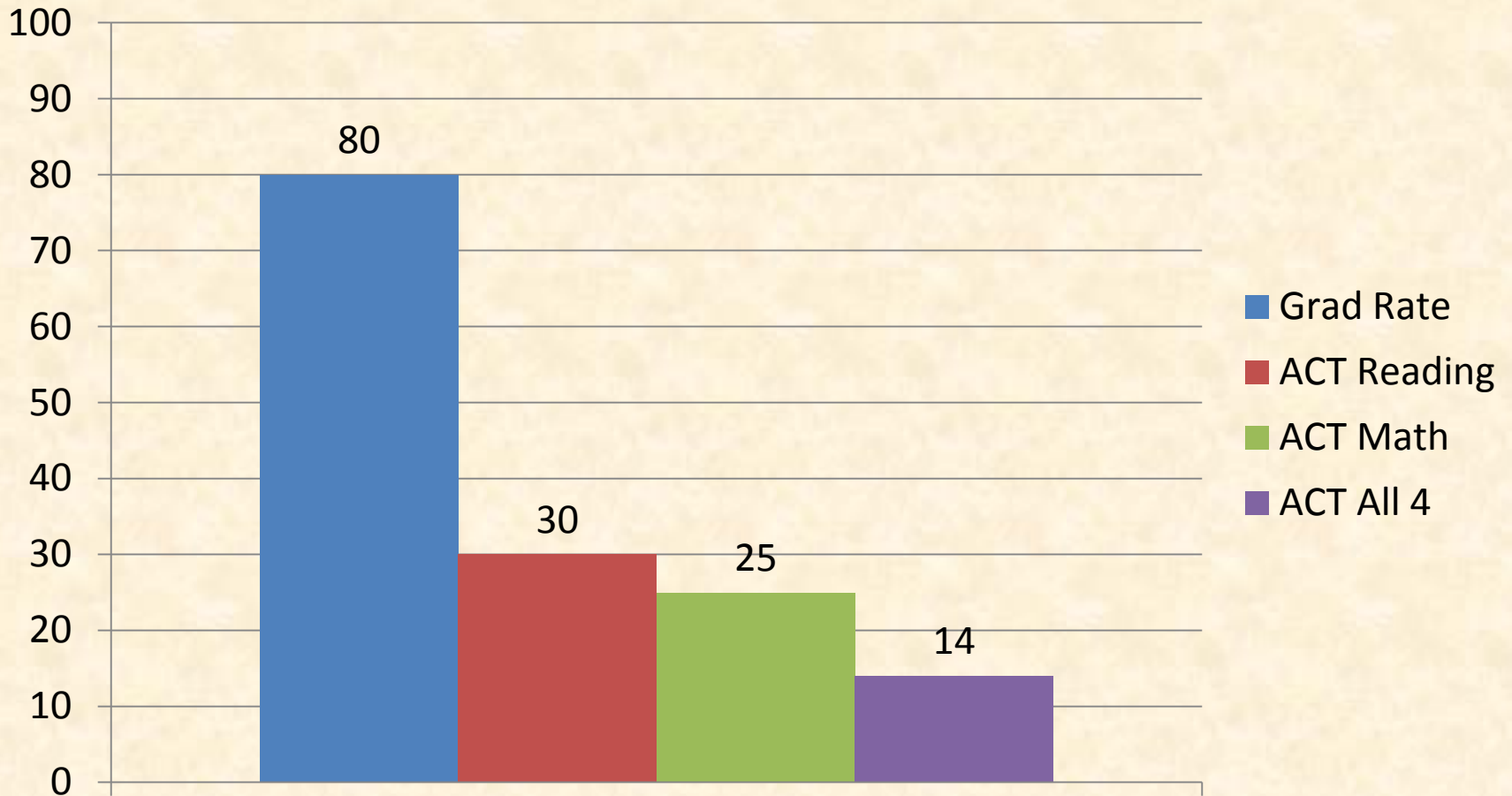
Attachment A

South Carolina's 2016 ACT Results for Seniors

POSITIVES

- **83%** SC graduates aspired to postsecondary education
- Increase of 1,369 students meeting all 4 benchmarks
- 94.9% of African American students who tested at least twice and who tested in junior year increased score by 1.0 point and scored 2.9 points higher than those tested only once

CHALLENGES

- **14%** of all 2016 graduates were college ready in all 4 subjects
- **5%** of African American, **12%** Hispanic, and **34%** White students college ready
- **10%** of SC Students met STEM benchmarks compared to 20% nationally

Why the Gap?
Education Trust (2016)

Of 23,000 High School Graduates in 2013:

- **31% completed college-ready course of study**

- **13% completed career-ready course of study**

- **8 % of high school graduates in 2013 completed both college- and career-prep curriculum.**

- **47% or *almost half* completed neither a college- nor career-ready course of study**

RESULTS

- Half of LIFE Scholarship recipients lose scholarship after one year

- National study - 68% of students in two-year colleges require remediation and 40% in four-year

- SC Students have 14th highest student loan debt in nation - $29,163

Institute for College Access & Support

WorkKeys,
% SC Juniors Earning:

National Career Readiness Certificate	**2014-15**	**2015-16**
Platinum	**0.8%**	**0.2%**
Gold	**22.1%**	**17.2%**
Silver	**40.0%**	**47.7%**
Bronze	**25.1%**	**21.7%**

The percentage of students earning Silver or better increased from 63% in 2014-15 to 65% in 2015-16.

The ACT
% SC Juniors Meeting Benchmarks

	ACT Benchmarks	2015	2016
English	18	38.7%	39.5%
Mathematics	22	21.6%	23.5%
Reading	22	25.8%	29.5%
Science	23	17.9%	21.2%
N=		48,528	47,469

The ACT
Composite Scores SC Juniors
by Ethnicity

	2015	2016
All Students	17.9	18.2
Hispanic	16.7	16.9
Black	15.1	15.4
White	19.6	19.9

Next Steps. . .

- College & Career Readiness Definition
- Longitudinal data system to determine % graduates:

    - Who earn postsecondary degree 5 years after graduating

    - Who earn postsecondary credential

    - Who are gainfully employed 5 years after graduating

- Measuring life & career characteristics

PASCAL

SHARED ACCESS
UNLIMITED KNOWLEDGE

Update for ACAP
September 28, 2016

Overview

Sharpening our strategic focus on common collection management and accelerating our investigations on infrastructure modernization have been key PASCAL themes over the past year. PASCAL continues to provide great value for the money invested, historically providing roughly $8.50 in value for every institutional or state dollar spent on our core programming.

Key Developments for 2016-17

Strategic Agenda – In June, members approved a new strategic agenda. The agenda focuses on collaboration, collection management and the coordination of technology to enhance, preserve and provide universal access to print and electronic information resources and ensure state of the art library services for South Carolina students and faculty.

Discovery, Access & System Infrastructure Improvements & planning -- In October 2015, a blue-ribbon task force reported on options for collaborating or coordinating modernization. Subsequent discussions during the fall led to a December vote by members to issue a Request for Information a detailed RFI to obtain information regarding the benefits of a common Library Services Platform (LSP) and to help the membership decide whether PASCAL should adopt a shared LSP. The team working on the RFI issued their report in August and PASCAL members have been engaged in a series of "systems & collaboration forums" to explore the potential and evaluate the readiness of member institutions to take this step.

A common LSP would reduce costs at the both the institutional and state level, support the efficiencies possible in collaborative collections and workflows and create opportunities for individual libraries to focus more deeply on campus needs. Our accumulation of one-time lottery funds offer us a unique opportunity to enhance the higher education community's opportunity to build a more efficient library architecture, particularly if it is done with the common collection principle at its heart.

Content, Collections and Planning – The consortium launched two initiatives to establish more systematic collaboration of collections this year. The first focuses on providing common intelligence in the acquisitions process through a statewide contract with YBP Library Services' GOBI (Global Online Bibliographic Information), a major content-ordering service. A main feature of the service is the ability to review what partner libraries are ordering, thus reducing duplication. While the service is available to all PASCAL members, a pilot group will work together to systematically develop best-practices and evaluate the results. The second focuses on developing better information for collection management decisions regarding existing stocks. The consortium is acquiring the Prospector Collection Analysis toolkit, a set of analytic resources developed by the Colorado Alliance of Research Libraries. The toolkit will allow PASCAL libraries to do sophisticated analyses of collections in order to make good decisions as libraries curate their print collections. An evocative measure illustrating the potential of collaboration in this area is the fact that 18% of the titles in the PASCAL union catalog are held by three or more institutions. Given the costs of fixed storage for print collections a common collection strategy offers opportunities for savings while enhancing the utility of the state's common book stock.

Content – PASCAL continues to provide access to a wealth of academic knowledge through its robust core of electronic resources and ebooks as well as the rapid delivery service. Taken together, we provide roughly $11 million in cost avoidance annually. About 80% of this is currently concentrated in the electronic resource areas.

Funding – PASCAL has accumulated sufficient onetime lottery funding to fund the capital costs for a common LSP. If the consortium chooses not to move in this direction, funds would likely be utilized for one-time archival content purchases that would replace print or microform material. *Stable recurring funding would allow us to better manage our ongoing core-content program.*

Core PASCAL Value Proposition (FY 2004-2016)

Statewide Electronic Library or Core Electronic Resource Cost Avoidance[1]

	2004-5	2005-6	2006-7	2007-8	2008-9[2]	2009-10	2010-11[3]	2011-12	2012-13[4]	2013-14[5]	2014-15	2015-16[6]	12 year total
Offered/List[5]	$2,708,080	$7,195,921	$10,943,705	$12,333,888	$7,085,667	$7,398,901	$7,757,906	$4,095,996	$9,320,552	$9,900,765	$10,295,816		
PASCAL Cost	$990,000	$1,208,980	$1,399,526	$1,422,997	$815,296	$986,080	$794,308	$795,477	$938,485	$967,313	$908,313	$985,994	
Cost Avoidance	$2,159,080	$5,986,941	$9,544,178	$10,911,292	$6,221,371	$6,532,411	$6,994,198	$6,992,449	$9,982,471	$7,353,239	$9,072,472	$9,330,823	$94,261,015
Multiplier	$4.92	$5.95	$7.82	$9.67	$8.63	$9.63	$9.30	$9.75	$7.66	$9.60	$11.95	$11.00	

Notes:

[1] Includes Core Electronic Resources, including e-books. Funding from all sources (Appropriated, Lottery, Member Funds)

[2] FY2008-09 - Loss of appropriated funds.

[3] FY2012-13 - "DISCUS Remix" Partnership with State Library.

[4] FY13-14 -- Utilization of Lottery Funds (Multiyear ebook packages and 1 time purchases)

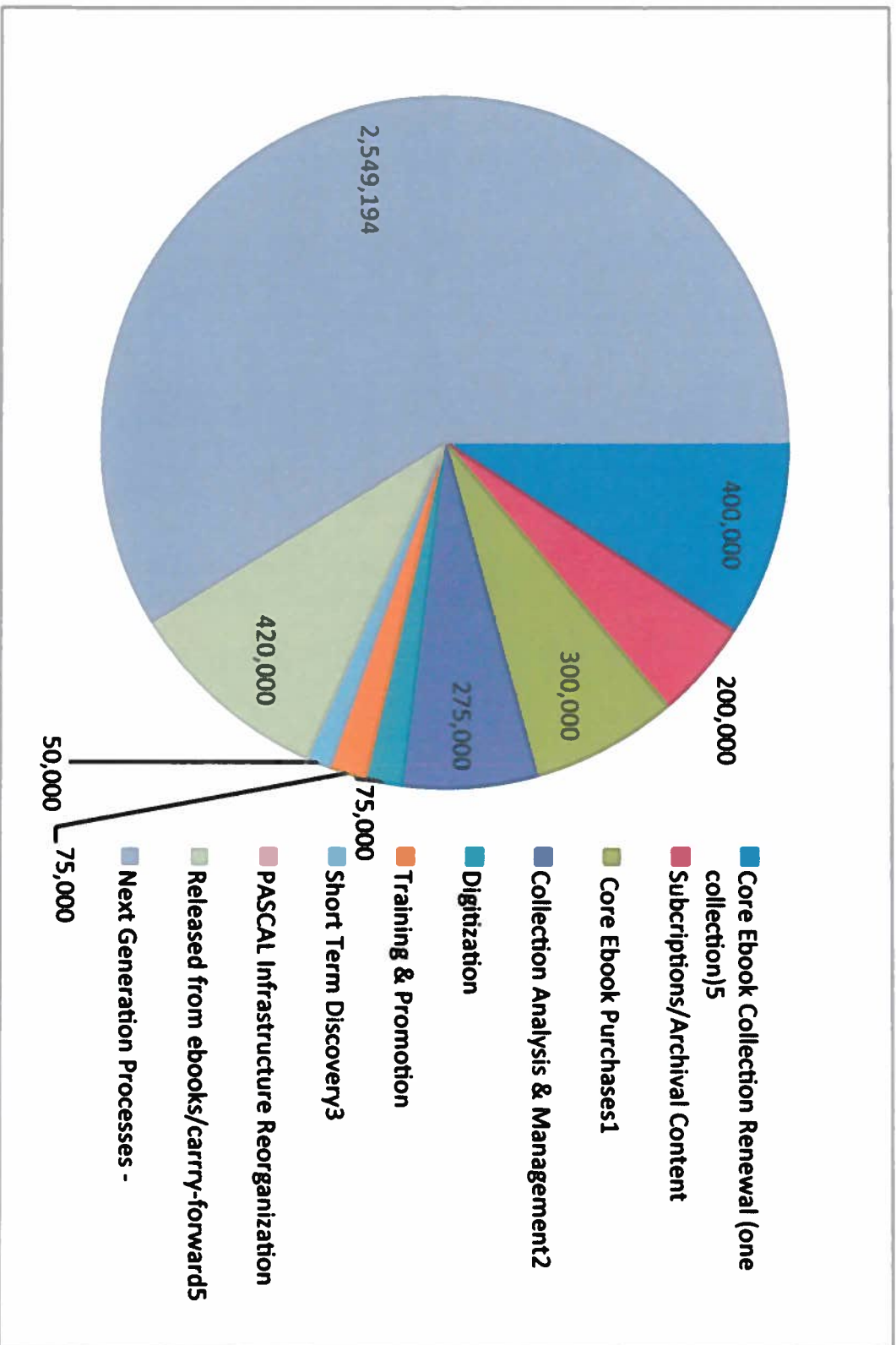[5] Publisher pricing information. When possible list takes into account Carolinas Consortium pricing.

[6] List price costs estimated from previous year's costs.

Current Core program offerings: EBSCO Academic Search Premier & "Pick-2" (CINAHL, etc.); Gale Literature Resource Center; Institute of Physics Archive; StatRef USA Anatomy & Physics Online; E-book Collections (ebrary/EBL/EBSCO, Oxford Psychology); PASCAL Delivers union catalog & rapid delivery (12 million volumes)

Consortial Borrowing = Cost Avoidance	
Fulfillments, 2008-2015	272,586
Average Cost of Academic Monograph	$72
	$19,626,192

Cost avoidance for institutions, but also for individual students and faculty – titles they didn't have to buy.

Planned PASCAL Lottery Allocations as of August 2016

Pie chart values:
- 2,549,194
- 400,000
- 200,000
- 300,000
- 275,000
- 75,000
- 75,000
- 50,000
- 420,000

Legend:
- Core Ebook Collection Renewal (one collection)5
- Subcriptions/Archival Content
- Core Ebook Purchases1
- Collection Analysis & Management2
- Digitization
- Training & Promotion
- Short Term Discovery3
- PASCAL Infrastructure Reorganization
- Released from ebooks/carrry-forward5
- Next Generation Processes -

LSPLT RFI Summary Report

Executive Summary

Charge

The Library Services Platform Leadership Team (LSPLT) is charged with providing oversight for the library services platform RFI and any subsequent planning, procurement, and implementation processes. The team will appoint members to working groups as necessary and will report regularly to the board and membership.

<u>Leadership Team</u>
Sasha Bishop, Technical College of the Lowcountry (chair)
Glenn Bunton, University of South Carolina
Kevin Reynolds, Wofford College
James Williams, College of Charleston
Phil Schneider, PASCAL

<u>RFI Working Group</u>
Christy Allen, Furman University
Laura Barfield, Trident Technical College
Lisa Bodenheimer, Clemson University
Mary Daubenspeck, SCILS
Nathan Flowers, Francis Marion University
Dr. Antje Mays, Winthrop University (chair)
Caroline Mills, Ph.D, Furman University
Scott Phinney, University of South Carolina
Phil Schneider, PASCAL

The Partnership Among South Carolina Academic Libraries (PASCAL), on behalf of its members, issued a detailed RFI to obtain information regarding the benefits of what are now called Library Services Platforms (LSP), and to help the membership decide whether PASCAL should adopt one or more of these systems. The Leadership Team established a working group to assist with the process and to provide valuable information in determining the value of these types of systems. Responses from four vendors were received: Ex Libris (Proquest), Innovative Interfaces (III), OCLC, and SirsiDynix. Based on a review of their responses, it is our determination that several benefits can be derived by pursuing the adoption of a shared LSP. As a foundation for this initiative, a collaboratively shared next generation Library Service Platform product offers numerous positive potential benefits to PASCAL and its member institutions.

As noted in the RFI, key strategic goals for PASCAL include:
- Strengthening the role of PASCAL in order to help academic libraries meet their mission to support higher education across South Carolina;
- Providing statewide access to essential print and electronic information resources;
- Enhancing research and teaching collections and extending access to these collections through collaborative collection management and electronic delivery services;
- Preserving research, scholarly and archival materials at South Carolina's institutions of higher learning through innovative use of technology;
- Maintaining support for integrated library systems operations (for participating libraries) and generally fostering Consortium-wide coordination of technology development and deployment;
- Nurturing relationships with key partners;
- Achieving and maintaining long term fiscal sustainability.

Potential operational benefits for member institutions include:
- Opportunities to standardize, improve and optimize operational workflows;
- Benefits of a shared knowledgebase;
- Increasing efficiencies of scale;
- Possible cost savings;
- Possible reallocation of staff due to fewer system administration duties and optimized collaborative workflows;
- More effective use of space due to collaborative collection management, acquisitions and weeding;
- Potential for collaborative off-site storage and retrieval.

In conclusion, an LSP can assist PASCAL in attaining current goals more efficiently while setting the stage for more collaborative operations in the future. More in-depth information regarding how an LSP could benefit PASCAL is contained in the following summary report, and specific system details are contained in the vendor responses to the RFI. At the conclusion of the summary, we have included a list (Appendix 1) of some of the concerns and discussion points that should be considered going forward.

It is important to note that the purpose of the RFI (available for viewing on the PASCAL members page) is not to compare vendors with a goal of choosing one at this time. Rather, it is to provide PASCAL members with enough information on the field of available LSPs to enable the group to make an informed choice regarding moving forward with the LSP initiative. This summary focuses attention on key concerns expressed by the PASCAL membership to the LSPLT, and is based on our interpretation of the vendor responses, which vary widely in the level of detail provided. In the event that the membership decides to move forward with the LSP initiative, a detailed Request for Procurement (RFP) will be developed to delve further into the specifics of available systems.