# Accountability Report Transmittal Form

Organization Name                                   **Spartanburg Community College**

Date of Submission                                  **September 15, 2013**

Organization Director                               **Mr. Henry Giles**

Organization Contact Person                         **Dr. Patricia Abell**

Organization Contact's Telephone Number             **864-592-4858**
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# SPARTANBURG COMMUNITY COLLEGE

# 2012-2013
# Higher Education
# State Accountability
# Report

**I.  Executive Summary**

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

**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.

**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.

**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 2012-2013 Strategic Measures for the strategic plan, Vision 2020, showed improvement in the non-white service area comparison, retention rates, transfer out and graduation rates, satisfaction and engagement rates, cost/FTE, licensure/certification rates for both credit and non-credit programs, student FTE/faculty FTE ratio, percent of course sections taught by full-time faculty, and grants success and private fund-raising.

The new Center for Automated Manufacturing and Industrial Technologies (CAMIT) was dedicated.

A fifth college site was opened in the old Evans High School building in downtown Spartanburg.

Campus Security installed wall-mounted telephones in all classrooms and labs for emergency announcements. They also installed an outside warning siren on the Main and Cherokee campuses for safety alerts. Call boxes were updated to work with a new hand-held communication system that also allows communication across the entire college.

In addition to many new courses being developed during the past year, the following new degrees and certificates were also developed:
- Associate of Arts with ASL electives
- Management with Medical electives
- Respiratory Care created an articulation agreement with USC Upstate for a Bachelors Degree in Interdisciplinary Studies
- Associate Degree in Therapeutic Massage

Many other achievements were highlighted
- Established a Math Lab
- Created Early College Advisory Council
- EMS Department is pursuing CAAHEP accreditation
- A prospectus for accreditation of the downtown campus was completed
- Hosted six successful Open House events
- Opened a Science Study Lab, staffed with fulltime faculty and qualified temporary employees
- The Learning and Testing Center pursued many activities to make their services more visible to students and faculty
- Therapeutic Massage operated a successful Student Massage Clinic

Corporate and Community Education (CCE) was awarded a $65,000 AdvanceSC grant for logistics training for twenty-three students in three classes. They partnered with Tri-County Tech to offer a SHRM HR Essentials class to 50 HR professionals at Clemson University. They partnered with Motion Mekanix to provide robotics training to companies participating in automation and advance manufacturing, and secured grant funding to provide robotics training to high school/career center students and instructors. They also marketed registered apprenticeships by helping to secure tax credits to companies to offset the cost of training. CCE developed and offered several new classes, and partnered with business and industry on other classes.

Student Services areas of Admissions, Advising Center, Career Planning and Placement, Counseling, Financial Aid, Recruiting, Student Activities and Student Records have developed customer service

and support initiatives to make their work more efficient and to make current processes more effective for students.

Information Technologies (IT) planned, procured, provisioned, deployed and managed the following that enhanced college operations: Two additional Dell EqualLogic PS6100e Storage Arrays, four Dell M620 Blade Servers, VMware vSphere version ESXi 5.1 Update1, Veeam Backup & Replication version 6.5, System Center 2012 Service Pack 1 Data Protection manager and Virtual Machine Manager, Windows Server 2012 Domain Controller for downtown campus, Windows Server 2012 Active Directory Certificate Services Enterprise Certificate Authority.

Information Technologies also:
- Added redundant lines for more reliable internet connectivity and doubles the speed of the lines to each campus
- Improved data security by implementing a hard drive destruction plan
- Assisted with the purchase, installation and training on several Info TV systems
- Increased the stability of all Administrative Services Systems
- Increased the functionality and usage of the SCC Portal
- Implemented the following
  - Synoptix Financial Reporting
  - Financial Aid Shopping Sheet functionality in WebAdvisor
  - e-Recruiting System
  - Financial Aid 2010 Default Two-Year Cohort Repayment Analysis
  - Distance Learning/Hybrid fee
  - Registration late fee
- Expanded the use of the following:
  - Colleague's Web Time Entry & Approval System
  - Colleague's Assignment Contract process
  - Online Requisitions, Approvals and Receiving functions
- Improved the following:
  - Scheduling using the Astra Scheduling System
  - Document management utilizing the DataMagine Imaging System

Maintenance completed several projects that helped maintain and make the College more efficient. For example:
- Completed renovation to E60 and E62 for new electronic labs
- Complete renovation for E44 to relocate Success Network
- Completed E10-E11 UV to VAV project to upgrade HVAC systems
- Completed re-piping/replacing gas systems for the Welding Department
- Completed renovation for new student center at the Union Campus
- Completed renovation for C4C and C4E to house the Dean of Arts & Sciences
- Completed renovation for Cherokee Academic room 127 to house the "TLC" for student services at that campus
- Removed asbestos materials from the Evans Building in preparation for that construction project

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 its credit and non-credit academic offerings, and will lead through collaboration with public, private, and nonprofit partners in meeting the needs of students, employers, and our community.
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 access and success.
STRATEGIC GOAL 4:  Spartanburg Community College will 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:

1. Opening downtown Evans Center
2. Improve student access (enrollment) and student success (retention and graduation)
3. Operating revenue generation
4. Greater impact by student services
5. Build new and expand current partnerships
6. Revitalize  AAS curriculum
7. Construction of another academic building at CCC
8. Improve communication with service area communities

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/Student**
- Maintaining quality programs and ensuring quality instruction
- Keeping up with emerging technology to meet industry standards
- Inadequate program specific laboratories, classrooms and adjunct office space to encourage enrollment growth
- Students' pervasive use of technology such as cell phones, I-pods, laptops, etc. present new challenges for classroom management
- Providing quality instruction to students who possess ineffective social skills and diminishing work ethic, and who lack basic knowledge and academic success skills
- Attrition due to poor customer service
- Improving student retention, persistence and completion especially in online courses/programs.
- Additional clinical sites and new/updated technology for training

**Five Campuses/Operational**
- Maintaining state of the art infrastructure on all campuses
- Coordinating five different campuses to ensure consistent quality delivery of courses/programs and services

- Sufficient faculty and staff for all campuses
- The logistics of getting materials to and storing materials at the satellite campuses
- Maintaining safe and secure campuses
- Lack of student centers at any of the campuses
- Operating more effectively and efficiently in an environment of shrinking resources.

**Human Resources and Faculty/Staff  Development**
- Finding qualified faculty and staff was a resounding theme in challenges listed by all areas. Other terms used were experienced, credentialed, competent, professional, skilled reliable and diverse.
- Many concerns were expressed over the need for additional faculty and staff to manage the daily operations and additional classes for more campuses as well as additional duties brought on by organizational changes, improvement challenges and a stronger focus on student enrollment and success.
- Uniform and consistent application of HR policies and procedures.
- It is becoming increasingly difficult for the faculty and staff to stay abreast of technological changes both within the college and in individual programs, to maintain, update and utilize current technology.
- Limited staff makes it difficult to cross-train within and outside of the departments leaving the college open to knowledge gaps when employees are on sick/annual leave or leave the college.
- Minimal time and resources to allocate to professional development prevents faculty and staff being able to stay current in their areas.

**Financial**
- Maintaining affordable tuition costs
- Greater transportation costs associated with travel between the campuses
- Increased operational costs for five sites
- Increasing cost of quality higher education for schools and for students
- Greater need for increased resources from grants and private fundraising
- Ability to offer additional funding to support student needs that are vital to attending college

**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 summarized for the accountability report. Additionally, the College community provides an annual update 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 three sites in Spartanburg County, one site in Cherokee County, 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 2,000 to 4,000 non-credit students annually. The College also provides professional and career advancement programs and courses to business, industry, healthcare 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.
- *Early College -* 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.
- *Gateway to College* - A program serving youth ages 16 to 20 who have left high school without a diploma or who are at risk of dropping out of high school.  It is a college-based high school diploma completion program that allows students to earn their diploma while also earning college credit toward an associate's degree, certificate, or diploma.  The SCC-Gateway program is offered under the umbrella of Early College programs.

- ***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.
- ***Downtown Campus –-***The Downtown Campus is located on Dean and Kennedy Streets.

**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, 2012.

|  | Faculty | Staff | Totals |
|---|---|---|---|
| Full-time | 124 | 155 | 279 |
| Part-time | 321 | 72 | 393 |
| **Totals** | 445 | 227 | 672 |

## 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, diplomas are approved by SBTCE, and certificates are approved by the local Commission. Each technical/community college 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.

In addition, the College submits documentation of accountability through performance indicators (Act 359). 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 reaffirmation of 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 appointed by the governor 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 Senior Vice President of Academic Affairs, Vice President of Planning and Information Resources, Vice President of Student Affairs, Vice President of Business Affairs, Director of Economic Development, and the Executive Director of Advancement.

## 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 as well as an online MBA program. 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/graduate school 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 Colleges -*** Sherman College of Straight Chiropractic and Virginia College (a for-profit college) are located in Spartanburg County. Kenneth Shuler School of Cosmetology has 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 state of the economy and high unemployment rate has contributed to a record high enrollment for the College but as the economy improves that enrollment has begun to decrease. Fortunately, there is growing awareness in our service area that postsecondary education is needed in today's knowledge economy so students may opt to continue with part-time studies even as they enter the workforce. 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 which then enables them to pursue higher paying jobs in business and industry. 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. Tuition increases are inevitable.

**II. 10. Your performance improvement systems**
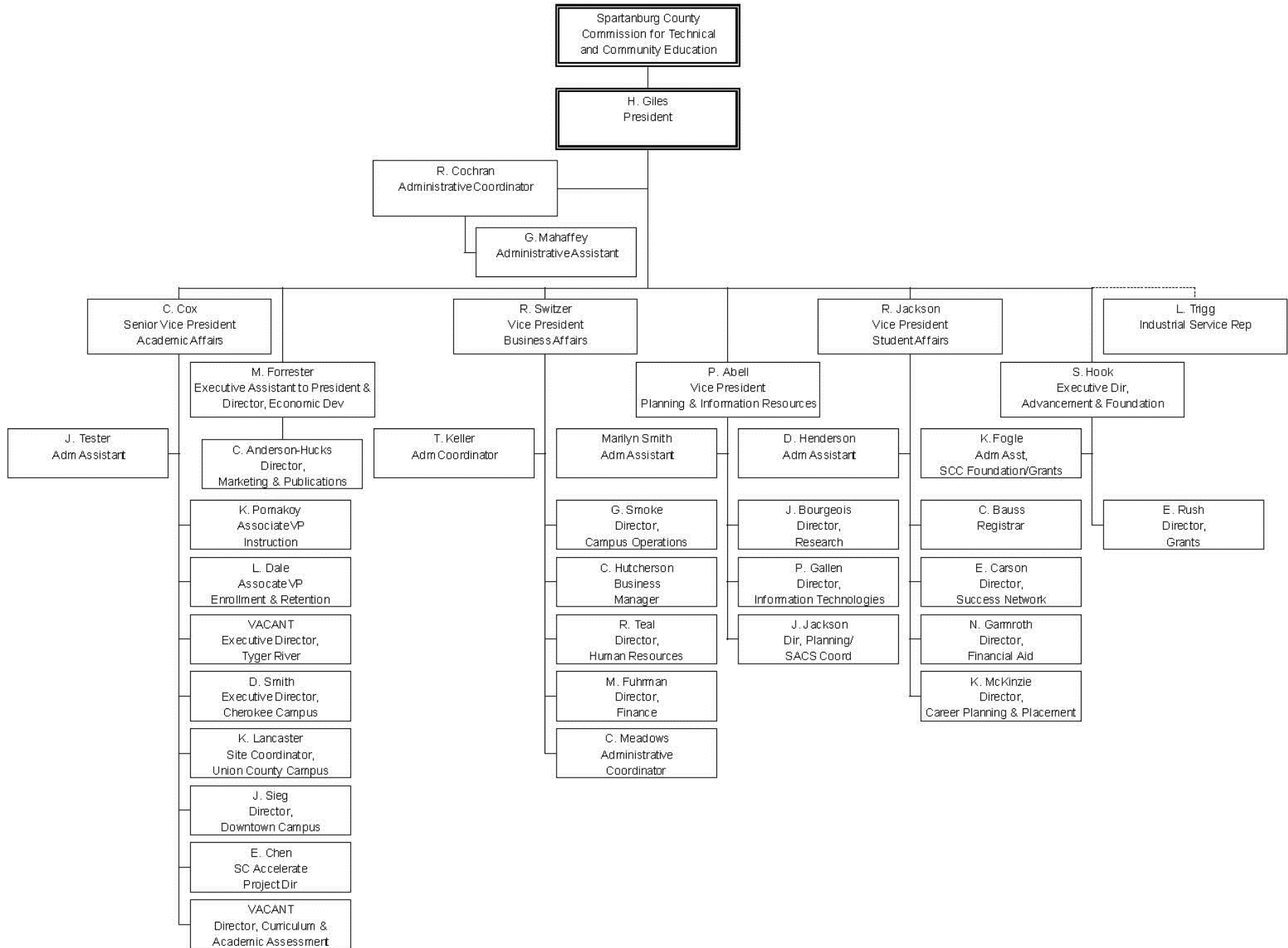
Various performance improvement systems are in place at Spartanburg Community College. These systems enable the College to continuously highlight and address areas that need to be improved upon:

- ***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 (IE)* **-** The College submits yearly results as requested by the Commission on Higher Education.
- *Regional accreditation* **-** The College undergoes reaffirmation of SACS accreditation every ten years with a five-year interim review. SCC received reaffirmation of accreditation in 2006 and received acceptance of its five-year interim study in 2011.
- *Discipline-based accreditation* **-** Many programs at the College also engage in periodic accreditation reviews. (See II. 5. Regulatory Environment.)
- *Assessment* **-** SCC's Assessment 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/outcomes assessments, classroom and employee assessments are done with an emphasis on continuous improvement.
- *State Accountability Report* **-** The College submits the annual Accountability Report, the preparation of which 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 outcomes with assessment criteria, 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.

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                          │   Spartanburg County        │
                          │ Commission for Technical    │
                          │ and Community Education     │
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                          ┌─────────────────────────────┐
                          │        H. Giles             │
                          │        President            │
                          └─────────────────────────────┘
                                       │
         ┌──────────────────────┐      │
         │   R. Cochran         │      │
         │ Administrative Coordinator  │
         └──────────────────────┘      │
                     │
         ┌──────────────────────┐
         │   G. Mahaffey        │
         │ Administrative Assistant │
         └──────────────────────┘
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| C. Cox | R. Switzer | R. Jackson | L. Trigg |
|---|---|---|---|
| Senior Vice President | Vice President | Vice President | Industrial Service Rep |
| Academic Affairs | Business Affairs | Student Affairs | |

| M. Forrester | | P. Abell | S. Hook |
|---|---|---|---|
| Executive Assistant to President & | | Vice President | Executive Dir, |
| Director, Economic Dev | | Planning & Information Resources | Advancement & Foundation |

**C. Cox — Senior Vice President, Academic Affairs**

J. Tester — Adm Assistant

M. Forrester — Executive Assistant to President & Director, Economic Dev

C. Anderson-Hucks — Director, Marketing & Publications

- K. Pomakoy — Associate VP, Instruction
- L. Dale — Associate VP, Enrollment & Retention
- VACANT — Executive Director, Tyger River
- D. Smith — Executive Director, Cherokee Campus
- K. Lancaster — Site Coordinator, Union County Campus
- J. Sieg — Director, Downtown Campus
- E. Chen — SC Accelerate Project Dir
- VACANT — Director, Curriculum & Academic Assessment

**R. Switzer — Vice President, Business Affairs**

T. Keller — Adm Coordinator

Marilyn Smith — Adm Assistant

- G. Smoke — Director, Campus Operations
- C. Hutcherson — Business Manager
- R. Teal — Director, Human Resources
- M. Fuhrman — Director, Finance
- C. Meadows — Administrative Coordinator

**P. Abell — Vice President, Planning & Information Resources**

D. Henderson — Adm Assistant

- J. Bourgeois — Director, Research
- P. Gallen — Director, Information Technologies
- J. Jackson — Dir, Planning/SACS Coord

**R. Jackson — Vice President, Student Affairs**

K. Fogle — Adm Asst, SCC Foundation/Grants

- C. Bauss — Registrar
- E. Carson — Director, Success Network
- N. Garmroth — Director, Financial Aid
- K. McKinzie — Director, Career Planning & Placement

**S. Hook — Executive Dir, Advancement & Foundation**

- E. Rush — Director, Grants

# Accountability Report Appropriations/Expenditures Chart
## Base Budget Expenditures and Appropriations

| Major Budget Categories | FY 10-11 Actual Expenditures | | FY 11-12 Actual Expenditures | | FY 12-13 Appropriations Act | |
|---|---|---|---|---|---|---|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | $ 18,165,741 | $ 4,663,030 | $ 18,596,938 | $ 5,147,480 | $ 18,916,003 | $ 4,842,497 |
| Other Operating | $ 13,632,440 | $ 783,457 | $ 12,140,842 | $ | $ 12,128,017 | $ 707,816 |
| Special Items | $ - | $ - | $ - | $ - | $ - | $ - |
| Permanent Improvements | $ 510,740 | $ - | $ | $ - | $ - | $ - |
| Case Services | $ - | $ - | $ - | $ - | $ - | $ - |
| Distributions to Subdivisions | $ - | $ - | $ - | $ - | $ - | $ - |
| Fringe Benefits | $ 5,062,241 | $ 1,165,758 | $ 5,273,625 | $ 1,286,870 | $ 5,837,859 | $ 1,142,033 |
| Non-recurring | $ - | $ - | $ - | $ - | $ - | $ - |
| **Total** | $ 37,371,162 | $ 6,612,245 | $ 36,011,405 | $ 6,434,350 | $ 36,881,879 | $ 6,692,346 |

## Other Expenditures

| Sources of Funds | FY 10-11 Actual Expenditures | FY 11-12 Actual Expenditures |
|---|---|---|
| Supplemental Bills | - | - |
| Capital Reserve Funds | - | - |
| Bonds | $ 1,274,927 | $ 1,288,708 |

## Major Program Areas

| Program Number | Major Program Area Purpose | FY 10-11 Budget Expenditures | FY 11-12 Budget Expenditures | Key Cross References for |
|---|---|---|---|---|

| and Title | (Brief) | | | | | | | Financial Results* |
|---|---|---|---|---|---|---|---|---|
| | Instruction | **State:** | 6,612,244.50 | 18% | **State:** | 6,676,216 | 18% | |
| | | **Federal:** | 747,423.24 | 2% | **Federal:** | 740,201 | 2% | |
| | | **Other:** | 30,011,494.26 | 80% | **Other:** | 28,755,500 | 80% | |
| | | **Total:** | 37,371,162.00 | | **Total:** | 36,011,405 | | |
| | | **% of Total Budget:** | | 100% | **% of Total Budget:** | | 100% | |
| | | **State:** | | | **State:** | | | |
| | | **Federal:** | | | **Federal:** | | | |
| | | **Other:** | | | **Other:** | | | |
| | | **Total:** | | | **Total:** | | | |
| | | **% of Total Budget:** | | | **% of Total Budget:** | | | |
| | | **State:** | | | **State:** | | | |
| | | **Federal:** | | | **Federal:** | | | |
| | | **Other:** | | | **Other:** | | | |
| | | **Total:** | | | **Total:** | | | |
| | | **% of Total Budget:** | | | **% of Total Budget:** | | | |
| | | **State:** | | | **State:** | | | |
| | | **Federal:** | | | **Federal:** | | | |
| | | **Other:** | | | **Other:** | | | |
| | | **Total:** | | | **Total:** | | | |
| | | **% of Total Budget:** | | | **% of Total Budget:** | | | |
| | | **State:** | | | **State:** | | | |
| | | **Federal:** | | | **Federal:** | | | |
| | | **Other:** | | | **Other:** | | | |
| | | **Total:** | | | **Total:** | | | |
| | | **% of Total Budget:** | | | **% of Total Budget:** | | | |

**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 the President, Vice Presidents and Executive Directors representing all major areas of the College, to develop SCC's vision, mission and values. Annually, the Institutional Effectiveness Council reviews, revises and presents for approval the College's goals and objectives to the EC. The president then develops, with input from EC, specific initiatives which constitute the primary focus for the year. It is these 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 toward 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. 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 objectives, 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, mission 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 mission, 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

staffs 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 Policy VI-380, Ethics Requirements for Employees and Public Officials, 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 Vice President for Business 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 and on College operations at least once every three years.

**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, with tuition waivers for employees taking SCC classes and tuition reimbursement for other colleges 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 and certifications. 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 a 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 external programs and seminars that will

enhance their area of expertise. Divisional travel budgets also fund workshops, conferences, and other development opportunities.

An Extended Executive Council meeting, to include deans and directors, is held once a month to allow those leaders to update the senior leaders and each other on their particular areas of responsibility. 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. These opportunities allow employees to position themselves for promotion when there are openings.

**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 deans and directors. Senior leaders communicate regularly with their staff. Minutes of each meeting are posted on the portal to encourage regular communication. All senior leaders have staff meetings. Topics at these meetings include Executive Council agenda items, divisional progress toward College goals and objectives as well as other key issues. 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. The president holds an open forum the first Friday of each month to allow faculty and staff to ask questions and raise issues of concern. 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 Assessment Committee, the Enrollment Management Committee, the Ellucian User Group, the Faculty Board, the Wellness Committee, the Academic Review Committee, and the Recognition Committee. 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. Many 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.

Additionally, 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. Additionally, the Human Resources Department distributes an electronic newsletter that includes employee recognition. A Recognition Committee determines innovative ways to congratulate the workforce for achievement. Two faculty receive Faculty of the Year awards, one adjunct faculty receives an Adjunct of the Year award and one staff person receives a Staff of the Year award as recognition by their peers and students. Employees can also receive Someone Performed Outstandingly 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 his/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 his/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 the 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. An End-of-Year Progress Report, to which the entire College contributes, shows 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.

Goals are set annually for the following strategic measures and are monitored throughout the year:

| Measure | Benchmark |
|---|---|
| Enrollment - Headcount | SC Peer Group – Level 3 |
| Enrollment - Full-time Equivalent (FTE) | SC Peer Group – Level 3 |
| Market Penetration - Non-Credit Students | SC Peer Group & NCCBP |
| Non-White/Service Area Comparison | SC Service Area |
| Full-time Retention Rate (Fall to Fall) | SC Peer Group – Level 3 w/IPEDS |
| Part-time Retention Rate (Fall to Fall) | SC Peer Group – Level 3 w/IPEDS |
| Retention Rate (Fall to Spring) | SC Peer Group – Level 3 w/NCCBP |
| Satisfaction Rate - Noel Levitz | Noel Levitz Comparison Group |
| Engagement Rate - CCSSE | CCSSE Comparison Group |
| Transfer-out Rate | SC Peer Group – Level 3 |
| Graduation Rate | SC Peer Group – Level 3 |
| Placement Rate - in a related field or continuing their education | SC Peer Group – Level 3 |
| Placement Rate - employed or continuing their education | SC Peer Group – Level 3 |
| Licensure/Certification Pass Rate - Credit Programs | State Averages |
| Licensure/Certification Pass Rate - Non-Credit Programs | National Averages |
| Student FTE/Faculty FTE Ratio | NCCBP |
| Course sections taught by full-time faculty | NCCBP |
| Cost/Full-time Equivalent (FTE) Student | SC Peer Group – Level 3 w/IPEDS |
| Grants Success - Applied For | CRD Colleges |
| Grants Success - Received | CRD Colleges |
| Operating Margin - Open Enrollment and Contract Training - Non-Credit Programs | National Comparison Group |
| Economic Impact by Service Area | Growth over 5 years |

## 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.  The community involvement of management allows them to receive formal and informal feedback about the College.  Other avenues for feedback include Advisory Committees, meetings with Public School staff and student surveys/evaluations. When potentially negative effects or situations are identified, the Executive Council 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 students. This plan, which was established by the SCC Marketing & Public Relations department, is used in addition to the *Campus Emergency Safety Plan* established by Campus Police and the *Risk Management Procedures and Guidelines* manual developed by the Business Affairs division to help ensure the College effectively provides quality programs and services to students.

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, the 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 the Institutional Effectiveness Council.

A basic premise of the community college system is to serve the needs of the local citizens of the service area. Therefore, continuous review of the programs the College provides, and of the fields those programs serve, is an integral part of the planning process. Every program at the College 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 Curriculum Committee. 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. The plan becomes 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 portal and 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 despite the many challenges they face (i.e., finding qualified faculty, pedagogical training, providing instruction at multiple sites, classroom management and student skill level).

*Objective:*   1D) 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.
1E) Strengthen partnerships with business and industry.
4D) Utilize human and physical resources on all campuses efficiently and effectively.
4E) Maintain a level of technology across the College that meets industry standards.

*Challenge:* The College must provide quality infrastructure, service and support at all its campuses to ensure consistency across the college.

*Objective:* 2B) Develop each campus to meet the needs of the service area providing a quality and safe environment while building a stronger and more sustainable whole.

3A) Strengthen academic, enrollment services, and student support services in an effort to improve retention, graduation rates, and placement rates.

4D) Utilize human and physical resources on all campuses efficiently and effectively.

4E) Maintain a level of technology across the College that meets industry standards.

*Challenge:* The College must provide professional development for faculty and staff, and focus on efficiency and effectiveness to maximize all human resources.

*Objective:* 4B) Promote the elements of a College climate that values the contribution of each employee.

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

4D) Utilize human and physical resources on all campuses efficiently and effectively.

4E) Maintain a level of technology across the College that meets industry standards.

*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, while maintaining affordable tuition costs.

*Objective:* 4A) Strengthen the College's capabilities to generate revenue from public and private resources and grants to support the expansion of programs and services.

4D) Utilize human and physical resources on all campuses efficiently and effectively.

4E) Maintain a level of technology across the College that meets industry standards.

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 input from the Institutional Effectiveness Council. A key premise of the planning and evaluation process is that plans are based on what has happened, is happening, and will happen in the world outside the College with a focus on the challenges and opportunities these external changes present. The College as a whole systematically reviews the external realities of its community through the Institutional Effectiveness (IE) Council. The IE Council establishes environmental scanning committees in six areas to identify, study, and analyze the current and emerging issues and forces that influence the quality of life of the people in SCC's service area. The committees propose and the IE Council adopts "planning assumptions" that are fed into the College's annual planning 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 Area 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 spring 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.

**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 spring 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.

### 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.

Annually, a status report is created for the Strategic Plan providing an end-of-year report. This report combines input from the entire College community and shows the progress being made toward the Strategic Objectives, College Goals and the Mission.

### 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 | Related FY 10-11 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s) | Key Cross References for Performance Measures* |
|---|---|---|---|
| | GOAL 1: Spartanburg Community College will strengthen its credit and non-credit academic offerings, and will lead through collaboration with public, private, and nonprofit partners in meeting the needs of students, employers, and our community. | 1A: Ensure that credits are transferable through articulation, partnerships, and/or comprehensive agreements.<br>1B: Support instruction to maintain the highest quality of learning.<br>1C: Review and develop quality College offerings through ongoing market research and needs analysis.<br>1D: 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.<br>1E: Strengthen partnerships with business and industry. | 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.4b, 7.2.5, 7.3, 7.3.1, 7.3.1a-d, 7.4, 7.4.1, 7.4.2, 7.4.3, 7.6 |
| | Goal 2: Spartanburg Community College will increase College outreach, access and impact in Cherokee, Spartanburg, and Union counties. | 2A: Support and strengthen an identity as an accessible and affordable value, ready to meet the unique needs of its constituents, and market College program offerings and services effectively.<br>2B: Develop each campus to meet the needs of the service area providing a quality and safe environment while building a stronger and more sustainable whole.<br>2C: Ensure access to courses and programs through effective scheduling, varied instructional modalities, and the use of technologies. | 7.1.3, 7.1.4, 7.1.6, 7.1.7, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.1, 7.6 |
| | Goal 3: Spartanburg Community College will improve student access and success. | 3A: Strengthen academic, enrollment services, and student support services in an effort to improve retention, graduation rates, and placement rates.<br>3B: Review and revise curricula to ensure student access, program quality, and student completion.<br>3C: Promote the elements of a College environment that values the success of each student.<br>3D: Support the development, implementation, and assessment of a student learning focused Quality Enhancement Plan (QEP). | 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.2.1, 7.2.2, 7.2.3, 7.2.5, 7.4.1, 7.4.2, 7.4.3, 7.6 |
| | Goal 4: Spartanburg Community College will be more effective and more efficient in delivering programs and services. | 4A: Strengthen the College's capabilities to generate revenue from public and private resources and grants to support the expansion of programs and services.<br>4B: Promote the elements of a College climate that values the contribution of each employee.<br>4C: Expand professional development opportunities for faculty and staff.<br>4D: Utilize human and physical resources on all campuses efficiently and effectively.<br>4E: Maintain a level of technology across the College that meets industry standards.<br>4F: Improve internal communications. | 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.4b, 7.2.5, 7.3, 7.3.1, 7.3.1a-d, 7.4, 7.4.1, 7.4.2, 7.4.3, 7.6 |

## 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. 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 committee composed of members who are either employed or experienced in that industry. Each advisory committee 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.

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, community leaders, focus groups and external 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 Planning Division and a graduate exit survey that is part of the application for graduation process. 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 committees. As mentioned, each of the College's programs is required to have an advisory committee 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.  The Gainful Employment process recently initiated by the federal government will also feed into the continuous improvement evaluation.

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 Assessment 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 such as the Noel Levitz Student Satisfaction Survey, the Community College Survey of Student Engagement (CCSSE), 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 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 continue to be 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. The Direct Connect Program with USC Upstate is one example of such an opportunity.

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 and an open computer lab. 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, certificate of health science students and all new curriculum students. The

Advising Center also provides guidance regarding academic and career paths, helps students develop short-term and long-term goals, 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 four new campuses in the last decade. 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. 3.6.   How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?**

Each of the processes regarding student and stakeholder complaints require responses within an allotted time period. These time periods are detailed in each area of appeal as required in the Student Code of Conduct.

**III Category 4 – Measurement, Analysis, and Knowledge Management**

**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, thus the College is a member of the National Community College Benchmark Project (NCCBP) and the Kansas Study.  Internally, as part of the annual operational planning process, each unit objective must include a measurement strategy.  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 and updated 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 plays 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 Information Technology Office and other offices provide regular data and reports, as well as special data and report requests, to various individuals, councils, committees and the College community for use in

decision making. The Assessment Committee regularly reviews/analyzes College-wide data and assessment results, 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 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 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 Assessment 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 make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

The Institutional Research Office maintains a website, linked through the main college website, of various breakouts of data as well as links to other sites with data. Data and information are regularly provided to the Commission, the EC and the College community through email, presentations, paper copy and the college portal.

### III. 4. 6. 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. Additionally, many reports have been customized in Datatel to provide more timely, if unofficial, data.

**III. 4. 7.  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 Assessment 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. 8.  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.  Some professional development workshops are built around faculty/staff skills and expertise. Cross-training is done in some areas and some have manuals defining/describing processes.

**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.  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 spring 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. Objectives become part of EPMS/FPMS planning.
- 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 professional growth programs.
- Management and leadership development opportunities.
- Faculty presentations.

**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.
- 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 occurs 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 through the Portal 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.
- To provide a more user friendly and a more efficient appraisal system, an electronic appraisal system was implemented in 2009. Also, to improve efficiency of the appraisal system, the College implemented 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.
- Individuals are nominated or selected to participate in the USC Leadership Certificate Program and the Technical College System Leadership Program.
- Other faculty/staff professional development opportunities are offered both internally and externally to gain additional skills and expertise.

**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.
- Open communications monthly with the president.

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 member 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 skype 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 College. Annually, the Committee reviews the FSD budget and defines activities for the fiscal year. The Committee determines the amount of tuition assistance. Committee members solicit input from the faculty and staff to ensure that activities are provided to meet the needs of the College and determine what activities to offer. All FSD activities are evaluated by the participants and the evaluations are reviewed by the Committee members. A summary of the evaluations is 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 for those options 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. 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 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, and monitor their progress.

**III. 5. 11. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?**

- The Assessment 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. 5. 12. How do you maintain a safe, secure, healthy work environment? (Include your workplace preparedness for emergencies and disasters.)**

SCC has 4 professional state certified police officers as well as 14 SLED certified security officers. These officers patrol on foot and by vehicle on all campuses. These officers can be directly contacted by radio-telephone 24 hrs a day, 7 days a week. The College Police Chief maintains emergency procedures that are located on the College website portal and can be accessed by all employees from their work computers. SCC Campus Police chairs a College-wide Safety Committee that meets quarterly to discuss any problems at the College. This committee is made up of campus police, representatives from Health Sciences, Human Resources, Corporate and Community Education, Disabilities Services, Campus Security and the Campus Operations Department. SCC has telephones in all classrooms and labs that can be used as an intercom system to make emergency announcements campus-wide as well as be used to call out to Campus Police for emergency assistance. There is also a campus system that will communicate with people outside the buildings. For Faculty, staff and students who wish to participate, SCC has a "SCC 911" Twitter account that allows SCC to contact everyone by text message if there is an emergency on campus.

**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 four strategic institutional goals with defined objectives.  These four goals are: to strengthen its credit and non-credit academic offerings, and lead through collaboration with public, private, and nonprofit partners in meeting the needs of students, employers, and our community, to increase College outreach, access and impact in Cherokee, Spartanburg, and Union counties, to improve student access and success; and 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 Council, Information Technology Committee, Academic Review Committee, Assessment 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.), uses adjunct faculty in appropriate ratios, updates and reviews courses/programs each semester, offers a common core of general education courses, and offers 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. 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, etc.). Information regarding key processes is 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 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 (Developing a Curriculum) 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. The president has an innovation fund that can also be used for special projects.

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

## Category 7 – Organizational Performance Results

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

Student retention, graduation rate, transfer-out rate, persistence, and licensure/certification pass rates are Spartanburg Community College's measures of student learning.
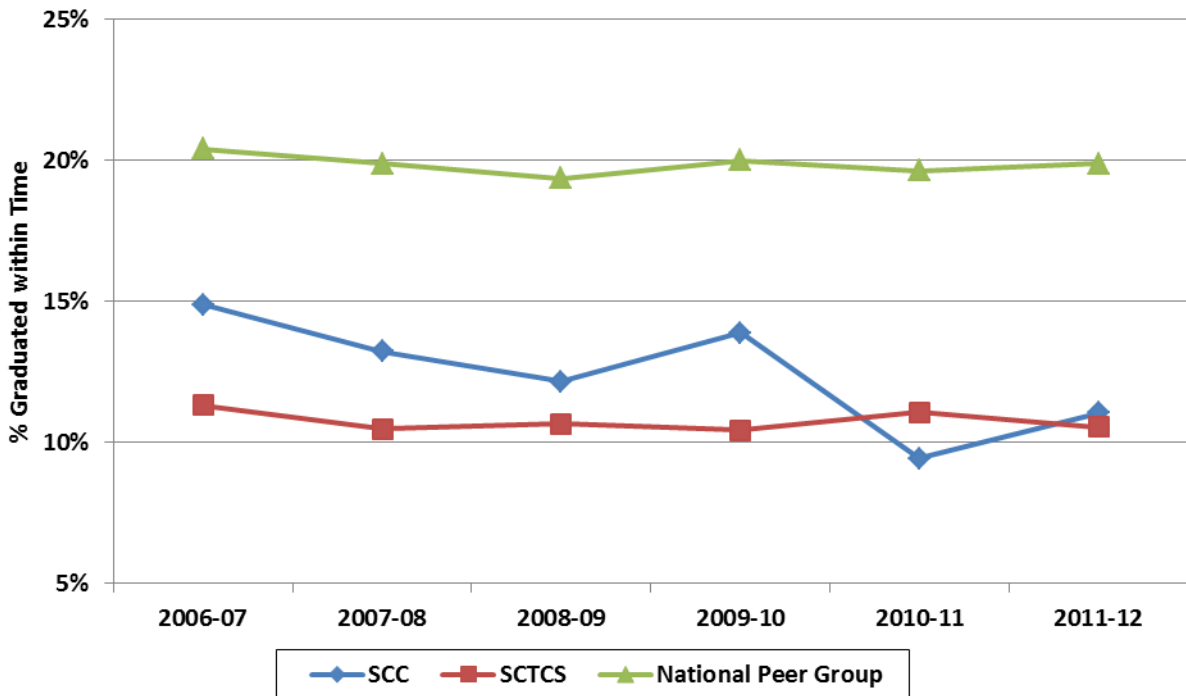
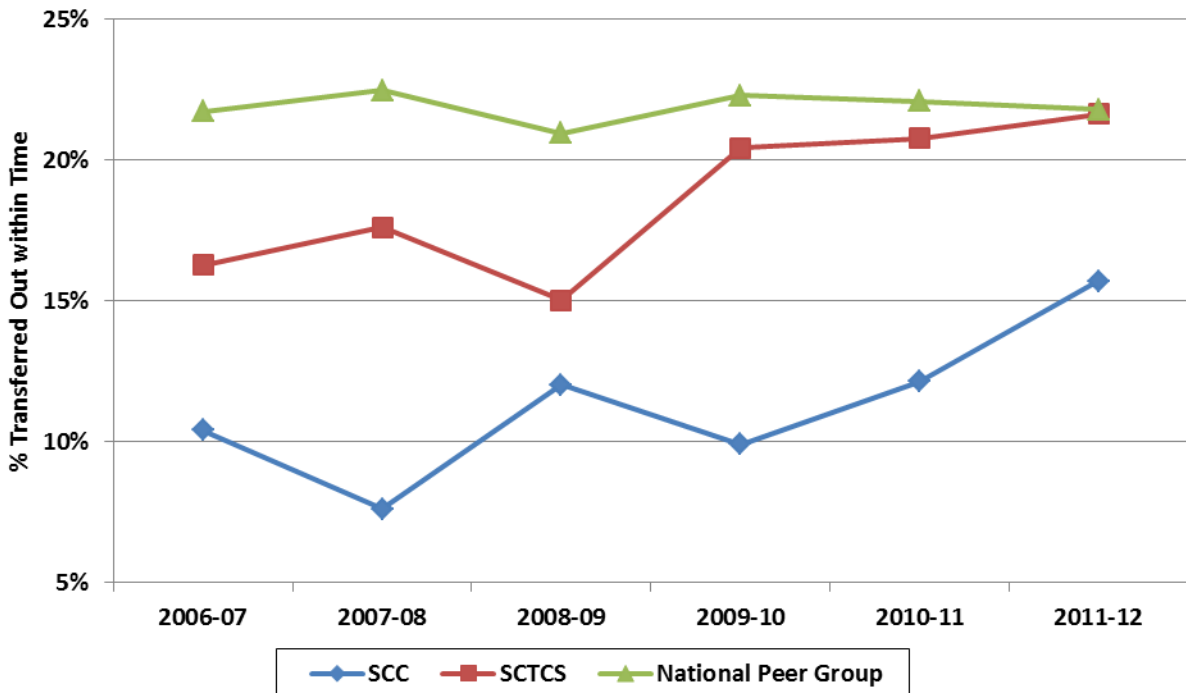## 7.1.1 Full-Time Fall-to-Fall Student Retention Rates
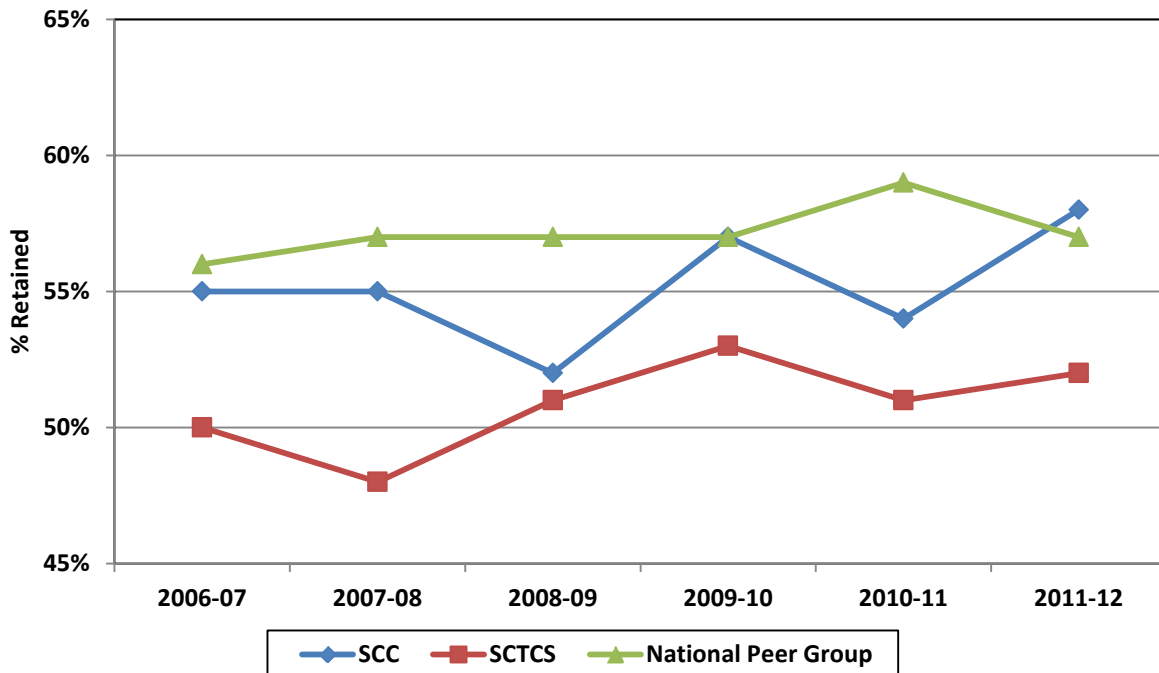


## 7.1.2 Part-Time Fall-to-Fall Student Retention Rates
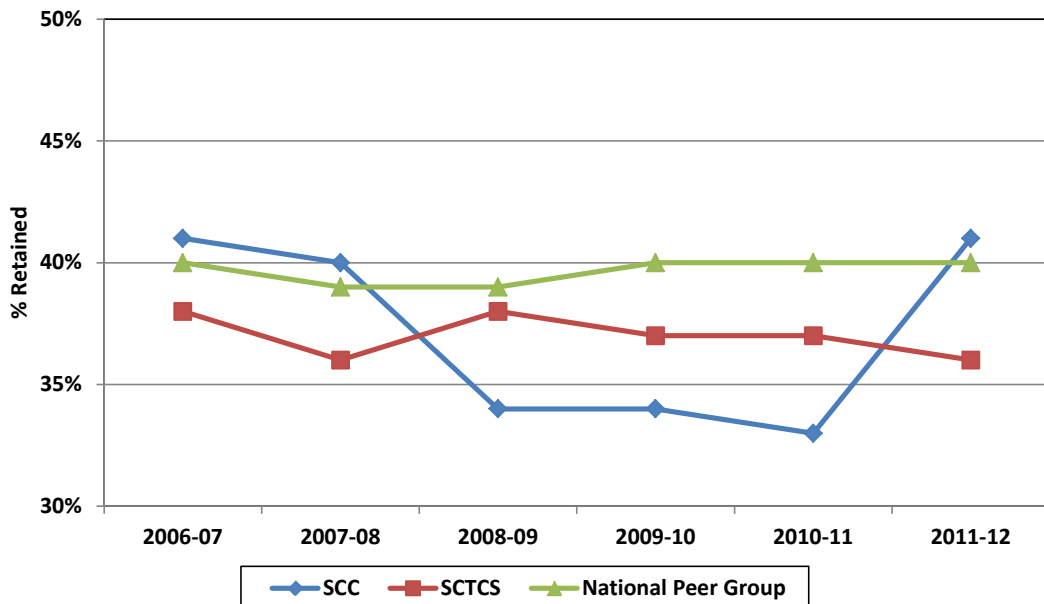
7.1.3 Graduation Rates (150% of Time)



7.1.4 Transfer Out Rates (150% of Time)

## 7.1.5 Fall-to-Spring Persistence
### (All Students)

| Period | SCTCS | SCC |
|--------|-------|-----|
| Fa12-Sp13 | 70% | 66% |
| Fa11-Sp12 | 73% | 69% |
| Fa10-Sp11 | 73% | 70% |
| Fa09-Sp10 | 74% | 71% |
| Fa08-Sp09 | 72% | 73% |
| Fa07-Sp08 | 70% | 72% |
| Fa06-Sp07 | 69% | 71% |

Legend: ■ SCTCS ■ SCC
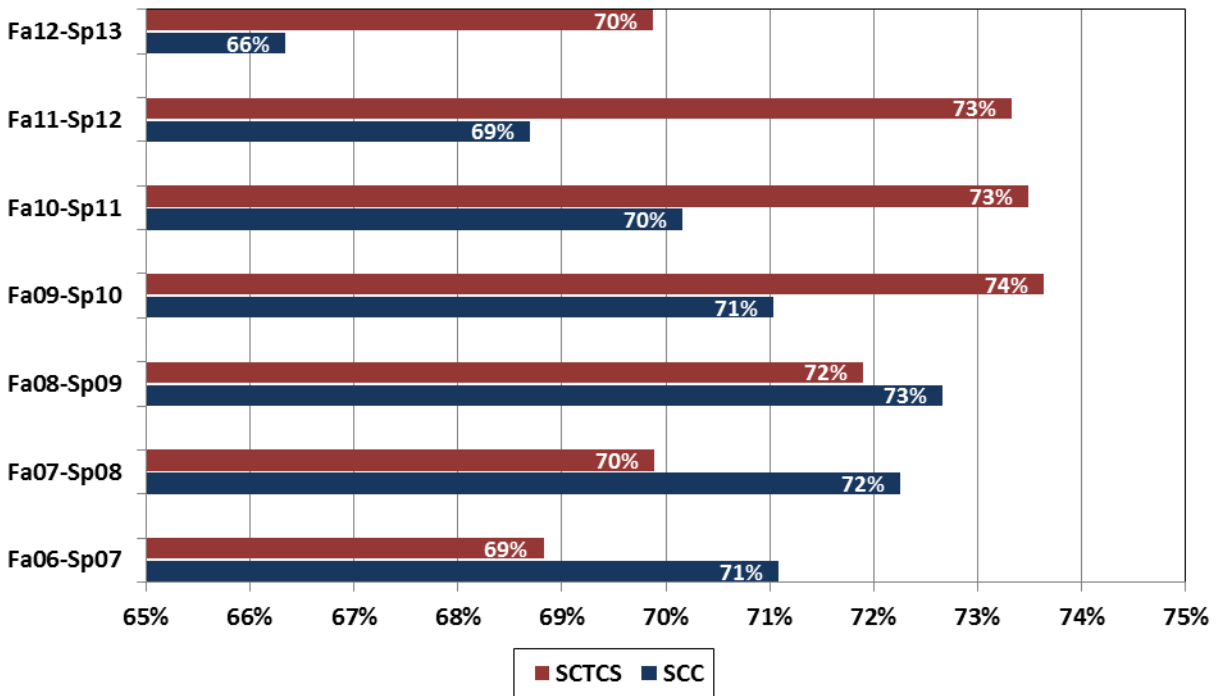
## 7.1.6 Graduate Placement Rates

| Year | State Peer Group | SCTCS | SCC |
|------|-----------------|-------|-----|
| 2011 | 77.0% | 81.8% | 85.3% |
| 2010 | 79.7% | 84.9% | 83.1% |
| 2009 | 78.1% | 82.0% | 81.3% |
| 2008 | 84.1% | 86.3% | 85.0% |
| 2007 | 82.1% | 86.0% | 80.5% |
| 2006 | 84.5% | 86.1% | 82.1% |

% of Graduates Employed in field of study or continuing education

Legend: ■ State Peer Group ■ SCTCS ■ SCC
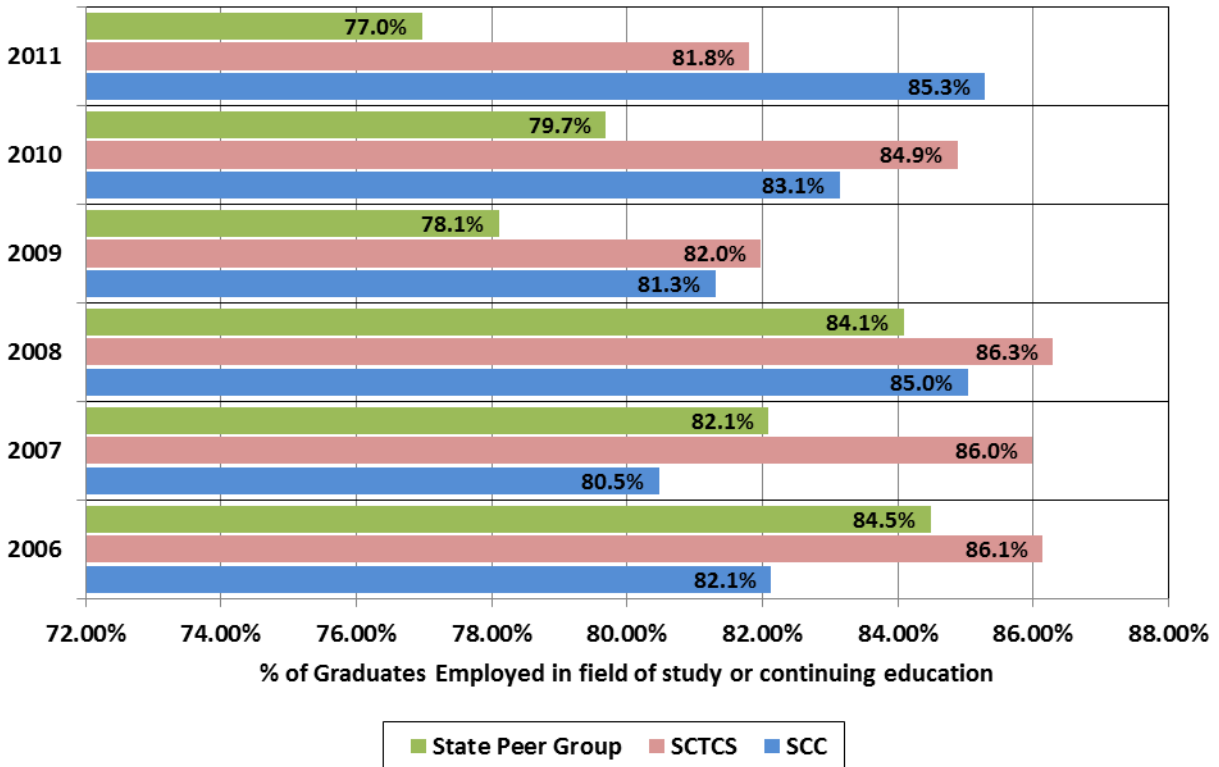
## 7.1.7 Licensure Exam Results 2008-2013

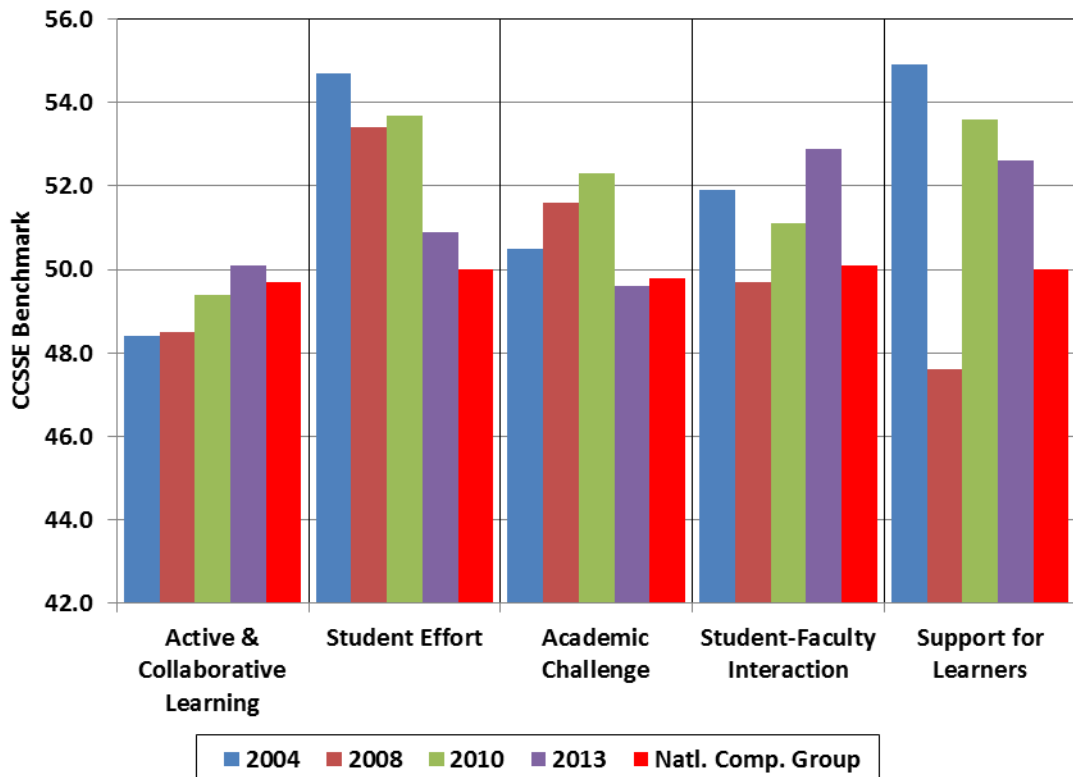| | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Certification Exam for Entry Level Respiratory Therapy Practitioners (CRTT) | 100.0% | 100.0% | 100.0% | 100.0% | 81.8% |
| Certified Medical Assistant Exam | 94.1% | 78.3% | 95.2% | 100.0% | 88.9% |
| Emergency Medical Technician, NREMT Basic | 88.2% | | | | |
| Medical Laboratory Technician, ASCP | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| National Council Licensure Exam-Registered Nurse (ADN) | 100.0% | 100.0% | 97.2% | 92.1% | 92.5% |
| Nurse Aid Competency Evaluation Program | 100.0% | 83.3% | | | |
| Radiography Exam, ARRT | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Registry Exam for Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation | 81.8% | 75.0% | 87.5% | 100.0% | 100.0% |
| Registry Exam for Advanced Respiratory Therapy Practitioners (RRT) - Written Registry | 83.3% | 91.7% | 88.9% | 100.0% | 100.0% |
| Surgical Technologist National Certifying Exam | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

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



7.2.1 Non-Credit Student Market Penetration
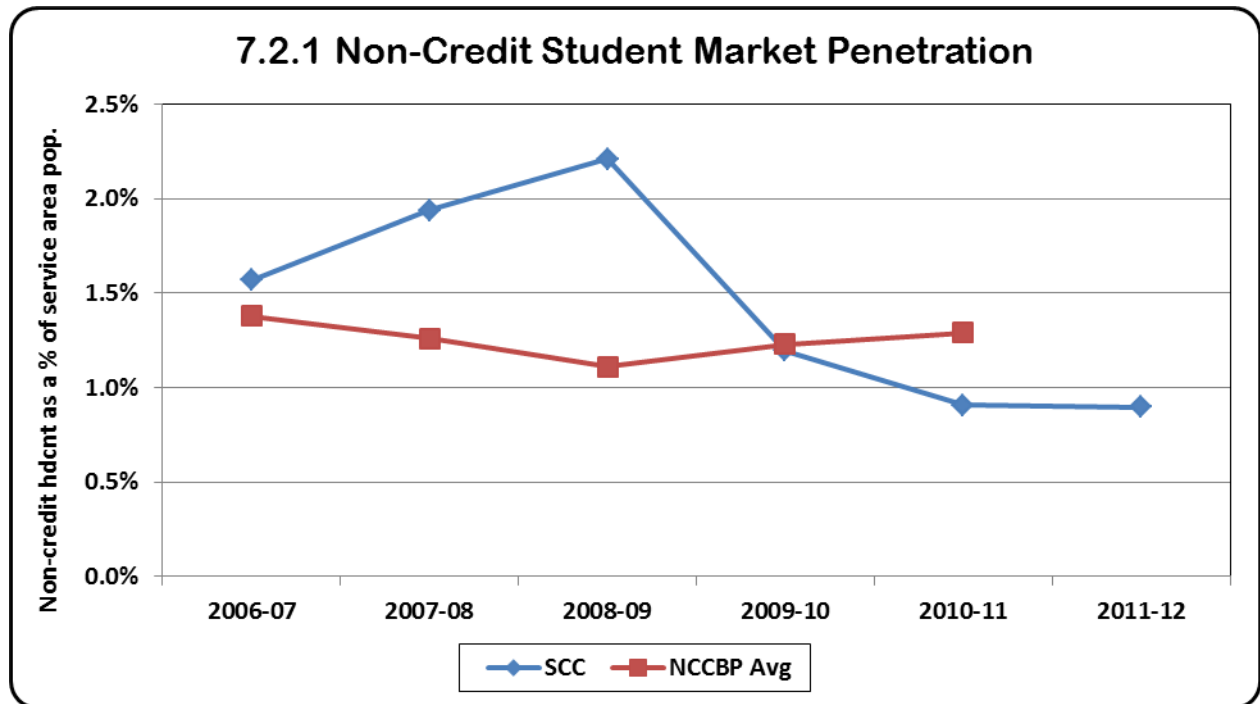
# 7.2.2 Student to Service Area Comparison - Non-White Pop.

| Year | Service Area | SCC |
|------|-------------|-----|
| Fall2011 | 25.3% | 32.0% |
| Fall 2010 | 29.6% | 32.5% |
| Fall 2009 | 29.0% | 32.1% |
| Fall 2008 | 28.7% | 30.6% |
| Fall 2007 | 28.3% | 30.1% |
| Fall 2006 | 28.0% | 30.2% |

Non-White population - % student hdcnt vs % service area pop

Legend: Service Area, SCC

# 7.2.3 Student Engagement

CCSSE Benchmark

| Benchmark | 2004 | 2008 | 2010 | 2013 | Natl. Comp. Group |
|-----------|------|------|------|------|-------------------|
| Active & Collaborative Learning | 48.4 | 48.5 | 49.4 | 50.1 | 49.7 |
| Student Effort | 54.7 | 53.4 | 53.7 | 50.9 | 50.0 |
| Academic Challenge | 50.5 | 51.6 | 52.3 | 49.6 | 49.8 |
| Student-Faculty Interaction | 51.9 | 49.7 | 51.1 | 52.9 | 50.1 |
| Support for Learners | 54.9 | 47.6 | 53.6 | 52.6 | 50.0 |

# 7.2.5 Student Satisfaction

| | Expectations Met | Overall Satisfaction | Would Enroll Again |
|---|---|---|---|
| SCC 2006 | 4.63 | 5.26 | 5.33 |
| SCC 2009 | 4.86 | 5.47 | 5.6 |
| SCC 2011 | 4.91 | 5.58 | 5.7 |
| Southern Community Colleges | 4.87 | 5.47 | 5.73 |

**7.2.4a Opening Fall Percentage Student Enrollment Growth From Base Year 2006**

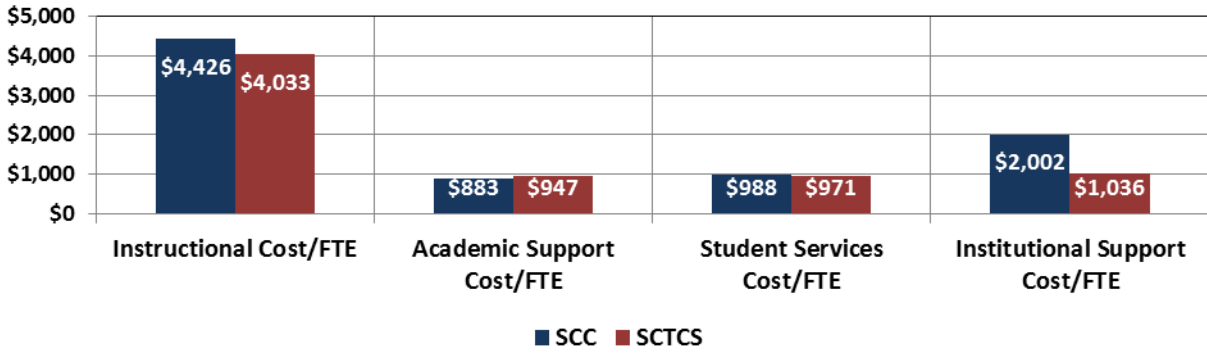## 7.2.4a Opening Fall Hdcnt % Growth Since 2006

**7.2.4b Opening Fall Percentage Student Enrollment Growth From Base Year 2006**

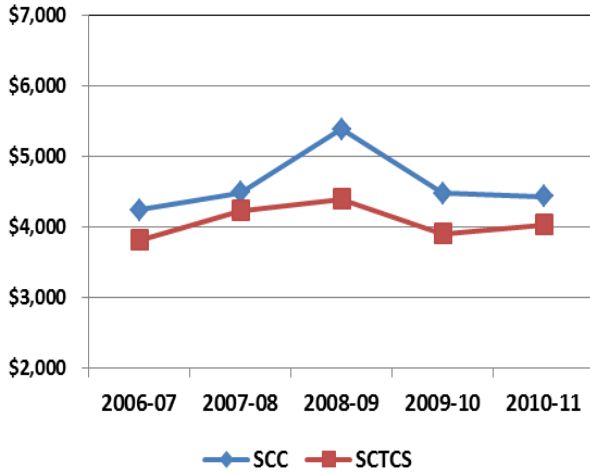| | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|---|---|---|---|---|---|---|---|
| SCC Opening Headcount | 4,278 | 4,459 | 4,701 | 5,713 | 5,871 | 6,008 | 6,036 |
| Annual Growth | n/a | 4.2% | 5.4% | 21.5% | 2.8% | 5.2% | 2.8% |
| Cumulative Growth | n/a | 4.2% | 9.9% | 33.5% | 37.2% | 40.4% | 41.1% |
| SCTCS Opening Headcount | 76,309 | 79,383 | 84,270 | 94,434 | 97,420 | 98,318 | 97,584 |
| Annual Growth | n/a | 4.0% | 6.2% | 12.1% | 3.2% | 4.1% | 0.2% |
| Cumulative Growth | n/a | 4.0% | 10.4% | 23.8% | 27.7% | 28.8% | 27.9% |
| IPEDS National Avg. (235 Institutions) | 1,412,369 | 1,454,570 | 1,535,580 | 1,686,277 | 1,760,409 | 1,725,444 | Not Avail |
| Annual Growth | n/a | 3.0% | 5.6% | 9.8% | 4.4% | 2.3% | Not Avail |
| Cumulative Growth | n/a | 3.0% | 8.7% | 19.4% | 24.6% | 22.2% | Not Avail |

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

| Category | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|---|---|---|
| SCC Annual F.T.E. | 3,241 | 3,519 | 3,776 | 4,618 | 4,590 | 4,411 |
| SCTCS Annual F.T.E. | 55,539 | 58,340 | 64,064 | 74,761 | 74,986 | 74,217 |
| **Instruction** | | | | | | |
| SCC Instructional Expenditures | 13,733,776 | 15,788,345 | 20,323,501 | 20,670,167 | 20,317,630 | |
| SCTCS Instructional Expenditures | 211,631,764 | 246,651,023 | 281,674,580 | 291,546,306 | 302,413,354 | |
| **Academic Support** | | | | | | |
| SCC Acad. Supp. Expenditures | 2,641,341 | 3,459,732 | 3,617,977 | 3,665,625 | 4,052,646 | |
| SCTCS Acad. Supp. Expenditures | 51,790,518 | 62,548,028 | 66,528,946 | 69,114,916 | 70,990,751 | |
| **Student Services** | | | | | | |
| SCC Student Services Expenditures | 3,598,881 | 3,855,117 | 4,165,297 | 4,341,809 | 4,534,410 | |
| SCTCS Student Services Expenditures | 52,207,382 | 56,025,526 | 71,611,422 | 73,912,616 | 72,799,549 | |
| **Institutional Support** | | | | | | |
| SCC Instit. Supp. Expenditures | 5,953,444 | 7,082,346 | 6,475,481 | 10,447,886 | 9,188,060 | |
| SCTCS Instit. Supp. Expenditures | 56,067,431 | 62,987,781 | 72,680,118 | 71,735,533 | 77,650,994 | |
| | | | | | | |
| SCC Instructional Cost/FTE | 4,238 | 4,487 | 5,382 | 4,476 | 4,426 | 0 |
| SCTCS Instructional Cost/FTE | 3,811 | 4,228 | 4,397 | 3,900 | 4,033 | 0 |
| SCC Academic Support Cost/FTE | 815 | 983 | 958 | 794 | 883 | 0 |
| SCTCS Academic Support Cost/FTE | 933 | 1,072 | 1,038 | 924 | 947 | 0 |
| SCC Student Services Cost/FTE | 1,110 | 1,096 | 1,103 | 940 | 988 | 0 |
| SCTCS Student Services Cost/FTE | 940 | 960 | 1,118 | 989 | 971 | 0 |
| SCC Institutional Support Cost/FTE | 1,837 | 2,013 | 1,715 | 2,262 | 2,002 | 0 |
| SCTCS Institutional Support Cost/FTE | 1,010 | 1,080 | 1,134 | 960 | 1,036 | 0 |

# 7.3.1 Cost per FTE Student, 2011



Bar chart comparing SCC and SCTCS cost per FTE student:
- Instructional Cost/FTE: SCC $4,426, SCTCS $4,033
- Academic Support Cost/FTE: SCC $883, SCTCS $947
- Student Services Cost/FTE: SCC $988, SCTCS $971
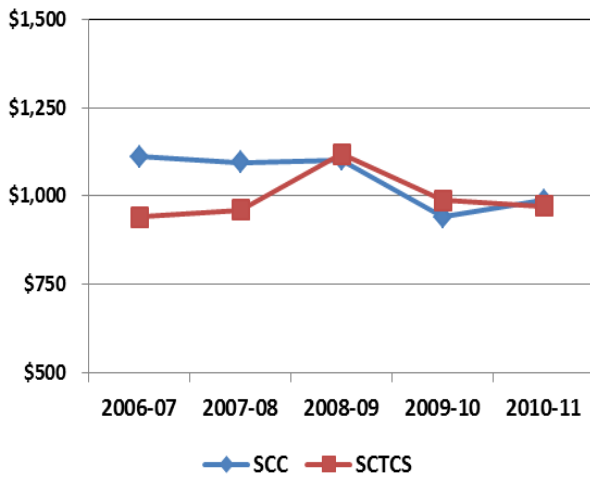- Institutional Support Cost/FTE: SCC $2,002, SCTCS $1,036

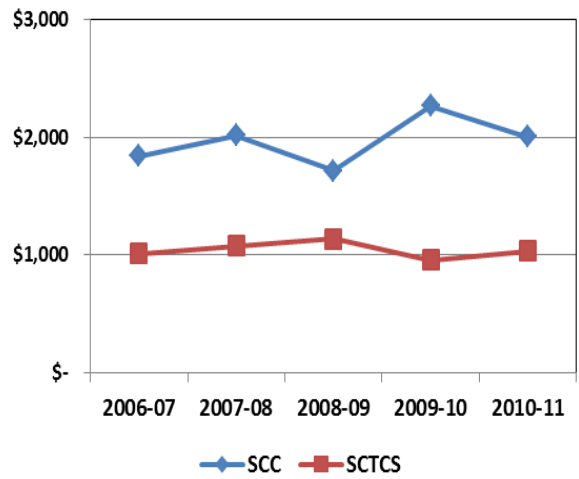## 7.3.1a Instructional Cost / FTE



## 7.3.1b Academic Support Cost / FTE
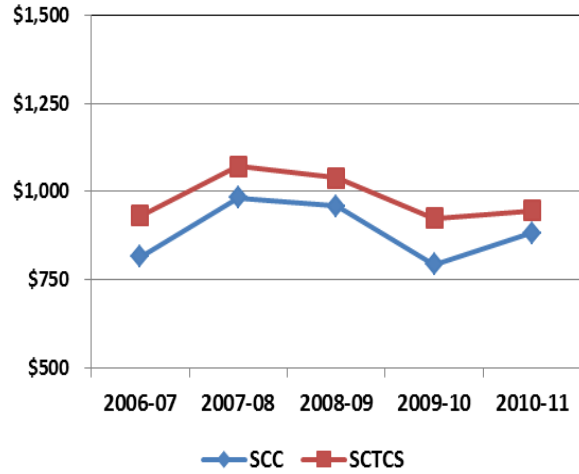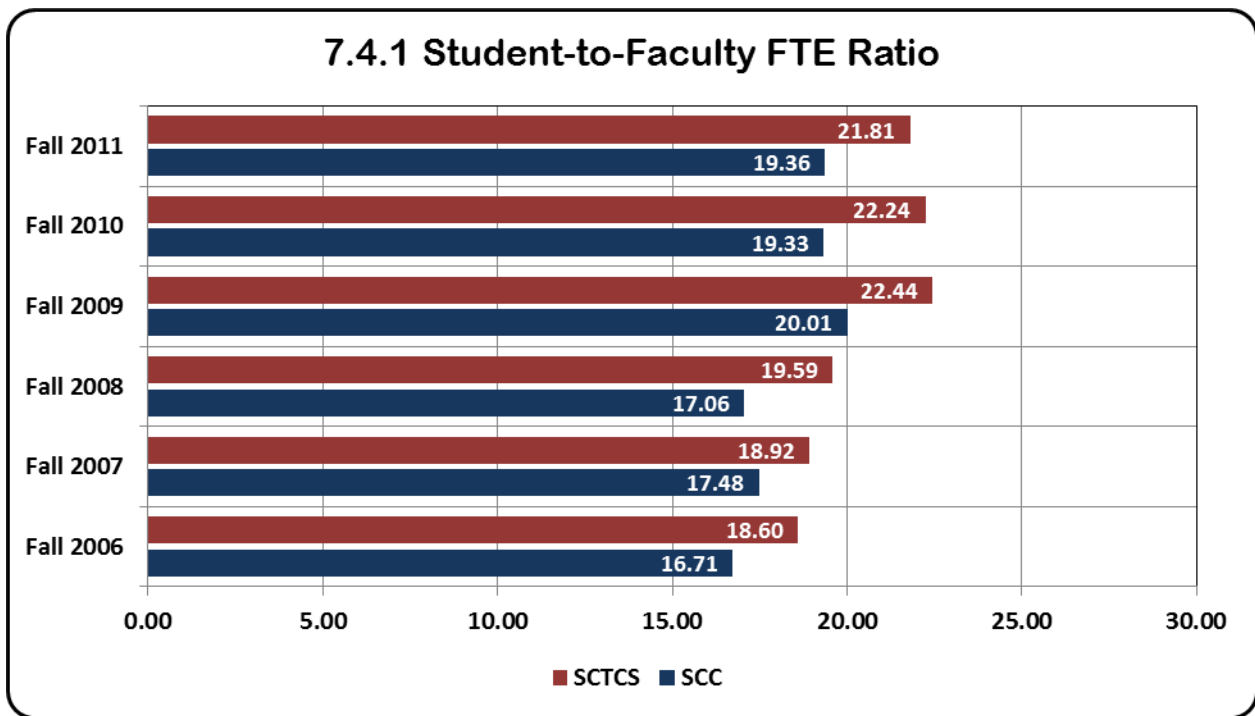


## 7.3.1c Student Services Cost / FTE



## 7.3.1d Institutional Support Cost / FTE

**7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention and workforce climate including workplace health, safety, and security.**

| FALL FTE | | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|---|---|---|---|---|---|---|---|---|
| SCC | Student FTE | 2,925 | 3,076 | 3,191 | 3,922 | 4,022 | 3,949 | 3,886 |
| SCC | Faculty FTE | 175 | 176 | 187 | 196 | 208 | 204 | 0 |
| SCTCS | Student FTE | 48,755 | 50,935 | 54,033 | 62,504 | 64,592 | 64,221 | 63,456 |
| SCTCS | Faculty FTE | 2,621 | 2,692 | 2,758 | 2,785 | 2,904 | 2,945 | 0 |
| SCC FTE Student:Faculty Ratio | | 16.71 | 17.48 | 17.06 | 20.01 | 19.33 | 19.36 | #DIV/0! |
| SCTCS FTE Student:Faculty Ratio | | 18.60 | 18.92 | 19.59 | 22.44 | 22.24 | 21.81 | #DIV/0! |



7.4.1 Student-to-Faculty FTE Ratio

| | SCTCS | SCC |
|---|---|---|
| Fall 2011 | 21.81 | 19.36 |
| Fall 2010 | 22.24 | 19.33 |
| Fall 2009 | 22.44 | 20.01 |
| Fall 2008 | 19.59 | 17.06 |
| Fall 2007 | 18.92 | 17.48 |
| Fall 2006 | 18.60 | 16.71 |

## 7.4.2 - Credit Hours Taught by Part-Time Faculty

| Credit Hrs Taught | Fall 2006 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|---|---|---|---|---|
| SCC P/T | 16,962 | 19,581 | 27,772 | 25,961 | 28,230 |
| SCC F/T | 19,099 | 22,605 | 24,731 | 24,046 | 22,924 |
| SCC Total | 36,061 | 42,186 | 52,503 | 50,007 | 51,154 |
| SCC P/T % | 47.0% | 46.4% | 52.9% | 51.9% | 55.2% |
| NCCBP | 45.7% | 46.5% | 48.2% | 50.3% | N/A |

% Credit Hours Taught by P/T Faculty
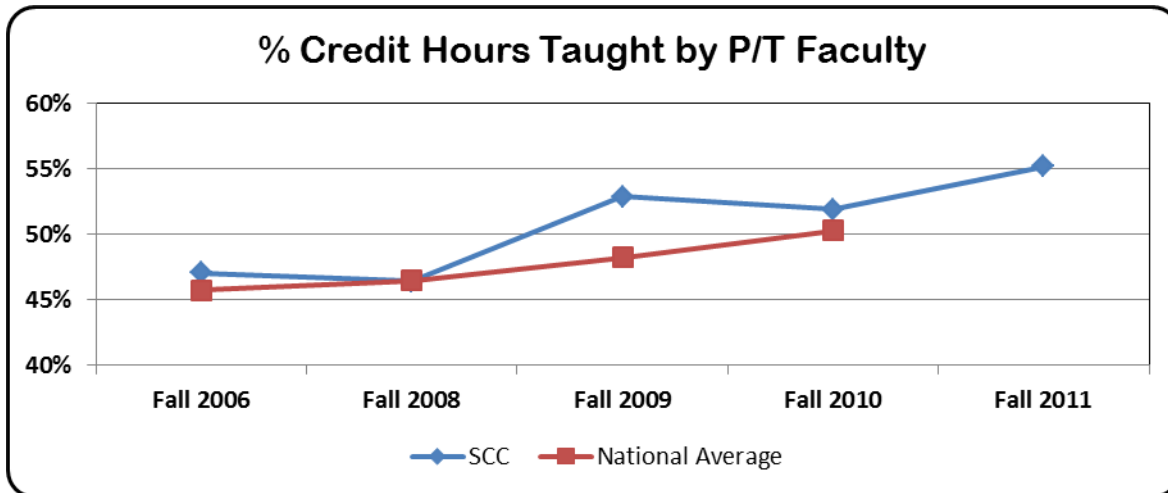
### 7.4.3 - Sections Taught by Part-Time Faculty

| Sections Taught | Fall 2006 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|---|---|---|---|---|
| SCC P/T | 341 | 414 | 528 | 532 | 598 |
| SCC F/T | 372 | 439 | 461 | 470 | 464 |
| SCC Total | 713 | 853 | 989 | 1,002 | 1,062 |
| SCC P/T % | 47.8% | 48.5% | 53.4% | 53.1% | 56.3% |
| NCCBP | 47.0% | 48.8% | 51.0% | 51.9% | N/A |



% Course Sections Taught by P/T Faculty
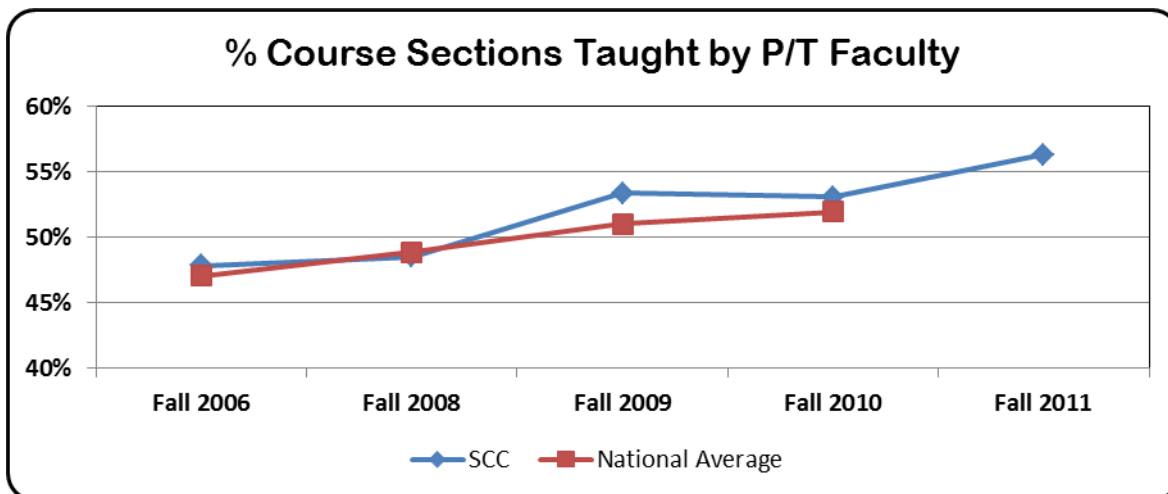
**7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?**

**See 7.6 response.**

**7.6 What are your performance levels for your key measures related to leadership and social responsibility?**
  a. **accomplishment of your organizational strategy and action plans**
  b. **stakeholder trust in your senior leaders and the governance of your organization**
  c. **fiscal accountability; and, regulatory, safety, accreditation, and legal compliance**
  d. **organizational citizenship in support of your key communities**

| Spartanburg Community College | | | | |
|---|---|---|---|---|
| **Strategic Measures 2010-2013\*** | | | | |
| **Measure** | **Benchmark** | **Current Goal** | **SCC Previous** | **SCC Actual** |
| Enrollment - Headcount | SC Peer Group #3 (2011) | 2.5% (2012) | 2.33% (Fall 2011) | 0.47% (Fall 2012) |
| Enrollment - Full-time Equivalent (FTE) | SC Peer Group #3 (2011) | 0.05% (2012) | (1.81%) (Fall 2011) | -1.58% (Fall 2012) |
| Market Penetration - Non-Credit Students\*\* - \*\*\* | SC Peer Group w/NCCBP (2010-11) | 1% (2012) | 1.20% (2009-10) | 0.90% (2011-12) |
| Non-White/Service Area Comparison\*\*\* | SCC Service Area (2011) | > 0 (2012) | 5.98% (2011) | 6.72% (2012) |
| Full-time Retention Rate (Fall to Fall) | SC Peer Group #3 w/IPEDS (2010) | 59% (2012) | 58% (2011) | 59.8% (Fa11 to Fa12) |
| Part-time Retention Rate (Fall to Fall) | SC Peer Group #3 w/IPEDS (2010) | 41% (2012) | 41% (2011) | 32.4% (Fa11 to Fa12) |
| Retention Rate (Fall to Spring)\*\*\* | SC Peer Group w/NCCBP (2010-11) | 72% (2012) | 71.63% (2010-11) | 75% (Fa11 to Sp12 ) |
| Transfer-out Rate | SC Peer Group #3 (2011) | 15% (2012) | 16.0% (2011) | 17% (2012) |
| Graduation Rate | SC Peer Group #3 (2011) | 13% (2012) | 11.0% (2011) | 16.5% (2012) |
| Placement Rate - in a related field or continuing their education\*\*\* | SC Peer Group #3 (2011) | 85% (2012) | 84.8% (2011) | 83.9% (2012) |
| Placement Rate - employed or continuing their education | SC Peer Group #3 (2011) | 90%/better (2012) | 94.7% (2011) | 92.7% (2012) |
| Licensure/Certification Pass Rate - Credit Programs\*\*\* | State Averages (2011) | 80% - 100% (2012) | 33.3% - 100% (2011) | 81.8% - 100% (2012) |
| Licensure/Certification Pass Rate - Non-Credit Programs\*\* | National Averages (2011) | 75% - 100% (2012) | 78% - 100% (2011) | 82% - 100% (2012) |
| Student FTE/Faculty FTE Ratio | NCCBP (2011) | 15 - 21 (2012) | 18.34 (2011) | 16.51 (2012) |
| Course sections taught by full-time faculty | NCCBP (2011) | >or= 50% (2012) | 52.23% (2011) | 53.12% (2012) |
| Cost/Full-time Equivalent (FTE) Student | SC Peer Group #3 w/IPEDS (2010) | >or= $7207 (2012) | $7298 (2011) | $7481 (2012) |
| Grants Success - Applied For | CRD Colleges (2011) | $12 million (2012) | $11.9 million (2011) | $6,343,730 (12-13) |
| Grants Success - Received | CRD Colleges (2011) | $2.5 million (2012) | $843,909 (2011) | $3,119,294 (12-13) |
| Private fund-raising | VSE Survey (2011) | $1.2 million (2012) | $750,445 (2011) | $5,859,614 (12-13) |
| Operating Margin - Open Enrollment and Contract Training Non-Credit Programs\*\* | | ≥ 0 (2012) | -$168,628 | -$26,552 |
| Satisfaction Rate - Noel Levitz\*\*\*\* | Noel Levitz Comparison Group (2012) | 4.87-5.73 (2012) | 4.91 - 5.70 (2012) | 4.91 - 5.70 (2012) |
| Engagement Rate - CCSSE\*\*\*\* | CCSSE Comparison Group (2013) | 47.60-53.40 (2010) | 49.40 - 53.70 (2010) | 49.60 - 52.90 (2013) |
| Economic Impact by Service Area\*\*\*\*\* | Growth over 5 years (2010) | > $83.7 million | $108.4 million | $108.4 million |

\* The three year span is to allow for the data becoming official in different years.     \*\* Non-Credit Program Measure     \*\*\* Task Force Measure

| Goal met | Goal not met | Did not meet goal but better than previous year | | Final June 2013 |
|---|---|---|---|---|

\*\*\*\*Update only occurs every three years     \*\*\*\*\*Update only occurs every five years.