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 2007-2008 Report

Follow-up studies from the 2007-2008 report were conducted for Computer Technology, Radiologic Technology, and Industrial Maintenance Technology. Due to the purpose of the General Technology degree, individual program managers monitor student progress and recommend changes if needed.

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

1. **Computer Technology**
One common feedback/request that IT faculty members have received during advising sessions and otherwise has been the need for individual tutoring in IT courses. In an attempt to respond to this need and make a more direct impact on student success, the faculty of the IT department and a few advanced students have provided free, drop-in tutoring for students taking any IT

course on Fridays during the current academic year. During the fall semester, we had 108 tutoring sessions with 45 unique students. Students attending the tutoring sessions had a success rate of 95.3% in the courses for which they received tutoring. We defined success as earning an A, B, or C, and failure as receiving a D, F, W, or WF. During the spring semester we had 143 tutoring session with 49 unique students. The student success rate for the spring semester was 91.4%.

2. **Radiologic Technology**
In relationship to Goal 6, Use of Senior Test-out Activity for Critical Thinking Measures, the program adopted a more comprehensive tool to analyze critical thinking in the clinical setting. The competency forms for our program now include an area for the re-checking of student performance THROUGHOUT the senior year clinical rotations instead of solely analyzing data from this one-day snapshot of the senior test-out activity. This form and format provide an overview of development and successful reiteration of clinical practice and its link to critical thinking as well as identifying those who are lacking in critical thinking earlier to provide intervention and individualized attention with our clinical instructor.

3. **Industrial Maintenance Technology**
a) Beginning with the 2008FA semester, a revised program was initiated. The revisions were:
  a. Elimination of EEM 201, EEM 202, and EEM 203. These courses covered Electronic Devices I, II, and III respectively. Maintenance technicians do not troubleshoot to the component level, and rarely even replace printed circuit board assemblies. This is a result of improvements to technology (surface mount devices), lower cost of replacement units, and labor/overhead costs.
  b. Replacement of EGR 110 (Introduction to Computer Environment) with CPT 101 (Introduction to Computers). This was done to resolve an issue with using EGR 110 as a general education course.
  c. Addition of EEM 250 (Programmable Logic Controllers). This brought a third PLC course into the curriculum while allowing CIM 241 (Automated Manufacturing Equipment) to be used for teaching robotics and automation.
  d. Addition of EEM 271 (Sensors and Systems Interfacing). This allows the teaching of various types of sensors that were not previously covered as well as different communication protocols used in industry (DeviceNet, ProfiBus, ModBus, etc.)
  e. Addition of EEM 121 (Electrical Measurements). This allows the teaching of various types of test equipment used in industry. This includes digital multimeters, clamp-on ammeters, oscilloscopes, insulation quality meters, power quality meters, thermography, and more.
b) Beginning in the summer of 2007, we established a remote teaching site at the Chester County Career Center for teaching the electrical portion of the AIT.IMT degree. We taught evening courses at this location from fall 2007 through fall 2008. In January of 2009 we began teaching the entire AIT.IMT degree from our new Chester campus. This necessitated relocating the equipment from the Chester County Career Center to the Chester campus. In addition, we also set up the shop areas at the Chester campus for the teaching of the mechanical and welding portions of the degree.
c) In April of 2008 we accepted delivery of an SMC FMS-200 automated manufacturing training system. This was purchased through a $250,000 grant from AdvanceSC. Our three full-time faculty in the AIT.IMT area also received one week of training from a factory representative on the FMS-200. This training system simulates the manufacture of a bearing assembly. It consists of a central conveyor with four work-cells that feed the bearing holder, insert the bearing, insert the shaft, and palletize the completed assembly. Each work-cell has its own PLC while the conveyor has a separate PLC which also functions as the supervisor for the entire process. There are also 48 separate fault insertion switches which allow the instructor to insert one or more faults into the process. This is used to instruct the students in troubleshooting a complete manufacturing process.
d) Effective fall 2009 the program will be re-identified from an AIT (Associate in Industrial Technology) degree to an AAS (Associate in Applied Science) degree. This is for statewide uniformity.

e) Effective fall 2009 we added a MAT 032 block to EEM 117, EEM 121, and all of the IMT courses. This was done to insure that students entering the program must have a math proficiency at least at the MAT 150 level.

f) For the 2007-2008 Annual Program Review, the Industrial Maintenance Technology degree reported 21 graduates with a 99.95% placement rate.

4. **General Technology**

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

Assessment Studies for 2008-2009

All of the 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 2007-2008 Program Evaluation College Exhibit, Associate Degree Programs. In addition, an in-depth study was conducted locally for Associate in Arts, Associate in Science, Dental Hygiene, and Computer Engineering 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 Associate in Arts, Associate in Science, Dental Hygiene, and Computer Engineering 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 Computer Engineering Technology (2008) and Dental Hygiene (2005). 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
Associate in Arts/Sciences	3	41	34
Dental Hygiene	1	1	7
Computer Engineering Technology	4	10	25

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 the Dental Hygiene and Computer Engineering Technology programs met throughout the evaluation period. There is no advisory committee unique to Associate in Arts and Associate in Science as the program manager maintains contacts with four-year colleges and universities for program relevancy. 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 113 smart classrooms including 21 on off-site campuses (Chester, Kershaw, Wilson Street, 3D University) to facilitate 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 140 online, 40 hybrid, and 200 enhanced courses per semester serving an average 6900 students (duplicated headcount). Seven two-way audio/video classrooms in Rock Hill, three in Chester, and one in Kershaw serve over 1100 students per semester on average, and about 180 students per semester take telecourses (videotapes/texts). Five one-way video with talkback phone rooms serve an average of 20 students per semester.

❐ *Professional Accreditation*
- The Dental Hygiene program is accredited by the Commission on Dental Accreditation; the Accreditation site visiting team was on campus March 2006 and is scheduled to visit again in 2013.
- The Computer Engineering Technology program is accredited by the Technology Accreditation Commission of ABET. It was accredited in July 2004, and a re-affirmation visit is planned for October 2009.

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. Associate in Arts
2. Associate in Science
3. Dental Hygiene
4. Computer Engineering Technology

1 & 2. Associate in Arts and Associate in Science
The Associate in Arts and Associate in Science degrees do not have advisory committees or accreditation bodies, nor do the programs develop classes since the various academic departments participate in course development. The College has developed statewide bridge agreements with USC – Columbia and Lander, a bridge with the College of Charleston, and an articulation agreement with South Carolina State in engineering. Twenty-four articulation agreements have been articulated with Winthrop University to be implemented in Fall 2009.

Follow-up: A bridge agreement with Winthrop University is in the draft stage, and articulation agreements are expected to be implemented in Fall 2009.

4.   Dental Hygiene
The Commission on Dental Accreditation (CODA) made a site visit in March 2006 and also met with the Advisory Committee. The Dental Hygiene program completed a progress report in May 2007, and the CODA granted approval without reporting requirements. Two key issues were brought up in Advisory Committee meetings—the integration of digital radiography into the program and the paperless office concept. As part of the College's Institutional Effectiveness Plan, Dental Hygiene faculty scheduled mid-term conferences in clinical courses to provide feedback to students on strengths, weaknesses, and objectives. Students completed forms in the fall, and faculty followed up in the spring. Most students demonstrated a need for encouragement

and realized that a minimum of five semesters is required to gain clinical skills. Some students were advised to return to mannequin practice to master new digital radiography techniques. Students realized that diligence and consistent progress were necessary for completing clinical requirements.

Program and student learning outcomes were identified in Fall 2008 and assessed in Spring 2009. For the sixth time since 1993, Dental Hygiene students achieved a 100% pass rate on both national and state board exams.

Follow up: Digital radiography and computerized charting is now done in the dental clinic. Six portable computers are shared in the clinical setting for computerized charting and three radiology operatories are equipped to expose digital x-rays on patients. The Dental Hygiene program will complete an annual Commission on Dental Accreditation report in October to verify ongoing maintenance of all ADA accreditation standards.

5. Computer Engineering Technology
The ECT program has acquired new teaching equipment such as the Microcontroller trainers and the Quartus II trainers. Industry has indicated that the program uses some equipment that is more up to date than what the businesses currently have; the program continues to teach using both old and new equipment. The Advisory Committee expressed interest in graduate placement and suggested using co-op assignments as an employment option. A DACUM was held in October 2008; as a result, a proposal has been made to reduce the number of elective hours and increase the number of required hours to include needed suggested requirements for networking. Telecommunications has also been added as electives for the program based on comments from DACUM panelists. Program and student learning outcomes were identified in Fall 2008 and were assessed in Spring 2009. A self-study was completed in June 2009 for submission to TAC of ABET.

Follow-up: A site visit from ABET will be in October 2009.

Institution:

> York Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS
Applicable to all sectors – Reported for April 1, 2008- March 31, 2009

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, 2008 through March 31, 2009**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

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

Praxis exams are reported separately in the following table.

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

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
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)					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP	4/1/08-3/31/09	6	6	6	100%
National Bd. for Dental Hygiene Examination	4/1/08-3/31/09	15	15	15	100%
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/1/08-3/31/09	14	13	12	92%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	4/1/08-3/31/09	41	31	28	90%
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	4/1/08-3/31/09	17	17	15	88%
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	4/1/08/-3/31/09	13	13	13	100%
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					
			95	89	94%

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: York Technical College

Academic Year for Graduating Students: 2005-2006

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By
including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates
three years prior. Please indicate the number of responses to each item in the appropriate column.
(Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://

How many students were surveyed?

How many students responded?   92   Response Rate: #DIV/0!

Was this population a **sample** or the **total group**?

1. Students' level of satisfaction with:

	Responses to Question		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	92	100.0%	49	53.3%	34	37.0%	6	6.5%	1	1.1%	1	1.1%	1	1.1%
1.2 INSTRUCTION in the major	92	100.0%	50	54.3%	30	32.6%	7	7.6%	1	1.1%	2	2.2%	1	1.1%
1.3 GENERAL EDUCATION program of study (non-major requirements)	92	100.0%	39	42.4%	39	42.4%	8	8.7%	0	0.0%	3	3.3%	1	1.1%
1.4 INSTRUCTION in general education	92	100.0%	40	43.5%	39	42.4%	8	8.7%	0	0.0%	2	2.2%	1	1.1%
1.5 OVERALL ACADEMIC EXPERIENCE	91	98.9%	51	56.0%	31	34.1%	6	6.6%	0	0.0%	0	0.0%	1	1.1%

2. How frequently involved in each of the following activities (on or off the job):

	Responses to Question		Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	92	100.0%	30	32.6%	15	16.3%	19	20.7%	6	6.5%	21	22.8%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	92	100.0%	24	26.1%	8	8.7%	20	21.7%	17	18.5%	22	23.9%
2.3 Professional or service organizations	92	100.0%	25	27.2%	12	13.0%	17	18.5%	11	12.0%	27	29.3%
2.4 Volunteer, public or community service	92	100.0%	12	13.0%	22	23.9%	15	16.3%	15	16.3%	27	29.3%
2.5 Social/recreational organization	92	100.0%	17	18.5%	24	26.1%	15	16.3%	17	18.5%	18	19.6%
2.6 Support or participation in the arts	92	100.0%	4	4.3%	11	12.0%	23	25.0%	22	23.9%	31	33.7%

3. The college experience influenced my participation in the above activities:

	Responses to Question		Strongly		Moderately		Somewhat		None at all	
	#	% of Total Responses	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	92	100.0%	40	43.5%	13	14.1%	17	18.5%	21	22.8%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	92	100.0%	31	33.7%	15	16.3%	19	20.7%	25	27.2%
3.3 Professional or service organizations	91	98.9%	21	23.1%	19	20.9%	21	23.1%	27	29.7%
3.4 Volunteer, public or community service	92	100.0%	16	17.4%	17	18.5%	25	27.2%	31	33.7%
3.5 Social/recreational organization	92	100.0%	14	15.2%	21	22.8%	27	29.3%	28	30.4%
3.6 Support or participation in the arts	92	100.0%	9	9.8%	11	12.0%	25	27.2%	44	47.8%

3A Aggregate

4. I have voted in ___ of the elections since leaving college.

	Responses to Question		All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
	92	100.0% #	43	46.7%	17	18.5%	9	9.8%	5	5.4%	15	16.3%