Accountability Report Transmittal Form

Agency Name **Spartanburg Community College**

Date of Submission **October 11, 2006**

Agency Director **President Dan L. Terhune**

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**SPARTANBURG
COMMUNITY
COLLEGE**

**BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2005-2006

October 11, 2006

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I. Executive Summary

1. Organization's stated purpose, mission, and values

Mission

> *Spartanburg Community College is a public, suburban, two-year comprehensive, open-admission institution of higher education serving the citizens of the upstate counties of Spartanburg, Cherokee and Union in South Carolina. The College advances economic development of the region through programs, services and partnerships that address emerging and continuing employment needs in a rapidly changing global environment. Through excellence in teaching and learning, the College promotes lifelong learning and helps students reach their personal and professional goals.*

Values

> *At Spartanburg Community College, we believe in the worth of individuals and their potential for growth and development.*

Values Pertaining to Students

We believe in
- Encouraging students to reach their highest potential and to increase their self-esteem
- Stressing students' responsibility in taking an active role in their own learning, growth and development
- Fostering a caring environment appropriate for the personal and educational development of adult students
- Helping students acquire a work ethic appropriate to their career choice
- Promoting a desire for lifelong learning
- Instilling a sense of college pride in students

Values Pertaining to Faculty and Staff

We believe in
- Accomplishing the college mission through teamwork, effective communication, and personal accountability
- Maintaining a climate of mutual trust and respect
- Treating faculty and staff fairly
- Giving employees personal responsibility for job performance
- Developing professional potential of faculty and staff

Values Pertaining to Community

We believe in
- Providing timely programs and services that meet the needs of students and area business and industry
- Participating as a partner in the community's growth and development
- Promoting interactive communication with the community to ascertain needs and distribute information about programs and services
- Developing a continuum of educational opportunities by partnering with secondary and postsecondary institutions

- Encouraging faculty and staff to serve as leaders and role models in the community
- Being accountable to the community for effective use of resources

Approved by the Spartanburg County Commission for Technical and Community Education June 20, 2005
Approved by the Commission on Higher Education October 6, 2005

2. Major achievements from past year

Library
In February the College broke ground and has since begun construction of the 43,000 square foot academic/library building, scheduled for completion in December 2006. The new library will double the size of the College's current library as well as provide additional classroom space for our growing student body which has increased more than 70% over the past ten years. The Tracy Gaines building which currently houses the library will be renovated when the new library is completed.

Cherokee County Campus
In July 2006, the Cherokee County Campus became a reality with the grand opening of the Freightliner Custom Chassis Corporation (FCCC) Service and Training Center, the first of three buildings initially planned for this site. A groundbreaking for the SCC Foundation Manufacturing & Training Facility, which will serve the continuing education needs of business and industry in Cherokee County, was held in conjunction with the FCCC celebration. Classes at the Manufacturing and Training Center are scheduled to begin in January 2007. Construction on the Academic Building, the last of the three buildings planned, is expected to begin late fall 2006. This campus was only possible with the cooperation and support of the community.

Tyger River Campus
With the recent purchase of a closed warehouse on 49 acres of land, adjacent to the college's BMW Center in Duncan, the college will provide better access to educational opportunities for the western portion of Spartanburg. Both facilities comprise the SCC Tyger River Campus. Cleanup and renovations began in May 2005, and an executive director was hired. The second floor office area was converted to classrooms and office space, and classes began this fall 2006. A high-speed network between the Central Campus and the Tyger River Campus and a high-speed wireless network between the BMW Center and the Tyger River Campus were installed.

SACS Re-accreditation
The College has successfully completed the reaccreditation process under the new criteria of the Southern Association of Colleges and Schools (SACS) and selected "Enhance Students' Workforce Readiness" for the Quality Enhancement Plan (QEP) topic to be implemented over the next five years.

Programs

- The Associate Degree in Management is now available entirely online with all 23 of the required courses accessible through distance learning. The Tutorial Learning Center/Open Computer Lab/Testing Center added services to support these and other online learners. *Ask-a-Tutor* offers online assistance in English, math, sciences, and accounting; *Ask-a-Proctor* honors online test proctoring requests; and *Ask-a-Geek* offers online computer-related assistance.
- Pharmacy technician, radiography, medical laboratory technician, and surgical technology graduates all received a 100% pass rate on their national boards.
- The Smart Jobs Workforce Center offered four 8-week training sessions to dislocated workers with classes taught through the Continuing Education Division. Smart Jobs trained over 200 dislocated workers during its first year with a 78% placement rate.
- The Industrial Technologies Division received a South Carolina Educational Economic Development Act grant in the amount of $105,900 to establish a model project for dual enrollment with the Daniel Morgan Technology Center.
- The Associate Degree in Nursing Program graduated its first class in spring 2006 and second class in summer 2006.

3. **Key strategic goals for the present and future years**

    Goal 1 – Spartanburg Community College will support economic growth in our service community by providing workforce development.
    Goal 2 – Spartanburg Community College will enhance the higher educational attainment of the citizens of our service community.
    Goal 3 – Spartanburg Community College will create a positive learning environment.
    Goal 4 – Spartanburg Community College will create a positive working environment and will value the contributions of every employee.
    Goal 5 – Spartanburg Community College will plan for the continued growth and success of the College.

4. **Opportunities and barriers that may affect success**

    Spartanburg Community College has experienced a 10 year period of growth. The College has obtained funding for six new buildings, purchased property for a Cherokee County campus and purchased property on the west side of Spartanburg County for a branch campus operation. The College has received strong support for the Cherokee County Campus and expects the Campus to be in full operation by fall 2007.

    The College has been asked by Union County officials to establish a campus in Union. Key leaders recognize that a major obstacle in their efforts toward economic recovery is the skills and education level of their citizens. A large number of people have lost their jobs with the closing of textile manufacturing. With a high school degree or less, these individuals do not meet the minimum qualifications that most new companies require. This fact is an extreme disadvantage to attracting new investments. The College can help the individuals in our service communities to upgrade their educational level and teach new job skills.

This strong need for economic revitalization provides Spartanburg Community College an opportunity to serve the three county service area in ways that have never been requested before. This comes at a time however when the College is facing a number of challenges that if not addressed, may prevent the College from providing the educational programs and services that are desired and needed.

For the past 5 – 6 years the State funding for higher education has decreased to a point that Colleges are struggling to maintain quality programs. The Technical Colleges, especially Spartanburg Community College, have been impacted as our enrollments have increased during this same period of time. These two dynamics has caused the College to see major revenue shifts. The College currently receives only 31% of the State funds that are justified by CHE's MRR funding formula. To maintain quality programs, the College has had to increase tuition to a point that students cannot afford to enroll. Many students receive Pell and Lottery assistance, but neither are adequate to cover tuition and book costs.

The College is now 44 years old. A large number of faculty and staff were hired in the 60's and 70's and are now retirement age. As this group retires the College will lose a great deal of knowledge, leadership and stability. This trend is happening nationally so the College is finding it very difficult to employ qualified faculty and staff at salaries paid existing employees. Salaries are becoming a significant issue as we see more and more of our faculty and staff being hired by other educational organizations.

The College has also had to rely more on temporary employees. Currently, 43% of all classes are being taught by temporary faculty. The desired rate is 25 – 40% depending on the curriculum. Students are not able to obtain the support and advising they need to be successful as temporary faculty do not have responsibilities outside their teaching responsibilities. The small number of permanent faculty can not adequately assist all of the students. The College must reduce its dependency on temporary faculty by employing additional permanent full-time faculty.

In order for the College to fulfill its mission of being a tool for economic development by providing an open access two year College for Spartanburg, Cherokee and Union citizens, the College must obtain adequate funds to be able to insure quality programs and services. Additional funds are also needed to be able to provide competitive salaries, reduce the dependence on temporary employees, revitalize classrooms and labs with state of the art equipment and modify inadequate facilities to match the educational needs of modern business and industry. To this end, the College supports the SBTCE's Funding Priority Initiatives of Allied Healthcare, Center for Accelerated Technology Training, additional full-time positions, and increased lottery support for students including books and technology equipment for the College.

5. **How the accountability report is used to improve organizational performance**

The College will use the annual accountability report as documentation of its continuous improvement efforts. It will also serve as a central reference for the operations of the College.

II. Organizational Profile

Spartanburg Community College was founded in 1961 when Spartanburg County received approval to provide a technical education training center for the residents of Cherokee, Spartanburg, and Union counties. The Spartanburg County Technical Education Center occupied its first building in 1963 and enrolled 150 students in 9 industrial and engineering technology programs. In 1974, recognizing the institution's broadening scope and depth of academic program offerings, the Center officially became Spartanburg Technical College. The College recently changed its name to Spartanburg Community College, acknowledging its broadening scope and impact on the local community.

1. <u>Educational programs and services</u>

Spartanburg Community College implements its mission through programs, services and partnerships that include

- *College-level credit programs*—SCC serves 5,000 to 7,500 credit students annually through programs leading to associate degrees, diplomas and certificates designed for direct job placement, as well as associate degrees designed for transfer to four-year colleges and universities.

- *Continuing Education programs*—SCC delivers catalog and customized short-term courses to 15,000-20,000 students annually. Continuing Education provides professional and career advancement programs and courses to business, industry, healthcare and government agencies. The College also offers noncredit courses for personal enrichment.

- *Developmental Education programs*—SCC readies unprepared students to enter a program of study through courses that build academic skills and self-confidence.

- *Student Development programs*—SCC offers a wide variety of student support services to nurture students' academic, personal and professional growth. These include but are not limited to the Advising Center, the AIM Center (personal and career counseling), Career Planning and Placement, and Counseling and Career Development.

- *Evening Services*—The College offers a number of academic programs as well as a variety of occupational, professional and community interest courses during evening hours.

- *Distance Learning*—Distance learning provides students with alternative ways of taking college credit courses. These alternative formats include Internet, video and teleclass course offerings.

- *Library*—The library holds a collection of over 38,500 volumes including 3,461 audiovisual materials, 49,346 e-books and 288 periodical subscriptions.

2. Key Segments

The key segments for the College are students, faculty/staff, employers, alumni and the communities of Spartanburg County, Cherokee County and Union County.

Students

From the College, students expect a quality education that is affordable and taught by credentialed faculty. They expect financial aid and scholarship assistance, excellent student and academic support services, updated facilities and technology, quality programs and course availability, career services, and a safe and secure environment.

Faculty/Staff

The employees of the College expect to receive a competitive salary and good benefits, as well as opportunities for professional development and growth. They expect to be treated fairly and to work in a safe and secure environment with good facilities and the technology to do their jobs.

Employers

Employers expect support from the College in well-trained employees, opportunities to provide input into student training through advisory committees, collaboration in the training of employees, and opportunities to incubate businesses.

Alumni

The alumni of the College expect to be able to participate in life-long learning, to use the College association for networking, and to use the College reputation to enhance the value of their degree.

Communities

The communities of the College's service area expect to use the College to attract business and industry by providing workforce development. They expect to provide input to the College, and for the College to be aware of and respond to their educational and training needs. They use the College as a community meeting and gathering place.

3. Operating locations

Central Campus

The Spartanburg Community College Central Campus is located on Business I-85 and New Cut Road in Spartanburg.

Tyger River Campus

The College opened a new satellite location, the Duncan Center, located off Highway 290 at Commerce Park in western Spartanburg County in fall 1997. Designed to offer both curriculum and continuing education classes to individuals and business/industry in the area, the Duncan Center offered evening courses to accommodate busy work schedules. In September 1999, the Duncan Center was dedicated and renamed the Spartanburg Technical College BMW Center. The College purchased a 363,000 square-foot building on 49 acres of land in Duncan adjacent to the BMW Center in November 2005. This facility, the Tyger River Campus, reflects the College's continued effort to offer expanded services to residents and students living in western Spartanburg County.

Cherokee County Campus

With the support of Cherokee County businesses, industries and government agencies, the College began development of a 42.5-acre campus in Cherokee County in fall 2004. The SCC Foundation owns 20 acres adjacent to the campus thus allowing the College to expand up to a 62.5 acre campus based on future needs. The campus continues to grow and expand and is expected to serve 500-1,000 students its inaugural year, offering the citizens of Cherokee and surrounding counties the opportunity to pursue education and training close to home. Opening in July 2006 the campus will initially include the Freightliner Service and Training Facility on property purchased by the SCC Foundation. In January 2007 a contract training center is scheduled for completion, and an academic building is expected to be completed by fall 2007.

4. <u>Regulatory environment</u>

The State Board for Technical and Comprehensive Education (SBTCE) sets policies, procedures and tuition caps, approves new programs and facilities projects, and economic/workforce development projects through the Center for Accelerated Technology Training (CATT) for all sixteen technical colleges. Spartanburg Community College is also accountable to the Commission on Higher Education (CHE) for implementing mission and goals that conform to the mission and goals legislated for all of higher education and for the technical college sector. All associate degrees offered at Spartanburg Community College are approved by the Commission on Higher Education and diplomas by the State Board for Technical and Comprehensive Education. Certificates are approved at the local Commission level. Each college is required to report degree and diploma productivity in terms of enrollment, number of graduates, and the percent of graduates placed on related jobs or continuing their studies full-time. Certificates are evaluated annually based on the percent of graduates placed on related jobs or continuing their studies full-time.

In addition, the College submits documentation of accountability through performance indicators (Act 359) and measures of institutional effectiveness through the Institutional Effectiveness Report (Act 629) to the Commission on Higher Education.

For the first time this year, the College is submitting an annual Baldrige report to the South Carolina State Budget and Control Board.

The College is required to report enrollment, financial aid, completion, graduation rate, finance, and human resource data (IPEDS) to the National Center for Educational Statistics, the statistical arm of the U.S. Department of Education.

Spartanburg Community College is regionally accredited by the <u>Southern Association of Colleges and Schools (SACS)</u> and received its re-accreditation in 2006. SACS requires that colleges and universities enhance student learning by developing a Quality Enhancement Plan (QEP), a five-year plan overseen by SACS.

The College offers programs accredited by the following national accrediting bodies:

•Association of Collegiate Business Schools and Programs
•Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
•Commission on Accreditation of Allied Health Education Programs
•Commission on Dental Accreditation, American Dental Association

•National Accrediting Agency for Clinical Laboratory Sciences
•National Automotive Technicians Education Foundation-Automotive Service Excellence
•SC Board of Nursing-Labor, Licensing and Regulation (approval only)
•Joint Review Committee on Education in Radiologic Technology
•American Society of Health-System Pharmacists
•The American Culinary Federation

5. <u>Governance system</u>

Spartanburg Community College (SCC) is governed by a hybrid system of statewide oversight and local control. The Spartanburg Area Commission for Technical and Community Education, the governing board for Spartanburg Community College, consists of thirteen members, two at-large and eleven who are appointed by the Governor on recommendation of the local Legislative Delegation. The Area Commission operates under the State Board for Technical and Comprehensive Education, which is also appointed by the Governor. The College is autonomous provided it conforms to State Board oversight.

The SCC President is accountable to the Spartanburg Area Commission for Technical and Community Education for the interpretation and fulfillment of responsibilities. He has authority to make decisions and to take the actions necessary to carry out assigned responsibilities through the policies established by the Spartanburg Area Commission for Technical and Community Education within the framework of all rules and regulations of the State Board for Technical and Comprehensive Education.

At Spartanburg Community College, the institutional officers are entrusted with the functional operations of the College. They are the Executive Vice President, the Vice President of Academic Affairs, the Vice President of Student Affairs, the Vice President of Planning and Development, and the Vice President of Continuing Education. Together with the Executive Assistant to the President and the Executive Director of the Spartanburg Community College Foundation, these officers comprise the President's Council.

6. <u>Key Suppliers</u>

The key suppliers for the College are the high schools and communities of Spartanburg County, Cherokee County and Union County. The College partners with the other colleges and universities in the upstate by providing transfer students, collaborative learning agreements, and networking. The College also partners with business and industry to continue to provide the educational programs and training that is best suited to the needs of the economy, and with all employers to provide the quality employees that they desire. The College partners with its alumni as a source of recruiting, advice, and funding.

7. <u>Key competitors</u>

The upstate counties of Spartanburg, Cherokee and Union comprise Spartanburg Community College's service area. A number of other institutions of higher learning also serve this area.

Limestone, an independent four-year college, is located in Cherokee County and offers classes in downtown Spartanburg. Of the 391 first-time freshman enrolling at Limestone in fall of 2005, 67 graduated from area high schools. Wofford College and Converse College, four-year private

colleges located within the City of Spartanburg, enrolled 321 and 167 first-time freshman in fall 2005 respectively. Of these students, Wofford enrolled 33 students and Converse enrolled 40 students from area high schools. A total of 385 area high school graduates enrolled in South Carolina's private four-year colleges in fall 2005.

Spartanburg Methodist College, a two-year private college located near Spartanburg, enrolled 415 first-time freshmen in fall 2005.

The University of South Carolina-Upstate, a four-year campus of the University of South Carolina, is also located in Spartanburg County. Since the early 1990s, when SCC began offering the Associate in Arts and Associate in Science transfer programs, student enrollment in these programs has increased steadily. Some students who are not ready for college-level courses will take developmental courses at SCC and later transfer to the university. Others are attracted by the lower cost per credit. Articulation agreements with the four-year colleges and universities allow students to apply earned college-level credits to university programs. USC-Upstate enrolled 749 first-time freshmen in fall 2005.

The University of South Carolina-Union, a two-year branch of the University of South Carolina, is located in Union. The college offerings are similar to our transfer program courses; however, the university offers more convenient access to the residents of Union County. USC-Union enrolled 72 first-time freshmen in fall 2005.

A total of 703 area high school graduates enrolled in South Carolina's public four-year colleges in fall 2005.

Sherman College of Straight Chiropractic, a private proprietary college, is located in Spartanburg County.

In addition to the colleges located within our service area, Greenville Technical College (GTC) draws students from Spartanburg, Cherokee and Union Counties.

Spartanburg Community College also competes with these other higher education institutions for faculty, staff and funding. Not only do competitive salaries attract quality faculty and staff but so do opportunities for professional growth and development, updated/new facilities that provide adequate space, the technology infrastructure, and College climate and culture.

8. <u>Competitive Success Factors</u>

The areas that primarily factor into Spartanburg Community College's competition for success are students, faculty/staff, facilities and funding.

The competition for students generally comes from other higher education institutions in the College's service area and the state. However, competition also comes from business and industry as prospective students choose to work rather than pursue further education. This is most apparent in times of low unemployment when jobs are more plentiful.

Competition for faculty and staff is another area that is highly competitive. Many faculty and staff take advantage of entry level positions at the community college to gain a position in which

to develop their skills. They also use the opportunity to pursue degrees and advanced degrees. Then they move on to the other higher education institutions in the area that offer better compensation packages.

Federal, state and local funding dollars continue to decrease as the competition for them increases. Unfortunately, the worth of the community college to the economy of the state has yet to be fully discovered, nor adequately funded. As the tax dollars for education decrease, all higher education institutions are looking at and competing for other sources such as private donors, federal and foundation grants, collaboration with business and industry, and entrepreneurial enterprises.

9. <u>Strategic Challenges</u>

In order for the Spartanburg Community College to fulfill its mission of being a tool for economic development by providing an open access two year College for Spartanburg, Cherokee and Union County citizens, the College must obtain adequate funds to be able to insure quality programs and services. The College also needs to be able to provide competitive salaries, reduce the dependence on temporary employees, revitalize classrooms and labs with state of the art equipment, modify inadequate facilities and build new facilities to match the educational needs of modern business and industry. Further, the College needs to increase full-time positions especially in the faculty, increased assistance for students for tuition *and* books, and continuous updating of technology equipment.

10. <u>Performance Improvement Systems</u>

Various performance improvement systems are in place at Spartanburg Community College. These systems enable the College to continuously highlight and address areas that need to be improved upon:

Faculty/Employee Performance Management Systems. These systems provide a structure for annual evaluations for faculty, unclassified, and classified College employees. The planning stage portion of this process allows for employee objectives to be developed that contribute to continuous improvement.

Institutional Effectiveness Report The College submits an annual Institutional Effectiveness Report to the CHE that addresses such issues as academic assessment outcomes and plans for improvement, graduation rates, minority enrollment, professional examination scores, and more.

Regional accreditation The College undergoes SACS accreditation every ten years. We received our reaffirmation of accreditation in 2006.

Discipline-based accreditation Various programs at the College also are accredited by the following: Association of Collegiate Business Schools and Programs, Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. Commission on Accreditation of Allied Health Education Programs, Commission on Dental Accreditation - American Dental Association, National Accrediting Agency for Clinical Laboratory Sciences, National Automotive Technicians Education Foundation – Automotive Service Excellence, Joint Review Committee on Education in Radiologic Technology, American Society of Health-System Pharmacists, and the The American Culinary Foundation.

Assessment The College's Learning Evidence Committee is responsible for reviewing the analysis of assessment data, making recommendations for improvements, and monitoring those improvements made as a result of assessments.

Program and Service Reviews A component of the annual operational planning process is program or service review. This encourages each planning area to do a thorough review before determining their objectives that will focus on improvement for the next year.

Accountability Report This initial report (2005-06) will provide baseline information that will help the College to more easily recognize areas needing attention in succeeding years.

11. **Expenditures/Appropriations Chart**

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 14,724,318	$ 6,198,920	$ 15,491,135	$ 6,499,709	$ 15,620,013	$ 7,017,803
Other Operating	$ 10,120,977		$ 9,222,674		$ 7,526,234	$ 285,109
Special Items						$ 1,500,000
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 3,692,328	$ 1,396,558	$ 4,179,875	$ 1,539,941	$ 4,252,194	$ 1,593,000
Non-recurring	$ 324,854		$ 278,199		$ 285,109	
Total	$ 28,862,477	$ 7,595,478	$ 29,171,883	$ 8,039,650	$ 27,683,550	$ 10,395,912

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		$ 206,401

12. **Major Program Areas Chart**

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures		FY 05-06 Budget Expenditures		Key Cross References for Financial Results*
	Instruction	**State:** 7,595,478 **Federal:** 1,327,687 **Other:** 19,939,312 **Total:** 28,862,477 **% of Total Budget:** 100%		**State:** 8,039,650 **Federal:** 876,519 **Other:** 20,255,714 **Total:** 29,171,883 **% of Total Budget:** 100%		7.3
		State: **Federal:** **Other:** **Total:** **% of Total Budget:**		**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**		
		State: **Federal:** **Other:** **Total:** **% of Total Budget:**		**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**		
		State: **Federal:** **Other:** **Total:** **% of Total Budget:**		**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**		
		State: **Federal:** **Other:** **Total:** **% of Total Budget:**		**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**		

Below: List any programs not included above and show the remainder of expenditures by source of funds.			
	Remainder of Expenditures:	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**

* Key Cross-References are a link to the Category 7 - Business Results. .
  These References provide a Chart number that is included in the 7th section of this document

Spartanburg Technical College

Spartanburg County Commission for Technical Education

D. Terhune
President

L. Camp
Adm Assistant

L. Parker
Adm Assistant

S. Vaughn
Vice President
Academic Affairs

H. Giles
Exec Vice President

H. McClain
Vice President
Student Affairs

N. Dickson
Executive Director,
STC Foundation

D. Just
Vice President
Continuing Education

P. Abell
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K. Jones
Executive Assistant
to the President

S. Preturlak
Industrial Service Rep

B. Wilson
Office/Project Mgr

F. Lanford
Manager, Operations &
Promotions

R. Cochran
Adm Assistant

Marilyn Smith
Adm Spec

D. Henderson
Adm Assistant

C. Anderson-Hucks
Director,
Marketing & Publications

K. Fogle
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B. Benson
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F. Hower
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P. Gallen
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K. Sigmon
Coordinator,
SACS

K. Lancaster
Coordinator,
Success Network

R. Melton
Dean, Health &
Human Services

N. Germroth
Dean,
Admissions & Financial Aid

M. Green
Dean,
Learning Resources

K. McKinzie
Director, One-Stop
Career Center

III Category 1 – Senior Leadership, Governance, and Social Responsibility

1. **How do senior leaders develop and deploy their organization's vision …**
   Vice Presidents, representing every major area of the College, sit on the President's Council, which is the policy-making body of the College. The College vision, mission, values, goals and objectives are determined by this group and then deployed through each Vice President. Vice President's are responsible for developing division goals and objectives to support the College's mission and strategic plan. Within each of the divisions, all academic and service units have a purpose statement and action plans to support the division goals and objectives. In addition, the College catalog contains the College's vision, mission and values and is available in print and via the web to internal and external stakeholders. Senior leaders model their commitment to these ideals by being consistent in their daily decision-making.

2. **How do senior leaders promote and support an environment that fosters …**
   The College has an extensive Policy and Procedure Manual that is updated frequently to reflect current standards and is reviewed at least yearly. The policies and procedures follow state guidelines, at a minimum, and, in many cases, are more restrictive and specific. President's Council members demand strict adherence to the procedures and model adherence themselves. In addition, there are numerous auditing checkpoints at all levels of the institution to ensure compliance with regulatory agencies. All employees, as well as Area Commission members, must perform their duties and conduct themselves in an ethical and accountable manner, according to Policy VI-380. Although each department/division is responsible for monitoring their expenditures, each Vice President must ensure that the funds allocated to his/her division are expended appropriately. Ultimately, the Executive Vice President is responsible to the President for all fiscal matters, including budget planning and management. Finally, the College's revenues and expenses are audited by external auditors. The results of previous audits indicate financial integrity.

3. **How do senior leaders create a focus on action to accomplish the organization's …**
   Each Vice President, Executive Director, and Dean is responsible for developing goals and objectives within their organizational areas of responsibility. These goals and objectives are monitored throughout the year and must support the overall College's vision, values and strategic plan. Each academic and service unit also has a purpose statement and goals, and annually develops objectives and action plans that support the overall College's vision, values and strategic plan. These objectives are assessed annually and the results used for continuous improvement. In addition, an annual individual evaluation (EPMS/FPMS) is completed for staff and faculty of the College which includes goals and objectives as well as suggestions for improving performance. The process requires each employee to set individual goals and objectives and to monitor their progress throughout the year.

4. **How do senior leaders create an environment for organizational, faculty…**
   As educated individuals in a learning environment, senior leaders embrace knowledge. Faculty and staff are encouraged to continue their education from associate through doctoral degree programs, and tuition reimbursement is available for employees who have been with the College for one year or more. The University of South Carolina (USC) offers a Leadership Certificate in Higher Education, the South Carolina Technical College System

offers a Leadership Academy, and Spartanburg Community College offers a Leadership Workshop series. Senior leaders encourage faculty/staff to take advantage of all of these learning opportunities, and pay increases are approved for individuals completing the USC and SC Technical College System programs. The College also has an extensive professional development program with multiple sessions of several classes offered every month.

5. **How do senior leaders promote and personally participate in succession planning …**
   Human Resources completed a study and the resulting report highlighted the need for proactive succession planning. This is discussed openly at President's Council meetings, and senior leaders make recommendations from their faculty or staff and support each other's recommendations for individuals to participate in the USC Leadership Certificate in Higher Education or the SC Technical College System Leadership Academy. Senior leaders support the individuals who are selected by allowing flex-time, giving help with student assignments, and encouraging the participant with positive feedback. In addition, the College-sponsored Leadership Workshop series gives attending faculty/staff a two-hour overview of each division of the College. It allows participants to gain a stronger knowledge of all aspects of the College and shows how each area is vital to the success of the student. The series is taught by each Vice President, who also answers questions about how he/she defines leadership and freely gives advice to someone considering a leadership role.

6. **How do senior leaders communicate with, empower, and motivate all faculty …**
   Each Vice President meets with their staff after a President's Council meeting as necessary to communicate the decisions that were made at that meeting and to provide important information to all employees. Senior leaders take an active role in recognizing their employees for a job well-done on projects of all sizes usually by email or in person. The congratulatory comments are frequently shared among all President's Council members. The Vice President of Academic Affairs coordinates a "Did you Know?" effort whereby professional and personal accomplishments by individuals are shared among all faculty and staff. Senior leaders also take the opportunity for special recognition by nominating individuals for one of three categories (faculty, staff, administration) for Educator of the Year. These three individuals represent SCC at the annual South Carolina Technical Education Association (SCTEA) Conference. Senior leaders also nominate an innovator of the year for the A. Wade Martin award. This person represents SCC at SCTEA and competes against candidates from the other technical colleges in the state. In addition, Human Resources holds an annual "Retiree and State Service Awards" reception to recognize employees who are retiring or who have reached benchmark years of service.

7. **How does your organization evaluate the performance of your senior leaders …**
   In terms of senior leader performance, the state has a very structured performance management system that communicates to each individual their strengths and weaknesses and the action plan required to improve performance.

   Senior leaders are evaluated through the Employee Performance Management System (EPMS). Areas for improvement are noted on the evaluation and objectives developed to address these areas for the following year.

8. **How does your organization address and anticipate any adverse impacts …**
    The senior leadership of the College meets as a President's Council forum twice a month where any topics related to compliance issues (diversity, financial and sexual harassment, etc.) will be discussed at length. The goal of these sessions is to develop consensus within the group on the mutually discussed solutions.

    The Public Relations Department, supervised by the Executive Assistant to the President, serves as the "voice" of the College and is the department that would provide a public response to adverse reactions to services. In addition, there is a Student Code that defines the students' "rights and protection accorded them by the laws of the community", but also emphasizes that students are subject to the enforcement of all laws. According to the Student Code, an attempt will be made to solve problems internally adhering to due process procedures, but, if necessary, off-campus law enforcement or judicial authorities would be involved.

9. **How do senior leaders actively support and strengthen the communities …**
    All senior leaders and many other faculty and staff of the College participate in numerous community-based activities. Areas of emphasis are identified by coordinated participation of senior leaders on various professional and civic organizations as Board Members. The President and staff then work to coordinate where possible to meet community needs and develop action plans to address critical workforce or technical skills needed by local business/industry groups.

    Sponsored by SCC, the SCC Foundation and the City of Spartanburg, the yearly Red, White and Boom July 4th celebration is truly an event that brings the entire College and community together for an evening of patriotic celebration. Students participate in numerous charity events – as do faculty and staff (ex: clothing, toys, canned good drives, etc.) Students, faculty and staff also participate in the College Town Consortium that includes other area colleges.

    The College has established values that pertain to students, faculty and staff, and to the community. Included in the values, the College states that it believes in "encouraging faculty and staff to serve as leaders and role models in the community" and in "developing professional potential…" Pertaining to students, the College states that it believes in "instilling a sense of College pride…" As stated in Policy III-20, the area commission encourages faculty and staff to participate in professional organizations and has authorized reimbursement of membership dues not to exceed $100. Senior leaders support faculty and staff's involvement in community organizations.

III Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants …
The strategic planning process at SCC is founded on quality concepts. It envisions a series of interrelationships between evaluation of progress towards goals, outcomes assessment, awareness of trends, determination of the effects of technological change, and strategic positioning. The process requires that decisions and plans be based on data and evaluation. It

also requires that through the planning process every employee's insights and the needs of students and the community be recognized and considered in determining what objectives and strategies for action should be chosen.

A basic premise of the Community College system is to serve the needs of the local citizens of our service area. Therefore, continuous analysis of the programs we provide and the fields those programs serve is an integral part of our planning process. Every program the College offers has an <u>advisory committee</u> consisting of representatives from the field that the program serves. These committees meet two or three times a year to discuss current workplace requirements. If we find that our graduates are not prepared in some way, we change the curriculum through the Academic Review Committee (ARC), which meets weekly, if needed. If a technology change results in our students training on obsolete equipment, we upgrade it to the current standard. If the equipment expenditure falls outside the normal budgeting process, Academic Affairs can access an equipment fund to make the purchase. The advisory committees are the key to ensuring we understand the current needs of the workplace and that our graduates are meeting those needs. Our ability to respond quickly to changes in demand means we can provide the most up-to-date training possible.

The planning process encompasses several processes which must be going on concurrently. These include: 1) review of mission, values, broad college-wide goals and objectives; 2) data collection – external analysis and environmental scanning, internal evaluation and assessment; 3) development of annual planning unit objectives and budget requirements; and 4) implementation. These processes are interconnected; each feeds the others. For example, the data compiled in environmental scanning might point to emerging markets or changing community needs that should be incorporated into the mission; the mission and broad goals should guide the selection of program goals and objectives; evaluation results are also used to help units set objectives and choose strategies for improvement; objectives should drive the budget; and the plan should be the blueprint for implementation.

2. **How do you evaluate and improve your strategic planning process?**
    A key premise of the planning and evaluation process is that plans must be made on the basis of what has happened, is happening, and will happen in the world outside our organization with a focus on the challenges and opportunities these external changes present to the college. The College as a whole systematically reviews the external realities of its community through the Institutional Effectiveness (IE) Council. The IE Council establishes environmental scanning committees in six areas to conduct an ongoing process of identifying, studying, and analyzing the current and emerging issues and forces that influence the quality of life of the people in SCC's service area. The committees propose, and the IE Council adopts, Planning Assumptions annually that are fed into the College's planning process. These Planning Assumptions summarize the most significant demographic, economic, political, technological, environmental, and social factors thought to have impact upon the College's current operations and future development. Planning groups and units within the College structure also develop planning assumptions more specific to each area.

    There must be an understanding of why our College and its programs have succeeded in the past, what conditions will be required for future success, and how the College must change to

acquire the necessary capabilities to succeed in the future. The College has many ways of collecting data for evaluation and assessment, from the level of the assessment of student learning to college-wide assessment of progress toward goals. The results of these data collection, evaluation, and assessment efforts are fed into the planning process. The most systematic and formal of these evaluation processes is completion of the Program or Service Planning Document.

3. **What are your key strategic objectives (See Strategic Planning Chart)**

4. **What are your key action plans/initiatives (see Strategic Planning Chart)**

5. **How do you develop and track action plans that address your key strategic …**
   The mission, values, and institutional goals are the foundation of annual planning. At the beginning of each academic year, the President's Council reviews the College goals and objectives. The council identifies any specific issues and/or areas which need special emphasis, new opportunities and/or challenges which have presented themselves to the College, or other initiatives to which the President wants the College to give special attention for the year which will begin the following July. These are incorporated into the College objectives. The President makes these known to the College community, identifying them as the basis for planning the following year's activities. Institutional Effectiveness planning is the selected course of action the College proposes to take to accomplish its mission and reach its goals. The annual planning process focuses the efforts of all College units on the accomplishment of College-wide goals and objectives. Unit objectives, developed in each area of the College, serve as the basis for developing action strategies for continuous improvement.

   Each fall the Development division compiles program and service planning templates for each planning group and unit. The division includes in each template data from College-wide sources such as student and class databases. The templates provide formats for including data collected at the unit level, and for reporting goals, objectives, strategies, persons responsible and estimated budget requirements. Data should be gathered to fill in the template, which should be circulated to all staff in the unit (or subunit). A mandatory one-half day for planning is set aside each fall and each unit is expected to meet to develop their annual plan. Further meetings can be held to discuss the implications of the data, the implications of the changes to the College objectives for that unit (or subunit), and other information people in the unit have that can help determine what improvements should be made and/or what new activities should be planned. As consensus is reached on desirable and feasible objectives and strategies for the coming year, people who will be responsible for the strategies should be identified and an estimated budget impact should be figured. Unit planning documents also should be compiled and coordinated at the planning *group* level to insure against overlap and duplication, and to insure that the group's leadership can support each action and/or budget request.

   The Institutional Effectiveness Council promotes continuous quality improvement. It oversees the planning/budgeting process: coordinates objectives and budget requests and recommends priorities for implementation of objectives and budget requests. It also

Strategic Goals and Objectives

#	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan and Initiatives	Cross Reference for Organizational Results
1	Spartanburg Community College will support economic growth in our service community by providing workforce development. A. Support the development of economic clusters and identify other opportunities for economic growth. B. Develop new programs and expand existing programs to support already identified workforce development needs. C. Maintain and expand partnerships with business, industries and educational institutions.	• Develop a list of economic clusters and the workplace skills needed to support them. • Research new economic clusters and develop a list of locally active clusters. • Participate in economic development conferences and forums. • Expand traditional credit and non-credit program offerings. • Expand online and other non-traditional credit and non-credit program offerings. • Assess the healthcare workforce needs in the community annually. • Enhance the program offerings available in ECD curricula. • Develop a Phlebotomy certificate program. • Develop a Biotechnology certificate program as part of MLT program. • Develop an Industrial Electricity program. • Develop seamless transition from existing certificates/diplomas to Associate Degree programs. • Expand international business education in all business programs. • Expand Automotive Technology facilities. • Modify curriculum schedules and delivery methods to enhance enrollment. • Develop courses for inclusion in proposed Biotechnology Degree program. • Expand student workplace experiences, such as co-ops, internships, technical scholars and apprenticeships. • Engage area secondary schools in college offerings (ACE, TAP, dual) • Upgrade presentation capabilities in public meeting rooms to support business and industry needs. • Increase the number of technical and health scholar participants. • Add new clinical sites to support health programs. • Expand articulation agreements with Continuing Education. • Establish new partnerships and sponsorships within existing curricula. • Join SAP Community College Alliance program. • Establish an active *Students in Free Enterprise* chapter. • Create promotional materials to improve understanding of the college mission by business, industry, local and state agencies. • Expand the number of clinical sites in Radiation Therapy. • Recruit high schools or vocational centers to offer one dual enrollment course. • General Education departments will meet with counterparts at Converse and USC-Upstate.	7.1.4 7.1.6 7.2.3 7.2.4 7.3.1 7.5.4 7.5.5 7.5.6

#	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan and Initiatives	Cross Reference for Organizational Results
2	Enhance the higher educational attainment of the citizens of our service community. A. Identify educational needs from both an individual and business/industry perspective. B. Provide the programs to meet the identified needs. C. Market the college's programs effectively to increase participation by individuals and business/industry.	• Research best practices related to workforce readiness. • Conduct DACUM workshops as identified in the IPS cycle. • Conduct a DACUM review of the Interpreter Training Program. • Utilize private sector groups to validate program effectiveness. • Revise curricula to increase problem solving, workforce awareness and lifelong learning. • Expand online course offerings. • Support SCC-Online offerings to meet the needs of individual students. • Maintain a 90% pass rate for first-time licensure testing in the health sciences. • Increase participation of same year high school graduates. • Develop and implement a plan to expand enrollment. • Post curriculum syllabi to the college website. • Elicit faculty support for recruiting activities. • Revise marketing strategy to include target markets. • Identify several programs as target for "blitz" to increase enrollments.	7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.1.6 7.2.4 7.2.5 7.3 7.5.1 7.5.2 7.5.3 7.5.4 7.5.5 7.5.6
3	Create a positive learning environment. A. Allow and encourage faculty to improve and update their skills. B. Evaluate current student services and identify opportunities for improving and/or expanding them. C. Maintain state-of-the-art infrastructure for students, faculty and staff. D. Maintain an aesthetic and functional grounds and facilities.	• Provide resources needed for ET and IET faculty to improve knowledge and skills. • Offer technology training workshops to faculty. • Support faculty sharing of teaching experiences and technology. • Develop content specific workshops for faculty. • Develop a website to support teaching and learning concepts. • Provide course development and teaching excellence training. • Support faculty in achieving required program specific degrees. • Pilot test online student evaluation of instruction. • Expand the online Interpreter Training lab. • Upgrade instructional technology in the classroom. • Develop an infrastructure plan to support branch campus needs. • Evaluate the need for new technology in HUC and ADN. • Evaluate program equipment needs to reflect that used in business and industry. • Replace air filtration system in Welding department. • Decrease the number of computer labs on campus. • Reconfigure current computer labs to accommodate 24 students each. • Renovate East Building industrial areas. • Begin construction of the first phase of the new academic library. • Develop new parking lots to replace those lost due to new construction.	7.2.1 7.2.2 7.2.3 7.4.4 7.5.6

#	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan and Initiatives	Cross Reference for Organizational Results
4	Create a positive working environment and value the contributions of every employee. A. Expand professional development opportunities for faculty and staff. B. Provide adequate administrative support services. C. Provide competitive salaries and employee benefits.	• Expand the mentoring program for faculty and staff. • Support faculty and staff participation in required continuing education activities. • Support faculty and staff attendance at national, regional and state conferences. • Update the college's technology plan. • Ensure sufficient technical support exists for computer and telephone networks. • Develop a plan to cross-train administrative specialists. • Increase salaries above increases provided by the state. • Provide faculty salaries to remain competitive and to be comparable to system averages. • Provide staff salaries to remain competitive and to be comparable to system averages.	7.4.1 7.4.2 7.4.3 7.4.4
5	Plan for the continued growth and success of the college. A. Develop a long-range resource development plan. B. Develop a plan to ensure qualified leaders are available to replace those exiting in the next five years. C. Evaluate and improve the college's organizational structure and makes changes to allow the college to achieve its mission. D. Improve the college's strategic planning and institutional effectiveness processes.	• Report annual faculty attrition rates. • Report annual staff attrition rates. • Develop a training program to identify and train the next generation of leaders. • Set divisional goals for participation in the college's leadership program. • Evaluate current organizational structure and propose changes, if warranted. • Restructure academic divisions. • Involve faculty and staff in the QEP process. • Implement the Academic composer software for IE measurement and reporting. • Develop a plan to ensure IE compliance in all divisions. • Incorporate review of best practices in the college's planning and IE processes.	7.1.4 7.1.5 7.2.4 7.3 7.4.4 7.5.1 7.5.3 7.5.6 7.6.a

completes an annual environmental scan, monitors and coordinates quality team projects, and institutional outcomes assessment. All unit plan objectives which involve costs will be brought by the respective group leaders to the Institutional Effectiveness Council for review. This review process will insure consistency, a coordinated approach to achieving College goals and initiatives, and a forum to recommend appropriate priorities. The heads of each planning group present their objectives and budget requests to the council as appropriate. The council's consensus review is recommended to the President. Prior to the IE Council's review of group and unit plans, those objectives that involve technology are reviewed by the Information Technology Committee. This committee prioritizes and recommends objectives to the Institutional Effectiveness Council based on its judgment of the most effective and efficient use of technology. This review insures that the College adopts a consistent approach to technology and that it adheres to the technology plan.

6. **How do you communicate and deploy your strategic objectives, action plans …**
   Everyone at SCC should be involved in the planning process. Each planning unit or subunit should meet in the fall to review data provided by the Planning and Development Division and/or collected by the unit itself. Units should also discuss trends in the community, the industry they are concerned with, their professional area, instructional methodologies, and educational administration. In addition, units should discuss their role in carrying out the goals of the College. From these discussions, desirable innovations and/or improvements should emerge, which may be developed into planning objectives. Consistent with continuous quality improvement, and recognizing that those closest to service delivery often see issues and solutions most clearly, SCC is committed to including every employee in these discussions. Subunit and unit objectives and budgets are combined and prioritized at the group level. Groups may have objectives and budgets in addition to those developed by the units. All group reports are reviewed by the Institutional Effectiveness Council.

7. **How do you measure progress on your action plans?**
   During the year, planning units should review the progress being made toward the objectives they developed during the last planning cycle. Reviewing progress toward current objectives is particularly important during the time in which new objectives are being developed, as they may require follow-up or readjustments of the time frames. Planning objectives may be changed during the year if funds are not available or if more experience indicates that the direction selected is unworkable or unadvisable. However, the decision to change the objective should be indicated on the End of Year Status Report.

8. **How do your strategic objectives address the strategic challenges …**
   After the end of each fiscal year (June 30), each unit will complete an end-of-year report on its planning objectives for the year just ended. These reports will be used to evaluate the College's progress toward its goals and objectives which were derived from the College's strategic challenges identified through environmental scanning. SCC's approach is unique in that it combines program and service reviews with the planning and budgeting documents. This integration makes very obvious the continuous and dependent relationship between planning, evaluation, budgeting, and implementation.

9. **If the organization's strategic plan is available to the public through its internet …**
    The entire strategic plan is currently unavailable on the College website. However, the College goals and objectives can be viewed at
    http://www.stcsc.edu/IE/Strategic%20Plan%20-%20Goals%20and%20Objectives.asp

III Category 3 – Student, Stakeholder, and Market Focus

1. **How do you identify the student and market segments your educational programs …**
    All of the educational programs we provide are the direct result of market need for training that is either unavailable or insufficient. The process of adding a program starts when a business or industry discovers or anticipates a lack of qualified workers <u>or</u> when the College recognizes a need. A good example is the current national shortage of nursing professionals. The SCC service area mirrors other communities in its need for qualified nurses, so in 2004, we established an Associate Degree in Nursing (ADN) and are partnering with a local four-year university, which provides the Bachelor of Science degree. Although the demand for nurses still exceeds supply, we do not have a critical need like many other areas of the country.

    Generally, we do not target certain markets for certain programs because of the diversity of people that pursue new or upgraded skills. However, we do monitor the demographics of our student population in order to plan effective advertising. In some cases, we target an under-represented market segment, such as seniors or Hispanics.

2. **How do you keep your listening and learning methods current with changing …**
    Information is obtained from numerous sources (ex: Advisory Committees, DACUM panels, community leaders, communities of interest, follow-up surveys – graduate and employer, evaluations/surveys, etc.). Information is shared with those impacted by the data to encourage group discussion and identification of ways to improve services or programs. For example, as a result of consistent feedback from the hospital, we expanded our Health Unit Coordinating (HUC) program so that now we start 2 cohorts per year – as opposed to just one. As a result of community (stakeholder) feedback, the Nursing Consortium was developed to address the RN needs of our community (area hospitals, SCC, and USC-Upstate participated in this consortium).

    Feedback must be weighed against institutional goals/priorities and available financial resources to implement changes. Advisory Committees involve current business/industry leaders (to include graduates) and the DACUM panels involve the expertise of those who have a vested interest in student learning outcomes. Best practices are sought and research reviewed for potential improvements. Secondary schools to include Career Centers are involved in program discussions (ex: Technical Advanced Placement credit and Dual Enrollment) as are 4-year colleges and universities.

3. **How do you use information from current, former, and future students …**
    Information is obtained through surveys, evaluations, formal and informal conversations, forums, communication sessions, etc. Positive relationships are maintained with communities of interest so that feedback is exchanged continuously and formally through accreditation

self-studies, site visits, peer reviews, licensing/certification/registration results, etc. Continuous customer feedback cannot be over-emphasized. Through involvement, active participation, and collaboration internally and externally, information is easily obtained. As a result, feedback can be incorporated into specific areas as opportunities for continuous improvement. Common issues and/or problems are identified and collaborative "win-win" solutions sought.

4. **How do you determine student and stakeholder satisfaction and dissatisfaction …**
   There are college-wide surveys to determine student and stakeholder satisfaction and dissatisfaction. These include a Non-Returning Student Survey, a Graduate Follow-Up Survey, an Employer Follow-Up Survey, national surveys such as the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement. Additionally, programs that have their own accreditation self-studies must survey their students and employers. Students are asked to give satisfaction indicators on various areas of the College including their own programs. Employers are asked to give satisfaction indicators on the program skills and employability skills of the SCC graduates that they hire. Advisory committees, focus groups, point-of-contact surveys, formal and informal community forums and discussions all provide satisfaction and dissatisfaction information. The information that is accumulated from these various assessments is directed to those areas of concern so that they can begin to take action toward improvement through the annual planning process and the employee evaluation processes. A newly formed Learning Evidence Committee will soon take part in the analysis of data from college-wide assessments and begin to make recommendations for improvement based on that analysis.

5. **How do you build positive relationships to attract and retain students …**
   It is very important that we demonstrate a caring attitude for students and stakeholders – perhaps this is the most important thing we do. We are attentive and responsive – in a timely manner. Relationships are established and nurtured. Feedback is continuously sought – in a variety of ways. Ideas, as much as is reasonable, are evaluated and implemented. Students want to make a difference but they want to feel valued in the process. Those students and stakeholders that develop a relationship with faculty/staff on our campus are more likely to continue. The Advising Center clearly demonstrates that these values pay off – retention continues to increase for students served through this area – many of them "high risk". This area is often contacted as a "best practice" site.

   Every year, Institutional Research (IR) conducts a satisfaction survey of students and faculty/staff. We use the results to plan changes in the learning and work environments. The marketing/public relations department annually holds focus groups of students to gain additional understanding of student needs, expectations, likes and dislikes of their College experience. Admissions, with data from IR, monitors attrition and graduation rates and includes increasing student retention as a goal in their annual plans. Many program areas have licensure/certification/registry exams, and the department heads/program coordinators track pass rates of their students. The program-specific advisory committees monitor performance of our graduates after they enter the workplace. We also get feedback from employers with whom we maintain close relationships.

In addition to students, faculty and staff, other important stakeholders include local and state government officials, business and industry leaders, and alumni and donors. Senior leaders work to maintain effective relationships with government, business and industry by participating in area Chamber of Commerce events, networking weekly through participation in numerous community organizations and taking opportunities to show our collective and individual appreciation for the support that these key leaders provide.

III Category 4 – Measurement, Analysis, and Review of Organizational Performance

1. **How do you select which operations, processes and systems to measure …**
   Many of the operations, processes and systems that are measured are determined by external entities such as our regional accrediting body, SACS, and various program accreditation groups. We also comply with state and federal agency requests for measurement information as well as commission and board requests, community requests, survey requests, peer institution requests and others. To do peer analyses we must rely on benchmark data to determine what to measure. Internally, as part of the annual operational planning process each unit objective must determine a measurement strategy. Mid-year and end-of-year reports are compiled showing progress towards the Strategic Plan College Goals and Objectives.

2. **How do you use data/information analysis to provide effective support …**
   Data/information play a crucial role in decision making throughout the College. Program and service review, which involve substantial data, help to determine the objectives that units develop in their annual operational planning. Evaluations and assessments are analyzed regularly to provide information that can be used for improvement in both annual and strategic planning. College goals and objectives are evaluated regularly to determine progress that has been made and any adjustments deemed necessary. The Institutional Research Office, Information Technology Office and other offices provide regular data and reports to various individuals, councils, committees and the College community for use in decision making.

3. **What are your key measures, how do you review them, and how do you keep …**
   Key measures of success include progress toward the Quality Enhancement Plan, evidence of improved student learning, growth in program quality and reputation, improved and expanded technology and facilities. All these areas are continuously reviewed and assessed through contact with faculty, staff, students and the community. Environmental scanning, involvement in the service area communities, program and service review, regional and program accreditation, advisory committees and other input help to keep the College current with educational service needs and directions.

4. **How do you select and use key comparative data and information from within …**
   The Institutional Effectiveness Summary Report and the Performance Measures required by the Commission on Higher Education of all public colleges and universities within the state provide comparative data on a number of variables; such as, faculty credentialing and compensation, classroom quality, student performance on professional licensure exams,

graduation and retention rates, administrative efficiency, and accessibility to higher education for all citizens of the state.

Key comparative data is selected from IPEDS, from the State Board for Technical and Comprehensive Education data warehouse, from national norms included with results of national surveys participated in, and from peer group meetings and exchanges. These data are used primarily for benchmarking and determining best practices. Data and information from within the College will be analyzed by the Learning Evidence Committee to provide recommendations to the President's Council, the Institutional Effectiveness Council, the Technology Committee and other College groups for inclusion in decision making about program development, campus and facilities development, technology planning, and any other improvements that are warranted.

5. **How do you ensure data integrity, timeliness, accuracy, security and availability …**
   A major responsibility of the Institutional Research Office is to ensure data integrity and accuracy. The Information Technology Office is responsible for data management and security, as are all the faculty and staff who have access to data. Timeliness and availability, although in keeping with state and federal reporting requirements, are current internal data issues that the College is hoping to resolve with a data warehouse project that is in the planning stage.

6. **How do you translate organizational performance review findings into priorities …**
   As all the academic and service units at the College do their program and service reviews for annual planning they also review any data and assessments that may have information related to them. They use this information in developing their objectives for the coming year, working toward improvement. Additionally, at the College level, as data is collected and reviewed, the Learning Evidence Committee will receive the results and analysis and will make recommendations for improvements to the appropriate areas of the College. Organizational performance review findings can also lead to revisions in the College strategic goals and objectives to more closely align them with the College mission.

7. **How do you collect, transfer, and maintain organizational and employee …**
   All employees receive an annual review which documents each employee's knowledge of his or her job and accomplishments. Supervisors are required to share with the appropriate President's Council member, the performance appraisal for all employees receiving an exceptional rating. As best practices are identified, faculty and staff are invited to make presentations to the President's Council and the Area Commission frequently to share their best practices. Human Resources provides the President's Council an annual summary by Division, with comparison for their review and evaluation, of all reviews within their division.

III Category 5 – Faculty and Staff Focus

1. **How do you organize and manage work to enable faculty and staff to develop …**
   Through the use of the Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS), all employees receive an annual review. The System also includes a planning stage which requires defining annual objectives that relate to

the College's objectives and strategies. By utilizing these annual reviews, College management can evaluate and improve department processes.

2. **How do you organize and manage work to promote cooperation, initiative …**
   - The College has several on-going committees and establishes short-term committees to encourage faculty and staff to provide ideas and suggestions. For example, the FSD Committee makes recommendations to the President's Council regarding tuition assistance guidelines and ideas for leadership programs.
   - The College has a very active Wellness Committee with campus wide representation. Activities such as the formulation of a softball team have been excellent for morale. The Wellness Committee provided all employees, fulltime and temporary, with a "Year End Celebration" luncheon, and plans to continue the event.
   - By providing tuition assistance and encouraging employees to seek job related educational/training/career development opportunities.
   - By providing employee bonuses when justified and funds permit.
   - Promoting from within when possible.
   - Providing faculty and staff annual Benefits Fair and Health Fair.
   - Providing opportunities to work on various academic committees.

3. **How do you achieve effective communication and knowledge/skill/best practice …**
   - Divisional and department meetings are encouraged.
   - The College President holds faculty and staff meetings periodically.
   - The College President holds annual meetings with faculty and staff in small groups – "Communication with the President Sessions".
   - Best practices are presented by faculty and staff to the President's Council and Area Commission.
   - Policies and procedures are current and changes are provided electronically to all faculty and staff.
   - Very detailed New Employee Orientations are held for all new employees both fulltime and adjunct periodically throughout the year.
   - Employees can communicate directly to Academic Affairs any and all concerns/questions and the Academic Vice-President will follow-up.
   - President's Council and Academic Affairs meeting minutes, as well as Policies and Procedures are posted in open folders.

4. **How does your faculty and staff performance management system, including …**
   Managers and supervisors are encouraged to use the Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS) as a tool in establishing clear performance expectations for employees. This system allows managers and supervisors to agree upon meaningful objectives that directly benefit the employee and the College. Employees are encouraged during the planning stage, as well as in the EPMS and FPMS evaluation meetings, to identify and seek higher levels of performance.

   All employees are required to have at least one objective that links to the College Quality Enhancement Plan's focus on effective communication skills. This ensures that the entire

college is involved in the five-year plan to help students learn to be more effective communicators when they enter the workforce..

5. **How do you accomplish effective succession planning? How do you manage …**
   The Human Resources Director developed a document entitled *Workforce Planning – A Basis for Setting a Strategic Direction* and presented this to the President's Council and Area Commission. The plan defined workforce planning; set a strategic direction; analyzed the workforce; identified skill gaps; and developed an action plan. The action plan recommends the following:
   ▪ An annual PC review of potential vacancies with timely recommendations for replacements
   ▪ Leadership Development Program
   ▪ A Plan for Transferring Knowledge
   ▪ Continued Encouragement of Diversity
   ▪ Enhanced Employee Training & Development Plan
   ▪ Benefits, compensation and working conditions to encourage retention of employees

   All new and/or vacant positions are posted to allow for internal promotion. Faculty and staff are encouraged to obtain the necessary educational requirements for promotion through the College's tuition assistance program.   The College promotes from within when possible.

6. **How do your faculty and staff education, training, and development address …**
   The College has a Faculty and Staff Development Program (FSD). The membership of the committee is designed to provide representation from all areas of the campus. Annually, the committee reviews the FSD budget and defines activities for the fiscal year. The committee determines the amount of tuition assistance; activities to be offered; and reviews activity evaluations for each FSD activity presented. The committee members solicit input from the faculty and staff they represent to ensure we are providing activities to meet the needs of the College. All FSD activities are evaluated by the participants and reviewed by the committee members. A summary of the evaluations is also provided to the presenters. The College also allows departmental funds to be used for departmental professional development.

7. **How do you motivate faculty and staff to develop and utilize their full potential?**
   The College encourages faculty and staff to utilize the tuition assistance program to obtain necessary educational requirements for advancement. In addition, annual Faculty and Staff Development Activities are offered to provide management and leadership development skills. Periodically, as part of the College's Faculty and Staff Development Program, President's Council members provide "Topic Intensive" presentations to faculty and staff. The purpose of the presentation is to provide knowledge transfer; to help provide an overview of the responsibilities for that particular division which encourages individuals to pursue advancement or to begin the process to obtain the necessary education to be eligible for advancement.

   Of the current six institutional officers, three were promoted to their positions and most mid-management positions are a result of promotion. Whenever possible, the College promotes from within. This is an encouragement and motivational factor for faculty and staff.

8. **How do you maintain a safe, secure, and healthy work environment?**
   Assuring the safety and well being of students, faculty, staff and visitors on campus is a
   primary commitment of the College. In conjunction with the Division of Student Services,
   the College Campus Police Department has instituted an array of safety measures and
   programs to deal with issues of crime and personal security. Their website is intended to
   provide information about campus safety and related services for current and prospective
   students and employees.
   The College's Campus Police Department offers programs dealing with crime prevention and
   safety. Information is provided to new students through College publications. Presentations
   on specific topics are made on request. Campus police officers are prepared to speak to
   students and faculty groups about safety issues. Program topics include campus crime, drugs,
   driving under the influence, criminal sexual conduct, self-defense and vehicle security.
   Videotapes are available upon request.
   The Campus Police and Security departments have a highly visible presence on the campus
   as officers patrol on foot and in marked vehicles around the clock. Officers are responsible
   for a full-range of services, including all on-campus crime reports and investigations, crime
   prevention programs, traffic accident reports and emergency medical responses. All Campus
   Police and Security officers are certified in first aid and CPR. While on duty, all officers are
   equipped with radio-telephones, which allows them direct contact with everyone on the
   campus, as well as county police, fire, rescue and E.M.S. units. The campus is well lit and the
   campus police and security officers make regular patrols during the evening hours to insure
   the safety of our students, faculty, staff and visitors. The College has Public Safety,
   HAZMAT, fire protection systems, a Risk Management Program and is currently working on
   a Disaster Recovery Plan.

9. **What assessment methods and measures do you use to obtain information …**
   Creating a positive working environment and valuing the contributions of every employee is
   one of the College's strategic goals. Faculty and staff are given many opportunities to
   provide satisfaction feedback, express concerns, and make recommendations. Faculty/Staff
   meetings, receptions and luncheons allow for faculty, staff and administrator interaction and
   discussion. There is an online suggestion box for employees and several formal assessments
   are conducted across the College including the college-wide NILIE CESTA Climate Survey.
   The Wellness Committee meets regularly to discuss and recommend wellness activities
   (Health Fair, Year End Celebration, exercise program, etc) which are evaluated for faculty
   and staff input.

10. **How do you use faculty and staff satisfaction assessment findings to identify …**
    Data from the various assessments are analyzed and recommendations for improvement are
    made to various units or individuals. Individuals can include their objectives for
    improvement in their annual performance measurement plan. Units can include their
    objectives for improvement in their annual operational plan. Annual performance evaluation
    and end-of-year status reports will provide evidence of the improvements made.

III Category 6 – Process Management

1. **How do you determine, and what are (list) your key learning-centered processes …**
   In the Center for Excellence in Teaching and Learning (CETL), we determine our key learning-center processes that deliver educational programs and offerings primarily through these resources:
   - DACUM (Developing/Defining a Curriculum) Workshops
   - Input from Program Advisory Committees
   - Input from CETL Advisory Committee
   - Input from faculty and staff

   Learning centered processes grow out of the College's mission and strategic directions. Faculty and the Academic Affair's office provide most of the direction for these learning centered processes. SCCOnline, the College's distance learning program, supports the College's key learning-centered process of classroom instruction and student learning by providing the technology, access and support for our online classrooms and for supplemental online tools made available using WebCT. The following chart illustrates our key stakeholders and the value created by the SCCOnline program:

Key Stakeholders	Value Created
Students	• Alternative ways of taking credit courses to better fit student schedules and locations • Technology tools to address different student learning styles • Provides technical support and training for students using WebCT
Faculty and staff	• Provides training for online developers and faculty using WebCT • Provides technical support for online developers and faculty using WebCT • Technology tools to address different student learning styles

2. **How do you incorporate input from students, faculty, staff, stakeholders, suppliers …**
   Our key learning centered processes are determined by recognizing that people learn in different ways. This requires us to provide a variety of learning experiences. We have several different mechanisms for receiving and integrating input from our users on determining our key learning-centered process requirements. Our SSCOnline User's Group, composed of faculty representatives from the different academic areas, has regular input into what we do and how we do it. The Online Course Review Committee also provides faculty input into the program's processes. We receive input from faculty and staff through an annual Faculty/Staff evaluation of services and from students through an annual Student evaluation of services. SCCOnline staff work closely with each academic division and their faculty to receive input and to meet their online technology needs. Faculty and staff provide input through committees, conference attendance, annual evaluation processes, accreditation,

and the incorporation of new teaching methods and technologies. Through workshop panel members and advisory committee members of the community, key learning processes are identified and implemented in the College curriculum. A review of best practices at other colleges and ideas from relevant publications also are used to improve services.

3. **How do you incorporate organizational knowledge, new technology, cost controls …**
The following are used to improve cycle time, efficiency, and effectiveness in the design of our learning-centered processes:
   - Courses offered online.
   - Hybrid courses offered with reduced face-to-face time via WebCT-supplemented learning activities.
   - Student training using WebCT is provided online and face-to-face at three different times and dates.
   - Faculty and staff training using WebCT is provided online and face-to-face at different times and dates.

Regarding cycle time, we incorporate curriculum/course models to minimize conflicts, offer courses at a variety of times, use adjunct faculty when necessary, update and review curriculum per semester, offer a common core of general education courses, and offer classes through distance education. We have on-going training in technology for faculty and staff through FSD, Continuing Education, and Information Technology.

The following chart describes how SCCOnline processes are designed to meet key student and stakeholder requirements:

Processes	How Processes Meet Key Requirements
Online classroom	• Provides information to students related to taking an online course to students via website, marketing materials, College publications, orientations • Provides training for students on using WebCT, both face-to-face and online • Provides training for faculty in teaching online and using WebCT • Providess online course development mentoring for faculty by faculty • Provides quality online course review process for all new online courses • Instructors use WebCT for online instruction & assessment • Students evaluate the online classes • Monitors successful course completion by students
WebCT Supplemented Courses	• Students have access to supplemental class materials which support different learning styles • Provides training for students on using WebCT, both face-to-face and online • Provides training for faculty in teaching online and using WebCT • Instructors use WebCT for online instruction & assessment

4. What are your key performance measures or indicators used for the control …

Course syllabi are distributed to all students. They are written in competency-outcome based learning. All courses have homework, tests, or projects. Class attendance is measured as indicated on the course syllabi. Final grades are administered at the end of each semester. Student evaluations are administered each semester and summaries distributed to each faculty member and their supervisor by electronic means. Through Course Assessment, improvements are made based on an annual analysis of each course taught. Licensure, certification and registry rates and exam scores can be used as summative performance measures. Evaluations for both faculty training and DACUM workshops are captured and improvements made based on the results. Both full-time and adjunct faculty orientation session evaluation results are captured and changes/improvements made as necessary. Other formative measures include internships and field experiences in specific courses. Another means of summative measures is the Annual Program/Service Review process. Results are recorded and suggestions for improvements, as well as budgetary needs, are analyzed and implemented.

Key Performance Measures for SCCOnline Learning Centered Processes

	Assessment Measures	Who	When	Type
Program	Enrollment	SCCOnline Admin	Annually	Summative
	Courses	SCCOnline Admin	Annually	Summative
	Budget Expended	SCCOnline Admin	Annually	Summative
	ROI (enrollment/budget & courses/budget)	SCCOnline Admin	Annually	Summative
Online Courses	New Online Course Review of New Online Courses	OCR Mentors	Before class offered	Formative
	New Online Course Review by SCCOnline	SCCOnline Staff	Before class offered	Formative
	New Online Course Review by Dept. Head	Dept. Head/ Supervisor	Before class offered	Formative
	New Online Course Field Test	SCCOnline	At end of 1st semester offered	Summative
	Student Evaluation of Instruction	CETL	End of semester	Formative
	Online Course Student Retention	SCCOnline Admin	End of semester	Summative
	Online Course Student Successful Completion Rate	SCCOnline Admin	End of semester	Summative
	Online Course Review by Dept. Head	Dept. Head/ Supervisor	Every 3 years	Summative?

Faculty Support & Training	FSD Training Evaluations	FSD	After each workshop	Formative
	Faculty Evaluations of SCCOnline Support & Training	SCCOnline Staff	Mid-term spring semester	Formative
	Faculty Support Requests	SCCOnline Staff	Yearly	Summative
	SCCOnline User's Group Evaluation	SCCOnline Staff	At end of fall semester	Summative
Student Support	Student Evaluation of SCCOnline Support	SCCOnline Staff	Mid-term fall semester	Formative
	Student Support Requests	SCCOnline Staff	Yearly	Summative
	Student Orientation Evaluations	SCCOnline Staff	At end of orientation session	Formative
Online Course Review Committee	OCR Participant Survey	SCCOnline Staff	After final OCR review	Formative
	OCR Mentor Feedback Survey	OCR Chair	At end of spring semester	Summative

Formative and summative assessment of the SCCOnline program by faculty, staff and students is part of the area's annual evaluation process leading to objectives for improvement that are submitted for review to the Vice President of Academic Affairs as part of the College's Annual Planning Process. SCCOnline staff are required to regularly evaluate and improve these key processes as part of their specific duties, which are annually evaluated. Results of these evaluations are also distributed to members of the program's advisory board, the SCCOnline User's Group.

5. **How do you systematically evaluate and improve your learning-centered processes?**
The processes are examined as to their effectiveness and revised as needed**,** usually on a semester or annual basis. We continually assess courses and programs with feedback from advisory groups, state agencies, accreditation bodies, state standards and benchmarks, conferences, campus visits, and professional literature.

To indicate successful growth of the SCCOnline program, most of the summative measures are used. The Return on Investment report is used to indicate the cost-effectiveness of the program. The Online Student Retention and Successful Completion reports are used to identify courses which may need improvement and report those to the responsible academic department heads. The student and faculty support requests are used to identify specific problem areas which may need improvement as part of the program's ongoing self-assessment process. Formative measures such as the FSD training evaluations, faculty, staff and students' evaluations of SCCOnline Support, SCCOnline User's Group Evaluation, and Online Course Review (OCR) Participant and OCR Mentor Surveys are used to shape and improve ongoing SCCOnline training and support. Student evaluations of instruction are used to provide feedback to instructors and to improve specific classes. The New Online

Course Review process is used to shape and improved online courses as they are being developed. All these different measures are used to gather feedback from the different key stakeholders, students and faculty, and improve the learning-centered processes supported by the SCCOnline program.

6. **What are your key support processes, and how do you evaluate, improve and …**
   All areas of the College are key to achieving the College mission therefore all are involved in the annual evaluation, improvement and updating process, called the annual planning process. The mission, values, and institutional goals are the foundation of annual planning. The annual planning process encompasses several processes which must be going on concurrently. These include: 1) review of mission, values, broad college-wide goals and objectives; 2) data collection – external analysis and environmental scanning, internal evaluation and assessment; 3) development of annual planning unit objectives and budget requirements; and 4) implementation. These processes are interconnected; each feeds the others. For example, the data compiled in environmental scanning might point to emerging markets or changing community needs that should be incorporated into the mission; the mission and broad goals should guide the selection of program goals and objectives; evaluation results are also used to help units set objectives and choose strategies for improvement; objectives should drive the budget; and the plan should be the blueprint for implementation.

   At the beginning of each academic year, the President's Council reviews the College goals and objectives. The Council identifies any specific issues and/or areas which need special emphasis, new opportunities and/or challenges which have presented themselves to the College, or other initiatives to which the President wants the College to give special attention for the year which will begin the following July. These are incorporated into the College objectives. The President makes these known to the College community, identifying them as the basis for planning the following year's activities. Institutional Effectiveness planning is the selected course of action the College proposes to take to accomplish its mission and reach its goals. The annual planning process focuses the efforts of all College units on the accomplishment of college-wide goals and objectives. Unit objectives, developed in each area of the College, serve as the basis for developing action strategies for continuous improvement.

7. **How does your organization ensure that adequate budgetary and financial resources …**
   The College has a comprehensive planning process that begins in the fall, includes all aspects of the College and leads into the budget sessions in the spring (March). Everyone is invited to attend the sessions to learn about the College's budget needs. Discussion is limited to President's Council (PC) members during the meetings but visitors are given time at the end of each session to ask questions and provide input.

   Sessions are scheduled through June. Each session addresses revenues and expenses, both savings and new costs. All new projects or activities that require funds have been identified and then prioritized through the annual planning process and are addressed based on the funds that are available. In most years we have been able to provide funds for most top priority projects that were requested.

Once new projects are funded PC members receive an O&M allocation for the upcoming year. PC members have the authority to redirect funds within their budgets to allow them to address special needs. Funds are then allocated to Departments and the Departments submit budget plans for the year. Department Heads have the authority to allocate their funds as necessary to best accomplish their goals and objectives.

Managers are accountable for managing their budget within their allocated funds but do have some latitude in moving funds from one budget line to another based on their needs. If funds are not adequate they can go to their supervisor and seek additional funds. This process could go all the way back to the PC for fund redistribution.

The College maintains a small contingency fund that can be used to provide funds for unexpected expenses when departmental budgets are not adequate to cover them.

III Category 7 – Organizational Performance Results

7.1.1 Total Awards, By Level, By Gender and Race/Ethnicity 2002-03 through 2004-05

	Certificates			Diplomas			Degrees			Totals		
	2004-05	*2003-04*	*2002-03*	*2004-05*	*2003-04*	*2002-03*	*2004-05*	*2003-04*	*2002-03*	*2004-05*	*2003-04*	*2002-03*
Nonresident Alien	0	0	0	0	0	0	1	1	0	1	1	0
Black, non-Hispanic	44	56	42	25	27	27	89	103	77	158	186	146
American Indian or Alaskan Native	1	1	0	0	0	1	0	2	1	1	3	2
Asian or Pacific Islander	4	4	4	0	1	2	13	19	9	17	24	15
Hispanic	0	2	1	3	1	1	4	4	3	7	7	5
White, non-Hispanic	113	127	87	69	73	86	258	245	255	440	445	428
Race unknown	5	0	2	0	0	0	5	0	2	10	0	4
Female	116	118	90	81	76	89	202	209	153	399	403	332
Male	51	72	46	16	26	28	168	165	194	235	263	268
Total	*167*	*190*	*136*	*97*	*102*	*117*	*370*	*374*	*347*	*634*	*666*	*600*

Source: IPEDS

7.1.2 Total Degree Production Compared to System Average

Ten-Year Summary of Degrees Awarded 1995-96 to 2004-05*

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	% inc
SCC	255	227	265	228	273	328	285	347	374	370	45.1%
System Average	303	307	304	321	321	324	352	372	394	396	30.8%

Source: 2006 SC Statistical Abstract

7.1.3 Student Performance on Professional Examinations Compared to SC and National Results When Available

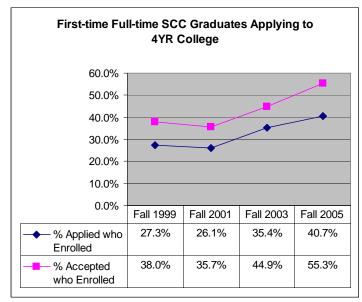|	2004-2005			2003-2004			2002-2003		
	SCC	SC	Nat'l	SCC	SC	Nat'l	SCC	SC	Nat'l
Certification Exam for Entry Level Respiratory Therapy Practitioners (CRTT)	88.9%	69.0%		63.6%	65.0%			67.0%	
Certified Medical Assistant Exam	91.7%	85.0%		100.0%	85.0%		100.0%	95.0%	
Medical Laboratory Technician, ASCP	100.0%	95.0%		85.7%	90.0%			99.0%	
National Council Licensure Exam-Practical Nurse	94.4%	95.0%		79.4%	94.0%	85.0%	75.9%	99.0%	
Radiography Exam, ARRT	100.0%	89.0%	91.0%	100.0%	90.0%	89.0%	91.7%	94.0%	
Registry Exam for Advanced Respiratory Therapy Practitioners (RRT)-Clinical	58.3%	88.0%		60.0%	83.0%		77.8%	83.0%	
Registry Exam for Advanced Respiratory Therapy Practitioners (RRT)-Written Registry	60.0%	75.0%		71.4%	93.0%		50.0%	64.0%	
Surgical Technologist National Certifying	93.8%	81.0%	64.0%	100.0%	85.0%		100.0%	85.0%	

7.1.4 Transfer Success

Spartanburg Community College (SCC) offers "…associate degrees designed for transfer to four-year colleges and universities."* This chart illustrates the success rate of students who attended college for the first time at SCC and later applied for admission to a four-year public institution in South Carolina.

First-time Full-time SCC Graduates Applying to 4YR College

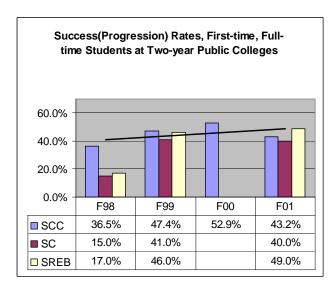|	Fall 1999	Fall 2001	Fall 2003	Fall 2005
◆ % Applied who Enrolled	27.3%	26.1%	35.4%	40.7%
■ % Accepted who Enrolled	38.0%	35.7%	44.9%	55.3%

*SCC Vision, Mission and Scope, Approved by CHE on Oct 6, 2005

7.1.5 Student Success Rate

Student Success Rate is defined as the percentage of first-time, full-time degree seeking students in a Graduation Rate Survey (GRS) cohort who either graduate within 150% of normal program time or who as of 150% of program time have transferred to another institution or those who have continued to be enrolled either full- or part-time.

This chart compares Spartanburg Community College Students with students in South Carolina as well as students in the SREB(Southeastern) states.

Success(Progression) Rates, First-time, Full-time Students at Two-year Public Colleges

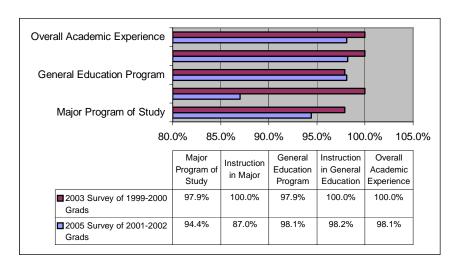|	F98	F99	F00	F01
SCC	36.5%	47.4%	52.9%	43.2%
SC	15.0%	41.0%		40.0%
SREB	17.0%	46.0%		49.0%

CATEGORY 7.1.6

Other improvements that focused on student learning:
- Expanded the Pharmacy Technician and Health Unit Coordinating Programs to include a summer and fall admission time.
- CE regularly working with Credit program leaders to establish more classes where CE and Credit students attend and obtain both college credit and CEUs.
- Expanded credit offerings were done in Business Administration Programs.
- Began offering online Management degree in Fall 2005 and online Associate in Arts degree in Summer 2006.
- Initiated the development of an online Pharmacy Certificate for HS Career Center students who completed nationally certification but are not eligible for state registration because they completed only the didactic portion of a Pharmacy Technology Program, or who completed and as an OJT Pharmacy Technicians who were nationally certified but who were unable to apply to become state registered until they had completed an accredited Pharmacy Technician Program prescribed by new legislation initiated by the SC Board of Pharmacy in 2004.
- Initiated Therapeutic Massage online course development in summer, 2005.
- Added Web CT course materials to the Health Unit Coordinating Program.
- CE has expanded to offering online courses through ACT, Ed2Go, Jer Group, and Gatlin.
- Developed and offered SAC 101 Best Practices in School-Age and Youth Care Skills.
- The Library ECD collection has been expanded to support new programs and curriculum. 177 items have been purchased for these new programs.
- Developed and offered 4 online ECD classes.
- Developed a Phlebotomy certificate program.
- Developed an Industrial Electricity Program.
- Expanded new clinical rotations to include Valley Falls and Skylyn Long-Term Care in the HUC area; North Grove Outpatient facility for the MA, Phlebotomy, and MLT students.
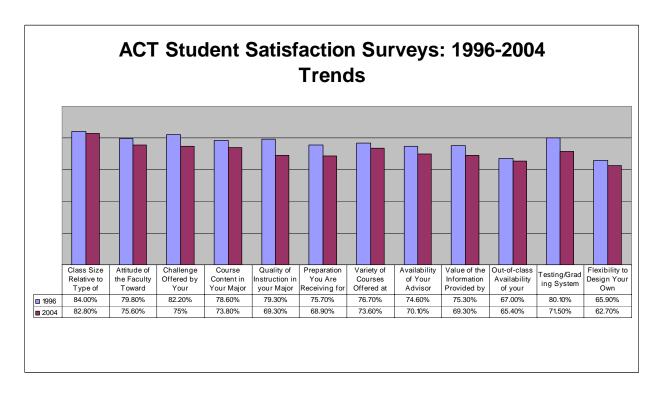
- Expanded Radiation Therapy clinical rotations to Stone Ridge in Columbia.
- Expanded ITP 110 Discourse Analysis and developed online course instruction supplements for ECD, Rad Tech, TM, and Pharmacy Tech; and incorporated online testing in the AHS 102 and 104 courses and ADN Program.
- CE offers online classes from 4 vendors. CE has expanded online training through Amatrol and PrimeEd Programs for mechanical, electrical, electronic, and machine tool courses.
- STC students took 27 TechOnline courses from other colleges.

7.2.1 Results of Alumni Surveys

Every other year the college surveys graduates from three years ago to determine the level of satisfaction/dissatisfaction with their college experience. The results of our two most recent surveys are reported here.

	Major Program of Study	Instruction in Major	General Education Program	Instruction in General Education	Overall Academic Experience
■ 2003 Survey of 1999-2000 Grads	97.9%	100.0%	97.9%	100.0%	100.0%
□ 2005 Survey of 2001-2002 Grads	94.4%	87.0%	98.1%	98.2%	98.1%

7.2.2 ACT Student Satisfaction

ACT Student Satisfaction Surveys: 1996-2004 Trends

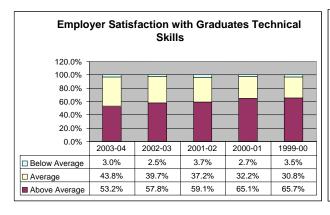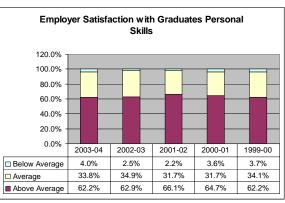|	Class Size Relative to Type of	Attitude of the Faculty Toward	Challenge Offered by Your	Course Content in Your Major	Quality of Instruction in your Major	Preparation You Are Receiving for	Variety of Courses Offered at	Availability of Your Advisor	Value of the Information Provided by	Out-of-class Availability of your	Testing/Grading System	Flexibility to Design Your Own
□ 1996	84.00%	79.80%	82.20%	78.60%	79.30%	75.70%	76.70%	74.60%	75.30%	67.00%	80.10%	65.90%
■ 2004	82.80%	75.60%	75%	73.80%	69.30%	68.90%	73.60%	70.10%	69.30%	65.40%	71.50%	62.70%

7.2.3 ACT Student Satisfaction Compared with National Norms

ACADEMIC ENVIRONMENT	Satisfied	Dissat	Natl Norm Satis	Natl Norm Dissat
Class Size Relative to Type of Course	82.8%	1.8%	83.9%	2.1%
Attitude of Faculty Toward Students	75.6%	4.9%	83.6%	3.7%
Challenge Offered by Your Program of Study	75%	4.7%	72.5%	2.8%
Course Content in Your Major Area of Study	73.8%	3.2%	71.7%	4.2%
Quality of Instruction in Your Major Area of Study	69.3%	4.9%	71.5%	4.2%
Preparation You Are Receiving for Your Chosen Occupation	68.9%	3.6%	64%	5.4%
Variety of Courses Offered at this 2-year College	73.6%	7.3%	71.6%	6.8%
Availability of Your Advisor	70.1%	6.9%	59.9%	6.6%
Value of Information Provided by Your Advisor	69.3%	6.9%	62%	7.2%
Out-of-class Availability of your Instructors	65.4%	3.6%	64.4%	4.3%
Testing/Grading System	71.5%	5.1%	75.6%	3.2%
Flexibility to Design Your Own Program of Study	62.7%	5.1%	63.2%	5.1%

Source: ACT Student Opinion Survey administered in 2004

7.2.4 Employer Satisfaction

Employer Satisfaction with Graduates Technical Skills

	2003-04	2002-03	2001-02	2000-01	1999-00
Below Average	3.0%	2.5%	3.7%	2.7%	3.5%
Average	43.8%	39.7%	37.2%	32.2%	30.8%
Above Average	53.2%	57.8%	59.1%	65.1%	65.7%

Employer Satisfaction with Graduates Personal Skills

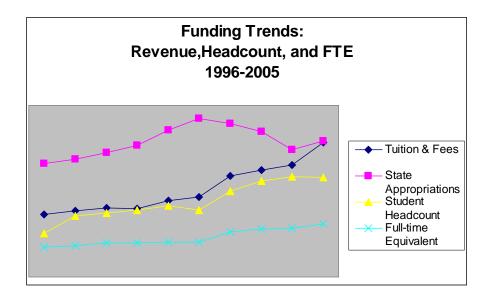|	2003-04	2002-03	2001-02	2000-01	1999-00
Below Average	4.0%	2.5%	2.2%	3.6%	3.7%
Average	33.8%	34.9%	31.7%	31.7%	34.1%
Above Average	62.2%	62.9%	66.1%	64.7%	62.2%

CATEGORY 7.2.5

Other improvements that focused on student and stakeholder satisfaction and dissatisfaction:
- CE identified the need for construction trades skill training program.
- DACUMs were held for ADN, Respiratory Care, Horticulture Technology, and HVAC as indicated in the IPS.
- Conducted Respiratory Care DACUM workshop with community advisory panelists selected from the programs local healthcare workforce.
- Foundation's new 2006-2007 Board members are representatives of the private sector that are large end users of our graduates.
- Completed accreditation self-site visits in the Medical Assisting and Radiation Therapy programs.
- Each HHS program conducted 2 program advisory board meetings to assess curriculum, equipment, faculty, and workforce needs.
- CE requests advice and program review of Advisory Council as well as program-specific cluster groups.
- CE regularly uses online training needs surveys emailed to newsletter participants.
- Private sector groups are utilized continuously with Career Program Advisory Committees and through the Upstate Career Awareness Taskforce (UCAT).
- Incorporated a program exit requirement of completing the HESI exam and a new Preceptorship component within the ADN Program in order to complete the senior level course work and graduate from the program.
- The Library developed a module for online student evaluation of library WebCT components.

7.3 Key Measures of Budgetary and Financial Performance

From 1996 through 2005 Spartanburg Community College (SCC) experienced tremendous growth, as is illustrated below. The 2005 student headcount was 5,819, a 128.5% increase over the 1996 headcount of 2,547. Full-time equivalent(FTE) increased to 3,109 in fall 2005, nearly an 80% increase over 1996. Yet, state appropriations for this same period rose only 20.1%, from $6,593,997 to $7,921,655. During that same period, total dollars received from tuition and fees rose from $3,640,930 to $7,852,987, an increase of 115.7%. The combined resources available to SCC from state appropriations and tuition and fees represented a **54.1%** increase. The college has been required to do more with less in providing a quality education for students.
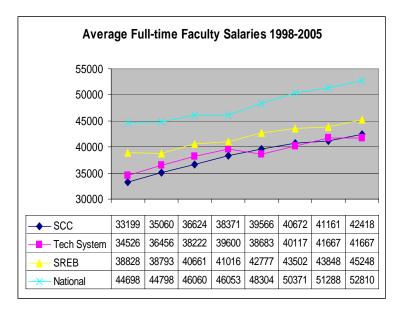

Funding Trends:
Revenue, Headcount, and FTE
1996-2005

	FTE	HDCount	State Appropriations	Tuition&Fees	Tuition + State App
fall 1996	1,728	2547	6593997	3640930	10234927
fall 1997	1,8030	3549	6857949	3860623	10718572
fall 1998	2,007	3737	7240736	4043470	11284206
fall 1999	2,009	3911	7674020	3980480	11654500
fall 2000	2,054	4151	8579469	4431068	13010537
fall 2001	2,054	3885	9244470	4644873	13889343
fall 2002	2,613	4983	8930111	5872073	14802184
fall 2003	2,781	5610	8493860	6212338	14706198
fall 2004	2,827	5864	7423010	6543502	13966512
fall 2005	3,109	5819	7921655	7852987	15774642
& change 2005 over 1996	79.9%	128.5%	20.1%	115.7%	54.1%

Source: Data from IPEDS Peer Analysis System

7.4.1 Faculty Salary Trends

This chart illustrates Spartanburg Community College (SCC)'s efforts over the past several years to improve the salaries of full-time faculty in order to provide a fair wage and to attract and keep qualified faculty. In 1998 faculty annual salaries averaged $33,199 which was below the technical college system's average as well as below SREB (southeastern) and national averages. Salaries have increased steadily since then and averaged $42,418 in 2005. This is above the technical college system average of $41,667 but is still well below the SREB average of $45,248.

Average Full-time Faculty Salaries 1998-2005

SCC	33199	35060	36624	38371	39566	40672	41161	42418
Tech System	34526	36456	38222	39600	38683	40117	41667	41667
SREB	38828	38793	40661	41016	42777	43502	43848	45248
National	44698	44798	46060	46053	48304	50371	51288	52810

7.4.2 Faculty and Staff Learning and Development

The following is a list of activities that were offered through Faculty and Staff Development for Fiscal Year 2005/2006:

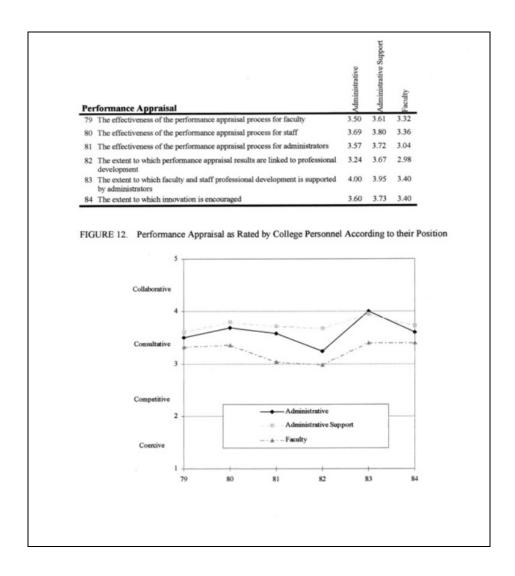| Activity		No. Attended
New Employee Orientation	August, November, and February	30
Fall Faculty/Staff Kickoff Activity	October 3, 2005	201
Presentation: "FERPA for Faculty & Parents: Getting the Word Out, Strategies for Compliance"	October 18, 2005	69
Financial Aid Information Workshop	October 25, 2005	24
REACH Employee Assistance Program	March 10 and 31, 2006	24
Administrative Professionals Day Activity	April 26, 2006	50
Computer Workshops	Total of 22 workshops	111
WebCT Training	Total of 18 workshops	153
Customer Service Workshop	March 24, 2006	15
EPMS Reminders for Supervisors	3 workshops	48

A total of twenty (20) faculty and staff attended thirty-two (32) classes at other colleges through the Tuition Assistance program for a total of $17,945.

Twelve employees, through SCC's Tuition Assistance Program, participated in curriculum classes totaling $9,350. An additional four employees participated in Continuing Education totaling $278, and seven employees attended Continuing Education classes utilizing their departmental funds.

In addition, employees are encouraged to attend workshops and conferences which will assist them with their professional development whenever funds are available.

7.4.3   Employee Satisfaction with Performance Appraisal

In 2002 the college contracted with NC State University to administer the Nilie Cesta Climate Survey in order to learn employees' satisfaction/dissatisfaction with the college's environment. The following chart is taken from the results of that survey. Employees expressed generally positive opinions regarding the performance appraisal process.

Performance Appraisal		Administrative	Administrative Support	Faculty
79	The effectiveness of the performance appraisal process for faculty	3.50	3.61	3.32
80	The effectiveness of the performance appraisal process for staff	3.69	3.80	3.36
81	The effectiveness of the performance appraisal process for administrators	3.57	3.72	3.04
82	The extent to which performance appraisal results are linked to professional development	3.24	3.67	2.98
83	The extent to which faculty and staff professional development is supported by administrators	4.00	3.95	3.40
84	The extent to which innovation is encouraged	3.60	3.73	3.40

FIGURE 12.   Performance Appraisal as Rated by College Personnel According to their Position
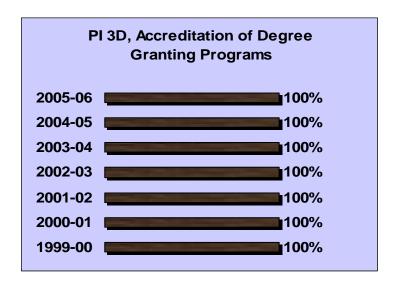

CATEGORY 7.4.4

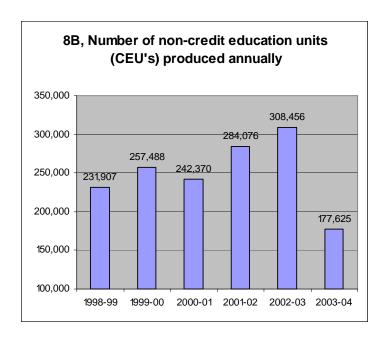Other improvements that focused on faculty and staff satisfaction and dissatisfaction:
- Foundation provided many Faculty/Staff development scholarships in 2006.
- CE computer classes are available to faculty and staff, after being with the college for one year, through FSD program; 22 computer workshops through IT; 18 WebCT Training Workshops.
- Workshops on use of a variety of databases and advanced research skills were offered by the Library for faculty.
- Respiratory Care and MLT Department Heads participated in the Master Teacher Program in Virginia.

- ECD Department Head received a $10,000 Excellence Teaching Award from Mary Black Foundation and was recognized for teaching excellence as an A. Wade Martin nominee from the State Tech.
- 5 faculty served as Online Course Review Mentors to faculty developing online courses.
- Content specific workshops were held to include "Conflict in the Classroom" and "Pedagogy On-Line."
- HHS Division faculty participated in Learning Styles Training by Dr. Terry Whisntant on the Central campus.
- FSD Workshops: FERPA for Faculty and Parents; Understanding Financial Aid
- Library staff presented health science specific information on evaluating quality web sites for all health science faculty.
- A website was developed to support teaching and learning concepts.
- CE has established a website for instructors resources and guidelines.
- Course development training was conducted for all new faculty during the academic year.
- Pharmacy Tech, ECD, EDDA, and ADN faculty completed Web CT Training for course development and program enhancements.
- HHS new faculty hires participated in Course Development Training offered by CETL on learning to write objective and syllabi development.
- Full-time CE instructors work with CETL for lesson planning, teaching techniques, etc
- Respiratory Care, Rad. Tech, EDDA, HUC, MA, ITP, and ADN faculty completed or are continuing to work toward completion of degree specific requirements as mandated by their accreditation or credentialing agencies.
- College procedure covers 100% of the cost for faculty to obtain college degrees when it is a "requirement of the job".
- Foundation closed out capital campaign account with Allied Health for $22,000 in additional new equipment in 2006
- Led 121 classroom – Installation of a ceiling mounted LCD projector that connects to instructors PC using LCD projector sound system. Interface plates will allow for AC, audio, video and back up internet connection.
- E-20 classroom - Installation of multimedia projection equipment, sound and touch control technology with custom built instructors' desk and Crestron touch panel control systems.
- E-20 classroom upgrade- Installed an Elmo visual presenter and programming to existing multimedia projection equipment in E-20 Biology Lab
- New DVD/VHS units – Classroom HS 203
- New DVD/VHS units – Classroom D-7
- A technology plan supporting high level curriculum technology has been developed for the new Academic/Library Building.
- College mentoring program was revised and mentoring packets were developed to give to all new mentors. Mentors are recognized at the NEO luncheon and are provided with a small appreciation gift.
- Dean HHS completed CEU training for dental licensure maintenance at American Dental Association national meeting in Philadelphia; Rad. Tech faculty completed Digital Radiography Training in Houston; EDDA Department Head completed Carolina Radiography Institute Training; and Respiratory Care faculty completed training at a state-wide meeting in Myrtle Beach
- Departmental budgets allow for payment of professional dues
- CE offers regular programming for FSD as requested by HR Department.
- HHS Dean and EDDA, ADN, ECD, Resp. Care and Rad. Tech Department Head and faculty actively participated in program specific peer groups at the state level and in conjunction with the Hospital Association. HHS, CE, and HR participated in the CBI vendors' presentation offered by State Tech and the SC Hospital Association. HHS Dean and Grant Director participated in grants training symposium offered by State Tech and Hospital Association related to the Robert Wood Foundations and potential grant opportunities.
- Departmental budgets include funds for attending conferences and meetings.
- Cross-training of admin specialists in Business, Industrial and Engineering Technology began in 2004.
- CE has assigned specific job tasks to specific individuals, cross-trained a back-up staff person, and published this information.
- 3% base pay increase was provided to all employees
- The HR Director and VP of Academic Affairs reviewed SCC faculty salaries with comparable disciplines within the SCTCS. This information was shared with the President. To be competitive and to be comparable, the nursing faculty salary range was increased and all current nursing faculty salaries were increased to the minimum of this range.
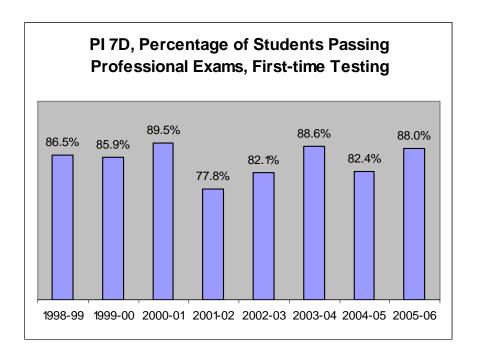
7.5.1 Program Accreditation

PI 3D, Accreditation of Degree Granting Programs

Year	
2005-06	100%
2004-05	100%
2003-04	100%
2002-03	100%
2001-02	100%
2000-01	100%
1999-00	100%

7.5.2   Continuing Education Units

8B, Number of non-credit education units (CEU's) produced annually

Year	CEU's
1998-99	231,907
1999-00	257,488
2000-01	242,370
2001-02	284,076
2002-03	308,456
2003-04	177,625

Results of Professional Examinations

PI 7D, Percentage of Students Passing Professional Exams, First-time Testing

Year	Percentage
1998-99	86.5%
1999-00	85.9%
2000-01	89.5%
2001-02	77.8%
2002-03	82.1%
2003-04	88.6%
2004-05	82.4%
2005-06	88.0%

7.5.3   Associate Degrees Offered

Program Name

Accounting
Automotive Technology
Civil Engineering Technology
Computer Technology
Electronics Engineering Technology
Engineering Graphics Technology
General Engineering Technology
General Liberal Arts & Sciences
General Liberal Arts & Sciences
General Technology
Horticulture Technology
Industrial Electronics Technology
Interpreting
Machine Tool Technology
Management Online
Management
Mechanical Engineering Technology
Medical Laboratory Technology
Nursing
Office Systems Technologies
Office Systems Technology
Radiologic Technology
Respiratory Care
Vocational-Technical Education

7.5.5 Courses Available Online Through Electronic Campus

15-May-06

Advanced Microcomputer Applications
Beginning Algebra
Business Ethics
Business Law I
College Algebra
Contemporary Mathematics
English Composition I
English Composition Ii
General Psychology
Human Resource Management
Individual Tax Procedures
Intermediate Algebra
International Business
Introduction to Composition
Introduction to Computers
Introduction to Sociology
Marketing
Medical Terminology
Microcomputer Applications
Microcomputer Spreadsheets
Microcomputer Word Processing
Principles of Management
Software Applications
Studies in Film Genre

7.5.6   Mid-Year Progress Report

Strategic Planning Goal #1: Spartanburg Community College will support economic growth in our service community by providing workforce development.	

A. Support the development of economic clusters and identify other opportunities for economic growth.
 	
B. Develop new programs and expand existing programs to support already identified workforce development needs.
 	
C. Maintain and expand partnerships with business, industries and educational institutions.
	• CE completed two marketing studies (open enrollment and contract training) to identify past purchasers of products and targeted marketing segment clusters as well as medium-sized companies.
	• CE hosts between 4 and 6 program specific focus and cluster groups each as well as two Advisory Council meetings per year.
	• Completed feasibility needs assessment surveys for offering a Paramedic Diploma Program for Cherokee County campus. Completed a feasibility needs surveys for expanding Pharmacy Technician Program as a diploma program. Completed a feasibility needs surveys for expanding the Expanded Duty Dental Assistant Program to offer an Administrative Dental Office Manager Certificate.
	• Developed a seamless transition from existing certificates/diplomas to Associate Degree programs.
	• Curriculum schedules and delivery methods were modified to enhance enrollment.
	   o AHS courses (AHS 102 and AHS 104) offered at the Central and Tyger River Campuses during FLEX Start and Weekend College times.
	   o CE has developed several online and blended (online and hands-on lab evaluation) programs for Industrial training.
	   o This has been initiated with the first Master Schedule that includes two campuses.

- CE has received $1 million in grants to establish Apprenticeship Programs with 12 companies; by October 2006, there will be approximately 180 students enrolled.
- Workplace experiences, such as co-ops, internships, technical scholars and apprenticeships have been improved and partially expanded in automotive, machine tool, and OST. Coordinated efforts with CE have occurred in HVAC , MTT and Welding.
- We have added 1 new company this fall (INA, Inc.), Barnet & Son has added 1 additional slot; and Michelin North America has added a couple of additional scholarship (additional slots are available in the Greenville locations, as students are identified). The EEDA grant recently awarded (partnership between SCC and Daniel Morgan Technology Center) will provide co-op opportunities for high school students. This grant will provide additional opportunities to pick up new company sponsors who may wish to continue their student partnerships on the post-secondary level.
- ACE, TAP, and Dual remain as options for secondary students. The dual option continues to grow as we build relationships with the service area high schools/career centers. Chesnee High School will come on board in the spring to offer its' first general education course (ENG 101) for their seniors. In Cherokee County the general education numbers continue to grow; ENG 101 class this fall reached an enrollment of 28. Dual numbers continue to grow, in the past 2 years our enrollment, per semester, has more than doubled. TAP is utilized primarily with AHS 102, AHS 104, welding, and Horticulture. We do still have some students who elect TAP, versus dual, in the areas of machine tool and automotive; but numbers are decreasing.
- Commissioners' Dining Room, Tyger River, Cherokee Campus presentationa capabilities upgraded to support business and industry needs.
- BMW Center Room 311 upgraded with the latest computer, projection, etc. equipment.
- Presidential Boardroom - Installation of complex multimedia projection, sound and Crestron touch control technology in the Snoddy Boardroom
- E-25 - Installation of multimedia projection, sound and Crestron touch control technology.
- Collaborated with CE in Paramedic needs assessment feasibility surveys, ITP, Radiation Therapy and CPR course offerings so that the student meeting the Curriculum or CE course standards were not required to repeat successfully completed courses materials in of these either areas as evidence by course completion CE certification documentation transcripts
- CE has submitted Industrial training programs to Degree Program Supervisors; we are awaiting the results of the review.
- Initiated the development of a new Health Smiles clinic, an oral health community partnership with the College and local school districts to be established on the Central campus in the HSB Dental Clinic area and in conjunction with the Expanded Duty Dental Assisting Program.
- A new partnership has been developed with Duke Energy and several are in process with USC-Upstate , Limestone College , Wofford College and Milikin.
- Foundation Training building currently under construction at the Cherokee County Campus. Press releases circulated. Dedication of Freightliner Building that is part of that facility as well. Groundbreaking ceremony for Foundation Training Facility in Summer 2006.
- Foundation Red, White and Boom highlighted SCC. Opportunity for college to recruit. 6,500 people in attendance June, 2006.
- In conjunction with PR Department, CE has developed several new marketing pieces for promotion of new market segment concept.
- Developed new Health and Human Services PowerPoint presentations, updated program website with new curriculum information and updated program brochure materials to reflect program updates and new salaries estimates.
- SCC participates with all local colleges in College Town in November
- Foundation Alumni Association Director also participates with both colleges in the

	Alumni Development conferences and meeting in 2006.
	• CE has established state-of-the art industrial labs at the BMW Center.
	• CE has established registered Apprenticeship Programs for a new Construction Trades Institute.
	• CE has offered technical skill training to Smart Jobs participants in the areas of Manufacturing, Clerical, Microsoft Office, Spanish, and Medical Terminology.
	• CE has developed an RV Tech training and a Diesel Mechanics training program to begin in Fall 2007; also, students will be able to enroll in a national online training system provided by Freightliner.

Strategic Planning Goal #2:   Spartanburg Community College will enhance the higher attainment of the citizens of our service community.

A. Identify educational needs from both an individual and business/industry perspective. **B.** Provide the programs to meet the identified needs. **C.** Market the college's programs effectively to increase participation by individuals and business/industry.	• Foundation's Red, White and Boom offered opportunity to impact same year high school graduates. Event was June 2006. • The High School Taskforce has several major projects underway to enhance high school enrollment: ▪ Implementation of the Student Ambassadors Program – this program began fall 2006-07 and we have employed 4 students – they assist with registration, campus tours, career fairs, telephone campaigns, etc. ▪ Effective this Fall, we are purchasing banners to be displayed in each of our service area high school athletic stadiums. With the exception of 2 or 3 (who have building programs underway) this project is being completed this fall. ▪ April- May we visit every high school (13) and career center (5) in our service area specifically for recruitment of high school seniors. ▪ Last year hosted SCC's first GRAD DAY – this is a day of celebration for service area high school seniors. The vent includes SCC information sessions, free food, door prizes and just a time to network with these students. ▪ On October 24, 2006 we will host the first update Career Symposium (Career Quest '06). This is a career exploration activity for service area middle school/high school students and their parents. It is a partnership between SSC, secondary education, and area business/industry. It will be formatted around the newly adopted 16 EEDA career clusters. ▪ We have personally visited every high school (13), middle school (25), and career center (5) in our service area to make contacts and promote this event. ▪ We are invited and participate in area school career events, open houses, etc. ▪ We make contact with seniors who take our ASSET test (example: Spartanburg High School buses some 200 students to our campus; we go to Dorman and test some 100+ seniors) Our group is there to greet, provide information, and promote SCC with these seniors. ▪ In the coming months we will be working closely with admissions to focus on personal contact with people who make inquiries about the college, people who have applied but have not been accepted, and students who are accepted but have not registered). ▪ In April we complete a parent mailing to parents of all seniors in our service area. This includes financial aid information and most importantly a major plug for SCC, particularly for those students who still have not made a post-secondary choice • High School Task Force in place as of April 2005; implemented Grad Day May 2006, Student Ambassadors August 2006, and Career Quest 2006. • HHS faculty participated in Recruitment Phone Bank Calling "blitz" events to increase

enrollment by contacting college admission applicants who had not started or never enrolled or registered.

- Opened the Tyger River Campus building this fall and have plans to renovate additional space in the building.
- Construction of a new Cherokee Campus to be operational this fall
- All current curriculum syllabi have been posted to the college website.
- CE is developing a CRM (customer relationship management) system which will aid in the provision of class outlines to customers via the CE website.
- HHS faculty participating the HS and Middle School Careers Fairs, local Health Fairs; and ST, EDDA, and Pharmacy students participated in Shadowing and Career Fair activities within the College's service area.
- Faculty assist with the following recruitment activities:
  - Fall High School Shadowing
  - Spring GRAD DAY
  - Spring Middle School Career Expo
  - College Career Fairs at the 5 Area Career Centers – our last event conducted at RD Anderson involved some 50+ faculty members
  - Retention program for service area Alternative Schools
  - Assist with group visits/tours
  - Career Quest '06
- CE targeted marketing studies completed in 2005-2006.
- Strategy revised for 06-07 including target markets and organized according with institutional goals.
- Foundation now targets Alumni with Alumni Newsletter which solicits articles and ads from inside the college on any topic of importance.
- Industrial and Engineering Technology programs identified and highlighted in print advertising.
- CE consistently uses innovative adult learning styles for hands-on training.
- CE continuously updates and expands ACT Testing Center at the BMW Center.
- CE has significantly expanded the deliver of WorkKeys Skill Assessments to companies.

CE has participated in several Job/Career/Education Fairs at local companies.

Strategic Planning Goal #3: Spartanburg Community College will create a positive learning environment.	
A. Allow and encourage faculty to improve and update their skills. **B.** Evaluate current student services and identify opportunities for improving and/or expanding them. **C.** Maintain state-of-the-art infrastructure for students, faculty and staff. **D.** Maintain an aesthetic and functional grounds and facilities.	- Expanded Interpreter Training program lab hours and internships to include special needs students working on their GEDs and with students assigned at various other types of facilities state-wide and nationally. - Although nothing formal has been developed we have in place several services that support the Tyger River Campus—maintenance, security, facility scheduling, courier and mail service between campuses, shipping/receiving, faculty support, student admissions/registration—however, we have a ways to go before these services are completely effective and efficient. - The Health Unit Coordinator Program procured a new mobile technology lab which supports SRHS's Care Manager Software owned by the ADN Program and used to instruct both programs in the clinical electronic medical record and database system used in the hospital. - Foundation provided new computer training equipment for computer lab in 2006. - HHS Dean completed a divisional equipment needs assessment with faculty input and wrote a $1.1 million Allied Health Initiative Grant (received approval for $944,000 grant funding for faculty salaries and equipment procurement in support of the Allied Health area. RAD Tech equipment needs assessment reflected the need for the Program to become fully CR/DR functional either through campus resources or through clinical rotations in outpatient facilities with CR/CD capability. - The air filtration system in the Welding department was replaced. - AA Deans evaluated the large technology infrastructure inventory already in all of the

	ACL areas and program specific labs to determine the feasibility and need for the large technology inventory and maintenance by the College. The numbers of technology support items were decreased to a minimum as determined by the equipment survey results and program needs.
	• CE converted 2 computer labs to regular classrooms at the BMW Center in 2006., etc
	• Construction of the e new academic library should be completed by December, 2006.
	• One new parking lot will be completed this term. A second project is planned and is waiting funding. A third lot will be returned to College for Spring term.
	• CDL and motorcycle safety ranges were painted on the parking lot at the BMW Center.
Strategic Planning Goal #5: Spartanburg Community College will plan for the continued growth and success of the college.	
A. Develop a long-range resource development plan. **B.** Develop a plan to insure qualified leaders are available to replace those exiting in the next five years. **C.** Evaluate and improve the college's organizational structure and makes changes to allow the college to achieve its mission. **D.** Improve the college's strategic planning and institutional effectiveness processes.	• New annual planning and program/service review process has been implemented. • New Learning Evidence Committee has been established to review assessments and make recommendations. • Working to incorporate review of best practices in the college's planning and IE processes. • CE regularly reviews evaluations on all training provided and makes revisions to accommodate requests as well as avoid future challenges.

7.6 Performance Levels for Key Measures Related to Leadership and Social Responsibility

7.6.a   Accomplishments of the Organizational Strategy and Action Plans.

Improvements that focused on leadership and social responsibility:
- Exec. VP attended the National Issues forum by Rep. Ingles and Chamber of Commerce.
- Exec. VP participated in a State of Saxony, Germany economic visit to the upstate.
- Divisional goals for participation in the college's leadership program were set and successfully completed.
    - (3) Divisional HHS faculty in EDDA and ECD areas participated in college-wide Leadership Development Program.
    - MA Program Coordinator completed State Tech Certificate in Leadership.
    - HHS Dean started the Grassroots Leadership Development Institute offered by Spartanburg County Foundation which will be completed in fall 2006.

- Current organizational structure in AA was evaluated and the number of deans and department heads was decreased. The number of program coordinators was increased.
- In April of each year, President's Council members are encouraged to review their organizations/divisions and make recommendations for new positions and/or organizational changes as needed.
- Academic divisions were restructured with Industrial and Engineering, A&S, and Business reporting to one Dean; Health Sciences reports to one Dean.
- All administrators, faculty and staff are involved in the Quality Enhancement Plan (QEP) through FPMS/EPMS, and through the annual planning process.

7.6.b   Stakeholder Trust in Senior Leaders

Trust in our senior leaders is exemplified by the many leadership positions held within the community. The following are some of the organizations to which the president and his council volunteer their time and effort:

Spartanburg County Economic Development Corporation
      College Town Initiative, Board of Directors
Spartanburg Chamber of Commerce, Board of Directors, 2006-Chairman-elect
      Spartanburg Area Education Committee, 1996-98
Healthy Spartanburg, past Chair
Share the Vision
Upstate Alliance
Team Spartanburg
Downtown Redevelopment Education Committee
Greer Chamber of Commerce
Union County Chamber of Commerce
Boy Scouts of America, Executive Committee
Rotary Club of Spartanburg
Workforce Investment Board
Cowpens Community Center Task Force, Chair
East Spartanburg Area Chamber of Commerce, past Chair
United Way Program Evaluation Task Force
East Spartanburg Rotary Club, past Chair
Spartanburg School District #3 Leadership Council
Spartanburg Area Chamber of Commerce
Church Scholarship Selection Committee
BMW Community Advisory Panel
Commission on Higher Education Appeals Committee (Life and Palmetto Fellows   Scholarship)
Upstate Regional Center for Educational Support Advisory Committee
North Spartanburg Rotary Club, Paul Harris Fellow
Anderson Mill Road Baptist Church
      Samaritan's Purse-Operation Christmas Child Ministry, Co-chair
      Capital Campaign Stewardship Team
      Sunday School Teacher
Spartanburg Chamber of Commerce
      Legislative Issues Committee
Middle Tyger Area Chamber of Commerce
Spartanburg Housing Authority, Hope IV Board, Vice-chair
City of Spartanburg Mayor's Committee on Disabilities

Urban League of the Upstate-Individual Development Accounts Committee
SC Deaf/Hard of Hearing Education Partnership
Leadership Spartanburg
Spartanburg Downtown Master Planning Process

7.6.c   Fiscal Accountability: and, Regulatory, Safety, Accreditation, and Legal Compliance

- The Southern Association of Colleges and Schools (SACS) reaffirmed accreditation at their June 2006 Commission on Colleges Meeting.

- The financial records of the college were audited and the accounting firm of Cline Brandt Kochenower & Co issued an independent auditor's report on the fiscal year ending June 30, 2006.

- The State Board for Technical and Comprehensive Education (SBTCE) sets policies, procedures and tuition caps, approves new programs and facilities projects, and economic/workforce development projects through the Center for Accelerated Technology Training (CATT) for all sixteen technical colleges. Spartanburg Community College is also accountable to the Commission on Higher Education (CHE) for implementing mission and goals that conform to the mission and goals legislated for all of higher education and for the technical college sector. All associate degrees offered at Spartanburg Community College are approved by the Commission on Higher Education and diplomas by the State Board for Technical and Comprehensive Education.

- The College offers programs accredited by the following national accrediting bodies:
  •Association of Collegiate Business Schools and Programs
  •Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
  •Commission on Accreditation of Allied Health Education Programs
  •Commission on Dental Accreditation, American Dental Association
  •National Accrediting Agency for Clinical Laboratory Sciences
  •National Automotive Technicians Education Foundation-Automotive Service Excellence
  •SC Board of Nursing-Labor, Licensing and Regulation (approval only)
  •Joint Review Committee on Education in Radiologic Technology
  •American Society of Health-System Pharmacists
  •The American Culinary Federation