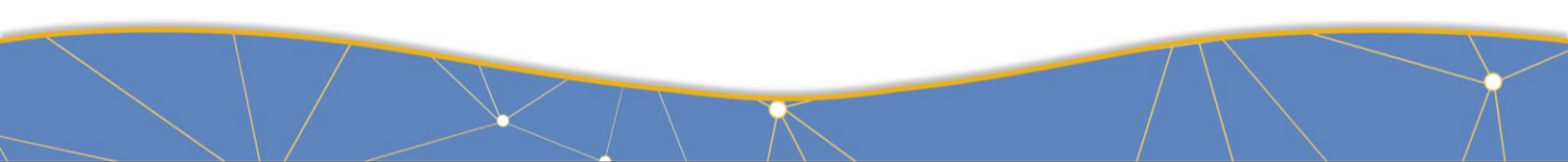


Table of Contents

Executive Summary.....	3
Transfer Excellence Timeline.....	5
Transfer and Articulation Plan Recommendations and Progress	6
Recommendation 1.....	7
Recommendation 2.....	9
Recommendation 3.....	13
Recommendation 4.....	16
Recommendation 5.....	19
Recommendation 6.....	20
South Carolina Transfer Convenings.....	22
Next Steps	23
Appendix A: Transfer Council Representatives.....	24
Appendix B: South Carolina Transfer Excellence Leadership Committee Accountability, Governance Bylaws, Rules, and Procedures.....	27
Appendix C: October Transfer Convening Representation	29
Appendix D: October 2023 Transfer Convening Agenda.....	30
Appendix E: Contact Information	31



Executive Summary

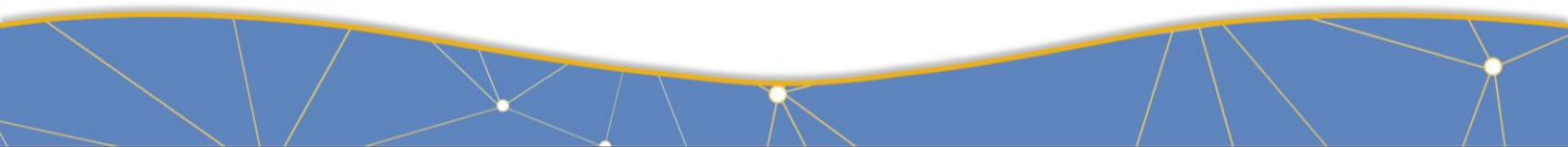
The South Carolina Commission on Higher Education (CHE), in collaboration with all South Carolina colleges, universities, and lawmakers, is committed to making South Carolina the leader in transfer innovation and success. In recent years, there has been a growing acknowledgement across the nation that successful transfer initiatives are the result of collaborative efforts focused on partnerships and relationship building. These efforts involve leaders and practitioners from various state agencies, public and independent two- and four-year institutions, and other organizations, that are committed to making transfer opportunities more accessible and transparent for students. This has led many states to initiate statewide working groups, bringing together a diverse range of stakeholders to work towards a common goal. Through this collaborative approach, stakeholders can effectively leverage their collective expertise and resources to develop innovative solutions that benefit students, institutions, and states.

In line with this approach, South Carolina's ad hoc state transfer task force, facilitated by the CHE, the State Higher Education Executive Offices Association (SHEEO) and the John N. Gardner Institute for Excellence in Undergraduate Education (JNGI), published the [South Carolina State Transfer and Articulation Action Plan](#) (Action Plan) in February 2023. The Action Plan presented the task force's findings and subsequent six recommendations to enhance statewide transfer success. On April 20, 2023, the Senate adopted, among its budget recommendations, Proviso 117.135. This proviso directed the CHE, the South Carolina Technical College System (SCTCS), and the public colleges and universities to implement the SC Transfer Task Force's Action Plan recommendations by April 30, 2024:

"The Commission on Higher Education shall continue to work with the State Board for Technical and Comprehensive Education and the public institutions of higher learning to develop policies, to implement the recommendations of the South Carolina Transfer Task Force's Transfer and Articulation Action Plan. Implementation of the provisions shall be effective no later than April 30, 2024. The Commission shall report on the implementation of these policies to the Chairmen of the Senate Finance Committee, House Ways and Means Committee, Senate Education Committee, and House Education and Public Works Committee by April 30, 2024."

The CHE initiated this collaborative work in South Carolina by partnering with SHEEO and JNGI; however, to grow the transfer task force work, the CHE implemented and continues to facilitate the SC Transfer Excellence Council (Transfer Council) ([see Recommendation 1](#)). The establishment of the Transfer Council enabled transfer leaders and stakeholders across the state to contribute to the implementation of the six Action Plan recommendations, as required in Proviso 117.135.

To enhance the facilitation of the Transfer Council and implementation of the Action Plan, the CHE created the [Transfer Excellence Center](#) website. The Transfer Excellence Center website

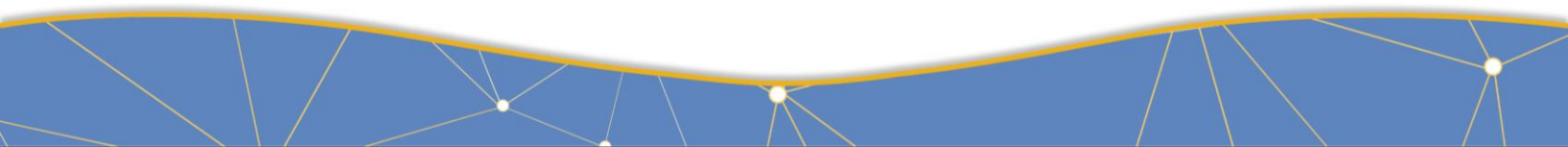


reaffirms the CHE's commitment to transfer work by detailing pertinent transfer information for faculty, staff, students, and other stakeholders, including:

- The South Carolina Transfer and Articulation Action Plan.
- Promising Transfer Practices.
- Statutory Authority for Transfer.
- General Articulation Agreement information and the List of 86 Transferable Courses.
- Highlights from the Transfer Excellence Convenings.

These available and accessible resources increase transfer knowledge and awareness across the state, while providing a centralized location for statewide transfer information. The CHE and its partners continue to enhance current transfer practices while developing new practices and strategies, which are subsequently showcased on the Transfer Excellence Center website. As statewide transfer work advances, the CHE, Transfer Council, and other stakeholders will continue to provide the most current information, ensuring transfer champions and other stakeholders are equipped with the most current information and data.

This report details the Transfer Action Plan implementation progress and subsequent findings, and is a direct reflection of the effectiveness of the strong collaborations within the Transfer Council and between higher education institutions across the state.



Transfer Excellence Timeline



Transfer and Articulation Action Plan Recommendations and Progress

The table below includes the recommendation language and progress towards completion. Additionally, readers may click on the recommendation to be taken to the associated recommendation within the report for more details.

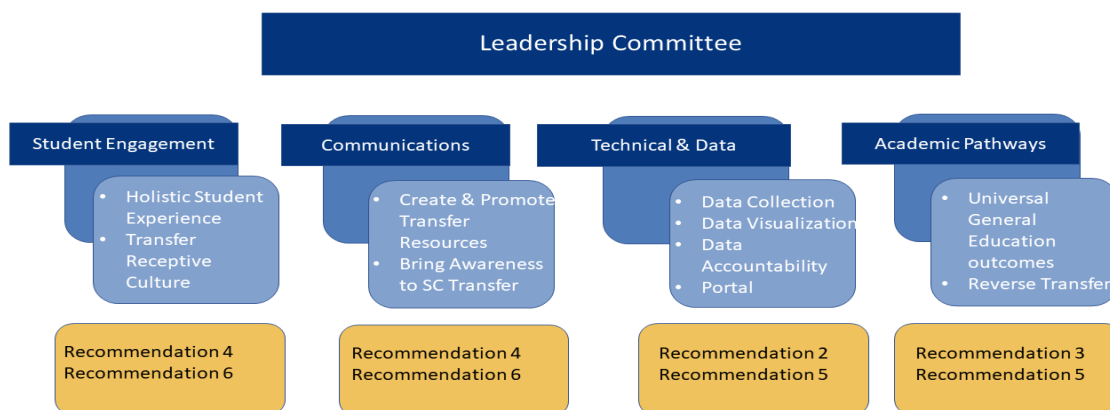
Recommendation	Progress
Recommendation #1 Solicit and appoint institutional transfer liaisons at each participating institution, and convene regular statewide meetings for transfer policy development, collaboration, and professional learning.	100%
Recommendation #2 Develop, manage, and curate a robust statewide data system, and provide the CHE with the authority to request data from all participating higher education institutions.	75%
Recommendation #3 Convene a stakeholder group, comprised of representatives from two- and four-year South Carolina institutions, to review and address transfer articulation resources and needs, to include: <ul style="list-style-type: none"> A. Evaluating and assessing current transfer and articulation platforms and portals, including SC TRAC, to meet the needs of transfer students. B. Developing a matrix to standardize courses for equivalent, transferable, degree-benefiting credit. C. Developing a process for using common general education learning outcomes to supersede course equivalencies. D. Establishing common standards for evaluating and awarding credit consistently and with maximum applicability to degrees. E. Negotiating a statewide articulation among the SC Technical College System (SCTCS), four-year public institutions, and participating institutions of the South Carolina Independent Colleges and Universities (SCICU) to recognize the Associate in Arts and Associate in Science degrees as fulfilling baccalaureate general education requirements. 	75%
Recommendation #4 Require public and participating independent institutions to ensure students are adequately informed of transfer options and the transfer resources available to them.	75%
Recommendation #5 Develop a plan to facilitate and incentivize reverse transfer.	75%
Recommendation #6 Request state funding to establish student transfer scholarships and statewide awareness campaign for transfer.	75%

Recommendation 1:

Solicit and appoint institutional transfer liaisons at each participating institution, and convene regular statewide meetings for transfer policy development, collaboration, and professional learning.

The SC Transfer Excellence Council was established by the CHE in July 2023 and is representative of all South Carolina public and participating independent institutions. Council members were selected through a nomination process that included recommendations from institution presidents, provosts, the Advisory Committee on Academic Programs (ACAP), and other institution leadership. Institution leaders were encouraged to nominate representatives who have experience working with transfer students directly or indirectly, general knowledge around transfer promising practices, and the authority to make decisions for the institution or access to those who can make decisions. The council members, ([See Appendix A](#)), along with the CHE Office of Strategic Initiatives and Engagement staff, work to effectively address the Transfer Task Force Action Plan recommendations.

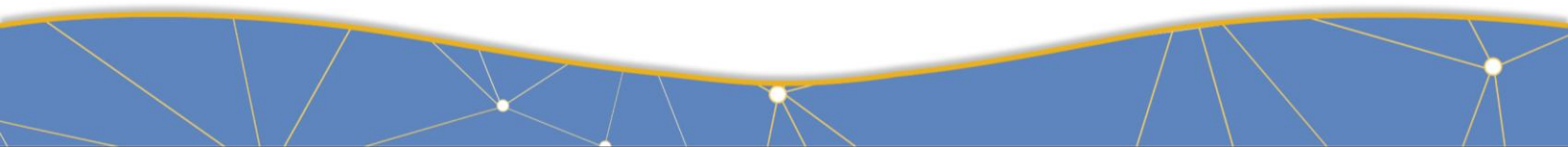
SC Transfer Excellence Council



The Transfer Excellence Council is comprised of a Leadership Team and four subsequent working groups: Communications, Student Engagement, Technical and Data, and Academic Pathways. Each working group was assigned by the CHE one or two recommendations to implement, which guided their work. The Transfer Excellence Council began meeting in August 2023 and immediately determined the frequency and duration of meetings, identified a targeted transfer student population (vertical or lateral transfer students), and organizational plan for implementation. The working groups were consistent in their planning, meeting at least once a month and focusing efforts on the vertical transfer student population.

The Leadership Team was not assigned specific recommendations; instead, it was charged with guiding the Transfer Excellence Council by prioritizing and ensuring timely implementation and assessment of the six recommendations from the Action Plan.

Accountability, governance bylaws, rules, and procedures were created and adopted on September 14, 2023, which guide the work of the Leadership Team ([See Appendix B](#)). Each working group reports monthly updates to the Leadership Team, and solicitates feedback on progress prior to formal recommendations for implementing the assigned Action Plan recommendation moving to the Advisory Committee on Academic Affairs (ACAP) and the Commission for approval.



Recommendation 2:

Develop, manage, and curate a robust statewide data system, and provide the CHE with the authority to request data from all participating higher education institutions.

Recommendation 2 was assigned to the Technical and Data Working Group, which is comprised of institution representatives specializing in data as well as the CHE's Senior Researcher. During the initial meetings, the working group discussed the needed data, and availability of data, that should be included in a Transfer Dashboard. This dashboard would allow institutions to make data-driven decisions and enhance overall stakeholder understanding of transfer outcomes in South Carolina.

Metrics discussed included:

- Student Demographics*
- Geography*
- Transfer Rates*
- Course Program Data*
- Student Services Data
- Utilization of Reverse Transfer
- Top Majors at Two- and Four-year Institutions*
- Degree Completion Prior to Transfer*
- Credits Lost
- Credits Accepted
- Pell Eligible*
- Scholarship Data*
- Graduation Rates*
- Transfer Agreement & Articulation Data

Once recommendations for metrics were made, CHE's Senior Researcher began to determine which metrics would be available for incorporation to the statewide dashboard using currently collected CHE data, the Integrated Postsecondary Data System (IPEDS), and the National Student Clearinghouse (NSC). Upon CHE's Senior Researcher's review, it was found CHE does not have access to all the metrics listed above due to access limitations to student-level data. However, CHE's Senior Researcher found they could access some of the more general metrics, denoted by an asterisk in the list above. Understanding accessibility of the metrics allowed the Technical and Data Working Group and CHE's Senior Researcher to begin validating the available data.

The data validation process took place between November 2023 and January 2024, and the Technical and Data Working Group continued to discuss synchronously and asynchronously, determining which metrics could be used once validation was complete. Upon validation, CHE's Senior Researcher discovered the institution data and CHE accessible data would never fully align, as the timing of reported data to the different agencies (CHE, IPEDS, NSC) varied. For example, institutions submit data to IPEDS and NSC at the completion of the semester, and CHE collects institutional data at the start of each semester in September or October. However, understanding



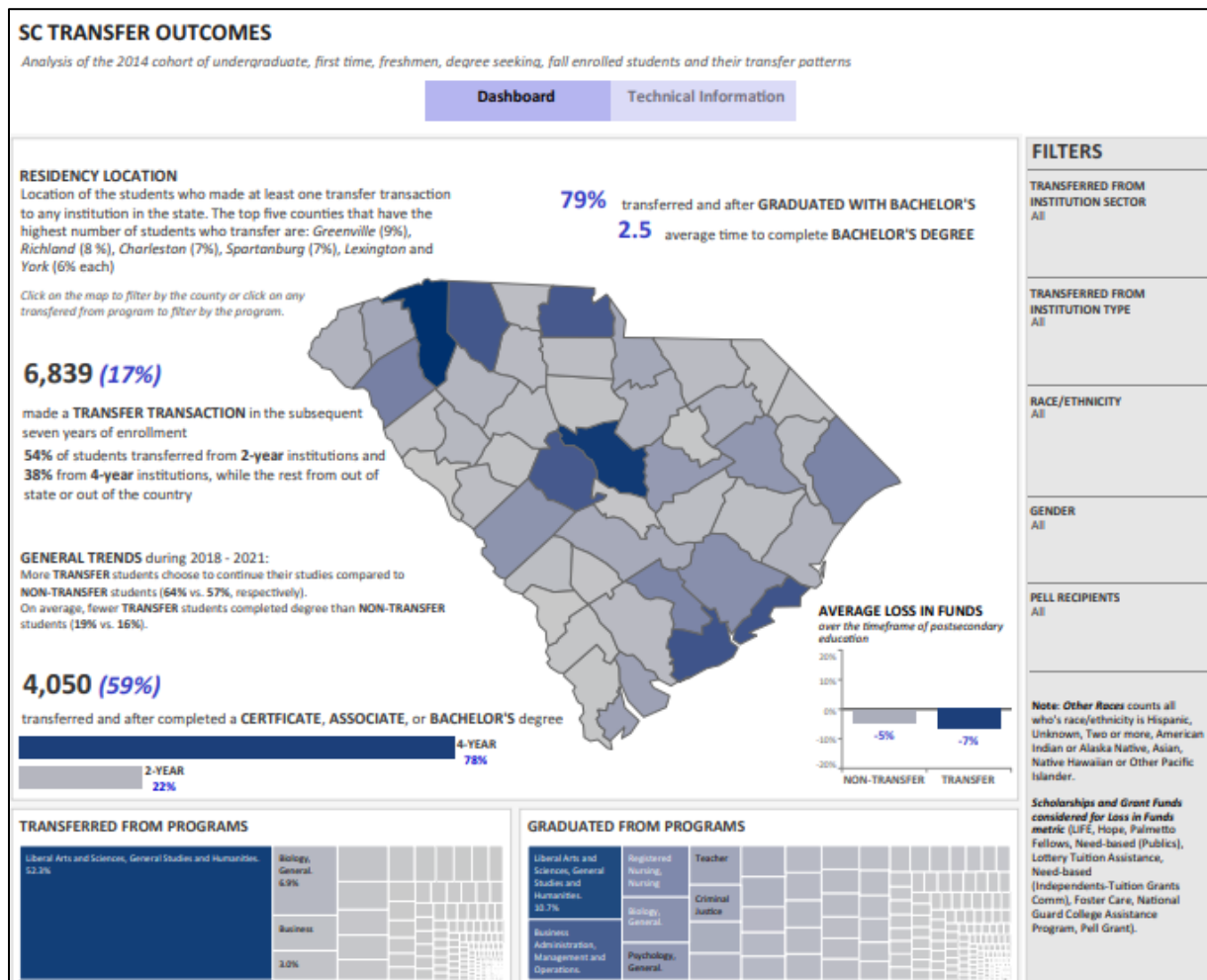
these reporting timelines, CHE’s Senior Researcher was able to validate the data and move forward with a draft statewide dashboard.

The initial statewide dashboard draft was completed in January 2024. The Technical and Data Working Group began to provide CHE’s Senior Researcher feedback on the content and layout of the dashboard; CHE’s Senior Researcher also provided the Technical and Data Working Group a file that outlined the limitations associated with accessing the data that was included in the dashboard to ensure transparency in the building of the dashboard.

In February 2024, CHE’s Senior Researcher finalized the [South Carolina Transfer Outcomes Dashboard](#) (Dashboard) and presented the Dashboard to the CHE’s Office of Strategic Initiatives and Engagement, the Technical and Data Working Group, and any interested representatives from the Transfer Council. There was overwhelmingly positive feedback from all groups; one institution representative said, “having looked at, and made a few, oodles of Tableau dashboards, I will say this is quite lovely-- the visual rhetoric is good, and I like the filterability.”

In addition to the presentations, the Dashboard link was sent to the Transfer Council, and they were encouraged to share with institutional stakeholders to ensure a wider reach for feedback.

SC Transfer Outcomes Dashboard



The Dashboard portrays data associated with the 2014 cohort of first-time undergraduate, degree-seeking students, and tracks the 2014 cohort over eight years. Using a cohort model and tracking over several years aligns with best tracking transfer practices outlined by the [Community College Research Center](#) (CCRC). The data analysis aims to achieve four main goals:

1. Showcases the primary transfer trends that are prevalent among postsecondary institutions in South Carolina.
2. Explores the overall success rate of transfer students.
3. Determines the difference between the enrollment and status of transfer and non-transfer students.
4. Analysis seeks to validate the data obtained from the Commission on Higher Education Management Information System (CHEMIS).

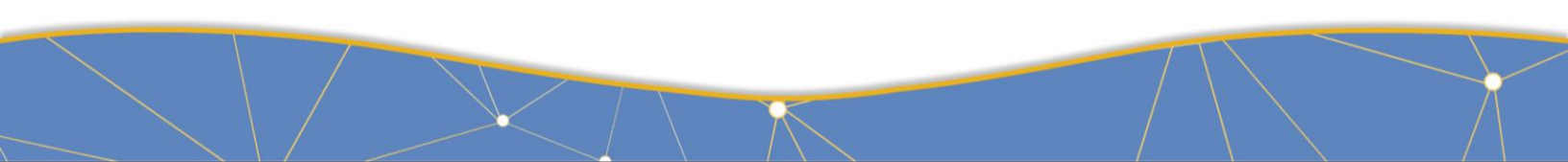
By achieving these four goals, the analysis brought to light important insights that can help improve the transfer experience of students and contribute towards the betterment of the higher education system in South Carolina.

The Dashboard was created to examine the enrollment trends of students based on their sector and the distribution of enrollment status between 2014 and 2022. The 2014 cohort consisted of 41,026 unique students. Key findings include:

- 17% or 6,839 of first-time undergraduate degree-seeking students in the 2014 cohort transferred.
- 54% of those who transferred were enrolled in a Liberal Arts & Sciences, General Studies, or Humanities programs.
- 59% of those who transferred graduated with at least one credential (certificate, associate, or bachelor's degree).
- 11% of students who transferred graduated with a bachelor's degree.
- 54% transferred from a two-year institution.
- 38% transferred from a four-year institution.

While the Dashboard only includes the 2014 cohort, CHE's Senior Researcher is already reviewing preliminary 2016 cohort data but will have to wait until after the eight-year enrollment cycle is complete to incorporate the new data. Once added, comparative data will be available between the two cohorts.

In addition to the South Carolina Dashboard, the CCRC has created the [Tracking Transfer: State-by-State Outcomes Dashboard](#) (CCRC Dashboard). The CCRC Dashboard allows state-to-state comparison data that shows transfer rates, transfer-with-award rate, bachelor's completion rate, and student demographics. Used in conjunction with the South Carolina Dashboard, this allows stakeholders the ability to view transfer at a micro- and macro-level. Key findings include:

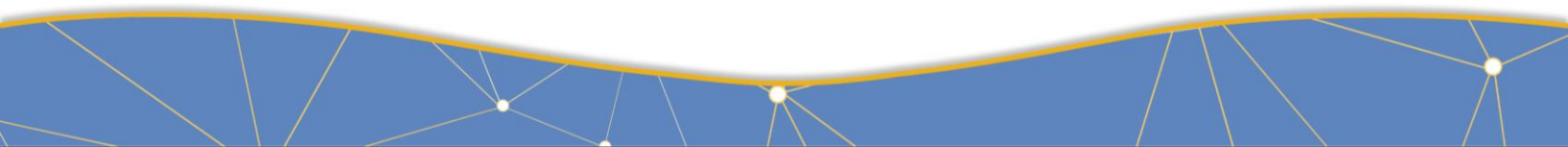


- 29% of South Carolina students transfer from a two-year to a four-year institution.
- 17% of South Carolina transfer students enter a four-year institution with a credential (certificate or associate degree).
 - o US average 44%
 - o Florida 60%
 - o Mississippi 53%
 - o Tennessee 43%
 - o North Carolina 41%
 - o Louisiana 26%
- 49% of South Carolina transfer students who earn a bachelor's degree from a four-year institution within six years of their two-year entry.
- 14% of South Carolina transfer students who earn a bachelor's degree from a four-year institution within four years of their two-year entry.

These are important data points to consider, since it has been shown that two-year college transfer students have substantially stronger outcomes when they complete an associate degree prior to transfer. Those students are more likely to complete a bachelor's degree on time (30% do so after two years) and have the highest overall completion rates (67% after four years and 71% after six years). Currently, only 44% of transfer students enter a four-year institution with a credential (certificate or associate degree). These data sets were used by the Transfer Pathways Working Group while determining the implementation of Recommendation 3.

Next steps for the Technical and Data Working Group include:

- Building additional cohorts into the Dashboard as new transfer data becomes available, as mentioned above.
- Addressing the second part of Recommendation 2: providing CHE with the authority to collect additional transfer data. Currently, CHE's data system is undergoing an update, which prevents CHE from collecting any new data metrics. The data migration and system update are scheduled to be completed by August 2024.
- Upon completion of the data migration, CHE data staff will better understand the full capability of the new system and will provide guidance on what additional metrics can be collected and in what format to the Technical and Data Working Group. This will allow the Technical and Data Working Group to create a proposal for the Leadership Team and ACAP to review and approve, before a formal data-sharing agreement can be enacted.



Recommendation 3:

Convene a stakeholder group, comprised of representatives from two- and four-year South Carolina institutions, to review and address transfer articulation resources and needs, to include:

- A. Evaluating and assessing current transfer and articulation platforms and portals, including South Carolina Transfer and Articulation Center (SC TRAC) to meet the needs of transfer students.*
- B. Developing a matrix to standardize courses for equivalent, transferable, degree-benefiting credit.*
- C. Developing a process to use common general education learning outcomes to supersede course equivalencies.*
- D. Establishing common standards to evaluate and award credit consistently and with maximum applicability to degrees.*
- E. Negotiating a statewide articulation among the South Carolina Technical College System (SCTCS), four-year public institutions, and participating institutions of the South Carolina Independent Colleges and Universities (SCICU) to recognize the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees as fulfilling baccalaureate general education requirements.*

Recommendation 3 is the lengthiest and most nuanced recommendation. This recommendation was assigned to the Academic Pathways Working Group, which is comprised of 18 institution representatives who are practitioners leading academic efforts at their respective institutions. Their knowledge of curriculum and academic policies have propelled this work forward in a very short amount of time. Since Recommendation 3 is structured differently from the others, this section is broken down by the subsection recommendations.

A. The CHE is evaluating and assessing the current transfer and articulation platforms and portals, including the South Carolina Transfer and Articulation Center (SC Trac), to meet the needs of transfer students. While SC Trac has been South Carolina's state portal for more than 10 years, various stakeholders have stated that SC Trac does not provide the necessary programming and is outdated.

As part of CHE's evaluation of transfer portals, South Carolina was awarded a \$320,000 grant over the course of two years to participate in the [Articulation of Credit \(ACT\) Project](#) with [Ithaca S+R](#) and two other states, Connecticut and Washington. The ACT Project kicked off in June 2023 with five South Carolina institutions in cohort 1.

- Coastal Carolina University
- Lander University
- Denmark Technical College
- College of Charleston
- Aiken Technical College

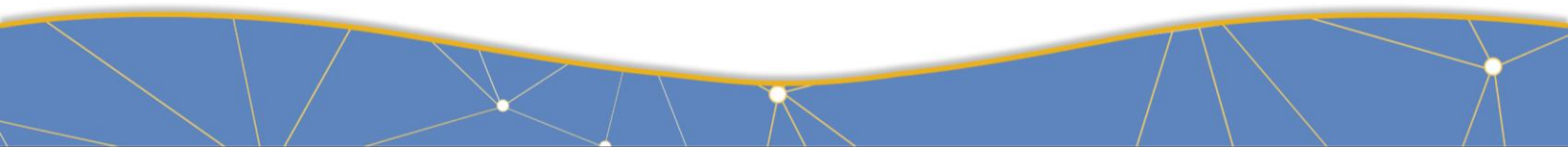
While each institution is working to integrate and validate data, Lander is expected to be the first institution in the country to be fully integrated into the platform. Aiken Technical College is expected to be the second. Once in the platform, institutions will participate in the user testing phase, which will include students, faculty, and staff advisors accessing the platform and providing feedback on navigability and content. The user testing phase will allow the CHE to better understand how users are interacting with the platform and what they look for in a transfer portal. This information will be used to determine next steps in June 2025, when the grant period expires.

B. The Pathways Working Group has created a matrix of course equivalencies that are transferrable and degree applicable. This matrix includes the List of 86 Transferrable Courses, approved dual enrollment courses, and recommended course additions that could fulfill general education requirements. The matrix has allowed Pathways Working Group members to see the intersections of courses and determine what additional course conversations need to happen at institutions to expand the list. The Pathways Working Group members continue to collect course data, and a proposal to expand the List of 86 Courses to 136 courses has been sent to the Transfer Leadership Team for review and feedback prior to going to ACAP and CAAL for formal approval.

C. As described in Section B, course mapping to compare applicability is an essential step in the process of shifting to learning outcomes versus course equivalencies. The purpose of this mapping process is to identify courses that could align with common general education learning outcomes instead of relying solely on course equivalencies. This process allows institutions to move away from course equivalencies and instead focus on learning outcomes, which provides a more comprehensive and meaningful measure of student learning. After courses were evaluated by the Pathways Working Group, the Associate Vice President for Academic Affairs at the SCTCS joined the Group to discuss her work on common general education learning outcomes to help the Group move beyond course equivalencies to learning outcomes.

D. The Academic Pathways Working Group is focusing on course equivalencies, learning outcomes, and will later concentrate on a statewide articulation agreement. Once the group agrees on courses and course outcomes, policies and procedures for implementing the work will follow.

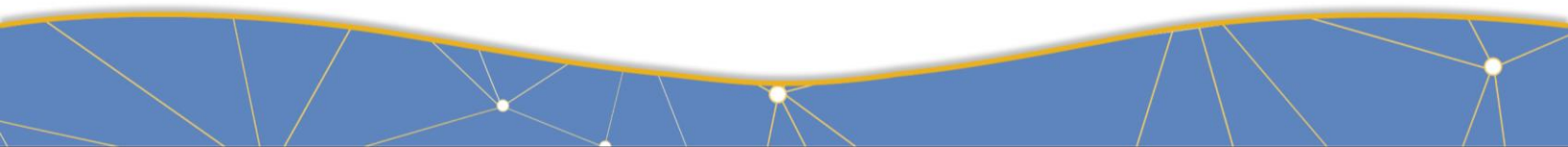
E. The Pathways Working Group has focused their time and effort on laying the foundation for a strong statewide articulation agreement by expanding the List of 86 transferrable courses, creating the matrix of applicable courses, and determining common general education learning outcomes. This decision was based on data that showed only about 17% of transfer students in South Carolina are transferring with an A.A or A.S., and existing institution policies that provided students transferring with an A.A. or A.S. degree will be granted 60 credits. The Pathways Working Group members determined they needed stronger statewide



general education pathways for those students transferring without an A.A. or A.S. degree, since they are the majority.

As shown in Recommendation 2, data indicates students transferring with an A.A or A.S. have greater success outcomes, so to compliment the work of the Pathways Working Group, the CHE recently met with Transfer Council members from all comprehensive institutions to reaffirm their commitment to a block transfer agreement. During those meetings, the overwhelming response was reaffirmation, with exceptions for REACH Act and language requirements. The block transfer agreement does not just allow for the transferring of 60 credits, but applies those credits towards general education requirements, resulting in students spending more of their time at the four-year institution completing major and minor requirements.

All the comprehensive institutions either have block transfer policies in their academic catalog or have a formal agreement with the SCTCS. The CHE will be working with the comprehensive institutions and STCS's communications teams to publicize this reaffirmation, ensuring students understand the importance of completing their A.A. and A.S. prior to transfer, and illuminating all transfer options and opportunities.



Recommendation 4:

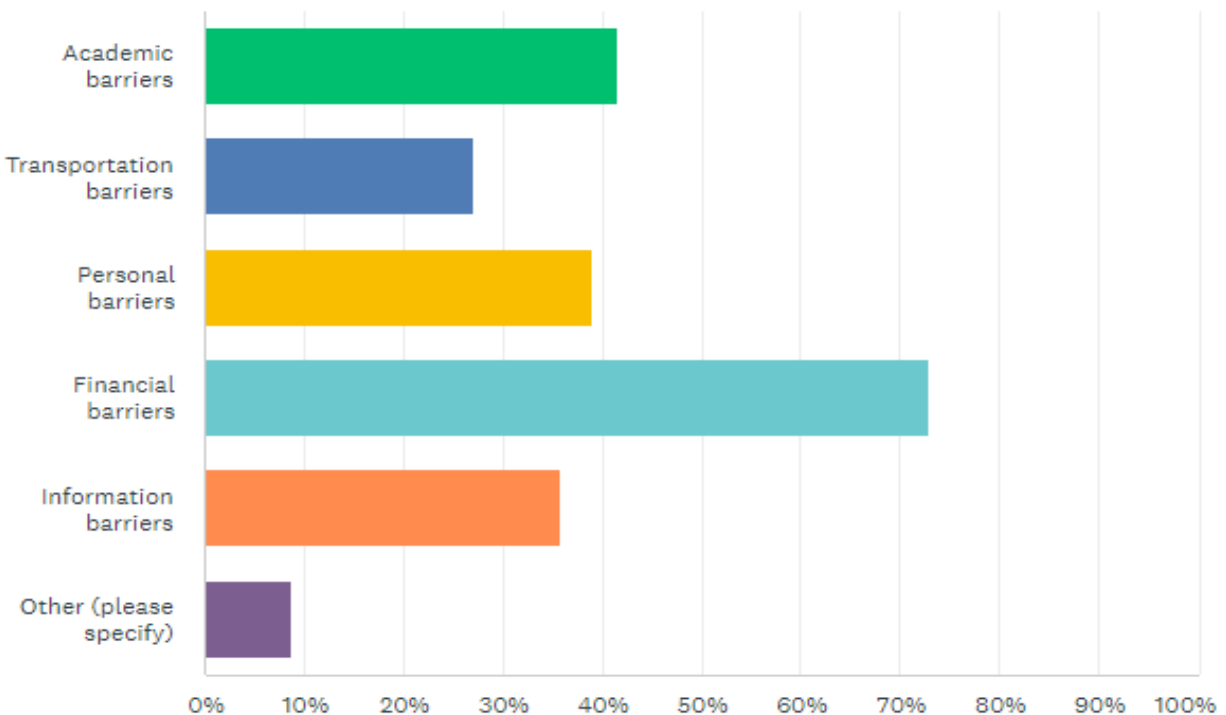
Require public and participating independent institutions to ensure students are adequately informed of transfer options and the transfer resources available to them.

In November 2023, the student engagement working group created a set of questions for faculty, staff, and students and received responses from 751 participants from institutions across the state over a two-month period. The questions were developed to understand the resources transfer students use, and to learn what additional resources faculty and staff need to better serve transfer students. The survey will be used to identify gaps in available resources and determine what additional resources are required to better support transfer students' needs.

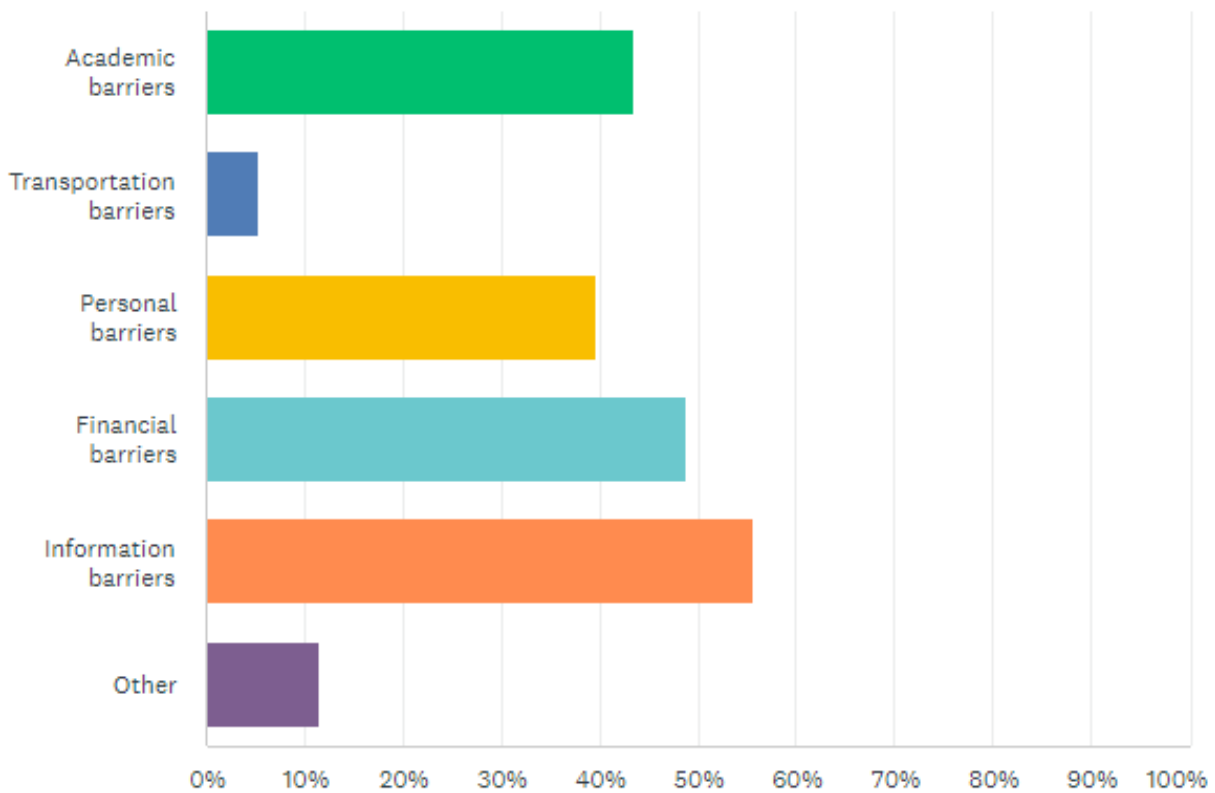
Student Survey Results:

- 374 total responses:
 - o Approximately 200 two-year respondents.
 - o 98.5% transferred at least once.
 - o 26% are interested in transferring.

Transfer Intending Perceived Barriers



Transferred Actual Barriers

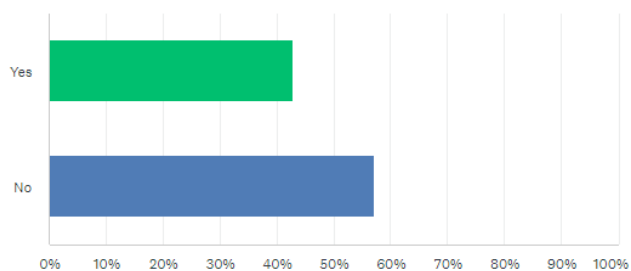


Faculty and Staff Survey Results

- 309 total responses:
 - o 57% work in advising
 - o 32% rated their confidence level as “excellent” for advising
 - o 8% rated their confidence level as “excellent” for state-wide transfer policies

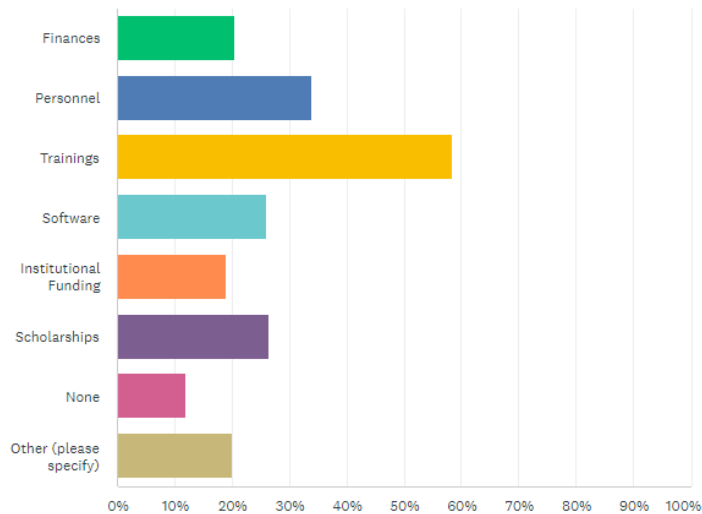
Does your institution provide training opportunities to help better serve transfer students?

Answered: 282 Skipped: 27



What resources do you need to better work with transfer students? (select all that apply)

Answered: 284 Skipped: 25



The survey responses highlighted gaps in the available resources for transfer students themselves, as well as for the faculty and staff who work with transfer students. The working group's priorities include ensuring comprehensive and accurate information through clear navigation, FAQs, and user-friendly interfaces. By emphasizing clear communication channels, timely notifications, and personalized guidance, the group will actively address the information barriers faced by 56% of students during the transfer process. Next steps include:

- Working with a network of communications professionals at the CHE and across campuses to determine the best way to communicate to students about available transfer resources and develop the statewide campaign.
- Working group and communications professionals will focus efforts on resource enhancement, faculty, and staff training, and identifying ways to improve institutional websites and other transfer communication efforts to students.

Recommendation 5:

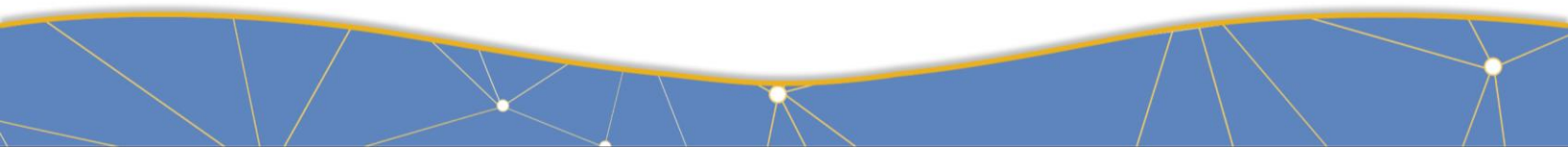
Develop a plan to facilitate and incentivize reverse transfer.

The Transfer Council has not started work in support of Recommendation 5. During the creation of the Transfer Council and the planning of the October 2023 Transfer Convening, USC-Upstate and Greenville Technical College shared they had recently created a Reverse Transfer Agreement. It was decided to prioritize the other recommendations in the report while institution dyads continued exploring a reverse transfer process. Although the Transfer Council has not been directly involved in these processes, CHE has collected information and feedback from the dyad institutions to better understand how they are implementing reverse transfer.

The feedback provided indicates the reverse transfer process is currently labor intensive and manual, which does not allow for growth or long-term sustainability. Additionally, it has been found students do not know what reverse transfer is or understand the benefits. Because of this, the CHE is exploring tools that will help automate the process and allow institutions to focus on educating students about reverse transfer. The CHE is putting information about specific reverse transfer tools together for the Transfer Council to review and discuss.

Next steps include:

- Providing the reverse transfer tool information to the Transfer Council for review and discussion. Once the Transfer Council determine which tool would best fit the needs of institutions across the state, ACAP and the Commission will receive the information. After a reverse transfer tool is selected, CHE will make a funding request.



Recommendation 6:

Request state funding to establish student transfer scholarships and statewide awareness campaign for transfer.

The Communications Working Group requested scholarship data from the CHE data team to better assess the scholarship needs of transfer students in the state. The data analysis focused on several key factors: the total number of transfer students statewide, the completion rates of associate degrees among transfer students, transfer graduation rates at four-year institutions, and the prevalence of need-based grants or lottery tuition assistance for transfer students. The findings revealed that over time, transfer students tend to receive less financial aid compared to their non-transfer counterparts. These findings were confirmed during the creation of the Transfer Dashboard. The CHE’s Senior Researcher discovered a significant portion of transfer students (95%) received grants and scholarships, with an average total amount of \$19,562 over the course of their four years of study (see below). Additionally, of those transfer students who received funds, 68% were able to graduate within an average of four years, with an average total amount of \$22,200 received. During the data analysis, the CHE’s Senior Researcher also found the average amount of funds received by both groups do not differ much, but the percent difference from year to year shows the transfer group loses two percentage points more than the non-transfer group. Over the course of the seven years, the average non-transfer student lost approximately \$1,437 while the average transfer student lost \$2,146.

Table 2: Distribution of Funds Received Over the Timeframe of Postsecondary Education by Graduation Status and Student Population

		Non-transfer	Transfer
All	Received Funds	91%	95%
	Years on Average	2.4	3.7
	Received Funds on Average	\$13,610	\$19,562
Not Graduated	Received Funds	56%	32%
	Years on Average	1.6	3
	Received Funds on Average	\$7,181	\$13,995
Graduated	Received Funds	44%	68%
	Years on Average	3.5	4
	Received Funds on Average	\$21,835	\$22,200

Note: Scholarships and Grant Funds considered (LIFE, Hope, Palmetto Fellows, Need-based (Publics), Lottery Tuition Assistance, Need-based (Independents-Tuition Grants Comm), Foster Care, National Guard College Assistance Program, Pell Grant).

Using this information, the Communications Working Group drafted a scholarship proposal that will ensure transfer students are equally funded compared to non-transfer students.

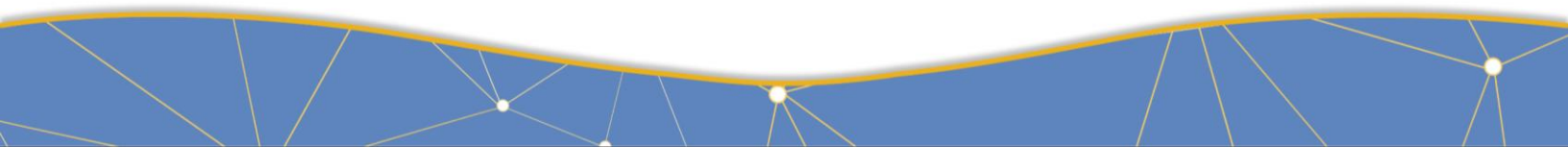
The next steps include:

- Meeting with the CHE’s Student Affairs Office and a network of financial aid counselors to receive feedback and suggestions on the proposal and allow the scholarship experts to provide some guidance on best scholarship practices. Scheduling limitations and



FAFSA completion concerns have caused barrier, preventing the stakeholders from engaging in this work. The Communications Working Group will continue to reach out and anticipates meeting with the stakeholders in early Fall 2024.

The Transfer Awareness Campaign has been incorporated into [Recommendation 4](#). As the Student Engagement Working Group finalizes the necessary resources, the Communications Working Group will determine the campaign strategy and materials. A timeline is currently being built collaboratively between both working groups.



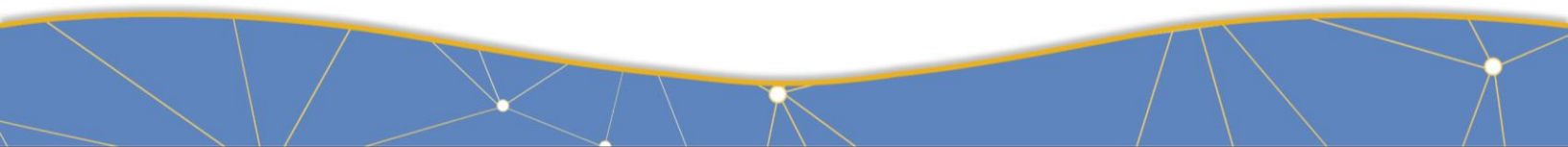
South Carolina Transfer Convenings

The CHE hosted the second annual [Transfer Excellence Convening](#) in October 2023. This convening was an extension of the [inaugural April 2023 convening](#) and showcased promising practices which have been successfully implemented at institutions around the state. This one-day event provided an opportunity for experts from various institutions across the state and other key stakeholders to gather and explore ways to continue enhancing transfer and articulation between higher education institutions, ultimately improving the transfer experience for South Carolina's students.

April 2023	October 2023
140 Attendees	131 Attendees
45 Institutions	35 Institutions

The CHE welcomed not only institution representatives, but community stakeholders and legislative representatives to this convening. Highlights included a student panel and breakout sessions which focused on strong transfer initiatives, such as Winthrop University and York Technical College's meta-majors, USC-Upstate and Greenville Technical College's reverse transfer work, Clemson University and Tri-County Technical College's bridge program, and USC-Columbia's team-based transfer approach. Additionally, the SCTCS showcased their work on common learning outcomes, which directly relates to Recommendation 3 of the Transfer Action Plan.

The Transfer Convening is an annual event, and planning is underway for the next event in October 2024. The CHE encourages interested parties to save the date for October 3, and we look forward to even greater participation from all state partners and stakeholders.

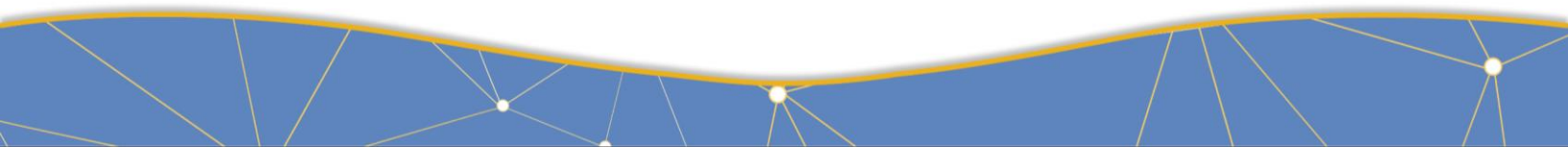


Next Steps

While there is much South Carolina has accomplished, there is significant momentum and motivation for a statewide transfer agreement to advance the state's goal of seamless student mobility between higher education institutions. Subsequently, the efforts reported in this document represent significant phases in the process, led by the CHE and in partnership with the SCTCS, and two- and four-year public institutions across the state. Annual reporting on transfer excellence progress will continue to ensure milestones and outcomes are met and shared with all stakeholders.

Once the CHE, in partnership with the SCTCS, and two- and four-year institutions, has implemented the six recommendations, there are several critical next steps to ensure effectiveness and positive impact on transfer. Foremost, monitoring and evaluation are crucial for successful implementation and sustained improvement in transfer pathways across the state's higher education system. Regular assessment of the progress of the recommendations' implementation and data collection on outcomes, student success rates, and transfer efficiency are necessary to make informed adjustments as required. Engaging with key stakeholders, including institutions, students, faculty, and employers, is also essential. The CHE intends, with the support of the General Assembly, Commissioners, and institutional leaders, to maintain its collaboration with the Transfer Excellence Council.

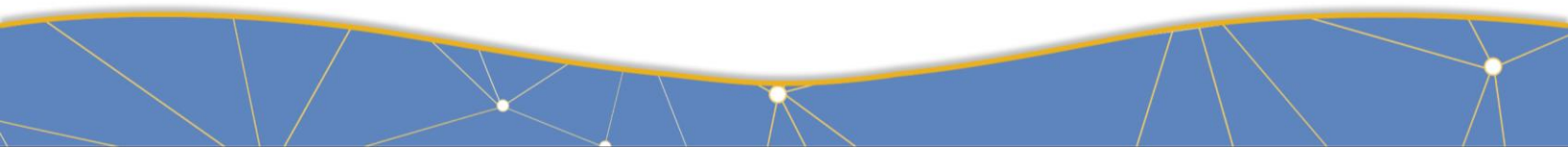
The CHE is fully committed to excellence in transfer and articulation across the system of higher education. In the coming months and years, the CHE will continue to engage with these recommendations across the statewide system of higher education. Increased transfer excellence will facilitate student success and contribute to the state's economy vibrancy and growth.



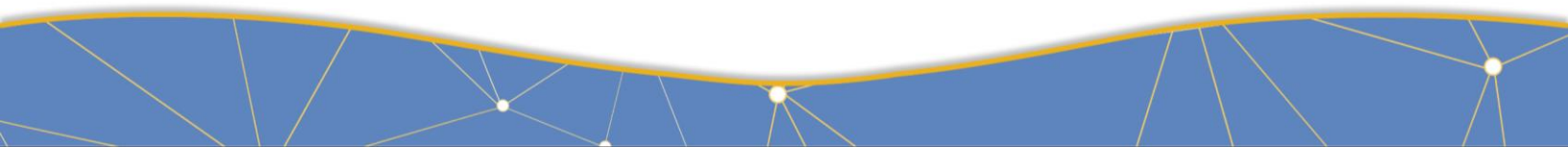
Appendix A: Transfer Council Representatives

Representative	Institution	Council Working Group(s)
Aaron Marterer	USC Columbia	Technical & Data Group
Adam Mitchell	Aiken Technical College	Technical & Data Group
Aimee Pfeifer	College of Charleston	Transfer Leadership Team
Alison Scheide	USC Columbia	Communications Group
Alyssa Collins	York Technical College	Student Engagement Group
Amanda James	Winthrop University	Communications Group
Amanda Shores	USC Columbia	Academic Pathways Group
Amanda Spratt-Baron	Charleston Southern	Transfer Leadership Team
Amber Novotny	USC Palmetto College	Technical & Data Group
Amy Jennings	Tri-County Technical College	Communications Group
Audria Chandler	USC Upstate	Student Engagement Group, Communications Group
Beverly Osborne	Central Carolina Technical College	Student Engagement Group
Candace Howell	Horry Georgetown Technical College	Academic Pathways Group
Carol Paguntalan	Piedmont Technical College	Academic Pathways Group
Cassandra Verardi	York Technical College	Transfer Leadership Team
Chris Nesmith	USC Palmetto College	Academic Pathways Group
Chris Shatterfield	Greenville Technical College	Academic Pathways Group
Cliff Murphy	USC Columbia	Student Engagement Group
Craig Gero	Winthrop University	Student Engagement Group
Crystal Ratliff	Aiken Technical College	Student Engagement Group
Daniel Kuzbary	Central Carolina Technical College	Technical & Data Group
Danastalgia McDermott	Commission on Higher Education	Data Program Manager
Davion Petty	SC State University	Student Engagement Group
Donna Foster	Piedmont Technical College	Technical & Data Group
Donna Zeek	Midlands Technical College	Academic Pathways Group

Representative	Institution	Council Working Group(s)
Eric Skipper	USC Beaufort	Transfer Leadership Team
Erin Carlson	Columbia College	Academic Pathways Group
F. Gregory Rogers	Aiken Technical College	Academic Pathways Group
Geoffrey Herzog	SC State University	Transfer Leadership Team
Gloria Carden	Greenville Technical College	Communications Group
Greg Dailey	The Citadel	Transfer Leadership Team
Heather Hoppe	Horry-Georgetown Technical College	Communications Group
J. Lee Brown	Coastal Carolina University	Transfer Leadership Team
Jeff Perez	South Carolina Independent Colleges and Universities	Transfer Leadership Team
Jennifer Black	SC Technical College System	Academic Pathways Group, Student Engagement Group
Jennifer Kunka	Francis Marion University	Transfer Leadership Team Student Engagement Group
Jenny Williams	Spartanburg Community College	Academic Pathways Group
Jessica Johnson	Greenville Technical College	Student Engagement Group
John McGill	York Technical College	Academic Pathways Group
John Rowan	Francis Marion University	Academic Pathways Group
Kelsey Newman	Tri-County Technical College	Student Engagement Group
Kim Purdy	USC Upstate	Transfer Leadership Team
LaToya Johnson	SC State University	Academic Pathways Group
Laura Tyndall	College of Charleston	Academic Pathways Group
Leah Andrews	SC Technical College System	Communications Group
Leslie Barrett Brown	Coastal Carolina University	Student Engagement Group, Academic Pathways Group
Liz Rennick	Trident Technical College	Technical & Data Group
Lloyd Willis	Lander University	Transfer Leadership Team
Lori Heafner	Horry-Georgetown Technical College	Technical & Data Group



Representative	Institution	Council Working Group(s)
Manicia Finch	SC State University	Communications Group
Mariana Manic	CHE	Technical & Data Group
Marilyn Eason	Newberry College	Communications Group
Melinda Rodgers	Aiken Technical College	Transfer Leadership Team, Communications Group
Melissa Pearson	Spartanburg Community College	Student Engagement Group
Melissa Plummer	Orangeburg-Calhoun Technical College	Student Engagement Group
Michael Shanshala	Trident Technical College	Student Engagement Group
Michelle Caya	Trident Technical College	Academic Pathways Group, Communications Group
Misty Hatfield	Central Carolina Technical College	Communications Group
Natalie Mahaffey	Central Carolina Technical College	Academic Pathways Group
Rene Sawyer	Greenville Technical College	Transfer Leadership Team
Rick Barth	Clemson University	Transfer Leadership Team
Ron Cox	USC Palmetto College	Transfer Leadership Team
Rosline Sumpter	SC Technical College System	Transfer Leadership Team
Stacie Williams	USC Aiken	Academic Pathways Group
Tammy Clubbs	SC State University	Technical & Data Group
Tiffany Prowell	Piedmont Technical College	Student Engagement Group
Tim Drueke	Winthrop University	Technical & Data Group
Trena Houpp	USC Columbia	Transfer Leadership Team



Appendix B: South Carolina Transfer Excellence Leadership Committee

Accountability, Governance Bylaws, Rules, and Procedures

I. Purpose

The Transfer Excellence Leadership Committee, in collaboration with the Commission on Higher Education as the lead agency, shall create and guide the Transfer Excellence Council, and prioritize and ensure the timely implementation and assessment of the six recommendations from the South Carolina Transfer Task Force Action Plan.

II. Outcomes

The Transfer Excellence Leadership Committee must collect and analyze data to prioritize, implement, and assess the effectiveness of the recommendations in the Action Plan in meeting the goals of the Commission on Higher Education's *Ascend 60x30* strategy.

III. Composition

The Transfer Excellence Council shall include, but is not limited to the following:

- Representative body of the South Carolina two- and four-year, technical, state, and independent institutions
- 15 – 17 members nominated by the Advisory Committee on Academic Programs and approved by the President and Executive Director of the Commission on Higher Education
- One chair and vice chair appointed by unanimous Committee vote to serve for at least one term (one year), but no more than two consecutive terms (two years)

IV. Roles and Responsibilities

- Prioritizing the six Transfer Task Force Action Plan recommendations
- Create a timeline for the implementation of the Action Plan recommendations
- Report updates, orally and written, to various stakeholders
- Determine Regional Liaison and Working Group composition and membership
- Ensure Regional Liaisons and Working Groups are making progress on specific recommendations associated with the designated areas
- Collaborate with the CHE on annual Transfer Excellence Convening
- Convene at least once a month

Working groups and working group membership will be established by the Transfer Excellence Leadership Committee and may be revised by the Transfer Excellence Leadership Committee as needed.

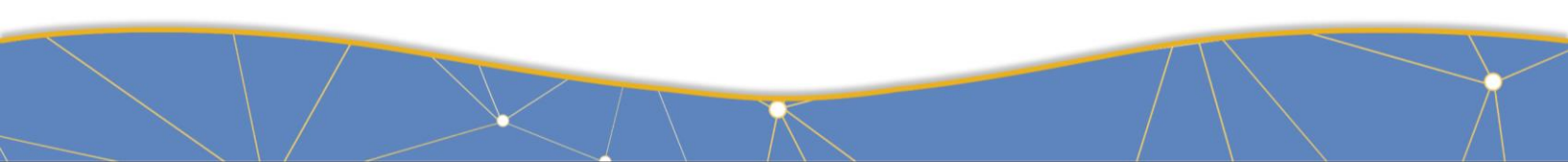
V. Governance

As the lead agency, the Commission on Higher Education will serve in an *ex officio* capacity on the Committee. The Transfer Excellence Leadership Committee will develop an annual meeting schedule that will convene at least once monthly and may convene additional meetings as needed. With consultation from the Commission on Higher Education, the Transfer Excellence Leadership Committee will also coordinate the Working Groups. Each Working Group may choose to select a Chair and Vice Chair to coordinate the Working Group and its tasks.

The Leadership Committee shall report progress regularly to the Advisory Council on Academic Programs (ACAP), and ACAP can provide recommendations to the Leadership Committee.

VI. Timeline

The Transfer Excellence Leadership Committee will publish quarterly the progress on the six recommendations to the Commission on Higher Education beginning August 1.



VII. Amendments

None of these “Bylaws, Rules, and Procedures” shall be subject to change except by a two-thirds vote and with previous notice of the proposed amendments.

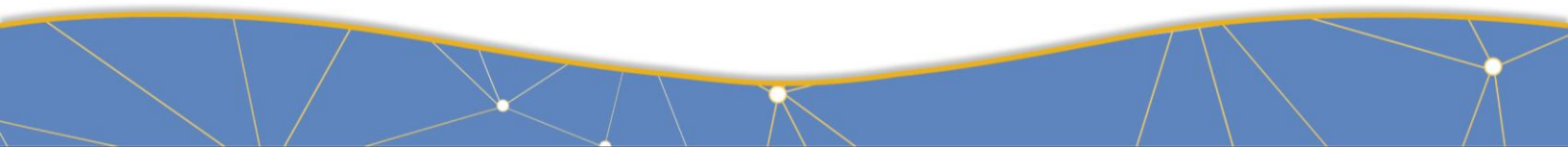
Adopted on September 14, 2023.

Role and Responsibilities of Chair

- Provide guidance, structure, and accountability to the Leadership Team, ensuring timely implementation of the Action Plan
- Review and provide feedback on the monthly Transfer Update document
- Present to ACAP and other stakeholder groups on the progress of implementing the Action Plan recommendations
- Determine, in collaboration with the Leadership Team, when to meet with other Working Groups
- Provide guidance and assistance to CHE staff in setting up collaborative Working Group meetings
- Provide feedback and recommendations on the agendas
- Lead the monthly meetings, ensuring a balanced and orderly discussion

Role and Responsibilities of Vice Chair

- Fulfill the duties of the chair in their absence



Appendix C: October Transfer Convening Representation

AcademyOne	Midlands Technical College
Aiken Technical College	Newberry College
Allen University	Northeastern Technical College
Anderson University	Orangeburg-Calhoun Technical College
Central Carolina Technical College	PASCAL
Charleston Southern University	Piedmont Technical College
Clafin University	Presbyterian College
Clemson University	SC House of Representatives
Coastal Carolina University	South Carolina Independent Colleges and Universities
College of Charleston	South Carolina State University
Columbia College	South Carolina Technical College System
Converse University	Spartanburg Community College
Denmark Technical College	Spartanburg Methodist College
SC House of Representatives-Education and Public Works Committee	Technical College of the Lowcountry
Erskine College	The Citadel
Executive Budget Office, SC Department of Administration	Tri-County Technical College
Florence Darlington Technical College	Trident Technical College
Francis Marion University	University of South Carolina- Aiken
Greenville Technical College	University of South Carolina- Beaufort
Hollingsworth Funds, INC	University of South Carolina- Columbia
Horry-Georgetown Technical College	Winthrop University
Lander University	York Technical College

Appendix D: October 2023 Transfer Convening Agenda

South Carolina Transfer Convening Agenda

Hosted by the SC Commission on Higher Education

October 4, 2023

Time	Session	Location
8:30 – 9:00 AM	Meet and Greet	Richland A & B
9:00 – 9:10 AM	Welcome	Richland A & B
9:10 – 9:40 AM	Update on SC Transfer	Richland A & B
9:40 – 10:00 AM	SC Transfer Council	Richland A & B
10:00 – 10:10 AM	Break	
10:10 – 10:55 AM	<i>Improving the Transfer Experience at USC Columbia: A Team Based Approach</i>	Congaree
	<i>Best Practices for Bridge Collaborative Programs</i>	Carolina
10:55 – 11:05 AM	Break	
11:05 – 11:50 AM	<i>Removing Transfer Obstacles: Meta Majors and Guided Pathways for University Transfer Students</i>	Congaree
	<i>The Reverse Transfer Journey: A Partnership between USC Upstate and Greenville Technical College</i>	Carolina
	<i>Common Course Learning Outcomes: A Pilot Project Paving the Transfer Pathway</i>	Richland C
12:00 – 1:15 PM	Lunch	Richland A & B
1:15 – 2:00 PM	Student Panel	Richland A & B
2:00 – 2:30 PM	Next Steps	Richland A & B
2:30 – 3:00 PM	Closing	Richland A & B

Appendix E: Contact Information

For further information on transfer, please do not hesitate to contact The CHE Office of Strategic Initiatives and Engagement.

Bunnie Ward	Director	Bward@che.sc.gov
Yarley Steedly	Legislative and External Affairs Manager	Ysteedly@che.sc.gov
Kristin Brooks	Senior College Completion Program Manager	Kbrooks@che.sc.gov
Nia Simmons	Transfer and Articulation Program Manager	Nsimmons@che.sc.gov

