

Spartanburg Community College

INSTITUTIONAL EFFECTIVENESS SUMMARY REPORT

AUGUST 2008

To meet the requirements of section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, every public four- and two-year institution of higher learning submits an annual report on the assessment of its institutional effectiveness. In 2008 all two-year public institutions of higher education in South Carolina are reporting on Majors and Concentrations, Student Transfer from Two-to-Four Year Public Colleges, and Academic Advising.

Institutional Effectiveness Cycle

The college's institutional effectiveness process includes an ongoing planning-assessment-improvement cycle that is applied to all divisions, departments, and programs. The planning process is based on the college's mission and is aligned with the strategic plan and goals of the college. Each unit of the college completes an on-line Program/Service Review and Planning Report which helps to focus individual unit's efforts on the accomplishment of college-wide goals and objectives. The unit objectives serve as the basis for action strategies for continuous improvement.

Majors and Concentrations

Our academic programs support the economic development needs in the State by providing a technologically-skilled workforce, either by preparing students for immediate employment after graduation or by preparing them for transfer to a four-year college. At Spartanburg Community College (SCC), the "major" is defined as the technical courses that a student completes while enrolled in a program of study. Effectiveness of the major is measured in terms of student success and program quality. The college reviews each program of study on an annual basis through the Service Review and Planning Report.

SCC reports on the technical associate degrees offered at the college according to the following rotation:

ASSOCIATE DEGREE PROGRAMS	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Accounting	x			x			x			x
Administrative Office Technology		x			x			x		
Automated Manufacturing Technology		x			x			x		
Computer Technology		x			x			x		
Civil Engineering Technology			x			x			x	
Computer Engineering Technology			x			x			x	
Electronics Engineering Technology	x			x			x			x
Engineering Graphics Technology		x			x			x		
General Engineering Technology		x			x			x		
Horticulture Technology			x			x			x	
Machine Tool Technology	x			x			x			x
Management		x			x			x		
Medical Laboratory Technology	x			x			x			x
Nursing (ADN)			x			x			x	
Radiographic Technology	x			x			x			x
Respiratory Care			x			x			x	

Accounting

Trends

- Opportunities: Increase the online offering and possibly degrees. There is a continued need for the Accounting and Economic faculty to attend regional and national conferences to make sure that we keep abreast of current developments in our programs.
- Threats: The current high school drop out rate will continue to present a threat. The lack of flexible course offerings could force students to look at taking classes from our competition. The lack of funds to develop new courses, add appropriate personnel and appropriate technology can pose a threat.

Strengths

- The instructors, adjunct and full-time, work very well as a team. They are flexible and willing to increase their skills and change their skills as demanded by the trends in the accounting disciplines. The full-time accounting instructors are willing to keep abreast of changing trends in accounting and develop courses to highlight those trends.
- The advisory committee is very active and provides information to keep the accounting programs strong.
- The instructors continue to provide excellent customer service.
- The Accounting program has a transferable option for students who want to transfer to a four-year institution.
- Our graduates in the Accounting program are getting jobs.
- The faculty is willing to try new teaching techniques to enhance student learning.

Challenges

- Continued growth in the accounting program. We need to see enrollment and retention increase and also have new course development.

Success in Meeting Goals (Outcomes)

- We are doing a very good job teaching real-life practical accounting to our students. They are receiving a very good education, and we are placing the students in jobs. Many of our students are transferring to four-year universities and are very successful.

Electronics Engineering Technology

Trends

- More and more students are looking to transfer to a 4-year institution. They are looking to transfer from our ET programs into a 4-year engineering program. The path for this transfer is not defined.
- While more than enough jobs are available for EET graduates, many of the positions are not advertised or are not common knowledge. This leaves an impression in the community that there are no opportunities in the EET industry with a 2-year degree.
- The BSE/EM program at USC-Upstate creates an excellent and local opportunity for EET graduates to continue their education.
- School-wide trend to consolidate departments spreads department heads too thin to be effective advocates for any one program.
- Opportunity exists to expand the Technical Specialty offering of the EET curriculum.
- Single instructor department leaves little time for curriculum development and future program planning.

Strengths

- Dedicated and caring faculty
- Small classes
- Excellent employment placement rates
- High demand for graduates
- Co-ops and internships available for students
- Transfer opportunities are available for graduates
- One-on-one advising

Challenges

- Increase enrollment in the EET curriculum
- Increase marketing of EET curriculum
- Make public aware of opportunities within local electronics industry
- Forge more relationships with local industries

Success in Meeting Goals (Outcomes)

- The EET department reduced curriculum credits from 74 to 72.
- The EET department added an additional required PLC course to the curriculum
- The EET department added a fiber optics course as an elective to the curriculum
- The EET department participated in the Engineering Technology ABET accreditation visit. The department experienced a successful visit, and was sited on only minor problems.
- The EET department was able to purchase additional test equipment out of its departmental budget.
- The EET department led the development of an Engineering Technology flyer and color brochure for advertising and marketing.
- The EET department led the development of an Engineering Technology website making it customer interactive for advertising and marketing purposes.

Machine Tool Technology

Trends

- Local Manufacturing Companies requiring Quality Control and Inspection training
- Local Manufacturing Companies requiring CAM/CAD training.
- Local Manufacturing Companies requiring Advanced CNC training
- Local Manufacturing Companies requiring Geometric Dimensioning & Tolerancing.

Strengths

- Machine Tool Technology Faculty has over 30 years of manufacturing experience.
- Machine tool Technology Faculty has over 15 years of higher education experience.

Challenges

- Funding for Laptop Computers
- Funding for full-time Faculty member
- Funding for CNC Machining Center

Success in Meeting Goals (Outcomes)

- Secure and maintain National Institute for Metalworking Skills (NIMS) Accreditation in the Machine Tool Technology Program.

Medical Lab Technology

Trends

- Loss of Clinical Sites, due to decreased staffing in highly automated areas, will need to explore alternate sites for Clinical Application experiences and may need to look at ways to provide more clinical applications on campus; i.e., purchase of more automated equipment to provide more meaningful labs and reduce amount of time spent in off campus clinical settings.
- Eminent retirement of one MLT faculty (Aug 31, 2008) and possible retirement of one MLT faculty in near future.
- Changes in ratios of BS MT vs AS MLT personnel at largest employer, SRHS, will need to work more closely with articulation to local 4-year universities for AHS MLT graduates.

Strengths

- Excellent and dedicated faculty

- 100% Registry Pass rate for past 10 years
- Sought after graduates even in service areas served by other MLT programs

Challenges

- Recruitment of science based, academically qualified students to increase retention
- Off-site professional development In the discipline of courses taught by all faculty per NAACLS Standards.

Success in Meeting Goals (Outcomes)

- 100% pass rate on ASCP BOR exam
- 100% positive placement of graduates
- Complete revision of MLT 115 to better match current technology
- Continuing to use web-based programs to enhance learning

Radiologic Technology

Trends

- Change in technology to Computed/Digital Radiography
- The two large area hospitals/institutions have converted their respective imaging departments to computed/digital radiography equipment. The change to this equipment has resulted in a decrease in radiographic rooms and technologists. This trend has a significant impact on the number of students accepted into the Radiologic Technology Program.
- Students no longer have access to manual cassette imaging and processing at the two major clinical sites. A third (minor) clinical affiliate still provides film/screen radiography as of this date. The department is in the process of converting to computed/digital radiography and anticipates this to occur within two years.
- The reduction in radiographic rooms and technologists at area facilities will impact the job placement rate in coming years.

Strengths

- Dedicated and involved faculty
- Supportive clinical sites
- Two energized radiographic labs which provide students the ability to practice procedures on campus

Challenges

- Incorporating computed and digital radiography into the curriculum without the benefit of on-campus CR energized labs.
- Placing the 25 newly accepted students into clinical rotations when hospitals are reducing their rooms/workforce due to the change to computed/digital equipment
- Job placement is declining yet our retention is improving

Success in Meeting Goals (Outcomes)

- Graduates of the Radiologic Technology program have successfully completed the National Registry Examination offered by the ARRT.
- The same graduates have been entering the workforce shortly after graduation or continued their education in a different imaging modality.

SUCCESS OF STUDENTS TRANSFERRING FROM SCC TO 4-YEAR COLLEGES

Spartanburg Community College (SCC) offers "...associate degrees designed for transfer to four-year colleges and universities" through the Associate in Arts and Associate in Science Transfer Program. The following chart illustrates the success rate of students who first attended college at SCC and later applied for transfer to four-year public institutions within South Carolina.

Figure 1 illustrates that in fall 2007, 290 former first-time SCC students applied for admission to four-year public colleges within the state. Of these, 233 were accepted and 121 enrolled. The majority of these students applied to nearby USC Upstate.

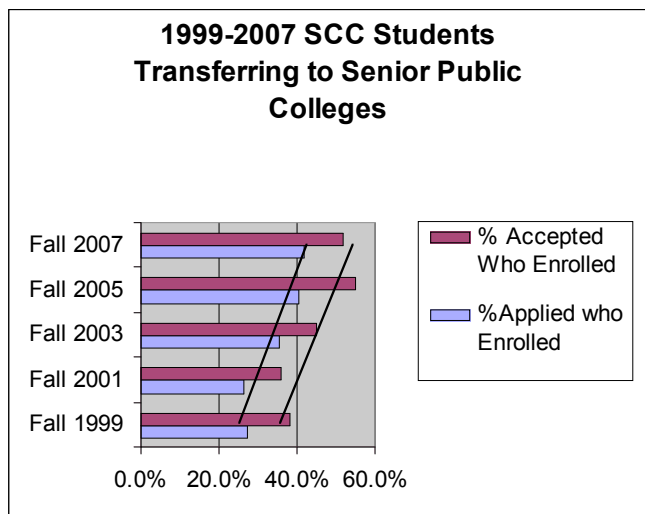
Four-year institution (student transferred to)	Fall 2007							Fall 2005							Fall 2003						
	Total # Applied	Total # Accepted	Total # Rejected	# Incomplete	Total # Enrolled	% Applied who Enrolled	% Accepted who Enrolled	Total # Applied	Total # Accepted	Total # Rejected	# Incomplete	Total # Enrolled	% Applied who Enrolled	% Accepted who Enrolled	Total # Applied	Total # Accepted	Total # Enrolled	% Applied who Enrolled	% Accepted Who Enrolled		
USC Columbia	9	5	4	0	1	11.1%	20.0%	14	5	7	2	2	14.3%	40.0%	24	13	5	20.8%	38.5%		
USC Beaufort	23	15	3	5	14	60.9%	93.3%	10	5	2	3	5	50.0%	100.0%	15	12	8	53.3%	66.7%		
USC Upstate	2	1	1	0	1	50.0%	100.0%	183	143	13	27	74	40.4%	51.7%	213	173	74	34.7%	42.8%		
SC State College of Chas Lander	223	187	10	26	84	37.7%	44.9%	2	2	0	0	2	100.0%	100.0%	3	2	1	33.3%	50.0%		
Winthrop	6	5	0	1	5	83.3%	100.0%	6	4	1	1	4	66.7%	100.0%	6	4	4	66.7%	100.0%		
Coastal Carolina	9	5	1	3	4	44.4%	80.0%	5	4	1	0	3	60.0%	75.0%	4	3	1	25.0%	33.3%		
	8	7	1	0	5	62.5%	71.4%	12	12			7	58.3%	58.3%	9	9	4	44.4%	44.4%		
	4	3	1	0	2	50.0%	66.7%	10	3	3	4	1	10.0%	33.3%							
Total	290	233	21	36	121	41.7%	51.9%	242	178	27	37	98	40.5%	55.1%	274	216	97	35.4%	44.9%		

Figure 1

* SCC Vision, Mission, and Scope, Approved by CHE on Nov 20, 2006

Figure 2 illustrates the number of former first-time, full-time SCC students who transfer to public senior colleges and universities within SC trending upward.

Figure 2



According to the literature, transfer students may have difficulty managing the challenges that come with learning how to negotiate the cultural pathways of a new institution. Given time, transfer students should do at least as well as the native students.

SCC students who transferred to 4-year colleges completed their first semester with an average GPA of 2.60. This is .29 percentage points lower than the 2.89 average GPA maintained by native students. However, this is an improvement when compared to the .72 difference in GPA noted in fall 2005.

ACADEMIC ADVISING

Academic Advising is a developmental process that assists students in the clarification of educational and career goals. Through regular communication with an advisor, students come to understand their rights and responsibilities for completing their education. The advisor facilitates student engagement by assisting students with course placement and scheduling, monitoring academic progress, reassessing student goals, referring to appropriate support services, and maintaining adequate advisement records.

Currently, academic advising is channeled through two avenues: 1) The Academic Advising Center and 2) Program Faculty advisors. The Academic Advising Center focuses on guiding students along academic and career paths commensurate with their abilities, interests, and values. Services offered by the Advising Center include: 1) help with determining short-term and long-term educational and career goals; 2) career exploration information and information about the college's programs and support services; 3) assistance with course selection, scheduling, on line registration and long-term academic planning; 4) information about the college's academic policies and procedures; 5) orientation to college life to help students receive the maximum benefit from their college experience; 6) provide instruction for ADVC 900 (Advisement for Academic Independence) course in which advisement and on line registration occurs. The Center serves the needs of students starting zero-level transitional studies courses until all zero-level courses are completed with a C or better. In addition, the Center has taken on new curriculum ready students for the Arts and Sciences and Certificate of Health Science programs with the long-term goal of advising for all new students (031/032 and 100 level and above) regardless of their division.

The Academic Advising Committee submitted a plan in 2004 which involved expansion of student groups served in the Center. The committee's three year plan involved phasing in all new students to the Center for

their first semester of advisement. The committee recommended six full time advisors be hired at a rate of two per year. To date (July 2008) four full time advisors have been hired with a fifth position to be added August, 2008. The addition of the fifth advisor will enable the Center to expand services to new curriculum ready students for the Business division. As a result of the committee's recommendations, ADVC 900 was implemented in 2004. Faculty identified two areas of training needed for all new students beginning their coursework at SCC. These two areas involved course schedule development and on line registration. Thus far all new 031/032, curriculum ready AA/AS and Certificate of Health Science students are enrolled in a mandatory one session class (no charge, no credit) in which they receive an S-satisfactory/U-unsatisfactory rating in regards to completion. The course content includes orientation information, advisement/course selection (planning guides are prepared by advisors prior to the sessions), course schedule development and on line registration. Since the ADVC 900 inception, 3745 students have enrolled in the course.

The second avenue of advisement involves program faculty advisement. Currently, faculty advisors are assigned to new and returning curriculum ready students who are enrolled in the Business, Industrial, and Engineering programs. New AA/AS curriculum ready students initially assigned to the Advising Center are assigned a program faculty advisor upon completion of ADVC 900 their first semester. Transitional (031/032) students are assigned a program faculty advisor upon successful completion of all required 031/032 courses and ADVC 900. Certificate of Health Science students are assigned a program faculty advisor once they are accepted into their program.

Assessment Methodology

The Advising Center retention rating (determined by how many students return their next semester and successfully complete two courses) is as follows: 05/06 – 86%, 06/07 – 84%, and 07/08 – 89%. The overall student satisfaction survey for the 07/08 year involved 95% of the students rating the Center's advisement services as excellent. The satisfaction surveys for previous years have been consistent with the 07/08 year.

In 2004, Academic Advising was part of the overall category of Support for Learners in which SCC performed better than average when compared to other community colleges. The average for all colleges was 50% and SCC's overall average was 55%. The CCSSE (Community College Survey of Student Engagement) was administered in the 07/08 year; however, the results are pending. The Student Evaluation of Instruction which is submitted each semester for every course at SCC includes the question: My academic advisor is available when needed through established office hours, by appointment, by telephone, e-mail, etc. The percentages of students who agreed or strongly agreed with this statement are as follows: 05/06 – 85%, 06/07 – 84%, and Fall/Spring 07/08 – 83%.

Plans for Improvement

The Advising Center director submitted an action plan in spring 2008. The action plan was developed by Center staff at a National Academic Advising Institute and was a result of the need to ensure consistent advising services at all three campus sites – the main campus, Cherokee County and Tyger River. Several different factors were identified as requirements for establishing consistency and accuracy with advising services college-wide. One factor involved administrative responsibilities in that a Coordinator for Advising Services for all three sites needs to be determined. The cost effective avenue to take would be to complete an addendum to the Advising Center's director's job description. Another factor in providing consistency would be to develop and implement a mandatory advisor training program for faculty. New faculty would be required to complete the training within their first year of employment preferably within the first six months. The program would also be offered to any other faculty. The Center staff administered a survey to SCC faculty in regards to the advising responsibilities they are required to fulfill. Two questions on the survey

were: 1) List additional resources that would improve your role of advisor and 2) How might training in academic advising be improved? Written comments to these questions indicate a definite need for development/implementation of a formal mandatory advisor training program for faculty. Other factors identified to improve consistency of advising services at SCC include: 1) Advisor Accountability, 2) Advisor Assessment and 3) Reward System.

The action plan was approved by the Dean of Instruction and Vice President of Academic Affairs. Implementation is scheduled to begin in the 08/09 year.