

2001 INSTITUTIONAL EFFECTIVENESS CHECKLIST

This form should be completed and returned with your data tables and summary report by August 1, 2001

The information included here is current and correct to the best of my knowledge.

Name of person

Submitting information: Dick Shelton

Title: Director of Research and Planning

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Institutional web address of

Summary Report: <http://www.piedmont.tec.sc.us/ie>

Summary reports will be expected on institutional websites by August 1, 2001

Check list of IE Reports due **August 1, 2001**

<input checked="" type="checkbox"/>	Summary Report
<input checked="" type="checkbox"/>	Accreditation Table
<input checked="" type="checkbox"/>	Alumni Survey Report
<input checked="" type="checkbox"/>	Placement Data Report
<input checked="" type="checkbox"/>	Students in Developmental Education Table
<input type="checkbox"/>	Sponsored Research Table
<input checked="" type="checkbox"/>	Professional Examinations Table

Date Submitted:

Submit electronically to:

Sandra Carr – scarr@che400.state.sc.us

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

Sandra Carr

SC Commission on Higher Education

1333 Main St., Suite 200

Columbia, SC 29201

Phone: 803-737-2274 Fax: 803-737-2297

Updates and/or revisions to any IE information will be posted on the website at

www.che400.state.sc.us/web/Perform/IE/IEPage.htm

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2001

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.che400.state.sc.us/web/affairs.htm>) that is accreditable in one or more of the following categories, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that accredit individual programs within departments, please put the number of programs in parentheses beside the “x”. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/web/Academic/accreditation%20guidelines.htm>.

Institution:

Piedmont Technical College

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

These agencies and areas may also be found on the CHE's website at:
<http://www.che400.state.sc.us/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG) -Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in Engineering technology	1	1				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HAS) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering Professional undergraduate and graduate (Master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFCC) - Clinical training programs						
Marriage and Family Therapy (MFCD) - 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						
ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (If program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (If known)	
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments	1	1				
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						
ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						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	1	1				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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)	1	1				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)	1	1				
Respiratory Therapy Technician (RESTT)	1	1				
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	1	1				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
COUNCIL 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)	1	1				
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)						
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

			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	List
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF 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	1	1				
Nursing (ADNUR) - Associate degree programs	1	1				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE

			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	List
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

10 10

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

INSTITUTION:

Piedmont Technical College

COURSES TAUGHT BY FACULTY

Applicable for Four- and Two-Year Institutions – Measured for Fall 1999

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2001 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Applicable to Four-Year Colleges and Universities

Due August 1, 2001

According to Section 59-101-350, the Commission is responsible for collecting “the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses” from four-year institutions to be included in the annual report to the General Assembly. The following information will be collected from the four-year colleges and universities, but excludes the research universities, as these institutions do not offer these types of courses.

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student in more than one developmental course and completing more than one entry level course should be counted once for each developmental courses he/she exits and once for each entry level course he/she completes. Appropriate entry-level courses for which successful completion is determined will be defined by the developmental instructor as the course for which the student is being prepared.

<p>Number of first-time, full-time entering freshmen enrolled in Fall 1999 (include first-time freshmen who enrolled either part-time or full-time in the Summer 1999 if they returned full-time in the Fall 1999)</p> <p>Item (1)</p>	<p>Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 1999</p> <p>Item (2)</p>	<p>Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2001</p> <p>Item (3)</p>
458	119	77 - undup

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 1999 (combine all sections for each course). For each course indicate the number of students included in Item (2) above who enrolled; the number who completed the course, and the number who successfully completed the entry level course by the end of Spring Semester 2001.

Course Title	Total Enrollment	Number Exiting Course	Number Exiting Entry-Level Course
ENG 041 – Dev Eng	65	45	45
MAT 041 – Dev Math	74	49	49
RDG 041 – Dev Reading	28	23	23

Institution:

Piedmont Technical College

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Measured for Fall 1999

Due August 1, 2001

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2000 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	N/A
Graduate Students	N/A

Institution:

Piedmont Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Measured for April 1, 2000-March 31, 2001

Due August 1, 2001

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, 2000 through March 31, 2001**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided.

In addition to this information, the Commission is interested in collecting supporting data for other exams that **may** be used in the IE and performance funding processes. These exams were identified in a meeting with institutional, Commission staff, and State Tech Board representatives in 1999 for possible inclusion in these data collection efforts. As we continue to look closer at performance indicator 7D and through data verification efforts, we are interested in more detailed information that could affect the inclusion of these exams, or others. Please provide the information on the additional exams as requested below. Should you have suggestions for other exams to include here, please add those to the list with the appropriate information.

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 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
American Nurses Credentialing Center National Exam. Adult Nurse Practitioner, Family Nurse Practitioner					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
South Carolina Bd. of Law Examination					
Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
REGIONAL SECTOR					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
TECHNICAL SECTOR					
Accredited Record Technician (ART)					
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	2000	6	6	6	100%
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician - NREMT					
Basic, Intermediate and Paramedic Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	2000	21	21	21	100%
National Council Licensure Exam. (NCLEX) - Registered Nurse	5/2000 12/2000	11 10	11 10	11 10	100% 100%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	2000	5	5	5	100%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical					
Simulation and Written Registry					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					
SRTA Regional Exam. for Dental Hygienists					

Additional Examinations - Research Sector

Due August 1, 2001

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 1999 – March 31, 2000)	# Tested (If known)	Dates Tested (If known)
American Academy of Nurse Practitioners National Certification Exam (AANP) – Adult Nurse Practitioner				
AANP - Family Nurse Practitioner				
AANP - Pediatric Nurse Practitioner				
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB - Intermediate Level				
AASSWB - Advanced (Independent) Level				
American Nurses Credentialing Center National Exam. (ANCC) – Acute Care Nurse Practitioner				
ANCC - Gerontological Nurse Practitioner				
ANCC - Pediatric Nurse Practitioner				
ANCC - School Nurse Practitioner				
ANCC - Psychiatric Clinical Nurse Specialist				
Athletic Training				
Examination for the Professional Practice of Psychology				
Fundamentals of Engineering				
Fundamentals of Geology				
National Certification Board of Pediatric Nurse Practitioners and Nurses				
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties – Women’s Health Nurse Practitioner Exam.				

Additional Examinations

Due August 1, 2001

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your	# Graduates completing these	# Tested (If known)	Dates Tested (If known)
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	institution	degree(s) (April 1, 1999 – March 31, 2000)		
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB – Intermediate Level				
AASSWB – Advanced (Independent) Level				
Fundamentals of Engineering				
Fundamentals of Geology				

Additional Examinations – Technical Sector

Due August 1, 2001

The exams below represent additional examinations identified through the July 1999 institutional and State Tech meeting. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s)/Diploma(s)/ Certificate(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2000 – March 31, 2001)	# Tested (If known)	Dates Tested (If known)
National Conference of Funeral Services National Exam				
National Cosmetology Exam.				
National Registry First Responder				
SC Brokers License				
SC Contractors License				
SC Master Hair Care Specialist				
SC Registered Barber Exam				
SC Specialty Contractor				
SC State Law Examination-Funeral Services				

Majors and Concentrations

Most Associate Degree programs are normally completed in a period of two academic years – an academic year for degree programs being interpreted to mean two 15 week – terms and a 10 – week summer term. Since Piedmont Technical College recognizes transfer credit from other institutions of higher learning and gives advanced standing to approved high school graduates, due to this, students may complete their education program in less time than normal schedule requires.

Piedmont Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate’s Degree and holds membership in the American Association of Community and Junior Colleges and in American Technical Education Association. The Electronic Engineering Technology and Engineering Graphics Technology programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering Technology, and the General Business Associate Degree programs have received certificates from the Association of Collegiate Business Schools and Programs. Copies of accreditation documents are in the Office of the Vice President for Educational Affairs.

Method:

The college has developed a process for reviewing effectiveness issues in the Associate Degree programs. During the summer of 1999, a detailed student warehouse data system was developed to prepare quantifiable “Program Review” data summaries. These summaries, prepared each academic term, present a snapshot of each associate degree program in terms of:

- Headcount
- Average Credit Hours/Student
- Retention
- Average Course Load/Student
- Demographic Profiles
- Enrollment Status (FT/PT)

In addition to the above “review” data, programs, academic program coordinators, with their academic deans prepare a capsulated profile that not only considers the program review data but also includes survey trends (employers and students); graduation rates and improvement or recommendations. This summary is reviewed and discussed with the Academic Dean, the Vice President for Educational Affairs, and the Office of Institutional Effectiveness.

The end result of this activity is to prescribe an action plan for each academic program that will build on successes and attempt to remedy areas needing improvement.

Instructional and Assessment Plan Findings:

For the programs completing this process, the college finds the plans to be well defined, measurable and oriented towards the needs of the student. The college also finds this process to be educationally sound for the purpose of delivery and assessment for competency mastery within an educational environment.

The college feels the merging of quantifiable program review data summaries with technical and general competency evaluations will lead to an overall assessment of the effectiveness and quality of Associate Degree programs. These detailed summaries will be evaluated/reviewed by the Institutional Officers and the Council of Deans. From these two administrative bodies, a list of recommendations, if needed, will be made. These recommendations will be operationally defined and implemented by the appropriate Academic Dean.

The academic programs to be reviewed during this reporting period are Engineering Technology Cluster, Computer Technology, Human Services, Criminal Justice, and Associate Degree programs.

A. Program Review Summaries

Each of the above academic areas reviewed program data with the appropriate Academic Dean, Department Head, and the Vice President for Academic Affairs. General trends and suggestions were made based upon the historical data. Capsulated findings from each program area are provided below.

I. Engineering Technology Cluster

A. Enrollment Trends

1. Fall Term Headcounts

	1997	1998	1999	2000
Electronic Engineering Technology (EET3)	108	107	103	98
Engineering Graphics Technology (EGT3)	66	64	69	60
General Engineering Technology (EGR3)	3	2	1	3
Mechanical Engineering Technology (MET3)	44	57	50	42
Total	221	230	223	203

2. Students Enrolled for their initial college experience

	1997	1998	1999	2000
Electronic Engineering Technology (EET3)	19	15	25	26
Engineering Graphics Technology (EGT3)	8	10	15	17
General Engineering Technology (EGR3)	0	0	1	2
Mechanical Engineering Technology (MET3)	8	5	10	8
Total	35	30	51	53

3. Fall Term Demographic Enrollments: Male and Female

	1997		1998		1999		2000	
	M	F	M	F	M	F	M	F
Electronic Engineering Technology (EET3)	85	23	89	18	87	16	82	16
Engineering Graphics Technology (EGT3)	40	26	42	22	50	19	47	13
General Engineering Technology (EGR3)	2	1	1	1	1	0	2	0
Mechanical Engineering Technology (MET3)	140	4	48	9	42	8	36	6
Total	267	54	180	50	180	43	167	35
Percent	83%	17%	78%	22%	81%	19%	83%	17%

General Findings:

A preliminary view of the Engineering Technology Degree programs indicates several areas of note: (1) The Electronic Engineering Technology (EET3) program has decreased overall enrollment by 10% since 1997; (2) the General Engineering Degree (EGR3) program requires a view of increased enrollment through active promotion or to meld the program option into another degree program within the cluster; and (3) male enrollment within the total cluster has steadily increased by 2% each fall term since 1997 while female enrollment has decreased at a similar rate of 2%.

4. Fall Term Ethnic Enrollment

	1997		1998		1999		2000	
	Af/Am	Am	Af/Am	Am	Af/Am	Am	Af/Am	Am
Electronic Engineering Technology (EET3)	43	65	35	72	43	93	42	87
Engineering Graphics Technology (EGT3)	17	49	20	44	16	53	20	40
General Engineering Technology (EGR3)	0	0	0	1	0	1	0	3
Mechanical Engineering Technology (MET3)	9	24	8	49	12	38	11	39
Total	69	138	63	166	71	185	73	169
Percent	33%	67%	28%	72%	28%	72%	30%	70%

General Findings:

With the exception of fall 1998, the African-American enrollments have remained fairly linear but with fall term 2000 increasing. The percent of African-Americans enrolled in each of the fall terms, still exceed the school age (18 or over) African-American population in the college's seven county service region. The college should continue their efforts in the recruitment and retention of all its students.

B. Graduation Rates

To view program success, the college reviewed students enrolled in the fall of 1997 and determined their graduation rates in three years or less

Program	Student' s Enrolled	% Graduating in 3 yrs or less
Electronic Engineering Technology (EET3)	108	38%
Engineering Graphics Technology (EGT3)	64	35%
General Engineering Technology (EGR3)	2	0%
Mechanical Engineering Technology (MET3)	44	35%

The college has been fortunate to have above average graduation rates based on Performance Funding Cohort calculations. The Engineering Technology Programs exceed the colleges average as well as the tech system average. The only concern would, again, fall within the General Engineering program (see suggestion used 1a Headcount Enrollment.) With 67% of the college's population being part-time, the three-year Cohort model for graduation rate is not as indicative of a program or college's success.

C. Retention Rates

Program	1999 – 2000 Fall to Spring Retention Rates
Electronic Engineering Technology (EET3)	71%
Engineering Graphics Technology (EGT3)	67%
General Engineering Technology (EGR3)	0%
Mechanical Engineering Technology (MET3)	69%

The college views retention as a significant factor in the assessment of program quality. With 90% of student attrition occurring between fall and spring semesters, the Retention Rates above reflect that philosophy in the calculation of Retention Rates. Each of the programs above, with the exception of General Engineering Technology (EGR3), exceeds the colleges overall retention rate of 66.5%. The college will continue its efforts in the retaining of all students at the college.

D. Faculty Academic Loads

Due to hiring freezes and turnover, the Engineering Technology Program has operated with two full-time fewer instructors during this year. Each current full-time instructor (four plus one academic dean) taught five, three-hour classes and had five different preparations during each term of this past year. Each full-time instructor had 18-25, on average, contact hours with students per week. Each faculty member also received above average results on Faculty Evaluation of Instruction; availability outside of class and availability as an advisor.

Engineering Technology Cluster

Overall Findings

1. To insure ABET Accreditation and to provide quality instructors to its students, the college will be hiring (based upon state funding) two full-time Engineering Technology instructors for the upcoming year.
2. The college will, and has started, a process to review the status of the General Engineering Technology program.
3. During Fall Term 2000, the college initiated the ATE Gateway program and the ATE Core course sequence with Engineering Technology. The college will continue to monitor and track those students as to college success versus non-ATE students.
4. The college is developing promotional and marketing information to assist in the focus of program recruitment of all students but will target females during 2001.

II. Associate in Business

Piedmont Technical College's business students can prepare for the specific aspect of business that they wish to pursue. (Contingent on sufficient student interest and enrollment, elective courses are available that lead to a degree in General Business with electives in Accounting, Business Management, Office Management or General Business.) Students can pursue their studies in either day or night classes.

Transfer opportunities exist for business students upon completion of the two-year degree. Written transfer agreements have been reached with Lander University and Newberry College in an attempt to provide maximum transferability of course work.

The Association of Collegiate Business Schools and Programs (ACBSP) recently accredited the college's Business Program. This is granted through the academic year 2011 and includes Accounting, Management, Office Management, General Business and the Business Transfer Track (go to http://www.piedmont.tec.sc.us/coll_comm/press_rel_1.htm for a news release on ACBSP Accreditation.

A. Headcount Enrollment: Within General Business

Fall Terms

Program	1998	1999	2000
General Business	117	124	134
Accounting	105	88	82
Office Management	51	40	36
Management	57	56	62
Business Transfer	47	29	32
Totals	377	337	346

B. The Enrollment Within Service Regions

1999 Fall Term

County	Business	%	Accounting	%	Business Transfer	%	Management	%	Totals	%
Greenwood	44	35%	29	34%	16	44.40%	24	43.60%	113	38%
Laurens	22	18%	16	19%	4	11.10%	10	18%	52	17%
Abbeville	13	10.50%	13	15%	3	8.30%	7	12.7	36	12%
Edgefield	8	6.40%	0	0%	8	22.20%	5	9%	21	7%
McCormick	4	3.20%	4	4.70%	0	0.00%	0	0.00%	8	3%
Newberry	23	18.50%	15	17.30%	3	8.30%	5	9%	46	15%
Saluda	8	6.40%	9	11%	2	5.50%	4	7.20%	23	8%
Out of Region	2	1.60%	0	0	0	0.00%	0	0%	2	1%
Totals	124	100%	86	100%	36	100%	55	100%	301	100%

1999 Spring Term

County	Business	%	Accounting	%	Business Transfer	%	Management	%	Totals	%
Greenwood	42	35%	36	42%	19	59.30%	25	49%	122	43.00%
Laurens	22	18.50%	13	15%	2	6.30%	8	15.70%	45	15.70%
Abbeville	16	13.40%	11	12.90%	3	9.40%	6	11.80%	36	12.50%
Edgefield	10	8.40%	2	2.40%	0	0%	0	0%	12	4.20%
McCormick	5	4.20%	5	5.90%	3	9.40%	0	0%	13	4.50%
Newberry	18	15.10%	7	8.20%	3	9.40%	8	15.70%	36	12.50%
Saluda	6	5.00%	11	12.90%	2	6.30%	4	7.80%	23	8%
Out of Region	0	0	0	0	0	0%	0	0	0	0%
Totals	119	100%	85	100%	32	100%	51	100%	287	100%

C. Total Business Program Credit Hours

1999 Fall vs 2000 Fall

	Credit Hours	Term	Credit Hours	Term
Business Program	3135	99/1	3485	2000/1
Total College	31963	99/1	36557	2000/1

Total Business Credit Hours for Fall 1999: 3135
 Total College Credit Hours for Fall 1999: 31963
 Business Programs as a % of total college: 9.8%

Business total Credit Hours for Fall 2000: 3485
 College total Credit Hours for Fall 2000: 36557
 Business Program as a % of total college: 9.60%

D. Graduation Rates within the General Business Degree Programs: (three years or less, 1997 Cohort)

Program	Graduation Rate in 3 years or less
Accounting	62%
Business	70%
Business Transfer	28%
Management	40%
Office Management	78%

As the majority (69%), of students are part-time, they tend to matriculate at a slower pace than full time students, mainly due to work schedules. In addition, a majority of Business Transfer students will transfer prior to course completion, as do the General Business students.

Retention Rate for these students from Fall to Spring Terms, using the 1997 Cohort, was:

Program	Retention Rate
Accounting	76%
Business	70%
Business Transfer	28%
Management	40%
Office Management	78%

These figures support the above measure that the 1997 students, would either sit out the academic Spring term or apply and transfer to a four-year institution after only one semester.

Program Strengths:

The overall strengths for the General Business Program are reflective of a program, which is a constant and flexible program that adapts to change and maintains easily through out their instructional and visionary process. The itemized summary below reflects the comments of the Association of Collegiate Business Schools and Programs (ACBSP). The Accrediting team visited the school in April 2000 and the following excerpt is from their comments:

The team conducted a thorough review to validate the data and summaries submitted by Piedmont Technical College. In the role of observers, we found the following:

Institutional Strengths

1. The Division of Business has developed a mission statement and goals that reflect the overall mission of the college. The long-range goals are within the college and Division of Business mission and the financial ability of the college.
2. The strength of the Division of Business rests in their faculty, staff, and administration. The business faculty is dedicated, professional and well qualified. They are actively involved in building an excellent relationship with the business community. Their faculty members are motivated, enthusiastic, and concerned for their students.
3. Piedmont Technical College has clean, functional, and well-maintained facilities.
4. The Business Division enjoys the full support of the administration as well as the business communities from the seven county service areas.

5. The faculty evaluation procedures and format are very complete and encourage faculty development and community involvement. The faculty and students are pleased with the process.
6. The Library Media facilities are excellent and easily accessible for students, faculty, and community. Materials from other libraries and institutions are made available to students and faculty electronically.
7. The institution actively encourages faculty to pursue scholarly and professional development opportunities on a local, state and national level. This is evidenced by the reports submitted as part of the faculty portfolios.
8. The Division of Business has state-of-the-art classrooms and computer laboratories. The business faculty actively prioritizes the need for hardware and software upgrades and rotation. The new computer laboratories and multi-media classrooms have leading edge equipment.
9. The Division of Business is to be commended on its WebCT development and its utilization of the compressed video classrooms for course delivery.
10. The division's program review is transparent. The document spells out what is meant by the continuous review process. In addition, the document identifies how student learning is incorporated and the time horizon for the reviews (cycle for review).

Institutional Challenges

1. Faculty member's schedules should be restricted to no more than three separate course preparations, and no more than two basic disciplines each academic term.
2. The Division of Business needs to complete its competency exit criteria, which should be inclusive of specific outcomes assessment tools.
3. An endeavor by the Division of Business to incorporate a WebCT component is recommended for all its business courses.
4. At the request of students, the Business Department should consider including an internship or co-op work experience course in the curriculum.
5. A business student organization should be made available to the business students of Piedmont Technical College.

III. Associate in Public Service

A. Major in Human Services

One of the helping professions, Human Services, prepares technicians to work in a variety of service delivery agencies. Instruction in behavior modification, counseling techniques, interviewing, and human growth and development is put to practical use in field placement positions.

While on field placement, students work in area human service agencies to gain-on-the-job experience under the supervision of professionals employed in those agencies. With a comprehensive understanding of normal systems and intervention techniques, the student is trained to become a positive force in the lives of clients as well as the community at large.

During their second year of study, students are encouraged to define their employment goals by choosing from the approved electives and field placement sites. For example, students interested in working with elderly clients would choose approved elective courses in gerontology, activity therapy and social problems to augment training in nursing homes and senior citizen centers, and students interested in employment in mental health would choose the appropriate approved electives.

B. Major in Criminal Justice

The Criminal Justice Associate's Degree program has been designed to provide professionally educated and competent criminal justice practitioners. Generally, three groups of students are served; those who plan to seek employment in public or private agencies immediately upon completion of the two year degree; those who are already employed in the system and have a desire for further education to qualify for professional advancement; and those who intend to pursue advanced studies in criminal justice, criminology or sociology at four-year institutions.

Experience in the classroom, internships and simulated situations provide the student with the basis for an understanding of the laws and procedures required by law enforcement agencies, courts and correctional institutions.

An agreement with the South Carolina Criminal Justice Academy allows transfer of credits between the two institutions.

C. Enrollments within Programs

Student Headcount

Program	1998	1999	2000
Criminal Justice	108	87	97
Human Services	130	111	109

Student FTE

Program	1998	1999	2000
Criminal Justice	74.4	61.1	66.6
Human Services	88.3	80.0	79.7

As with all programs at the college, two thirds of the students in the Public Service are in a part-time category. Of these students nearly 64% are female.

The college has noted the decline in student headcount within the Human Services area and has initiated promotional and marketing efforts in an attempt to curtail student decline in enrollment, increase retention and improve institutional methodology. One such worthy example is Ms. Beverly Burton of the Human Services Program. She was awarded the Achievement in Service Learning Award by the Commission on Higher Education at the July 12, 2001 Commission Meeting. This award bridges the area of student retention, instruction and recruitment.

C. Graduation Rates

As mentioned previously, the majority of Piedmont Technical College's students are part-time, which increases duration within a program. Rather than discuss those students that are part-time, the graduation rate is reflective of all students enrolled in 1997-1 and have completed graduation requirements in three years or less in Public Service.

Piedmont Technical College continues to have one of the highest graduation rates within the system, as measured by the Cohort GRS system. The college consistently strives to improve this rate by means of fine tuning instructional methodology and student retention strategies. The figures below are above those reported on a college total for Performance Indicators in three, four and five.

Graduation Rates from the 1997-1 Cohort

Human Services	52%
Criminal Justice	49%

Retention Rates

Program	1997	1998	1999
Human Services	80%	40%	80%
Criminal Justice	52%	69%	55%

Overall Findings

The college has identified strategies to increase enrollment while directly supporting the college Mission i.e., Internet Courses, Off Campus Centers and strengthening college transfer potential.

IV. Associate in Computer Technology

Major in Computer Technology

The student who chooses a Computer Technology major will be prepared for planning, design, and development of computer systems and programs.

Graduates are trained to write programs using a number of computer languages, specialized course work involving Databases, Operating Systems, Software Applications, and Systems and Procedures will complement the computer language instruction and better equip the students to cope with an entry level programming position. To further round out the student's educational experience, course work in Accounting, Economics and other general subjects will be required.

A. Headcount and FTE Enrollment

Fall Terms

Program	Students	FTE	Students	FTE	Students	FTE
Computer Technology	171	115.2	172	118.3	205	140.9

B. Fall to Spring Retention Rates

Program	1997	1998	1999
Computer Technology	74%	64%	65%

C. Graduation Rates of 1997 Cohort, for all students: 41%

Overall Findings

The college sees an academic program that continually grows and expands with the technology. Develop retention efforts that are at or above the college average for three full academic terms.

The CMP3 program, again, is a mirror of the degree programs at the college; nearly 70% of its students are part-time. The part-time status, due to working students with average ages of 27.6 years will increase a student's duration at the college and their persistence to complete the program. As mentioned previously, using 1997 as a three year Cohort, the graduation rate is above many other colleges within the system of CMP3 students.

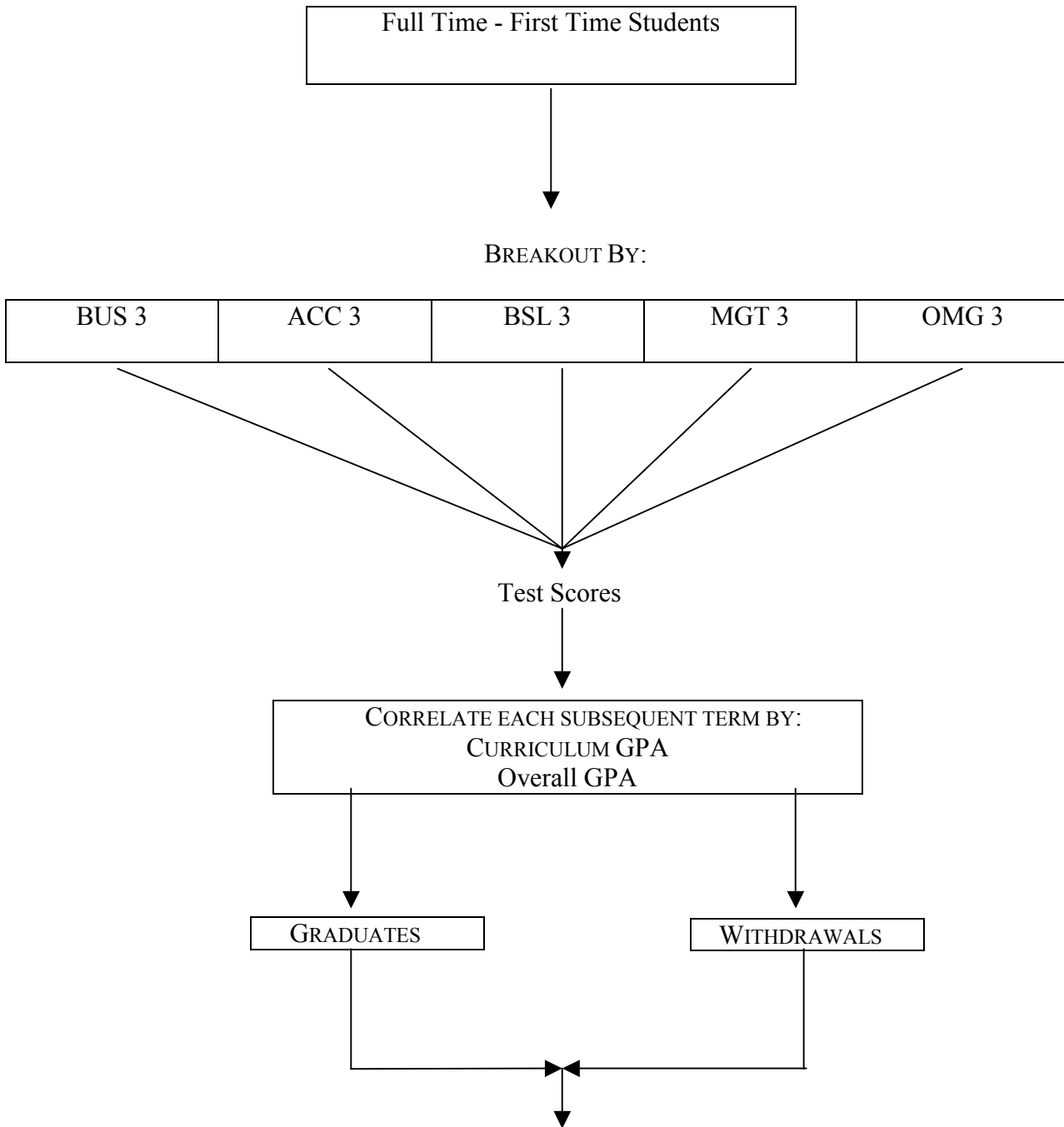
The college views the single most important and difficult aspect of this program is to be "technologically current" in equipment, methods and trends.

Institutional Changes Made Due to Assessment

1. Electronic Engineering Technology
 - A. The development of a Gateway Program for first time students to the college in Engineering Technology. A program designed to provide instruction via improved instructional procedures using the concept of team teaching and increased academic support.
 - B. Employing two additional Engineering Technology Instructors to remain ABET certified, reduce Instructor course preparations and to assist in the development and update of new courses for the classroom as well as for Internet Course Development.

2. General Business
 - A. As a result of the self-study/assessment process, the degree programs within General Business were certified by the Association of Collegiate Business Schools and Programs this past year.
 - B. The Department in conjunction with the office of Institutional Research has designed a new General Business Evaluation System. See process outline below:

Fall 1998 Students



The students who fit the above cohort will be tracked through the flow chart in two separate categories: those who enrolled in Developmental Course Work and those students who went directly into their Major Course Work. These two subgroups will be compared in the following ways:

1. The success of students who enrolled in Developmental Course work vs the success of Non-Developmental students.
2. The success of Developmental students compared to overall GPA and graduation rates.
3. The success of Non-Developmental students compared to overall GPA and graduation rates.

3. Public Service
 - A. Continue to incorporate the “Service Learning Process” within the courses and programs of Public Service.
 - B. Continue to explore options for stabilizing HUS3 enrollments.
 - C. Utilize the college’s Retention Task Force for continued efforts in raising retention of first time students.
4. Computer Information
 - A. The addition of a complete computer laboratory, within the new “F” building, will provide students increased opportunity for self-study.
 - B. Continue the Micro Computer Certification programs.
 - C. Have an additional instructor to assist with adjunct reduction and course development for the Internet.

Interim Update Reports for Health Science

Based upon the November 2000, Performance Indicator audit, as series of recommendations were suggested by CHE (Commission on Higher Education) and the State Board. Each of these have been implemented and further assessment of the Health Programs has been undertaken:

- A. The Office of Institutional Research conducted a detailed telephone survey for all students since 1997 that have left the LPN (Licensed Practical Nurse) and ADN (Associates Degree Nurse) programs. The purpose being to find out why they left and what the college could have or could do to improve the student’s educational opportunity. Based upon this survey, the college has done away with the nursing waiting list and created a Health Science Certificate. This certificate permits students to be enrolled in Health Sciences and fill vacant LPN and ADN slots as vacancies may arise, as well as, complete a certificate program.
- B. A Health Consortium was formed, composed of representatives from hospitals within the seven county regions. This consortium will assist in the planning of increased opportunities for Health Science students. This consortium not only includes hospital representatives but the President and Vice President of Piedmont Technical College, as well as the Dean of Health Science.

C. During the year, the Medical Assisting program received accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). With this accreditation students may now sit for the National Certifying examination to earn their credential as a Certified Nursing Assistant (view news release at http://www.piedmont.tec.sc.us/coll_comm/pres_rel_3.htm)

The college will continue to monitor and implement increased opportunities to enhance and broaden the learning potential of its students.

Library Resources and Service

The college opened its new Library ten years ago. The facility is 20,000 square feet with a seating capacity for 300+ students; a 22,000 volume collection and has had over 8000 circulation transactions since 1998. A weekly sample found (Monday-Thursday), on average, 500 students entering the Library daily. With limited class offering and hours of operation on Fridays, this number declined to an average of 125.

❖ **Library Hours**

- Monday –Thursday 8:00 a.m. – 9:00 p.m.
- Friday 8:30 a.m. – 4:00 p.m.
- Saturday 8:30 a.m. – 1:00 p.m.
- Sunday Closed

❖ **About the Library Collection**

- **Books** - The library's computer catalog allows users to learn about the 22,000+ circulating and reference books and audiovisual materials in the library.
- **Audio-visual (AV) Materials** – The AV collection includes hundreds of videotapes and audiocassettes. While some of these items are restricted for use in the library only, the library users may check out most of these materials. The library also provides viewing and listening rooms.
- **Journals, Magazines & Newspapers** – The library subscribes to 300+ magazines and journals and 18 area and national newspaper. Numerous online and print indexes are available to help you locate articles within these other periodicals.
- **Online Resources** – Search the library's catalog, use full-text, online e-book collection, article databases and encyclopedias, and visit web sites suggested by Piedmont Technical College librarians.

❖ **Library Services** – The library offers the following equipment and services for student's convenience

- **Photocopier** - A vending card is necessary to use the library's photocopier. Cards worth 10 copies may be purchased at the library's circulation desk.
- **Microfilm Reader** – This machine allows a user to view information stored on microfilm and to print microfilm images.
- **Study & Listening Rooms** – The library provides two equipped rooms for groups or individuals wishing to view or listen to audiovisual materials.
- **Courier Delivery to County Centers** – Students may request library materials from the off campus Centers. If available, items usually arrive within three business days.

❖ **Health Wellness Reference Center**

- The Health & Wellness Resource Center is a new article database that expands the amount and type of health & medical information available to students. HWRC is appropriate for student users through professionals.

❖ **Career & Technical Education Database**

- Search this database of full-text vocational and technical articles. Please note: At this time, this service is only available via PTC computers.

- ❖ **Online Encyclopedias**
 - A set of three encyclopedias that includes the *New Book of Knowledge Online*, *Grolier Multimedia Encyclopedia Online* and *Encyclopedia Americana Online*
- ❖ **GALILEO** – Provided by the **Southern Regional Education Board**
 - An Array of web resources pertaining primarily to the state of Georgia. Also contains online databases that cover topics of interest to non-Georgia residents.
 - By agreement with the providers of GALILEO, Piedmont Technical College can only offer this resource to its Distance Learning students.
- ❖ **SIRS Knowledge Source**
 - Search full-text articles on social issues, health, business, science, government topics, the arts and humanities.
- ❖ **Biography Resource Center**
 - Biography Resource Center is a database of biographical information on more than one million people from throughout history and around the world. It combines approximately 250,000 biographies from respected sources with nearly one million biographies from *The Complete Marquis Who's Who*®. Students will also find full-text articles from nearly 250 periodicals.

Since the construction of the new library, the college has faced many new educational ventures, which impacted the quality of services to the students. To meet these challenging needs, the following services have been implemented into library operations over the past three years:

- ❖ **Searching the Library Catalog & Article Databases**
 - The Piedmont Technical College Library offers computer databases that provide students with articles from various journals, magazines, and newspapers.
- ❖ **Piedmont Technical College Library Catalog**
 - Our web catalog allows users to find information about books and audiovisual items in the PTC Library.
- ❖ **E-Book Collection** – New to the PTC Library
 - Full-text access to 10,000+ books online. Students can create an account to “check out” e-books for up to two hours at a time.
- ❖ **Info Trac Web**
 - Choose from periodical databases that cover various subject areas to acquire abstracts and/or texts of articles.

During the 1999-2000 academic year, the college’s Library Committee developed a new student survey to reflect the major changes in services and operations of the college library. This survey was administered on a random sample basis to students utilizing the library over a four-week period. Of the 550 surveys randomly handed out, 528 were completed and returned. The survey, 62 questions, and three pages in length yielded the following capsule results: Of the library services listed below only three received a lower rating of “awareness” of service: they were

the availability of the “Pamphlet File”, 55% responded not aware of this service; “Service to request material from other libraries”, 47% unaware and “Fax machines for student use”, 43% unaware. The remaining services were all above 70% awareness of availability to the students:

Service to reserve books	Listening & viewing rooms
Pamphlet File	Student ID card production
Personal or group library instruction	Service to request material from other libraries
Electric typewriter	Internet access to library catalog (both on & off campus)
Photocopier	Internet access to articles databases (both on & off campus)
Newspapers	Library Resource Centers at the County Centers
Microfilm reader/printer	Career Center
Study Rooms	College Information Center
Fax Machine	

To insure students are aware of the services available to them within the library, the predominant response of students (93%) – “I ask for help as I need it” while 72% viewed workshop presentations as the next best procedure while the least popular method was a “one-on-one visit with a librarian”. The college has undertaken the process during orientation and a student’s first semester in an English class to present tours and overviews of library services. This along with a thorough web site offering overviews of services is available to all students.

General Findings:

- By an overall margin 4:1 students prefer to use the Internet for research
- Students responded again 4:1 that they have had “no difficulty” finding information in print form or online that met their academic needs.
- Students with disabilities rated library personal assistance as 92% favorable in helping with required research
- The single lowest ranking appeared in the statement “The book I needed was checked out”. Fifty-seven percent felt this was a concern.
- The overall faculty ratings for the library averaged 80% positive in relation to temperature, lighting, etc.
- 30% of students enrolled in off-campus centers utilize the library at least once per week to once a month.
- With the college serving six off campus centers, PEN classes and the Les Walter Campus in Greenwood, the library has made significant and very positive use of technology to insure “all” students have access and opportunity to services that will support their academic endeavors. In a matter of two to three years, the library and its staff have become an integral function to the academic life of a Piedmont Technical College student.

PIEDMONT TECHNICAL COLLEGE

ASSESSMENT OF GENERAL EDUCATION

INTRODUCTION

Since 1990, when the college adopted the Seven General Competencies as part of its educational mission, the college further defined the goals of general education with the five core competencies. A task force, appointed in 1993, to develop the core competencies in general education, also developed procedures to assess the five competencies. As a result, multiple measures have been initiated across curricular to ensure the infusion, rather than isolation, of the competencies of general education.

This document details an action plan that builds on existing methods but also requires the development or revision of other methods and the 2000-2001 annual review. The schedule for implementing the plan is shown in the “Annual Cycle for Evaluation of General Education Core Competencies,” contained below.

ANNUAL CYCLE FOR EVALUATION OF GENERAL EDUCATION CORE COMPETENCIES

<u>MONTH</u>	<u>ACTION</u>
August	Tests for entering skills
September	General Education faculty review of curriculum Implementation of math tests in key courses
November	Student evaluation of instruction
December	Discipline assessments Competency testing for Developmental/Transitional exit Collect portfolio samples in key courses
January	Placement tests for entering skills Developmental/Transitional Enrollment/Completion Report General Education faculty review of strategies for curriculum improvement Course evaluation analyses for Fall courses
March	Student evaluation of instruction
May	Discipline assessments Developmental/Transitional exit competency tests Collect portfolio samples in key courses Faculty assessment of general education courses Developmental/Transitional enrollment/completion Report
June	Course evaluation analyses for Spring courses PTC graduation/alumni follow-up survey Employer satisfaction surveys

General Education faculty review of strategies for
Curriculum improvement end of year report

July

Graduate survey of General Education courses

The evaluation process outlined is a systematic approach based on multiple measures and indicators. The courses of data include standardized tests, students evaluation of instruction, discipline assessments, competency tests, portfolios, grade distribution reports, surveys of students, graduates, faculty and employers.

Data collected according to the annual cycle for the various measures cuts across all five core competencies and is used by the college's faculty and academic administration as part of the "General Education Faculty Review of Curriculum." The review and recommendations are then incorporated into the college's annual planning process related to changes in curriculum requirements for general education and course content, completing the general education review cycle.

GENERAL EDUCATION FACULTY REVIEW OF CURRICULUM

July 23, 2001

DEVELOPMENTAL AND TRANSITIONAL STUDIES

The strengths of the faculty and the curriculum are:

- The faculty wrote, submitted, received, and completed an internet grant through CHE to develop internet courses or components for reading, English, and math at the developmental level and developed a departmental website with faculty pages. The department is the only one in the college with a complete website.
- The department expanded fulltime faculty positions at county centers and at the main campus.
- The faculty are well qualified, experienced, seasoned instructors who continue to look for fresh ideas to help students learn and succeed. They provide good mentoring for the new faculty.
- Leadership in the department is strong. Coordinators are seasoned veterans in developmental and transitional studies and in their content areas. The department functions as a team, with vision and direction provided by the department chair and coordinators with input from faculty and staff.
- The Lander University partnership was expanded to include English.
- Courses were revised using progressive approaches to provide multiple entry and exit points for students.
- Instruction is student centered with opportunities for students to work in teams. All instructors are willing and available to assist any student. Flexibility and academic freedom is supported.

The areas of improvement are:

- The computer assisted instruction lab manager position is open and frozen; the vacancy is placing extra work on departmental faculty and staff.
- Due to inadequate office space faculty are doubling up which is creating some strain on faculty/student interaction.
- Job growth and requirements of faculty are concerns. Student enrollment growth, county center expansion, increase in course development and reporting requirements, and college committee and task force participation expand faculty responsibilities.
- The lack of a math coordinator creates a strain on the department head, leaving adjunct instructors with limited attention and decreasing the amount of time spent analyzing the effectiveness of instruction in mathematics.
- Instructional development to include alternative teaching strategies, incorporation of multimedia, and alternative assessment tools places demands on faculty time and resources leading to concern with faculty fatigue and burnout.
- The use of adjunct faculty is still very high, with frequent turnover, making it increasingly difficult to find and keep adjunct instructors of high quality.

The recommendations for improvement are:

- The CAI position needs to be filled or staff shifted to cover the loss.
- Faculty members, coordinators and department head must continue to weigh involvement and make careful committee selections. Several department members will take the summer term off for renewal.
- Since the developmental studies department head is also the math coordinator, it is recommended that the two roles be split between two faculty members.
- Strengthen the curriculum by using more multimedia, designing student-centered class activities, varying assessment tools, making more connections between courses, decreasing isolated skills instruction.

The results to date are:

- The DVS teaching assistant has excellent computer skills and her role has shifted to perform the CAI lab manager position in the interim. Students are provided the one-on-one assistance needed. Faculty members have now been moved into separate offices that are closely located to foster teamwork and collaboration among the department. Full-time DVS math faculty are assuming greater roles in the development of materials. The coordination of the Lander program is primarily the responsibility of the math and English instructors at Lander.

Specific goals for strengthening the curriculum which were accomplished during the year include:

- Incorporated more multimedia in all curriculum areas: internet research, films with novels, using e-mail for communication and journals, using EXCEL to teach charts and graphs, graphing calculators and CBL's in math courses.
- Designed student-centered class activities: book talks and book promotion projects in reading classes, expanded Career Component in College Skills course, use of peer reviews in English classes, drop-in math lab.
- Expanded the use of various assessment tools: oral presentations and essays, portfolios used in College Skills, Reading and Writing courses, writer's notebook, double-entry journals, test corrections and analysis of math errors,
- Strengthened connections between courses: College skills and curriculum courses, especially science courses, ATE math integration project with the industrial division.
- Decreased isolated skills instruction: adapt 'whole language' approach; will continue to explore other strategies next year.

ENGLISH & HUMANITIES DEPARTMENT:

The strengths of the faculty and the curriculum are:

- Portfolio assessment is an integral part of all English courses and has been included in all course guides.
- Faculty members work well as a team.
- Faculty members have a real desire to improve teaching.
- Faculty members have a deep concern for students.
- Faculty members are competent and knowledgeable.
- Graduates (2000-2001) ranked quality of instruction in English courses 4.4, very good) on a scale of 1-5.
- Graduates ranked effectiveness of English courses in meeting their needs as 4.3.
- Employer satisfaction survey (2000) ranked written communication skills 3.87.
- College faculty ranks the quality of instruction and the sequence or progression of English courses as 4.3 and the quality of instructors as 4.4.

The following areas were identified for improvement:

- Assessment of competencies,
- Grading
- Sharing new information,
- Plagiarism.

The recommendations for improvement are:

- The faculty will continue to work through portfolio review to establish standards for course content, departmental policies and procedures, assessment, and improved pedagogy. Program review sessions will be held and an electronic portfolio web page will be developed. The faculty will develop a grading philosophy that allows papers to be returned quickly, but graded with care.
- Members of the department will share new information gained from conferences. We often learn new information or methods of grading when we attend conferences. We need to ensure that faculty members benefit from that new knowledge.
- The department will help students avoid plagiarism when doing their papers. Plagiarism is of serious concern to faculty members. We will develop a plan to combat plagiarism.

The results to date are:

- The Portfolio implementation project was been fully implemented across the English department. Beginning with the 1998 academic year, portfolios became the springboard for dialogue between full- and part-time faculty on and off campus during a biannual program review workshop where sample portfolios were collected from each instructor. These program reviews are ongoing and address the issues listed above. Portfolios are now a requirement in all classes with an English prefix. Additionally, they are a focal point for pedagogic dialogue during the program review sessions. Portfolios provide written documentation that coursework has been standardized. Also as a result of adopting portfolio assessment, other benefits have accrued. The department now requires all final copies of student assignments to be word-processed. This helps students meet the college's general competency that graduates "Apply knowledge of computers on a level compatible with job demands." It also allows students to demonstrate the department's commitment to teaching writing as a recursive process by allowing the process to be easily displayed in portfolios. Through the review process and by using a comprehensive grammar handbook, standards now exist for academic paper format, for proofreading, and for word processing. The workshops have also focused on defining and standardizing grades, although much work remains to be completed in this area. During the first two years of the grant, partnerships with area high schools were developed by making in-service programs on portfolio assessment available to those schools. Schools from six of the seven counties participated. Pedagogical improvement is a

by-product of an ongoing, biannual dialogue between full- and part-time instructors. During the program review, instructors share materials, ideas, assessment strategies, tips on policy and procedure adherence, and student work (displayed in portfolios). There is still much work to be completed. In the year ahead, high schools offering college credit through PTC's Early Bird and Dual Enrollment programs must become actively involved in the portfolio review process by mandating that instructors involved in granting college credit or monitoring the distance learning classrooms become aware of the college's expectations by participating in workshops to that effect. An electronic portfolio web page for English 181 has been developed and is being piloted. The department hopes to carry this over into all English courses eventually.

- To work on returning graded papers in a timely manner, the faculty will work on improving the scheduling of assignments so that everything doesn't arrive simultaneously. Faculty members will share curriculum enhancements and improvements gained by conference attendance and research by distributing handouts and using e-mail.
- Plagiarism is a major area of concern. Faculty explain plagiarism to students, show them examples of plagiarized work, and let students know the consequences of deliberately plagiarizing a paper. Some faculty members have had students sign a statement that is attached to the front of their papers. These state that the work is the student's own work and that any material that has been used from other sources has been correctly documented. Faculty members encourage students to come to them with any questions they have about writing researched papers. Plagiarism, unfortunately, is an ongoing issue. Faculty members will continue to address this problem area during the upcoming year. A key goal is to come up with guidelines to be given to instructors across the campus so that keeping papers plagiarism free can be reinforced by faculty members who require written work in other curriculum areas. Faculty members are choosing a new textbook for English 101. One publishing company offers free access to a program titled "Turnitin.com" when that company's text is chosen. This program detects plagiarized work. Colleges and universities who have used this program have seen a dramatic decrease in the number of plagiarized papers.

SOCIAL SCIENCES

The strengths of the faculty and curriculum:

- All faculty members are competent and knowledgeable of their disciplines.
- All faculty members have demonstrated the ability to use non-traditional methods of instruction to reach a wider range of students i.e. the Internet, Teleweb, PEN, ETV, and dual credit high school courses.
- Graduates (2000-2001) rank the quality of instruction in Social Science courses 4.0, very good, on a scale of 1-5.
- Graduates ranked the effectiveness of the courses in meeting the needs of students as 4.3.
- College faculty rank the quality of instruction in Social Science courses as 4.3, the quality of instructors as 4.4, and the effectiveness of Social Science courses in meeting the needs of students as 4.1

The areas for improvement are:

- Continue to address improving retention in TeleWeb and distance learning courses.
- Provide uniformity of curriculum course guides and syllabi.
- Provide frequent observation and mentoring of adjunct faculty members.
- Correlate the relevance of information discussed in the classroom setting to life-long learning outside of the classroom.

Recommendations:

- Faculty members have attended numerous workshops on WebCt and have become aware of how this program can be beneficial to Teleweb and Internet courses. Therefore, instructors need to post messages to

students on the Bulletin Board at least once a week. (Sometimes this is the only contact that distant students will have with the instructor; they need to know that the instructor is available.)

- Faculty members who teach on the PEN system will be encouraged to teach from one of the off campus sites at least one time during a semester.
- Each full-time instructor needs to visit the classroom of adjunct instructors.
- All instructors need to stress the relevance of subject matter to situations outside of the classroom setting.

The results to date are:

- Both full-time faculty members have incorporated the use of WebCt's Bulletin Board and Private Mail into TeleWeb and Internet courses to provide more communication with students. To further address retention in TeleWeb courses tests and quizzes for PSC 201 and HIS 115 are online.
- To address retention in distance learning courses (primarily PEN courses) when scheduling permits, faculty members have taught from off campus sites.
- All course guides will be revised to provide specific dates and goals for each course, as well as, departmental policies and procedures.
- Full time faculty members have observed adjunct faculty members in the classroom and will continue to mentor and advise them on matters relating to pedagogy, departmental goals, varying teaching methods and different learning styles of students.
- Faculty members from the History Department have participated with student groups on campus to provide discussions for the International Club, "Tuesday Topics", Irish History, Black History and Women's History.

NATURAL SCIENCES**The strengths of the faculty and the curriculum are:**

- Student evaluation of instruction and faculty surveys consistently indicate that the students perceive the faculty to be of high quality.
- The Graduate Survey completed in 2000 ranked the quality of the faculty, instruction, and course effectiveness 4.3 on a scale of 1 to 5, and 4.4 in 2001.
- The NSF grant for ATE has provided opportunities to revise science courses for the engineering curriculum to problem based learning and using an integrated faculty team approach with engineering, math and communications.
- The college faculty ranks the quality of instructors as 4.5, the instruction and sequence or progression of Natural Science courses as 4.4, the placement in natural science courses as 4.2, and the effectiveness of Natural Science courses in meeting the needs of students as 4.1.

The areas of the curriculum for improvement are:

- High level of non-completers for nearly all courses, causing achievement rates to be lower than 70% in many courses.
- Laboratory equipment and facilities in the physical science areas of physics and chemistry need to be upgraded to keep changes in advancing technology.

The recommendations for improvement are:

- All faculty will collect data from all classes and attempt to analyze causes for student dropouts.
- Requests for materials and equipment will be prepared and forwarded and funding will be sought.

The results to date are:

- Analysis failed to show any consistent single aspect that could be targeted in a broad based fashion to address attrition and failure of students. Each individual student showed individual difficulties that appear to need remediation on an individual basis. The department is working cooperatively with many areas of the college such as developmental studies, student services, and tutoring center to provide individual aid as needed. Special study sessions were set up by both the health science counselor and the study skills coordinator; however, students rarely attended. Tutoring was available but again, students are not participating.
- A student referral form was developed by the department and will be piloted in the fall semester as a proactive approach to provide student's early warning and multiple alternatives for obtaining assistance.
- The PASCO system for the physical science areas was purchased and assignments and labs are being developed to provide hands-on learning. The chemistry area still needs to be enhanced by funding of items requested over the last two annual cycles. The biological area is facing a major challenge to replace microscopes rapidly reaching the end of their usable life.
- To enhance the learning of large lecture classes, the major Biology instructor developed PowerPoint presentations and outlines which were also available in the library on on-line at the instructor's website. In addition, grant funding was obtained for an LCD projection system for the large science lecture room.
- Textbooks were adapted that come with student study aids on CD. Science and College Study Skills instructors have demonstrated their use.
- The science faculty announced and advertised drop-in hours for special help.
- Internet courses were converted to WebCT packages to provide more student and learner centered instruction.

MATHEMATICS

The strengths of the faculty and the curriculum are:

- Competency assessment is leading to improved delivery to achieve a higher competency level.
- Graduates rate the quality of instruction and instruction in mathematics courses as 4.4, on a 1-5 scale.
- Employers rate the math skills of our graduates at 4.0 on a 1-5 scale;
- The college faculty ranks the quality of instructors in math courses as 4.4, the quality of instruction in math courses as 4.3, the sequence or progression of courses as 4.2.
- Faculty members work well as a team.
- Faculty members treat our students fairly and with respect.
- Faculty members are loyal to the college and its mission.
- Faculty members are competent, prepared, and well credentialed.
- Faculty members are enthusiastic teachers.

The areas of the curriculum for improvement are:

- Access to our courses.
- Mentoring new faculty.
- Relevance of our courses.
- Assessment of competencies.

Specific recommendations for improvement are:

- Since many of our students have job and family responsibilities, and are dispersed over a service area almost twice the size of Delaware, our primary focus this year will be the development of as many distance learning courses as can be accomplished with quality.
- As half of our faculty members are entering their first or second year, they will work with experienced faculty to learn the policies and procedures of the college.
- We will develop and pilot new courses designed to integrate concepts from math and other technical fields and apply them to realistic problems encountered in the workplace.
- We will continue to refine the competency mastery plan and develop the analysis for instructional delivery strategies.

The results to date are:

- The Math Department now routinely offers MAT 102, MAT 111, MAT 120, and MAT 220 on the Internet, and all math courses on the PEN and ETV systems. We are prepared to pilot MAT 123 and MAT 130 on the Internet in the fall term and MAT 122, MAT 155, and MAT 160 in the spring term. All members of the department have been active participants in seminars and workshops on developing and conducting Internet classes, and all have located Internet resources of value for teaching math. The primary developers of Internet courses are J. Dawsey, MAT 122; P. Griffin, MAT 160; L. Ligon, MAT 102 and MAT 123; F. Rincon and S. Taylor, MAT 130; C. Shealy and D. Sumerel, MAT 155.

Recommendation: Continue Internet training and the search for materials and resources. Complete the development of the Internet courses in progress and investigate the development of additional courses, particularly MAT 171, MAT 110, MAT 140, and PHI 105.

- The new faculty members have made a very successful start. This has been due to their own diligence and hard work, mentoring by faculty in the department and the division, and the help of the entire college community.
- Two new courses, MAT 181 Integrated Mathematics I, and MAT 182 Integrated Mathematics II, were developed and taught this year. Along with MAT 104 that was begun last year and MAT 183, which will be piloted in the fall, this sequence integrates three disciplines in a problem-based learning environment. The teachers primarily involved with these courses are P. Griffin for MAT 104, and L. Mack and L. Ligon for MAT 181 and MAT 182.

Recommendation: Prepare and pilot MAT 183, Integrated Mathematics III.

- All members of the department have been involved in the collection of data the competency mastery plan. We have also devised a statistical procedure to test the year-to-year movement of the levels. In addition to summarizing the data, we have preserved a form that can be used to fully implement the procedure next year. It is hoped that this technique will help determine whether we are getting better, getting worse, or staying about the same in the delivery of each competency. Competency testing results are attached in the Appendix.

Recommendation: Fully implement hypothesis testing next year. Propose specific methodologies for competencies with achievement below 75% for each course.