



Orangeburg-Calhoun  
Technical College

## **INSTITUTIONAL EFFECTIVENESS SUMMARY REPORT**

**AUGUST 3, 2009**

**Home Page:** [http://www.octech.edu/sacs/Shared/IE\\_Summary\\_Report\\_2009.pdf](http://www.octech.edu/sacs/Shared/IE_Summary_Report_2009.pdf)

**Prepared For:**

The State Board for Technical and Comprehensive Education  
The South Carolina Commission on Higher Education

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# **Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009**

## **Orangeburg-Calhoun Technical College Institutional Effectiveness Report August 1, 2009**

Orangeburg-Calhoun Technical College is committed to provide quality and affordable, comprehensive education programs that will have a positive social and economic impact on the lives of the citizens of Orangeburg and Calhoun Counties and the State of South Carolina.

The college has policies and procedures in place to ensure that program offerings largely reflect the needs of business and industry located within the Orangeburg-Calhoun service area. These policies and procedures further ensure that area businesses and industries are allowed to provide input in developing and revising academic programs. Orangeburg-Calhoun Technical College is committed to meeting the economic development needs for a technologically skilled workforce through academic programs and Continuing Education offerings.

The College assesses the institutional effectiveness components of the program offerings on a 4 year cycle through Industry Needs Assessment, Academic Advisory Committees for each academic program, Southern Association of Colleges and School's Technology Requirement, Annual State Board for Comprehensive and Technical Education's Program Evaluation, Employer and Alumni Surveys, and DACUM (Developing a Curriculum) Workshops. Regular meetings are held with Economic Development Boards in Calhoun and Orangeburg Counties, Chamber of Commerce in Calhoun and Orangeburg Counties, and the Tri-County Chamber. The College's Continuing Education Division visits companies on a regular basis for formal and informal evaluation of technology training and professional development needs of the area. The College President holds regular meetings with the Director of Special Schools to keep abreast of changing technologies in business and industry and the needs of prospective industries.

The Gressette Learning Resource Center supports the mission of Orangeburg-Calhoun Technical College by providing current published literature, electronic databases, professional journals, and Internet resources for students at the College. These resources are also available to the citizens and businesses in our community. The library staff assists its patrons in developing research skills needed to stay abreast of current trends in business and industry and changes in the economic environment.

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Majors/Concentrations

The August 2009 Institutional Effectiveness Report covers Associate Degrees and Specializations for the following areas:

- Associates in Arts / Associates in Science
- Computer Technology
- General Education
- Early Childhood Development
- Practical Nursing
- Learning Resource Center

Academic Program Assessments Conducted:

- The State Board for Technical and Comprehensive Education's Annual Program Review
- Student Evaluation of Instruction
- DACUM (Developing a Curriculum) Student Competency Profiles
- Advisory Committee Meetings and Surveys
- Alumni Surveys
- National Accrediting Boards
- In house statistical analysis of the number of students enrolled, retained, graduated, withdrawn, failed, employed, faculty loads, and staff support.

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

### Majors/Concentrations (Tentative Dates)

Associate Degree Program	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Arts		X				X				X
Science		X				X				X
Business										
Accounting	X				X				X	
General Business	X				X				X	
Office Systems Technology	X				X				X	
Computer Technology		X				X				X
Engineering Technology										
Computer Electronics										
Electronic Instrumentation				X						
Health Science										
Nursing	X				X				X	
Medical Laboratory Technology			X				X			
Radiologic Technology			X				X			
Respiratory Care Technology				X				X		
Industrial Technology										
Automotive Technology				X				X		
Industrial Electronics Tech.				X				X		
Machine Tool Technology				X				X		
Occupational Technology										
General Technology										
Public Service										
Criminal Justice			X				X			
Early Childhood and Education										
Paralegal/Legal Assistant			X				X			
<b>Diploma Programs</b>	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Automated Office	X				X				X	
Medical Office Assisting			X				X			
Early Childhood Development										
Practical Nursing		X				X				X

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

### Majors/Concentrations ((Tentative Dates) Continued))

Certificate Programs	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Advanced Automotive Systems										
Basic Accounting										
Basic Diesel Maintenance										
Computer Aided Design I & II										
Early Childhood Development		X				X				X
Electrical Systems Repair										
Electrocardiography / Cardiac Monitoring										
Engine and Brake Repair										
General Radiologic Technology										
General Studies		X				X				X
Health Careers Preparation										
Ignition and Fuel Systems Repair										
Internetworking										
Introductory Civil Engineering										
Medical Transcriptionist										
Microcomputer Applications										
Network Engineering										
Nursing Assistant										
Office Productivity										
Phlebotomy										
Pre-Dental Hygiene										
Pre-Health Information Management										
Pre-Occupational Therapy Assistant										
Pre-Physical Therapist Assistant										
Security										
Small Business Management										
Suspension and Transportation Repair										
Webmaster										
Welding										
Word Processing										
Self Study	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Learning Resource Center		X				X				X
Academic Advising			X				X			
Student Development				X				X		

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Majors

### Associate Degree in Arts

#### **Mission Statement:**

To provide the necessary foundation for students to succeed and to successfully transition to a four-year college or university

#### **Program Outcomes:**

- Acquire knowledge to apply major concepts of the discipline with relation to practical situations
- Demonstrate the process of problem solving in the specific discipline areas
- Perform basic computer operations to gather, analyze and evaluate scientific information

#### **Assessment Methods:**

##### **Direct Student Learning Outcomes**

- 70% of students will be obtain an understanding of major concepts to successfully completing application questions
- 70% of students will be able to define terminology relating to major concepts
- 80% of students will gain an understanding of the process needed for solving specific problems by discipline areas
- 90% of the students will demonstrate the ability to utilize technology in gathering, analyzing and evaluating specific course information

##### **Indirect Student Learning Outcomes**

#### **Review Process and Use of Results:**

- Specific questions on quizzes, test or comprehensive exams will be utilized to compare those understanding the terminology and those being able to apply that knowledge
- Questions that assess knowledge of the series of steps the student used (in a lab exercise) to determine the outcome
- The ability of the student to access and complete on-line quizzes and other study aids will be tracked.

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Associate Degree in Science

### **Mission Statement:**

To provide the necessary foundation for students to succeed and to successfully transition to a four-year college or university

### **Program Outcomes:**

- Students will acquire the ability to develop a thesis and support it with an adequate and unified discussion.
- Students will acquire the ability to organize material logically, structuring it so that there is a beginning, middle, and end.
- Students will show sensitivity to audience revealed by choice of details, sentence structure, and wording, and tone.
- Students will master the ability to marshal and document outside sources to support points in a discussion.
- Students will show the capacity to locate and repair errors in grammar and sentence structure.

### **Assessment Methods:**

#### **Direct Student Learning Outcomes**

- 70 % of all students will be able to isolate and maintain focus on a fully-supported thesis
- 70 % of all students will be able to develop an idea in written or oral format that has an effective opening, a logically-organized middle or development, and an competent closing
- 70% of all students will be able to communicate an idea that addresses audience needs (choice of details, sentence structure, and wording, and tone)
- 70% of students will be able to complete a research-based assignment that incorporates outside sources smoothly into the writer/speakers own work, as well as correctly document these borrowings
- 70% of students will be able to pass a quiz on basic grammar and sentence structure skills

#### **Indirect Student Learning Outcomes**

### **Review Process and Use of Results:**

- Written samples of graded class assignments for English/Completed grading rubrics for speech
- Written samples of graded class assignments for English/Completed grading rubrics for speech
- Written samples of graded class assignments for English/Completed grading rubrics for speech
- Written samples of graded class assignments for English/Completed grading rubrics for speech
- Graded grammar and sentence structure skills quizzes/Written samples of graded class assignments for English/Completed grading rubrics for speech

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Associate Degree in Computer Technology

### **Mission Statement:**

To fulfill the community's need for a competent workforce and economic growth by providing instruction in programming, information technology and pc support.

### **Program Outcomes:**

#### **Computer Technology (Electives in Information Technology)**

Graduates with a degree in Computer Technology (Electives in Information Technology) should be able to demonstrate knowledge and skills in the following areas:

##### **A. Information Technology Functions**

1. Prepare networking students for employment through industry standard certification courses
2. Prepare students to design, install, and implement Microsoft Window environment
3. Troubleshooting PC's, networks, and other installations
4. Network and PC management, security, and configuring
5. Server & Client operating systems
6. Programming and configuring networking devices
7. Troubleshooting networking devices
8. Optimizing network and pc environments and security
9. Entry level skills for network technicians and administrators.
10. Advanced skills for network technicians and administrators.

##### **B. Operation Functions - General**

1. Distinguish between hardware and software problems
2. Determine when to ask for assistance (and from whom)
3. Explain hardware system components including methodology of troubleshooting

##### **C. Operation Functions – Hardware**

1. Read/Interpret technical manuals
2. Explain the principles of system start-up and shut-down
3. Explain the system backup (different media: tape, disk, etc.)
4. Manage networking devices
5. Make verbal explanation of operation problems to maintenance personnel
6. Follow company security policies and procedures

##### **D. Operation Functions – Software**

1. Read/Interpret technical manuals
2. Perform data entry
3. Use software operating system utilities
4. Recognize/describe setup procedures being used to run job
5. Use reference manuals to clarify error messages

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

6. Use operation manuals to execute and solve problems with jobs
7. Develop proficiency in Microsoft Operating systems
8. Demonstrate knowledge of software licensing/copyrights

### **E. Communications**

1. Read and interpret documentation
2. Acquire assistance from vendors/other experts (via phone)
3. Prepare technical/user documentation
4. Demonstrate functions of networks and devices
5. Help users clarify needs and/or problems
6. Assist others with hardware setup and software packages
7. Prepare justification to support projects
8. Make presentations (demos, lectures) to individuals and groups (management, users, etc.)
9. Prepare correspondence and reports

### **F. Job Market Skills**

1. Think logically
2. Exercise patience
3. Express creativity
4. Be adaptable\
5. Demonstrate perseverance
6. Accept criticism
7. Take initiative
8. Demonstrate active listening skills
9. Work independently
10. Be goal oriented (meet deadlines)
11. Work in teams
12. Work under pressure
13. Practice time management and multiple projects management
14. Discernable communication skills
15. Observe housekeeping and safety procedures
16. Develop open communication with peers and supervisors
17. Develop problem solving skills
18. Practice work ethics

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## **Assessment Methods:**

### **Direct Student Learning Outcomes**

This program has a capstone course, IST 290 – Special Topics in Information Science. It includes an option for the students either to do research in their particular area of study or to do a hands-on project related to their area of study. Both options require that a formal presentation be given. The overall pass rate for students in IST 290 in 2004 was 78%. Steps were taken to improve the success of students in this class (see Computer Technology Actions below). Students graduating in Programming will certify their academic knowledge and skills through a Work Keys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics.

### **Indirect Student Learning Outcomes**

The Degree Program faculty review the following indirect measures of student and program success yearly or as needed ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

### **Internal Measures of Success**

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course, students will achieve “satisfactory” status on the final presentation for the course.

Indirect measures of program success:

- Maintain or exceed an 80% or better level of job placement.
- Re institute an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Maintain or increase enrollment over the FY 03-04 Benchmark.
- Maintain or improve retention over the FY03-04 Benchmark.
- Maintain or increase budget allocation over FY03-04 Benchmark.
- Incorporate 100% of validated DACUM competencies into Computer Technology course outlines with demonstrated student performances.

## **Review Process and Use of Results:**

Programming is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum’s own advisory committee. DACUMS are usually conducted every four years to ensure currency; however, our last DACUM was held in 1999. A new DACUM will be held within the next year and based on the result of that DACUM; the Computer Technology faculty will perform the following internal processes yearly as part of the strategic planning and review process:

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.

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- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

The Computer Technology Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

### **What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the Computer Technology program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

#### **Computer Technology Actions**

*Data Source:* Grade distribution data for three-year period, and course failure rates

*Increased prerequisites for classes:* After studying the course failure rates, we found that a high percentage of students were failing CPT 101 and CPT 111. Therefore, additional prerequisites or increased entrance test scores were added to these courses. CPT 101 or CPT 170 was added as an additional prerequisite for CPT 111. Also, an elementary algebra entrance test score was added for CPT 111. The reading entrance test score for CPT 101 was increased to 40 (Asset) or 80 (Compass). In addition, ENG 101 was included as the required English course instead of ENG 155. This was done to better prepare students for IST 290.

*Measurement:* Results pending based on data collected from grade distribution and failure rates.

*Data Source:* DACUM panel, Advisory Committee, and instructor anecdotal records

*Increased emphasis on soft skills:* The DACUM panel and the advisory board stressed the importance of emphasizing soft skills in the classroom. All of the major business courses now have a soft skills component.

*Measurements:* Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for formal presentations given by students.

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Associate Degree in Computer Technology (Electives in Programming)

### **Mission Statement:**

To fulfill the community's need for a competent workforce and economic growth by providing instruction in programming, information technology and pc support.

### **Program Outcomes:**

#### **Computer Technology (Electives in Programming)**

Graduates with a degree in Computer Technology (Electives in Programming) should be able to demonstrate knowledge and skills in the following areas:

##### **A. Programming Functions**

1. Listen to user and determine user's need
2. Practice logic and design skills
3. Present solution to user for adjustments/approval
4. Convert present solution requirements to layout utilities, pseudo code, program/software language
5. Key in code and document project
6. Debug the code and use debugging tools
7. Create test data with user
8. Test program against anticipated problems
9. Test program with user
10. Implement program/software

##### **B. Operation Functions – General**

1. Distinguish between hardware and software problems
2. Determine when to ask for assistance (and from whom)
3. Explain hardware system components including methodology of troubleshooting

##### **C. Operation Functions - Hardware**

1. Read/Interpret technical manuals
2. Explain the principles of system start-up and shut-down
3. Explain the system backup (different media: tape, disk, etc.)
4. Manage peripheral devices
5. Make verbal explanation of operation problems to maintenance personnel
6. Follow company security policies and procedures

##### **D. Operation Functions - Software**

1. Perform data entry
2. Use software operating system utilities
3. Recognize/describe setup procedures being used to run job
4. Use reference manuals to clarify error messages

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

5. Use operation manuals to execute and solve problems with jobs
6. Explain compiling, linking, and running
7. Develop proficiency in Microsoft Office Suite
8. Develop Java/Web skills
9. Demonstrate knowledge of software licensing/copyrights

### **E. Communications**

1. Perform data entry
2. Acquire assistance from vendors/other experts (via phone)
3. Prepare technical/user documentation
4. Demonstrate functions of programs to user
5. Help users clarify needs and/or problems
6. Assist others with software packages
7. Prepare justification to support projects
8. Make presentations (demos, lectures) to individuals and groups (management, users, etc.)
9. Prepare correspondence and reports

### **F. Job Market Skills**

1. Think logically
2. Exercise patience
3. Express creativity
4. Be adaptable
5. Demonstrate perseverance
6. Accept criticism
7. Take initiative
8. Demonstrate active listening skills
9. Work independently
10. Be goal oriented (meet deadlines)
11. Work in teams
12. Work under pressure
13. Practice time management and multiple projects management
14. Discernable communication skills
15. Observe housekeeping and safety procedures
16. Develop open communication with peers and supervisors
17. Develop problem solving skills
18. Practice work ethics

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Assessment Methods:

### Direct Student Learning Outcomes

This program has a capstone course, IST 290 – Special Topics in Information Science. It includes an option for the students either to do research in their particular area of study or to do a hands-on project related to their area of study. Both options require that a formal presentation be given. The overall passrate for students in IST 290 in 2004 was 78%. Steps were taken to improve the success of students in this class (see Computer Technology Actions below). Students graduating in Programming will certify their academic knowledge and skills through a WorkKeys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics.

### Indirect Student Learning Outcomes

The Degree Program faculty review the following indirect measures of student and program success yearly or as needed ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

### Internal Measures of Success

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course students will achieve “satisfactory” status on the final presentation for the course.

### Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reconstitute an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Maintain or increase enrollment over the FY 03-04 Benchmark.
- Maintain or improve retention over the FY03-04 Benchmark.
- Maintain or increase budget allocation over FY03-04 Benchmark.
- Incorporate 100% of validated DACUM competencies into Computer Technology course outlines with demonstrated student performances.

### Review Process and Use of Results:

Programming is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum's own advisory committee. DACUMS are usually conducted every four years to ensure currency; however, our last DACUM was held in 1999. A new DACUM will be held within the next year and based on the result of that DACUM, the Computer Technology faculty will perform the following internal processes yearly as part of the strategic planning and review process.

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

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- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

The Computer Technology Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

### **What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the Computer Technology program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

#### **Computer Technology Actions**

*Data Source:* Grade distribution data for three-year period, and course failure rates

*Increased prerequisites for classes:* After studying the course failure rates, we found that a high percentage of students were failing CPT 101 and CPT 111. Therefore, additional prerequisites or increased entrance test scores were added to these courses. CPT 101 or CPT 170 was added as an additional prerequisite for CPT 111. Also, an elementary algebra entrance test score was added for CPT 111. The reading entrance test score for CPT 101 was increased to 40 (Asset) or 80 (Compass). In addition, ENG 101 was included as the required English course instead of ENG 155. This was done to better prepare students for IST 290.

*Measurement:* Results pending based on data collected from grade distribution and failure rates.

*Data Source:* DACUM panel, Advisory Committee, and instructor anecdotal records

*Increased emphasis on soft skills:* The DACUM panel and the advisory board stressed the importance of emphasizing soft skills in the classroom. All of the major business courses now have a soft skills component.

*Measurements:* Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for formal presentations given by students.

**Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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**Associate Degree in General Education**

**Mission Statement:**

The purpose of general education is to provide students with a broad knowledge and appreciation of the social and behavioral sciences as well as the skills necessary for effective communication, problem solving, and critical thinking and to develop an objective view and understanding of the different world cultures and how race, gender, and ethnicity affect societal perspectives.

**Program Outcomes:**

After completing the general education curriculum, the students will be able:

1. To reason critically and creatively.
2. To understand the difference between assertions and facts.
3. To understand how one thinks, reasons, and makes value judgments.
4. To develop a general knowledge of differing cultures.
5. To understand how race, gender, and ethnicity affect societal perspectives.

**Assessment Methods:**

**Direct Student Learning Outcomes**

- Students will apply critical reasoning to answer test questions.
- Students will apply knowledge to answer test questions.
- Students will apply knowledge to answer test questions.

**Indirect Student Learning Outcomes**

- Students will recognize the difference between assertions and facts.
- Students will apply thinking and reasoning skills to make value judgments.
- Students will apply knowledge to better relate to others.

**Internal Measures of Success**

- Students will score 70 or better on course tests.
- Students will exercise better judgment.
- Students will make better decisions.
- Students will score 70 or better on course tests. Students will score 70 or better on course tests.
- Students will be able to relate to others.

**Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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**Associate Degree in Early Childhood Development**

**Mission Statement:**

To provide education for future teachers of Orangeburg and Calhoun Counties so that the graduate will have the skills, knowledge, and attitude necessary to effectively teach and provide nurturance for young children.

**Program Outcomes:**

**Early Care and Education**

Graduates with a degree in Early Care and Education should be able to demonstrate knowledge and skills in the following areas:

- A. Define/relay role and responsibilities of parents in the early childhood curriculum
- B. Exhibit knowledge of infant/child growth and development
- C. Exhibit knowledge of assessments, observations, and interpretations
- D. Develop creative/age appropriate activities
- E. Develop working knowledge of standards for young children
- F. Evaluate curriculum models
- G. Communicate on appropriate levels
- H. Develop an awareness of the special needs child
- I. Develop classroom management skills
- J. Incorporate play in the curriculum
- K. Demonstrate a working knowledge of health standards for young children
- L. Demonstrate a working knowledge of nutrition standards for young children
- M. Demonstrate a working knowledge of safety standards for young children
- N. Perform infant/child CPR and First Aid
- O. Exhibit professionalism and ethics
- P. Develop familiarity with DSS, DHEC, and SC regulations
- Q. Identify and use community resources
- R. Demonstrate a knowledge of computers

**Assessment Methods:**

**Direct Student Learning Outcomes**

This program has two capstone courses, ECD 243: Supervised Field Experience and ECD 251; Supervised Field Experience for Infant/Toddlers. They include direct assessment of student performance, including a series of projects that assess the student's overall understanding and physical abilities to perform all of the competencies in the program. In the past year 100% of all students attempting the capstone courses completed with a grade of C or better.

The students' early childhood academic knowledge is assessed through the Early Care and Education Exit Exam. Questions concerning all thirteen ECD courses are included on the exam. In the past year 100% of all Associate Degree students tested, earned a passing grade on the exam.

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A new program was initiated to help prepare the students to take the PRAXIS I exam in order to pursue a baccalaureate degree at a four year institution. Students are currently involved in preparing for the PRAXIS I exam.

### **Indirect Student Learning Outcomes**

The Program Coordinator reviews the following indirect measures of student and program success yearly, or as needed, to ensure program viability: grade distribution and failure rates; student evaluations; job placement results; employer satisfaction; enrollment statistics; retention rates: graduation rates; and enrollment in four-year institutions.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Maintain or increase enrollment over the FY 07-08 Benchmark.
- Maintain or improve retention over the FY 07-08 Benchmark.
- Incorporate 100% of validated DACUM competencies into Early Childhood Development course outlines with demonstrated student performances.

### **Review Process and Use of Results:**

The Early Childhood Development program is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by professionals and the curriculum's own advisory committee. DACUMS are usually conducted every four years to ensure currency with the last DACUM. In between each DACUM, the ECD Program Coordinator performs the following internal processes yearly as part of the strategic planning and review process:

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignments.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student performances in the capstone course against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean and the Curriculum Committee to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

### **What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the Early Care and Education program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local early childhood facilities who would be in the position to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

## **Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009**

The Program Coordinator continues to uphold the program standards for the National Association for the Education of Young Children (NAEYC) accreditation. The ECD program instructors have provided online enhancements to individual courses. Several items including power point presentations, class notes and other information have been placed on line to assist students outside the classroom. Several ECD courses have been placed online in order to reach those students who find it difficult to attend regular classes. Many ECD course rubrics have been updated and are now available for use by ECD course instructors. Plans are underway for COL 103 to be taught by the Program Coordinator for ECD students.

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Associate Degree in Practical Nursing

### **Mission Statement:**

The mission of the Practical Nursing Program at Orangeburg-Calhoun Technical College is to prepare competent and accountable Licensed Practical Nurses to perform in beginning level positions in a variety of health settings. In addition, these nurses will assume responsibility for personal and professional growth as a nurse, as a member of the community, and as a citizen.

### **Program Outcomes:**

#### **Curriculum for Philosophy, Organizing Program Design, and Congruency with College Mission**

- There continues to be logical organization of the curriculum. All content moves from simple to complex. The philosophy, program design, policy documents, and course syllabi reflect this organization. All are congruent with the college mission. This is validated annually in the Institutional Mission Congruency Evaluation and is networked with the 5-year college strategic plan.
- 100% of the 2007 graduates who received licensure are employed as of October 2007. This meets the 3-6 month criterion. Final pass rate for the NCLEX-PN for the Class of 2007 was 97% and the NCLEX –PN Pass rate for the Class of 2007 is 88%. This was expected due to the new test plan introduced by the NCSBN this year. ATI Testing (Assessment Technologies Institute, LLC) continues to be utilized for curriculum standardized testing. ATI continues to be an innovative assessment company serving schools of nursing and health care systems nationwide. ATI is committed to innovative leadership in nurse education by providing consistently reliable delivery of quality assessment and remediation products. The comprehensive assessment and review program is designed to increase student pass rates on the licensure exam and lower program attrition. The tools used can help students prepare more efficiently and increase confidence and familiarity with content. All students met the national standard as required on all tests by the end of Summer session. During the fall and spring semesters, students had to remediate and retake the tests as indicated. Students conveyed that they were pleased with the testing method. Proctored tests were given online with immediate feedback that included noted problem areas. Students could begin remediation immediately by reading the review modules provided by ATI. In 2007-2008 they also introduced a Skills Module Review Series online which was beneficial. Students could retake the practice test indefinitely and receive rationales during their online remediation that could be completed in the comfort of their own home. Proctored testing was completed in the Tourville Learning Lab which was reserved for Practical Nursing students only.
- Critical thinking as a concept continues to be threaded throughout the curriculum. Each year the concept evolves based on evaluation and emerging theory. Students take an entrance and exit Critical Thinking Exam through ATI to assess improvement of these skills prior to graduation. During this evaluation period the instructors worked with the students in smaller groups during the fall semester reviewing case studies and were given a lecture that pointed out crucial thought processes of a critical thinker.
- The faculty continues to value professional and community activities. All students participated in service learning projects in the fall, spring, and summer semesters which targeted community organizations such as The Council on Aging, church groups, daycares, etc...
- The Advisory Committee is an active participating group. They are encouraged to make recommendations which are reviewed and implemented, as appropriate. The group submitted positive evaluations for the fall meeting. They committee recommended that we continue the program as designed since we were having great success.

## **Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009**

- The final 8-year NLNAC accreditation document was received in 2004. As a result of the self-study, the philosophy, conceptual framework, and program objectives continue to be reviewed, revised, implemented, and evaluated annually. A copy of the self-study document is available for reference.
- The Program Coordinator submits an annual report to the NLN. The program has received full approval from the State Board of Nursing and they will utilize the NLN yearly documentation and evaluate if a need arises.

### **Curriculum for Effectiveness:**

All outcomes have been met. Numerous surveys and questionnaires were distributed during this evaluation period. The PN faculty has learned how to utilize the Scantron equipment and developed several surveys. The faculty feels the system has proven to be effective. The following surveys were completed for the graduating class of 2008:

- Pre-Graduate Survey 2. Resource Survey 3. Program Survey 4. Clinical Site Survey
- Graduate and Employer surveys will be distributed to graduates of 2008 this fall. The faculty is currently developing a Faculty Survey that encompasses the program and college in general.
- Admission, retention, and graduation rates are at state and national norms compared to the most recently published data.
- The College has continued the process of SACS reaccreditation, and this equipment has been utilized for data collecting at the college level.
- Assessment scores for the ATI Testing Program have been utilized as predictors for the NCLEX-PN success. ATI results indicated that the Group (PN) National mean was 64.6% and OCtech PN student results were 68%. Tutoring has continued for students through the faculty and Step Lab. Course failures have decreased and the withdrawal for personal reasons is stable. This data is maintained for reference by the program coordinator.

### **Faculty for Recruitment**

The number of qualified faculty is stable. The Regional Medical Center continues to provide the college with money earmarked for nursing faculty and education. The dwindling resource of qualified faculty continues statewide.

### **Faculty for Productivity**

- All faculty received an "exceeds" (highest obtainable) on the Performance Evaluation Plan this year. The faculty is to be commended for their commitment and hard work.
- Faculty continue to work closely with the advisement center to advise students with nursing aspirations. The vast majority of OC tech students express a desire to become nurses. This translates into much work for the faculty advisors.
- All PN faculty participate on college teams. All PN faculty are members of the South Carolina Practical Nurse Educators Organization which meets quarterly. One faculty member serves as the representative for PN educators on the Advisory Committee on Nursing of the SC Board of Nursing.
- The following conferences were attended by faculty: Creative Teaching for Nurse Educators and ATI Item Writing Workshop.

### **Faculty for Effectiveness**

- Student evaluations of faculty are consistently equal to or greater than 4.5 on a 5 point scale. Faculty clinical evaluations are also outstanding.

### **Resources, including: Class and Office Space, Support Personnel, Supplies, Budget, Administration, Library**

- The budget allocation was sufficient to meet the needs of the program. The administration, including the Vice President for Business Affairs and her staff are expert planners and utilize funds efficiently and with great integrity. The Practical Nursing classroom was moved to the

## **Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009**

M Building in fall, 2007 due to lack of a large enough classroom in the K building to accommodate the increased number of PN students. Lecture room 1512 was renovated with faculty input and dedicated to the PN Programs use only. It is difficult for faculty to transfer supplies needed for demonstration from the K Building to the M Building especially during inclement weather conditions. Safety as well as communication has been an issue being so far from Building K. A phone was placed in the classroom and an emergency call box is located on the Cook Road side of building M. OCtech is also working on the telecom system and has implemented cruiser alert for staff/faculty cell phones for emergencies. Faculty also keeps the doors to their classroom locked at all times for safety reasons. The library is a state of the art facility with superb lighting, study areas, etc.

### **Resources, including: Class and Office Space, Support Personnel, Supplies, Budget, Administration, Library**

- The part time administrative assistant continues to work three days a week. The PN faculty agrees that the nursing group as a whole could effectively utilize and benefit from two full-time administrative support positions. The job requirements of this support staff are enormous. There remains a problem with noise and interruption for the support staff. Refiguring the area continues to be an area of discussion.
- The administration is generous and supportive of the nursing faculty and staff.

### **Clinical Facilities**

- Instructor and student evaluations of clinical facilities are positive. In the future the evaluations will be shared with the staff at the agencies when applicable.
- All clinical contracts are current and have been reviewed and updated.

### **Employer Needs.**

- Employer surveys have been sent out for the Class of 2007 with positive results stating the OCtech PN students exceed their expectations as new hires.
- The number of students admitted has been increased to 55; however, there must continue to be a balance between available faculty and clinical slots.
- All 2007 graduates are employed. Job Placement is 100%.

## **Assessment Methods:**

### **Direct Student Learning Outcomes**

- State Board of Nursing Criteria.
- PN Student Handbook.
- Faculty Handbook.
- College Catalog.
- Employer Surveys.
- College Graduate Surveys.
- PN Graduate Surveys.
- Admission, Retention, and Graduate Data.
- Test Profile Scores.
- NCLEX-PN Results.
- Program/Educational Outcome Surveys.
- State Board of Nursing Approval.
- State Board of Nursing Annual Report.
- Recruitment Information.
- Professional Development Plans.
- Institutional Goals.
- Division Goals.
- PN Goals.

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- Student Evaluations.
- Informal Peer Evaluations.
- Instructor Evaluation Form.
- Administrative Evaluations.
- Assessment of Teaching Performance.
- Audit Data.
- Printed Reports.
- Budget.
- Master Plan/Programming Study.
- Review of Media Center Holdings.
- Review of Library Holdings.
- Support Personnel and Services Evaluation.
- Contracts.
- Evaluation Tools.
- Instructor Evaluation of Clinical Sites.
- Student Evaluation of Clinical Sites.
- Completed Employer Surveys.
- Advisory Committee Minutes.
- Job Placement Data.

### **Review Process and Use of Results:**

- Logical organization of curriculum.
- Responsive to student and community needs.
- Congruent with college mission.
- Reflects current trends in nursing.
- State Board of Nursing criteria met.
- Logical organization of curriculum.
- Responsive to student and community needs.
- Congruent with college mission.
- Reflects current trends in nursing.
- State Board of Nursing criteria met.
- NLNAC standards met.
- Surveys and questionnaires reflect positive feedback.
- Admission, retention, and graduation rates are at state and national norms.
- ATI testing is used to develop individual strategies for NCLEX-PN success.
- NCLEX-PN results are at or above state and national norms.
- Program accreditation and approval by NLNAC, State Board of Nursing, SACS, and Institutional Effectiveness Self-Study
- Feedback received is implemented.
- Number of qualified faculty is sufficient to meet the outcomes of the program.
- Recruiting efforts are effective.
- Program approval by State Board of Nursing.
- Professional development plans are implemented.
- Institutional goals are met.
- Divisional goals are met.
- PN annual goals are met.
- Evaluations reflect satisfactory ratings.
- Faculty demonstrates expertise in clinical and didactic.
- Peer evaluations are utilized to identify strengths and weaknesses and set goals for improvement.
- Budget allocation is sufficient to meet the needs of the program. Class and office space meets the needs of the program. Meets NLNAC, State Board of Nursing, and SACS criteria.

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Support personnel meet the needs of the program. Library/media holdings meet the needs of the program.

- Budget allocation is sufficient to meet the needs of the program. Class and office space meets the needs of the program. Meets NLNAC, State Board of Nursing, and SACS criteria. Support personnel meet the needs of the program. Library/media holdings meet the needs of the program.
- Instructor and student evaluations of clinical facilities are positive. Clinical contracts are current and meet State Board of Nursing and NLNAC criteria.
- Employer surveys reflect satisfactory ratings and identify strengths and weaknesses.
- Advisory Committee minutes reflect suggestions for improvement of the program.
- Job Placement data reflects positive trend of job placement.

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

## Learning Resource Center

### Mission Statement:

The mission of the Learning Resource Center (LRC) is to support the purposes and programs of Orangeburg-Calhoun Technical College and to meet the informational needs of students, faculty, staff and community members. Patrons with special needs are served in compliance with the Americans with Disabilities Act.

### LRC Components, Functions, and Assessment Results

The Gressette Learning Resource Center/Library is composed of two divisions: library services and media services. The functions of the Library/LRC include:

- providing, maintaining, and developing circulating and reference book collections
- providing, developing, and maintaining an AV collection
- providing and maintaining campus-wide classroom media equipment and services
- administering the LRC program objectives.
- FY 08/09 – the media services function of the Learning Resource Center was assigned to the College's Information Technology Department following a restructuring of the Library staff.

Assessment results of library services and resources are shared with the State Board for Technical and Comprehensive Education, the Commission on Higher Education, the Integrated Post-Secondary Educational Data Systems, the South Carolina State Library, and with the faculty, staff and administration of Orangeburg-Calhoun Technical College.

### Follow up on the 2002 Reported Action Plan Objectives

- Improve and update resources to meet changing learning environments
  - Renovated library facility
    - Added 18 station student instructional lab
    - Added 1 additional study room
    - Purchased new shelving and furnishings for facility
    - Redesigned work room area
    - Added two new offices for staff members
    - Added Faculty Instructional Media/Pearson View Testing Center lab
    - Added media storage area for media services
    - FY 08/09 - added 4 computer stations to the main library to accommodate increased usage
    - FY 07/08 – Faculty Instructional Media/Pearson View Testing Center lab reallocated as faculty office space
    - FY 08/09 Purchased a copyright academic license to facilitate legal use of copyrighted materials
  - Improved and updated material resources
    - Increased online electronic resources
      - ◆ FY 02 – added 1 electronic database; 27,000 e-Books; 587 books
      - ◆ FY 03 – added 1 electronic database; 812 e-Books; 474 books
      - ◆ FY 04 - added 3 electronic databases; 10,390 e-Books, 521 books
      - ◆ FY 05/06 - added 1 electronic database; 1,913 books
      - ◆ FY 06/07 - added 1,667 books
      - ◆ FY 07/08 - added 1,060 books
      - ◆ FY 08/09 - added 2 electronic databases; 1,063 e-books;
    - Joined **PASCAL** consortium in FY 03; membership has provided us with 19 additional electronic databases (valued @ 1.5 million). PASCAL consortium completed development of rapid delivery borrowing system (PASCAL Delivers) among state's colleges in FY 05/06.

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

- ◆ FY 06/07– completed 45 PASCAL Delivers transactions
- ◆ FY 07/08 – completed 676 PASCAL Delivers transactions
- ◆ FY 08/09 - completed 459 PASCAL Delivers transactions (as of May 30, 2009)
- Weeded collection extensively in FY 05/06 to remove obsolete course materials, worn and dated materials
- Build stronger working relationships with faculty and administration
  - Worked with VP for Academic Affairs to increase faculty awareness of resources available and to increase technology skills
    - ◆ FY 04: Faculty required to incorporate 3 technology workshops in FPMS (Faculty Performance Measuring System)
    - ◆ FY 04/05: Provided copyright tutorial for all faculty
    - ◆ FY 05: Incorporated mandatory faculty library orientation for all faculty members
    - ◆ FY 08/09: Developed and provided a library survey to assess faculty awareness, knowledge of and use of library services and resources.
    - ◆ FY 08/09: Established a collection of fiction by African-American authors at request of faculty/students
  - Library staff required to serve on at least one administrative team (committee) each year
  - Solicited faculty involvement in collection development by involving them in the selection and weeding of materials in their subject areas
  - Dean serves on Curriculum Committee, College Internet committee, Academic Program Review Committee, Advising Committee, Distance Learning committee, conducts DACUM reviews, attends Division Deans meetings, oversees selection of classroom educational technology
    - ◆ FY 08/09: Dean's position was eliminated during restructuring
  - Library Director notifies faculty/staff of new library additions on a bi-monthly basis
- Develop partnerships with community organizations and community leaders
  - FY 05 – LRC dean developed and hosted in library a genealogy workshop for the community
  - FY 04/05: Updated interlibrary loan usage agreement among OCtech, South Carolina State University and Claflin University
  - FY 06/07: Updated interlibrary loan usage agreement among OCtech, South Carolina State University and Claflin University
  - FY 06/07: Hosted a statewide safety/security seminar co-sponsored by OCtech Library, Calhoun County Library and Orangeburg Country Library.
- Develop new methods of delivering resources and services to the College community
  - FY 05 – Developed new library website to provide access to all materials 24/7 which benefits distance learning as well as on-campus students and faculty; updated on an ongoing basis
  - Bimonthly notification of new resources
  - Increased interlibrary loan services
  - 06/07: PASCAL Delivers rapid delivery system brought online
  - Increased number of online electronic databases
    - ◆ FY 08/09: Lost access to six databases due to PASCAL consortium funding cuts
    - ◆ FY 08/09: Added two electronic databases
  - Increased number of e-Books in collection
- Provide ample opportunities for professional development for LRC staff

Each year LRC staff members are provided Professional Development opportunities on and off campus and are encouraged to look for PD opportunities of their choice. Examples of some of their PD selections:

  - Sessions provided during monthly staff meetings
  - Web-based professional development

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

- TechNet sessions
- LIBRIS conference
- EDTECH conference
- SCTEA annual meeting
- National organization conferences
- College hosted sessions
- Individually selected PD opportunities approved by Dean

What has resulted from the efforts of the LRC staff? Comparison of statistical data from 2002 through 2004 is impossible because the renovation project and relocation forced a severe reduction in services and storage of 90 percent of circulating materials while the library was housed in temporary quarters from March 2003, to February 2004. What can be compared is statistical data from 2002 and 2005 to obtain an overview of the growth of the library program, the types of services offered, and changes that have occurred in the utilization of these services.

FY 08/09: Added to these statistics are the database searches performed on and off campus through the Library's webpage listing of electronic databases.

CATEGORY	FY 2001-2002	FY 2004-2005	% of CHANGE
Circulation	20,713	7,115	-291%
Instructional Sessions	87	161	+85%
# of Attendees	1,150	2,160	+187%
Interlibrary Loan	122	292	+239%
Database Searches	NA	87,296	NA

CATEGORY	FY 04/05	FY 08/09	% of CHANGE
Circulation	7,115	6,185	-13%
Instructional Sessions	161	94	-42%
# of Attendees	2,160	1,271	-41%
Interlibrary Loan	292	467	+59%
Database Searches	87,296	159,717	+82%

Emphasis has been placed on increasing the number of orientations provided for students and faculty. Library orientations and bibliographic instruction for classes have always been available to faculty. As can be observed from the chart above, utilization of the service was mediocre at best in 2002. In FY 05, when faculty library orientations became mandatory, faculty utilization of this service dramatically increased as did the number of students who received instruction.

Comparison of circulation statistics for these two years shows a tremendous decrease in material circulation. Two factors influenced these numbers. After FY 02, the way circulation statistics were counted and reported changed to more accurately reflect what was really circulating. The library program hiatus during the renovation further eroded these figures. Our circulation statistics have mirrored the national trend all colleges and universities have experienced. With the development of more online resources and databases, circulation of hard copy materials has shrunk.

- FY08/09: As of May 30, 2009, circulation statistics have remained relatively steady, even with the addition of electronic databases. The drop was much less significant than in the previous comparison.

Utilization statistics for our electronic databases are in the following chart.

- FY 08/09: Updated comparison. Statistics continued in a strong upward trend, demonstrating both on and off campus use of electronic databases. Additionally, the increased usage survived the removal of six electronic databases provided by PASCAL.

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

Database Usage	FY 2003-2004			FY 2004-2005*			FY 2008-2009**		
	Searches	Retrievals	% Searches Change	Searches	Retrievals	% Searches Change	Searches	Retrievals	% Searches Change
INFOTRAC	13,826	11,725	92%	26,562	26,687	128%	118,401	19,324	346%
EBSCO	661	524	163%	1,743	1,062	103%	6,483	1,627	272%
PROQUEST	581	240	34%	780	340	42%	958	514	23%
NEWSBANK	420	438	318%	1,754	2,847	550%	Database discontinued		
OPPOS.VPT.	10,811	2,813	189%	31,284	10,066	258%	Database discontinued		
SIRS	779	514	339%	3,420	1,110	116%	3,597	1,572	5% ***
GROLIER	677	2,130	49%	1,011	3,886	82%	2,799	1,538	177%
<b>TOTALS</b>	<b>27,755</b>	<b>18,384</b>	<b>140%</b>	<b>66,554</b>	<b>45,998</b>	<b>150%</b>	<b>132,238</b>	<b>24,575</b>	<b>99%</b>

\*The FY05 figures are through March, 2005.

\*\*The FY 08/09 figures are through May, 2009.

\*\*\*Database discontinued December, 2008.

Based on these statistics, the library's emphasis on providing online resources and working with faculty to increase utilization within curricula has produced astounding growth for electronic resources. Redesigning the public webpage has played a major part in enabling students to access these resources at their convenience. Purchase of additional e-Books and online databases for journals and newspapers has provided students with 24/7 accessible resources and materials.

### **ACTION PLAN OBJECTIVES**

Surveys administered throughout the 2004-2005 academic year to information literacy instruction classes with a 100% response indicate that the majority of students benefit from such instruction. An overall satisfaction with the length of instructional session and hands-on searching, coupled with an increased sense of skills, indicate that information literacy instruction is meeting its goal of educating students about library resources. Follow up surveys, distributed to the same classes following the completion or assignments or research indicate that the majority of students feel comfortable using the electronics resources, interact positively with library staff, and feel confident that the skills they have learned have improved their ability to plan, carry out and use research. Analysis of survey responses reveals that our commitment to service and education has been very effective. There is still room for improvement. The staff has developed the following action plan objectives to continue the Library's mission of improving access to resources for all students:

- ◆ Continue the strong commitment to service
- ◆ Continue faculty/LRC collaboration efforts  
FY08/09: These efforts continue through requests for instruction from faculty, gearing instruction toward stated outcomes. In addition, new faculty has made recommendations for print and audiovisual purchases, which have enhanced the collection and increased circulation.
- ◆ Continue development of online resources and databases  
FY 08/09: Online resources and databases have seen both an upswing and a downturn in the past five years. Six databases added by PASCAL were subsequently removed due to state funding cuts. The remaining databases, however, continue to show strong usage and are the primary content of information literacy instruction.
- ◆ Continue to improve the public webpage access  
FY 08/09: The College website was updated in May, 2009. The Library's webpage is on schedule for an update, which will be added to the new webpage when complete.
- ◆ Develop online library orientation modules for WebCT courses  
FY 08/09: WebCT courses have been migrated to Campus Cruiser; development of online modules has been postponed due to a reduction in staff.

## Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

- ◆ Improve efforts to develop community partnerships through implementation of a community cultural offerings program  
FY 08/09: This action plan was assigned to the Dean of the Learning Resource Center; the position has been eliminated.
- ◆ Stay abreast of upcoming trends in distance education
- ◆ Continue to professional development opportunities for LRC staff members.
- ◆ The Library Director will serve on program review teams, working with academic deans and program coordinators as part of a revised program review process.

Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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**INSTITUTIONAL EFFECTIVENESS TABLES**

**Programs Eligible for Accreditation and Programs Accredited**

*Applicable to four- and two-year institutions*

**Due August 3, 2009**

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>.

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

**Institution:**

Orangeburg-Calhoun Technical College
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## 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](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)	
<b>American Assembly of Collegiate Schools of Business - International Association for Management Education</b>	<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						
<b>ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.</b>						
<b>Engineering (ENG)</b> -Baccalaureate and master's level programs in engineering						
<b>Engineering-related (ENGR)</b> – Engineering related programs at the baccalaureate level						
<b>Engineering Technology (ENGT)</b> – Associate and baccalaureate degree programs in engineering technology	<b>X</b>	<b>X</b>	<b>1992</b>			
<b>ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION</b>						
<b>Health Services Administration (HSA)</b> Graduate programs						
<b>ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS</b>						
<b>Journalism and Mass Communication (JOUR)</b> - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
<b>ACCREDITATION REVIEW COMMISSION ON EDUCATION for the PHYSICIAN ASSISTANT (ARC - PA)</b>						
<b>Physician Assistant</b>						
<b>AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY</b>						
<b>Marriage and Family Therapy (MFTC)</b> - Clinical training programs						

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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)	
<b>Marriage and Family Therapy (MFTD) -</b> Graduate degree programs						
<b>AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)</b>						
<b>Home Economics - Baccalaureate programs</b>						
<b>AMERICAN ASSOCIATION OF NURSE ANESTHETISTS</b>						
<b>Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools</b>						
<b>AMERICAN BAR ASSOCIATION</b>						
<b>Law (LAW) - Professional schools</b>						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
<b>Funeral Service Education (FUSER)</b> Independent schools and collegiate departments						
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
<b>Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program</b>						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
<b>Construction Education (CONST) - Baccalaureate degree programs</b>						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						
<b>Pharmacy (PHAR) - Professional degree programs</b>						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
<b>Counseling - Masters and Doctoral level programs</b>						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
<b>Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management</b>						
<b>AMERICAN DENTAL ASSOCIATION</b>						
<b>Dental Assisting (DA)</b>						
<b>Dental Hygiene (DH)</b>						
<b>Dental Laboratory Technology (DT)</b>						
<b>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</b>						
<b>AMERICAN DIETETIC ASSOCIATION, THE</b>						

**Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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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)	
<b>Dietetics (DIET)</b> - Coordinated undergraduate programs						
<b>Dietetics (DIETI)</b> - Post baccalaureate internship programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
<b>Librarianship (LIB)</b> - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
<b>Medicine (MED)</b> - Programs leading to the M.D. M.D. degree						
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
<b>Occupational Therapist (OT)</b>						
<b>Occupational Therapy Assistant (OTA)</b>						
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						
<b>Physical Therapy (PTAA)</b> - Programs for the physical therapist assistant						
<b>Physical Therapy (PTA)</b> - Professional programs for the physical therapist						
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>						
<b>Clinical Psychology (CLPSY)</b> - Doctoral programs						
<b>Counseling Psychology (COPSY)</b> - Doctoral programs						
<b>Professional Psychology (IPSY)</b> - Predoctoral internship programs						
<b>Professional/Scientific Psychology (PSPSY)</b> - Doctoral programs						
<b>School Psychology (SCPSY)B</b> - Doctoral programs						
<b>AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS</b>						
<b>Landscape Architecture (LSAR)</b> - Baccalaureate and master's programs leading to the first professional degree						
<b>AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>						
<b>Audiology (AUD)</b> - Graduate degree programs						
<b>Speech-Language Pathology (SP)</b> - Graduate degree programs						
<b>AMERICAN VETERINARY MEDICAL ASSOCIATION</b>						5/1998
<b>Veterinary Medicine</b> - Programs leading to a D.V.M. or D.M.V. degree						5/1998

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<b>Veterinary Technology</b> – Programs leading to the Associate’s degree						
<b>ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS</b>	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
<b>Business (BUAD)</b> - Associate degree programs in business and business-related fields						
<b>Business (BUBD)</b> - Baccalaureate degree programs in business and business-related fields	<b>X(4)</b>	<b>X(4)</b>				
<b>Business (BUMD)</b> - Master degree programs in business and business-related fields						
<b>COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS</b>						
<b>Cytotechnologist (CYTO)</b>						
<b>Diagnostic Medical Sonographer (DMS)</b>						
<b>Electroneurodiagnostic Technologist (ENDT)</b>						
<b>Emergency Medical Technician-Paramedic (EMTP)</b>						
<b>Histologic Technician/Technologist (HT)</b>						
<b>Joint Review Committee - Athletic Training (JRC-AT)</b>						11/1999
<b>Medical Assistant (MA)</b>	<b>X</b>	<b>X</b>				
<b>Medical Records Administrator (MRA)</b>						
<b>Ophthalmic Medical Assistant (OMA)</b>						
<b>Perfusionist (PERF)</b>						
<b>Physician Assistant (PA)</b> - Assistant to the primary care physician						
<b>Respiratory Therapist (REST)</b>	<b>X</b>	<b>X</b>				
<b>Respiratory Therapy Technician (RESTT)</b>						
<b>Specialist in Blood Bank Technology (SBBT)</b>						
<b>Surgeon's Assistant (SA)</b>						
<b>Surgical Technologist (ST)</b>						
<b>COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)</b>						11/1999
<b>Nursing</b> - Baccalaureate-degree nursing education programs						11/1999
<b>Nursing</b> - Graduate-degree nursing education programs						11/1999
<b>COMMISSION ON OPTICIANRY ACCREDITATION</b>						
<b>Opticianry (OPLT)</b> - 1-year programs for the ophthalmic laboratory technician						
<b>Opticianry (OPD)</b> - 2-year programs for the ophthalmic dispenser						

**Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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<b>COMPUTING SCIENCE ACCREDITATION BOARD, INC.</b>						
<b>Computer Science (COMP)</b> - Baccalaureate programs in computer science						
<b>COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)</b>						5/1998
<b>Masters degree</b> programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and <b>Doctoral-level</b> programs in counselor education and supervision.						5/1998
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
<b>Community Health Education (CHE)</b> - Graduate programs offered outside schools of public health						
<b>Community Health/Preventative Medicine (CHPM)</b> - Graduate programs offered outside schools of public health						
<b>Public Health (PH)</b> - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
<b>Rehabilitation Counseling</b>						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
<b>Social Work (SW)</b> - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
<b>Interior Design (FIDER)</b> - 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						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
<b>Radiologic Technology (RAD)</b> - Programs for radiographers (Diploma, associate, baccalaureate programs)						
<b>Radiologic Technology (RADTT)</b> - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						

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			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>Nuclear Medicine Technologist (NMT) -</b> Programs for the nuclear medicine technologist						
<b>MONTESSORI ACCREDITING COUNCIL for TEACHER EDUCATION (MACTE)</b>						
Montessori Teacher Education Programs.						
<b>NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES</b>						
<b>Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program</b>	<b>X</b>	<b>X</b>				
<b>Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree</b>						
<b>Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)</b>						
<b>NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES</b>						
<b>Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts &amp; sciences</b>						
<b>NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.</b>						
<b>Architecture (ARCH) - first professional degree programs</b>						
<b>NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY</b>						
<b>Industrial Technology (INDT) - Baccalaureate degree programs</b>						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>						
<b>Art &amp; Design (ART) - Degree-granting schools and departments and nondegree-granting schools</b>						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF DANCE</b>						
<b>Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs</b>						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>						
<b>Music (MUS) - Baccalaureate and graduate degree programs</b>						
<b>Music (MUSA) - Community and junior college programs</b>						
<b>Music (MUSN) – Nondegree programs</b>						

**Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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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)	
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>						
<b>Masters of Public Administraton (MPA)</b>						7/2002
<b>NATIONAL ASSOCIATION OF SCHOOLS OF THEATER</b>						
<b>Theater (THEA)</b> - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>						
<b>Teacher Education (TED)</b> - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
<b>NATIONAL LEAGUE FOR NURSING, INC</b>						
<b>Nursing (PNUR)</b> - Practical nursing programs	<b>X</b>	<b>X</b>				
<b>Nursing (ADNUR)</b> - Associate degree programs	<b>X</b>	<b>X</b>				
<b>Nursing (DNUR)</b> – Diploma programs						
<b>Nursing (NUR)</b> - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
<b>Forestry (FOR)</b> - Programs leading to a bachelor's or higher first professional degree						

**Total**

\_\_\_\_11\_\_\_\_ \_\_\_\_11\_\_\_\_

*This information to be used for performance indicator 3D*

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

**INSTITUTION:**

Orangeburg-Calhoun Technical College

**Courses Taught by Faculty**

*APPLICABLE FOR FOUR- AND TWO-YEAR INSTITUTIONS – REPORTED FOR FALL 2008*

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 2008*

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 2008 IPEDS ENROLLMENT FORMS.

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

# Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for 2009

**INSTITUTION:**

Orangeburg-Calhoun 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				
<b>PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE</b>				
<b>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (K-6)</b>				
<b>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (5-9)</b>				
<b>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (7-12)</b>				
<b>PRAXIS SERIES II: SPECIALTY AREA TESTS</b>				

**Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of 1<sup>st</sup> Time Examinees</b>	<b># of 1<sup>st</sup> Time Examinees who Passed</b>	<b>% 1<sup>st</sup> Time Examinees Passing</b>
<b>RESEARCH SECTOR</b>					
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)					
<b>NATIONAL CERTIFICATION CORPORATION FOR THE OBSTETRIC, GYNECOLOGICAL AND NEONATAL NURSING SPECIALTIES: NEONATAL NURSE PRACTITIONER EXAM.</b>					
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					
<b>NATIONAL COUNCIL LICENSURE EXAM. - REGISTERED NURSE (BSN)</b>					
<b>REGIONAL SECTOR</b>					
Council Licensure Exam-Registered Nurse (ADN)					
Technical Sector					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					

**Orangeburg-Calhoun Technical College Institutional Effectiveness Summary Report for  
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Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Medical Assistant Exam.	10/24/08	11	11	10	91%
<b>CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)</b>					
<b>CLINICAL LABORATORY TECHNICIAN, NCA</b>					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP	10/24/08	7	7	7	100
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	07/01/08 09/30/08	36	36	32	89%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	06/09/08	46	46	42	91.3%
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)	05/16/08 11/07/08 01/08/09	25	25	20	80%
Radiography Exam., ARRT	10/24/08	19	19	19	100%
Registered Health Information Technician Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	10/24/08	20	20	8	40%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	10/24/08	20	20	18	90%
<b>SRTA REGIONAL EXAM. FOR DENTAL HYGIENISTS</b>					
<b>SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION</b>					
Veterinary Technician National Examination					
<b>VETERINARY TECHNICIAN STATE EXAM (RULES &amp; REGULATIONS)</b>					