

Central Carolina Technical College

2006 Institutional Effectiveness

Summary Report and Tables

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 REPORTS:

COMPONENT	STATUS	
1. General Education	REPORT INCLUDED THIS YEAR Subsequent Report due 2010	(4-yr cycle)
2. Majors/Concentrations	REPORT INCLUDED 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	REPORT INCLUDED THIS YEAR Subsequent Report Due 2008	(2-yr cycle)
5. Student Development	To Be Reported in 2007; 2011	(4-yr cycle)
6. Library Resources	To Be Reported in 2009; 2014	(4-yr cycle)
7. Alumni Survey	REPORT INCLUDED THIS YEAR	(2-yr cycle)

TABLE OF CONTENTS

2006 Institutional Effectiveness Summary Report

MAJORS AND CONCENTRATIONS		3
• Program Review Chart	4	
• Associate Degree in Business, Major in Management	5	
Pre-Occupational/Pre-Physical Therapy Assistant Certificate	6	
• Associate Degree in Engineering Technology, Major in Civil Engineering Technology	7	
• Associate Degree in Electronics Technology, Electronics Technology	7	
• Diploma in Engineering Graphics Technology	8	
• Associate Degree in Public Service, Major in Early Care and Education	9	
• Diploma in Early Childhood Development	9	
• Certificate in Early Childhood Development	9	
• Certificate in Infant and Toddler Care	9	
GENERAL EDUCATION		11
TRANSFERABILITY		14
REPORT ON SC 59 – 101 STATEMENT		16
TABLES:		17-29
• List Of National Institutional And Specialized Accrediting Bodies Recognized by the South Carolina Commission on Higher Education	17	
• Results of Professional Examinations	26	
• Migration of CCTC First-Time Undergraduate Transfers to SC Postsecondary Institutions/Fall 2005 Report	28	
• Transfer Success Report (Two-Year Institutions)	29	
ALUMNI SURVEY RESULTS CHART		30

Majors/Concentrations

Introduction

Central Carolina Technical College (CCTC) engages in a process that includes an annual, systematic review of programs. The process has enabled the College to review programs extensively 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.

At Central Carolina Technical College, a program is defined as the orderly, identifiable sequence of courses leading to a degree, with a minimum of sixteen semester hours of instruction in one or more related fields of study, which provide students with specialized knowledge and skills. Central Carolina currently offers majors in sixteen associate degree programs, eight diplomas, and twenty-seven certificates.

Methods of Assessment

The College maintains excellence in its majors by employing a formalized annual program evaluation process. In the annual assessment of each major, data is gathered and analyzed by the appropriate department and the Academic Management Team, which serves as the College's curriculum review committee. Local findings are compared to the South Carolina Technical College System (SCTCS) standards, and the extent to which these standards have been met is determined. An evaluation report is then prepared for each major and is submitted to the SCTCS, which determines the standing of each program major.

The College uses a multi-faceted approach to program reviews. External accrediting agencies are utilized for maintaining program relevancy in certain disciplines. Ten programs have been approved/accredited by recognized accrediting agencies, which review the programs periodically. In addition, advisory committees, consisting of representatives from local businesses and industries, meet at least annually to review programs. Also, the College conducts a cyclical, comprehensive program review process that evaluates curriculum relevancy, determines graduate preparation, identifies program and workforce trends, and establishes plans for the enhancement of the curricula and instructional delivery. College Directive 6.27 (Program Review) describes the process for improvement by delineating the set of defined criteria used for measuring program effectiveness. Results of the program review are evaluated, and the results are used to develop plans of action for the department.

Through the program review process, curriculum is examined to ensure compliance with the State model and the Southern Association of Colleges and Schools' (SACS) requirements and to ensure that program exit competencies are current and meet the needs of local industries and industries. Feedback from students, graduates, alumni, faculty, and business and industry representatives is used to make program improvements. Student data, including trends in headcount, full-time equivalency (FTE), retention data from fall to spring, and graduation rate, are also analyzed. The strengths, weaknesses, and opportunities of the program are identified, and a final summary of the findings are developed and incorporated into plans of actions. The program review summaries are presented to the Academic Management Team (curriculum review committee), which is tasked with approving all curriculum changes.

Each academic program is reviewed at least every five years; programs on probation are automatically reviewed each year they are on probation. The following table outlines the current five-year academic program review cycle at Central Carolina:

Program Review Chart

PROGRAMS	2005-06	2006-07	2007-08	2008-09	2009-10
Associate Degrees					
Accounting		X			
Associate Degree Nursing				X	
Associate in Arts				X	
Associate in Science				X	
Civil Engineering Technology	(added)			X	
Computer Technology			X		
Criminal Justice Technology		X			
Early Care and Education	X				
Electronics Technology	X				
Engineering Graphics Technology	(restored)	X			
Environmental Engineering Technology		X			
General Technology					X
Management	X				
Natural Resources Management					X
Office Systems Technology		X			
Paralegal		X			
DIPLOMAS					
Automated Office		X			
Automotive Mechanics			X		
Early Childhood Development	X				X
Engineering Graphics	(added)	X			
Machine Tool			X		
Medical Assisting				X	
Nursing (PN)			X		
Surgical Technology			X		
CERTIFICATES					
Accounting Specialist		X			
Advanced Heating and Air Conditioning				X	
Advanced Tool Making			X		
Automotive Repair		X			
Basic Air Conditioning and Heating				X	
College Studies			X		
Computer Specialist		X			
Early Childhood Development	X				
Electro-Mechanical Workforce and II			X		
General Education				X	
Health Science Prep		X			
Industrial Electricity/ Electronics				X	
Industrial Maintenance Workforce I & II					X
Industrial Maintenance					X
Infant and Toddler Care	X				
Information Processing		X			X
Internetworking (Cisco)		X			
Machine Tool Operator			X		
Phlebotomy			X		
Pre-Dental Hygiene		X			
Pre-Occupational/ Pre-Physical Therapy	X				X
Pre-Pharmacy Technician		X			
Welding			X		
Welding Workforce Initiative I & II			X		

During the 2005-06 academic year, extensive reviews were conducted for the following nine (9) programs in accordance with the College's Review Cycle: associate degrees in Management, Electronics Technology, Civil Engineering Technology, and Early Care and Education; diplomas in Early Childhood Development and Engineering Graphics Technology; and certificates in Pre-

Occupational/Pre-Physical Therapy Assistant, Early Childhood Development, and Infant and Toddler Care.

Review of Program Review Findings

A summary of program review findings for each program under review for 2005-06 is listed below:

Summary Results of Program Review for Management Associate Degree

Current Statistics

The Management Associate Degree program is in good standing, as demonstrated by the following statistics:

Year	Graduates	Headcount/FTE	Retention HC/Percentage	Job Placement Rates
2002	12	124/72	78/63%	100%
2003	7	127/76	81/64%	100%
2004	16	158/87	115/73%	100%
2005	10	152/95	Not yet available	100%

Summary of Results

1. Approximately 95% of students indicated they were satisfied or very satisfied with the quality of management courses, general education courses, and student services.
2. The Bureau of Labor Statistics indicated that supervisory positions will increase from 5% to 27% by 2012 in South Carolina.
3. Employers and the advisory committee indicated they are satisfied with the current program mission and goals and agreed that graduates are meeting the needs of local businesses and industries. The survey of employers of June 1, 2004-June 30, 2005 graduates indicated 100% were satisfied or very satisfied with CCTC graduates of the Management Associate Degree program.
4. 100% of the employers who responded indicated they would rehire the graduates if given the opportunity.
5. Opportunities for this program to incorporate technology skills include an increase in the number of “paperless” assignments and the use of interactive software/hardware in classes to increase participation.
6. The concepts of professionalism and ethics will be incorporated into courses.
7. Retention of students until graduation will be a key goal of the department for the next five years.

Use of Results

The Management Associate Degree program will incorporate more technology into instructional delivery and student assignments in order to stay current. Emphasis on business ethics will be incorporated in additional assignments/projects/readings.

Summary Results of Program Review for Pre-Occupational/Pre-Physical Therapy Assistant Certificate

Mission and Educational Outcomes

The mission of the Pre-Occupational/Pre-Physical Therapy Assistant Certificate program is to assure the graduate completes the general education requirements necessary for transfer to an Associate Degree in Occupational Therapy Assistant or Physical Therapy Assistant Program at other technical colleges that offer the associate degree. Successful completion of the general education course requirements for this certificate assists students in transferring to another college if all other entrance requirements are met.

Curriculum Review/Content Validation

During the program review process, the Central Carolina Technical College curriculum was reviewed to assess the transferability of courses in the Pre-Occupational/Pre-Physical Therapy Assistant certificate. Providing the courses at CCTC is a significant benefit to students who can get their general education requirements completed without having to move or travel to other locations. All the courses are already offered in most other programs at the College.

Current Statistics

Year	Graduates	Headcount/FTE	Retention HC/Percentage	Job Placement Rates
2002	0	26/16	19/73%	N/A*
2003	1	31/18	21/68%	N/A*
2004	0	44/27	24/55%	N/A*
2005	4	37/21	Not yet available	N/A*

* This program prepares students for transfer to another college.

Use of Results

The statistics reveal that headcount and FTE are steadily increasing, and retention of students is high. It has been traditionally difficult to track the progress of students after they complete this program. An opportunity for improvement would be a better method of tracking students. An increased effort will be made to try to get students to apply for graduation. As reflected by the number of graduates, as soon as students are admitted to colleges with a Pre-Occupational or Pre-Physical Therapy program, they transfer from Central Carolina Technical College, resulting in a low number of graduates.

Summary Results of Program Review for Civil Engineering Technology

The Civil Engineering Technology program is currently on probation due to a low number of graduates. However, it is anticipated that the program will be removed from probation next year because it is anticipated that there will be a sufficient number of graduates in 2006.

Current Statistics

Year	Graduates	Headcount/FTE	Retention HC/Percentage	Job Placement Rates
2002	5	31/20	23/74%	100%
2003	5	23/13	17/74%	80%
2004	2	25/15	20/80%	100%
2005	2	32/19	Not yet available	50%

Use of Results

Recruitment and retention will be top priorities for this department. Several efforts are being made to update the technology, including the addition of a GPS (Global positioning System). Computer applications have been added as components in CET 242 Concrete Design and CET 244 Structural Steel Design. Technology resources have been made available for instructional purposes. The CET associate degree program has also been aligned with the EGT associate degree to increase the transferability between the two programs. The number of hours in the CET associate degree program has been reduced.

Summary Results of Program Review for Electronics Technology

The Electronics Technology Associate Degree program is in good standing.

Current Statistics

Year	Graduates	Headcount/FTE	Retention HC/Percentage	Job Placement Rates
2002	7	51/34	36/71%	100%
2003	8	62/40	49/79%	75%
2004	10	47/32	33/70%	100%
2005	12	40/30	Not yet available	82%

100% of employers of 2004-05 graduates indicated they would hire another CCTC graduate.

Use of Results

Efforts are being made to maintain program currency in content. The department has recommended a robotic cell and an upgrade in Multisim, which is simulation software. The department is requesting 27 upgraded computers and F.A.C.E.T. software. The department plans to implement a capstone course to measure students' attainment of program competencies.

Summary Results of Program Review for Engineering Graphics Technology

In 2005 the Engineering Graphics Technology Associate Degree program was suspended, due to four years of low enrollment and low graduation rates. However, the graduation rate in 2006 is sufficient to meet State Tech and CHE requirements for reopening the program. As a result the Engineering Graphics Technology Associate Degree has been restored by the Commission on Higher Education. The Engineering Graphics Technology Diploma is a feeder program for the associate degree program.

The number of hours in the Engineering Graphics Technology Associate Degree program has been reduced and the program has been closely aligned with the Civil Engineering Associate Degree program.

Current Statistics

Year	Graduates	Headcount/FTE	Retention HC/Percentage	Job Placement Rates
2002	AD 0	AD 42/23	AD 31/74%	AD ----
	Dip 0	Dip 3/1	Dip 1/33%	Dip ---
2003	AD 5	AD 32/19	AD 27/84%	AD 80%
	Dip 0	Dip 4/2	Dip 4/100%	Dip ---
2004	AD 4	AD 40/24	AD 25/63%	AD 100%
	Dip 0	Dip 3/2	Dip 4/100%	Dip ---
2005	AD 2	AD 20/11	AD not avail	AD 100%
	Dip 6	Dip 9/6	Not yet available	Dip 100%

100% of employers of 2004-05 graduates indicated they would hire another CCTC graduate.

Use of Results

Recruitment and retention are top priorities for the Engineering Graphics Technology Department.

The diploma with the associate degree has been aligned in order to create a seamless transition as much as possible. The two certificate programs are being deleted since they spread the FTEs over too many programs. As a result of the review, curriculum changes have been presented to and accepted by to the Academic Management Team.

Several efforts are being made to update the technology, including the addition of a rapid prototyping course. (Rapid prototyping is creating a 3-D output of an engineering drawing.) The equipment has been ordered to support this course. In addition, the computer lab will need to be updated with an operational plotter. Technology resources have been made available for instructional purposes. The capstone course will include a final drawing that incorporates engineering graphics concepts. This project will be evaluated by members of the advisory committee along with the faculty member.

Summary Results of Program Reviews for Early Childhood Development Department

The program review for the Early Childhood Development Department included a review of the associate degree program, the diploma, and two certificates. It was noted that the programs were aligned well to allow the certificates and the diploma to feed into the associate degree program, which is currently preparing to seek national accreditation. The advisory committee actively supports the programs in this department.

The program strengths include the personalization students feel they receive from the instructors, the variety of lab/hands-on experiences, adaptation of the instructors to different students and their learning styles, management skills in the classroom, variety of scheduling of classes, one-on-one with lab instructors, and advisement process. Classes in the Early Care and Education programs are offered at a variety of locations and at different times of the day and evening.

An opportunity for the program is to heighten awareness among childcare providers of a special T.E.A.C. H. scholarship and other financial aid opportunities that are available to help defray the cost of education. Another development affecting the program is that all young children in South Carolina may be able to attend a program for four-year olds in public school, which will increase the need for graduates of this program.

The Advisory Committee recommended an increased emphasis on developing technology skills of graduates.

Current Statistics

The program is in good standing, as demonstrated by the following statistics:

Year	Graduates Deg/Dip/Cert	Headcount-FTE Deg/Dip/Cert	Retention Percentage Deg/Dip/Cert	Job Placement Rates Deg/Dip/Cert
2002	11/11/10	92-45/72-34/23-11	74%/83%/61%	100%
2003	12/12/6	128-65/43-19/27-13	70%/76%/78%	100%
2004	13/13/13	110-59/21-8/37-18	70%/57%/86%	100%
2005	18/16/17	98-49/18-7/27-10	Not yet available	100%/100%/100%

The employer survey of July 1, 2004-June 30, 2005 graduates indicated 100% satisfaction with the education the graduate received at CCTC. 100% of employers of graduates in 2004-05 indicated they would hire another CCTC graduate.

Use of Results

The Early Childhood Development Department has requested a document camera, laptop computer, and early childhood content software for FY 2006-07. Also, the department faculty will investigate the implementation of distance learning in order to reach students at various outreach locations in the College's service area. The faculty will incorporate more technology into curriculum and include more graduate technology competencies in the statement of program outcomes. Students who complete Early Childhood Development programs will be expected to meet the College's

Basic Technology Competencies, present a basic PowerPoint presentation, use an overhead projector to present information to groups, access online and library resources for research, locate and use developmentally appropriate software for young children, operate a die cut machine to prepare teacher made materials, and safely operate the laminator. Also, the department will explore ways to share information regarding T.E.A.C. H scholarships.

General Education

Central Carolina Technical College (CCTC) has identified college-level competencies within the general education curriculum and provides evidence that graduates have attained those competencies. From a comprehensive curriculum perspective, [Program outcomes](#) have been developed to reflect a general education core curriculum incorporated into all associate degree programs. The general education curriculum is subject to periodic review within the College's program review process which involves an examination of program outcomes.

The College recognizes that a variety of methods must be employed to maintain the currency of curriculum and to maintain evidence that competencies are being met. The faculty of the College is involved in the review of curriculum and work both within their individual departments and between programs to ensure that general education competencies are appropriate for the programs of study. The Academic Management Team, comprised primarily of teaching faculty, considers curriculum revisions and is provided reports on the program review process. An example of departmental collaboration resulting in curriculum changes was realized in the MAT 170 course which was revised during the 2003-2004 academic year as a result of an effort between the Industrial and Engineering Technology Division and the Mathematics Department. Specific content areas were added to this course, and the faculty members from both areas approved the content changes. This particular course revision is identified in the Mathematics Department Accomplishments and [Annual Use of Results](#) for 2002-2003.

The College's associate degree programs include a minimum of 15 semester credit hours in the general education core, including communications, humanities, social science, and math or natural science courses. The [General Education \(Minimum\)](#) and [Course Descriptions](#) are identified in the [Programs of Study](#) section of the Central [CCTC Catalog 2004-2005](#). The State Board for Technical and Comprehensive Education (SBTCE) maintains a [Catalog of Approved Courses](#) and requires that all South Carolina technical colleges use the approved course descriptions to ensure collegiate-level course descriptions.

The college-level transfer general education course descriptions were developed by a team of technical college and four-year general education faculty peers and were designed to reflect college-level competencies. All Central Carolina Technical College general education transfer courses listed on the statewide transfer articulation agreement have course descriptions that parallel senior colleges/universities transfer competency requirements. Most of the senior state-supported institutions, such as University of South Carolina, Francis Marion University, and Clemson University, list on their websites the comparable technical college courses that may be transferred to their institutions.

All Central Carolina general education courses have [syllabi](#) that include college-level exit competencies. These competencies are developed with a focus on appropriate course prerequisites and exit competencies for success in the next level of the curriculum and/or success within their chosen program of study. Measurable outcomes and appropriate assessment methods to measure the outcomes are listed in all general education course [syllabi](#). General education faculty members periodically review syllabi from senior institutions to ensure that courses are college-level and transferable.

The general education faculty members communicate with faculty and staff from senior institutions at least annually through the Advisory Committees for the Associate in Arts and Associate in Science meetings, and course content and transferability are discussed at these meetings. For example, during the meeting held in January 2004, the content of the Spanish and Economics courses was discussed with senior institutions representatives to ensure their equivalencies to senior institution college-level courses. The general education faculty is intent upon selecting instructional materials that represent collegiate course work. All associate degree general education courses taught at CCTC are developed utilizing college-level textbooks and materials. Discussions with senior institutions in 2005-06 focused on preparing CCTC graduates to enter into teaching curriculums at nearby universities.

Central Carolina recognizes that determining the effectiveness and level of achievement of course competencies and program outcomes should be comprehensive and representative of a variety of methods. The College is involved in the ongoing development and identification of methods by which general education course competencies can be measured and the results of the measurement used for continuous improvement. An example of the ongoing process of determining the level of general education competencies is the revision of the Employer Survey instrument to focus more specifically on general education competencies. The Employer Survey instrument was revised during the 2004-05 academic year to include nine specific questions directly related to the general education course competencies. These questions are also included on the Graduate Survey instrument administered to recent graduates and the Program and Services Survey administered to students while enrolled at the College. These surveys are administered by the Office of Planning and Institutional Effectiveness. This inquiry into the quality and attainment of general education competencies will allow the College's academic leadership to examine the responses provided by students, employers, and graduates and compare the same questions and responses from these three sample audiences.

As evidenced by this report, results of findings from the 2001 Institutional Effectiveness – General Education Summary Report have been used for improvement of the curriculum and increased emphasis on measuring learning and program outcomes have been realized. Specific examples of how CCTC measured outcomes include the following and demonstrates the connectivity of previous assessment and continuous improvement:

- All associate degree programs enjoy a high [job placement rate](#) for graduates. The average job placement rate for all programs in the College for the past three years is 99 percent. Employers of these graduates have provided feedback on general education competencies through the employer surveys.
- Feedback from [Employer Surveys](#) and [Advisory Committee Surveys](#) indicate a high percentage of satisfaction with general education competencies. The 2001-2002 employer survey indicated employers rated graduates as prepared in all categories of general education including oral communications, written communications, mathematical computation, and critical thinking at 84% or higher in each category. The 2004-2005 and employer survey indicated employers rated graduates as prepared in all categories of general education including oral communications, written communications, mathematical computation, and critical thinking at 97% or higher in each category. The overall employer satisfaction in 2005 was 99% and has with graduates has averaged 95.5% over the previous two years.

- [Capstone course requirements](#) include projects that require students to demonstrate mathematical, oral, and written communication competencies. These courses require reports, oral presentations, and creation and manipulation of data using mathematical and computer skills. Capstone courses include: ACC 245, MGT 240, CPT 264, OST 251, and OST 267.
- In order for students to be successful in advanced general education courses, students must possess the competencies of the prerequisite courses. The departmental faculty in each program ensures that exit competencies from each course are appropriate entrance competencies for the next sequential course through departmental collaboration and review of student success.
- The SPC 205 syllabus uses the higher education level competencies recommended by the National Communication Association. The departmental faculty has expanded the speech competencies to include the application of technology in presentation skills to meet the needs of the work environment as recommended by advisory committee members. The average passage rate for SPC 205 for 2002 and 2003 fall semesters was 80 percent.
- A comprehensive [ENG 101 Final Exam Writing Assignment](#) is designed to measure college-level course exit competencies as identified in the course syllabus. The average passage rate for ENG 101 for 2002 and 2003 fall semesters was 75 percent.
- Comprehensive [Math Final Exams](#) measure the exit competencies in all math courses. The average passage rate for mathematics courses for 2002 and 2003 fall semesters was as follows: MAT 101, 53 percent; MAT 102, 44 percent; MAT 110, 64 percent; and MAT 111, 62 percent.
- Both the English and Math departments are currently field testing rubrics to determine if students have achieved the exit competencies indicated in course syllabi.
- CHM 110 and CHM 111 use the American Chemical Society national examination as the final exam to measure exit competencies. The passage rate for CHM 110 for fall 2003 and 2004 semesters was 60 percent and for CHM 111 for the 2003 and 2004 spring semesters was 74 percent. The chemistry department has revised curricula and improved instruction based on the results of the national examination.
- The Surgical Technology Diploma program administers a national exam, the Program Assessment Examination (PAE), to graduates in the final semester of their studies. This examination delineates student performance on general education competencies for Anatomy and Physiology (A&P) and for Medical Terminology as well as core competencies in the field. In response to the score report for mastery of A&P competencies, a curriculum change to delete Biology 112, Basic Anatomy and Physiology, and to add Biology 210, Anatomy and Physiology I, and Biology 211, Anatomy and Physiology II, was approved for the 2003-2004 Catalog.
- The English and Mathematics departments have used WorkKeys as an assessment tool to measure student competencies. The assessment was used as a pretest and posttest to measure improvement in several courses.

The results of each of these measures of attainment of general education competencies are used for program improvement. The faculty, department chairs, and program managers for each program of study continuously review and evaluate course competencies to provide a comprehensive and appropriate course of study to enable students to possess college-level general education competencies.

Transferability

Achievement of Students Transferring From Two-to Four-Year Institutions

The College has been successful in accomplishing the migration of first-time undergraduate transfer students to South Carolina postsecondary institutions. The College works with students to effectively provide transfer opportunities and awareness for students who desire to complete a baccalaureate degree. College transfer events are hosted on the campus to increase awareness, and the AA and AS Departments have annual meetings with faculty and staff members from senior institutions to maintain communications relevant to transferability issues. The Performance Report for Fall 2005 on transfer students states that 78 full-time and 47 part-time students transferred to senior institutions. Data provided by the CHE Transfer Academic Performance Report for Fall Term 2005 also indicate that the Central Carolina transfer-in students are achieving GPAs comparable to the senior institutions first-time native students. Approximately 63 percent of the students who applied to senior state colleges were accepted and 50 percent of the students who were accepted actually enrolled. The data also reflect that some CCTC students are transferring prior to graduation. The Associate Degree in Arts and the Associate Degree in Science programs are an integral and important aspect of the College's mission to prepare graduates to pursue their educational objectives and assume leadership roles in local businesses and industries. The College will continue to assist students who wish to transfer and will continue tracking transfer students. (See charts on pages 28 and 29.)

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, 2006

INSTITUTIONAL EFFECTIVENESS TABLES

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

This form includes a 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 at least five years prior to the current date. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che.sc.gov/AcademicAffairs/Accreditation%20Guidelines.doc>.

Institution:

Central Carolina Technical College

**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/are a 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	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
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						

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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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						
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						

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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION 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						

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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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						
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						

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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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)						
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)						
Nursing - Baccalaureate-degree nursing education programs						
Nursing - Graduate-degree nursing education 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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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)						
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.						
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)						
Rehabilitation Counseling						
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree 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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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						
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)						

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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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 Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						

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/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
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

APPLICABLE TO ALL SECTORS – MEASURED FOR APRIL 1, 2005-MARCH 31, 2006

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 (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2005 through March 31, 2006**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

THE COMMISSION WILL REQUEST NATIONAL AND STATE PASS RATES AND ANY ADDITIONAL INFORMATION FOR THESE EXAMINATIONS, AS IT IS AVAILABLE, FROM NATIONAL AND STATE AGENCIES TO BE USED IN THE REPORT TO THE GENERAL ASSEMBLY. THESE NATIONAL AND STATE AGENCIES CAN BE FOUND IN “A CLOSER LOOK.”

(NEXT PAGE)

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
Technical Sector					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.	<i>APRIL 1, 2005 - MARCH 31, 2006</i>	2	2	2	100%
CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)					
CLINICAL LABORATORY TECHNICIAN, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	<i>APRIL 1, 2005 - MARCH 31, 2006</i>	14	14	13	92.8%
National Council Licensure Exam. (NCLEX) - Registered Nurse	<i>APRIL 1, 2005 - MARCH 31, 2006</i>	53	53	46	86.8%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registered Health Information Technician Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
SRTA REGIONAL EXAM. FOR DENTAL HYGIENISTS					
STATE BOARD EXAM. FOR DENTAL HYGIENE- SC BOARD OF DENTISTRY					
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION	<i>APRIL 1, 2005 - MARCH 31, 2006</i>	*	*	*	*
Veterinary Technician National Examination					
VETERINARY TECHNICIAN STATE EXAM (RULES & REGULATIONS)					

* The Liaison Council on Certification for Surgical Technology (LCC-ST), Certified Surgical Technologist (CST) examination results cannot be provided because the confidentiality of candidates is maintained by the Council.

**MIGRATION OF CCTC FIRST-TIME UNDERGRADUATE TRANSFERS TO SC POSTSECONDARY INSTITUTIONS
FALL 2005 REPORT**

		TO:																											
		THE CITADEL		CLEMSON		COASTAL CAROLINA		COLLEGE OF CHARLESTON		FRANCES MARION		SC STATE		USC COLUMBIA		USC AIKEN		USC BEAUFORT		WINTHROP		USC SUMTER		SUBTOTAL					
T R A N S F E R R I N G F R O M C C T C	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
		1		2		2		1		4		6		2	2	1		1		1		12	12			33	14		
			AIKEN		FLORENCE DARLINGTON		GREENVILLE		HORRY/GEORGETOWN		MIDLANDS		NORTH-EASTERN		ORANGEBURG/CALHOUN		PIEDMONT		TC OF THE LOW COUNTRY		TRIDENT		WILLIAMSBURG		YORK		SUBTOTAL		
			1	3	3	1		2	3	16			1		1		3		1	2		1		1		1		25	31
			BOB JONES UNIVERSITY		CHARLESTON SOUTHERN		COLUMBIA COLLEGE		LIMESTONE		MORRIS		NEWBERRY														SUBTOTAL		
			1		1		7		1	10	1	1																20	2
	Total from CCTC:																										78	47	

**Central Carolina Technical College
Transfer Academic Performance Report
South Carolina Public Senior Institutions**

Fall 2005

	Two-Year College Transfer Students Fall Term 2005		Senior Institution First-time Native Students Fall Term 2005		Difference in G.P.A. (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student)
	Number	G.P.A.*	Number	G.P.A.*	
Transferred from Central Carolina Technical College					
Public Senior Institution Transferred To:					
Citadel	1	1.83	1921	2.54	0.71
Clemson	2	2.87	13223	2.88	0.01
FMU	4	2.15	2179	2.52	0.37
Lander	2	2.49	1668	2.56	0.07
SC State	6	2.86	2804	2.28	-0.58
USC Aiken	1	3.25	2609	2.58	-0.67
USC Beaufort	1	3.64	1032	2.75	-0.89
USC Columbia	4	2.78	16421	2.88	0.10

INSTITUTIONAL ALUMNI SURVEY RESULTS – Summary

Name of Institution: Central Carolina Technical College

Academic Year for Graduating Students: 2002-2003

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, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

Hyperlink for report is: <http://www.che.gov>

How many students were surveyed? 488

How many students responded? 108 Response Rate: 22.1%

Was this population a **sample** or the **total group**? Total

1. Students' level of satisfaction with:

	<i>Responses to Question</i>		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	107	99.1%	56	52.3%	41	38.3%	5	4.7%	4	3.7%	0	0.0%	1	0.9%
1.2 INSTRUCTION in the major	107	99.1%	52	48.6%	44	41.1%	8	7.5%	1	0.9%	0	0.0%	2	1.9%
1.3 GENERAL EDUCATION program of study (non-major requirements)	104	96.3%	39	37.5%	48	46.2%	15	14.4%	2	1.9%	0	0.0%	0	0.0%
1.4 INSTRUCTION in general education	105	97.2%	44	41.9%	48	45.7%	12	11.4%	1	1.0%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	108	100.0%	55	50.9%	42	38.9%	8	7.4%	1	0.9%	0	0.0%	2	1.9%

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

	<i>Responses to Question</i>		Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	107	99.1%	45	42.1%	26	24.3%	16	15.0%	9	8.4%	11	10.3%

2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	105	97.2%	33	31.4%	16	15.2%	19	18.1%	20	19.0%	17	16.2%
2.3 Professional or service organizations	107	99.1%	22	20.6%	20	18.7%	22	20.6%	24	22.4%	19	17.8%
2.4 Volunteer, public or community service	107	99.1%	24	22.4%	18	16.8%	14	13.1%	26	24.3%	25	23.4%
2.5 Social/recreational organization	106	98.1%	22	20.8%	14	13.2%	14	13.2%	32	30.2%	24	22.6%
2.6 Support or participation in the arts	106	98.1%	11	10.4%	14	13.2%	9	8.5%	34	32.1%	38	35.8%

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

<i>Responses to Question</i>	Strongly		Moderately		Somewhat		None at all			
	#	% of Total Responses	#	%	#	%	#	%		
3.1 Career-related advanced education or training	107	99.1%	54	50.5%	24	22.4%	13	12.1%	16	15.0%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	107	99.1%	29	27.1%	34	31.8%	24	22.4%	20	18.7%
3.3 Professional or service organizations	108	100.0%	29	26.9%	26	24.1%	27	25.0%	26	24.1%
3.4 Volunteer, public or community service	105	97.2%	21	20.0%	25	23.8%	26	24.8%	33	31.4%
3.5 Social/recreational organization	107	99.1%	15	14.0%	22	20.6%	34	31.8%	36	33.6%
3.6 Support or participation in the arts	104	96.3%	8	7.7%	13	12.5%	33	31.7%	50	48.1%
3A Aggregate	638		156	24.5%	144	22.6%	157	24.6%	181	28.4%

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

<i>Responses to Question</i>	All		Most		Some		Few		None			
	#	% of Total Responses	#	%	#	%	#	%	#	%		
	108	100.0%	41	38.0%	31	28.7%	12	11.1%	8	7.4%	16	14.8%

File name: My Documents/Alumni Survey 2005/Final 051305 alumni survey