

Central Carolina Technical College

2000 Institutional Effectiveness Summary Report

Reporting Cycle

The institutional effectiveness process used at Central Carolina Technical College ensures that major assessment results are used for improvement of the College's programs and services. As part of the institution's comprehensive plan of action, each functional unit develops an annual plan of action that demonstrates the College's effectiveness in achieving its mission and goals. Incorporated into these plans are six institutional effectiveness elements. Summary reports addressing six institutional effectiveness elements are reported to the South Carolina Commission on Higher Education on a cyclical basis. The current status of each Summary Report component is depicted in the chart below.

COMPONENT	STATUS
1. General Education	To Be Reported in 2003; 2007 (4-yr cycle)
2. Majors/Concentrations *	Report Included This Year (Annual cycle)
3. Academic Advising **	Report Included This Year (4-yr cycle)
4. Achievement of Students Transferring from Two-to Four-Year Institutions ***	Report Included This Year (3-yr cycle)
5. Procedures for Student Development	To be Reported in 2002 (4-yr cycle)
6. Library Resources	To Be Reported in 2001 (4-yr cycle)
7. ACCREDITED ACADEMIC PROGRAMS	Report Summary Table Included This Year
8. Results of Professional Examinations	Report Summary Table Included This Year

*2. Majors/Concentrations

At Central Carolina Technical College a program major is defined as the orderly, identifiable sequence of courses leading to a degree, with a minimum of 16 semester hours of instruction in one or more related fields of study, which provides students with specialized knowledge and skills. Central Carolina currently offers 16 majors in nine associate degree programs.

The South Carolina Technical Education System (SCTES) requires that each technical college annually review and evaluate all approved associate degree, diploma and certificate programs using defined standards. To maintain excellence in the majors, Central Carolina employs a systematic curriculum and program review process. The review includes evaluation and feedback from students, graduates, alumni, business, industry, faculty, as well as curriculum review.

In the assessment of each major, data is gathered and analyzed by the appropriate department and the Academic Management Team, the College's

curriculum review committee. Local findings are compared to SCTES standards to determine the extent to which these standards have been met. An annual program evaluation report is then prepared and submitted to SCTES.

For the purpose of this report, summaries of the assessment, findings, and use of results for three of the business associate degree majors follow: Accounting (ACC), Management (MGT), and Marketing (MKT).

Methods of Assessment

Methods of assessment included analyses of curriculum content, use of focus groups and surveys, and use of internal and external peer reviews. The College's Academic Management Team conducted reviews of the majors. General trends and other data were studied based upon historical data. The results of the findings are provided below.

Review of Findings

- ACBSP annual reports were developed for the three majors.
- Among the strengths identified were:
 1. The percentage rates of 1999 graduates who are either employed or continuing their education at a higher level are as follows: 90% in ACC; 76% in MGT; and 100% in MKT.
 2. Overall, 1999 ratings of instruction revealed that 93% of the students were either very satisfied or satisfied and that 86% were either satisfied or very satisfied with the curricula.
- Among the weaknesses identified were:
 1. Not enough flexibility is provided in the use of electives.
 2. No customer service techniques course is offered.
 3. No courses in e-commerce and microeconomics are offered.
 4. The course content in several courses was outdated.
 5. Although the DACUM process had been conducted in 1998 for the MKT major, no such process had been conducted specifically for the ACC and MGT majors.
- Changes in the curricula of the majors based on DACUM results are necessary to incorporate up-dates such as e-commerce, customer service techniques, etc.
- Alternate instructional methodologies need to be incorporated to meet the needs of Outreach students in these majors.

Use of the Results for Improvement

- Faculty received approval of the ACBSP annual reports for the three majors.
- More current and accessible research data was acquired for student use.
- Faculty successfully completed additional graduate work in advanced information processing and e-commerce.
- DACUM's are scheduled to be conducted in these majors.
- New ACBSP standards will be reviewed and modifications will be made in the curriculum accordingly.

- Curricula in the ACC, MGT and MKT majors are being revised
 1. to employ the Internet as an instructional methodology
 2. to include e-commerce and international elements
 3. to include advanced information processing and desktop publishing
 4. to enhance professional communication skills
 5. to include flexibility in choice of electives.
- An ACC exit exam will be implemented based on curriculum changes.
- Faculty members plan to continue to assess and update the curriculum based on annual review findings

****3. Academic Advising**

Academic advising is a critical aspect of the professional assignment of faculty members at Central Carolina. Each student enrolled in credit programs (associate degree, diploma, or certificate) is assigned to a specific academic advisor, a faculty member who also teaches in the division or department. Students enrolling in the Career Development classification (non-degree seeking) are advised by College counselors trained in conducting academic advisement. Advisors provide a variety of support and assistance to help students reach their educational goals, including: course selection and registration, educational planning, information about campus support services, explanation of prerequisite and graduation requirements, and preparation for transfer or successful job placement.

Methods of Assessment

Methods of assessment included focus groups, surveys of students, and external peer review.

Review of Findings

During the spring semester of each academic year, an academic advising survey has been administered to freshman and sophomore students in all course sections. The March 2000 CHE Data Verification Visiting Team found that the survey being administered for compliance with 2E2 did not identify "class level," and that it included a "not applicable" response, both of which do not adhere to the format prescribed by CHE. Also, the Team found that advisors' names were not identified on the surveys, that the names of faculty members who failed to provide the surveys to students were not documented, and that no formal actions were in place for faculty who failed to provide the surveys to their students according to specified instructions.

In addition, a College-wide survey developed and administered by a local marketing research firm revealed that 89.2% of the students surveyed considered their faculty advisor's role in the advisement process as either helpful or very

helpful and that 93.7% considered the counselor's role as either helpful or very helpful.

Although students indicated that they are generally satisfied with the availability of their advisor, some appeared to be confused as to who their advisor is.

Other than the concerns cited above, no glaringly troublesome areas were found within the confines of the academic advising component at the College; however, several other observations with implications for academic advisement were noted.

It appears that the employment status of advisees has somewhat changed over the past three years. In effect, the College's part-time students comprised 68% of the total headcount enrollment in Fall 1999. Considerably, only 27.7% of the Central Carolina students surveyed were not currently employed. It is likely that the rapid expansion experienced in the local economy over the past two years has affected the number of students who are working while attending school. Advisors have observed that students have multiple responsibilities outside of the classroom and many tend to put college assignments on "the back burner." Hence, the need for advisors to take into consideration their advisees' work schedules and demands at home has become increasingly important.

Finally, a number of advisors have noted that students are not always appropriately placed into remedial and entry-level credit general education courses that require prerequisites and/or prerequisite placement scores.

Use of the Results for Improvement

The College's Survey of Student Advising instrument has been revised to identify advisors and to exclude the "not applicable" response. The revised survey will be implemented in Spring 2001.

Also, incorporated into the advisement survey process now is an opportunity for the respective students returning survey results to certify institutional compliance with relevant portions of the eight guidelines for administration of the 2E2 survey.

Directive #6.03, the College's Student Advisement policy, has been revised to address the documentation of and consequence of faculty members who fail to administer the survey instrument to their students as prescribed in explicit instructions that adhere to the format prescribed by CHE guidelines.

In addition, transcription of student comments by departmental administrative assistants will be incorporated into the process to ensure anonymity. As suggested, the transcribed comments will be provided to advisors after final grades have been administered.

A college-wide representative team was formed in Fall 1999 that conducted an advisement critique session each semester during the academic year as a means for providing feedback relative to various aspects of advising process. Follow-up activities were reviewed in order to ensure continuous improvements in the process. Several actions resulted from the feedback received: the establishment of advisement training sessions for new advisors and ongoing training for current

advisors on a periodic basis and further refinement of On-Course to ensure the appropriate placement of students in courses based on prerequisite skills.

The following strategies will be implemented to improve student satisfaction with the availability of their advisors: all advisors' schedules of availability will be placed on the College's website and specific information about registration and advisor availability will be published overtly in On-Course.

Also, the College has begun the deployment of Campus Pipeline, a web-based community that electronically links the faculty, staff, students, alumni, Area Commission, and other users to one another and to the information they need. Access to on-line advising, course registration, course activities and requirements, transcripts, office hours, career services, library holdings, course resources, and academic research tools and guides will enhance the advising process, as well as the teaching and learning process.

***** 4. Achievement of Students Transferring from Two- to Four-Year Institutions**

Affording citizens in the College's four-county area access to a baccalaureate degree is the primary purpose of the university transfer programs at Central Carolina. Besides adhering to the criteria stipulated in the CHE "Policy and Procedures for Transferability of Credits" document, the College also maintains articulation agreements with a number of in-state private colleges and universities.

For example, the College has entered into a concurrent enrollment agreement with Coker College, entitled "Concurrent Articulated Offering Between Central Carolina Technical College and Coker College," which enables Central Carolina students, at the completion of an Associate in Arts degree, to have completed the first two years of the Bachelor of Education degree at Coker. Approximately 40 students are concurrently enrolled in the program at this time.

The following summarizes the major findings and use of results of the assessment of transfer students' achievements at public senior institutions.

Methods of Assessment

The methods of assessment included surveys and internal and external peer reviews.

Review of Findings

Based on data supplied by 11 South Carolina public senior institutions, 57 Central Carolina transfer students began the application process to enroll in eight (8) of these institutions. The institutions are as follows: College of Charleston; SC State University; Frances Marion University; Clemson University; Coastal Carolina University; Lander University; University of South Carolina Columbia; and USC Spartanburg.

Of the 57 transfer students, 26.3% did not complete the application process.

Of the transfer students who completed applications, 80.9% were accepted and 19.1% were rejected.

Of the number of transfer students who were accepted, 41.1% of them enrolled in five of the public senior institutions at the beginning of Fall 1999: SC State, FMU, Clemson, Lander, and USC Columbia. Overall, Central Carolina transfer students had generally performed as well as the institutions' native students by the end of the Spring term. The greatest negative variance between Central Carolina transfer students' GPA attainment and that of native students occurred at Frances Marion University. However, the College's transfer students performed better than native students at SC State and USC Columbia. Variance in GPA's ranged from -0.83 at South Carolina State University to 1.58 at Frances Marion University.

Historically, the largest number of Central Carolina transfer students have applied to USC Columbia and Clemson, and the smallest number have applied to the Citadel, USC Aiken, and USC Spartanburg.

In Fall 1999, however, only 13% of the students who had been accepted to USC Columbia actually enrolled there, while 83% of those accepted at Clemson enrolled at Clemson. 16.6% of the students who had applied at USC Columbia were rejected.

The following strengths of the transfer component at Central Carolina were found:

- The College provides opportunities for students to meet with admission counselors from senior institutions for monitoring course selection and admission requirements at the four-year institutions.
- The University Transfer Advisory Committee, which includes representatives from over ten public and private senior institutions, provides for continuous exchange of information for planning and coordinating courses and services for students transferring to in-state four-year institutions.
- Of 1998-99 AA/AS graduates, 100% were either employed or enrolled at a more advanced educational level within the timeframe established by the CHE.

The following weaknesses were identified:

- The March 2000 CHE Data Verification Visiting Team found that Central Carolina was not offering three of the courses listed in the approved transfer blocks. These courses were not among the required courses in any of the College's programs.
- In addition, they found that while the Statewide Articulation Agreement appeared in the College's 1999-2000 Catalog, the final four items had been omitted and that the approved 74 transfer courses were not listed appropriately. Also, the College's WEB page did not include the Statewide Articulation Agreement in its entirety and did not list all of the 74 transfer courses.

Use of the Results for Improvement

Central Carolina is now offering all of the courses listed in the approved transfer blocks at least once per academic year.

The Statewide Articulation Agreement now appears in its entirety in the College's 2000-2001 Catalog and on the College's WEB page.

The College will establish web-links to the South Carolina public senior institutions that list course transfer equivalencies.

The arts and sciences departments will maintain updated listings of transfer courses required for each University of South Carolina and Clemson University major.

The arts and sciences department chairs will identify the probable causes of the poor achievement rate of Central Carolina transfer students at FMU and will implement appropriate steps to increase transfer student success at this institution.

Department chairs will also identify the probable cause of what appears to be Central Carolina transfer applicants' lack of follow-through in enrolling at USC Columbia and will take appropriate steps to increase student success rate in this area.

CENTRAL CAROLINA TECHNICAL COLLEGE

ACCREDITED ACADEMIC PROGRAMS

The following table includes a list of program accrediting bodies under which Central Carolina's academic programs are currently accredited, as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94), and/or those that have been approved by the South Carolina Commission on Higher Education. This information is used as a base to fulfill requirements in Section 59-101-350 as well as a base for 59-103-30 for performance funding to collect information on Instructional Quality Performance Indicator 3. These agencies and areas may also be found on the CHE's website at:

<http://www.che400.state.sc.us/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.		
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS		
Business (BUAD) - Associate degree programs in business and business-related fields	X	X
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS		
Medical Assistant (MA)	X	X
Surgical Technologist (ST)	X	X
NATIONAL LEAGUE FOR NURSING, INC		
Nursing (PNUR) - Practical nursing programs	X	X
Nursing (ADNUR) - Associate degree programs	X	X

Total
 6

 6

Results of Professional Examinations

Measured for April 1, 1999-March 31, 2000

Information regarding these national agencies can be found in the Commission on Higher Education publication "A Closer Look."

NAME OF EXAM	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
NATIONAL COUNCIL LICENSURE EXAM. (NCLEX) - REGISTERED NURSE	April 1, 1999 - March 31, 2000	34	33	32	96.6%
NATIONAL COUNCIL LICENSURE EXAM. (NCLEX) - PRACTICAL NURSE	April 1, 1999 - March 31, 2000	13	13	12	92.3%
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION	January 1, 1999 - Dec. 31, 1999	4	4	3	75%
CERTIFIED MEDICAL ASSISTANT EXAM	none reported	---	---	---	---
Central Carolina - TOTAL	April 1, 1999 - March 31, 2000	51	50	47	94 %

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