Evaluation Report of

Spartanburg County Technical Education Center
Spartanburg, South Carolina

by

The Southern Association Of Colleges And Schools
April 12-15, 1970
May 22, 1970

Mr. P. Dan Hull, Director
Spartanburg County Technical Education Center
Drawer 4386
Spartanburg, South Carolina 29303

Dear Mr. Hull:

A copy of the report prepared by the Evaluation Committee which visited your institution on April 12-15, 1970, is enclosed. We hope the report will be helpful to you in the further development of Spartanburg County Technical Education Center.

We ask that you regard this report as a critical analysis of your institution made according to the Standards of the College Delegate Assembly. The report is a judgement of the Evaluation Committee and is subject to review by the Special Committee on Technical Institutes. No decision has yet been made regarding the accreditation of your institution. For this and other reasons, the report should be made available only to persons directly connected with the institution.

You are requested not to quote any part of the Evaluation Committee's report in publications by or about the institution without first consulting the Executive Secretary of the Commission on Colleges.

The report of the Evaluation Committee will be reviewed by the Special Committee on Technical Institutes at its October meeting. You should, therefore, prepare a written statement of your responses to the recommendations of the Evaluation Committee and any report of progress made since the committee was on your campus. This written report should be submitted to the office of the Commission on Colleges no later than September 15, 1970.

The Special Committee on Technical Institutes will meet in the office of the Southern Association of Colleges and Schools on October 25-27, 1970. You will be invited to send representatives for an interview with the Special Committee on one of those dates. We ask, therefore, that you please reserve these dates if you wish to appear before the Committee. As soon as an agenda can be developed we will write to you again giving you a specific hour and date for your interview.
Mr. P. Dan Hull
May 22, 1970

As you know, the Commission on Colleges endeavors to maintain a cooperative and constructive relationship with the state systems and officials of the various states. However, because of the institutional nature of the accreditation process, it is preferable that these committee reports be furnished to the state offices by the institution rather than directly by the Commission office. Therefore, you will also find enclosed a second copy which is provided for you to send to Mr. Wade Martin, Executive Director, State Committee for Technical Education, Rutledge Building, Columbia, South Carolina, 29201.

If you have any questions please do not hesitate to write to me.

Sincerely yours,

Barry L. Mellinger
Assistant Executive Secretary
Commission on Colleges

BLM/kjp
cc: Wade Martin

Encl./2
EVALUATION REPORT OF

SPARTANBURG COUNTY TECHNICAL EDUCATION CENTER
SPARTANBURG, SOUTH CAROLINA

by

THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

April 12 - 15, 1970
EVALUATION COMMITTEE

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Miami, Florida 33167

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Lenoir, North Carolina 28645

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Miss Betty J. Williamson
Head Librarian
Fayetteville Technical Institute
Fayetteville, North Carolina 28303
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

EVALUATION COMMITTEE ASSIGNMENTS

Spartanburg County Technical Education Center

Standard

I  Purpose ........................................ George Mehallis

II Organization and Administration.......................Edwin Beam

Glen Fleeman, Jr.-Bus. Ed.
James Frazier-Voc. Level

IV Financial Resources..................................Emory B. Grant

V Faculty............................................Ronald Connelly

VI Library.............................................Betty J. Williamson

VII Student Personnel .................................Jacob Remeta

VIII Physical Plant ....................................George Mehallis

IX Special Activities .................................T. Glen Fleeman
STANDARD ONE

PURPOSE

The self study clearly defines the institution's purpose as set forth within the framework of the 1961 South Carolina General Assembly Legislative Charter. Many of the institution's publications refer only to the purpose set forth by the 1961 Legislative Charter rather than a formulated statement made and adopted by the institution and its governing board. However, a formal statement of purpose was approved by the Area Commission (local governing board of Spartanburg County Technical Education Center) on March 24, 1970. This adopted statement reads:

The purpose of Spartanburg County Technical Education Center is to make available, within the framework of the 1961 South Carolina General Assembly Legislative Charter establishing Technical Education Centers, courses of instruction - technical, industrial, or otherwise - which are designed:

1. to develop manpower to meet present and future needs of regional industry, business, and health facilities; and,

2. to provide educational opportunities which persons might seek in an effort to improve themselves, and their usefulness as employees and citizens.

RECOMMENDATION:

The statement of purpose be reflected in all appropriate institutional
publications, particularly the Catalog of Courses, Student Handbook and Faculty Manual.

STANDARD TWO

ORGANIZATION AND ADMINISTRATION

Spartanburg County Technical Education Center is governed by the Spartanburg County Commission for Technical Training. This Commission is a body politic and corporate consisting of nine members. The Commission may purchase equipment, hire personnel, enter into contracts, make rules and regulations, and do other things that are necessary to plan and implement the programs for which it is responsible. Continuity of membership is assured through a system of overlapping terms of four years. Commission members are appointed by the Governor upon the recommendation of a majority of the Spartanburg County Legislative Delegation in such a manner that each of the seven school districts in the County have one member and School District No. 7 has two members with one other member being appointed from the County at large. The Chairman of the Spartanburg County Planning and Development Board, the Chairman of the County District Superintendents, and the County Superintendent of Education are ex-officio members. Operating within statewide policies established for all technical education centers by the Committee for Technical Education, the Commission appears to have adequate freedom in determining institutional policies.

The Commission adopted a Code of Ethics in 1968, which specifies, among other things, that the members will endeavor to concern themselves with establishing policies by which the institution should be administered, but that the administration of the educational program and the conduct
of business will be left to the Director and his staff. A review of official minutes of the Commission reveals that its practices are consistent with this element of the Code of Ethics. The Code of Ethics was developed by the Commission and serves as guiding principles for Commission activities within its assigned area of responsibility. Bylaws have not been adopted by the Commission.

Documents are available which contain duties and responsibilities of chief administrative officers. In some instances the duties which are assigned to administrative officers are somewhat different from those outlined in the job description or as shown on the organizational chart. Two examples of this are the Dean of Instruction and the Coordinator of Industrial Training. The Dean of Instruction's job description specifies that this officer is responsible for supervising, evaluating, and administering the instructional program of the institution. In practice, he is responsible only for the daytime credit offerings in the institution. He is not responsible for such instructional programs as daytime non-credit, evening credit, evening non-credit, M.D.T.A., and new industry programs, nor for learning resources except for audio-visual services. The organizational chart shows a Coordinator of Community Relations responsible to the Industrial Training Coordinator. This position is now vacant and when filled the person will be assigned elsewhere on the chart.

A faculty handbook was prepared for the first time this year. This handbook provides necessary information about faculty and staff responsibilities, benefits, and related matters. Bylaws of the new Faculty Congress also are included in the handbook.
Conversations and interviews with administrators and instructional personnel reveal an adequate understanding of relationships among different individuals on the organizational chart. This is true even though an individual who is administratively responsible to one person may have assigned or assumed responsibilities for working or coordinating with persons not related to him on the organizational chart. Examples of this are the extension director, nurse, and audio-visual specialist. A spirit of cooperation and working together by administrative officers apparently helps to keep channels of communication open and morale high in the institution.

The organizational chart does not show lines of authority for related instructional personnel such as English, mathematics and social studies instructors.

RECOMMENDATIONS:

1. Job descriptions for some administrative personnel should be updated to reflect current job responsibilities.

2. A review of the organizational chart should be undertaken by the staff, with particular emphasis being given to relationships among administrative officers and specialized personnel serving the total instructional process; the chart should be consistent with job descriptions for individual staff officers; and it should reflect lines of authority for all instructional personnel.

3. Action should be taken to more clearly differentiate responsibilities of the Dean of Instruction from those of the Associate Director. If the Dean of Instruction is to be
responsible for supervising, evaluating, and administering the instructional program, actual practice and the organizational chart should be modified to show that he is responsible for all instructional programs of the institution. Otherwise, the job title and job description should be changed to more appropriately reflect his present responsibilities.

SUGGESTIONS:

1. It is suggested that the Spartanburg County Commission for Technical Education give consideration to making use of the Code of Ethics in the development of bylaws which contain duties and responsibilities of the Commission as well as its operating procedures.

2. The position of Coordinator of Community Relations should be filled as soon as possible, with his services being fully utilized to develop a promotional program and to assist with the institutional recruitment effort.

3. Since there is an assigned coordination responsibility between the Dean of Extension Programs and the Industrial Training Coordinator, the organizational chart should be changed to show this relationship.

4. Consideration should be given to making more effective use of automatic data processing equipment available in the institution for business office and administrative purposes. The facility should be shown on the organizational chart as it relates to institutional business and administrative functions and to the instructional program.
STANDARD THREE

EDUCATIONAL PROGRAM

The Technical Education Center has well-defined and clearly-expressed policies for the admission and readmission of students to the institution. These policies are stated in the institution's publications and are administered by the Dean of Student Services. A policy regarding transfer credit has been defined and is being followed. Student admission records are consistent with admission policies of the institution. The recruiting activities and the institution's publications appear to portray the institution accurately and honestly.

The educational program is well related to the purpose of the institution and is properly described in published materials. Each degree and diploma curriculum has an orderly and identifiable sequence of courses. There appears to be an acceptable balance of general education courses in the degree and diploma programs.

Special MDTA training programs are conducted on campus and as cooperative-coupled programs for special students who do not meet entrance requirements to the regular credit and diploma programs. The nature of this special program does not lend itself to standard scheduling as course length, and therefore is under the responsibility of special staff knowledgeable of policy and regulations of these programs.

Adequate provision has been made for the establishment and control of curricula. These provisions do recognize and give adequate cognizance to the various roles of the governing board, the administration and the faculty. The institution is to be commended for its utilization of advisory committees in the development of its degree and
diploma programs. However, some evidence points toward a somewhat liberal policy in the past toward establishment of a new course of instruction or discipline of technology without adequate survey as to scope of need or the projected perennial need. As a result, certain courses have been short lived and considerable shifting of faculty assignment has been necessary in an effort to best match instructional requirements with available instructor capabilities. For example, Industrial Engineering Technology, offered for two or three years and appearing as an active program in the current catalog, is not offered this school year.

An examination of the performance of students in the degree programs indicated a need for expanding the preparatory program for students entering technical programs.

The instructional program generally is adequate and is related to the objectives of the institution and of specific courses. Most faculty members use a variety of instructional methods and materials. Physical facilities are adequate to support the instructional program. It is evident that there is a need in both the technical and industrial divisions for the development and maintenance of a laboratory safety program. There seemed to be a laxity in the organization, management, and security of shop and lab areas, specifically, tool rooms and lab storage areas were loosely controlled. As program population increases, organization and management will be more important.

The facilities for the Health and Industrial Divisions are presently adequate except for the Automotive Department. Observed class instruction and inspection in this area revealed a shortage of actual units and space
needed for individual student or small group participation in practice of trade skills and knowledge learned in the classroom instruction.

An attempt has been made to develop course outlines for courses currently being taught. These brief outlines, however, do not include course objectives, methodology, bibliography and detailed information on course content.

A process for the evaluation of instruction and of individual faculty members has been developed but there is little evidence that this process is being effectively utilized for the purpose of improving instruction.

The faculty loads and the sizes of classes appear reasonable to provide good instruction. The operating budget reflects the concern of the administration for the instructional program.

Faculty members seem to feel that library holdings are adequate but appear apathetic in recommending additional holdings to support their programs.

RECOMMENDATIONS:

1. An effort should be made to expand the preparatory program for students who do not have adequate backgrounds in mathematics and English.

2. Courses of studies should be developed for all programs and these should include course objectives, methodology, bibliography, and detailed information on course content, supported with teaching outlines, lesson plans and instructional aids.
SUGGESTIONS:

1. The institution should consider more detailed surveys of the continuing need for new curricula prior to the initiation of such curricula and such surveys should include a realistic census and projected estimate of prospective student populations.

2. A safety program should be developed for both the technical and industrial divisions that would include color coding, designating of traffic lanes, and written instruction in safety.

3. Precautions should be taken and a plan should be developed to insure that shop and lab areas are adequately secured.

4. Faculty should be encouraged to become more actively involved in recommending library acquisitions to support their programs of instruction.

5. Faculty should encourage student use of the library by example and by integrating library assignments into their programs of instruction.

6. The "General Information" section of the school catalog should be revised to reflect specific programs presently offered in all divisions and general objectives of the division should be identified.

7. In future plans of the Automotive Laboratory, additional space should be made available for application of skills on live units such as the student will encounter on the job.

STANDARD FOUR

FINANCIAL RESOURCES

As a public institution the financing of the institution depends
on the funds allocated by the State of South Carolina, the County of Spartanburg and tuition collected from the students.

At present the State funds amount to 75%, county funds, 14%, and tuition, 11%. It would appear that the income is very stable. In 1967 the income per student was $429.00, in 1968, $669.00, and in 1969 the anticipated income per student is $685.00.

The business and financial resources of the institution are centralized under one business manager. This person works very closely with the Director of the institution in budget preparation and control, and all other facets of the business operation. The total expenditure per student for education and general operations exceeds the minimum suggested by the Southern Association.

Conferences are held with all department heads by the Director. These requests are reviewed in light of the funds available for the total institution's operation when the budget is prepared. The final budget is prepared by the business manager from data furnished by the Director.

The business manager exercises control of the budget during the year. No formal reports are given to the Divisions and Departments during the year except when funds are expended. There is no evidence to indicate that any outside agency exercises any budgetary control over the expenditures of the school. Their purchasing is controlled by the State but they can purchase what is needed without restrictions.

The accounting system does not follow the generally accepted principals of institutional accounting as they appear in College and University Business Administration, published by The American Council on Education. Reporting of the financial and business operation is
being done monthly by the business office to the proper authorities. A review was made of the last audit made by W. Paul Skelton, Jr., Certified Public Accountant, Spartanburg, South Carolina. The exceptions made will be related later in this report.

The procedure of handling State and County funds appears adequate. The handling of fee collection leaves a lot to be desired in management. The auditor in examination of the books for last year states the following:

"There exists a serious weakness in control of student fee collections due to transferring such function to the student office, that is: (a) No control over the initiating of charges as distinguished from collections, (b) this principal financial function has been divorced from control of the Business Manager, (c) too many persons have access to collections. This situation demands serious study."

No internal audits are being conducted within the institution at the present time. Persons handling funds are properly bonded.

Purchasing is handled through a central system and appears to be adequate. An inventory of equipment is kept up to date by a joint effort of the institution and the State Purchasing Department. Supplies are stored orderly and neat but no formal control exists for issuance or reordering of supplies.

RECOMMENDATIONS:

1. All collections of fees be centralized in the Business Office. The Business Officer should have the total responsibility for providing this service to the college.

2. Only the Business Officer be allowed to extend payments of fees.

3. The accounting system should be implemented to follow the
generally accepted principals of institutional accounting as they appear in *College and University Business Administration*, published by the American Council on Education.

**SUGGESTIONS:**

1. The Division and Department Chairmen become more directly involved in the making and controlling of the budgets of their respective areas of instruction. They should know how much is budgeted for their units and on what basis this allocation has been made. They should be furnished periodic reports to inform them of the current status of their budgets for their units.

2. A control system be set up for general supplies stored and issued by the institution. A very simple Kardex file or similar file could be set up by item and a running inventory kept. The file card could indicate a point at which reorders should be placed and the level to be maintained. This would eliminate expensive local emergency purchases and will assure needed supplies at all times. In conjunction with this, it is also suggested that an internal requisition system be installed and require the supervisor of each budget unit to sign these requisitions before they are carried to the store room. While this may not be a problem at the present time, it will become a problem as the institution grows.

3. The current accounting system be converted from manual to machines as soon as possible. The demand for information today places an impossible load on manual accounting systems. Statistics verify that the cost of machines will be recovered very quickly in the reduction of people.
STANDARD FIVE

FACULTY

Department heads do much of the spadework in seeking qualified faculty. Suggestions for possible candidates come from several sources, including the advisory committees, faculty members, deans, etc. The Dean of Instruction relies on his department heads to make sound recommendations based on their knowledge of special skills needed for a position. The Director is ultimately responsible for hiring.

The institution follows the State regulations which state that faculty members must have at least as much education as their students; i.e., a high school diploma for the regular program faculty members and a baccalaureate for the related subjects faculty members. In addition to this, the applicants must have an industrial background. The business Manager is responsible for making a complete folder on all applicants and regular faculty.

Under the present structure, the Dean of Instruction is responsible for one segment of instruction and the Coordinator of MDTA Programs is responsible for another segment of instruction. In effect the institution has two separate instructional programs.

Each faculty member serves on an advisory committee, which is free to offer suggestions for curricula, textbooks, materials, etc. The
faculty member relates these suggestions to an informal committee composed of the Dean of Instruction, the Division Head, the Department Head and the faculty member. There is no formal school curriculum committee. The informal committee decides on courses, curricula, etc.

Because of its size, informal communication between faculty and administration appears quite good. Formally, communication is open, functioning, and quite good through the faculty senate, which has been set up, and is being run, entirely by the faculty.

Each faculty member is given an up-to-date Faculty Manual which outlines faculty and staff organization, rules, and responsibilities.

There is a great deal of evidence to support the professional competencies of those instructors who do not have advanced degrees. The experiences of the faculty are definitely work-oriented, extensive, and of excellent quality. Most personnel folders contain comprehensive and up-to-date evidence of work experiences, industrial workshops and schools attended, and special job-related problems solved.

Some personnel records examined were not complete; they were usually those of the MDTA faculty. These records were incomplete in instances regarding transcripts, interviews, recommendations, etc.

On paper, and in appearance, the total faculty shows up strong, with good depth, and a positive feeling for the philosophy of the institution, i.e., to graduate students who are work-oriented and at least minimally skilled in specific areas.

Leaves have been granted to faculty members, based on State funds from the institution's budget, budgeted just as any other item. However,
in March of 1969 the State Advisory Committee for Technical Education placed a moratorium on further approvals of educational leave requests. To this date, the institution has no alternate plan, nor any funds for educational leaves.

There is no comprehensive plan for faculty development. The Dean of Instruction is responsible for on and off-campus faculty seminars, workshops, etc. He has set up and run several of these in the past and indicates that he is going to do more of this in the future. It is not mandatory for the faculty to take the responsibility for self-improvement.

It is not mandatory for the faculty to belong to a particular professional organization, but they are asked to join at least one professional organization. The institution pays the dues for at least one of the organizations that each faculty member joins.

The institution has an established salary structure that is listed in the faculty manual. All full time faculty are mandatorily enrolled in the State Retirement Plan. The institution pays for one-half of the faculty member's health insurance.

The average salary for faculty is $792.00 per month and the highest salary is $1,060.00 per month. There are no steps at this time being taken to improve faculty salaries.

There are no stated rules of tenure. According to the administration, each faculty member is hired from year to year on the basis of performance. All terminations are handled by the college and do not have to go through the Board of Commissioners for approval. Presently, the faculty senate is
working on a set of rules to cover tenure, and the Dean of Instruction is working on Guidelines for Dismissal which will go into the Faculty Manual if accepted by the Board of Commissioners.

Work is also being done by the Faculty Concerns Committee relative to academic freedom, which, on the surface, appears quite liberal.

The faculty teach an average of three different preparations, and by exact calculation, an average teaching load of 18.4 hours. The Department Heads teach 18.7 hours and the Division Heads 12.4 hours. The average teaching load for the school is 17.5 (these figures were calculated from the 1969 Status Study Report).

The Dean of Instruction is responsible for averaging the loads. There is no provision for additional salary for those with heavier loads. The State requires that faculty work 40 hours per week (a portion of which may be done at home). The institution requires faculty to be on campus 30 hours per week, 5 of which should be office hours. There is no written plan for the distribution of teaching loads. An effort is made to lighten the load of faculty who are working on special projects, teaching special classes, etc.

The faculty is allowed outside work as long as it does not interfere with their teaching assignments and/or on-campus work.

The institution has a standard one-page, check-list type of evaluative tool. The Dean of Instruction is responsible for visiting and evaluating the faculty twice each year. A one-hour classroom visit is used as a basis for the evaluation, with the Dean making the visit. The
criteria for evaluation are stated in the faculty manual. On at least one occasion the faculty has done a self-evaluation. Twice each year the students are asked to evaluate the faculty. A glance at the results indicates that the students rate their faculty (generally) high. There was no evidence that either Department Heads or Division Heads had anything to do with the evaluation of their faculty members.

Administrative evaluation is done in accord with the administrative organization chart.

The institution has a simple step (or increment) increase. This is outlined in the faculty manual. There is no kind of academic rank (i.e., assistant, associate, etc.). There are no double jumps in any one year, but there is a provision for a merit raise, over and above the regular increment. There are no stated criteria for the above salary increases; actually, the only available "promotion" is from instructor to department head or department head to division director.

The salary steps are outlined in the faculty manual, and, unless in any one year the instructor gets a higher degree than the one he holds, they are automatic, and based solely on time. The merit raise is considered a money reward for extraordinary work performance.

RECOMMENDATIONS:

1. The Dean of Instruction, rather than the Business Manager, should be responsible for making and maintaining a complete folder on all faculty.

2. The Dean of Instruction should be responsible for the total instructional program, including MDTA extension courses and the night program.
3. There ought to be a plan for faculty and staff development, if only on a limited, short-range basis.

4. There ought to be a clearly stated tenure policy, as well as policies concerning the termination of appointments.

5. Evaluation of faculty members should be done by department heads and/or division heads, rather than the Dean, who is twice removed from the actual performance of the instructor.

6. There should be a promotion policy that would build the morale and professional development of the faculty.

SUGGESTIONS:

1. The gaps in the personnel records of MDTA faculty should be filled; they are very loose.

2. The teaching loads seem rather high when one considers the number of preparations, regardless of small classes, and should be looked at.

3. The faculty evaluative tool should be more subjective than the present check-list type used.

STANDARD SIX
LIBRARY

The Spartanburg County Technical Education Center Library was studied under the categories of staff, collection, budget, service, and facilities.

The staff of the library consists of one professionally trained librarian holding a master's degree, two non-professional librarian assistants, and two work-study students to assist with clerical and routine
tasks. At the moment, the library is staffed in the evenings only by student assistants; therefore, qualified reference service during these hours is unavailable to library patrons.

There is a library committee which is composed of five faculty representatives from the various curriculum areas and appointed by the Faculty Senate. The librarian is an ex-officio member. A review of the minutes of meetings indicate that the committee is functioning in an acceptable manner.

Careful examination of the library budget revealed that state funds and federal funds allocated for the purchase of library materials have provided for the acquisition of new titles to support areas of instruction and titles in general areas.

At this time, there is no allocation of funds at either the state level nor the local level for the purchase of periodicals and serials. There are 185 periodical titles that are purchased from federal grant monies. Back copies of periodicals are now kept on file, but in need of binding.

The book collection which numbered over 7,000 volumes was selected with the view of meeting institutional needs. The library staff expressed the desire for more faculty participation in building the collection. Those faculty members interviewed expressed satisfaction with the collection and reported that they are encouraged to make recommendations for purchase.

Records on library use and of acquisitions are kept and were made available for review. Circulation statistics show a low check out of
library materials. Maximum use of the materials should be made by faculty and students.

The audio-visual materials and equipment are housed in the Learning Resource Center, located across the hall from the library. The staff is composed of an audio-visual specialist with a master's degree and one work study student assistant. The LRC is responsible for ordering and circulating materials whether for purchase, rental, or free loan. The staff expressed the desire for more faculty participation in the area of selection. A very complete handbook including materials, supplies, and equipment available for use, their locations, and detailed instructions on securing and using the materials is given to each instructor. A copy is also available in the library. At this time none of the available materials are catalogued in the library card catalog. The development of the LRC has been deterred due to lack of funds. A projected budget for the 1970-71 fiscal year has been requested.

The library facilities are very attractive and comfortable and meet the requirements of standard six. There is a seating capacity of 275 and adequate shelving for expansion of the collection.

The library hours of operation are sufficient.

The library is offering most of the basic services. Good cooperation with the Public Library and the Industrial Libraries in the area was indicated by the librarian.

A library handbook for students is being prepared.
RECOMMENDATIONS:

1. Establish a generous budget to allow for future growth of the library collection in all areas.

2. A professional librarian should be added to the library staff to provide for competent reference service to all students at all times.

3. An established procedure for the budgeting from local funds for the periodical subscriptions should be formulated.

4. Funds should be provided for the binding and/or microfilming of back files of periodicals.

5. An established procedure for the budgeting of the Learning Resource Center should be formulated.

6. The librarian and the audio-visual specialist should be given a detailed annual budget for his particular area as soon as it has been established.

SUGGESTIONS:

1. The audio-visual materials - tapes, slides, loops, films, etc. that are located in the LRC should be catalogued in the library card catalog so that all materials dealing with a particular subject are indexed in one central location.

2. Funds for travel should be made available so that the librarian might attend professional meetings and visit other institutional libraries.

3. Faculty circulation statistics should be kept. A record of check out by faculty might encourage more faculty use of library materials.
4. The faculty should be made aware of their important role in developing the library collection and in encouraging student use of the library.

STANDARD SEVEN

STUDENT PERSONNEL

This area is headed by a "Dean of Student Services." His job description is outlined in the "Self-Study." He is assisted by competent staff people, i.e.; Registrar, Counselor, Records Supervisor, and Records Processor. All personnel are qualified, aware of their responsibilities and doing an outstanding job. The Dean has organized his area effectively and has accomplished outstanding efficiency through good delegation of work.

It was revealed that no records are kept in the school vault, however, the Self-Study indicated that the records are secure in a vault. There is a problem relative to the location of records. The "IBM" Student Grade cards are stored in the West Building (next to the computer center) and the registrar records are in the main building. This necessitates duplicate records and inconvenience for personnel.

The students are assigned a six digit student number. The first two digits identify his major area, the third digit his year of entrance, and the last three digits his alpha number. If the student changes majors, he receives a new number.

All phases of entrance requirements, testing and record maintenance are satisfactory.

A well thought out, organized orientation program is provided for all new students. In addition, each department holds orientation
programs geared to needs of the student in each program area. There is follow-up and periodic evaluation in this area.

A full-time academically qualified counselor is available. All students receive pre-admission counseling by the counselor or the Dean of Student Services.

The Dean of Student Services handles all financial aid and work study program counseling. All aid through scholarships is reviewed by the Dean and students are made aware of these programs. All students withdrawing from the institution are sent a questionnaire to ascertain reasons for termination. There is an excellent follow-up program in this area.

In addition to the above, the Dean of Student Services coordinates high school visitations and recruitment. An information desk is manned one day each month by his personnel at each high school in the near three county area.

Published brochures, yearbook, monthly newspaper and bulletin boards are used extensively to inform students of the institution's activities.

A registered nurse is employed full time to administer student health services. An adequately equipped modern first aid room is used for emergencies as well as first aid kits in shop laboratories. Health records are maintained on all current full-time students by the school nurse. Excellent follow-up is made on students entering with prior health problems. A complete hearing examination was given to all students and
some faculty members with excellent results. There are no organized athletic programs, although this spring 1970 a golf team has been organized for the first time. Indoor recreational facilities are available, i.e., pool, ping-pong, etc.

There is no organized program for alumni affairs. There is a follow-up of all degree graduates.

A placement program offers industrial representatives periodically an opportunity to interview prospective graduates for employment. In addition a faculty evaluation form is made for each prospective graduate and delivered to the Dean to aid in placement of graduates. A current bulletin board is maintained listing current jobs available for all students, full and part-time. Lectures are given periodically to advise potential graduates how to prepare for job interviews and get the most out of exposure to the industrial representatives.

RECOMMENDATIONS:

1. Permanent academic records, inactive and current be kept in a fire-proof vault.
2. An additional counselor be employed and more counseling be available for night school students.
3. A permanent student number should be assigned that remains with the student throughout all work taken at the institution.

SUGGESTIONS:

1. A fire vault be installed between the Dean and Registrar offices.
2. Study the feasibility of an athletic and intramural program.
3. Study the feasibility of establishing an alumni organization.
STANDARD EIGHT

PHYSICAL PLANT

The physical facilities are well designed and maintained to serve the needs of the institution in relation to its purpose. A 5 year long-range plan (1967-73) outlines population and industrial growth projections in order for the institution to meet the needs of the community it serves.

The master plan reveals to date completion of the first three phases of the site development plan. The first phase of the physical plant was completed in May 1963, the second phase in January 1967 and the third phase in July 1969. These three phases total 126,920 square feet which at this time adequately meets the needs of the educational program. Phase IV scheduled for 1972-73 includes an additional 33,000 square feet at a cost of $800,000 which would provide a cafeteria and additional industrial laboratories. This project will be funded by the Higher Education Facilities Act, local funds and supplemented by the Appalachian Regional Development Act.

The institution's Land Use Survey (approximately 90 acres) reflects four additional phases, a total of eight culminating in the year 2010 with 450,000 square feet and serving a projected day population of 3,000 students.

The total physical facilities are maintained by contractual agreement with a local agency. This contracted service includes both inside, outside and ground maintenance as well as total plant security. A plant engineer oversees all maintenance and upkeep of the facilities who reports directly to the director of the institution.
RECOMMENDATIONS:

1. Although the buildings are relatively new, a yearly rotating schedule for painting and other maintenance should be initiated as soon as possible. To procrastinate in developing a preventative maintenance program will eventually prove more costly over the years ahead.

2. Before the warranty on the West Building expires, consideration should be given to the hiring of an assistant or additional staff member reporting directly to the plant engineer. Presently the workload is maintained by the plant engineer alone. With time, the buildings and equipment will require attention to the extent that one person could not possibly handle the work load and maintain optimum facilities.

STANDARD NINE
SPECIAL ACTIVITIES

Special activities of the Spartanburg County Technical Education Center include conferences, short courses, special evening classes, and extension classes.

These special activities are as follows:

Occupational extension courses conducted on the campus are currently serving 277 students.

High school equivalency program conducted on the campus and at the area prison camp currently serving 53 students.

In-Plant training non-credit vocational courses are currently conducted in three off-campus locations serving 49 students.

Apprentice related training courses are conducted on the campus and currently serve 25 students.
One special new industry training course is currently in session on the campus serving 20 students.

Community interest courses are currently serving 78 students.

The institution is to be commended for its efforts in offering a diverse program of special educational activities. However, it appears that the program has been somewhat hampered by inadequate staffing. The extension director is the person primarily responsible for the implementation of special activities. Other duties of this director include his serving as evening building supervisor and supervisor of all evening instructional programs including the diploma and degree programs. Also, there is little evidence of coordination between the institution's special activity efforts and its regular day diploma and degree programs.

RECOMMENDATIONS:

1. That an evening supervisor be employed (or appointed from the present staff) for the Industrial Division. This person should be given the responsibility for all programs conducted in the main and/or industrial area and for the orientation of part-time instructors and for the supervision of classroom instruction and should be responsible to the Dean of Instruction.