

Accountability Report Transmittal Form

Agency Name	Spartanburg Community College
Date of Submission	September 15, 2007
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I. Executive Summary

I. 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

I. 2. Major achievements from past year

- Spartanburg Community College (SCC) officially changed its name from Spartanburg Technical College through state legislature approval.
- The Continuing Education Division received \$1 million in grants to establish apprenticeship programs.
- The Health and Human Service Division received approval for \$944,000 in grant funding for faculty salaries and equipment procurement to support the allied health programs. Two state-of-the-art simulators were purchased in order that more simulation learning can be incorporated prior to sending students to their clinical rotation.
- A new Healthy Smiles clinic was initiated through an oral health community partnership with local school districts.
- The Early Childhood Development department head received a \$25,000 award from the Mary Black Memorial Foundation in recognition of her service of excellence in the early childhood area at the local, state, and national level.
- The Plant Zoo garden, dedicated in October to honor Sallie Barre James, was designed, installed and is maintained by the Horticulture Department.
- The Horticulture Department received funding from the SCC Foundation for the creation of a Garden Railroad and Amphitheater which was dedicated in May.
- The Science Department has developed a new certificate program, Fundamentals of Radiation Sciences.
- SCC Online developed and offered 11 new online courses for 2006-2007 (ACC-246, CPT-242, ECO-101, HIS-101, HOS-145, HOS-255, MKT-120, MKT-135, MKT-245, PHI-101, REL-201).
- The Office Systems Technology, Culinary Arts, and Business Administration departments
 - secured an articulation agreement with Spartanburg Methodist College (SMC) to offer a Pre-Paralegal Certificate program that transfers directly into the Paralegal program at SMC.
 - started two new certificate programs:
 - Pre-paralegal (Phase I)
 - Small Business Management
 - started several new associate degree programs
 - Office Systems Technology with Legal electives
 - Accounting with Information System electives
 - Management with Sales electives
 - Management with Supply Chain electives
- The Associate in Arts with Business electives was approved to begin fall 2007.

- The Mathematics Department developed an Associate in Arts degree with Education electives to transfer into the University of South Carolina Upstate, College of Education.
- The SCC Student Ambassadors Program began in fall 2006-07. Students chosen for this program assist with registration, campus tours, career fairs, telephone campaigns, etc. They are paid a small stipend for participation in the program.
- SCC opened the Tyger River Campus. Five classrooms and one computer lab were renovated and include state-of-the-art media equipment for faculty. Office space for adjunct faculty at the Tyger River Campus was equipped with telephones and computers.
- The Spartanburg Community College Foundation Business Training Facility opened on the SCC Cherokee County Campus in April 2007.
- An executive director was hired for the Cherokee County Campus and curriculum classes began this fall.
- Construction of the new academic library on the Central Campus was completed in December 2006.

I. 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.

I. 4. Opportunities and barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals

Spartanburg Community College has experienced a 12 year period of growth. During that time, the College has obtained funding for six new buildings, opened the Cherokee County Campus, and opened the Tyger River Campus on the west side of Spartanburg County. The two new campuses are in full operation for fall 2007.

SCC has been asked by Union County officials to establish a campus in Union. Key leaders recognize that a major obstacle to economic recovery is the skills and education level of their citizens. A large number of people lost jobs when the textile manufacturing mills closed. With a high school degree or less, these individuals do not meet the minimum qualifications that most new companies require. This fact is a great disadvantage to attracting new investments. The College can serve the local community by helping individuals to upgrade their educational level and teaching them 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 before been requested. However, this comes at a time when the College is facing a number of challenges that must be addressed if SCC is to provide the educational programs and services that are desired and needed.

For the past six to seven years, state funding for higher education has decreased, and colleges are struggling to maintain quality programs. The technical colleges, including Spartanburg Community College, have been impacted especially since enrollments have increased during this same period. These two dynamics have caused colleges to see major revenue shifts. SCC currently receives only 29.8% of the state funds that are justified by the Commission on Higher Education (CHE)'s Mission Resource Requirements (MRR) funding formula. The College has found it necessary to increase tuition in order to maintain quality programs, making college enrollment less affordable for students. While many students receive Pell and Lottery assistance, these funds are often inadequate to cover tuition and book costs.

Spartanburg Community College is 46 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, SCC will lose a great deal of knowledge, leadership and stability. This is a national trend, and the College is finding it very difficult to employ qualified faculty and staff at the current salaries. SCC is less able to attract qualified employees as more and more faculty and staff are being hired by other educational organizations.

Spartanburg Community College has become more reliant on temporary employees. Currently, 44% of all classes are taught by temporary faculty. The desired rate is 25 – 40%, depending on the program of study. Students are not able to obtain the support and advising they need to be successful since temporary faculty do not have responsibilities outside their teaching responsibilities. The small percentage of permanent full-time faculty cannot adequately assist all of the students. SCC 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, SCC must obtain adequate funds to ensure quality programs and services. Additional funds are also needed to provide competitive salaries, reduce 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, SCC supports the State Board for Technical and Comprehensive Education (SBTCE)'s Funding Priority Initiative for Allied Healthcare, the Center for Accelerated Technology Training, additional full-time positions, and increased lottery support for students including books and technology equipment for the College.

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

In preparing the State Accountability Report, issues surface that need attention. This is done by developing objectives to address these issues through the strategic and annual planning processes.

Spartanburg Community College will use the annual accountability report as documentation of its continuous improvement efforts to deliver value to students and stakeholders. This will contribute to the overall stability of the College and improve its overall organizational effectiveness and capabilities.

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, Spartanburg, Cherokee 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.

II. 1. Your organization's main educational programs, offerings, and services and the primary methods by which these are delivered

SCC 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.
- ***Corporate and Community Education (CCE)***—SCC delivers catalog and customized short-term courses to 15,000-20,000 students annually. CCE provides professional and career advancement programs and courses to business, industry, healthcare and government agencies. The College also offers noncredit courses for personal enrichment.
- ***Transitional Studies***—SCC readies underprepared students to enter a program of study through courses that build academic skills and self-confidence.
- ***Student Development***—SCC offers a wide variety of student support services to nurture students' academic, personal and professional growth. These include the Advising Center, The Learning Center (TLC), Open Computer Lab, Testing Center, AIM Center (personal and career counseling), Career Planning and Placement, and Counseling and Career Development.
- ***Evening and Weekend Services***—The College offers a number of academic programs as well as a variety of occupational, professional and community interest courses during evening hours and on Saturdays.
- ***Distance Learning***—Distance learning provides students with alternative ways of taking college credit courses. These alternative formats include Internet, video and telecourse offerings.
- ***Early Admission Programs***—SCC offers both the *Best Start Program (BSP)* and the *Attend College Early Program (ACE)*.
 - ***Best Start Program (BSP)***, formerly the Dual Enrollment Program, is a dual credit program that provides eligible junior and senior high school students who are 16 years of age or older an opportunity to enroll in SCC courses prior to graduation from high school.
 - ***Attend College Early Program (ACE)*** Rising high school seniors who are 16 years of age or older and want to begin their postsecondary education experience prior to high school graduation may enroll as ACE students and earn college credit while still in high school.
- ***Non-High School Graduates***—Applicants who are at least 18 years of age but have not earned a high school diploma or a GED may apply for admission to selected industrial

technology certificate programs, contingent on approved placement or assessment scores and the referral of the student to a local adult education program.

II. 2. Your key student segments, stakeholder groups, and market segments, as appropriated, and their key requirements/expectations

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

- **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 and Staff** 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** expect support from the College in developing well-trained employees, opportunities to provide input into student training through advisory committees, and opportunities to incubate businesses.
- **Alumni** of the College expect to be able to participate in life-long learning, to use the College’s alumni association for networking, and to use the College reputation to enhance the value of their degree.
- **Communities** in SCC’s service area expect to attract business and industry by having the College provide workforce development. They expect 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.

II. 3. Your operating locations

- **Central Campus** The SCC Central Campus is located on Business I-85 and New Cut Road in Spartanburg.
- **Tyger River Campus** The SCC Tyger River Campus, which includes the BMW Center, is located on Highway 290 at Commerce Park in Duncan.
- **Cherokee County Campus** The SCC Cherokee County Campus is located on Chesnee Highway (Highway 11) in Gaffney.

II. 4. The number of employees you have, segmented by faculty and staff or other appropriate categories

The following chart reflects the number of employees reported to the U.S. Department of Education National Center for Educational Statistics, as of November 1, 2006.

	Faculty	Staff	Executive	Totals
Full-time	108	166	6	280
Part-time	212	85		297
Totals	320	251	6	577

II. 5. The regulatory environment under which your organization operates

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 for implementing a 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 SCC are approved by CHE and SBTCE, and diplomas are certified by SBTCE. Each technical college also reports degree, diploma and certificate productivity in terms of enrollment, number of graduates, and the percent of graduates placed on related jobs or continuing their studies full-time to SBTCE. Certificates are approved by the local commission.

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) (ACT 255) to the Commission on Higher Education. The College submits this annual State Accountability Report to the SC 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 Southern Association of Colleges and Schools (SACS) and received its re-accreditation in 2006. The College offers programs accredited by the following national and state 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

II. 6. Your governance system

- ***Spartanburg County Commission for Technical and Community Education (SCCTCE)***
Spartanburg Community College is governed by a hybrid system of statewide oversight and local control. The SCCTCE, governing board for SCC, consists of thirteen members, two at-large and eleven who are appointed by the governor on recommendation of the local legislative delegation. The commission operates under the State Board for Technical and Comprehensive Education, which is also appointed by the Governor. The College is autonomous so long as it conforms to state board oversight.

- **President** The SCC President is accountable to the Commission for the interpretation and fulfillment of responsibilities. The President has authority to make administrative decisions and to take the actions necessary to carry out assigned responsibilities through the policies established by the SCCTCE within the framework of all rules and regulations of the State Board.
- **Institutional Officers** The SCC Institutional Officers are entrusted with the functional operations of the College. They are the Executive Vice President for Business Affairs, the Vice President of Academic Affairs, the Vice President of Student Affairs, the Vice President of Planning and Information Resources, and the Vice President of Corporate and Community Education. Together with the Executive Assistant to the President, Executive Director of the SCC Foundation, the Director of Economic Development, Executive Director of the Cherokee County Campus and Executive Director of the Tyger River Campus, these officers form the President's Council.

II. 7. Your key suppliers and partners

The key suppliers for the College are the high schools and communities of Spartanburg, Cherokee and Union counties. The College partners with the other colleges and universities in the upstate by providing transfer students, through collaborative learning agreements, and by networking. The College also partners with business and industry to provide the educational programs and training that are best suited to the needs of the economy, and with all employers to provide the quality employees that they desire.

II. 8. Your key competitors

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.

- **Private Colleges** Limestone College, an independent four-year college, is located in Cherokee County and offers classes in downtown Spartanburg. Two other four-year private colleges, Wofford College and Converse College, are located within the City of Spartanburg. Spartanburg Methodist College, a private two-year college, is located in Spartanburg County.
- **Public Colleges** The University of South Carolina-Upstate, a four-year campus of the University of South Carolina, is 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 the SCC 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 hour. Articulation agreements with the four-year colleges and universities allow students to apply earned college-level credits to university programs. The University of South Carolina-Union, a two-year branch of the University of South Carolina, is located in downtown Union. The college offerings are similar to SCC transfer program courses; however, the university offers more convenient access to the residents of Union County.
- **Proprietary College** Sherman College of Straight Chiropractic is located in Spartanburg County.

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

Spartanburg Community College 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.

II. 9. Your principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation

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.
- Federal and state funding dollars continue to decrease as the competition for them increases. 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.

II. 10. Your key strategic challenges (could include operational, human resource, financial, and community-related strategic challenges)

If SCC is to fulfill its mission of being a tool for economic development by providing an open access two year college for Spartanburg, Cherokee and Union counties' citizens, the College faces a number of challenges:

- The College needs to increase assistance to students for tuition *and* books.
- The College needs to provide competitive salaries, to increase full-time positions especially among the faculty, and to plan for the replacement of retirees.
- The College must obtain adequate funding to revitalize classrooms and labs with state of the art equipment, to modify inadequate facilities and to build new facilities that meet the educational needs of students preparing for careers.
- The College needs to provide professional development and employee recognition for faculty and staff.

II. 11. Your performance improvement systems

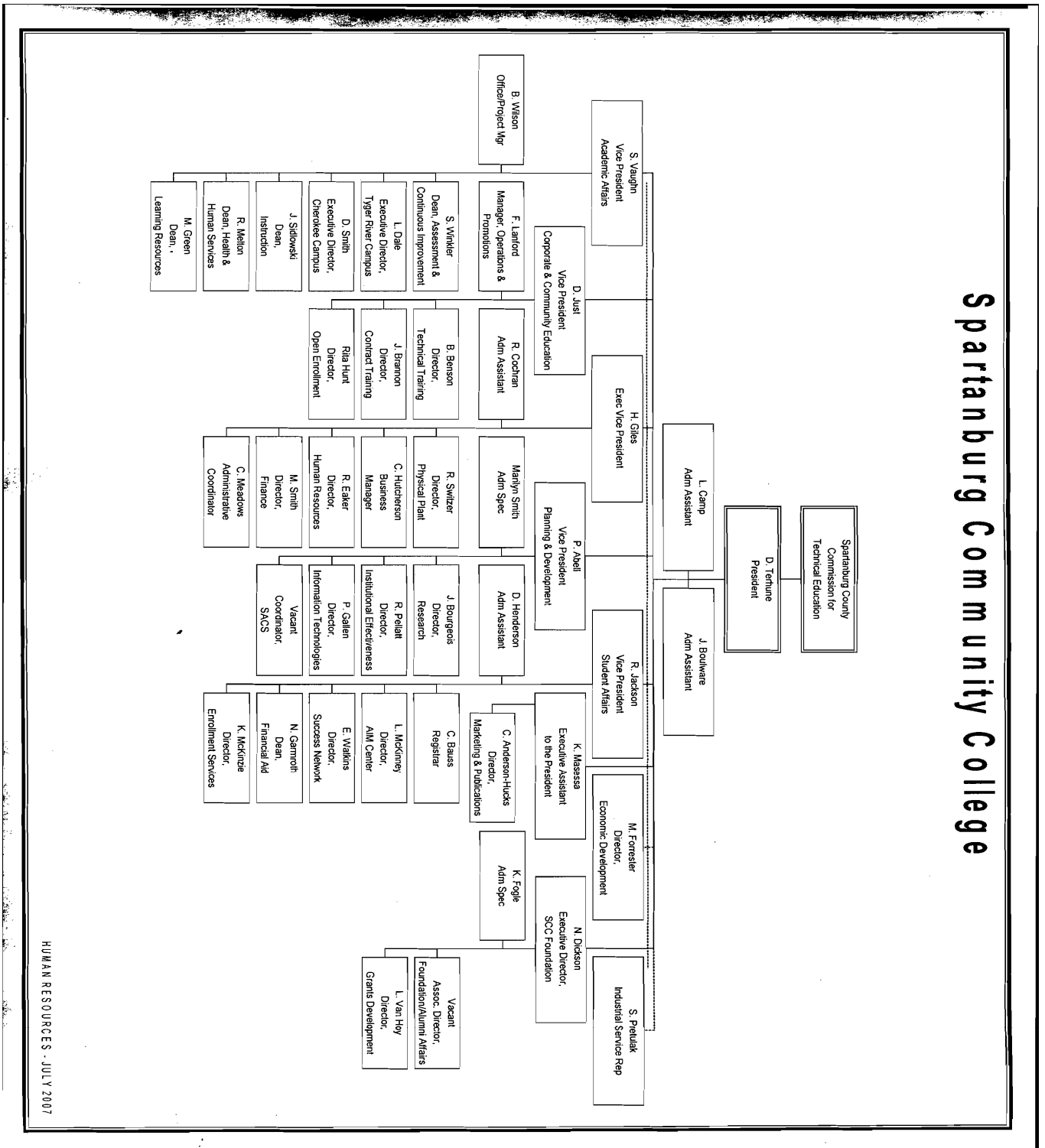
Various performance improvement systems are in place at Spartanburg Community College. These systems enable the College to continuously highlight and address areas that need to be improved upon:

- **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 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** Many programs at the College also are accredited. (See II. 5. Regulatory Environment.)
- **Assessment** SCC's Learning Evidence Committee is responsible for reviewing the analysis of college-wide assessment data, making recommendations for improvements, and monitoring those improvements made as a result of assessments. Regular strategic objectives assessment, division and unit objectives assessments, classroom and employee assessments are done with an emphasis on continuous improvement. For example, the Community College Survey of Student Engagement (CCSSE) elicits valuable information which is used in benchmarking, monitoring and accountability results. It provides student input into college resources, curriculum, services, etc. Recently, the CCSSE results were used by faculty in establishing benchmarks for the Quality Enhancement Plan (QEP) process.
- **State Accountability Report** The College submits the annual Accountability Report that will help the College to more easily recognize areas needing attention in succeeding years.

II. 12. Your organizational structure



II. 13. Expenditures/Appropriations Chart

Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 15,491,135	\$ 6,499,709	\$ 15,467,685	\$ 7,088,959	\$ 17,317,493	\$ 7,545,188
Other Operating	\$ 9,222,674		\$ 9,380,070		\$ 10,654,393	
Special Items			\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 4,179,875	\$ 1,539,941	\$ 4,139,288	\$ 1,521,844	\$ 4,329,373	\$ 1,656,261
Non-recurring	\$ 278,199		\$ 285,109		\$ 290,717	
Total	\$ 29,171,883	\$ 8,039,650	\$ 30,772,152	\$ 10,110,803	\$ 34,091,976	\$ 10,701,449

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds	\$ 206,401	

II. 14. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures			FY 06-07 Budget Expenditures			Key Cross References for Financial Results*
		State:	Federal:	Other:	State:	Federal:	Other:	
Instruction		8,039,650.00	876,519.00	20,255,714.00	10,110,803.00	350,677.00	20,310,672.00	
		28%	3%	69%	33%	1%	66%	
		29,171,883.00			30,772,152.00			
		% of Total Budget:			% of Total Budget:			
		State:	Federal:	Other:	State:	Federal:	Other:	
		Total:	Total:	Total:	Total:	Total:	Total:	
		% of Total Budget:	% of Total Budget:	% of Total Budget:	% of Total Budget:	% of Total Budget:	% 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:	State:	Federal:
Other:	Other:	Other:	Other:
Total:	Total:	Total:	Total:
% of Total Budget:	% of Total Budget:	% of Total Budget:	% of Total Budget:

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

III. Elements of Malcolm Baldrige Criteria

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

III. 1. 1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organization values?

Vice Presidents and Executive Directors, representing every major area of the College, are members of the President’s Council (PC) which is the policy-making body of the College. SCC’s vision, mission, values, goals and objectives are determined by this group and then deployed through each PC member. PC members are responsible for developing division goals and objectives that support SCC’s mission, goals and objectives. Within each of the divisions, all academic and service units have a purpose statement and action plans that support the College’s 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 through consistency in their daily decision-making.

III. 1.2. How do senior leaders create a focus on action to accomplish the organization’s objectives, improve performance, and attain your vision?

Each vice president, executive director, and dean is responsible for developing goals and objectives within his or her organizational area 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, mission, values and strategic plan. These objectives are assessed annually and the results used for continuous improvement. In addition, an annual individual performance evaluation (EPMS/FPMS) is completed for staff and faculty of the College which covers functions and objectives as well as suggestions for improving performance. The process allows for each employee to set individual goals and objectives and to monitor progress throughout the year.

III. 1.3. How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior and fiscal, legal, and regulatory accountability? How are these monitored?

The College has an extensive Policy and Procedures 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 some cases are more restrictive and specific. PC 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 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 annually. The results of previous audits indicate financial integrity.

III. 1. 4. How do senior leaders create an environment for organizational, faculty and staff learning?

Senior leaders embrace knowledge and have created a dual but complementary system for learning. In the formal system for learning, 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 periodically 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 as well as completing pre-approved degree programs. The College also has an extensive professional development program with multiple sessions of several classes offered most months.

The focus of the informal system is the incidental learning that takes place in the less structured environment of regularly held faculty/staff meetings. During these meetings, information about institutional operational processes and the SC Technical College System is shared. Access to this type of information is an important part of professional development because the topics that impact the day to day operations of the institution are seldom discussed at any length during the formal learning process.

III. 1. 5. How do senior leaders promote and personally participate in succession planning?

Pro-active succession planning is discussed openly at PC 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 SCC-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 consultation to someone considering a leadership role.

III. 1. 6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

The president of the College meets regularly with members of the PC to communicate and empower the members with the knowledge of issues affecting the College's operation. Each vice president then meets with their staff, as necessary, to communicate the decisions that were made at the PC meeting and to provide important information to all employees.

On the Tyger River Campus, the Tyger River Leadership Team whose purpose is “to develop and maintain open lines of communication between all areas of the Tyger River Campus, to foster a strong working relationship among the individuals who serve this campus and to support a seamless connection to the central campus of SCC” has been organized.

Faculty and staff are empowered in knowing that their vice president or executive director will take issues to the PC for discussion and resolution. Minutes of meetings are posted to the web. Additionally, faculty and staff sit on College-wide committees such as the Institutional Effectiveness Committee and the Learning Evidence Committee where their input is solicited and valued.

Senior leaders take an active role in recognizing their employees for their performance on projects. The congratulatory comments are frequently shared among all PC members. The vice president of the Academic Affairs Division 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, the Human Resources Department holds an annual “Retiree and State Service Awards” reception to recognize employees who are retiring or who have reached benchmark years of service. Planning is currently being done to expand the reward and recognition processes for faculty and staff, and to celebrate successes.

III. 1.7. How does your organization evaluate the performance of your senior leaders and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The president annually evaluates the job performance of his direct reports using the Employee Performance Management System (EPMS), an instrument approved by the State Board for Technical and Comprehensive Education (SBTCE). All direct reports submit detailed self-evaluations that include significant accomplishments related to strategic goals as well as areas in need of improvement. During the evaluation process, the president with each senior leader develops focused objectives for the upcoming year.

The SCCTCE also uses the EPMS instrument to evaluate the president each year. In addition, the commission submits an annual evaluation on the president to the South Carolina Agency Head Salary Commission using its prescribed format.

III. 1.8. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7.)

The senior leadership of the College meets as a council forum at least twice a month where topics related to compliance issues (diversity, financial and sexual harassment, etc.) are discussed at length. The goal of these sessions is to develop consensus within the group on the mutually discussed solutions and to determine which areas are responsible for implementing those solutions.

The College instituted a *Crisis Communications Plan* to address any potential negative media situations. In the event of a crisis, a team of senior leaders, public relations professionals and other key faculty and staff is assembled. A detailed checklist is followed including assessing the situation, determining a course of action and assigning a media spokesperson. In addition, there is a Student Code that defines the students' "rights and protections accorded them by the laws of the College", but also emphasizes that students are subject to the enforcement of all laws.

III. 1.9. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff, and the organization's students contribute to improving these communities.

The College, all senior leaders, and many faculty and staff participate in numerous community-based activities. College-sponsored organizations are determined by the relevance of the organization's mission to the mission of the College. For instance, the College supports the Adult Learning Center which helps citizens earn their GED. The Adult Learning Center provides scholarships to its graduates, and over fifty percent of Adult Learning Center graduates attend SCC. The College also supports the Boys & Girls Club. By helping disadvantaged youth stay in school and graduate, SCC encourages these youths to become productive citizens and to go on to post-secondary education. SCC supports these organizations in various ways by having members sit on boards, by having members volunteer in activities, and by providing meeting space for organizations.

A core College value pertaining to the community is "encouraging faculty and staff to serve as leaders and role models in the community." Individual participation in community organizations is widespread and varied. The College's president is currently chairman of the local Chamber of Commerce. Faculty and staff serve on committees, and community and civic boards. Together with students, faculty and staff are involved in numerous charity events (ex: clothing, toys, canned good drives, etc.), and participate in the College Town Consortium that includes five other area colleges. The College and community come together for an evening of patriotic celebration at the annual Red, White and Boom July 4th celebration, sponsored by the SCC Foundation together with the City of Spartanburg.

III CATEGORY 2 – STRATEGIC PLANNING

III. 2. 1. What is your Strategic Planning process, including key participants, and how does it address:

- a. Your organizations’ strengths, weaknesses, opportunities and threats;**
- b. Financial, regulatory, and other potential risks;**
- c. Shifts in technology, student and community demographics, markets, and competition;**
- d. Human resource capabilities and needs;**
- e. The opportunities and barriers you described in the Executive Summary, (question 4);**
- f. Long-term organizational sustainability and organizational continuity in emergencies;**
- g. Your ability to execute the strategic plan.**

The strategic planning process at SCC is founded on quality concepts. It envisions a series of interrelationships between the 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 are recognized and considered in determining what objectives and strategies for action should be chosen. The strategic plan is reviewed, evaluated and updated annually by the President’s Council with the input of all College supervisors.

A basic premise of the community college system is to serve the needs of the local citizens of the service area. Therefore, continuous analysis of the programs the College provides and the fields those programs serve is an integral part of the planning process. Every program the College offers has an advisory committee 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 it is determined that SCC graduates are not prepared in some way, the curriculum can be changed through the Academic Review Committee (ARC) which meets weekly, if needed. If a technology change results in SCC students training on obsolete equipment, the equipment is upgraded to the current standard. If the expenditure falls outside the normal budgeting process, the Academic Affairs Division can access an equipment fund to make the purchase. The advisory committees are the key to ensuring SCC understands the current needs of the workplace and that graduates are meeting those needs. SCC’s ability to respond quickly to changes in demand means the College can provide the most up-to-date training possible.

The planning process encompasses several processes and includes: 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.

Just as each unit of the College analyzes its trends, strengths and challenges in determining the unit objectives for the succeeding year, the College also analyzes its opportunities and barriers in reviewing and updating its long range objectives in the Strategic Plan as well as determining its action plans for the succeeding years. This review is done annually by the PC with input from the various divisions. The Strategic Plan is updated accordingly and made public to the College and the community via the website, http://www.sccsc.edu/IE/Strategic_Plan-Goals_and_Objectives.htm.

III. 2. 2. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

SCC's strategic challenges identified in the Organizational Profile and the strategic objectives in the Strategic Plan to address them are:

Challenge: The College needs to increase assistance to students for tuition *and* books.

Objective: 2B) Provide the programs to meet the identified needs.

5A) Develop a long-range resource development plan.

Challenge: The College needs to provide competitive salaries, to increase full-time positions especially among the faculty, and plan for the replacement of retirees.

Objective: 4C) Provide competitive salaries and employee benefits.

5B) Develop a plan to insure qualified leaders are available to replace those exiting in the next five years.

Challenge: The College must obtain adequate funding to revitalize classrooms and labs with state of the art equipment, and to modify inadequate facilities and to build new facilities that meet the educational needs of students preparing for careers.

Objective: 5A) Develop a long-range resource development plan.

Challenge: The College needs to provide professional development and employee recognition for faculty and staff.

Objective: 3A) Allow and encourage faculty to improve and update their skills.

4A) Expand professional development opportunities for faculty and staff.

4D) Celebrate College accomplishments and reward exceptional employees.

After the end of each fiscal year (June 30), each planning unit completes an end-of-year report on planning objectives for the year just ended. These reports are 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.

III. 2. 3. How do you evaluate and improve your strategic planning process?

The strategic plan is reviewed, evaluated and updated annually by the PC with the input of all College supervisors. A key premise of the planning and evaluation process is that plans are based on what has happened, is happening, and will happen in the world outside the College with a focus on the challenges and opportunities these external changes present. 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 identify, study, and analyze 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" that are fed into the College's annual planning process. These planning assumptions summarize the most significant demographic, economic, political, technological, environmental, and social factors thought to impact 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.

The College has many ways of collecting data for evaluation and assessment, from 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.

III. 2. 4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your actions plans.

The mission, values, and institutional goals are the foundation of annual planning. At the beginning of each academic year, the PC reviews the College's goals and objectives. The IE 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 are also identified. These items are incorporated into the College's objectives. The president communicates these goals and objectives to the College community, identifying them as the basis for planning the following year's activities, beginning in July.

IE planning is the selected course of action the College uses 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 Planning Division compiles program and service planning templates for each planning unit. Included in each template are data from College-wide sources such as student and class databases. The templates allow for data collected at the unit level to be reported and for reporting goals, objectives, strategies, persons responsible and estimated budget requirements. Data is gathered to fill in the template, which is 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 an 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 that the unit might 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 are identified and an estimated budget impact is figured. Unit planning documents also are 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 IE 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 completes an annual environmental scan, monitors and coordinates quality team projects, and institutional outcomes assessment. All unit plan objectives which involve costs are brought by the respective group leaders to the IE Council for review. This review process insures consistency, a coordinated approach to achieving College goals and initiatives, and a forum to recommend appropriate priorities. The head of each planning group presents 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 IE 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.

III. 2. 5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Everyone at SCC is involved in the planning process. Each planning unit or subunit meets in the fall to review data provided by the Planning Division and/or collected by the unit itself. Each unit also discusses trends in the community, the industry it is concerned with, it's professional area, instructional methodologies, and educational administration. In addition, units discuss their role in carrying out the goals and objectives of the College. From these discussions, desirable innovations and/or improvements emerge, which can 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.

III. 2. 6. How do you measure progress on your action plans?

During the year, planning units review the progress being made toward the objectives 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 that is generated for each unit objective.

Each objective in the Strategic Plan has action plans and these plans have a measurement component. Every six months a status report is created for the Strategic Plan providing a mid-year report and an end-of-year report. These reports combine input from the entire College community and show the progress being made toward the Strategic Objectives.

III. 2. 7. If the organization's strategic plan is available to the public through its internet homepage, please provide an address for that plan on the website.

The strategic plan is made available to the College and the community via the website.

http://www.sccsc.edu/IE/Strategic_Plan-Goals_and_Objectives.htm

Strategic Goals and Objectives

#	Supported Agency Strategic Planning Goal/Objective	Related FY 06-07 Key Agency Action Plan and Initiatives	Cross Reference for Organizational Results
1	<p>Spartanburg Community College will support economic growth in our service community by providing workforce development.</p> <p>A. Support the development of economic clusters and identify other opportunities for economic growth.</p> <p>B. Develop new programs and expand existing programs to support already identified workforce development needs.</p> <p>C. Maintain and expand partnerships with business, industries and educational institutions.</p>	<ul style="list-style-type: none"> • Collaborate with identified economic clusters in the Upstate to ensure a qualified workforce which in turn secures the economic health of the industry. • Stay abreast of emerging economic clusters. • Participate in economic development conferences and forums. • Create a Small Business Incubator at TRC to promote and enhance entrepreneurial operations. • 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. • Expand Automotive Technology facilities. • Modify curriculum schedules and delivery methods to enhance enrollment. • Develop geographic area specific programs that serve the needs of the particular community in which the campus is located. • Develop a partnership with SLI Machine Tools to provide computer numerical control training (credit and non-credit) and a showroom of high-tech CNC equipment for potential customers. • Establish Welding lab and training program at Cherokee and BMW Center. • Establish Real Estate program. • Expand student workplace experiences, such as co-ops, internships, technical and health scholars, and apprenticeships. • Engage area secondary schools in college offerings (BSP, TAP, etc). • Upgrade presentation capabilities in public meeting rooms to support business and industry needs. • Add new clinical sites to support health programs. • Expand articulation agreements with Corporate and Community Education. • Establish new partnerships and sponsorships within existing curricula.. • 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. • Develop Associate of Arts w/Business Electives program. • Develop and expand the partnership with Clemson-CAR (International Center for Automotive Research). • Develop a public meeting conference facility in the Tiger River Building. • Upgrade presentation facilities in Room 311 of BMW Center. • Develop partnership with other SC Tech Colleges for Cosmetology Program. • Develop partnership with Trident to offer Private Investigator Program. 	<p>7.1.4</p> <p>7.1.6</p> <p>7.2.3</p> <p>7.2.4</p> <p>7.3.1</p> <p>7.5.4</p> <p>7.5.5</p> <p>7.5.6</p>

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III Category 3 – Student, Stakeholder, and Market Focus

III. 3. 1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

SCC's student and market segments are identified in the College Mission and Scope. As a member of the 16 college technical college system in South Carolina, SCC serves Spartanburg, Cherokee and Union counties. Through its mission, the College is committed to increasing the educational attainment of the citizens of its service area, providing workforce training for existing and new business and industry and, ultimately, advancing economic development and improving the economic vitality of the service community. Therefore, target markets include high school students interested in dual credit opportunities, recent high school graduates or students who have completed their GED; displaced workers who are unemployed; underemployed workers interested in improving job skills for a better job; existing business and industry who need training for employees; and business and industry interested in expanding or relocating to the service area.

All of the educational programs provided at SCC are the direct result of market need for training that is either unavailable or insufficient. Each program has an advisory board composed of members in that industry which meets a minimum of twice a year to review curriculum, explore changes to the industry, and evaluate the success of program graduates as a key indicator of the effectiveness of the program. New programs are added when a business or industry discovers or anticipates a lack of qualified workers or when the college discovers a need. Used in the decision-making process are statistical resources, such as *CC Benefits, Inc.*, that identify market segments and/or potential clusters for new/expanded programs. The College also works with area organizations – such as the Employment Security Commission, area chambers, Workforce Investment Board, Upstate Alliance, etc. – to determine new and expanding companies coming to [or in] the service area and the specific workforce needs of each one. The process of implementing a new program can also start when business/industry itself discovers or anticipates a shortage of qualified workers or when the College identifies a need for a specific workforce that is not readily available. A recent example is a new partnership with Duke Energy. To help meet the anticipated need for radiation protection technicians, the College has partnered with Duke Energy to provide these technicians on an on-going basis – on a campus convenient to Duke Energy. Graduates complete the program with an Associate Degree in Occupational Technology with a major in Radiation Protection. In 2004, SCC established an Associate Degree in Nursing (ADN), and there is a partnership with a local four-year university to provide the Bachelor of Science Degree (BSN) if the student chooses to pursue it.

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

III. 3. 2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs,

offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

Information is obtained from numerous sources (ex: Advisory Committees, DACUM (Develop-A-Curriculum) panels, community leaders, student focus groups/surveys 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, the Health Unit Coordinating (HUC) program was expanded so that now SCC starts two 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 the 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 (including 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.

III. 3. 3. How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Information is obtained from panels, adjunct faculty, student focus groups and surveys, community leaders, communities of interest, follow-up surveys—graduate and employer, evaluations/surveys, and also from active involvement in area chambers and industry specific organizations. Information is shared with those impacted by this data to encourage collaboration among the communities of interest and to identify strategies to continuously improve services or programs.

Feedback is weighed against institutional goals/priorities and financial resources available to implement changes. Best practices are sought and research reviewed for potential improvements through program/course validation studies. National and regional trends are also studied. Career centers and high schools are involved in program discussions (ex. Dual Enrollment/Credit—*Best Start Program*) and input is sought from area 4-year colleges and universities.

III. 3. 4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Information is obtained through surveys, evaluations, formal and informal conversations, forums, communication sessions, Alumni Association, etc. Strong alliances are maintained with secondary area high schools and career centers. Recruitment strategies are continually evaluated and modified to implement best practices that are known for attracting future students (ex: *Career Quest* and *Grad Day*). 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 readily 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.

A Learning Evidence Committee provides a forum for the analysis of data from College-wide assessments and begins to make recommendations for improvement based on that analysis.

III. 3.5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

It is very important that the College demonstrate a caring attitude for students and stakeholders. The College is 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 also want to feel valued in the process. Those students and stakeholders that develop a relationship with faculty and staff are more likely to continue to graduation. 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. Another excellent example – piloted during 2006-2007 – is the establishment of *SCC Connections* (learning communities for at-risk students requiring one or more transitional/developmental courses). The retention rate for these students increased in all pilot groups.

The College also coordinates and sponsors campus and community activities. These activities promote continuous involvement with the College in an informal but important way.

Institutional Effectiveness (IE) periodically conducts a satisfaction survey of students and faculty/staff. Recommendations are made for changes in the learning and work environments, based on the results. 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 Institutional Research, monitors attrition and graduation rates and includes increasing student retention as a goal in annual plans. Many programs 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 graduates after they enter the workplace. Feedback is also gathered from employers with whom close relationships are maintained.

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 a collective and individual appreciation for the support that these key leaders provide.

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

III. 4. 1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?

Many of the operations, processes and systems that are measured are determined by the College's external entities such as regional accrediting body, SACS, and various program accreditation groups. The College also complies 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, the College must rely on benchmark data to determine what to measure. Internally, as part of the annual operational planning process, each unit objective must include a measurement strategy. Mid-year and end-of-year reports are compiled showing progress towards the College's goals and objectives. Each year the strategic plan is reviewed and updated; action items that have been completed are noted on the plan with the completion results. New action items are included with an accompanying assessment strategy.

III. 4. 2. How do you use data/information analysis to provide effective support for decision making throughout your organization?

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 to make adjustments deemed necessary. The Institutional Research Office, the Institutional Effectiveness Office, the 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. The Learning Evidence Committee regularly reviews/ analyzes College-wide data and makes recommendations for improvements to the appropriate areas.

III. 4. 3. What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?

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.

III. 4. 4. How do you select and use key comparative data and information from within and outside the academic community to support operational strategic decision making?

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. These variables include 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 and others 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.

III. 4. 5. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

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 and data entry. 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.

III. 4. 6. How do you translate organizational performance review findings into priorities for continuous improvement?

Each academic and service unit at the College does program and service reviews for annual planning. Data and assessments are reviewed for relevant information. This information is used to develop objectives for the coming year, working toward improvement. Additionally, as data is collected and reviewed at the College level, the Learning Evidence Committee will receive and analyze the results and will make recommendations for improvements to the appropriate areas of the College. Organizational performance review findings may also lead to revisions in the College objectives and action items to more closely align them with the College mission.

III. 4. 7. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

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 their supervisors and 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 PC and the commission frequently to share 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

III. 5. 1. How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization’s objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture.

- All employees receive an annual review through the use of the Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS). The System also includes a planning stage which requires that annual objectives that relate to the College’s objectives and strategies be defined. By utilizing these annual reviews, College management can evaluate and improve department processes.
- The College has also implemented a campus-wide annual planning process that involves all employees. A day is identified for all faculty and staff to review relevant data and to develop objectives to address concerns.
- 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 Faculty Staff Development Committee makes recommendations to the President’s Council regarding tuition assistance guidelines and contributes ideas for leadership programs.
- The College has a very active Wellness Committee with campus-wide representation. Activities are provided to educate employees on health issues, to build camaraderie, and to improve morale. Each year, the Wellness Committee provides all employees, fulltime and temporary, with a “Year End Celebration” luncheon.
- The College provides tuition assistance and encourages employees to seek job related educational/training/career development opportunities.
- The College encourages faculty and staff members to facilitate FSD activities which overlap with their area of training or expertise.
- The College allows faculty and staff to take CCE courses at no cost except for materials.

III. 5. 2. How do you evaluate and improve your organization and human resource related processes?

- All employees are evaluated annually and annual objectives are established to upgrade and implement new processes, technology, and policies and procedures.
- Human Resources uses committees made up of faculty and staff to provide guidance with regard to training, recognition programs, and other HR related initiatives.
- Several of the College’s strategic plan objectives address human resources activities.
- Evaluations and surveys are used to determine the effectiveness of HR related activities.
- Forms and processes are evaluated and updated as necessary.
- In evaluating the organization, student evaluations are used and improvements are made by addressing the issues on faculty FPMS. For improvement, committees are formed to evaluate and improve customer service and training programs are scheduled for the purpose of enhancing customer service.
- QEP related objectives directly impact the HR processes. Each HR staff member was given a QEP related objective with a goal of enhancing an HR process as it related to communication.

III. 5.3. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

- Divisional and departmental 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.
- President’s Council meetings are regularly held with divisional leadership.
- Communication across locations occurs through Peer Groups meetings (HR, CBO, Financial Aid, etc.). It also occurs when faculty and staff members attend conferences such as the South Carolina Technical Education Association (SCTEA).
- Communication across jobs and departments occurs when new employees are assigned mentors for the first year to assist with their transitional period.

III. 5.4. How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?

- 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 one objective that links to the College’s Quality Enhancement Plan.

III. 5.5. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

- A College study, *Workforce Planning – A Basis for Setting a Strategic Direction* was developed. 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
 - 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.
- Nominating or selecting individuals to participate in the USC Leadership Certificate program and the Technical College System Leadership program.

III. 5. 6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

- The College has a Faculty and Staff Development Program (FSD). The membership of the FSD 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 for the faculty and staff they represent to ensure the College is 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 provides funds for departmental professional development.
- Faculty and staff members facilitate a number of training sessions.

III. 5. 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. Faculty and staff are encouraged to participate in the SCTCS's Leadership Program and the USC Graduate Leadership Certificate Program. Salary increases are provided to graduates of these programs and also upon completion of approved degrees/certifications.
- Feedback is given during the employee three month progress reports.
- The Colleges promotes from within whenever possible.

III. 5. 8. What formal and/or informal assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

- An exit interview questionnaire is completed by all employees leaving the College. This information is provided to the President and appropriate member of the President's Council. HR provides training to supervisors on administering the EPMS and FPMS performance evaluations. Supervisors are encouraged to use this process to encourage faculty and staff to identify goals and advise them how to reach the goals.
- IE periodically conducts a satisfaction survey of students and faculty/staff, and the results are used to make recommendations for change.
- 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 Institutional Research, monitors attrition and graduation rates and includes increasing student retention as a goal in their annual plans. Many programs 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.

III. 5. 9. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

- Faculty and staff are provided the opportunity to meet at least annually with the President to provide suggestions for improvement and to provide new ideas. The President works with the President’s Council to prioritize suggestions.

III. 5. 10. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

- The campus police chief, certified in law enforcement, first aid, and CPR, coordinates campus police and security and monitors the handling/disposal of hazardous materials. The College’s contracted security force provides 24-hour-per-day security.
- The College has cameras throughout the campus that Public Safety monitors.
- The College has emergency cell boxes throughout the campus for students to get immediate help.
- The College police and security officers have direct communication with the Spartanburg County Sheriff’s Office.

The Student-Right-To-Know and Campus Security Act, Public Law 101-542, requires college to publish crime awareness information for current and prospective students.

CRIMES REPORTED BY SCC CAMPUS POLICE/SECURITY DEPARTMENT

Reported in accordance with Uniform Crime Reporting Procedures and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Total Crimes Reported For: Offense Type (includes attempts)	SCC Main Campus						Non-Campus Buildings or Property			Public Property			Total		
	2003		2004		2005		2003	2004	2005	2003	2004	2005	2003	2004	2005
	Res.	Other	Res.	Other	Res.	Other									
Murder		0		0		0	0	0	0	0	0	0	0	0	0
Manslaughter		0		0		0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses		0		0		0	0	0	0	0	0	0	0	0	0
Non-Forcible Sex Offenses		0		0		0	0	0	0	0	0	0	0	0	0
Robbery		0		0		0	0	0	0	0	0	0	0	0	0
Aggravated Assault		0		0		0	0	0	0	0	0	0	0	0	0
Burglary		0		0		1	0	0	0	0	0	0	0	0	0
Arson		0		0		0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft		0		0		0	0	0	0	0	0	0	0	0	0
Hate Crimes (by prejudices)															
Race		0		0		0	0	0	0	0	0	0	0	0	0
Gender		0		0		0	0	0	0	0	0	0	0	0	0
Religion		0		0		0	0	0	0	0	0	0	0	0	0
Sex Orientation		0		0		0	0	0	0	0	0	0	0	0	0
Ethnicity		0		0		0	0	0	0	0	0	0	0	0	0
Disability		0		0		0	0	0	0	0	0	0	0	0	0

NUMBER OF ARRESTS/REFERRALS FOR SELECTED OFFENSES

Offense Type (includes attempts)	2003		2004		2005		2003	2004	2005	2003	2004	2005	2003	2004	2005
	Res.	Other	Res.	Other	Res.	Other									
Liquor Law Violations															
Arrest		0		0		0	0	0	0	0	0	0	0	0	0
Referral		0		0		0	0	0	0	0	0	0	0	0	0
Drug Law Violations															
Arrest		0		0		0	0	0	0	0	0	0	0	0	0
Referral		0		0		0	0	0	0	0	0	0	0	0	0
Weapons Law Violations															
Arrest		0		0		0	0	0	0	0	0	0	0	0	0
Referral		0		0		0	0	0	0	0	0	0	0	0	0

Spartanburg Community College has a Risk Management Procedures and Guidelines manual that has been developed as a tool to help protect and preserve the College’s assets and resources while meeting its vision and mission. Each department is responsible for

implementing those policies and procedures that help minimize the college’s exposure to loss.

III Category 6—Process Management

III. 6. 1. How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

In the Center for Excellence in Teaching and Learning (CETL), key learning-center processes that deliver educational programs and offerings are determined primarily through three 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 Affairs’ office provide most of the direction for these learning centered processes.

Spartanburg Community College Online, 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 online classrooms and for supplemental online tools made available using WebCT. The following chart illustrates key stakeholders and the value created by the SCCOnline program:

Key Stakeholders	Value Created
Students	<ul style="list-style-type: none"> • 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 Blackboard
Faculty and staff	<ul style="list-style-type: none"> • Provides training for online developers and faculty using Blackboard • Provides technical support for online developers and faculty using Blackboard • Technology tools to address different student learning styles

III. 6. 2. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

Key learning centered processes are determined by recognizing that people learn in different ways. This requires a variety of learning experiences. Mechanisms such as student

evaluations and classroom assessment enable the learning requirements to be met. Faculty and staff provide input through committees, conference attendance, annual evaluation processes, accreditation, and the incorporation of new teaching methods and technologies. For example, the SSC Online User's Group, composed of faculty representatives from different academic areas, has regular input into what is done and how it is done. Input from faculty and staff is received through an annual Faculty/Staff evaluation of services and from students through an annual Student Evaluation of Services also. Best practices at other institutions are reviewed, and input is provided by faculty and administrative staff. Through workshop panel members and advisory committee members of the community, key learning processes are identified and implemented into the College curriculum.

III. 6. 3. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

Curriculum/course models are incorporated to minimize conflicts, offer courses at a variety of times, use adjunct faculty when necessary, update and review curriculum per semester, and offer a common core of general education courses. Distance education courses are offered as well as hybrid courses with reduced face-to-face time via Blackboard-supplemented learning activities. On-going training is also provided in technology for faculty and staff through FSD, Continuing Education, and Information Technology.

III. 6. 4. 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. Courses and programs are continually assessed with feedback from advisory groups, state agencies, accreditation bodies, state standards and benchmarks, conferences, campus visits, and professional literature.

III. 6. 5. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

The 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 and certification 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.

III. 6. 6. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

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 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 are identified and prioritized through the annual planning process and are addressed based on the funds that are available. In most years, the College has 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 budgets to allow them to allow special needs to be addressed. Funds are then allocated to departments and the departments submit budget plans for the year. Department heads have the authority to allocate funds as necessary to best accomplish goals and objectives.

Managers are accountable for managing a budget within allocated funds but do have some latitude in moving funds from one budget line to another based on needs. If funds are not adequate, additional funds may be sought from a supervisor. 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.

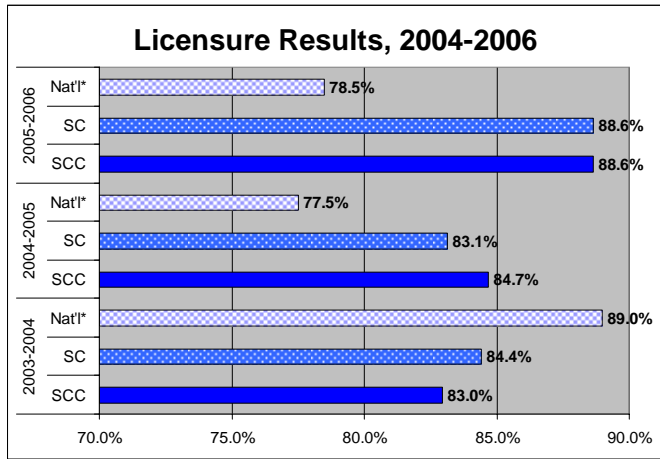
The administration monitors departmental expenditures to help ensure expenses are within College guidelines and departmental budgets are managed within allocations. Supervisors of budget managers that have been identified as maybe being overspent are asked to review budgets and make sure that they will not be overspent at the end of the fiscal year.

III Category 7—Organizational Performance Results

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

<p>Chart 7.1.1 Awards by Level, SCC and IPEDS Comparison Group, 2005-2006</p>	<p style="text-align: center;">Number of Awards, by level: Academic Year 2005-2006</p> <table border="1"> <thead> <tr> <th>Level</th> <th>SCC</th> <th>Comparison Group</th> </tr> </thead> <tbody> <tr> <td>Certificates</td> <td>189</td> <td>175</td> </tr> <tr> <td>Diplomas</td> <td>70</td> <td>102</td> </tr> <tr> <td>Associates</td> <td>400</td> <td>439</td> </tr> </tbody> </table> <p><i>Data Source: Integrated Postsecondary Education Data System (IPEDS)</i></p>	Level	SCC	Comparison Group	Certificates	189	175	Diplomas	70	102	Associates	400	439												
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Certificates	189	175																							
Diplomas	70	102																							
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<p>Chart 7.1.2 Percentage of Awards by Race/Ethnicity 2005-06</p>	<p style="text-align: center;">Total Awards by Race/Ethnicity 2005-06</p> <table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White, non-Hispanic</td> <td>73%</td> </tr> <tr> <td>Black, non-Hispanic</td> <td>23%</td> </tr> <tr> <td>Asian or Pacific Islander</td> <td>3%</td> </tr> <tr> <td>Hispanic</td> <td>1%</td> </tr> </tbody> </table> <p><i>Data Source: Integrated Postsecondary Education Data System (IPEDS)</i></p>	Race/Ethnicity	Percentage	White, non-Hispanic	73%	Black, non-Hispanic	23%	Asian or Pacific Islander	3%	Hispanic	1%														
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<p>Chart 7.1.3 Performance Funding Indicator 7A-Graduation Rate</p>	<p style="text-align: center;">Graduation Within 150% of Program Time - First-time Full-time Cohorts</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Rate</th> </tr> </thead> <tbody> <tr><td>F93</td><td>21.4%</td></tr> <tr><td>F94</td><td>22.0%</td></tr> <tr><td>F95</td><td>18.6%</td></tr> <tr><td>F96</td><td>21.4%</td></tr> <tr><td>F97</td><td>19.3%</td></tr> <tr><td>F98</td><td>18.6%</td></tr> <tr><td>F99</td><td>19.3%</td></tr> <tr><td>F00</td><td>21.7%</td></tr> <tr><td>F01</td><td>24.2%</td></tr> <tr><td>F02</td><td>17.6%</td></tr> <tr><td>F03</td><td>14.9%</td></tr> </tbody> </table> <p><i>Source: A Closer Look at Public Higher Education in South Carolina</i></p>	Cohort	Rate	F93	21.4%	F94	22.0%	F95	18.6%	F96	21.4%	F97	19.3%	F98	18.6%	F99	19.3%	F00	21.7%	F01	24.2%	F02	17.6%	F03	14.9%
Cohort	Rate																								
F93	21.4%																								
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F03	14.9%																								
<p>Chart 7.1.4 Trends in Student Progression (Success) Rates</p>	<p style="text-align: center;">Success(Progression) Rates, First-time, Full-time Students at Two-year Public Colleges</p> <table border="1"> <thead> <tr> <th>Year</th> <th>SCC</th> <th>SC</th> <th>SREB</th> </tr> </thead> <tbody> <tr> <td>F98</td> <td>36.5%</td> <td>15.0%</td> <td>17.0%</td> </tr> <tr> <td>Fall1999</td> <td>47.4%</td> <td>41.0%</td> <td>46.0%</td> </tr> <tr> <td>Fall2000</td> <td>52.9%</td> <td>51.0%</td> <td>51.0%</td> </tr> <tr> <td>Fall2001</td> <td>43.2%</td> <td>40.0%</td> <td>49.0%</td> </tr> <tr> <td>Fall2002</td> <td>39.9%</td> <td>45.0%</td> <td>48.0%</td> </tr> </tbody> </table> <p><i>* SC data for Fall 2000 cohort is unavailable</i> <i>Source: A Closer Look at Public Higher Education in South Carolina</i></p>	Year	SCC	SC	SREB	F98	36.5%	15.0%	17.0%	Fall1999	47.4%	41.0%	46.0%	Fall2000	52.9%	51.0%	51.0%	Fall2001	43.2%	40.0%	49.0%	Fall2002	39.9%	45.0%	48.0%
Year	SCC	SC	SREB																						
F98	36.5%	15.0%	17.0%																						
Fall1999	47.4%	41.0%	46.0%																						
Fall2000	52.9%	51.0%	51.0%																						
Fall2001	43.2%	40.0%	49.0%																						
Fall2002	39.9%	45.0%	48.0%																						

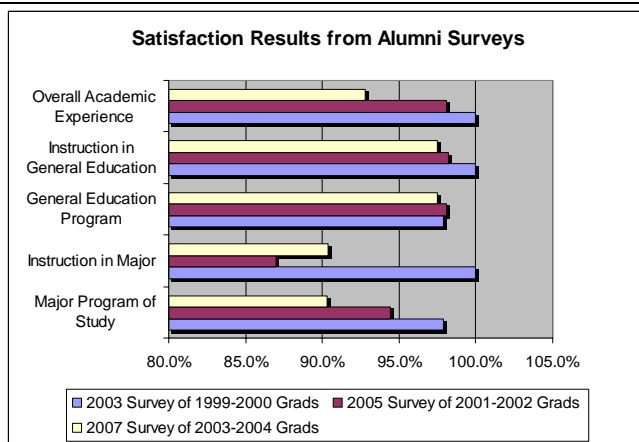
Chart 7.1.5 Licensure Results Compared with State and National Results



Percentages reports as national data are based on limited information
 Source: A Closer Look at Public Higher Education in South Carolina 2007

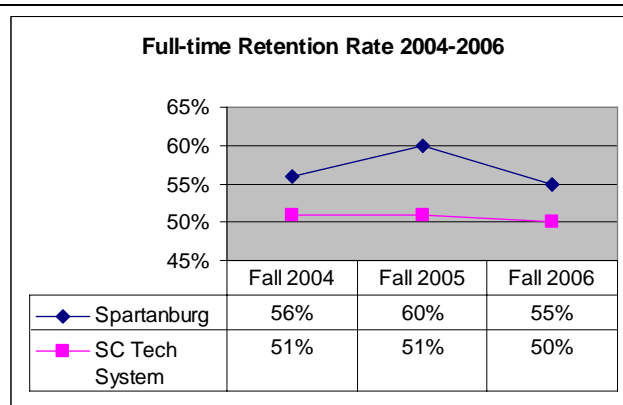
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Chart 7.2.1 Results of Alumni Survey



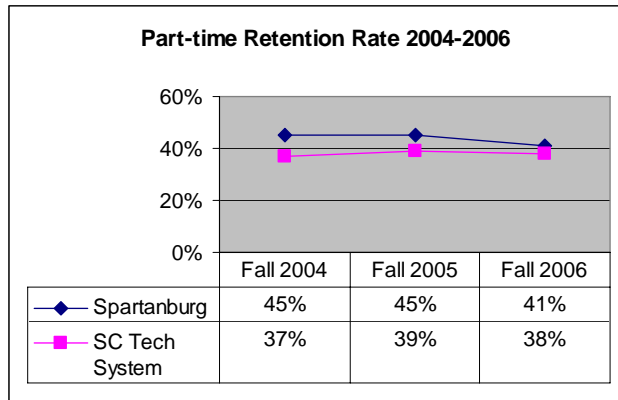
Source: SC CHE Bi-annual Alumni Survey

Chart 7.2.2 Full-time Student Persistence



Source: IPEDS PAS System Data

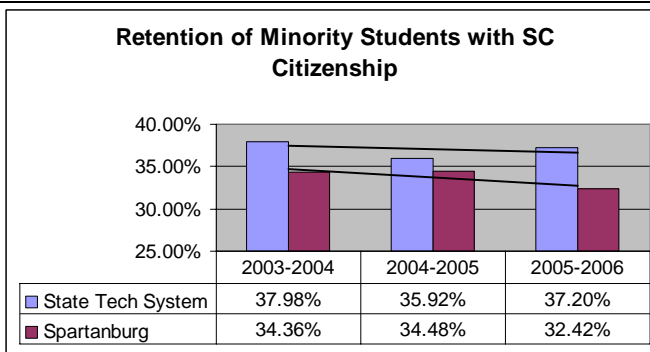
Chart 7.2.3 Part-time Student Persistence



Source: IPEDS PAS System Data

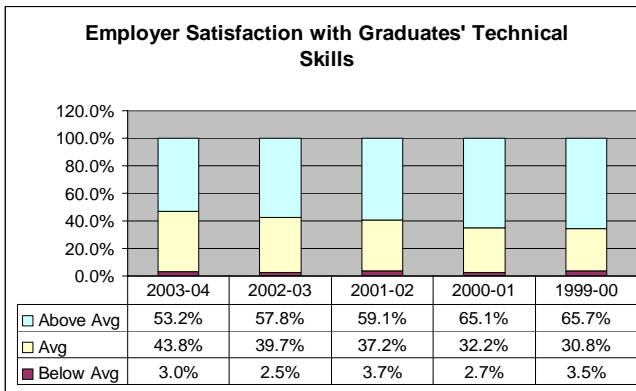
Chart 7.2.4: Retention of Minority Undergraduate Students

This measure assesses minority retention based on those undergraduates enrolled in a fall term who enrolled in the subsequent fall term and is limited to students defined as "SC Citizens".



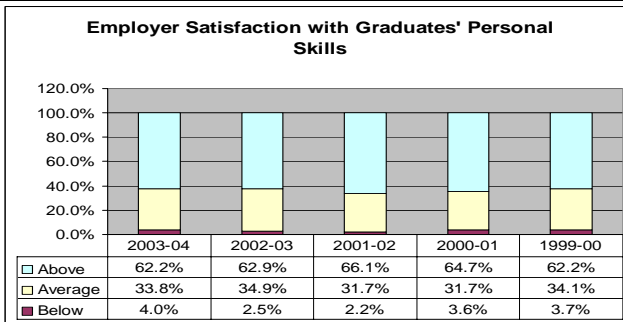
Source: SC CHE Performance Measure 8C-2

Chart 7.2.5 Employer Satisfaction with Graduates' Technical Skills



Source: 2004-2004 Graduate & Employer Follow-Up Survey
SCC Career Planning & Placement Office June 2006

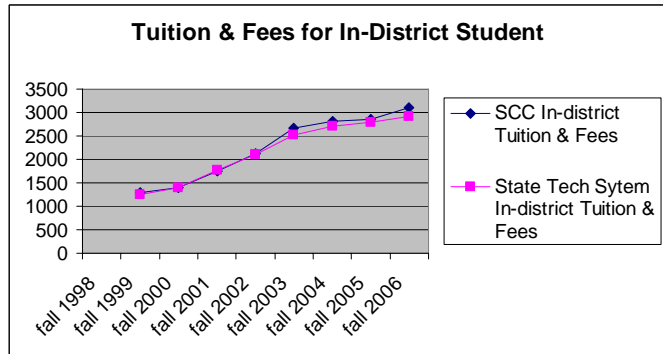
Chart 7.2.6 Employer Satisfaction with Graduates' Personal Skills



Source: 2004-2004 Graduate & Employer Follow-Up Survey
SCC Career Planning & Placement Office June 2006

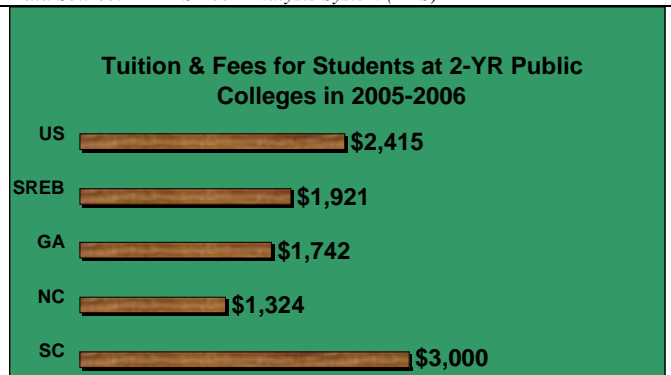
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

Chart 7.3.1 Tuition & Fees Charged for In-District Students from 1998 to 2006



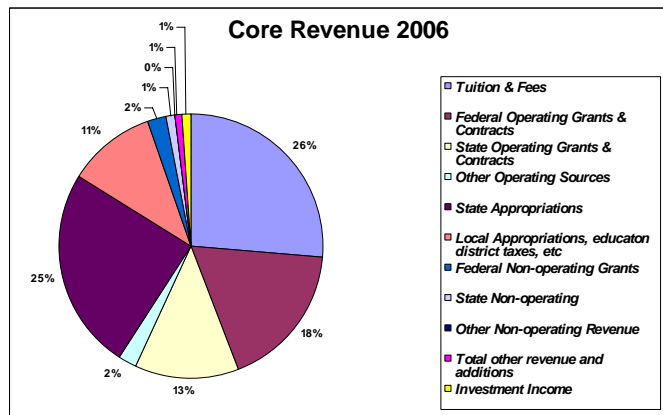
Data Source: IPEDS Peer Analysis System (PAS)

Chart 7.3.2 Comparison of Median Annual Tuition & Required Fees for Students at Two-Year Public Colleges in 2005-2006



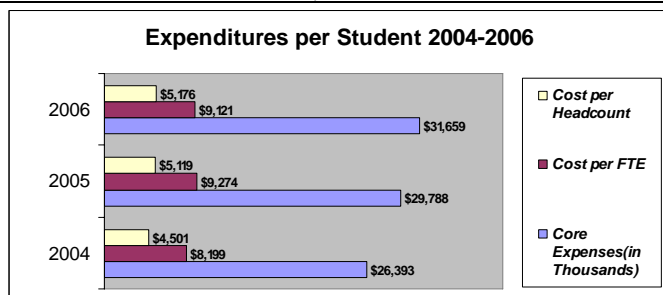
Data Source: SREB Fact Book on Higher Education 2007

Chart 7.3.4 Core Revenues 2006



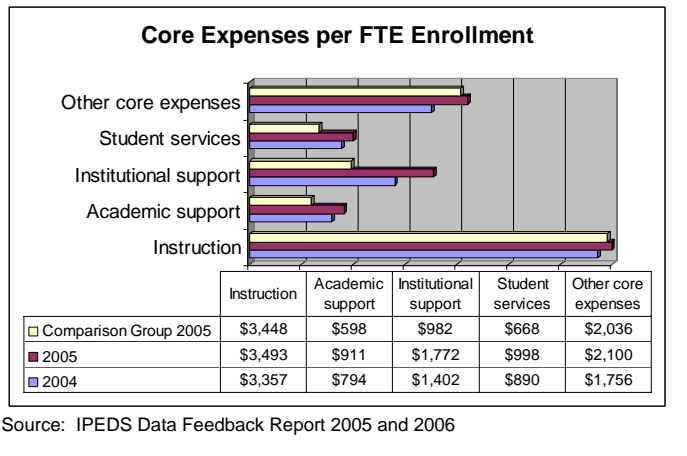
Data Source: IPEDS Finance Survey 2006

Chart 7.3.5 Expenditures per Student 2004 through 2006



Data Source: IPEDS Finance Survey, Yrs 2004-2006
Excludes expenses for auxiliary enterprises and interest

Chart 7.3.6 Core expenses per FTE enrollment, by function: Fiscal Year 2005



7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

Chart 7.4.1 Faculty Salary Trends 1998 - 2006

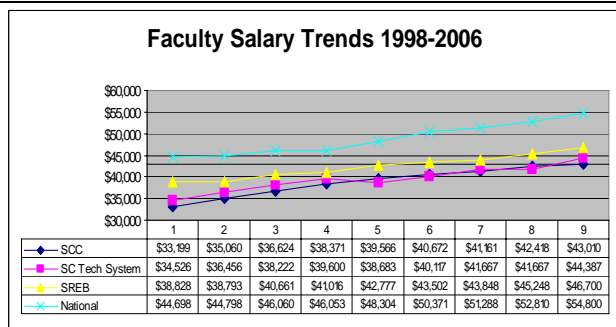
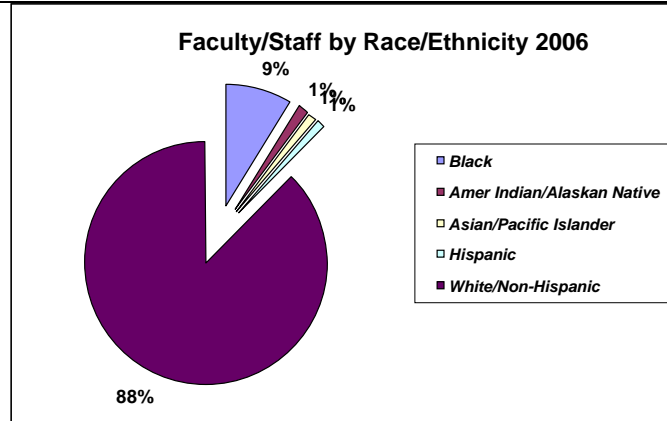


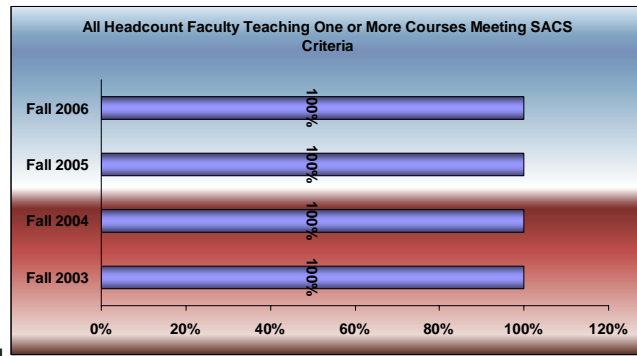
Chart 7.4.2 Faculty/Staff By Race/Ethnicity 2006



Source: SC Performance Indicator 8-C4
 Faculty is defined as "all headcount faculty who teach one or more credit courses in the fall semester, excluding graduate students."

Chart 7.4.3 All Headcount Faculty/Staff Teaching One or More Undergraduate Courses Meeting SACS Criteria

A standard of 98-99.9%, or all but one meeting criteria, earns a score of “Achieves.”



Source: SC Performance Indicator 2A

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

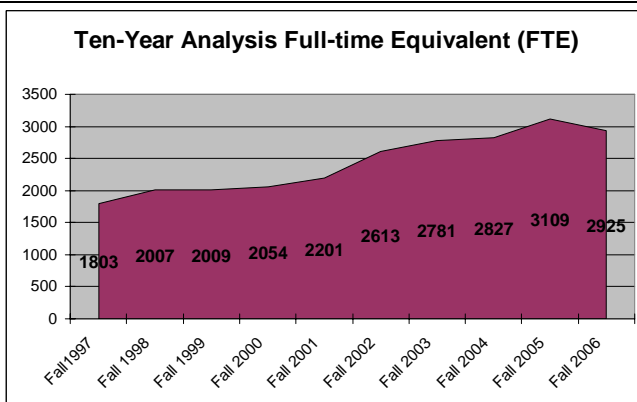
Chart 7.5.1 Facilities Utilization Fall 2006

Space Factor Standards							
Classroom Average Student Station Size (SF per [1])	Average Weekly Classroom Hours of Instruction* [2]	Classroom Station Utilization Percentage [3]	2006 Space Factor Calculation [1/(2*3)] [4]				
27.15	19.58	72.06%	1.92				
Square Feet by Classification, Fall 2006							
Classroom	Lab	Office	Study	Special	General	Support	Total
68,786	98,211	83,654	11,460	1,435	62,457	14,785	340,788
Number of Rooms, Square Feet of Area, and Usage, Fall 2006							
Classrooms			Laboratories				
# Rooms	ASF*	ASF/FTE	#Rooms	ASF*	ASF/FTE		
78	68,786	23.52	81	98,211	33.58		
Number of Buildings, Value, and Age							
Buildings		Based on Year of Construction					
# of Buildings	Replacement Cost	Over 99 Yrs	75-99 Yrs	50-74 Yrs	25-49 Yrs	Less Than 25 Yrs	
12	\$57,300,287	0	0	0	6	6	
Percentage of Accessible Area to Mobility Impaired, Fall 2006							
Total ASF	Accessible ASF	Percent Accessible					
340788	332508	97.57%					

Data Source: 2007 SC Higher Education Statistical Abstract

Chart 7.5.2 Fall Enrollment Growth

From 1997 through 2006 Fall Enrollment increased by 62.2%, dropping slightly from Fall 2005 to Fall 2006 by -5.9%.



Data Source: 2007 SC Higher Education Statistical Abstract