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<u>**Core Requirements**</u>

2.4

The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Off-Site Review Committee Comments: The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education. However, the mission statement does not address teaching and learning. The institution's mission statement should address teaching and learning.

Additional Narrative Supporting Compliance: The institution is addressing the off-site team's judgment of non-compliance. On June 20, 2005, the administration proposed to the Area Commission that the College Mission Statement be changed to address "teaching and learning." Minutes of the Area Commission meeting demonstrate that the change was approved on the same date. In addition to the Area Commission's action, the South Carolina Commission on Higher Education must review College mission statement changes before they become official. The College has submitted the mission statement change cited above for the Commission's consideration. The Commission's schedule does not allow the Commission to consider the mission statement change until its September meeting.

The College respectfully requests that the on-site team verify the College's compliance during the October visit.

Additional Supporting Documentation:*
Mission Statement, as approved by the STC Area Commission on June 20, 2005
Minutes of the STC Area Commission, June 20, 2005

* Please see separate document: Focused Report Documentation.

2.8

The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. **(Faculty)**

Off-Site Review Committee Comments: The institution has provided narrative and documentation to show that the number of full-time faculty members is adequate to support the college mission. However, the institution should provide additional evidence of the adequacy of the full-time and part-time faculty resources which would ensure the quality and integrity of its academic programs.

Additional Narrative Supporting Compliance: Spartanburg Technical College provides adequate faculty resources that support learning and ensure the quality and integrity of its academic programs. Faculty resources include opportunities for professional development funded by the College, support in the area of instructional technology and library services, and support from the Information Technology

department. Documented evidence includes College Procedures, Title III Grant

tables and reports, and descriptions of services and support for faculty.

The additional supporting documentation shows that the institution is in compliance

with this Core Requirement.

Additional Supporting Documentation:*
Professional Development Opportunities at STC
Procedure VI-400.1
Procedure VI-400.2
Instructional Support in Technology at STC
Title III Project Abstract
AV Classroom project
Title III Year III Training chart
Title III 2004-2005 Mentors Present …
Library Services at STC
STC Library Faculty/Staff Orientation Outline
STC Three Year Bibliographic Instruction Report
STC Library BI Class Form
Faculty Support from Information Technology at STC
Title III Training Participation table
Procedure III-102.6
Procedure III- 102.2

* Please see separate document: Focused Report Documentation.

Comprehensive Standards

3.2.3
The board has a policy addressing conflict of interest for its members.

Off-Site Review Committee Comments: Article VI, Section 2 of the by-laws of the

Spartanburg County Commission for Technical Education, SC State Ethics Reform

Act and College Policy III-30 set forth conflict of interest policies for the college.

However, Conflict of Interest Compliance Certification forms are unsigned. The

institution should provide evidence that the Conflict of Interest Compliance

Certification forms have been signed by the board members.

Additional Narrative Supporting Compliance: Each Commission (board) member

has signed a Conflict of Interest Statement. The additional supporting

documentation shows that the College is in compliance with this standard.

Additional Supporting Documentation:*
Signed Conflict of Interest Statements

* Please see separate document: Focused Report Documentation.

3.2.4

The governing board is free from undue influence from political, religious, or other

external bodies, and protects the institution from such influence.

Off-Site Review Committee Comments: The Spartanburg County Commission for

Technical Education addressed the freedom of undue influence through the

issuance of the Spartanburg Technical College Commission Handbook.

Commission Meeting Minutes, January 12, 2004, providing evidence that the

commission members received the handbook, in draft form. The institution should

provide evidence a signed final version of minutes demonstrating that a handbook

was issued.

Additional Narrative Supporting Compliance: The minutes dated January 12,

2004, were signed by the board secretary, DeLoris Oliver. Section C under Item 12,

Announcements, contains the reference to distribution of an updated copy of the

Commission Handbook. The additional supporting documentation shows that the

College is in compliance with this standard.

Additional Supporting Documentation:*
January 12, 2004 Minutes

* Please see separate document: Focused Report Documentation.

3.2.7

The institution has a clearly defined and published organizational structure that

delineates responsibility for the administration of policies.

Off-Site Review Committee Comments: STC's organizational structure is

established through its organizational charts and job descriptions. However, the

narrative of the report does not address where or how the organizational structure is

published. The institution should provide evidence of where and how the

organizational structure is published.

Additional Narrative Supporting Compliance: Human Resources reviews and

updates the College's organizational chart annually or as changes dictate. The

College publishes its organizational chart on its website at

<www.stcsc.edu/Information.asp>.

In compliance, the College has provided the evidence needed to show where and

how the organizational structure is published.

Additional Supporting Documentation:*
Copy Website "Publications" Listings

* Please see separate document: Focused Report Documentation.

3.2.8

The institution has qualified administrative and academic officers with the

experience, competence, and capacity to lead the institution.

Off-Site Review Committee Comments: The college provided an administrative

personnel roster containing educational qualifications of the administrative staff.

However, the college did not provide evidence linking the staff personnel

qualifications to the duties required of the positions held. The institution should

provide documentation that it has qualified administrative and academic officers.

Additional Narrative Supporting Compliance: The College has qualified

administrative and academic officers with the experience, competence, and capacity

to lead the institution. State Policy 8-2-111 provides information concerning the

minimum qualifications for technical college presidents. Spartanburg Technical

College Procedure VI-170.3 provides information on the minimum requirements for

Unclassified Institutional Officer Personnel, specifically located on page 1 in section

II. STC Procedure VI-170.1 provides information on the minimum qualifications for

Unclassified Faculty Personnel, specifically located on pages 2-3, in section II, Type

I and Type 3. STC Procedure VI-170.2 provides information on the minimum

qualifications for Unclassified Non-Teaching Personnel, specifically located on page

3, in section IV, Group II. The attached Roster for Administrative and Academic

Officers documents the credentials for each administrative and academic officer as

compared to the minimum qualifications.

Based on the additional narrative and additional documentation, the College has

shown that it has qualified administrative and academic officers and is in

compliance.

Additional Supporting Documentation:*
Roster for Administrative and Academic Officers
State Policy 8-2-111
Procedure VI-170.3
Procedure VI-170.1
Procedure VI-170.2

* Please see separate document: Focused Report Documentation.

3.2.10

The institution evaluates the effectiveness of its administrators, including the chief

executive officer, on a periodic basis.

Off-Site Review Committee Comments: No documentation was presented that

the institution evaluates the effectiveness of its administrators, including the chief

executive officer. The institution should provide evidence that evaluations of its

administrators and the chief executive officer have been conducted.

Additional Narrative Supporting Compliance: Spartanburg Technical College

evaluates the effectiveness of its administrators on a periodic basis according to

Procedure VI-280.1, Employee Performance Management System (EPMS). Signed

and dated evaluations for the most recent two years for the College president and the College's administrators provide additional documentation to show that the institution is in compliance with Comprehensive Standard 3.2.10.

Additional Supporting Documentation:*
Procedure VI-280.1
Administrators' Evaluations

* Please see separate document: Focused Report Documentation.

3.2.14

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff.

Off-Site Review Committee Comments: The institution publishes an intellectual property policy to employees and third-party consultants. However, the college indicates that it does not include students in the policy. The institution should show evidence of a policy concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property that applies to students.

Additional Narrative Supporting Compliance: The institution approved a Policy and a Procedure in January 2005 on intellectual property procedures. As stated in Policy III-104, "This policy governs the respective ownership of rights of the College and all its employees, academic and non-academic, full time and part time, in copyrightable material and patents produced within the scope of employment or

otherwise arising out of the participation of individuals, **including students**, in the activities of the college…. Therefore, absent other agreements or institutional policies, copyrights, patents, and all other forms of intellectual property developed by…**students** in the course of their college activities are the exclusive property of the College."

Procedure III-104.1 dated January 2005 states that "all full-and part-time faculty, staff and **students** of Spartanburg Technical College who believe that they have created something worthy of copyright or patent…shall inform the Executive Vice President for Business with a written request…."

The approved policy and procedure places the College in compliance with Comprehensive Standard 3.2.14.

Additional Supporting Documentation:*
Policy III-104
Procedure III-104.1

* Please see separate document: Focused Report Documentation.

3.3.1

The institution identifies expected outcomes for its 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.

Off-Site Review Committee Comments: The institution identifies expected outcomes for its educational programs and its administrative and educational support services as evidenced in the Program Assessment Documents Matrix. However, assessment results and evidence of improvement based on an analysis of those results was not demonstrated for some units such as Institutional Effectiveness, Institutional Research, and Commercial Graphics. The institution should demonstrate that it assesses whether or not it achieves its expected outcomes and provide evidence of improvement based on analysis of those results.

Additional Narrative Supporting Compliance: After a review of the materials submitted for the three cited programs (Institutional Effectiveness, Institutional Research, and Commercial Graphics), the institution made the following determinations:

Institutional Effectiveness and Institutional Research – These units have revised their earlier submissions and now demonstrate that they have appropriate assessment results and evidence of improvement based on an analysis of the results. An updated matrix of assessment is attached for each unit.

Commercial Graphics – The College submits that, because of an inadvertent page break in the original documentation, the off-site review team was given the incorrect impression that no program assessment was reported for this program. The College is resubmitting the original program assessment matrix for verification.

Other units – After reviewing the off-site team's report and consulting with the SACS staff, the College also reviewed all units' matrices submitted for this standard. As a

result of the review, a number of departments whose program assessment matrices did not clearly evidence results and improvement based on analysis of the results were discovered. In the majority of these cases, the unit demonstrated that it had measured its performance and had met the performance standard. Because the unit met its intended standard, the unit typically reported "objective met—no action required" or a similar response in the *Evaluation and Use of Results*. Following our report from the SACS off-site team, the SACS compliance team requested that these units reassess their "no action" response and report changes they had made as a result of their findings. The results are contained in the documents related to this standard. The documentation provides support for the College's judgment of compliance on this standard.

Additional Supporting Documentation:*

Program assessment matrices from the following units specified in the initial report:
    Institutional Effectiveness
    Institutional Research
    Commercial Graphics

Program assessment matrices from the following academic units:
    American Sign Language
    Culinary Arts**
    Early Childhood Development
    Expanded Duty Dental Assisting
    Health Unit Coordinating
    Industrial Electronics Technology
    Industrial Electronics Technology/Automated Manufacturing Technology
    Interpreter Training
    Medical Assisting
    Medical Laboratory Technology
    Multi-Skilled Health Technology
    Pharmacy Technician
    Radiography
    Surgical Technology
    Therapeutic Massage
**Special note: For Culinary Arts, review of the original submission revealed that we inadvertently submitted an early draft of the program matrix rather than the final version. The additional documentation includes the correct version of the assessment matrix for this unit.

Program assessment matrices from the following administrative units:
    Administrative Services
    Disability Services and CPDB
    LRC-Media Center
    Physical Plant
    Student Activities
    Student Records
    Transitional Studies

* Please see separate document: Focused Report Documentation.

3.4.4

The institution has a defined and published policy for evaluation, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Off-Site Review Committee Comments: The college catalog, student planner and handbook and college website provide evidence that the institution publishes policies for evaluating, awarding and accepting credit for transfer, experiential learning and advanced placement (AP). These policies are consistent with the college mission. STC assumes responsibility for the academic quality of all transferred work. In addition, the institution follows statewide transfer policies. However, there is no reference in the narrative to professional certificates. Therefore, the college should define and publish its policy on evaluating and/or accepting credit for professional certificates.

Additional Narrative Supporting Compliance: STC Procedure (V- 40.3) on exemption credit was changed to include the professional certifications paragraph listed below. The College publishes its exemption policy in the student planner/handbook and online. The paragraph has been sent to student services to be included in the 2005/2006 student planner/handbook. A copy of the proof for the student planner/handbook is in the supporting documentation. The following

paragraph has been added to the online 2005 – 2006 college catalog and will be

included in the print and online editions of the 2006 – 2007 college catalog:

Professional Certifications

Students may receive exemption credit for professional certification. For each

professional certification, the appropriate department head will determine the

STC course equivalencies and corresponding certifications required for credit.

The student should notify the department head of the program to which the

exemption credit is to be applied upon enrolling at STC. The student must

submit his/her original professional certification to the appropriate department

head. The department head will complete the authorization form, attach a

photocopy of the certification or credential, and submit it to the Records

Office.

The documentation provided demonstrates the institution's policy for evaluating and

accepting credit for professional certificates.

Additional Supporting Documentation:*
Procedure V-40.3
Student Planner/Handbook Proof Page
Copy of STC Website Location

* Please see separate document: Focused Report Documentation.

3.4.7

The institution ensures the quality of educational programs/courses offered through

consortia relationships or contractual agreements, ensures ongoing compliance with

the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Off-Site Review Committee Comments: The consortial relationships and contractual agreements documented that responsibilities are defined to ensure compliance. All three programs discussed in the narrative were developed to fulfill the purpose of the institution. Although evaluation is mentioned, the institution should provide evidence that it evaluates the consortial relationships and agreements against the purpose of the institution.

Additional Narrative Supporting Compliance: The College evaluates the consortium agreements referenced in this standard against the purpose of the College. The College's mission states that programs and services are to be accessible and equitable to prepare students to enter, adapt to, or advance in technical or service career fields as well as to assist students to achieve their personal and professional goals. The Dual Enrollment, TAP, and TechOnline programs/courses are designed to meet this mission. The Vice President of Academic Affairs (Chief Academic Officer), with input from academic deans, department heads and Advisory Committees, is responsible for ensuring that the programs are assessed to determine whether STC should continue to participate. This process includes, but is not limited to, annual review of timelines, reports, faculty credentials, completion rates, student success rates, and student evaluations.

The documentation provided demonstrates the institution's commitment to assuring

that the consortium agreements are evaluated against the purpose of the College.

Additional Supporting Documentation:*
Samples of Student Evaluation of Instruction: Dual and TechOnLine
Spartanburg Technical College Articulation Time Line for 2003-2004, 2004-2005, and 2005-2006
Samples of Articulation Agreements
South Carolina TechOnLine Consortium of Colleges Memorandum of Agreement
Samples of Minutes of Meetings

* Please see separate document: Focused Report Documentation.

3.4.11

The institution protects the security, confidentiality, and integrity of its student

academic records and maintains special security measures to protect and back up

data.

Off-Site Review Committee Comments: Although institutional and state

policies/procedures are in place to protect the security, confidentiality, and integrity

of records, STC has no written procedures in place for the IT department

responsible for protecting and backing up data. The compliance report states that

"The team recommended writing such a procedure. The procedure will be approved

before May 2005." The college should provide evidence that the process is

completed.

Additional Narrative Supporting Compliance: The procedure for protecting and

backing up data was written in May 2005, but was not submitted to the President's

Council until June. Following the June submission, the next scheduled President's

Council meeting was July 18, 2005. The President's Council adopted Procedure III-102.7 at the July 18 meeting. The additional supporting documentation shows the process was completed and indicates the College is in compliance on this standard.

Additional Supporting Documentation:*
Procedure III-102.7
President's Council Minutes, July 18, 2005

*Please see separate document: Focused Report Documentation.

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 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.

Off-Site Review Committee Comments: The college provided a roster that indicates that most faculty hold appropriate qualifications in keeping with current guidelines. However, documentation and justification are required for those faculty listed below.

Worksheet for Reporting Non-Compliance with Faculty Qualifications

The Committee found that the institution did not adequately justify the qualifications of the faculty listed below. The institution should respond to the findings and provide documentation of compliance as appropriate.

Spartanburg Technical College
Non-Compliance with Faculty Credentialing

Faculty Member Name	Courses Taught	Qualifications	Concern
Glenn Wallace	Human anatomy and physiology	Ph.D. in Plant Physiology, B.A. in Botany	No master's? Appropriate graduate degree for teaching Human A & P?
Wofford O'Sullivan	Adv Tech Com (T)	M.Ed. Educational Admion.; Ed.S. Ed. Ad. BA in ?	Appropriate degrees for transfer computer course?
William Chidester	Psychology	M.Ed. Special Ed.	Check transcript
Beth Boone-Mittendorf	Elementary Algebra	M.Ed. B.S. Elementary Ed.	2 math classes?
Natalie Edwards	AHS Fund of Disease and Health Unit Procedures	Assoc. in Liberal Studies	No qualifications or competencies listed for teaching AHS
Matthew Morgan	Human anatomy and physiology	MS Animal Food BS Animal & Vet Sci	Appropriate credentials for Human A & P?
Richard Mandau	Accounting Principles (T)	MBA; BS Mgt; CMA	Appropriate credentials for transfer accounting?
Mickey Turner	CISCO	None listed	Appropriate credentials for CISCO?
Kenneth Bradley	American Govt	MBA; BA Poli Sci	Appropriate credentials for American Govt?
Jerry Kimbrall	American Govt	M.Ed. Soc Sci	Appropriate credentials for American Govt?

Additional Narrative Supporting Compliance: As required, the institution

provided the off-site committee with a roster indicating faculty hold appropriate

qualifications in keeping with current guidelines. However, the committee requested

further documentation and justification for ten faculty members. The additional

documentation elaborates on each faculty member's qualifications to teach the

courses that the committee questioned and supports the institution's judgment of

compliance on this standard.

Additional Supporting Documentation:*
Descriptions of Selected Faculty Members' Qualifications and Supporting Documentation

*Please see separate document: Focused Report Documentation.

3.7.2

The institution regularly evaluates the effectiveness of each faculty member in

accord with published criteria, regardless of contractual or tenured status.

Off-Site Review Committee Comments: The Committee could not locate

documentation that the institution evaluates the effectiveness of its faculty. The

institution should provide documentation that evaluations of its faculty have been

conducted.

Additional Narrative Supporting Compliance: The College adheres to the

processes outlined in the Faculty Performance Management System (FPMS)--PRO

VI-280.2, Faculty Classroom Observation by Supervisor--PRO IV-10.13, and

Student Evaluation of Instruction--PRO VI-10.14 to evaluate its faculty. Samples of

actual evaluations conducted during the previous two academic years provide

additional documentation to show that evaluations of STC faculty have been

conducted, supporting the College's judgment of compliance.

Additional Supporting Documentation:*
Procedure VI-280.2
Procedure IV-10.13
Procedure IV-10.14
Sample FPMS Evaluations
Sample Supervisor Evaluations
Sample Student Evaluations

*Please see separate document: Focused Report Documentation.

3.7.5

The institution publishes policies on the responsibility and authority of faculty in

academic and governance matters.

Off-Site Review Committee Comments: Although POL 1-20 and PRO 1-20.1

provide the establishment of faculty/staff organizations, no evidence of activity of the

Faculty Assembly, Faculty Board, or President's Communications Sessions has

been provided. Other documentation provided does not seem to relate directly to

the responsibility and authority of faculty in academic and governance matters. The

college should provide Faculty Assembly Minutes, Faculty Board recommendations,

and reports of the President's Communications Sessions to demonstrate the

responsibility and authority of faculty in academic and governance matters.

Additional Narrative Supporting Compliance: The Faculty Assembly is an in-

house term for the entire faculty. The Faculty Assembly meets as a group once a

year to elect officers. The Faculty Board is the governing body of that group and meets at least twice per academic year.

Announcements of a Faculty Assembly meeting, examples of Faculty Board minutes, and a summary of the President's Communications Sessions demonstrate the responsibility and authority of faculty in academic and governance matters.

Additional Supporting Documentation:*
Faculty Assembly Announcements
Samples of Faculty Board Minutes
President's Communications Sessions: Summary

*Please see separate document: Focused Report Documentation.

3.8.3

The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

Off-Site Review Committee Comments: The institution provided job descriptions but not the qualifications of the staff. Consequently, the committee could not determine whether the staff met the qualifications required by the job descriptions. The college should provide documentation such as resumes, diplomas and/or transcripts to demonstrate that it has a qualified staff.

Additional Narrative Supporting Compliance: The STC Library has capable and qualified professional librarians and library support staff. Evidence of the qualifications of the librarians can be found in their curricula vitae and in their MLS

college transcripts. The chart below summarizes the qualifications of the

professional librarians and the library staff.

Professional Librarians			
Name	**Title**	**Education**	**Experience**
Margaret Green	**Dean, Learning Resource Center**	MLS, Simmons College	April 2000-present **Library Director** - 1992-2000, **Librarian** - 1991-1992
Patricia Jordan	**Public Services Librarian**	MLS, University of South Carolina	August 2003-present **Adjunct Librarian** - 2001-2003
Barbara Scala	**Technical Services Librarian**	MLS, University of South Carolina	June 2005-present, **Spartanburg County Public Library Catalog Librarian** – 2001-2005

Besides the well-qualified and experienced librarians, the Library also has additional

capable and experienced staff.

Library Staff			
Name	**Title**	**Education**	**Experience**
Vickie Gray	Administrative Specialist	Associate in Science, Office Systems Technology, Spartanburg Technical College	April 2002–present **Library Technical Assistant** - 1995-2002, **Library Assistant** – 1994-1995
Debra Cohen	Library Technician	Associate in Science, Office Systems Technology, Spartanburg Technical College	July 2004-present **Part-time Library Work-study** - 2002
Louise Pritcher	Library Technician	Associate in Arts, Business, Spartanburg Methodist College	August 1996-present

Leverne McBeth	Library Specialist	Associate in Science, Business Management Spartanburg Technical College	June 2005 – present **Spartanburg County Public Library Library Branch Assistant** – 1999-2005

The College employs qualified librarians and library support staff as evidenced by the supporting documentation.

Additional Supporting Documentation: *
Library Staff Curricula Vitae
Librarians' Transcripts

*Please see separate document: Focused Report Documentation.

3.9.3

The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Off-Site Review Committee Comments: The college presented evidence that the student support programs, services, and activities are staffed with personnel who hold college credentials and have varying numbers of years of experience in higher education. The chart presented by the college shows most of the staff members hold college degrees directly related to the positions they fill, but some do not. Those with unrelated college degrees seem to have extensive experience in higher education that may uniquely qualify them for the positions they hold, but the college did not present evidence beyond the years of experience in higher education. The institution should provide evidence that the student affairs personnel, specifically those who hold the title of counselor, are qualified.

Additional Narrative Supporting Compliance:

(A) Counseling Staff

The off-site committee requested that the College specifically address the qualifications of its counseling staff. The committee may not have been aware that most of the student services staff members that we call "counselors" are, in fact, Student Personnel Program Coordinators, by state title. The term "counselor" is an informal, in-house title for those professional staff that review with applicants the results of their placement testing and discuss campus resources and services. These staff members also discuss programs of study and provide information about careers and the education or training required for those careers. These staff members fill the roles of *admissions and career counselors* but do not provide personal counseling.

Personal counseling, as designated by PRO V-60.1, is reserved to those members of the staff who are qualified by education and licensing/certification to provide those specific services. Two members of the staff, including the director of counseling, are trained, licensed professional counselors and national certified counselors. These two counselors are charged with supplying all personal counseling services for students. Their duties include coordinating on-campus and off-campus services for students experiencing student development, personal, or emotional problems. As professional counselors, they determine whether to refer students to outside professionals for further evaluation. Finally, as professional counselors, these staff

members consult with other professionals to help the College meet the identified student needs in the most effective ways possible.

(B) Student Services Staff Roster

The Student Services Staff Roster lists the names of each professional staff member in the Student Affairs division, using their corrected state title. Their in-house job titles are listed in parenthesis. For each staff member, the roster notes his or her education and specific work experience that supports the College's judgment that these employees are qualified in the areas in which they work.

The Student Services Staff Roster summarizes the documentation, including transcripts, curricula vitae and licenses/certification, all of which is housed on campus and is available for inspection by the on-site committee. The information contained in the roster supports the College's judgment that the members of the Student Affairs staff are qualified.

Additional Supporting Documentation: *
Summary Chart of Student Affairs Personnel
Procedure V-60.1: Counseling Services
Procedure II-30.3: Psychological Problems

***Please see separate document: Focused Report Documentation.**

3.10.4

The institution exercises appropriate control over all its financial and physical

resources.

Off-Site Review Committee Comments: Based on an analysis of the limited

documentation provide (check signing authority and transmittal document, property

management procedure and audit), the committee could not determine if the

institution exercises appropriate control over its financial and physical resources.

STC should provide copies of more additional directives and policies and procedures

on a broad institution basis that reflect adequate control over all financial and

physical resources and operations.

Additional Narrative Supporting Compliance: Spartanburg Technical College

has policies and procedures in place that demonstrate appropriate control over its

financial and physical resources (Policy III-10). Further evidence supporting this

claim is given below.

STC has a budgeting process (Procedure III-10.13) that ties to the College's

planning cycle. Priorities are given to items listed in the strategic plan. The

President's Council reviews budget projections and allocates any new funds or

reallocates existing funds to new projects. Departmental budget responsibility is

given to the budget manager. Monthly departmental budget reports are provided to

budget managers for review. The 2003-2004 Year End Departmental Report shows that overall, budgets were not overspent.

Individual departments within Business Affairs have their own guidelines and procedures, such as the following, to further maintain control over financial and physical resources:

- Accounts Payable Disbursement Guidelines, Procedures and Practices

- Accounts Receivable Procedures

- Temporary/Work Study Payroll Procedures

The Independent Auditor's Reports- Single Audit, state, "We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses."

As cited in the original report, the College has a procedure for the control of inventory, Procedure III-10.1. This procedure outlines the dollar limits and classifications of equipment, responsibility and accountability for equipment items, and general procedures for receiving, recording, tagging, and inventorying all equipment. An audit by the SC Technical College System along with management's response is provided again as documentation. The procedure for bookstore inventory is discussed in Procedure III-10.8, Section 6. External auditors are involved with the bookstore inventory process as well. Annually, the College reports building space and usage to the South Carolina Commission on Higher Education.

Policy VII-10 outlines the use of the College's buildings and grounds. Procedure VII-10.1 details room scheduling procedures. An example of a room rental agreement and fees is also provided.

The documentation listed below provides evidence that the College maintains control over its financial and physical resources.

Additional Supporting Documentation: *
Policy III-10 Fiscal Support Services
Procedure III-10.13 Budget Process
Budget Responsibility Procedure
Departmental Budget Report
2003-2004 Year End Departmental Report
Accounts Payable: Disbursement Guidelines, Procedures and Practices
Accounts Receivable Procedures
Temporary/Work Study Payroll Procedures
Independent Auditors Report FY 2004
Independent Auditors Report- Single Audit FY 2004
Procedure III-10.1 Property Management and Control (Inventory)
2004 SBTCE Equipment Inventory Audit & Management Response
Procedure III-10.18 Bookstore Operations
SC Commission on Higher Education Facilities Reports-Fall 2004 • Building Data Summary • Capital Investment • Ownership of Buildings • Assignable Area by Function Use Codes • Assignable Area by Room Use Codes • Utilization of Class Rooms • Square Feet of Academic/Support Facilities per FTE Student
Policy VII-10 Fiscal Support Services
Procedure VII-10.1 Room Scheduling & Attachments

*Please see separate document: Focused Report Documentation.

Federal Requirements

4.1

When evaluating success with respect to student achievement in relation to the

institution's mission, the institution includes, as appropriate, consideration of course

completion, state licensing examinations, and job placement rates.

Off-Site Review Committee Comments: Evidence was presented that the

institution considers state licensing examinations and job placement rates in the

evaluation of student achievement in relation to the institution's mission. However,

evidence of course completion data was not presented. The institution should

provide evidence that it considers course completion when evaluating success with

respect to student achievement.

Additional Narrative Supporting Compliance: Course completion data are

available to all department managers. Department managers report course

completion data as part of their course assessment process. They have access to a

computer program that reports grade distributions in all courses in their departments.

To document availability of the reports, the College is presenting a small sample of

some typical distribution reports (randomly selected from Fall 2003 and 2004 and

from Spring 2004 and 2005).

Department managers use the information thus gathered to complete an

assessment form, which is part of the course assessment process (documentation

includes samples of Course Assessment Forms). Section I of the form requires the

department to transfer some of the information from the grade distribution report,

noting specifically the number of students who completed the course, the number of

withdrawals, and the percent who passed with a grade of "C" or better. In Section II

of the Course Assessment Form, departments document their use of the results on

the following four standards:

A) Success of the course

B) Competencies most difficult for students to achieve

C) Plans for implementing changes/improvements

D) Satisfaction with previously recommended changes/improvements

The documentation provided demonstrates the institution's commitment to

monitoring course completion data and making changes as a result of the findings.

Additional Supporting Documentation: *
Random samples of Grade Distribution Reports
Random samples of Course Assessment Forms

*Please see separate document: Focused Report Documentation.

4.2

The institution maintains a curriculum that is directly related and appropriate to the

purpose and goals of the institution and the diplomas, certificates, or degrees

awarded.

Off-Site Review Committee Comments: The institution has provided evidence as

per College Policy II-190 and Procedure II-190.1 that each program is required to

have an advisory committee and use Occupational Task Analysis and Instructional

Program Self-Study to develop programs. Annual course assessments are listed as

a means to evaluate program effectiveness. However, samples of Advisory Board

Minutes and Occupational Task Analysis used to create curriculum were not

provided. Neither was a sample course assessment provided. The institution

should provide evidence that the curriculum is directly related and appropriate to the

purpose of the institution.

Additional Narrative Supporting Compliance: Samples of Advisory Board

Minutes, Occupational/DACUM Task Analyses, and Course Assessments are

provided in the supporting documentation.

The documentation provided demonstrates the institution's commitment to

maintaining a curriculum that is directly related and appropriate to the purpose and

goals of the institution and the diplomas, certificates, or degrees awarded.

Additional Supporting Documentation:*
Samples of Advisory Board Minutes
Samples of Occupational/DACUM Task Analyses
Samples of Course Assessments

*Please see separate document: Focused Report Documentation.