

12-2012

A Case Study in Collaborative Efforts at Spartanburg Community College

Frederick Cooper

Clemson University, fcooper@clemson.edu

Follow this and additional works at: https://tigerprints.clemson.edu/all_dissertations

 Part of the [Educational Leadership Commons](#)

Recommended Citation

Cooper, Frederick, "A Case Study in Collaborative Efforts at Spartanburg Community College" (2012). *All Dissertations*. 1031.
https://tigerprints.clemson.edu/all_dissertations/1031

This Dissertation is brought to you for free and open access by the Dissertations at TigerPrints. It has been accepted for inclusion in All Dissertations by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.

A CASE STUDY IN COLLABORATIVE EFFORTS
AT SPARTANBURG COMMUNITY COLLEGE

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Educational Leadership

by
Frederick Cooper
December 2012

Accepted by:
James Satterfield, Ed.D, Committee Chair
Curtis Brewer Ph.D.
Leslie Gonzales, Ed.D.
Cheryl Warner, Ph.D.

ABSTRACT

The General Assembly of South Carolina radically changed the structure of secondary education with the enactment of the Education and Economic Development Act (EEDA) of 2005. A provision in the legislation requires post-secondary institutions to develop articulation agreements with secondary institutions in their service area(s). Traditionally, articulation agreements between secondary and post-secondary institutions have been few and far between. The question then becomes how articulation agreements are developed from the post-secondary perspective. Spartanburg Community College is one of the sixteen technical/community colleges in South Carolina. The development of articulation agreements is examined at Spartanburg Community College using the lens of path dependence, neo institutionalism, and resource dependency as a guide. History is used as a means of describing the process as a manifestation of the changing environment within Spartanburg County through time.

ACKNOWLEDGMENTS

I would first like to thank the Almighty God for allowing me to complete this project and finish this program. Without Him, I could not be who I am. Second, I would like to thank Dr. James Satterfield for guiding me through this process and program. When he first came to Clemson, I never imagined being able to finish this program. Thank you so much. You are a true mentor and friend.

Next I would like to thank my family for encouraging me to stick with this program during my rough times, especially my mother, Ms. Georgia Felder and grandmother, Ms. Della Cooper. I would like to thank my lovely fiancée, Ms. Sandra Renea Leavy. You have been heaven sent. I love you very much and appreciate the push you've given me to finish this project. I look forward to our life together.

I would also like to thank my colleagues at Spartanburg Community College for all of their support in assisting me with this project. In particular, I would like to thank Mrs. Lisa Lopez for her encouragement and assistance in finishing the dissertation. You're a true friend. Thank you so much.

Finally, I would like to thank the North Kingstree Missionary Baptist Church family for all the love and support you've given me throughout the process. I cherish the spiritual connection I have with every one of you. Thank you for loving me as one of your own children.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
ABSTRACT	ii
ACKNOWLEDGMENTS	iii
CHAPTER	
I. INTRODUCTION	1
South Carolina Education and Economic Development Act	1
Statement of the Problem	5
Purpose of the Study	6
Research Question	7
Central Question	8
Secondary Questions	8
Limitations	9
Delimitations	9
Chapter Summary	9
II. REVIEW OF THE LITERATURE	11
History of Spartanburg County	11
The Reformed Agrarian/Industrialist Era	11
The Industrial Era	26
The Information Technology/Globalization Era	44
The History of Spartanburg Community College	66
Higher Education Organizations	76
Articulation	80
History of Articulation	81
Theoretical Framework	90
Chapter Summary	110
III. METHODOLOGY	112
Case Studies	112
Propositions	113
Unit of Analysis	114
Linking data to propositions	115

Table of Contents (Continued)

	Page
Criteria for interpreting the findings	115
Participant Selection	116
Participants' Protection.....	117
Data Collection	117
Triangulation.....	119
Auditing	120
Member Checking.....	120
Data Analysis	121
Pattern Matching.....	123
Coding.....	123
Memoing.....	124
Biases	126
Significance of the Study	126
Chapter Summary	126
 IV. RESULTS	 127
Memorandum of Agreement.....	127
Memorandum of Understanding.....	145
Articulation Agreements.....	158
Chapter Summary	179
 V. FINDINGS AND DISCUSSION.....	 180
Categories	180
Memorandum of Agreement.....	181
Memorandum of Understanding.....	184
Articulation Agreements.....	188
Interviews.....	191
Implications for Future Research.....	192
Chapter Summary	194
 APPENDICES	 195
A: Types of Collaborative Efforts.....	196
B: Interview Questions	200
C: SCC Unrestricted Revenue Sources.....	201
 REFERENCES	 202

CHAPTER ONE

INTRODUCTION

Spartanburg Community College (SCC) is a public, suburban, two year comprehensive, open admission higher education institution that serves the citizens of Cherokee, Spartanburg, and Union counties in South Carolina. The college currently serves between 5000 to 7000 credit students annually through programs that lead to associate degrees, diplomas, and certificates. SCC also has associate degree programs designed for transfer to senior level institutions. This study examines the organizational changes that occurred at Spartanburg Community College as a result of the EEDA. Organizational changes are examined through the lens of Neo-Institutional Theory and Resource Dependency. The expectation is that the organizational approaches taken to implement EEDA at SCC may be used at other community or technical colleges of similar organizational structure. The purpose of this is to discover how SCC changed as a result of the EEDA phenomenon both internally and externally, in terms of the institution's perceived importance to its key constituents. Also, I want to discover what type of collaborations, if any, developed between and/or among internal groups within the college itself.

South Carolina Education and Economic Development Act (EEDA)

Seeing the need to improve student preparedness, business and education leaders lobbied legislators for action to reform education. In 2005, the South Carolina General Assembly passed the Education and Economic Development Act (EEDA) to address student deficiencies and introduce students to career options. EEDA is a comprehensive

law that provides South Carolina students the educational tools needed to build prosperous, successful futures through high school studies that will better prepare them for postsecondary study and twenty-first century careers (South Carolina Department of Education, 2009).

EEDA is organized into a condensed form called the “Personal Pathways to Success”. Through the Personal Pathways to Success, South Carolina students, parents, educators, and businesses can identify the features of EEDA and how it is being implemented at the local level. Personal Pathways to Success also gives students the guidance and experience needed to take advantage of real opportunities in the South Carolina economy through study that focuses on high academic standards, enhanced opportunities to explore career options, and building real life working skills. The Pathways to Success initiative is to be implemented in all South Carolina High Schools by 2010 through the High Schools That Work Model (HSTW) or something comparable. HSTW is a school improvement initiative which focuses on creating an environment that encourages increased student effort to master rigorous academic and career/technical studies. HSTW is the nation’s first far reaching effort to engage state, district and school leaders in partnerships with parents and the community to improve student achievement in high school and middle grades. HSTW was launched in 1987 in collaboration between the Southern Regional Education Board and several state partners. HSTW is the largest and oldest of the Southern Regional Education Board’s school improvement initiatives for high school and middle school leaders and teachers.

This system institutionalizes best practices proven to work in schools across South Carolina. The Personal Pathways system maintains the state's established high school graduation requirements but requires that all students declare a career major in one of several different clusters of study.

The career clusters are courses of study organized around different, related sets of occupations. The clusters of study are based upon the national career clusters which include: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio-Video Technology, and Communications; Business, Management, and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, and Security; Manufacturing; Government and Public Administration; Marketing, Sales, and Service; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics. Once a student chooses a cluster, high school general elective courses are replaced with ones geared toward that chosen cluster. The expectation is that through careful selection of courses, the student will be prepared for initial employment after high school in the chosen cluster or have a seamless transition to postsecondary education.

Within the EEDA legislation, higher education institutions face mandates to collaborate with secondary education institutions. These collaborations require higher education institutions to provide seamless pathways for adequately prepared students to move from high school to postsecondary education through articulation agreements with local school districts. EEDA's significance in relation to Spartanburg Community College is that the legislation refocused the college's articulation efforts towards general

education courses. Previous articulation agreements focused primarily on vocational courses at the high schools and the three vocational centers in Spartanburg County. Collaborations are accomplished through dual credit enrollment. Dual credit enrollment is a concept in which high school students take courses for high school and college credit. The college collaborated with local high schools to offer credit for transitional studies courses through institutes that target students whose scores on the Compass Exam placed students in transitional math courses. A student that showed significant weaknesses takes a semester long transitional math course that strengthened that student's weaknesses. If the student received a C in the course, that student would then be able to take the first curriculum math course, Mat 101 Beginning Algebra. A student that was a few points away from the cutoff score would take the second course through a weekend or two sessions. The rationale is that the student has fewer weaknesses that can be addressed through fewer class meetings. A grade of C would qualify the student to take the Beginning Algebra course at the college. The college's initiative for general education course articulation is called the Best Start Program (BSP). Students making the required score on the Compass would qualify to take college courses either at one of the college's campuses or at their home institution. The sixteen technical/community colleges are mandated to develop articulation agreements with their local school districts, as well as with other public four year institutions around the state. One way in which collaborations have manifested is through the development of Individual Graduation Plans (IGPs). Individual Graduation Plans lay out a student's personal education and career strategy. IGPs specify students' choices of cluster major, postsecondary goals, high school

coursework, out-of-class learning experiences, and more. IGPs are to be finalized by the end of the student's eighth grade year. The technical/community colleges have helped develop IGPs with the high schools. In addition, colleges have identified which clusters would best suit the needs of their service area.

Statement of the Problem

The enactment of EEDA brought specific challenges to Spartanburg Community College. Until this point, the college focused its articulation efforts with four year institutions and other technical colleges within the state system. Developing articulation agreements with secondary institutions within its service area is a new endeavor for the college. Much of the articulation high schools developed were done with local technology and vocational centers. Achieving effective articulation between community colleges and secondary institutions can be a difficult task. An investigation should be commenced to determine the impediments to successful articulation between a community college and secondary institutions.

In addition to EEDA, Spartanburg Community College had another reason to actively pursue articulation agreements with local high schools. Community colleges have been subject to a significant shift in its funding sources. From its inception, the community college received the majority of its funding from local entities. By 2000, only 20% of community college support came from local sources (Askin, 2007). At that time, state support constituted over 50% of the operating funds of community colleges. The rest of the funding came from student tuition and fees. Over the past decade, economic downturns and political maneuvering led to a decrease in state appropriations to

community colleges. Currently, state appropriations account for approximately 20% of Spartanburg Community College's revenue. Student tuition and fees account for approximately 60% of Spartanburg Community College revenue.

This shift in the funding structure of Spartanburg Community College placed increasing importance on enrollment. A severe recession in 2008 greatly increased enrollment for the college. However, the region's economy is cyclical and cannot be depended upon for sustained enrollment growth. EEDA forced Spartanburg Community College to collaborate with its local high schools and attract high school students to the college. Articulation agreements between community colleges and high schools are a relatively new phenomenon in the research literature. In particular, much is not known about how the articulation process changes the community college internally. To accomplish this task, a case study methodology was selected to examine how the articulation process Spartanburg Community College experienced as a result of EEDA affected the college. The case study method seeks intense descriptions and analyses of a single unit or bounded system (Merriam, 1998). The historical case study was chosen as the proper methodology for the study as I am searching for an understanding of the meaning in developing articulation at Spartanburg Community College.

Purpose of the Study

The purpose of this study is to gain insight and understanding in the development of the articulation process at Spartanburg Community College. In addition, the study seeks to increase the knowledge base as it relates to the development of articulation between community colleges and high schools. Understanding how articulation developed at

Spartanburg Community College helps on a scholarly level by enhancing the research literature with regards to articulation. As well, it will have a practical application for practitioners dealing with uncertain fiscal and political environments by giving options for expanding curriculum and expanding access to education. Third, the history of Spartanburg County from the end of the American Civil War up to the present is used as a guide in understanding the evolution of Spartanburg Community College.

The research tradition chosen to conduct this study is the descriptive approach. A descriptive case study in education is one that presents a detailed account of a phenomenon under study (Merriam, 1998). The study will be undertaken using Neo-institutionalism and Resource Dependency Theory as a theoretical lens.

Research Question

Research questions are used as a means to guide the investigation and choose the appropriate research method. The form of the research question will give one the idea of what type of qualitative methodology is being used to conduct the study. Questions that begin in the form “why” or “how” suggest a case study methodology will be conducted. As a researcher, it is important that the research question relate to the methodology chosen to conduct a research study.

The research literature lacks depth in the articulation process between community colleges and other educational institutions (secondary and post-secondary). This study will examine the articulation process prior to and after the implementation of EEDA. The study is undertaken using Neo-institutionalism and Resource Dependency Theory as a guide. Several in-depth structured interviews will be conducted with administrators at

various levels in Spartanburg Community College's organizational structure. The expectation is to discover the dynamics that led to articulation agreements between Spartanburg Community College and its partnering institutions. The essence of the experience is explored to describe the changes that Spartanburg Community College experienced during the articulation process. The articulation process is placed in a historical context analogous to the development of Spartanburg County from the end of the Civil War until present day. Using this rationale as a background for a historical case study, the following research questions will be answered:

Central Question

How have Memorandums of Agreement, Memorandums of Understanding, and articulation agreements affected Spartanburg Community College's development over time?

Secondary Questions

1. What are the dominant operating cores within each Memorandum of Agreement, Memorandum of Understanding, and articulation agreement?
2. What is the relationship of the Memorandum of Agreement, Memorandum of Understanding, and articulation agreements' dominant operating cores to the community?
3. How does a change in funding structure affect Spartanburg Community College's motivation in pursuing Memorandums of Agreement, Memorandums of Understanding, and articulation agreements?

Limitations

Spartanburg Community College is one of the sixteen technical colleges in South Carolina's Technical College System. The research study potentially can be generalized to all colleges in the system. However, this study only samples one college in the system. Further, each college is unique in its service area and culture. The experience in implementing EEDA and developing articulation would be unique to each institution. Therefore, making generalizations about developing articulation system wide would not be possible. Another limitation to the study is that the President during the initial implementation of EEDA has stepped down. There was one informal interview with President Daniel Terhune before he stepped down.

Delimitations

A delimitation of the study is that only one of the colleges is examined. Each college has its own set of constituents and dynamics. Each institution has its own organizational culture and behavior. It would be difficult to make specific generalizations about the technical colleges due to the diverse dynamics of each college and the region each college serves. Also, a study on all sixteen colleges in the system would be very time consuming and requiring an enormous amount of field work.

Chapter Summary

In this chapter, the researcher provided the purpose and significance of this study. The researcher gave a brief description of the three theoretical frameworks used in framing the study. In addition, the researcher reveals the method used in the study and some of the limitations and delimitations that affect the study.

Within Chapter 1, the researcher provides a detailed explanation of the EEDA legislation that pushes current articulation efforts at Spartanburg Community College. A discussion of the High Schools That Work Model (HSTW) which provides the bases for the EEDA is provided to show the structural change in South Carolina's high school curriculum. The researcher concludes the discussion with an explanation of the nationally accepted sixteen career clusters which provides the basis of the HSTW Model.

The following chapters provide the methods, historical background and literature review, results, findings, and future implications for research. Chapter 2 discusses the historical development of Spartanburg County as well as the literature review. Chapter 3 describes the methodology of the study. Chapter 4 discusses the results of the study. Chapter 5 illustrates the findings and possible future implications for research.

CHAPTER TWO

HISTORICAL DEVELOPMENT AND REVIEW OF THE LITERATURE

History of Spartanburg County

The Reformed Agrarian/Industrialist Era (1865-1920)

The end of the American Civil War (1861-1865) saw mass destruction of the Southern States. Much of the southern economy had been destroyed by the invading Northern Army. General William Tecumseh Sherman reported that during his march to the sea, his army had done an estimated amount of damage totaling \$100,000,000 to the state of Georgia and its military resources (Ezell, 1963). To put into better perspective the ruin of the South, in 1860, of the first ten states ranked nationally according to per capita wealth, six had been Southern: Louisiana (2), South Carolina (3), Mississippi (5), Georgia (7), Texas (9), and Kentucky (10) (Ezell, 63). By 1880, none of these states were in the top thirty. This portion of the paper will examine the economic, social, and political changes with occurred in Spartanburg County during this era.

Prior to the Civil War, the South Carolina Upcountry was predominantly an agricultural economy. For discussion sake, the South Carolina Upcountry is divided into two regions: Lower Piedmont and Upper Piedmont. The lower Piedmont consisted of Abbeville, Chester, Edgefield, Fairfield, Laurens, Newberry, and Union counties. The upper Piedmont consisted of Anderson, Greenville, Lancaster, Pickens, Spartanburg, and York counties. The main crop in the economy was cotton. However, there were some seeds of change sown in the Upcountry economy. By 1860, there were a few cotton mills

in the South Carolina Upcountry, but there were 350 miles of railroad track that connected nearly every county in the Upcountry to Columbia and Charleston (Wallace, 1984). There were three banks that were backed by capital stock worth under \$1,000,000 in the railroad towns of the lower Piedmont.

Economic

The South Carolina Upcountry was an isolated region prior to the Civil War. Cotton became the main product produced due to an expanding capitalist world economy linked primarily through distant factors and commission merchants who handled the financing and marketing of cotton. There were distinct differences between the lower and upper Piedmont. The Lower Piedmont had a majority black population and was economically dominated by plantations and large farms. Many lower Piedmont farms were highly specialized in cotton production. By 1850, each county in the lower Piedmont produced at least 14,000 bales per year. The Upper Piedmont was markedly dissimilar. The upper Piedmont boasted a majority white population and dominated by small to medium sized farms. These farms were not as specialized in cotton production as their counterparts in the lower Piedmont. No county in the upper Piedmont produced as much as 10,000 bales of cotton per year in 1850. At this time, there were no railroads to ship cotton. Farmers and planters had to ship cotton by boat or wagon to reach markets in Columbia or Charleston, where the crop was placed in the hands of factors and commission merchants well versed with the intricacies of the transatlantic cotton trade (Ford, 1984).

As railroad lines were being completed during the 1850s, Upcountry trading centers were being connected to the coast. As a result, prosperity grew in those railroad towns.

A second development was the creation of new towns along the railroad paths. The railroads triggered an increase in the number of mercantile firms in these towns and changed the way commercial activity would be conducted. Local merchants began to buy and sell cotton on their own accounts, and banks were organized to help finance the neighborhood cotton trade. By actively participating in the cotton trade, the railroads gave birth to a small but growing group of Upcountry cotton buyers and supply merchants interested in the growth of commercial activity in their respective areas (Edgar, 1998).

The Civil War brought an interruption to the growing commercial activities and changed the social order that existed prior to the war. With the emancipation of black slaves, there was much speculation as to what role the new emerging bourgeoisie would play in post slave society. New avenues of opportunity opened up for Upcountry merchants who were able to survive the interruption of business as a result of the war, emancipation, and the federal government's role in Reconstruction.

During the beginning of Reconstruction, the Freedmen's Bureau determined that the law of supply and demand would regulate labor (Wallace, 1984). This transformed the South Carolina Upcountry into various laboratory experiments with free labor. Planters wanted to reinstate the practice of large scale commercial agriculture using the newly freedmen as wage laborers to work in gangs on plantations under close supervision. However, the freedmen wanted to expand upon their new found freedom by acquiring as much independence from white landowners and as much control over their own work routine as possible (Ford, 303). Freedmen preferred to rent land as a family farm instead

of gang work on plantations. The Freedmen's Bureau attempted to urge the freedmen to return to plantations as laborers while at the same time pressured planters to offer competitive wages. The experiment ended in disaster because of a combination of bad weather, the reluctance of freedmen to return to gang labor, and whites' inexperience with free labor.

Blacks, encouraged by the prospects of gaining political power under provisions from Congressional Reconstruction, demanded more concessions from white landowners. White landowners were at a disadvantage due to financial liabilities after successive years of ineffective crop harvests. The result became that fewer freedmen worked on gangs in plantations. Instead they worked individual plots of land as sharecroppers or tenants. South Carolina law made a clear distinction between a sharecropper and a tenant. The sharecropper was considered a laborer even though they had been assigned a parcel of land. In contrast, the tenant rented the land that was being farmed and either paid a fixed amount or a share of the crop to the landlord. The tenant was considered the owner of the crop which allowed them to make whatever arrangements necessary for supplies. Many freedmen were sharecroppers because many landowners refused to rent land to them.

The failure of the wage system led to the gradual disintegration of the old plantation system. Landowners could not afford to pay wages to the freedmen who caused them to divide the large plantations and farms for use by sharecroppers and tenants. The complex dynamics between agricultural labor and capital in the Upcountry remained unsettled for several decades. There were distinct differences in how the agricultural system had been reconstructed in the lower Piedmont as compared to the upper Piedmont. In the lower

Piedmont, planters usually worked the core of their old plantations with laborers paid by the day or by the month. The rest of the land was divided into plots that were worked by black sharecroppers or black tenants. By 1900 over 75 percent of the nearly 24,000 tenants in the lower Piedmont were black, and slightly more than one half of all black tenants paid a fixed rent (Ford, 305). In the upper Piedmont, where plantations were less numerous, the majority of the land was worked by white small farmers and tenants of both races (Ford, 305). In 1900 over half of all upper Piedmont tenants were white, and over 75 percent of them paid a share of the crop as rent. Nearly 60 percent of all white landowners and almost 70 percent of all white tenants in the Upcountry lived in the upper Piedmont while over 60 percent of all black tenants were in the lower Piedmont (Ford, 305). The result is that the planters of the New South played more of an important role in the reconstructed agriculture in the lower Piedmont than they did in the upper Piedmont. There white yeomen and tenants farmed the land. Not many of the large landowners found this system advantageous to them.

Despite the dissatisfaction with the new system, cotton production returned to levels that exceeded pre-Civil War highs. The lower Piedmont produced 30 percent more cotton in 1880 than 1860, while the upper Piedmont increased by much more. In 1880, the upper Piedmont produced over 108,000 bales of cotton as compared to a little less than 36,000 bales in 1860. That is an increase of approximately 200 percent (Ford, 306). This increased specialization in cotton is underscored by the amount of acreage devoted to cotton. Between 1880 and 1900 the number of acres planted in cotton in the

Upcountry increased by 30.3 percent while the number of acres corn planted increased by only 14.3 percent (Ford, 306).

There was a negative aspect to the increased specialization in cotton production. The region gradually decreased the production of subsistence crops which concerned agricultural reformists. This was especially evident in the upper Piedmont. The main culprit for the increase in cotton production was the discovery of a fertilizer named guano. Guano was a cheap fertilizer which made it possible to grow cotton effectively in areas where it had been difficult to grow previously. Also, the growth of railroads made transportation costs less expensive. Food could be brought in cheaper as well as fertilizer. Another consequence was that feed grain could be shipped in cheaper which allowed farmers to switch land and labor away from subsistence crops to cotton. There hope was that they could make enough money to pay off old debts and higher taxes that were levied by Reconstruction governments. These occurrences along with the depletion of livestock herds because of consumption and war time destruction pushed the region away from self-sufficiency. However, the biggest culprit many agricultural reformers saw as to why the region overproduced cotton was the mechanism used to finance agricultural production: the crop lien.

Political

Immediately after the Civil War, the financial system of the South Carolina Upcountry was in shambles. In 1866, the South Carolina legislature approved the use of crop liens as a manner of providing credit (Edgar, 1998). The first version of the law allowed any person who made advances for agricultural supplies, whether merchant or planter, a prior

lien on the crop to the extent of the advances, as long as the lien was recorded properly. The Freedman's Bureau encouraged the practice, only as long as the laborer's lien for wages took priority to any lien for supplies. In 1868, the state's first Republican legislature gave legal authority to the de facto superiority of the laborer's lien (Edgar, 1998). Here the legislature provided the difference between the sharecropper and the tenant. The sharecropper was defined as wage earner who had no right to encumber the crop with a lien since they had no control or own the crop. As a result, the sharecropper was dependent upon the landowners for any advances for supplies. Tenants were considered owners of the crop since they were renters of the land, and therefore had the right to give liens for supplies. Between 1866 and 1874 if crop liens had been properly recorded, they were superior to any rent contract between the landlord and the tenant (Wallace, 1984). The legislation allowed merchants to deal directly with the rapidly increasing tenant population, both bypassing the landlord and usurping his claim for rent. The end result was that the small number of Upcountry merchants made substantial profits during the early 1870s.

Financially strapped landowners became infuriated with the success of small minority of merchants. Landowners pressured the legislature to change the current lien. In 1874, the Republican legislature altered the lien law making the landlord's lien for rent superior to any lien for advances as long as the lien for rent covered one third of the crop and recorded in writing (Edgar, 1998). Landowners were dissatisfied with the altered version of the lien law (Wallace, 1984). The landowners were able to rent more land to black tenants if they were certain the rent could be retrieved. However, the merchants

still retained leverage because the landlord could take no more than one third of the crop as rent and still have that claim backed by law. Also, tenants could still take out a second lien on the rest of the crop to receive advances.

The Democrats returned to power in 1877, and with their return, protests and anger mounted against the current lien law. Landowners complained that merchants were able to deal directly with their tenants usurping their ability to exercise control over the labor force. Their view was that the lack of labor control forced them to overproduce cotton which led to depressed prices. At the same time supply were increasing rapidly. At that time, credit prices for any good ran from 20 to 50 percent higher than the cash price. Landowners and tenants had few alternatives to the current financial system. Few landowners had the cash to finance their operations so they had to comply with the lien system.

The legislature, feeling intense pressure from small farmers and planters, passed a bill ending the lien system on January 1, 1878 (Edgar, 1998).- However, after only two months, the legislature was forced to pass a new lien law to prevent a crippling credit paralysis to the state economy. The new legislation was a little more favorable to the landlord, allowing a lien for rent for as much as one third of the crop to be valid without being officially recorded and allowed liens for rent, if properly recorded, to cover more than one third of the crop. Even with this change, the number of liens given to procure supplies and the average dollar amount of each lien increased yearly between 1879 and 1882. Landowners continued to complain the lien law put control in the hands of blacks and merchants. Others admitted that the lien law was a “necessary evil” because “the

poor man needs credit” (Ford, 310). Some leaders of the Democratic Party feared that white tenants may leave their party if they were deprived of the right to obtain credit directly from merchants.

In 1885, the lien law was modified to affect some sort of compromise between planters and merchants. The new lien law made the landlord’s lien for rent superior to all other liens for any amount and did not require it to be recorded. Liens for agricultural supplies had to be recorded and ruled inferior to the landlord’s lien for rent. While this law seemed to put the landowners finally in control of labor, in a short period of time things had reverted back to past form with merchants dealing directly with tenants.

The lien system allowed Upcountry supply merchants to flourish with the scarcity of liquid capital in the region. However, the benefits were restricted to supply merchants in the railroad towns. The number of stores in the Upcountry increased from 780 in 1850 to 1,693 in 1880 (Ford, 310). Even with the increase in the number of stores, the total number of trading points in the Upcountry, the actual number of sites where mercantile business was being done, only increased by 38.5 percent between 1854 and 1880, inferring that most of the growth occurred in established towns. In the Lowcountry, by contrast, the number of trading points grew from 147 in 1854 to 364 in 1880, an increase of 147.6 percent, and during the same period the number of stores increased by 140.3 percent (Ford, 310). However only 45.8 percent of the increase came in towns with twenty or more stores, indicating that scattered country stores played a significant role in furnishing agricultural supplies in the Lowcountry, where remnants of the planter elite were successful in maintaining control of credit and assumed a number of mercantile

responsibilities (Edgar, 1998). In contrast, the main source of credit in the Upcountry was the town supply merchant or cotton buyer. The main reason Upcountry merchants were successful was their location near the railroad fostered connections with outside markets and financial centers.

Three major north south rail lines encompassed the Upcountry by 1890. Two of them became main thoroughfares of the Southern Railway system, while the other became a major line of the Seaboard Air Line (Edgar, 1998). Merchants along these rail lines developed close relationships with northern wholesalers and commission houses as well as with prominent Atlanta businessmen. With these connections, merchants were able to get better information about market conditions and have strong financial backing outside of the region. As a result, Upcountry merchants delved into buying and selling enormous quantities of cotton. Along the Charlotte and Atlanta Air-Line Airway, the town of Greenville, where no cotton had been sold in 1860, handled 40,000 in 1860, handled over 30,000 bales in 1880; and Spartanburg, where no more than 2,000 bales had been sold in 1860, handled over 30,000 bales in 1880 (Ford, 311).

The merchants and towns transformed themselves as their economic stature grew. With the growing commercial activity in their towns, merchants, bankers, professionals, and other townspeople began developing a common sense of purpose to elevate the stature of their respective towns. Town building became an integral part of a merchant's position. Merchants championed continued railroad construction, building cotton mills, improved town school systems, and experimentation with electrical power (Edgar, 1984). This was seen as the next step in the evolution of the New South. The goal was to

diversify the economic structure of the South Carolina Upcountry. The next step in that process was the development of manufacturing.

Between 1880 and 1910, there were over 100 textile firms employing over 40,000 people in South Carolina, with over 80 percent of the total spindle age in the South Carolina Upcountry (Edgar, 1998). Of the directors of the textile mills, over 80 percent of them were town merchants, bankers, professionals, manufacturers, and other white collar townsmen (Ford, 309). Most of the textile development occurred in the towns of the upper Piedmont. Nearly three fourths of all spindles operating in the Upcountry were located in the upper Piedmont, concentrated in the large cotton marketing towns of Spartanburg, Greenville, Anderson, Rock Hill, and to a lesser extent Gaffney (Wallace, 1984). There, merchants had a huge clientele of white yeomen and tenants with little interference from planters. With a healthy supply of clientele, upper Piedmont merchants were able to acquire enough capital to invest in local cotton mills that promised an excellent rate of return. As a result, the pace of commerce increased in the towns where the mills were built. As a contrast, the lower Piedmont was still controlled by planters who played an important role in agricultural reconstruction. Industrial development occurred at a slower pace.

The lofty ambitions of the townsmen did not correlate with the dislike that came from the countryside. Area farmers resented the growing economic power of town merchants. The result was series of small revolts against town merchants. One occurred after a severe summer drought that destroyed Upcountry cotton crops in 1881. Farmers in Anderson County passed a series of resolutions asking merchants to adjust the guano

debts down and share in the loss of the crop. The Savannah Resolutions as they were called were met with condemnation by merchants and Democrats from around the state. In retaliation, Anderson farmers refused to pay a special railroad tax due at the end of 1881.

Another illustration of the contrast in town and countryside interests was exhibited in Greenville. Greenville had become a major commercial center because of the railroad system. However, there was heated disagreement as to whether further railroad development should be financed through special tax levies. In 1882, the county narrowly approved a special tax to raise \$50,000 for a subscription to the Greenville and Laurens Railroad (Ford, 311). Voters in the town of Greenville voted more than twelve to one in favor of the tax, while the rural townships voted it down by a margin of three to one. The use of special taxes to further economic development was not new at this time. Back in 1872, the Republican legislature enacted a tax law which granted a ten year tax exemption to all capital goods and industrial property. By 1883 the criticism of the tax exemption was no louder than in Spartanburg County, where capital investment in manufacturing totaled over \$1,000,000. The debate centered on the position that the labor classes were providing the income (through taxation) to propel the money men to prominence. The opposite view agreed that rich men owned most of the stock in the Spartanburg cotton mills, the benefits were being returned to the community through employment, high demand for cotton, and rising property values. A consequence of the hostility was the rise of politicians championing the cause of rural farmers. In 1884, with the aid of Spartanburg farmers, Spartanburg County elected several state legislators

pledging to fight for repeal of the exemption law. A bill repealing the exemption law passed the house but was defeated in a senate controlled by lawyers, with all three black Republicans voting against repeal (Ford, 314). The following year, with the help of a grass roots campaign, the repeal of the exemption law passed both the House and Senate.

Upcountry farmers did not have an issue with diversifying economic development. Their issue was it should have been a shared enterprise. The continuing economic problems of small farmers in the Upcountry led to a populist movement spearheaded by the Farmers' and Laborers' Union of America (collectively known as the Farmers Alliance). Their purpose was to check increasing power of the merchant class while preserving the economic independence of the yeoman farmer. Yeoman farmers joined in the protest against the industrialists by supporting the Farmers' Alliance when its organizers became active in the South Carolina Upcountry during the late 1880s (Edgar, 1998). From the Farmers' Alliance perspective, they saw that northern financiers and southern lien merchants using monetary strangulation through low cotton prices and high rates of credit to stifle farmers. The union movement grew dramatically across the South Carolina Upcountry. Farmers' Alliance membership grew from a handful of organizers to over twenty thousand South Carolina farmers. Its membership grew to approximately thirty-eight thousand by 1890. In 1890, at one of its regional meetings in Ocala, Florida, the alliance called for the establishment of a national sub treasury system, government regulation of railroads and telegraphs, and a direct income tax.

Technically a nonpolitical organization, the Farmers' Alliance movement contained serious political overtones. Their agenda was to affect change through the use of the

ballot box. The alliance urged members to elect only those candidates whose platform supported the Farmers' Alliance agenda. As a result, by 1892, the Farmers' Alliance, or Reform Democrats became the most powerful political faction in the state (Edgar, 1998). An unintended consequence of their rise to political prominence was that planters and other wealthy landowners were forced into an uneasy alliance with industrials. The reasoning was the concern about maintaining Democratic unity and fear of an economy controlled by the government advocated by the Farmers' Alliance. Those Conservative Democrats dismissed the Farmers' Alliance as a bunch of hotheads who wanted to take control of the state away from the enlightened men that head the Conservative regime. An approach tried by Conservatives to stem the tide of agrarian revolt was to appeal to the Old South past. The problem was that the Farmers' Alliance had members who also served the Confederacy. Farmers' Alliance political success was not contained to the state level. They elected their own members to Congress from each of the South Carolina Upcountry three congressional districts. In each case, the Farmers' Alliance candidates held strong majorities in rural polling places while the Conservatives held strong in the towns.

The main political issue between the Farmers' Alliance and the Conservatives in the 1890s revolved around the claim that each group was a follower of old Jeffersonian ideals. The Farmers' Alliance led the yeoman dissatisfaction against entrenched economic power and privilege (Edgar, 1998). Conservatives countered that the Ocala demands ran contrary to Jeffersonian democracy which asserts minimal government involvement. Conservatives also challenged the civility of Farmers' Alliance members.

The Farmers' Alliance also tapped into some of residual bitterness from the South's decisive defeat at the hands of the North during the Civil War. Their stance was that a new class of Southern aristocrats was aiding Northern financiers to shackle those that helped fight their battles (Edgar, 1998). The hostility to the home elite was something new to South Carolina, which normally targeted its political belligerence against perceived enemies from outside the state and region.

The end of the Civil War brought the end of slavery as a labor system. This changed the economic, political, and social structure of the South Carolina Upcountry. The emancipation of blacks, the shift to free labor, important improvements in the internal transportation network, and the continued expansion of staple agriculture triggered a dramatic economic transformation that eventually created a thoroughly capitalistic, social structure out of the ruins of a vanquished slave society (Ford, 297). By the early 1890s, it was clear of the impact and lasting effects of the postwar economic transformation on Upcountry society. The economic transformation changed the roles of planters, merchants, and yeomen. Planters lost power through their difficulties in dealing with free labor and an economic system controlled by a powerful merchant class that turned Upcountry towns into bustling centers of commercial activity. As economic development continued to progress, the new merchant class endeavored into town building, a way of collectively getting all inhabitants to gather a sense of community for the betterment of the town. The agrarian protests of the 1890s highlighted white yeomen sentiment that they did not share the same vision merchants had of what the future should hold. Their position was that improvements and industrialization should be shared responsibility.

Eventually, this led to a sort of class warfare between the poor farmers and the affluent industrialists. The South Carolina Upcountry continued to evolve into a manufacturing long into the twentieth century.

The Industrial Era (1920-1965)

Economic

During the 1920s, Spartanburg County led the state in cotton production. Production reached its peak in 1929 when 78,962 bales were grown and ginned in Spartanburg. However, during this same period, cotton prices dropped dramatically. During World War I cotton prices remained steady at around forty-nine to fifty cents per pound. However, during the 1920s, prices plummeted to five cents per pound.

Compounding farmers' problems was the arrival of a devastating pest. Around 1922, Spartanburg saw the first appearance of the boll weevil. The boll weevil measured only a quarter inch long but multiplied a million times over. It was the most destructive pest ever known to United States cotton farmers (Foster and Montgomery, 408). The boll weevil is believed to be native to Central America and Mexico. The first sighting of the boll weevil is believed to have been around 1922 in the Brownsville, Texas area. By 1917, it made its way to South Carolina's cotton growing area. Its damage was spectacular. In only five years, the boll weevil managed to cut the state's cotton production in half.

The boll weevil spent the majority of the winter in hibernation. It would emerge in the spring for the females to deposit their eggs in cavities eaten into the buds and fruit of the cotton plant (Foster and Montgomery, 408). As they hatched, the grub continued eating

on the bud until an adult weevil is developed. The cotton square and bolls are then devoured. The evidence of boll weevil infestation is made obvious when great masses of buds and squares shed and litter the ground. By that time, it is too late as the damage is already done.

With the combination of depressed prices and infestation of the boll weevil, many farmers realized there was now a lack of profitability in cotton production. Some Spartanburg farmers experimented with a new crop as a means for economic success. A few forward thinking farmers began growing peaches. After a few successful commercial orchards were launched in the county, in 1924, a cooperative effort, four carloads of peaches were shipped from Spartanburg to out of state markets. By 1929, the Spartanburg peach industry grew to such proportions that total peaches valued at more than \$250,000 had been shipped from local orchards heading to markets in the North and Midwest. This was only the beginning of the growing peach industry.

During this period, the textile industry was central to economic development in Spartanburg County. Textile mills in Spartanburg County date to 1816 and in the city's vicinity from the early 1830s (Leonard, 10). New England's textile industry suffered from competition, overproduction, and labor problems during the 1920s (The Hub City Writers Project, 2002). As a result northern owners sought out new investments in the South. In 1923, Spartanburg received news of its largest economic development opportunity in its history. Pacific Mills of Lawrence, Massachusetts announced plans to build a massive plant at Groce (modern day Lyman) on a seven hundred to seven hundred fifty acre site in western Spartanburg County (Waldrep III, 2000). The complex was to

be a bleachery and finishing plant but later expanded to include a complete cotton mill. At announcement, the cost of the project expected to be from \$7 to \$8.5 million (The Hub City Writers Project, 2002). This represented the largest investment ever in a Spartanburg County industrial plant at that time.

Pacific Mills expected to employ between two thousand to two thousand five hundred employees. It would be a record for an employer at that time in Spartanburg County. The site's location was bisected by the Middle Tyger River, which would provide sufficient water for the finishing operations. Its location provided ample transportation access as tracks of the Piedmont and Railway ran through the center of the site and was bordered on the north by main lines of the Southern Railway.

The significance of the Pacific Mills plant to Spartanburg's economy is comparable to the impact that the BMW automobile assembly plant constructed some seventy years later. The company brought with it its own modern city. Pacific Mills built a modern village consisting of 375 apartments that housed 3000 residents. Based on the concepts of mill village designer Earle S. Draper, the new style villages incorporated gently curving roads and low density housing (The Hub City Writers Project, 106). In addition, a twelve room school and a community building was built on site. Later on churches and a National Guard armory were built in the village. Using a city planner showed textile manufacturers were sensitive about their public image (The Hub City Writers Project, 2002). The village became known later as the town of Lyman. A strike in its main printing facility in Massachusetts forced Pacific Mills to move its remaining printing operations to its plant in Lyman.

During the 1920s, Spartanburg enjoyed some unique economic advantages over the rest of the state. In 1925, the Interstate Commerce Commission allowed Spartanburg to have the same preferential freight rates as Atlanta and Norfolk. This validated Spartanburg's importance as an important trading center. One result of that change was a significant investment made by the Taylor Colquitt Company. This was a timber treatment plant located in Spartanburg County. The Taylor Colquitt Company was a major freight user which positioned Spartanburg to be a ready market for logging operations throughout the Upstate and western North Carolina. Towards the end of the decade, Spartanburg continued to show signs of economic growth. The Draper textile machinery company decided to build a new supply depot in Spartanburg. At the same time, plans were announced to build a federal courthouse and post office in Spartanburg. Also in 1928, construction began on a new textile plant in west Spartanburg.

The economic fortunes of Spartanburg changed after the stock market crash on Tuesday, October 29, 1929. The full effects were not felt until the next decade as this was the beginning stages of the Great Depression. It did not take long before the effects were felt in the South Carolina Upstate. The first major casualties were small banks that were forced to close. The financial situation reached its pinnacle on the day before the inauguration of Franklin D. Roosevelt as president, as no banks were open in Spartanburg. The combination of the stock market crash and mass bank closings led thousands of businesses into bankruptcy. As a consequence, the unemployment rate doubled in 1930, again in 1931, and then again in 1932 (Ford, 307). The economic

conditions led to mass exodus, usually west, to find employment. Many landed in California.

Spartanburg may have been one of the hardest hit cities in the nation during the Great Depression (Leonard, 1984). The textile industry was the first major industry affected by the severe economic downturn. This was especially troubling since textiles were the backbone of the county's economy. As demand for textiles declined, companies first eliminated shifts which cost thousands their jobs. As further demand declines continued, companies cut back on hours of operation. Public employees were next to feel the sting of deteriorating economic activity. The city of Spartanburg slashed approximately one hundred thousand dollars from its budget. This led to elimination of the city engineer and parks superintendent's positions. Other employees received a cut in pay. The depression was felt throughout all classes of society in Spartanburg.

When President Franklin Roosevelt took office, it is estimated that almost one fourth of the American workforce was out of work. To add to this despair, the United Textile Workers of America (AFL) called for a nationwide general strike of all textile workers on Labor Day 1934 (Waldrep III, 2000). Union activity was not new to Spartanburg or the South. Many of the protests called for fewer workings hours and either no wage decrease or an increase in wages. Some protest turned violent typically with National Guardsmen being called out. During the 1930s, there were union strikes at several mills including Piedmont and Poe in Greenville County and Saxon and Arcadia in Spartanburg (Foster and Montgomery, 448). There would be a piece of legislation that would revive the union movement. The National Industrial Recovery Act (NIRA) of 1933 set up codes for

each major industry (Waldrep III, 2000). Under these codes, maximum hours of work (usually downward) and minimum rates of pay (generally upward) were established (Foster and Montgomery, 448). The United Textile Workers of America saw this as an opportunity to attack the exploitation of textile workers and threatened to call a nationwide strike if NIRA wage and hour recommendations were not met (Hub City Writers, 2002). At their national convention, members of the UTWA voted for a general strike of the entire textile industry commencing on Labor Day. The strike had mixed results. Local members at eight Greenville mills rejected the strike because those mills could not afford to pay higher wages. On September 6th, the Darkest Day in the history of the South Carolina textile industry occurred when a total of eight strikers were killed in two separate incidents across the Upstate. The strike ended September 22nd as a result of national mediation. Soon after the national strike, the federal Fair Labor Standards Act was enacted to govern wages and labor hours.

The federal government enacted several pieces of legislation in an attempt to ignite the economy. The Civilian Conservation Corps (CCC) was created in 1933 as a means to get young men to work. The CCC was run military style and assigned to build trails, bridges, lodges, cabins, and recreational facilities. The camps in the Spartanburg area typically worked with soil conservation projects. The young men were paid \$21 per month with \$18 of that amount sent home to their families.

A second New Deal program of importance to Spartanburg was the Soil Conservation Service (SOS) of the Department of Agriculture. Congress authorized the creation of this department in 1935. A regional office for the SCS opened in Spartanburg to serve as a

center for soil and water conservation activities in nine- Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. Through the SCS, demonstration districts were set up to show approved soil erosion and conservation practices. Unemployed adult male textile workers signed up to work with the SCS (Hub City Writers Project, 2002). Farmers received technical advice and hands on help with terracing, crop rotation, strip cropping, contour planting, gully control, and farm ponds (Foster and Montgomery, 454). The South Tyger Project, a demonstration show case in Spartanburg, was visited annually by farmers and conservation specialists from other states and foreign countries (Foster and Montgomery, 454). A total of 1.8 million acres of land in the region were under cooperative agreements between the SCS and farmers. By year ten, SCS reported that more than seventy thousand farmers with more than 141 million acres land were adopting approved conservation practices in 164 member operated districts in the nine state regions.

Another New Deal Program that benefited Spartanburg County economically was the Works Progress Administration (WPA). The WPA was created in 1935 by Congress as part of the Emergency Relief Appropriations Act which authorized the president to spend almost \$5 billion dollars on public employment projects. The WPA, in 1937, completed projects in Spartanburg County such as the first Mountain View home, National Guard armories in Spartanburg and Lyman, the American Legion home in Duncan Park, and a school (Hub City Writers Project, 2002).

One of the most long-lasting pieces of legislation of the New Deal Era was the Social Security Act of 1935. The Social Security Act created a system of payroll deductions to

finance old age insurance and federal cooperation with states in unemployment insurance and financial aid for the needy, blind, and dependent children (Foster and Montgomery, 456). Later amendments to the program expanded the range of benefits offered by the Social Security program and broadened the number of occupational groups covered. In 1940 the number of insured workers was estimated at about twenty four million; by the 1950s that number had increased to an estimated seventy five million (Foster and Montgomery, 456). On March 17, 1937, a district Social Security office serving Cherokee, Spartanburg, and union counties opened in Spartanburg. By the end of that year, a total of 204 claims were filed in that office, 54 of which were filed in December alone.

Spartanburg was the first city in South Carolina to have a commercial airport. The Memorial Airport celebrated its ten year anniversary of airmail service on May 1, 1938 (Ford, 305). Initially, Spartanburg was one of seven cities in eight states along a 729 mile route receiving airmail service. In the first month, the service carried 8,623 pounds of mail, totaling \$26,285 in revenue. By May 1938, the service route expanded to 3,443 miles connecting thirty two cities in sixteen states. Eastern Airlines took over the duty of delivering service along the route. Its fleet consisted of twenty one planes carrying between ten to fifteen thousand passengers monthly, more than 250,000 pounds of mail monthly, and revenue totaling more than five hundred thousand dollars monthly.

During this period, the peach industry continued its rapid growth. In 1937, peach shipments from Spartanburg area orchards totaled 937 carloads (Ford, 320). Agricultural analysts predicted much more future growth. The 1937 crop was harvested from 488,000

bearing trees, with an estimated one million additional trees expected to reach maturity by 1942 (Ford, 320).

By the end of the decade, there were signs that economic conditions were improving in Spartanburg County. In April 1938, city voters overwhelmingly approved a three hundred thousand dollar bond issue for the construction of new schools and the renovation of old ones. The construction, supplemented with Public Works Administration (PWA) funds, built a new junior high school on the city's north side, a new Southside elementary school, and a new elementary school for black students on North Dean Street. The old Southside elementary on South Church Street was remodeled and used as a junior high school (Foster and Montgomery, 465). In the county, a new high school was built in the Cross Anchor community. It was financed with a combination of local funds and a thirty thousand dollar grant from the WPA. At this time, Spartanburg County had twenty-one accredited schools (Foster and Montgomery, 465).

The federal government continued its effort to jump start economic development in Spartanburg. The United States Housing Authority announced in May 1938 \$800,000 in federal funds was earmarked for Spartanburg. Its purpose was to encourage new housing developments in the city. The result was a new low rent black housing project, Tobe Hartwell Courts, and a white housing project, Hub City Courts.

The Public Works Administration released \$281,000 in September to aid Spartanburg with a \$625,000 expansion of its water supply facility. This project was significant because it doubled the capacity of the water works system and gainfully employed about

234 men for approximately one year. Federal funds also aided in the addition of a four story South Wing to Spartanburg General Hospital and a two story annex to its nurses' residence. The expansion added over sixty private rooms and modern surgical suite to the hospital. Construction was completed in 1942. A new North Wing was completed in 1950. It added sixty six new rooms, a new pediatrics floor, a new laboratory, and additional office space (Foster and Montgomery, 466).

The private sector saw some improvements as well during this period. The Draper Corporation of Hopedale, Massachusetts a textile machinery manufacturer, announced in 1938 plans to open a production plant in east Spartanburg. Draper presently operated a warehouse and distribution center within the city. The production facility planned to employ about two hundred workers. This was welcome news to Spartanburg's textile industry, which had become a boom or bust industry. Several struggling mills in the area were closed for several weeks in 1936 because of poor economic conditions. Another mill, Tucapau Mills, was sold to a new company led by Walter Montgomery. The mill and its village were completely renovated over the next two years. The mill reopened under the new name of Startex Mills. In 1942, Montgomery acquired Beaumont Manufacturing Company located within Spartanburg city limits. Plant equipment was modernized for the production of heavy cotton duck fabric needed by the military as preparation for possible war. Plant expansion led to employment expansion as well as residential expansion of Beaumont Mill Village to accommodate the additional workers. Beaumont and Startex are now operated as divisions of Spartan Mills, the company that

has been headed for four generations by a member of the Montgomery family (Foster and Montgomery, 466).

The outbreak of World War II brought new economic opportunities for Spartanburg. The War Department announced on November 8, 1940 plans to build a new training center for new recruits on a 20,000 acre site in Spartanburg County. Plans were to accommodate 16,500 men at the site scheduled to be completed by March 15, 1941. The training center would consist of 555 buildings. The new training center would come to be known as Camp Croft. Camp Croft was the single largest building project in the history of Spartanburg County. At its completion, total costs of construction ended up being \$10 million. The training center, when completed, comprised of more than 600 buildings. Construction at the site employed over 4,000 people initially. At its peak, employed reached over 13,000 people. The training center housed its first visitors on February 12, 1941. Camp Croft created a boom for Spartanburg area merchants. A number of Spartanburg textile companies began modernization projects in expectation of orders coming from the military. A consequence of the increased economic activity was traffic congestion. To remedy traffic problems, a new highway was built to bypass Camp Croft. In addition, a number of Spartanburg textile companies began modernization projects in expectation of orders from the military.

During World War II, the Deering, Milliken Company expanded its influence in the materials and textile industry. The United States Military sought out the company to aid in the war effort by building a new textile plant for the production of tire cord. The new plant was built in Clemson in a new building design unlike most buildings in the industry.

In 1945, the Deering Milliken Research Trust was established with its first center opening in Clemson. The Deering Milliken Company made significant investments within the textile industry. The company expanded during the twenties and thirties by increasing its holdings in several Southern textiles. In addition, its investments prevented several mill companies from going bankrupt during the Great Depression. After World War II, Deering Milliken opened several plants in Georgia and the Carolinas. On November 15, 1958, Milliken moved its Research Center from Clemson to Spartanburg. The new center was located on a 250 acre site in front of Interstate 85 between Interstate 585 and Highway 9 (Foster and Montgomery, 572). It is considered the largest private research organization in the textile industry. Three years later, corporate operations were moved to Spartanburg.

Milliken's decision to move its research and corporate operations to Spartanburg led to others following suit. At about the time Milliken made its move, two Swiss textile machinery manufacturers, the Rieter Company and Sulzer brother moved into the county. Later, the Cryovac division of the W.R. Grace Company moved its corporate office to Spartanburg, as did Hoechst Celanese.

From World War II to the end of the century, Spartanburg County's economy transitioned from an agricultural, textile base to one of high technology, computers, metal working, plastics, and the automotive industry. Many industries were attracted to Spartanburg County because of its location between the mountains and sea, unexcelled transportation facilities, reasonable taxes, and a work force quick to adapt to new methods. A main key that accelerated the change was completion of Interstate 85 in

1958. Interstate 85 gave companies easy access to major business centers Atlanta and Charlotte.

The county's shift away from its dependence on textiles as its main economic driver began as early as March 9, 1953 when Bond Baking Company opened a modern bakery (Foster and Montgomery, 577). The first major manufacturer to move its entire operation to Spartanburg was the Bommer Spring Hinge Company that a plant in Landrum in upper Spartanburg County in 1953. The company produced spring hinges and later on diversified its product line with the acquisition of a manufacturer of government approved mailboxes for apartment complexes. After Bommer, the Kohler Company became the next manufacturer to locate a plant in Spartanburg County. Kohler was known as a plumbing fixtures company. It built its Spartanburg facility between 1956 and 1957. The facility was built on a 260 acre tract of land, which covered 520,000 square feet of floor space. The plant was designed for the manufacture of raw materials into high quality china products. Next to move its corporate operations was Beverage Air. In 1958, Beverage Air moved its corporate headquarters and most of its operations to Spartanburg. The facility was built on a site that has the distinction as being the first industrial facility ever built on the Spartanburg segment of Interstate 85.

From the twenties through the middle of the sixties, Spartanburg County experienced a subtle shift in its economic fortunes. The Great Depression severely damaged the textile industry. Moreover, its agricultural capabilities shifted from growing cotton to growing peaches. Labor strife forced Northern companies to move their operations south, where labor unions were not as influential as they were in the North and the work

force was apt at adjusting to new work methods. Manufacturing jobs replaced textile jobs lost during the Great Depression. This led to the modern economy of South Carolina of the late century.

Political

During this era, Spartanburg and the South Carolina Upstate's influence in state and national politics increased. The Democratic Party continued to dominate state politics early on. The politics of the region focused on trying to deal with the Great Depression. In 1931, Ira Blackwood of Spartanburg became governor of South Carolina. For nearly half of the next thirty four years, the governor's office would be occupied by a Spartanburg resident (Blackwood 1931-1935, Olin D. Johnston 1935-1939 and 1943-45, James F. Byrnes 1951-55, and Donald S. Russell, January 1963-April 1965) (Foster and Montgomery, 434).

A key turning point in Spartanburg's political importance occurred when James Byrnes defeated Coleman L. Blease during the November 1930 elections for United States Senator. Blease had been one of the state's most colorful and controversial figures. For the next thirty one of thirty five years, one of the two South Carolina seats in the Senate would be filled by a Spartanburg resident (Byrnes from 1931 until 1944, Olin D. Johnston from 1945 to 1965, and Donald S. Russell from April 1954 until November 1966) (Foster and Montgomery, 435).

As a United States senator James Byrnes was one of the floor leaders who helped get much of the New Deal legislation passed. Byrnes soon earned the reputation as being "the most influential South Carolinian in Washington since John C. Calhoun". Byrnes

received an appointment to the United States Supreme Court in 1941. A year later, however, he resigned at the request of President Franklin Roosevelt to become director of war mobilization. Byrnes was the administration's choice as the spokesperson about its defense policies and to counteract the isolationist movement pre-World War II. During the war, Byrnes became the country's director of economic mobilization. He became the second highest authority in domestic affairs, right under President Roosevelt. Twice, there was rampant speculation that Byrnes would be chosen as the running mate for President Roosevelt. Both times Roosevelt chose someone else. At the end of the war, Byrnes served as secretary of state under President Harry Truman. Feeling the time was right to retire, Byrnes returned to Spartanburg. However, his retirement was short lived. Byrnes came out of retirement to run for governor at one of the most difficult periods in the modern history of the state (Foster and Montgomery, 457). Byrnes campaigned on a platform of educational reform. Byrnes was elected in the 1950 election. He served from 1951 to 1955. Byrnes got legislation passed that increased the sales tax to finance public education. Byrnes typified the state and national prominence Spartanburg was beginning to exert during this period.

South Carolina, like much of the South, had been a solid democratic stronghold. This long held truth slowly began to change, beginning during the 1920s. A combination of changing economic circumstances and social issues gradually challenged Democratic dominance. The 1944 election signaled the last time a Democrat received over seventy percent of the Southern vote. By this time conservative Democrats began forming a voting bloc with conservative Republicans in Congress.

Before and after World War II, urban areas of the South grew rapidly with their residents voting for their economic interests. Many began identifying with the Republican Party. The shift in sentiment became clear during the 1952 election. President Dwight Eisenhower carried four southern states during that general election. Eisenhower lost South Carolina by only about 10,000 votes. An overwhelming majority voted for Eisenhower because of personality. In 1956, Eisenhower suffered from the frustration many felt about civil rights policies. South Carolinians split their vote between Democratic candidate Adlai Stevenson and segregationist Virginia senator Harry Byrd.

The emergence of the Republican Party in the 1950s was an uphill process. Republicans struggled against the strength of the Democratic machine. For many years, South Carolina was a one party state. The individuals responsible for leading the Republican resurgence were business leaders concerned about labor costs, the pace of social (racial equity) change, and promotion of a favorable regulatory environment for investors in their industrializing region. These individuals represented inland manufacturing centers like Greenville, Orangeburg, and Spartanburg, not the old south antebellum low country around Charleston. Moreover, all but two of thirteen delegates to the 1960 convention came from the upstate. In the same wise, all seven Republican Party state officers in 1960 were from the interior midlands or piedmont (Gifford, 2007).

Also there were internal challenges between the established leaders concerned with patronage appointments and young leaders seeking change. The goal of these young upstarts was to persuade local officials to run for local offices to prevent accusations of

Northern influence. Moreover, new Republicans desired to convince South Carolinians their state needed a two party system to make government more responsive to their needs. By this time, New Deal programs failed to bring the state out of poverty, and its system had threatened South Carolina's autonomy.

South Carolina Republicans had an interesting dilemma to address. Numerous Democrats had become disillusioned with their party. This led to the formation of the Dixiecrat party in the South. Some Republicans urged the party to actively court those Democrats. However, conservatives refused to compromise their ideological principles in order to achieve their goals. The 1960 election saw the rise to prominence of South Carolina's influence within the Republican Party. State leaders desired to pressure the party to nominate a conservative for president. Their choice was Arizona senator Barry Goldwater. Goldwater traveled the state denouncing Democrats as leading the country down "the road to socialism", and arguing that the consequence of radical government is individual initiative is lost and "the lazy become parasites of the workers" (Gifford, 213). Goldwater appealed to the important issues state Republicans held dear. As a result of Goldwater's fervor, the South Carolina Republicans adopted a conservative platform.

South Carolina Republicans used Ohio senator Bob Taft as a role model. Taft appealed to the state's Republicans because he favored strict interpretation of the Constitution and limited government. Taft also was an economic conservative. Some of Taft's positions did not meet favor with Southerners. Taft favored the abolition of poll taxes and supported federal legislation against lynching. Despite those shortcomings, Taft was their man, while moderate Republicans like Nelson Rockefeller were their foes.

At the 1960 National Republican Convention in Chicago, South Carolina Republicans played a major role in shaping the party's platform. Vice President Richard Nixon received the party's nomination for president. However, the state's party leader spoke for Goldwater and gave stirring reasons the party should nominate Goldwater. At Goldwater's request, the state party fell in line and supported Nixon. Nixon vowed to employ a fifty state strategy, which was different from past Republican strategy. Republicans felt that the Democratic Deep South was not as solid as in years past.

In the end, Nixon lost South Carolina by a margin of 51.2 percent to 48.8 percent. For Republicans, they lost in the short term but gained much more long term as a result. This election laid the ground work for the party's future development. State Republicans succeeded in turning South Carolina into a two party system. Moreover, this marked the first time a genuine political party organization developed in South Carolina. State Republicans continued to increase their influence with the national level.

During the Manufacturing Era, Spartanburg experienced much political change. Politics was controlled by labor unions through the Democratic Party. This period was marked by labor protests and violence. In addition, the country experienced extreme economic problems during the Great Depression. The change in economic conditions and resulting New Deal programs sowed the seeds of political change in Spartanburg County. Resentment built towards increasing government influence that threatened the state's autonomy. The growing racial discord drew more Southern whites to the Republican Party. Southern whites felt the pace of racial equity was moving too quickly.

All of these forces led to South Carolina becoming the most conservative state in the South.

The Information Technology/Globalization Era (1965-Present)

The third era (1965-Present) marked tremendous change in Spartanburg County. Change was quick and constant. The count's economy experienced a period of transition similar to the genesis of the textile industry. In addition, change occurred in the areas of education, politics, civil rights, business, and health care.

Economic

The additions of Interstates 26 and 85 changed the landscape of Spartanburg County. Several companies located their operations and headquarters along the interstate. Some of these companies moved their operations from the North for a couple of reasons. First, labor unions had lost much of their influence in South Carolina because the Republican Party had gained control of the state. The Republican Party disliked the presence of labor unions because of their tendencies to cause labor strife. Second, the strategic location of Greenville and Spartanburg, enhanced by interstate construction, made the Upstate economically attractive to industry.

In 1964, major construction along I-85 shifted to eastern Spartanburg County. A joint venture of Hercules, Inc. of Wilmington, Delaware and Garberwerke Hoechst AG of Frankfurt, Germany resulted in a plant operated under the name of Hystron Fibers. Around \$30 million was invested in the original plant and built on a 707 acre tract located along the Pacolet River and bisected by mainline tracks of the Clinchfield Railroad. Three years later, the plant was acquired by the American Hoechst Corporation, which

merged in 1988 with the Celanese Corporation and the plant became known as Hoechst Celanese (Foster and Montgomery, 584). It now operates as part of Trevira, Hoechst's worldwide polyester business. Fibers produced at the Spartanburg plant can be found in a wide range of consumer goods: household and automotive products, diapers, sleeping bags, roadway and roofing materials, hazardous and toxic waste containment materials, and soft drink bottles.

A series of expansions have occurred at the plant since its construction. The plant now covers an area of almost two million square feet. Production at the plant has increased since its inception. Initially, about thirty million pounds of polyester fiber were produced at Hoechst Celanese. By 1995, production levels had increased to over one billion pounds polyester fiber annually. Employment levels at Hoechst Celanese have fluctuated at the same time. At its peak, during the 1970s, Hoechst Celanese employed as many as twenty five hundred people. It has leveled off some to around twelve hundred people. Hoechst Celanese has remained one of Spartanburg County's largest employers. In 1995, Hoechst Celanese had an annual payroll of more than \$182 million, paid almost \$4 million in local and state taxes, and had revenue of \$563 million.

Several other German companies moved their operations to Spartanburg. In 1965, Menzel of Bielefeld, West Germany opened as a sales and service center on I-85. However, as the facility expanded, production of machinery began. Menzel was the first European company to produce its machinery in Spartanburg.

Another industrial equipment maker came to Spartanburg in 1969. ITE Imperial Corporation, a maker of engineered electrical equipment for utilities and other industries,

moved its operations from Detroit to a new plant in southern Spartanburg County near Roebuck. ITE merged with Gould, Inc. in 1976. Then, in 1976, the company was reorganized under the name of Siemens Allis AG of West Germany and Allis Chalmers of Milwaukee, Wisconsin. Siemens bought Allis Chalmers interest in the company in 1985 and changed its name to Siemens Energy and Automation, Inc. The Spartanburg plant now produces a variety of electrical and electronic panel boards, and bus plugs. A new facility for the production of power panel boards and switchboards was built to replace a closed plant in Tucker, Georgia.

Another business that moved south to Spartanburg was William Barnet and Son, Inc. The company moved from Albany, Georgia in 1970. Originally, a building was bought in Spartanburg to be used as a warehouse. As production needs expanded, a new dye house opened at the Spartanburg plant. In 1978, there was a 10,000 square foot addition built on site. Slowly, the company expanded its operations by the acquisition of three plants, one in Georgia and two in North Carolina. Barnet and Son went global in 1990 with the purchase of Cherotan Fibers, which operated plants in Aachen, Germany and Raeran, Belgium. Later, Barnet entered into a joint venture with Johnson Development Company to establish Landmark Warehouse Associates. Landmark owned or leased 530,000 square feet of warehouse space in Spartanburg.

In late 1973, Toledo Scale Company of Worthington, Ohio began a manufacturing operation in a leased space near Spartanburg. Toledo Scale is the leading manufacturer of retail and industrial scales in the United States. The following year, Toledo Scale moved into a modern plant on I-26 near Inman, just north of Spartanburg. Then, in 1989,

the company merged with the Swiss based Mettler Group to form the largest weighing products company in the world. In 1991, the Inman facility expanded with a major research and development center added to the site to complement the continuing manufacturing operations.

The next international company that moved to Spartanburg was the French based manufacturer Michelin Tire Company in 1978. Michelin built a 1.2-million square foot facility for the production of radial truck tires on old Sigsbee (currently known as International Drive). The Spartanburg facility employed more than six hundred people which allowed it to be the world's largest producer of truck tires. Prior to its Spartanburg facility, Michelin built other plants in South Carolina along with a state of the art test track. Michelin bought fellow tire maker Universal/Goodrich in 1990. Currently, all of Michelin's North American corporate headquarters are located on I-85 from a structure (sometimes called the Glass Palace) near the Greenville-Spartanburg International Airport. Since its initial appearance in South Carolina, Michelin has invested more than \$2 billion in its facilities within the state. Having about 900 of its total 23,500 North American division employees located in South Carolina, Michelin is one of the state's largest employers.

Spartanburg County took a step into cyberspace in 1980 when Monsanto Electronic Materials began manufacturing silicon wafers at its plant on U.S. Highway 221 South. Originally the plant was built in 1976 for Olympia Knitting Mills, which became a Monsanto subsidiary in 1974. Then on April 8, 1988, Monsanto sold its silicon manufacturing operations to Huls AG, of Marls, Germany, which was owned by Vega

AG of Dusseldorf, Germany. The result of the merger between Monsanto Electronics and Huls group was the creation of MEMC Electronic Materials Company, Inc. MEMC Electronics' Spartanburg plant was the country's largest producer of crystal silicon wafers. These are the building blocks of integrated circuits and other components in the silicon industry. The Spartanburg plant measures 295,000 square feet and located on a 213 acre tract on Highway 221 at the South Tyger River. The plant experienced a \$6.6 million expansion program completed in 1996. The plant employs about a thousand employees.

Spartanburg County's economy took the next step in 1992 when the announcement that German automaker BMW would build a \$500 million assembly plant near Duncan in western Spartanburg County. The plant initially employed two thousand people. The remarkable aspect about this is that the BMW announcement was the fourth largest job creator of jobs in the world in 1992. Once the BMW announcement was made, several supplier companies decided to build plants in Spartanburg or adjacent counties.

By 1995, the South Carolina Upstate was home to more than 215 international companies representing eighteen countries. The majority of these companies were located along the Greenville-Spartanburg stretch of I-85. For the year 1995, the Upstate counties had the largest per capita of foreign investment in the United States (Foster & Montgomery, 593).

In the first few years of its presence in Spartanburg County, BMW and its supplier companies accounted for more than \$900 million in investments along with creating more than 3000 jobs. The Spartanburg BMW plant has expanded a couple of times since 1997.

The facility produces multiple vehicles on its assembly lines. BMW is the largest property taxpayer in the county, contributing more than five million dollars annually to the tax base.

During this period, the economic picture was not totally rosy. As the county's economy began to become more technically based, an old reliable industry started to disappear. The textile industry was losing its importance in the county. Several once successful textile mills including Saxon, Jackson, Abney, and Mills Mill all were closed by the end of the century.

Statewide, according to the Employment Security Commission, the number of textile related jobs plunged from 148,000 in 1970 to only 90,500 in 1995 (Foster & Montgomery, 596). Spartanburg County, once a leader in the textile industry, experienced heavy textile losses as a result of weak apparel markets and low wage foreign imports.

Milliken had closed all manufacturing operations in Spartanburg County by 1996, although its corporate headquarters continued to operate in Spartanburg. One of the mills closed by Milliken was the mill at Valley Falls. That particular mill was established prior to the Civil War. By the end of the century, there were few bright spots as it related to the textile industry. The few remaining mills had to find a niche within the quickly evolving textile industry.

Spartanburg County changed in another significant way. Agriculture's importance to the county's economy decreased. Cotton, once the most important cash crop to Spartanburg County, was grown on merely one to two small fields. In the 1930s and

1940s, Spartanburg County produced more peaches than all of Georgia. However, as more new industrial and residential developments were built, there were fewer numbers of acreage available for planting peach trees. According to the Department of Agriculture, the acreage planted in peach trees statewide dropped from forty three thousand in 1985 to seventeen thousand in 1995, with only five thousand acres in Cherokee and Spartanburg Counties (Foster & Montgomery, 598).

During this period, Spartanburg experienced a shift in business activity that was becoming common in major cities. The center of retail and business activity moved away from the center of the city to the suburbs. One of the first signs of movement was the development of Westgate Mall in 1975. Westgate Mall was one of the largest malls in South Carolina at that time. The mall was bounded by historic Blackstock Road, Highway 29, and Interstate 26. Since its inception, Westgate Mall has been renovated and enlarged. At its peak, Westgate Mall had over 100 shops and restaurants inside or around it with major retailers JB White, JC Penny, and Belk as its mainstays. Other smaller shopping centers were developed to the north, east, northwest, and southwest of downtown Spartanburg.

Spartanburg County experienced a dramatic economic transformation during the Information Technology Era. The county's economy shifted its dependence away from agriculture and textiles to industrial manufacturing and technological production. The development of two interstates made Greenville and Spartanburg Counties attractive to international companies. The Greenville-Spartanburg stretch of I 85 became a highly industrialized and technically developed section of South Carolina. As the economy

changed, business and retail activity moved away from downtown Spartanburg to the suburbs. Efforts have been made to return the downtown area to its former economic state. At the turn of the century, a major revitalization project of downtown Spartanburg was enacted in an attempt to bring business back downtown. To this date, it has been met with mixed results. A few businesses have made their home downtown but not to the level seen early in the twentieth century.

Social

Along with economic changes, Spartanburg County also experienced significant social changes. In the beginning of the era, the southern United States was in the midst of extreme racial turmoil. The Civil Rights Movement was well under way across the South. Spartanburg had its share of racial controversy. Unlike the rest of the South, Spartanburg did not experience the level of the tension and violence seen across other areas of the South.

There were several firsts experienced in Spartanburg society during this time. One of the firsts was the first African American officer in the city's police department since Reconstruction. In 1950, Thomas Abrams became that officer. Three years later, Francis Dogan became the second African American officer in the department. Unfortunately, both men were killed shortly after joining the force.

In the spirit of the Greensboro lunch counter sit-in, nine African American students staged a lunch counter sit-in at Woolworth's Spartanburg store in July 1960. The demonstration ended peacefully after seventy five minutes as police stood behind protestors waiting for provocation. Eventually, Woolworth and other area eating

establishments were fully integrated. Racial integration of Spartanburg schools was pretty uneventful. Wynona Douglas became the first African American student enrolled at Spartanburg High School in 1964. In addition, Albert Gray became the first African American student enrolled at Wofford College. In 1964, the Spartanburg County Medical Society admitted Dr. J. Marion Douglas as its first black member.

One of major forces in the Civil Rights Movement in Spartanburg was the county chapter of the NAACP (National Association for the Advancement of Colored People). The chapter was organized in 1944. The second major force during integration was the biracial Mayor's Committee for Human Relations. The chairman of the committee during the worst of racial tensions was Charles R. Sanders. Mr. Sanders was the general manager of WSPA and WSPA-TV. As a means of promoting better understanding, Mr. Sanders would travel alone into black neighborhoods to talk with community leaders. Sanders also served as chairman of the Spartanburg County Commission for Technical Education from 1985 to 1993(Foster & Montgomery, 606).

The first African American guidance counselor at Spartanburg High School was Dr. Ellen C. Watson. She was a member of the Human Relations committee. Dr. Watson began her career as the first African American home economics teacher in Spartanburg city schools. As a guidance counselor, Dr. Watson encouraged talented African American students to pursue college education and even helped pay some tuition costs herself.

History was made again when Hudson L. Barksdale, Sr. became the first African American from Spartanburg elected to the General Assembly since Reconstruction.

Barksdale represented District 31 after the House of Representatives were reapportioned and single member districts were established. He served in the legislature until 1982 and played a significant role in the passage of the Education Finance Act of 1977. Barksdale served as the last president of the African American Teachers Association before its merger with the National Education Association.

Also in 1981, James Talley made history when he was elected to the city council. Talley was the first African American elected to Spartanburg City Council in modern times. He served as mayor pro tem and interim mayor when Robert Rowell resigned as mayor to serve as a member of the South Carolina Public Service Commission. In 1994, Talley was elected mayor of Spartanburg. Talley was reelected to a second term in 1997.

Dr. J.R. Wright became the first African American appointed to the Spartanburg Civil Service Commission in 1980. This commission examined applicants for the city's police or fire department. Dr. Wright later served as chairman of the commission. In 1991, Dr. Wright was appointed to the three person Spartanburg Public Works Commission. Dr. Wright was the first African American appointed to the commission.

Women also made history in Spartanburg County during this period. Elizabeth Johnston Patterson, daughter of former governor and United States Senator Olin Johnston, made history on several fronts. In 1974, Patterson became the first woman ever elected to the Spartanburg County Council. Then in 1979, Patterson became the first woman ever elected to the South Carolina General Assembly from Spartanburg County. In 1986, she was elected to the first of three terms in the United States House of

Representatives. Patterson was the first woman elected to represent South Carolina's Fourth Congressional District.

Ellen Hines Smith made history in her own right. In 1981, Smith became the first woman ever elected to the Spartanburg City Council. Smith was one of the first two women ever to graduate from the University of South Carolina Law School. She also served as director of Piedmont Legal Services and a Spartanburg County Magistrate (Foster and Montgomery, 610). As a result of Smith's concern for troubled youth, the Ellen Hines Smith Home for Girls is named in her honor.

The Civil Rights Movement ushered in significant social change in Spartanburg County. African Americans ascended to influential positions within the county and state. This had not occurred since the Reconstruction Era. African Americans also benefited by attaining the same educational opportunities afforded to whites. African Americans gained access to Spartanburg High School and prestigious Wofford College. Women also reaped the benefits of social changes in Spartanburg County. African Americans and women reach new pinnacles politically in Spartanburg County, statewide, and nationally.

Education

Change also occurred within public and higher education. One of the biggest changes was related to the financing of public education. An increase in the state sales tax was enacted with the purpose of financing public schools. For the academic year 1975-76, the spending per pupil increased from \$27.47 in 1934-36 to \$1162. That trend has continued to this day. This led to corresponding increase in the number of years of school years

completed by individuals over age twenty-five: from 8.7 years in 1960 to 10.5 years in 1970 (Foster & Montgomery, 613). This figure was still below the national average.

Another change in education structure in Spartanburg County resulted from a study conducted by the Peabody Institute, funded by the Spartanburg County Foundation. The study concluded that there were too many school districts within the county. As a result, there was a reduction in the number of county school districts from 105 to seven. The seven new districts were aligned along geographic lines, as follows: District No.1, Inman and Landrum; District 2, Boling Springs and Chesnee; District 3, Cowpens and Pacolet; District 4, Woodruff and Enoree; District 5 Wellford, Lyman, Startex, and Duncan; District 6, West Spartanburg, Roebuck, and Glenn Springs; District 7, most of metropolitan Spartanburg (Foster & Montgomery, 613). Spartanburg County gained prestige when the National Beta Club located its new headquarters in Spartanburg in 1974. The National Beta Club is an organization for honor students in more than five thousand high schools throughout the country. The organization was founded in 1933 by Dr. John W. Harris, a retired professor of Wofford College and nationally chartered on August 31, 1936. Landrum High School in Spartanburg County was the site of the first local Beta Club in the country.

The South Carolina School for the Deaf and Blind (SCSDB) is the oldest institution of learning in Spartanburg County. The SCSDB is 160 years old. The school has greatly expanded since its inception, as well as improved its educational programs, outreach services, and funding sources. One of the school's main focus areas has been increasing the use of technology.

In 1996, the new state of the art Cleveland Learning Resource Center was opened. The center was named for Jesse Franklin Cleveland, a benefactor of the school. Included in the learning center were a computer lab, a student library, and a parent/professional library open to any resident of South Carolina. The Cleveland Learning Resource Center was funded through a \$3.2 million public private partnership. The SCSDB has expanded its adult education program as well. With its post-secondary programs, adults with sensory disabilities have the opportunity to overcome obstacles to education and employment. The school has also developed partnerships with local business and industry in addition to the on campus training programs. The SCSDB participates in a cooperative program with Spartanburg Community College, and an Industrial Skills Development Center enhances opportunities for those individuals to obtain long term employment and develop independent lifestyles. The SCSDB developed cooperative relationships with Spartanburg School Districts 6 and 7 that enabled the school to expand its mainstreaming programs for students who were either blind or deaf, at minimal cost. Students with visual impairments attending each school in the mainstreaming program had access to a resource room staffed with SCSDB teachers to assist them. Students have written material transcribed into Braille or read aloud, helping students conceptualize diagrams and pictures, and offer counseling when needed. For deaf or hard of hearing students, they are accompanied by a SCSDB teacher or interpreter to facilitate the mainstream experience.

The SCSDB is a state agency overseen by a volunteer ten member Board of Commissioners appointed by the Governor (Foster & Montgomery, 614). The board's

members represent each of the state's congressional districts, in addition to the deaf, blind, and sensory multi disabled communities. Within the past twenty years, the SCSDB has opened five outreach service centers in Columbia, Conway, Florence, Charleston, and Rock Hill to provide more than nine thousand services yearly to sensory disabled citizens. The SCSDB currently serves approximately fifty public school districts and is the state's primary source of qualified sign language interpreters and assessment services for deaf and blind individuals.

Spartanburg experienced growth in the number of higher education institutions within the city. Three institutions had been well-established long before this period. Wofford, Converse, and Spartanburg Methodist College were well entrenched in the Spartanburg area. The three, older colleges added new facilities (classrooms, laboratories, dormitories, a new library, a new student life center, and improved athletic quarters) and landscaped their respective campuses in an effort to enhance their overall attractiveness. Faculties and staffs were strengthened and endowments increased.

One of the new colleges in Spartanburg was Spartanburg Community College (formerly Spartanburg Technical College). Initial legislation led to the development of a statewide technical education system. There were sixteen technical education center (TECs) sites chosen. Spartanburg was one of the cities chosen to host a technical education center. As part of the legislation, the Spartanburg County Technical Education Commission was established. Shortly afterwards, the Spartanburg County Commission for Technical Training was formed to guide the development of the new center. Mr. Tracey J. Gaines was the first Chairman of the Commission and Mr. P. Dan Hull was

selected as the first Director of the Spartanburg County Technical Education Center. The purpose of Spartanburg County Technical Education Center is to make available, within the framework of the 1961 South Carolina General Assembly Legislative Charter establishing Technical Education Centers, courses of instruction – technical, industrial, or otherwise which are designated: To develop manpower to meet present and future needs of regional industry, business, and health facilities; To provide educational opportunities which persons might seek in an effort to improve themselves, and their usefulness as employees and citizens.

In 1962, the Spartanburg Technical Education Center began its first offering when it conducted pre-employment training for Firestone. This was South Carolina's first major industrial training program offered in technical education. The center officially opened its doors at its permanent location in May 1963. One hundred fifty students enrolled in nine industrial and engineering technology training programs and an extension course in supervisory development in the fall term, 1963. Over 1000 students received technical training. In 1964, the first Spartanburg TEC graduates were placed into key jobs.

The first decade saw tremendous growth of Spartanburg TEC. In 1969, Mr. James P. Ledbetter was elected as Chairman of the Spartanburg County Commission for Technical Training and in 1970 Mr. Joe D. Gault became the second director of the center. Also in 1969, Manpower Development Training Division moved its offices to Spartanburg TEC. The purpose of the Manpower Development Training Program was to provide basic education and occupational training to unemployed and under-employed adults. There were a significant number of adults who did not have an adequate education and/or

skills to gain and hold a job in the college's service area. In December 1970, Spartanburg TEC received its initial accreditation from the Southern Association of Colleges and Schools (SACS). At this time, a second classroom/laboratory building was constructed.

In 1971 the General Assembly charged the South Carolina commission on Higher Education to conduct a joint study on a proposal to establish a system of community colleges within the state. As a result of the study, the General Assembly in 1972 passed Act 1268. Act 1268 established the State Board for Technical and Comprehensive Education. The legislation also authorized, at local option and with TEC Board and Higher Education Commission approval, the addition of first and second year college parallel curricula to the TECs. State TEC's board was given authority under all present and future state-supported two year postsecondary institutions and their programs. The legislation was the General Assembly's response to the state's need for an economical offering of lower division college courses at a moderate cost to the student and with commuting distance of the population. As a result of Act 1268, the college's name was officially changed to Spartanburg Technical College.

As the college entered into its second decade of existence, the college increased its educational offerings to over forty associate degree and diploma programs. Training provided through the college's Continuing Education/Industry and Business Training Division greatly expanded during this period, which underpinned the general business and industry growth and expansion being experienced across the upstate. Spartanburg Technical College leaders understood that the strong partnership developing among itself

and the business and industry community benefited all the residents in its service area. By the fall term 1984, enrollment at the college was 1,653.

During the second decade, the college grew physically. In 1980, two new buildings were constructed. The 32,000 square foot Tracy J. Gaines Learning Resource Center consisted of the library, media center, bookstore, shipping and receiving, several classrooms, conference rooms, and a 300 seat auditorium. The main campus also includes the 20,000 square foot Industrial Training Facility consisting of the College's welding and Ford ASSET (automotive) programs. In 1983, the college bought the James P. Ledbetter, Jr. Administration Building. By the end of its second decade, the college acquired 104 acres of land off of Interstate Highway 85 and grown to a 264,201 total square feet complex.

In the fall of 1990, the college initiated a new University Transfer Program and added an Associate Degree program in the Arts and Sciences. This allowed the college to strengthen its role in not only providing highly skilled and technically-qualified employees, but it gave the college the ability to expand its educational mission. The Associate degree allowed students an alternative method for upward mobility to a bachelor's degree without attending a four year institution in its entirety. By the end of its third decade, Spartanburg Technical College had become a two year, comprehensive community college.

The college took a major step forward in its growth on September 15, 1999 when it broke ground for a new state of the art Health Sciences facility. This was the first construction project on Spartanburg Technical College's main campus in over twenty

years. The facility was completed and opened for summer classes in 2001. The Health Sciences Building encompasses 70,000 square feet and houses classrooms, labs and faculty offices for all health related programs at STC and allowed for expansion of then current programs and development of new offerings. During the year 2001, the college broke ground on a new student services building. The new building consolidated all student services functions in one location. The building was named the Dan Terhune Services Building after the current president. It was completed in 2003. At the same time, the college renovated the East Building which included the additions of the Tutorial Learning Center and the Academic Advising Center. The college added the Associate Degree of Nursing degree to its curriculum in 2004 to better suit the needs of the community.

The college continued its aggressive expansion in 2004 with the development a satellite campus in Cherokee County. With the support of businesses, industries, and government agencies, a sixty acre campus was developed. The initial phase of the new campus consisted of the following facilities: a 20,000 square foot academic building, the Spartanburg Technical College Foundation's Cherokee Business Training Center, a 14,000 square foot facility that included classrooms and a manufacturing training area, and the Freightliner Service and Training Area. The entire campus was completed in 2007. Currently around 500 students are enrolled at the Cherokee Campus. The college also saw expansion at its BMW Center. In November 2005, the college purchased a 360,000 square foot building on fifty acres of land in Duncan adjacent to the BMW Center. This new facility housed the College's Accelerated Business Center and

expanded the college's ability to offer academic and Corporate and Community Education courses to the community. The Duncan Campus was renamed the Tyger River Campus. These two campuses received SACS approval to offer degree programs in 2008. This accomplishment strengthened the college's position in offering access to degree programs in its three county service area. The college's last major addition was the Library Learning Resource Center completed in January 2007. The 43,000 square foot facility expanded the libraries capability to offer print and electronic resources for faculty and students. The second floor of the building houses the humanities and languages department, with classrooms, seminar rooms, labs, and faculty offices. In 2006, the college told the bold set to begin the process of renaming itself Spartanburg Community College.

Today, Spartanburg Community College enrolls over 4,500 students at its three campuses. Spartanburg Community College prides itself in being responsive to community needs. The college strives to be an important influence in the economic development of Spartanburg, Cherokee, and Union. It also maintains its original mission in providing technical training for businesses and industry. The college sees this mission as becoming more global as the economic environment becomes more global. The institution seeks to increase access to education as a means of improving the social and economic fabric of its three county service area.

The other higher education institution new to Spartanburg was the University of South Carolina Spartanburg (USCS). The new institution opened without its own campus in 1967 with 177 students. USCS opened its campus on the ground floor of the old nurses'

residence at Spartanburg General Hospital. Within twenty years, USCS became a full member institution of the University of South Carolina system. USCS is independently accredited with more than thirty three hundred undergraduate students enrolled in four major areas of study, master's degree programs in elementary and early childhood education, and nearly seven hundred students enrolled in its regional studies program (Foster & Montgomery, 617).

USCS initially developed out of a community need for a degree nursing program. The General Hospital discontinued its diploma nursing program, which led to a proposal of a two year program in technical nursing as its replacement. With no other institution offering that type of program, community and healthcare leaders proposed an idea of having a two year campus in Spartanburg to university officials in Columbia. Member of that group included Dr. G.B. Hodge, Executive Director, Richard Tukey of the Chamber of Commerce, President Charles Boone of the General Hospital, and Herbert Hendrix, editor of the Spartanburg Herald Journal (Foster & Montgomery, 618).

After much discussion and negotiating, a contract was signed providing state and federal funds for staff and equipment, with Spartanburg County furnishing land and buildings and maintenance (Foster & Montgomery, 618). Dr. Norbert Stirzaker was the first director, with eight full time and five part time faculty members initially selected.

A new Spartanburg County Commission on Higher Education was enacted with Dr. Hodge selected as its first chairman. The commission's first task was to secure land for USCS. The property chosen was a former peach orchard at I-85 and 585. The first

building on the new USCS campus opened in the fall of 1969. It was a twelve classroom structure built using a \$675,000 local bond issue and \$573,000 Title 1 grant.

In 1971, undergraduate courses in business and engineering were added. By this time, enrollment reached 819 students. In January 1973 the new Hodge Center opened, providing classrooms, laboratories for the nursing program, a two thousand seat gymnasium, a student commons, and a bookstore (Foster & Montgomery, 619). Dr. Olin Stansbury was appointed chancellor of the institution soon after. In 1975, USCS was designated a four year institution. A year later the institution received full accreditation.

In 1977, a new library/classroom building was completed, followed in 1978 by a new Media Center. Included in the Media Center, was WRET, the Spartanburg station of the state's educational television network.

The Mary Black School of Nursing's new building was dedicated on September 17, 1982. The building was financed with \$600,000 in private funds and \$921,000 in county and federal funds. In September 1985, the \$6.2 million Horace C. Smith Arts and Sciences building opened as the student population approached three thousand. At this time, Spartanburg County Council negotiated for the purchase of an additional two hundred acres of land for the university's use. In 1990, USCS opened a fifty four thousand square foot Humanities and Performing Arts Center. The facility featured a 480 seat auditorium, a music recital hall, private practice rooms, art studios, and foreign language and journalism labs.

Dr. Stansbury retired as chancellor in 1992 and was succeeded by Dr. John C. Stockwell. USCS has been a member of the Coalition of Urban and Metropolitan

Universities since 1994. USCS has a primary mission of providing higher educational opportunities for Upstate South Carolina citizens. Eventually, the institution changed its name to the University of South Carolina Upstate. The university continues to expand and now offers degree programs at the University Center in Greenville. The University Center is a consortium of six institutions (Clemson, Furman, Lander, South Carolina State University, the University of South Carolina, and USC Upstate) that offer various degree programs in a convenient location for Upstate residents.

The Information Technology Era saw tremendous change in Spartanburg County. Infrastructure improvements led to a shift in the economic structure of Spartanburg County. Many international companies located to Spartanburg County, bringing with them high tech manufacturing and production. As a result, the agriculture and textile industries lost their importance to the county's economy. Moreover, there were significant changes socially and politically within Spartanburg County. African Americans and women achieved much success in politics at the local, state, and national level. Two new higher education institutions joined the Spartanburg landscape. Spartanburg Community College filled the need for vocational education and retraining displaced workers. Several companies credited the college for its decision to locate in Spartanburg County. The University of South Carolina Upstate was established to fill a need in nursing education. The institution has grown substantially since its inception without its own physical campus. Its mission has grown to reach not only just Spartanburg but all Upstate residents.

The History of Spartanburg Community College

During the late 1950s, the South Carolina economy depended primarily on agriculture and textiles. South Carolina workers earned just seventy-five percent of the national average income, and economic problems resulted in severe hardships across the state. To respond to these issues, Governor Ernest F. Hollings enacted the Joint Legislative Study Committee. The findings and recommendations from the committee led to passage of legislation by the General Assembly in May 1961. The specific recommendations of the committee that were reflected in the legislation fell into two main categories: a crash program to provide immediate training to establish industries and for new industries; a technical training program to train high school graduates for initial employment as technicians in industry and to offer trade extension courses for people desiring employment in industry and to those already employed who wanted to improve their skills (Duffy, 1997).

The initial legislation led to the development of a statewide technical education system. There were sixteen technical education center (TECs) sites chosen. Spartanburg was one of the cities chosen to host a technical education center. As part of the legislation, the Spartanburg County Technical Education Commission was established. Shortly afterwards, the Spartanburg County Commission for Technical Training was formed to guide the development of the new center. Mr. Tracey J. Gaines was the first Chairman of the Commission and Mr. P. Dan Hull was selected as the first Director of the Spartanburg County Technical Education Center. The purpose of Spartanburg County Technical Education Center is to make available, within the framework of the 1961 South Carolina General Assembly Legislative Charter establishing Technical

Education Centers, courses of instruction – technical, industrial, or otherwise which are designated: To develop manpower to meet present and future needs of regional industry, business, and health facilities; To provide educational opportunities which persons might seek in an effort to improve themselves, and their usefulness as employees and citizens.

In 1962, the Spartanburg Technical Education Center began its first offering when it conducted pre-employment training for Firestone. This was South Carolina's first major industrial training program offered in technical education. The center officially opened its doors at its permanent location in May 1963. One hundred fifty students enrolled in nine industrial and engineering technology training programs and an extension course in supervisory development in the fall term, 1963. Over 1000 students received technical training. In 1964, the first Spartanburg TEC graduates were placed into key jobs.

The first decade saw tremendous growth of Spartanburg TEC. In 1969, Mr. James P. Ledbetter was elected as Chairman of the Spartanburg County Commission for Technical Training and in 1970 Mr. Joe D. Gault became the second director of the center. Also in 1969, Manpower Development Training Division moved its offices to Spartanburg TEC. The purpose of the Manpower Development Training Program was to provide basic education and occupational training to unemployed and under-employed adults. There were a significant number of adults who did not have an adequate education and/or skills to gain and hold a job in the college's service area. In December 1970, Spartanburg TEC received its initial accreditation from the Southern Association of Colleges and Schools (SACS). At this time, a second classroom/laboratory building was constructed.

During the 1970s, the city of Spartanburg underwent a major transformation. To fight poverty within the city limits, the city received a grant under the Urban Renewal projects. As part of the Urban Renewal project, Spartanburg TEC instituted the Model Cities Program in 1971. The Model Cities program was a program implemented by the Department of Housing and Urban Development in part to correct some of the abuses and limitations of urban renewal. It was a social and economic arm designed to build neighborhoods. It also sought to increase health, education, and jobs and to reduce crime.

In 1971 the General Assembly charged the South Carolina commission on Higher Education to conduct a joint study on a proposal to establish a system of community colleges within the state. As a result of the study, the General Assembly in 1972 passed Act 1268. Act 1268 established the State Board for Technical and Comprehensive Education. The legislation also authorized, at local option and with TEC Board and Higher Education Commission approval, the addition of first and second year college parallel curricula to the TECs. State TEC's board was given authority under all present and future state-supported two year postsecondary institutions and their programs. The legislation was the General Assembly's response to the state's need for an economical offering of lower division college courses at a moderate cost to the student and with commuting distance of the population. As a result of Act 1268, the college's name was officially changed to Spartanburg Technical College.

A consequence of the change in purpose was the advent of transfer programs. This led to the college entering into several articulation agreements with various institutions. Several of these agreements were statewide articulations made with the technical college

system and a particular four year institution. Appalachian State University was one of the first to enter into the program of transferability for TEC schools and community colleges. Lander College, Baptist College (Charleston Southern University), Virginia Commonwealth, Newberry College, and Clemson University accepted some transfer students from the state's TEC centers. Coker College in Hartsville articulated with the TEC system to transfer Business Division programs with equivalent credits toward a Bachelor of Science in Administration (with concentrations in Business Education, or Economics). Later Coker instituted articulation for TEC students that would lead to a Bachelor of Science in Technical Education. Georgia Tech accepted TEC graduates into its engineering programs on an individual basis. Lastly, Mars Hill College and Limestone College transferred students in health programs on an individual basis.

The college's enrollment in academic programs for the 1973 fall term reached 1342. This included new programs in business, engineering technology and health sciences. In response to changing economic development needs, the college discontinued seven programs started during the sixties. Administrators and trustees recognized that the institution had expanded its scope and depth of academic programs and its stature in higher education. This realization, along with Act 1268, led officials in 1974 to rename Spartanburg County Technical Education Center to Spartanburg Technical College. Another major change to college came in June 1976 when the General Assembly passed Act 654. Act 654 was important in that it expressly provided for the TEC Area Commissions to continue as they were already constituted. It also delegated the primary responsibility of local governance and supervision of institutions to the Area

Commissions (Duffy, 1997). This gave Area Commissions authority to adopt rules and regulations for the expenditure of funds; acquire real and personal property for the construction and equipping of institutions; employ the institutional chief administrative officer and other personnel; exercise the right of eminent domain in the geographical area served; apply for, receive, and expend monies from state local and federal agencies; maintain accounts of receipts and expenditures in accordance with uniform bodies and to the TEC State Board; and award certificates, diplomas and associate degrees (Duffy). Act 658 also designated all TEC institutional employees as state employees, subject to the regulations and policies of the TEC Board, the Budget and Control Board, and the state personnel system (Duffy)

As the college entered into its second decade of existence, the college increased its educational offerings to over forty associate degree and diploma programs. Training provided through the college's Continuing Education/Industry and Business Training Division greatly expanded during this period, which underpinned the general business and industry growth and expansion being experienced across the upstate. Spartanburg Technical College leaders understood that the strong partnership developing among itself and the business and industry community benefited all the residents in its service area. By the fall term 1984, enrollment at the college was 1,653.

During the second decade, the college grew physically. In 1980, two new buildings were constructed. The 32, 000 square foot Tracy J. Gaines Learning Resource Center consisted of the library, media center, bookstore, shipping and receiving, several classrooms, conference rooms, and a 300 seat auditorium. A 20,000 square foot

Industrial Training Facility was built consisting of the College's welding and Ford ASSET (automotive) programs. In 1983, the college bought the James P. Ledbetter, Jr. Administration Building. By the end of its second decade, the college acquired 104 acres of land off of Interstate Highway 85 and grown to a 264,201 total square feet complex.

Following the death of Mr. James P. Ledbetter, Jr. in 1983, Mr. Charles R. Sanders was elected as Chairman of the Spartanburg County Commission of Technical Education. In July 1985, after the retirement of Mr. Joe D. Gault, Dr. Jack A. Powers became the president and chief executive officer of Spartanburg Technical College. During its third decade of existence, the college's enrollment grew over 2,500 students. Academic programs were revised in an attempt to reflect the changing technological environment. Enrollment in continuing education and business/ industry training programs increased to over 7,500 students annually. The main focus of the college during its third decade had been developing improved networks and working relationships. In 1988, then Governor Carroll A. Campbell enacted the South Carolina Governor's 1988 Initiative for Work Force Excellence. The college's response was to develop the largest basic skills training program for employees in the workplace within the state.

In the fall of 1990, the college initiated a new University Transfer Program and added an Associate Degree program in the Arts and Sciences. This allowed the college to strengthen its role in not only providing highly skilled and technically-qualified employees, but it gave the college the ability to expand its educational mission. The Associate degree allowed students an alternative method for upward mobility to a bachelor's degree without attending a four year institution in its entirety. By the end of

its third decade, Spartanburg Technical College had become a two year, comprehensive community college.

In 1993, Mr. Charles R. Sanders retired from his position as Chairman of Spartanburg County Commission for Technical Education. Rev. Benjamin D. Snoddy was elected as the fourth chairman of the Spartanburg County Commission for Technical Education. In 1994, the college took a step forward into the information when it linked with the Internet. The next step in the information age occurred in 1996 when the college began offering courses via distance education. This gave students had access to educational opportunities to take courses off campus either through video-based or interactive two way video.

In 1994, the college chose Dr. Dan L. Terhune as the fourth president of Spartanburg Technical College following the retirement of Dr. Jack A. Powers. In fall 1997, the college opened a satellite campus, the Duncan Center, in western Spartanburg County. The campus was designed to offer both curriculum and continuing education courses to individuals and business/industry in the area. The Duncan Center offered evening courses as an accommodation to working adults. In September 1997, the center was renamed the Spartanburg Technical College BMW Center.

The following year the college expanded its distance learning video network. It added additional sites throughout its three county service area. Additions included three sites in Union County high schools; one site at the Cherokee County Vocational Center; one site at Spartanburg Technical College's BMW Center; and two classroom sites on the main campus.

The college took a major step forward in its growth on September 15, 1999 when it broke ground for a new state of the art Health Sciences facility. This was the first construction project on Spartanburg Technical College's main campus in over twenty years. The facility was completed and opened for summer classes in 2001. The Health Sciences Building encompasses 70,000 square feet and houses classrooms, labs and faculty offices for all health related programs at STC and allowed for expansion of then current programs and development of new offerings. During the year 2001, the college broke ground on a new student services building. The new building consolidated all student services functions in one location. The building was named the Dan Terhune Services Building after the current president. It was completed in 2003. At the same time, the college renovated the East Building which included the additions of the Tutorial Learning Center and the Academic Advising Center. The college added the Associate Degree of Nursing degree to its curriculum in 2004 to better suit the needs of the community.

The college continued its aggressive expansion in 2004 with the development a satellite campus in Cherokee County. With the support of businesses, industries, and government agencies, a sixty acre campus was developed. The initial phase of the new campus consisted of the following facilities: a 20,000 square foot academic building, the Spartanburg Technical College Foundation's Cherokee Business Training Center, a 14,000 square foot facility that included classrooms and a manufacturing training area, and the Freightliner Service and Training Area. The entire campus was completed in 2007. Currently around 500 students are enrolled at the Cherokee Campus. The college

also saw expansion at its BMW Center. In November 2005, the college purchased a 360,000 square foot building on fifty acres of land in Duncan adjacent to the BMW Center. This new facility housed the College's Accelerated Business Center and expanded the college's ability to offer academic and Corporate and Community Education courses to the community. The Duncan Campus was renamed the Tyger River Campus. These two campuses received SACS approval to offer degree programs in 2008. This accomplishment strengthened the college's position in offering access to degree programs in its three county service area. The college's last major addition was the Library Learning Resource Center completed in January 2007. The 43,000 square foot facility expanded the libraries capability to offer print and electronic resources for faculty and students. The second floor of the building houses the humanities and languages department, with classrooms, seminar rooms, labs, and faculty offices.

In 2006, the college undertook a controversial step in attempting rename itself. The institution saw its function and mission had evolved from its initial founding. The college took steps to rename itself as Spartanburg Community College (SCC). The change was approved unanimously by the members of the Spartanburg County Commission for Technical Education in response to a resolution by the Spartanburg County Legislative Delegation. All stakeholders agreed this change reflected the evolution of the college's mission. However, this change came with stiff resistance. The major opposition came from Governor Mark A. Sanford and State Senator Hugh Leatherman, Chairman of the Senate Finance Committee. Senator Leatherman threatened

to pull all state funding from the college if continued with its plan to change its name. After much debate and political posturing, the college was allowed to rename itself.

Today, Spartanburg Community College enrolls over 4,500 students at its three campuses. The college continues to position itself to be at the forefront of change in higher education. The college has strengthened its relationship with high schools in its service area through the Best Start Program. The Best Start program allows academically qualified students to take credit courses at its main campus or Tyger River Campus, or at their home high schools. In addition, the college offers remediation to high school juniors who show deficiencies in reading, writing, or math so that they may be on grade level by the time they become seniors. Students may take a fast track course if the deficiencies are minor or a full course if deficiencies are substantial.

Spartanburg Community College prides itself in being responsive to community needs. The college strives to be an important influence in the economic development of Spartanburg, Cherokee, and Union. It also maintains its original mission in providing technical training for businesses and industry. The college sees this mission as becoming more global as the economic environment becomes more global. The institution seeks to increase access to education as a means of improving the social and economic fabric of its three county service area.

Higher Education Organizations

Higher education institutions by their nature are complex organizations. They have multiple constituencies that interact with them that influence their behavior. The interactions of an institution and its stakeholders lead to the emergence of new ideas and

properties (Mason, 2008). The key to emergence is the strength of the relationships among the key stakeholders in this complex environmental system. What this suggests is through dynamic interactions and adaptive orientation of a complex system new phenomena, new properties and behaviors, emerge, so that new patterns are developed and old ones change. For example, Spartanburg Community College undertook a change in one of its functions in 1990. Key stakeholders, which included faculty, business leaders, and community members, collaborated to develop a university transfer program. This signaled an expansion in the function of the college. Up until this point, the college mainly provided vocational training, continuing education programs, and degree programs in non-transfer areas.

Effecting change in higher education can be a challenge. Higher education institutions are loosely coupled systems that can be resistant to change. Complexity theory says that change in education may be accomplished by changing organizational inertia in a new direction at every level of the organization until the emergence of new behavior takes shape. This is particularly true as it relates to technical/community colleges. One of the major functions of a technical college is to provide vocational training for students and or employers for their respective employees. Articulation and transfer was a secondary function. However, as the external environment has changed, the importance of articulation and transfer has grown. A complex organization must be adaptive and receptive to change in order to survive. Complexity theory cannot predict when or the magnitude of the change that occurs.

From an organizational perspective, change in higher education is not very easy. As loosely coupled systems, higher education institutions are very perceptive of their environments, which make minor change manageable. Decision making in higher education organizations is diffused which shape the change process and suggest strategies for change in higher education. Using institutional theory, higher education organizations focus on more on its external environments. Higher education institutions want to maintain its legitimacy and support from multiple constituencies. Their purpose is to do what they are supposed to do as expected by their stakeholders. Institutional theory is not commonly used as a theoretical framework for studying change; however Greenwood and Hinings discussed contextual change that fits within an archetype or current template of an institution and radical change that achieves a new template (Boyce, 2003). Contextual change is described as evolutionary, and radical change is defined as uncommon. Radical change requires vision, initiative, and the capacity for action within the organization (Boyce, 2003). Having a capacity for action is having the internal, organizational capacity to handle a transition from one template to another. Developing new institutional structures and systems is central to installing successful organizational change. Achieving successful radical change requires vision, initiative, structure, systems, and new competencies and skills to design and carry out the transition to a new template (Boyce, 2003).

Clark describes types of change that typically occur in higher education. With the numerous academic disciplines and institutional enterprises that concentrate within colleges and universities, Clark asserts that several types of change may emerge:

grassroots innovation, innovation by persuasion, incremental change, boundary-leaking change, and invisible change (Clark, 1984).

An institution's external environment may exert pressure which may lead to institutional change. There has been a shift from a time of growth in the economy and higher education to challenging conditions for higher education in a globalized economy. Higher education is facing greater demands by societies while at the same time decreasing the availability of its resources. This has led to an uneven tradeoff between environmental demand and institutional inefficiency.

Leadership is important to the viability of a higher education institution. Leadership must understand the distinctiveness of higher education systems in order to achieve successful change. When studying connections between leadership in higher education and successful institutional change, a couple of questions should be raised. How is strategic change achieved where objectives are divergent, power is diffuse, and leadership roles are shared? How do institutions develop enough coherence among their parts to allow deliberate strategic change (Boyce, 2003)? The loose coupling nature of higher education allows for local incremental adaptation but not for collective action. Denis, Lamothe, and Langley proposed that three levels of coupling must occur simultaneously in order for change to be successful (Boyce, 2003). These levels lie within the top leadership team, between the leadership team and its internal organizational constituents, and between the leadership team and the external constituents of the organization (Boyce, 2003). Change in higher education is complicated by the diffused decision making process and the autonomy and independence between units.

Higher education institutions must be receptive to its constituents. Institutions must find favor in constituents that control their resources. According to resource dependency theory, institutions must meet the expectations of entities that control their funding (Askin, 2007). Higher education institutions have had to adjust their relationships in the face of declining state appropriations. The EEDA phenomenon forced SCC to develop new relationships in an effort to adapt to its fiscal environment. This phenomenon has exhibited what is called power. Power, in the context of complexity theory, can be defined as the directional course of the phenomenon that enjoys the dominant inertial momentum over other competing phenomena (Mason, 2008). The current power structure will sustain and increase its dominance by the snowball effect. All entities within the dominant power structure's momentum will become part of its path and outside entities will be marginalized and ineffective unless and until sufficient momentum in a different direction possesses sufficient complexity comprising of the original events. The strength of this radical shift is dependent upon the difference in strength and direction between the existing and the emerging power structures. In education, this occurs often when a new innovation competes with an existing model or idea. Momentum builds toward a new innovation (for example, Palmetto Achievement Test) as a result of years of low test scores and a perception of failure of the current model (Stanford 8). The new innovation gains traction as it is given a seal of approval by administrators and teachers outside of the state. Leaders within the state feel the pressure to try something different and replace the current model with the new innovation. As the new innovation gains acceptance, its stature grows until some new innovation gains favor

and cycle repeats. This study will add to the knowledge base with regards to higher education's response to changes in its environment.

Articulation

Articulation is the process of coordinating curricula at different levels of education in order to foster the efficiency and effectiveness of the educational process (Robertson-Smith, 1990). Educational institutions use this process as a means of collaborating with each other. Collaboration may take place in several forms. The most common form of collaboration takes place between two and four year colleges. Collaboration may take place as well between secondary and postsecondary institutions.

At the center of many articulation agreements is the community college. Many community colleges develop a pattern of courses with the specific objective of transfer to nearby four year institutions. This is reflected in the various articulation agreements reached with those institutions (Cohen & Brawer, 2003). Often students receive an associate's degree from a community college, then transfer to a four year college or university to complete the last two years of a baccalaureate degree (one version of a 2+2 model) (Mosholder & Zirkle, 2007). While individual community colleges may enter into articulation agreements with senior level institutions, a collective approach is also possible. Articulation may be undertaken at the state level as well. Statewide articulation agreements can be brokered between a state system of higher education and four year institutions. These agreements allow for course equivalency guides and common course numbering to be developed and maintained (Cohen & Brawer, 2003). In South Carolina, the South Carolina Technical College System developed statewide articulation

agreements with Clemson University, Lander University, and the University of South Carolina during the 2008-2009 academic year. The agreements cover general education courses taught at the sixteen member technical/community colleges in South Carolina.

Collaboration between secondary schools and community colleges is scarce (Cohen & Brawer, 2003). Despite the scarcity of collaboration between community colleges and secondary schools, initiatives can be established to promote partnerships between the two entities. One type of partnership is through dual enrollment in which high school students receive college credit for coursework taken during the last two years of high school. Another partnership is through a concept called Middle College. Middle college is a concept in which high schools are located on college campuses. Some Middle Colleges target low income or at risk students. A similar concept is Early College. Early College is a form of dual enrollment in which high school and college resources are merged to create an accelerated curriculum and allow students to graduate with a high school diploma and an associate's degree in four or five years. A common trait of the Early and Middle College is the attempt to reach underserved students.

History of Articulation

Articulation has a long history in higher education. William Raney Harper, the first President of the University of Chicago, may have been the first person to introduce articulation to higher education. By 1896, Harper divided the University's undergraduate program into senior and junior college divisions, foreshadowing transfer. Many academics promoted a six-four-four model as the preferred avenue for degree attainment.

This idea was further perpetuated as a result of the development of the United States' first public community college, Joliet Junior College, in 1902.

The next example of articulation occurred when the University of California Berkley (UCB) designed a program to encourage high schools to offer college-level courses by awarding certificates of completion covering up to two years credit at UCB (Mosholder & Zirkle, 2007). In 1921, California's state legislature enacted legislation legalizing the agreements, marking the first example of an official articulation agreement (Kintzer, 1996).

Koos (1924) was among the first researchers to write about junior college transfer to four year institutions. Transfer students were found to perform better than native university students. Koos (1924) examined the curricula of fifty-eight public and private community colleges during the 1921-1922 academic year and reported that 75% of the course offerings were in the liberal arts. The remainder of the offerings was in vocational studies. The focus on liberal arts continued well into the sixties.

A national focus on articulation came to fruition in 1947. The Truman Commission, a national agency created to study higher education, published *Higher Education for American Democracy* (Mosholder & Zirkle, 2007). The report suggested an expansion of the two year college system as an extension of high school. The idea would be to offer the first half of baccalaureate degrees in addition to semiprofessional terminal courses and public service. The commission concluded that community colleges would be a cost effective process for lower and middle class individuals to complete the first two years of postsecondary coursework, while at the same time provide access to occupational training

for Americans entering the workforce post-World War II (O'Meara, Hall, & Carmichael, 2006). The Commission served as a catalyst for increasing activity with regards to articulation and transfer.

A national method for articulation occurred in the early 1950s with the Advance Placement Program (AP) and the College-Level Examination Program (CLEP). Secondary students could take AP courses to earn hours for four college courses, while CLEP gave students the opportunity to earn college credit for individual college courses through an examination.

About twenty years after Koos' initial study of transfer students, Bird (1956) studied successful transfer and found transfers performed as well as native students, except for a small drop in the GPA during the first semester after transfer. Her findings suggest junior colleges provided sufficient advanced studies to their inhabitants who may not have had access otherwise. Bird encouraged more cooperation between two year colleges and four year institutions as it relates to transfer policies.

California was among the first states to establish formal transfer guidelines. In 1959, the Joint Committee on Junior and Senior Colleges asked the University of California at Berkeley's Center for the Study of Higher Education to initiate studies on the transfer problems and characteristics of two year college students who transferred to four year institutions (Mosholder & Zirkle, 2007). A more far reaching study conducted by Knoell and Medsker (1964) of over 10,000 students attending forty-three colleges and universities found that 62% of transfer students enrolling on a full time basis graduated within two years of transfer with an estimated 75% graduating within three years. In

comparison, at the beginning of the fourth year after transfer only 19% of part time students obtained a baccalaureate degree, 19% were still enrolled, 62% were not currently enrolled (Mosholder & Zirkle, 2007). Also, the academic ability of students starting as freshmen in four year institutions was found to be greater than that of transfer students.

Even though the purpose of the study was to develop transfer guidelines, Knoell and Medsker (1964) attempted to analyze and summarize the “various policies, practices, and articulation programs, which might affect the flow of transfer students” (p.96). Since 1960, many of the examined colleges had made positive changes. Some of the changes undertaken included adding staff to improve communications, and relationships and expanding articulation agreements to cover areas such as discipline specific articulation and improvement of instruction. In their final analysis, Knoell and Medsker suggested much more should be done to improve articulation between and among colleges.

The 1960s saw increasing college enrollments. The Civil Rights Act of 1964 aided in increasing college enrollments as minorities gained access to majority institutions. Also, economic activity shifted from an agricultural and textile base to more of an industrial focus (Duffy, 1997). This was especially evident in the South. An increase in demand for higher education made developing more articulation important to make access better. However, even with higher enrollments, there were few attempts at articulation programs between two year and four year institutions. New York State was progressive in its approach to articulation. The state articulated business and technical programs among its high schools and two year colleges (Robertson-Smith, 1990). The federal government interceded in the process to spur articulation.

The Higher Education Act of 1965 required states to create higher education coordinating commissions to remain eligible for federal aid (Cohen, 2001). As a result of the legislation, the California Commission created the Master Plan for Higher Education in California 1968-1975. The Master Plan created a tripartite postsecondary education system for California and recommended policies and procedures for intersegment transfer, including counseling services for transfer students (Mosholder & Zirkle, 2007). However, these policies were implemented only on a voluntary basis. Similar efforts were undertaken in Illinois, Michigan, Washington, Georgia, and Texas.

As part of these master plans, community colleges were developed and supported in nineteen states by 1970 (Cohen, 2001). These plans gave communities specific details about how to have their own colleges. In addition, there was recognition, in part, that state governments had a responsibility to make higher education accessible to students in low income and rural areas. Transfer policies and requirements were left to be worked out between the local community college and neighboring university. The main players in forging transfer and articulation during this period were admissions officers at the university and students and counselors at the community college. As a result, thought persisted that community colleges should be controlled at the local level. However, over time, there has been a shift to a community college controlled and funded by state governments.

More change occurred within higher education with the passage of the Higher Education Act of 1972. Each state had to create a central postsecondary coordinating agency. A major responsibility of each agency was to coordinate articulation and student

transfer (Knoell, 1990). By 1975, statewide programs of articulation and student transfer were developed in seven states: Florida, Georgia, Illinois, Massachusetts, Nevada, New Jersey, and Oklahoma (Robertson-Smith, 1990).

During the 1970s, college enrollments increased from one in seven Americans to about three in eight Americans. This increase was spurred by federal financial aid programs which made college attendance more accessible. Also, the economic reformation in America continued during this time period (Duffy, 1997). Another contributor to the increase was the expansion in the number of community colleges, which grew from 719 in 1964 to 1233 in 1977. That number has been relatively steady since then (Cohen & Brawer, 2003).

While the number of community colleges has increased, there have been limited attempts at improving articulation (Cohen, 2001). Unfortunately, the focus of the scholarly literature at this time was not on transfer. Access was the main concern of scholars. Therefore, nontraditional and minority students and their issues in attaining their goals and aspirations became the focus of scholars.

During this period, the American economy had become centered on manufacturing. This is reflected in the transfer of students to four year institutions. Many students transferring to senior institutions had been enrolled in vocational programs. At the same time, higher education institutions were experiencing decreasing levels of resources. This led to a gap between vocational program development and vocational program articulation within higher education that lasted well into the 1990s (Prager, 1988).

With the focus shifting to vocational programs, general education programs suffered. During the 1970s, the number of collegiate courses offered by community college courses decreased. The vocational focus decreased enrollments in sophomore level courses. As a consequence, students transferred prior to satisfying the requirements for associate degrees.

The popularity of vocational programs made them selective. Those that were unable to enroll in vocational programs enrolled in collegiate programs. This led to collegiate programs full of underprepared and unmotivated students. During the early 1980s, transfer was affected because of the perception that community colleges lacked academic rigor. As a result, tension grew in the relationship between two year and four year institutions. Surprisingly, the relationship between postsecondary and secondary institutions grew. In 1976, the national Advisory Council on Vocational Education surveyed state advisory councils and found that almost 40% of the respondents had planned vocational program articulation in place between high schools and postsecondary institutions (Robertson-Smith, 1990).

By the mid-1980s, state governments increased their influence in higher education by requiring assessment and program placement. This was due to high dropout rates. In addition, articulation shifted from the auspices of admissions officers, to transfer/articulation officers (Robertson & Frier, 1996). A key development was better data collection. New computer information systems gave more accurate transfer data which improved the budgetary process and the development of policy.

As the 1990s approached community colleges had to reexamine their missions. The commissions established under the Higher Education Acts of 1965 and 1972 suggested that community college missions expand to encompass vocational education and economic development. This led to a mixed perception of what the main function of the community college among main stakeholders. While the public perceived transfer as the main function, the majority of community college faculty thought transfer was not the main function of the community college. Data confirmed the perceptions carried by community college faculty. Up until 1984, transfer rates were not computed uniformly on a national basis. That year 23.7% of community college students transferred within four years. Transfer rates hit a low of 21.5% in 1989. By 1995, the rate had risen to 25%. The off shoot was many students were still transferring without associate degrees. Between 30-60% of students receiving baccalaureate degrees had previously taken some community college courses (Cohen & Brawer, 2003).

What became apparent was that students in vocational programs transferred at higher rates than liberal arts and science students by the early 1990s. Community college leaders contributed to the decline in the transfer function by focusing on other areas such as lifelong education, adult education, continuing education, developmental education, and community service. The focus of articulation became the vocational/technical education area. Parnell (1985) promoted the 2+2 tech-prep/ associate degree model.

State governments continued to exert influence in the articulation process. All fifty states had some form of higher education coordinating agency by the mid-1990s. Ten states had articulation agreements affecting all higher education. Twenty other states had

partial credit transfer policies covering a portion of higher education programs. In addition, authority in the transfer process shifted from transfer/articulation officers to state level bodies and agencies (Robertson & Frier, 1996). This change has occurred for a couple of reasons. One reason is the American economy is globalized which greatly increased the need for a highly skilled workforce. A second reason is higher education is now seen more as a right and not a privilege (Mosholder & Zirkle, 2007, p.741). Therefore, public higher education institutions are considered interdependent groups, not competing parts. The idea of equal access is now important, especially for transfer students. As a result, faculty became key players in transfer and articulation during the 1990s (Cohen, 2001).

State appropriations have declined during the 2000s. This has strained higher education budgets. The pain has been really felt in the community colleges, which relies heavily on state appropriations. As a result, higher education institutions had to develop new revenue streams. The easiest way to accomplish this is through tuition increases. Students have felt the sting of the increases. A positive outcome from this new scarcity of resources is that two and four year institutions are developing new and better transfer and articulation agreements. Moreover, secondary and postsecondary institutions have developed new articulation agreements to provide a seamless transition from secondary to postsecondary education. This relationship has strengthened, particularly between community colleges and high schools. Some relationships are forged through mutual understanding of the potential benefits to collaboration, while others are forced through state legislation.

In today's world, students are facing increasing challenges to career success. The modern day economy is highly technical and global in nature. Students are entering the workforce in direct competition with workers from all over the world. Unfortunately, South Carolina students are lagging behind in reading and mathematics skills crucial to success in our new globalized workplace. South Carolina is consistently rated forty-ninth or fiftieth among states in graduation rates, hovering at fifty percent to seventy percent across the state (South Carolina Department of Education, 2009). The result of the gap in preparation as compared to the requirements of the real world economy is many students have a difficult time finding good jobs and businesses are unable to find workers qualified to fill needed positions to succeed.

Theoretical Framework

Given the research questions being addressed in this study, there are several possible theoretical frameworks. The main question concerns with SCC's response to the phenomenon, EEDA. The general theoretical framework revolves around Organizational Theory. Within organization theory, there are several theories that may provide the proper theoretical framework(s) for this study. Several theories are defined below. Others may emerge throughout the study.

Resource Dependency

Resource dependency theory proposes that an organization's survival is contingent upon its ability to attain vital resources from its external environment (Casciaro & Piskorski, 2005). Resource dependency theory can be described as the relationship between an organization and its external environment. Its external environment

comprises of stakeholders that control the necessary resources needed for an organization's survival. Mainly, this involves the organization's dependence on fiscal resources. Resource dependence theory suggests how organizations act strategically and makes choices based upon their reliance on those entities that control vital resources (Zha, 2009). As a result, organizations must be open to change. This change must be active and responsive to the requirements of its external environment. Political activity becomes a key element in intra- and inter-organizational interaction. A symbiotic relationship develops between an organization and its environments, where the organization depends on its environment on one hand, while the organization can exert influence on its environment on the other. "Rather than taking the environment as a given to which the organization then adapts, it is considerably more realistic to consider the environment as an outcome of a process that involves both adaptation to the environment and attempts to change that environment" (Pfeffer and Salancik, 1978, p.222).

This perspective involves concepts and arguments that differentiate it from environmental determinism. Resource dependence theory introduces several factors that establish a deterministic and automatic relationship between an organization's actions and its resource dependencies. Usually organizations find themselves in a position of interdependencies; the main organization maintains control over resources that other organizations need (Zha, 2009). "The potential for one organization influencing another, derives from its discretionary control over resources needed by the other and the other's dependence on the resources and lack of countervailing resources and access to

alternative sources” (Pfeffer and Salancik, 1978, p.53). As a result, organizations are not totally impotent when dealing with its external environment.

As it relates to external environments, these entities are not considered objective realities. Instead, they are known through the process of enactment, i.e., how the context of an organization is defined depends on how it is perceived, how aspects are given attention, and how the context is interpreted (Zha, 2009). Also important is how the context of an organization affects its actions when it learns about its environment and responds to it, as well as the process in which information is selected and processed to give meaning to its environment.

A key aspect in resource dependency theory is the significance of intra organizational factors in understanding how organizations respond and interact with their environments. Power influences within organizations intervene to affect the enactment of organizational environments. Sub units with the organization seek to affect the environment in order to improve their position. In summary, the combined focus on external control relationships is essential in understanding and specifying the process of environmental effects (Zha, 2009). In order to understand organizational change, it is not enough to investigate the organization’s resource dependencies and interdependencies. Moreover, an examination of the way organizations perceive their environments, how they influence and avoid dependencies, the effect organizational leadership has in those processes, as well as the way internal power distributions affect and are affected by external dependencies need to be undertaken(Titus, 2006).

As it relates to nonprofit higher education institutions, Leslie and Slaughter (1997) argue that scarce financial resources being rationed by state governments are linked to performance accountability indicators. The end result is power becomes centralized within the institution. Moreover, the consolidation of power increases the percentage of expenditures on the administrative function at the institutional level.

Adaptation to environmental uncertainty, coping with problematic interdependencies, and actively managing or controlling resource flows are of prime importance from the resource dependence perspective. Moreover, resource dependency theory examines the choice behaviors that organizations may use to exert influence or manipulate external constituents over the allocation or source of resources (Oliver, 1991). Organizations may use a variety of responses to affect entities that control their resources. Oliver (1991) proposed several possible strategic responses to institutional pressures: acquiescence, compromise, avoidance, defiance, and manipulation. The main tactics applied when acquiescing are habiting, imitating, and complying with rules and accepted norms. Compromising strategies are shown through balancing, pacifying, and bargaining with constituents. Avoidance strategies are employed through concealing, buffering, and escaping rules or threatening norms. Defying strategies emerge through dismissing, challenging and attacking tactics. Manipulating strategies manifest themselves through co-opting, influencing, and controlling strategies. Compromising and acquiescing strategies show conformity to outside environmental pressures. Avoidance, defying, and manipulation are types of nonconforming strategies.

As stated earlier, an organization's response to internally and externally to its environment depends on the organization's individual characteristics and relationships to the external environment. This is especially important when considering how higher education institutions respond to changes in their environments. There are several characteristics that influence how an institution may respond to changes in resources from an external source. Among those characteristics include the institution's size, its multiplicity of purpose, and the independence between its different sub units.

Neo Institutionalism

Marion (2003) describes new institutionalism as the affect an organization's key constituents and its social beliefs have on its structure and behavior. This new institutionalism contrasts to Phillip Selznick's version of Institutional theory. His view is that organizations are living, adaptive, and social systems rather than mechanical systems. Selznick argued organizations often deferred their stated goals to its irrational internal and external pressures. Many times, these pressures are not logical or effective but deal with wants, needs, and personalities. Internally, an organization's goals may directly conflict with an employee's needs and desires. Externally, the organization's environment imposes its irrational demands upon the organization conflicting with its rational goals. The variety of pressures exerted by its external environment limit an organization's field of choices (Oliver, 1991).

During the 1970s, this line of thinking faced a challenge from neo-institutionalists and organizational culture theorists. The neoinstitutional view stems from the assertion that organizations are open systems readily open to change. A main difference between the

old and new institutionalism is the new approach rejects the rational choice model. In addition, the interest in the institution is treated as the independent variable, as well as a “turn toward cognitive and cultural explanations, and an interest in properties of supraindividual units of analysis that cannot be reduced to aggregations or direct consequences of individuals’ attributes or motives” (DiMaggio and Powell, 1991, p.8). As a result, organizations are not viewed by individual or corporate actors’ preferences but the result of the collective outcomes that are not a sum of individual interests (Chajewski, 2006).

In essence, neo-institutionalism deals with social preferences. The theory suggests the existence of a dominant organizational form. However, it only occurs within a particular field. Structural changes in organizations no longer occur as a result of competition or the desire for efficiency. Change develops as organizations make themselves look more and more similar to each other without being more efficient. The result is homogenization within a particular organizational field. Another term for homogenization is isomorphism. The isomorphism of organizational structures occurs because organizations tend to model themselves after other organizations in their field to appear more legitimate or successful (Selznick, 1996). The literature identifies two types of isomorphisms: competitive and institutional. Competitive isomorphism tends to occur in organizational fields that emphasize market competition, nice change, and fitness measures (DiMaggio and Powell, 1983). Its relevance is best exhibited in fields where competition is open and free. A clearer view of contemporary organizations may be supplemented by an institutional view of isomorphism. Institutional isomorphism is

described by organizations competing for political power and institutional legitimacy (DiMaggio and Powell, 1991).

The idea of legitimacy is used as an organizational must that is a source of inertia and justification for adopting certain forms and practices. Rules and regulations come about as a result of legitimacy preferences more than seeking better proficiency. Having rules lends to the legitimacy of an organization, as well as decreases conflict, and enhances the organization's ability to respond to crises. Legitimacy is particularly important in the field of education. In K-12 education, the desire for legitimacy often leads to the adoption of fads. The perception of legitimacy is very important in public education. Underperforming schools tend to initiate radical change to appear legitimate to parents, community members, and policymakers. In higher education, colleges and universities have their programs accredited by a regionally acceptable accreditation agency to give their programs legitimacy to attract potential students.

DiMaggio and Powell suggest that there exist three mechanisms of institutional isomorphic change: coercive isomorphism, mimetic isomorphism, and normative isomorphism. Coercive isomorphism is one that deals with the legal and political expectations of a government. Formal and informal pressures are exerted on organizations by other organizations upon which they are dependent and by cultural expectations in the society within which organizations function (DiMaggio & Powell, 1983). Any organizational change is a direct result of some governmental mandate. An organization's behavior and structure may be affected by the existence of a common legal environment. Having a complex system of contract law really impacts organizational

controls necessary to honor legal commitments. Pfeffer and Salancik (1978) discussed how organizations faced with unmanageable interdependence seek to use the greater power of the larger social system and its government to eliminate difficulties or provide for needs. Politically constructed environments have two characteristic features: political decision makers often do not experience directly the consequences of their actions; and political decisions are applied across the board to entire classes of organizations, thus making such decision is less adaptive and less flexible (DiMaggio & Powell, 1991). Coercive isomorphisms may occur outside of the government realm. For example, United Charities in the 1930s altered and homogenized the structures, methods, and philosophies of the social service agencies that depended upon them for support (DiMaggio & Powell, 1991). Coercive isomorphisms may be more subtle and less explicit in nature. The net total of coercive isomorphisms is the coordination and homogenization of organizations within a domain field. Organizations may respond to coercion by conforming to demands or by attempting to influence the institution exerting coercive pressures upon it.

Mimicry pressures tend to be found in organizations dealing with uncertainty (Marion, 2002). Uncertainty may develop when organizational goals are ambiguous. An organization's response to uncertainty is modeling. Modeled organizations may be unaware that their being modeled or can to be modeled. New innovations may result directly or indirectly from modeling some aspect or practice of a successful organization. Schools are a prime example where mimicry is present. For example, a school district may model a successful reading initiative from a nationally acclaimed reading program.

Mimicry pressures are analogous to genetic processes in which traits pass from one generation to the next. Mimicry isomorphisms occur because organizations want to imitate practices of other successful organizations in order to appear legitimate to its constituents. Legitimacy is very important in an organization's effort to remain viable. Mimicry isomorphisms do not guarantee efficiency. Efficiency becomes secondary to having acceptable organizational structure and performance in the eyesight of important stakeholders.

Normative pressures are taken for granted or assumed character of social life (Marion, 2002). Normative isomorphisms usually results from professionalization (DiMaggio & Powell, 1991). Professionalization is described as the attempts of members of an occupation to control the standards and legitimating of their occupational autonomy. Professionalization provides two important sources of isomorphism. First, universities provide the foundation for legitimating occupations through formal education. In addition, expansive and growing professional networks through organizations allow for the development of new models quickly. Formal training through higher education institutions begins the process of developing accepted norms and behaviors among professionals. Moreover, professional associations entrench the definition and promulgation of normative rules about organizational and professional behavior (DiMaggio & Powell, 1991). The net result is the development of pool of individuals within a field that have a similar orientation to the profession in which they are employed. What develops is that organizations within a profession hire individuals from

within the same industry. This may occur at all levels within an organization. This provides an important mechanism for normative isomorphism.

Neo-institutionalists argue that comprehensive, large scale policy interventions can be successful only if organizations have the institutional capacity to implement the intended reform (Fusarelli & Fusarelli, 2003). Having institutional capacity requires the reconstruction of institutional power relationships as they are negotiated or contested between and among various institutional actors. As an example, over the past four decades, federal and state governments' influence over the nature, scope, and direction of education policy has increased significantly, at the expense of local entities (Fusarelli & Fusarelli, 2003).

A partial explanation for the shift is the shifting power dynamic reflects a change in national economic imperatives. The American economy is now more service oriented. At the same time, federal and state governments have grown and become more professionalized. Robertson and Judd (1989) note that “over time, Congress and state legislatures, the president and state governors, and bureaucracies at all levels of government have grown larger, and more professional” (p.10).

The US federal system of divided and shared power among three levels of government, with multiple access points at each level provides a unique institutional context of policymaking. That coupled with a historical tradition of decentralized, local control provides formidable challenges to implementing systemic reform (Fusarelli & Fusarelli, 2003). Smith and O'Day (1990) identified the “fragmented, complex, multi-layered educational policy system” in the U.S. as a “fundamental barrier to developing

and sustaining successful schools” (p.237). In spite of these barriers, policymakers continue their attempt to craft more comprehensive, systemic educational policy. Educational reformers at each level are “working to create coherent policy systems by aligning key policies to support demanding learning goals,” as displayed in the No Child Left Behind (NCLB) legislation (Spillane & Jennings, 1997). The effort to “to move away from the fragmented control system currently governing American education and to move toward closer coordination of policies about instructional goals, means, and funding” shows increasing recognition that education is a national concern demanding state and national policy initiatives (Rowan & Miskel, 1999, p.371). There has been a recent push to combine two strands of neo institutionalism into a stronger theoretical framework for analysis. The two relevant areas come from neo institutional economics and organizational theory influenced by sociology.

Path Dependence

Path dependence is a relatively new term in social science lexicon. Its meaning has not been clearly defined. Some researchers simplify path dependence as meaning history matters or the past influences the future (Mahoney, 2000). The ambiguity in its meaning typically fluctuates from a broader to a narrower conception. Some William Sewell defines path dependence as “that what happened at an earlier point in time will affect the possible outcomes of a sequence of events occurring at a later point in time” (Pierson, 2004). Another narrower conceptualization of path dependence has been offered by Margaret Levi: Once a country or region has gone down a path, the costs of reversal are very high. Other choice points may be available, but the entrenchments of certain

institutional arrangements obstruct an easy reversal of the initial choice (Pierson, 2004). The preferred definition of path dependence for use in this paper is dynamic processes involving positive feedback, which generate multiple possible outcomes depending on the particular sequence in which events unfold (Pierson, 2004).

The core idea of path dependence is that historical processes generate positive feedback, also referred to as self-reinforcement. Each step in a specific direction makes reversing course more difficult. It is argued that the dynamic properties encompassing path dependence can be described as history acting as an irreversible branching process. With positive feedback acting in the background, the probability of continuing down a current path increases with each step on the path. The reason is the relative benefits of the chosen activity compared with other alternatives increases over time.

There are three reasons the focus on processes exhibiting positive feedback are compelling. First, processes that exhibit positive feedback resemble many important aspects of the social world. Secondly, theories are being developed by social scientists that make studying positive feedback an intriguing area of study. Third, focusing on self-reinforcing, path dependent dynamics is an essential building block for exploring a wide range of temporal processes (Pierson, 2004).

There is a second type of dominant sequences in the path dependency literature called reactive sequences. Reactive sequences are chains of temporally ordered and casually connected events (Mahoney, 2000). Each event within a sequence is in part a response to temporally antecedent events (Mahoney, 2000). In essence, each step in a particular direction is dependent upon the step before it. The final outcome within reactive

sequences is usually the event under consideration, and the entire chain of events is considered to be a path leading to the observed outcome. In order for a reactive sequence to be considered following a path dependent trajectory, the historical event that set the stage for the chain of events in motion must be contingent. Contingency implies that, although the sequence of events is not a strictly necessary one, predictable from the conditions of the starting point according to general laws, there is nonetheless an explicable pattern which relates one point to another, especially in the early part of the sequence (Howlett & Rayner, 2006). In addition, the series of events in the given chain must be marked by processes of inherent sequentiality (Mahoney, 2000).

Path dependent processes have found applications in the social sciences. One of the applicable areas is economics. Classical economic theory hypothesized the existence of unique equilibria. The thought is that if there exist unique equilibria, the possibility exists for a predictable, efficient world. Further, this analysis may point to the existence of a single optimal outcome. In addition, economists assumed the existence of decreasing marginal returns, which makes a single optimal outcome attainable. If true, then economic actions exhibit negative feedback, which leads to a predictable equilibrium. As a result, negative feedback tends to stabilize the economy because any major changes will be offset by the very reactions they generate. Equilibrium represents the best outcome possible under the circumstances: the most efficient use of and allocation of resources (Pierson, 2004). However, over the last twenty years, the decreasing returns argument has faced a mounting challenge. Economists are beginning to embrace the idea of increasing returns. Increasing returns mean each increment added

to a particular line of activity yields larger rather than smaller benefits. This idea is not a new concept in the research literature. Path dependence ideas have become prevalent in areas like the spatial location of production, the development of international trade, the causes of economic growth, and the emergence of new technologies. This framework describes the spatial agglomeration of certain industries with some firms being able to benefit from locating near others in the same industry, thereby leading to regional economic specialization (Kulcsar & Bolender, 2011). An example of this specialization is the effect that BMW's move to Greer, South Carolina. When BMW located to Greer, many of its suppliers relocated to the Upstate of South Carolina. As a result, Upstate South Carolina became center for automotive development than culminated in Clemson University building its Innovative Center for Automotive Research (ICAR). A possible side effect of centralization of a particular economic sector is dependence upon that sector creates substantial risks for a region's jobs and revenue may fluctuate with swings in local economic conditions (Kulcsar & Bolender, 2011).

An example of an application of path dependent processes is the development of the QWERTY keyboard typewriter. The QWERTY typewriter was initially designed by Christopher Latham Sholes with assistance from friends, Carlos Glidden and Samuel Soule and supported by entrepreneur James Densmore (Hall, Lacasa, and Günther, 2011). Sholes desire was improving upon the up stroke typewriter. Sholes sought to alleviate the situation in which a typist may type quickly which would lead to keys jamming together. His invention received a US patent in 1867. At the time of the development of the QWERTY typewriter, there was a shift socially towards more bureaucratization. The

QWERTY keyboard typewriter was designed in a manner to position keys, granted awkward for typists, which minimized jams (Haydu, 2010). Despite the inefficiencies of the QWERTY typewriter, it grew in popularity despite the development of more productive machines. This development can be explained through path dependent processes. In order for the QWERTY keyboard to succeed, initially there needed to be some critical juncture which precipitated the move to the QWERTY typewriter. A critical juncture is defined by Mahoney (2000) as the adoption of a particular institutional arrangement from among two or more alternatives. The QWERTY typewriter was one of the first typewriters that focused on minimizing jams on the market. This was in a sense a turning point in this product space. Path dependent processes emphasize mechanisms which reproduce the outcome of an historical turning point, making movement off the path increasingly difficult (Haydu, 2010). Therefore, by the time more efficient typewriters came to market, sunk costs in human and infrastructural capital had locked in the QWERTY typewriter (Haydu, 2010). The lesson from the QWERTY keyboard is that path dependent processes do not guarantee efficiency.

There have been challenges in the assertion that the QWERTY keyboard's longevity is due to path dependence. Paul Dale Bush refutes the notion that lock-in is the reason QWERTY has survived as long as it has. Lock-in is a principle of path dependence in which a technology gains advantage when initial introduction yields to more application. The effect of increasing returns solidifies the technology as the dominant one in its market. Paul David surmises that the timing of the development the QWERTY occurred just as the though typing technique was becoming widespread (Hall, Lacasa, and

Günther, 2011). This coupled with the apparent solution to technical challenges and satisfying improvement criteria made the QWERTY keyboard the standard keyboard configuration. David contended that the lock in effect occurred even as the QWERTY keyboard was seen as a suboptimal path because of its perceived inefficiencies. In this sense path dependency is defined as a failure to achieve a technically efficient solution that is attributed to any of a number of factors: to network effects or the ability of inferior technologies to spread and block the adoption of more efficient ones; to the historical accident of the timing of the entry of new technologies into the market place; or to premature standardization which can also block the spread of superior technologies (Howlett & Rayner, 2006).

Path dependence arguments have found traction in politics and policy development as well. Several aspects of politics make positive feedback possible: (a) the central role of collective action; (b) the high density of institutions; (c) the possibilities for using political authority to enhance asymmetries of power; and (d) its intrinsic complexity and opacity (Pierson, 2004).

In politics, there are good reasons to believe positive feedback processes are widespread. These processes are characteristic in institutional development, collective action, the exercise of authority, and the emergence of understandings of the political world. As a result, some important theoretical implications arise. First, path dependent arguments point to the importance of sequencing (Pierson, 2004). The implication is path dependent processes imply history matters. Early events in a sequence will have more importance than those occurring later in the sequence. In the path dependence sense,

history plays the role of an experiential base on which development and learning solidifies (Patalano, 2011). History affects change because its achievement and interpretation direct and restricts human action. A crucial implication is early stages in a sequence can place particular aspects of political systems onto distinct tracks which are reinforced through time. A second reason is focusing on path dependent processes suggest the importance of developing analyses that may include long stretches of time. A third reason is path dependent arguments provide a counter to functionalist explanations of simple cause and effect outcomes. Functionalists may take the form of suggesting that a specific outcome X (an organization, policy, or institution) exists because it serves a function Y. Having the possibility of path dependence requires the study of history, if only to evaluate the validity of functionalist assertions (Pierson, 2004).

From the path dependence perspective, the study of history is very important. Wherever there are historical reversals in policy, some institutional arrangements break down and are replaced by new ones (Haydu, 2010). At the point where breakdowns occur, policy actors deliberate from a set of choice points in setting new policy. Among the factors that may influence the direction policy may follow include: the effect of policy on interest groups as when policies constrain some groups and enable others: policies involve investment or disinvestments in administrative infrastructure that transforms governmental capacity and the set of possible future policies that may be enacted; and policies involve the establishment of formal or informal contracts with individuals (Kay, 2005). These non-increasing returns mechanisms are seen as underlying path dependent processes in policy development. In addition, choices in

policy development may be affected by limits imposed from previous paths taken and the frames in which choice actors interpret events and view possible alternatives (Haydu, 2010).

Path dependence arguments are used to describe change processes in politics and institutions. Inertia in political systems can develop through increasing returns fostered by collective action, high density of institutions, political power, and the opacity of politics (Patalano, 2011). Collective action is the effect(s) of a political action that often depends upon the actions of others. As more political actors coordinate activities, the more effective their decisions can be (Patalano, 2011). Having a high density of institutions in politics involves compromise among parties with different spheres of authority (Patalano, 2011). Political change would require a diffusion of power among political actors. Timing of elections tends to act as a mitigating factor in limiting political arrangements. Political power can be a source of increasing returns. Parties in power commit to activities that consolidate their influence. Part of those activities involves favoring groups that the party in power expects to receive from in the future. The opacity of politics occurs as political actors pursue an array of goals. Measuring or evaluating any political activity is not easy, which complicates the evaluation of political action.

Inertia also occurs at the cognitive level. Social actors use mental maps to disperse information. Important data can then be selected and interpreted, which allows meaning to be developed individually. As confirmation of interpretation becomes incorporated, any disconfirming information is deleted from learning. Mental maps then allow for increasing returns. At the point of confirmation, corrective mechanisms are difficult to

implement because of the difficulty in evaluating political action. Resistance to change is important to survival in the political world (Pierson, 2004). Two arguments are used to justify this conclusion.

First, the ramifications from political decisions become apparent in the long run, while at the same time being discounted long term. Hence, change resistance is built into formal institutions. Any party in power maneuvers to establish structures to that are difficult to reverse which reduces the risk to their dominance if a change in power occurs (Patalano, 2011). As a result, resistance is used as a means of maintaining political decisions long after they have been made.

Secondly, political actors make decisions to bind themselves. The key insight of the credible commitments literature is that actors can often do better, in the short run as well as the long run; if they remove certain create large obstacles to institutional change (Patalano, 2011). Resistance is deliberately built up in an attempt to reinforce the credibility of commitments.

Institutional evolution is described as a dynamic process that is punctuated by critical junctures followed by substantial periods of inertia (Mahoney, 2000). At critical junctures, change is possible and a plurality of alternatives becomes apparent. When a solution is established, a new phase of inertia begins and persists until reproduction is guaranteed. Some inertial factors that may reinforce the status quo originate in: the distribution of power; the costs of switching from one system to another; the difficulty of conducting a cost-benefit analysis among different political /institutional options; the

cognitive frameworks of individuals who view the existing institution as responsive to their needs and values.

A fourth possible explanation for resistance addresses the role of legitimacy. Once an institution is created, it is viewed as legitimate and voluntarily supported by social actors. Institutional reproduction reinforces from the compatibility between individual values and the institution that leads individuals to consider the institution as being appropriate and morally just (Patalano, 2011). When conflict emerges reproduction is no longer guaranteed and may contribute to creating change. This explanation provides a link between path dependency and neo institutionalism.

The ideas presented above seem to point to three possible interpretations of resistance. Institutional evolution is characterized inertial factors that to preserve self-reinforcing processes. As the current institutional structure survives over time, the environment in which social actors live and plan life remains static outside of periods of critical juncture (Patalano, 2011). Resistance is functional to social stability, and stability, in turn, satisfies a basic psychological need for certainty that is shared at the social level. Pierson (2004) suggests that resistance to change may be interpreted as a form of investment from which two main gains are expected: more durable political reforms and more credibility of political commitments. From this perspective, political behavior seems aimed at maintaining stasis and increasing trust relationships among social actors.

Chapter Summary

In this chapter, the researcher provided an in depth review of the history of Spartanburg County from the end of the Civil War until the present. The history is

divided into three distinct eras: The Reformed Agrarian/Industrialist Era, The Industrial Era, and the Information Technology/Globalization Era. The researcher discusses the changes and development within Spartanburg County during each of the respective eras. A discussion of the development of the South Carolina Technical College System is given as well as the history of Spartanburg Community College.

The researcher also detailed the history of articulation. The discussion began with an operational definition of articulation. The researcher details the first attempt at articulation and continues through a historical look at how articulation evolved through time. As part of the discussion, the researcher detailed how changes in focus within articulation affected the relationship between junior and senior higher education institutions. At the end of the discussion, the researcher describes how articulation evolved from the student/advisor to the state government level.

In Chapter 2, the researcher provided the theoretical framework for this study. The researcher uses Neo Institutionalism, Path Dependency, and Resource Dependency as the theoretical framework for this study. The researcher began the discussion by discussing the literature within Neo Institutionalism and concludes with a look at Resource Dependency. In addition, the researcher describes how higher education organizations deal with change internally and externally.

CHAPTER THREE

METHODOLOGY

The purpose of the study is to give insight and understanding of the articulation process at Spartanburg Community College. The articulation process is examined prior to and following the enactment of EEDA. The process is examined through a historical lens analogous to the development of Spartanburg County from the end of the Civil War to present day. The approach chosen to conduct this study is a historical case study. Case study research follows in the qualitative tradition of research. Merriam (2002) defines qualitative research as an umbrella concept covering several forms of inquiry that helps the audience understand and explain the meaning of social phenomena with as little interruption to the natural setting as possible.

Case Studies

Case studies are conducted to find meaning or understanding to some entity. That particular entity is called a bounded system. A bounded system is a single entity or unit which contains boundaries (Merriam, 2002). The case under study usually has some finite attribute about it whether it is time, space, or the components comprising the case. Case study research is the preferred research method when the research questions begin with “how” and “why”. These types of research questions lend to the explanatory research tradition which seeks to find operational links that need to be trace over time.

Yin (1984) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of

evidence are used. Lofland and Lofland (1995) also define case study inquiry as a holistic investigation of some space and time rooted phenomenon. The development of articulation at Spartanburg Community College requires an in depth analysis of the history of the institution and Spartanburg County as well. The resulting study will result in an extensive description of the development of articulation at Spartanburg Community College over time. The preferred methodology for this study is a historical case study. The current study of interest fits Yin's and Lofland and Lofland's definition of case study with the addition of contextualizing contemporary events in the space of non-contemporary events.

Case studies can be conducted using the qualitative or quantitative research tradition. This study will be conducted using qualitative research methods. The essence of qualitative research consists of two conditions: a) the use of close-up, detailed observation of the natural world by the investigator, and b) the attempt to avoid prior commitment to any theoretical model (Yin, 1984, p.25). A key component of all forms by qualitative research is the investigator as the primary instrument of data collection and analysis. Case study design consists of five major components:

1. It's research questions;
2. Its propositions, if any;
3. Its unit(s) of analysis;
4. The logic linking the data to the propositions; and
5. The criteria for interpreting the findings (Yin, 1984, p.29).

Propositions

The second component of a case study design is developing propositions for the study, if there are any. The study propositions give attention to area(s) that should be examined

within the context of study. The research questions do not give clues as to what should be examined. There are eight basic formal kinds of propositions that social scientists commonly pose: types, frequencies, magnitudes, structures, processes, causes, consequences, and agency. Propositions advance ideas about topics. The propositions that come about as a result of the research questions tell where the focus of the study should begin. At the same time, some studies may not have propositions guiding the study. This situation occurs when the study is an exploratory study. Despite this truth, exploratory studies still should have some purpose. The design of an exploratory study should give its purpose and the measures in which success will be judged, in lieu of having propositions.

Unit of Analysis

The third component in designing a case study is defining the “case” in the research study. In many classic case studies, the case may be an individual (Yin, 1984). Case studies involving individuals will need propositions to identify relevant information about the individual or individuals. Propositions are important to the investigation because it prevents the investigator from collecting unnecessary information about the case in question.

However, the case may be some event or entity that may not be as well defined as a single individual. When this is the case, the researcher may not be able to clearly define the beginning and end points of the case. As a general rule, the way the initial research questions are defined determines how the unit of analysis is defined. Sometimes, the case has one definition while the phenomenon of interest may have a different definition.

When this happens, it's best if the investigator discusses the study with a colleague or experienced researcher. Once there is a clear delineation of what the case is, other clarifications in the unit of analysis become important (Yin, 1984). For example, if the unit of analysis is a community, participants within the community must be differentiated from those outside of the community. In addition, for most topics chosen, time constraints must be chosen as the beginning and end of the case. The preceding questions should be taken into account and answered to define the unit of analysis in preparation to determine the limits of data collection and analysis. Lastly, the case study and unit of analysis should be closely related to others found in the review of the relevant research literature. The unit of analysis in this study is articulation development at Spartanburg Community College.

Linking data to propositions; and criteria for interpreting the findings

The last two components are the least well-developed of the components in case study methodology (Yin, 1984). These portions of the case study design represent the data analysis stage of the study. It is important in any research design that a foundation for data analysis be laid.

Linking data to propositions can be achieved in several ways; however none has been as precise as the assignment of subjects and treatment groups in psychological experiments (Yin, 1984). In case study research, one approach to data linkage is pattern-matching, where several pieces of information from the same case may be related to some theoretical proposition. This approach was first identified by Donald Campbell, in an article where it seemed that annual number of traffic fatalities in Connecticut declined

after the speed limit decreased to 55 miles per hour. An examination over several years before and after the change in speed limit showed an unsystematic fluctuation rather than a sustained deduction. Campbell identified two possible patterns and found that one matched the data better than the other. If the two patterns are considered competing propositions, the pattern matching technique provides a process which relates the data to the propositions, even if the study consists of a single case.

Campbell's study also illustrated the issues in developing criteria for interpreting a study's findings. The data matched one pattern better than the other. The question then becomes how close of a match does it have to be to be considered a match. Campbell could not have used statistical methods because each data point was a single number which prevented the calculation of a variance or use of any other statistical test. There is really no precise procedure for setting the criteria for interpreting a study's findings. The hope is that the different patterns contrast sufficiently enough that findings can be compared using at least two competing propositions.

Participant Selection

For this research study, individual interviews were conducted with administrators at Spartanburg Community College involved in the articulation process. Criterion sampling was used to choose individuals. Participants were selected on the basis of their department's involvement in any articulation agreement(s). An extensive analysis of all articulation agreements occurred in to determine which department chairs would be interviewed. The expectation is that through the Snowball Technique other individuals involved in the articulation process were identified and interviewed as part of the process.

In addition, interviews were conducted with influential members of Spartanburg County to gain insight in the evolution and growth of Spartanburg County through time.

Participants' Protection

All participants were given a letter of consent before the interview. Participants' identities will be kept confidential and pseudonyms will be used to protect their identities. All pseudonyms will be chosen by the participants. The audiotapes of the interviews will be secured in a locked file cabinet in my office. The transcriptions of those interviews will be kept in an electronic format on the hard drive of my laptop and on several flash drives. There will be a paper copy available until the completion of my dissertation.

Once the transcriptions have been done and analyzed for meaning, the information will be used to complete the dissertation. After the completion of the dissertation, all participants will have the opportunity review the findings to determine if accurate interpretations were made.

Data Collection

Data collection for this research study was accomplished through several forms. First, the researcher planned to do an extensive document analysis of the EEDA legislation and SCC's actions to implement it. As part of the analysis, the researcher planned to analyze the history of Spartanburg County from Reconstruction to the present. Much of the history of Spartanburg County was found in the Spartanburg County Library's Genealogy Department. The researcher wanted to study any old articles from the Spartanburg Herald Journal, any old city or county council minutes, or books that go in depth about the county's history. The purpose is to understand the dynamics which led to the diverse

changes (economic, political, and social) in Spartanburg County. In addition, the researcher would like to study to the history of Spartanburg Community College. There would be some old archives in the college's library, but mostly the researcher anticipated finding rich documentation in the college's area commission meetings. My goal is to analyze documentation as it is being discovered. The researcher's expectation was that data collected would be rich with knowledge about Spartanburg County, in particular, but the Upstate of South Carolina, in general. In particular, the researcher wanted to examine the economic, political, and social changes during that time period. The time period is divided into three eras: The Manufacturing Era (1865-1920), The Industrial Era (1920-1965), and The Information Technology Era (1965-present).

Second, the researcher conducted face-to-face interviews with upper level administrators charged with implementing EEDA (see Appendix B). In addition, the researcher interviewed department chairs of departments who have articulated courses in the past, as well as deans in the Academic Affairs division. The first set of interviews was conducted with the President of Spartanburg Community College and the Vice President of Academic Affairs. These two administrators were charged with leading the implementation of EEDA. Using the Snowball Technique, the researcher expected the interviewed administrators led to lower level administrators and instructors that personally had experience developing articulation agreements through EEDA and otherwise. The expectation is to understand how articulation agreements were developed and undertaken.

Triangulation

An important way to strengthen a study design is by triangulation. Triangulation is the combination of methodologies in the study of the same phenomena or programs (Patton, 1990). This implies several kinds of methods or data, including both quantitative and qualitative methods may be used. Denzin has identified four basic types of triangulation: (1) data triangulation- the use of a variety of data sources in a study; (2) investigator triangulation- using several different researchers or evaluators; (3) theory triangulation- using multiple frameworks to interpret a single set of data; and (4) methodological triangulation- using multiple methods to study as single problem or program (Patton, 1990).

Triangulation probably has its origins from “multiple operationalism” (Campbell & Fiske, 1959); using multiple measures to ensure that the variance reflected is that the trait or treatment and not that of the measures. To best achieve this goal, multiply independent measures and sources of the same phenomenon.

Triangulation is considered a tactic more than an inquiry method (Denzin & Lincoln, 1998). It can also be very time consuming given possible constraints (i.e. limited budgets, time). The researcher builds the triangulation process by deliberately setting out to collect and double check findings, using multiple sources and modes of evidence (Denzin & Lincoln, 1998). Studies that rely on only one method are more susceptible to errors linked to that one particular method than studies conducted using multiple methods in which different types of data provide cross data validity checks (Patton, 1990). In social science research, data is collected primarily through a combination of interviewing,

observation, and document analysis. For this study, triangulation is achieved through extensive document analysis of the EEDA legislation, historical documents of Spartanburg Community College and Spartanburg County, and interviews.

Auditing

A more general and comprehensive approach to verifying findings and conclusions is auditing. Auditing refers to keeping a precise record of the process of the study so that external members can recapture steps and reach the same conclusions (Rudestam & Newton, 2001). This not only entails raw data but evidence as to how data is reduced, analyzed, and synthesized, in addition to process notes reflecting ongoing inner thoughts, hunches, and reactions of the researcher. Another possible step is called an external audit, involving asking an external consultant who has no relationship to the study to review the materials and assess the finding and interpretations for consistency (Creswell, 1998). In this study, a journal is kept to process the researchers' thoughts after each interview and throughout the data collection and analysis process.

Member Checking

In order for an analysis to be considered successful, it must meet approval with members of the study and colleagues who are experts on the topic (Bailey, 2007). The researcher must be careful to distinguish between a description or finding that is totally false and something that is controversial. Prior to any member checking, the researcher must clearly state if and how the member's input strengthens the credibility of a study. Researchers not necessarily required responding to requested changes, unless the participants have been informed otherwise. However, researchers often feel compelled to

take some action if the reader responds to take some action if the reader responds negatively. Member checks may be used if there appears to be some ethical concerns. In some situations having member checks may not be possible or advisable (Stake, 1995). It is possible that once the study is completed, the members may not be accessible or continued interaction may be highly problematic. For the current study, all participants had an opportunity to read the results, and any feedback noted in the manuscript.

Data Analysis

One of the weaknesses in case study research is analyzing case study data. This area is the least developed area in case study research. Since the procedures for analyzing case study data are not well developed, Yin suggests that the researcher develop general analytic approaches as part of the case study protocol. The case study protocol establishes the instruments, in addition to procedures and general rules that should be used in applying the instrument. The case study protocol is desirable in most circumstances but is essential when conducting a multiple case design.

There have been two approaches suggested for successful data analysis in case study research. One approach is to make case study data compatible to doing a statistical analysis. This may only be achieved through conducting a quantitative case study. Yet, a problem still exists because this approach can only be used when there is an embedded unit of analysis within the case study. This approach fails to do data analysis at the level of the whole case.

A second approach suggested for data analysis is to use a variety of analytic techniques (Miles & Huberman, 1994), such as

- Putting information into different arrays;
- Making a matrix of categories and placing the evidence within such categories;
- Creating data displays – flow charts and other devices – for examining the data;
- Tabulating the frequency of different events;
- Examining the complexity of such tabulations and their relationships by calculating second-order numbers such as means and variances; and
- Putting information in chronological order or using some other temporal scheme.

The two approaches discussed above are helpful and important techniques that should be used to order data before data analysis. Doing preliminary data manipulations aids in preventing the researcher from becoming stalled in the process. In addition, early manipulations aid in preventing bias in the results. Besides having these two approaches, it is more important to have a general strategy in the first place. There are two types of general strategies that may be employed in a case study: relying on theoretical propositions and developing a case description. As stated, these two strategies are defined as they are literally stated. The case study data analysis can be driven by the stating of theoretical propositions at the outset or when there is an absence of theoretical propositions (descriptive framework).

Once a general strategy for analysis is chosen, the researcher may begin to decide on specific analytic techniques. There are three dominant modes of data analysis in case study analysis: pattern matching, explanation building, and times series. There are also three lesser modes of analysis, but they can only be used effectively in conjunction with

one of the dominant modes of analysis. The preferred method for data analysis in this study is pattern matching.

Pattern Matching

One of the most desirable strategies in case study analysis is pattern matching logic. Data driven logic is compared with predicted logic or several alternative predictions. If these patterns coincide, the internal validity of the results of the case study will be strengthened. For explanatory case studies, the dependent or independent variables of the study may be connected to the corresponding patterns. For descriptive case studies, pattern matching is viable, as long as the predicted patterns of specific variables is defined prior to data collection (Yin, p.103).

Coding

Coding is the process of organizing an enormous amount of data into smaller pieces that, when needed, can be retrieved easily (Bailey, 2007). Reducing or simplifying data lies at the heart of coding. Codes begin the process of categorizing and sorting data. Information can then be labeled, separated, compiled, and organized using short hand devices. Providing a crucial link between data and its conceptual rendering, coding becomes the primary means through what analysis develops (Bailey, 2007). Miles and Huberman state “Coding is analysis...Codes are tags or labels for assigning units of meaning to....information compiled during a study” (1994, p.56).

The first step in the process is assigning codes to data. This step in the process is called open coding or sometimes initial coding. During open coding, the researcher repeatedly reads data and applies code to as much of the data as possible (Bailey, 2007).

Another way of interpreting open coding is the “emergent induction of analysis” (Lofaland & Lofaland, 1995). The goal in open coding is to organize items in the data into groups of similar objects. What may make things easier is to organize similar groups of objects into a larger category that subsumes them. The understanding here is that this data will be further reduced into more formal groups. In this study, all interview data is organized into groups that have recurring, similar themes.

At this stage, the researcher becomes engaged in focused or axial coding. In axial coding, data is further reduced by identifying and combining initial coded data into larger categories that subsume multiple codes (Bailey, 2007). Here, the researcher removes less productive codes and focuses on a selective number of useful codes (Lofaland & Lofaland, 1995). During this process, the new codes are applied to an increasing array of data. More elaboration of categories within selected codes becomes apparent. The hope is some codes assume the role of overarching ideas or propositions that become a prominent or central place in the analysis (Lofaland & Lofaland, 1995). An aid in making open and axial coding successful is becoming well versed in the academic literature of the topic at hand. Also, the researcher may want to talk to an expert in the field, a friend, or the chair of their committee for additional assistance. In this study, axial coding is used to further reduce the data into specific categories that lead to finding meaning within the data.

Memoing

Another aid in data analysis is the use of memoing. Memos are the written out counterparts or explanations and elaborations of coding categories (Lofaland & Lofaland,

1995). At this stage, the researcher creates, defines, and refines conceptual categories, makes tentative notes about links between concepts, and draws a sketch of features for understanding the setting (Bailey, 2007). Memos may also go beyond codes and their relationships to any aspect of the study. Memos are one of the most useful and powerful techniques in the sense making process (Lofaland & Lofaland, 1995). Charmaz describes three kinds of memos: elemental, sorting, and integrating. The elemental memo is a detailed analytic rendering of some relatively specific matter. Typically, this involves the lowest level of text presented in a final manuscript. A sorting memo takes many or all of the elemental memos as its topic of analysis (Lofaland & Lofaland, 1995). This stage can be a crucial stage in the research process since it involves identifying elements of a possible propositional organization in the manuscript. The previous two memos set the stage for integrating memos. These are explanations of connections and relationships among the sorting memos (Lofaland & Lofaland, 1995). At times the connections and relationships among sorting memos are apparent and sometimes not. Memoing is used in this study to integrate the relationships developed through coding and memoing into a substantive analysis of the data.

Once the data has been condensed and developed into well-defined categories, the researcher may want to visually display the data. Visual displays are an organized, compressed assembly of information that allows conclusion drawing and/or action taking (Denzin & Lincoln, 1998). Diagrams are used to visually represent relationships between concepts. This method is helpful in that the researcher can simplify and manage complex and intersecting bits of information (Bailey, 2007). A diagram for each era presented in

the study shows the relationships among important entities in Spartanburg County. This sets the stage to provide meaning for articulation development at Spartanburg Community College.

Biases

My biases as a researcher in the study are the facts I live in the city of Spartanburg and work at Spartanburg Community College. Moreover, I have been an instructor in the South Carolina Technical College System for ten years. My experiences working in the system give me an understanding of the mission of the state technical colleges. In addition, I have taught dual credit courses at the participating college and high school. I believe developing articulation agreements is a necessary activity for Spartanburg Community College. One reason is that the changing economic character in Spartanburg County makes having specialized skills vital to future economic development. Spartanburg Community offers many of the desired programs that serve industry needs. High school students can now earn valuable certifications through articulated courses with Spartanburg Community College. A second reason is the college needed to find a new revenue source. I feel developing articulation agreements introduced the college to a new student population. Prior to EEDA implementation, much of the articulation occurred among the seven county school districts and three vocational centers in Spartanburg County.

Significance of the Study

The significance of this study will add to the literature with regards to articulation and its historical development in the two year college system. The evolution of the South

Carolina Upstate's economy, along with decreased state appropriations, has led to the increased importance in developing articulation with other educational institutions. This is especially true with regards to secondary institutions. Spartanburg Community College has found a lucrative new source of enrollment and revenue in its development of dual enrollment courses. This study gives insight into the process in developing articulation agreements and its effect on Spartanburg Community College.

This study may eventually lead to developing literature on the other side of the articulation equation: secondary institutions. It is important to understand how and why secondary institutions may resist partnering with postsecondary institutions in developing articulation agreements. Each side has its own share of issues, and the effects of those issues need to be explored in order to make the articulation process more effective and efficient.

Chapter Summary

In this chapter, the researcher provided a description of the methodology used in this study. The researcher described case study research in depth. The researcher described the unit of analysis for this study and a discussion for linking propositions to findings.

In addition, the researcher provided a discussion as to how data collection would be done in this study. The researcher discussed how participants in this study would be chosen and protected. Next, the researcher provided the means in which coding would be done and how coding would be interpreted. The researcher discussed how interpretation of the results would be verified through member checking.

CHAPTER FOUR

RESULTS

Data was collected through two methods: documents and interviews. Documents that were collected include historical SCC mission statements, SCC partnerships, commission minutes, and EEDA legislation and related materials. Eleven interviews were conducted which included eight women and three men. The eight women comprised of administrators from the following areas: former President of SCC, Vice President for Academic Affairs, Dean of Arts and Sciences, and Department Chairs from Business, Computer Technology, English and Humanities, and Mathematics. The three men were administrators from the following areas: EEDA Coordinator, Industrial Electronics, and Dean of Business and Technologies Division.

Documents examined included partnership agreements, initial commission minutes, and objective/ mission statements. SCC entered into three types of partnerships: Memorandums of Agreement (MOAs), Memorandums of Understanding (MOUs), and articulation agreements. One hundred nineteen total partnerships were examined ranging from academic years 1991-1992 to 2010-2011.

Memorandums of Agreement (MOA)

Of the one hundred nineteen partnerships examined, twenty were MOAs. The various MOAs had different definitions. Eleven MOAs had the following description of its purpose:

The purpose of this Memorandum of Agreement (MOA) between Spartanburg Community College (SCC) and The District One Schools of Cherokee County is to provide high school students the opportunity to earn college credit or exemption credit while still attending high school.

For MOAs of this type, two programs are available for students to earn college credit or exemption credit. These two programs are The Best Start Program (BSP) and the Technical Advanced Placement (TAP) program. The BSP program is a dual credit program where students take courses that count for both high school and college credit with a C or above. The grade received in a BSP course counts toward the GPA at SCC. The TAP program allows students to take certain TAP courses at a career center or high school, and the course's instructor evaluates the student's performance and determines if TAP credit will be granted. SCC faculty verifies assessment results to determine if exemption credit should be awarded. The minimum percentile score of 80% must be achieved for students to receive a letter grade of an E on their SCC transcript. The grade received on the assessment satisfies the course graduation requirement but will not be calculated in the student's GPA. Students must enroll at SCC within sixteen months following their high school graduation to receive TAP credit. The general provisions surrounding this type of MOA are described as follows. Students, who qualify through performance on the ASSET/COMPASS placement test or the SAT/ACT exams, may be admitted into credit bearing and/or transferable academic courses and technical courses. All faculty members teaching BSP courses must meet the appropriate credentialing guidelines required by the Southern Association of Colleges and Schools (SACS). Students are responsible for their travel to and from SCC classes. Parking will be available in accordance with SCC and/or the host site policy and procedure.

All participants are afforded the rights, responsibilities and privileges associated with each participating school's Student Code of Conduct and Grievance Policies and

Procedures. Participants in both the BSP and TAP programs are recognized as SCC students and thus must request, self-identify, and provide supporting documentation to ensure access to reasonable program and service accommodations. Students must comply with SCC and/or host site registration schedules and deadlines. Spartanburg Community College and the partner high school will jointly recruit and advertise the dual credit and technical advanced placement programs. All promotional materials are approved by all participating institutions. SCC will provide a link to the partner high school's website and the partner high school will provide a link to SCC's website. The exchange of information between the participating parties will be conducted in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and section 507 of the U.S. Patriot Act of 2001 regarding the release of student information and student records. The cost to participate in the dual credit program follows the current and applicable SCC tuition and fees schedule while the student is enrolled at SCC. Upon completion of courses at SCC, all student grades will be placed on individual college transcripts and reported on the high school transcript. These grades will also be computed into the student's GPA. Upon completion of TAP courses taught at a career center/ high school, instructor(s) will evaluate the student's performance and will determine if TAP credit should be granted. SCC faculty will verify assessment results to determine if exemption credit should be awarded. A minimum percentile of 80% must be achieved for students to receive a letter grade of "E" on their SCC transcript. This grade will satisfy the course graduation requirement but will not be calculated in the student's GPA. Students must enroll at SCC within sixteen months following their high school

graduation to receive TAP credit. Students may not substitute dual enrollment courses for required graduation courses in core academic areas. An appeal to this provision must be made directly to the Superintendent or his/her designee. Students seeking to participate in classes through SCC, who have not enrolled previously, will be identified by the end of the school year or as appropriate prior to their enrollment through the use of either the ASSET/COMPASS or SAT/ACT exams. The student is responsible for all costs generated by dropping or adding courses, late fees or other charges incurred as part of their enrollment as appropriate.

Spartanburg Community College (SCC) and the partner high schools agree to the terms of the agreement. The MOA shall become effective upon signatures of Spartanburg Community College's President and the partner school district's Superintendent and shall be reviewed annually from the date of the last signature. The provisions of the agreement may be changed or modified at any time upon the written agreement of Spartanburg Community College's President and the partner school district's Superintendent. Spartanburg Community College and the partner high schools reserve the right to unilaterally terminate the MOA at any time without penalty upon a one semester written notice to the other party at their stated address. Unless there is a notice of intent to unilaterally terminate the agreement the MOA will be automatically renewed for another term.

This MOA did not specify specific courses that fall within the parameters given. The courses chosen to fall within the MOAs will be selected through collaboration between SCC and the corresponding secondary institution. SCC entered into this MOA with the

following school districts: Cherokee County District One (SC), Spartanburg County District One, Two, Three, Four, Five, Six, Seven, and Union County School District. SCC also entered into the same MOA with Rutherford County High Schools and Polk County High Schools in North Carolina.

Another MOA SCC entered into came as part of a grant. During the 2010-11 academic year, SCC entered into a MOA with Union Comprehensive High School. The agreement allowed for the delivery welding courses to support educational opportunities being offered to Union Comprehensive High School students at the Union County Advanced Technology Center. This MOA as compared with the previous MOA had specific courses mentioned as part of the agreement. Welding 106 was offered during the fall semester, and Welding 113 was offered during the following spring semester.

SCC entered into another MOA for welding courses with R.D. Anderson Applied Technology Center. This agreement was initiated for the 2009-2010 academic year. SCC agreed to grant RD Anderson access to its facilities for classroom and laboratory space for welding classes Monday through Friday during the fall 2009 and spring 2010 academic year. SCC also agreed to provide office space excluding administrative support for any RD Anderson staff who is involved in the administration of the Welding Program.

RD Anderson has to demonstrate flexibility and utilize classroom hours should SCC have an immediate need for lab facilities during regularly scheduled RD Anderson lab hours. In addition RD Anderson furnished any consumables to be used during labs and the required quantity of grinders and personal safety welding equipment for its enrolled

students. RD Anderson is required to repair any electrode holders or gas hoses that break and supply lockers for student storage of equipment. In addition, RD Anderson must ensure that the facility is clean at the completion of each class or lab session, ensure that students do not leave welding electrodes and metal in booths at the end of each lab session, ensure that students do not weld on the stands and welding booths and ensure that the facility is locked at the end of each class or lab. RD Anderson is responsible for transportation services to and from RD Anderson and to and from SCC and pay 20% of the depreciation on the welding machines at the conclusion of each academic year. RD Anderson has to provide a full time instructor and allow the instructor to teach part time for SCC after regularly scheduled hours if agreeable to SCC and the instructor.

All participants are afforded the rights, responsibilities and privileges associated with each participating school's Student Code of Conduct and Grievance Policies and Procedures. The exchange of information between the participating parties are conducted in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and section 507 of the U.S. Patriot Act of 2001 regarding the release of student information and student records. The agreement is reviewed annually from the date of the last signature. Either party can terminate this agreement with ninety day written notice. Unless there is a notice of intent to unilaterally terminate this agreement this MOA will be automatically renewed for another term. The agreement contains the entire acknowledgement of the parties, and there are no other promises or conditions in any other agreement whether oral or written concerning the subject matter of the agreement. This agreement supersedes any prior written or oral agreement between the parties. This

agreement may be modified or amended in writing; if the writing is signed by the party obligated under the amendment. Neither party may assign or transfer this agreement without the prior written consent of the non-assigning party, which approval could not be unreasonably withheld.

A third type of MOA SCC entered into was with Cherokee County Adult Education, Spartanburg Count Adult Learning Center, Spartanburg County Adult Education, and Union County Adult Education. This MOA was part of a broad collaborative relationship between the South Carolina Department of Adult and Community Education programs and the South Carolina Technical College System in addressing the educational and training needs of the state's adult population, local adult education and technical education. All parties acknowledge and accept the roles and missions as delineated in the Statewide Memorandum of Agreement of the S.C. Department of Education and the S.C. Technical College System in regards to the education and training of the state's adult population. These local MOAs define specific areas of collaboration and agreement to which each local entity concurs in accordance with the defined mission of each. Within these respective missions, local adult education and technical education units are encouraged to be creative and innovative in developing broad areas of articulation, collaboration, and partnership. Either entity may contract with the other to provide specific services as agreed upon and reflected in the MOA.

Spartanburg Community College agrees to refer all students who fail to meet its minimum developmental reading score to the local adult education program unless an alternative arrangement has been made. The agreed upon reading level will be a score of

thirty on the ASSET that correlates to an eighth grade reading level. The community college may elect to use the COMPASS companion assessment with the equivalent score of thirty-six.

Both parties agree that the GED is the primary responsibility of adult education; therefore, the community college will refer to the local adult education program all students who wish to enroll for the stated purpose of attaining a GED. There may be instances that the local adult education program may collaborative to have these offered on the community college campus or have the community college offer courses in their facilities. Local adult education programs collaborate with the community college to prepare students to enter the community college when post-secondary technical training is a goal of the student. Local adult education programs also agree to offer adult occupational courses only to those individuals who are enrolled in high school adult education diploma programs. Local adult education programs further agree to refer to the community college all individuals or local industries seeking adult vocational education outside of the adult education high school diploma programs.

Spartanburg Community College refers all applicants, who live in one of its three county service area and do not meet the minimum reading scores, to the adult education program. Hearing and sight impaired applicants are not to be referred to the local adult education program. The college either provides basic skills training for these students or refers them to other programs that can accommodate their needs. The local adult education will complete all pre-GED testing for county residents. Spartanburg Community College will no longer offer this service. Spartanburg Community College's

Transitional Studies department refers county students who have unsuccessfully completed “0-level” basic skills courses to the adult education program. English as a Second Language instruction continues to be offered by both the Adult Education program and Spartanburg Community College since the demand is high for this training. The college refers students who need advanced ESL instruction to the Adult Education program. Spartanburg Community College continues to have a staff member visit the local adult education center to inform students of educational opportunities at the college. Spartanburg Community College provides Work keys job profiling services, Work keys assessments and Work keys development instructional support upon request from client companies. Spartanburg Community College is the sole provider of Certificates of Career Readiness as a means to demonstrate a student’s competency level upon completion of the Work keys assessments.

These agreements are reviewed and updated annually and will become a part of the local adult education program’s Annual Project Proposal submitted to the State Department of Education. A copy will be filed with the S.C. Technical College System Office. Claims of noncompliance with these agreements which cannot be resolved by the parties of these agreements are submitted to the state office of each entity, at which time the issues/concerns will be reviewed by an Appeals and Arbitration panel.

Another type of MOA which the college entered into was with the Piedmont Community Actions Head Start. The collaborative effort between Head Start and SCC gave job experience for SCC students in the Early Childhood Development program.

This agreement is more of an arrangement to provide internships for students in the Early Childhood program.

A different type of MOA SCC entered into was with Greenville Technical College. This MOA promoted a collaborative relationship between Greenville Technical College and SCC in offering Dual Enrollment Classes at the following locations: Daniel Morgan Technology Center, H.B. Swofford Career Center, and R.D. Anderson Applied Technology Center. The agreement allowed Greenville Technical College to offer the following programs at the listed locations: Auto Body Technology, Building Construction Technology (Carpentry), Criminal Justice, Fire Science Technology, and Small Animal Care. Greenville Technical College will waive all fees for college classes taught at the above locations. This agreement was entered into initially during the 2008-2009 academic year. Greenville Technical had the option to extend or modify the agreement by July 1, 2009.

SCC entered into a MOA with the St. Ignatios Preparatory School in North Carolina. The MOA was designed to address the academic preparation needs of students needing additional assistance to gain acceptance for admission at a senior postsecondary institution. This MOA was given a second name, a Bridge Program. The Bridge Program provides students identified by the St. Ignatios Prep School an opportunity to attend SCC in preparation for a successful transition to senior post-secondary institutions. The Bridge Program is a competitive academic enrichment transfer program available to St. Ignatios Prep School students by invitation only. The program blends the traditional

academic experience at SCC with the athletic, social and cultural experiences of being a St. Ignatios Prep School student.

SCC and the St. Ignatios Prep School agree Bridge students must earn at least twenty-one hours of university transfer coursework with a 2.5 average during their freshman year. Once these requirements are met, students will make a seamless transition to a senior post-secondary institution for the subsequent fall semester. Students who do not meet these requirements may apply for transfer admission at a later date. The admissions application process must be completed at SCC. A new cohort of St. Ignatios Prep School students are invited to participate in the Bridge Program each fall semester. The St. Ignatios Prep School selects the program participants and notifies SCC of those selected. SCC corresponds with and sends acceptance notification to students selected to participate as appropriate.

Participants have access to academic advising and are encouraged to participate in the advising program specifically designed for their needs. A St. Ignatios Prep School representative is available to meet with Bridge students throughout their enrollment at SCC. The academic support resources of both SCC and the St. Ignatios Prep School are available and provide a variety of student-centered programs and services to support academic work, including tutoring and academic success workshops to help students succeed. During their freshman year, Bridge students enroll part-time at SCC granting them access to all academic support services and student life opportunities available at the College, including opportunities to join student organizations and participate in scheduled student activities. Additional services will be available through St. Ignatios

Prep School. SCC does not offer housing or on site health care services. Information about housing and health and insurance plans will be the responsibility of St. Ignatios Prep School.

Bridge students are responsible for their travel to and from SCC classes. Parking will be available according to SCC policy and procedure. The cost to participate in the Bridge Program is relative to the current and applicable SCC tuition and fees while the student is enrolled at SCC. A limited amount of financial aid is available and should be discussed with SCC's financial aid office. All Bridge students enroll at SCC during their first year, all financial aid documents, including FAFSA, is sent to the SCC financial aid office. SCC evaluates Bridge students for eligibility for the LIFE scholarship which covers the amount of full-time tuition and provides an annual \$300 book allowance to eligible students who attend SCC.

Courses designated as Transitional Studies courses do not count toward the twenty-one hour requirement. Students needing to enroll in Transitional Studies courses are encouraged to attend summer school at SCC to prepare for enrollment in university transfer courses in the fall semester. Credits earned in AP/IB and dual enrollment programs may transfer to a senior institution. It is the responsibility of the student to discuss transfer options with the institution of their choice. Bridge students who successfully complete at least twenty-one hours at SCC during the freshman year with a 2.5 average by the end of the first year are invited to attend a transfer student orientation session prior to the start of the fall semester. Bridge students may not enroll in classes at

another institution while in the Bridge program. Bridge students may attend the summer term at SCC in order to meet the twenty-one hour/2.5 GPA requirement.

SCC uses the COMPASS exam to assess the mathematics, reading and writing skill level of Bridge students to properly place them into mathematics and English classes. The scores on these tests are prerequisites for mathematics and English classes. If Transitional Studies courses are warranted, the student takes those classes before enrolling in a transferable course.

Participants are afforded the rights, responsibilities and privileges associated with each participating school's Student Code of Conduct and Grievance Policies and Procedures. SCC and St. Ignatius Prep School proceed with a joint recruitment effort to advertise the Bridge program. All promotional materials are approved by both participating institutions. SCC will provide a link to the St. Ignatius Prep School website and St. Ignatius Prep School will provide a link to Spartanburg Community College's website. The exchange of information between the participating parties are conducted in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and section 507 of the U.S. Patriot Act of 2001 regarding the release of student information and student records.

Spartanburg Community College (SCC) and St. Ignatius Prep School agree to the terms of the agreement, which begins for the academic year 2010-2011. Spartanburg Community College and St. Ignatius Prep School voluntarily enter into the agreement effective upon signing by Spartanburg Community College's President and the Director of the St. Ignatius Prep School and be reviewed annually from the date of the last

signature. The provisions of the agreement may be changed or modified at any time upon the written agreement of Spartanburg Community College's President and the Director of St. Ignatios Prep School. Spartanburg Community College and St. Ignatios Prep School reserve the right to unilaterally terminate the MOA at any time without penalty upon a 180 day written notice to the other party at their stated address. Unless there is a notice of intent to unilaterally terminate the agreement, the MOA will be automatically renewed for another term.

A second MOA Bridge type program was initiated with the University of South Carolina Upstate (USC Upstate). This MOA was offered as a postsecondary alternative to student applicants not accepted for admission to USC Upstate. The Bridge program provides students identified by USC Upstate an opportunity to attend Spartanburg Community College to prepare for a successful transition to USC Upstate. The Bridge program is a competitive academic enrichment transfer program available to USC Upstate students by invitation only. The program blends the traditional academic experience at SCC with the social and cultural experiences of being a USC Upstate student. Participants in the program are high school graduates who narrowly missed admission to USC Upstate. Program participants enroll at SCC their freshman year before transferring to USC Upstate at a later date.

Bridge students earn at least thirty hours of university transfer coursework with a 2.0 average during their freshman year. Once these requirements are met, students make a seamless transition to USC Upstate for the subsequent fall semester and not are required to complete the USC Upstate transfer application process. Students who do not meet

these requirements may apply for transfer admission to USC Upstate at a later date. Students must complete the Bridge Program within twelve months of starting the program to be eligible for waived application fee and priority registration. A new cohort of students is invited to participate in the Bridge Program each fall semester. USC Upstate selects the program participants and notifies SCC of those selected. SCC sends acceptance notification to the students selected to participate. Transfer grades earned at SCC count towards determining eligibility for the South Carolina LIFE Scholarship.

Participants have access to academic advising and are encouraged to participate in the advising programs specifically designed for their needs. A USC Upstate representative meets with Bridge students throughout their freshman year at SCC and follows up after USC Upstate enrollment. The academic support resources of both SCC and USC Upstate are available and provide a variety of student centered programs and services to support academic work, including tutoring and academic success workshops to help students succeed. During their freshman year, Bridge students will be enrolled full time at SCC granting them access to all academic support services and student life opportunities available at the College, including opportunities to join student organizations and participate in scheduled student activities. Additional services are available through USC Upstate. SCC does not offer on-site health care services. Information about competitive health and insurance plans are made available to Bridge students by SCC.

Bridge students are responsible for their travel to and from SCC classes. Parking is available according to SCC policy and procedure. The cost to participate in the Bridge Program is relative to the current and applicable SCC tuition and fees while the student is

enrolled at SCC. A limited amount of financial aid is available and discussed with SCC's financial aid office. All Bridge students are enrolled at SCC during their first year, all financial aid documents, including FAFSA, is sent to the SCC financial aid office. SCC evaluates Bridge students for eligibility for the LIFE scholarship which covers the amount of full time tuition and provides an annual \$300 book allowance to eligible students who attend SCC.

Courses designated as Transitional Studies courses do not count toward the thirty hour requirement. Students needing to enroll in Transitional Studies courses are encouraged to attend summer school at SCC to prepare for enrollment in university transfer courses in the fall semester. Credits earned in AP/IB and dual enrollment programs may transfer to USC Upstate. Bridge students must successfully complete thirty hours at SCC during the freshman year. Students who complete thirty hours with a 2.0 average by the end of the freshman year are invited to attend a transfer student orientation session prior to the start of the fall semester at USC Upstate. Bridge students may not enroll in classes at USC Upstate while in the Bridge Program. Bridge students may attend summer school at SCC in order to meet the thirty hour/2.0 GPA requirements.

SCC uses the COMPASS exam to assess the mathematics, reading and writing skill level of Bridge students to properly place them into mathematics and English classes. The scores on these tests are prerequisites for mathematics and English classes. If Transitional Studies courses are warranted, the student may take those classes before enrolling in a transferable course. Participants are afforded the rights, responsibilities and

privileges associated with each participating school's Student Code of Conduct and Grievance Policies and Procedures.

Spartanburg Community College and USC Upstate proceed with a joint recruitment effort to advertise the Bridge program. All promotional materials must be approved by both participating institutions. Spartanburg Community College (SCC) will provide a link to the USC Upstate website and USC Upstate will provide a link to Spartanburg Community College (SCC) website. The exchange of information between the participating parties are conducted in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and section 507 of the U.S. Patriot Act of 200 regarding the release of student information and student records.

Spartanburg Community College (SCC) and USC Upstate agreed to the terms of the agreement, which began for the academic year 2007-2008. This MOA became effective upon signatures of Spartanburg Community College's President and the Chancellor of USC Upstate and reviewed annually from the date of the last signature. The provisions of this agreement may be changed or modified at any time upon the written agreement of Spartanburg Community College's President and the Chancellor of USC Upstate. Both institutions reserve the right to unilaterally terminate this MOA at any time without penalty upon one semester written notice to the other party at their stated address. Unless there is a notice of intent to unilaterally terminate this agreement, this MOA will automatically renew for another term.

Memorandums of Understanding (MOU)

A second type of partnership SCC engaged in was the Memorandum of Understanding (MOU). Sixteen MOUs were entered into between SCC and various entities. Not all MOUs have the same purposes or definitions. MOUs engaged both secondary and postsecondary institutions.

During the 1990s, Spartanburg Community College developed a MOU for the Health Information Management Technology Program. The college participated in the project from its inception and has been guaranteed six slots in each class for the college's students to meet the needs of the college's service area. In the event that health care trends change resulting in the increased demand for health information managers in the service area, Spartanburg Community College reserves the right to issue a letter of intent and pursue the development and implementation of the program. If this should occur, Spartanburg community College will work cooperatively with Greenville Technical College in the transition from a cooperative program to an independent program and assist Greenville Technical College in finding alternative clinical sites and/or share Spartanburg Community College service area clinical sites if a sufficient number of sites exist to support both programs. If an independent program is implemented, Greenville Technical College will be given at least twelve months notice.

One of the MOUs Spartanburg Community College developed was with Greenville Technical College. This agreement granted permission for Greenville Technical College to provide instruction to the Palmetto Unified School District (Tyger River Correctional Institution) inmates in Building Construction and Automotive Body Collision Repair

programs. Spartanburg Community College agreed to offer remedial courses (zero and 100 level), general education courses, and Heating, Ventilation, and Air Conditioning (HVAC) program at Palmetto Unified School. This agreement was initiated for summer term 2009.

The previous agreement was an expansion from previous MOUs with Palmetto Unified School. Greenville Technical College agreed to offer dual credit technical courses in Carpentry, Masonry, HVAC, Auto Technology, and Auto body Collision Repair to Palmetto. Palmetto requested that all courses be offered through one technical college due to the urgency of the implementation date (January 2008) and due to the extensive coordination/reporting/paperwork required by the funding source. Spartanburg Community College did not have a formal agreement in place currently as a collaborating partner in the S.P.I.C.E. program. Spartanburg Community College agreed to allow Greenville Technical College to offer dual credit courses at Palmetto in the spring semester of 2008. Spartanburg Community College and Greenville Technical College agreed that the offering of these dual credit courses by Greenville Technical College is temporary and will only be conducted in the spring and summer of 2008. Any future offerings by Greenville Technical College in Spartanburg Community College's service area at Palmetto will be determined and agreed upon by both colleges at a later date and under a new Memorandum of Understanding.

Greenville Technical College was responsible for offering technical courses in Carpentry, Masonry, HVAC, Automotive Technology and Automotive Collision Repair in the spring and summer semesters of 2008 to Palmetto based on identified needs. In

addition, Greenville Technical College allowed qualified Palmetto instructors to teach identified courses under instructional guidelines and content set by Greenville Technical College. When not available, Greenville Technical College provided qualified instructors to teach identified courses. Greenville Technical College negotiated with Palmetto the costs associated with student registration for those courses and kept Spartanburg Community College informed of course offerings in spring and summers of 2008 and reported any requested enrollment and financial information. Greenville Technical College granted all post-secondary academic credit earned by students in said courses and worked with Palmetto to establish said dual credit course offerings for the spring 2008 semester.

Spartanburg Community College was responsible for allowing Greenville Technical College to offer said courses to Palmetto in the spring and summer semesters of 2008. Also, Spartanburg Community College kept Greenville Technical College informed of future negotiations with Palmetto as it related to said disciplines. Finally, Spartanburg Community College allowed Greenville Technical College to offer future courses to Palmetto if Spartanburg Community College is unable to provide such training. This Memorandum of Understanding between Greenville Technical College and Spartanburg Community College took effect November 26, 2007 and remained in effect until August 6, 2008. At the expiration date, Greenville Technical College and Spartanburg Community College renegotiated any needed additional agreements based on the needs of Palmetto and the availability of courses.

Spartanburg Community College developed another MOU with Cherokee County School District's Parents of Preschoolers Program. This MOU developed with these two partners enhanced communication, thus increasing the effectiveness of the Child Development Assistant Program by providing practicum sites and, in turn, assisting in meeting the employment needs of the child care facilities by providing proficient, employable graduates. Spartanburg Community College contacted center directors to place students for placement. As well, the college provided structure for evaluation and planning by students and supervised placement on rotating basis.

Facility administrators were responsible for arranging for student placement in center classroom. Also, administrators oriented students to general center philosophical and educational goals and explain general expectations and regulations. Administrators also engaged in general supervision and communicate to Spartanburg Community College at any time on any matter- general feedback as well as specific. Center teachers were responsible for orienting students to specific classroom procedures and expectations, educational programs and planning procedures. Teachers provided opportunities for students to take active part in education activities and supervision of children. Students are to be another pair of hands to expand facility programs. This is accomplished by making specific request in advance so students can prepare activities or student may ask permission in advance to have a particular type of experience which can be guided into facility plans. Teachers provide specific supervision and evaluation using checklist. This is done while remembering that teaching is a learning process and that strengths and needs can be pointed out specifically so that students have guidance for improvement.

Students are expected to be prompt and regular in attendance at placement. Any problems or absences should be reported both to Spartanburg Community College's office and center. The centers make arrangements for students and Spartanburg Community College cannot support independent changes in the arrangements. Students must support center policies, expectations, and regulations and work with teachers and assistants to plan activities in advance. Also, students keep placement planning notebook for each week organized generally with time sheets, lesson plans, and activity assignments. It is expected that students accept supervision and evaluation as a part of improving teaching skills and be flexible in attitude and recognize that teachers may need to change prior plans for numerous reasons. Students are available and aware of opportunities to accept instant responsibilities in support of teachers. Students develop a set of contingency plans- stories, games, finger plays, songs, etc. Finally students communicate with Spartanburg Community College staff to discuss situations, ask questions, and make requests recognizing that things may take time.

During the 2007-2008 academic year, Spartanburg Community College entered in a MOU with South Carolina State University's Department of Family and Consumer Sciences. The agreement provided that South Carolina State's Department of Family and Consumer Sciences grant access to Spartanburg Community College graduates courses in their department through video instruction. Spartanburg Community College had to provide the physical space to receive satellite transmission from South Carolina State's University Department of Educational Technology Services. South Carolina State was required to pay a usage fee for a proctor at an agreeable rate established between the two

parties. The agreement can be terminated at the end of any given semester by either party without cause. Due to the costliness of the program, South Carolina State has terminated this MOU with Spartanburg Community College.

A second type of MOU SCC entered into was among Union County Council and The University of South Carolina Union. Union County received Community Development Block Grant Funds from the South Carolina Department of Commerce, Grants Administration to aid with the construction of a facility for training Union County's workforce in relevant jobs, especially in the industrial maintenance fields including robotics. The facility is constructed on property owned by the city of Union. The city of Union entered a ninety-nine year lease with Union County. The site is located on Highway 176 just outside of the city of Union, SC, and across from the current industrial park. The Union County facility includes the quickjobs development center that offers classroom administration, technology laboratories, offices for Spartanburg Community College staff, and flexible space. Additional conference room, office and kitchen space is also included in the building, separately. At least fifty-one percent of the beneficiaries are low to moderate income people. Catawba Regional Council of Governments acts as administering agent of CDBG on behalf of Union County pursuant to a contract for administrative services between Union County and Catawba Council of Governments. Union County implemented the project, oversaw construction, owned the facility, maintained the facility and oversaw general operation as described in the CDBG grant application.

Spartanburg Community College committed to furnishing the quickjobs development center portion of the facility with classroom and laboratory equipment as well as staffing the instructors. The training focuses on classes that better prepare Union County's workforce for skilled jobs. The training focuses on robotics, industrial maintenance courses, and provides flexible space for quickjob training. The training provides Union County with an attractive workforce base enhancing economic development opportunities by attracting new industry.

Union County is responsible for the architectural/engineering and design of the QuickJobs Center. The design of the facility is approximately 14,650 square feet and incorporates a flexible training bay consistent with the QuickJobs concept and also approved by the SC DOC, Grants Administration. Approximately fifty percent of the building is dedicated to industrial maintenance training and the QuickJobs center. Union County hired the General Contractor for the construction of the QuickJobs center.

CDBG funds of \$1,250,000 were provided to be used on the quickjobs development center. In addition, the City of Union donated the site, valued at \$125,000. Other funding for the project includes: EDA funds of \$1,000,000; State funds of \$350,000 and local funds of \$125,000. All associated work is completed within the grant period, unless extension is otherwise granted by Grants Administration.

Both parties are responsible for compliance with all Federal or State laws, Executive Orders, and regulations applicable to the CDBG program. Parties must comply with Federal and Grants Administration requirements if a contractor is hired to carry out the project including submission of the contract and procurement method for review prior to

execution. Any proposed changes in the use of the facility or the training offered at the facility within five years of grant close-out must meet all CDBG change of use requirements and have prior written approval from Grants Administration. If the facility use changes to a CDBG ineligible activity, within five years after grant close-out, Union County will be required to immediately repay the State all CDBG funds expended by Union County for this project. The facility must be utilized for the benefit of Union County residents. The facility will be available during normal business hours and any fees charged will not preclude or restrict its use by low and moderate income people. Spartanburg Community College must document income for every user of the training facility for twelve months following completion of the project (or beginning of offering classes where equipment is utilized) and responsible for any financial payback in the event the required fifty-one percent low to moderate income beneficiaries are not documented. SC DOC must review and verify such documentation meets the CDBG requirements. It is recommended that Spartanburg Community College report on additional performance measures of the project at one, three and five year intervals following completion of the project. The report should include the number of people employed as a result of the training and any additional measures of success as deemed appropriate.

The remaining fourteen MOUs were agreements reached between SCC and the seven school districts in Spartanburg County. The agreements were part of two SCC programs began during the 2010-2011 academic year: Gateway to College Program and College Link (Learning Institute for Navigating Knowledge) program. These two programs have

the same operating definition that follows: The College Link and Gateway to College programs, operated by Spartanburg Community College, is designed to provide an opportunity for youth aged sixteen to twenty, who are at risk of leaving high school without earning a diploma or who have left high school without earning a diploma, to remain in or to return to an educational institution and gain a high school diploma while earning college credit at the College. Students work with tutors, counselors (Resource Specialists), and advisors, and receive intensive support services in order to facilitate their success. Each semester students complete courses providing high school credits needed to earn their diploma and courses in their chosen field of study allowing them to accrue credits toward a certificate, diploma, or associate degree.

Spartanburg Community College awards college credit for its courses successfully completed in accordance with official college policies and procedures. During their first semester in the program, called the Foundation Term, all Gateway to College students are enrolled in a learning community and takes courses in English, reading, mathematics, and college skills. Gateway to College learning communities is restricted to students in the program. Remaining course in which students enroll in all subsequent semesters consist of a blend of Gateway to College program and other college students. Students are enrolled in approved dual credit courses to receive both high school and college credit for the courses. College faculty teaches all courses in the program. The college monitors the instruction of all courses in order to assure the quality and uniformity of instruction in accordance with standards established by the college, the State of South Carolina and the district. Courses are conducted on the college's campuses. The college provides

classrooms, labs, advising and tutorial services, and other facilities on the campuses as needed.

Tuition and fee rates are set and approved by the College's Commission. Students are expected to register as full time students taking twelve credit hours or more during both the fall and spring semester. In extenuating circumstances, a student may be advised to register for fewer than twelve credit hours. Tuition for students in the program is assessed at the same rate as for other college students and paid for by the program during fall and spring semester. The State Lottery Tuition Assistance (LTA) Program, determined each year by the South Carolina General Assembly, is projected to cover fifty percent or more of tuition costs during each semester in the student are enrolled in a minimum of six credit hours. Remaining tuition costs in fall and spring semesters are covered by the program. Students are expected to pay an enrollment fee each semester and any additional fees outside of tuition and books that the college deems appropriate and assesses on other college students. Gateway to College students are assessed fees at the rate in effect at the time of registration. Total fees for continuing, full time students in effect as of the date of the agreement are \$20 per semester. All textbooks and supplemental materials required for courses are provided by the program. Students are expected to cover other costs associated with their participation in college courses. These include, but are not limited to, usual school supplies such as pens, paper, book bags, calculators, computer supplies, etc.

The cost of the program is shared between the districts and the college. The districts are invoiced by the college \$1,025 per student per semester for a school year consisting

of a fall and spring semester. Although students are expected to maintain full time enrollment status, they may drop below full time status due to unforeseen personal or academic circumstances during the course of the semester. The invoice amount is not prorated when a student's enrollment status reduces due to unforeseen circumstances. The districts are invoiced at the end of the second week of each semester. Students may enter the program during the fall and spring semesters and normally continuously enroll until such time that sufficient dual credit has been earned toward completion of a high school diploma, or until the student reaches twenty-one years old.

Students are expected to provide their own transportation to the college campus in order to attend all courses and other programs or college sponsored events. If a district does not have a sufficient number of qualified candidates to fill its proportional space allotment, the unused student slots are allocated to qualified candidates from other participating school districts.

The Gateway to College Advisory council continues to provide support and guidance for program implementation. The Council consists of school district representatives from the Curriculum and Instruction Council and college staff from the Academic Affairs Division and the Student Services Division. The College's Vice President of Academic Affairs, Vice President of Student Services, Academic Dean and Gateway to College Program Director serve as ex-officio members of the Advisory Council. The Advisory Council meets quarterly or as needed and provides feedback, evaluation, and recommendations for the program in order to ensure student success.

The district annually appoints a district level representative to serve as the Gateway to College Liaison. The District Liaison's role is to help coordinate the program for the district including assistance in referring potential students and promoting the program; working with program staff to assure success of the program; and tracking attendance, student progress, and grades. In addition the District Liaison appoints, in each sponsoring high school, a School Liaison to work with program staff to help ensure the success of individual students during the duration of their participation in the program.

Students enrolled in the program must be at least sixteen years old and not older than twenty years old at the time of application or the first day of class. Each student must reside within the district boundaries and referred by a sponsoring high school or the district itself. Students must be enrolled or re-enrolled in a sponsoring high school within a district and not obtained a high school diploma or GED prior to enrolling in the program. Students must be assessed at the eighth grade reading comprehension level or higher on the Adult Placement Indicator and successfully complete additional assessments in grammar, mathematics, and reading. Each student must successfully complete all required documents, essays, and homework assignments; as well as complete an individual interview with program staff. Students must be able to complete requirements to receive a high school diploma before or during the semester of their twenty first birthday and apply and be admitted to Spartanburg Community College. Any exceptions to the criteria are made on an individual student basis and be approved by the District Liaison and Vice President of Academic Affairs or their designees. The district determines, on a case by case basis, whether or not to refer or approve students who

previously dropped out of a high school outside of a district's boundaries but who currently live within a district's boundaries.

A referred student who does not meet the eligibility criteria for the program is referred back to his/her home high school or district or to a local adult education center, as appropriate. In such cases, program staff provides confirmation and follow up of the referral to the high school, district, or/or center. The district agrees to actively provide referrals to the program and authorize final approval of students selected by the college and Gateway to College program based on the eligibility criteria outlined. Gateway to College staff also promotes the program through community outreach. Students who meet program eligibility criteria but who are not currently enrolled in school have the opportunity to be enrolled or re-enrolled at a high school within their sponsoring district.

Attendance is submitted by program staff at appropriate intervals to the appropriate officials as specified by the district. Other required data such as course grades and documentation of completion of specific high school requirements will also be submitted by established deadlines to the appropriate officials, as specified by the district. Meetings between program staff and school liaisons will occur at the end of each term (or more often as needed) to discuss student progress, data/reporting requirements, and other program appropriate issues. Program staff also meet with the district liaison at least once per academic year to discuss program related issues and concerns.

Students participating in the College Link (Learning Institute for Navigating Knowledge) operate under the same conditions as Gateway to College Students. LINK students have a few more requirements as it relates to their sponsoring high school or

district. Grades and GPAs earned by LINK program students in college courses are not calculated into the class rankings at the high schools in which LINK program students receive their diplomas. Students do not participate in any extracurricular activities sponsored by the high school, including prom(s). Students who complete the program and earn their high school diploma are awarded their diploma by a representative of either their sponsoring high school or district during the college's regularly scheduled commencement exercises. Students who simultaneously earn a Spartanburg Community College credential are awarded their credential at the college commencement ceremony by the college president. Students are not required to participate in commencement exercises in order to officially receive either their high school or postsecondary credential(s). If a high school or district representative is unavailable to participate in the college commencement ceremony, the college president presents the diploma and announces the name of the high school awarding the diploma. Students do not participate in their high school commencement exercises. Students with special needs who meet the eligibility requirements for the LINK program are referred to the college Office of Student Disability Services to apply for services. Student Disability Services arrange academic accommodations for qualified students. Appropriate documentation is required as part of the application process.

Articulation Agreements (AA)

Another type of partnership SCC formed was official articulation agreements. Through research, seventy-two official articulation agreements were discovered dating back to academic year 1989-1990. The articulation agreements SCC entered into were

with both secondary and postsecondary institutions. Articulations signed with secondary institutions are renewed each academic year, while postsecondary articulations are continued unless there is mutual consent to end the partnership. SCC entered into various articulation agreements with technology and vocational centers and individual high schools within its service area. The difference between articulation agreements and MOAs and MOUs is that specific courses are identified to be used for college credit.

SCC entered into seven specific articulation agreements with Cherokee Vocational Center in Gaffney, South Carolina. The agreements date back to 1989 until the present. One agreement was made between the Horticulture Department of SCC and Cherokee Vocational Center. Students had the opportunity to receive college credit for four Horticulture courses provided the student earns a B or above in each course and presents a letter of recommendation from the high school Horticulture teacher to SCC's Horticulture Department Head. A second type of articulation agreement reached with Cherokee Vocational Center involved TAP credit. Students will be able to receive TAP credit for certain courses if the student earned eighty percent or above on an exemption exam. TAP credit articulation was available for the programs: Health Sciences Technology, Welding, Office Systems Technology, Industrial Mechanics, Industrial Electronics Technology/Automated Manufacturing Technology, Marketing, Automatic Mechanics, Machine Tool Technology, and Health Occupations. SCC entered into five of these types of articulation. The last agreement was entered into with the Business Education Department at Cherokee Technology Center. This agreement allowed students to take certain business and or business related courses at the high school level and if the

student earned a B or above, the student has an opportunity to take an exemption exam for the college equivalent course.

For each department at Spartanburg Community College that articulated with Union County Vocational Center, the specifics of each articulation are the same. Competency test development, scheduling and administration are coordinated by appropriate department heads at the center and college. Course competencies have been given to the department heads at the Cherokee Technology Center along with sample course examinations. Based upon the recommendation of the center department head/or instructor of the particular course, a student can be exempted from the course, or module; or, the student may take the exemption exam if the department head/instructor deems appropriate or necessary.

Spartanburg Community College provides exemption exams as requested to the center approximately eight weeks prior to the end of the school year. The center may make as many copies as needed. The exam is administered to graduating seniors only who have demonstrated acceptable levels of proficiency in corresponding courses at the center. To be assessed for Technical Advanced Placement (TAP), students must have a serious interest in enrolling in the parallel program at Spartanburg Community College. However, the application process does not have to be finalized before sitting for the exam.

The exemption exams are administered by the center's faculty and returned to Spartanburg Community College by an agreed upon date. Generally the return date is a minimum of four weeks prior to the end of the school year. Completed exams are

returned by certified mail or by hand to assure safe delivery. No exemption exam fee is charged. Spartanburg Community College faculty grades the exams and report results to the center prior to the end of the school year. The center's faculty notifies their students of exam results prior to graduation. Original exemption exams are retained at Spartanburg Community College for a minimum of a year from the exam. A minimum of eighty percent must be achieved on the exemption exam to exempt the corresponding course at Spartanburg Community College. When the exam is passed, a grade of E appears on the student's transcript at Spartanburg Community College and satisfies graduation requirements for that course. However, the course does not calculate into the student's GPA. The Center's faculty may override exam results where the results fell slightly below eighty percent. In this case, the appropriate faculty member at the center is asked to document in writing that the student has attained the competencies of the corresponding course at Spartanburg Community College.

In most cases, a successfully completed exemption by exam or recommendation from the appropriate instructor is accepted if the student enters Spartanburg Community College within one year of the exam date in a corresponding course of study. Open communication and cooperative efforts occur on a continuing basis between the center and Spartanburg Community College. The agreement is reviewed annually and revised where appropriate in a continuing effort to strengthen and broaden articulation opportunities for students of the Cherokee Technology Center.

SCC entered into four articulation agreements with Union County Applied Technology Center. All four articulation agreements involved TAP credit arrangements.

The agreements were made within the following programs: Business Education, Health Sciences Technology, Industrial Mechanics, and Machine Tool Technology. For each program, students take specific high school courses related to the college equivalent courses.

For each department at Spartanburg Community College that articulated with Union County Applied Vocational Center, the specifics of each articulation are the same. Competency test development, scheduling and administration are coordinated by appropriate department heads at the center and college. Course competencies have been given to the department heads at the Union County Applied Technology Center along with sample course examinations. Based upon the recommendation of the center department head/or instructor of the particular course, a student can be exempted from the course, or module; or, the student may take the exemption exam if the department head/instructor deems appropriate or necessary.

Spartanburg Community College provides exemption exams as requested to the center approximately eight weeks prior to the end of the school year. The center may make as many copies as needed. The exam is administered to graduating seniors only who have demonstrated acceptable levels of proficiency in corresponding courses at the center. To be assessed for Technical Advanced Placement (TAP), students must have a serious interest in enrolling in the parallel program at Spartanburg Community College. However, the application process does not have to be finalized before sitting for the exam.

The exemption exams are administered by the center's faculty and returned to Spartanburg Community College by an agreed upon date. Generally the return date is a minimum of four weeks prior to the end of the school year. Completed exams are returned by certified mail or by hand to assure safe delivery. No exemption exam fee is charged. Spartanburg Community College faculty grades the exams and report results to the center prior to the end of the school year. The center's faculty notifies their students of exam results prior to graduation. Original exemption exams are retained at Spartanburg Community College for a minimum of a year from the exam. A minimum of eighty percent must be achieved on the exemption exam to exempt the corresponding course at Spartanburg Community College. When the exam is passed, a grade of E appears on the student's transcript at Spartanburg Community College and satisfies graduation requirements for that course. However, the course does not calculate into the student's GPA. The center's faculty may override exam results where the results fell slightly below eighty percent. In this case, the appropriate faculty member at the center is asked to document in writing that the student has attained the competencies of the corresponding course at Spartanburg Community College.

In most cases, a successfully completed exemption by exam or recommendation from the appropriate instructor is accepted if the student enters Spartanburg Community College within one year of the exam date in a corresponding course of study. Open communication and cooperative efforts occur on a continuing basis between the center and Spartanburg Community College. The agreement is reviewed annually and revised where appropriate in a continuing effort to strengthen and broaden articulation

opportunities for students of the Union County Applied Technology Center. These agreements date back to academic year 1991-1992.

SCC entered into similar articulation agreements with H.B. Swofford Career Center in Spartanburg County. The agreements involved awarding TAP credit for specific courses in the following programs: Industrial Mechanics, Marketing, Early Childhood Development Education, Industrial Electronics Technology/Automated Manufacturing Technology, Automotive Mechanics, Engineering Graphics Technology, Health Occupations, Horticulture, Machine Tool Technology, and Welding. Students take high school courses that are college equivalent courses. If the student earns a B or above in the high school course, the student earns the opportunity to take an exemption exam to earn TAP credit. SCC also entered into articulation with Swofford Career Center in the following programs: Mechanical Engineering and Engineering Graphics Technology. Students who completed one or more years of drafting may sit for exemption exams for courses in Engineering Graphics Technology and Architectural Computer Aided Drafting courses.

For each department at Spartanburg Community College that articulated with Swofford Career Center, the specifics of each articulation are the same. Competency test development, scheduling and administration are coordinated by appropriate department heads at the center and college. Course competencies have been given to the department heads at the Swofford Career Center along with sample course examinations. Based upon the recommendation of the center department head/or instructor of the particular

course, a student can be exempted from the course, or module; or, the student may take the exemption exam if the department head/instructor deems appropriate or necessary.

Spartanburg Community College provides exemption exams as requested to the center approximately eight weeks prior to the end of the school year. The center may make as many copies as needed. The exam is administered to graduating seniors only who have demonstrated acceptable levels of proficiency in corresponding courses at the center. To be assessed for Technical Advanced Placement (TAP), students must have a serious interest in enrolling in the parallel program at Spartanburg Community College. However, the application process does not have to be finalized before sitting for the exam.

The exemption exams are administered by the center's faculty and returned to Spartanburg Community College by an agreed upon date. Generally the return date is a minimum of four weeks prior to the end of the school year. Completed exams are returned by certified mail or by hand to assure safe delivery. No exemption exam fee is charged. Spartanburg Community College faculty grades the exams and report results to the center prior to the end of the school year. The center's faculty notifies their students of exam results prior to graduation. Original exemption exams are retained at Spartanburg Community College for a minimum of a year from the exam. A minimum of eighty percent must be achieved on the exemption exam to exempt the corresponding course at Spartanburg Community College. When the exam is passed, a grade of E appears on the student's transcript at Spartanburg Community College and satisfies graduation requirements for that course. However, the course does not calculate into the

student's GPA. The Center's faculty may override exam results where the results fell slightly below eighty percent. In this case, the appropriate faculty member at the center is asked to document in writing that the student has attained the competencies of the corresponding course at Spartanburg Community College.

In most cases, a successfully completed exemption by exam or recommendation from the appropriate instructor is accepted if the student enters Spartanburg Community College within one year of the exam date in a corresponding course of study. Open communication and cooperative efforts occur on a continuing basis between the center and Spartanburg Community College. The agreement is reviewed annually and revised where appropriate in a continuing effort to strengthen and broaden articulation opportunities for students of the Swofford Career Center.

SCC entered into similar articulation agreements for TAP credit with Daniel Morgan Vocational Center in Spartanburg County. Daniel Morgan students had the opportunity to earn TAP credit in the following programs: Office Systems Technology, Industrial Mechanics, Marketing, Industrial Electronics Technology/Automated Manufacturing Technology, Automotive Mechanics, Horticulture, Machine Tool Technology, Welding, Health Sciences Technology and Engineering Graphics Technology. Students take high school courses that are related to college equivalent courses. If the student earns a passing grade in the high school course, the student earns the opportunity to take the exemption exam for the college equivalent.

For each department at Spartanburg Community College that articulated with Daniel Morgan Vocational Center, the specifics of each articulation are the same. Competency

test development, scheduling and administration are coordinated by appropriate department heads at the center and college. Course competencies have been given to the department heads at the Daniel Morgan Vocational Center along with sample course examinations. Based upon the recommendation of the center department head/or instructor of the particular course, a student can be exempted from the course, or module; or, the student may take the exemption exam if the department head/instructor deems appropriate or necessary.

Spartanburg Community College provides exemption exams as requested to the center approximately eight weeks prior to the end of the school year. The center may make as many copies as needed. The exam is administered to graduating seniors only who have demonstrated acceptable levels of proficiency in corresponding courses at the center. To be assessed for Technical Advanced Placement (TAP), students must have a serious interest in enrolling in the parallel program at Spartanburg Community College. However, the application process does not have to be finalized before sitting for the exam.

The exemption exams are administered by the center's faculty and returned to Spartanburg Community College by an agreed upon date. Generally the return date is a minimum of four weeks prior to the end of the school year. Completed exams are returned by certified mail or by hand to assure safe delivery. No exemption exam fee is charged. Spartanburg Community College faculty grades the exams and report results to the center prior to the end of the school year. The center's faculty notifies their students of exam results prior to graduation. Original exemption exams are retained at

Spartanburg Community College for a minimum of a year from the exam. A minimum of eighty percent must be achieved on the exemption exam to exempt the corresponding course at Spartanburg Community College. When the exam is passed, a grade of E appears on the student's transcript at Spartanburg Community College and satisfies graduation requirements for that course. However, the course does not calculate into the student's GPA. The Center's faculty may override exam results where the results fell slightly below eighty percent. In this case, the appropriate faculty member at the center is asked to document in writing that the student has attained the competencies of the corresponding course at Spartanburg Community College.

In most cases, a successfully completed exemption by exam or recommendation from the appropriate instructor is accepted if the student enters Spartanburg Community College within one year of the exam date in a corresponding course of study. Open communication and cooperative efforts occur on a continuing basis between the center and Spartanburg Community College. The agreement is reviewed annually and revised where appropriate in a continuing effort to strengthen and broaden articulation opportunities for students of the Daniel Morgan Vocational Center. These articulations date back as far back as academic year 1991-1992.

Articulation agreements were also initiated with R.D. Anderson Applied Technology Center in Spartanburg County. SCC's articulation with R.D. Anderson was very similar with ones entered into with Swofford and Daniel Morgan Career Center. The programs articulated for TAP credit with R.D. Anderson include: Office Systems Technology, Industrial Mechanics, Industrial Electronics Technology/Automated Manufacturing

Technology, Automotive Mechanics, Engineering Graphics Technology, Health Occupations, Health Sciences Technology, Machine Tool Technology, and Welding. As with the other centers in Spartanburg County, students take high school courses equivalent to their college courses. The student must make a passing grade in the high school course to earn the opportunity to take college exemption exam. TAP credit is awarded if the student earns an eighty percent or above on the exemption examination. SCC's Business Division articulated courses with R.D. Anderson as well. The rules involved in the agreement were a little more stringent. The grade earned in the high school course must be a B in order to qualify to sit for an exemption exam in the college equivalent course. However, the minimum grade to earn TAP credit is eighty percent just as for the other programs. All articulated courses date back to academic year 1991-1992.

SCC entered into an articulation agreement with Chester County Career Center. This articulation agreement is a TAP credit arrangement with the Horticulture Program. Students have the opportunity to earn TAP credit for the introductory Horticulture course (HRT 101). Students will take the career center's equivalent course for SCC's HRT 101 course. Before the end of the school year, the student will have the opportunity to take the TAP exemption examination for HRT 101 credit. If the student earns a passing score on the exemption examination, the student is awarded TAP credit for HRT 101.

On the secondary level, SCC entered into articulation agreements with local high schools as well as vocational and career centers. Six high schools in Spartanburg County entered into articulation agreements with SCC. High schools within Spartanburg County initiating articulation include: Chesnee, James F. Byrnes, Paul M. Dorman, Boiling

Springs, Woodruff, and Landrum. There were some similarities among these schools in the type of articulation initiated. SCC entered into TAP credit articulation for all high schools within the Office System Technology Program and Business Division. Students take high school equivalent courses for SCC related courses. The student sits for the exemption exam before the end of the school year. If the student earns eighty percent or above on the exemption exam, the student receives TAP credit for the college equivalent course taken. Dorman High School had additional articulation with SCC in the following programs: Engineering Graphics Technology and Mechanical Engineering Technology. Students who completed one or more years of drafting and receiving a recommendation from an instructor or counselor from the high school may sit for exemption exams in three Engineering Graphics courses. Dorman High School students also had the opportunity to earn TAP credit in Horticulture. All high school articulation researched date back to academic year 1991-1992.

SCC initiated articulation agreements with the two high schools in Cherokee County: Blacksburg and Gaffney. SCC shared one common articulation with Blacksburg and Gaffney High School in the Office Systems Technology program. The agreement is a TAP credit agreement in which students takes specific high school courses that is equivalent to SCC's college courses. Gaffney High School also had TAP articulation with SCC in Engineering Graphics Technology. For each department at Spartanburg Community College that articulated with Blacksburg/Gaffney High Schools, the specifics of each articulation are the same. Competency test development, scheduling and administration are coordinated by appropriate department heads at the center and college.

Course competencies have been given to the department heads at Blacksburg/Gaffney High Schools along with sample course examinations. Based upon the recommendation of the school department head/or instructor of the particular course, a student can be exempted from the course, or module; or, the student may take the exemption exam if the department head/instructor deems appropriate or necessary.

Spartanburg Community College provides exemption exams as requested to the schools approximately eight weeks prior to the end of the school year. The schools may make as many copies as needed. The exam is administered to graduating seniors only who have demonstrated acceptable levels of proficiency in corresponding courses at the schools. To be assessed for Technical Advanced Placement (TAP), students must have a serious interest in enrolling in the parallel program at Spartanburg Community College. However, the application process does not have to be finalized before sitting for the exam.

The exemption exams are administered by the schools' faculty and returned to Spartanburg Community College by an agreed upon date. Generally the return date is a minimum of four weeks prior to the end of the school year. Completed exams are returned by certified mail or by hand to assure safe delivery. No exemption exam fee is charged. Spartanburg Community College faculty grades the exams and report results to the schools prior to the end of the school year. The schools' faculty notifies their students of exam results prior to graduation. Original exemption exams are retained at Spartanburg Community College for a minimum of a year from the exam. A minimum of eighty percent must be achieved on the exemption exam to exempt the corresponding

course at Spartanburg Community College. When the exam is passed, a grade of E appears on the student's transcript at Spartanburg Community College and satisfies graduation requirements for that course. However, the course does not calculate into the student's GPA. The schools' faculty may override exam results where the results fell slightly below eighty percent. In this case, the appropriate faculty member at the school is asked to document in writing that the student has attained the competencies of the corresponding course at Spartanburg Community College.

In most cases, a successfully completed exemption by exam or recommendation from the appropriate instructor is accepted if the student enters Spartanburg Community College within one year of the exam date in a corresponding course of study. Open communication and cooperative efforts occur on a continuing basis between the schools and Spartanburg Community College. The agreement is reviewed annually and revised where appropriate in a continuing effort to strengthen and broaden articulation opportunities for students of the Blacksburg/Gaffney High School.

The last high school in the college's service area that entered into articulation with SCC was Union High School in Union County. This agreement was a TAP credit articulation in the following programs: Office Systems Technology, Industrial Mechanics, Automotive Mechanics, Horticulture, Health Science, and Machine Tool Technology. Students take high school courses that are equivalent to SCC's college courses. Students sit for the exemption exam by the end of the school year.

For each department at Spartanburg Community College that articulated with Union High School, the specifics of each articulation are the same. Competency test development,

scheduling and administration are coordinated by appropriate department heads at the center and college. Course competencies have been given to the department heads at the Cherokee Technology Center along with sample course examinations. Based upon the recommendation of Union High School's department head/or instructor of the particular course, a student can be exempted from the course, or module; or, the student may take the exemption exam if the department head/instructor deems appropriate or necessary.

Spartanburg Community College provides exemption exams as requested to Union High School approximately eight weeks prior to the end of the school year. Union High School may make as many copies as needed. The exam is administered to graduating seniors only who have demonstrated acceptable levels of proficiency in corresponding courses at Union High School. To be assessed for Technical Advanced Placement (TAP), students must have a serious interest in enrolling in the parallel program at Spartanburg Community College. However, the application process does not have to be finalized before sitting for the exam.

The exemption exams are administered by the center's faculty and returned to Spartanburg Community College by an agreed upon date. Generally the return date is a minimum of four weeks prior to the end of the school year. Completed exams are returned by certified mail or by hand to assure safe delivery. No exemption exam fee is charged. Spartanburg Community College faculty grades the exams and report results to the center prior to the end of the school year. Union High School's faculty notifies their students of exam results prior to graduation. Original exemption exams are retained at Spartanburg Community College for a minimum of a year from the exam. A minimum

of eighty percent must be achieved on the exemption exam to exempt the corresponding course at Spartanburg Community College. When the exam is passed, a grade of E appears on the student's transcript at Spartanburg Community College and satisfies graduation requirements for that course. However, the course does not calculate into the student's GPA. Union High School's faculty may override exam results where the results fell slightly below eighty percent. In this case, the appropriate faculty member at the Union High School is asked to document in writing that the student has attained the competencies of the corresponding course at Spartanburg Community College.

In most cases, a successfully completed exemption by exam or recommendation from the appropriate instructor is accepted if the student enters Spartanburg Community College within one year of the exam date in a corresponding course of study. Open communication and cooperative efforts occur on a continuing basis between the center and Spartanburg Community College. The agreement is reviewed annually and revised where appropriate in a continuing effort to strengthen and broaden articulation opportunities for students of Union High School. Union High School is the only high school in Union County.

SCC's Horticulture Department developed an articulation agreement with Chester County Career Center. Assessment of students and administration of the program is coordinated by appropriate department heads at the high school/career center and the college.

Spartanburg Community College provides evaluation forms to the high school/career center approximately eight weeks prior to the end of the school year. The high

school/career center makes as many copies as necessary. The evaluation is administered to graduating seniors only at the high school/career center. To be evaluated for Technical Advanced Placement (TAP), students must have a serious interest in enrolling in the parallel program at Spartanburg Community College. However, the application process does not have to be finalized before assessment.

The evaluation is administered by the high school/career center faculty and returned to Spartanburg Community College by an agreed upon date. Completed evaluations are returned to the college by certified mail or by hand to assure safe delivery. No exemption exam fee is charged.

High schools/career centers' instructors evaluate students' performance on the assessment instrument and recommend either the granting or denial of TAP credit for Introduction to Horticulture (HORT 101) prior to returning the assessment package to Spartanburg Community College. Spartanburg Community College faculty verifies assessment results and report results to the student, instructor, and school officials no later than June 1. Original evaluation instruments are retained at Spartanburg Community College for a minimum of one year from the test date.

Open communication and cooperative efforts occur on a continuing basis between Chester County Career Center and Spartanburg Community College. The agreement is reviewed periodically and revised where appropriate, in a continuing effort to strengthen and broaden articulation opportunities for students of Chester County Career Center.

SCC also entered into articulation agreements with senior institutions. One articulation developed with Clemson University was with Clemson's Department of

Construction Science and Management. SCC students must earn an Associate Degree in Civil Engineering Technology from SCC. In addition, the student must attain a C or better in a minimum of sixty transferable credit hours from a list of agreed upon courses. Lastly, the student must have a cumulative grade point ration of 2.8 or higher to meet Clemson's requirement for transfer admission. Any student meeting the required conditions may be accepted to junior standing in Clemson University's Department of Construction Science and Management Bachelor's Degree program.

A second articulation agreement SCC entered into was among USC Upstate and Sherman College of Straight Chiropractic for students desiring a BA/BS in Interdisciplinary Studies and Doctor of Chiropractic degrees. This agreement is two plus one plus agreement. First, the student must have successfully completed an outlined curriculum within the agreement and satisfied residency and general education requirements at USC Upstate. Second, the student must have a minimum 2.0 grade point average in all core courses required for admission to Sherman College and all transfer courses to USC Upstate for degree requirements to meet the minimum C grade requirement. Third, the student must earn a minimum 2.50 cumulative grade point average and a minimum 2.50 grade point average in the core courses required for admission to Sherman College. Fourth, the student will be granted tentative acceptance upon completion of the first academic year (minimum forty-five semester hours) with final acceptance granted upon receipt of the student's final transcript from USC Upstate. Last, the student who successfully completes all courses in the first four quarters at Sherman College will be granted the Bachelor of Science/Bachelor of Arts Degree in

Interdisciplinary Studies from USC Upstate. At the end of the program, the student will have earned the Associate in Science with a focus on Pre-Chiropractic from SCC, a BA/BS in Interdisciplinary Studies from USC Upstate, and a Doctor of Chiropractic from Sherman College.

SCC entered into a separate articulation agreement with Sherman College of Chiropractic. This agreement provides for a direct transfer from SCC to Sherman College. Sherman College of Chiropractic will guarantee admission to SCC students meeting the following requirements. First, curriculum courses will be offered in four terms as outlined in the Program Model and Semester Display. Second, students must have successfully completed the specified curriculum in the agreement and satisfied residency and general education requirements at SCC. Third, students must have a minimum 2.0 grade point average in all required courses for admission into Sherman College of Chiropractic. Students must have a minimum overall 2.7 cumulative grade point average for admission into Sherman College of Chiropractic. Students will earn the Associate of Science degree and Certificate in Pre-Chiropractic from SCC and ninety credit hours required for admittance into Sherman College of Chiropractic.

A third articulation SCC entered into was with Spartanburg Methodist College. This articulation is a direct transfer agreement for the Paralegal Certificate Program. Any SCC student who has earned either the Certificate in Pre-Paralegal (Phase I) and/or an Associate Degree in Administrative Office Technology with Legal Electives is eligible for a direct transfer to the Paralegal Certificate Program at Spartanburg Methodist College. The student earns transfer credit for all courses (a maximum of eight courses)

taken at SCC with a C grade or above. The list of courses eligible for transfer is listed in the agreement. This articulation is reviewed yearly for modifications in course requirements.

SCC also entered into an articulation with the University of Phoenix. The University of Phoenix is the only for profit institution SCC has an articulation with. This agreement allows all credit from associate degrees (including vocational degrees), awarded by SCC will transfer to the University of Phoenix, meaning that all associate degree-related courses, subject to program limitations detailed on the transfer literature, will automatically transfer. There may be additional general education credits that may be needed to fulfill the program requirements. SCC students will be granted admission to a baccalaureate degree program at the University of Phoenix based on academic requirements as a result of having earned an associate degree and upon further satisfaction of all other conditions for admission as stated in the University catalog. If the student enrolls in the Bachelor of Science in Management program, the associate degree focus is listed as an area of emphasis on the baccalaureate transcript and University of Phoenix diploma. Students from SCC, who are within twelve months of the completion of their associate degree, may pre apply to a University of Phoenix baccalaureate program and granted access to the University of Phoenix University Library Online Collection. Continued access to those services following the twelve month period requires students to be enrolled in the University.

The University of Phoenix provides SCC transfer support material. In addition, the University of Phoenix campus provides onsite or online counseling services. University

of Phoenix provides information about SCC to students who do not meet University of Phoenix admission requirements or who need additional program prerequisites or requirements. University of Phoenix provides onsite training to SCC advisors regarding use of transfer literature.

Spartanburg Community College provides the opportunity for University of Phoenix representative to meet with the Spartanburg Community College students on an ongoing basis. SCC assists the University of Phoenix in the distribution of updated degree and transfer materials to alumni and current students. SCC provides to the University of Phoenix materials for distribution to students who do not meet the University of Phoenix graduation or program requirements.

The University of Phoenix honors this agreement with all associate degree granting institutions currently accredited or in candidacy status by regional or national accrediting bodies recognized by the U.S. Department of Education. SCC agrees to notify the University of Phoenix of any adverse changes in its accreditation status. Any written materials published and distributed by SCC and/or the University of Phoenix which specifically references the articulation agreement between the two institutions or makes any general representation of each other's institution must be approved by each respective party prior to its use. The agreement will be in effect for a period of three years from the date of execution. The agreement automatically renews on an annual basis thereafter unless terminated sooner as set forth herein. Transfer literature updates on an annual basis. Termination of the agreement may occur by either party with a ninety day written notification.

Chapter Summary

In this chapter, the researcher provided an operational definition for the three types of collaborative efforts: Memorandums of Agreement, Memorandums of Understanding, and Articulation Agreements. Each collaborative effort was described in detail. In addition, the researcher described each activity Spartanburg County engaged in for each collaborative effort. The activities were traced from the early 1990s until present day.

The researcher described activities that spanned from secondary institutions to four year post-secondary institutions. Most of the activities involved either transfer credit from one institution to another or an opportunity for dual credit. The collaborative efforts stretched among several disciplines ranging from vocational/technical areas to general education areas. The next chapter describes the findings from the document examination as well as from interviews conducted with administrators at Spartanburg Community College.

CHAPTER FIVE

FINDINGS AND DISCUSSION

The following chapter is a discussion of the different types of institutional collaborations entered into by Spartanburg Community College. The researcher examined all collaborative efforts Spartanburg Community College engaged in with other institutions. This study provides a narrative as to how articulation developed at Spartanburg Community College using a historical lens.

Categories

Dodge et al (2004) describes a collaborative effort as a diverse governance team that brings together decision makers and stakeholders to drive, manage, and monitor agreements. Spartanburg Community College collaborated with other institutions using three main categories and nineteen subcategories of collaborative efforts. The first main category is Memorandum of Agreement with subcategories (a) shared resources, (b) economic development, (c) college enrollment, and (d) workforce development. The second major category is Memorandum of Understanding (MOU) with subcategories (a) shared resources, (b) economic development, (c) stakeholder needs, and (d) college enrollment. The third major category is Articulation Agreement (AA) with subcategories (a) shared resources, (b) college enrollment, and (c) economic development. Institutions that collaborated with Spartanburg Community College were placed into the appropriate major category based upon the type of collaborative effort. Once placed in the appropriate major category, each collaborative effort was placed into separate subcategories after examining the individual aspect of each collaborative effort.

Appendix A lists each major category and each subsequent subcategory with the matching collaborating institution. After examining all Memorandums of Agreement, an operational definition was developed to describe such agreements. Memorandums of Agreement are defined as partnerships developed to ensure courses could be used to gain college credit at Spartanburg Community College. Memorandums of Understanding are defined as partnerships in which facilities and classroom space are granted access in order to deliver courses, programs, or training. Articulation agreements are defined as partnerships in which specific courses and/or programs are allowed to transfer either from Spartanburg Community College to other institutions or to Spartanburg Community College from other institutions.

Memorandum of Agreement

This major category has four subcategories: (a) shared resources, (b) college enrollment, (c) economic development, and (d) workforce readiness. Within the four subcategories, there are twenty-one different collaborating institutions represented. The first subcategory, shared resources, consists of (a) RD Anderson Applied Technology Center, (b) Rutherford County High Schools, (c) Polk County High Schools, (d) Spartanburg County School District One, (e) Spartanburg County School District Two, (f) Spartanburg County School District Three, (g) Spartanburg County School District Four, (h) Spartanburg County School District Five, (i) Spartanburg County School District Six, (j) Spartanburg County School District Seven, (k) Union County School District, (l) Cherokee County School District One, (m) Union Comprehensive High School, and (n) Greenville Technical College. The second subcategory, college

enrollment, consists of the following institutions: (a) USC Upstate Bridge Program, (b) St. Ignatios Bridge Program, (c) Rutherford County High Schools, (d) Polk County High School, (e) Spartanburg County School District One, (f) Spartanburg County School District Two, (g) Spartanburg County School District Three, (h) Spartanburg County School District Four, (i) Spartanburg County School District Five, (j) Spartanburg County School District Six, (k) Spartanburg County School District Seven, (l) Union County School District, and (m) Cherokee County School District One. The third subcategory, economic development, contains (a) health services jobs, (b) vocational jobs, (c) education jobs, and (d) Spartanburg 40/30 Initiative. The last subcategory, workforce readiness, consists of (a) Spartanburg County Adult Education, (b) Cherokee County Adult Education, and (c) Union County Adult Education.

The subcategory shared resources represents some agreements Spartanburg Community College developed with other institutions that either offered high school students college credit through exemption exams in specified courses (TAP credit) or students may take dual enrollment courses to simultaneous high school and college credit through the Best Start Program. This option was articulated with Rutherford County High Schools, Polk County High Schools, Spartanburg County School Districts One – Seven, Union County School District, and Cherokee County School District One. There was another agreement in which Spartanburg Community College granted access to classroom and office for the Welding Program at RD Anderson Technology Center. In addition, Piedmont Community Actions Head Start program provided Spartanburg Community College students in the Early Childhood Development program job

experience through internships. Spartanburg Community College also developed agreements with Greenville Technical College that allow Greenville Technical College to offer programs and services in Spartanburg Community College's service. The final agreement allowed Spartanburg Community College to offer Union High School students Welding courses at the Union County Advanced Technology. The shared resources mainly dealt with Spartanburg Community College offering college credit for courses through either TAP credit or dual enrollment.

The second subcategory, college enrollment, referred to agreements reached with other institutions that increased Spartanburg Community College's enrollment. There were two types of agreements that met this requirement. The first was the Bridge Programs developed with USC Upstate and St. Ignatios Preparatory School. The USC Upstate Bridge Program provided students who did not meet requirements for admission to USC Upstate to gain admissions by completing sixty hours of credit with a GPA of 2.0 or above at Spartanburg Community College. The St. Ignatios Bridge Program allowed students at St. Ignatios Prep to courses at Spartanburg Community College in preparation for transfer to a senior level institution. The second agreement was the dual enrollment courses offered through the Best Start Program at the following schools or districts: Rutherford County High Schools, Polk County High Schools, Spartanburg County School Districts One – Seven, Union County School District, and Cherokee School District One. Implementing these two types of agreements increased enrollment at Spartanburg Community College.

The third subcategory, economic development, refers to the types of jobs students received by enrolling in courses or programs within the agreements. There were three types of jobs available to students enrolling in these types of agreements: health services jobs, vocational jobs, education jobs, and the Spartanburg 40/30 Initiative. Health services jobs could be attained by enrolling in an agreement Spartanburg Community College developed with Sherman College of Chiropractic in Spartanburg Community College graduates in the Associate of Science program could directly transfer into Sherman's Doctor of Chiropractic with ninety or more credit hours. Vocational jobs may be attained by enrolling in vocational programs (welding, carpentry, plumbing, brick masonry, auto mechanics, and building construction) at Greenville Technical College and Union Comprehensive High School. Education jobs may be attained by enrolling in the Early Childhood Development program which provides access to internships completed at Piedmont Community Actions Head Start. The Spartanburg 40/30 Initiative refers to a goal of having forty percent of the population in Spartanburg County having at least a baccalaureate degree by 2030. Having such a high percentage of educated individuals increases the opportunities for well-paying jobs coming into Spartanburg Community College's service areas.

The last subcategory, workforce readiness, refers to agreements Spartanburg Community College developed with area adult education centers for assisting individuals not scoring high enough on placement tests for admission to Spartanburg Community College. Students testing this low need GED preparation and are referred to the centers within Spartanburg Community College's service area: Spartanburg County Adult

Education, Cherokee County Adult Education, and Union County Adult Education. The attainment of the GED adequately prepares students to be meaningfully employed at the high school graduate level.

Memorandum of Understanding

This major category has four subcategories: (a) shared resources, (b) economic development, (c) stakeholder needs, and (d) college enrollment. Within the four subcategories, there are seven different collaborating entities represented. The first subcategory, shared resources, consists of (a) Greenville Technical College, (b) South Carolina State University, (c) Palmetto Unified School District (Greenville Technical College), (d) Union County Council, (e) Cherokee School District's Parents of Preschoolers Program, (f) College LINK Program, and (g) Gateway to College. The second subcategory, economic development, consists of (a) education services jobs, (b) industrial /manufacturing jobs, (c) vocational services jobs, (d) health services jobs, (e) general services jobs, and (f) Spartanburg 40/30 Initiative. The third subcategory, stakeholder needs, consists of (a) community and (b) business. The fourth subcategory, college enrollment, consists of (a) College LINK/Gateway to College and (b) Union County Council.

The first subcategory, shared resources, refers to agreements in which facility space or classroom space is given to other institutions as a means of providing access to a program. Spartanburg Community College developed several of these types of agreements to allow access for the following institutions: Greenville Technical College, South Carolina State University, Palmetto Unified School District, Union County

Council, Cherokee School District's Parents of Preschoolers Program, and the College LINK Program/Gateway to College. Spartanburg Community College gave access to Greenville Technical College to offer several vocational programs within its service area. In addition, Spartanburg Community College granted use of its facilities to South Carolina State University to deliver courses in its Early Childhood Education Program. Union County Council developed an agreement in which Spartanburg Community College would have access to classroom space and laboratory space to conduct Mechatronics training within its new Quickjobs Development Center. Spartanburg Community College developed an agreement in which it uses Cherokee School District's Parents of Preschooler's Program's facility as a means for educating students in the Early Childhood Development Program. The last agreement refers to Spartanburg Community College's agreement with area schools for the College LINK Program/Gateway to College. Both programs allow at risk high school students to attend Spartanburg Community College to attain their high school diploma by taking college courses that meet high school graduation requires. Once high school requirements are completed, students have the opportunity to attend Spartanburg Community College as college students. All agreements discussed above allow institutions access to space in an effort to attain access to educational opportunities.

The second subcategory, economic development, refers to employment opportunities available based upon the agreement a student enrolls within. The types of jobs available within these agreements are: education service jobs, industrial/manufacturing jobs, vocational services jobs, health services jobs, vocational services jobs, and the

Spartanburg 40/30 Initiative. Educational services jobs may be attained through participation in programs with South Carolina State University in Early Childhood Development and Cherokee School District's Parents of Preschoolers internship program. Industrial and manufacturing jobs may be attained through Mechatronics program training provided through the Union County Council's QuickJobs facility. Vocational jobs may be attained through Palmetto Unified School District's program at Greenville Technical College which provides courses in auto mechanics, building construction, brick masonry, and plumbing. Health Services jobs may be attained through Spartanburg Community College's agreement with Greenville Technical College through its Health Information Management degree program. General employment may be attained through the College LINK Program/Gateway to College program through the attaining of a high school diploma. As discussed previously, the Spartanburg 40/30 Initiative seeks to increase the number of citizens with at least a baccalaureate degree to forty percent of the population.

The third subcategory, stakeholder needs, refers to agreements Spartanburg Community College developed to meet the needs of its constituents. Spartanburg Community College met the needs of the community at large by developing the College LINK/Gateway to College program to combat the high school dropout rate by developing a means to aiding at risk students in attaining a high school diploma. Community needs were also addressed through the agreement with Union County Council in which Spartanburg Community Council provided training in Mechatronics and industrial programs at the QuickJobs Center in Union. Business needs were addressed by

developing agreements with Greenville Technical College, Union County Council, South Carolina State University, and Cherokee School District's Parents of Preschoolers Program. These agreements provided job opportunities in several areas within the economy.

The last subcategory, college enrollment, refers to agreements Spartanburg Community College developed with entities that increased its enrollment. The College LINK/Gateway to college program increased the college's enrollment with its use of high school students. The Union County Council agreement increased the college's enrollment as well through its degree program offerings at the QuickJobs facility in Union.

Articulation Agreements

This major category has three subcategories: (a) shared resources, (b) college enrollment, and (c) economic development. Within the three subcategories, there are twenty different collaborating entities represented. The first subcategory, shared resources, consists of (a) Piedmont Technical College, (b) Greenville Technical College, and (c) Spartanburg Methodist College. The second subcategory, college enrollment, consists of (a) Swofford Career Center, (b) Spartanburg High School, (c) Chester County Career Center, (d) RD Anderson Applied Technology Center, (e) Daniel Morgan Career Center, (f) Cherokee Technology Center, (g) Blacksburg High School, (h) Union County Applied Technology Center, (i) Gaffney High School, (j) Dorman High School, (k) Landrum High School, (l) Boiling Springs High School, (m) Woodruff High School, (n) Byrnes High School, and (o) Chesnee High School. The third subcategory, economic

development, consists of (a) business services jobs, (b) horticulture jobs, (c) legal services jobs, (d) engineering/technology jobs, and (e) health services jobs.

The first subcategory, shared resources, refers to agreements Spartanburg Community College developed with other institutions in programs it could not sufficiently offer on its own campus. Spartanburg Community College developed 1+1 agreements with Piedmont Technical College in Funeral Home Service Education and Cardiovascular Technology. Other 1+1 agreements were developed with Greenville Technical College in its Advanced Network Security Certificate program and Spartanburg Methodist College in its Paralegal Certificate program.

The second subcategory, college enrollment, refers to agreements Spartanburg Community College developed that increased the college's enrollment. All agreements Spartanburg Community College developed that increased the college's enrollment were through either the TAP program or the Best Start dual enrollment program. The programs that benefited from these agreements were the Horticulture, Business, and Engineering Technology Programs at Spartanburg Community College.

The last subcategory, economic development, refers to agreements Spartanburg Community College developed that enhanced students' abilities to gain employment. Most of the agreements impacted high school students. Within the economic development subcategory, there were five sectors that were impacted: business services jobs, horticulture jobs, legal services jobs, engineering/technology services jobs, and health services jobs. Appendix B lists the appropriate career cluster under which each job area fit for the high school collaborative efforts.

Interviews

Eleven interviews were conducted with individuals at various levels of administration, ranging from program coordinators to the president. Appendix B illustrates the questions asked of those individuals. The responses from question one reflected that each individual had some tangible experience in developing an articulation agreement with other institutions. The responses for question two show that Spartanburg Community College's collaborative efforts are mostly with four year institutions, other two year institutions, and dual enrollment opportunities with high schools. With the enactment of EEDA, the focus has turned to developing more dual enrollment opportunities in targeted disciplines of need within the college's service area. High schools have developed with their IGPs focusing on majors that are of need within Spartanburg County. Not all sixteen nationally recognized clusters are respected in the IGP. With question three, the consensus response is that the community affects articulation development through advisory committees that aid in setting curriculum in degree programs. All advisory committees compose of business leaders, community members, students, parents, and faculty. All stakeholders have a say in curriculum development. The goal of articulation is to provide a seamless transition from one level of education to the next level (i.e. high school to two year).

Implications for Future Research

From the research, it is evident that collaborative efforts are undertaken to meet the needs of stakeholders. For a community college, this is one of its core missions. The history of the South Carolina Technical College System shows it was developed to the

meet the changing economic conditions in South Carolina during the 1950s (Duffy, 1997). Spartanburg County's historical development shows that the road to articulation development really began with the development of I 85 and I 26. The two interstates intersected in Spartanburg. The growth of I 85 in particular led to a centralization of economic activity with Spartanburg County. As the economy evolved into one in which some basic level of education was necessary for the increasingly more complicated employment opportunities, a need for increasing access to education became evident. When Spartanburg Technical College opened, better access became available. Now, the enactment of EEDA, a similar situation is now in play. Globalization is leading to more high tech jobs becoming available in the United States at a time in which educational attainment is lacking. Creating more access to high tech careers through articulation agreements is a priority in public education.

The data shows the college develops collaborative efforts as a means of adapting to its external environment. Spartanburg County's development reached a critical juncture with the expansion of both I85 and I26 intersecting in Spartanburg. New and more advanced industries and their suppliers began locating within the county. The population at large was not educated enough to meet the needs of these new industries. As a result, a retraining of the population was necessary. South Carolina's development of the technical college system became important because Spartanburg was one of the centers of economic change during the 1950s and 1960s.

The technical college system gave access to specialized skills and retraining possibilities not previously available. The collaborative efforts evolved as the needs of

business and industry evolved. Many of the early collaborative efforts focused in the business and engineering technology areas. However, as four year college tuition has increased dramatically within the past decade, a new focus on collaboration within general education courses is taking shape. The collaborative efforts with USC Upstate and Sherman College of Chiropractic illustrate the growing importance of general education partnerships at SCC. The reduced costs of tuition at the two year college make the community college more attractive to cost conscious parents.

The question then becomes how these agreements can be developed to accurately aid the target population. More research needs to be done to fully understand how articulation is developed and fostered at multiple points in the education process. The following are questions to consider for future research:

1. How does the organization structure in a two year institution affect its ability to forge partnerships with secondary institutions?
2. How do the missions of a two year institution and a four year institution affect their ability to develop partnerships with each other?

Another reason for increased articulation development at Spartanburg Community College is decreasing levels of state appropriations. Since 2000, the level of state appropriations that make up the college's budget has been decreasing. Appendix C illustrates the trend that has been occurring since the turn of the century. Tuition is now the major part of the college's operating budget. Collaborative efforts allow the college to find a new source of revenue. Students pay tuition through either the State Lottery Assistance Program or out of pocket. The school districts tend to absorb much of the cost

by paying their own appropriately credentialed faculty and/or by buying necessary textbooks for students to borrow.

This study looked at how collaborative efforts affected the development of SCC. Some interesting findings saw that certain partnerships were developed for programs that are currently struggling for enrollment. For instance, the culinary arts program has one of the smallest enrollments on campus. Yet, it is one of the most expensive programs outside of the Health Science Division. Within the last three years, several engineering technology programs have been discontinued due to low enrollment. This leads to a question for future research: How are decisions about adding and/or deleting academic programs made within a higher education institution? The rationale for discontinuing these programs was the programs were too expensive to maintain and the enrollment numbers did not justify keeping them around. Is there a way that all programs survive if there is interest in them and not strictly tied to cost?

Also, there should be research conducted in which are all citizens served in development of collaborative efforts. From the data, most of the collaborative efforts focused in business, engineering technology, and general education courses. The question then becomes what about students who are not enrolled in these areas. In particular, can partnerships be developed in vocational courses? Maybe a better way to look at is do stakeholders find those areas important enough for collaborative efforts to be done.

A comparative study should be conducted comparing and contrasting Greenville and Spartanburg County. The two cities are only twenty-five miles apart but their looks are

vastly different. Research should include the political, economic, and social structure of the two counties. Does the economic, political, and social structure of a county affect its motivation in pursuing various forms of collaborative efforts for all stakeholders in its environment?

Chapter Summary

In this chapter, the researcher provided the findings from documents and interviews. The researcher provided the major categories and subcategories for each collaborative effort. The researcher explained the areas impacted through each of the three collaborative efforts. The researcher placed each agreement under the appropriate career cluster within EEDA.

In addition, the researcher provided the findings from interviews conducted with middle and upper level administrators at Spartanburg Community College. The researcher described the meaning from the interviews for several of the questions. The discussion then moved to show how the historical development within Spartanburg County affected articulation development at Spartanburg Community College. The researcher then moved the discussion to possible future questions for research in articulation development.

APPENDICES

Appendix A

Types of Collaborative Efforts

Memorandum of Agreement (MOA)

Shared Resources

RD Anderson Applied Technology Center
Rutherford County High Schools
Polk County High Schools
Spartanburg County School District One
Spartanburg County School District Two
Spartanburg County School District Three
Spartanburg County School District Four
Spartanburg County School District Five
Spartanburg County School District Six
Spartanburg County School District Seven
Union County School District
Cherokee County School District One
Union Comprehensive High School
Greenville Technical College

College Enrollment

USC Upstate Bridge Program
St. Ignatios Bridge Program
Rutherford County High Schools
Polk County High Schools
Spartanburg County School District One
Spartanburg County School District Two
Spartanburg County School District Three
Spartanburg County School District Three
Spartanburg County School District Four
Spartanburg County School District Five
Spartanburg County School District Six
Spartanburg County School District Seven
Union County School District
Cherokee County School District One

Economic Development

Health Services Jobs
Sherman College of Chiropractic (Health Science Career Cluster)
Vocational Services Jobs

Greenville Technical College
Union Comprehensive High School (Health Science Career Cluster)
Educational Services Jobs
Piedmont Community Actions Head Start
Spartanburg 40/30 Initiative
Workforce Readiness
Spartanburg County Adult Education
Cherokee County Adult Education
Union County Adult Education

Memorandum of Understanding (MOU)

Shared Resources

Greenville Technical College
South Carolina State University
Palmetto Unified School District (Greenville Technical College)
Cherokee School District's Parents of Preschoolers Program
College LINK Program
Gateway to College

Economic Development

Education Services Jobs
Cherokee School District's Parents of Preschoolers Program
South Carolina State University
Industrial/Manufacturing Jobs
Union County Council
Vocational Services Jobs
Palmetto Unified School District (Greenville Technical College)
Health Services Jobs
Greenville Technical College
General Services Jobs
College LINK Program
Gateway to College
Spartanburg 40/30 Initiative

Stakeholder Needs

Community

Business

College Enrollment

College LINK Program
Gateway to College

Articulation Agreement (AA)

Shared Resources

Piedmont Technical College
Greenville Technical College
Spartanburg Methodist College

College Enrollment

Swofford Career Center
Spartanburg High School
Chester County Career Center
RD Anderson Applied Technology Center
Daniel Morgan Career Center
Cherokee Technology Center
Blacksburg High School
Union County Applied Technology Center
Gaffney High School
Dorman High School
Landrum High School
Boiling Springs High School
Woodruff High School
Byrnes High School
Chesnee High School

Economic Development

Business Services Jobs

Swofford Career Center (Business, Management, and Administration Career Cluster)
Spartanburg High School (Business, Management, and Administration Career Cluster)
RD Anderson Applied Technology Center (Business, Management, and Administration Career Cluster)
Daniel Morgan Career Center (Business, Management, & Administration Career Cluster)
Cherokee Technology Center (Business, Management, & Administration Career Cluster)
Blacksburg High School (Business, Management, & Administration Career Cluster)
Union County Applied Technology Center (Business, Management, & Administration Career Cluster)
Gaffney High School (Business, Management, & Administration Career Cluster)
Dorman High School (Business, Management, & Administration Career Cluster)
Landrum High School (Business, Management, & Administration Career Cluster)
Boiling Springs High School (Business, Management, & Administration Career Cluster)
Woodruff High School (Business, Management, & Administration Career Cluster)
Byrnes High School (Business, Management, & Administration Career Cluster)
Chesnee High School (Business, Management, & Administration Career Cluster)

Horticulture Jobs

Swofford Career Center (Horticulture, Food & Natural Resources Career Cluster)

Chester County Career Center (Horticulture, Food & Natural Resources Career Cluster)
Dorman High School (Horticulture, Food & Natural Resources Career Cluster)
Byrnes High School (Horticulture, Food & Natural Resources Career Cluster)
Legal Services Jobs
Spartanburg Methodist College
Engineering/Technology Jobs
Swofford Career Center (Science, Technology, Engineering, & Mathematics Career Cluster)
Spartanburg High School (Science, Technology, Engineering, & Mathematics Career Cluster)
RD Anderson Applied Technology Center (Science, Technology, Engineering, & Mathematics Career Cluster)
Daniel Morgan Career Center (Science, Technology, Engineering, & Mathematics Career Cluster)
Cherokee Technology Center (Science, Technology, Engineering, & Mathematics Career Cluster)
Union County Applied Technology Center (Science, Technology, Engineering, & Mathematics Career Cluster)
Gaffney High School (Science, Technology, Engineering, & Mathematics Career Cluster)
Dorman High School (Science, Technology, Engineering, & Mathematics Career Cluster)
Greenville Technical College
Health Services Jobs
Swofford Career Center (Health Science Career Cluster)
RD Anderson Applied Technology Center (Health Science Career Cluster)
Daniel Morgan Career Center (Health Science Career Cluster)
Cherokee Technology Center (Health Science Career Cluster)
Union County Applied Technology Center (Health Science Career Cluster)
Piedmont Technical College

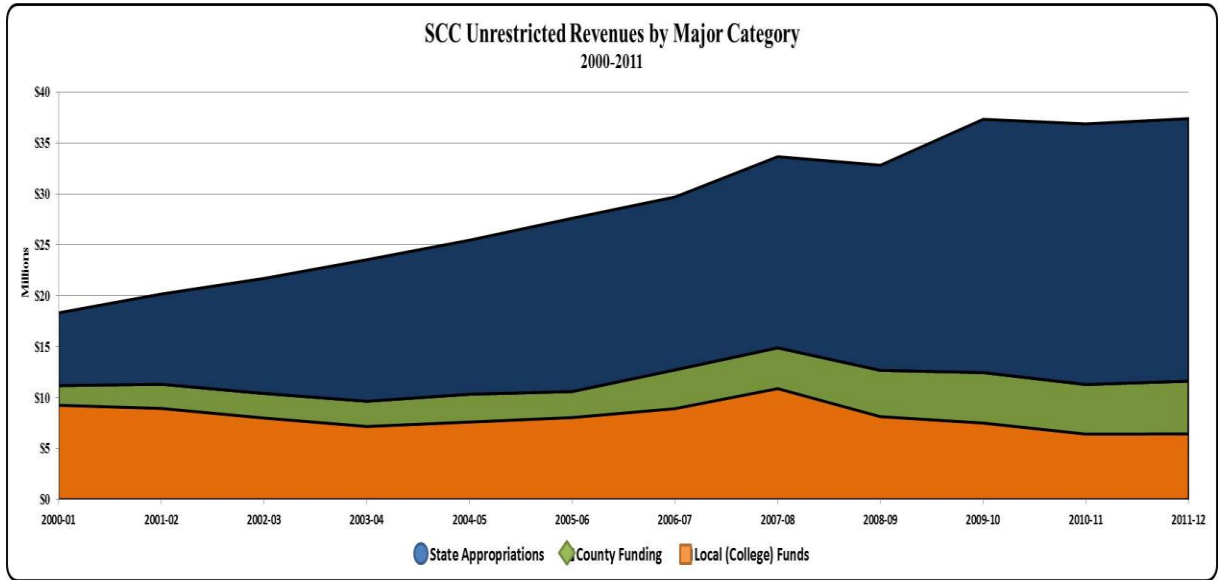
Appendix B

Interview Questions

1. What was your personal experience in developing articulation agreements?
2. What is the most important articulation agreement?
3. What influence do you believe the community has in developing articulation agreements?
4. What have been the challenges in developing articulation agreements?
5. What do you believe are the benefits are in developing articulation agreements?
6. What do you believe are the drawbacks in developing articulation agreements?

Appendix C

SCC Unrestricted Revenues by Major Category



REFERENCES

- Askin, J.A. (2007). Community college mission: resources make a difference. *Community College Journal of Research and Practice*, 31, 977-997. doi:10.1080/10668920600932868.
- Bailey, C.A. (2007). *A guide to qualitative field research (2nd eds)*. Thousand Oaks, CA: Pine Forge Press.
- Barker, B.E. (1999). The “Hoover Scare” in South Carolina, 1887: An attempt to organize black farm labor. *Labor History*, 40(3), 261-282.
- Bird, G.V. (1956). *The public junior college*. Chicago: Fifty-fifth Yearbook of the National Society for the Study of Education.
- Boyce, M.E. (2003). Organizational Learning is essential to achieving and sustaining change in higher education. *Innovative Higher Education*, 28(2), 119-136.
- Campbell, D., & Fiske, D. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.
- Casciaro, T. & Pskorski, M.J. (2005). Power imbalance, mutual dependence, and constraint absorption; a closer look at resource dependence theory. *Administrative Science Quarterly*, 50(2), 167-199.
- Chajewski, L. (2005). *Embeddedness as a process*. Paper presented at the American Sociological Association Annual Meeting in Philadelphia, PA.
- Clark, B.R. (1984). The organizational conception. In B.R. Clark (Ed.), *Perspectives on higher education*. 106-131. Berkeley, CA: University of California Press.
- Cohen, A.M. (2001). Governmental policies affecting community colleges: A historical perspective. B.K. Townsend & S.B. Twombly (Eds.). *Community colleges: Policy in the future context*. 3-22. Westport, CT: Ablex Publishing.
- Cohen, A.M. & Brawer, F.B. (2003). *The American community college*. San Francisco: Jossey-Bass.
- Denzin, N.K. & Lincoln, Y.S. (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.

- DiMaggio, P. & Powell, W.W. (1991). The iron cage revisited: Institutional isomorphism and collective rationality in organization fields. In W. Powell & P. DiMaggio (Eds). *The New Institutionalism in Organizational Analysis*. Chicago and London: Chicago University Press.
- Dodge, K.A. et al (2004). The durham family initiative: A preventive system of care. *Child Welfare*. 42(2). 109 – 128.
- Duffy, E.F. (1997). The South Carolina community college system. *Community College Journal of Research and Practice*. 21(4). 431-443.
- Edgar, W.B. (1998). South Carolina: A history. Columbia, SC: University of South Carolina Press.
- Ezell, J.S. (1963). The South since 1865. Macmillan.
- Ford, L.K. (1984). Rednecks and merchants: Economic development and social tensions in the South Carolina upcountry. 1865-1900. *The Journal of American History*. 71(2). 294-318.
- Foster, V. & Montgomery, W.S. (1998). Spartanburg: Facts, reminiscences, folklore. Spartanburg, SC. The Reprint Company.
- Fusarelli, B.C. & Fusarelli, L.D. (2003). Systemic reform and organizational change. *Planning and Changing*. 34(3.4). 2003.
- Gifford, L.J. (2007). “Dixie is no longer in the bag”: South Carolina republicans and the election of 1960. *The Journal of Policy History*. 19(2). 207-233.
- Haydu, J. (2010). Reversals of fortune: path dependency, problem solving, and temporal cases. *Theory and Society*. 39, 25-48. Doi:10.1007/s11186-009-9098-0.
- Howlett, M. & Rayner, J. (2006). Understanding the historical turn in the policy sciences: A critique of stochastic, narrative, path dependency and process-sequencing models of policy-making over time. *Policy Sciences*. 39. 1-18. Doi: 10.1007/s11077-005-9004-1.
- Hub City Writers Project. (2002). Textile town: Spartanburg county, South Carolina. Hub City Writers Project. Spartanburg, SC.
- Kay, A. (2005). A critique of the use of path dependency in policy studies. *Public Administration*. 83(3), 553-571.

- Kintzer, F.C. (1996). A historical and futuristic perspective of articulation and transfer I the United States. T. Rifkin (Ed.). *Transfer and articulation: Improving policies to meet new needs*. 3-13. San Francisco: Jossey-Bass.
- Knoell, D. (1990). *Transfer, articulation, and collaboration: 25 years later*. Washington, DC: American Association of Community and Junior Colleges.
- Knoell, D. M. & Medsker, L.L. (1964). *Articulation between two-year and four-year colleges*. Berkley, CA: University of California.
- Koos, L.V. (1924). *The junior college*. Minneapolis, MN: University of Minnesota Press.
- Kulcsar, L.J. & Bolender, B.C. (2011). If you build it, will they come? Biofuel plants and demographic trends in the Midwest. *Popular Environment*. 32. 318-311.
- Leonard, M. (1983). *Our heritage: Community history of Spartanburg County, S.C.* Spartanburg, SC: The Spartanburg Herald and Journal, Inc.
- Leslie, L. L., & Slaughter, S.A. (1997). The development and current status of market mechanisms in United States postsecondary education. *Higher Education Policy*, 10(3/4), 239-252.
- Lofaland, J., & Lofaland, L.H. (1995). *Analyzing social sciences: A guide to qualitative observation and analysis (3rd Ed)*. Belmont, CA: Wadsworth.
- Mahoney, J. (2000). Path dependence in historical sociology. *Theory and Society*. 29, 507-548.
- Marion, R. (2002). *Leadership in education: organizational theory for the practitioner*, Long Grove, Illinois: Waveland Press.
- Mason, M. (2008). What is complexity theory and what are its implications for educational change? *Educational Philosophy and Theory*, 40(1), 35-49. doi:10.1111/j.1469-5812.2007.00413.x.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.
- Morrison, K. (2008). Educational philosophy and the challenge of complexity theory. *Educational Philosophy and Theory*, 40(1), 19-34. doi:10.1111/j.1469-5812.2007.00394.x.

- Mosholder, R.S. & Zirkle, C.J. (2007). Historical trends of articulation in America: A review of the literature. *Community College Journal of Research and Practice*, 31, 731-745. doi:10.1080/10668920701366875.
- Oldenfield, J. (2004). State politics, railroads, and civil rights in South Carolina, 1883-1889. *American Nineteenth Century History*, 5(2), 71-91.
- O'Meara, R., Hall, T., & Carmichael, M. (2007). A discussion of past, present, and future articulation models at postsecondary institutions. *The Journal of Technology Studies*, 33(1/2), 9-16.
- Parnell, D. (1985). *The neglected majority*. Washington, DC: Community College Press.
- Patalano, R. (2011). Resistance to change: historical excursus and contemporary interpretations. *Review of Political Economy*, 23(2), 249-266. doi:10.1080/09538259.2011.561561
- Pfeffer, J. & Salancik, G. (1978). *The external control of organizations: A resource dependence perspective*. New York: Harper and Row.
- Pierson, P. (2004). *Politics in time: History, institutions, and social analysis*. Princeton. Princeton University Press.
- Prager, C. (1988). The other transfer degree. C. Prager (Ed.). *Enhancing articulation and transfer*. 77-88. San Francisco: Jossey-Bass.
- Robertson, D.B. & Judd, D.R. (1989). *The development of American public policy: The structure of policy restraint*. Glenview, IL: Scott, Foresman and Co.
- Robertson, P.F. & Frier, T. (1996). The role of the state in transfer and articulation. T. Rifkin (Ed.). *Transfer and articulation: Improving policies to meet new needs*. 15-24. San Francisco: Jossey-Bass.
- Robertson-Smith, M. (1990). *Articulation models for vocational education*. Columbus, OH: ERIC Clearinghouse on Adult, Career, & Vocational Education.
- Rowan, B., & Miskel, C.G. (1999). Institutional theory and the study of educational organizations. In J. Murphy & K. Seashore Louis (Eds.), *Handbook of research on educational administration* (2nd ed., pp. 359-383). San Francisco: Jossey-Bass.
- Rudestam, K.E., & Newton, R.R. (2001). *Surviving your dissertation: A comprehensive guide to content and process* (2nd Ed). Thousand Oaks, CA: Sage.

- Selznick, P. (1996). Institutionalism “old” and “new”. *Administrative Science Quarterly*, 41(2). University of California Berkeley.
- Smith, M.S., & O’Day, J. (1990). Systemic school reform. In S.H. Fuhrman & B. Malen (Eds), *The politics of curriculum and testing*, (233-267). London: Falmer Press.
- South Carolina Department of Education. (2006). Education and economic act executive summary.
- Spillane, J.P., & Jennings, N.E. (1997). Aligned instructional policy and ambitious pedagogy: Exploring instructional reform from the classroom perspective. *Teachers College Record*, 98(3), 449-481.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Titus, M.A. (2006). Understanding the influence of the financial context of institutions on student persistence at four-year colleges and universities. *The Journal of Higher Education*, 77(2). Ohio State University Press.
- Waldrep III, G.C. (2000). *Southern workers and the search for community*. Urbana, IL: University of Illinois Press.
- Wallace, D.D. (1984). *South Carolina: A short history*. Columbia, SC: University of South Carolina Press.
- Yin, R.K. (1984). *Case study research: design and methods*. Los Angeles: Sage Publications.
- Zha, Q. (2009). Diversification or homogenization in higher education: A global allomorphism perspective. *Higher Education in Europe*, 34(3), 459-479.