

Central Carolina Technical College 2002 Institutional Effectiveness Summary Report

Reporting Cycle

The institutional effectiveness process at Central Carolina Technical College ensures that major assessment results are used for the improvement of College programs and services. As part of the institution's comprehensive 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 components, depicted in the following table, that are reported to the South Carolina Commission on Higher Education on a cyclical basis.

COMPONENT	STATUS	
1. General Education	To Be Reported in 2003; 2007	(4-yr cycle)
2. Majors and Concentrations	Report Included This Year	(Annual cycle)
3. Academic Advising	To Be Reported in 2004; 2008	(4-yr cycle)
4. Achievement of Students Transferring from Two-to Four-Year Institutions	Report Included This Year	(2-yr cycle)
5. Procedures for Student Development	Report Included This Year	(4-yr cycle)
6. Library Resources	To be Reported in 2005	(4-yr cycle)

In accordance with the schedule above, the following pages contain summary reports of the following components:

- Component # 2 Majors and Concentrations;
- Component # 4 Achievement of Students Transferring from Two-to-Four-Year Institutions;
and
- Component # 5 Procedures for Student Development.

Majors/Concentrations (Component # 2)

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 15 majors in ten (10) associate degree programs.

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

In addition, the College conducts a cyclical, comprehensive program review process that evaluates curriculum relevancy, determines graduate preparation, identifies program and workforce trends and establishes plans for the improvement of the delivery of instruction. College Directive 6.27 describes the process for improvement by delineating the set of defined criteria used for measuring program effectiveness. Results of the program review are evaluated and measures established for improvements are implemented as appropriate. Included in the process is extensive evaluation that includes using feedback from students, graduates, alumni, business, industry, faculty and a complete review of the curriculum to make improvements to the program. 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:

CENTRAL CAROLINA TECHNICAL COLLEGE PROGRAM REVIEW CYCLE				
* 2001-02	2002-03	2003-04	2004-05	2005-06
Associate Degrees	Associate Degrees	Associate Degrees	Associate Degrees	Associate Degrees
Accounting	Computer Technology	Associate Degree Nursing	General Technology	Civil Engineering Tech
Criminal Justice Tech	[Engineering Graphics Tech]	Associate in Arts	Natural Resources Mgt	Early Care and Education
Engineering Graphics Tech		Associate in Science		Electronics Tech
Environmental Eng Tech		[Civil Engineering Tech]		Management
Legal Assistant/ Paralegal				Marketing
Office Systems Tech				
Diplomas	Diplomas	Diplomas	Diplomas	Diplomas
Automated Office	Machine Tool	Surgical Technology		Early Childhood Development
Engineering Graphics	Automotive Mechanics	Nursing (PN)		
	[Engineering Graphics]			
Certificates	Certificates	Certificates	Certificates	Certificates
Accounting Specialist	Advanced Tool Making	Basic Air Cond. & Heating	Industrial Maintenance	Basic Electricity
Basic CAD	Computer Specialist	General Studies	Medical Assistant	Early Childhood Dev
Drafting with Computers	Health Science Prep	Phlebotomy	Welding Workforce I	Pre-Oc/Pre-Phy Ther Asst
Electro-Mechanical Workforce	Internetworking (Cisco)	Industrial Electricity/Elec	Welding Workforce II	Supervisor/Leadership
Industrial Maintenance Wrkforce I	Machine Tool Operator			
Information Processing	Welding			
Pre-Dental Hygiene	Automotive Repair			
Pre-Pharmacy Technician				

Methods of Assessment

The College conducted an annual evaluation of each of its approved majors in associate degree, diploma and certificate programs using defined standards set forth by the South Carolina Technical College System (SCTCS). Also, the 2001-2002 Quality Assurance Report was prepared and submitted to the Association of Collegiate Business Schools and Programs (ACBSP) for the following majors in

the Associate Degree in Business and Associate Degree in Computer Technology: Accounting; Management; Marketing; Office Systems Technology and Computer Technology.

Extensive reviews of the following 16 programs were conducted in accordance with the College's Program Review Cycle: associate degree majors in Accounting, Criminal Justice Technology, Engineering Graphics Technology, Environmental Engineering Technology, Legal Assistant/Paralegal, and Office Systems Technology; diplomas in Automated Office and Engineering Graphics; and certificates in Accounting Specialist, Basic CAD, Drafting with Computers, Electro-Mechanical Workforce, Industrial Maintenance Workforce I, Information Processing, Pre-Dental Hygiene, and Pre-Pharmacy Technician. Detailed program review reports were developed resulting from the assessment of these programs.

Assessment methods included: reviews of enrollment, retention, graduation, course/program transferability, placement, and licensure pass rate data; review of feedback from graduate and employer surveys; review of the effectiveness of advisory committees; intensive review of instructional resources, equipment and facilities; faculty qualifications and personnel requirements; review of similar external program majors; trend data; evaluation and validation of curriculum content; and the use of SWOT (Strengths, Weakness, Opportunities, and Threats) information.

Review of Findings

Findings including those of program strengths; weaknesses; and improvements made or planned in curriculum content, instructional methodology, recruitment/marketing strategies, support materials and services, personnel training/professional development activities, instructional resources, equipment, and staffing were identified in each program major reviewed. Use of results specific to the assessment findings in each program are delineated in the individual reports that immediately follow.

Associate Degree in Business, Major in Accounting Accounting Specialist Certificate

Determinations resulting from the evaluation of the associate degree accounting major and the accounting specialist certificate gave rise to a number of conclusions and opportunities for improvement, summarized as follows:

Strengths

- Program mission, goals and objectives directly support the College's mission.
- The accounting faculty members use the latest technology available to develop accounting skills.
- The accounting program has shown strong enrollment over the past three years.
- Basic accounting courses are used in a number of other College programs.
- The accounting program meets all the requirements of the State Technical College System model.

Weaknesses

- Number of full-time faculty
- Adjunct faculty members' availability to work with students outside the classroom

Opportunities

- Increase the number of accounting course sections at College outreach sites.
- Recruit more male and minority students.

Threats

- Decrease in the number of full-time accounting faculty
- Students enrolling in external Internet courses in which course competencies may not equate to the program's courses.

Improvements

- Deleted the highly specialized ACC 120 (Federal Income Tax) from the program
- Added MGT 240 (Management Decision Making) to the program, as a result of advisory committee feedback
- Assisted local business organizations with computerized accounting systems

Planned Improvements

The academic department will:

- Develop plans to serve outreach areas more effectively
- Monitor/update course objectives to ensure that accounting graduates are prepared to meet the demands of the workforce
- Improve networks with the accounting community in order to retain job opportunities for accounting graduates
- Improve currency in the accounting field by faculty investments in professional development
- Increase male enrollment
- Increase accounting students' response rate to graduate satisfaction survey

Automotive Mechanics Diploma

Program Review Postponed Until AY 2002-2003

NOTE: The department chair for the Automotive Mechanics Diploma program was involved in a serious car accident. During his absence, adjunct faculty members have been employed to provide instruction in this program. For this reason, the Automotive Mechanic Diploma Program Review was postponed until AY 2002-2003.

Associate Degree in Public Service, Major in Criminal Justice Technology

Determinations resulting from the evaluation of the major in criminal justice yielded a number of conclusions and opportunities for improvement, summarized as follows:

Strengths

- Program growth
- On-line course offerings
- Faculty credentials
- Articulation agreement with the SC Department of Public Safety and Department of Corrections

Weaknesses

- Retention of developmental education students
- Dedicated computer lab for CRJ students
- Limited number of classrooms with ceiling-mounted projection systems and suitable projection screens for classroom instruction and student presentations
- Lack of availability of cable in CRJ classrooms
- Only one full-time instructor in the department

Opportunities

- Increasing enrollment at outreach sites
- Identifying and hiring qualified part-time faculty members
- Agreement with the SC Department of Public Safety for Regional Training Academy

Threats

- Uncertainty created by the State's budget crisis

Improvements

- Afforded new distance learning opportunities to CRJ students
- Participated in community involvement activities
- Involvement with the Sumter County Criminal Justice Coordinating Council
- Utilized timely and prominent speakers in the field of criminal justice to enhance classroom
- Implemented various additional teaching strategies
- Selected up-dated textbooks for CRJ courses
- Included MAT 155, Contemporary Mathematics, as an alternative to MAT 101, Algebra I
- Added SPA 101, Elementary Spanish, as a required course in the curriculum, based on recommendation of the Criminal Justice Advisory Committee
- Removed the list of approved electives from the program

Planned Improvements

The academic department will:

- Develop and submit a budget proposal for establishing a criminal justice computer lab
- Recommend activation of cable ports in classrooms where CRJ courses are taught
- Coordinate with the Outreach Coordinator to develop and implement a plan to intensify recruiting police and corrections officers into the program

Electro-mechanical Workforce Certificate

Strengths

- Short-term, effective training for specific industry needs
- Created positive networks in the industrial community
- Provided opportunities for some students to continue in advanced programs

Weaknesses

- Prerequisites and placement requirements not consistently enforced

Threats

- Stand-alone nature of program in which courses do not count toward degree in EEM

Opportunities

- Local industries will continue to provide support this program

Improvements

- Reviewed entrance requirements and competencies of students to ensure appropriate placement

Planned Improvements

The academic department will:

- Expand the program to an advanced level
- Review curriculum for appropriate content
- Increase use of advisory committee members
- Implement new recruiting/marketing strategies
- Ensure consistency in enforcement of placement requirements
- Acquire two more AB PLC-5's and various input/output modules for all stations

Associate Degree in Engineering Graphics Technology

Engineering Graphics Diploma

Basic CAD Certificate and Drafting with Computers Certificate

Strengths

- Qualified faculty members
- Effective delivery of instruction
- Relevant course content

Weaknesses

- Low program enrollment
- Lack of planned recruitment activities

Opportunities

- Options have increased for recruitment activities to take place directly in the classroom of several local high schools

Threats

- Uncertain economic outlook threatens employment opportunities
- Increasingly poor math skills and inadequate preparation of entering secondary school students
- High school counselors not directing students into these programs

Improvements

- Incorporated new CAD software from AUTODESK into use immediately upon its release
- Implemented more up-to-date texts and support materials

Planned Improvements

The academic department will:

- Increase opportunities for recruitment of high school students, as well as university drop-outs
- Provide more specific program information to high school counselors
- Increase marketing and promotional strategies to recruit more women in programs
- Increase use of advisory committee members

Associate Degree in Engineering Technology, Major in Environmental Engineering Technology

Strengths

- Program is the only Environmental Engineering Technology associate degree program in the state of South Carolina
- Placement of graduates in related fields has increased
- Program prepares students for direct employability
- Faculty and students are involved in College and community activities
- Results of course/instructor evaluations by students are above the College mean
- Environmental field is still a new and emerging science
- Increase in enrollment of minority students

Weaknesses

- No evening course sections offered in EVT
- Limited amount of graduate or employer satisfaction data

Opportunities

- Professional development support to assist faculty in upgrading
- Develop a diverse advisory committee
- Average growth in environmental fields on the increase nationwide
- Statewide growth will increase in the areas of physical, chemical, water, and wastewater

Threats

- Many employers now require entry-level technicians to possess a four-year degree
- Current uncertain economic outlook

Improvements

- Achieved more diversity in program advisory committee
- Increased use of advisory committee
- Fostered student exposure to professionals in the field
- Increased program exposure state-wide
- Full-time faculty obtained graduate credit courses in the environmental field
- Program increased distance education EVT course offerings

Planned Improvements

The academic department will:

- Implement active state-wide marketing efforts to increase program enrollment
- Increase opportunities to obtain employer and employee satisfaction data
- Increase distance education offerings

Industrial Maintenance Workforce I Certificate

Strengths

- Program is successful in providing employees with specialized training to advance from production positions to maintenance positions very quickly

Weaknesses

- Short training time prevents a more in-depth coverage of subject areas

Opportunities

- Local industries, strongly in support of this program, are now requiring employees to complete the program

Threats

- Current uncertain economic outlook

Improvements

- Several program courses were replaced with more specifically relevant courses, based on advisory committee input, as well as input from other local industrial personnel
- Program promoted in conjunction with the Economic Development Team of the Greater Sumter Chamber of Commerce
- Recruited a number of program graduates into the College's Industrial Maintenance diploma program

Planned Improvements

The academic department will:

- Provide opportunity for current instructor to benefit from additional exposure to laser alignment procedures

Associate Degree in Public Service, Major in Legal Assistant/Paralegal

Determinations resulting from the evaluation of the public service associate degree legal assistant/paralegal major gave rise to a number of conclusions and opportunities for improvement, summarized as follows:

Strengths

- Program approved by the American Bar Association (ABA)
- Increasing enrollment
- Support of professional development for faculty members
- Strong, active and involved advisory committee
- Significant library holdings

Weaknesses

- No paralegal organization for students
- No program course sections taught at outreach locations
- Small enrollment limits diversity of instructors

Opportunities

- Paralegal profession will experience significant growth by 2010
- Impending national regulation of the field would give increased professional recognition
- Increasing student enrollment based on expanding profession

Threats

- Students possess increasingly weak communication skills upon entering the program
- Four-year legal studies program in the area

Improvements

- Attained program re-approval from the American Bar Association (ABA) for seven years (August 2001 – August 2008)
- Improved sequencing of courses in the program
- Added legal software to courses to implement technology component

Planned Improvements

The academic department will:

- Increase strength in recruitment activities
- Build interest in a paralegal organization
- Offer outreach course sections in the Spring of 2003
- Conduct specific survey of the legal community in the four-county region
- Increase technology components to courses
- Strengthen communication skills by including more comprehensive communication component in the curriculum

**Associate Degree in Business, Major in Office Systems Technology
Automated Office Diploma
Information Processing Certificate**

Review and evaluation of these programs yielded conclusions and opportunities for improvement, summarized as follows:

Strengths

- Programs are meeting the College's mission
- Programs are keeping up with latest trends in technology
- Programs employ dedicated faculty members
- Enrollment and graduation rates have been at good levels and are now increasing
- Programs offer basic courses required by other programs at the College
- Strong curriculum content and instructional strategies in all programs' courses

Weaknesses

- Lack of appropriate mechanism for students to evaluate content specific program courses
- Need for minority faculty members
- GDP software in the College computing environment is unstable

Opportunities

- Emerging need for groupware in the workplace
- Changing Microsoft Office Environment
- Strong current job market

Threats

- Potential future decrease in need for administrative support personnel, as managers/supervisors increase their computer skills
- Voice recognition may lessen need for keyboarding requirements
- Local four-year institutional offerings of similar courses

Improvements

- Refined content in several courses
- Modified courses to support Office XP

Planned Improvements

The academic department will:

- Refine prerequisites and content in several other courses
- Develop program plans for outreach locations
- Expand program by recruiting minority faculty
- Offer Saturday course sections
- Increase number of associate degree courses that will transfer to four-year colleges
- Offer more distance education opportunities for students

Pre-Dental Hygiene Certificate

The mission of this program is to assure that the graduate completes the general education requirements necessary for transfer to the Associate of Health Science Degree, Major in Dental Hygiene, at Midlands Technical College.

Strengths

- Program is transferable to nearby institution
- Excellent transfer rates

Weaknesses

- Low, but stable enrollment

Opportunities

- Excellent employment opportunities in the profession

Threats

- None foreseeable

Improvements

- Improved advisement procedures
- Initiation of On-Course for advisement process

- Specific admission criteria added to College catalog
- Planned Improvements

The academic department will:

- Develop, initiate and maintain a tracking system for graduation and graduate placement to ensure that graduation applications are completed for eligible students

Pre-Pharmacy Technician Certificate

The mission of this program is to assure that the graduate completes the general education requirements necessary for transfer to the Diploma in Health Science, Major in Pharmacy Technician, at Midlands Technical College.

Strengths

- Easy transfer to diploma program at Midlands Tech
- Local pharmacies enable students to complete multiple placements without traveling long distances
- Satellite broadcast of classes from Midlands Technical College in a distance learning cooperative program
- Excellent clinical experiences

Weaknesses

- Poor program enrollment
- Lack of program graduate placement tracking

Opportunities

- Excellent employment opportunities in the profession

Improvements

- Assigned program advisor to classroom management of the satellite broadcast of classes from Midlands Technical College
- Improved advisement procedures
- Initiation of On-Course for advisement process
- Specific admission criteria included to College catalog

Planned Improvements

The academic department will:

- Develop, initiate and maintain a tracking system for graduation and graduate placement to ensure that graduation applications are completed for eligible students
- Increase shared information among counselors and program advisor

Achievement of Students Transferring from Two- to Four-Year Institutions (Component # 4)

Central Carolina Technical College Fall 2001 Transfer Cohort

Affording all citizens in the College's four-county area access to baccalaureate degrees 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.

Methods of Assessment

Central Carolina assesses transfer activity and performance of students who transfer from the College to public senior institutions through data provided by these institutions. South Carolina public senior institutions have now begun to provide the following summary information every two years on the most current fall term first-time transfer cohort from Central Carolina: number of transfer students who applied, were accepted and actually enrolled. Also provided is a summary of comparison information of Central Carolina's transfer student cohort's Fall term GPA to that of the native first-time students' Fall term GPA. Following is a summary of major assessment findings and use of results for this component:

Review of Findings

Based on data supplied by 11 South Carolina public senior institutions, 123 Central Carolina transfer students began the application process to enroll in these institutions. Of these 123 students, 43% did not complete the application process.

Of the 70 students who did complete the application process, 82.9% were accepted and 17.1% were rejected. Of the number who were accepted (58), 32.8% (19) enrolled in nine of the State's public senior institutions: USC Columbia, USC Spartanburg, Francis Marion, Clemson, Winthrop, SC State, College of Charleston, Lander, and Coastal.

Historically, the largest numbers of Central Carolina transfer students have applied to USC Columbia, Francis Marion, and Clemson, and the smallest numbers have applied to the Citadel, USC Aiken, and USC Spartanburg. In Fall 2001, however, the largest number of Central Carolina students applied to USC Columbia, USC Spartanburg, Francis Marion, and Clemson, and the fewest applied to Lander and the Citadel.

Of the 69 transfer students who began the application process at USC Columbia, 51% completed the process. Of these, 80% were accepted, while only 10.7% actually enrolled there. Eighteen students began the application process at USC Spartanburg. Of the 10 (56%) transfer students who completed the application process, none were rejected, yet only one (10%) of those accepted actually enrolled there. At Francis Marion and Clemson, smaller numbers began the application process, but a higher percentage of these students actually enrolled in these two institutions.

Overall, 82.9 % of Central Carolina transfer students who completed the application process at 11 public senior institutions in South Carolina were accepted, but only 32.8% of those accepted actually enrolled in these universities. Table 1 includes a summary of application, acceptance and enrollment information.

Senior Institution	# Applicants	# Accepted	# Rejected	# Incomplete Applications	# Enrolled	% Applied Who Enrolled	% Accepted Who Completed Application	% Accepted Who Enrolled
Citadel	1	1	0	0	0	100.0	100.0	0.0
Clemson	8	5	3	0	4	50.0	62.5	80.0
Coastal	1	1	0	0	1	100.0	100.0	100.0
COC	2	1	0	1	1	50.0	100.0	100.0
FMU	10	6	0	4	6	60.0	100.0	100.0
Lander	1	1	0	0	1	100.0	100.0	100.0
SCState	3	1	0	2	1	33.3	100.0	100.0
USC Cola	69	28	7	34	3	4.35	80.0	10.7
USC-A	3	1	0	2	0	0	100.0	0.0
USC-Sp	18	10	0	8	1	5.6	100.0	10.0
Winthrop	7	3	2	2	1	14.29	60.0	33.3

Compared to the information reported in Fall 2000, 60% more Central Carolina students were accepted for transfer to state public senior institutions, but there was a 9% decrease in the number who were accepted that actually enrolled.

Overall, from reports submitted by sc public senior institutions, it appears that transfer students from Central Carolina continue to perform generally as well as native students. Table 2 includes data as revealed in this comparison.

Senior Institution	Central Carolina		Native	
	Transfer Students	Average GPA	Native Students	Average GPA
Clemson	4	0.77	16522	2.83
Coastal	1	3.39	202	2.67
COC	1	2.88	6546	2.81
FMU	6	2.54	1718	2.62
Lander	1	2.50	1116	2.53
SCState	1	3.21	2461	2.46
USC Cola	3	2.81	7322	2.93
USC-Sp	1	3.40	199	3.26
Winthrop	1	1.80	3398	2.76

* Central Carolina Students with Higher Average GPA than Native Students

According to Fall1999 transfer reports, the greatest negative variance between Central Carolina transfer students' GPA attainment and that of native students occurred at Francis Marion University. Although the numbers of transfer students from Central Carolina are still too small to draw valid conclusions, the

Fall 2001 report indicates that the greatest negative variance has occurred at Clemson University and that Central Carolina transfer students performed as well as native students at three of the senior institutions and better than native students at four of these universities.

Strengths

- 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 the 2000 and 2001 AA/AS graduates, 100% were either employed or enrolled at a more advanced educational level within the timeframe established by the CHE.
- Increased acceptance rate of Central Carolina transfer students to SC public senior institutions

Weaknesses

- Although improved, weak devices for tracking of transfer students still exist
- Even though Central Carolina had an increase in the acceptance rate of its transfer students at SC public senior institutions, the enrollment rate of transfer students decreased.

Improvements

- Offered all courses listed in the CHE approved transfer blocks, even though some of these courses are not among the required courses in the College's programs.
- Placed the entire text of the CHE Statewide Articulation Agreement and the list of transfer courses to the College's web page

Planned Improvements

The College will

- Obtain the assistance from the National Student Clearinghouse to identify and document more effectively and accurately those students who transfer to in-state private institutions, as well as out-of-state public and private senior institutions
- Define and implement a more systematic internal process to identify and track all transfer students

STUDENT DEVELOPMENT (IE Component # 5)

Introduction

Major responsibility for student development at Central Carolina Technical College is assigned to the following three departments in the Division of Academic and Student Affairs: (1) The Center for Student Information, (2) Admissions and Counseling Services and (3) the Financial Aid Office.

As part of the annual planning process the Institution's mission and goals are translated into plans of action by each College unit and continual assessment of the College's annual progress and the use of expected results for improvement take place. The annual College Plan of Action serves as a guide for student development activities throughout the year.

The directors of the three student affairs departments serve on the Academic Management Team (AMT)/Curriculum Committee. Each year the AMT develops the College's Educational Plan of Action based on the following: (1) the College's strategic plan, with specific emphasis on the institutional mission and goals and (2) evaluation results from the prior year's annual plan of action. Subsequently, the three student affairs directors develop annual unit plans as part of the educational plan of action. Systematic measurement of the performance of these three departments' programs and services is inherent in their annual plans of action. The annual Educational Plan of Action, with its prioritized objectives and resource allocation requirements, is used as the major impetus for the development of all other support plans of action at the College.

College Directive 6.27 describes the institution's process for improvement by delineating the set of defined criteria used for measuring effectiveness. Each department conducts an annual review in accordance with the institution's planning and assessment timeline. Results are evaluated and measures established for planned improvements to be implemented as appropriate. In addition to this process, a review of each of the student affairs departments occurs every four years.

Methods of Assessment

Methods of assessment used in the assessment of each of the three student affairs departments are summarized in their individual reports that follow below. Overall, the reviews included: the use of feedback from students, graduates, alumni, faculty, business and industry; reviews of enrollment trends, retention data, graduation rates, course/program transferability and placement; and a review of resources, equipment and facilities used for the delivery of student services and programs.

Review of Findings

Results of evaluation findings have been used to develop plans for improvements that are implemented as appropriate. Each of the student affairs departments' programs and services is evaluated annually and is reviewed at least every four years. Summaries of these review reports are included in the following three sections:

(1) Center for Student Information (Registrar)

Purpose

The mission of the Registrar's office is to provide timely and accurate information to our students in the transfer in of coursework from other colleges, the accurate assessment of completion of all work required for graduation, and assistance with determining appropriate coursework to transfer out to other colleges. It is also the responsibility of the registrar to inform students of the importance of their grade point averages and emphasize how important good performance is to them. Articulation of high school courses assists students in their personal and professional lives as they receive college credit for course work completed while in high school. SIS OnCourse software has been interfaced with Campus Pipeline, the College's intranet system, to provide students with immediate access to grades and the ability to perform a degree audit of their status in their programs.

The Center for Student Information maintains the student's official academic records, provides letters of enrollment for insurance verification, etc., processes add/drop forms and withdrawals, verifies and maintains grades and student transcripts.

Methods of Assessment

The registrar's office assesses its performance using the findings from ratings received on the College's Student Survey of Programs and Services. In addition, the Registrar participates in new student orientation each term. Orientation attendees complete evaluation forms, and the results are used in improving services performed by the Registrar's Office.

Records maintained by personnel in The Center for Student Information are audited annually by the South Carolina Technical College System and have successfully met the requirements of the auditors each year.

Results from a new assessment of the College's secondary articulation agreements, will be determined at the end of the academic year. The plan is to determine the number of articulated courses and to investigate the success of the students who articulate courses in the higher-level courses in the program

Improvements

- Refined the use of program advisement sheets to notify students of transfer- in credits.
- With the faculty, developed and created the new articulation course profiles, developed the agreements, and implemented the new articulation process.
- Developed a GPA presentation to be given to COL 103, OST 133, and New Student Orientation.
- Developed a new Program Completion Application and placed on an application on line so the students could apply for graduation via the Web.
- Developed new transfer-in timelines based on academic departments with time/course content relationship.
- Improved the SIS Equivalency Tables to assess student transcripts to award student credit hours more quickly and accurately.
- Implemented OnCourse to audit student status in program and assess progress toward graduation.
- Trained faculty on use of OnCourse software as an advisement tool. OnCourse interfaces with Pipeline to provide student with information about his/her progress toward educational goal.
- Identified program completers, not previously identified, by utilizing OnCourse
- Implemented partnership with National Clearinghouse to provide insurance companies, etc. 24/7 availability of enrollment and degree verification for students.

Planned Improvements

The department will:

- Implement new method of communicating transfer credit to students
- Implement a new tracking system for applicants for graduation by using SIS
- Continue to evaluate and assess effectiveness of the OnCourse software as an advisement and a graduation assessment tool
- Investigate free Enrollment Verification Certificate service for students with National Clearinghouse to give the students the ability to verify enrollment 24/7
- Evaluate the success of Central Carolina students who have articulated high school courses

(2) Admissions and Counseling Services

Purpose

The mission of the Admissions and Counseling Services Department is to provide accurate and timely admissions and counseling services.

Methods of Assessment

The Admissions and Counseling Services Department assesses its performance in a variety of methods:

- College's Student Satisfaction Survey provides information on services.

- Evaluation of training and workshops by attendees at training.
- Advisory Committee feedback regarding needed services.
- Retention is measured using data from the Student Information System (SIS)
- Feedback on placement services is obtained through surveys administered through the Placement Office.
- Evaluation of Special Population services by participants.

Improvements

- Developed and presented a six-hour professionalism institute seminar, upon recommendation of College advisory committees, to address concerns about graduating students and their need for additional training in employment soft skills
 - Evaluation findings indicated that the seminar was successful, especially in raising students' awareness and assisting employers in receiving better prepared employees.
- Used results of the Program and Services Survey to improve departmental services and programs
- Established committee to review College's placement results as compared to student grades. With statistical analysis and review of specific records, it was determined that the reading and writing portions appeared appropriate, but a recommendation was made to increase the math placement scores
- Hired a new career counselor
- Established new career exploration center to assist students in determining where their interests and abilities lie and to increase in students' awareness of the need to make sound decisions prior to choosing a program
- Increased the number of workshops developed and presented on job-search, resume writing, dressing for success, and comprehensive career planning.
- Expanded student appreciation events to include outreach locations each term
- Increased the number of annual student activities
- Revised and expanded New Student Orientation seminars
- Expanded student organizations and community involvement activities
- Increased Cooperative Education experiences for students
- Redesigned and offered more frequent free math refresher courses to students needing to improve basic arithmetic and algebra skills to meet college placement requirements, including additional sessions in the evening to accommodate student work schedules.
- Sponsored community-wide job expo in conjunction with other institutions of higher education and Shaw Air Force Base
- Instituted an ad hoc retention committee to review enrollment and graduation trends and make recommendations on how to improve graduation rate and provide an optimum experience for students by identifying needs and providing the proper resources.
- Increased funding to assist students in nontraditional programs and those who are single parents.
- Revised Special Populations guidelines to insure that the appropriate students received assistance.
- Examined and revised Special Population criteria for eligibility and included stricter guidelines in which students must show reasonable progress to remain in a program. This effort has improved retention rates of recipients.
- Revised the College's placement test scores in cooperation with Academic Affairs

Planned Improvements

The department will:

- Conduct on-going evaluation of appropriateness and validity of the College's placement scores
- Used findings of the ad hoc retention committee to improve College graduation rates

(3) Financial Aid Office

Purpose

The mission of the Financial Aid Office is to provide comprehensive financial aid services to prospective and matriculating students by implementing early awarding procedures that assure students financial aid funding earlier in the award year for complete applications. Financial Aid awareness and counseling are in place to have students educated about benefits of financial aid and counseled to use the funds wisely without incurring debt.

Methods of Assessment

Among its methods, financial aid services utilized the College's Programs and Services Survey completed by students to assess its effectiveness in awarding financial aid. In addition, results of the evaluations of all financial aid workshops held every term, as well as those held on an as-needed basis at off-campus locations were analyzed and used to obtain information regarding the effectiveness of the workshops. Also, programs and services of the Financial Aid office are systematically monitored and audited by the State Department of Education, State Board for Comprehensive and Technical Education, the Department of Veteran's Affairs, and the Federal Pell Grant Administration.

Improvements

- Increased the number of multiple financial aid workshops on main campus, outreach campuses, and high schools
- Developed and distributed flyers on Financial Aid services to promote the availability of and procedures for financial aid
- Increased financial aid counseling to students and parents
- Counseled every financial aid recipient with regard to debt avoidance
- Converted to the use of online FAFSA, increasing efficiency
- Increased services to students receiving Veteran Benefits
- Improved counseling of students regarding standards of Satisfactory Academic Progress as related to financial aid
- Provided financial assistance to students through the new FACTS payment plan

Planned Improvements

The department will:

- Design and implement strategies to increase early delivery of financial assistance.
- Evaluate the need to continue on-campus FAFSA workshops, since the Financial Aid office has become so proactive in FAFSA completion and submission.
- Continue to conduct financial aid workshops in local secondary schools.

STATEMENT CONCERNING AMENDED SC 59-101:
Providing a “technologically skilled workforce”

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

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

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

In Institutional Goals 9 and 10 of the its five-year Strategic Plan, the College commits to evaluating and revising its curricula to meet the needs of the workplace in collaboration with business, industry and other educational institutions. This commitment to workforce development is rooted in the College’s practices as well as its policies and procedures.

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

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

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

July 20, 2002

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

SUBMITTED 07/31/02

Institution:

CENTRAL CAROLINA TECHNICAL COLLEGE

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

_____ INDICATED ARE CENTRAL CAROLINA TECHNICAL COLLEGE ACCREDITED PROGRAMS _____

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	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						
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						

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 BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
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						

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 PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related field						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				

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)	
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 and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs (certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)						
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						

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)	
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
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
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NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) - Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

6 6

THIS INFORMATION TO BE USED AS A BASE FOR PERFORMANCE INDICATOR 3D

Institution:

CENTRAL CAROLINA TECHNICAL COLLEGE

Submitted 07/31/02

Results of Professional Examinations

Applicable to all sectors – Measured for April 1, 2001-March 31, 2002

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.

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
<u>Technical Sector</u>					
Certified Medical Assistant Exam	April 1, 2001 – March 31, 2002	3	3	2	67 %
National Council Licensure Exam (NCLEX) – Practical Nurse	April 1, 2001 – March 31, 2002	10	10	9	90 %
National Council Licensure Exam (NCLEX) - Registered Nurse	April 1, 2001 – March 31, 2002	42	42	42	100 %
Surgical Technologist National Certifying Examination	April 1, 2001 – March 31, 2002	6	6	3	50 %

Additional Examinations – Technical Sector **(Not Applicable to Central Carolina)** *Submitted 07/31/02*

The exams below represent additional examinations identified through the July 1999 institutional and State Tech meeting. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s)/Diploma(s)/ Certificate(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
National Conference of Funeral Services National Exam				
National Cosmetology Exam.				
National Registry First Responder				
SC Brokers License				
SC Contractors License				
SC Master Hair Care Specialist				
SC Registered Barber Exam				
SC Specialty Contractor				
SC State Law Examination-Funeral Services				