

# SCSL Digital Collections

## 2009 Institutional Effectiveness Report

Item Type	Text
Publisher	South Carolina State Library
Rights	Copyright status undetermined. For more information contact, South Carolina State Library, 1500 Senate Street, Columbia, South Carolina 29201.
Download date	2024-11-07 12:54:47
Link to Item	<a href="http://hdl.handle.net/10827/24075">http://hdl.handle.net/10827/24075</a>



---

## 2009 INSTITUTIONAL EFFECTIVENESS REPORT

---

Office of Planning and Research  
August 3, 2009

## 2009 IE REPORT TRANSMITTAL FORM

This form must be completed and returned with your data tables and summary report by August 3, 2009

Fill in boxes and submit electronically with IE Report data

Name of person submitting information:

The information included in the attached reports is current and correct to the best of my knowledge.

Title:

Institution:

Phone:  Fax:

Email:

Institutional web address of Mission Statement:

Date approved by Board of Trustees or Area Commission:

Date approved by Commission on Higher Education:

Institutional web address of Summary Report:

Institutional web address of Title II Report: (Four-year institutions only)

### Check list of IE Reports due August 3, 2009

- X Summary Report (Posted on website and electronic copy to CHE)
- X Accreditation Table
- NA Sponsored Research Table
- X Professional Examinations Table
- X Alumni/Placement Survey Summary Reports

Date Submitted:

Submit electronically to: **Sandra Carr – scarr@che.sc.gov**

Should you have trouble with electronic submission, you can mail a hard copy to:

Sandra Carr, SC Commission on Higher Education  
1333 Main St., Suite 200, Columbia, SC 29201  
Phone: 803-737-2274 Fax: 803-737-2297



This report documents improvements made through the comprehensive assessment system at Aiken Technical College. It is submitted to the South Carolina Commission on Higher Education (CHE) and the state legislature in compliance with South Carolina Act 255 of 1992 and Act 629 of 1996.

Aiken Technical College is a public, open-door, two-year, comprehensive institution of higher education established to provide citizens of greater Aiken County opportunities for educational, economic, professional, social and personal development. The College educates and trains students to provide an effective work force to support economic growth and community development through its focus on teaching and service. Aiken Technical College's core values define the College and provide the environment for all decisions and actions. These core values are:

- **Education** - Education is the key to individual, community, and economic development in a complex technological society.
- **Commitment to Students** - Students deserve the finest instruction, resources and services to enhance their growth and development.
- **Excellence** - The College promotes excellence in personnel, programs and work environment while encouraging integrity, accountability and respect for individuals.
- **Community** - Partnerships that develop solutions to community challenges are important to economic vitality and quality of life.
- **Diversity** - Respect for diversity is an important part of the educational process.

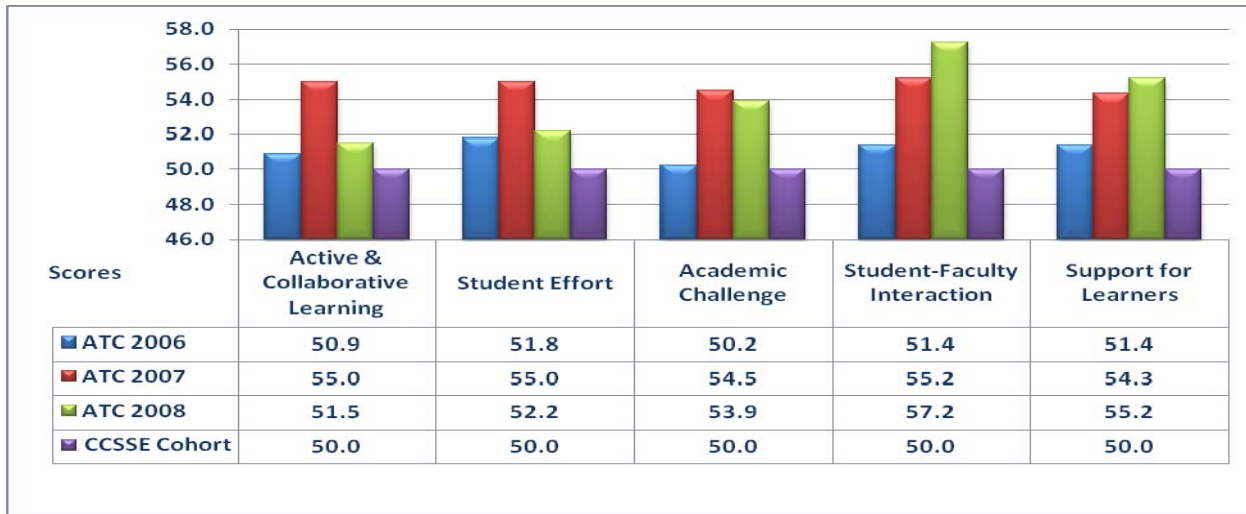
## STUDENT ASSESSMENT

One measure used to evaluate the institution's commitment to students is the Community College Survey of Student Engagement (CCSSE). The Community College Survey of Student Engagement (CCSSE) is a tool that helps us be intentional about assessing our educational practice and improving student outcomes. The CCSSE survey is administered directly to community college students during class sessions; asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention; and uses a sampling methodology that is consistent across all participating colleges. More than 343,378 community college students from 585 community and technical colleges in 48 states, plus British Columbia, Nova Scotia and the Marshall Islands were included in the 2008 CCSSE sample.

CCSSE calculates benchmark scores using groupings of conceptually-related items. Scores are standardized around a mean of 50, with a standard deviation of 25. Generally speaking, institutional benchmark scores above or below 50 indicate where the college is performing. There are five specific areas that CCSSE analyzes in order to develop benchmarks:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge

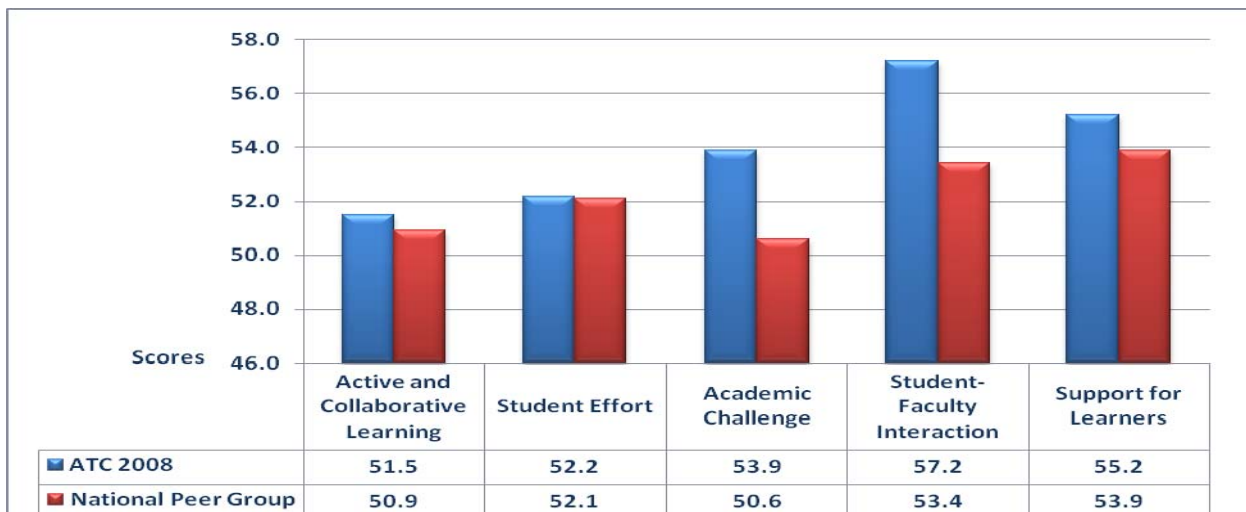
- Student-Faculty Interaction
- Support for Learners



Results from the 2006, 2007, and 2008 CCSSE survey indicate that Aiken Technical College continues to rank above the CCSSE cohort in each of the five benchmarks. While the institution saw a slight drop in 2008 within the areas of Active and Collaborative Learning, Student Effort, and Academic Challenge; there were increases in Student-Faculty Interaction and Support for Learners.

The following national peers completed the CCSSE in 2008 and are included in the benchmark comparison:

- National Park Community College (AR)
- Bainbridge College (GA)
- Coastal Georgia Community College (GA)
- Darton College (GA)
- Middle Georgia College (GA)
- John Wood Community College (IL)
- Cleveland Community College (NC)
- Wilkes Community College (NC)



Aiken Technical College in the 2008 CCSSE exceeds our national peer group institutions among each of the five benchmarks.

## FACULTY ASSESSMENT

In 2008, the Community College Faculty Survey of Student Engagement (CCFSSE) was administered to 50 Aiken Technical College faculty (36 full-time and 14 part-time). CCFSSE Elicits information from faculty about their teaching practices, the ways they spend their professional time both in and out of class, and their perceptions regarding students' educational experiences. One of the reasons that Aiken Technical College decided to use this tool was because it is aligned with CCSSE to allow colleges to contrast student and faculty perceptions. The college achieved the following results from CCFSSE and CCSSE administration:

### Question 1: In your experience during the current school year, about how often have you done each of the following? (Often or Very Often)

Item	2006 Students	2006 Faculty	2008 Students	2008 Faculty	CCFSSE Cohort
Came to class unprepared	13%	50%	11%	46%	38%
Received prompt feedback on performance	56%	89%	62%	94%	93%
Discussed grades or assignments w/instructor	47%	76%	53%	74%	71%
Prepared 2 or more drafts of a paper	51%	22%	48%	18%	22%
Discussed ideas with others outside of class	53%	14%	53%	35%	28%
Used internet/IM for assignment	69%	47%	68%	54%	50%

### Question 2: During the current school year, how much has your coursework emphasized the following mental activities? (Quite a Bit or Very Much)

Item	2006 Students	2006 Faculty	2008 Students	2008 Faculty	CCFSSE Cohort
Synthesizing and organizing ideas, information, or experiences in new ways	56%	75%	63%	74%	78%
Analyzing the basic elements of an idea, experience, or theory	62%	80%	64%	74%	81%
Making judgments about the value or soundness of information, arguments, or methods	47%	60%	55%	54%	64%
Applying theories or concepts to practical problems or in new situations	53%	63%	60%	74%	75%

**Question 3: How much does Aiken Technical College emphasize each of the following? (Quite a Bit or Very Much)**

Item	2006 Students	2006 Faculty	2008 Students	2008 Faculty	CCFSSE Cohort
Encouraging you to spend significant amounts of time studying	71%	49%	76%	60%	63%
Providing financial support you need to afford your education	48%	73%	54%	76%	74%
Helping you cope with non-academic responsibilities (work, family, etc.)	22%	40%	29%	38%	49%

**Question 4: How much has YOUR EXPERIENCE at AIKEN TECHNICAL COLLEGE contributed to your knowledge, skills, and personal development in the following areas? (Quite a Bit or Very Much)**

Item	2006 Students	2006 Faculty	2008 Students	2008 Faculty	CCFSSE Cohort
Acquiring a broad general education	70%	62%	74%	66%	74%
Acquiring job/work-related knowledge/skills	62%	80%	66%	76%	72%
Writing clearly and effectively	58%	41%	57%	42%	52%
Speaking clearly and effectively	60%	43%	55%	47%	51%
Thinking critically and analytically	70%	80%	77%	74%	85%
Solving numerical problems	58%	29%	65%	40%	33%
Using computing and information technology	65%	52%	70%	74%	55%
Working effectively with others	60%	45%	67%	54%	64%
Understanding people of other race/ethnicity	39%	40%	50%	36%	45%

Aiken Technical College is utilizing the results of the CCSSE and CCFSSSE Surveys to consider the college's performance in terms of the college's mission, institutional focus, resources and student characteristics. Aiken Technical College is committed to reviewing the College's practices through assessment surveys that it administers. The surveys include the Three-Year Alumni Follow-Up Survey, the Graduate Survey, the New Student Survey, Student Evaluation of Course of Instructor Survey, and Library Survey.

## LIBRARY SURVEY ASSESSMENT

<b>2009 Library User Survey</b>	<b>Spring 2009</b>	
<b>Total Respondents</b>	<b>571</b>	
<b>Library Users</b>	<b>412</b>	
<b>Library Users %</b>	<b>72.3%</b>	
<b>Awareness of Library Services</b>	<b>Library Services</b>	<b>(N = 412)</b>
	<b>Access to online library catalog</b>	<b>82.5%</b>
	<b>Inter-Library Loan</b>	<b>34.7%</b>
	<b>Borrowing agreement with the USCA Library (check-out privileges at USC-Aiken)</b>	<b>46.6%</b>
	<b>OFF Campus access to library catalog, online article databases, and/or E-Books</b>	<b>65.5%</b>
	<b>PASCAL delivers (book request service from SC academic libraries)</b>	<b>35.3%</b>
<b>Best way to inform students of Library Services</b>	<b>Informing Students</b>	<b>(N = 375)</b>
	<b>Library Instruction Session</b>	<b>11.7%</b>
	<b>College/Library Website</b>	<b>23.7%</b>
	<b>Information in Registration Packets</b>	<b>4.5%</b>
	<b>Library Brochures</b>	<b>6.4%</b>
	<b>Aiken Technical College Student email account</b>	<b>53.6%</b>
<b>Library Hours</b>	<b>Responses</b>	<b>(N = 408)</b>
	<b>Library hours are Adequate.</b>	<b>87.5%</b>
	<b>Library hours are NOT Adequate.</b>	<b>12.5%</b>
<b>Times Library is Used (multiple responses)</b>	<b>Times</b>	<b>(N = 223)</b>
	<b>8 a.m. to 10 a.m.</b>	<b>12.1%</b>
	<b>10 a.m. to Noon</b>	<b>27.8%</b>
	<b>Noon to 3 p.m.</b>	<b>33.2%</b>
	<b>3 to 6 p.m.</b>	<b>11.7%</b>
	<b>6 to 9 p.m.</b>	<b>12.6%</b>
	<b>Saturday, 8 a.m. to Noon</b>	<b>12.6%</b>
	<b>Other</b>	<b>2.6%</b>
<b>Days Library is Used (multiple responses)</b>	<b>Days of the Week</b>	<b>(N = 837)</b>
	<b>Monday</b>	<b>15.4%</b>
	<b>Tuesday</b>	<b>26.5%</b>
	<b>Wednesday</b>	<b>25.7%</b>
	<b>Thursday</b>	<b>23.7%</b>
	<b>Friday</b>	<b>5.9%</b>



	Saturday	2.9%
<b>Use of Library (multiple responses)</b>	<b>Use of Library</b>	<b>(N = 582 )</b>
	Check out books	15.8%
	Study	41.6%
	Read magazines/newspapers	1.0%
	Use the computers	37.1%
	Library Research	1.3%
	Use the copier	2.5%
	View a video	1.0%
	Use library reserve materials	0.0%
<b>Satisfaction Scores</b>	<b>Scale: Very Satisfied (1), Satisfied (2), Somewhat Satisfied (3), Somewhat dissatisfied (4), Dissatisfied (5), Very Dissatisfied (6)</b>	
<b>Library Materials</b>	<b>Library's collection in your major program of study or specialty</b>	<b>2.33</b>
	<b>Quality of resources to meet your overall needs.</b>	<b>2.21</b>
	<b>Variety of Resources that meet your overall needs.</b>	<b>2.22</b>
<b>Library Services</b>	<b>Circulation (borrowing/returning books)</b>	<b>2.02</b>
	<b>Online library catalog used for finding books</b>	<b>2.17</b>
	<b>Periodical collections (magazines/newspapers)</b>	<b>2.17</b>
	<b>Online Databases (e.g. Infotrac Ebscohost etc.)</b>	<b>2.12</b>
	<b>Interlibrary Loan (services to request materials from other libraries).</b>	<b>2.21</b>
	<b>Reference Assistance</b>	<b>2.14</b>
	<b>Handouts/Brochures</b>	<b>2.18</b>
<b>Library Facilities and Equipment</b>	<b>Temperature</b>	<b>2.16</b>
	<b>Lighting</b>	<b>1.84</b>
	<b>Noise Level</b>	<b>2.14</b>
	<b>Work Space</b>	<b>2.15</b>
	<b>Library Organization of Space</b>	<b>1.97</b>
	<b>Study/Video Viewing Rooms</b>	<b>2.09</b>
	<b>Computers</b>	<b>2.46</b>
	<b>Software Available</b>	<b>2.18</b>
	<b>Copiers</b>	<b>2.08</b>
<b>Library Orientation/Instruction</b>	<b>Usefulness of information provided</b>	<b>2.03</b>
	<b>Overall Orientation/Instruction</b>	<b>2.11</b>
<b>Library's Staff</b>	<b>Willingness to help you</b>	<b>2.06</b>
	<b>Expertise/Knowledge</b>	<b>2.08</b>
	<b>Timeliness in responding to your needs</b>	<b>2.03</b>

<b>Programs of Library Users</b>	<b>Academic Programs</b>	<b>(N = 395)</b>
	<b>Accounting</b>	<b>1.3%</b>
	<b>Allied Health</b>	<b>1.0%</b>
	<b>Associate in Science</b>	<b>6.5%</b>
	<b>Associate of Arts</b>	<b>5.0%</b>
	<b>Automotive</b>	<b>1.5%</b>
	<b>Business</b>	<b>8.3%</b>
	<b>Computer Technology</b>	<b>4.3%</b>
	<b>Criminal Justice</b>	<b>5.3%</b>
	<b>Dental</b>	<b>5.3%</b>
	<b>Electronics</b>	<b>3.0%</b>
	<b>General Studies</b>	<b>6.3%</b>
	<b>Human Services</b>	<b>6.8%</b>
	<b>Industrial Tech.</b>	<b>3.8%</b>
	<b>Medical Assistant</b>	<b>2.3%</b>
	<b>Medical Coding</b>	<b>3.0%</b>
	<b>Multimedia/Marketing</b>	<b>1.8%</b>
	<b>Nursing</b>	<b>11.5%</b>
	<b>Office Systems Tech.</b>	<b>2.3%</b>
	<b>Paralegal</b>	<b>2.0%</b>
	<b>Physical Therapy Assistant</b>	<b>3.3%</b>
	<b>Pre-allied Health</b>	<b>0.5%</b>
	<b>Pre-Pharmacy Tech</b>	<b>0.3%</b>
	<b>Psychology</b>	<b>0.5%</b>
	<b>Radiology</b>	<b>4.5%</b>
	<b>Science</b>	<b>0.3%</b>
<b>Sociology</b>	<b>0.3%</b>	
<b>Surgical Tech.</b>	<b>4.3%</b>	
<b>Transfer</b>	<b>4.3%</b>	
<b>Undecided</b>	<b>1.3%</b>	

## **MAJORS AND CONCENTRATIONS- ASSESSMENT ACTIVITIES**

Assessment activities have been ongoing in Aiken Technical College academic programs over many years. However, during the 2008-09 academic year, Aiken Technical College faculty and administration implemented a comprehensive outcomes-based assessment program. Faculty workshops were devoted to this task and the Dean of Teaching and Learning Excellence lead the redesign and implemented a comprehensive assessment of the program- and course-level student learning outcomes.

The assessment process includes the following characteristics and activities:

- Each program has a mission statement that follows from the Aiken Technical College mission statement.
- The assessment program has a continuous cyclic timeline from January to December.
- The faculty has ownership and responsibility of the student assessment.
- Each program has an assessment plan, which includes program goals and assessments and program learning outcomes which are further delineated into course learning outcomes and assessments.
- Aiken Technical College Core Educational Outcomes are assessed in three ways: (1) within appropriate program courses, (2) in the general education courses, and (3) with the MAPP (Measure of Academic Proficiency and Progress) test which is administered in the capstone course.
- Each syllabus includes course learning outcomes, appropriate Core Educational Outcomes, and assessment methods.
- Each program has a capstone course.
- Multiple assessment strategies including direct and indirect methods are used.
- Assessment results, conclusions based on the results and recommendations for improvement are recorded as faculty progress through their annual program assessment plan.
- Recommendations and conclusions derived from the assessment are used to improve instruction, courses, programs, and future program assessment plans. Additionally, recommendations that may require more substantial planning and or assistance are recommended for inclusion in the College's annual planning process and budget requests.

The College has developed a conceptual framework for academic program assessment. Each academic degree program has a plan for assessment of student learning outcomes achievement at the course and program level. The Aiken Technical College Core Educational Outcomes are embedded in program courses where appropriate, and each program contains general education outcomes that are inclusive of the seven Aiken Technical College Core Educational Outcomes. The assessment results are analyzed and used for making changes that will improve student learning, program curriculum, instruction, course content, general education, Aiken Technical College annual planning and budgeting.

The purpose of the program assessment process at Aiken Technical College is to engage students in assessing and improving their learning and to determine how well the College is fulfilling its mission of providing opportunities for educational, economic, professional, social, and personal development. The objectives of the Aiken Technical College Program Assessment include the following:

- Increase students awareness of their own learning,
- Increase student achievement of learning outcomes,
- Provide another avenue for faculty to self-assess their teaching and improve instruction,
- Use the analysis of student learning outcomes to assist in design of new courses and revision of current courses,
- Define student learning outcomes to help programs determine in which courses each outcome is addressed, where unplanned redundancy and overlap occur, and where gaps are present,
- Improve academic programs,
- Clarify student expectations for learning outcomes and establish criteria for success and grading,
- Improve student advising on course or major selection based on publicized learning outcomes, and
- Improve promotional materials.

## ACADEMIC PROGRAM REVIEW: THREE-YEAR CYCLE

PROGRAM	2009-10	2010-11	2011-12
<b>HEALTH SCIENCES</b>			
AD – Nursing	X		
AD – Radiologic Technology	X		
DP – Exp. Duty Dental Assisting	X		
DP – Surgical Technology	X		
DP – Practical Nursing	X		
CT – Medical Coding	X		
CT – Medical Assisting	X		
CT – Pharmacy Tech	X		
<b>UNIVERSITY TRANSFER</b>			
AD – Associate in Arts		X	
AD – Associate in Science		X	
CT – General Studies		X	
<b>ENGINEERING TECHNOLOGY</b>			
AD – Electronics <ul style="list-style-type: none"> <li>• CT – Basic Electronics</li> <li>• CT – Computer Electronics</li> </ul>			X
<b>INDUSTRIAL TECHNOLOGY</b>			
AD – Industrial Maintenance <ul style="list-style-type: none"> <li>• CT – Electrical/Maintenance</li> </ul>			X
AD – Radiation Protection Technology <ul style="list-style-type: none"> <li>• CT – Radiological Control Technology</li> </ul>			X
AOT – General Technology			X
AOT – Automotive Technology <ul style="list-style-type: none"> <li>• CT – Automotive Drive Train</li> <li>• CT – Automotive Engine Performance and Repair</li> <li>• CT – Automotive Heating and Air Conditioning</li> <li>• CT – Brakes, Steering, and Suspension</li> </ul>		X	
AOT – Engineering Graphics <ul style="list-style-type: none"> <li>• CT – Computer Aided Design</li> </ul>			X
Machine Tool Technology <ul style="list-style-type: none"> <li>• CT – Machine Tool</li> <li>• CT – Computerized Numerical Control (CNC)</li> </ul>		X	

Welding <ul style="list-style-type: none"> <li>CT – Basic Welding Level I</li> <li>CT – Advanced Welding</li> </ul>			X
Air Conditioning/Refrigeration <ul style="list-style-type: none"> <li>CT – Basic Air Conditioning/Refrigeration</li> <li>CT – Advanced Air Conditioning/Refrigeration</li> </ul>		X	
<b>COMPUTER TECHNOLOGY</b>			
AD – Computer Technology <ul style="list-style-type: none"> <li>AD – Networking Emphasis</li> <li>AD – Programming Emphasis</li> <li>CT – Computer Applications</li> <li>CT – Computer Game Design</li> <li>CT – Internet Programming</li> <li>CT – Computer Networking</li> <li>CT – Web Page Design</li> </ul>			X
AOT – Multimedia and Marketing <ul style="list-style-type: none"> <li>CT – Basic Multimedia</li> </ul>		X	
<b>BUSINESS TECHNOLOGY</b>			
AD – Management <ul style="list-style-type: none"> <li>CT – Small Business Management</li> <li>CT – Basic Business</li> <li>CT – Business Transfer</li> </ul>		X	
AD – Marketing <ul style="list-style-type: none"> <li>CT – Marketing Specialist</li> </ul>		X	
AD – Accounting <ul style="list-style-type: none"> <li>CT – General Accounting</li> </ul>		X	
AD – Administrative Office Technology <ul style="list-style-type: none"> <li>CT – Medical Administrative Assistant</li> <li>CT – Office Support Assistant</li> </ul>		X	
<b>PUBLIC SERVICE</b>			
AD – Early Childhood			X
AD – Human Services		X	
AD – Criminal Justice			X

**INSTITUTIONAL ALUMNI SURVEYS - Summary**

**Name of Institution:** \_\_\_\_\_

**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://www.atc.edu/p721.aspx>

How many students were surveyed? 655

How many students responded? 18 Response Rate: 2.7%

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

**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	18	100.0%	5	27.8%	6	33.3%	4	22.2%	0	0.0%	1	5.6%	2	11.1%
1.2 INSTRUCTION in the major	16	88.9%	4	25.0%	6	37.5%	3	18.8%	2	12.5%	1	6.3%	0	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	15	83.3%	3	20.0%	7	46.7%	5	33.3%	0	0.0%	0	0.0%	0	0.0%
1.4 INSTRUCTION in general education	16	88.9%	3	18.8%	7	43.8%	6	37.5%	0	0.0%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	17	94.4%	2	11.8%	10	58.8%	4	23.5%	1	5.9%	0	0.0%	0	0.0%

**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	18	100.0%	2	11.1%	2	11.1%	7	38.9%	2	11.1%	5	27.8%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	18	100.0%	5	27.8%	2	11.1%	2	11.1%	6	33.3%	3	16.7%
2.3 Professional or service organizations	18	100.0%	3	16.7%	4	22.2%	3	16.7%	4	22.2%	4	22.2%
2.4 Volunteer, public or community service	18	100.0%	1	5.6%	3	16.7%	3	16.7%	8	44.4%	3	16.7%
2.5 Social/recreational organization	18	100.0%	1	5.6%	1	5.6%	5	27.8%	4	22.2%	7	38.9%
2.6 Support or participation in the arts	18	100.0%	1	5.6%	4	22.2%	3	16.7%	4	22.2%	6	33.3%

**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	18	100.0%	2	11.1%	5	27.8%	4	22.2%	7	38.9%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	18	100.0%	3	16.7%	4	22.2%	5	27.8%	6	33.3%
3.3 Professional or service organizations	18	100.0%	4	22.2%	3	16.7%	4	22.2%	7	38.9%
3.4 Volunteer, public or community service	17	94.4%	1	5.9%	3	17.6%	5	29.4%	8	47.1%
3.5 Social/recreational organization	18	100.0%	1	5.6%	2	11.1%	7	38.9%	8	44.4%
3.6 Support or participation in the arts	18	100.0%	0	0.0%	3	16.7%	6	33.3%	9	50.0%
3A Aggregate	18	100.0%	10	55.6%	1	5.6%	2	11.1%	3	16.7%

**4. I have voted in \_\_\_ of the elections since leaving college.**

	Responses to Question		All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
	16	88.9%	0	0.0%	10	62.5%	1	6.3%	2	12.5%	3	18.8%

**PLACEMENT DATA ON GRADUATES - Summary**

<b>Name of Institution:</b>	Aiken Technical College		
<b>Academic Year Surveyed Students Graduated:</b>	2005-2006		
Section 59-103-350 (B)(6), (C)(4) of the SC Code of Law s, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement 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 column (D). (Individual percentages will be calculated automatically.)			
<b>The hyperlink for this report is:</b>	<a href="http://www.atc.edu/p721.aspx">http://www.atc.edu/p721.aspx</a>		
<b>How many graduates did you survey?</b>	655	<b>What percent of the graduating cohort does this represent?</b>	100%
<b>How many surveys were returned?</b>	18	<b>Survey response rate:</b>	2.8%
<b>Survey Based on (Place "X" in one):</b>	<input checked="" type="checkbox"/> Sample	<input type="checkbox"/> Total Group	

**1. How long did it take the students to obtain their first full-time job after graduation?**

	# of Responses	% of Total
a. Prior to leaving college	4	25.0%
b. Less than one month	0	-
c. 1 to 3 months	2	12.5%
d. 4 to 6 months	2	12.5%
e. 7 to 12 months	0	-
f. Over 12 months	1	6.3%
g. Have not obtained a full-time job	3	18.8%
h. Did not seek a full-time job	4	25.0%
<i>Total</i>	16	

**2. Indicate which single category best describes the student's current status.**

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	1	7.7%
b. Employed and continuing my education	1	7.7%
c. Employed full-time	9	69.2%
d. Employed part-time	0	-
e. Self-employed	0	-
f. Serving in Armed Forces	0	-
g. Caring for a home/family	2	15.4%
h. Unemployed, seeking work	0	-
i. Unemployed, not seeking work	0	-
j. Other	0	-
<i>Total</i>	13	

**3. Indicate the relationship between the student's college major their first full-time job after graduation.**

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	4	26.7%
b. Moderately related	4	26.7%
c. Slightly related	2	13.3%
d. Not related	1	6.7%
e. Not employed	4	26.7%
<i>Total</i>	15	

**4. Indicate the relationship between the student's college major and their full-time job.**

<i>Currently</i>	# of Responses	% of Total
a. Highly related	3	18.8%
b. Moderately related	6	37.5%
c. Slightly related	1	6.3%
d. Not related	2	12.5%
e. Not employed	4	25.0%
<i>Total</i>	16	

**5. Indicate the location of the student's first job after graduation.**

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	13	81.3%
b. Southeast, outside of South Carolina	0	-
c. Outside the Southeast	0	-
d. Not employed	3	18.8%
<i>Total</i>	16	

**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>.



**Institution:**

Aiken Technical College
-------------------------

Please type institution name in box.

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

These agencies and areas may also be found on the CHE's website at:  
[http://www.che.sc.gov/AcademicAffairs/Accrediting\\_Agencies\\_Recognized\\_by\\_CHE.htm](http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm)

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB <b>or</b> 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>						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X				
<b>ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION</b>						
Health Services Administration (HSA) Graduate programs						
<b>ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS</b>						
Journalism and Mass Communication (JOUR) - 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>						
Physician Assistant						
<b>AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY</b>						
Marriage and Family Therapy (MFTC) - Clinical						

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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Dietetics (DIETI) - Post baccalaureate internship programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
Librarianship (LIB) - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
<b>AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS</b>						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
<b>AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
<b>AMERICAN VETERINARY MEDICAL ASSOCIATION</b>						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
Veterinary Technology – Programs leading to the Associate's degree						
<b>ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS</b>	<i>An institution may be accredited by the ACBSP <b>or</b> the AACSB</i>					

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)	
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
<b>COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS</b>						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RETT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				
<b>COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)</b>						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
<b>COMMISSION ON OPTICIANRY ACCREDITATION</b>						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
<b>COMPUTING SCIENCE ACCREDITATION BOARD, INC.</b>						
Computer Science (COMP) - Baccalaureate programs in computer science						
<b>COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)</b>						5/1998

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)	
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
Rehabilitation Counseling						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
Social Work (SW) - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						
Nuclear Medicine Technologist (NMT) - 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>						

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)	
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
<b>NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES</b>						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
<b>NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.</b>						
Architecture (ARCH) - first professional degree programs						
<b>NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY</b>						
Industrial Technology (INDT) - Baccalaureate degree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF DANCE</b>						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>						
Masters of Public Administration (MPA)						7/2002
<b>NATIONAL ASSOCIATION OF SCHOOLS OF THEATER</b>						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>						
Teacher Education (TED) - 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>						
Nursing (PNUR) - Practical nursing programs						
Nursing (ADNUR) - Associate degree programs	X	X	2005			
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

**Total**

\_\_\_\_7\_\_\_\_ \_\_\_\_7\_\_\_\_

*THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D*

**Institution:**

Aiken 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.

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



**Institution:**

Aiken 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
<b>TEACHING AND RESEARCH SECTORS</b>				
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 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<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)					
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					
<b>TEACHING SECTOR</b>					
National Council Licensure Exam. - Registered Nurse (BSN)					
<b>REGIONAL SECTOR</b>					
Council Licensure Exam-Registered Nurse (ADN)					
<b>TECHNICAL SECTOR</b>					
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					

<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>
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	01/2008-03/2009	12	12	11	92%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	01/2008-03/2009	48	48	38	79%
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	01/2008-03/2009	11	11	10	91%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry					
SRTA Regional Exam. for Dental Hygienists					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					