Quality Enhancement Plan
--Revised--

On-Site Committee Visit October 11-13, 2005

Spartanburg Technical College
P.O. Box 4386
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SACS On-Site Committee Recommendation

Core Requirement 2.12 The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.

_X_ Compliance

Recommendation 1: The Committee recommends that the college develop a detailed implementation plan for its QEP that adequately addresses the committee's concerns about:

1. Student learning outcomes
2. Assessment strategies, and
3. Capacity to initiate and continue the plan

Spartanburg Technical College Response

Spartanburg Technical College studied the Recommendation and the specific concerns of the On-Site Committee and revised the QEP into an updated, detailed plan of action. The College incorporated the Committee's concerns and suggestions into specific actions that address student learning outcomes, assessment strategies, and the capacity to initiate and continue the plan.

Every section of the Plan has been revised to address the recommendation and concerns of the On-Site Committee. Several sections of the Plan, such as the Implementation Plan and the Evaluation Plan, have been totally re-written.

The Revised Quality Enhancement Plan is described on the following pages.

Spartanburg Technical College

Executive Summary of the Revised Quality Enhancement Plan

TOPIC:

Improving Students' Workforce Readiness

FOCUS:

Spartanburg Technical College's Quality Enhancement Plan (QEP) will strengthen the institution's commitment to improve students' workforce readiness. The focus of the QEP is to enhance students' knowledge of workplace expectations. The goal of the QEP is to enhance students' ability to communicate effectively as members of the workforce.

RATIONALE:

The QEP specifically addresses the College's commitment to student learning as we strive to improve the process by which students acquire the skills, knowledge, and attributes needed to complete collegiate goals, pursue careers, and become lifelong learners and responsible citizens. The strategies selected for the QEP will enhance students' ability to acquire such skills, knowledge, and attributes.

The topic deals with a core concept of the College's mission "advancing economic development of the region through programs that address emerging and continuing employment needs...." The foundation of the College's mission is its commitment to providing the best trained workforce for the Upstate of South Carolina.

Reviews of publications point to specific skills, knowledge, and attributes which, if improved, could enhance the employability of graduates. The enhancement of those skills, knowledge, and attributes is incorporated into the College's QEP.

The College involved the entire campus community in the identification and selection of the QEP topic via meetings, focus groups, sessions with the College president, and other means. Representatives of the broad campus community and the private sector were actively involved in the development of the QEP.

The QEP is thoroughly integrated into the College's on-going planning and evaluation process through ties to the College's mission statement as well as to a number of major College goals. In addition, implementation of the QEP is expected to enhance College units' planning and evaluation processes.

The College will use its findings to make improvements within the QEP itself. As QEP implementation progresses, the College expects positive results to further enhance student learning in other areas of workforce readiness.

Improving Students' Workforce Readiness

Spartanburg Technical College's Quality Enhancement Plan will strengthen the institution's commitment to improve students' workforce readiness. The focus of the QEP is to enhance students' knowledge of workplace expectations. The goal of the QEP is to improve students' work ready ability to communicate effectively as members of the workforce.

Rationale for Choice of Topic

Spartanburg Technical College's Quality Enhancement Plan concentrates on a significant aspect of the College's Mission statement "advancing economic development of the region through programs that address emerging and continuing employment needs...." The Plan calls for strengthening the College's economic development initiatives by enhancing students' workforce readiness.

The topic selected by the College addresses the enhancement of students' ability to utilize effective communication skills in the workplace. The College will make improvements to programs and services to incorporate enhanced effective communication skills, identified by external sources, in specific College Values and Student Outcomes.

Reports by the Southern Growth Policies Board and the National Association of State Workforce Board Chairs highlight the importance of private sector (external sources) input into the College's programs and services. Southern Growth points

out in its 2002 Report that "weaknesses identified were…the private sector's outsider status." In addition, "business leaders feel the [education] system is unresponsive to their advice and thus a waste of their time." The State Workforce Board Chairs 2002 report states, "An effective workforce development system requires stronger collaboration among education, business, and workforce partners." One of the expected outcomes of this QEP is an enhanced relationship between the College and the private sector.

The topic, focus and goal address a work-related issue critical to the long-term success of graduates in the workplace. As early as 1991, the U.S. Department of Labor stated that "more than half of our young people leave school without the knowledge or foundation required to find and hold a good job." The report identified "five competencies which, in conjunction with a three-part foundation of skills and personal qualities, lie at the heart of job performance…." Outcomes of the College's QEP address an important student- and employer-related issue cited in this and other publications.

Student Learning Defined

Spartanburg Technical College defines **student learning** as "the process of acquiring the skills, knowledge, and attributes needed to complete collegiate goals, pursue a career, and become a life-long learner and responsible citizen."

The focus, goal, and strategies selected for the College's QEP will enhance students' ability to acquire identified skills, knowledge, and attributes.

From its inception in 1961 as a part of the South Carolina Technical College System, STC has always focused on providing programs and services that advance the economic development of the South Carolina Upstate. A historical review of the College's actions demonstrates its commitment to meeting the ever-changing needs of its service area. (See "Historical Overview" in the *Spartanburg Technical College 2005-2006 Catalog.*)

Although the College did not have a formal definition of student learning prior to 2004, the College has always emphasized the students' acquisition of skills, knowledge, and attributes needed to succeed in post-secondary education, in the work environment, and as citizens in the community. (See "College Values" in the *Spartanburg Technical College 2005-2006 Catalog.*)

In the early stages of the reaffirmation of accreditation process, the Leadership Team and the QEP Team determined that a formal definition of student learning was essential to the development of the QEP. The QEP Team and Leadership Team developed draft statements of student learning based on three core concepts: the mission of the College; the history, culture and future of the College; and sound education practice. Both teams discussed these drafts at length and eventually refined them into a single draft statement of student learning. In June 2004, the College's faculty and staff were asked to review the

statement and provide suggestions for improvements. The QEP team discussed

input from faculty and staff and incorporated it, as appropriate, into a final draft

statement later submitted to the Leadership Team for approval. The Leadership

Team approved the definition of student learning, and the definition was formally

presented to the faculty and staff at their fall meeting on August 30, 2004.

Spartanburg Technical College Community Involvement

The College used a variety of means to involve all aspects of the campus

community in the QEP topic identification and the Plan development. The

College defines the campus community as the faculty, staff and administrators,

the College's student body, the College's governing board, and others, such as

members of program advisory committees, who have a vested interest in the

College.

During Summer 2003, the Leadership Team identified and appointed a group of

individuals with proven planning and organizational skills to serve on the

College's QEP Team. Their initial primary task was to assist the College in

identifying its QEP topic.

At the fall faculty/staff meeting on October 6, 2003, the College President and the

Accreditation Liaison gave a presentation on the College's reaffirmation of

accreditation process.   Included in that presentation was information related to

the QEP and the process the College would use to choose a topic focusing on enhancing student learning.

During Fall 2003, the College president conducted a series of Communications Sessions (focus groups). The president invited all faculty and staff members to these sessions. These sessions served a two-fold purpose: to provide an update on the status and plans of the institution, and to provide more information about the QEP and seek input into the identification of a QEP topic important to the College. During these sessions, the president obtained over 25 different topic suggestions.

In addition to these Communications Sessions, the Accreditation Liaison met with all internal review teams to discuss the QEP process and to seek input concerning the QEP topic. The internal review team chairs met with their sub-teams to obtain additional input on the QEP topic. The Accreditation Liaison distributed a series of emails to faculty and staff requesting ideas for a QEP topic, and conducted a number of informal meetings with various groups and individuals on campus. These activities produced approximately 30 additional suggestions for a QEP topic.

STC students participated in the reaffirmation of accreditation and the QEP process through a variety of means. The College submitted articles on SACS for publication in the student newspaper. Student representatives served as active

members on all QEP sub-teams. In addition, students from various technology programs participated in focus groups. The College used information obtained from formal student surveys (ACT, CCSSE and Noel-Levitz) to identify areas of student concern. The College incorporated these areas of concern and possible strategies to address them into the list of potential QEP topics.

The Commission Chair and Commission Vice Chair represented the governing board (Commission) of the College with formal input into the QEP. Both of these persons sit as voting members on the Leadership Team. Also, the College president and, when requested, the Accreditation Liaison regularly updated the entire Commission on the process.

The College has over 40 program advisory committees, which provide input and assistance with its programs. The College regularly informed each program advisory committee of events related to the reaffirmation of accreditation process during scheduled meetings. The advisory recorder communicated input received from these advisory committees to the Liaison and QEP Team.

The Leadership Team and QEP Team conducted an in-depth review of all input received from the College community. The two teams considered a number of important factors during their evaluation process, including how important the topic was to the College, how it would enhance students' learning, and how feasible it was in terms of available College resources. In addition to these

considerations, the teams reviewed documents related to possible topics under consideration. Through this process the College combined over 50 ideas into a "short list" of significant topics. The College sent this "short list" of possible topics to all faculty, staff, and administrators for review and input.

Once they received additional input from the College community, the QEP Team recommended three topics to the Leadership Team for consideration. The final topic selected was "strengthening the College's economic development initiatives by enhancing [students'] workforce readiness and improving the user friendliness of the College."

After a visit to the College during the initial phase of its QEP development, the SACS commission staff member advised the College to conduct additional analyses of its proposed topic. After additional analysis, the College concluded that "improving the user friendliness of the College" did not directly impact student learning, resulting in a revision of the College's QEP topic. The revised QEP topic became "strengthening the College's economic development initiatives by enhancing students' workforce readiness."

Once the College defined the QEP topic, the QEP Team began the process of revising and refining the strategies needed to address the QEP topic, including an extensive review of publications related to the subject of workforce readiness. Three strategies resulted from this process. Those strategies were enhancing

students' (a) workplace knowledge, (b) problem solving skills, and (c) concepts of information literacy/life-long learning.

After identifying and approving the major strategies, the QEP Team began the task of developing the Implementation Plan and the Evaluation Plan. The Leadership Team reviewed and discussed drafts of these documents and recommended improvements to the QEP Team. Once revisions were made and final reviews conducted by all teams and College groups the final draft of the QEP was sent to the Editorial Team. After the Editorial Team finished its work, the QEP Team, President's Council, and Leadership Team received and approved the report.

The SACS On-Site Committee, during its October 2005 visit, had concerns about the QEP and recommended that the College develop a detailed implementation plan. Based on the recommendation and concerns of the SACS On-Site Committee, the College Leadership Team made the decision to narrow the focus of the QEP from three major strategies or activities to one: <u>enhance students' knowledge of workplace expectations</u>. This activity was selected because the Team determined it more directly related to the mission of the College.

To define the phrase "workplace expectations" the College reviewed information from various national, state and local studies related to "workplace expectations." As a result of that review, the College identified over 45 specific skills employers

in those studies had determined were important for current and future employees. To identify which of these 45 skills were most important to local businesses and industries the College assembled five focus groups (one internal and four from the private sector) (See Appendices: QEP Focus Selection Process) to rank these skills in order of importance (See Appendices: 2005 Survey of Business and Industry). During the latter part of 2005 these five focus groups identified the top ten skills needed by employees in the College's service area (See Appendices: Outcomes Charts). A representative group of STC faculty and staff assisted in determining which one of these top ten skills the College's QEP would address. This representative group (titled the QEP Advisory Team) recommended that "effective communications" should be the goal of the QEP. The QEP Implementation Team accepted that recommendation and included "effective communications" in the goal statement: "To improve students' work ready ability to effectively communicate as members of the workforce."

Importance and Benefits of the QEP

The College's QEP is based on three major factors. **First** is the College's commitment to provide the best learning environment possible to the citizens of its service area. Since its creation, the College has continually sought means to provide the best facilities, equipment, personnel, processes, and systems for its programs and services. Evidence of these means includes, but is not limited to,

securing numerous Appalachian Regional Commission (ARC) grants for buildings and equipment; securing significant Title III grants for equipment and faculty/staff training; the on-going construction of state-of-the-art buildings; and the implementation of its distance learning operations. This QEP seeks to continue that commitment by improving certain systems, processes, and methodologies in order to enhance students' preparation for the workforce.

Second is the College's commitment to fulfill its mission by advancing the economic development of the region. Economic development is the major reason for the creation of the South Carolina Technical College System and its individual colleges. From its inception STC has focused its energies on being a partner in the economic expansion and improvement of the region, a commitment evidenced by the numerous technical programs the College provides, the heavy use of advisory committees for all its technical programs, and the development of customized training programs for numerous companies. The QEP seeks to enhance the College's private sector relationships by focusing on specific avenues that build on this commitment. Those avenues are expected to include, but are not limited to, increased private sector involvement, utilization of best practices that enhance students' awareness of workplace expectations, and improved usage of information and assessment results in decision making.

Third are the implications for improvement identified during the College's analysis of empirical data and the projections of governments, industry,

agencies, and the educational community. A review of these studies identified several key areas on which the College could focus. The College used input from various internal and external focus groups along with consideration of its mission and goals to choose enhancing students' ability to effectively utilize communications skills as the most important concern on which to concentrate.

Based on these three major factors, this QEP addresses a number of issues that are vital to the College:

- First, the QEP topic, *enhancing students' workforce readiness*, deals with a core concept of the College's **mission,** "advancing economic development of the region through programs that address emerging and continuing employment needs...." By enhancing students' workforce readiness, the College expects to play an even greater role in providing a better prepared workforce for the Upstate of South Carolina.

- The implementation of the QEP is expected to improve students' acquisition of specific communication skills identified as important by employers.

- The College expects to enhance and expand its relationships with the private sector as a result of improvements initiated by this Plan. Possible results include more active program advisory committees, increased activity involving the College's foundation, and an improved perception of the College by the private sector.

- Implementation of the QEP is expected to result in improvements in students' proficiency in the College's student outcomes and student values.

- Development and implementation of the QEP is expected to provide opportunities for the College's faculty, staff, and administration to acquire additional knowledge and skills through attendance at related conferences, visits to best practice sites, participation in various related training activities, and direct involvement in QEP projects and activities.

Goal of the QEP

The QEP focus is enhancing students' workforce readiness by strengthening students' knowledge of workplace expectations. The goal of the QEP is to improve students' work ready ability to effectively communicate as members of the workforce. From that goal two objectives were developed; one for students and one for STC employees.

Objective # 1: Students will demonstrate work ready communication skills (written, oral, electronic and discipline specific) to achieve identified (desired) learning outcomes.

Objective # 2: Full time employees will demonstrate knowledge and skills needed to incorporate effective communication skills in identified College Values and Student Outcomes.

Analysis and Consideration of Setting and Best Practices

As a result of the revisions made to the QEP the College determined that it would implement the QEP across the campus instead of by way of pilot groups. This decision was made based on the following factors:

- Concern of the On-Site Committee regarding broad based college community involvement

- Skill identified (effective communications) by private sector focus groups and advisory committees is common to all College programs

- Recommendations by the internal QEP Advisory Team

- Concern that all areas of the College play a role in impacting student learning

- Skill identified is imbedded in College Values and Student Outcomes

Best practices were considered and evaluated in:

- Assessment processes

- Private sector involvement

- Information Literacy (find, retrieve, analyze & use information)

Implementation Plan

The College plans to implement the QEP over multiple years. This outline gives the proposed major activities and their expected year of occurrence.

Year 1 (July 2005 – June 2006):

- Finalize QEP and prepare for SACS On-Site Committee

- Revise QEP based on SACS On-Site Committee input and prepare Response Report

- Organize QEP Teams, inform/involve College community, identify concerns and address, provide initial professional development activities

- Evaluate Year 1 and produce annual report

- Develop plans (resources/budget, professional development activities, College community involvement, assessment activities, etc.) for Year 2

Year 2 (July 2006 – June 2007):

- Conduct assessments (students, College programs/units, full-time employees, etc.) and establish base lines

- Finalize and implement College community involvement (employees and external sources)

- Provide professional development activities

- Develop, implement and evaluate measurable outcomes in all College units (administrative, support and academic)

- Evaluate Year 2 and produce annual report

- Utilize results to develop plans for improvements and expansions for the next year

<u>Years 3 through 5 (July 2007 – June 2010):</u>

- Continue assessments, professional development activities, College community involvement, revisions and improvements to College units' measurable outcomes, etc.

- Evaluate utilization of concepts gained to enhance other employability skills

- Share concepts gained with other professionals

- Evaluate QEP annually, use results to develop plans for the next year, and produce annual reports

- Produce Impact Report

The plan is specifically designed to be flexible so it can adjust to changes identified through the assessment schedule and the evaluation processes. Details of the Implementation Plan are shown on the following pages.

Title: Improve Students' Workplace Readiness				
Focus: Enhance Students' Knowledge of Workplace Expectations				
Goal: To improve students' work ready ability to communicate effectively as members of the workforce.				
Objective # 1: Students will demonstrate work ready communication skills (written, oral, electronic and/or discipline specific) to achieve identified (desired) learning outcomes.				
Objective # 2: Full-time employees will demonstrate knowledge and skills needed to incorporate enhanced effective communication skills as identified in College Values and Student [learning] Outcomes (STC Catalog).				
Implementation Plan (Revised 3/6/06)				
Task or Activity	**Responsible Party(*)**	**Timeframe**	**Resources Needed(**)**	**Expected Outcome(s)**
FS1. Determine authority, structure/systems, and personnel needed to revise, implement, and evaluate the QEP.	Leadership, QEP IP Team and PC	Completed by July 2006	$$$	Leadership Team revised. QEP Coordinator, QEP IP Team, and QEP Evaluation Team memberships and authority are defined.
FS2. Integrate the QEP into the College's ongoing planning, evaluation and budgetary processes.	Leadership, QEP IP Team and PC	Complete in 2006 then annually	$$$ to do tasks	QEP included in and supported by College's planning and evaluation processes and included as a priority in the annual budgetary process.
FS3. Define work ready communication skills (written, oral, electronic and/or discipline specific).	Academic Affairs, Cont. Ed. and Admin. areas	Complete by August, 2006; review annually	Faculty & Staff Time	The College will define communication skills (oral, written, electronic and/or discipline specific).
FS4. Involve external sources in a review of communication skills (oral, written, electronic, and discipline specific) needed by graduates of continuing education and academic programs.	Academic Affairs Continuing Education Areas	Complete by November 2006. Review annually	Faculty Time; External sources; Cont. Ed. time	All academic and continuing education programs will identify the (oral, written, electronic, and/or discipline specific) communication skills needed by graduates of their program including external source input. All program revisions will include measurable student outcomes in these areas.
S1. Evaluate current STC communication skills entrance requirements by program.	Acad. Affairs, Student Servs. Cont. Ed.	Complete by July, 2006; review annually	Faculty/Staff Time	Program communication skills validated and results published.

S2. Evaluate current STC instruments and processes for assessing students' communication skills.	Student Servs. Acad. Affairs Cont. Ed.	Complete by July, 2006; review annually	Faculty/Staff Time $$$	STC instruments and processes validated and/or modified or developed/obtained.
S3. Modify (students') communication skills assessment processes, if needed.	Student Servs. Acad. Affairs Cont. Ed.	Begin fall 2006 and continue	Faculty/Staff Time $$$	Appropriate assessment instruments/processes implemented in Student Services and, if appropriate, Academic Affairs and Cont. Ed.
FS5. Provide performance review (E/FPMS) training for supervisors in developing objectives.	Human Resources and QEP IP-Team	By fall 2006 Review annually	Time	All supervisors of full time employees will attend performance review training.
FS6. Include "effective communication" skills objectives in all full time employees' annual review (EPMS or FPMS) process.	Human Resources and Supervisors	Complete by end of 2006-07 E/FPMS cycle and continue annually	Time	All full time faculty and staff will have a reviewable objective related to effective communication skills included on their E/FPMS.
FS7. Provide professional development activities for faculty and staff related to utilizing and evaluating "effective communication" skills/processes.	QEP IP-Team and Human Resources	Begin in 2006 Continue annually	$$$	Full time faculty and staff will attend annual QEP professional development activities as needed.
FS8. Develop or enhance annual measurable "effective communication" skills outcome(s) for each continuing education and academic program.	Academic Affairs Cont. Ed. Institutional Effectiveness assists	By the end of May 2007; repeat annually	Faculty Time	All academic and continuing education programs will develop or enhance annual measurable effective communication skills outcome(s).
FS9. Develop or enhance annual measurable "effective communication" skills outcome(s) for each administrative unit.	Admin. Units Institutional Effectiveness assists	By the end of May 2007; repeat annually	Staff Time	All administrative units will develop or enhance annual measurable effective communication skills outcome(s).

FS10 and S4. Academic and continuing education programs begin to implement new or enhanced measurable student outcome(s) in oral, written, electronic, and/or discipline specific communication skills.	Academic Affairs Cont. Ed.	Begin by August 2007 Repeat annually	Faculty Time	All academic and continuing education programs will evaluate oral, written, electronic, and/or discipline specific communication skills student outcomes identified.
				Students in each academic and continuing education program will demonstrate work ready effective communication skills (oral, written, electronic and/or discipline specific) at a minimum level as defined by the College and discipline specific program outcomes.
FS11. Begin to implement new or enhanced annual communication skills outcome(s) in each administrative unit.	Admin. Units Institutional Effectiveness assists	Begin by August 2007 and continue annually	Staff Time	All administrative units will implement and evaluate annual new or enhanced communication skills outcome(s).

(*) Party listed first directs the activity/task.
(**) See QEP Resources Plan for details.
Terminology:
"Enhanced" means revised, updated, expanded &/or improved to include College & external sources' expectations/requirements.
"S" means **S**tudent oriented outcome—Objective # 1.
"FS" means **F**aculty/**S**taff oriented outcome—Objective # 2 (Staff = all non-teaching full-time employees).

Leadership

The College has developed processes to insure broad college community involvement in the development and implementation of its QEP. Initially three teams (Leadership Team, QEP-Team and QEP Implementation Team) were established to develop and implement the original QEP. Based on the On-Site Committee's recommendation the College added the Vice President for Continuing Education to the Leadership Team. The College modified the QEP Implementation Team to include membership that is more representative of the needs of the revised QEP. Two new teams, QEP Evaluation Team and QEP Advisory Team, have been established as a result of the On-Site Committee's recommendation. Details of these four teams are shown on the following page.

The Leadership Team is ultimately responsible for QEP revisions, implementation and evaluation and approves all major QEP activities. The Leadership Team authorized the QEP Implementation Team and the Accreditation Liaison/QEP Coordinator to oversee the ongoing, daily operations of the QEP and to make decisions required to accomplish those operations. The QEP Evaluation Team and the QEP Advisory Team report to the QEP Implementation Team.

STC QEP Teams

(Revised 2/10/06)

Leadership Team	
Position:	**Current Member:**
Accreditation Liaison (Chair)	Kemp Sigmon
College President	Dan Terhune
Commission Member(s)	Hubert Dobson & Jim Folk
VP Academic Affairs	Sherry Vaughn
VP Continuing Education	Dave Just
VP Planning & Development	TBA
Faculty Member(s)	Jean Porter
Recorder	Marilyn Smith

QEP Implementation Team	
Position	**Current Member:**
QEP Coordinator (Chair)	Kemp Sigmon
Academic Affairs Administrator(s)	Joe Sidlowski & Sherry Vaughn
Planning & Development Administrator	TBA
Faculty Member(s)	Ron Towery & Kelsea Erbatu
Staff Member(s)	Harold McClain
Recorder	Marlene Clements

QEP Assessment & Evaluation Team	
Position (Chair TBA)	**Current Member:**
IE Position &/or IR Position	Rose Pellatt (& Jack Bourgeois)
Assessment/CI Position	Sandy Winkler
Faculty Member(s)	Debbie Jennings & Rebecca Coleman
Staff Member(s)	Geraldine Brantley
Recorder	Shirley Cohen

QEP Advisory Team	
Position (Chair TBA)	**Current Member:**
Staff Representatives:	
Business Affairs	Sharon Hammonds
Student Services	Kathy McKinzie
Administrative Assistant	Vickie Gray
Continuing Education	Jean Brannon
Academic/Faculty Representatives:	
Business Technology	Daryl Smith
Industrial & Engineering Technologies	Jeff Hunt
Health & Human Services	Randy Anderson
Arts & Sciences	David Williams
Student	Lisa Richardson
Recorder	Kellie Batchelor

QEP Resources Plan

Spartanburg Technical College's QEP is viewed as an ongoing part of normal College operations. The *Handbook for Reaffirmation of Accreditation* says the QEP "should complement the institution's ongoing integrated institution-wide planning and evaluation process." Based on that view, it is expected that most QEP activities will become a part of each unit's normal, ongoing operations and budgets. To cover needs incurred for unique, new or additional activities specific QEP resources would be used.

The following charts detail actual (Year 1) and projected costs (Years 2 – 5) associated with the College's QEP.

Resources and Budget

Year One (July 2005 – June 2006) Actual Budget

Year 1: 2005-2006	
Resource:	**Cost to College:**
Project Management	**$45,000**
Personnel: Faculty & Staff	**$-0-**
Travel: Conferences & Best Practice Sites	**$10,000**
Supplies: Office, Assessment Materials, Focus Groups, Etc.	**$3,500**
Training: Consultants & Other	**$500**
Miscellaneous: Phone, FAX, Printing, Copying, Etc.	**$1,700**
Year 1 Total:	**$60,700**

Years 2 through 5 (July 2006 – June 2010) Projected

Year 2: 2006-2007	
Resource:	**Cost to College:**
Project Management	$45,000
Personnel: Faculty & Staff	$8,000
Travel: Conferences & Best Practice Sites (6 to SACS + ?)	$10,000
Supplies: Office, Assessment Materials, Focus Groups, Etc.	$3,000
Training: Consultants & Other	$4,000
Miscellaneous: Phone, FAX, Printing, Copying, Etc.	$1,000
Year 2 Total:	$71,000

Year 3: 2007-2008	
Resource:	**Cost to College:**
Project Management	$45,000
Personnel: Faculty & Staff	$8,000
Travel: Conferences & Other	$8,000
Supplies: Office, Assessment Materials, Focus Groups, Etc.	$3,000
Training: Consultants & Other	$1,000
Miscellaneous: Phone, FAX, Printing, Copying, Etc.	$1,000
Year 3 Total:	$66,000

Year 4: 2008-2009	
Resource:	**Cost to College:**
Project Management	$45,000
Personnel: Faculty & Staff	$8,000
Travel: Conferences & Other	$6,000
Supplies: Office, Assessment Materials, Focus Groups, Etc.	$3,000
Training: Consultants & Other	$1,000
Miscellaneous: Phone, FAX, Printing, Copying, Etc.	$1,000
Year 4 Total:	$64,000

Year 5: 2009-2010	
Resource:	**Cost to College:**
Project Management	$45,000
Personnel: Faculty & Staff	$8,000
Travel: Conferences & Other	$6,000
Supplies: Office, Assessment Materials, Focus Groups, Etc.	$3,000
Training: Consultants & Other	$1,000
Miscellaneous: Phone, FAX, Printing, Copying, Etc.	$1,000
Year 5 Total:	$64,000

Evaluation Plan

Spartanburg Technical College's QEP is to enhance students' workforce readiness. To enhance workforce readiness the College will focus on enhancing students' knowledge of workplace expectations. The College expects to accomplish this by improving students work ready ability to effectively communicate as members of the workforce.

The College will employ existing assessment and evaluation processes to determine that it is achieving the desired outcomes of its QEP. The College will incorporate additional strategies when existing means do not provide appropriate or adequate measures of achievement. An example of an additional strategy is the utilization of the Institutional Effectiveness Office to assist units of the College to develop and evaluate appropriate outcomes.

As an integral part of the College's Annual Improvement Plan (AIP) process, all units of the College will incorporate QEP related (i.e., effective communication) outcomes into their annual planning and evaluation processes. Those outcomes will be assessed annually (or more often if necessary) using appropriate instruments and the results will be used to make improvements during the following AIP cycle.

Full-time employees of the College will incorporate QEP specific (i.e., effective communication) outcomes into their annual performance planning and evaluation process (EPMS or FPMS). Those individual outcomes will be evaluated and discussed with each employee during their annual performance review. Results will be used as a basis for determining goals for improvement for the following annual performance review cycle.

The College fully expects students' communication skills to be positively impacted by the improvements made in all programs, services and administrative areas. The College will continue to utilize its current student assessment processes to gauge entry levels and graduates' proficiencies. However, the College anticipates expanding these processes to better determine improvements in student outcomes related to the QEP (i.e., effective communications). Examples of expansions in these assessments could include additional and/or different pre- and post-assessments, refinements to the College's annual graduate and employer follow-up processes, utilization of academic program accreditation processes, improvements to faculty/staff and student surveys, and modifications to the academic program review process.

Each year the College will produce an "Annual QEP Report" that will document that year's results.

During the fifth year of the QEP the College will produce the Impact Report for

SACS.

Appendices

References

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Initial List of QEP Ideas

Sent to Accreditation Liaison

List of Suggestions in Brief Format
1. Academic advising
2. Service learning component [for all academic programs] (like coop or internships)
3. Support for students in on-line courses (technology support, training, & a common   system [now have 3 systems])
4. Student liaison available to tutor & assist in study & test taking skills
5. Sensory "garden" for sensory-impaired students
6. Business council to work with us to create and maintain the programs
7. Institute a placement test for all entering students
8. Provide each department with 24, network capable laptops on a mobile platform
9. Develop a plan for dealing with a 50% decrease in funding over the next five years.
10. Improve communication with students via changes in advising, registration, and student support services and other critical information they might need.
11. Enhance Success for Students with Specific Needs (focus on students with disabilities).
12. A greater emphasis on advising and our process here at STC needs to be revamped.
13. Developing and offering an ESL program
14. Expansion of training on the use of computer applications in course work areas
15. Change the testing and subsequent coursework to better support the visualization so necessary in mathematics and science reading.
16. Campus-wide policy on final exams and final competency assessments
17. Improve the use of technology and web services
18. Writing policy for College
19. Building leadership / community service capabilities in our students
20. Establish a sister school abroad
21. Registration process, including advisement
22. Information about what it is like in the "real world" and what you do in particular jobs
23. Day care center & transportation for students
24. Establish a protocol for ensuring every student to have a computer "at home".
25. Faculty internship
26. Offer program specific tutoring services
27. Class that goes into detail about things in the [student] handbook or in orientation with an opportunity for questions

Initial List of QEP Ideas

**Received at President's Communication Sessions
From Faculty and Staff**

List of Suggestions in Brief Format
1. Technology in classroom
2. Continue Title III another 5 years
3. Advising, registration, pay
4. Seamless process (serious) retention
5. Online service vision
6. Hot dog court
7. Advisement preparation program
8. Shadowing students in departments
9. ACE program
10. Time management courses
11. College-wide skills - College 103
12. Basic keyboarding skills
13. Ask the student what would help them
14. Orientation hours
15. Website – seamless
16. Communication with students – better use of email
17. Web Advisor, Campus Cruiser, WebCT – need one entry point, need to be linked
18. Branch technology to other departments (Title III)
19. Expand hours and people in TLC
20. Information Center
21. Smaller class size
22. Advisement Center/TLC
23. Lack of knowledge about the process
24. Online education – online students
25. Books online
26. Displaced workers

Spartanburg Technical College
QEP-Team: Process & Timeline
(Up-Dated 10/25/04)

QEP Process: (*)	Time Line: 2004-2005
Analysis & Consideration of: • Analyze (empirical) **data/info** ("Why") • **Institutional context** (Where implemented)**:** Culture, history, future, etc. of STC • Analyze **best practices** ("How") • (Review other colleges QEP)	**Through November 2004:** • QEP Team: Review as needed • On-Going • Oct/Nov, 2004 • Oct/Nov, 2004
Revise/Refine (Goal &) Objectives: ("What") • Refine **Objectives:** write in appropriate format • Finalize **Strategies:** write in appropriate format	**By December 2004:** • Due Dec. ___, 2004 • Due Dec. ___, 2004
Develop Implementation Plan: ("How") • Timelines • Leadership (Responsibility) • Resources • Assessment Schedule • Others as appropriate	**By May, 2005:**
Develop Evaluation Plan: • Related to QEP goal & objectives • Use of external & internal measures • Internal system to evaluate and monitor progress • Use of results for enhancement	**By May, 2005:**
Include Appendices:	**By May, 2005:**
Finalize Report: • Edit & finalize QEP Report • Publish & send QEP Report & other documents to SACS • Begin preparations for On-Site Visit	**Summer Term 2005:** • Jun/Jul • Aug. 15 • Jul. – Oct. 10
On-Site Visit: • Finalize preparations for On-Site Visit • Host On-Site Committee • Respond to On-Site Committee Report	**Fall Semester 2005:** • Sept. – Oct. 10 • Oct. 11 – 13 • Post Visit

(*) See *"Elements of the QEP"* on pages 25 & 26 in <u>Handbook of Reaffirmation of Accreditation</u>

QEP Sub-Teams: Process and Timeline

Major Items to be Accomplished	Time Line: 2004-2005
Complete These • Become familiar with QEP documents and process (and other colleges' QEPs) • Explore STC history, mission, culture, and future • Research/Analyze best practices • Refine objectives and strategies	**Fall Semester 2004** • All items by Dec. 2004
Complete These • Develop Implementation Plan • Develop Assessment Plan • Identify Appendices	**Spring Semester 2005** • QEP final draft due by end of Spring Semester 2005
Assist As Required • With any revisions and reviews • With final review of Report • With preparations (as needed)	**Summer Term 2005** • Edit and finalize QEP Report (July) • Publish and send QEP Report and other documents to SACS (August) • Begin preparations for On-Site Visit (July – October)
Assist or Participate • With preparations for visit • As requested in On-Site Visit • With response to On-Site Committee Report (if needed)	**Fall Semester 2005** • Finalize preparations for On-Site Visit (Sept/Oct) • Host On-Site Committee (October 11 – 13) • Respond to On-Site Committee Report (Post Visit)

Original QEP Teams

Spartanburg Technical College
Leadership Team

President	Dr. Dan Terhune
Accreditation Liaison & Chair	Kemp I. Sigmon
Vice President of Academic Affairs	Sherry Vaughn
Vice President for Development	Bob Isenhower
Mathematics Instructor	Jean Porter
Recorder	Marilyn Smith

Spartanburg Technical College
QEP-Team & Sub-Teams
(Approved by Leadership Team 9/2/04)
(Revised 10/15/04)

QEP-Team Members "Working Teams"		
Partnerships	**Problem Solving**	**Life-Long Learning**
Cecil Hutcherson	Pam Hagan	Margaret Green
Ron Towery	Sue Stokley	Jean Porter
Reggie Wilburn	Melissa Wilkins	Sheila Snoddy
QEP Sub-Team Members		
Glenn Miller	Dave Williams	Karen Ravan
Dave Just	Gabrielle Drake	Frances Wiltsie
Jeff Hunt	Harold McClain	John Watts
Deb Jennings	Betsy Maynard	Melba Bishop
Robin Berenson	Geraldine Brantley	Detria Long
Nancy Garmroth	Sue Cherry	Paul Corden
Faye Lanford	Pam Rogers	Doug Brackett
Rita Melton	Gail Jones	Phillip Robbs
	Matt Alimagham	Linda Westfield
	Tina Nix	Lynn Dale
	Katye Price	John Hoyle
	Patricia Rodgers	Celia Bauss
	Kelsea Erbatu	
Student(s)	Student(s)	Student(s)
Edith (Eddy) Kirkland	Joe Coward	Danielle Brackins
Matthew Roberts	John Frisell	Andrew Alishire

QEP Focus Selection Process
(Up-Dated & Revised 2/22/06)

SACS required the College to develop a Quality Enhancement Plan (QEP) related to enhancing student learning. STC selected "improve students' workforce readiness" after obtaining input from faculty, staff, and various other sources. To "improve students' workforce readiness" the college identified three areas on which to focus:
- Enhance students' knowledge of workplace expectations
- Improve students' problem solving ability
- Foster in students the concept of information literacy/lifelong learning.

The SACS Reaffirmation Committee in October 2005 suggested that this was too ambitious and that the College should narrow it down to one of these three areas, then identify and work on specific things (measurable student outcomes) related to this one area. The college selected "enhance students' knowledge of workplace expectations" as the one area on which to focus.

From various reports, studies and DACUM charts a list of skills that could "enhance students' knowledge of workplace expectations" was identified. The SACS Reaffirmation Committee recommended that focus groups be used to determine which of these skills are the most important for the College. The following groups were asked to identify the most important 7 or 8 items from the list.

Focus Groups & Memberships to Select List	
Internal Focus Group Membership:	**External Focus Groups:**
Jeff Hunt (Ford ASSET—Co-op)	Continuing Education Advisory Committee
Susan Pretulak (CATT)	Ford/Auto Dealerships
Kathy McKinzie (Placement)	Commercial Graphics Group
Barry Benson (CE)	Health Provider Group
Deb Jennings (H & HS)	
John Hoyle (CGC)	
Paul Corden (CE)	
Jean Brannon (CE)	
Robin Berenson (Bus Div)	
Ron Towery (IT)	

The top 10+/- items (skills) selected were assessed to determine how difficult each might be to measure (assess & evaluate). Representatives from all areas of the College were selected to serve on the "QEP Advisory Team." This team served as a focus group that recommended, from the top 10+/- outcomes, which outcome ("effective communication") the College should implement.

After the outcome was selected, detailed implementation and evaluation plans were developed by two teams. An oversight team (QEP-IP Team) is responsible for overall development, coordination and implementation of the QEP. An evaluation team (QEP-EP Team) is responsible for development and implementation of the assessment and evaluation plan for the QEP. The Leadership Team is responsible for final approval of all plans and activities.

Spartanburg Technical College
2005 Survey of Business & Industry

Directions: Please mark the most important 7 or 8 items from this list of possible skills that are needed by current and future employees: (If something important is NOT on this list, please add it in the spaces provided.) Thank you for your input.

- Know how to learn
- Take responsibility for learning
- Listen (actively)
- Write
- Observe (critically)
- Manage/process information (find & use)
- Organize & maintain information
- Follow rules/regulations/laws
- Adaptability (flexibility & receptivity)
- Problem solving
- Demonstrate professionalism
- Initiative
- Social skills
- Interpersonal skills
- Teach others
- Resolve conflicts and negotiates
- Leadership effectiveness
- Make decisions
- Plan & mange personal & professional growth
- Serve clients/customers (client relationships)
- Ability to work in teams or groups (work with others)
- Personal (self) management skills (organize, plan & prioritize)
- Allocate resources (time, money, people, etc.)
- Use math (computation to solve problems)
- Understand systems (work within the organization)
- Work with technology (selects, applies, maintains & troubleshoots)

- Update professional/technical skills
- Effective communications skills
- Read (with understanding)
- Speak (oral) (so others can understand)
- Conduct meetings
- Acquire & evaluate information
- Interpret & communicate information
- Use computers (to process information)
- Think Creatively
- Reasoning
- Self-esteem (self-respect)
- Responsibility (reliable, trustworthy)
- Integrity/Honesty (ethical)
- Cooperate with others
- Work with cultural diversity
- Improve & design systems
- Management skills
- Monitor & correct performance

- _____
- _____
- _____

Optional:
- **Your Name:** _____
- **Company Name:** _____

QEP Title: Enhance Students' Workforce Readiness

QEP Focus: "Enhance students' knowledge of workplace expectations"

Possible competencies* (skills) that enhance students' knowledge of workplace expectations.

Skill or Competency:	STC	CE	HP	Auto	CG	TTL	
Problem solving	**8**	8	3	3	2	24	16
Effective communications skills	7	5	5	4	2	23	16
Integrity/Honesty (ethical)	2	5	**7**	5	2	21	19
Responsibility (reliable, trustworthy)	4	5	6	3	1	19	15
Ability to work in teams or groups (work with others)	6	4	4	4	0	18	12
Work with technology (selects, applies, maintains & troubleshoots)	2	**9**	1	4	0	16	14
Interpersonal skills	3	4	3	5	0	15	12
Demonstrate professionalism	1	5	5	2	0	13	12
Take responsibility for learning	2	3	5	3	0	13	11
Work with cultural diversity	2	5	5	0	0	12	10
Reasoning	2	6	2	2	0	12	10
TOP 10 & TIES↑↑↑							
Organize & maintain information	3	4	2	1	0	10	
Adaptability (flexibility & receptivity)	0	5	4	1	0	10	
Think Creatively	1	5	2	2	1	11	
Initiative	2	3	4	0	0	9	
Serve clients/customers (client relationships)	2	5	2	0	0	9	
Use math (computation to solve problems)	3	4	2	0	0	9	
Personal (self) management skills (organize, plan & prioritize)	3	5	0	1	1	10	
Resolve conflicts and negotiates	2	4	2	1	0	9	
Follow rules/regulations/laws	1	1	5	2	1	10	
Update professional/technical skills	0	3	0	6	0	9	
Manage/process information (find & use)	3	4	0	1	1	9	
Social skills	0	4	3	1	0	8	
Use computers (to process information)	0	4	3	1	1	9	
Interpret & communicate information	2	4	1	0	0	7	
Listen (actively)	2	3	1	1	1	8	
Acquire & evaluate information	2	4	0	1	0	7	
Allocate resources (time, money, people, etc.)	0	5	1	1	0	7	
Read (with understanding)	2	3	1	0	1	7	
Speak (oral) (so others can understand)	0	2	3	1	0	6	
Know how to learn	0	3	1	2	0	6	
Leadership effectiveness	0	5	0	0	0	5	
Cooperate with others	1	1	3	0	0	5	
Plan & mange personal & professional growth	0	4	1	0	0	5	
Make decisions	1	0	2	2	1	6	

Self-esteem (self-respect)	0	1	3	0	0	4
Write	1	2	0	1	1	5
Improve & design systems	0	3	0	0	0	3
Monitor & correct performance	0	2	0	2	0	4
Understand systems (work within the organization)	1	0	1	1	0	3
Teach others	0	1	1	0	0	2
Conduct meetings	0	2	0	0	0	2
Observe (critically)	0	0	1	0	0	1
Management skills	0	0	1	0	0	1

* Items listed were included in STC DACUM charts (random sample), GTCC DACUM chart, reports from SCANS, CWP US Chamber of Commerce, CRESST, ACVE, NIFL…

STC "experts" Group: N = 10
CE Continuing Education Industry Group: N = 15
HP Health Professionals Group: N = 8
Auto Automotive Professionals Group: N = 8
CG Commercial Graphics Professionals Group: N = 2

QEP Title: Enhance Students' Workforce Readiness

QEP Focus: "Enhance students' knowledge of workplace expectations"

Possible competencies* (skills) that enhance students' knowledge of workplace expectations.

Skill or Competency: (Top 10 & Ties)	STC	CE	HP	Auto	CG	TTL	**	Outcome	Value	Measurable
Problem solving	**8**	8	3	3	2	24	16	Y	Implied?	Y?
Effective communications skills	7	5	5	4	2	23	16	Y	Y(FC)	Y
Integrity/Honesty (ethical)	2	5	**7**	5	2	21	19	Y***	Y(SF)	?
Responsibility (reliable, trustworthy)	4	5	6	3	1	19	15	Implied?	Y(SFC)	?
Ability to work in teams or groups (work with others)	6	4	4	4	0	18	12	Y	Y(FC)	Y?
Work with technology (selects, applies, maintains & troubleshoots)	2	**9**	1	4	0	16	14	Y***	Implied?	Y
Interpersonal skills	3	4	3	5	0	15	12	Implied?	Implied?	Y?
Demonstrate professionalism	1	5	5	2	0	13	12	Y***	Y(FC)	?
Take responsibility for learning	2	3	5	3	0	13	11	Implied?	Y(SF)	?
Work with cultural diversity	2	5	5	0	0	12	10	Implied?	Implied?	?
Reasoning	2	6	2	2	0	12	10	Implied?	Implied?	?

* Items listed were included in STC DACUM charts (random sample), GTCC DACUM chart, reports from SCANS, CWP US Chamber of Commerce, CRESST, ACVE, NIFL…
** Total number responses less STC responses.

STC: "experts" Group: N = 10	Auto: Automotive Professionals Group: N = 8	HP: Health Professionals Group: N = 8
CE: Continuing Education Industry Group: N = 15	CG: Commercial Graphics Professionals Group: N = 2	
STC Student **Outcomes** (associate degree graduates) ***Technical program graduates. [2005-06 STC Catalog]		
College **Values** pertain to **S**tudents, **F**aculty, and **C**ommunity [2005-06 STC Catalog]		
Measurable: Easily written in measurable (student) outcomes…easy to evaluate & document.		