YORK TECHNICAL COLLEGE

THE 2008 INSTITUTIONAL EFFECTIVENESS REPORT

SUMMARY ON INSITUTIONAL EFFECTIVENESS

AS SUBMITTED TO THE COMMISSION HIGHER EDUCATION

AUGUST 2008

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 2007-2008 academic year, York Technical College offered approximately 90 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 2007-2008 academic year are included in this report:

> Majors or Concentrations
> Success of Transfer Students

Summary Report 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 for 2006-2007 Report

Follow-up studies from the 2006-2007 report were conducted for General Business, Office Systems Technology, Electronics Engineering Technology, and Mechanical Engineering Technology.

1.   General Business
2.   Office Systems Technology
3.   Electronics Engineering Technology
4.   Mechanical Engineering Technology

1.   General Business
Faculty teaching the General Business courses are continuing their efforts with case studies and encouraging the students to think critically. Several faculty members are participating in the limited implementation of our critical thinking activities including using the critical thinking rubric that our faculty have developed through our QEP initiative.

2.   Office Systems Technology
The number of students advised in the Department increased during the year. Enrollment in the Departmental programs also increased. The faculty continue to encourage students to come in for advising by sending emails and reminding them in classes.

3.   Electronics Engineering Technology

A DACUM is planned for October 2008 for the Electronics Engineering Technology program to determine if the program is still serving the needs of the community. Any changes to the curriculum will be implemented after the DACUM and for the Fall 2009-2010 academic year.

A letter must be sent to ABET in January 2009 indicating that the EET program would like to be considered for reaffirmation in the next cycle. The self-study is to be to the ABET committee by June 2009; the ABET visit is expected to take place Fall 2010. The new self study will by necessity address the concerns of the last ABET visit. A more detailed continuous quality improvement plan was implemented in 2006 and that plan will be displayed for the ABET committee to review.

Sixty percent of the required core courses are offered in a hybrid format. The other 40% were determined to be either first or capstone courses in which the students show a need for traditional delivery. All electives are available by either hybrid or internet delivery methods. In the hybrid delivery, lectures are via internet and labs meet on campus. Experimentation in providing lab equipment to students to complete some labs at home is in the process.

Since the implementation of curriculum changes in Fall 2005, 15% of the students who entered the program graduated, and 17% of the students are still active in the program.   70% of the students who entered the program withdrew for different reasons. 17% of those students who entered the program changed majors. 8% of the students could graduate within two years on a part-time basis. 33% of the students who dropped out of school did not successfully complete math above the MAT 101 level.

4.   Mechanical Engineering Technology
Several changes to the program were made as a result of a DACUM held in Fall 2007. Writing and oral presentation of projects were added to the curriculum. Soft skills such as team effort, timeliness, professionalism, and ethics will be highlighted in upper-level technology courses. A capstone course, MET 231 Machine Design, was added to the curriculum. This is a project-based course involving hands-on activities; and it includes engineering design, using manufacturing machine tools, using engineering handbooks and manuals, and learning how to use product specifications for design purposes.

Assessment Studies for 2007-2008

All but one of the York Technical College active program degree majors subject to evaluation (Mechanical Engineering Technology—Prob-1) met the standards established by the South Carolina Technical College System for enrollment, graduation, and job placement and received a "good" status on the 2006-2007 Program Evaluation College Exhibit, Associate Degree Programs. In addition, an in-depth study was conducted locally for Computer Technology, Radiologic Technology, and Industrial Maintenance Technology based on program evaluation data for the last three academic years.

1. Program Outcomes:
Enrollment, job placement, and graduation rates met or exceeded state standards for all three years for the Computer Technology, Radiologic Technology, and General Technology programs. The Industrial Maintenance Technology program was not subject to evaluation during the third year after implementation.

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 Computer Technology (2007), Radiologic Technology (2004), General Technology (Welding 2007). A DACUM for Industrial Maintenance Technology is scheduled for March 2009. 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. Alternate delivery formats include online, hybrid, telecourse, teleclass, off-campus, and Excels.

Program/Department	New courses	Revised courses	Alternate Delivery
Computer Technology	11	9	12
Radiologic Technology	3	10	9
Industrial Maintenance Technology	10	4	7

(The General Technology program is not listed above as almost any course taught on campus could fit into a student's course of study, depending on individual student goals.)

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 Computer Technology, Radiologic Technology, and Industrial Maintenance Technology programs met throughout the evaluation period. There is no advisory committee unique to General Technology since the degree is used by many departments in the various divisions. 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 approximately 100 Smart Classrooms including 11 on off-site campuses to improve teaching and learning. Faculty utilize Smart Classroom technology to deliver classes in all instructional divisions. Alternate instructional delivery methods include distance learning via the Internet with approximately 120 online, 35 hybrid, and 200 enhanced courses per semester serving an average 6900 students (duplicated headcount) per semester. Seven two-way audio/video classrooms on the main campus serve over 800 students per semester on average, and about 175 students per semester take telecourses (videotapes).

- *Professional Accreditation:* The Computer Technology program was accredited by the Association of Collegiate Business Schools and Programs in 1999; 2008-2009 is the self-study year for ACBSP reaccreditation.
- The Radiologic Technology program received the maximum 8-year accreditation award in June 2007 by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

D. Use of Findings

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

1. Computer Technology
2. Radiologic Technology
3. General Technology
4. Industrial Engineering Technology

1. Computer Technology

The Computer Technology degree is offered through the Information Technology (IT) Department of the College. The Information Technology Advisory Committee meets twice each year; the committee gives input with regard to industry changes.

The IT Department has been working to document and improve the advisement practices of full-time IT faculty members over the past two years as part of its Institutional Effectiveness plan. Having over two full years of data will allow more meaningful comparisons and the ability to mark any student success trends. Students have been asked to think critically about their educational and career goals, and data has been collected to document the students' answers. Full-time IT faculty members completed a questionnaire with each advisee they met this year noting that the advisor and student reviewed the student's program evaluation, the student's reason for choosing their current major, and the student's career goals. The data has been compiled in a database for ease of querying and reporting the information. After registration ended each semester, the manager for the IT department reviewed the data to gauge the participation of our faculty and advisees and to mark student trends. The manager will look for areas for student and advisor improvement and will lead the department to improve those areas.

Goal 1: The major focus of this activity is to document that we are asking pertinent questions and giving quality advice in order to help our advisees to be successful students. In reviewing the data, the students we advised have not earned significantly different semester GPAs from those we did not advise. One possible contributing factor is that students who plan well and have no complicating issues that require the attention of an advisor are more likely to register themselves. And the students who come for advising are often those who need planning assistance, need help changing their schedule during drop/add, or need approval to be forced into a class. We certainly encourage the students who need our help to come for advising. The point of this initiative was not to try to advise only the brightest students.

What we would like to see is that our advising sessions are having a positive impact on our students—that our students are more successful in their courses, that they make more timely progress toward their degree, diploma, or certificate, and that they engage in activities which will make them more employable when they complete their program. The semester GPA is one tangible measure of student success, and that is what we chose to compare. We are unable to compare how a student would have done without advising to how they did with advising. We plan to explore different measures in an attempt to get at the value of the advising sessions.

Goal 2: After looking at the advising numbers from the past two years, we set out to increase the percentage of IT students who we advised. Our strategies for achieving our second goal included emailing all advisees before and throughout each registration period and encouraging students in our classes to meet with his or her advisor. We succeeded in having more recorded advising sessions: 438 for Fall and Spring of the 2006/2007 academic year to 460 for Fall and Spring of the 2007/2008 academic year. These numbers include advisees who return for multiple advising sessions and advisees who are not enrolled in an IT department major (our advisors cross-advise for business instruction). We also succeeded advising more of our majors: 243 for Fall and Spring of 2006/2007, and 265 for Fall and Spring of 2007/2008. However, we did not increase the percentage of IT students who we advised. There were two major issues that affected this success measure. One challenge was the fact that the total number of IT majors enrolled grew from 681 in Fall and Spring of 2006/2007 to 844 in Fall and Spring of 2007/2008. The second challenge is that a full-time faculty member left at the end of 2007SP, and we were unable to replace that

faculty member until 2008SP. We feel being able to increase the raw number of students advised with one fewer full-time IT faculty advisor is a certain modicum of success.

Follow-up: The advisory committee commented on the need for student exposure to other operating systems, so more Linux and Mac OS labs were added to our CPT 257 course. We are continuing to gather data for our program outcomes, which will be collected and compiled for ACBSP reaccreditation. We had a DACUM on November 14, 2007, for the Programming Specialization of our Associate in Computer Technology degree and will use the information for further review of the program. We feel there is merit to documenting our advising sessions and will continue to work harder to advise more students and improve upon the advice that each of our advisors gives.

2. Radiologic Technology
The Radiologic Technology Advisory Committee meets twice each year to provide input to the program. The Advisory Committee has supported an initiative for the establishment of an MRI program in 2009. The Radiologic Technology Department met or exceeded standards set for 2007-08 goals:

- **Goal 1:** Pass rates of RAD Tech graduates on the ARRT credentialing exam will be consistent with or above the state and national passing rates each year of the exam. **Results:** The pass rate for all thirteen' 07 grad examinees was 100%. The national pass rate was 90.8%. The mean weighted score for the York Technical College '07 graduating class was 89.1% compared to the national mean average of 84.7% and state mean average of 85%.
- **Goal 2:** 90% of graduates of the RAD Tech Program will report employment in the field or pursuit of continued education in the field within six months after graduation.
  Results: Of the fourteen program graduates in May of 2007, all but one are employed and that student is NOT actively seeking employment. One graduate is employed outside the field. 12 out of 13 graduates who have sought employment were employed within the field within 6 months of graduation, 92%.
- **Goal 3:** Employers will report a mean of 3 or higher on a 4-point scale for their satisfaction with the graduates overall job performance on the annual employer survey summary.
  Results: Seven out of thirteen employers responded to the employer survey and reported an average satisfaction score of 3.5 on a 4-point scale.
- **Goal 4:** A retention rate goal for the 2008 graduating class cohort (2-year goal) is 84%.
  Results: The retention rate for the graduating class of 2008 was 84%.
- **Goal 5:** A retention rate for the 2009 graduating class cohort (1-year goal) will be 83%.
  Results: Seventeen of 18 students for the graduating cohort of 2009 have matriculated to the summer of 2008 (1-year goal). This is an overall retention rate of 94%.
- **Goal 6:** In the final senior clinical semester's test-out activity in RAD 278, students will score a mean of 3.3 or better on a 4-point scale for the cohort in the area of application of critical thinking for this exercise in clinical practice.
  Results: Students scored a 4 on a 4-point scale for this critical thinking exercise.

Follow-up: Faculty will continue to monitor student progress to maintain pass rates, employment, and to improve retention.

3. General Technology
The General Technology major is designed to provide an opportunity for students to combine occupational courses and develop curriculum plans that fit their individual employment objectives. The General Technology degree includes general education courses and technical courses in a chosen program area to complete the technical specialty. Additional courses from the single technical specialty and courses from occupational and other technical specialties may be chosen to fulfill the cross-training requirements. During the three year period including 2004-2005, 2005-2006, and 2006-2007, 64 students completed General Technology degrees with a 94% placement rate.

Follow up: Due to the purpose of the General Technology degree, individual program managers will monitor student progress and recommend changes if needed.

4. Industrial Maintenance Technology
During the 2004-2005 academic year, the new Associate in Industrial Technology with a major in Industrial Maintenance Technology degree was introduced. The program and learning outcomes were developed in 2005-2006. The Advisory Committee met twice during the 2006-2007 academic year. BMW donated two ABB robots that year as well. Enrollment exceeded expectations, as projected enrollment in 2007 was 15 and actual enrollment was 78. The Industrial Maintenance Technology Department met its goals set for the year:

- **Goal 1:** Review the learning outcomes and make changes as necessary to ensure that they are still relevant to the curriculum that is currently being taught.
  Results: Each learning outcome was evaluated and found to be valid and relevant for the current curriculum/program.
- **Goal 2:** Review the learning outcomes rubric for relevance in the EEM/IMT/WLD programs.
  Results: The learning outcomes rubric was reviewed and found to be valid and relevant for the current curriculum/program.

Follow-up: A DACUM panel will convene in March 2009 to validate competencies for the IMT program.

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 2007 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 2007CHEMIS Data, a total of 223 students from the College applied for admission to senior institutions within the State. Of the 223 students who applied, 163 (73%) were accepted. According to Fall 2005 CHEMIS Data, 241 students applied and 179 (74%) were accepted.   The 2007 data indicates a decrease in the number of students applying to senior intuitions, as well as a slight decrease in the overall acceptance rate (-1%)

Because of York Technical College's close proximity to Winthrop University, approximately 125 of the College's transfer population applied for admission to Winthrop; 99 (79%) 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, 36 students applied to USC-Columbia with 69% accepted, 24 applied to USC-Upstate with 75% accepted, 12 applied to Clemson University with 67% accepted, 13 applied to the College of Charleston with 31% accepted, 12 applied to Coastal Carolina with 67% accepted, and one applied to South Carolina State University and was accepted. No data was available for USC – Aiken, USC – Beaufort, Francis Marion University, Lander University, Limestone College, or the Citadel.

The 2007 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 2007 GPA for York Technical College transfer students was 2.25, compared to 2.76 for the native student populations. The 2.25 GPA for York Technical College students includes a single GPA of one student at SCSU of 0.20. Exclusion of this "outlier" GPA would increase the YTC average GPA to 2.59. 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 99, with six of the seven institutions reporting 10 or fewer students. In comparison, the native populations used for comparison ranged from 3,727 to 16,881 students.

D. Use of Findings

York Technical College needs 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. Since 13% of students applying to senior institutions submit incomplete applications, one strategy may focus on providing workshops for students on how to complete the application process.

INSTITUTIONAL EFFECTIVENESS TABLES

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions   **Due August 1, 2008**

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

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

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

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission's Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted "against" the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission's website at: http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc.

Institution:

York Technical College

Please type institution name in box.

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

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

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	*An institution may be accredited by the AACSB or the ACBSP*					
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 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)	
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						
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						

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)	
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						

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 MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree						

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
Veterinary Technology – Programs leading to the Associate's degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	*An institution may be accredited by the ACBSP **or** the AACSB*					
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)						11/1999
Medical Assistant (MA)						
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - 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)	
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				
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						

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)	
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)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist						

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)	
(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						

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)	
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 Administraton (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				
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						

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)	
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 – Reported for Fall 2007

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

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

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES
Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.

STUDENT INVOLVEMENT IN SPONSORED RESEARCH
Applicable to Four-Year Institutions – Reported for Fall 2007

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

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

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

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	
Graduate Students	

Institution:

> York Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS
Applicable to all sectors – Reported for April 1, 2007- March 31, 2008

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

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2007 through March 31, 2008**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in "A Closer Look."

Praxis exams are reported separately in the following table.

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

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

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)					
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)					
Council on Certification of Nurse Anesthetists Exam.					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse (BSN)					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
South Carolina Bd. of Law Examination					
Cytotechnology (ASCP)					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
TEACHING SECTOR					
National Council Licensure Exam. - Registered Nurse (BSN)					
REGIONAL SECTOR					
Council Licensure Exam-Registered Nurse (ADN)					
TECHNICAL SECTOR					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP	4/1/07-3/31/08	7	7	7	100%
National Bd. for Dental Hygiene Examination	4/1/07-3/31/08	17	17	14	82%
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/1/07-3/31/08	56	53	51	96%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	4/1/07-3/31/08	64	53	44	83%
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	**4/1/07-3/31/08**	**15**	**15**	**15**	**100%**
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry					
SRTA Regional Exam. for Dental Hygienists					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					