



March 17, 2023

Dr. Brian S. Merritt
President
McDowell Technical Community College
54 College Drive
Marion, NC 28752

Dear Dr. Merritt:

Thank you for submitting the following substantive change:

Substantive change:

**New Program-Approval
Diploma in Building Construction Technology**

Submission date:

11/10/2022

Intended Implementation date:

8/1/2023

Case ID:

SC019981

SACSCOC requested additional information on December 16, 2022; the institution responded on January 7, 2023. Additional clarification was provided by email and phone. SACSCOC requested additional information on January 25, 2023; the institution responded on February 27, 2023. The institution's responses have been added to the record and are reflected in the narrative below.

McDowell Technical Community College proposes the implementation of the Diploma in Building Construction Technology. The program is expected to be ongoing, with an initial enrollment of 16 students. It will be offered primarily through face-to-face delivery with some distance education components at the existing approved Universal Skills Center (referred to by the institution as the Universal Advanced Manufacturing Center) off-campus instructional site (OCIS). The target audience will be students interested in residential/commercial building construction.

The need for the program was based on data from the U.S. Bureau of Labor Statistics and the U.S. Census Bureau; input from the McDowell Workforce Pipeline; and online resources such as PlanHUB, Chmura, and JobsEQ. The program was described in the context of the institution's mission and goals and appeared to be consistent and appropriate. The institution's Curriculum Committee, which included faculty and key staff members, approved the proposal as noted in the meeting minutes. Approval to offer the program was documented through the minutes of the Board of Trustees and correspondence from the North Carolina Community College System.

The Diploma in Building Construction Technology is a 38-credit hour program that can be completed in four semesters. The curriculum, projected course schedule, and course descriptions were provided and appeared to be appropriate. The program goals and four program student learning outcomes were included. Student learning outcomes will be assessed



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by a class project, a safety examination or OSHA certification, and the completion of various NCCER certificates. The admission and graduation requirements for the program were noted. Additional information regarding the institution's policies for awarding credit was provided as requested. The policies were described and appeared to be appropriate and consistent with common academic practice. The Dean of Curriculum Programs and the Associate Dean of Career and Technical Education will provide administrative oversight. The program coordinator was identified and appears to have sufficient credentials for serving in the role.

Updated faculty rosters were requested and provided, with additional information clarified by email and phone. Faculty members appear to have sufficient qualifications for the assigned courses. Please be reminded that the review of faculty credentials was conducted in the context of courses not designed for transfer to the baccalaureate degree. The program will be supported by one full-time and two part-time faculty members. The adequacy of the full-time faculty assigned to the program was described in the context of the expectations for full-time faculty members and appears to be sufficient. Keep in mind that the ultimate determination of faculty qualifications and faculty adequacy is the responsibility of the peer review team who will assess the program as part of the institution's next SACSCOC accreditation review.

The library and learning resources supporting the proposed program were provided and appeared to be sufficient. Resources include databases, books, and films. Discipline-specific learning resources were identified. Students will access these resources onsite and online through passwords provided by the Smith Academic Resource Center. They will be informed of the available resources and learn to access and use them through assistance from library staff members and instruction provided at orientation or at the request of instructors. The Smith Academic Resource Center also provides student computer and Internet access. The institution expands resources available to students through North Carolina Libraries and Virtual Education (NC Live), Community College Libraries in North Carolina (CCLINC), the Council of Community College Library Administrators (CCCLA) reciprocal lending agreement, and access to the Online Computer Library Center's (OCLC) Interlibrary Loan Network.

Student support services were described and appeared to be adequate. These services include counseling, career services, admission, recruitment, financial aid, student records, registration, work-based learning, orientation, testing, tutoring, the Pre-College (Developmental) program, accessibility services, and veterans educational services.

The physical resources were described and appeared to be sufficient. The facilities supporting the program include the Construction Trades Academy shop located at the Universal Skills Center off-campus instructional site (OCIS). The site houses the institution's career and technical education programs and includes classrooms with audiovisual equipment and faculty office space. The Construction Trades Academy shop is equipped with table saws, chop saws, sanders, and other hand tools used in the carpentry/building construction industry. The institution affirmed that the proposed program would not impact existing physical facilities and equipment.



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An updated budget was provided, and the institution appears to have adequate resources to support the program. Revenue will be generated by FTE funding; expenditures include faculty and supplies. Revenue is expected to exceed expenditures in the first year. No resources are going to institutions or organizations for contractual or support services for the program. A contingency plan was provided should the required resources not materialize.

The institutional assessment process was described and appeared to be sufficient. The process includes the Academic Program Review, the assessment of outcomes, the Annual Planning process, the five-year comprehensive program review, Institutional Effectiveness Plans (IE Plans), general education competency assessment, and the strategic planning process. All educational programs are evaluated on an ongoing basis for continuous program improvement. IE Plans for each program identify specific student learning outcomes, assessments, results, and use of results. The plans summarize revisions or adjustments made for continuous program improvement.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Diploma in Building Construction Technology. It was the decision of the Board to approve the program and include it in the scope of accreditation.

Thank you for including a check for \$500 to help defray the costs of the prospectus review.

Should you need assistance, please contact Dr. Denise Y. Young at (404) 492-5386 or via email at dyoung@sacscoc.org.

Please include the Case ID number above in all submissions or correspondence about this substantive change.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/TDB:lp

cc: Mr. Ladelle Harmon, Director of Institutional Effectiveness, McDowell Technical Community College
Dr. Denise Y. Young, Vice President, SACSCOC