

Accountability Report Transmittal Form

Agency Name	Spartanburg Community College
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2009-2010 Higher Education State Accountability Report



I. Executive Summary

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

College Mission

Vision

To change the lives and build the futures of our students and to be a catalyst for economic development through innovation, collaboration and excellence in educational programs and services.

Mission

Spartanburg Community College (SCC) provides affordable access to high-quality technical, transfer and lifelong professional and personal development programs in a teaching and learning environment that prepares students for success. The College is a key community partner in advancing the Upstate's economy.

Values

Learning

We believe in the worth of individuals and their potential for growth and development. We encourage students to reach their highest potential by helping them acquire a strong work ethic and by promoting a desire for lifelong learning. We build a community of learners who are prepared for employment and/or further education.

Excellence

We believe in the quality of our teaching and learning. We are innovative and continuously search for ways to improve our programs, services and operations. We develop the professional potential of faculty and staff so that we uphold high academic and customer service standards. We recognize merit in both students and employees.

Diversity

We believe in the necessity of access to programs and services for the diverse populations we serve. We appreciate their perspectives and experiences. We encourage each person to learn at the highest levels of achievement through a variety of programs in a variety of formats. We practice teamwork and effective communication while maintaining a climate of mutual trust, respect and fairness.

Partnerships

We believe in the strength of community. We instill a sense of college pride in students. We build strong alliances with other educational institutions, employers, organizations and communities to enhance opportunities for our students and to improve the quality of life. We participate in the community's growth and development, and encourage faculty and staff to serve as leaders and role models.

Accountability

We believe in the power of responsibility. We stress students' active role in their own learning, growth and development. We give employees responsibility for job performance. We strive to be cost effective and efficient in providing quality education and services to our students and communities. We actively seek additional resources to meet student and community needs.

Approved by the Spartanburg County Commission for Technical and Community Education on March 15, 2010.

Approved by the South Carolina Commission for Higher Education on May 12, 2010.

I. 2. Major achievements from past year

The College opened a site in Union County this year, the College's fourth site.

Academic Affairs instructional areas continue to enhance their programs by developing or expanding their certificate and program offerings. For example:

- Certificates – Culinary Fundamentals, Early Childhood Director, Exceptional Child, Certified Monitoring Technician, Advanced CNC Programming, Entrepreneurship, and Ford Maintenance and Light Repair;
- Programs – Computer Technology with Healthcare Information Management & Systems electives, Electronics Engineering Technology with Electro-Mechanical option, and Associate of Science Degree with Pre-Engineering Electives.

Corporate and Community Education (CCE) continues to expand its area of influence by developing programs and building partnerships that meet the needs of business, industry, and citizens throughout the service area. For example:

- Programs – Advanced CNA, Emergency 911 Telecommunicator, and Dialysis Phlebotomy;
- Partnerships with – Adult Education and Career Source in Union, Peachtree Center in Gaffney, SC Vocational Rehabilitation Department, Goodwill Industries, Hospice of the Carolina Foothills, and BMW Manufacturing.

Academic Affairs and Corporate and Community Education (CCE) have partnered to develop programs that integrate credit and non-credit in an effort to provide seamless transitions from non-credit programs to credit programs. The following partnerships have been developed:

- CCE Healthcare and Health and Human Services developed Intermediate EMT and Paramedic where students will be able to complete the competencies in EMT-1 and then be eligible for entering the Paramedic program. Also CCE Healthcare, Medical Assisting, and Administrative Office Technology-Medical collaborated to develop a new Medical Coding Certificate program.
- CCE and Humanities & Languages collaborated to create SPA 103 and SPA 104, 2-credit hour conversational Spanish courses that will blend AA and CCE credit.
- Mechatronics/IMT developed four new courses (IMT-171, IMT-172, IMT-173, and IMT-174) to articulate with CCE's MSSC (Manufacturing Skill Standards Council) non-credit courses.

Information Technologies (IT) performed several function that enhanced college operations. For example:

- IT implemented the Active Admissions College Web site. This allows presenting “active” information to our students, employees, and community.
- IT implemented and expanded the server virtualization environment.
 - This does away with the expensive hardware server maintenance contract required for aging server hardware.
 - Removes the servers and applications from relying on vendor specific hardware.

- Permits the server hardware to be more efficient by sharing memory, disk drives and CPU processors with multiple servers.
- Automates server recovery and availability.

Physical Plant completed several projects that helped maintain and make the College more efficient. For example:

- Renovation of the Gaines Building for CCE offices and CNA Lab/Classroom.
- Renovations to the Pharmacy Technician and Medical Assisting programs' labs and classrooms.
- Electrical and lighting modifications for 42 classroom A/V technology upgrades.
- Lighting upgrades as part of Energy Stimulus for Central Campus and upgrades at the Tyger River campus and in the East and Gaines buildings on the central campus.
- Renovation of the West Building rooms D4/D7 for Administrative Office Technology.
- HVAC/energy management system controls for the Tyger River Building front office areas.

Student Activities developed and implemented SEA Board (Student Events and Activities Board), a student organization of volunteers who assist with planning and executing campus events, activities and service projects. This board has been extremely active with activities such as The Wonders of Writing Conference, Toy Hoard donation drive, and Bags of Love in collaboration with the United Way.

The American Sign Language/Interpreting program implemented an E-portfolio requirement for students to document artifacts of learning from each ITP course and to log service learning reflective journals. Students are using SharePoint within the SCC Portal to maintain their portfolios and are able to share learning artifacts from previous semesters with new instructors. This practice provides a smooth transition and continuous learning.

Many of the College's faculty and staff received certifications, were awarded degrees, participated in professional development seminars, conferences, and other activities, were members of accreditation site teams, or became members of professional organizations.

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

STRATEGIC GOAL 1: Spartanburg Community College will strengthen, expand and develop courses and programs.

STRATEGIC GOAL 2: Spartanburg Community College will increase College outreach, access and impact in Cherokee, Spartanburg, and Union counties.

STRATEGIC GOAL 3: Spartanburg Community College will improve student success.

STRATEGIC GOAL 4: Spartanburg Community College will lead through collaboration with public, private and nonprofit partners in meeting the needs of students, employers and our community.

STRATEGIC GOAL 5: Spartanburg Community College will develop resources to be more effective and more efficient in delivering programs and services.

I. 4. Your key strategic challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges).

The operational priorities for the coming year are

- Increase student access

- Increase student success
- Increase revenue from grants and private fundraising
- Enhance the value of Corporate and Community Education to students, businesses, the College and the Community
- Develop academic plans for all sites to better serve our community
- Enhance efficiency and effectiveness

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:

Educational

- Maintaining quality programs
- Keeping up with emerging technology to meet industry standards
- Ensuring quality instruction in the face of the increase in students, the increase in adjunct faculty used, budget cuts, and the increase in campus sites
- Competition for qualified faculty
- Pedagogical training for new faculty – knowledgeable in their field but with limited teaching experience
- Providing quality instruction to students that possess ineffective social skills, academic success skills and diminishing work ethic
- Improving retention
- Competition with “for-profit” institutions

Operational

- Maintaining state of the art infrastructure on all campuses
- The logistics of getting materials and supplies to and stored at the satellite campuses
- Maintaining safe and secure campuses
- Maintaining quality services and products despite the budget cuts
- Operate more effectively and efficiently in an environment of shrinking resources

Human Resource

- Continued increase in usage of adjunct faculty
- Impact of budget reduction on hiring
- Cost of faculty and staff professional development
- Adequate staff to provide the quality services the college expects at all campuses

Financial

- Continued decrease in state funding
- Maintaining reasonable tuition costs
- Transportation costs associated with travel between the campuses
- Increased operational costs for four sites
- Increasing cost of higher education for schools and for students
- Increased resources from grants and private fundraising

Community-Related

- High unemployment and an overall economic decline in the three-county area
- Low skills and education level of the citizens of the area

- Lack of placement opportunities and some market saturation due to the employment and economic situation of the area
- Limited training budgets for area companies to fund professional development for their employees

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

In preparing the State Accountability Report, issues surface that need attention. Improvements are made by developing objectives to address these issues through the strategic and annual operational planning processes.

Through the annual operational planning process each area of the College lists the challenges they will be facing for the planned year. This information is then fed directly into the accountability report. Additionally, the College community provides an update every six months on progress toward the College mission, goals and objectives by creating a list of accomplishments. This list provides major achievements included in the accountability report

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 is now known as Spartanburg Community College, acknowledging its broadening scope and impact on the local community. The College has two sites in Spartanburg County, one site in Cherokee county and one site in Union County.

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

Spartanburg Community College (SCC) is a public, two-year, multi-site, suburban college serving the citizens and communities in Cherokee, Spartanburg and Union Counties of South Carolina. SCC implements its mission through programs, services and partnerships that include:

- ***College-level credit programs*** - SCC serves 7,000 to 10,000 credit students annually through classroom, hybrid and e-learning courses leading to associate degrees, diplomas and certificates designed for immediate career 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 6,000 to 9,000 non-credit students annually. The College also provides professional and career advancement programs and courses to business, industry, health care and government agencies. Non-credit courses for personal enrichment are also offered.
- ***Student Development Programs and Services*** - SCC readies students unprepared for college courses to enter a program of study that builds academic skills and self-confidence. The college also offers a wide variety of student support services to nurture students' academic, personal and professional growth.

- ***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 weekends.
- ***Distance Learning***—Distance learning provides students with alternative ways of taking college credit courses. These alternative formats include broadcast, online, and hybrid course offerings.
- ***Best Start Program (BSP)*** - 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.
- ***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.
- ***Economic Development Services*** - SCC proactively seeks to promote business growth in the service area through its Center for Business and Entrepreneurial Development.

II. 2. Your key student segments, stakeholder groups, and market segments, as appropriate, 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 qualified 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.
- ***Union County Campus*** The Union County Campus is located on Furman L. Fendley Highway in Union.

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, 2009.

	Faculty	Staff	Executive	Totals
Full-time	111	177	6	294
Part-time	254	115		369
Totals	365	292	6	663

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 courses and programs, facilities projects and economic/workforce development projects through the Center for Accelerated Technology Training (CATT) for all sixteen technical/community colleges. Spartanburg Community College is also accountable to the Commission on Higher Education (CHE) 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 approved by SBTCE. Each technical college also reports to SBTCE degree, diploma and certificate productivity in terms of enrollment, number of graduates, and the percent of graduates placed in related jobs or continuing their studies full-time. 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 accrediting bodies:

- Accrediting Commission of the American Culinary Federation Foundation
- American Society of Health-System Pharmacists
- Association of Collegiate Business Schools and Programs
- Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation of Respiratory Care
- Commission on Dental Accreditation, American Dental Association
- Joint Review Committee on Education in Radiologic Technology
- National Accrediting Agency for Clinical Laboratory Sciences
- National Association for the Education of Young Children
- National Automotive Technicians Education Foundation-Automotive Service Excellence
- National Institute for Metalworking Skills
- National League for Nursing Accrediting Commission
- Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

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, is comprised of thirteen members who represent the various service areas. 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 Planning and Information Resources, the Vice President of Academic Affairs, the Vice President of Student Affairs, and the Vice President of Corporate and Community Education, who with the Executive Director of Advancement, the Director of Economic Development, the Executive Director of the Cherokee County Campus and the Executive Director of the Tyger River Campus form the Executive Council.

II. 7. Your key suppliers and partners

The key suppliers for the College are the high schools, the career centers and the 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. Gardner-Webb University offers the MBA program in 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. The University of South Carolina-Union, a two-year branch of the University of South Carolina, is located in downtown Union.
- ***Proprietary College*** - Sherman College of Straight Chiropractic is located in Spartanburg County. Recently, the Kenneth Shuler School of Cosmetology opened a location in Spartanburg, and Virginia College (a for-profit institution) has announced a location in Spartanburg.

In addition to the colleges located within SCC's service area, Greenville Technical College (GTC) draws students from Spartanburg, Cherokee and Union counties. There are also many on-line possibilities that draw students from the service area.

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.
- The current state of the economy and high unemployment rate has contributed to a record high enrollment for the College. There is growing awareness in our service area that postsecondary education is needed in today's knowledge economy. More students are beginning their postsecondary education at SCC to save money, then transfer on to baccalaureate institutions.
- Competition for faculty and staff is another area that is highly competitive. Many faculty and staff take advantage of entry level positions at SCC to gain a position in which to develop their skills. They also use the opportunity of tuition reimbursement at SCC 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. The federal stimulus money is providing a much needed boost but is not a long-term solution to the problem of inadequate funding.

II. 10. Your performance improvement systems

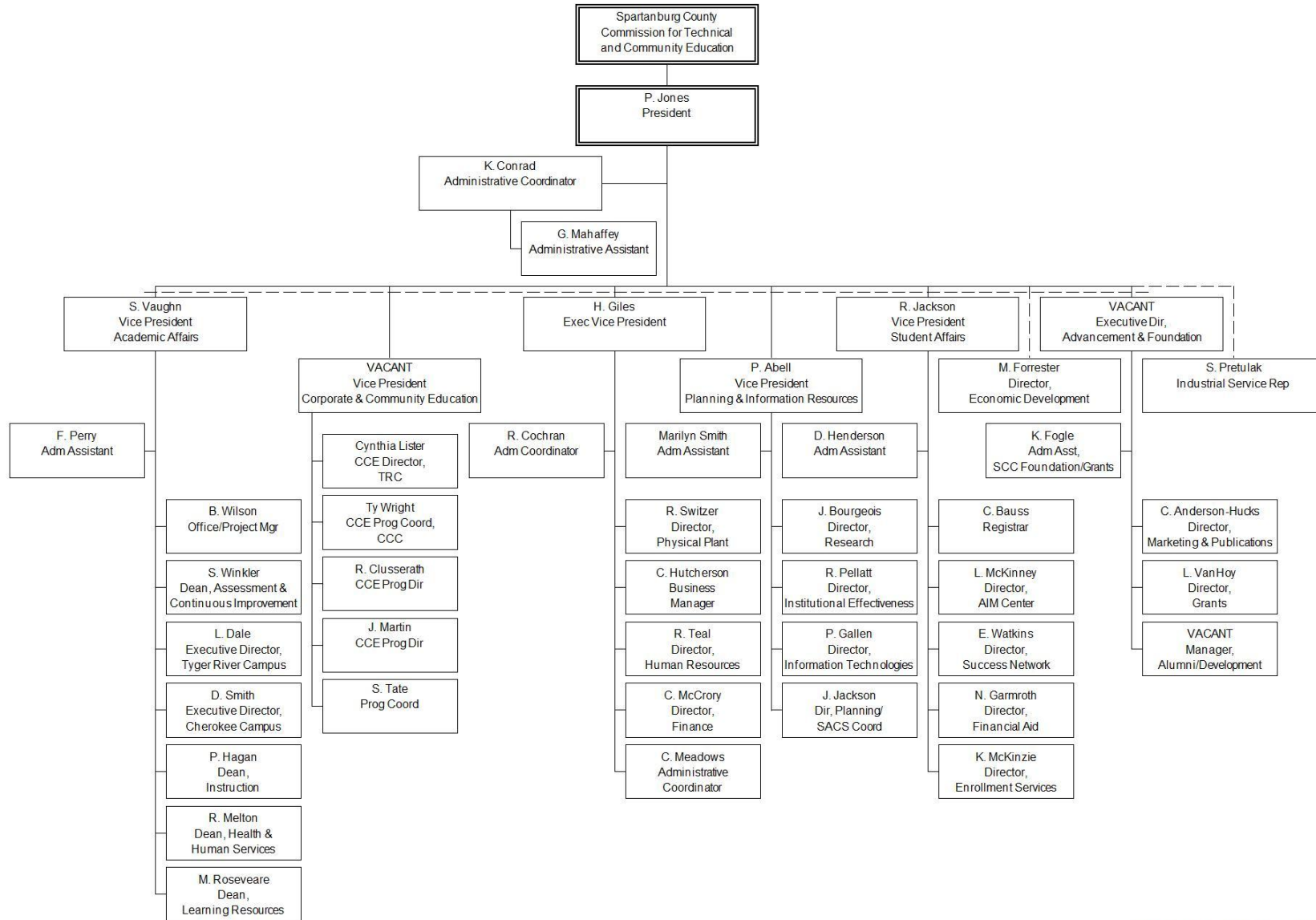
Various performance improvement systems are in place at Spartanburg Community College. These systems enable the College to continuously highlight and address areas that need to be improved upon:

- **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 are tied into the strategic goals and 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 reaffirmation of SACS accreditation every ten years. SCC received reaffirmation of accreditation in 2006. There will be a five-year interim study done in 2011.
- **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.
- **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.
- **Annual Operational Planning Process** Each unit of the College creates an operational plan for the upcoming year. This process includes program/service review, assessment, development of objectives with budget detail, and prioritization of those objectives for budget planning. Annual End-of-Year Status Reports for each unit provide for assessment results on unit objectives and how results were used for improvement.

II.11. Your organizational structure.

Spartanburg Community College



Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 18,941,814	\$ 5,403,037	\$ 18,196,008	\$ 4,038,500	\$ 18,660,280	\$ 4,128,866
Other Operating	\$ 9,061,384	\$ 1,649,105	\$ 15,702,040	\$ 867,842	\$ 16,082,613	-
Special Items	\$ -	\$ -	\$ -	\$ -	-	-
Permanent Improvements	\$ 2,101,062	\$ -	\$ 624,750	\$ -	-	-
Case Services	\$ -	\$ -	\$ -	\$ -	-	-
Distributions to Subdivisions	\$ -	\$ -	\$ -	\$ -	-	-
Fringe Benefits	\$ 4,905,656	\$ 1,898,365	\$ 4,883,582	\$ 1,723,850	\$ 5,648,647	\$ 1,450,683
Non-recurring	\$ -	\$ -	\$ -	\$ -	-	-
Total	\$ 35,009,916	\$ 8,950,507	\$ 39,406,380	\$ 6,630,192	\$ 40,391,540	\$ 5,579,549

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills	-	-
Capital Reserve Funds	-	-
Bonds	\$ 1,162,995	\$ 1,271,701

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
	Instruction	State: 8,950,506.52 26% Federal: 698,763.00 2% Other: 25,360,646.48 72% Total: 35,009,916.00 % of Total Budget: 100%	State: 6,630,192.00 Federal: 788,127.60 Other: 31,988,060.40 Total: 39,406,380.00 % of Total Budget: 100%	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
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Below: List any programs not included above and show the remainder of expenditures by source of funds.

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 the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organization values?

The Spartanburg County Commission for Technical and Community Education (Commission) is Spartanburg Community College’s (SCC) policy-making and governing body. The policies approved by the Commission are used by the Executive Council (EC), which is composed of Vice Presidents and Executive Directors representing all major areas of the College, to develop SCC’s vision, mission and values. Annually, the President reviews the College’s goals and objectives for changes. The President then develops, with input from EC, specific initiatives which constitute the primary focus for the year. It is these specific goals, objectives and initiatives that EC members use to drive the operational planning process for their respective areas. This ensures that goals and objectives across all faculty and staff areas are consistent with the overall goals, objectives, vision and mission of the College.

It is the responsibility of each senior leader to expect reasonable progress and completion of College goals by year’s end. In addition to holding regular staff meetings to discuss status, all senior leaders have an open-door policy and are accessible to their employees. Several senior leaders hold regular, informal communication sessions, which are open to all employees, regardless of their division. These sessions are used to share opinions on key issues or, in some cases, for personal interaction with key leaders. Senior and mid-level managers hold their employees accountable for their performance through the Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS). Every individual has an annual plan, reflecting their goals, and how well they accomplish the plan is the basis for their year-end evaluation.

Senior leaders must delegate responsibility, but most make it a priority to stay in touch with key constituents. This includes attending County Council meetings and Chamber of Commerce events, as well as participating in key advisory board meetings, business and industry meetings and events with educational partners. Senior leaders also interact with students, as their position dictates, and many assist with on-site registration for each term.

Perhaps most notable, senior leaders model their commitment to the vision and values of the College through consistency in their daily decision-making concerning the workforce, students, suppliers, partners and stakeholders. They are outstanding representatives of the College, both internally and externally, and help create and confirm the image and brand of Spartanburg Community College.

All stakeholders, including the general public, can access the College’s vision, mission, and values in the College catalog, which is available in print and on the College’s website.

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

Senior leaders, including vice presidents, executive directors and deans, are successful in creating an organization that accomplishes the College’s vision and mission by including all members of their staff in the annual operational planning process. As described, College goals, objectives and initiatives are determined by the President and Executive Council. The vice presidents, executive directors and deans, with input from

faculty and staff, develop purpose statements and plans for their areas in support of College goals. These area goals result in individual action plans for every permanent employee and are documented in the EPMS/FPMS system. Progress toward the goals is monitored by each individual and then evaluated by the individual's supervisor at year-end. Results are incorporated into plans for continued improvement. The EPMS/FPMS system is an instrument approved by the SBTCE for the evaluations. In addition to these internal measurements, SCC is a voluntary member of several accrediting agencies which develop frameworks for performance and objectives. These agencies provide external bodies to hold the College accountable for attaining its institutional vision.

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

SCC is guided by Policy VI-380 which states that all employees and Commission members must perform their duties and conduct themselves in an ethical and accountable manner. The College adheres strictly to this policy and EC members model the appropriate conduct. This policy is one in an extensive Policy and Procedures Manual, a document that is updated regularly but at a minimum of once every five years, to reflect current standards and practices. All policies and procedures must follow state guidelines, at a minimum, but in many cases are more restrictive.

In addition, the College has numerous auditing checkpoints at all levels to ensure compliance with regulatory agencies. The appropriateness of expenditures is monitored by individuals and their department/division heads, and confirmed by the divisional vice presidents. Ultimately, the Executive Vice President is responsible to the President for fiscal matters, including budget planning and management. The College's revenues and expenses are audited by external auditors annually. The results of all previous audits indicate financial integrity. The State Board for Technical and Comprehensive Education (SBTCE) performs an internal audit on equipment every year and on College operations at least once every three years. SCC is in the process of developing an internal auditing team that will review internal functions on a periodic basis.

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

Senior leaders create an environment that fosters formal and informal learning opportunities. Employees are encouraged to continue their formal education from associate through doctoral degree programs, and tuition reimbursement is available for individuals who have been employed by the College for one year. Senior leaders encourage employees to take advantage of these learning opportunities and award pay increases for individuals completing these programs and other, pre-approved, degrees. Unique learning opportunities for SCC employees include the University of South Carolina's (USC) Leadership Certificate in Higher Education, the South Carolina Technical College System's (SCTCS) Leadership Academy and the State Budget and Control Board's Leadership Program as well as the Leadership Spartanburg Program and Alumni Organization. The College has an extensive professional development program covering subject-specific classes offered throughout the year. Many employees take advantage of these classes. The SCC Foundation also offers support to faculty and staff with faculty/staff development grants to attend programs and seminars that will enhance their area of expertise. Divisional travel budgets also fund workshops, conferences, and other development opportunities.

SCC's senior leaders communicate organizational information to employees at faculty and staff meetings and then make the minutes available to all employees through e-mail and by posting them on the portal. All-College meetings are held monthly to update faculty and staff on key initiatives and activities. With these methods, employees are able to informally explore topics that affect the day-to-day operations of the

institution. SCC also promotes lifelong learning by encouraging employees to participate in professional and civic organizations.

III. 1. 5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Senior leaders recommend employees for the USC Leadership Certificate in Higher Education program, the SCTCS Leadership Academy, the Budget and Control Board Leadership Program and the Leadership Spartanburg Program. The College supports individuals selected to participate in these programs through flex-time policies, assistance with student assignments and positive feedback from senior management. Senior leaders are shadowed on their jobs by employees enrolled in graduate programs.

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

The Executive Council meets weekly with one meeting each month expanded to include directors. Senior leaders communicate regularly with their staff. All senior leaders have bi-weekly or monthly staff meetings. Topics at these meetings include Executive Council agenda items, divisional progress toward College goals and objectives as well as other key issues. Minutes of each meeting are emailed and then posted on the portal, again, to encourage regular communication. Monthly Extended Executive Council meetings are held to provide deans and directors an opportunity for input. All-College meetings are also held periodically to inform the College community of important issues and processes. These procedures keep employees informed. Honest appreciation by senior leaders of employee's ideas and opinions concerning the resolution of key issues encourages employees to provide constructive feedback. Follow-up on their suggestions by senior leaders empowers them.

Many employees participate in numerous college-wide groups such as the Institutional Effectiveness Committee, the Learning Evidence Committee, the Faculty Board, the Wellness Committee, the Academic Review Committee, the Recognition Committee, the Academic Site Planning Committee and the Emergency Management Planning Team. Committee members are invested in the forward progress of the College through these groups because their input is solicited, valued and incorporated into the decision-making process.

Spartanburg Community College has an advantage in its effort to motivate its employees because of the nature of the College's business. Education, especially teaching, requires a personality which is easily self-motivated. Typically, faculty salaries are below what one can earn in business and industry, so many individuals teach because of the self-satisfaction they get from helping others. A community college is also unique because faculty and staff are focused on helping students, who may not fit the traditional college student profile, succeed. Approximately one-third of the students at SCC are training to get a better job which will have an immediate impact on their lives and the lives of their families upon graduation.

Still, senior leaders at SCC recognize employees for outstanding performance. Congratulatory comments are shared through email communication and frequently at EC and SCCTCE meetings; this keeps senior leaders informed of accomplishments College-wide. Each year, Executive Council nominates three individuals for Educator of the Year at the state level in the categories of faculty, staff and administration. Executive Council also selects an Innovator of the Year for the A. Wade Martin award. These individuals represent SCC at the annual South Carolina Technical Education Association (SCTEA) Conference. The Vice President of Academic Affairs coordinates a "Did You Know?" e-mail effort that announces professional and

personal accomplishments of the workforce and “Thank You Thursdays” to acknowledge appreciation to those throughout the workforce. Additionally, the Human Resources Department distributes an electronic newsletter that includes employee recognition. HR also organizes the annual “Retiree and State Service Awards” reception to recognize employees who have retired in the past year or have reached a milestone anniversary. A Recognition Committee determines innovative ways to congratulate the workforce for achievement. Two faculty received Faculty of the Year awards, one adjunct faculty received an Adjunct of the Year award and one staff person received a Staff of the Year award as recognition by their peers and students. Employees can also receive Some Performed Outstanding Today (SPOT) awards from anyone at the College.

III. 1.7. How does your organization evaluate the performance of your senior leaders including the head of your organization, 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?

Each year, the President evaluates the job performance of her direct reports using the Employment Performance Management System (EPMS). Senior leaders submit detailed descriptions of their accomplishments, and the President uses these self-evaluations plus her personal knowledge of their achievements to rate each employee’s work. This process includes developing focused objectives for the upcoming year.

The Commission also uses EPMS to evaluate the President each year. Every August, the President presents an annual report to the Commission who then submits an evaluation of the President to the South Carolina Agency Head Salary Commission using its prescribed format.

The Commission evaluates their supervision of the College based on the President’s annual report.

III. 1.8. What performance measures do senior leaders regularly review to inform them on needed actions?

Senior leaders annually review the strategic plan to determine action items for the near and long term. A Mid-Year Progress Report and an End-of-Year Progress Report, to which the entire College contributes, show progress toward goals and objectives. Programs and services are reviewed annually prior to the operational planning process. This review is supplemented by data from the Institutional Research Office as well as assessment results. From the review, each service and program area at the College determines what actions need to be taken toward continuous improvement.

Enrollment/FTE reports, retention rates, placement and transfer rates, certifications/licensure/registry results, graduation rates, annual student and employee satisfaction surveys, course evaluations, student/faculty ratio, economic impact, FT/PT faculty ratios, fundraising success, grants success, incident reports, marketing reports, as well as monthly revenue and expense reports regularly provide data to inform and direct needed actions.

III. 1.9. 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)

As a community-focused organization, SCC's programs, offerings, services and operations are conceived, discussed and implemented with positive results for the service population in mind. When potentially negative effects are identified, the EC is responsible for mitigating the situation. A *Crisis Communications Plan* has been instituted to provide clear roles and responsibilities to minimize any negative impacts from unexpected issues that could ultimately prevent the College from providing quality services to the students. This plan is used in addition to the *Campus Emergency Safety Plan* established by Campus Police. Business Affairs developed a manual titled *Risk Management Procedures and Guidelines*.

SCC strives to meet or exceed compliance regulations. The Executive Council develops consensus for implementing solutions to problems and evaluates progress based on established performance measures.

III. 1.10. 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, workforce, and the organization's students contribute to improving these communities.

The College, all senior leaders, and members of the workforce participate in community-based organizations and activities. The College sponsors organizations and events that are compatible with its mission. 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. The SCC Foundation awards scholarships to high school and career center students each year.

A core College value pertaining to the community is "encouraging faculty and staff to serve as leaders and role models in the community." SCC supports likeminded organizations by filling seats on boards, announcing volunteer opportunities, encouraging individuals and groups to volunteer as their personal time allows, and providing meeting space for organizations. Individual participation in community organizations is widespread and varied. Students and members of the workforce are involved in numerous charity events (ex: clothing, toy, and canned good drives, Habitat for Humanity home building, etc.), and participate in the College Town Consortium that includes other area colleges. SCC's senior leaders and the College family are recognized for the roles they assume on various agency boards, with United Way, Chambers of Commerce, Rotary Clubs, etc. to strengthen the community.

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, student and stakeholder preferences, and competition;**
- d. Workforce capabilities and needs;**
- e. Long-term organizational sustainability and organizational continuity in emergencies;**
- f. 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 annual operational 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 Executive Council with the input of all College supervisors. All action items that have been completed are noted with their results. New action items for succeeding years are included in the update.

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 of 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 fields that the program serves. These committees meet a minimum of once each per year and some meet two or three times per year to discuss current workplace requirements. If it is determined that SCC graduates are not prepared in some way, the curriculum can be changed, if needed, through the Academic Review Committee (ARC). If a technology change results in SCC students training on obsolete equipment, the equipment can be upgraded to the current standard through the Academic Affairs Division equipment fund. 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 annual operational 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 operational 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 EC 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/about/ie/strategic.aspx>

III. 2. 2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

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

Challenge: The College must maintain the quality of academic programs by ensuring programs keep up with emerging technologies and despite the many challenges it faces (i.e., budget cuts, increase in adjuncts, student skill level, and increased campus sites).

Objective: 1B) Expand traditional, online and other non-traditional credit and non-credit program offerings targeted to specific audiences – secondary school, traditional, non-traditional and lifelong learners.
1C) Strengthen partnerships with business and industry.
5C) Design strategies to utilize human and physical resources on all campuses efficiently and effectively, and maintain a level of technology that is standard across the College.

Challenge: The College must provide quality service and support at all its campuses.

Objective 2B) Develop each campus to meet the needs of its target population while building a stronger whole and maintaining the central campus as the hub.
3B) Expand quality student support services to respond to student needs.
5C) Design strategies to utilize human and physical resources on all campuses efficiently and effectively, and maintain a level of technology that is standard across the College.

Challenge: The College must provide professional development for faculty and staff.

Objective: 5B) Create the elements of a College climate that will value the contribution of each employee, and expand quality professional development opportunities for faculty and staff.

Challenge: The College must maintain fiscal responsibility to ensure it is able to provide the quality programs and services needed to support the communities in its service area.

Objective: 5A) Strengthen the College's capabilities to generate revenue from public and private resources and grants to support the expansion of programs and services.
5C) Design strategies to utilize human and physical resources on all campuses efficiently and effectively, and maintain a level of technology that is standard across the College.

Challenge: The College must ensuring it provides the quality programs and services needed to support the economy of its service area.

Objective: 2B) Develop each campus to meet the needs of its target population while building a stronger whole and maintaining the central campus as the hub
3A) Strengthen academic support services including faculty advisement and evaluation of faculty
4A) Work with partners to identify employer needs and customize training to meet those needs
4C) Design and implement strategies that target re-training and employment for adult workers.

After the end of each fiscal year (June 30), each planning unit completes an end-of-year report on operational planning objectives for the year just ended. These reports are used to evaluate the College's progress toward its goals and objectives.

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

The strategic plan is reviewed, evaluated and updated annually by the Executive Council 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 Institutional Effectiveness Council annually reviews this process. 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 processes. 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 operational planning. At the beginning of each academic year, the EC 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.

Institutional Effectiveness planning is the selected course of action the College uses to accomplish its mission and reach its goals. The annual operational 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 operational 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 process and coordinates operational objectives. 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. The head of each planning group presents objectives to the IE Council as appropriate. 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 operational 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, its 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.

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/about/ie/strategic.aspx>

Strategic Planning *

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 09-10 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
	Goal 1: Strengthen, expand and develop courses and programs	<p>1A. Establish an ongoing market research function that drives quality College offerings.</p> <p>1B. Expand traditional, online and other non-traditional credit and non-credit program offerings targeted to specific audiences-secondary school, traditional, non-traditional and lifelong learners.</p> <p>1C. Strengthen partnerships with business and industry.</p> <p>1D. Ensure that credits are transferable through articulations, partnerships and/or comprehensive agreements.</p>	7.1.2, 7.1.7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.11, 7.1.12
	Goal 2: Increase College outreach, access and impact in Cherokee, Spartanburg and Union counties	<p>2A. Build an identity as an accessible and affordable value, ready to meet the unique needs of its constituents, and market College programs and offerings effectively.</p> <p>2B. Develop each campus to meet the needs of its target population while building a stronger whole and maintaining the central campus as the hub.</p> <p>2C. Utilize the enterprise campus designation for the unique development of each campus.</p>	7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.11, 7.1.12
	Goal 3: Improve student success	<p>3A. Strengthen academic support services including faculty advisement and evaluation of faculty.</p> <p>3B. Expand quality student support services to respond to student needs.</p> <p>3C. Support the development, implementation and assessment of a student learning focused Quality Enhancement Plan.</p>	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.11, 7.1.12
	Goal 4: Lead through collaboration with public, private and nonprofit partners in meeting the needs of students, employers and our community	<p>4A. work with partners to identify employer needs and customize training to meet those needs.</p> <p>4B. Work with economic development agencies to develop industry sectors targeted for the economic development of the Upstate.</p>	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6

Strategic Planning *

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 09-10 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
		4C. Design and implement strategies that target re-training and employment for adult workers.	
	Goal 5: Develop resources to be more effective and efficient in delivering programs and services	<p>5A. Strengthen the College's capabilities to generate revenue from public and private resources and grants to support the expansion of programs and services.</p> <p>5B. Create the elements of a College climate that will value the contribution of each employee, and expand quality professional development opportunities for faculty and staff.</p> <p>5C. Design strategies to utilize human and physical resources on all campuses efficiently and effectively, and maintain a level of technology that is standard across the College.</p>	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.11, 7.1.12

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 identifies its student and market segments in the College scope and in the Marketing & Public Relations department strategic plan. As a member of the 16-college Technical College System in South Carolina, SCC is mandated to serve the citizens of Spartanburg, Cherokee and Union counties. Through its vision and mission, the College is committed to increasing the educational attainment of the citizens of the service area, providing workforce training for new and existing business and industry, advancing economic development and, ultimately, improving the economic vitality of the three-county service area in the Upstate. Therefore, target markets include high school juniors and seniors interested in dual credit opportunities, recent high school graduates or students who have completed their GED; unemployed individuals looking for marketable skills; underemployed individuals interested in improving their job skills for a better job; citizens interested in personal enrichment classes; retirees returning to school to fulfill lifelong goals; new or existing business and industry who need training for their employees; business and industry interested in expanding or relocating to SCC's service area; and entrepreneurs ready to manufacture their product or offer their service.

The educational courses, programs and services the College provides either enhance an individual's skills, prepare a student for a career or allow a student to progress to a four-year institution for additional education. All of the programs SCC offers are either the direct result of market need for training that is unavailable or insufficient or a requirement for a four-year degree. Each program has an advisory board composed of members who are either employed or experienced in that industry. Each advisory board meets a minimum of once per year to review curriculum, explore changes in the industry and evaluate the success of SCC 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. Statistical resources, such as the Economic Modeling Specialists, Inc. (EMSI) workforce database, are used in this analysis. The College's Economic Development Director works closely with the Employment Security Commission, the Economic Futures Group, the Workforce Investment Board, the Upstate Alliance and area Chambers of Commerce to identify companies coming into or expanding in the College's service area. The Technical College System's readySC office then works with the company to determine their specific workforce needs.

A recent example of this process is a collaborative partnership between Corporate and Community Education, Academic Affairs, and the community to offer Mechatronics Technology, a new interdisciplinary field that integrates product design and automated manufacturing processes. Students gain experience and skills needed to perform routine maintenance, diagnosis, repairs, and installation involving electrical, mechanical and control systems in a manufacturing environment. Certificate graduates can apply these earned credits toward an Associate in Applied Science Degree-General Technology with a major in Mechatronics Technology.

To assist students in preparing for a career that best aligns with their skills and abilities, Spartanburg Community College programs of study have been linked with Clusters of Study as outlined in the South Carolina Education and Economic Development Act (EEDA) of 2005. Clusters of Study are courses of study organized around different groups of occupations that encompass virtually all occupations from entry through professional levels. They are designed to provide a seamless transition from high school to post-secondary education and/or the workforce.

Student services are also identified by need and by keeping abreast of successful trends in education. Community College students are challenged from the beginning of their college careers to complete their educational goals. Many students have families, full-time jobs and numerous demands on their time. Some students have not been in school for many years or feel unprepared to succeed in an educational setting. Others are challenged by the perceived complexity of attending college or returning to college. As a result, student retention is quite often a problem. Transitional Studies utilizes Learning Communities as a retention process. Learning Communities group at-risk students, identified by their reading test scores, into a cohort which then takes classes together. In addition to facilitating an informal support group, Learning Communities provide the students an opportunity to learn together, to be on campus at the same time and to arrange study groups. Data shows that at-risk students in Learning Communities are more likely to succeed and the results at SCC reflect that trend.

Generally, SCC does not target certain markets for specific programs because of the diversity of people that pursue new or upgraded skills. However, the College does monitor the demographics of the student population in order to plan effective advertising.

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?

Feedback from students and stakeholders is requested on a regular basis through national surveys such as CCSSE and Noel Levitz as well as internal surveys. Information is obtained from Advisory Committees, Developing a Curriculum (DACUM) panels, community leaders, focus groups and surveys. Some of the information is gathered in traditional formats such as informal feedback, discussion groups and paper surveys; in other cases, SCC utilizes available technology such as online survey tools. SCC is also expanding its use of web tools and constantly searches out and evaluates new opportunities for securing feedback. Regardless of how the data is obtained, feedback is shared quickly and easily through the use of technology with those to whom the information is relevant. That allows those impacted by the feedback to give it thoughtful consideration, discuss it, brainstorm solutions and weigh the benefits against the cost of implementation.

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

Annually, faculty and staff evaluate the results of a satisfaction survey of current students conducted by the Institutional Effectiveness office and a graduate follow-up survey conducted by the Career Planning & Placement office. Students are provided the opportunity to anonymously evaluate each of their courses each semester, and this feedback is provided to faculty. Academic Affairs staff is in contact weekly with area high schools and career centers regarding the Best Start Program and other programs. In addition, College recruiters meet weekly from September through April with students and guidance counselors at area high schools and career centers. Although their focus is to provide information, they also receive information and feedback. All of this information is used to evaluate the programs and services the College provides to students. The College also evaluates feedback it receives from stakeholders through the program advisory boards. As mentioned, each of the College's programs is required to have an advisory board composed of individuals who are either employed or experienced in that industry. The College is also required by the Commission of Higher Education to monitor graduation and job

placement rates. Programs that fall below the minimum requirements are placed on probation. In the event the graduation and placement rates do not improve, the program offering will be eliminated.

This continuous review of feedback from key constituents allows SCC to keep its programs and services current and relevant. It is a signature trademark of the technical/community college system which has been in place since its inception and which SCC takes pride in performing very well.

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

As mentioned, feedback on student and stakeholder satisfaction is obtained regularly and through various media. The results are analyzed and potential solutions are weighed against institutional goals and the available financial resources to implement the changes.

One formalized means for analyzing feedback is through the College's Learning Evidence Committee. This Committee, comprised of representatives from all sectors of the College community, assists with the College's assessment and institutional effectiveness processes. It focuses on the analysis of evidence that learning outcomes are systematically identified and progress toward achieving them is assessed. It reviews data collected by the College in a variety of ways, makes recommendations for improvements based on the analysis of various assessments, and monitors improvements and changes made as a result of the assessment. The Committee submits recommendations to the Executive Council and other appropriate entities.

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.

SCC builds positive relationships with students and the community through a brand and image campaign that is executed on many levels. At the highest level, the College maintains consistency in advertising and publications through all media: print, broadcast and web. The College also has a strong customer service focus and each member of the faculty and staff strives, personally, to assist students and potential students in every way possible. The College has a strong community presence through events like Career Quest, which draws over 1,000 middle and high school students and their parents. This collaborative event involves the support of the College, all school districts in the service area and local business and industry. The College also has a strong presence at the area high schools and career centers, and recruiters are onsite weekly between September and April.

The College also offers dual credit opportunities for area high school students. For students unable to participate in the dual credit program, an additional opportunity is offered through participation in the Pre-College Institute program. This program provides short term remediation to help the student to become eligible to participate in the dual credit program. Partnerships are also being developed with local regional and state senior institutions to provide seamless transfer opportunities for students want to continue their studies beyond what is offered by the college.

Student retention is critical in the community college environment. Many SCC efforts focus on providing services that assist students, through academic and personal interventions, to stay in school. As mentioned, Learning Communities have been successful in retaining at-risk students. Through a grant funded by the US Department of Education, the College offers the Success Network for students who need academic support. The Learning Center provides free tutoring. The AIM Center, funded through a

Perkins Grant, provides financial assistance for books, transportation and childcare as well as tutoring and peer mentoring services. The Advising Center provides academic counseling to first-semester arts and science students, zero-level transitional students, and certificate of health science students. The Advising Center also provides guidance regarding academic and career paths, helps students develop short-term and long-term goals, and assists with course schedule development and provides WebAdvisor training.

The College also does an outstanding job communicating with and thanking the community and local and state government for their support. SCC has been able to construct several new buildings and open two new campuses in the last decade. In addition, a new campus opened this past spring in Union County and is expected to provide credit and non-credit courses aimed at improving the economic development of the county. The College recently announced the planned opening of a Downtown Campus in the City of Spartanburg by fall 2013. College officials take every opportunity to invite stakeholders to ground-breaking and grand opening events to recognize their role in the expansion. College administrators attend local and state government meetings, as well as community events to remind community leaders of the vital role the College plays in the economy.

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 daily operations and overall 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. The College is a member of the National Community College Benchmark Project (NCCBP). 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. The College has overall strategic measures for college-wide goals and objectives. These measures have goals and are benchmarked against state and national data; they are reviewed annually.

III. 4. 2. How do you select, collect, align and integrate data/information analysis to provide effective support for decision making and innovation 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 operational and strategic planning. College goals and objectives are evaluated regularly to determine progress that has been made and to make any adjustments deemed necessary. The Institutional Research Office, the Institutional Effectiveness Office, the Information Technology Office and other offices provide regular data and reports, as well as special requests, 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. How do you keep your measures 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 measures 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/certification/registry 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 and from the NCCBP. 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 Executive 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, have been current internal data issues that the College has greatly improved in the past year with coding changes to statewide data.

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 Executive Council (EC) 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 EC and the Commission frequently to share best practices. Human Resources provides the EC with an annual comparison summary by division, for their review and evaluation, of all reviews within their division. Many professional development workshops are built around faculty/staff skills and expertise.

III Category 5 – Workforce Focus

III. 5. 1. How do you organize and manage work to enable your workforce 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?

- The College ensures all employees have an accurate position description which clearly defines all job functions. This information is then included in the College Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS) process. As part of the appraisal system, supervisors must establish success criteria for each job function and objective. The College also requires each employee to have an objective related to the College's Quality Enhancement Plan (QEP). The QEP Committee reviews the results of these objectives annually. Supervisors evaluate each job function and objective annually.
- The college-wide Strategic Plan, Vision 2020, is used to drive everything that the College does. The Plan is focused on technical, transfer and lifelong professional and personal development programs.
- The College uses a campus wide Annual Operational Planning Process that involves all employees. A day is identified each fall for all faculty and staff to brainstorm ideas for departmental goals and objectives. The departmental goals must feed into the goals from the College's Strategic Plan.
- Human Resources provides EPMS/FPMS training for all new employees and for all newly appointed supervisors. Additionally, refresher training courses are provided for supervisors. HR encourages supervisors to utilize the appraisal system to determine employee goals and then provide assistance in achieving the goals.
- The College uses several on-going committees and establishes short-term committees to encourage faculty and staff to provide ideas and suggestions for professional growth. For example, the Faculty and Staff Development (FSD) Committee makes recommendations to the Executive Council regarding tuition assistance guidelines and ideas for leadership programs.

III. 5. 2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

- Divisional and department meetings are encouraged.
- Best practices are shared by faculty and staff with the College community through faculty/staff development sessions.
- Policies and procedures are kept 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.
- EC meetings, which consist of divisional leadership, are regularly scheduled.
- Extended Executive Council, which includes deans and departmental directors, meets monthly.
- Communication across locations occurs through Peer Group meetings (HR, CBO, CAO, 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 occur when new employees are assigned mentors for the first year to assist with their transitional period.
- The minutes from the Executive Council meetings and other divisional meetings are shared electronically with faculty and staff.
- Monthly All-College meetings are held to inform the college community on issues and processes.

III. 5. 3. How does your workforce performance management system, including feedback to and from individual members of the workforce, 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. Annually, the HR Office provides the QEP Committee with a summary of employee ratings for this objective.
- To provide a more user friendly and a more efficient appraisal system, an electronic appraisal system was implemented last year. Also, to improve efficiency of the appraisal system, College management approved implementing a Universal Appraisal System.
- Annually, the President, with input from the Executive Council, selects employees to participate in the SCTCS Leadership Academy, the USC Graduate Higher Education Certificate Program and the Chamber of Commerce Leadership Spartanburg Program.

III. 5. 4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

- All new and/or vacant positions are posted to allow for internal promotion. The College promotes from within when possible.
- Faculty and staff are encouraged to obtain the necessary educational requirements for promotion such as advanced degrees through the College's tuition assistance program.
- Nominating or selecting individuals to participate in the USC Leadership Certificate Program and the Technical College System Leadership Program.

III. 5. 5. How does your development and learning system for leaders address the following:

- a. Development of personal leadership attributes...

- Potential leaders are encouraged to further their education by utilizing the College's tuition assistance program; to participate in the SCTCS's Leadership Academic Program; and/or to participate in the University of South Carolina's Leadership Program. Salary increases are provided to faculty and staff upon completion of these programs.
- b. Development of organizational knowledge...
- SCTCS's Leadership Program is an excellent program for potential leaders to gain a thorough understanding of management within the Technical College System. Colleges within the system are allowed to send one to two employees per year. The College attempts to utilize the maximum number of slots allowed each year.
 - When possible, the College gives potential leaders the opportunity to serve in "interim" positions. Members of the workforce are encouraged to participate in various College committees in facilitator roles and as committee members.
 - Potential leaders are encouraged to attend SCTCS peer groups meetings and to be actively involved in leadership roles.
 - Potential leaders participate in State sponsored training programs for leaders.
 - The College provides divisional travel allocations for the workforce to participate in workshops, conferences, and seminars.
 - The College encourages and supports potential leaders to participate in the Leadership Spartanburg Program and local community organizations.
- c. Ethical practices...
- The College provides all employees with a copy of the *South Carolina State Ethics Commission – Rules of Conduct*. State and local policies and procedures are provided to all employees and employees are expected to comply with these regulations.
 - The College has a policy and procedure, *Ethics Requirements for Employees and Public Officials*, which is available on-line to all employees.
- d. Your core competencies, strategic challenges, and accomplishment of action plans...
- The College has several different options for leadership development but a formal evaluation process needs to be developed. The College needs to better identify and train potential leaders and, after providing opportunities for training, develop a system to evaluate the effectiveness of the training results.

III. 5. 6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

- The College appraisal system requires Executive Council review of all performance appraisals with an "Exceeds" rating. This provides management with a review of exemplary performance.
- During the budgeting process, Executive Council members have an opportunity to address their needs for additional staff and for departmental reorganization that may result in promotions or job reassignments to better utilize employee capabilities.
- Employees participating in the College's tuition assistance program submit an Educational Plan, which provides approval for a salary increase, pending budget, upon completion of the degree/certification.

III. 5. 7. How do you recruit, hire, and retain new employees?

Recruit

- The College utilizes an electronic application system integrated with the State's NEOGOV system. This statewide system has proved to be an excellent tool for recruitment and user-friendly for supervisors and applicants.
- The College currently advertises positions nationally, on-line, through HigherEd.com and Insidehighered.com. Based on the type of position being advertised, it may be advertised in local and state newspapers. All positions are posted on the College website; e-mail notices are sent to the System Office and all technical/community colleges in South Carolina, Upstate Career Source, and Spartanburg District Schools. Additionally, hard copies of the notice of vacancy are sent to minority churches, Spartanburg officials/leaders, Spartanburg Chamber of Commerce, Department of Social Services, SC State Human Affairs Commission, and several other State and local agencies.
- Salary increases are provided to employees completing approved degrees and/or certifications.

Hire

- The College's Human Resources Office screens applications for minimum education and experience requirements and emails copies of applications of qualified applicants to the hiring official. The hiring official selects applicants to be interviewed, and then notifies the Human Resources Office to schedule interviews. The Human Resources Office speaks with applicants regarding benefits, vacation, etc., and sends applicants to the hiring official for the interview. For out-of-town applicants, a telephone interview may be scheduled for the initial interview. The hiring official selects applicants for a second interview. During the second interview, the finalists meet with the hiring official, the appropriate dean or next line supervisor, and the appropriate Vice President, and a representative from Human Resources. All faculty positions require a brief teaching demonstration. With input from the hiring committee, the hiring official makes his or her recommendation and the Vice President presents the selection to the College President for approval.

Retain

- When funding permits, the College provides bonuses, performance pay increases, and tuition assistance for further education.
- Retention is a large part of the College's Strategic Plan. Creating a positive learning environment and creating a positive working environment which values the contribution of every employee are part of the College's Strategic Plan.
- The College uses committees made up of faculty and staff to provide input and guidance with regards to training, recognition program, and other College initiatives.
- The College promotes from within whenever possible and all positions are posted internally to allow for promotions.
- The SCC Foundation also funds Faculty/Staff development grants.

III. 5. 8. How does your workforce education, training, and development address your key organizational needs? 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 committee is designed to provide representation from all areas of the campus. Annually, the Committee reviews the FSD budget and defines activities for the fiscal year. The Committee determines the amount of tuition assistance; activities to be offered; and reviews activity

- evaluations for each FSD activity presented. The Committee members solicit input from the faculty and staff to ensure that activities are provided 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 are asked to present training sessions – FSD.

III. 5. 9. How do you evaluate the effectiveness of your workforce and leader training and development systems?

- The College evaluates the effectiveness of the workforce through the use of a formal appraisal system for faculty and staff in permanent positions (EPMS/FPMS). In addition, faculty, both fulltime and adjuncts, are evaluated through student evaluations.
- The College has several different options for leadership development but a formal evaluation process needs to be developed. The College needs to better identify and train potential leaders and, after providing opportunities for training, develop a system to evaluate the effectiveness of the training results.

III. 5. 10. How do you motivate your workforce 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 (FSD) activities are offered to provide management and leadership development skills. Faculty and staff are encouraged to participate in the SCTCS's Leadership Academy 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 also received during the employee-three month progress reports and during annual performance reviews.
- The College promotes within whenever possible.
- Employees are provided with "spot" recognition notices when observed performing exceptional services with the College community

III. 5. 11. What formal and/or informal assessment methods and measures do you use to obtain information on workforce 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 Executive Council. The information provided on the Exit Interview provides management with information to address possible issues prior to filling the position.
- The Institutional Effectiveness Office periodically conducts a satisfaction survey on all service areas of the College. Based on the results of that survey, each area develops a response to include projected improvement.
- The Human Resources Office provides training for supervisors on administering the College appraisal systems (EPMS/FPMS). Supervisors are encouraged to use this process to encourage faculty and staff to identify goals and advise them how to reach the goals.

III. 5. 12. 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 Executive Council to prioritize suggestions.
- The Learning Evidence Committee reviews assessment findings and makes recommendations for improvement to the Executive Council or the appropriate area.
- Through the annual operational planning process, objectives and strategies for improvement are identified.

III Category 6 – Process Management

III. 6. 1. How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

The vision of Spartanburg Community College is to change the lives and build the futures of our students and to be a catalyst for economic development through innovation, collaboration and excellence in educational programs and services. Specifically, SCC's mission as a public, suburban, two-year comprehensive, open-admission institution of higher education is to provide affordable access to high-quality technical, transfer and lifelong professional and personal development programs in a teaching and learning environment that prepares students for success. The College is a key community partner in advancing the Upstate's economy.

Spartanburg Community College implements its mission through programs, services and partnerships (core competencies) that include:

- College-Level Credit Programs
- Corporate and Community Education Programs
- Student Development Programs and Services
- Economic Development Services

Spartanburg Community College has strong values which include:

Learning

We believe in the worth of individuals and their potential for growth and development. We encourage students to reach their highest potential by helping them acquire a strong work ethic and by promoting a desire for lifelong learning. We build a community of learners who are prepared for employment and/or further education.

Excellence

We believe in the quality of our teaching and learning. We are innovative and continuously search for ways to improve our programs, services and operations. We develop the professional potential of faculty and staff so that we uphold high academic and customer service standards. We recognize merit in both students and employees.

Diversity

We believe in the necessity of access to programs and services for the diverse populations we serve. We appreciate their perspectives and experiences. We encourage each person to learn at the highest levels of

achievement through a variety of programs in a variety of formats. We practice teamwork and effective communication while maintaining a climate of mutual trust, respect and fairness.

Partnerships

We believe in the strength of community. We instill a sense of college pride in students. We build strong alliances with other educational institutions, employers, organizations and communities to enhance opportunities for our students and to improve the quality of life. We participate in the community's growth and development, and encourage faculty and staff to serve as leaders and role models.

Accountability

We believe in the power of responsibility. We stress students' active role in their own learning, growth and development. We give employees responsibility for job performance. We strive to be cost effective and efficient in providing quality education and services to our students and communities. We actively seek additional resources to meet student and community needs.

College core competencies, as outlined above, are further realized through five strategic institutional goals with defined objectives. These five goals are: to strengthen, expand and develop courses and programs, to increase College outreach, access and impact in Cherokee, Spartanburg, and Union counties, to improve student success, to lead through collaboration with public, private and nonprofit partners in meeting the needs of students, employers and our community, and to develop resources to be more effective and more efficient in delivering programs and services.

The core competencies are determined through many and varied avenues, including, but not limited to, a review of the mission, values, goals and objectives; external analysis and environmental scan (planning assumptions); internal program/department/division evaluation and assessment; external input through communities-of-interest and advisory/focus groups, state and national best practices, benchmarking against similar institutions with respect to student outcomes, enrollment, graduation and placement rates, various accrediting agency reviews, audits, and others.

III. 6. 2. What are your organization's key work processes?

Key work processes, those most important to maximizing student success, include: recruiting, enrolling, advising, registering, teaching, retaining, assessing/documenting student progress, graduation, and placement and/or transfer to a four-year college or university, planning, program and service review, and information technologies.

III. 6. 3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

SCC incorporates input from students, faculty, staff, stakeholders, suppliers, and partners through various surveys, advisory/focus groups, student evaluations, committees (ex: Institutional Effectiveness Committee, Information Technology Committee, Academic Review Committee, Learning Evidence Committee), and Institutional Research for data.

For example, the key learning centered processes are determined by recognizing that people learn in different ways. This requires the College to provide a variety of learning experiences targeted towards achieving desired learning outcomes. Mechanisms such as student evaluations and classroom assessment are used to measure our success in meeting our identified student learning outcomes. Faculty and staff provide input through committees, annual evaluation processes, accreditation, and the incorporation of

new teaching methods and technologies. Also reviewed and incorporated are best practices from other institutions. Through campus focus groups and advisory committee members from the community, key learning centered processes are identified and implemented in the College curriculum.

III. 6. 4. 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?

SCC incorporates curriculum models to provide consistency of like programs across the state, offers courses at a variety of times and dates (ex: traditional, FlexStart, block schedule, etc), use adjunct faculty in appropriate ratios, update and review courses/programs each semester, offer a common core of general education courses, and offer classes through distance education (includes broadcast, online and hybrid formats). The College participates in collaborative partnerships with sister institutions to develop and implement new programs and share resources wherever possible (ex: Mechatronics). The College also encourages collaboration among academic programs and divisions resulting in courses being offered in one division that can be taken by students in another division (ex: Customer Service). There is on-going training in technology for faculty and staff through Faculty Staff Development (FSD), Corporate and Community Education, and Information Technology. When possible, the SCC Foundation is asked to support technology and design efforts.

III. 6. 5. How do you systematically evaluate and improve your work processes?

Annual operational planning processes provide all work units (program and service) the opportunity to assess and revise goals, procedures, plans, recognize accomplishments, determine challenges, etc. In addition, work processes in Academic Affairs are evaluated as to their effectiveness and revised as needed, usually on a semester or annual basis. Academic areas continually assess courses and programs using feedback from student surveys, faculty committees, advisory groups, state agencies, accreditation bodies, state standards and benchmarks, conferences, campus visits, and professional literature.

In student affairs feedback is gathered through surveys, formal and informal conversations or observations, institutional committees, peer groups, conferences, campus visits and professional literature to evaluate the effectiveness of program and service delivery.

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

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

At the beginning of each academic year, the Executive Council reviews the College goals and objectives. The Council identifies any specific issues and/or areas which need special emphasis, new opportunities and/or challenges which have presented themselves to the College, or other initiatives to which the President wants the College to give special attention for the year which will begin the following July. These are incorporated into the College objectives. The President makes these known to the College community, identifying them as the basis for planning the following year's activities. Institutional Effectiveness planning is the selected course of action the College proposes to take to accomplish its mission and reach its goals. The annual operational 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.

Key support processes involve all service units and academic support areas of the College (ex: Book Inn, Admissions, Financial Aid, Information Technologies, Business Office, Marketing/Public Relations, The Learning Center, Library, Advising Center, Center for Excellence in Teaching and Learning, etc.). Information regarding key processes are obtained informally through comments/conversations/discussions and formally through surveys and committees. Additionally, each service area completes an annual review of their services and measures their effectiveness. Improvement plans are developed and timelines established.

A syllabus is distributed to all students in every credit course taught. Each syllabus details the competencies/student learning outcomes for the course. All courses have assessments (ex: homework, tests, or capstone projects). Class attendance is measured as indicated on the course syllabus. Final grades are administered at the end of each semester. Student evaluations are administered each semester and summaries are distributed to the department chair, dean and VP for Academic Affairs. Through course assessment, improvements are made based on an annual analysis of each course taught. Licensure, certification, and/or registry exam scores are also used as summative performance measures. Evaluations for both faculty training and DACUM workshops are captured, and improvements are made based on the results. Both full-time and adjunct faculty orientation session evaluation results are compiled, and identified changes/improvements are made as necessary. Other formative measures include internships and field experiences in specific courses.

III. 6. 7. 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?

Budget sessions are begun each spring and extend into the summer. They are open to the College community although discussion is limited to Executive Council members. The sessions address revenues and expenses, savings and new costs.

Once new expenses are identified and approved EC members receive an Operations & Management (O&M) allocation for the upcoming year. EC members have the authority to redirect funds within their budgets to allow them to address special needs. Funds are then allocated to Departments and the Departments submit budget plans, based on the allocated funds, for the year. Department Chairs have the authority to allocate their funds as necessary to best accomplish their goals and objectives.

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

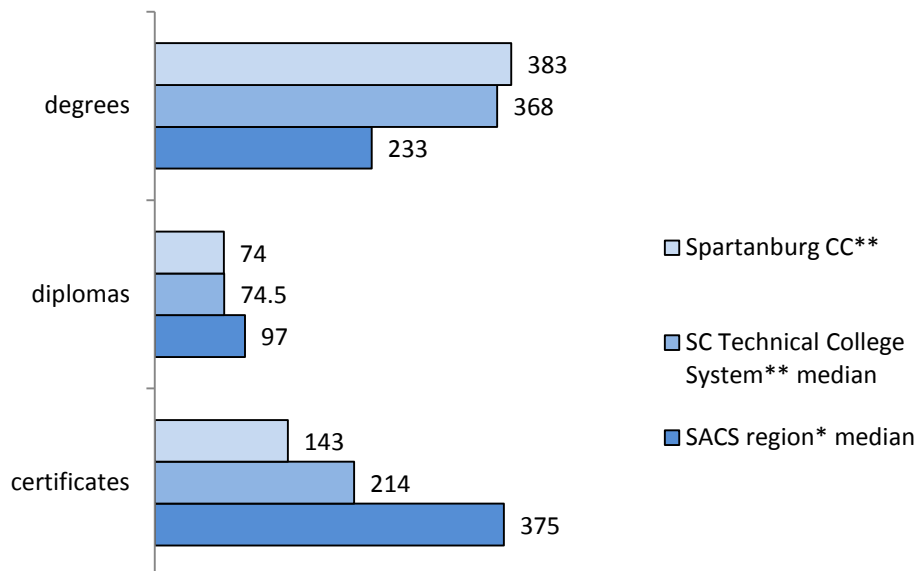
The SCC Foundation is also utilized to help support the mission of the College.

In addition, other financial resources are researched and considered (ex: grants). Partnerships with area business and industry result in funding support as well as partnerships with other educational institutions, both secondary and post-secondary.

An annual financial audit (ex: CPA) incorporates a professional third party review and demonstrates the College's desire to be transparent and credible.

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?

Chart 7.1.1 Awards by Level, SCC, State Tech System and Southeastern Region, 2008



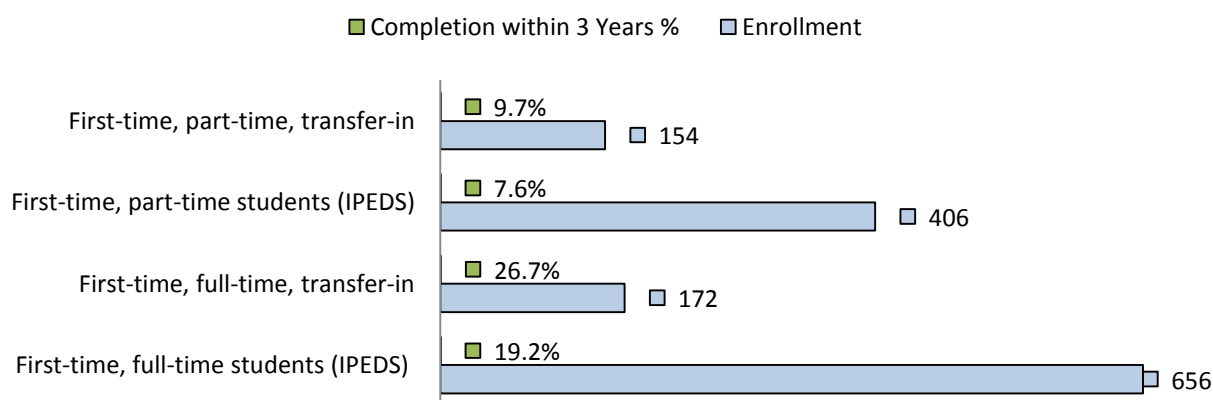
* 2-yr public, SACS institutions with 1,000 to 9,999 students

Data Source: U S Dept of Education, NCES database

**Data Source: SC Commission on Higher Education

Chart 7.1.2 Student Completions within 3 Years

2006 SCC Entering Class

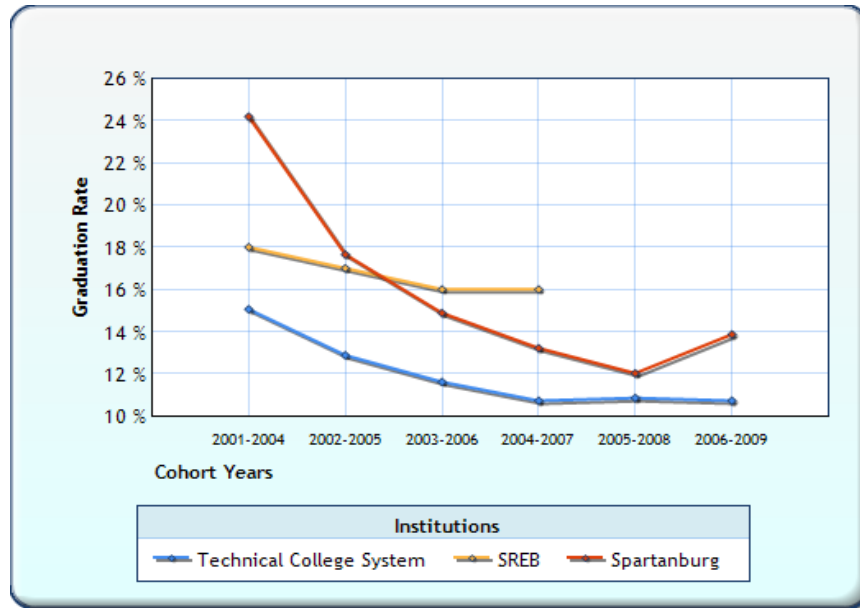


*The analysis is based on a System defined graduation rate to determine if the student received an award in subsequent terms of the cohort three year period. (Note: This is different from IPEDS GRS logic in that it ignores the 150% rule and incorporates awards received any time during the three year period.)

Data Source: SCTCS Dashboards

Chart 7.1.3 Student Graduation Rates

Graduation rate based on cohort of first-time, full-time, degree seeking students. Included in the graduation rate are those students who completed within 150% of normal program time.

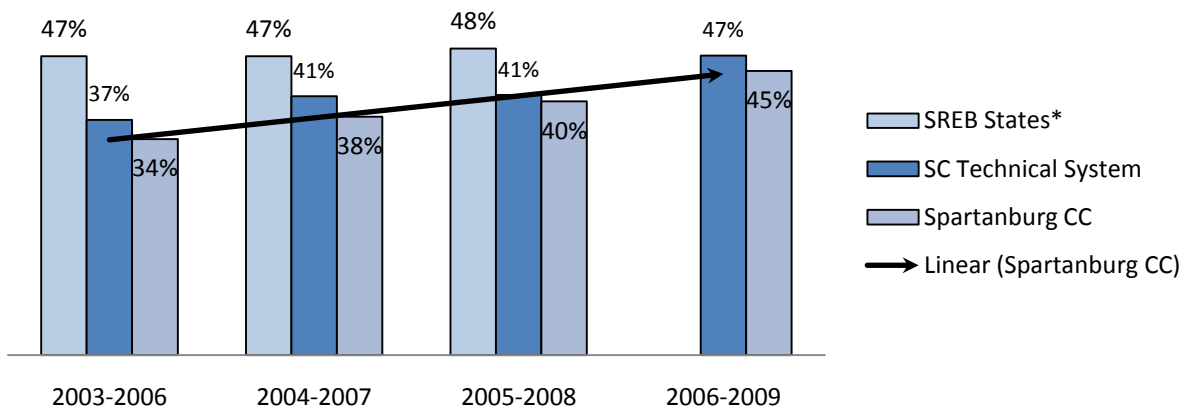


NA - Data not available

Institution Name	2001-2004	2002-2005	2003-2006	2004-2007	2005-2008
Technical College System	15.1 %	12.9 %	11.6 %	10.7 %	10.9 %
SREB	18.0 %	17.0 %	16.0 %	16.0 %	NA
Spartanburg	24.2 %	17.7 %	14.9 %	13.2 %	12.0 %

Data Source: SCTCS Dashboards

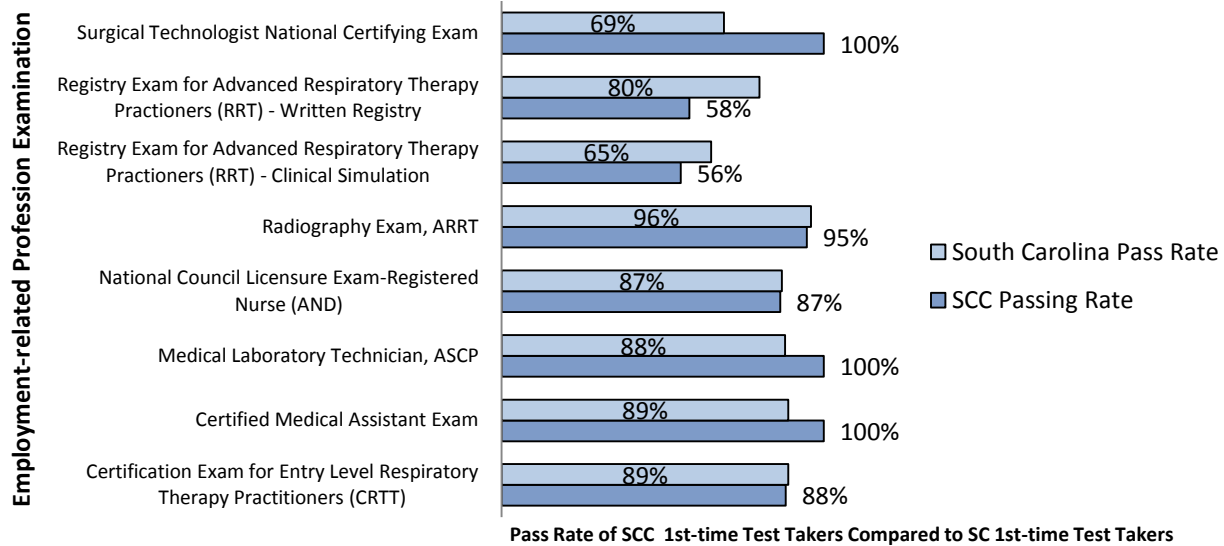
Chart 7.1.4 Student Success (Progression) Rates



*The SREB-State Data Exchange uses a "progression" rate similar to South Carolina's success rate. SREB data not available for 2006-2009.

Data Source: CHE website and SREB Fact Book

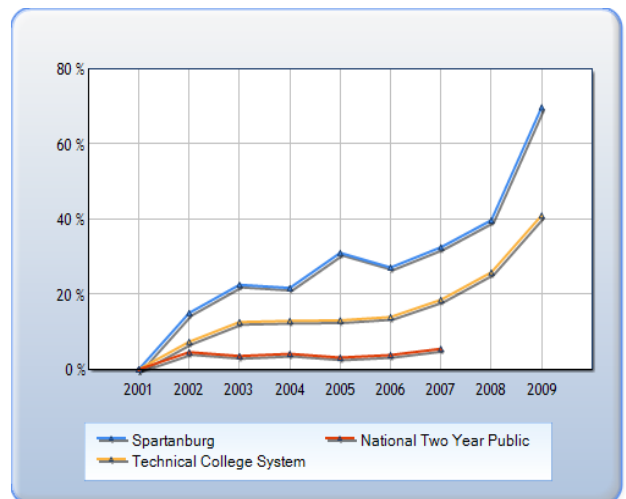
2007-2008 Licensure Exam Results*



* Performance Funding Indicator 7D requires that institutions report data on first-time test takers for the period April 1 through March 31 for the year reported.

Chart 7.1.6 Enrollment Growth

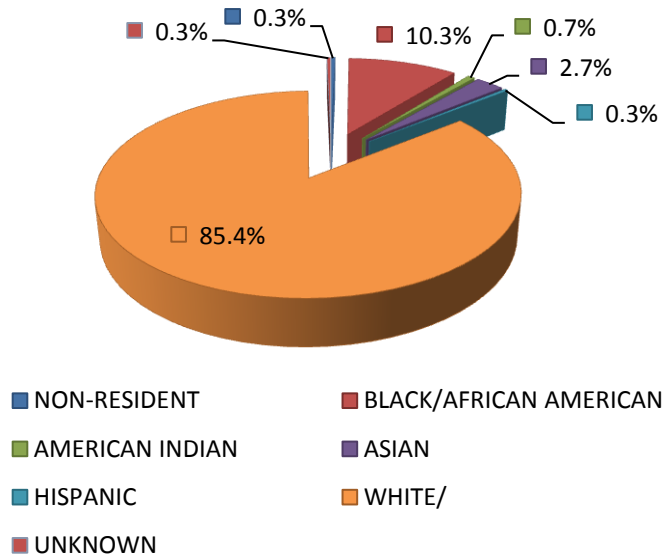
	SCC Fall Enrollment	Yearly Growth	Cumulative Growth
2001	3,366	--	--
2002	3,871	15.0 %	15.0 %
2003	4,123	6.5 %	22.5 %
2004	4,095	-0.7 %	21.7 %
2005	4,409	7.7 %	31.0 %
2006	4,278	-3.0 %	27.1 %
2007	4,459	4.2 %	32.5 %
2008	4,701	5.4 %	39.7 %
2009	5,713	21.5 %	69.7 %



Data Source: SCTCS Dashboards

Chart 7.1.7 Faculty Ethnicity

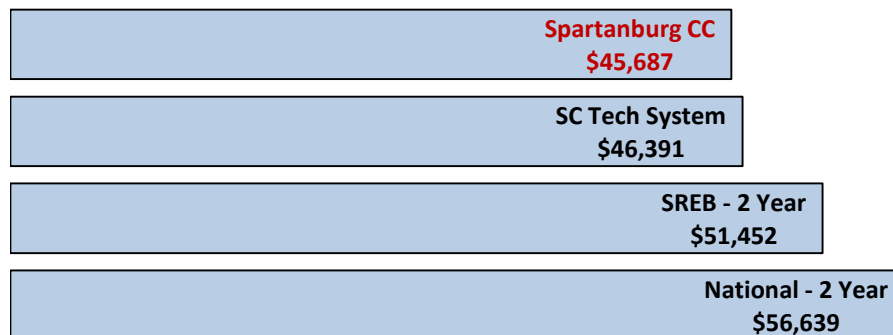
All Headcount Faculty Teaching Credit Courses - Fall 2008



Data Source: SC Commission on Higher Education, Performance Indicator 8C4

Chart 7.1.8 Average Faculty Salaries

Fall 2008 Average Faculty Salaries



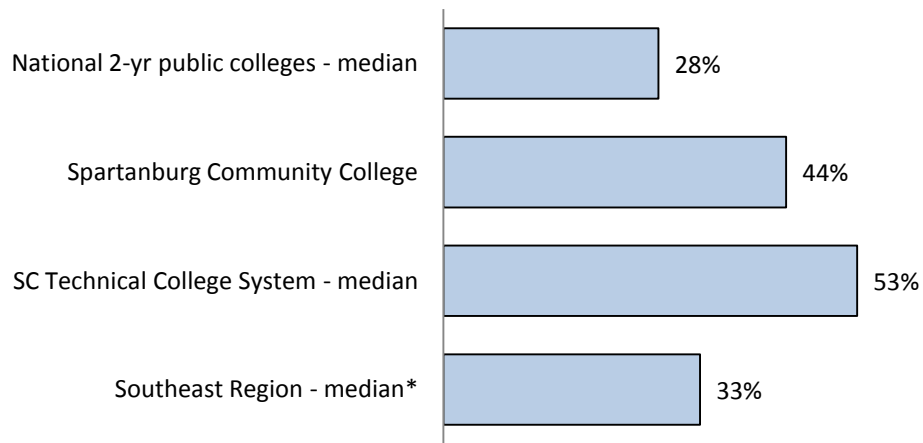
National Data Source: AAUP

Regional Data Source: SREB - Public 2 Year Colleges

State Technical System (including Spartanburg) Data Source: SC CHE

Chart 7.1.9 Pell Grant Recipients

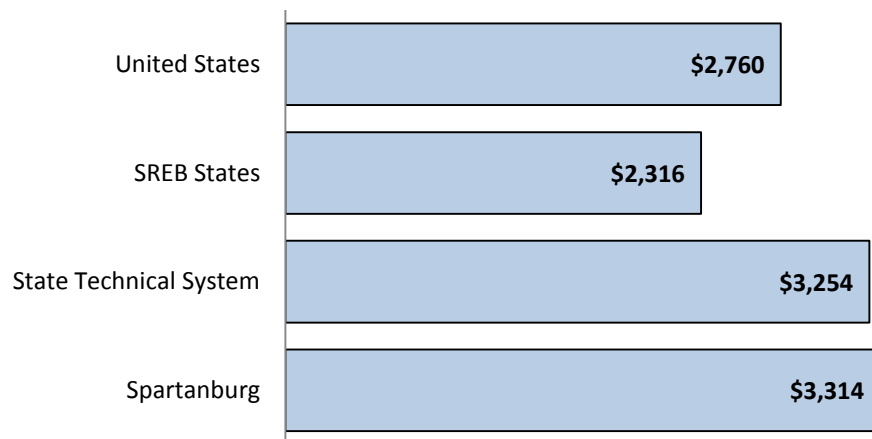
2008 Students Receiving Pell Grants



*Includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV
Data Source: NCES IPEDS Data Center

Chart 7.1.10 Tuition and Fees

2008 Tuition & Fees*

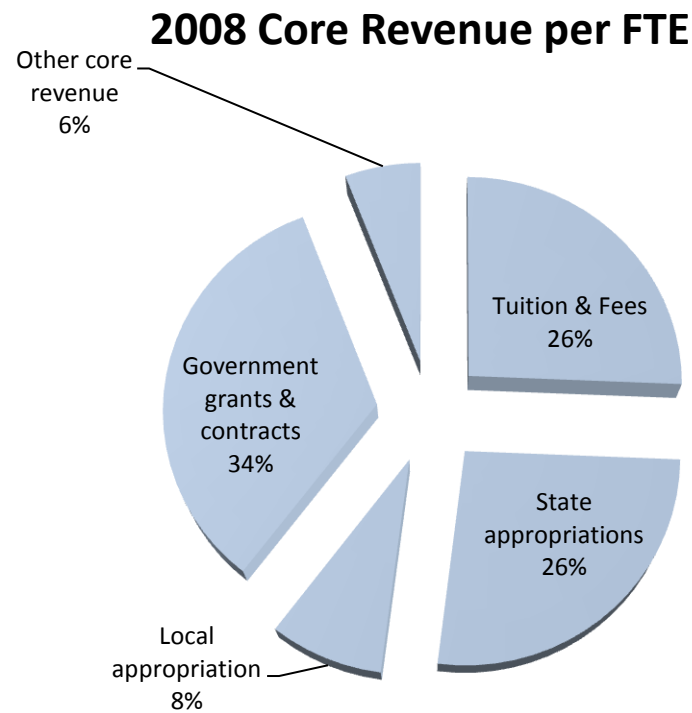


*US, SREB, and State Technical System are median costs for
in-state students attending 2-year public colleges.

*Spartanburg is cost of tuition and fees for in-district students.

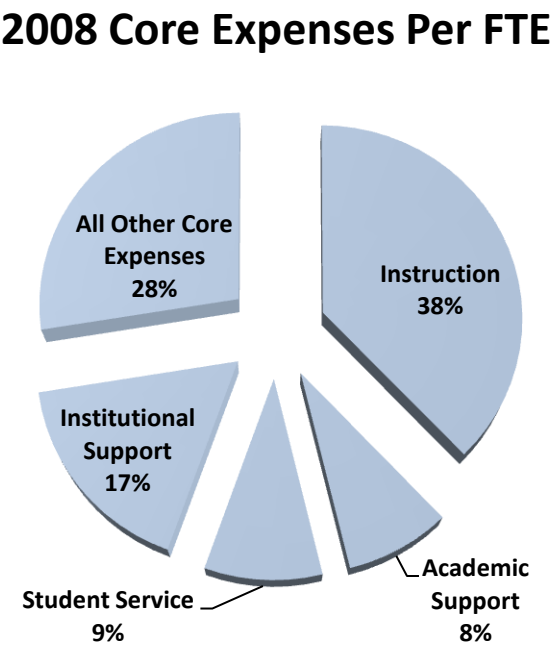
Data Sources: NCES IPEDS Data Center and SREB Fact Book

Chart 7.1.11 Revenue per FTE



Data Source: IPEDS Data Center

Chart 7.1.12 Expenses per FTE



Data Source: IPEDS Data Center