

Central Carolina Technical College 2004 Institutional Effectiveness Summary Report

Reporting Cycle Introduction

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	Report Included This Year (2008; 2012)	(4-yr cycle)
4. Achievement of Students Transferring From Two-to Four-Year Institutions	Report Included This Year (2006; 2008)	(2-yr cycle)
5. Student Development	To Be Reported in 2007; 2011	(4-yr cycle)
6. Library Resources	To Be Reported in 2005; 2009	(4-yr cycle)
7. Alumni Survey	Report included this year * (2003; 2005)	(annual cycle)

TABLE OF CONTENTS
2004 Institutional Effectiveness Summary Report

MAJORS AND CONCENTRATIONS (COMPONENT # 2)	3
<ul style="list-style-type: none">• Associate Degree in Nursing• Associate in Arts Degree• Associate in Science Degree• Civil Engineering Technology Degree• Practical Nursing Diploma• Surgical Technology Diploma• Phlebotomy Certificate• Heating Ventilation Air Conditioning and Refrigeration Certificate	
ACADEMIC ADVISING (COMPONENT # 3)	15
REPORT ON ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO-to FOUR-YEAR INSTITUTIONS (COMPONENT # 4)	19
REPORT ON SC 59 – 101 STATEMENT	22
TABLE: PROGRAM ACCREDITATIONS	Attachment 1
TABLE: RESULTS OF PROFESSIONAL EXAMINATIONS	Attachment 2
TABLE: ACHIEVEMENT OF STUDENTS TRANSFERRING FROM CENTRAL CAROLINA TO FOUR-YEAR INSTITUTIONS	Attachment 3
TABLE: ALUMNI SURVEY REPORT	Attachment 4

Majors/Concentrations (Component # 2)

Central Carolina Technical College employs a systematic review of all programs within the College to evaluate the effectiveness of the programs from multiple aspects. The programs are evaluated on an established five-year rotation schedule as follows:

ASSOCIATE DEGREE PROGRAMS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Accounting				X					X	
Associate Degree Nursing	X					X				
Associate in Arts	X					X				
Associate in Science	X					X				
Civil Engineering Technology	X					X				
Computer Technology					X					X
Criminal Justice Technology				X					X	
Early Care and Education			X					X		
Electronics Technology			X					X		
Engineering Graphics Technology				X					X	
Environmental Engineering Technology				X					X	
General Technology		X					X			
Legal Assistant/Paralegal				X					X	
Management			X					X		
Natural Resources Man		X					X			
Office Systems Technology				X					X	
DIPLOMA PROGRAMS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Automated Office				X					X	
Automotive Mechanics					X					X
Early Childhood Development			X					X		
Engineering Graphics				X					X	
Machine Tool					X					X
Nursing (PN)	X					X				
Surgical Technology	X					X				
CERTIFICATE PROGRAMS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Accounting Specialist				X					X	
Advanced Tool Making					X					X
Automotive Repair					X					X
Basic Air Conditioning and Heating (HVAC/R)	X					X				
Basic Industrial Graphics and CAD				X					X	
Computer Specialist					X					X
Drafting with Computers				X					X	
Early Childhood Development			X					X		
Electro-Mechanical Workforce				X					X	
General Education			X					X		
General Studies		X					X			
Health Science Prep					X					X
Industrial Electricity/Electronics	X					X				
Industrial Maintenance Workforce I & II		X					X			
Industrial Maintenance		X					X			
Information Processing				X				X		
Internetworking (Cisco)					X					X
Machine Tool Operator					X					X
Medical Assistant		X					X			
Phlebotomy	X					X				
Pre-Dental Hygiene				X					X	
Pre-Industrial			X					X		
Pre-Occupational/Pre-Physical Therapy			X					X		
Pre-Pharmacy Technician				X					X	
Supervisor/Leadership			X					X		
Welding					X					X
Welding Workforce Initiative I & II					X					X

During the 2003-04 academic year, the following programs were evaluated:

- Associate Degree Nursing
- Associate in Arts
- Associate in Science
- Civil Engineering Technology
- Practical Nursing Diploma
- Surgical Technology Diploma
- Phlebotomy Certificate
- Heating Ventilation Air Conditioning and Refrigeration Certificate

The following is a summary of the strengths, weaknesses, opportunities, and threats identified for each program as well as the recommendations for use of the results for continuous improvement for the program reviews in the 2003-04 cycle.

ASSOCIATE DEGREE NURSING PROGRAM

Curriculum Review/Content Validation

The curriculum has been established and maintained according to the South Carolina Technical College System State model and is approved by the South Carolina State Board of Nursing. A Curriculum Committee comprised of the nursing faculty meets monthly to review and discuss curriculum issues. The curriculum is inclusive of topics and concepts in the blueprint for the NLCEX RN test plan as developed by the National Council for State Boards of Nursing. The curriculum supports the program's mission, philosophy, program and educational outcomes. The program is accredited by the National League for Nursing Accrediting Commission, Inc. and is scheduled for a reaffirmation visit by NLNAC in February 2005.

Strengths

1. Clearly defined entrance, progression, and readmission criteria
2. Curriculum meets the requirements for the preparation of the registered nurse
3. Accredited in 2000 by The National League for Nursing Accrediting Commission, Inc. for the maximum time period of eight years
4. Curriculum includes courses with clearly defined entrance and exit competencies
5. Transition Nursing Option for LPN or RN students
6. Internet courses are included in the curriculum
7. The Health Sciences Student Supplemental Handbook communicates departmental and program policies to students
8. New student orientation is provided for incoming nursing students
9. NCLEX-RN pass rates are above state and national averages for the past three years
10. Placement rate of 100% for the past three academic years
11. Graduate satisfaction
12. Employer satisfaction
13. Instructors' knowledge and expertise remain current in the field of nursing
14. Positive learning atmosphere
15. Diversity of clinical sites in Sumter, Kershaw, and Clarendon Counties
16. Active Student Nurses' Association

Weaknesses

1. Availability of clinical sites for increasing program enrollment
2. Availability of additional classroom and lab space for increasing program enrollment
3. Shortages of qualified nursing faculty to fill vacant full-time positions
4. Limited student enrollment availability for admission and readmission because of resource limitations in personnel and facilities

Opportunities

1. Distance education connectivity between campuses with increased opportunities for scheduling class sessions and increasing enrollment while utilizing existing faculty
2. Availability of additional lab space, classroom space, clinical facilities, and nursing faculty through collaborative relationships

Threats

1. Faculty vacancies over an extended period of time
2. Shortage of qualified Masters' prepared nursing faculty
3. Budget restraints
4. Limited clinical resources
5. Lack of additional classroom and laboratory facilities

Conclusion/Implications/Recommendations

The Associate Degree Nursing Program at Central Carolina Technical College is committed to maintaining a quality program that contributes to the achievement of the mission of the College. The results of annual program evaluations and this program review are used by the administration and faculty for making improvements in all aspects of the program.

Use of Results

As a result of the program review in the Associate Degree in Nursing program, the following recommendations are made for continuous improvement of the program:

Recruitment/Marketing Strategies

1. Continue to explore opportunities for collaboration with SC Hospital Association
2. Continue participation in high school, career center, and middle school Career Days
3. Increase faculty involvement in community activities

Personnel Training or Professional Development Needs

1. Increase professional development funding for faculty
2. Encourage maintenance of professional certifications by faculty

Budget Needs

1. Upgrade software for computer assisted instruction
2. Increase computer hardware such as laptops for faculty members
3. Increase number of smart classrooms with mounted projection systems

ASSOCIATE IN ARTS PROGRAM

Strengths

1. Qualified, diverse, and experienced faculty with secondary and postsecondary backgrounds
2. Variety of courses available in a flexible scheduling format--day, afternoon, evening, Saturday, weekend, and distance classes
3. Number, variety, and quality of distance courses providing the ability to complete 90% of the program courses online
4. Accessibility of courses offered at outreach locations in Manning, Kershaw, and at Shaw Center
5. Cost effective transfer program option for students desiring to transfer to four-year institutions
6. Effective student advisement

Weaknesses

1. Graduation rate
2. Transfer rate
3. Lack of availability of adjuncts in selected disciplines
4. Full-time to part-time teaching ratio
5. Teacher-student ratio in some courses
6. Class load for faculty

Opportunities

1. Development of honors courses
2. Increased collaboration with USC Sumter for transfer of AA students, particularly for Elementary and Early Childhood Education
3. Locating dual-enrolled courses on CCTC campus
4. Recruitment of dual-enrolled students into AA program
5. Development of interdisciplinary courses
6. Increased incorporation of critical thinking skills and ethics into courses
7. Implementation of a Writing Center and use of writing mentors
8. Implementation of 3-credit hour Spanish course instead of the 4-credit hour course

Threats

1. Small enrollment decline
2. Transferability of courses to some institutions
3. Graduation rate
4. State budget
5. Increased expectations (load, class size, and teaching configurations) for faculty
6. Difficulty in recruiting and retaining qualified full-time and adjunct faculty

Conclusion/Implications/Recommendations and Use of Results

As a result of the program review in the Associate in Arts program the following recommendations are made for continuous improvement of the program:

Curriculum Changes

No local curriculum changes are proposed; however, a statewide change in the course credits for SPA 101 and 102 from 4-credit hours to 3-credit hours would benefit students and would not negatively impact transferability in most instances. Recommend this be considered by Chief Academic Officers.

Recruitment/Marketing Strategies

1. Market the Associate in Arts program with focus on transferability, affordability, and involvement of faculty with student success
2. Use successful students and graduates as ambassadors in marketing the program
3. Market to the dual-enrolled student by focusing on parents
4. Market summer offerings more effectively
5. Develop Speaker's Bureau
6. Increase number of events such as the Psychology Bowl, Speech Competition, and Coffeehouse and promote within the community

Support Materials

1. Increase number of computer stations in the Library
2. Continue to increase media devices for classroom use

3. Purchase software for teaching Spanish pronunciation
4. Purchase AV materials for Music Appreciation
5. Increase library resources at Manning, Kershaw, and at Shaw Center
6. Increase current texts on a variety of subjects in the Library for research purposes

Personnel Training or Professional Development Needs

1. Continue Technology Fair
2. Provide training/sharing sessions on pedagogical issues
3. Increase funding for professional conferences
4. Provide training in basic computer/word processing skills and technology resources for students
5. Facilitate interaction with other composition/rhetoric experts in the field
6. Continue training in WebCT and Producer
7. Provide additional training for online course effectiveness
8. Increase attendance of faculty at transfer workshops offered by four-year colleges

Budget Needs (Equipment, Staffing, etc.)

1. Increase number of smart classrooms
2. Increase media equipment such as DVD players
3. Increase adjunct pay rate
4. Add full-time art instructor
5. Add full-time sociology instructor
6. Add full-time history instructor
7. Add full-time psychology instructor
8. Increase computer lab facilities for English classes

ASSOCIATE IN SCIENCE PROGRAM

Strengths

1. Availability, accessibility, and assistance provided by faculty members to students
2. Well qualified and diverse departmental faculty
3. Variety of available courses in a flexible scheduling format--day, afternoon, evening, Saturday, weekend, and distance classes
4. Number, variety, and quality of distance education courses in the area of mathematics and other general education courses
5. Accessibility of courses offered at outreach locations in Manning, Kershaw, and Shaw Center
6. Effective student advisement
7. Placement rate of graduates as determined by continued education or employment in a related field

Weaknesses

1. Graduation rate
2. Transfer rate
3. Lack of state tracking system with specific data from senior institutions regarding transfer students
4. Difficulty in locating and availability of qualified adjuncts in the areas of mathematics and science
5. Occasional cancellation of upper level courses because of section size
6. Limited availability of adjunct faculty members to students

Opportunities

1. Diversity of transfer options for students desiring to transfer to four-year institutions
2. Development of additional math course – Math 122
3. Locating dual enrolled courses on CCTC campus
4. Increased marketing and recruitment efforts of dual enrolled students
5. Continued implementation of technology in math courses
6. Development of on-line science lecture courses with required onsite laboratory exercises
7. Incorporation of different program skills in math course projects
8. Expanded online math course offerings
9. Updating of articulation agreements

Threats

1. State budget
2. Difficulty in recruiting and retaining full-time and adjunct faculty
3. Competition from five senior institutions and the Community College of the Air Force for students interested in transfer programs
4. Graduation rates
5. Retention rates
6. Transferability of courses to some institutions
7. Lack of knowledge by general public about program

Conclusion/Implications/Recommendations and Use of Results

As a result of the program review in the Associate in Science program the following recommendations are made for continuous improvement of the program:

Curriculum Changes

A recommended curriculum change is the addition of Math 122 – Finite Mathematics to the major course offerings.

Recruitment/Marketing Strategies

1. Market the Associate in Science program in diverse media options
2. Utilize graduates and students as ambassadors to market the program
3. Market college programs to dual-enrolled students
4. Market summer course offerings more effectively
5. Develop a Speaker's Bureau

Support Materials

1. Graph boards for Math 101, Math 102, or Math 110 classrooms
2. Calculator view screen kits

Personnel Training or PDP Needs

1. Professional development and training in mathematics software
2. Continue Technology Fair
3. Participate in peer group meetings
4. Increase funding for professional conferences
5. Continue training in WebCT, Producer, and in online course development
6. Attendance of faculty at transfer workshops offered by senior institutions

Budget Needs (Equipment, Staffing, etc.)

1. Additional full-time mathematics instructor
2. Increase adjunct hourly rate
3. Purchase six view screen kits/overhead calculators
4. Purchase graph boards

CIVIL ENGINEERING TECHNOLOGY ASSOCIATE DEGREE

Strengths

1. Competency of the faculty
2. Program has completed the ABET Self-Study process, and all concerns have been completely ratified.
3. The curriculum has remained comprehensive and challenging
4. Student job placement is good

Weaknesses

1. Low enrollment with a resulting low graduation rate.
2. Under prepared students require several pre-requisite classes or perhaps remedial classes prior to entry into curriculum courses
3. Students may be discouraged by the perceived difficulty in the completing the program.

Opportunities

1. Construction industry job market for civil engineering technology graduates
2. Collaboration with other colleges and universities via a 2+2 program
3. Market the program and develop networks with secondary students through increased activities such as the Engineering Day event held in April 2004
4. Utilization of Kuder career assessment software for prospective students

Threats

1. Low enrollment and graduation rates
2. Identifying and recruiting capable students with appropriate preparation in math and science

Conclusion/Implications/Recommendations

Curriculum Changes

The department faculty and dean will seek to ensure that the introduction of technology into the classroom will occur as appropriate and helpful in all courses.

Recruitment/Marketing Strategies

1. Introduction of the Civil Engineering Technology program to high school students with interactive events such as the Bridge Competition
2. Utilization of the Kuder assessment program.

Support Materials

No needs were identified.

Personnel Training or PDP Needs

1. Professional development funds for the maintenance of professional licensure of the CET instructor

Budget Needs (Equipment, Staffing, etc.)

Existing budget allocations are adequate at this time.

Summary and Use of Results

Program vitality is the primary concern for the Civil Engineering Technology program. A concerted and ongoing effort will continue through the next academic year to remedy this vitality issue; however, it will be a multi-year effort. In addition to recruiting, academic advisement and retention strategies are important elements in promoting the vitality of the program.

PRACTICAL NURSING DIPLOMA PROGRAM

Curriculum Review/Content Validation

The curriculum has been established and maintained according to the State model and is approved by the South Carolina State Board of Nursing. A Curriculum Committee comprised of the Associate Degree and Practical Nursing faculty meets monthly to review and discuss curriculum issues. The curriculum is inclusive of topics and concepts in the blueprint of the NCLEX-PN test plan developed by the National Council for State Boards of Nursing. The curriculum supports the program's mission, philosophy, program and education outcomes. The program is accredited by the National League for Nursing Accrediting Commission, Inc. and is scheduled for reaffirmation visit by NLNAC in February 2005.

Strengths

1. Program has clearly defined entrance, progression, and readmission criteria
2. Curriculum meets the requirements for the preparation of the licensed practical nurse
3. Program was accredited in 2000 by the National League for Nursing Accrediting Commission, Inc. for the maximum time period of five years
4. Curriculum includes courses with clearly defined entry and exit competencies
5. The Health Sciences Student Supplement Handbook communicates to students departmental and program policies
6. New student orientation is provided for incoming nursing students
7. NCLEX-PN pass rates are above state and national averages for the past three years
8. Placement rate of 100% for the past three academic years
9. Graduate satisfaction
10. Employer satisfaction
11. Instructors remain current in the field of nursing
12. Positive learning environment
13. Clinical sites in Sumter, Kershaw, and Clarendon Counties
14. Active Student Nurses' Association

Weaknesses

1. Availability of clinical sites for increasing program enrollment
2. Availability of additional classroom and lab space for increasing program enrollment
3. Limited seats for admission and readmission.

Opportunities

1. Distance education connectivity between campuses with increased opportunities for scheduling class sessions and increasing enrollment while utilizing existing faculty
2. Availability of additional lab space, classroom space, clinical facilities and nursing faculty through collaborative relationships

Threats

1. Faculty vacancies
2. Budget restraints
3. Limited clinical resources
4. Lack of additional classroom and laboratory facilities

Conclusion/Implications/Recommendations

The Practical Nursing Program at Central Carolina Technical College is committed to maintaining a quality program that contributes to the achievement of the mission of the College. The results of annual program evaluations and this program review are used by the administration and faculty for

making improvements in all aspects of the program. The implementation of a Competitive Admissions process for the fall 2004 class of Practical Nursing students will be evaluated for its impact on student retention and graduation rates. Additional strategies are needed to maximally utilization of the available resources for classroom, lab, and clinical instruction.

Use of Results

As a result of the program review in the Practical Nursing program the following recommendations are made for continuous improvement of the program:

Curriculum Changes

No curriculum changes are planned at this time. A Competitive Admissions Process has been implemented for the Fall 2004 admissions into the program, and this process will be evaluated.

Recruitment/Marketing Strategies

1. Continue to explore opportunities for collaboration with SC Hospital Association
2. Continue participation in high school, career center, and middle school Career Days
3. Increase faculty involvement in community activities

Personnel Training or Professional Development Needs

1. Increase professional development funding for faculty
2. Encourage maintenance of professional certifications by faculty

Budget Needs

1. Upgrade software for computer assisted instruction
2. Increase computer hardware such as laptops for faculty members
3. Increase number of smart classrooms with mounted projection systems

SURGICAL TECHNOLOGY DIPLOMA

Strengths

1. Curriculum meets the requirements for the preparation of the surgical technologist
2. Courses with clearly defined entry and exit competencies
3. Instructors' knowledge of the operating room
4. Program accredited in 1999 by Liaison Council on Certification for the Surgical Technologist (LCC-ST)
5. Stable and growing enrollment with strong student interest in the program. Class to begin in May 2004 has a potential enrollment of 20-24 students who have completed or will complete their initial core courses prior to start of SUR 101
6. Excellent placement rate of 100% for the past three academic years
7. Graduate satisfaction at 100%
8. Employer satisfaction at 100%
9. The Health Sciences Student Supplement Handbook provides students with departmental policies and is distributed to new enrollees at a formal orientation session and reviewed in detail in the first SUR course

Weaknesses

1. Clinical site availability for placement of students which impacts program enrollment
2. Employer satisfaction identified the need for the student to complete more than 125 cases prior to graduation

3. Physical facilities to increase the size of the classroom and provide storage area

Opportunities

1. Collaborative efforts to increase availability of additional clinical sites to positively affect placement for a more extensive clinical assignment for the student
2. The availability of an operating room classroom in a local facility
3. Continued recruitment in the high schools as well as health fairs to promote program enrollment

Threats

1. Travel required for some students because of limited numbers of hospitals in the local area
2. Salaries for graduates across the state are not competitive with the job market nationally
3. State budget

Conclusion/Implications/Recommendations and Use of Results

As a result of the program review in the Surgical Technology program the following recommendations are made for continuous improvement of the program:

Curriculum Changes

No curriculum changes recommended at this time.

Recruitment/Marketing Strategies

1. Continue the collaboration with SC Hospital Association to provide a Health Fair
2. Continue recruitment in area high schools and possible career awareness in the middle schools
3. Make recommendations to high school counselors to encourage secondary students to take chemistry and biology courses in preparation for college-level anatomy and microbiology courses

Support Materials

1. Purchase additional surgical instruments and cabinet

Personnel Training and PDP Needs

1. Attendance by program manager at National AST Conference
2. Maintenance of credentials for program manager (CNOR)
3. Maintenance of credentials for adjunct instructors (CST)

Budget Needs (Equipment, Staffing, etc.)

1. Purchase autoclave sterilizer
2. Additional full-time faculty position
3. Surgical suite

Summary

The Surgical Technology program at Central Carolina Technical College is committed to continuous evaluation of outcomes and improvement in educational processes. The implementation of the Competitive Admissions process for the May 2004 class requiring increased SAT or ACT scores as well as the increased GPA requirement is targeted toward student retention and increased graduates in the program.

PHLEBOTOMY CERTIFICATE

Strengths

1. Curriculum and clinical experiences that provide graduates with necessary requirements to be eligible for national credentialing
2. The classroom and laboratory training are provided on campus
3. The laboratory facility provides on campus technology that prepares the students for clinical rotation
4. Clinical sites are provided locally in Sumter and Clarendon Counties
5. Graduate placement is excellent with 100% for AY '02
6. Enrollment growth has been steady for three years since the program's inception

Weaknesses

1. Shortage of available clinical placement opportunities in the Sumter County area

Threats

1. Challenge to keep up with rapidly changing technology
2. Delegation of phlebotomy responsibilities to other healthcare professionals
3. Fewer opportunities for individuals trained exclusively in phlebotomy

Opportunities

1. Increased interest in phlebotomy as an supplemental skill in health care
2. The extended training in this program will increase employer satisfaction and enhance employment opportunities for Central Carolina Technical College graduates in the future

Conclusion/Implications/Recommendations and Use of Results

The Phlebotomy Certificate Program at Central Carolina Technical College is committed to continuous evaluation of outcomes and improvements in the educational process. Curriculum changes will be based on these evaluations and adjusted accordingly.

As a new program, recruitment strategies are being considered and evaluated. Support materials and equipment have recently been updated. Supplies are monitored to ensure current safety features are being utilized. The Phlebotomy Program Manager is currently working in the healthcare setting to keep abreast of the constantly changing technology and will be participating in available continuing education.

HEATING VENTILATION AIR CONDITIONING AND REFRIGERATION CERTIFICATE

Strengths

1. Strong support of the HVAC/R Advisory Committee, South Carolina Association of Heating Air Conditioning Contractors, local companies, Peer Group of ACIP, and local supply companies
2. Program content which includes theory and practical hands-on training is reviewed on an annual basis to ensure content is relevant to meet the demands of industry
3. Lab improvements have provided more application experience for the students
4. Availability of some of the latest HVAC technology in the lab

Weaknesses

1. The class size in relation to the lab
2. The program has no related secondary programs from which to recruit at the Career Centers
3. The program is in need of an update of software for more current information

Opportunities

1. The program has the potential to grow with the demands in the commercial, industrial, and refrigeration needs in the area.
2. Increased need for companies to have certified technicians/employees in order to provide attractive employee benefits

Threats

1. Recent recession has had an effect on the number of new hires required
2. Keeping current with the technology in the present budget environment
3. Local pay scale is a challenge for some graduates
4. Costs for students in tools and other items for the program in addition to tuition and books

Conclusion/Implications/Recommendations and Use of Results

As a result of the program review in the HVAC program the following recommendations are made for continuous improvement of the program

Curriculum Changes

ACR 104 Print Reading has been deleted. Added courses include the following: ACR 130 Domestic Refrigeration, WLD 102 Introduction to Welding, ACR 224 Codes and Ordinances.

Recruitment/Marketing Strategies

1. Meet/visit the career centers in the service area
2. Invite business owners in the area to visit high schools and career centers

Support Materials

1. Software in duct design and sizing of heating and air systems
2. Other related instructional materials for additional courses

Budget Needs

1. Increased departmental operational budget to cover expenses in additional courses in refrigeration

Summary

The Heating, Ventilation, Air Conditioning, and Refrigeration Program has satisfied the necessary requirements for entry-level positions at local companies. With employer surveys, active advisory committees, and graduate surveys, the necessary changes in the curriculum that best meet the needs of the students have been made. The HVAC/R department will need to continue to use the data collected to ensure the program contents reflects the ever changing technology in manufacturing/equipment. Efforts to increase enrollment in the program will rely upon members of the industry as well as recent graduates.

Achievement of Students Transferring from Two- to -Four Year Institutions (Component # 4)

The preparation of students for transfer to senior colleges and universities is a component of Central Carolina Technical College's mission. The two primary programs focused on college transfer are the Associate in Arts and Associate in Science degrees; however, students from other associate degree programs also transfer to senior institutions. Within the advisement process for all associate degree programs, students are exposed to transfer programs at senior institutions as an option for continuing their education. This exposure is offered by the Admissions staff as well as academic advisors. The Associate in Arts and Associate in Science advisors began more detailed tracking of their students' progression to senior institutions during the 2003-04 academic year, and this initiative will continue as there is limited data available that provides specific student information.

Other programs report students who transfer to senior institutions within their placement data for the State Board for Technical and Comprehensive Education's program evaluation purposes. For the 2002-03 graduate placement report, there were 31 Associate in Arts and Associate in Science graduates of which 90 percent were either in school or placed on the job. Both transfer programs were classified in the "Good" category with the State Board for Technical and Comprehensive Education's program evaluation process in its July 2004 report. The College continues to offer all courses in the CHE approved transfer blocks. In addition, each semester the number of transfer courses scheduled offers students who are enrolled in the Associate in Arts and Associate in Science degree programs a wide variety of course selection. The College's retention rate of Associate in Arts and Associate in Science students was 54% which was above the technical college system average of 52%. This percentage is based upon students from Fall 2001 to Fall 2002 who were still enrolled or graduated.

Review of Findings

For the success of transfer students, this Institutional Effectiveness Report for July 2004 includes two tables with data regarding transfer students from Central Carolina Technical College. A narrative follows each table with information and comparisons based on previous Institutional Effectiveness Reports.

Central Carolina Technical College Students Transferring to Senior Institutions								
Applications, Acceptances, and Enrollments Reported by Senior Institutions								
First-Time Fall 2003 Transfers								
Senior Institution	(1) Total	Transfer Applications			(5) Total # Students Enrolled	% Applied who Enrolled	% Accepted who Enrolled	
		(2) Total # Accepted	(3) Total # Rejected	(4) # Incomplete				
Clemson University	3	3	0	0	3	100.00%	100.0%	
Coastal Carolina College of Charleston	3	2	1	0	2	66.67%	100.0%	
FMU	11	8	2	1	5	45.45%	62.5%	
Lander S C State	2	2	0	0	2	100.00%	100.0%	
USC Columbia	16	7	9	0	2	12.50%	28.6%	
USC Spartanburg	6	6	0	0	2	33.33%	33.3%	
Winthrop	2	2	0	0	2	100.00%	100.0%	
Rate	48	33	13	2	21	43.75%	63.6%	

No Rpt from MUSC and USC-Beaufort; No cctc students at TheCitadel or USC Aiken

Institution: [REDACTED]

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

August 1, 2004

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://www.che.sc.gov/web/affairs.htm>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. The **National Association of Schools of Public Affairs and Administration** was approved as an accrediting agency in 2002. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che.sc.gov/web/Academic/accreditation%20guidelines.htm>.

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/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	* Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	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				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering						

ACCREDITING AGENCIES AND AREAS	* Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	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)	
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						
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						
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						

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)	
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						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
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	X				
Business (BUAD) - Baccalaureate degree programs in business and business-related fields						
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)						11/1999
* Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
* Surgical Technologist (ST)	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999

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)	
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
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						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
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)						9/1999
Rehabilitation Counseling						9/1999
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)						
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						
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						

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)	
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						
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						

* Central Carolina Technical College

Total

6 6

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

**Central Carolina Technical College Students Transferring to Public Senior Institutions
Application, Acceptances, and Enrollments as Reported by Public Senior Institutions
First-Time Fall 2003 Transfers**

Transfer Applications								
	(1)	(2)	(3)	(4)	(5)			
Senior Institution	Total	Total # Accepted	Total # Rejected	# Incomplete	Total # Students Enrolled		% Applied who Enrolled	% Accepted who Enrolled
Clemson University	3	3	0	0	3		100.00%	100.0%
Coastal Carolina	3	2	1	0	2		66.67%	100.0%
College of Charleston	3	1	1	1	1		33.33%	100.0%
FMU	11	8	2	1	5		45.45%	62.5%
Lander	2	2	0	0	2		100.00%	100.0%
S C State	2	2			2		100.00%	100.0%
USC Columbia	16	7	9	0	2		12.50%	28.6%
USC Spartanburg	6	6	0	0	2		33.33%	33.3%
Winthrop	2	2	0	0	2		100.00%	100.0%
Rate	48	33	13	2	21		43.75%	63.6%
<i>No Rpt from: MUSC; USC-Beaufort</i>								
<i>No cctc students at: Citadel; USC Aiken</i>								

2003 TRANSFER SUCCESS COMPARISON TABLE

Comparison of GPA of Central Carolina First-Time Fall 2003 Transfers and Native Populations at SC Public

Senior Institution	Central Carolina		Native		Difference in GPA
	Transfer Students	Average GPA	Native Students	Average GPA	
Clemson	3	2.37	12423	2.99	-0.62
Coastal	2	* 2.65	969	2.62	0.03
COC	1	1.75	6557	2.94	-1.19
FMU	5	2.41	1994	2.51	-0.1
Lander	2	* 3.9	1165	2.58	1.32
SCState	2	2.12	3370	2.45	-0.33
USC Cola	2	2.46	14301	2.92	-0.46
USC-Sp	2	* 3.55	3223	2.61	0.94
Winthrop	2	* 3.09	3794	2.83	0.26
					-0.01667
GPA represents that for Fall 2003, and is not a cumulative GPA Higher Average GPA than Native Students					* Central Carolina Students with

Jul-04

INSTITUTIONAL ALUMNI SURVEY - Summary

Name of Institution: CENTRAL CAROLINA TECHNICAL COLLEGE

Academic Year for Graduating Students: 2000-2001

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates.

By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting on graduates three years prior.

Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: <http://www.che.sc.gov>

How many students were surveyed? 416

How many students responded? 56
Response Rate: 13.5%

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

1. Students' level of satisfaction with:

	<i>Responses to Question</i>	Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied			
		#	%	#	%	#	%	#	%	#	%	#	%		
		#	% of Total Responses	#	%	#	%	#	%	#	%	#	%		
1.1 MAJOR Program of Study			98.2%	27	49.1%	22	40.0%	3	5.5%	2	3.6%	0	0.0%	1	1.8%
1.2 INSTRUCTION in the major	55	55	98.2%	30	54.5%	18	32.7%	2	3.6%	4	7.3%	1	1.8%	0	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	55	54	96.4%	17	31.5%	32	59.3%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
1.4 INSTRUCTION in general education		55	98.2%	24	43.6%	28	50.9%	3	5.5%	0	0.0%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE		56	100.0%	31	55.4%	18	32.1%	5	8.9%	1	1.8%	1	1.8%	0	0.0%

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

	<i>Responses to Question</i>	Weekly		Monthly		Annually		Less Often		Never			
		#	%	#	%	#	%	#	%	#	%		
		#	% of Total Responses	#	%	#	%	#	%	#	%		
2.1 Career-related advanced education or training	54	54	96.4%	14	25.9%	8	14.8%	15	27.8%	6	11.1%	11	20.4%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	56	56	100.0%	15	26.8%	9	16.1%	7	12.5%	15	26.8%	10	17.9%
2.3 Professional or service organizations	56	56	100.0%	10	17.9%	17	30.4%	9	16.1%	7	12.5%	13	23.2%
2.4 Volunteer, public or community service	56	56	100.0%	11	19.6%	11	19.6%	5	8.9%	14	25.0%	15	26.8%

2.5 Social/recreational organization	56	100.0%	16	28.6%	11	19.6%	2	3.6%	12	21.4%	15	26.8%
2.6 Support or participation in the arts	56	100.0%	6	10.7%	9	16.1%	8	14.3%	10	17.9%	23	41.1%

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

	<i>Responses to Question</i>		Strongly		Moderately		Somewhat		None at all	
	#	% of Total Responses	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	56	100.0%	22	39.3%	11	19.6%	10	17.9%	13	23.2%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	56	100.0%	14	25.0%	14	25.0%	13	23.2%	15	26.8%
3.3 Professional or service organizations	56	100.0%	11	19.6%	16	28.6%	13	23.2%	16	28.6%
3.4 Volunteer, public or community service	56	100.0%	8	14.3%	10	17.9%	16	28.6%	22	39.3%
3.5 Social/recreational organization	55	98.2%	8	14.5%	12	21.8%	14	25.5%	21	38.2%
3.6 Support or participation in the arts	55	98.2%	6	10.9%	10	18.2%	9	16.4%	30	54.5%
3A Aggregate Data	334	99.4%	69	20.7%	73	21.9%	75	22.5%	117	35.0%

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

	<i>Responses to Question</i>		All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
	56	100.0%	18	32.1%	15	26.8%	11	19.6%	3	5.4%	9	16.1%