SCSL Digital Collections

2003 Institutional Effectiveness Summary 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	2024-10-11 18:42:48
Link to Item	http://hdl.handle.net/10827/24045

Central Carolina Technical College
2003 Institutional Effectiveness Report
Summary and Tables

Reporting Cycle

The institutional effectiveness process at Central Carolina Technical College ensures that major assessment results are used for the improvement of College programs and services. As part of the institution's comprehensive plan of action, each functional unit develops an annual plan of action that demonstrates the College's effectiveness in achieving its mission and goals. Incorporated into these plans are six institutional effectiveness components. The components depicted in the following table are reported to the South Carolina Commission on Higher Education on a cyclical basis.

SCHEDULE OF SUMMARY REPORTS:

COMPONENT	STATUS	
1. General Education	To Be Reported in 2006; 2010	(4-yr cycle)
2. Majors/Concentrations	Report Included This Year	(annual cycle)
3. Academic Advising	To Be Reported in 2004; 2008	(4-yr cycle)
4. Achievement of Students Transferring From Two-to Four-Year Institutions	To Be Reported in 2004; 2006	(2-yr cycle)
5. Student Development	Report included this year (2003; 2007)	(4-yr cycle)
6. Library Resources	To be Reported in 2005; 2009	(4-yr cycle)
7. Alumni Survey	Reported included this year * (2003; 2005)	(annual cycle)

* The following report tables are included in a separate document: (1) Alumni Survey Summary Report , (2) Report on Accredited Programs, and (3) Results of Professional Examinations Report.

TABLE OF CONTENTS
Summary Reports

Majors/Concentrations (Component # 2)

Introduction

At Central Carolina Technical College a major is defined as the orderly, identifiable sequence of courses leading to a degree, with a minimum of 16 semester hours of instruction in one or more related fields of study, which provides students with specialized knowledge and skills. Central Carolina currently offers 10 associate degrees with 14 majors.

Methods of Assessment

The College maintains excellence in the majors by employing a formalized annual program evaluation review process. In the annual assessment of each major, data is gathered and analyzed by the appropriate department and the Academic Management Team, which serves as the College's curriculum review committee. Local findings are compared to the South Carolina Technical College System (SCTCS) standards and the extent to which these standards have been met is determined. An annual evaluation report is then prepared for each major and is submitted to the SCTCS, which determines the standing of each program major.

External accrediting agencies are also utilized for maintaining curriculum relevancy in specific majors. A Quality Assurance Report is prepared annually and submitted to the Association of Collegiate Business Schools and Programs (ACBSP) for the following majors in the Associate Degree in Business: Accounting; Management; and Office Systems Technology and the major of Computer Technology in the Associate Degree in Computer Technology. The College also consistently submits periodic reports to the following program accrediting agencies: Technical Accreditation Commission of the Accrediting Board for Engineering and Technology (TAC of ABET) for the Civil Engineering Technology major in the Associate Degree in Engineering Technology; the National League for Nursing Accrediting Commission (NLNAC) for the major in Nursing in the Associate Degree in Nursing and for the Health Science diploma in Practical Nursing; and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the Health Science diplomas in Medical Assistant and Surgical Technologist.

In addition, the College conducts a cyclical, comprehensive internal program review process that evaluates curriculum relevancy, determines graduate preparation, identifies program and workforce trends and establishes plans for the improvement of the delivery of instruction. College Directive 6.27 describes the process for improvement by delineating the set of defined criteria used for measuring program effectiveness. Results of the program review are evaluated and measures established for improvements and implementation where appropriate.

Through the program review process, curriculum is examined to ensure compliance with the State Technical College models and to ensure that program competencies are current and appropriate for the industry and workplace environment. Feedback from students, graduates, alumni, faculty and business and industry representatives are used to make improvements to the program. Quantitative historical student data for the past three years, including headcount and FTE data, retention data from fall to spring semester, and graduation rates are also assessed. The strengths and weaknesses of the program are analyzed, and a final summary of the findings from the review is developed. The review summary along with any curriculum changes is presented to the Academic Management Team, which is the curriculum review committee at the College. The department chair or program manager must present all program reviews to the Academic Management Team, which approves all curriculum changes at the College.

During 2002-03, extensive reviews of the following 11 programs were conducted in accordance with the College's program review cycle: associate degree in Computer Technology; diplomas in Automotive Mechanic

and Machine Tool; and certificates in Computer Specialist, Internetworking, Advanced Tool Making, Automotive Mechanic, Machine Tool Operator, Welding, Welding Workforce Initiative Level I, and Welding Workforce Initiative Level II. Detailed program review reports were developed resulting from the assessment of these programs.

The Health Science Preparatory Certificate prepares students for admission into Health Sciences Associate Degree and Diploma programs. Due to the nature of this program, the review process was rescheduled to coincide with the review of the Health Sciences Associate Degree and Diploma programs.

Each academic program at the College is reviewed at least every five years. The following table outlines the current five-year academic program review cycle at Central Carolina:

CENTRAL CAROLINA PROGRAM REVIEW CYCLE

ASSOCIATE DEGREE PROGRAMS	2003	2004	2005	2006	2007
Accounting					X
Associate Degree Nursing		X			
Associate in Arts		X			
Associate in Science		X			
Civil Engineering Technology		X			
Computer Technology	X				
Criminal Justice Technology					X
Early Care and Education				X	
Electronics Technology				X	
Engineering Graphics Technology					X
Environmental Engineering Technology					X
General Technology			X		
Legal Assistant/Paralegal					X
Management				X	
Natural Resources Man			X		
Office Systems Technology					X
DIPLOMA PROGRAMS	**2003**	**2004**	**2005**	**2006**	**2007**
Automated Office					X
Automotive Mechanic	X				
Early Childhood Development				X	
Engineering Graphics					X
Machine Tool	X				
Nursing (PN)		X			
Surgical Technology		X			
CERTIFICATE PROGRAMS	**2003**	**2004**	**2005**	**2006**	**2007**
Accounting Specialist					X
Advanced Tool Making	X				
Automotive Repair	X				
Basic Air Conditioning and Heating		X			
Basic Industrial Graphics and CAD					X
Computer Specialist	X				
Drafting with Computers					X
Early Childhood Development				X	
Electro-Mechanical Workforce					X
General Education				X	
General Studies			X		
Health Science Prep	X				
Industrial Electricity/Electronics		X			
Industrial Maintenance Workforce I			X		
Industrial Maintenance			X		
Information Processing					X
Internetworking (Cisco)	X				
Machine Tool Operator	X				
Medical Assistant			X		
Phlebotomy		X			
Pre-Dental Hygiene					X
Pre-Industrial				X	
Pre-Occupational/Pre-Physical Therapy				X	
Pre-Pharmacy Technician					X
Supervisor/Leadership				X	
Welding	X				
Welding Workforce Initiative I	X				
Welding Workforce Initiative II	X				

Review of Findings

Program review findings including those of program strengths, weaknesses, improvements made or planned in curriculum content, instructional methodology, recruitment/marketing strategies, support materials and services, personnel training/professional development activities, instructional resources, equipment, and staffing that were identified in each program major reviewed are delineated below.

Associate Degree in Computer Technology

Strengths
1. Meeting the program mission.
2. Staying current with the latest information technology.
3. Diverse professional backgrounds of a dedicated staff.
4. Strong enrollment, graduation, and placement rates.
5. Supports other programs of study at the College requiring basic CPT courses.
6. Meets State Tech model and ACBSP standards.

Weaknesses
1. Difficult to determine number of students in each of the three program tracks.
2. Use of class time required addressing lack of basic DVS skills.
3. Lack of network security emphasis in the curriculum.
4. Content of CPT 170 and CPT 101 may not meet computer literacy needs for all students.
5. Student enrollment in the Internetworking Certificate (INWK) may not occur initially, but after completing the INWK courses, then enrollment may occur for awarding of the certificate; consequently causing confusion in planning CMPT courses and may adversely affect CMPT graduate statistics.

Opportunities
1. Expand program by exploring opportunities at Shaw Air Force Base.
2. Increase the number of distance classes.
3. Modify courses to support Windows XP.

Threats
1. Similar courses offered by other institutions in the service area.
2. Economic conditions in the state and country reduce the demands for technical support personnel.

Summary
Program review findings indicate that the Computer Technology degree program is in good shape. The curriculum needs minor adjustments, and a major effort to include data network security throughout the curriculum should be pursued.

Use of Results
The information from this review will be used to make changes to the prerequisites in the 2003 Catalog, to modify the contents of CPT101, to include network security concepts in current courses in the curriculum, and to explore approaches to expanding the Shaw market. Specific use of results is as follows.

Curriculum Changes
1. Combine CPT 101 and CPT 170 into one course called CPT 101.
2. Modify prerequisites for several of the courses.

3. Enhance content of courses to emphasize network security.

Recruitment/Marketing Strategies
Use Shaw educational network to market CMPT degree.

Support Materials
Removable disk drives should be available in several classrooms.

Personnel Training or PDP Needs
Instructors should be scheduled to participate in professional development activities to maintain currency in the latest Microsoft advances and network security advances.

Budget Needs
1. Removable disk drives.
2. Network security hardware (firewalls, switches, etc.)
   Shaw Campus network lab (at least 12 computers with removable disk drives.
   a server, and 12 older computers to teach hardware/software repair)

Computer Specialist Certificate

Strengths
1. Staying current with the latest information technology.
2. Diverse professional backgrounds of a dedicated staff.
3. Enrollment trend is good.

Weaknesses
1. Still a relatively new program begun in Fall 2001.
2. Graduate rate is not at the desired level for first year.
3. Placement rate is yet to be determined.

Opportunities
1. Expand program by focusing on opportunities at Shaw Air Force Base.
2. Increase number of distance courses.
3. Modify courses to support Windows XP.

Threats
1. Similar courses offered by other institutions in the service area.
2. Economic conditions in the state and country reduce the demands for technical support personnel.

Summary
The Computer Specialist Certificate program is still a relatively new program. Careful attention should be given to the number of students who graduate to be sure the program remains viable.

Use of Results
The information from this review will be used to make changes to the prerequisites in the 2003 Catalog, to modify the contents of CPT 101, to include network security concepts in current courses in the curriculum, and to explore approaches to expanding the Shaw market. Specific curriculum changes are delineated below.

Curriculum Changes
1. Combine CPT 101 and CPT 170 into one course called CPT 101.
2. Modify prerequisites for several of the courses.

Recruitment/Marketing Strategies
Use Shaw educational network to market computer technology courses and programs.

Support Materials
Removable disk drives should be available in several classrooms.

Personnel Training or PDP Needs
Instructors should be scheduled to participate in professional development activities to maintain currency in the latest Microsoft advances and network security advances.

Budget Needs
1. Removable disk drives.
2. Shaw Campus network lab (at least 12 computers with removable disk drives, a. server, and 12 older computers to teach hardware/software repair.)

Internetworking Certificate

Strengths
1. Staying current with the latest information technology.
2. Diverse professional backgrounds of a dedicated staff.
3. Enrollment trend is good.

Weaknesses
1. Enrollment trend is difficult to track due to fact that students in this certificate enroll in the associate degree first due to financial aid considerations.

Opportunities
1. Modify courses to support Windows XP.
2. Expand curriculum to include new CISCO Network Security course.

Threats
1. Continuing Education has similar courses.
2. Equipment resources need to be maintained.
3. Instruction heavily dependent upon one trained adjunct instructor.

Summary
The Internetworking Certificate program is still a relatively new program, but the number of graduates and placement rate are good. At the time of this review, the program is viable.

Use of Results
The information from this review will be used to explore the addition of a new Network Security Certificate starting in the Fall 2003. Capital expenditures for updated switches/routers in the CISCO lab will be needed.

Specific use of results is as follows.

Curriculum Changes
Explore addition of Network Security course in a new Network Security Certificate.

Recruitment/Marketing Strategies
Shaw Air Force Base market needs to be developed.

Support Materials
CISCO provides support materials.

Personnel Training or PDP Needs
Instructors must be trained by CISCO to be certified to continue to teach.

Budget Needs
More equipment in CISCO lab (switches need updating.)

Automotive Mechanic Diploma
Automotive Repair Certificate

Strengths of the Program
1. Experienced faculty
2. Excellent employment opportunities for graduates
3. Good earning potential

Weaknesses of the Program
There is a constant challenge to stay current in the ever-changing automotive technology area. The auto manufacturers are very concerned about confidential technical information, which makes it difficult to learn about new innovations.

Opportunities for the Program
With newer equipment and later model cars for lab experience, it should bring more capable students into the program. There are more cars being manufactured providing a greater need for qualified technicians to provide maintenance and repair.

Threats to the Program
1. Low enrollment
2. Rapidly changing technology
3. Graduates may lack the latest knowledge and will have to be trained on the job due to confidential technical information.

Curriculum Changes
The math requirements for this program will be changed effective for Fall 2003. MAT 170 will replace MAT 155. This is a department change for all programs in the Industrial and Engineering Technology Division. AUT 103 Engine Reconditioning and AUT 151 Automobile Trans/Transaxle were changed to AUT 104 Engine Rebuilding and AUT 116 Manual Transmission and Axle.

The Advisory Committee recommended more emphasis be placed on the diagnosis of problems. Graduates must be able to recognize problems and provide methods for correcting problems as well as selecting the proper tools for each job. It was also recommended that an electronics course be added to the program to further train students in the maintenance and repair of electronic systems.

Recruitment/Marketing Strategies
The students are attracted to the varied aspects of the automotive industry. The education they receive at CCTC will help them move into a profitable career. Therefore, marketing initiatives should reflect these types of interests. Learning projects that allow students to apply their skills and knowledge would be beneficial.

The Advisory Committee suggested that the College work with local high school counselors. High school students who are interested in pursuing a career in automotive repair could visit the College to learn more about the program. It was also suggested that females be more aggressively recruited, and scholarships are available for non-traditional students.

Support Materials
The department has EASE diagnostic software and a PC on which to operate it, Snap-On 2400 scanner, and Vantage DDVM.

Personnel Training or PDP Needs
Faculty members should participate in the OBD series training seminars.

Budget Needs
There is a need for new materials such as training models, CD's, TBS, and Trouble Shooting Guides. A laptop computer is needed to perform diagnostic analysis while traveling in the vehicle.

Summary
The automotive field is ever changing; and to maintain a viable program, the College will have to improvise and modify aspects of the program. The curriculum should be focused in the direction of more training on electronics and computerized systems so that students can be trained to diagnose the problems. Students need to have the knowledge and understanding of the proper tools to complete the work.

The College should work to instill a higher level of professionalism in the student before he/she enters the workforce through curriculum revision.

This program will need to be aggressively marketed and recruitment strategies instituted in order to increase enrollment in this program.

Welding Certificate
Welding Workforce Initiative Level I Certificate
Welding Workforce Initiative Level II Certificate

Strengths of the Program
Central Carolina Technical College is an Approved Educational Institution Member of the American Welding Society (AWS). The lab, equipment, and curriculum meet AWS standards. The Welding Department supports the Industrial Maintenance curriculum, the Industrial Maintenance Workforce Initiative, and the Bosch Apprentice programs.

Weaknesses of the Program
The main weakness is a lack of enrollment.

Opportunities for the Program
The return of a stronger economy should improve the ability to draw students into the program, as well as enhance the Welding Workforce Initiative programs. The department is currently exploring opportunities to include welding classes in Automotive, HVAC, and Machine Tool curriculums.

Threats to the Program
Lack of enrollment and graduates place the program in jeopardy.

Curriculum Changes
The curriculum was reviewed and no changes were made.

Recruitment/Marketing Strategies
An aggressive advertising campaign is planned for Fall 2003.

Summary
The lack of enrollment in credit welding courses places the program in jeopardy. However, the department does play a vital support roll in Industrial Maintenance, Workforce Initiative programs, and Continuing Education programs.

Machine Tool Technology Diploma
Advanced Tool Making Certificate
Machine Tool Operator Certificate

Strengths of the Programs:
These programs have the support of the Machine Tool Advisory Committee. The content, which includes theory and practical hands-on training, is reviewed on an annual basis to ensure that the content is relevant to meet the demands of industry. The certificate program graduates support the diploma program, as well as the Bosch apprentices. Excellent tapes on tool and die making from the National Tooling and Machining Association support the curriculum. The College currently has some of the latest CNC equipment available and has purchased a vertical mill.

Weaknesses of the Programs:
Insufficient numbers of tooling units for large class sizes; students often have to "double or triple up" on equipment to train.

Opportunities for the Programs:
Providing more mold-making capabilities through CAM applications in the die-making courses could enhance the curriculum. Recent graduates could be used in recruiting efforts at local high schools.

Threats to the Programs:
The recent recession has had an effect on the number of new hires required. Keeping current with the technology with the current budget cuts can prove to be a threat to the program.

Curriculum Changes:
No curriculum changes at this time. A tool-steel welding course might be considered if the advisory committee makes that recommendation. There also may be a need for plastic injection molding technology due to the recent discussions during the machine tool advisory committee meetings.

Recruitment/Marketing Strategies:
Will invite local machine tool professionals and recent graduates to visit local high schools on recruiting trips.

Support/Equipment Materials:
Purchase tooling units.

Personnel Training:
Due to the need for more CAM applications, training in CAM software is needed. The approximate cost of this training is $1,500. There will be a need for training in the area of tool steel welding if this is added to the curriculum.

Budget Needs:
With increased enrollments two surface grinders, two milling machines, and one engine lathe are needed. Additional supply funds are needed for the purchase of carbide cutters and carbide inserts. The approximate cost of equipment is $60,000, and the extra carbide tooling is $2,000.

Summary:
These programs have satisfied the necessary requirements for entry-level positions at local manufacturing companies. Through the use of employer surveys, active advisory committees, and graduate surveys, we are able to make the necessary changes in the curriculum that will best meet the program needs. The Machine Tool Department will have to use the data collected to ensure the program content reflects the ever-changing technology in manufacturing. Efforts to increase enrollment in the program will rely upon members of industry as well as recent graduates.

Student Development   (Component # 5)

Introduction

Major responsibility for student development at Central Carolina Technical College is assigned to the following three departments in the Division of Academic and Student Affairs: (1) The Center for Student Information, (2) Admissions and Counseling Services and (3) the Financial Aid Office.   The director of each of these units serves on the College's Academic Management Team (AMT.)

As part of the annual planning process, the Institution's mission and goals are translated into plans of action by each College unit. The annual College Plan of Action serves as a guide for student development activities throughout the year. Systematic measurement of the performance of these three departments' programs and services is inherent in their annual plans of action. College Directive 6.27 describes the institution's process for improvement by delineating the set of defined criteria used for measuring effectiveness. Results are evaluated and measures established for planned improvements to be implemented as appropriate.

A summary of the 2003 review of each of the student affairs units follows.

Center for Student Information

Mission

It is the mission of the Center for Student Information to provide exceptional service to all customers who require assistance from the Center. The Center staff will accomplish this by providing accurate and timely information upon the request of the customer in a professional and helpful manner. Accuracy, timeliness, and professionalism are the key words by which the Center staff operates. Customers are defined as students, prospective students, faculty, and College staff members, members of the community, alumni, and visitors to the College.

Methods of Assessment

The staff members of the Center for Student Information reviewed the 2002-2003 Plan of Action for the Center. In a team environment, the staff members determined whether the outlined goals had been met, were in progress, and/or required additional focus or should be included in the 2003-2004 Plan of Action for the Center.

Review of Findings

- ➤ A new form created to display all transferred-in credit provides more complete information on the transfer course and the Central Carolina equivalent course, which improves turn-around time and providing information to the student in a timelier manner. This process has reduced the number of documents printed in the Center. The sending of the advisement sheet to the advisor was eliminated. The faculty use SIS and On-Course degree audit to determine transferred credits/courses**.
- ➤ With the new procedures for articulation of high school courses in place, the College has increased the number of students articulating courses from 5 to 64 and has increased the number of courses articulated from 12 to 134. College personnel made a concerted effort to inform all high school counselors and instructors of the advantages of articulation. All College personnel have been informed of the articulation agreements and encouraged to ask the student the appropriate questions. ▪ It is anticipated that the improved communication between the high schools and the College directly impacted the increase in articulated courses.

- Presentation regarding GPA presented by the Registrar to students enrolled in selected College courses and new student orientation continue to be made. The presentation stressed the importance of class attendance, study skills, and good grades to student success in meeting their educational goals and improving the College's retention rate.
- The On-line Program Completion Application process has been improved. The graduation administrative assistant emails the student upon receipt of the on-line application to assure the student of the receipt of the application. Providing this point of contact, the student can assess his or her status for graduation. The refinement of the use of the On-Course software has significantly improved the tracking of students for graduation. In addition, a numbering system was developed to track the graduation application.
- Full-time and adjunct faculty now enter end-of-semester grades online through the College's intranet system, Web for Faculty. This improvement provides students with real time access to their grades. Students are encouraged to use Pipeline for access to grades, degree audit, schedules, receipts and many other services.

Planned Improvements

The department will:

- Develop and implement new on-line student services for the College.
- Develop and implement a tracking system for student success after articulating high school credit for college courses.
- Implement a system of identifying placement courses from prior college transcripts to provide better and more timely information to admissions counselors and timelier information to prospective students.
- Investigate free Enrollment Verification Certificate service for students with National Clearinghouse to give the students the ability to verify enrollment 24/7.
- Investigate online roster verification by full-time and adjunct faculty in order to more quickly and accurately determine student enrollment in courses. More timely information would provide quicker refunds and Pell-grant disbursements to assist students with their expenses.
- Review and revise articulation agreements with high schools/career centers in the College's service area. Plan and implement an awareness campaign for high school/career center students, parents, high school counselors and teachers, the College's admissions staff and advisors.

Admissions and Counseling Services

Mission

The mission of the Admissions and Counseling Services Department is to provide accurate and timely admissions and counseling services.

Methods of Assessment

The Admissions and Counseling Services Department used the following methods to assess its performance:
- College's Student Satisfaction Survey provides information on services.
- Evaluation of training and workshops by attendees at training.
- Advisory Committee feedback regarding needed services.
- Retention measured using data from the Student Information System (SIS)
- Feedback on placement services obtained by surveys administered through the Placement Office.
- Evaluation of Special Population services by participants.

Review of Findings

- The College placement assessment needed further examination.
- Need for establishing a College Retention Committee identified.
- Need identified for expanding new student orientation, establishing a new orientation session for developmental students, and revising the Standards of Academic Progress.
- Student development activities were effective, but needed to be more student-centered and to more effectively serve special populations.
- Employer follow-up needed improvements.
- Student satisfaction survey indicates high satisfaction rate for Admissions and Counseling Services.
- Results of evaluations from various training sessions showed a high satisfaction rate.
- Results of feedback from Advisory Committees showed high satisfaction rate.
- Concerns related to retention indicated the need to revise several processes and implement new ones.
- Findings of a review of Placement Office services indicated a high satisfaction rate.
- Results of Special Population services evaluated by participants indicate a high satisfaction rate.
- Improved retention rate for participants of Special Population services.

Use of Results for Improvement

- Established committee to review College's placement results as compared to student grades. With statistical analysis and review of specific records, it was determined that the reading and writing portions appeared appropriate, but a recommendation was made to revise the math placement scores. Eliminated the writing sample requirement for English placement.
- Based upon survey results and recommendations, revised training and orientation sessions (i.e., New Student Orientation was revised to conduct the tour earlier in the session as well as focus more on how to be a successful student.)
- Based upon Advisory Committee feedback, developed workshops on professionalism in the workplace. Conducted the training in stand-alone sessions as well as offered portions within classroom settings. Students better understand the necessity of professional demeanor within the workplace (i.e., verbal and written communication, dress, attendance, etc.)
- Using data from SIS, reviewed issues relevant to retention and developed an orientation for students taking developmental studies courses. Students will be tracked to see if the information provided at the workshop will increase retention.
- Developed and presented a developmental education studies orientation entitled STAIRS (Students Turning Academics into Real-world Success). All developmental studies students must attend this one-hour orientation to learn about the importance of developmental courses, time management, study skills, test taking strategies, standards of academic progress, and the importance of attendance.
- Revised and expanded New Student Orientation seminars. Expanded services available by offering Pipeline access training, bookstore purchases, and providing the service of students being able to obtain their IDs and parking stickers.
- Sponsored community-wide job expo in conjunction with other institutions of higher education and Shaw Air Force Base.
- Instituted an ad hoc retention committee to review enrollment and graduation trends and make recommendations on how to improve graduation rate and provide an optimum experience for students by identifying needs and providing the proper resources.
- As part of the retention process, reviewed and revised the Standards of Academic Progress.
- In an effort to increase retention, provided non-returning student information to each program advisor with a card to mail to each student encouraging them to continue with the College.
- Revised exit survey for students withdrawing from college. Reviewed data and used recommendations to address concerns for retention.
- Reviewed and revised student appreciation events to have more of a student-centered focus.
- Developed student organization days to expand the students' awareness and participation. Revised methods of approving activities and redefined focus of organizations.

- ➢ Increased funding to assist students in nontraditional programs and those who are single parents.
- ➢ Examined and revised Special Population criteria for eligibility and included stricter guidelines in which students must show reasonable progress to remain in a program. This effort has improved retention rates of recipients.
- ➢ Employer survey developed and sent to employers with high return rate.

Planned Improvements

The department will:
- ➢ Conduct ongoing evaluation of appropriateness and validity of the College's placement scores.
- ➢ Use findings of the ad hoc retention committee to improve College graduation rates.
- ➢ Track DVS STAIRS students to see if the information provided at the workshop has increased term-to-term retention rates.
- ➢ Expand the offering of New Student Orientation at outreach locations starting Fall 2003.
- ➢ Revise and expand STAIRS Orientation to be offered at outreach locations as well as assess the effectiveness of the orientation in relation to retention.
- ➢ Review the appropriateness of expanding placement testing to include diagnostic testing.
- ➢ Design and launch the College's on-line admissions application.
- ➢ Review and make recommendations on academic forgiveness as part of the retention effort.
- ➢ Advertise job expo earlier and expand marketing to more students, area residents, and employers.
- ➢ Improve process for data collection for graduate placement survey and employer survey.
- ➢ Provide program specific data on non-returning students each semester, so faculty advisors can contact students and track success of return rate.
- ➢ Revise and administer employer satisfaction survey and report data to AMT to improve or revise programs as needed.

Office of Financial Aid

Mission

The mission of the Financial Aid Office is to provide comprehensive financial aid services to prospective and matriculating students.

Methods of Assessment

The Financial Aid Office analyzes its performance in a number of ways. The College's Student Survey of Programs and Services is used to assess student satisfaction of financial aid services. Programs and services of the Financial Aid Office are systematically monitored and audited by the Commission on Higher Education, State Board for Comprehensive and Technical Education, the Department of Veteran's Affairs, and Federal Department of Education. Internal monitoring of systemic problems is ongoing.

Review of Findings

- ➢ Student satisfaction survey indicates high satisfaction rate for Financial Aid Services.
- ➢ Return of Title IV debt of students increased dramatically.
- ➢ Financial Aid procedures have been impractical at times.
- ➢ Inquiries regarding financial aid were not always readily available.
- ➢ Communication with students needs improvement.
- ➢ Accessibility to forms needs improvement.

Use of Results for Improvement

- ➢ Implemented a comprehensive debt reduction plan involving the following elements:
    1. All financial aid students receive counseling prior to the use of any financial assistance.
    2. Students contemplating withdrawal are requested to contact the Financial Aid Office to determine the effect that withdrawal would have on the student and the College.
    3. Those students whose dropped classes during the drop/add period lead to a reduction in aid are reported to NSLDS when efforts to collect their debts are not successful.
    4. Non-punitive withdrawal dates have been extended.

- ➢ Created improved written procedures for all systems within financial aid and placed them in the College's policy and procedures manual.
- ➢ Implemented use of Palmetto loans for students whose Stafford loans were rejected because of credit problems
- ➢ Initiated a planning retreat that expanded across student services.
- ➢ Provided more accessibility to students by implementing procedures in Campus Pipeline for inquiries about financial aid.
- ➢ All student financial aid forms have been placed on the College website with links from Campus Pipeline student accounts to printable forms on the website.
- ➢ Produced a procedure to communicate drop information to the business office immediately upon reducing aid when a course or courses are dropped by a student. This procedure generates faster billing process for overpayments created as a result withdrawing or dropping from classes.

Planned Improvements

The Department will:

- ➢ Continue to update the College's financial aid policies and procedures in response to frequent changes.
- ➢ Create a yearly cross-training calendar for the 2003-2004 year.

STATEMENT CONCERNING AMENDED SC 59-101:
Providing a "technologically skilled workforce"

In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report: "Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce."

The following statement represents Central Carolina Technical College's response to this reporting requirement:

Central Carolina Technical College's role in providing the region with a technologically skilled workforce is reflected in its policies, programs and practices. At the core of its mission statement, Central Carolina communicates its obligation to support the economic growth of the community by providing specialized training opportunities specifically designed for personal growth, economic development and an improved quality of life.

In Instituional Goals 9 and 10 of the its five-year Strategic Plan, the College commits to evaluating and revising its curricula to meet the needs of the workplace in collaboration with business, industry and other educational institutions. This commitment to workforce development is rooted in the College's practices as well as its policies and procedures.

Each academic program engages the work of its own program advisory committee, comprised of service area employers who review the program's current technology, curriculum content, and, as necessary, make recommendations for improvements. The direct input from these committees together with input gleaned from Central Carolina's Continuing Education division's partnerships assist the College in assuring that its programs are current and consistently adjusted to meet future economic development trends.

Further, as part of the academic program review/evaluation policies and procedures, the College regularly assesses its graduates' competencies to help determine how prepared these graduates are to meet the employment needs of area business and industry.

Through its various policies, procedures and practices, Central Carolina clearly states its continuing commitment to academic programs that support the economic development needs of the State and supply area employers with a technologically skilled workforce.

July 14, 2003

ACCREDITED PROGRAMS

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

According to Section 59-101-350, the CHE 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 CHE 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. 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. For a complete set of policies and procedures regarding this process, see the Commission's website at: http://www.che400.state.sc.us/web/Academic/accreditation%20guidelines.htm.

Institution: | CENTRAL CAROLINA TECHNICAL COLLEGE

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/ area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering Technology (ENGT) - Associate and baccalaureate degree programs in engineering technology	X	X				
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	*An institution may be accredited by the ACBSP **or** the AACSB*					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Medical Assistant (MA)	X	X				
Surgical Technologist (ST)	X	X				
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				

Total   **6**   **6**

This information to be used as a base for performance indicator 3D

17

Institution: CENTRAL CAROLINA TECHNICAL COLLEGE

RESULTS OF PROFESSIONAL EXAMINATIONS
Measured for April 1, 2002-March 31, 2003

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, 2002 through March 31, 2003**. The following list displays the exams that each sector has reported in the past.

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."

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
TECHNICAL SECTOR					
Certified Medical Assistant Examination	April 1, 2002 – March 31, 2003	1	1	1	100 %
National Council Licensure Examination (NCLEX) - Practical Nurse	April 1, 2002 – March 31, 2003	11	11	10	91 %
National Council Licensure Examination (NCLEX) - Registered Nurse	April 1, 2002 – March 31, 2003	37	37	35	95 %
Surgical Technologist National Certifying Examination	April 1, 2002 – March 31, 2003	9	7	4	57.1%

CENTRAL CAROLINA TECHNICAL COLLEGE ALUMNI SURVEY - Summary
Academic Year for Graduating Students: 1999 – 2000

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. (Individual percentages are calculated automatically.) The hyperlink for this report is: http://www.che.sc.gov

Population: Total Group   **Number students surveyed: 442**   **Students responding: 49**   **Response Rate: 11.1%**

1. Students' level of satisfaction with:

	Responses to Question % of Total Responses		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	49	100.0%	27	55.1%	22	44.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
1.2 INSTRUCTION in the major	49	100.0%	24	49.0%	21	42.9%	3	6.1%	1	%	0	0.0%	0	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	47	95.9%	20	42.6%	24	51.1%	3	6.4%	0	0.0%	0	0.0%	0	0.0%
1.4 INSTRUCTION in general education	48	98.0%	23	47.9%	22	45.8%	3	6.3%	0	0.0%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	49	100.0%	30	61.2%	16	32.7%	3	6.1%	0	0.0%	0	0.0%	0	0.0%

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

	Responses to Question % of Total Responses		Weekly		Monthly		Annually		Less Often		Never	
	#	%	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	49	100.0%	17	34.7%	9	18.4%	12	24.5%	4	8.2%	7	14.3%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	49	100.0%	17	34.7%	8	16.3%	5	10.2%	10	20.4%	9	18.4%
2.3 Professional or service organizations	49	100.0%	12	24.5%	9	18.4%	11	22.4%	6	12.2%	11	22.4%
2.4 Volunteer, public or community service	49	100.0%	3	6.1%	12	24.5%	8	16.3%	16	32.7%	10	20.4%
2.5 Social/recreational organization	49	100.0%	8	16.3%	10	20.4%	7	14.3%	12	24.5%	12	24.5%
2.6 Support or participation in the arts	49	100.0%	2	4.1%	5	10.2%	9	18.4%	15	30.6%	18	36.7%

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

	Responses to Question % of Total Responses		Strongly		Moderately		Somewhat		None at all	
	#	%	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	48	98.0%	22	45.8%	17	35.4%	4	8.3%	5	10.4%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	45	91.8%	17	37.8%	11	24.4%	12	26.7%	5	11.1%
3.3 Professional or service organizations	49	100.0%	16	32.7%	12	24.5%	11	22.4%	10	20.4%
3.4 Volunteer, public or community service	48	98.0%	9	18.8%	11	22.9%	18	37.5%	10	20.8%
3.5 Social/recreational organization	49	100.0%	9	18.4%	7	14.3%	21	42.9%	12	24.5%
3.6 Support or participation in the arts	48	98.0%	4	8.3%	6	12.5%	20	41.7%	18	37.5%
3A Aggregate Data	287	97.6%	77	26.8%	64	22.3%	86	30.0%	60	21.0%

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

	Responses to Question % of Total Responses		All		Most		Some		Few		None	
	#	%	#	%	#	%	#	%	#	%	#	%
	49	100.0%	21	42.9%	13	26.5%	6	12.2%	3	6.1%	6	12.2%