



Orangeburg-Calhoun
Technical College

INSTITUTIONAL EFFECTIVENESS SUMMARY REPORT

AUGUST 1, 2006

Home Page: <http://www.octech.edu/octech/aboutus/accountability.asp>

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

Contact Person:
Cleve Wilson, Director of Academic Support and Accountability
Tele.-(803) 535-1419 Fax (803) 535-1388 email: wilsonc@octech.edu

Table of Contents

Introduction..... 3

General Education To be Reported in 2009

Major Areas of Concentrations

- Academic Advising..... 7
- Criminal Justice..... 10
- Medical Lab Office Assisting..... 10
- Medical Laboratory Technology..... 13
- Paralegal/Legal Assistant..... 19
- Radiologic Technology..... 23

Data Tables

- Programs Eligible for Accreditation and Programs Accredited..... 25
- Courses Previously Taught by Faculty (Reported by CHEMIS)..... 33
- Student Success in Developmental Courses..... 33
- Results of Professional Examinations..... 35

Student Success Rates

- Success of Students Transferring from Two to Four
Year Institutions..... 40

Orangeburg-Calhoun Technical College
Institutional Effectiveness Report
August 1, 2006

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.

The August 2006 Institutional Report covers Associate Degrees and Specializations for **the following** Academic Programs:

Majors/Concentrations

The August 2006 Institutional Effectiveness Report covers Associate Degrees and Specializations for the following areas:

- Academic Advising
- Criminal Justice
- Medical Lab Office Assisting
- Medical Laboratory Technology
- Paralegal/Legal Assistant
- Radiologic Technology

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
- Employer 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.

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			
Diploma Programs	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

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
Engineering Graphics Tech.		X				X				X
Academic Advising			X				X			
Student Development				X				X		

Majors/Concentrations

The August 2006 Institutional Effectiveness Report covers Associate Degrees and Specializations for the following areas:

- Academic Advising
- Criminal Justice
- Medical Lab Office Assisting
- Medical Laboratory Technology
- Paralegal/Legal Assistant
- Radiologic Technology

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
- Employer 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.

Academic Advising

The college established an advising office to assist faculty with advising. An Advising Manual and packet have been developed and used in divisional training sessions to ensure comprehensive and consistent advising. The College also uses technology tools for advisement and surveys are conducted to assess student and faculty satisfaction.

Orangeburg-Calhoun Technical College has comprehensive processes, policies, and procedures in place to effectively and efficiently deliver the highest level of quality academic advising. These processes, policies, and procedures are evaluated and improved on a continuous basis. The purpose of the academic advising process is to assist the student in planning his/her program of study so that all degree, diploma or certificate requirements can be satisfied.

The academic advisement process starts upon an individual's initial application and acceptance to the college. Students are assigned a faculty advisor who will help plan their entire course of study. The assigned faculty advisor is the student's key resource if the student wishes to change his/her schedule, drop a course, add a course, inquire about remaining courses in his/her program or make any changes in that program. The student will also utilize their faculty advisor in addressing any problems or issues that may arise in the student's academic career. If a problem or issue arises where the student advisor cannot help, the student will be referred to the appropriate personnel.

Academic policies are reviewed annually by the Deans, the Vice-president of Academic Affairs, the President, and the Area Commission for any recommended changes. Any recommended changes are presented to the Leadership Team for consideration and approval. The current policy was last reviewed on February 4, 2005.

The academic advisement continuous improvement process has been incorporated into the following institutional surveys and evaluations.

- Faculty/Staff Survey of College Services - Spring 2006
- Student Survey of College Services – Spring 2005
- Advising Center Student Survey - Summer 2005
- Advising Center Student Survey - Spring 2006
- Advisement Center Utilization Reports
- Asset & Compass Score Review – Spring 2006

Faculty/Staff Survey of College Services - 2006 Spring — Each semester, the Office of Planning and Institutional Effectiveness administers the Faculty/Staff Survey of College Services. In the spring of 2006, 42 advisees were surveyed with the following results:

Area Evaluated	Level of Satisfaction	Percentage
Are you satisfied with the Advisor Training in order to provide adequate advising services?	Strongly Agree or Agree	95%
Academic Counseling	Very Satisfied or Satisfied	92%
Student Services Counseling Staff confer with me when they are contacted by students who are having academic difficulties in my class.	Yes	73%
Reports from the Student Services division assist me in effectively serving students.	Yes	77%

The above figures show that faculty members were very satisfied with the level of Advisor and Academic Counseling training offered at the college. Areas for improvement in the upcoming academic year include increasing conferences and reporting among the counseling staff and advisors.

Student Survey of College Services (SACS – 05) — Each spring, the Office of Planning and Institutional Effectiveness administers the annual Student Survey of College Services to students. In the spring of 2005, 392 advisees were surveyed with the following results:

Area Evaluated	Level of Satisfaction	Percentage
Program requirements are provided by my academic advisor at each registration	Strongly Agree or Agree	92%
Have you used Web Advisor at OCtech?	Yes	63%
If you have used Web Advisor at OCtech, was it useful?	Yes	84%
Have you used Campus Cruiser at OCtech?	Yes	89%
If you have used Campus Cruiser at OCtech, was it useful?	Yes	90.2%

Based on the data above, the students agreed or strongly agreed that program requirements are provided by their academic advisors. The data also shows that technological advances such as Web Advisor and Campus Cruiser are highly utilized and rated as helpful among students surveyed.

Advising Center Student Survey (Summer 2005) — Each semester, the Student Services office administers an Advising Center Student Survey. In the summer of 2006, the Advising Center Student Survey produced the following results:

Area Evaluated	Level of Satisfaction	Percentage
Did you get advised properly for your classes?	Yes	100%
Did the Advisor inform you of classes you needed to take to accomplish your career goals?	Yes	100%
Do you feel that if the Advisor was not sure about a certain procedure, they checked with the proper person to make sure you were given the correct information?	Yes	87%
Please rate the overall level of service that you received in the Advising Center	Excellent or Good	97%

The above results indicate that 100% of the students surveyed felt that they were advised properly for their classes and that their advisor informed them of classes needed to accomplish their career goals, while 97% rated the overall level of service provided by the Academic Center as excellent or good. The above numbers also show that 87% of the students surveyed felt that if the advisor was not sure about certain procedures, they would check with the proper person to obtain the correct information for the students.

Advising Center Student Survey (Spring 2006) — Each semester, the Student Services office administers an Advising Center Student Survey. In the spring of 2006, the Advising Center Student Survey produced the following results:

Area Evaluated	Level of Satisfaction	Percentage
Did you get advised properly for your classes	Yes	100%
Do you feel that if the Advisor was not sure about a certain procedure, they checked with the proper person to make sure you were given	Yes	100%

the correct information?		
Did the Advisor inform you of classes you needed to take to accomplish your career?	Yes	100%
Please rate the overall level of service that you received in the Advising Center	Excellent or Good	100%

The above results indicate that 100% of the students surveyed felt the highest level of service in all areas referenced. The above numbers show continuous improvement over a prior 1 year time period in the same areas of service.

Advisement Center Utilization Reports – 2005-2006 (Student Services Office)

Over the course of an 8 month period, the advisement center advised approximately 2,814 students, an average of approximately 352 students per month. Actual monthly breakdowns are as follows:

- Oct 05 - 72 Students
- Nov 05 – 528 Students
- Dec 05 – 272 Students
- Jan 06 – 789 Students
- Feb 06 – 60 Students
- Mar 06 – 170 Students
- Apr 06 – 360 Students
- May 06 – 563 Students

Asset and Compass Scores

After extensive review by the Curriculum Committee, the Asset and Compass Scores were adjusted to better align them with the specified criteria of each course.

Majors

Associate Degree in Criminal Justice

Mission Statement:

To provide education for citizens of Orangeburg and Calhoun Counties and surrounding areas who enter our program so that upon graduation they will possess the skills, knowledge, and characteristics necessary to function in this contemporary and evolving society that is strongly focused on trade and industry and to assist students in the transition from the academic arena to a world of professionalism for which they have been prepared through their course of study in Criminal Justice.

Assessment Methods:

Direct Student Learning Outcomes

This program does not have a capstone course; however, the Criminal Justice instructor and the Dean for Human and Public Service are working on an exam that will be administered to students when they first enter the program and again during their last semester assess the student's overall understanding and abilities to perform the major competencies in the program. The students will have to take the exam before the Program Coordinator and Dean will sign off on their graduation packets. Students graduating in Criminal Justice will validate their academic knowledge and skills by scoring a grade of "C" or better on the exam.

Indirect Student Learning Outcomes

The Program faculty review 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 survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (52%), 2003 (36%), and 2004 (59%).

Job Placement

OCtech Benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the past three years, job placement has been: 2001 (64%), 2002 (69.23%), and 2003 (81.8%)

Graduation Rates

OCtech Benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

Over the past three years, graduation rates have been: 2001-2002 (7.61%), 2002-2003 (10.26%), and 2003-2004 (13.19%).

Internal Measures of Success

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

- 80% of the graduating students will demonstrate significant improvement with regards to their knowledge and skills in the Criminal Justice competencies by comparison of their grade on the CRJ exam when they first enter the program and when the exam is administered during their last semester.
- 90% of graduating students will achieve a grade of "C" or better on the exam upon existing the program.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reinstigate an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Maintain or improve retention over the FY03-04 Benchmark.
- Incorporate 100% of validated DACUM competencies into Paralegal Studies course outlines with demonstrated student performances.

Review Process and Use of Results:

Criminal Justice 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 with the last DACUM occurring February 2004. In between each DACUM the program faculty 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 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 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 Criminal Justice 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.

Criminal Justice Actions

Our lead Criminal Justice instructor is incorporating more report writing into the upper-level courses in the Criminal Justice curriculum.

Benchmark #1 Plan of Action: Program faculty will emphasize the increased earning potential for students with an Associate Degree in Criminal Justice.

All instructors in the Criminal Justice curriculum will continue to emphasize the importance of academic success so as many students as possible will have an opportunity to participate in an internship to gain hands-on experience which will definitely be a plus when they begin looking for

employment. The instructors will also advise students accurately about the consequences of withdrawing from and dropping classes and emphasize the importance of taking education seriously to avoid academic probation.

Students who are in need of academic assistance will be referred to the appropriate academic support services.

Benchmark #2 Plan of Action: Program faculty will communicate with more agencies to establish good rapport in an attempt to provide students with internship opportunities. Because students in the CRJ have the opportunity to articulate with four-year institutions, students having difficulty getting employment will be encouraged to explore continuing their education.

Benchmark #3 Plan of Action: Students in need of academic assistance will be referred to the appropriate academic support services.

Associate Degree in Medical Lab Office Assisting

Mission Statement:

The mission of the Orangeburg-Calhoun Technical College Department of Medical Office Assisting is to provide a comprehensive education in the field of medical office assisting. We seek to prepare students for career opportunities, which require knowledge of basic office, patient care and laboratory skills in medical offices, clinics and hospitals.

Our goal is for our graduates to acquire the knowledge necessary to perform in the highest standards of current practice, serve their communities, patients, and employers by providing quality healthcare services which contribute to the prevention, diagnosis, and treatment of conditions and diseases.

Assessment Methods:

Direct Student Learning Outcomes

A direct student learning outcome is one that measures a specific competency attainment. Evidence of student learning must involve a direct assessment of student levels of attainment. Examples of such evidence are capstone performances, third-party examinations, faculty-designed examinations, professional performances, and licensure examinations. A student learning outcome must not be construed with a behavioral outcome (indirect assessment).

Medical Office Assisting

The students of this program are required by its accrediting agency to successfully accomplish *Educational Competencies for the Medical Assistant*, published by the Curriculum Review Board of The American Association of Medical Assistants Endowment (CRB-AAMAE). These competencies are directly observed by classroom instructors, and a check-off sheet is graded for each competency. The student must successfully complete all competencies to be able to graduate from the program. They must be able to perform these competencies acceptably during a clinical externship, which is their final course in the program.

Success of program completion is 70%

Indirect Student Learning Outcomes

A behavioral outcome involves an indirect assessment of some form. Examples of such indirect measures are portfolios and work samples, job placement, follow-up of graduates, student and employer satisfaction surveys, retention, graduation rates, etc.

Medical Office Assisting

The Medical Office Assisting faculty review the following indirect measures of student and program success yearly or as needed to ensure program viability: student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (64%), 2003 (53%), and 2004 (43%).

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the part three years, job placement has been: 2001 (92%), 2002 (82%), and 2003 (100%)

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

- Over the past three years, graduation rates have been: 2001-2002 (74%), 2002-2003 (84%), and 2003-2004 (86%).

Internal Measures of Success

Goals for Medical Office Assisting

Direct measures of program success

- 90% of clinical externship surveys will indicate satisfaction with entry-level students
- 100% of the student proficiency evaluations will reflect no less than 80% Proficiency
- Graduation rates will not be less than 60% of fall entry students

Indirect measures of program success

- Maintain or exceed a 70% or better level of job placement
- 85% of employer surveys will indicate satisfactory student preparation for entry level MOA positions

Review Process and Use of Results:

Medical Office Assisting

Medical Office Assisting is a competency-driven curriculum. Its competencies are determined through *Educational Competencies for the Medical Assistant*, published by the Curriculum Review Board of The American Association of Medical Assistants Endowment (CRB-AAMAE) and are validated by industry professionals and the curriculum's own advisory committee. DACUMS are conducted every four years to ensure currency. The last DACUM was held in 2003. Based on the Educational Competencies and DACUM, the Medical Office Assisting 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.
- 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.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with program faculty to revise syllabi an/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

The Medical Office Assisting program is accredited by The Commission on Accreditation of Allied Health Education Programs.

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

List Data Source that prompted change, describe program enhancement, and future measurement of success.

Medical Office Assisting

The Medical Office Assisting program filed a follow-up report to the program self-study which was completed in June, 2003. The program was placed on probationary accreditation due to problems found during the site visit in October, 2003. In 2004, we implemented competency check-offs for all competencies required for entry level medical office assistants as required by CAAHEP. Since the implementation of these competency check-offs and the requirements of having each student successfully complete each competency, the students are better prepared to enter the work force upon graduation.

All Internal Measures of Success were met.

Associate Degree in Medical Laboratory Technology

Mission Statement: The mission of the Orangeburg-Calhoun Technical College Department of Medical Laboratory Technology is to provide a comprehensive education in the field of clinical laboratory science. We seek to provide our students with the skills and knowledge necessary to perform laboratory procedures in the highest standards of current practice. Our goal is for our graduates to serve their communities, patients, and employers by providing quality laboratory services which contribute to the prevention, diagnosis, and treatment of conditions and diseases.

Assessment Methods:

Direct Student Learning Outcomes

A direct student learning outcome is one that measures a specific competency attainment. Evidence of student learning must involve a direct assessment of student levels of attainment. Examples of such evidence are capstone performances, third-party examinations, faculty-designed examinations, professional performances, Advisory recommendations, program analysis, and certification examinations. A student learning outcome must not be construed with a behavioral outcome (indirect assessment).

Direct Learning

- 1.) Maintain or exceed the national pass rate on the Board of Registry Exam (ASCP).
83% of 2004 graduates were successful on the ASCP Board of Registry. For the past five years, the average percentage of students successfully completing the exam was 89.2%
- 2) Participate in clinical rotations in all major departments of the laboratory and complete the skills evaluation for each with a satisfactory grade of 75% or better.
100% were successful in 2004
- 3) Master skills' competencies, lab and clinical assignments
100% of students were successful
- 4) Successfully complete capstone courses (MLT 240 and MLT 241)
100% of students enrolled in MLT 240 and MLT 241 received a grade of 75 or better.

Indirect Student Learning Outcomes

A behavioral outcome involves an indirect assessment of some form. Examples of such indirect measures are portfolios and work samples, job placement, follow-up of graduates, student and employer satisfaction surveys, retention, graduation rates, etc.

Indirect Learning

The Program faculty review 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 survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (63.6%), 2003 (51.9%), and 2004 (66.7%).

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the part three years, job placement has been: 2001 (100%), 2002 (100%), and 2003 (100%)

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

- Over the past three years, graduation rates have been: 2001-2002 (37.5%), 2002-2003 (28.6%), and 2003-2004 (37.5%).

Internal Measures of Success

List Program Benchmarks.

- 1) 95% of graduates will maintain or exceed the national pass rate on the Board of Registry Exam (ASCP).
- 2) Senior students will participate in clinical rotations in all major departments of the laboratory and complete the skills evaluation form for each rotation with a satisfactory grade of 90% or better.
- 3) Senior students will successfully complete capstone courses (MLT 240 and MLT 241) with a grade of 75% or better
- 4) 80% of freshman students will score 80% on didactic and introductory clinical lab skills

Indirect

- 1) 100% of graduates seeking employment will become employed in the clinical laboratory within 6 months of graduation
- 2) 90% of employer surveys will indicate that graduates meet cognitive, psychomotor and affective entry level requirements for MLTs (Employer Satisfaction Survey to be implemented at the end of Spring Semester 2005).
- 3) 90% of the returned graduate surveys will score 4 or above on preparation for entry level requirements in the clinical laboratory (Graduate Survey to be implemented at the end of Spring semester 2005)
- 4) Retention rate of students will be maintained or improved from Fall semester to Spring semester
- 6) 50% of the students entering the MLT program will earn a degree

Review Process and Use of Results:

Describe review process and deliverables.

Medical Laboratory Technology is a competency based curriculum which uses the DACUM profile and the Essentials (Standards) given by the National Accrediting Agency for Clinical Laboratory Sciences to establish required competencies. The DACUM is reviewed annually at the Advisory Committee and is totally reevaluated every three years. The most recent DACUM was held in March 2002. The Program was reaccredited by NAACLS in 1998 for seven years.

- 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 and supplies are adequate for student practice
- Ensure the budget is adequate to support the lab practice needs of the students
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses..
- 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.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with MLT faculty and Division Dean to revise syllabi and/or course/department offerings as needed.

- Conduct program self study as required by accrediting agencies.
- Implement the ACT Work Keys (Spring 2005) with students scoring a 5 or > in the areas of:
 - Reading for Information
 - Locating Information
 - Applied Mathematics

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

List Data Source that prompted change, describe program enhancement, and future measurement of success. See example below:

Medical laboratory Technology Actions

Data source: MLT department faculty with input from clinical faculty, the Advisory committee and OCtech's Administration-

MLT Senior skills' evaluation sheets were revised to reduce paper work.
 MLT clinical evaluations were added to the skills sheet to allow the evaluator easy access to the tally and performance of skills by students
 New evaluation form was implemented for MLT students to evaluate clinical faculty at the end of each clinical department rotation.

MLT freshmen assigned a Phlebotomy rotation before going to clinical.

Laboratory equipment for Hematology and Coagulation was upgraded or replaced during 2003-2004.

Micro has been approved to receive a new automated Microscan instrument and Blood Bank has received 4 new heat blocks during 2004-2005.

Work Keys profiles were established for entry-level MLTs in Spring 2004 and will be administered to the graduating class of 2004.

Two MOCK Self Assessment Exams will be implemented Spring 2005 to increase and enhance the certification exam scores. (One of these exams became available for the first time during this year. The second one has a different format)

Associate Degree in Paralegal/Legal Assistant

Mission Statement:

To provide education for citizens of Orangeburg and Calhoun Counties and surrounding areas who enter our program so that upon graduation they will possess the skills, knowledge, and characteristics necessary to become a part of an effective work team as a paraprofessional who assists lawyers in performing a variety of tasks in the legal profession by serving clients and the community as a whole in the best possible manner and helping to generate profits.

Assessment Methods:

Direct Student Learning Outcomes

This program does not have a capstone course; however, LEG 232 (Law Office Management) is being revised to serve as the capstone course for this program. It includes direct assessment of student performance, including a series of advanced legal research projects, a portfolio project, a shadowing project and mock interviews that will assess the student's overall understanding and abilities to perform all of the competencies in the program. Students graduating in Paralegal Studies will validate their academic knowledge and skills by completing the course with a grade of "C" or better.

Indirect Student Learning Outcomes

The Program faculty review 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 survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (25%), 2003 (64%), and 2004 (63%).

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the past three years, job placement has been: 2001 (63%), 2002 (63.63%), and 2003 (71.42%)

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

Over the past three years, graduation rates have been: 2001-2002 (23.91%), 2002-2003 (16.28%), and 2003-2004 (14.55%).

Internal Measures of Success

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

- 80% of Capstone course students will demonstrate acceptable ratings on the portfolio project which will include extensive information not limited to the student's professional profile, writing samples and legal forms that reflect acquired knowledge in specific legal specialty subjects.
- 90% of Capstone course students will achieve a "hiring" status on the independent mock interviews.
- 90% of Capstone course students will achieve a grade of C or better.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reinstigate an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Maintain or improve retention over the FY03-04 Benchmark.
- Incorporate 100% of validated DACUM competencies into Paralegal Studies course outlines with demonstrated student performances.

Review Process and Use of Results:

Paralegal Studies 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 with the last DACUM occurring November 1997. In between each DACUM the program faculty 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 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 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.

The Paralegal Studies Program is approved by the American Bar Association (ABA).

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

Changes have been made within the Paralegal Studies 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.

Paralegal Studies Actions

The Program Coordinator will revise LEG 232 (Law Office Management) into a Capstone course to better assess the academic knowledge and skills of our graduates.

Benchmark #1 and #2 Plan of Action: All instructors in the Paralegal Studies curriculum will continue to emphasize the importance of academic success so as many students as possible will have an opportunity to participate in an internship to gain hands-on experience which will definitely be a plus when they begin looking for employment. The instructors will also advise students accurately about the consequences of withdrawing from and dropping classes and emphasize the importance of taking education seriously to avoid academic probation.

Benchmark #2 and #3 Plan of Action: The Program Coordinator will also communicate with a larger number of law firms and state agencies in our surrounding area (not just locally) to establish rapport so that we can acquire more internships in the profession for students while attending school that may result in employment upon graduation.

Associate Degree in Radiologic Technology

Mission Statement:

The mission of Orangeburg-Calhoun Technical College Department of Radiologic Technology is to provide a comprehensive education in the science of radiography that will allow graduates to deliver efficient healthcare and contribute to the life of the communities of interest.

Assessment Methods:

Direct Student Learning Outcomes

A direct student learning outcome is one that measures a specific competency attainment. Evidence of student learning must involve a direct assessment of student levels of attainment. Examples of such evidence are capstone performances, third-party examinations, faculty-designed examinations, professional performances, and licensure examinations. A student learning outcome must not be construed with a behavioral outcome (indirect assessment).

Direct student learning outcomes:

Completion of lab and clinical competencies

Completion of the Capstone course, RAD 278 – Advanced Radiography III includes terminal clinical competencies, mock registry exams, computer based testing in 5 Registry areas. (100% success)

Course competency exam results (the average of the success of the two exams administered was 96.65%)

ARRT Registry Exam results (2003 – 57%; 2004 83% success)

Indirect Student Learning Outcomes

A behavioral outcome involves an indirect assessment of some form. Examples of such indirect measures are portfolios and work samples, job placement, follow-up of graduates, student and employer satisfaction surveys, retention, graduation rates, etc.

The Radiologic Technology faculty reviews the following indirect measures of student and program success annually or as needed to ensure program viability: course completion rates; student evaluations; job placement results; employer satisfaction survey; retention rates, clinical evaluations, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (72%), 2003 (86%), and 2004 (60%).

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the part three years, job placement has been: 2001 (100%), 2002 (100%), and 2003 (100%)

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

- Over the past three years, graduation rates have been: 2001-2002 (42.1%), 2002-2003 (40%), and 2003-2004 (53.84%).

Internal Measures of Success

Direct measures of program success:

90% of the graduate evaluations will reflect no less than 85% accuracy of the Affective, Cognitive & Psychomotor skills in the clinical education center.

90% of the graduate continued proficiency evaluations will reflect no less than 85% Proficiency.

Students will maintain an average course completion rate of not less than 80%.

90% of the graduates will possess a GPA of 2.5 or higher

Graduates will complete continued proficiency exams with a score of 85% or higher.

Average pass rate of not less than 75% on the ARRT credentialing exam.

Students will score 85% or better on ethics test in RAD 102

Indirect measures of program success:

85% of employers who respond to the survey will indicate that graduates demonstrate problem-solving and critical thinking skills in the clinical setting.

60% of the students entering the program will earn a degree

80% of the graduates seeking employment in the field will be employed within 6 months of graduation.

90% of the returned surveys will rate the graduates at 4 or above on academic and technical competence as an entry level radiographer. 90% of the returned surveys will rate the graduates at 4 or above on demonstrating professional attitudes, behavior and ethics.

85% of the students will be rated as Satisfactory or Exceeds by faculty and clinical staff in demonstrating professional attitudes, behavior & ethics.

Review Process and Use of Results:

Describe review process and deliverables.

Radiologic Technology 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 conducted every four years to ensure currency. The last DACUM was held in 2000. The program is scheduled to have a DACUM in March 2005. The Radiologic Technology program also uses the American Society of Radiologic Technologists Radiography Curriculum Guide. The program was re-accredited by the Joint Review Committee on Education in Radiologic Technology in 1997. The program will be scheduled to have a re-accreditation site visit Summer 2005.

- 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 equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- 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.
- Ensure general education courses contain required content to meet program needs by working with General Education faculty.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with program faculty 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?

List Data Source that prompted change, describe program enhancement, and future measurement of success. See example below:

Faculty realized that with the increased retention of students additional clinical sites would be needed. Additional clinical sites would also provide students with a greater variety of procedures and department routines. This would also provide students additional possible places of employment. At this time two new sites have been approved and a third site is making necessary revisions.

Measures have been implemented to add more practice exam requirements, tests have been formatted to reflect Registry type questions. We will continue to update software available in the Health Sciences Media Center to offer review and practice exams. At this point the graduate pass rate has increased to 82% showing improvement from the previous year. The program will continue to seek sources to offer enhancement.

INSTITUTIONAL EFFECTIVENESS TABLES

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

Due August 1, 2006

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

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

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

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

Institution:

Orangeburg-Calhoun Technical College

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

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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG) -Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X	1992			
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION	<i>Name changed to Commission on Accreditation of Healthcare Management Education (CAHME)</i>					
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						

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 ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
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						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X (4)	X (4)				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						

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 (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						
Medical Assistant (MA)	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 (RESTT)	X	X				
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)						
Commission on Accreditation of Healthcare Management Education (CAHME)						
Health Services Administration (HSA) Graduate programs						
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						
Nursing - Baccalaureate-degree nursing education programs						
Nursing - Graduate-degree nursing education programs						
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						

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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) - Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						

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)	
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

___11___ ___11___

This information to be used for performance indicator 3D

INSTITUTION:

Orangeburg-Calhoun Technical College

Courses Taught by Faculty

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

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

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

Success of Students in Developmental Courses

APPLICABLE TO FOUR-YEAR COLLEGES AND UNIVERSITIES

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

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

NUMBER OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN ENROLLED IN FALL 2004 (INCLUDE FIRST-TIME FRESHMEN WHO ENROLLED EITHER PART-TIME OR FULL-TIME IN THE SUMMER 2004 IF THEY RETURNED FULL-TIME IN THE FALL 2004) ITEM (1)	NUMBER OF STUDENTS IN ITEM (1) WHO WERE ENROLLED IN ONE OR MORE DEVELOPMENTAL COURSES IN SUMMER OR FALL 2004 ITEM (2)	NUMBER OF THOSE STUDENTS IN EACH DEVELOPMENTAL COURSE WHO SUCCESSFULLY COMPLETED THE APPROPRIATE ENTRY LEVEL COURSE BY THE END OF SPRING 2006 ITEM (3)
424	214	122

BREAKDOWN OF ITEMS (2) AND (3)

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

COURSE TITLE	TOTAL ENROLLMENT	NUMBER EXITING COURSE	NUMBER EXITING ENTRY-LEVEL COURSE
ENG 038	73	47	4
ENG 039	63	36	8
ENG 031	62	36	1
ENG 032	82	57	7
RDG 048	49	36	0
RDG 049	96	67	10

INSTITUTION:

Orangeburg-Calhoun Technical College

Student Involvement in Sponsored Research

APPLICABLE TO FOUR-YEAR INSTITUTIONS – MEASURED FOR FALL 2005

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

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

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

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

INSTITUTION:

Orangeburg-Calhoun Technical College

Results of Professional Examinations

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

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

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

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

(NEXT PAGE)

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
National Physical Therapist 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)					
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE					
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)					
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)					
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)					
PRAXIS SERIES II: SPECIALTY AREA TESTS					
South Carolina Bd. of Law Examination					
Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
Teaching Sector					
NATIONAL COUNCIL LICENSURE EXAM. (NCLEX) - REGISTERED NURSE					
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)					
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)					
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)					
PRAXIS SERIES II: SPECIALTY AREA TESTS					
REGIONAL SECTOR					
(USC-LANCASTER ONLY) Council Licensure Exam-Registered Nurse					
Technical Sector					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	Apr/Mar 2005/2006	14	14	11	79%
Certified Dental Assistant					
Certified Medical Assistant Exam.	Apr/Mar 2005/2006	4	4	3	75%
CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)					
CLINICAL LABORATORY TECHNICIAN, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP	Apr/Mar 2005/2006	6	6	6	100%
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	Apr/Mar 2005/2006	30	30	29	97%
National Council Licensure Exam. (NCLEX) - Registered Nurse	Apr/Mar 2005/2006	40	40	40	100%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)	Apr/Mar 2005/2006	18	18	18	100%
Radiography Exam., ARRT	Apr/Mar 2005/2006	19	17	17	90%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory	Apr/Mar 2005/2006	1	1	1	100%
Therapy Practitioners (RRT) – Clinical Simulation and Written Registry	Apr/Mar 2005/2006	1	1	1	100%

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
SRTA REGIONAL EXAM. FOR DENTAL HYGIENISTS					
STATE BOARD EXAM. FOR DENTAL HYGIENE-SC BOARD OF DENTISTRY					
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION					
Veterinary Technician National Examination					
VETERINARY TECHNICIAN STATE EXAM (RULES & REGULATIONS)					

Transfer Success Report

	(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)	(12)
Four-year Institution Student Transfer	Total Applicants	Total # Accepted	Total # Rejected	# Applications Incomplete	Total # Students Enrolled	% Applied who Enrolled	% Accepted who Enrolled	# 2-Year Students	GPA	# Native Students	GPA
Clemson	6	2	2	2	2	33.33	100	2	1.58	13,225	2.88
Coastal Carolina University	2	1	1	0	1	50	100	1	3.50	3713	2.82
College of Charleston	3	1	1	1	1	33.33	100	1	2.75	6621	2.97
Lander	1	1	0	0	1	100	100	1	000	1668	2.49
Medical University of South Carolina	5	5	0	0	5	100	100				
South Carolina State University	29	29	0	0	29	100	100	29	2.41	2804	2.68
The Citadel	1	1	0	0	1	100	100	1	2.33	1921	2.60
University of South Carolina – Aiken	24	8	1	15	6	25	75	6	1.85	2609	2.58
University of South Carolina – Columbia	26	16	7	3	11	42.31	68.8	11	2.03	16,421	2.88
University of South Carolina – Upstate	8	7	0	1	3	37.50	42.9	3	1.60	3,661	2.57
Winthrop University	2	2	0	0	2	100	100	2	3.65	4132	2.63