Central Carolina Technical College
2005 Institutional Effectiveness Summary Report

Reporting Cycle Introduction

The institutional effectiveness process at Central Carolina Technical College ensures that major assessment results are used for the improvement of College programs and services. As part of the institution's comprehensive planning and evaluation processes, each functional unit develops an annual plan of action and uses the results of the plan to demonstrate the College's effectiveness in achieving its mission. Incorporated into these plans of action are six institutional effectiveness components. The components depicted in the following table are reported to the South Carolina Commission on Higher Education on a cyclical basis.

SCHEDULE OF SUMMARY REPORTING:

COMPONENT	STATUS	
1. General Education	To Be Reported in 2006; 2010	(4-yr cycle)
2. Majors/Concentrations	REPORTED THIS YEAR	(annual cycle)
3. Academic Advising	To Be Reported in 2008; 2012	(4-yr cycle)
4. Achievement of Students Transferring From Two-to Four-Year Institutions	To Be Reported in 2006; 2008	(2-yr cycle)
5. Student Development	To Be Reported in 2007; 2011	(4-yr cycle)
6. Library Resources	REPORTED THIS YEAR	(4-yr cycle)
7. Alumni Survey	REPORTED THIS YEAR	(2-yr cycle)

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Majors/Concentrations

Each academic year, Central Carolina Technical College engages in a systematic program review process of programs. This process has enabled the College to extensively review programs according to established criteria. All programs at the College are on a five-year review cycle, and any program on suspension or probation by the South Carolina Board for Technical and Comprehensive Education is automatically included in this program review process.

Program Review Chart

ASSOCIATE DEGREE PROGRAMS	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Accounting			X					X		
Associate Degree Nursing					X					X
Associate in Arts					X					X
Associate in Science					X					X
Civil Engineering Technology					X					X
Computer Technology				X					X	
Criminal Justice Technology			X					X		
Early Care and Education		X					X			
Electronics Technology		X					X			
Engineering Graphics Technology			X					X		
Environmental Engineering Technology			X					X		
General Technology	X						X			
Legal Assistant/Paralegal			X					X		
Management		X					X			
Natural Resources Management	X						X			
Office Systems Technology			X					X		

DIPLOMA PROGRAMS	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Automated Office			X					X		
Automotive Mechanics				X					X	
Early Childhood Development		X					X			
Engineering Graphics	X*		X					X		
Machine Tool				X					X	
Medical Assisting (New 2004)					X					X
Nursing (PN)					X					X
Surgical Technology					X					X
*Included in this cycle due to current status										

CERTIFICATE PROGRAMS	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Accounting Specialist			X					X		
Advanced Heating and Air Conditioning (New 2004)					X					X
Advanced Tool Making				X					X	
Automotive Repair				X					X	
Basic Air Conditioning and Heating					X					X
Basic Industrial Graphics and CAD			X					X		
Computer Specialist				X					X	
College Studies (New 2005)						X				
Drafting with Computers Graphics			X					X		
Early Childhood Development		X					X			
Electro-Mechanical Workforce			X					X		

Program									
Environmental/Natural Resources Mapping (New 2004)			X				X		
General Education	X					X			
~~General Studies~~	X					X			
Health Science Prep				X				X	
Heavy Equipment Operator (New 2004)					X				X
Industrial Electricity/Electronics					X				X
Industrial Maintenance	X					X			
Industrial Maintenance Workforce I & II			X				X		
Infant Toddler Care (New 2004)		X				X			
Information Processing			X			X			
Internetworking (Cisco)				X				X	
Machine Tool Operator				X				X	
Network Security Professional (New 2004)				X				X	
Phlebotomy					X				X
Pre-Dental Hygiene			X				X		
Pre-Industrial		X				X			
Pre-Occupational/Pre-Physical Therapy		X				X			
Pre-Pharmacy Technician			X				X		
~~Supervisor/Leadership~~		X				X			
Welding				X				X	
Welding Workforce Initiative I & II				X				X	

The 2004-05 academic year resulted in program outcomes being established for all programs of study at the College, a more clearly defined process for measuring learning outcomes, curriculum revision in selected programs, and an expanded program review process for subsequent years.

The following programs participated in the program review process during the 2004-05 academic year and are reported in this Institutional Effectiveness Report as the Majors and Concentrations component of the report with a summary for each program is provided:

    Natural Resources Management Associate Degree
    General Technology Associate Degree
    Engineering Technology Diploma
    Industrial Maintenance Workforce Certificate
    General Education Certificate

Natural Resources Management

The Natural Resources Management (NRM) program has evolved over the years to stay current with the profession. There has also been a shift towards increased technology usage within the natural resources profession, primarily regarding computer usage and GIS/GPS technology. In response to this shift, the NRM program at CCTC has incorporated this technology within the curriculum by adding a GPS course as well as a GIS course, both of which will be offered during the Fall 2005 semester. Additionally, technology has been incorporated in many other classes within the curriculum. These recent adjustments in the NRM curriculum reflect the College's ability to adapt the NRM program quickly to reflect needs of the workforce. The NRM program has enjoyed a strong, viable advisory committee; extensive faculty professional development opportunities; diversity within its curriculum; and the integration of meaningful class projects with course content.

Due to the diverse scientific and technological nature of the subject areas, the program would benefit from an additional faculty member, which would allow greater specialization for teaching. With enrollment growth, this recommendation may become a reality. However, student enrollment seems to be somewhat reflective of the economy and job availability, and plans are being developed to expand recruitment efforts into new areas. With the retention rate closely mirroring that of the entire college, efforts are still being made to improve retention. The program has remained in good standing according to criteria established by the South Carolina Board for Technical and Comprehensive Education. The program has maintained a high placement rate over the years with an increasing number of students becoming interested in transferring to a senior college upon graduation. The NRM program could benefit from greater transferability of courses to senior institutions; therefore, CCTC plans to work to build a greater collaborative relationship with Clemson University as this is the institution to which the majority of the students express a transfer interest.

General Technology Associate Degree

The General Technology Associate degree program is intended for students who find it necessary to design a program to meet specific individual needs. It is used primarily in the Industrial and Engineering Division where the number of associate degrees is limited. It has allowed many students to combine closely related areas of industrial technology into a custom-designed program of study. Students cannot enter this associate degree program until they have completed a certificate or degree in one of the areas of study. The program has grown slightly over the past few years, and the division dean serves as the advisor for these students. This has allowed close coordination and oversight of the program from all perspectives. The student has a contract that indicates his or her progress in the program. The contract may be amended if the student experiences a change in employment goals or emerging technologies. It also allows students entering programs that only offer a certificate or diploma to continue their education by obtaining an associate degree. One of the greatest strengths and opportunities of the program is that it allows for changing employment needs. An opportunity that the College needs to expand is the recruitment and communication to students regarding this program.

Engineering Graphics Technology Diploma

The Engineering Graphics Technology diploma program has experienced some enrollment growth due the suspension of the Engineering Graphics Associate degree program; and this program's curriculum, program layout, and integration with other programs is being examined to ensure its viability. The program has technology resources available that will support instruction in the area of CAD and allow further integration with other courses. All faculty members who are assigned to this program not only understand the subject areas in which they teach. Course content (especially in CAD courses) is reviewed and brought up to date as new releases occur. The program equipment resources will be expanded to add solid modeling (Inventor) to the curriculum during the next academic year. With the addition of solid modeling to the curriculum, the next area that needs to be addressed is the development of a class in Computer Aided Manufacturing. This may be offered through the Machine Tool Technology program with integration in the Engineering Graphics Technology program curriculum. Additional professional development training allowing instruction to be current with the latest release of software is also planned.

Student enrollment represents a challenge for the program. The program faculty have been encouraged to develop a comprehensive approach to marketing the program as a component of the division's marketing plan. In addition, the implementation of the Kuder Career Assessment System may prove to be a useful tool in identifying new recruits as well as the expansion of dual enrollment opportunities in the program. The departmental faculty are identifying ways to communicate with high school counselors to increase awareness of career opportunities in engineering graphics.

The curriculum has been reviewed for appropriate course inclusion as well as content. Changes were made in the diploma program for the 2005-06 academic year to more closely align this program with the degree and certificates in the department.

Industrial Maintenance Workforce Certificate

The Industrial Maintenance Workforce Certificate is designed to provide training to facilitate a student to progress from a production job in industry to an entry-level maintenance position in a relatively short period of time. Because of this brief period of instructional time, this has the potential to prevent a more in depth coverage of subject area; and several employers expressed a desire for increased hands-on training. As a result of this concern, the program manager has responded with more lab instruction in the courses where possible; and this program was restructured last year based on input from local industries. CWE112 was eliminated, and was replaced with IMT104, Schematics.

This program presents an opportunity to recruit graduates into the 30 semester hour Industrial Maintenance Certificate program. This is a very positive career move for most students who take advantage of the coordination between these two curricula. This has resulted in some students completing a higher level certificate in Industrial Maintenance. Since its inception, the program has graduated 121 workers, and continues to enjoy strong support from local industries. Listed below is the enrollment status by semester since the program began:

972 22 enrolled, 22 completed	992 13 enrolled, 12 completed
973 22 enrolled, 22 completed	001 23 enrolled, 21 completed
981 23 enrolled, 23 completed	002 16 enrolled, 12 completed
982 11 enrolled, 10 completed	011 22 enrolled, 16 completed

To date, 134 students have enrolled in this program, and 121 have graduated, for a retention rate of 90 %.

General Education Certificate

This program has served a significant market for the College's dual enrolled student. These students are the primary participants in this program. Currently, dual-enrolled courses included in the General Education Certificate are offered for all public high schools as well as three private schools in the service area. The content of the program has been well-balanced and has offered enrollment opportunities in the majority of general education courses. This program serves as a foundation to many programs at the College, and the courses are eligible for transfer to senior institutions. The

general education department chairs monitor the course content, review course syllabi, and continue to develop opportunities for improving the program where areas are identified. Because of the popularity of the program for the dual enrolled students, two positions will be filled during the 2005-06 academic year to help support this program. These are in the areas of psychology and mathematics. The College plans to expand its efforts to communicate with dual enrolled students regarding the career opportunities available at the College through technical and transfer associate degree programs. In addition, the use of the Kuder Career Assessment System in helping high school students identify their career focus is another opportunity to be developed to enrich this program of study.

Conclusion

The program review process has allowed the faculty and administration an opportunity to review programs for relevancy in content to support student learning. The areas for improvement will be incorporated into each department's plan of action for the upcoming year for continuous improvement. The College remains committed to a strong, viable curriculum of program offerings.

Library Resources

"Each college or university library or learning resource center should ensure that students have access to and should determine usage of library materials through the regular assessment of the quality and utilization of library resources and services. Results from the previous report must be included."

Central Carolina Technical College (CCTC) provides library and learning resources to support student learning as part of its academic management system. The College ensures that users have access to regular and timely instruction in the use of the CCTC Library and other learning/information resources by providing many types of instruction to students and faculty regarding the use and availability of library resources. Instruction may include formal instruction in a classroom setting; one-on-one instruction in the Library; or instruction by telephone or email. The professional Library staff provide instruction sessions to specific classes at the main campus and at outreach sites as requested by instructors. Just-in-time responses to reference questions are provided in person in the Library, by telephone, or email. In addition, resources on the College's website provide information about the use and access to electronic library resources as well as links to additional sources of information. The telephone number to the library as well as a direct email link is provided on the website for convenience in contacting the Library. The Library publishes a Library Student Handbook, which provides information on the types of materials available through the CCTC Library as well as the policies and procedures. Faculty may also provide instruction on accessing library and information resources as part of their classroom instruction. New students are introduced to the library resources as part of their New Student Orientation, which is offered each semester.

Central Carolina Technical College (CCTC) provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support its educational programs. The CCTC Library assumes the vital role of being the principal information resource for teaching and learning at the College. The Library's Mission "is to provide information services and bibliographic resources to support the scholarly and information needs of the College community by requesting, organizing, and maintaining an excellent collection of print and non-print resources and providing instruction on and assistance with the acquisition of information to library users and by creating an academic atmosphere that fosters lifelong learning and intellectual inquiry."

To ensure the Library's collection remains sufficient to support each program discipline, the Library staff members seek and utilize input from faculty and staff through formal and informal methods. Two active College committees provide input and direction for the collection, development, and promotion of the Library and ensure that the Library's collection is current and sufficient to support teaching and learning at the College:

> The Library Focus Committee, made up of faculty, staff, and students, provides input for identifying and increasing Library programs and services for the College's faculty and students through an annual schedule of planned activities such as orientation, workshops, tours, and Library awareness activities.

The Library Resource Committee provides an avenue for the expansion and use of Library holdings and resources. Its membership includes departmental liaisons and representatives who work to ensure library collections as well as other information resources are adequate and appropriate for the degrees offered at CCTC. The members of the Library Resource Committee meet to review current holdings, recommend elimination of outdated materials, and identify areas in which new materials should be acquired in accordance with available resources.

All faculty, staff, and students, regardless of location, have access to library resources and information technology such as Internet search engines, online catalogs, online databases of research materials, TV/VCRs, microfiche of research materials, and text readers for students with disabilities. The Library personnel also orient faculty to the resources of the Library and work cooperatively with them to provide for their course and program information needs. The Library staff provides assistance to its patrons in locating information and providing research assistance. Making students aware of its services and helping them to become self-sufficient library users is one of the primary goals of the library.

The CCTC Library is centrally located in the Learning Resources Center on the Main Campus. There is over 14,000 square feet of public area floor space as well as almost 5,500 linear feet of shelving. Students, faculty, staff, and community patrons have access to the physical collection for 58.5 hours per week during fall and spring semesters. The Library's hours of operation are Monday – Thursday 8:00 a.m. – 8:30 p.m., 8:00 a.m. – 12:30 p.m. on Friday, and 10:00 a.m. – 2:00 p.m. on Saturday. The hours are reduced during the summer semester and during holidays, and the changes are posted in the Library and on the website to notify patrons. Library holdings can be borrowed using a patron account. Students, faculty, and staff are issued a patron account after presenting their College identification. Community members who have a current Sumter County Library account may also establish a community patron account and borrow resources from the CCTC Library.

In addition to the physical holdings in the CCTC Library, electronic resources are available for access in the Library as well as from remote locations. In 1997, the College entered into a consortia agreement with nine other technical colleges. The ten technical colleges created the South Carolina Information and Library Services (SCILS) Consortium and agreed to share the procurement and support of a collaborative Integrated Library System (ILS) with a web interface for the public catalog. Spartanburg Technical College currently houses the server on which the ILS resides and facilitates the contractual support of the full-time technical support person funded through the consortium.

The CCTC Online Library Catalog provides access to the 26,958 (as of May 31, 2005) books, video recordings, sound recordings, magazines, journals, and newspapers that are cataloged in the collection. A unique student access personal identification number (PIN) is assigned to a patron when a library card is issued and allows for users to view the items they have checked out, fines they may have accrued, and books they have requested to be placed on hold for them.

Through a consortia purchase with the Southeastern Library Network, Inc. (SOLINET) the Library has access to over 46,268 electronic books (eBooks) from NetLibrary. All students, faculty, and staff have access to this collection from on campus and from off campus locations.

The Library provides access to 54 online subscription databases. These resources provide access to over 20,000 titles and full text coverage to over 10,390 magazines, scholarly journals, and newspapers. Full text articles from hundreds of reference sources are also available.

Joint borrowing agreements with the Sumter County Library and Kershaw County Library provide additional local access for students, faculty, and staff at the College. With proper identification, faculty, staff, and students can utilize the resources and services of the participating libraries. In addition to these agreements, students with a current ID may obtain a State Borrowing Card in the Library. This card will allow them to check out materials from participating four-year institutions in the state of South Carolina. Interlibrary loan agreements with the State Library and other technical college libraries provide another opportunity for students and staff to obtain needed information resources.

Physical library materials and online resources are also provided at outreach sites and support specific courses and programs. The Library has developed specific reference collections at the Kershaw County site, DuBose site, as well as the Shaw Center to provide support for college classes offered at these locations. Faculty teaching at these locations work with the Library to have specific materials made available each semester to support their courses and programs. In addition, all online resources are continuously available in computer labs or reference centers at each of the outreach locations.

Central Carolina also provides comparable library resources to students at the outreach locations using LAN-based and Internet interfaces as well as inter-campus mail services. Students at the DuBose site in Manning can access library resources through the LAN and therefore have the same access to electronic journals and indexes as main campus students. Students may also access these same electronic library resources from the Kershaw County site in Camden, home, or work through the Internet. Remote access information is provided to all students by the Library and in their Campus Pipeline (student intranet) account. Students at outreach locations may also checkout circulating materials and have these materials delivered to an outreach location through inter-campus mail. Students also have access to resources at other libraries and request these materials through the inter library loan process and have these delivered to an outreach location as well. Following is a description of the resources available at the outreach sites:

> The DuBose site in Manning maintains a total of 125 student computers in classrooms/computer labs and 12 computers in the media center at which student at the off-campus site may access the electronic library resources provided by the College. The staffed media center is the service point for library services, computer access (open lab), media services, technical support, and test proctoring at this site.

> The Kershaw County site in Camden maintains a total of 52 student computers including two computer labs/classrooms with 24 computers each with Internet access that are available for student use whenever there are no classes being held in the rooms. If both labs are in use, students are allowed to use the 4 testing center computers, provided no students are testing. The facility also has a library resource room, which houses select reference materials, tutorial video tapes, faculty reserves, and 2 computers for research.

METHODS OF ASSESSMENT

Assessment of the quality and utilization of the library resources and services occur on a regular basis. During the fall semester, a Student Satisfaction Survey is administered. In addition, each library instruction session is evaluated by the students and the instructor. Circulation statistics, door count, reference question count, online database usage statistics are also used to assess the overall use and quantity of library services.

REVIEW OF FINDINGS

The Library Services Student Survey was administered during in November 2004. 73 surveys were completed and returned. 94% of those responding found the resources they needed to complete their assignments. 87% indicated the hours of operation of the Library were convenient and sufficient. 98% felt comfortable asking for assistance from the Library staff. Response indicated a need to market the eBook Collection (59%) and interlibrary loan services (40%). In addition, a small but significant percentage (15%) of respondents indicated they did not use the online journal databases, which indicates the need to promote these resources.

The annual "reference question" assessment took place in October 2004. The weekly average showed 105 reference questions. All requests for reference assistance were provided support and/or directed to reference sources. The quantity and quality of questions indicates that students, faculty, and staff have identified the Library as a place to assist them with their information and research needs.

Library instruction sessions were provided to 88 classes during Academic Year 2004-05. Evaluations of these classroom library sessions were overwhelmingly positive and indicated that both students and faculty found the information acquired during the sessions to be useful. In excess of 90% of those responding to the surveys indicated the information provided during the library instruction session would definitely be helpful in completing class assignments and was overall a worthwhile experience.

Circulation from June 1, 2003 – May 31, 2004 to June 1, 2004 – May 31, 2005 increased 69%. Interlibrary loan requests grew 192% for the same time period. Online searches using the library subscription databases increased 118%. There was an increase of 120% in the number of library instruction sessions given and an increase of 115% in the number of students participating in library instruction during this time period. In addition, 19 of the library sessions were given at outreach locations. (See Library Statistics)

USE OF THE RESULTS FOR IMPROVEMENT

There is a continued need to provide information about the availability of the online resources. It is possible more direct access to online resources can be offered through Campus Pipeline (Luminous). A handout on using the eBook collection has been developed for class use and will be revised to serve a more general audience. Library staff will continue to encourage faculty and staff to utilize interlibrary loan services. Posters/signs will be developed to promote Library resources.

The Library webpage was updated and now provides a more efficient interface with more direct access to information.

The increased use of the collection (noted by circulation statistics) is one indicator of the satisfaction the students, faculty and staff have with the book and audiovisual collection. The Library staff will continue to work with the Library Resource Committee to improve the library collection. Procedures to improve notification to faculty when requested titles are available have been implemented and will be evaluated through the next year. In 2004-2005, Library instruction served a large number of students. However, there is a need to increase instruction not only on the main campus but at the outreach sites as well. Library staff will continue to participate in Faculty, New Faculty and Adjunct Orientations, and to meet with individual departments to promote Library resources and the instruction program.

There is a need to refine the Library Instruction Student Evaluation form to obtain more specific information so that sessions can be improved. A pre- and post-test of information skills will be developed to determine the effectiveness of library instruction sessions. These tests will be administered to selected classes in the first year of implementation.

SUMMARY

The quantitative statistics indicate that the Library usage by the College community is increasing steadily. Results of the user surveys show the Library has the resources to meet the academic needs of students. Evaluations of library sessions are overwhelmingly positive and indicate both students and faculty found the information learned during the sessions to be useful.

Continued planning is needed to manage the ongoing growth of the College. Currently there are two outreach sites; soon to be three with the opening of the Bishopville site. Students at these outreach sites and those enrolled in online courses will require Library support. Dual-enrolled students at area high schools also need Library services in their college classes. In order to provide services in a changing environment, the services of the Library will continue to be monitored to ensure that students have adequate and quality library services.

STATEMENT CONCERNING
AMENDED SC 59-101

Providing a "technologically skilled workforce"

In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report: "Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce."

The following statement represents Central Carolina Technical College's response to this reporting requirement:

Central Carolina Technical College's role in providing the region with a technologically skilled workforce is reflected in its policies, programs, and practices. At the core of its mission statement, Central Carolina communicates its obligation to support the economic growth of the community by providing specialized training opportunities specifically designed for personal growth, economic development and an improved quality of life.

As evidenced in its mission statement and in Strategic Direction #'s 5, 6 and 7 of its five-year strategic plan, the College is committed to evaluating and revising its curricula to meet the needs of the workplace in collaboration with business, industry and other educational institutions. The commitment to workforce development is rooted in the College's practices as well as its policies and procedures.

Each academic program engages the work of its own program advisory committee, comprised of service area employers who review the program's current technology, curriculum content, and, as necessary, make recommendations for improvements. The direct input from these committees together with input gleaned from Central Carolina's Continuing Education division's partnerships assist the College in assuring that its programs are current and consistently adjusted to meet future economic development trends.

Further, as part of the academic program review/evaluation policies and procedures, the College regularly assesses its graduates' competencies to help determine how prepared these graduates are to meet the employment needs of area business and industry.

Through its various policies, procedures and practices, Central Carolina clearly states its continuing commitment to academic programs that support the economic development needs of the State and supply area employers with a technologically skilled workforce.

July 1, 2005

Programs Eligible for Accreditation and Programs Accredited

This list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting "the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation" from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission's current Inventory of Academic Degree Programs (http://connect.che.sc.gov/AS400/Inven/Default.asp) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an "x" in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the "x"**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission's Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted "against" the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission's website at:
http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc.

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:
http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	**Fully Accredited** *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	*An institution may be accredited by the AACSB or the ACBSP*					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	**Details on Program** (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	*An institution may be accredited by the ACBSP **or** the AACSB*					
Business (BUAD) - Associate degree programs in business and business-related	X	X				

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
fields						
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	**Details on Program** (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and **Doctoral-level** programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)						
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administraton (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total   __ **6**____   __**6** __

This information to be used for performance indicator 3D

Results of Professional Examinations

MEASURED FOR APRIL 1, 2004 - MARCH 31, 2005

According to Section 59-101-350, the Commission is responsible for collecting "student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam" from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates' Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers for those students who completed an examination during the period of **April 1, 2004 through March 31, 2005**. The following table contains Carolina Technical College data.

The CHE will request national and state pass rates and any additional information for these examinations, as it is available from the national and state agencies, to be used in the report tot the General Assembly. These national and state agencies can be found in the CHE publication *A Closer Look.*

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
CERTIFIED MEDICAL ASSISTANT EXAM	*APRIL 1, 2004 - MARCH 31, 2005*	4	4	4	100%
National Council Licensure Exam. (NCLEX) – PRACTICAL NURSE	*APRIL 1, 2004 - MARCH 31, 2005*	23	23	23	100%
National Council Licensure Exam. (NCLEX) – REGISTERED NURSE	*APRIL 1, 2004 - MARCH 31, 2005*	55	55	51	92.7%
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION	*APRIL 1, 2004- MARCH 31, 2005*	5	5	3	60%

Report date: August 1, 2005

INSTITUTIONAL ALUMNI SURVEY SUMMARY REPORT
CENTRAL CAROLINA TECHNICAL COLLEGE
Academic Yr for Graduating Students: 2001-2002

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates.
By including the satisfaction data as part of the alumni follow-up survey, institution reports biannually on graduates three years prior.
Number of responses to each item are in the appropriate column.

The hyperlink for this report is: <u>http://www.cctech.edu</u>

How many students were surveyed? <u>428</u>   How many students responded <u>72</u> Response Rate: <u>16.8 %</u>
Was population **sample** or **total group**? <u>Total</u>

1. Students' level of satisfaction with:

	Responses to Question: #	% of Total Responses	Very Satisfied #	%	Satisfied #	%	Somewhat Satisfied #	%	Somewhat Dissatisfied #	%	Dissatisfied #	%	Very Dissatisfied #	%
1.1 MAJOR Program of Study	71	98.6%	36	50.7%	32	45.1%	1	1.4%	1	1.4%	1	1.4%	0	0.0%
1.2 INSTRUCTION in the major	72	100.0%	33	45.8%	31	43.1%	6	8.3%	2	2.8%	0	0.0%	0	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	70	97.2%	22	31.4%	43	61.4%	3	4.3%	1	1.4%			0	0.0%
1.4 INSTRUCTION in general education	70	97.2%	24	34.3%	36	51.4%	9	12.9%	1	1.4%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	72	100.0%	34	47.2%	34	47.2%	3	4.2%	0	0.0%	1	1.4%	0	0.0%

2. How frequently involved in each of the following activities (on or off the job):

	Responses: #	% of Total Responses	Weekly #	%	Monthly #	%	Annually #	%	Less Often #	%	Never #	%
2.1 Career-related advanced education or training	71	98.6%	23	32.4%	13	18.3%	12	16.9%	9	12.7%	14	19.7%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	69	95.8%	21	30.4%	11	15.9%	9	13.0%	16	23.2%	12	17.4%
2.3 Professional or service organizations	70	97.2%	11	15.7%	18	25.7%	13	18.6%	13	18.6%	15	21.4%
2.4 Volunteer, public, community service	71	98.6%	10	14.1%	16	22.5%	9	12.7%	22	31.0%	14	19.7%
2.5 Social/ recreational organization	71	98.6%	12	16.9%	13	18.3%	9	12.7%	18	25.4%	19	26.8%
2.6 Support or participation in the arts	71	98.6%	3	4.2%	7	9.9%	11	15.5%	24	33.8%	26	36.6%

3. The college experience influenced my participation in the above activities:

	Responses: #	% of Total Responses	Strongly #	%	Moderately #	%	Somewhat #	%	None at all #	%
3.1 Career-related advanced education or training	71	98.6%	36	50.7%	12	16.9%	13	18.3%	10	14.1%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	69	95.8%	18	26.1%	22	31.9%	18	26.1%	11	15.9%
3.3 Professional or service organizations	71	98.6%	18	25.4%	18	25.4%	16	22.5%	19	26.8%
3.4 Volunteer, public or community service	71	98.6%	11	15.5%	19	26.8%	20	28.2%	21	29.6%
3.5 Social/ recreational/ organization	69	95.8%	12	17.4%	13	18.8%	18	26.1%	26	37.7%
3.6 Support or participation in the arts	69	95.8%	8	11.6%	12	17.4%	21	30.4%	28	40.6%
3A Aggregate	420		103		96		106		115	

4. I have voted in ___ of the elections since leaving college.:

	Responses: #	% of Total Responses	All #	%	Most #	%	Some #	%	Few #	%	None #	%
	70	97.2%	30	42.9%	22	31.4%	5	7.1%	6	8.6%	7	10.0%