



**Commission on Colleges
Southern Association of Colleges and Schools**

DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE

For use with the following types of changes

- *Initiating off-campus sites (where a student can obtain 50 percent or more credits toward a degree program)*
- *Initiating a branch campus*
- *Initiating distance learning programs offered electronically (where a student can obtain 50 percent or more credits toward a degree program)*

Name of the Institution: Spartanburg Community College

Nature of the Substantive Change: Initiating Off-Campus Site (Tyger River Campus)

Date: April 17, 2008

By signing below, we attest to the following:

1. That Spartanburg Community College has attached a complete and accurate overview of the proposed Substantive Change.
2. That Spartanburg Community College has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the *Principles of Accreditation* affected by this Substantive Change.

Name and signature of the President: Dr. Dan L. Terhune

Name and signature of the Accreditation Liaison: Kemp I. Sigmon

COC Staff Member assigned to the Institution: Dr. Joseph H. Silver, Sr.

Part I. Overview

- A. *Describe the proposed change. Include the location, initial date of implementation, projected number of students, primary target audience, and instructional delivery methods. For new off-campus sites or branch campuses, list the educational programs to be offered and the degrees/certificates/diplomas to be granted. For initiation of electronic distance learning, list all programs for which 50 percent or more of the program's credits will be available via electronic delivery.*
- B. *Discuss the rationale for the change. Provide evidence of the legal authority for the change. List institutional strengths that facilitate implementing the proposed change.*

Narrative: Spartanburg Community College (SCC) seeks approval from the Commission on Colleges (COC) to expand its development and delivery of degrees, programs, courses, and services at its current location in the westernmost part of Spartanburg County. In November 2005, the College purchased a vacant corporate headquarters and distribution facility (One Price Clothing, Inc.) at 1875 East Main Street (Highway 290), Duncan, SC 29334. This facility is adjacent to the College's BMW Center, where the College offers Corporate and Community Education programs, community-interest classes, and customized training to constituents in this growing area of the Upstate. The College combined the two facilities and named the structure Tyger River Campus (TRC), reflecting the Middle Tyger area of Spartanburg County, the structure's location [\[Appendix 1\]](#). TRC targets residents who live and/or work in the surrounding area and will especially encourage attendance by students from three of the seven Spartanburg County school districts—Byrnes (District 5), Dorman (District 6), and Woodruff (District 4)—located nearby. The actual unduplicated headcount at the

site in Fall 2007 was 349 students. As the College further renovates facilities, it will do so with plans for ongoing expansion of courses, programs, and services to meet the needs of this changing and growing part of the county. The College uses traditional and distance-learning methodologies to offer courses and programs at the site.

When considering the expansion of services to the western part of Spartanburg County, SCC analyzed student enrollment data and realized that enrollment from this area was lower than that from other parts of the county [\[Appendix 2\]](#). A demographic data review indicated a strong growth in the area's population [\[Appendix 3\]](#). The College concluded that a site located in the center of this area of the county would improve services to the citizens for several reasons: 1) its convenience to the general population; 2) an improved awareness of the College by citizens in that area; and 3) the ease it provides for employees of companies in the area to take classes before or after work. College officials continued to meet with local elected officials and received positive feedback on the need for and support of a community college site on the western side of Spartanburg County [\[Appendix 4\]](#).

As the College seriously deliberated the need to expand in the area and offer more than just continuing education courses, the College had an opportunity to purchase the property now referred to as the Tyger River Building [TRB]. The College Administration visited the property and decided the facility had potential to become the site the College envisioned. The fact that the property adjoined the existing BMW Center made it an even greater opportunity that the Administration felt it needed to pursue. The combined

facilities resulted in the Tyger River Campus [TRC]. The area surrounding the TRC has experienced dramatic growth in economic development due to significant increases in the number of business and housing developments within the past few years. The site is close to numerous manufacturing companies, such as BMW, Cryovac, Barnet Polymors, Draxlmeier and Lear, as well as three public high schools and one career and technology center. The establishment of an off-campus site in this area provides increased opportunities for local citizens and business and industry personnel to access convenient, affordable post-secondary education and training.

The College offered a limited number of credit courses Spring 2006 at the BMW Center. From this limited selection, students could have obtained only a small number of credits, less than 24% of the Associate in Arts or any other program's required credit hours. Fall 2006 and Spring 2007, the College offered additional courses at the site. These additional offerings increased the potential credit hour obtainment to less than 49%. The College further expanded the course offerings for Fall 2007, beginning August 20, 2007, allowing a student to obtain 50% or more of the Associate in Arts program. Presently, the Associate in Arts degree program is the only program for which the College offers more than 50% of the required credit hours. The College offers this program on the Central Campus and will continue to offer it on the Central Campus in addition to the Tyger River site and the Cherokee County site, if approved. This program supports the College mission "to help students reach their personal and professional goals" [\[Appendix 5\]](#). It also supports institutional goal #2, which states that the College "will enhance the higher education attainment of the citizens of our service

community” [\[Appendix 6\]](#). This program is in keeping with the College’s mission and goals. The establishment of the Tyger River Campus supports the following College goals:

- College Goal #3 – Strategic Objective 3-B: Evaluate current student services and identify opportunities for improving and/or expanding them. The College provides for the student services that are necessary at the site, to include admissions, counseling, financial aid, advising and registration.
- College Goal #4 – Strategic Objective 4-B: Provide adequate administrative support services. The College has hired an Executive Director and Administrative Assistant for the site. Bookstore and Cashier services are also available. The College established a Library and tutorial component at the site and has a plan for the site as part of the Institutional Effectiveness processes [\[Appendix 7\]](#).
- College Goal #5 – Strategic Objective 5-E: Support the development of sites and facilities to meet College and program-identified needs. The development of and future plans for the Tyger River Campus are part of the College’s overall strategic plan [\[Appendix 8\]](#).

In addition to having strong goals, Spartanburg Community College exhibits many strengths, some noticeable and others subtle, all reflecting the character and commitment of the institution to the citizens and communities within the College’s service area (Spartanburg, Union, and Cherokee Counties). These strengths include, but are not limited to, the following:

- 1) A long history of establishing successful partnerships (BMW, Westinghouse, Piedmont Natural Gas, Freightliner, Duke Energy).

- 2) Partnerships that tie directly with our College mission of advancing “economic development of the region through programs, services and partnerships that address emerging and continuing employment needs in a rapidly changing global environment” [\[Appendix 9\]](#)
- 3) Collaboration results that develop, nurture, and maintain strong legislative relationships with funding/legislative/planning bodies/agencies including those in Spartanburg, Cherokee, and Union Counties, as well as State legislators and senators and others
- 4) Effective program Advisory Committees that consist of subject-matter experts who ensure programs/courses remain current, state-of-the-art, and forward-thinking.
- 5) A long-standing history of financial stability
- 6) Broad College and community involvement in the planning and development of the Tyger River site
- 7) A long history of involvement in the Spartanburg County service area
- 8) Reliance on relative data (population trends, industrial locations, traffic patterns, etc.) in decision-making

Each of the above strengths facilitated the development of the Tyger River Campus.

<p>Part II. Impact of the proposed expansion on selected requirements in the <i>Principles of Accreditation</i></p>

A. Section 1: The Principle of Integrity

- 1.1 The institution operates with integrity in all matters. **(Integrity)**

Describe the impact of the proposed expansion on institutional integrity.

Narrative: Spartanburg Community College (SCC) is committed to the principle of integrity in all its operations, inside and outside the institution, including its relationship with the Commission on Colleges. This commitment to integrity is fundamental to all aspects of the College and will continue to guide the College as it develops and implements programs and services at its off-campus sites (Cherokee County Campus and Tyger River Campus).

As on-going evidence of Spartanburg Community College's commitment to integrity, the College completed its compliance certification process, in full accordance with SACS/COC Policies and Guidelines, and received notice of reaffirmation of accreditation following the June 2006 meeting of the Commission on Colleges [\[Appendix 10\]](#). The College has provided full documentation in a timely manner to all of the Commission's recommendations and requests for additional information related to that reaffirmation process, including the Quality Enhancement Plan [\[Appendix 11\]](#). [Print copies of these documents are available for review in the SCC Liaison Office.] The College will submit its Fifth-Year Interim Report in 2011 as specified in the letter from the President of the Commission on Colleges to Dr. Dan L. Terhune on July 6, 2007 [\[Appendix 12\]](#).

As further evidence of its commitment to integrity, the College has provided full disclosure of all details and plans related to the development of its off-campus sites. In March 2006, the College notified the Commission of its plans to offer certain credit

courses, not to exceed 50 percent of the total program, at its Cherokee County Campus and Tyger River Campus as required by the Substantive Change Policy [\[Appendix 13\]](#). In February 2007, the College notified the Commission of its intent to offer more than 50 percent of the credits toward a program at these off-campus sites [\[Appendix 14\]](#). In May 2007, the College prepared and submitted Prospectuses to the Commission for both of its off-campus sites. [Print copy provided to the On-Site Committee.] In August 2007, the College submitted its Response to Recommendations which the Commission had outlined in a letter to Dr. Terhune on June 22, 2007 [\[Appendix 15\]](#). This commitment to integrity will continue as the College develops its *Documentation for the Substantive Change Committee*, prepares for and hosts the On-Site Committee, and conducts any follow-up activities recommended by the On-Site Committee and the Commission.

B. Section 2: Core Requirements

For each of the Core Requirements listed below, describe the impact of the program expansion on that aspect of the institution.

- 2.4** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Narrative: The mission statement of Spartanburg Community College is clearly defined, comprehensive, and published. On November 20, 2006, the Spartanburg County Commission for Technical and Community Education revised and approved the mission statement. The South Carolina Commission for Higher Education approved on January 17, 2007. The College publishes its mission statement in the hardcopy version

of the *Spartanburg Community College Catalog 2007-2008* or [\[Appendix 16\]](#) as well as in the *Student Planner and Handbook 2007-2008* or [\[Appendix 17\]](#). This statement can also be found on the College website [\[Appendix 18\]](#). The current mission statement also applies to the expansion of Spartanburg Community College to the Tyger River off-campus site. This expansion does not change the clearly defined and published mission statement as a comprehensive community college. The mission statement identifies Spartanburg County as an area to be served, and the Tyger River Campus is on the western side of the county.

The current mission statement reads as follows:

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

The mission is appropriate to an institution of higher education in that it addresses lifelong learning opportunities for all citizens in the College's service area. The mission addresses teaching and learning in the College goals [\[Appendix 19\]](#) as follows:

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

In addition, Spartanburg Community College believes in the worth of individuals and their potential for growth and development. In the *Spartanburg Community College Catalog 2007-2008* [\[Appendix 20\]](#), the *Student Planner and Handbook 2007-2008* [\[Appendix 21\]](#), and on its website [\[Appendix 22\]](#), the College states its values pertaining to students, faculty and staff, and the community:

Values Pertaining to Students

We believe in

- Encouraging students to reach their highest potential and to increase their self-esteem
- Stressing students' responsibility in taking an active role in their own learning, growth and development
- Fostering a caring environment appropriate for the personal and educational development of adult students

- Helping students acquire a work ethic appropriate to their career choice
- Promoting a desire for lifelong learning
- Instilling a sense of college pride in students

Values Pertaining to Faculty and Staff

We believe in

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

Values Pertaining to Community

We believe in

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

- Being accountable to the community for effective use of resources

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Include a description of how the institution incorporates the new site(s) or delivery system into the overall institutional effectiveness program.

Narrative: Spartanburg Community College’s planning processes incorporate a systematic review of programs and services that foster continuous improvement [\[Appendix 23\]](#). The results, included in a mid-year summary report [\[Appendix 24\]](#) and an end-of-year summary report [\[Appendix 25\]](#), demonstrate that the College is effectively accomplishing its mission. The Tyger River Campus participates in the following processes, which cover the entire institution:

The Planning and Review Process

The College-wide planning process at Spartanburg Community College (SCC) [\[Appendix 26\]](#) provides for systematic monitoring, assessment and evaluation of all programs and services with a seamless transition to the use of results for recommended improvements related to those programs, services, and operations. The same planning software is used by all areas of the College, including those at the Tyger River Campus, providing consistency in College-wide planning, ease in monitoring all programs and services, and the ability to generate various reports.

Quality concepts create the strategic planning process’s foundation. The process envisions a series of interrelationships between evaluation of progress towards goals,

outcomes assessment, awareness of trends, determination of the effects of technological change, and strategic positioning. The process requires that decisions and plans be based on data and evaluation. It also requires that the College recognizes and considers every employee's insights, as well as the students' and communities' in determining objectives and strategies for action.

A clearly defined mission, defined goals, and measurable objectives are the foundation for planning [\[Appendix 27\]](#). Institutional Effectiveness planning is the selected course of action the College chooses to accomplish its mission and reach its goals. The annual planning process focuses the efforts of all College units at all College sites, including the Tyger River Campus [\[Appendix 28\]](#), on the accomplishment of College-wide goals and objectives. Unit objectives, developed in each College area, serve as the basis for developing action strategies for continuous and comprehensive improvement.

The Elements of the Planning Process

The planning process encompasses several processes, which run concurrently. These include: 1) an annual review of mission, values, broad College-wide goals and objectives; 2) data collection – external analysis and environmental scanning, internal assessment and evaluation; 3) program review and service review; 4) development of annual planning unit objectives and budget requirements; and 5) implementation [\[Appendix 29\]](#) & [\[Appendix 30\]](#). 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 will be incorporated into the

mission; the mission and broad goals will guide the selection of unit outcomes/goals and objectives. The College evaluation also uses results to help units set objectives and choose strategies for improvement; objectives will drive the budget; the plan will be the blueprint for implementation.

External Analysis and Environmental Scanning

A key premise of the planning and evaluation process, is that plans must be made on the basis of what has happened, is happening, and will happen in the world outside our organization, especially in our three-county service area (Spartanburg, Cherokee, and Union), with a focus on the challenges and opportunities these external changes present to the College. The College as a whole systematically reviews the external realities of its community through the Institutional Effectiveness (IE) Council. The IE Council establishes Environmental Scanning Committees in six areas to conduct an ongoing process of identifying, studying, and analyzing the current and emerging issues and forces that influence the quality of life of the people in the College's three-county service area. The committees propose, and the IE Council adopts, annual Planning Assumptions that are fed into the College's annual planning process [\[Appendix 31\]](#). These Planning Assumptions summarize the most significant demographic, economic, political, technological, environmental, and social factors thought to have impact upon the College's current operations and future development, including those at the Tyger River Campus. Planning groups and units within the College structure also develop planning assumptions more specific to each area.

Spartanburg Community College has many institutional programs of study, all of which reflect the character and commitment of the institution to the citizens and communities within the College's service area (Spartanburg, Union, and Cherokee Counties). The organization, procedures, and practices of the College help ensure that programs are compatible with the College's stated mission. These organizational structures, procedures, and practices include, but are not limited to the following strengths:

1) The College is very successful in developing business and organizational partnerships. The College has a long history of establishing successful partnerships, which both guide and direct the development of programs needed in the service area.

(BMW, Westinghouse, Piedmont Natural Gas, Freightliner, Duke Energy)

2) These partnerships tie directly with the College mission of advancing "economic development of the region through programs, services and partnerships that address emerging and continuing employment needs in a rapidly changing global environment." [\[Appendix 32\]](#)

3) Advisory Committees consist of subject matter experts, representing local industry and organizations who enable programs to remain current, state-of-the-art, and forward thinking.

4) Broad College and community involvement has occurred in the planning and development of this site.

5) The College's use of data (population trends, industrial locations, traffic patterns, etc.) confirmed the site as having strong potential.

Internal Evaluation and Assessment

Crucial to the College is an understanding of why the College and its programs have succeeded in the past, what conditions will be required for future success, and how the College, including the Tyger River Campus, must change to acquire the necessary capabilities to succeed in the future. The College has many ways of collecting data for evaluation and assessment, from the level of the assessment of student learning to college-wide assessment of progress toward goals [\[Appendix 33\]](#), [\[Appendix 34\]](#), [\[Appendix 35\]](#) & [\[Appendix 36\]](#). The Learning Evidence Committee reviews results of College-wide assessment and makes recommendations for improvement to the President's Council or to the appropriate area [\[Appendix 37\]](#). The results of these data collection, evaluation, and assessment efforts feed into the planning process. The most systematic and formal of these evaluation processes is annual completion of the Program or Service Planning Document [\[Appendix 38\]](#). All programs and service units at the College, including those at the Tyger River Campus, use the same process.

Development of Annual Strategies and Objectives

The mission, values, and institutional goals are the foundation of annual planning. At the beginning of each academic year, the President's Council reviews the College goals and objectives. The Council identifies specific issues or areas that need special emphasis, new opportunities and challenges that have presented themselves to the College, or other initiatives that the President wants the College to give special attention for the year that will begin the following July [\[Appendix 39\]](#). The College incorporates these into the College objectives.

Program/Service Review and Planning Document

Each fall the Planning Division compiles program and service planning templates for each planning group and unit at the College, including those at the Tyger River Campus. In each template the Institutional Research Office includes data from College-wide sources such as student and class databases. The templates provide formats for including data collected at the unit level, and for reporting outcomes/goals, objectives, strategies, persons responsible and estimated budget requirements [\[Appendix 40\]](#).

Each fall the College schedules a mandatory five-hour session for planning [\[Appendix 41\]](#) for everyone at the College, including those at the Tyger River Campus. Each unit is expected to meet to develop its annual plan. Further meetings can be held to discuss the implications of the data, the implications of the changes to the College objectives for that unit (or subunit), and other information that can help determine improvements to be made and new activities to be planned. Advisory committees or their representatives should participate, when at all possible, in these discussions. As consensus is reached on desirable and feasible objectives and strategies for the coming year, the College identifies people responsible for the strategies and figures an estimated budget impact. The template reflects this information. Subunits are represented in a unit meeting where objectives and associated budget requests will be prioritized for that unit.

Unit planning objectives, also compiled and coordinated at the planning group level, ensure that the group's leadership can support each action and/or budget request [\[Appendix 42\]](#).

The Institutional Effectiveness Council

The Institutional Effectiveness (IE) Council promotes continuous quality improvement. It oversees the planning/budgeting process by coordinating objectives and budget requests and by recommending priorities for implementation of objectives and budget requests. It also completes an annual environmental scan, and monitors and coordinates quality team projects and institutional outcomes assessment. The Council's membership represents the College community and includes the Executive Director of the Tyger River Campus [\[Appendix 43\]](#).

The respective group leaders bring all unit plan objectives involving costs to the IE Council for review. This review process ensures consistency, a coordinated approach to achieving College goals and initiatives, and a forum to recommend appropriate priorities. The heads of each planning group present their objectives and budget requests to the IE Council as appropriate. The Council recommends its consensus review to the President for inclusion in budget allocation [\[Appendix 44\]](#).

Prior to the IE Council's review of group and unit plans, the Information Technology Committee reviews those objectives involving technology. This committee prioritizes and recommends objectives to the IE Council based on its judgment of the most effective and efficient use of technology [\[Appendix 45\]](#). This review ensures that the College adopts a consistent approach to technology and that it adheres to the Technology Plan [\[Appendix 46\]](#).

The Time Frame for Planning

The College engages in these processes throughout a fiscal year. At any given time, activities involving each of the four streams or processes are taking place.

Implementation, data collection, evaluation, and environmental scanning are continuous. The College reviews the mission and goals as needed, but changes are not anticipated more frequently than in a two-to-five year period. However, the President may annually select important issues to emphasize in planning [\[Appendix 47\]](#). The development of the College Institutional Effectiveness Plan takes place primarily in the fall, with review, coordination, and refinement continuing into the spring.

An annual Planning Calendar [\[Appendix 48\]](#) shows specific dates for planning activities throughout the year. These activities include the IE Council meetings, the Learning Evidence Committee meetings, the Planning Day when all units at the College, including those at the Tyger River Campus, hold meetings to begin planning for the next fiscal year. Dates are set for submission of all plans to the Planning Division Office and for the meeting of the Technology Committee to review all planning objectives involving technology.

College Organization for Planning

The College Organizational Chart [\[Appendix 49\]](#) is the basis for determining planning groups. These are relatively large administrative units. The College has ten groups, headed by a Vice President or Dean. Within each group are planning units, which are

smaller workgroups with a common purpose. Planning units may have subunits. Subunits in one area may have larger staff and budget than units in another area or even than planning groups. All are important in the planning process. The determination of the make-up of the groups, units, and subunits is for convenience in developing a plan and administering the process.

Everyone at SCC, including those at the Tyger River Campus, is involved in the planning process. Each planning unit or subunit meets in the fall to review data provided by the Institutional Research Office and/or collected by the unit itself. Based on this data, workers in each unit review their programs or services to help to determine changes or improvements to be made. Units/disciplines workers also discuss community trends, industry concerns, professional areas, instructional methodologies, and educational administration. In addition, units/disciplines discuss their role in carrying out the objectives and goals of the College. From these discussions, desirable innovations and/or improvements should 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 at all College sites, including those at the Tyger River Campus, in these discussions.

Personnel at the group level review and prioritize subunit and unit objectives and budgets. Groups may have objectives and budgets in addition to those developed by

the units. The IE Council reviews all group reports. The combination of all group and unit plans is the College's Institutional Effectiveness Plan.

Accomplishing the Mission

During the year, planning units review the progress made toward the objectives developed during the last planning cycle. Reviewing progress toward current objectives is particularly important when new objectives are being developed, as they may require time frame follow-ups or readjustments. Changes in planning objectives may occur 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 objectives should be on the End of Year Status Report [\[Appendix 50\]](#).

After the end of each fiscal year (June 30), all planning units at the College, including those at the Tyger River Campus, complete an end-of-year report on their planning objectives for the year just ended. These reports evaluate the College's progress toward its mission and goals.

SCC's approach combines program and service reviews with planning and budgeting documents. This integration demonstrates the continuous and dependent relationship between planning, assessment/evaluation, budgeting, and implementation.

Additionally, the College meets the State of South Carolina requirements of submitting an annual Institutional Effectiveness Report [\[Appendix 51\]](#), as well as an annual Accountability Report [\[Appendix 52\]](#), the latter based on the Baldrige criteria.

- 2.7.1** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

Narrative: Spartanburg Community College (SCC) offers many associate degree programs, which require a minimum of sixty semester credit hours to complete. All associate degree programs meet the criteria of the State Models as specified by the State Board of Technical and Comprehensive Education (System) [\[Appendix 53\]](#). The System determines the minimum and maximum credit hours required for each degree. Also, the State Board for Technical and Comprehensive Education and the South Carolina Commission on Higher Education have approved all associate degree programs. The Tyger River Campus offers 50% or more of the Associate in Arts degree. The College uses the System standard processes to introduce new programs [\[Appendix 54\]](#).

Suggestions and input concerning new programs may originate from site administration based on the needs of area businesses and organizations. All programs suggested by site administration will follow the same processes for introduction of new programs. The faculty members on the sites report to Department Heads who have responsibility for all

program content regardless of the site. Formal initiation of new programs occurs from the Department Heads through the Academic Affairs Division following the standard processes.

The following list includes degrees that Spartanburg Community College is authorized to grant and the semester credit hours required to complete each program. For the interest of the visiting team, certificates and diplomas are listed as well.

Arts and Sciences

Associate in Arts (AA) Degree: Associate in Arts

Associate in Arts-Major: University Transfer Program (62 Semester Credit Hours)

Associate in Arts-Major: Business Electives-University Transfer Program (64 Semester Credit Hours)

Associate in Arts-Major: Early Childhood Education Electives (64 Semester Credit Hours)

Associate in Arts-Major: Elementary Education Electives (64 Semester Credit Hours)

Associate in Arts-Major: Middle Grades Education Electives (63-64 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology-Radiation Protection Technology (73 Semester Credit Hours)

Associate in Science (AS) Degree: Associate in Science

Major: Associate in Science-University Transfer Program (62 Semester Credit Hours)

Associate Degree in Agriculture Technology (AAG) Degree

Associate Degree in Agriculture Technology-Major: Horticulture Technology (70 Semester Credit Hours)

Certificate Programs:

Landscape Management (24 Semester Credit Hours)

Fundamentals of Radiation Sciences (37 Semester Credit Hours)

Business Technologies

Associate in Business (AB) Degree:

Associate in Business-Major: Accounting (69 Semester Credit Hours)

Associate in Business-Major: Accounting with Information Systems Electives (69 Semester Credit Hours)

Associate in Business-Major: Management (69 Semester Credit Hours)
Associate in Business-Major: Management with Culinary Arts Electives (70 Semester Credit Hours)
Associate in Business-Major: Management with Fire Service Electives (69 Semester Credit Hours)
Associate in Business-Major: Management with Hotel, Restaurant and Travel Electives (69 Semester Credit Hours)
Associate in Business-Major: Management with Information Technology Electives (69 Semester Credit Hours)
Associate in Business-Major: Management with Marketing Electives (69 Semester Credit Hours)
Associate in Business-Major: Management with Supply Chain Electives (69 Semester Credit Hours)
Associate in Business-Major: Management with Sales Electives (69 Semester Credit Hours)
Associate in Business-Major: Administrative Office Technology (69 Semester Credit Hours)
Associate in Business-Major: Administrative Office Technology with Legal Electives (69 Semester Credit Hours)
Associate in Business-Major: Administrative Office Technology-Medical (69 Semester Credit Hours)

Associate in Computer Technology(ACT) Degree:

Associate in Computer Technology-Major: Computer Technology (72 Semester Credit Hours)
Associate in Computer Technology-Major: Computer Technology with Information Management and Systems Electives (72 Semester Credit Hours)
Associate in Computer Technology-Major: Computer Technology with Networking Electives (72 Semester Credit Hours)
Associate in Computer Technology-Major: Computer Technology with Web Page Development Electives (72 Semester Credit Hours)

Associate in Occupational Technology (AOT) Degree

Associate in Occupational Technology-Major: General Technology-Commercial Graphics (75 Semester Credit Hours)

Certificate Programs:

Administrative Accounting Specialist (30 Semester Credit Hours)
Administrative Specialist (36 Semester Credit Hours)
Commercial Graphics (39 Semester Credit Hours)
Customer Service (30 Semester Credit Hours)
Computer Support Specialist (39 Semester Credit Hours)
Culinary Arts (40 Semester Credit Hours)
Networking Operations (12 Semester Credit Hours)
Pre-Paralegal (24 Semester Credit Hours)
Small Business Management (39 Semester Credit Hours)

Web Page Development (18 Semester Credit Hours)

Engineering Technologies

Associate in Engineering Technologies (AET) Degree

Associate in Engineering Technologies-Major: Civil Engineering Technology (69 Semester Credit Hours)

Associate in Engineering Technologies-Major: Electronics Engineering Technology (72 Semester Credit Hours)

Associate in Occupational Technology (AOT) Degree

Associate in Occupational Technology-Major: General Technology-Engineering Technology (70 Semester Credit Hours)

Certificate Programs:

Architectural Computer Aided Drafting (24 Semester Credit Hours)

Industrial Technologies

Associate in Industrial Technologies (AIT) Degree

Associate in Industrial Technologies-Major: Automotive Technology Ford Asset (80 Semester Credit Hours)

Associate in Industrial Technologies- Major: Automotive Technology-General (80 Semester Credit Hours)

Associate in Industrial Technologies-Major: Industrial Electronics Technology (71 Semester Credit Hours)

Associate in Industrial Technologies-Major: Industrial Electronics Technology-Automated Manufacturing (71 Semester Credit Hours)

Associate in Industrial Technologies- Major: Machine Tool Technology (69 Semester Credit Hours)

Associate in Occupational Technology (AOT) Degree

Associate in Occupational Technology-Major: General Technology (70 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology- Industrial Electronics Technology (70 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology- Industrial Electricity (70 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology- Industrial Automated Manufacturing (70 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology- Industrial Maintenance Technology (70 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology- Machine Tool Technology (70 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology- Welding (70 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology-Heating, Ventilation, Air Conditioning and Refrigeration Technology (70 Semester Credit Hours)

Diploma Programs:

Industrial Maintenance Technology (45 Semester Credit Hours)

Welding (42 Semester Credit Hours)

Certificate Programs:

Heating, Ventilation, Air Conditioning and Refrigeration Technology (40 Semester Credit Hours)

Industrial Electricity (34 Semester Credit Hours)

Machine Tool Technology (38 Semester Credit Hours)

Welding (27 Semester Credit Hours)

Health and Human Services

Associate in Health Sciences (AHS) Degree

Associate in Health Sciences-Nursing (67 Semester Credit Hours)

Associate in Health Sciences-Medical Laboratory Technology (77-78 Semester Credit Hours)

Associate in Health Sciences-Radiologic Technology (92 Semester Credit Hours)

Associate in Health Sciences-Respiratory Care (84 Semester Credit Hours)

Associate in Occupational Technology (AOT) Degree

Associate in Occupational Technology-Major: General Technology-Advanced Child Care Management (66 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology-Infant Toddler (66 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology-Interpreter Training (61 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology-Medical Assisting (71 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology-Early Childhood Development Special Needs (71 Semester Credit Hours)

Associate in Occupational Technology-Major: General Technology-Surgical Technology (69 Semester Credit Hours)

Diploma Programs:

Expanded Duty Dental Assisting (47 Semester Credit Hours)

Medical Assisting (45 Semester Credit Hours)

Surgical Technology (52 Semester Credit Hours)

Certificate Programs:

Advanced Child Care Management (30 Semester Credit Hours)

American Sign Language (19 Semester Credit Hours)

Early Childhood Development (27 Semester Credit Hours)

Health Science (24 Semester Credit Hours)
Health Unit Coordinating (30 Semester Credit Hours)
Early Childhood Development- Infant Toddler (18 Semester Credit Hours)
Basic Interpreting (40 Semester Credit Hours)
Pre-Occupational Therapy Assisting (35 Semester Credit Hours)
Pre-Physical Therapy Assistant (35 Semester Credit Hours)
Pharmacy Technician (25 Semester Credit Hours)
Phlebotomy (18 Semester Credit Hours)
Therapeutic Massage (30 Semester Credit Hours)

- 2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

Narrative:

The College mission statement reads:

Spartanburg Community College (SCC) is a public, suburban, two-year comprehensive, open admission institution of higher education serving the citizens of the upstate counties of Spartanburg, Cherokee, and Union in South Carolina. The College advances economic development of the region through programs, services and partnerships that address emerging and continuing employment needs in a rapidly changing global environment. Through excellence in teaching and learning, the College promotes lifelong learning and helps students reach their personal and professional goals [\[Appendix 55\]](#).

Spartanburg Community College offers many institutional programs of study, all of which reflect the character and commitment of the institution to the citizens and communities within the College's service area (Spartanburg, Union, and Cherokee Counties). The organization, procedures, and practices of the College help ensure that the programs are compatible with the College's stated mission.

These organizational structures, procedures, and practices include, but are not limited to, the following strengths:

1) The College has been very successful in developing business and organizational partnerships. The College has a long history of establishing successful partnerships, which both guide and direct the development of programs needed in the service area.

(BMW, Westinghouse, Piedmont Natural Gas, Freightliner, Duke Energy).

2) These partnerships tie directly with the College mission of advancing “economic development of the region through programs, services and partnerships that address emerging and continuing employment needs in a rapidly changing global environment”. [\[Appendix 56\]](#)

3) Advisory Committees consist of subject matter experts, representing local industry and organizations, which enable programs to remain current, state-of-the-art, and forward thinking.

4) Broad College and community involvement occurred in the planning and development of these sites.

5) The College’s reliance on and use of data (population trends, industrial locations, traffic patterns, etc) confirmed the site as having strong potential.

Based on review and evaluation of multiple sources, SCC offers programs that are appropriate to higher education. The College uses the State Board for Technical and Comprehensive Education (System) standard processes for introduction of new programs [\[Appendix 57\]](#). Suggestions and input about new programs may originate

from site administration based on the needs of area businesses and organizations. All programs suggested by site administration will follow the same processes for introduction of new programs. The faculty members on the sites report to Department Heads who have responsibility for all program content, regardless of the site. Formal initiation of new programs will be from the Department Heads through the Academic Affairs Division following the standard processes. The Tyger River Campus adheres to these same policies. The programs offered at Spartanburg Community College are appropriate to higher education and are in accordance with the State Models outlined by the System [\[Appendix 58\]](#). The national accreditation of numerous programs at Spartanburg Community College is further evidence of their appropriateness.

The College offers programs accredited by the following:

- Association of Collegiate Business Schools and Programs (ACBSP), 7007 College Boulevard, suite 420, Overland Park, KS 66211, (913)339-9356, www.acbsp.org
- Civil Engineering Technology, and Electronics Engineering Technology are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, (410) 347-7700, www.abet.org
- Commission on Accreditation of Allied Health Education Programs (Medical Assisting, Respiratory Care and Surgical Technology Programs), 1361 Park Street, Clearwater, FL 33756, (727)210-2350, www.caahep.org
- Commission on Dental Accreditation, American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611-2678, (312)440-2500, www.ada.org
- National Accrediting Agency for Clinical Laboratory Sciences, P.O. Box 75634, Chicago, Illinois 60675-5634, (773) 714-8880, www.naacls.org
- National Automotive Technicians Education Foundation - Automotive Service Excellence, 101 Blue Seal Drive, Suite 101, Leesburg, VA 20175, (703)669-6650, www.natef.org

- South Carolina Department of Nursing Board - Labor, Licensing and Regulation, P.O. Box 12367, Columbia, SC 29211-2367, (803)896-4550, www.llr.state.sc.us
- Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 900, Chicago, IL 60606-2901, (312) 704-5300, www.jrcert.org
- American Society of Health-System Pharmacists, 7272 Wisconsin Avenue, Bethesda, MD 20814, (301)657-3000, www.ashp.org
- American Culinary Federation (ACF), 180 Center Place Way, St. Augustine, FL 32095, (800)624-9458, www.acfchefs.org

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

Narrative: All Spartanburg Community College (SCC) associate degrees have a general education requirement of fifteen semester hours or more [\[Appendix 59\]](#).

These include a minimum of one course each in humanities/fine arts, social/behavioral science, and natural science/mathematics. The College uses the semester hour units.

The Tyger River Campus offers 50% or more of the Associate in Arts course requirements. The College uses the System standard processes for introduction of new programs [\[Appendix 60\]](#). Suggestions and input about new programs may originate from site administration based on the needs of area businesses and organizations. All programs suggested by site administration will follow the same processes for

introduction of new programs. The faculty members on the sites report to department heads who have responsibility for all program content regardless of the site. Formal initiation of new programs will be from the department heads through the Academic Affairs Division following the standard processes. The general education courses are not specific to a particular program or profession. Instead, a variety of programs across the College share general education courses. For example, Public Speaking (SPC 205) is part of many associate degree programs at the College including, but not limited to, the Horticulture Technology degree, the Associate in Arts and the Associate in Sciences degrees, the Associate Degree in Management, the Associate Degree in Radiography, and the Associate Degree in Computer Technology. The other general education course requirements also lend themselves to more than one program of study. The College maintains certain expectations of students graduating with an associate degree. Many of these expectations directly relate to student outcomes for successful completion of general education courses, [\[Appendix 61\]](#).

- 2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.
(Faculty)

Include a description of the processes in place to ensure that students have structured access to faculty. For graduate programs, include documentation of the scholarship and research capability of faculty. For doctoral programs, include documentation of faculty experience in directing dissertation research.

Narrative: Spartanburg Community College (SCC) employs an adequate number of qualified full-time faculty members to support the mission of the institution and ensure the quality and integrity of its academic programs. At SCC, faculty provide a well-balanced combination of professional knowledge and experience that insures the quality

and soundness of the College's programs. Academic Affairs at SCC is sub-divided into divisions and departments. Full-time administrators are responsible for academic divisions, and each academic program has an assigned full-time department head and/or program coordinator. Each of these programs has a mission, goals, and specific student learning outcomes related to the overall College Mission.

The number of full-time faculty at SCC for Fall Semester 2005 was 101, and the number of part-time faculty was 140 with a teacher-student ratio of 1:18.29. The number of full-time faculty for Fall Semester 2006 was 110, and the number of part-time faculty was 151 with a student ratio of 1:16.39. In both Fall Semesters '05 and '06, 42% of faculty were full-time. During the Fall Semester 2007, Spartanburg Community College employed 107 full-time faculty members and 205 adjunct faculty members; the resulting ratio of full-time to adjunct faculty is 34% to 66%.

A comparison of national, regional, and state data gathered through a review of literature and a statistical analysis of local data verifies that the number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Most studies identified tend to focus on the ratio of full-time to part-time faculty. Most studies referenced the National Center for Education Statistics (U.S. Department of Education, 1999), which indicated that only 34% of the faculty at public community and technical colleges throughout the country were full-time faculty, while the remaining 66% were part-time faculty [\[Appendix 62\]](#). More recent data reflects similar ratios. According to the Southern Regional Education

Board (SREB, 2007), as of 2005-2006, full-time faculty made up 31.2% of two-year college faculty nationally; 32.2% in SREB states; and 39.1% in South Carolina

[\[Appendix 63\]](#).

Few studies have compared the ratio of sections or credit hours taught by part-time to full-time faculty. However, this type of comparison is more revealing than those that focus only on overall faculty numbers. According to figures taken from the 2006 National Community College Benchmark Project (NCCBP) for State University of New York, full-time faculty taught 50.89% (Mdn) of NCCBP institutions' class sections and 53.42% (Mdn) of the credit hours [\[Appendix 64\]](#). (Note: The NCCBP accumulates data from all its 150+ participating institutions, generates median measure based on this data, and then compares individual institutions against it). The SCC percentages for its three sites compare favorably with the NCCBP numbers.

A study [\[Appendix 65\]](#) conducted by the South Carolina Commission on Higher Education compared sections taught by full-time and part-time faculty during 2003. According to the study, SCC full-time faculty taught 55.2% of the sections in 2003 and part-time faculty taught 44.8% of the sections. For all South Carolina Technical/Community Colleges the average percentage of sections taught by full-time faculty was 59.8% and for part-time faculty 40.2%. (See chart below)

When comparing the ratio of sections taught by full-time faculty to part-time faculty at the Central Campus of SCC with national and state benchmarks, a close parallel exists between the statistics for the off-campus sites (see chart below).

	NCCBP 2006 (Mdn) [Appendix 66]	South Carolina Community/ Technical Colleges 2005 Study [Appendix 67]	Spartanburg Community College		
			Central Campus Fall 2006 and Spring 2007 Combined	Cherokee County Fall 2007 and Spring 2008 Combined	Tyger River Fall 2007 and Spring 2008 Combined
% of Sections Taught by Full-time Faculty	50.89%	59.8%	55.8%	52%	47%
% of Sections Taught by Part-time Faculty	49.11%	40.2%	44.2%	48%	53%

Faculty workload is another indicator of adequate full-time faculty numbers. Full-time faculty members perform teaching and other instructionally related duties, depending upon the needs of the College. The minimum full-time week is 37.5 hours to include teaching, office hours, preparation, and any other assigned duties and responsibilities. The desirable teaching load for full time faculty is 15 – 18 semester credit hours or 20 – 24 instructor classroom/lab contact hours. Teaching faculty members must post and maintain a minimum of eight (8) office hours per week to advise students and assist students with their course work. In addition to these hours, teaching faculty members are responsible for curriculum development, committee assignments, and other

instructionally related duties as assigned [\[Appendix 68\]](#). As part of the understanding of employment, the College expects adjunct faculty to be available to students outside of class [\[Appendix 69\]](#). Adjunct faculty members provide in their syllabi several communication options for students, including one-on-one appointments, use of College or course e-mail, online chat, and telephone (either home or office). Adjunct faculty members designate certain times during the week when they are available for contact in person, by phone, or online chat. If teaching traditional classes, adjunct faculty may set aside time before or after class for individual, private discussions with students. Each semester, adjunct faculty sign an Adjunct Curriculum Responsibilities Form [\[Appendix 70\]](#) identifying expectations and obligations, including availability to students.

All distance learning faculty, full-time and adjunct, must clearly establish and explain how students can interact with them “outside of class” on a one-on-one basis, using a variety of methods. Methods include e-mail, telephone, in-person meetings, online chat, and videoconferencing. Faculty who teach broadcast classes provide this information in the first class meeting, include it in the class syllabus or addendum, or post it in a Blackboard course management component. Faculty who teach online classes provide this information within the online class, normally as part of the course home page, and within a “Start Here” page, in the online class syllabus, and in any face-to-face or online orientations offered. SCC requires these practices as outlined in the SCCOnline Handbook [\[Appendix 71\]](#) and as supported and implemented via the SCCOnline course development and approval process.

At Tyger River Campus faculty teach classes in the same manner as at all Spartanburg Community College locations. Full-time instructors teach some classes; adjuncts teach other classes. SCC has an adequate number of faculty members to ensure the quality and integrity of the program and courses offered at the site. Currently, the College employs sufficient full-time and adjunct faculty and has an applicant pool that can adequately support the expansion of this site. No negative impact on faculty workload has occurred as a result of this site. Full-time faculty members teaching at the site either reside at the site or travel between the Central Campus and the site. The travel distance and driving time from the Central Campus to the Tyger River Campus is approximately 11 miles or and approximately 15 minutes. Faculty easily access this site by traveling Interstate 85. All full-time faculty teaching at the site, both resident and traveling, carry the same faculty course load as those on the Central Campus. The College procedure entitled Faculty Teaching Load and Overload Compensation, VI-150.1, referenced above, governs faculty workload.

- 2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Describe library and information resources – general as well as specific to the program – and staffing and services that are in place to support the new initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the Appendix. Relative to electronic resources, describe how students and faculty will access information, how training for faculty and students in the use of online resources will be provided, and what staffing and services will be available to students and faculty.

Narrative: Library and information resources are in place to support the academic classes at Tyger River Campus. The College has provided and supports student and

faculty access to adequate library collections and services and to other learning/information resources. Innovative delivery methods ensure that library and information services are comparable to that available on the Central Campus and support general patron needs as well as the curriculum needs of specific classes and programs. The Spartanburg Community College (SCC) Library mission statement reads:

The purpose of the Spartanburg Community College Library is to provide a variety of user-oriented library services designed to meet the needs of all academic, continuing education, distance education, transitional studies and community interest programs offered at Spartanburg Community College. The Library supports these programs at all College locations by developing collections in a systematic and comprehensive manner, making these materials easily available, assisting in the use of these materials, and providing remote access to library services and resources for students, faculty and staff

[\[Appendix 72\]](#).

The focal point for library services at Tyger River Campus is a designated area with comfortable seating and excellent signage. The mixed-use student support area includes a display for research handouts and other library teaching literature. Two web cams are available for live reference interviews, along with the well-advertised Ask-a-Librarian online reference service. Library collections and services support the curriculum taught at Tyger River Campus, including courses in the Associate in Arts program. A courier service delivers in one day from Central Campus, encouraging use

of the 40,000-item book and audiovisual collection. Library staff provides document delivery from 288 paper journal subscriptions. The library web page serves as the information gateway for all SCC students at all locations. Services include an online catalog with an online request function. In addition, the SCC collection contains 56,000 e-books and over 65 online full text and bibliographic databases that encompass journals, e-books, and links to evaluated websites. The library's most used databases include *General OneFile*, *Academic Search Premier*, *LexisNexis Academic*, *Literature Resource Center*, *Magill OnLiterature Plus*, *CINAHL*, *Health Reference Center Academic*, *Issues and Controversies*, *Hoover's Online* and *CultureGrams*. SCC students use both the online periodical collection and the e-book collection. For example, the e-book collection of 56,000 titles had over 6,446 browses in 2006/2007. The library collection, both paper and electronic, supports the academic and personal needs of students, staff, and faculty at all locations [\[Appendix 73\]](#) and [\[Appendix 74\]](#).

To expand the breadth and depth of the collection, the SCC Library participates in several consortia arrangements. Library staff actively involved in these organizations insure maximum relevance to SCC curriculum and programs. These include:

SCILS, the South Carolina Information and Library Services consortium, composed of eleven technical/community colleges. The group has a shared employee who manages the consortium and a shared online catalog housed on an SCC server. The combined resources are available to all patrons upon request [\[Appendix 76\]](#).

PASCAL, Partnership Among South Carolina Academic Libraries, a South Carolina library consortium of fifty-seven academic libraries, public and private. PASCAL coordinates a state-wide borrowing program with a delivery service, PASCAL Delivers. All SCC students can use PASCAL's shared catalog and borrow materials from any academic library in the state, with a three-day delivery.

[\[Appendix 77\]](#)

OCLC, an international bibliographic utility that promotes interlibrary loan. All SCC student faculty and staff have access, either through library staff or direct to OCLC through the library web page. This service includes abstracts, full-text material, and document delivery [\[Appendix 78\]](#).

Services available at Tyger River Campus are similar to those available at Central Campus. They include reference delivered via phone, fax, web cam or e-mail; online reference through Ask-a-Librarian; study space with computer access; photocopy and fax services; faculty curriculum support; journal current awareness for faculty and staff; and a formal library instruction program delivered by a MLS qualified librarian.

SCC determines adequacy and curriculum relevancy of library services and resources through a strong assessment program. This program includes regular department head interviews, on-going collection assessment, student surveys, graduate surveys, faculty/staff surveys, and active participation in program accrediting team visits. Student

and faculty input is crucial in shaping future development of the services. In all aspects of library programming, technology enhances the student learning process and is appropriate to the objectives of college programs. In order to facilitate easy student access to both technology and training, the College designated a classroom with computers and multimedia presentation technology for technology training and library instruction use.

- 2.10** The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

Narrative: As an open admission institution, Spartanburg Community College (SCC) recognizes the importance of support programs and services for students whose backgrounds afforded limited access to institutions of higher education or the lifelong learning process. The College is committed to providing support services to ensure the success of its diverse student population regardless of the training location, delivery method, or schedule of educational programs.

The student support programs and services are consistent with Spartanburg Community College's mission to assist in advancing economic development of the region through programs, services, and partnerships; to promote lifelong learning; and to help students reach their personal and professional goals. Student support programs and services include admissions, assessment, orientation, financial aid, counseling services, student records, student organizations, student activities, and services for students with disabilities.

Collectively, these programs and services promote student learning and enhance the development of students attending Spartanburg Community College. Services may be accessed through site personnel, by appointment at the Tyger River Campus and/or through the College's web and intranet sites. Descriptions of these services may be found in the *Spartanburg Community College Catalog 2007-2008* [\[Appendix 79\]](#), Student Planner & Handbook, [\[Appendix 80\]](#) and on the College's website.

Admissions [\[Appendix 81: Pages 16-30\]](#)

As an open-door institution, the College admits all citizens who can benefit from the available learning opportunities. Individuals seeking admission to the College must submit an application (printed or electronic) to the Admissions Center for consideration. While applications may be accepted at the Tyger River Campus, the Central Campus processes all applications for admission to the College using the same standard for entry to the College. The College places admitted students into programs based on their performance on the College's placement test or SAT/ACT test scores.

Students not enrolled at the College for three consecutive semesters and who wish to re-enroll must reapply for admission. Students who have attended another institution during the interim must have official transcripts sent to the Admissions Center. Individuals with financial obligations to the College must resolve these obligations before being allowed to register for classes.

Assessment [\[Appendix 81: Pages 16-17\]](#)

Admission to specific programs requires applicants to have appropriate academic preparation as measured by skills assessment scores and/or prerequisite courses. The College accepts SAT or ACT scores that meet the minimum college requirements in lieu of skills assessment. Applicants with previous college credit may exempt all or portions of the skills assessment test.

The College uses the ASSET and COMPASS exams as its skills assessment tools. These tests may be taken at the Tyger River Campus on a walk-in or appointment basis.

Orientation [\[Appendix 82\]](#)

The College provides orientation for new credit program students to inform them of the many phases of college life. The orientation is available through the Student Orientation Resources Guide publication, through the College's website, and through a curriculum College orientation course. Each method of access provides information about school

regulations and requirements, College facilities, College resources, and contact information for administrative officials, faculty, and staff.

Financial Aid [\[Appendix 81: Pages 31- 42\]](#) [\[Appendix 83\]](#)

SCC maintains a financial aid office that coordinates the delivery of funds to students from local, state, and federal sources. The office divides the aid into four major categories: grants, loans, scholarships, and college work study. The department manages a variety of programs that provide funds and benefits for students. The department also provides services such as loan counseling and application completion assistance. The financial aid office also coordinates services for Veterans Affairs students, active duty service personnel, and eligible dependents.

Students may access their account information via the College's intranet 24 hours per day 7 days per week. The *Spartanburg Community College Catalog 2007-2008* pages 36 – 41 [\[Appendix 81\]](#) offer details about aid programs. Students may also access these services through initial contact with onsite personnel or by appointment with Central Campus personnel who will travel to the Tyger River Campus to provide the service.

Counseling Services [\[Appendix 81: Page 45\]](#)

Counseling Services plays a vital role in promoting student success by fostering academic, career, and personal development. Specific function areas of the department include the following: general College information, admissions services, pre-

admissions career services, a curriculum College orientation course, and counseling services.

Services provided include meeting the needs, desires, and abilities of students through discussions of programs of study, assistance in developing career plans and personal goals, academic counseling that includes a review of test scores and assistance with course scheduling and identification of appropriate College and community resources and services to meet student needs.

Students may also access these services through initial contact with onsite personnel or by appointment with Central Campus personnel who will travel to the Tyger River Campus to provide the service.

Placement Services [\[Appendix 81: Page 45\]](#) and [\[Appendix 84\]](#)

The Career Planning and Placement Office promote the total growth and development of its students and graduates with comprehensive employment opportunity services.

These services include the following: career assessment, resume preparation assistance, job search skills training, job readiness workshops, individual and group counseling related to job preparation, and access to electronic and hard-copy job vacancy listings and to a career resource library. The office links the College's academic and career programs to business and industry and facilitates the transition of students into the work world. The office also coordinates the co-operative education

program, which combines classroom experience with work experience related to the student's program of study.

Students may also access these services through initial contact with onsite personnel or by appointment with Central Campus personnel who will travel to the Tyger River Campus to provide the service.

Special Population Program [\[Appendix 85\]](#)

The Carl D. Perkins Vocational-Technology Education Act of 1998 funds the Aspiration, Inspiration, and Motivation (AIM) Center. The program offers services to enhance the development of students by providing personal and career counseling, and financial assistance for books, childcare, educational supplies, and transportation. The program supports individuals who are economically disadvantaged, have limited English proficiency, or are single parents, displaced homemakers, single pregnant women, individuals with disabilities, or students enrolled in non-traditional programs. The AIM Center and the Career Planning and Placement Office collaborate each year with a series of job readiness workshops on topics including resume writing, interviewing skills, and dressing for success.

Students may also access these services through initial contact with onsite personnel or by appointment with Central Campus personnel who will travel to the Tyger River Campus to provide the service.

Student Records [\[Appendix 81: Page 48\]](#)

The Records Office maintains accurate and confidential student records, grades, transcripts, and graduation information. The office dedicates itself to safeguarding the accuracy, integrity, and security of a student's academic record. This office actively participates in the College's enrollment effort. Specific function areas of the department include the following: registration, drop/adds, student information changes, grades, transcripts, enrollment verification, transfer credit tracking, college withdrawals, clearinghouse reporting, Department of Defense (DOD) reporting, error cleanup, managing active and inactive student records, managing archived records College-wide, graduation applications, graduation awards, and database cleanups.

Students may also access these services through initial contact with onsite personnel or by appointment with Central Campus personnel who will travel to the Tyger River Campus to provide the service.

Student Organizations and Activities

Students at all College locations may participate in student organizations and activities. Some student organizations participate in activities at the local, state, regional, and national levels. A roster of student organizations is listed in the College's *Student Handbook & Planner 2007-2008* [\[Appendix 80\]](#) *Spartanburg Community College Catalog 2007-2008*, [\[Appendix 81: Pages 95 - 98\]](#) and the College's website.

The mission of Student Activities at SCC is to complement the in-class experience by enhancing students' lives outside the classroom through College involvement. Student

Activities encourages students to participate in the programs that stress leadership and training, service to the College and community, self-directed activity, the experience of sharing interests, and the opportunity to interact with those of different cultural backgrounds. The *Student Handbook & Planner 2007-2008* [\[Appendix 80: Pages 5 - 61\]](#) lists some of the scheduled activities. The College posts other activities as they occur.

Students may also access these services through initial contact with onsite personnel or by appointment with Central Campus personnel who will travel to the Tyger River Campus to provide the service.

Services for Students with Disabilities [\[Appendix 81: Page 50\]](#) [\[Appendix 86\]](#)

The Office of Disability Services promotes student learning and enhances the development of students with disabilities by providing accommodations and assuring that program accessibility is provided to students with disabilities in a timely and effective matter. This office follows the guidelines and requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as amended in 1992. This office serves as an advocate for students with disabilities and as a technical advisor to faculty and staff on issues of reasonable accommodation and auxiliary aids and services.

Spartanburg Community College offers services to students who are hearing or visually impaired by providing an assistive technology lab equipped with a variety of state-of-the-art equipment.

The College also has established an agreement with the South Carolina School for the Deaf and the Blind (SCSDB). Through this unique program, individuals who are deaf, hard of hearing, blind, or visually impaired may choose from the full range of academic programs available at SCC. The office of the Coordinator of the Cooperative Program, housed on the SCC Central Campus, ensures that support services are readily available. This office promotes student learning and enhances the development of students with disabilities by providing accommodations and support services. These support services include interpreting services, note takers, readers, Braille/large print, assistive technology training, basic tutoring services, and specialized advisement/advocacy.

Students may also access these services through initial contact with onsite personnel or by appointment with Central Campus personnel who will travel to the Tyger River Campus to provide the service.

- 2.11.1** The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial Resources)

Include a business plan that includes the following:

- a. a description of financial resources to support the change, including a budget for the first year (for the initiation of a branch campus, submit a three-year budget)*
- b. projected revenues and expenditures and cash flow*
- c. the amount of resources going to institutions or organizations for contractual or support services*
- d. the operational, management, and physical resources available for the change.*

Include contingency plans if required resources do not materialize.

Assess the impact that the proposed expansion will have on the funding available for existing programs and services.

If initiating an off-campus site or a branch campus:

- Include a list of all off-campus sites at which 50 percent or more of a program's credits are can be obtained.*
- Include a list of all off-campus sites at which 25-49 percent of a program's credits can be obtained.*
- Include a copy of the most recent audit*

Institutions currently on sanction with the Commission for financial reasons must provide a copy of the most recent audit.

Narrative:

Financial Base

The College has a sound financial base and stability necessary to support the mission of the institution and the scope of its programs and services at the existing Central Campus and the new Tyger River Campus.

Institutional Audit

Spartanburg Community College (SCC) prepares its own annual financial statements audited by external auditors. For the past three years, the College received an

unqualified report from its auditors. The Independent Auditors' Report and management letter for the past year is [\[Appendix 87\]](#) and [\[Appendix 88\]](#).

The College's financial statement is audited "in accordance with auditing standards generally accepted in the United States of America" and the standards applicable to financial audits contained in "Government Auditing Standards" issued by the Comptroller General of the United States and the revised July 2007 State Board for Technical and Comprehensive Education Audit Guide. Basic Financial Statements and Management's Discussions and Analysis – for Colleges and Universities (MDA), [\[Appendix 87\]](#) Independent Auditors' Report, pages 3 - 8, are also in accordance with the Financial Reporting Guide for the State Board for Technical and Comprehensive Education System.

Schedule of changes in unrestricted net assets, audited financial statements including the statement of net assets and the statement of revenues, expenses and changes in net assets are available in the Annual Independent Auditors' Report [\[Appendix 87\]](#). A statement of financial position of unrestricted net assets, exclusive of plant assets and plant related debt, which represents the change in unrestricted net assets attributed to operations for the most recent financial year is located on page 51.

Spartanburg Community College
Statement of Financial Position of Unrestricted Net Assets
(exclusive of plant assets and plant-related debt)
For the Year Ended June 30, 2007

	FY 06	FY 07	Change
Net Assets - per audit reports	<u>2,437,805</u>	<u>4,696,151</u>	<u>2,258,346</u>
Fiscal Year 2006-07 Activity:			
Amounts from FY 07 Audit Report - Statement of Revenues, Expenses and Changes in Net Assets:			
Operating Revenues	\$ 22,322,287		
Nonoperating Revenues	16,166,300		
State Capital Bonds	1,072,299		
Capital Grants and Gifts	<u>12,168</u>		
Total Revenues	<u>39,573,054</u>		
Operating Expenses	(36,081,550)		
Interest on Capital Asset	(300,764)		
Gain on Disposal of Capital Assets	13,409		
Increase in Net Assets	<u>\$ 3,204,149</u>		
Adjustments:			
Change in Debt Service	\$ (9,631)		
Change in Loans	(1,408)		
Change in Unexpended Plant	5,432,765		
Bond Payments - Principal	(757,971)		
Reduction in Construction in Progress	821,975		
Building Addition	(6,950,598)		
Land Addition	(103,899)		
Depreciation	1,454,672		
Asset Additions - Machinery, equipment and other	(622,301)		
Asset Additions - Vehicles	(44,018)		
Disposal of Assets	<u>(165,389)</u>		
Total Adjustments	<u>\$ (945,803)</u>		
Change in UNA exclusive of Plant Assets and plant related debt	<u>\$ 2,258,346</u>		

Annual Budget

The College prepares an annual budget, preceded by sound planning, subject to sound fiscal procedures, and approved by its governing board. SCC Procedure III-10.13, Budget Process [\[Appendix 89\]](#) details the time line and steps taken to develop and approve the budget. The procedure states “Preparation of the College’s annual budget is a component of the College's planning process. Budget preparation is to be preceded by the departmental and divisional annual improvement planning; departmental budget requests should be based on proposed activities that are identified through assessments and effectiveness measures” [\[Appendix 90\]](#) and [\[Appendix 91\]](#). The Spartanburg County Commission for Technical and Community Education approves the budget each year [\[Appendix 92\]](#).

The College submits annual operational budget requests to the Spartanburg County Council for the Central and Tyger River Campuses [\[Appendix 93\]](#).

The College also submits its budget to the System [\[Appendix 94\]](#) as well as through the Department of Education’s National Center for Education (NCES) Financial IPEDS Survey [\[Appendix 95\]](#).

Financial Support

The establishment of a site on 1875 East Main Street (Highway 290) in Duncan, South Carolina, is an expansion of courses already scheduled there since spring 2006. Effective Fall 2007, the College offers more than 50% of the Associates in Arts

(University Transfer) degree classes at this site. The budget projection represents an expansion of the existing budget for the site, made possible by the additional space through renovations during Summer 2006.

The site is accessible by a large population of citizens in the College's service area. The Business Plan [\[Appendix 96\]](#) shows the current year and projected revenue and expense projections for fiscal years 2008 – 2011. The Plan includes enrollment projections for the site.

Description of Financial Resources <Business Plan>

The College has three major resources for operational expenses: state, county, and tuition. Each year the South Carolina General Assembly passes a state operational budget that includes funds for the System. Spartanburg Community College receives an allocation from these funds based on its previous three years' enrollments. The College uses state funds primarily for employee salaries and fringe benefits. The College prorates the revenue to the Tyger River Campus based on its FTE generation.

The College also submits a budget to Spartanburg County Council requesting operational support for the Central Campus and Tyger River Campus. Both locations are within Spartanburg County. Historically, funds received from the county are used to pay the operational and maintenance cost of the Central Campus. The College prorates these funds to the Tyger River Campus based on the College's average cost of operations per square foot and uniqueness of the site's facilities.

The third major source of funds is student tuition and fees, which represent 38.5% of the College's revenues. The College may use these revenues to purchase educational supplies and materials or supplement expenses that exceed the funds provided by either the state or county. The College prorates these funds based on planned enrollments at the individual College locations.

The College has developed a four year Business Plan for the expansion of the Tyger River Campus to offer the Associate in Arts [\[Appendix 96\]](#). The College projects the Tyger River Campus will be generating adequate state, county, and student tuition and fees to be self-sustaining by the end of the third year. Until then, the College will supplement the operations with other College revenues by not requiring the site to pay the full College indirect cost rate for these years.

Contractual or Support Services

The College does not currently provide, nor does it plan on providing direct support services through third party contracts. Services will be provided by College staff. In cases where the Tyger River Campus operation does not require full-time staffing, the services will be provided by Central Campus staff.

Operational, Management, and Physical Resources Available for the Change

The College has been offering a limited number of classes at the Tyger River Campus since Spring 2006. The College reported the enrollments to the State for funding. The

College determined the State revenues generated for fiscal year 2007/08 and allocated the revenue to the site budget, as outlined in the Business Plan.

Spartanburg County Council and the College Commission approved an operational and maintenance budget for the site, and the funds appear in the Business Plan revenue budget. The College, through the planning process, projected the number of students that it expects to enroll at the site. The College used these figures to project student tuition and fees for the years shown in the Business Plan revenue budget.

The College determined the staffing needs for the site and assigned an adequate number of full-time staff to support the operation. The College Business Plan outlines the staffing. The Executive Director for the site reports organizationally to the College Vice President of Academic Affairs [\[Appendix 97\]](#), [\[Appendix 98\]](#) and [\[Appendix 99\]](#) and also sits on the President's Council. All other staff report to their discipline/service department head or supervisor and to the Executive Director.

Contingency Plans

Each year the College prepares a contingency budget to assist with unplanned revenue losses or unexpected expenses. These funds will be available to support the Tyger River Campus, if needed. In addition, the College closely monitors activities at its three locations and is able to shift resources from one location to the other as needed.

The College has adequate resources to support the expansion of the Tyger River Campus without negatively affecting the Central and Cherokee County Campuses. This year, the College projects the site budget will support all direct operational costs and most of the in-direct costs. As enrollments increase, the College projects the site to be fully self-supporting within three years.

Initiating an Off-Campus Site

Until Fall 2007, the College only offered classes that amounted to 25-49% of a degree program at its two off-campus locations, the Tyger River Campus and Piedmont Natural Gas. The College did not offer 50% or more of a program off-campus. In Fall 2007, the College began offering courses at the Tyger River Campus that exceed 50% of a degree program.

A copy of the College's most recent audit is [\[Appendix 87\]](#) and [\[Appendix 88\]](#).

Sanctions

The College is not currently nor has it ever been on sanction with the Southern Association of Colleges & Schools for financial reasons.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Narrative: The Tyger River Campus, composed of 51.18 acres, has two buildings with a total square footage of approximately 404,250 square feet. The College purchased

5.29 acres and a 41,250 square foot facility in 1999 [\[Appendix 100\]](#). Built in the mid-1980's, the building was part of the manufacturing industry until 1991. In 1992, the State Board for Technical and Comprehensive Education (SBTCE) renovated the facility to house classrooms, labs, and an office complex to provide Special Schools Training for BMW. After the purchase of the building, the College made additional modifications to make the building conducive as a Continuing Education Center [\[Appendix 101\]](#).

The primary use of the BMW Center was and is continuing education. The College does allow the public school system (the Upstate Regional Center for Educational Support) to use a part of the facility. The College also offers a limited number of curriculum courses in the Center on a space-available basis. On the College's behalf, Spartanburg County purchased the facility using a College loan (\$400,000) by the SBTCE [\[Appendix 102\]](#) and College Plant Funds for a total cost of \$1,300,000 [\[Appendix 103\]](#). The county then transferred the property to the College. The System will carry the interest-free loan until such time as the facility is sold. At that time, the College must repay the loan. The College owns the building.

In 2005, the College purchased a property adjacent to the BMW Center [\[Appendix 104\]](#) consisting of 45.89 acres of land with a 363,000 square foot building. The building, constructed in a number of phases in the 1980's, had its last expansion in 1996. The facility features 70,000 square feet of corporate offices and 293,000 square feet of warehouse/distribution space. The College is renovating the facility in phases as funds become available.

The College renovated approximately 13,000 square feet in the summer of 2006 for the academic division [\[Appendix 105\]](#). The renovated space includes six classrooms, one computer classroom, and faculty and staff offices. Classrooms equipped with state-of-the-art instructional stations have the capacity to receive broadcast classes. New classroom and office furniture furnish the facility.

The College renovated an additional 13,000 square feet the same semester in 2006 [\[Appendix 106\]](#). The facility is designed as a special pre-employment screening and training facility for new or expanding companies locating in the county. It includes a canteen and a general purpose room which are shared with curriculum students. The general purpose room is available for academic programs and support services, including library services. The room furnishings provide casual seating for students, a designated library service point, research and tutoring area, and general student study space. The College's Plant Fund Budget provided for renovation costs.

The sale of \$3,200,000 of tuition bonds funded the purchase of the 45.89 acres and 363,000 square foot building. Repayment will be over fifteen years from part of the student's tuition as a capital fee. The Central Campus maintains the revenue for all College capital projects.

C. Section 3: Comprehensive Standards

For each of the Comprehensive Standards listed below, describe the impact of the proposed program expansion on that aspect of the institution.

3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Qualified administrative/academic officers)**

Narrative: Spartanburg Community College employs qualified administrative and academic officers [\[Appendix 107\]](#) with experience, competence, and capacity [\[Appendix 108\]](#) to lead the institution. Policy I-50 [\[Appendix 109\]](#) references the institutional officers and provides information about the location of the individual job descriptions and the officers' primary responsibilities. The organizational chart [\[Appendix 110\]](#) published on the College website further reflects areas of administrative responsibility. The President is the institution's Chief Executive Officer (CEO). Vice Presidents report directly to the President and have primary management responsibility for one or more of the major functional areas of the College.

The College's administrative and academic officer's roles have been expanded to include duties and responsibilities associated with the Tyger River Campus. The expanded duties include, but are not limited to, responsibility for all off-campus physical facilities, credit and non-credit offerings, academic and student support services, and associated personnel. To ensure coordination of programs and services between the Central Campus and its off-campus sites, the College created the position of Executive Director for the Tyger River Campus. The Executive Director serves as the chief operational officer for the site and provides leadership and management of all programs and services, including supervision of personnel, oversight of facilities, and day-to-day operations. Position description forms, which state the minimum requirements and job functions for the administrative and academic officers and executive directors, are attached [\[Appendix 111\]](#), [\[Appendix 112\]](#), [\[Appendix 113\]](#) and [\[Appendix 114\]](#). The

Human Resources Office maintains the job applications and transcripts that document official certification of experience and receipt of degrees.

The College adheres to an employee performance management system (EPMS) [\[Appendix 115\]](#) to ensure that all classified employees, educational support personnel, and institutional officers occupying permanent positions have their performance evaluated. Copies of performance evaluations for the administrative and academic officers and executive directors are available for review in the College's Human Resources Office. In compliance with state policy, all teaching faculty in permanent positions shall have their performance rated on an annual basis in accordance with the Faculty Performance Management System (FPMS) [\[Appendix 116\]](#). For purposes of the policy, teaching faculty includes instructors, librarians, department heads, and program coordinators.

- 3.3.1** The institution identifies expected outcomes for its educational programs (*including student learning outcomes for educational programs*) and its administrative and educational support services, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of those results. **(Institutional effectiveness)**

Include a description of how the institution will monitor the quality of the proposed new site(s) or delivery system.

For electronic instruction or compressed time frames, include a description of the methodology for determining that levels of knowledge and competencies are comparable to those required in traditional formats have been achieved.

Narrative: Spartanburg Community College identifies expected outcomes for educational programs and administrative and educational support services, assesses these outcomes and provides evidence of improvement based on analysis of those

results. Credit education programs at the College, including those at the Tyger River Campus, are evaluated at both the course and program levels.

Course Assessment

The College uses course assessment to evaluate the effectiveness of teaching and student learning. The ultimate goal of assessment of courses is to determine how effectively students are mastering course objectives, and what can be done to improve their learning experience. Course assessment can include the following components:

- ▶ Statistical analysis of student performance
- ▶ Summary review of student evaluations
- ▶ Review of information from external sources
- ▶ Review of course content by objective
- ▶ Analysis of teaching methods/strategies
- ▶ Analysis of assessment methods
- ▶ Analysis of individual test items and projects
- ▶ Summary and follow-up through an analysis of recommended changes

Course assessment is completed on an annual basis for every course (not section) taught at the College, including those at the Tyger River Campus [\[Appendix 117\]](#). The department heads track course assessment. Individual departments maintain forms within the department. As part of the assessment of all courses, the department heads and faculty meet to review the data. The College uses summary data to assess general

education. Faculty conduct course assessment. The focus of course assessment is to determine how well students enrolled in a particular course are learning the content that faculty who teach the course agree that students should learn. The course assessment process ensures that instructors review all course objectives, identify competency levels, and assess higher-order thinking.

Program Assessment – Student Learning Outcomes

Every year, each technology program at the College, including those at the Tyger River Campus, assesses how well students have mastered the essential student learning outcomes [\[Appendix 118\]](#). Program assessment starts with determining a set of student learning outcomes for the program. The College's preferred method of program development and revision is a modified DACUM (Developing/ Defining a Curriculum), called Occupational Task Analysis (OTA) [\[Appendix 119\]](#). The OTA process utilizes a group of local practitioners (persons who work in this occupation) to help the faculty determine a core group of competencies required for entry-level jobs in the field. Occasionally, the College will validate a DACUM from another institution or will use state-mandated competencies for accrediting agency's standards. When this occurs, program faculty review the proposed competencies/standards with their advisory committees to ensure that local businesses and industries have similar expectations for graduates' skills and knowledge.

Once a program identifies student learning outcomes, the faculty determine what they are going to measure, where they are going to measure it (usually in a course), how

they are going to measure it (test questions, portfolio, checklist, demonstration, presentation, etc.), and what they will use as a standard of success. Not every learning outcome is necessarily measured every year. In general, within a three-year cycle, each program will have assessed the student learning outcomes for the program. Once the faculty assesses, reviews, and analyzes data, program faculty meet to determine what specific program changes, if any, they want to implement. Sometimes, the recommended modifications are internal (for example, spending more time on a topic or reinforcing that topic in multiple courses); other times, the modification requires resources (purchasing new lab equipment, for example). It is critical to the process that faculty assess their student learning outcomes and make modifications to the program as they seek to improve the quality of the teaching and learning. Assessments of student learning outcomes are documented for all educational programs at the College, including those at the Tyger River Campus [\[Appendix 120\]](#).

Educational Programs and Administrative/Educational Support Services- Outcomes and Assessment

Spartanburg Community College's annual planning process [\[Appendix 121\]](#), as discussed in Core Requirement 2.5, is based on the College's mission and is aligned with the goals and objectives of the Strategic Plan [\[Appendix 122\]](#). The overall goal of the planning process is to ensure that the College is effectively accomplishing its mission. The Tyger River Campus is represented and involved in the annual planning process which covers the entire institution. Every academic and service area of the College creates an Annual Plan [\[Appendix 123\]](#).

The planning process is a continuous and participatory one [\[Appendix 124\]](#) that is based on awareness of trends, strategic planning, and identification of outcomes to increase effectiveness, assessment of progress towards the outcomes, and incorporation of strategies for improvement. Analysis of assessment data and the subsequent planning and evaluation in relation to the College mission and goals occur at three levels: the administrative/educational support units and the educational program departments, the Institutional Effectiveness Council, and the President.

Every fall, during Planning Day [\[Appendix 125\]](#), all educational programs and administrative and educational support service units at the College, including those at the Tyger River Campus, review their previous year's performance. This review process occurs before planning for the next year and includes data provided by the Institutional Research Office from College databases. At the beginning of the review and planning process, the President informs the College community about his initiatives for the coming year [\[Appendix 126\]](#). The Planning Division provides each group and unit with a planning template, and trains the leaders of each planning group and unit on the development of goals/outcomes and objectives, and completion of the planning and budget document. The template provides structure and consistency in format for each unit's plan [\[Appendix 127\]](#) and [\[Appendix 128\]](#).

Each unit reviews and discusses the data [\[Appendix 129\]](#) and identifies trends affecting it, including accomplishments, strengths, and challenges. The planning units also evaluate their unit goals/program outcomes to determine if they are still appropriate

or if revisions are necessary. The planning process continues with each unit developing annual planning objectives that address student and community needs and the unit's outcomes/goals and challenges. The objectives specifically relate to actions that will enhance the unit's effectiveness in meeting the College goals and President's initiatives. The unit develops strategies for achieving each objective, giving the planning unit direction for activities and assigning responsibilities to successfully implement the plan. The different College planning units (instructional, service, and group) have varying responsibilities and determine how to assess their objectives based on their diverse outcomes. Budget requests must relate to specific strategies for improvement and are included with the objectives in the planning process [\[Appendix 130\]](#).

Units in larger planning groups compile their planning and budget documents into a group plan and prioritize the group's objectives [\[Appendix 131\]](#). The group leader brings the prioritized objectives to the Institutional Effectiveness Council (IEC) for review. Every objective involving technology is first reviewed and prioritized by the Technology Committee [\[Appendix 132\]](#) before being presented to the Institutional Effectiveness Council. The IEC, whose membership represents the College community and includes the Executive Director of the Tyger River Campus [\[Appendix 133\]](#), promotes continuous quality improvement and is instrumental in ensuring a consistent and coordinated approach to achieving College goals and determining priorities. The Council's consensus review and prioritization is then recommended to the President for inclusion in the budget process [\[Appendix 134\]](#).

Each educational program and administrative and educational support service unit completes an end-of-year status report [\[Appendix 135\]](#). The end-of-year report documents the degree to which each strategy and objective was achieved and if either or both were revised. This report also determines how accomplishing the objectives contributes to the continuous improvement of the unit or College. An opportunity is given to identify objectives or outcomes that need to be continued or revised for the next planning cycle.

Spartanburg Community College is an outcomes-based educational institution.

Knowledge and skill-based competencies are identified for each program in three areas: general education, program specific, and employment related. The faculty design the program curricula and course offerings, using the identified outcomes as a focus.

Student learning outcomes are assessed at the course level by the faculty teaching the courses. Students in some programs are also evaluated through testing by external agencies, as required for licensing or certification [\[Appendix 136\]](#). Prior to the award of a degree, each student's transcript is audited to ensure that all requirements are met.

Spartanburg Community College's planning process identifies and assesses outcomes as the College community, including the Tyger River Campus, strives for institutional effectiveness and improvement. The College's own self-assessment in determining its compliance for the off-campus site is viewed as an opportunity to increase its effectiveness. Due to the number and diversity of units at the College, the following actions will be re-emphasized to ensure greater consistency throughout the College:

- 1) Clear guidelines and directives are provided to administrative leaders on evaluating the planning documents in their groups for appropriate performance-based objectives and mechanisms for assessment.
- 2) During the year, and formally at mid-year, the planning units review progress being made toward achieving objectives developed in the last planning cycle. This review process is instrumental for continuous improvement. While the next year's objectives are being developed, assessing progress on the present objectives is important for continued and consistent improvement.
- 3) Clear and detailed directions are included for the end of year status report. The end of year status report is stressed as an important mechanism for evaluating or making adjustments to objectives. Some objectives may need to be revised if funds are not available or determined to be unachievable as originally developed. This report may also be used to fine-tune the assessment techniques. The report includes a section that identifies how assessment of objectives and outcomes relates to continuous improvement and actions.
- 4) Training is provided for the leaders of program and service units as well as group leaders to determine improvement based on assessment of objectives and evaluations.

Since all unit outcomes and goals are focused on accomplishing the College goals and objectives, which stem from the College mission, mid-year [\[Appendix 137\]](#) and year-end [\[Appendix 138\]](#) reports are generated. These reports show all the accomplishments and improvements made in that year toward the College mission, goals, and objectives.

Additionally, the College meets the State of South Carolina requirements of submitting an annual Institutional Effectiveness Report [\[Appendix 139\]](#), as well as an annual Accountability Report [\[Appendix 140\]](#), the latter based on the Baldrige criteria.

- 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Document that faculty and administration were involved in the review and approval of the new site(s) or delivery system.

Narrative: The faculty and administration of Spartanburg Community College (SCC) approve each educational program for which academic credit is awarded. The quality and quantity of the instructional programs reside with the faculty. Proposed curricula originate within an instructional program. To establish a new curriculum or course or to alter an existing curriculum or course within a program, the program faculty make a proposal to the department head. The department head presents the proposal to the Academic Division Dean [\[Appendix 141\]](#), [\[Appendix 142\]](#), [\[Appendix 143\]](#) and [\[Appendix 144\]](#). Upon the Dean's approval, the proposal is submitted to the Academic Review Committee (ARC) for review and approval [\[Appendix 145\]](#) and [\[Appendix 146\]](#). The ARC, consisting of faculty, staff and administrative members, including representatives from the Tyger River Campus, reviews all proposals for all new programs and all new courses including those for the Tyger River Campus. The ARC also reviews proposals for revising existing programs, including adding or deleting courses, changing of prerequisites, and/or making modifications to the program

(semester) display. The purpose of the ARC is to ensure that all program and/or course proposals are sound; that no conflicts exist that could cause problems with admission requirements, financial aid etc., and that all approvals are in the best interest of the students and the College. Each program must meet the standards, requirements, and approvals of accreditation, area commission, State Board for Technical and Comprehensive Education (System), and the Commission on Higher Education (CHE), as warranted. The Tyger River Campus follows the same curricular programs-of-study as the Central Campus. The courses offered at the Tyger River Campus have the same content as those offered on the Central Campus.

The Associate in Arts (University Transfer Program) is designed for students planning to transfer to other post-secondary institutions. Courses within a transfer program are generally determined by the accepting universities' requirements and the *Statewide Articulation Agreement: Technical College Courses Transferable to Senior Institutions* [\[Appendix 147\]](#), as well as local needs. To ensure that curriculum and courses are equated to those of the four-year colleges and universities, Advisory Committee meetings are held regularly (at least two per year) which include four-year college and university representatives, SCC department heads and the Academic Division Dean [\[Appendix 148\]](#) and [\[Appendix 149\]](#). Periodically, the department heads and faculty review the program and recommend changes to the ARC. The Academic Division Dean (Dean of Instruction) serves as the liaison to the four-year colleges and universities and links SCC with these institutions. Career and technical programs are designed in

keeping with the demands and needs of local business and industry. These curricula are constantly reviewed and evaluated by local advisory committees and the faculty.

Prior to this property becoming available, the College held discussions with community leaders on the western side of Spartanburg County concerning their perceived need for a College presence in their communities. The President met with the Superintendent of School District Five, the Middle Tyger Area Council of the Spartanburg Area Chamber of Commerce, and manufacturing officials of plants in the western portion of the county.

The College analyzed student enrollment data and realized that enrollment from the western side of the county was lower than that from other parts of the county [\[Appendix 150\]](#). A review of demographic data indicated a strong growth of the area's population [\[Appendix 151\]](#). The College concluded that a site located in the center of this section of the county would better serve the citizens for several reasons: 1) its convenience to the general population, 2) the greater awareness of the College it provides to citizens in that area, and 3) the ease it provides for employees of companies in the area to take classes before or after work. College officials continued to meet with local elected officials and received positive feedback on the need and support of a College site on the western side of the County [\[Appendix 152\]](#).

As the College began seriously deliberating the need to expand its presence on the western side of the County and the need to expand program offerings beyond corporate and community education courses, the College had an opportunity to purchase the

property that is now referred to as the Tyger River Building (TRB). The College Administration visited the property and decided the facility had potential to become the site the College needed on the western side of Spartanburg County. Because the property adjoined SCC's existing BMW Center, Administration felt it needed to pursue the opportunity. The combined facilities resulted in the Tyger River Campus (TRC).

With the acquisition of the Tyger River Building, the Tyger River Campus has continued to develop over the past several months. Faculty were regularly informed of the status of this project through a variety of announcements, including, but not limited to, the President's Communication Sessions, College-wide faculty/staff meetings, M.A.D. (*Making A Difference*) meetings, departmental/divisional meetings, and e-mails. Faculty provided, and continue to provide, input into recommended programs and courses to be offered on the Tyger River Campus. Discussions were held during Academic Affairs staff meetings, divisional meetings, ARC meetings, and one-on-one discussions with deans and department heads [\[Appendix 153\]](#). Faculty and Central Campus units that will provide services also include the site in their operational planning, providing input through the College's Annual Planning Process [\[Appendix 154\]](#) and [\[Appendix 155\]](#).

3.4.3 The institution publishes admissions policies that are consistent with its mission.
(Admissions policies)

Narrative: Admission policies are published in *Spartanburg Community College's Catalog 2007-2008* [\[Appendix 156: Pages 16 - 29\]](#), *Student Planner & Handbook 2007-2008* [\[Appendix 157: Pages 69 – 90\]](#), on the College's website [\[Appendix 158\]](#),

and is printed via term appropriate Registration Guide [\[Appendix 159\]](#). These policies are consistent with the College's mission to advance economic development of the region through programs, services, and partnerships, and to promote lifelong learning and help students reach their personal and professional goals. A consistent procedure for establishing and administering admission policies for specific academic programs, originates with faculty, proceeds through the Academic Review Committee, the Vice President of Academic Affairs, and receives approval from the executive team (President's Council). Specific programs, such as the Nursing Program, have additional admission criteria that are published in the College Catalog.

Students may obtain copies of the College's Catalog and Student Planner & Handbook at the Tyger River Campus. Students may also access information at any time through the College's website.

- 3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

Narrative: Spartanburg Community College follows the policy and procedure established by the South Carolina Technical College System (SCTCS) to determine credit awarded for courses. SCTCS Policy 3-1-103 [\[Appendix 160\]](#) and Procedure 3-1-103.1 [\[Appendix 161\]](#) outline the amount and level of course credits awarded. The master Catalog of Approved Courses (CAC) [\[Appendix 162\]](#) specifies course prefix, number, description, and credit. Courses with the same prefix and number have common student learning

outcomes irrespective of the delivery method [traditional, broadcast or online]. At the Tyger River Campus this process is followed in the same manner as it is at all Spartanburg Community College locations.

3.4.9 The institution provides appropriate academic support services. **(Academic support services)**

Narrative: The Tyger River Campus provides appropriate academic support for students and faculty through a variety of services and programs. As an open admission institution, Spartanburg Community College (SCC) recognizes the importance of support programs and services for students whose backgrounds afforded limited access to institutions of higher education or the lifelong learning process. The College is committed to providing academic support programs and services to ensure the success of its diverse student population regardless of location, delivery method, or schedule of educational programs.

The academic support programs and services are consistent with the mission of Spartanburg Community College to assist in advancing economic development of the region through programs, services, and partnerships; to promote lifelong learning; and to help students reach their personal and professional goals.

Academic support programs and services include the following: tutoring, technology assistance, library, distance education (*SCC Online*), make-up/proctored testing, remedial (transitional) education courses, and advising [\[Appendix 163\]](#).

Collectively, these programs and services promote student learning and enhance the development of students attending Spartanburg Community College. Services may be accessed through site personnel, by appointment at the Tyger River Campus, and/or online.

Tutorial academic support services are available on the Tyger River Campus four days per week in English, math, reading, and Spanish. Located in the Tyger River Building, the tutorial service area provides students with easy access to qualified staff members able to assist them with their academic needs. For their convenience, students also have access to tutoring services online (Ask-A-Tutor) and have full access to all tutoring services offered on the Central Campus [\[Appendix 164\]](#) and [\[Appendix 165\]](#).

Technology assistance is provided on the Tyger River Campus. Students have access to computers in the library as well as the computer lab. Students receive assistance with Internet research, use of specialized programs for classes that have a technology component, and logging-in to Blackboard for classes that are either online or contain an online component. Additionally, students have access to all online training in various applications and technology. Students have convenient access to technology assistance online (Ask-A-Geek) and have full access to all services offered on the Central Campus [\[Appendix 166\]](#).

The SCC library has three locations (Cherokee County Campus, Tyger River Campus and the Central Campus) and is a valuable part of college life. Services are integrated

into the College curriculum on all College locations, which includes the Tyger River Campus, through a formal library instruction program. Library services and collections are coordinated by well-trained and experienced staff, including MLS-qualified librarians. The library has an extensive collection of online information sources for both on-campus students and distance-learning students. Two kiosks equipped with webcams are available allowing students real-time access to Central Campus librarians. The library also has computers on the Tyger River Campus for students to use for research and other academic endeavors. Students have convenient access to an online librarian (Ask-A-Librarian) and have full access to all library services offered on the Central Campus [\[Appendix 167\]](#).

SCC Online provides students and faculty with quality alternative learning and teaching options using the latest technological delivery methods. The Tyger River Campus offers a distance learning classroom, housed in the Tyger River Building, where broadcast courses are received from the Central Campus. Technical support services are provided for both on-campus and off-campus faculty and students, including the Tyger River Campus, who are teaching or taking any type of distance learning course, including broadcast, online, or traditional courses using Blackboard. Students also have access to support from instructors and one another via Blackboard, e-mail, and chat rooms. *SCC Online* offers electronic orientations and workshops for online students at the beginning of each semester as well as electronic support materials. Technical support via email, phone, or face-to-face is available during normal College hours and on a limited basis during nights and weekends. Additionally, students have full access to

all services offered on the Central Campus [\[Appendix 168\]](#).

Make-up/proctored testing services are available on the Tyger River Campus by appointment. With their instructor's approval, students may make up missed paper/pencil and online tests. Students and faculty with questions about services, hours, location, or test availability, may contact any TRC staff member or ask a proctor online (Ask-A-Proctor). Students also have full access to all services offered on the Central Campus [\[Appendix 169\]](#).

Transitional Studies (remedial education courses) is an academic branch providing basic skill and non-degree credit courses designed to enhance the academic abilities of those students needing to refine their skills prior to entering curriculum coursework. The courses provided are typically basic skills courses in grammar, writing, reading, and mathematics. Some courses, such as Introductory Chemistry (CHM 100) and Introductory Biology (BIO 100), are "bridging" courses that assist students in meeting pre-entry requirements for programs with science prerequisites. Transitional courses are offered each semester on the Tyger River Campus based on the student population and their needs. Additionally, students have full access to courses being offered on the Central Campus [\[Appendix 170\]](#).

Each student enrolled at Spartanburg Community College, including the Tyger River Campus, is assigned an advisor upon admission to the College. The role of the advisor includes, but is not limited to, the following:

- Assist in planning the class schedule
- Provide up-to-date information about careers
- Assist with online registration
- Refer students to appropriate sources for assistance
- Help students learn to function in a college environment
- Encourage students in their efforts to be successful
- Ensure students meet graduation requirements

Students are encouraged to contact their advisor any time they need assistance. Tyger River Campus students who need transitional courses are advised by either an advisor from the Advising Center on specific pre-scheduled days or by the Executive Director of the TRC, or the administrative assistant. Curriculum students are advised by their advisor based on their program of study by the Executive Director of the TRC or the administrative assistant. The advisor is also available to conference with the student via e-mail or by telephone [\[Appendix 171\]](#) and [\[Appendix 172\]](#).

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

Narrative: Spartanburg Community College (SCC) uses technology to enhance student learning outcomes in all programs offered and ensures that students, faculty, and staff have access to and training in the use of technology. The program planning process is completed each year in the fall, and as part of this process, department heads evaluate technology needs. Prior to the Institutional Effectiveness Council's

review of group and unit plans, the Information Technology committee reviews those objectives that involve technology. This committee prioritizes and recommends objectives to the Institutional Effectiveness Council based on its judgment of the most effective and efficient use of technology. This review ensures that the College adopts a consistent approach to technology and that it adheres to the Technology Plan [\[Appendix 173\]](#). As funds are allocated for technology needs, the prioritized lists are used for making the appropriate purchases from available resources.

Adding technology provides alternate means to deliver and/or supplement course content, allowing for more and better opportunities to learn. For example:

- Technology adds another medium (email) by which students can communicate with their instructors.
- Technology allows instructors to offer online “office hours” promoting student/faculty communication.
- Visual learners get new and better access to information presented in graphic format.
- Geographically distant students are able to “attend” online classes as these classes are unrelated to time and location.
- New textbooks are available with software that provides additional curriculum content such as review exercises, case studies, and readings that enhance student learning.
- Use of online course management software offers effective supplemental material for increased learning in traditional classes.

SCC further demonstrates its commitment to the use of technology by including information literacy as one of six stated student outcomes:

When students graduate from Spartanburg Community College, they must possess the knowledge, skills, and attitudes necessary to successfully secure a job or pursue a career. At a level appropriate to his or her area of study, every graduate of an associate degree program at the College will:

1. Perform mathematical computations
2. Communicate effectively both orally and in writing
3. Comprehend written material
4. Work effectively within a group
5. Demonstrate problem-solving ability
6. Demonstrate proficiency in information literacy [\[Appendix 174\]](#).

Additionally, the *Spartanburg Community College Catalog 2007-2008* reflects SCC's commitment to infuse basic competencies in the use of computers and related information technology into the curriculum. This is demonstrated by the quantity and quality of computer-related courses that are offered for credit. While many of these courses are required in specific programs, any student on any College location can take advantage of these courses provided they have met the course pre-requisites.

In order to facilitate easy student access to both technology and training, a classroom with computers and multimedia presentation technology has been designated for

technology training and library instruction at the Tyger River Campus. PC's, laptops, and audio-visual equipment are readily available for student and faculty use. The College ensures student application of library technology through a strong library instruction program. College and subscription database servers allow patron access from any location. Training for students and faculty in use of online resources is available using a variety of methodologies [Refer to Core Requirement 2.9]. All classrooms on the Tyger River Campus are equipped with either built-in or portable media equipment, including a PC or laptop, which allows access to software applications and library resources. Instructors utilize technologies such as Blackboard and PowerPoint presentations to facilitate learning. Many classes also incorporate software specifically targeted to student learning outcomes. Students are able to manage many aspects of their matriculation using WebAdvisor and every student has an e-mail account. The infrastructure at the Tyger River Campus supports both wireless and hard-wired access.

Additionally, academic support services are readily available online via Ask-A-Geek, Ask-A-Tutor, Ask-A Proctor, and Ask-A-Librarian links [Refer to Comprehensive Standard 3.4.9]. The Advising Center offers several sections of ADVC 900 on the Tyger River Campus each semester. This course promotes student independence through technology training and covers topics such as online self-registration and verification of course grades and financial awards online.

While academic support services are readily available online, they are also available at the Tyger River Campus during designated times and by appointment. Students enrolled at the Tyger River Campus have access to all online training in various applications and technology training as do students at the Central Campus. Access to computers and associated services, including technology training, is adequate based on the enrollment at the Tyger River Campus. Additionally, students have ready access to all services provided on the Central Campus.

All employees of the College (including off-campus sites and Central Campus) are encouraged to participate in professional development activities. Each year, the College conducts a variety of workshops designed to address general and specific topics. Computer workshops are generally included in order to enhance the computer skills of the participants and to expand their knowledge of a variety of software and computer-related products. Off-campus faculty and students receive training to access library materials by using the Internet.

Also, Information Technology staff provides orientation training to all new faculty and staff in the use of the administrative software, e-mail, and the Internet. The College offers continuing education classes that are also available to all faculty and staff.

The administrative and operational functions for the Tyger River Campus are managed in the same manner as the functions at the Central Campus.

The College uses a Metro-E (Ethernet) network to connect its three locations together. This is a high speed 10/100 Ethernet line, not a standard T1 or other remote communication media. This means that the buildings on the off-campus sites appear and operate like buildings on the Central Campus.

Because all traffic comes through the Central Campus, all email and Internet access are monitored and managed from a central location. Email and Internet access is the same and follows the same rules regardless of location.

The Voice-over-IP phone system is a single centralized phone system taking advantage of the Metro-E network mentioned above. Forwarding or transferring a call from any College site is the same as transferring a phone to an office next door. A student can pick up a phone on any College site and call any office with the same four-digit extension. A student in Cherokee County can make a local call to the Cherokee County Campus and talk to someone from Financial Aid regardless of where the employee is located. Service calls are placed from any location to the College's central helpdesk. Service Technicians and part-time technicians are located at each College location. In addition, a mobile technician with an equipment van travels to each location as backup. All service calls to the helpdesk are treated with equal priority.

The computer and media equipment for the Central, Cherokee County, and Tyger River Campuses are part of a single replacement plan. For example, during the College's replacement cycle, the computers for all three locations are sorted from worst to best

and replaced regardless of location.

All computers are imaged (software loaded) from the Central Campus's Deployment Server, so software and updates are the same at all three locations.

Because all buildings are part of the same virtual network (see Metro-E description above), client-based College administrative systems work the same at the Cherokee County Campus and Tyger River Campus as they do on the Central Campus. For example, when setting up for arena registration, hardware and software are set up exactly the same for all three sites. The only difference is that the Central Campus setup is larger.

Over time a greater number of SCC students do more over the web such as apply, register, pay fees, order books, get grades, and change address. During Fall 2007 approximately 80% of SCC students registered or changed their schedule over the web.

- 3.5.2** At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. **(Institutional credits for a degree).**

Narrative: Spartanburg Community College requires that at least 25% of the applicable course work for a chosen degree be taken at SCC. Students may transfer or receive exemption credit of up to 75% of the applicable course work from another institution.

This information is communicated to students through the *Spartanburg Community College Catalog 2007-2008* [\[Appendix 175\]](#) and [\[Appendix 176\]](#) and *Student Planner & Handbook 2007-2008* [\[Appendix 177\]](#) and [\[Appendix 178\]](#) and to the College faculty and staff through approved procedures [\[Appendix 179\]](#), [\[Appendix 180\]](#) and [\[Appendix 181\]](#).

- 3.5.3** The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate program requirements)**

Narrative: Spartanburg Community College (SCC) defines and publishes requirements for its undergraduate programs, including general education components. *Spartanburg Community College Catalog 2007-2008* outlines every degree, diploma, and certificate program with required courses listed, including general education requirements, major requirements, and any elective requirements. Associate Degree programs require at least 15 semester credit hours of general education coursework. Diploma programs require at least 9 semester credit hours of general education coursework. Some certificate programs may have general education requirements. These requirements are based on State Curriculum Models. Students enrolled at the Tyger River Campus have equal access to this information in both printed and electronic forms.

Spartanburg Community College only offers courses outlined in the State Catalog of Approved Courses (CAC) [\[Appendix 182\]](#), [\[Appendix 184\]](#) and [\[Appendix 185\]](#) and through [approved] State Curriculum Models [\[Appendix 186\]](#) and [\[Appendix 187\]](#).

These courses and models conform to the State's requirements approved by the State Board for Technical and Comprehensive Education (System) and were developed to comply with SACS requirements. The College must submit any proposed changes for state-level approval before implementation. Approval at the State level indicates that courses conform to commonly accepted standards used by other institutions in the Southern Association of Colleges and Schools. Both distance learning courses and traditional courses adhere to the same student learning outcomes. For example, an English composition course delivered through distance learning has the same student learning outcomes as the same English composition course delivered in a traditional format. The expansion of the Tyger River Campus had no impact on the general education requirements or major program requirements already in place at the College.

The requirements for Spartanburg Community College's programs conform to commonly accepted standards. This conformity is further demonstrated by the accreditations granted to the institution which include the following as outlined in the *Spartanburg Community College Catalog 2007-2008* [\[Appendix 190\]](#).

The College offers programs accredited by the following:

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

- National Accrediting Agency for Clinical Laboratory Sciences
- National Automotive Technicians Education Foundation - Automotive Service Excellence
- South Carolina Department of Labor, Licensing and Regulation Board of Nursing
- Joint Review Committee on Education in Radiologic Technology
- American Society of Health–System Pharmacists
- The American Culinary Federation

3.6.1 The institution’s post-baccalaureate professional degree programs, and its master’s and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Narrative: Not Applicable. Spartanburg Community College is a Level I institution offering only undergraduate courses.

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

Narrative: Not Applicable. Spartanburg Community College is a Level I institution offering only undergraduate courses.

3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through institution offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree

programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. **(Institutional credits for a degree)**

Narrative: Not Applicable. Spartanburg Community College is a Level I institution offering only undergraduate courses.

- 3.6.4** The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Narrative: Not Applicable. Spartanburg Community College is a Level I institution offering only undergraduate courses.

- 3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Display faculty qualifications on the Commission's "Roster of Instructional Staff." Limit entries to those faculty members assigned to the programs at the new level or to the expanded electronic courses. Include vitae of key faculty.

Narrative: Spartanburg Community College (SCC) employs competent faculty members qualified to accomplish the mission and goals of the institution. Primary consideration is given to the highest earned degree in the discipline; also given consideration are the competence, effectiveness, other graduate or undergraduate

degrees, work experience in the field, professional licensure and certifications, honors, awards, documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. All SCC faculty members hold the appropriate earned credentials, have appropriate experience, provide instruction in their areas of expertise and, therefore, meet or exceed the academic qualifications required by the program and courses to be offered at the site. The academic qualifications of all faculty members who taught in Fall 2007 and those teaching in Spring 2008 on the Tyger River Campus are available via the Faculty Roster [Enclosed]. Key full-time faculty members assigned to the Tyger River Campus include Melissa B. Campbell, Instructor of Psychology; James W. Guerrant, Instructor of Math; Magaly P, Littlejohn, Instructor of Sociology; and Alan S. Tessaro, Instructor of English. Vitae for the key faculty are available [\[Appendix 191\]](#), [\[Appendix 192\]](#), [\[Appendix 193\]](#) and [\[Appendix 194\]](#).

Faculty teaching associate degree courses designed for transfer to a baccalaureate degree or with transfer opportunities have official transcripts on file in the Human Resources Office documenting a minimum of a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) as listed in the credential guidelines in the SACS principles for accreditation. Faculty members teaching associate degree courses not designed for transfer to a baccalaureate degree have official transcripts on file in the Human Resources Office documenting the minimum of a baccalaureate degree in the teaching discipline, or an associate degree

and demonstrated competencies in the teaching discipline as listed in the credential guidelines in the SACS principles for accreditation.

Department heads, with the approval of the Academic Dean and Vice President of Academic Affairs, verify the appropriateness of faculty selection and assignment to instruct specific disciplines. Prior to hiring faculty, whether full-time or adjunct, department heads will validate faculty credentials using the current SACS criteria. The department head will document, on a standard Credential Verification Form [\[Appendix 195\]](#) using information from personnel records, the candidate's qualifications, including earned degrees, additional graduate credits, work experience, and special credentials. If official transcripts are not available prior to hire, a transcript request must be sent to all appropriate institutions and verification of that request filed in the personnel file. Continued employment is contingent upon receipt of official transcripts. In addition to Department Head approval, credentials will also be approved by the Academic Dean and Vice President of Academic Affairs. Faculty credentials are re-evaluated according to changes in requirements expressed by the College's accrediting agencies. If credential requirements are revised, faculty members who need to modify their credentials will develop an educational plan to complete the additional requirements. Faculty credential forms will be updated and reapproved when a current faculty member instructs a course not previously approved on the original form. The office of Human Resources will maintain these forms in the employee's personnel file [\[Appendix 196\]](#). The above procedures are followed for the selection of all faculty members on all SCC campuses/sites.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.
(Faculty evaluation)

Narrative: Spartanburg Community College (SCC) regularly evaluates the performance and effectiveness of each faculty member on an annual and ongoing basis in accordance with published procedures regardless of full time or adjunct status. Full time faculty members have access to these procedures in hardcopy and electronic forms; adjuncts have access to these procedures via the Adjunct Faculty Handbook [\[Appendix 197\]](#). Academic department heads (supervisors) observe faculty in the traditional classroom as well as distance learning, virtual classroom, lab, and clinic for the purpose of evaluating instructional techniques. The results of the classroom observation are recorded using a Supervisor Observation of Instruction Form [\[Appendix 198\]](#). For full-time faculty, the observation is used in conjunction with other factors to complete the Faculty Performance Management System (FPMS) evaluation. For adjunct faculty, the observation is used in conjunction with other factors to determine continued temporary employment.

New faculty members (full-time and adjunct) are observed at least once during the first month of the first semester, once during the second semester, and once per academic year thereafter for the first three years of consecutive employment. Faculty members are observed a minimum of once every three years thereafter. The supervisor will select the course to be observed and notifies the faculty member. The faculty member provides the supervisor with materials to aid with the observation on or prior to the

scheduled observation time. Following the actual observation, the supervisor meets with the faculty member before the end of the semester to provide written/oral feedback of the observation [\[Appendix 199\]](#). Examples of completed Supervisor Observation of Instruction Forms are available for review by the SACS visiting team in the academic department heads' offices.

Students anonymously evaluate the instructional process on a regular basis using the Student Evaluation of Instruction Form [\[Appendix 200\]](#). Evaluations are used to improve instruction, instructional materials, and instructional settings. Each semester, students evaluate all courses in which they are enrolled, except for courses with a one-to-one student/teacher ratio, independent study, and CWE (Cooperative Work Experience). Evaluations are administered no later than two weeks after the mid-point of the class. For traditional and broadcast classes the Center for Excellence in Teaching and Learning (CETL) will send evaluation packets to each division for distribution. Instructors or their supervisors schedule the evaluation date. For online courses, the CETL staff contacts the SCCOnline webmaster, who posts the evaluation online for a specified period of time. The collected packets are forwarded to the CETL where the staff compiles the survey data and forwards the results to the instructor, department head, and Academic Dean after grades for the term have been submitted. The instructor's immediate supervisor discusses the results of the evaluation with the instructor as needed. The CETL keeps the original evaluation forms on file until audited. Students expressing a concern regarding an instructor's failure to follow the evaluation procedures are referred to the department head, Academic Dean, or Vice

President of Academic Affairs. A faculty member who refuses to conduct the survey will be referred to the Vice President of Academic Affairs [\[Appendix 201\]](#). Examples of completed Student Evaluation of Instruction Forms are available for review by the SACS visiting team in the CETL Office. For all faculty members, an unsatisfactory Supervisor Observation of Instruction (by the supervisor), a pattern of student complaints, and/or poor results from the Student Evaluation of Instruction will result in additional classroom observations as well as other corrective action deemed appropriate.

In compliance with the State Board for Technical and Comprehensive Education (System) policy, the performance of all teaching faculty who occupy a full-time equivalent (FTE) position is rated on an annual basis in accordance with the Faculty Performance Management System (FPMS) using a standard form [\[Appendix 202\]](#). Faculty includes instructors, librarians, department heads, and academic program coordinators.

The Vice President of Academic Affairs shall submit completed faculty evaluations to Human Resources each year. The purpose of the FPMS is:

- a) To provide an accurate and objective method to evaluate faculty.
- b) To improve the work performance of faculty in order to enhance efficiency and productivity.
- c) To assist management in assigning work and delegating responsibilities based on a mutual understanding of the faculty member's skills and abilities.
- d) To encourage continued growth and development.

- e) To provide documentation to support recommendations for salary increases, promotions, transfers, demotions, and terminations.
- f) To identify training needs.

The faculty member's immediate supervisor (the rater) who has direct experience or knowledge of the work being performed completes the performance appraisals. The next higher level supervisor (the reviewer) reviews the appraisal prior to it being discussed with the faculty member.

All performance appraisals become a permanent part of the faculty member's official personnel file. The faculty member is furnished with a copy of the performance appraisal document, copies of the permanent attachments, including the planning stage document and the final appraisal form.

The suggested job duties for all faculty members include the following:

1. Instructional Development – Suggested success criteria include developing and maintaining course documentation; reviewing and selecting textbooks for courses in subject area; maintaining audio-visual and/or other materials for courses taught; being organized and well prepared for class; scheduling of class and lab time effectively.
2. Teaching Performance – Suggested success criteria include providing students with course syllabus, grading/attendance policy, and other relevant information in a timely manner; relating instructional materials, discussions and other course

activities to course objectives; demonstrating effective interaction skills; using practical examples and illustrations; pacing the instruction over the semester; providing students with timely tests; returning test results in a timely manner; relating tests to course objectives; following acceptable department and College grading policies.

3. Student Advisement – Suggested success criteria include maintaining required office hours; publicizing office hours and availability; referring students to other persons for appropriate assistance; maintaining appropriate records; meeting with students in a timely manner; displaying sensitivity to students' needs and problems.
4. College and/or Community Service – Suggested success criteria include assisting with recruitment as required; assisting with job/transfer placement or recommendations as required; cooperating with or participating in projects/activities of other instructional and support areas to fulfill the College's mission; serving effectively on College/community committees.
5. Professional Development – Suggested success criteria include developing an annual professional development plan in conjunction with supervisor; attending courses/seminars/workshops as required or planned; writing manuscripts or presenting papers at conferences; doing research projects in subject field.
6. Instructional Management – Suggested success criteria include submitting reports in a timely manner; arranging physical environment as much as possible for effective learning; adhering to class schedules; providing effective

classroom/lab supervision; maintaining accurate records; providing disciplinary action where appropriate.

These are not intended to be all-inclusive. Expanded or additional functions or objectives may be included to fit the particular instructional setting. The maximum number of job functions for faculty members should generally not exceed ten (10) [\[Appendix 203\]](#). Examples of completed FPMS evaluations are available for review by the SACS visiting team in the Office of Human Resources. Procedures for evaluating and assessing faculty performance are followed for all faculty members at all SCC campuses/sites.

- 3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

Narrative: Regular and timely instruction in the use and evaluation of library resources is promoted by a College-wide library assignment criteria with an expectation of a set number of library assignments – 12 in an associate degree, 6 in a diploma program, and 4 in a certificate program. The library instruction program at Tyger River is strongly tied into the curriculum. Using customized research guides for assignments and/or programs, library faculty work closely with classroom faculty in the design of these guides. Customized instruction sessions are designed, with faculty input, to best support student success in developing strong research and resource evaluation skills. In Fall Semester 2007, four classes were presented by an MLS-level librarian to 45 students [\[Appendix 204\]](#), [\[Appendix 205\]](#), [\[Appendix 206\]](#) and [\[Appendix 207\]](#).

Spartanburg Community College has excellent research database access from all College locations and from off-campus. The infrastructure at Tyger River supports both wireless and hard-wired access. College and subscription database servers allow remote patron access from any location. Training in use of online resources is available for faculty, staff, and students using a variety of methodologies. These include a BlackBoard library class with customized modules to fit various curriculum assignments, online tutorials on specific topics such as individualized databases, over fifty topic research guides, mailings about curriculum specific resources, and regularly scheduled presentations to groups on specific pieces of difficult software such as NoodleBib [\[Appendix 208\]](#), [\[Appendix 209\]](#), [\[Appendix 210\]](#) and [\[Appendix 211\]](#).

The Tyger River site accommodates the delivery of library services and supports sufficient learning/information resources. The library area is easily available to patrons and is well-marked by signage. The space contains public PCs for student use, two PCs dedicated to library use, two web cams, a scanner, printer, and photocopy machine. In this multipurpose space shared by the Learning Center, trained staff assists students as needed in delivering library services [\[Appendix 212\]](#).

SCC budgeted for a sufficient number of qualified and staff experienced to deliver all library services, including regular and timely instruction in use of the library and other learning/information resources. A MLS qualified librarian coordinates all library services including promotion of services, collection development, cataloging, material

processing, database maintenance, reserve collection maintenance, faculty curriculum support, library instruction, and assessment. A MLS qualified librarian works closely with Tyger River Campus faculty to ensure that library instruction and other services support and connect with the curriculum. Library specialists with library and technology experience supply timely research and technology support, along with key “behind the scenes” activities such as maintaining a reserve collection, cataloging, processing, and interlibrary loan/document delivery. Designated staff at the site assists in the delivery of library services. These roles include equipment maintenance and support as well as document and book delivery.

- 3.9.2** The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. **(Student records).**

Narrative: Spartanburg Community College protects the security, confidentiality, and integrity of its student records by administering access to student records using guidelines described by the Family Education Rights and Privacy Act (FERPA) of 1974. [\[Appendix 213\]](#), [\[Appendix 214\]](#), [\[Appendix 215\]](#) and [\[Appendix 216\]](#). Records are also maintained in accordance with the American Association of Collegiate Registrars and Admission Office standards.

Student academic records are maintained in traditional hard copy, microfilm, and electronic format. Access to the College’s data management system is regulated by the College’s Information Technologies Office which requires faculty and staff to obtain a

user name and password before access is granted. Access to the hard copies and microfilm is granted through the director of a specific area (i.e. financial aid, admissions, Registrar).

Spartanburg Community College maintains admissions, financial aid, and academic hard copy records and microfilm in fireproof filing cabinets in a locked archive environment which cannot be opened by any “master” key.

Each of the College sites is linked to a central data system which is backed up daily [\[Appendix 218\]](#), [\[Appendix 219\]](#) and [\[Appendix 220\]](#). The central data system is backed up on a separate server which is not used for daily operations. Microfilm copies are stored in the Archives and in a safe at the Tyger River site.

Students may access their grade, course schedule, and financial aid information through a College intranet site. Access is granted through an assigned password and personal identification number.

The College follows the procedures and timeline detailed in the State of South Carolina’s records retention schedule for the secure destruction and disposal of student records.

3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

Narrative: Spartanburg Community College (SCC) is in full compliance with the policies of the Commission on Colleges. Evidence of the College's compliance with the policies is listed below:

- Spartanburg Community College received notice of reaffirmation of accreditation following the June 2006 meeting on the Commission on Colleges [\[Appendix 221\]](#).
- The College fully cooperated with the Commission, the Off-Site Committee, and the On-Site Committee and provided complete and timely responses to all recommendations and requests for additional information. [Print copies of these documents are available for review in the SCC Liaison Office.]
- Following the June 2006 meeting of the Commission, the College submitted two Monitoring Reports as requested and in accordance with Commission guidelines. [Print copies of these documents are available for review in the SCC Liaison Office.]
- The College will submit a Fifth-Year Interim Report in 2011 as specified in a letter from the President of the Commission to Dr. Dan L. Terhune on July 6, 2007 [\[Appendix 222\]](#).
- The College submits its annual Institutional Profile according to guidelines and due dates set by the Commission [\[Appendix 223\]](#).
- In accordance with the Substantive Change Policy, the College notified the Commission in March 2006 of its plans to offer not more than 50 percent of an academic program at the Tyger River Campus. In February 2007, the College notified the Commission of its intent to offer more than 50 percent of a program

at this off-campus site [\[Appendix 224\]](#) and [\[Appendix 225\]](#). The College submitted the Prospectus for this off-campus site in May 2007. [Print copy provided to the On-Site Committee.] SCC submitted its response to the Commission for additional information on its Prospectus in August of 2007 [\[Appendix 226\]](#).

- All reports, correspondence, and documentation sent to the Commission are in accordance with Commission Policies.
- The College's Accreditation Liaison is responsible for monitoring the SACS/COC Website, reviewing SACS/COC documents, and attending SACS/COC meetings, and for coordinating the College's response and/or implementation of Commission Policies [\[Appendix 227\]](#) and [\[Appendix 228\]](#).

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Narrative: Spartanburg Community College (SCC) publishes its accreditation status in its *Spartanburg Community College Catalog 2007-2008* [\[Appendix 229\]](#), the *Student Planner & Handbook 2007-2008* [\[Appendix 230\]](#) and in the electronic version of the SCC Catalog on the College website. The College discovered several errors in the publication of its accreditation status and will take the following corrective actions:

- The telephone number listed for SACS/COC is incorrect in the *Spartanburg Community College Catalog 2007-2008*. The College will correct the telephone number in the *Spartanburg Community College Catalog 2008-2009*.

- The accreditation statement listed in the *Student Planner & Handbook 2007-2008* is not based on the current SACS/COC statement. The College will correct its accreditation statement in the *Student Planner & Handbook 2008-2009*.
- The College has placed its accreditation statement in a prominent location on the College website [\[Appendix 231\]](#).

D. Section 4: Federal Requirements

- 4.1** The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. **(Student achievement)**

Narrative: Spartanburg Community College (SCC) participates in several federal aid programs including Title IV Federal Aid programs. Participation in these programs requires an acceptance of the College's academic and administrative capability as required by Title IV regulations. As a Title IV participant, the College, including the Tyger River Campus, considers student course completion (satisfactory progress) during the terms of enrollment [\[Appendix 232\]](#). The College reports licensure examination pass rates to the South Carolina Commission on Higher Education (CHE) for evaluation/scoring under the Performance Funding model developed by CHE [\[Appendix 233\]](#). Each year, the College reports enrollment, graduation, and job placement rates for all associate degree and diploma programs to the State Board for Technical and Comprehensive Education (System) [\[Appendix 234\]](#), [\[Appendix 235\]](#), [\[Appendix 236\]](#), and [\[Appendix 237\]](#). These factors indicate student success and validate the College's capacity for meeting the federal mandate.

Course Completion

The College, including the Tyger River Campus, monitors the enrollment status of all students according to the College's attendance policy. Each faculty member is required to maintain a record of each student's attendance throughout the term. Faculty grade books are maintained for a one-year period following submission of final grades, as described in the SCC Procedure IV – 10.3 entitled "Final Examinations and Grade Files" [\[Appendix 238\]](#). Full-time faculty retain their own grade books; department heads collect and retain the grade books of adjunct faculty. Faculty are required to report "never attended" status at the census date (dates vary depending upon the length of the term). The Records Office deletes from the roster any student who fails to attend at least one class prior to the census date. Students who withdraw from a course after the census date receive a grade of W or WF, representing the pass/non-pass standing of the student at the last date of attendance. Administrators in Academic Affairs (deans and/or department heads) monitor course completions through a report, available on administrators' computer desktops; this report permits a review of students' grades as well as withdrawals for a single course, each course within a department, or every course at the College [\[Appendix 239\]](#). Additionally, as part of program review for annual planning, each program is provided by the Institutional Research Office with the four most recent semesters of course completion information [\[Appendix 240\]](#).

Licensure Exams

As a part of the South Carolina Commission on Higher Education's Performance Funding initiative, Spartanburg Community College annually reports the results

[\[Appendix 241\]](#) of licensure exams for the following: Certified Dental Assistant, Certified Medical Assistant, Medical Laboratory Technician, National Council Licensure Exam (NCLEX) – Registered Nurse, Entry Level Respiratory Therapy Practitioners, Registry Exam for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry, Radiography (ARRT), and Surgical Technologist National Certifying Exam. For the purposes of Performance Funding, licensure examination results from all programs are aggregated to form a single “pass rate” for all first-time examinees within a given year (April 1-March 30). CHE does not use norming factors, such as national or state pass rates, for Performance Funding purposes.

A single number representing the College’s performance, such as the pass rate in a given year, provides limited information for an individual department. Departments whose students take licensure exams report the results of those exams in their annual planning and use the results as a measure of program outcomes as well as giving considerable attention to them when formulating improvement plans. SCC responds quickly to provide resources to programs whose graduates are not successful on a licensure examination. Each year, departments evaluate the results of their students’ licensure exams and modify the program or delivery methodology as necessary (for example, adding more computer-based simulations). Professional Licensure Test Results report scores by program and the College’s total score for the past four years

[\[Appendix 242\]](#).

Job Placement Rates

The College has a Career Planning and Placement (CP&P) office that assists program graduates with job information and employment searches. Annually, the CP&P staff completes a graduate follow-up survey, an employer follow-up survey, and report [\[Appendix 243\]](#).

The graduate follow-up survey generates information on employment status, education status, satisfaction with the College and program, and goal attainment. One month after mailing the graduate surveys, the staff reviews the returned completed surveys and implements a follow-up procedure. The follow-up consists of either mailing the survey a second time or trying to contact the graduates by telephone. In some cases, CP&P may contact faculty for assistance on follow-up. CP&P's goal is to obtain a report on every graduate on its list. For each survey returned from an employed graduate, the CP&P staff mails a separate survey to the employer, with the graduate's approval.

The following tables were taken from the Graduate & Employer Follow-Up Survey Report [\[Appendix 244\]](#).

Program Profile

Table #7		2003-2004 Graduate Placement Rates By Program					
Program	# of Grads	Resp.	Avail.	On Job - Related	Cont. Educ.	Place. Rate	
Arts & Sciences							
Associate in Arts	A	64	63	64	9	51	94%
Associate in Science	A	15	15	15	0	12	80%
Horticulture Technology	A	14	14	14	13	1	100%
Division Totals		93	92	93	22	64	92%
Business							
Accounting	A	18	17	18	12	4	89%
Computer Technology	A	9	8	8	3	2	63%
Computer Technology - CISCO	A	12	12	12	8	1	75%
Management	A	33	31	33	20	5	76%
Office Systems Technology	A	15	15	14	9	4	93%
Office Systems Technology - Medical Option	A	27	26	27	16	5	78%
Automated Office	D	2	2	2	2	0	100%
Systems Support / Computer Support Specialist	D	6	6	6	2	1	50%
Administrative Accounting Specialist	C	1	1	1	0	0	0%
Commercial Graphics	C	6	6	6	5	0	83%
Computer Support Specialist	C	3	3	3	2	0	67%
Culinary Arts	C	8	7	8	5	1	75%
Insurance Specialist	C	11	10	11	1	5	55%
Legal Administrative Specialist	C	2	2	2	1	0	50%
Medical Front Desk	C	21	21	19	9	4	68%
Network Operations	C	6	6	6	6	0	100%
Software User	C	11	11	11	7	2	82%
Web Page Design	C	3	3	3	1	1	67%
Division Totals		194	187	190	109	35	76%
Engineering / Industrial Technology							
Automated Manufacturing Technology	A	9	8	9	3	2	56%
Automotive Technology - Ford Asset	A	9	9	9	9	0	100%
Civil Engineering Technology	A	6	5	6	5	0	83%
Electronics Engineering Technology	A	12	11	12	5	4	75%
Engineering Graphics Technology	A	6	6	6	1	1	33%
General Engineering Technology	A	9	7	9	3	3	67%
General Technology	A	40	40	39	29	2	79%
HVAC Technology	A	1	1	1	1	0	100%
Industrial Electronics Technology	A	26	20	24	11	1	50%
Machine Tool Technology	A	12	9	11	6	0	55%
Mechanical Engineering Technology	A	6	6	6	2	1	50%
Industrial Mechanics	D	8	8	8	5	3	100%
Welding	D	13	13	13	8	1	69%
Basic Electronics	C	2	2	2	2	0	100%
Computer Aided Design (CADD)	C	4	4	4	1	2	75%
CNC Operator	C	1	1	1	1	0	100%
Ford Maintenance & Light Repair	C	1	1	1	1	0	100%
HVAC & Refrigeration	C	30	24	28	13	2	54%
Welding	C	14	9	13	10	0	77%
Division Totals		209	184	202	116	22	68%

Program Profile

Table #7 2003-2004 Graduate Placement Rates By Program							
Program		# of			On Job - Cont.		Place. Rate
		Grads	Resp.	Avail.	Related	Educ.	
Health & Human Services							
Interpreter Training	A	3	3	3	2	0	67%
Medical Lab Technology	A	11	11	11	11	0	100%
Radiologic Technology	A	7	7	7	7	0	100%
Respiratory Care	A	13	12	13	12	0	92%
Dental Assisting	D	12	12	12	9	0	75%
Early Childhood Development	D	12	12	12	9	1	83%
Medical Assisting	D	7	7	7	7	0	100%
Practical Nursing	D	30	26	30	22	3	83%
Surgical Technology	D	14	14	14	11	2	93%
Advanced Child Care Management	C	1	1	1	0	1	100%
American Sign Language	C	14	14	14	7	4	79%
Central Supply Technician	C	1	1	1	0	0	0%
Early Childhood Development	C	10	10	10	6	4	100%
Early Childhood Development - Special Needs	C	1	1	1	1	0	100%
Health Unit Coordinator	C	11	11	11	7	1	73%
Multi-Skilled Health Technology	C	16	15	15	11	2	87%
Pharmacy Technician	C	5	5	5	4	0	80%
Pre-Occupational Therapy Assistant	C	1	1	1	0	1	100%
Pre-Physical Therapist Assistant	C	3	3	3	0	3	100%
Therapeutic Massage	C	5	5	5	1	0	20%
Division Totals		177	171	176	127	22	85%
College Totals		673	634	661	374	143	78%

Table #7a 2003-2004 Graduate Placement Rates By Type of Degree							
Program		# of			On Job - Cont.		Place. Rate
		Grads	Resp.	Avail.	Related	Educ.	
Arts & Sciences	A	93	92	93	22	64	92%
Business	A	114	109	112	68	21	79%
Engineering / Industrial Technology	A	136	122	132	75	14	67%
Health & Human Services	A	34	33	34	32	0	94%
Associate Degree Totals		377	356	371	197	99	80%
Business	D	8	8	8	4	1	63%
Engineering / Industrial Technology	D	21	21	21	13	4	81%
Health & Human Services	D	75	71	75	58	6	85%
Diploma Totals		104	100	104	75	11	83%
Business	C	72	70	70	37	13	71%
Engineering / Industrial Technology	C	52	41	49	28	4	65%
Health & Human Services	C	68	67	67	37	16	79%
Certificate Totals		192	178	186	102	33	73%

CP&P requests, from the Information Technology department, the most recent National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) report of graduates. Staff compare the list obtained from the management information system with the official IPEDS results. If the two lists do not match, the list generated from IPEDS is considered “official”; the local lists are adjusted accordingly. Information on graduate placement is also part of the Perkins III accountability reporting requirements.

CP&P submits the placement report to the Institutional Research Office for compilation and publication. The Director of Institutional Research (IR) publishes the results of the graduate and employer follow-up surveys [\[Appendix 245\]](#). Departments use this information in their annual program review process. Enrollment, graduates, and placements for all programs are reported to the State Board for Technical and Comprehensive Education (System). The System then produces a program evaluation report that compares each program to statewide standards for enrollment, graduates, and placement (for associate degree and diploma programs) and for enrollment in certificate programs [\[Appendix 246\]](#). The College, through the Office of Academic Affairs, is required to justify to the System any program that fails to meet the standards.

- 4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Narrative: Spartanburg Community College through its *Spartanburg Community College Catalog 2007–2008* [\[Appendix 247: Pages 2, 55 – 57 & 62 - 63\]](#), *Student*

Planner & Handbook 2007-2008 [\[Appendix 248: Pages 4, 84, 98 - 100\]](#), and website [\[Appendix 249\]](#) make current academic calendars, grading policies, and refund policies [\[Appendix 250\]](#), [\[Appendix 251\]](#) and [\[Appendix 252\]](#) available to students and the public. School academic term calendars and refund policies are also listed in term appropriate Registration Guides. The grading scale for each course is also published in each course syllabus [\[Appendix 253\]](#).

Students may obtain copies of the College's Catalog and *Student Planner & Handbook* at the Tyger River Campus. Students may also access information at any time through the College's website. The course syllabus process is followed in the same manner as it is at all Spartanburg Community College locations.

4.4 Program length is appropriate for each of the institution's educational programs.
(Program length)

Narrative: The Tyger River Campus adheres to the State Board for Technical and Comprehensive Education (System) policies on program length since program development is initiated and approved through Academic Affairs on the Central Campus [\[Appendix 254\]](#). The structure and length of Spartanburg Community College's academic programs are in compliance with policies issued by the System [\[Appendix 255\]](#). Each degree has a state model, and the College creates programs based on these models [\[Appendix 256\]](#), [\[Appendix 257\]](#), [\[Appendix 258\]](#), [\[Appendix 260\]](#), and [\[Appendix 261\]](#). The appropriate academic division creates new programs and then presents them to the Academic Review Committee for discussion and planning of the

implementation process details and approval. The program then moves through the President’s Council and the Area Commission for approvals. The College must present associate degrees to the System for approval. The South Carolina Commission on Higher Education approves all associate degree programs new to the College system. Lengths of programs vary depending on the academic requirements. The System determines how to calculate a semester credit hour. “An instructional hour is 50 minutes. One semester credit hour is equivalent to 750 minutes of classroom instruction or equivalent lab time plus an exam period” [\[Appendix 262\]](#). Non-traditional formats, such as online courses and clinicals, must comply with SACS requirements. Spartanburg Community College is compliant with all course and program requirements from both the System and the Southern Association of Colleges and Schools. The following table shows allowable range and actual semester credit hours by associate degree program at SCC.

Cluster	Program Name	CIP Code	Allowable Range: Semester Credit Hours (SCH)	Actual SCH
AAAS	Associate in Arts	240101	60-66	
	- Associate in Arts (general)			62
	- w/ Business Electives			64
	- w/ Early Childhood Education Elect.			64
	- w/ Elementary Education Electives			64
	- w/ Middle Grades Education Elect.			63
AAAS	Associate in Science	240101	60-66	62
AGR	Horticulture Technology	010601	60-70	70
AOT	General Technology	309999	60-84	
	- General Technology (general)			70
	- Commercial Graphics			75
	- Early Childhood Development			
	-Advanced Childcare Management			66

	-Special Needs			71
	-Infant Toddler			66
	- Engineering Technology			70
	- Heating, Ventilation and AC			70
	- Industrial Electronics Tech (IET)			70
	- Industrial Electricity			70
	- Industrial Automated Mfg. Tech			70
	- Industrial Maintenance Technology			70
	- Interpreter Training			61
	- Machine Tool Technology			70
	- Medical Assisting			71
	- Radiation Protection Technology			73
	- Surgical Technology			69
	- Welding			70
BUS	Management	520201	60-70	
	- Management (general)			69
	- w/ Culinary Arts Electives			70
	- w/ Fire Service Electives			69
	- w/ Hotel, Restaurant & Travel Elect.			69
	- w/ Information Technology Elect.			69
	- w/ Marketing Electives			69
	- w/ Supply Chain Electives			69
	- w/ Sales Electives			69
BUS	Accounting	520301	60-70	
	- Accounting (general)			69
	- w/ Information Systems Electives			69
BUS	Office Systems Technology	520401	60-70	
	- Office Systems Technology (general)			69
	- Medical Option			69
COM	Computer Technology	110301	60-77	
	- Computer Technology (general)			72
	- Info. Management & Systems Elect.			72
	- w/ Networking Electives			72
	- w/ Web Page Development Elect.			72
ENGR	Civil Engineering Technology	150201	60-77	69
ENGR	Electronics Engineering Technology	150303	60-84	72
HEA	Medical Laboratory Technology	511004	60-84	77
HEA	Radiologic Technology	510907	60-95	92
HEA	Nursing (ADN)	511601	60-68	67
HEA	Respiratory Care	510908	60-84	84
IND	Automotive Technology	470604	60-84	
	- Automotive Tech- Ford Asset			80
	- Automotive Technology (general)			80
IND	Industrial Electronics Technology (IET)	470105	60-84	71

IND	IET-Automated Manufacturing	470105	60-84	71
IND	Machine Tool Technology	480501	60-84	69

- 4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. **(Student complaints)**

Narrative: Spartanburg Community College provides guideline procedures for addressing written student complaints in the *Student Planner & Handbook 2007-2008* [[Appendix 263: Pages 104 - 122](#)], *Spartanburg Community College Catalog 2007-2008* and on its website. Procedures for addressing code of conduct matters, grievance matters, financial aid and grade appeals are detailed with time schedules. The procedures for addressing code of conduct and grievance matters parallel the guidelines established by the System for use at each of its sixteen member colleges.

At the Tyger River Campus, the Executive Director serves as the initial contact or designee. Further action is referred to for completion by the Office of the Vice President for Student Affairs.

- 4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

Narrative: Spartanburg Community College, through its website, *Spartanburg Community College Catalog 2007-2008*, *Student Planner & Handbook 2007-2008* [[Appendix 266](#)], term-appropriate Registration Guides, and program-specific brochures [[Appendix 267](#)], [[Appendix 269](#)], [[Appendix 270](#)], [[Appendix 271](#)] & [[Appendix 272](#)] demonstrates that the College provides consistent and accurate

representations of the institution's practices and policies. The College also reviews, evaluates, and updates its marketing and recruitment materials each academic year.

Students may obtain copies of the College's Catalog, Student Planner & Handbook, registration guides, and program brochures at the Tyger River Campus. Students may also access information at any time through the College's website.

- 4.7** The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. **(Title IV program responsibilities)**

Narrative: Through copies of its audit [\[Appendix 273\]](#) & [\[Appendix 274\]](#), Spartanburg Community College demonstrates that the institution is in compliance with its program responsibilities under Title IV. The College has documentation from the Federal Department of Education that shows the College is certified to administer all Title IV programs. [\[Appendix 275\]](#), [\[Appendix 276\]](#), and [\[Appendix 277\]](#)