

2008 Institutional Effectiveness Summary Report



CENTRAL CAROLINA
TECHNICAL COLLEGE

2008 IE REPORT TRANSMITTAL FORM

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- Summary Report (Posted on website and electronic copy to CHE)
- Accreditation Table
- Sponsored Research Table
- Professional Examinations Table
- Success of Transfer Students (2-year only)

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Central Carolina Technical College 2008 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 continuous 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 | To be reported in 2010; 2014 | (4-yr cycle) |
| 2. Majors/ Concentrations | Report Included This Year Subsequent Report in 2009; 2010 | (annual cycle) |
| 3. Academic Advising | Report Included This Year To be reported in 2012; 2016 | (4-yr cycle) |
| 4. Achievement of Students Transferring From Two- to Four- Year Institutions | Report Included This Year Subsequent Report in 2010; 2012 | (2-yr cycle) |
| 5. Student Development | To be reported in 2011; 2015 | (4-yr cycle) |
| 6. Library Resources | To be reported in 2009; 2013 | (4-yr cycle) |
| 7. Alumni Survey | To be reported in 2009; 2011 | (2-yr cycle) |

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Majors/Concentrations Report 2007-08

Introduction

Central Carolina Technical College (CCTC) engages in a process that includes a 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 eight 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 fifteen associate degree programs, eight diplomas, and thirty-one 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 chair/program manager, the Curriculum Review Committee, the Academic Management Team, and the Council of Deans and Directors. Local findings are compared to the South Carolina Technical College System (SCTCS) standards to determine whether programs remain in good standing. 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. Twelve programs have been accredited by recognized accrediting agencies, which review the programs periodically. (Nine of the twelve appear on the list provided by the SC Commission on Higher Education.) In addition, advisory committees consisting of representatives from local businesses and industries meet at least annually to review programs. Also, the College conducts an internal 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 analyzed and evaluated, and the results are used to develop subsequent plans of action for the department.

Through the program review process, curriculum is examined to ensure compliance with the State Model, maintained by the SCTCS 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 businesses and industries.

Feedback from students, graduates, alumni, faculty, and business and industry representatives is used for continuous 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, opportunities, and threats of the program are identified; and a summary of the findings are developed and incorporated into departmental plans of actions for the next year as appropriate. The program review summaries are presented to the Curriculum Review Committee, the Academic Management Team, and the Council of Deans and Directors, all of which approve curriculum changes.

Program Review Cycle

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:

| Associate Degrees | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
|--------------------------------------|-------|-------|-------|-------|-------|-------------------|-------|-------|-------|-------|
| Accounting | | | | X | | | | | X | |
| Associate Degree Nursing | X | | | | | X | | | | |
| Associate in Arts | X | | | | | X | | | | |
| Associate in Science | X | | | | | X | | | | |
| Civil Engineering Technology | X | | X | | | CAN CEL LED | | | | |
| 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 | | | |
| Management | | | X | | | | | X | | |
| Natural Resources Management | | X | | X | X | | | | X | |
| Office Systems Technology | | | | X | | | | | X | |
| Paralegal | | | | | X | | | | | X |
| Diplomas | | | | | | | | | | |
| Automated Office | | | | X | | | | | X | |
| Automotive Mechanics | | | | | X | | | | | X |
| Early Childhood Development | | | X | | | | | X | | |
| Engineering Graphics | | | X | | | | | X | | |

| | | | | | | | | | | |
|---|---|---|---|---|-----|-----|---|---|---|---|
| Machine Tool | | | | | X | | | | | X |
| Medical Assisting | | X | | | | | X | | | |
| Nursing (PN) | X | | | | | X | | | | |
| Surgical Technology | X | | | | | X | | | | |
| Certificates | | | | | | | | | | |
| Accounting Specialist | | | | X | | | | | X | |
| Advanced Heating and Air Conditioning | X | | | | | X | | | | |
| Advanced Tool Making | | | | | X | | | | | X |
| Automotive Repair | | | | | X | | | | | X |
| Basic Air Conditioning and Heating | X | | | | | X | | | | |
| College Studies | | | | | | X | | | | |
| Computer Specialist | | | | | X | | | | | X |
| Cosmetology | | | | | | New | | | | |
| Early Childhood Development | | | X | | | | | X | | |
| Electrical Technician | | | | | New | | | | | X |
| Electro-Mechanical Workforce and II | | | X | | | | | X | | X |
| General Education | | X | | | | | X | | | |
| Health Science Prep | | | | | X | | | | | X |
| Industrial Electricity/ Electronics | X | | | | | X | | | | |
| Industrial Maintenance Workforce I & II | | X | | | | | X | | | |
| Industrial Maintenance | | X | | | | | X | | | |
| Infant and Toddler Care | | | | | | | | | | |
| Information Processing | | | | X | | | | | X | |
| Internetworking (Cisco) | | | | | X | | | | | X |
| Machine Tool Operator | | | | | X | | | | | X |
| Phlebotomy | X | | | | | X | | | | |
| Pre-Dental Hygiene | | | | X | | | | | X | |
| Pre-Occupational/ Pre-Physical Therapy | | | X | | | | | X | | |
| Pre-Pharmacy Technician | | | | X | | | | | X | |
| Welding | | | | | X | | | | | |

During the 2007-08 academic year, extensive reviews were conducted for the following ten programs in accordance with the College's Review Cycle: Associate Degree in Agriculture with a major in Natural Resources Management, Associate Degree in Computer Technology with a major in Computer Technology and

Certificates in Computer Specialist and Internetworking, Associate Degree in Public Service with a major in Paralegal, Diploma in Automotive Mechanics and Certificate in Automotive Repair, Diploma in Machine Tool Technology and Certificates in Advanced Tool Making and Machine Tool Operator, Certificate in Health Science Prep, and Certificate in Welding. Following are summaries of the 2007-08 program reviews:

Program Review Summaries

Following are summaries of the program reviews which were presented to the Curriculum Review Committee:

Program Review Summary Associate Degree in Agriculture Major in Natural Resources Management (NRM)

Date of Review: February 2008

Submitted by: Michael Shealy
Department Chair

Resources for Program Review:

The Natural Resources Management Department received input from various sources in order to complete this program review. Those sources included the following:

- Natural Resources Management (NRM) Advisory Committee
- DACUM (Developing a Curriculum) chart developed by practitioners and employers in the field and used to identify employability skills and knowledge
- Current professional literature

Program Review Summary:

Following is a summary of the key findings from the program review process:

- **Program Strengths:** The program has made curriculum changes over the years to keep the program current and has incorporated advanced technology, such as Global Positioning System (GPS) and Geographic Information System (GIS) technologies.
- **Program Weakness:** With the current job situation, graduates need to have practical experience in order to compete with four-year graduates. (Note: See remedy described below.)
- **Program Opportunities:** The Advisory Committee has indicated that it would be useful for NRM students to have more experience with fire training, including “red cards,” to secure a pesticide license, and to have more knowledge regarding hunting and safety. The department is exploring these opportunities.
- **Program Threat:** The program threat is competition for jobs from candidates with similar educational backgrounds.
- Student enrollment seems to be somewhat reflective of the economy and job availability, with the retention rate closely mirroring that of the entire college. Efforts are being made to improve retention. The program was placed on a “Probation-1 Status” by the State Board for Technical and Comprehensive

Education in 2006 due to a low 3-year average graduation rate; however, the program regained “Good Status” the following year (2007). The NRM program has consistently maintained a high placement rate over the years with an increasing number of students becoming interested in transferring to a senior college upon graduation from Central Carolina.

The program has maintained good standing as evidenced by the following statistics:

| Yr | Graduates | Headcount-FTE | Retention Rate (%) | Placement Rate (%) |
|-----------|------------------|----------------------|---------------------------|---------------------------|
| 2004 | 6 | 31-22 | 54.84% | 100% |
| 2005 | 5 | 37-26 | 78% | 100% |
| 2006 | 3 | 33-24 | 66% | 100% |
| 2007 | 9 | 38-25 | 79% | 100% |

In recent years, graduates have had to compete more with 4-year graduates in the job market. With this knowledge, the NRM program could benefit from greater transferability of courses to senior institutions. Central Carolina is working to continue to build a collaborative relationship with Clemson University so students can complete the first two years with Central Carolina prior to transferring to Clemson.

Use of Results:

As a result of the program review, the following tasks have been incorporated into the departmental plans:

- 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. In response to this shift, the NRM program at CCTC has increased the presence of this technology within the curriculum by adding GPS and GIS courses. Additionally, technology has been incorporated throughout other classes within the curriculum. These recent adjustments in our curriculum reflect the College’s ability to adapt the NRM program quickly to reflect needs of the workforce.
- This program has added a capstone course entitled Special Topics in NRM. This course is designed to measure learning outcomes for the NRM curriculum. In this course, students are assigned a special project that combines the knowledge and skills students have learned, including general education and technology skills, such as writing a report and making a PowerPoint presentation. In addition, the NRM program proposed that students complete an internship prior to earning their degree so that students can apply their skills and knowledge in a real-world environment. This proposal has been approved by the Curriculum Management Team and then presented to the Academic Management Team and the Council of Deans and Directors. The special topics course and internship course are both included in the 2008-09 catalog.

Program Review Summary
Associate Degree in Computer Technology
Major in Computer Technology (CPT) and
Certificates in Computer Specialist (CMSP) and Internetworking (INWK)

Date of Review: February 2008

Submitted by: Barbara Wells
Information Technology
Department Chair

Resources for Program Review:

The Information Technology Department received input from various sources in order to complete this program review. Those sources included the following:

- Computer Technology DACUM (Developing a Curriculum)
- Information Technology Advisory Committee
- Professionals Journals and Websites
- Information Technology Certification Materials
- Conferences/Peer Colleges

Program Review Summary:

Following is a summary of the key findings from the program review process:

- Program Strengths: The computer technology programs have comprehensive student-centered curricula, which include career entry-level information technology professional skills, and programming and networking specializations. Electives allow students to specialize in areas of interest. Faculty is committed to continuous improvements of program. The department also has a helpful advisory committee.
- Program Weakness: There is a lack of exposure to mainframe environment and legacy and some emerging technology systems. However, the primary job market is not a mainframe environment.
- Program Opportunities: The department sees opportunities to develop new curriculum and courses that target the needs of the service area, including graphics arts/web design, mainframe emulation, end-user support, and computer forensics. (Note: As a result of program review, the department implemented these concepts.)
- Program Threat: Given the nature of the computer technology, there is always a continuing need for funding in order to keep programs current. There is a challenge to ensure that faculty and curricula remain current in an ever-changing computer environment.

Significant hardware and software technology upgrades will be required to continue to keep the program current; close coordination with the CCTC Information Systems Department will be required as new software is installed throughout the College and labs.

The Computer Technology programs are in good standing, as indicated by the following statistics:

| Yr | Graduates CPT/CMSP/ INWK | Headcount-FTE CPT/CMSP/ INWK | Retention Rate (%) CPT/CMSP/INWK | Placement Rate (%) CPT/CMSP/INWK |
|-----------|---|---|---|---|
| 2004 | 22/5/10 | 154-91/18-10/2-1 | 31.9%/31.3%/0 | 94%/100%/89% |
| 2005 | 23/5/3 | 118-69/15-7/3-2 | 32.5%/27.8%/50% | 95%/100%/100% |
| 2006 | 11/3/5 | 89-60/11-6/6-3 | 28.8%/26.7%/33.3% | 91%/100%/80% |
| 2007 | 7/7/10 | 105-63/9-4 6-3 | 62%/44.4%/25% | 100%/100%/100% |

Use of Results:

As a result of the program review, the following tasks have been incorporated into the departmental plans:

- Plan upgrades of software technology to Microsoft Vista operation system, Office 2007, programming language and web design software.
- Modify curriculum content in areas of end-user support, networking, programming, and web design.
- Expand curriculum content to include Java programming, Help Desk (End-User Support), presentation graphics, and computer forensics.
- Expand current exit examinations to measure student knowledge and skills in accordance with revised program outcomes and new course content.
- Review and modify course prerequisites as needed.
- Explore expansion of student internships/work-study positions.
- Explore establishing a Help Desk (End User Support) Certificate and offering computer forensics course(s).

**Program Review Report Summary
Associate Degree in Public Service – Major in Paralegal**

Date of Review: February 2008

Submitted by: Nashiba Boyd
Paralegal Program Manager

Resources for Program Review:

The Paralegal Department received input from various sources to complete its program review, including the following:

- Paralegal Program Advisory Committee Members
- Department Faculty
- Learning Outcomes Assessment
- Graduate Surveys and Placement Rate Reports
- Employer Surveys
- Programs and Services Survey
- Federal and State Occupation Websites
- *Legal Assistant Today*, which details trends in the paralegal profession

Program Review Summary:

Following is a summary of the key findings from the program review process:

- **Program Strengths:** The department has worked closely with the Paralegal Advisory Committee and the American Bar Association to ensure the curriculum meets national accreditation standards and the needs of local employers.
- **Program Weakness:** Students need more practical experience in the workforce. (This weakness has been remedied by the addition of an internship.)
- **Program Opportunities:** There are opportunities to develop internships with private firms, courts, and JAG offices. There is a potential to recruit more four-year graduates into the program in order to increase their marketable skills.
- **Program Threat:** Larger firms and larger markets may consider moving toward requiring a four-year degree.

The program is in good standing as evidenced in the following statistics:

- Approximately 100% of the students indicated they were very satisfied or satisfied with the quality of the paralegal major courses and approximately 90% were very satisfied or satisfied with the availability of those courses.
- The South Carolina Employment Security Commission indicated that paralegal positions will increase by approximately 15% from 2004 to 2014 in South Carolina.

| Yr | Graduates | Headcount-FTE | Retention Rate (%) | Placement Rate (%) |
|-----------|------------------|----------------------|---------------------------|---------------------------|
| 2004 | 10 | 66-43 | 80% | 80% |
| 2005 | 10 | 61-36 | 72% | 100% |
| 2006 | 8 | 46-23 | 63% | 100% |
| 2007 | 8 | 88-49 | 60% | 88% |

Use of Results:

As a result of the program review, the following tasks have been incorporated into the departmental plans:

- Offer LEG 232 – Law Office Management – as the capstone course for the paralegal program. The goal of this course is to measure program learning outcomes and ensure students are proficient in all program technology competencies before graduation.
- Increase recruitment of new students into the program to sustain program vitality.

**Program Review Summary
Diploma in Automotive Mechanics and
Related Certificate in Automotive Repair**

Date of Review: February 2008

Submitted by: William Morrow
Automotive Mechanics
Department Chair

Resources for Program Review:

The Automotive Mechanics Department received input from various sources to complete its program review, including the following:

- Automotive Technology Advisory Committee
- Curriculum Guidelines from the National Automotive Technology Educational Foundation (NATEF)
- Professional Literature

Program Review Summary:

Following is a summary of the key findings from the program review process:

- Program Strength: The program has revised automotive curriculum to meet the requirements of the National Automotive Technology Education Foundation (NATEF), a national accrediting body. The program received accreditation by NATEF in Spring 2008.
- Program Weakness: The program needs to recruit more students and monitor their progression to graduation through the advisement and tracking of students from semester to semester.
- Program Opportunities: The automotive field has some high-paying, high tech jobs available. The department needs to work closely with local employers to ensure higher-level, new technology skills are included in the curricula.
- Program Threats: The enrollment is low in the program, and many students do not graduate from the diploma but instead are more likely to get a certificate.

The department has revised the curricula in order to align it with NATEF standards. The department will use national exams to measure program competencies. The lab and storage areas have been refurbished, and new equipment has been bought.

The program has maintained good standing as evidenced by the following statistics:

| Yr | Graduates ATMC/ATMR | Headcount-FTE ATMC/ATMR | Retention Rate (%) ATMC/ATMR | Placement Rate (%) ATMC/ATMR |
|-----------|--------------------------------|------------------------------------|---|---|
| 2004 | 7/2 | 15-9/17-11 | 67%/59% | 100%/50% |
| 2005 | 2/8 | 23-16/19-11 | 61%/55% | 100%/100% |
| 2006 | 2/10 | 11-6/13/8 | 40%/54% | 100%/83% |
| 2007 | 1/5 | 12-7/5-3 | 58%/67% | 100%/100% |

Use of Results:

As a result of the program review, the following tasks have been incorporated into the departmental plans:

- The department will recruit students from area career centers.
- The department will use the results from the national automotive certification to revise the program as necessary.
- The department will work closely with advisory committee, consisting primarily of local employers, to ensure that all graduates are prepared to excel at entry-level job positions.

**Program Review Summary
Diploma in Machine Tool Technology and
Certificates in Advanced Tool Making and Machine Tool Operator**

Date of Review: March 2006

Submitted by: Brent Russell
Machine Tool Technology
Program Manager

Resources for Program Review:

The Machine Tool Technology Department received input from various sources to complete its program review, including the following:

- Machine Tool Technology Program Advisory Committee Members
- Graduate Surveys
- Placement Reports
- Employer Surveys
- Programs and Services Survey
- Local Industry
- The National Institute for Metalworking Skills

Program Review Summary:

Following is a summary of the key findings from the program review process:

- Program Strengths: An important milestone for the Machine Tool Program was the accreditation received from the National Institute for Metalworking Skills (NIMS). As a result of this accreditation process, the program's learning outcomes can now be measured by a national test. At the end of each semester students will attempt to gain a nationally recognized NIMS credential in addition to gaining college credit. Each major course in the program has been aligned with NIMS standards, and the College is using this measure as one way to track student success. In addition, the Machine Tool Technology program has made several more changes and advancements in the last two years. For example, with the addition of CPT 102 – Basic Computer Concepts, students are learning the computer skills necessary for the work environment and are developing basic technology competencies.
- Program Weaknesses: Enrollment numbers are a challenge. There is a shortage of equipment, although there have been equipment upgrades.

- **Program Opportunities:** The department is exploring a Manufacturing Technician program. There is also much technological advancement in the field, such as computer aided manufacturing, robotics, and system programming, which provides training opportunities.
- **Program Threats:** Some manufacturing plants are moving off-shore, and there are fewer manufacturing jobs in the Sumter area.

The program has maintained good standing as evidenced by the following statistics:

| Yr | Graduates MTT/MTOP/ATMC | Headcount-FTE MTT/MTOP/ATMC | Retention Rate (%) MTT/MTOP/ATMC | Placement Rate (%) MTT/MTOP/ATMC |
|-----------|------------------------------------|--|---|---|
| 2004 | 16/4/0 | 14-11/2-.87/2-2 | 73%/75%/100% | 100%/100%/na |
| 2005 | 9/2/2 | 21-16.67/3-2.87/0-0 | 71%/50%/na | 89%/na/na |
| 2006 | 6/1/2 | 19-12.87/4-3.13/0-0 | 63%/57%/na | 100%/na/na |
| 2007 | 8/0/0 | 20-13/4-3/0-0 | 68%/50%/na | 100%/na/na |

The program has satisfied the requirements for entry-level job positions at local manufacturing companies as evidenced by employer surveys and graduate surveys, as well as by the Machine Tool Technology Advisory Committee.

Use of Results:

As a result of the program review, the following tasks have been incorporated into the departmental plans:

- Track the success of students in achieving the program’s learning outcomes through the use of the NIMS certification process. As a benchmark, the objective is that at least 70% of Machine Tool Technology graduates will obtain a minimum of three NIMS credentials.
- Involve local employers on the Machine Tool Technology Advisory Committee in evaluating students’ projects.
- Revise curriculum as necessary based on certification results.
- Use NIMS certification as a recruitment tool.
- Seek additional equipment funding and resources.

**Program Review Report Summary
Certificate in Health Sciences Prep (HSCP)**

Date of Review: February 2008

Submitted by: Miriam Laney
ADN/PN Department Chair

Resources for Program Review:

The Nursing Department received input from various sources in order to complete this program review. Those sources included the following:

- Although this program does not have a specific advisory committee because it prepares students to enter a health science program, the following advisory committees influence the Health Science Prep Certificate curriculum due to the affiliation with the other programs in the Health Science Division. They

include the following: ADN and PN Nursing Advisory Committee and Surgical Technology Advisory Committee. Information from other technical colleges was also utilized.

- Comparable curricula at similar institutions

Program Review Summary:

Following is a summary of the key findings from the program review process:

- Program Strengths: The HSCP certificate provides a structured curriculum, including general education requirements which develop interpersonal and communication skills necessary in the health care environment. Other courses focus on the sciences, which should prepare the student for acceptance into the desired health program. Over half of the curriculum courses transfer to senior colleges and universities. Faculty is committed to continuous improvement of the program. This program is a gateway to the health profession.
- Program Weaknesses: Students need to follow the curriculum in the proper sequence. If courses are not taken in sequence, they may not be offered until a later semester. This may delay completion of the program.
- Program Opportunities: In addition to receiving a certificate in HSCP, the student is prepared to enter other health science programs and advance toward the completion of a diploma or an associate degree.
- Program Threats: Decreasing numbers of students in HSCP program in Fall 2005 and Fall 2006. This is due to the number of students who now are enrolled in the College Studies Certificate because they needed multiple developmental courses. Also, many students want to enter directly into the nursing field; it is a challenge to convince them they may need preparatory courses in order to succeed in their chosen health science field.

Although the number of students has decreased, there remains an abundant number of students enrolled in HSCP as indicated in the following statistics:

| Yr | Graduates | Headcount-FTE | Retention Rate (%) | Placement Rate (%) |
|------|-----------|---------------|--------------------|--------------------|
| 2004 | 23 | 721- 413 | 73% | 100% |
| 2005 | 32 | 579-303 | 68% | 97% |
| 2006 | 15 | 434-241 | 59% | 100% |
| 2007 | 27 | 517-300 | 61% | 100% |

Use of Results

As a result of the program review, the following tasks have been incorporated into the departmental plans:

- Provide information about the HSCP to high school counselors at Health Fairs, Career Days, and Counselors' Breakfast.
- Promote science courses to counselors and advisors as a building block to health sciences program, rather than a stumbling block. Encourage students to take science courses early in HSCP program.

Program Review Summary Certificate in Welding

Date of Review: March, 2008

Submitted By: Mark Porter
Welding Program Manager

Resources for Program Review:

The Welding Department received input from various sources in order to complete this program review. Those sources included the following:

- Welding Advisory Committee
- Collaboration with local employers

Program Review Summary:

Following is a summary of the key findings from the program review process:

- Program Strengths: The Welding Department established a close collaboration with local industries to build a sound program. New equipment has been installed in the lab. Job opportunities and salaries are excellent for qualified graduates. The lab, equipment, and the curriculum meets the standards specified by the American Welding Society (AWS).
- Program Weakness: It is often difficult to recruit students because they do not know about the excellent job opportunities and salaries.
- Program Opportunities: There are opportunities to continue to build partnerships with industries and offer courses that will build the practical skills of current employees, which will make them more valuable to the company.
- Program Threat: Students build on welding skills throughout the program. Therefore, students can enter only during the fall semester.

The program has received significant recognition as a model for college/industry collaboration. The program has maintained good standing as evidenced by the State Board for Technical and Comprehensive Education's Program Vitality Standards:

| Yr | Graduates | Headcount-FTE | Retention Rate (%) | Placement Rate (%) |
|------|-----------|---------------|--------------------|--------------------|
| 2004 | 0 | 10-6 | 70% | n/a |
| 2005 | 0 | 13-8 | 69.2% | n/a |
| 2006 | 0 | 0-0 | 80% | n/a |
| 2007 | 6 | 22-16 | 57% | 100% |

Use of Results

As a result of the program review, the following tasks have been incorporated into the departmental plans:

- Use AWS standards to measure program exit competencies.
- Continue to build partnerships with industry.

Academic Advising

Academic advising at Central Carolina Technical College involves exploring career goals, selecting a program of study, selecting and scheduling courses, and monitoring progress toward graduation. All new students meet with an admissions counselor to identify placement levels, curriculum requirements, and graduation requirements for their programs of study. Counselors interview new students and utilize career exploration tools (such as Kuder) if students have unclear career goals. Academic faculty advisors are responsible for guiding students in their selection of majors, concentrations, and courses as well as providing them with an understanding of their rights and responsibilities for completion of their degree, diploma, or certificate programs and career preparation.

Evaluation, Use of Results, and Continuous Improvement

Central Carolina Technical College has comprehensive procedures, policies, and practices to effectively deliver quality academic advising. The College's Directive 6.03 outlines the academic advising process and procedures for implementation of this policy. The College has a college-wide approach to continuous improvement in all areas; consequently, as with all procedures, academic advising is evaluated to determine its effectiveness and to identify areas for continuous improvement.

As a result of previous surveys and other feedback, the College has responded by making significant improvements in the admissions, advisement, and registration processes. As the College expanded the number and the complexity of services to students over many years, the number of offices new students had to visit grew. During this period, the students had to go to several offices in order to be tested, admitted, receive financial aid, see a counselor and a faculty advisor, and pay tuition, often crisscrossing the campus or returning several times to campus. As a result of feedback from students, faculty, and staff, the College assigned a cross-functional Student Enrollment Management (SEM) team from across the College to recommend a more efficient process. The team researched the admissions, advisement, and registration processes and visited numerous other colleges to determine how to adapt a "one-stop shopping" concept to the College environment.

After studying various models, the College settled on the banking model, where face-to-face customer service is separated from the "behind-the-scenes" processing services. Separating these two functions at the College allowed all of the student-interface services to reside under one roof. A distinctive round building at the corner of the major highway intersection at the College was re-purposed into a Student Services Center. The building was re-modeled to create a convenient, accessible center, where all the necessary functions for students to be admitted and registered for class are located under one roof.

Advisement Procedures

Advisement is a planned process at Central Carolina Technical College involving both faculty and professional counselors. Upon initial application and acceptance into

the College, a student is advised regarding career opportunities, programs of study, and academic requirements by an admissions counselor or academic advisement specialist in the Office of Admissions and Counseling Services. Students who have already taken a placement test (such as SAT or ACT) are placed in appropriate courses; those who have not taken a placement test can take one on demand in the College's Testing Center and are then assigned to courses based on the test results.

Department Chairs and Program Managers provide the center with advisement sheets, which clearly outline the courses and prerequisites necessary to complete a program of study and the progression through each semester. Students are given a program plan and assigned an academic faculty advisor to assist them through their program. After placement into initial courses, students are given instruction on how to register themselves for courses. Computers are provided in the Center, where students can register themselves for courses under the guidance of Center personnel. They meet with the Financial Aid personnel and log on to the computers in the Center to fill out their form for financial aid (FAFSA). The goal is for all students to be registered for their first semester courses before they leave the building. Students are assigned to a program faculty advisor, who monitors their progress through their chosen program of study and serves as a mentor to the students.

The College has purchased and implemented a new Student Information Systems platform (Banner) and an electronic interface (Luminus), which allow students to interface directly with a computer to register for classes and immediately access their personal student information, such as their financial aid awards, unofficial transcripts, and academic standing. In the past students registered during an intense two-week, on-campus registration period. New students had to be admitted during one visit and then return during the specified registration period to sign up for classes. The course schedule is now posted online about six months prior to the start of the semester, allowing students to plan their schedules well in advance. New students can usually sign up for courses the same day they are admitted. Instead of an academic faculty advisor determining the students' course schedule during an office visit, students are able to set their schedules and register from their home computer or from any College computer. Academic faculty advisors also have a plethora of information about students at their fingertips and can counsel the students on their progress toward graduation. For example, advisors can monitor students' progress toward graduation and send an e-mail to a single student or all advisees at one time with important advisement and registration information. The College has also implemented an automated calling system to give students timely information by telephone about registration status and deadlines.

All students are encouraged to contact their academic faculty advisor prior to registration for the next semester. Advisors monitor the registration of all assigned advisees to ensure progress toward graduation. They work closely with other academic faculty, Financial Aid personnel, and other Student Affairs personnel for a seamless and successful transition from one semester to another. Academic faculty advisors and professional staff are assigned to the College's outreach locations to be

available to assist students with academic advisement procedures and ensure consistency in advisement procedures at all locations.

Academic faculty advisors and professional staff are provided periodic training related to advisement and registration responsibilities. With the conversion to the new Banner platform, all faculty and staff received extensive hands-on training to become familiar with the available technology for student advisement and registration. All new faculty and staff receive an in-depth orientation to the advisement process, including a hands-on training session. This training is a required orientation for new faculty; and its content is reviewed, evaluated, and revised as necessary. This training is a component of on-going training sessions for all faculty and staff, and content is evaluated for continuous improvement by the participants.

At the beginning of each major semester (fall and spring), the College conducts an Advisement and Registration Critique in which all faculty and staff are invited to attend and identify strengths and areas of improvement regarding the advisement and registration processes. Students are also given a comprehensive Program and Services survey every spring, which evaluates faculty advisement and student services. Overall, the response to the changes the College has made regarding advisement and registration has been very positive from the perspective of students, faculty, staff, and administrative personnel. Students are able to be admitted, advised, and registered in a much shorter time frame without going from one building to another. Advisors can spend more time mentoring the students rather than entering schedules in the computer. Counselors feel more empowered to take care of multiple students' needs within a central location. Students are registering earlier, which allows the College to be much more responsive in opening new class sections in a timely manner, and communication between the College and the students is timely.

Currently, as part of the College's plan for continuous improvement, several groups on campus are looking for opportunities to balance the student autonomy in registering with ways to ensure all students are charting a clear path to graduation.

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 2007 on transfer students states that 80 full-time and 69 part-time students transferred to post-secondary institutions. Data provided by the CHE Transfer Academic Performance

Report for Fall Term 2007 also indicate that the Central Carolina transfer-in students are achieving GPAs comparable to the senior institutions first-time native students. Approximately 71 percent of the students who applied to senior state colleges were accepted and 67 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.

As part of its continuous improvement plan, Central Carolina Technical College is working with the University of South Carolina to support the Bridge Program to enhance the ease of transferability to a nearby state university. The College ensures that the "Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina as Mandated by Act 137 of 1995" appears in the college catalog each year. Currently, the Statewide Articulation Agreement states that 86 courses are approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions. Central Carolina's faculty advisors monitor the progression of Associate in Arts and Associate in Science majors toward the completion of designated transfer courses.

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."

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 Directions 5, 6 and 7 of the 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.

The College has adopted a comprehensive Quality Enhancement Plan with objectives that specifically relate to bridging the "digital divide" by identifying program technology competencies for students and instructors. Clearly outlined benchmarks and measurements are used to ensure graduates possess the technology skills they need to meet the needs of business and industry. Immediately prior to graduation, the

college administers an exit exam to determine if students have mastered basic technology competencies necessary for the workplace.

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.

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

INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2008

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 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>.

Institution:

Central Carolina Technical College

Please type institution name in box.

**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 | <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 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 | | | | | | |

| 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 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 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 | | | | | | |

| 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 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 | | | | | | |
| 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 |
| Veterinary Technology - Programs leading to the Associate's 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 | 4 | 4 | | | | |
| Business (BUBD) - Baccalaureate degree | | | | | | |

| 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) | |
| 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 (RETT) | | | | | | |
| 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 |
| 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 | | | | | | 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) | |
| 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) | | | | | | 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 | | | | | | |
| Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program | | | | | | |
| Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree | | | | | | |

| 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 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 Administration (MPA) | | | | | | 7/2002 |
| NATIONAL ASSOCIATION OF SCHOOLS OF THEATER | | | | | | |
| 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 | | | | | | |

| 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 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

_____9_____9_____

THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

| |
|------------------------------------|
| Central Carolina Technical College |
|------------------------------------|

COURSES TAUGHT BY FACULTY*Applicable for Four- and Two-Year Institutions – Reported for Fall 2007*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2009 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES*Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.***STUDENT INVOLVEMENT IN SPONSORED RESEARCH***Applicable to Four-Year Institutions – Reported for Fall 2007*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2007 IPEDS Enrollment Forms.

| | Number of Students Participating in Sponsored Research (Exclude first professional students) |
|---|--|
| Upper Division, Undergraduate Students | n/a |
| Graduate Students | n/a |

Institution:

Central Carolina Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Reported for April 1, 2007- March 31, 2008

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, 2007 through March 31, 2008**. The following tables display 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. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

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.”

Praxis exams are reported separately in the following table.

Please note that Praxis results are reported on all test-takers. Other exams are reported on first-time test-takers.

| Name of Exam | Date(s) Administered | # of Examinees | # of Examinees who Passed | % Examinees Passing |
|--|----------------------|----------------|---------------------------|---------------------|
| TEACHING AND RESEARCH SECTORS | | | | |
| PRAXIS Series II: Core Battery Professional Knowledge | | | | |
| PRAXIS Series II: Principles of Learning & Teaching (K-6) | | | | |
| PRAXIS Series II: Principles of Learning & Teaching (5-9) | | | | |
| PRAXIS Series II: Principles of Learning & Teaching (7-12) | | | | |
| PRAXIS Series II: Specialty Area Tests | | | | |
| | | | | |

| 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 |
|--|----------------------|----------------|-------------------------------------|--|--|
| RESEARCH SECTOR | | | | | |
| ACC National Certification Exam in Nurse Midwifery | | | | | |
| American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) | | | | | |
| American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE) | | | | | |
| Council on Certification of Nurse Anesthetists Exam. | | | | | |
| Multi-State Pharmacy Jurisprudence Exam (MPJE) | | | | | |
| National Board Dental Exam, Part I | | | | | |
| National Board Dental Exam, Part II | | | | | |
| National Council Licensure Exam. - Registered Nurse (BSN) | | | | | |
| National Physical Therapist Licensing Exam. (PT) | | | | | |
| National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam. | | | | | |
| North American Pharmacist Licensure Exam. (NAPLEX) | | | | | |
| Occupational Therapist, Registered (OTR) | | | | | |
| Physician Assistant National Certifying Exam. (PANCE) | | | | | |
| South Carolina Bd. of Law Examination | | | | | |
| Cytotechnology (ASCP) | | | | | |
| State Board Dental Exam-SRTA Exam. | | | | | |
| US Medical Licensing Exam. - Step I | | | | | |
| US Medical Licensing Exam. - Step II | | | | | |
| TEACHING SECTOR | | | | | |
| National Council Licensure Exam. - Registered Nurse (BSN) | | | | | |
| REGIONAL SECTOR | | | | | |
| Council Licensure Exam-Registered Nurse (ADN) | | | | | |
| TECHNICAL SECTOR | | | | | |
| Aircraft Maintenance – Airframe | | | | | |
| Aircraft Maintenance – General | | | | | |
| Aircraft Maintenance – Powerplant | | | | | |
| Barbering | | | | | |
| Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT) | | | | | |
| Certified Medical Assistant Exam. | 4/1/07-3/31/08 | 8 | 8 | 8 | 100% |
| Certified Occupational Therapist Assistant (COTA) | | | | | |
| Clinical Laboratory Technician, NCA | | | | | |
| Cosmetology Exam | | | | | |

| 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 |
|---|----------------------|----------------|-------------------------------------|--|--|
| Emergency Medical Technician – NREMT Basic | | | | | |
| Emergency Medical Technician – NREMT Intermediate | | | | | |
| Emergency Medical Technician – NREMT Paramedic | | | | | |
| Medical Laboratory Technician, ASCP | | | | | |
| National Bd. for Dental Hygiene Examination | | | | | |
| National Council Licensure Exam. (NCLEX) - Practical Nurse | 4/1/07-3/31/08 | 21 | 21 | 21 | 100% |
| National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN) | 4/1/07-3/31/08 | 38 | 38 | 35 | 92% |
| National Physical Therapist Assistant 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 | | | | | |
| Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry | | | | | |
| SRTA Regional Exam. for Dental Hygienists | | | | | |
| Surgical Technologist National Certifying Examination | *see below | | | | |
| 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.

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

| | | | | | |
|------------------------------------|-----------------------|--|--|--|--|
| Senior Institution Transferred To: | Clemson Univeristy | | | | |
| Two-Year Institution Transferred | Central Carolina Tech | | | | |

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.

At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 198 | 2.40 | 2.40 |
| Non-White Female | | | 191 | 2.64 | 2.64 |
| White Male | 1 | 2.71 | 1,324 | 2.89 | 0.18 |
| White Female | | | 1,156 | 3.21 | 3.21 |
| Unspecified | 1 | 3.10 | 183 | 2.97 | -0.13 |
| Sub-Total (use avg GPA) | 2 | | 3,052 | 2.82 | 2.82 |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 168 | 2.50 | 2.50 |
| Non-White Female | | | 164 | 2.85 | 2.85 |
| White Male | | | 1,237 | 2.86 | 2.86 |
| White Female | 1 | 3.60 | 1,097 | 3.26 | -0.34 |
| Unspecified | | | 155 | 3.03 | 3.03 |
| Sub-Total (use avg GPA) | 1 | | 2,821 | 2.90 | 2.90 |
| 60 and Above (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 298 | 2.43 | 2.43 |
| Non-White Female | | | 278 | 2.88 | 2.88 |
| White Male | | | 2,520 | 2.89 | 2.89 |
| White Female | | | 2,208 | 3.38 | 3.38 |
| Unspecified | | | 393 | 2.98 | 2.98 |
| Sub-Total (use avg GPA) | | | 5,697 | 2.91 | 2.91 |
| Students transferring with AA/AS degrees | | | | | |
| Non-White Male | | | | | 0.00 |
| Non-White Female | | | | | 0.00 |
| White Male | | | | | 0.00 |
| White Female | | | | | 0.00 |
| Unspecified | | | | | 0.00 |
| Sub-Total (use avg GPA) | | | | | 0.00 |
| TOTAL | 3 | 9.41 | 11,570 | 43.17 | 33.76 |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

| | | | |
|------------------------------------|-----------------------------|--|--|
| Senior Institution Transferred To: | Coastal Carolina University | | |
| Two-Year Institution Transferred | Central Carolina Tech | | |

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.

At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 152 | 2.55 | 2.55 |
| Non-White Female | | | 163 | 2.91 | 2.91 |
| White Male | 2 | 2.18 | 753 | 2.64 | 0.46 |
| White Female | | | 847 | 3.05 | 3.05 |
| Unspecified | | | 21 | 2.39 | 2.39 |
| Sub-Total (use avg GPA) | 2 | 2.18 | 1936 | 2.71 | 0.53 |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 88 | 2.60 | 2.60 |
| Non-White Female | | | 77 | 2.74 | 2.74 |
| White Male | | | 390 | 2.72 | 2.72 |
| White Female | | | 468 | 3.08 | 3.08 |
| Unspecified | | | 9 | 2.77 | 2.77 |
| Sub-Total (use avg GPA) | | | 1032 | 2.78 | 2.78 |
| 60 and Above (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 99 | 2.67 | 2.67 |
| Non-White Female | | | 107 | 2.97 | 2.97 |
| White Male | | | 505 | 2.92 | 2.92 |
| White Female | | | 619 | 3.26 | 3.26 |
| Unspecified | | | 10 | 3.00 | 3.00 |
| Sub-Total (use avg GPA) | | | 1340 | 2.97 | 2.97 |
| Students transferring with AA/AS degrees | | | | | |
| Non-White Male | | | | | 0.00 |
| Non-White Female | | | | | 0.00 |
| White Male | | | | | 0.00 |
| White Female | | | | | 0.00 |
| Unspecified | | | | | 0.00 |
| Sub-Total (use avg GPA) | | | | | 0.00 |
| TOTAL | 2 | 2.18 | 4308 | 42.28 | 40.10 |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

Senior Institution Transferred To: College of Charleston
Two-Year Institution Transferred Central Carolina

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.
At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 59 | 2.37 | 2.37 |
| Non-White Female | | | 161 | 2.48 | 2.48 |
| White Male | | | 550 | 2.66 | 2.66 |
| White Female | 1 | 3.58 | 954 | 2.94 | -0.64 |
| Unspecified | | | 85 | 2.86 | 2.86 |
| Sub-Total (use avg GPA) | 1 | 3.58 | 1809 | 2.79 | -0.79 |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 33 | 2.43 | 2.43 |
| Non-White Female | | | 104 | 2.59 | 2.59 |
| White Male | | | 455 | 2.8 | 2.80 |
| White Female | | | 810 | 3.01 | 3.01 |
| Unspecified | | | 85 | 2.96 | 2.96 |
| Sub-Total (use avg GPA) | | | 1487 | 2.9 | 2.90 |
| 60 and Above (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 117 | 2.68 | 2.68 |
| Non-White Female | | | 250 | 2.9 | 2.90 |
| White Male | | | 940 | 2.85 | 2.85 |
| White Female | | | 1912 | 3.2 | 3.20 |
| Unspecified | | | 154 | 3 | 3.00 |
| Sub-Total (use avg GPA) | | | 3373 | 3.06 | 3.06 |
| Students transferring with AA/AS degrees | | | | | |
| Non-White Male | | | | | 0.00 |
| Non-White Female | | | | | 0.00 |
| White Male | | | | | 0.00 |
| White Female | | | | | 0.00 |
| Unspecified | | | | | 0.00 |
| Sub-Total (use avg GPA) | | | | | 0.00 |
| TOTAL | 1 | 3.58 | 6669 | 41.73 | 38.15 |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

| | |
|---|---|
| Senior Institution Transferred To: | Francis Marion University |
| Two-Year Institution Transferred | Central Carolina Technical College |

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.

At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 297 | 2.082 | 2.08 |
| Non-White Female | | | 126 | 1.8772 | 1.88 |
| White Male | | | 197 | 2.2716 | 2.27 |
| White Female | | | 291 | 2.3701 | 2.37 |
| Unspecified | | | 24 | 2.0522 | 2.05 |
| Sub-Total (use avg GPA) | | | 935 | 2.18331 | 2.18 |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 62 | 2.0369 | 2.04 |
| Non-White Female | 1 | 0.00 | 188 | 2.4518 | 2.45 |
| White Male | | | 99 | 2.4199 | 2.42 |
| White Female | | | 167 | 2.9761 | 2.98 |
| Unspecified | 1 | 2.80 | 10 | 2.9182 | 0.12 |
| Sub-Total (use avg GPA) | 2 | 1.40 | 526 | 2.5722 | 1.17 |
| 60 and Above (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 121 | 2.2336 | 2.23 |
| Non-White Female | 1 | 1.70 | 316 | 2.5673 | 0.87 |
| White Male | 1 | 2.73 | 138 | 2.7406 | 0.01 |
| White Female | 2 | 3.52 | 256 | 3.0942 | -0.42 |
| Unspecified | | | 12 | 2.3613 | 2.36 |
| Sub-Total (use avg GPA) | 4 | 2.87 | 843 | 2.7048 | -0.16 |
| Students transferring with AA/AS degrees | | | | | |
| Non-White Male | | | | | 0.00 |
| Non-White Female | | | | | 0.00 |
| White Male | | | | | 0.00 |
| White Female | | | | | 0.00 |
| Unspecified | | | | | 0.00 |
| Sub-Total (use avg GPA) | | | | | 0.00 |
| TOTAL | 6 | 10.75 | 2304 | 36.453 | 25.70 |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

| | | | |
|------------------------------------|---------------------------------|--|--|
| Senior Institution Transferred To: | South Carolina State University | | |
| Two-Year Institution Transferred | Central Carolina | | |

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.

At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 731 | 1.92 | 1.92 |
| Non-White Female | | | 736 | 2.16 | 2.16 |
| White Male | | | 6 | 2.86 | 2.86 |
| White Female | | | 7 | 3.01 | 3.01 |
| Unspecified | | | 6 | 1.85 | 1.85 |
| Sub-Total (use avg GPA) | | | 1486 | 2.04 | 2.04 |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 356 | 1.87 | 1.87 |
| Non-White Female | | | 382 | 2.14 | 2.14 |
| White Male | | | 6 | 3.76 | 3.76 |
| White Female | | | 4 | 3.1 | 3.10 |
| Unspecified | | | 1 | 2.13 | 2.13 |
| Sub-Total (use avg GPA) | | | 749 | 2.03 | 2.03 |
| 60 and Above (Non-AA/AS holding) | | | | | |
| Non-White Male | 1 | 3.80 | 735 | 2.3 | -1.50 |
| Non-White Female | 1 | 2.36 | 1096 | 2.66 | 0.30 |
| White Male | | | 28 | 3.18 | 3.18 |
| White Female | | | 24 | 2.83 | 2.83 |
| Unspecified | | | 4 | 2.75 | 2.75 |
| Sub-Total (use avg GPA) | 2 | 3.08 | 1887 | 2.53 | -0.55 |
| Students transferring with AA/AS degrees | | | | | |
| Non-White Male | | | | | 0.00 |
| Non-White Female | | | | | 0.00 |
| White Male | | | | | 0.00 |
| White Female | | | | | 0.00 |
| Unspecified | | | | | 0.00 |
| Sub-Total (use avg GPA) | | | | | 0.00 |
| TOTAL | 2 | 6.16 | 4122 | 38.52 | 32.36 |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

| | |
|---|--|
| Senior Institution Transferred To: | University of South Carolina Columbia |
| Two-Year Institution Transferred | Central Carolina Tech |

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.
At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | | |
| Non-White Male | | | 313 | 2.62 | N/A | |
| Non-White Female | 2 | 2.34 | 376 | 2.85 | 0.51 | |
| White Male | | | 1451 | 2.98 | N/A | |
| White Female | | | 1863 | 3.30 | N/A | |
| Unspecified | | | 205 | 2.81 | N/A | |
| Sub-Total (use avg GPA) | 2 | 2.34 | 4208 | 3.07 | 0.73 | |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | | |
| Non-White Male | | | 236 | 2.67 | N/A | |
| Non-White Female | | | 367 | 2.89 | N/A | |
| White Male | | | 1179 | 2.96 | N/A | |
| White Female | 2 | 1.46 | 1509 | 3.24 | 1.78 | |
| Unspecified | | | 362 | 3.00 | N/A | |
| Sub-Total (use avg GPA) | 2 | 1.46 | 3653 | 3.05 | 1.59 | |
| 60 and Above (Non-AA/AS holding) | | | | | | |
| Non-White Male | | | 689 | 2.82 | N/A | |
| Non-White Female | 1 | 3.75 | 1042 | 2.92 | -0.83 | |
| White Male | | | 2987 | 3.04 | N/A | |
| White Female | 1 | 4.00 | 3294 | 3.30 | -0.70 | |
| Unspecified | | | 1008 | 3.10 | N/A | |
| Sub-Total (use avg GPA) | 2 | 3.88 | 9020 | 3.11 | -0.76 | |
| Students transferring with AA/AS degrees** | | | | | | |
| Non-White Male | | | | | N/A | |
| Non-White Female | | | | | N/A | |
| White Male | | | | | N/A | |
| White Female | | | | | N/A | |
| Unspecified | | | | | N/A | |
| Sub-Total (use avg GPA) | 0 | 0 | 0 | 0 | N/A | |
| TOTAL | 6 | 2.56 | 16881 | 3.09 | 0.53 | |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA
** This information is not available in a mandatory reporting field

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

| | | | |
|---|---|--|--|
| Senior Institution Transferred To: | University of South Carolina Upstate | | |
| Two-Year Institution Transferred | Central Carolina Tech | | |

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.

At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 133 | 2.21 | N/A |
| Non-White Female | | | 253 | 2.51 | N/A |
| White Male | | | 283 | 2.4 | N/A |
| White Female | | | 348 | 2.66 | N/A |
| Unspecified | | | 116 | 2.72 | N/A |
| Sub-Total (use avg GPA) | 0 | 0 | 1133 | 2.51 | N/A |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | |
| Non-White Male | 1 | 3.20 | 68 | 2.3 | -0.90 |
| Non-White Female | | | 181 | 2.67 | N/A |
| White Male | | | 144 | 2.4 | N/A |
| White Female | | | 228 | 2.91 | N/A |
| Unspecified | | | 87 | 2.69 | N/A |
| Sub-Total (use avg GPA) | 1 | 3.20 | 708 | 2.66 | -0.54 |
| 60 and Above (Non-AA/AS holding) | | | | | |
| Non-White Male | | | 161 | 2.44 | N/A |
| Non-White Female | 1 | 2.00 | 443 | 2.69 | 0.69 |
| White Male | | | 447 | 2.82 | N/A |
| White Female | | | 847 | 3.09 | N/A |
| Unspecified | | | 189 | 2.99 | N/A |
| Sub-Total (use avg GPA) | 1 | 2.00 | 2087 | 2.89 | 0.89 |
| Students transferring with AA/AS degrees** | | | | | |
| Non-White Male | | | | | N/A |
| Non-White Female | | | | | N/A |
| White Male | | | | | N/A |
| White Female | | | | | N/A |
| Unspecified | | | | | N/A |
| Sub-Total (use avg GPA) | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 2 | 2.60 | 3928 | 2.74 | 0.14 |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA
 ** This information is not available in a mandatory reporting field

**Transfer Academic Performance Report
Fall 2007**

First-time Fall Transfers. This table (and all copies made) are due June 1, 2008

| | |
|------------------------------------|---------------------|
| Senior Institution Transferred To: | Winthrop University |
| Two-Year Institution Transferred | Central Carolina |

Complete one copy of this table for each two-year campus that your students transferred from, including the USC two-year branch campuses. Please remember that the Senior Institution Native Students are driven by a specific cohort group that includes those students who started as first-time at the respective senior institution. All blanks should be completed for all hour levels.

At the request of the Commission, we are asking that you report AA/AS holding students in a separate category that has been added to the matrix.

| Student Credit Hours Transferred/Earned | Two-Year College Transfer Students Fall Term 2007 | | Senior Institution First time Native Students Fall Term 2007 | | 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.* | | | |
| 0 to 29 Hours (Non-AA/AS holding) | | | | | | | |
| Non-White Male | | | 119 | 2.27 | - | | |
| Non-White Female | | | 266 | 2.45 | - | | |
| White Male | | | 269 | 2.40 | - | | |
| White Female | | | 584 | 2.69 | - | | |
| Unspecified | | | | | - | | |
| Sub-Total (use avg GPA) | 0 | - | 1238 | 2.53 | - | | |
| 30 to 59 Hours (Non-AA/AS holding) | | | | | | | |
| Non-White Male | | | 65 | 2.37 | - | | |
| Non-White Female | 1 | 3.78 | 261 | 2.58 | -1.20 | | |
| White Male | | | 175 | 2.72 | - | | |
| White Female | | | 431 | 2.88 | - | | |
| Unspecified | | | | | - | | |
| Sub-Total (use avg GPA) | 1 | 3.78 | 932 | 2.73 | -1.05 | | |
| 60 and Above (Non-AA/AS holding) | | | | | | | |
| Non-White Male | 1 | 1.92 | 151 | 2.66 | 0.74 | | |
| Non-White Female | | | 381 | 2.81 | - | | |
| White Male | | | 304 | 2.88 | - | | |
| White Female | | | 721 | 3.14 | - | | |
| Unspecified | | | | | - | | |
| Sub-Total (use avg GPA) | 1 | 1.92 | 1557 | 2.96 | 1.05 | | |
| Students transferring with AA/AS degrees | | | | | | | |
| Non-White Male | | | | | 0.00 | | |
| Non-White Female | | | | | 0.00 | | |
| White Male | | | | | 0.00 | | |
| White Female | | | | | 0.00 | | |
| Unspecified | | | | | 0.00 | | |
| Sub-Total (use avg GPA) | | | | | 0.00 | | |
| TOTAL | 2 | 5.70 | 0 | 3727 | 31.84 | 0 | 26.14 |

*GPA represents that for Fall 2007, and is **not** a cumulative GPA