

YORK TECHNICAL COLLEGE

THE 2006 INSTITUTIONAL EFFECTIVENESS REPORT

SUMMARY ON INSTITUTIONAL EFFECTIVENESS

AS SUBMITTED TO THE COMMISSION HIGHER EDUCATION

AUGUST 2006

Introduction

York Technical College is committed to preparing students to enter the workforce of South Carolina. Program offerings are largely determined by the needs of businesses and industry in the upstate area, and these businesses and industries are active in the planning of programs and the employment of graduates. In the 2005-2006 academic year, York Technical College offered approximately 80 programs which prepared students to directly enter the workforce and three programs which prepared students to transfer to senior institutions or to programs at other technical colleges. These academic programs and support activities are evaluated on a regular basis. Through the various programs offered, the College is training new workers, re-training workers, and preparing students to pursue additional education. The educated, technologically skilled workforce is of major importance to the economic welfare of the State and is supported by the academic progress and support activities of York Technical College.

The following components evaluated in the 2005-2006 academic year are included in this report:

Majors or Concentrations
Success of Transfer Students

Assessment of the Major

A. Definition of Outcomes of Component

The purpose of the major at York Technical College is to carry out the intent of the college mission to provide accessible, relevant, high-quality education with emphasis on marketable job skills and economic development. The goals are to maintain program relevance, to meet student needs, and to meet employer needs for marketable job skills or for further education. (York Technical College)

A major is an 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 provide students with specialized knowledge and skills. (State Board for Technical and Comprehensive Education) There are currently 20 active associate degree majors offered at York Technical College - seven in the Business, Computer, Arts and Sciences division, seven in the Industrial and Engineering Technologies division, and six in the Health and Human Services division.

B. Measures Used to Assess the Major

To assess the major, local findings for all degree majors are compared to state standards for the Annual Program Review, with an in-depth review scheduled once every five years. A team approach includes evaluation and feedback from students, business/industry, faculty, department managers, deans, and the Executive Vice President for Academic and Student Affairs. Procedures and standards follow:

- 1) Program Outcomes: Data is gathered and analyzed to determine the extent to which standards established by the South Carolina Technical College System are met for enrollment, graduation, and job placement.
- 2) Instructional Development: Program and course competencies are identified based on DACUM analysis, faculty input, Advisory Committee input, student feedback, graduate feedback, and accrediting agencies.
- 3) Program Planning/Other Factors: A college-wide Institutional Effectiveness process is conducted annually to include mission, intended outcomes, assessment methodologies, and statement of impact. Results are used to evaluate and plan for improvements in program accessibility, relevancy, quality, and/or other areas identified through the study.

C. Findings

Follow-up studies from the 2004-2005 report were conducted for Early Childhood Education, Management, and Automotive Technology.

1. Early Childhood Development

The Early Care and Education program is in the process of seeking accreditation with the National Association for the Education of Young Children. The department will submit the self study report to NAEYC in October 2006 and expect the site visit in spring 2007. The accreditation decision is expected by Fall 2007. South Carolina is one of six states selected to field test the accreditation. In preparation for accreditation, ECD faculty engaged in reviewing courses and enhancing assignments, classroom activities, and lab experiences, to ensure inclusion of the NAEYC core standards. The department identified and completed the following three goals: (1) ECD faculty and CDC staff collaboratively identified training topics. (2) ECD faculty planned and presented DSS approved training sessions addressing identified topics. (3) ECD faculty plan to incorporate feedback/suggestions from evaluations of training sessions to "tweak" future trainings in order to continuously improve and better address CDC staff's needs.

2. Management

The Business Administration Department, which includes Management, focused on improving student success in courses by adding critical thinking exercises to courses. Four MGT courses were revised to include critical thinking. Success rates increased for three of the four courses and dropped by only one percent for the fourth course.

3. Automotive Technology

The focus of the Automotive Technology department was preparation for the onsite inspection of automotive classrooms, shop areas, office space, and storage areas, which was the last requirement for NATEF accreditation. The facilities must meet all requirements including safety and availability of equipment. Facilities were inspected by NATEF in May 2006, and the NATEF inspector suggested a few improvements involving safety. The College is working to make the improvements.

Assessment Studies for 2005-2006

All York Technical College active program degree majors subject to evaluation met the standards established by the South Carolina Technical College System for enrollment, graduation, and job placement and received a "good" status on the 2004-2005 Program Evaluation College Exhibit, Associate Degree Programs. In addition, an in-depth study was conducted locally for Medical Laboratory Technology, Associate Degree Nursing, Accounting, and Engineering Graphics Technology based on program evaluation data for the last three academic years.

1. Program Outcomes:

Enrollment, job placement, and graduation met or exceeded state standards for all three years for the Medical Laboratory Technology, Associate Degree Nursing, Accounting, and Engineering Graphics Technology programs.

2. Instructional Development

Instructional development activities were followed for all four programs to update courses and maintain program relevancy. Activities included DACUM occupational analyses for Engineering Graphics Technology (2006), Accounting (2004), Medical Laboratory Technology (2002), and Accounting (1998). An updated DACUM is planned during the 2006-2007 academic year for Nursing. In addition to DACUMs, departments incorporate input from advisory committees and professional associations.

New and revised courses reflect a response to industry needs for program relevancy. Course syllabi for all courses offered at York Technical College are available in an electronic shared file accessible at the "Course Syllabi" link on the College webpage www.yorktech.com. The following chart reflects instructional development updates and includes the number of new courses, revised courses, and courses developed in alternate delivery formats during the three-year evaluation period:

Program/Department	New courses	Revised courses	Alternate Delivery
Accounting	1	24	10
Medical Laboratory Technology	0	9	4
Nursing ADN	1	21	11
Engineering Graphics Technology	0	0	0

Note: The Engineering Graphics Technology DACUM was conducted during May 2006, and the final occupational profile has not been completed. A curriculum review will follow, and updates to courses will be made as needed based on final results of the DACUM.

3. Program Planning and other factors

Institutional Effectiveness and Annual Departmental Planning

Department Managers and faculty plan annually with deans and associate vice presidents to identify goals, implementation strategies, and assessment methodologies. Results are reported each spring for the Annual Program Review and IE Outline process.

Advisory Committees

Advisory committees for Medical Laboratory Technology, Associate Degree Nursing, Accounting, and Engineering Graphics Technology programs met throughout the evaluation period. The departments utilize Advisory Committees to identify workplace expectations for graduates and make recommendations for improvements in programs, equipment needs, and related curriculum revisions. Advisory committee minutes are available from department managers. In addition, faculty in general education departments serve on technical program advisory committees and provide feedback to general education departments regarding program needs.

Instructional Technology Applications

The College maintains 70 Smart Classrooms and 6 SmartCarts on the main campus to improve teaching and learning. Alternate instructional delivery methods included distance learning via the Internet (170 online courses serving 2000+ students), web-enhanced courses serving 4000+ students, four two-way audio/video classrooms on the main campus, telecourses (videotapes), and hybrid courses (combinations of technology/traditional). Faculty utilize Smart Classroom technology to deliver classes in all instructional divisions

Professional Accreditation

- The Medical Laboratory Technology program was accredited by The National Accrediting Agency for Clinical Laboratory Sciences in 2005 for the maximum period of seven years.
- The Nursing ADN program was accredited by the National League for Nursing Accrediting Commission, Inc., in 2004 and will be reevaluated for accreditation in 2012.
- The Accounting program was accredited by the Association of Collegiate Business Schools and Programs in 1999 for 10 years.
- The Engineering Graphics Technology program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering Technology and is scheduled to receive an interim status report in July 2006.

D. Use of Findings

College Institutional Effectiveness Outlines and Advisory Committee minutes served as sources of information for goals and outcomes of the four degree programs included in the current report:

1. Medical Laboratory Technology

The Medical Laboratory Technology Department utilized input from the Advisory Committee, participating clinical sites, the accrediting agency (The National Accrediting Agency for Clinical Laboratory Sciences), DACUM results, and student evaluations to identify areas needing improvement. The Department focused on improving senior clinical rotation experiences and curriculum; i.e., updating course syllabi and increasing retention and success in the online version of AHS 125 Allied Health Sciences.

- Senior clinical rotation experiences

Senior students participated in a newly created rotation schedule during 2005-2006, and preliminary results indicate satisfaction among students and clinical site participants.

- Curriculum improvements

All course syllabi were revised and approved prior to the accreditation visit in 2005. The department also established a target goal of 50% retention with a grade of C or better for the online version of AHS 125. The target goal was met, and retention rates and passage rates for the online version of AHS 125 have steadily increased since the first online offering in the spring of 2005.

Follow-up:

- Based on evaluations, the program will continue to rotate students to the different facilities to enhance the clinical experience. Student suggestions for improvements at the clinical sites will be shared with the clinical facilities at the next advisory committee meeting.
- Course syllabi will be maintained as needed for relevancy. Although the target goal of 50% retention with a grade of C or better was met for AHS 125, there seems to be a significant gap in the success rate of the online version to that of the classroom version. The department will continue to look for options to increase retention and passage rates of the online version of AHS 125.

2. Accounting

The accounting associate degree is awarded through the Business Administration Department of the College. The department focused on improving student success through curriculum improvements/changes. A DACUM was conducted in 2004, and instructors revised 25 course syllabi. The most recent focus was improvement of student success in accounting courses through addition of critical thinking exercises in accounting courses. Critical thinking learning activities were added to and

implemented in four accounting courses: ACC 102 Accounting II, ACC 124 Individual Income Tax Procedures, ACC 240 Computerized Accounting, and ACC 245 Accounting Applications. Results were mixed, and it appears that several variables in addition to critical thinking exercises influenced student success. Overall, it appears that adding the critical thinking learning activities did improve student success. Details are available in the departmental IE Outline.

Follow Up: Based on limited implementation (two semesters) and success, the department will continue to emphasize critical thinking learning activities in the courses and continue to track student success. Determining whether critical thinking activities or some other variable led to the success is difficult to confirm. However, instructors will be encouraged to continue adding critical thinking learning activities to courses and plan their lectures and learning activities more thoroughly. This multifaceted approach should increase the rigor of courses and promote increased student success.

3. Nursing ADN

The Nursing Department consistently focuses on retention and success of students. During the evaluation period, goals and results included the following:

- **Goal:** Seventy percent of students accepted into the nursing program will successfully complete the nursing program.
Result: The goal of 70% retention for ADN students was exceeded based on fall to fall enrollment; i.e., 76%.
- **Goal:** Enhance reliability and validity of test questions by implementing a computerized test analysis process to assess validity and reliability of test questions.
Result: Faculty utilized the test analysis to delete invalid questions, improve test question distracters, and enhance the overall reliability of each test.
- **Goal:** Students will demonstrate a progression towards higher level critical thinking in the nursing program.
Results: The students' ability to critically think is demonstrated in the ERI standardized test required after each semester. These tests demonstrate progression of critical thinking skills in nursing across the curriculum. Associate Degree Nursing graduate scores on critical thinking in nursing indicated improvements were needed in inferential reasoning and evaluating predicted outcomes. Graduates group score after remediation in these areas were above the national average.

During the 2005-2006 academic year faculty changed their teaching strategy from lecture to application classes with lecture content taught on a CD that students take home. Students then come to class for application of theory i.e. case study; games; etc. This effort was a retention effort and to enhance students critical thinking abilities. Retention for NUR 104 = 81%; NUR 206 = 94%; NUR 106 = 86%; NUR 229 = 84%; NUR 159 = 78%; NUR 211 = 97%; NUR 214 = 100%; NUR 219 = 100%; NUR 209 Pending.
- **Goal:** Develop initiatives to expand student enrollment to meet the needs of the community.
Result: The Associate Degree Nursing program was able to expand enrollment through a grant offered by Tenet System (Piedmont Medical Center). This monetary grant provided for expansion of the program by 16 students.

Follow Up:

- **Retention: Retention efforts implemented by the faculty include individual tutoring (case management), ERI mandatory remediation, referral to a faculty member for test taking strategies and study skills, CD access with lecture material with critical thinking application scenario's in the classroom. These approaches will continue.**
Faculty are offering NUR 106 during the 2006 summer session for those students entering a nursing program in the fall. This initiative will decrease student load in nursing and overall courses for the fall semester. This is an effort to improve retention in the first semester.
- **Reliability and validity of test questions:** A computerized test analysis process called Quickscore is currently being utilized in nursing courses offering multiple-choice testing. The computerized test analysis process is fully operational since fall, 2005 and allows faculty to assess validity and reliability of test questions. This program will continue to be used to improve testing. The benefit of this program will be more visible when test questions are improved for 2006 based on the test analysis from 2005.
- **Higher level critical thinking skills:** Faculty are planning to initiate changes in testing and instruction that assist students to apply critical thinking utilizing inferential reasoning and evaluation. Several of the nursing faculty participated in a critical thinking workshop sponsored by ERI that discussed methods to improve student's inferential reasoning and evaluation processes and will incorporate these methods into their instruction.
- **Expansion of student enrollment:** Eight students were admitted into the second year of the program through direct articulation of LPN students, transfer of students, or readmission of students previously in the program. These students who satisfactory met the course requirements are currently graduates of the program.

Another eight students were admitted into the first year of the program increasing enrollment for the first year to a total of 84 students. These students who satisfactory met the course requirements are currently progressing in the program.

4. Engineering Graphics Technology

The Engineering Graphics Technology department focused on two primary goals during the evaluation period: curriculum improvements and ABET accreditation.

- **Curriculum improvements:** A DACUM occupational analysis was conducted in May 2006. The final occupational profile will serve as a basis to evaluate and improve the curriculum. In addition, the advisory committee recommended addition of hybrid courses and incorporation of soft skills such as critical thinking, ethics, and global awareness into courses. A focus during the 2005-2006 academic year was development and implementation of a critical thinking inventory and critical thinking project for the EGT capstone course EGT 252. Test grades and project reports and lab reports demonstrate improvement in many areas that are crucial in ability to think and solve problems related to areas of design and drafting.
- **ABET accreditation:** The ABET visit in 2003 resulted in a need to focus on Continuous Quality Improvement (CQI). In an effort to close the loop for CQI, the department implemented, evaluated, and revised assessments and benchmarks. ABET approved assessment criteria such as student exit surveys and employer surveys were utilized. Student surveys were completed in Spring 2006, and the employer survey is in progress. Survey results of Engineering Graphics Technology graduates indicated that exit students were satisfied overall with their education from the College. They were satisfied with their educational goals and objectives and the technical skills they gained from the program. The survey also indicated that graduates felt confident in their ability to utilize math, science, and CAD design knowledge needed for an entry-level technology positions

Follow Up:

- **Curriculum:** Upon completion of the DACUM occupational profile, the department will conduct a curriculum review to identify needed revisions and will subsequently review and update course syllabi and competencies. In addition, the department will begin to develop courses in hybrid format.
- **Accreditation:** CQI assessment data from employers and students will be evaluated and compared against the benchmarks, and change will be made as needed. The EGT Program will continue with exit student surveys and employer surveys of entry-level technicians and use the results for improvements in the areas of concerns or weakness. The interim ABET report was submitted in June 2005, and results are expected in July 2006. Recommendations, if any, will be addressed.

Achievement of Students Transferring from Two-year to Four-year Institutions

A. Definition of Outcomes of Component

The purpose of this report is to determine specific patterns and trends in the acceptance and achievement rates of students who transferred from York Technical College to senior institutions within the State. York Technical College expects to maintain a transfer success rate that is at least equal to past transfer rates. The College also expects that transfer students will demonstrate academic success at the senior institution at a rate at least equal to that of students native to the senior institution.

B. Measures Used to Assess this Component

This report was prepared using Fall 2005 Transfer Data collected from senior institutions by the Commission on Higher Education for Institutional Effectiveness Reporting. The report provided the following data: 1) changes in percentages of transfer students, 2) academic success of transfer students at senior institutions, and 3) transfer patterns of students.

C. Findings

Traditionally, York Technical College has experienced success with the transfer of students to senior institutions. According to the Fall 2005 CHEMIS Data, a total of 241 students from the College applied for admission to senior institutions within the State. Of the 241 students who applied, 179 (74%) were accepted. According to Fall 2003 CHEMIS Data, 203 students applied and 147 (72%) were accepted. The 2005 data indicates an increase in the number of students applying to senior institutions, as well as a slight increase in the overall acceptance rate (+2%)

Because of York Technical College's close proximity to Winthrop University, approximately 136 of the College's transfer population applied for admission to Winthrop; 116 (85%) of those who applied were accepted. The current data seems to indicate a developing diverse transfer pattern among students transferring from York Technical College to State senior institutions. For example, 46 students applied to USC-Columbia with 48% accepted, 23 applied to USC-Upstate with 78% accepted, 16 applied to Clemson University with 76% accepted, 10 applied to the College of Charleston with 30% accepted, and 6 applied to Coastal Carolina with 67% accepted. The data also indicates an increase in the number of York Technical College students seeking to transfer to Lander University and South Carolina State University. According to current data, 3 students applied to Lander University with 100% being accepted and 1 student applied to and was accepted at South Carolina State University.

The 2005 data indicates that students who transfer from York Technical College to senior institutions have GPA's that are slightly lower than those of students who are native to the given institutions. On average, the Fall 2005 GPA for York Technical College transfer students was 2.47, compared to 2.82 for the native student populations. Although in past years, the transfer student's GPA has always been equal to or higher than that of the native student's, caution must be used in interpreting this data. The number of York Technical College transfer students analyzed at individual institutions ranged from one to 93, with seven of the eight institutions reporting less than 20 students, and four of the eight institutions reporting less than ten students. In comparison, the native populations used for comparison ranged from 1,668 to 16,421 students.

D. Use of Findings

While the percentage of students who apply and are accepted by senior institutions appears to have increased, further study to determine why students are not accepted should be conducted by the College. In addition, research should be performed to identify the factors influencing the difference between the GPA's of transfer students and those of the native populations. Using the results of these investigations, the College can identify and implement strategies to improve transfer acceptance and academic success rates at State-supported, four-year institutions.

INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2006

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting "the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation" from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission's current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an "x" in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the "x"**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission's Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted "against" the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared at least five years prior to the current date. For a complete set of policies and procedures regarding this process, see the Commission's website at: <http://www.che.sc.gov/AcademicAffairs/Accreditation%20Guidelines.doc>.

York Technical College

Institution:

Please type institution name in box.

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

These agencies and areas may also be found on the CHE's website at: http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) - Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) - Associate and baccalaureate degree programs in engineering technology	X(4)	X(4)				
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						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional 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 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)	X	X				
Dental Hygiene (DH)	X	X				
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 MEDICALEUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						
Medical Assistant (MA)						
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)						
Nursing - Baccalaureate-degree nursing education programs						
Nursing - Graduate-degree nursing education programs						
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						
Rehabilitation Counseling						
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
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)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						

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)	
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	X	X				
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						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	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)	
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 12 12
THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

INSTITUTION:

COURSES TAUGHT BY FACULTY

APPLICABLE FOR FOUR- AND TWO-YEAR INSTITUTIONS – MEASURED FOR FALL 2005

ACCORDING TO SECTION 59-101-350, THE COMMISSION IS RESPONSIBLE FOR COLLECTING “THE PERCENT OF LOWER DIVISION INSTRUCTIONAL COURSES TAUGHT BY FULL-TIME FACULTY, PART-TIME FACULTY, AND GRADUATE ASSISTANTS” FROM FOUR- AND TWO-YEAR POST-SECONDARY INSTITUTIONS TO BE INCLUDED IN THE ANNUAL REPORT TO THE GENERAL ASSEMBLY.

THE COMMISSION WILL USE PREVIOUSLY-REPORTED CHEMIS INFORMATION FOR DATA IN THIS TABLE. INSTITUTIONS WILL HAVE AN OPPORTUNITY TO PROOF THIS INFORMATION PRIOR TO THE PUBLICATION OF THE JANUARY 2007 REPORT. FACULTY DEFINITION WILL BE ANY FACULTY, STAFF OR GRADUATE ASSISTANT WHO TEACH A CREDIT COURSE.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

APPLICABLE TO FOUR-YEAR COLLEGES AND UNIVERSITIES

ACCORDING TO SECTION 59-101-350, THE COMMISSION IS RESPONSIBLE FOR COLLECTING “THE PERCENT AND NUMBER OF STUDENTS ENROLLED IN REMEDIAL COURSES AND THE NUMBER OF STUDENTS EXITING REMEDIAL COURSES AND SUCCESSFULLY COMPLETING ENTRY-LEVEL CURRICULUM COURSES” FROM FOUR-YEAR INSTITUTIONS TO BE INCLUDED IN THE ANNUAL REPORT TO THE GENERAL ASSEMBLY. THE FOLLOWING INFORMATION WILL BE COLLECTED FROM THE FOUR-YEAR COLLEGES AND UNIVERSITIES, BUT EXCLUDES THE RESEARCH UNIVERSITIES, AS THESE INSTITUTIONS DO NOT OFFER THESE TYPES OF COURSES.

FOR PURPOSES OF COUNTING STUDENTS WHO EXIT DEVELOPMENTAL COURSES AND SUCCESSFULLY COMPLETE THE APPROPRIATE ENTRY LEVEL COURSE, A STUDENT IN MORE THAN ONE DEVELOPMENTAL COURSE AND COMPLETING MORE THAN ONE ENTRY LEVEL COURSE SHOULD BE COUNTED ONCE FOR EACH DEVELOPMENTAL COURSE HE/SHE EXITS AND ONCE FOR EACH ENTRY LEVEL COURSE HE/SHE COMPLETES. APPROPRIATE ENTRY-LEVEL COURSES FOR WHICH SUCCESSFUL COMPLETION IS DETERMINED WILL BE DEFINED BY THE DEVELOPMENTAL INSTRUCTOR AS THE COURSE FOR WHICH THE STUDENT IS BEING PREPARED.

NUMBER OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN ENROLLED IN FALL 2004 <small>(INCLUDE FIRST-TIME FRESHMEN WHO ENROLLED EITHER PART-TIME OR FULL-TIME IN THE SUMMER 2004 IF THEY RETURNED FULL-TIME IN THE FALL 2004)</small>	NUMBER OF STUDENTS IN ITEM (1) WHO WERE ENROLLED IN ONE OR MORE DEVELOPMENTAL COURSES IN SUMMER OR FALL 2004	NUMBER OF THOSE STUDENTS IN EACH DEVELOPMENTAL COURSE WHO SUCCESSFULLY COMPLETED THE APPROPRIATE ENTRY LEVEL COURSE BY THE END OF SPRING 2006
ITEM (1)	ITEM (2)	ITEM (3)

BREAKDOWN OF ITEMS (2) AND (3)

LIST BELOW THE DEVELOPMENTAL COURSES TAUGHT IN SUMMER AND FALL 2004 (COMBINE ALL SECTIONS FOR EACH COURSE). FOR EACH COURSE INDICATE THE NUMBER OF STUDENTS INCLUDED IN ITEM (2) ABOVE WHO ENROLLED; THE NUMBER WHO COMPLETED THE COURSE, AND THE NUMBER WHO SUCCESSFULLY COMPLETED THE ENTRY LEVEL COURSE BY THE END OF SPRING SEMESTER 2006.

COURSE TITLE	TOTAL ENROLLMENT	NUMBER EXITING COURSE	NUMBER EXITING ENTRY-LEVEL COURSE

INSTITUTION:

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

APPLICABLE TO FOUR-YEAR INSTITUTIONS – MEASURED FOR FALL 2005

ACCORDING TO SECTION 59-101-350, THE COMMISSION IS RESPONSIBLE FOR COLLECTING "THE PERCENT OF GRADUATE AND UPPER DIVISION UNDERGRADUATE STUDENTS PARTICIPATING IN SPONSORED RESEARCH PROGRAMS" FROM FOUR-YEAR INSTITUTIONS TO BE INCLUDED IN THE ANNUAL REPORT TO THE GENERAL ASSEMBLY.

THE NUMBERS INCLUDED HERE SHOULD REFLECT THE GRADUATE AND UPPER DIVISION UNDERGRADUATE STUDENTS WHO PARTICIPATE IN SPONSORED RESEARCH PROGRAMS. EACH INSTITUTION THAT RECEIVES RESEARCH DOLLARS GENERATED BY EXTERNAL FUNDING (SPONSORED RESEARCH) SHOULD REPORT THE NUMBER OF STUDENTS WHO BENEFIT FROM THESE DOLLARS.

THE CHE WILL CALCULATE THE PERCENTAGE USING THESE DATA AND HEADCOUNT ENROLLMENT DATA FROM THE FALL 2005 IPEDS ENROLLMENT FORMS.

	NUMBER OF STUDENTS PARTICIPATING IN SPONSORED RESEARCH (EXCLUDE FIRST PROFESSIONAL STUDENTS)
UPPER DIVISION, UNDERGRADUATE STUDENTS	
GRADUATE STUDENTS	

York Technical College

INSTITUTION:

RESULTS OF PROFESSIONAL EXAMINATIONS

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

According to Section 59-101-350, the Commission is responsible for collecting "student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam" from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates' Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

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

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

(NEXT PAGE)

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
<i>RESEARCH SECTOR</i>					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
National Physical Therapist Licensure 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)					
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					
South Carolina Bd. of Law Examination					
Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensure Exam. - Step I					
US Medical Licensure Exam. - Step II					

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
TEACHING SECTOR					
NATIONAL COUNCIL LICENSURE EXAM. (NCLEX) - REGISTERED NURSE					
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					
REGIONAL SECTOR					
(USC-LANCASTER ONLY) Council Licensure Exam-Registered Nurse					
TECHNICAL SECTOR					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.					
CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)					
CLINICAL LABORATORY TECHNICIAN, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP	4/1/05 – 3/31/05	5	5	5	100%
National Bd. for Dental Hygiene Examination	4/1/05 – 3/31/05	9	9	8	89%
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/1/05 – 3/31/05	13	13	13	100%
National Council Licensure Exam. (NCLEX) - Registered Nurse	4/1/05 – 3/31/05	20	20	17	85%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	4/1/05 – 3/31/05	9	9	9	100%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory					
Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
SRTA REGIONAL EXAM. FOR DENTAL HYGIENISTS	4/1/05 – 3/31/05	9	9	9	100%
STATE BOARD EXAM. FOR DENTAL HYGIENE-SC BOARD OF DENTISTRY					
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION					
Veterinary Technician National Examination					
VETERINARY TECHNICIAN STATE EXAM (RULES & REGULATIONS)					