

# **2010 Institutional Effectiveness Summary Report**



**CENTRAL CAROLINA**  
**TECHNICAL COLLEGE**

## 2010 IE REPORT TRANSMITTAL FORM

*This form must be completed and returned with your data tables and summary report by August 2, 2010. Titles with ~~strikethroughs~~ do not require reporting in 2010 under Budget Proviso 89.100.*

### Fill in boxes and submit electronically with IE Report data

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Date approved by Board of Trustees or Area Commission:

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(Four-year institutions only)

### Check list of IE Reports due August 2, 2010

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

Date Submitted:

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## Central Carolina Technical College 2010 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 (waived but included); 2014	(4-yr cycle)
2. Majors/ Concentrations	Report Included This Year Subsequent Report in 2010 (waived but included); 2011	(annual cycle)
3. Academic Advising	To be reported in 2012; 2016	(4-yr cycle)
4. Achievement of Students Transferring From Two- to Four-Year Institutions	Waived in 2010; 2012; 2014	(2-yr cycle)
5. Student Development	To be reported in 2011; 2015	(4-yr cycle)
6. Library Resources	To be reported in 2013; 2017	(4-yr cycle)
7. Alumni Survey	To be reported in 2011; 2013	(2-yr cycle)

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## **Majors/Concentrations Report 2009-2010**

### **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 also included in this program review process unless the program has been recently reviewed and has developed a plan of action.

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, seven diplomas, and thirty-three 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 (which consists of representatives from the faculty and student services, all academic deans, and the Vice-President for Academic Affairs), and the Academic Management Team. 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.

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. 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. 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.

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 verify 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, and graduation rates, are also analyzed. The strengths, weaknesses, opportunities, and threats of the program are identified; and a summary of the findings are incorporated into departmental plans of actions for the next year as appropriate.

## Program Review Cycle

Each academic program is reviewed at least every five years. The following table outlines the current five-year academic program review cycle at Central Carolina:

Programs	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
<b>Associate Degrees</b>											
Accounting		X					X				
Administrative Systems Technology		X					X				
Associate Degree Nursing				X					X		
Associate in Arts				X					X		
Associate in Science				X					X		
Computer Technology			X					X			
Criminal Justice Technology		X					X				
Early Care and Education	X					X					X
Electronics Technology	X					C				X	
Engineering Graphics Technology	X					X					X
Environmental Engineering Technology		X					X				
General Technology					X					X	
Management	X					X					X
Natural Resources Management		X	X					X			
Paralegal			X					X			
<b>Diplomas</b>											
Administrative Support		X					X				
Early Childhood Development	X					X					X
Engineering Graphics	X					X					X
Machine Tool			X					X			
Medical Assisting					X					X	
Nursing (PN)				X					X		
Surgical Technology				X					X		
<b>Certificates</b>											
Accounting Specialist		X					X				
Advanced Heating and Air Conditioning				X					X		
Advanced Mechatronics						S				X	
Advanced Tool Making			X					X			

Automotive Repair			X		C						
Automotive Technology					S					X	
Automotive Diagnostic Tech						S				X	
Basic Air Conditioning and Heating				X					X		
Basic Mechatronics					S					X	
Basic Residential Wiring						C				X	
College Studies				X					X		
Computer Specialist			X					X			
Cosmetology				N	P				X		
Early Childhood Development	X					X					X
Electrical Technician				N				X			
Electro-Mechanical Workforce and II	X					C					
General Education					X					X	
General Studies				S					X		
Health Science Prep			X					X			
Human Services						S					X
Industrial Electricity/ Electronics						C					
Industrial Maintenance Workforce I & II					AR					X	
Industrial Maintenance					C						
Infant and Toddler Care	X					X					X
Information Processing		X						X			
Internetworking (Cisco)			X					X			
Machine Tool Operator			X					X			
Massage Therapy						S					X
Phlebotomy				X					X		
Pipe Welding					S			X			
Pre-Dental Hygiene		X						X			
Pre-Occupational/ Pre-Physical Therapy	X					X					
Pre-Pharmacy Technician		X						X			
Welding			X					X			

AR =Taught As Required (special industry program); C= Cancelled; S=Start-up Year

During the 2009-2010 academic year, extensive reviews were conducted for the following programs in accordance with the College's Review Cycle:

- Associate Degree in Occupational Technology – Major in General Technology
- Diploma in Applied Science – Major in Medical Assisting
- Certificate in General Education

### **Program Review Summaries**

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

#### **Program Review Report Summary Applied Science Associate Degree Major in General Technology (GNTC) Completed During Academic Year 2009-2010**

**Date of Review:** June 15, 2010

**Submitted by:** Brent Russell, Department  
Chair of Manufacturing Technologies

The Applied Science Associate Degree with a major in General Technology is intended for students who find it necessary to design a program to meet specific individual needs. It is to be used sparingly and is not to be used in lieu of an approved major. Students must complete an approved diploma or certificate prior to eligibility for this program.

### **Resources for Program Review**

Students work with their faculty advisor to design a 60-84 semester credit hour program that consists of a minimum 15 semester credit hours of general education courses, a minimum of 28 semester credit hours in a primary (major) subject area, a minimum of 12 semester hours in a secondary (minor) subject area, and a minimum of 6 semester credit hours of electives. This is an individualized program of study authorized by The South Carolina Technical and Comprehensive Educational System and is not subject to the same criteria, such as a placement rate, required of other programs of study.

### **Summary of Results of Program Review**

- Program strengths: This program allows students primarily in industrial programs to continue their education and broaden their base of knowledge.
- Program weakness: There are really no weaknesses to this flexible program. However, the College must monitor how many students graduate from this program to ensure that students apply from various programs of study to ensure that the program is not used in lieu of an approved major.
- Opportunity: This program can be marketed more widely to current certificate and diploma students.



- **Threats:** The College must ensure that the program is being used for its intended purpose – individualized programs of study – and does not supplant another associate degree program.

**Use of Results:** The College will continue to market the program to students in diploma and certificate programs.

**Program Review Report Summary  
Diploma in Applied Science  
Major in Medical Assisting (MASG)  
Completed During Academic Year 2009-2010**

**Date of Review:** June 15, 2010

**Submitted by:** Mickey Wheeler, Academic  
Program Manager

The Diploma in Applied Science with a major in Medical Assisting program prepares graduates to assist other health care professionals in office and/or other medical settings and perform delegated administrative and clinical duties in accordance with respective state laws governing such actions and activities.

**Resources for Program Review**

An advisory committee consisting of potential employers for graduates provides recommendations to the program manager in order to keep the program current. Every year the Health Sciences Division reviews the list of Advisory Committee members in order to determine if the members reflect a current representation of clinical sites as well as demonstrate willingness to participate. The program also relies on its accrediting agency's recommendations to ensure program meets or exceeds guidelines.

**Summary of Results of Program Review**

- **Program strengths:** The program has a sound curriculum and appropriately qualified staff. It provides excellent instruction and hands-on experience to prepare students for clinical skills. The Medical Assisting laboratory provides current technology that prepares students for clinical rotation. The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, 727-210-2350. ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (MAERB), 20 N. Wacker Dr., Ste. 1575; Chicago, IL 60606 ([www.aama-ntl.org](http://www.aama-ntl.org)).
- **Program weakness:** Based on the advisory committee's feedback, more emphasis should be placed on self-knowledge to ensure that students are aware of how to ask for help and act within the boundary of their education and expertise. Also, there is increasingly more curriculum content in this program, which ultimately results in a time challenge for the program plan.
- **Opportunity:** With the new Health Sciences Center, a networked Total Practice Management System will enable integration of electronic medical records in the first

clinical semester for use by the students throughout the program in a realistic office/clinic setting. With the addition of the new simulated medical office environment in the new Health Sciences Center, students will have a realistic world setting to complete psychomotor competencies required by accreditation standards and current industry need.

- **Threats:** The current economy is not strong, which results in limited job positions for the graduates. Area salaries fall well below the national average in the service area. CCTC graduates are being hired at an average starting salary between \$8.00 and \$9.00 per hour. According to the 2009 CMA (AAMA) Salary Survey, national hourly salary for full-time practitioners with less than one year of experience is \$12.31/hr. The survey reported the South Atlantic region had an average hourly salary at \$11.66/hr with less than one year of experience. Increased enrollment will result in challenges to locate qualified sites to provide clinical placement in the College’s service area in order to meet accreditation standards. In addition, it is difficult to meet the stringent retention rate requirement by the accrediting agency. Also, additional competencies have been added to the AAMA Standards, and all competencies are to be completed at a “mastery” level. More adjunct faculty members are needed due to anticipated expanded enrollment.
- The program is in good standing, as demonstrated by the following statistics:

	<b>Year 1 2006</b>	<b>Year 2 2007</b>	<b>Year 3 2008</b>
<b>Enrollment (Head Count/FTE)</b>	67/39	75/45	63/36
<b>Number of Graduates</b>	9	9	13
<b>Job Placement</b>	100%	100%	100%

**Use of Results**

The Medical Assisting Academic Program Manager will develop an exam to assess Student Technology Job Readiness Program Outcomes. She has submitted a list of equipment and software needed and requested a full-time faculty member to enhance the effectiveness of the program as the program’s enrollment increases. She will develop standardized admission/readmission requirements for the Medical Assisting Diploma program beginning Fall 2011. Also, she will recruit additional clinical externship sites for students’ clinical placement.

**Program Review Report Summary  
General Education Certificate (GNED)  
Completed During Academic Year 2009-2010**

**Date of Review:** June 15, 2010

**Submitted by:** Priscilla Haile, Dual Enrollment Coordinator

The General Education Certificate is designed to provide high school students with a broad general education foundation to facilitate their transition into college through dual enrollment and to provide general education courses for both high school and college credit.

### Resources for Program Review

The Dual Enrollment Coordinator works closely with high school counselors, principals, and students to ensure the quality of instruction is collegiate. The faculty for the General Education Certificate are Master’s-prepared and work directly for Central Carolina Technical College.

### Summary of Results of Program Review

- Program strengths: This program allows high school students an opportunity to “jump start” their college education by taking college-level courses prior to high school graduation and allows a smooth transition between high school and college. The faculty are well-prepared and use the same syllabus adopted for equivalent courses taught at other College locations to achieve student learning and program outcomes.
- Program weakness: The College would like to make this certificate available to more high schools.
- Opportunity: There is an opportunity for better marketing of the program.
- Threats: Other colleges in the area compete for students in this program.
- The program is in good standing, as demonstrated by the following statistics:

2009 Location of Students	Classes	Students
F.E. DuBose Career Center	25	163
Kershaw County	16	143
Lee Central High School	2	14
Robert E. Lee Academy	5	55
Sumter County Career Center	5	54
<b>Total Dual Enrolled Classes/Students</b>	<b>53</b>	<b>429</b>

**Use of Results:** The College will continue to market the program to all high schools in the service area.

### Conclusion of Majors/Concentrations Report Section

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

## **General Education**

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

The College recognizes that a variety of methods must be employed to maintain the currency of curriculum and to maintain evidence that competencies are being met. The faculty of the College are involved in the review of curriculum and work both within their individual departments and between programs to ensure that general education competencies are appropriate for the programs of study. The Curriculum Review Committee is comprised of representative faculty, department chairs, program managers, deans, and admissions personnel. The primary purpose of this committee is to review any program or curriculum changes. The Curriculum Review Committee Chairperson reports all recommendations to the Academic Management Team, comprised of the Vice-President for Academic Affairs, Dean of Health Sciences, Dean of Industrial Engineering Technology, Dean of Business and General Education, department chairs and programs managers from across the College, the Director of Learning Resources, Vice President for Student Affairs, Director of Public Relations, Dual Enrollment Coordinator, Head Librarian, the Academic Advisement Specialist, Dean of Instruction, Director of TRiO, Student Support Services, Registrar, and the Director of Environmental Training Center.

Several examples of departmental collaboration resulting in curriculum changes occurred during the 2008-2009 academic year. As a use of results from the Employer Survey and concerns identified by the Industrial and Engineering Division, the Math Department faculty met with each member of the Industrial and Engineering Division to observe his/her teaching area, hear examples of "where" math is used in the workplace, and gather information to use in presenting new topics. Changes were implemented in Math 032 – Developmental Mathematics and Math 155 – Contemporary Mathematics to address the stated needs of the Industrial and Engineering Division faculty members. In addition, a Math Refresher was piloted during the 200830 semester. The Online Refresher course was offered for the Environmental Engineering Technology students. Development involved a diagnostic procedure utilizing MyMathLab. These particular revisions and the pilot are identified in the Math Department/Associate in Science Program Annual Plan of Action May 2008-2009 and the Associate in Science Program Review 2008-2009.

Each associate degree program consists of a basic core of at least 15 semester credit hours of general education courses. This includes humanities/fine arts, social/behavioral sciences, and math/natural science courses. The Basic Program Information is included in the Programs of Study section of the General CCTC Catalog 2009-2010. The State Board for Technical and Comprehensive Education (SCTCE) maintains a Catalog of Approved Courses and requires that all South Carolina Technical Colleges use the approved course descriptions to ensure college-level course descriptions.

The college-level transfer general education course descriptions were developed by a team of technical college and four-year general education faculty peers and were designed to reflect college-level competencies. All Central Carolina Technical College general education transfer courses are listed on the statewide transfer articulation agreement of 86 courses. Each course has a description that parallels senior college/universities transfer competency requirements. On an annual basis, selected courses from the Associate in Arts and Associate in Science programs are reviewed by selected senior institutions. As documented in the Associate in Science Program Review of 2008-2009, math faculty from Francis Marion University and Coastal Carolina University reviewed and made comments concerning competencies covered in Math 110 – College Algebra, and Math 111 – College Trigonometry. As documented in the Mathematics Department and Associate in Science Program Annual Plan of Action for 2009-2010, representatives from the College of Charleston reviewed and made comments on competencies for Math 110 – College Algebra and Math 111- College Trigonometry. In addition, the SC Technical College math department chairs met during 2009 and 2010 and revised course descriptions for Math 110 and Math 111. Revisions to course descriptions were based on efforts to parallel these two courses offered at state colleges and universities. The revised course descriptions for Math 110 and Math 111 appear in the General CCTC Catalog for 2010-2011. Most of the senior public institutions, such as the University of South Carolina, Francis Marion University, and Clemson University list on their websites the comparable technical college courses that may be transferred in their institutions.

All Central Carolina general education courses have a three-part syllabi. Parts A and B are found on the following website: <http://mycctc.cctech.edu>. A description of each portion follows: Part A – College Information & Policies, Part B – Course Information, and Part C – Section-Specific Information is provided by the instructor for the section in which the student is enrolled. Included in Part B are Course Entrance Competencies and Course Learning Outcomes. Entrance competencies are developed with a focus on appropriate course prerequisites and learning outcomes for success in the next level of curriculum and/or success within their chosen program study. The Associate in Arts and Associate in Science programs have each developed a capstone course to assess program technology competencies. The two capstone courses, HSS 299 – Special Topics in Humanities and MAT 180 – Problem Solving Lab are listed in the Programs of Study and Course Descriptions sections of the General CCTC Catalog 2010-2011.

The College uses several methods to determine its effectiveness in delivering appropriate course and program learning outcomes. The measurement of learning outcomes is necessary to continually move the College towards improvement of instruction and course content within the area of general education. The Office of Planning and Institutional Effectiveness administers the Graduate Survey instrument and the Program and Services Survey. These measurement devices target current students and graduates; the results are used together to evaluate the College's effectiveness in multiple academic areas.

The College also extensively utilizes Student Evaluations as a means of determining the quality, effectiveness, and delivery of course material by every instructor and course at the College. Questions on this survey target both instructor and course performance issues. Results are utilized by department chairs and deans as a tool to improve performance and delivery of course

content. Effective classroom teaching and instructional management can greatly influence general education learning outcomes. During the 2008-09 academic year several general education courses were also evaluated in a study using a student self-assessment instrument. Results from this study indicated a strong relationship between an instructor's course objectives and the students' self-assessment of their knowledge. The College is on a progressive track to continually measure, evaluate, and improve general education learning outcomes that often impact other programs throughout the College.

As evidenced by this report, results of findings from the 2006 Institutional Effectiveness – General Education Summary Report have been used for improvement of the curriculum and increased emphasis on measuring learning and program outcomes have been realized. Specific examples of how CCTC measured outcomes include the following and demonstrate the connectivity of previous assessment and continuous improvement:

- All associate degree programs enjoy a high job placement rate for graduates. The average job placement rate for all programs in the College for 2008 was 98% and remained high at 94% despite an economic downturn in 2009. Employers of these graduates have provided feedback on general education competencies through the employer surveys.
- Feedback from the 2010 Alumni Survey indicates a high percentage of satisfaction with the general education program of study in that 88% of alumni were either satisfied or very satisfied. In addition, the Spring 2009 Programs and Services Survey of students found a 94% satisfaction rate with the variety of general education offerings, and a satisfaction rate of 95% or higher with nine areas of general education course content.
- Capstone course requirements include projects that require students to demonstrate mathematical, oral, and written communication competencies. These courses require reports, oral presentations, and creation and manipulation of data using mathematical and computer skills. Capstone courses include ACC 245, AOT 251, AOT 254, CPT 264, CRJ 262, HSS 299, LEG 232, MAT 180, and MGT 240.
- In order for students to be successful in advanced general education courses, students must possess the competencies of the prerequisite courses. The departmental faculty in each program ensures that learning outcomes from each course are appropriate entrance competencies for the next sequential course through departmental collaboration and review of student success.
- The SPC 205 syllabus uses the higher education level competencies recommended by the National Communication Association. The departmental faculty has expanded the speech competencies to include the application of technology in presentation skills to meet the needs of the work environment as recommended by advisory committee members. The pass rate for SPC 205 for the 2009 fall semester for face to face and online courses combined was 74 percent.
- A comprehensive ENG 101 Final Exam Writing Assignment is designed to measure college-level course exit competencies as identified in the course syllabus. The pass rate for ENG 101 for the 2009 fall semester for face to face and online courses combined was 75 percent.
- Comprehensive Math Final Exams measure the exit competencies in all math courses.

The average pass rate for mathematics courses for fall semesters for face-to-face and online courses combined was as follows:

Course	Fall 2007	Fall 2008	Fall 2009
MAT 101	64%	60%	64%
MAT 102	96% (Face to face only)	69% (Face to face only)	82% (Face to face only)
MAT 110	78%	74%	71%
MAT 111	56% (Face to face only)	83% (Face to face only)	97% (Face to face only)
MAT 120	58%	72%	71%

- CHM 110 and CHM 111 use the American Chemical Society national examination as the final exam to measure exit competencies. The passage rate for CHM 110 for fall 2008 and 2009 semesters was 78 percent and for CHM 111 for the 2009 and 2010 spring semesters was 71 percent. The chemistry department has revised curricula to improve instruction based on the results of the national examination.
- In an effort to improve student success and retention in Anatomy and Physiology courses a biology placement test was created and implemented. Students who do not achieve the necessary score on this test are required to enroll in a course designed to provide the foundation for success in Anatomy and Physiology. This process ensures students have the necessary background skills and knowledge to be successful in Anatomy and Physiology. This was implemented for Fall 2010, and the results will be monitored to determine effectiveness.
- A “Course and Student Success Evaluation Team” was formed in November, 2009. The purpose of this team is to help the College determine how to improve instruction in courses where students do not perform well. The results of this team’s efforts will support several ongoing initiatives at the College including retention, the Tutoring Center, and learning outcomes evaluation.

**Institution: Central Carolina Technical College**

**RESULTS OF PROFESSIONAL EXAMINATIONS**

*Applicable to all sectors – Reported for April 1, 2009- March 31, 2010*

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, 2009 through March 31, 2010**. 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
<b>TEACHING AND RESEARCH SECTORS</b>				
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 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>RESEARCH SECTOR</b>					
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					
<b>TEACHING SECTOR</b>					
National Council Licensure Exam. - Registered Nurse (BSN)					
<b>REGIONAL SECTOR</b>					
Council Licensure Exam-Registered Nurse (ADN)					
<b>TECHNICAL SECTOR</b>					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
Certified Medical Assistant Exam.	4/1/09-3/31/10	14	14	12	86%
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
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	4/1/09-3/31/10	19	19	19	100 %
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	4/1/09-3/31/10	71	71	63	88.7%
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	<b>*See below</b>				
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.**