

2005 IE REPORT TRANSMITTAL FORM

This form must be completed and returned with your data tables and summary report by August 1, 2005
Fill in boxes and submit electronically with IE Report data

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

Name of person submitting information:

Title:

Institution:

Phone:

Fax:

Email:

Institutional web address of
Mission Statement:

Date approved by Board of Trustees or Area Commission:

Date approved by Commission on Higher Education:

Institutional web address of
Summary Report:

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

Check list of IE Reports due **August 1, 2005**

- ☒ Summary Report (Posted on website and electronic copy to CHE)
- ☒ Accreditation Table
- ☒ Students in Developmental Education Table
- ☒ Sponsored Research Table
- ☒ Professional Examinations Table
- ☒ Alumni/Placement Survey Summary Reports (2)

Date Submitted:

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

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

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

Year 2005 IE Reporting Requirements

Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, requires that the Commission on Higher Education submit an annual report to the Governor and to the General Assembly with information on the public four- and two-year institutions in this state “so as to easily compare with peer institutions in South Carolina.” Some of the required information is narrative information that describes an institution’s overall efforts to improve in a variety of educational areas and other requirements are quantitative data, displayed in table format.

All institutions will submit an annual report on the assessment of their institutional effectiveness no later than **August 1st** of this year. Some of this information will be in table form, while other elements will be reported in summary form with a copy of the summary report being placed on the institution’s home page by **August 1st**. Each institution will send the Commission a copy of all materials including those placed on the home page as well as the URL address for the posted material. The institution should send this material via electronic mail and only send a hard copy if electronic mail is not available for transmission purposes.

When possible, the Commission has tried to alleviate reporting requirements of the institutions by using previously-reported information. In these instances, the institution will have an opportunity to proof the information used before the publication of the January 2005 report to the Legislature.

INSTITUTIONAL SUMMARY REPORTS

An institution’s summary report constitutes the narrative information of the Institutional Effectiveness reports that describes an institution’s efforts to improve. An institution should focus its summary report on the *outcomes of its assessment efforts* - that is, changes made to improve or maintain the quality of the institution. Description of the process by which the changes were made, (e.g., faculty discussion, choice of assessment methods used, committee and policy review processes, etc.) should be kept at a minimum in the summary report. The summary should begin with a list of the components being reported on in the summary for this year.

In 2003, the institutions used for the first time a common schedule of summary reports. According to this schedule, in 2005 all public institutions of higher education in South Carolina will report on Majors and Concentrations, Library Resources, and Alumni Surveys.

For the component being summarized, the institution should identify the component, give a sentence or two about the assessment of the component including the measurements and findings used, and for the remainder of the summary describe how the findings were used to improve the component. The summary should center on results of assessment and changes made or not made due to assessment. The summary report should be kept to a minimum of eight to ten pages.

Based on the institution’s scheduled reporting component(s) for 2003, elements of the following institutional effectiveness topics will be included in the summary reports and submitted to the Commission for reporting to the General Assembly and posted on the institution’s web site:

- **Library Resources** – Each college or university library or learning resource center should report on student access to, and usage of, library materials through the regular assessment of the quality and utilization of library resources and services, to include an overview of student satisfaction survey results and any actions taken as a result thereof.

- **Majors/Concentrations** – Each institution will assess designated discipline-based programs leading to undergraduate degree majors or concentrations. This may include – but is not limited to – student command of the basic knowledge of the discipline. The hiatus in CHE performance reviews as a result of budget reductions does not eliminate the need for summary reports in these areas.

Disciplines to be Included in the 2005 IE Report under Majors/Concentrations:

Full-Reports: The Academic Affairs Program Review Cycle does not extend into the current year. Institutions are encouraged to report on programs coming up for either SACS or discipline-related accreditation visits, or programs which are being reported on as part of the institution's internal assessment cycle.

Technical colleges will report on the Majors/Concentrations according to their internal review plan.

- **Alumni/Placement Surveys:** Institutions will report on the results of surveys completed by alumni. State law requires that every two years the institutions must survey the alumni of the class which graduated three years prior to the survey. Questions to be included in the 2005 surveys, survey instructions and reporting forms were distributed in the Fall of 2004.

DATA TABLES

Elements to be reported by each institution in table form are included with this set of instructions and should be returned to the Commission on Higher Education by **August 1st**. Those tables include:

- Programs Eligible for Accreditation and Programs Accredited
- Courses Taught by Faculty
The Commission will use previously reported CHEMIS data for this table
- Success of Students in Developmental Courses
- Student Involvement in Sponsored Research
- Results of Professional Examinations (Please note that reports are not being required on the professional examinations previously listed in the "Additional Examinations" tables.)

CHEMIS AND PERFORMANCE FUNDING DATA

The Commission will provide data on additional elements either as a result of data collected during the performance funding process or via the CHEMIS data reporting system. These tables will provide comparative data by sector and will be prepared by Commission staff.

Associate in Business

Outcomes Assessment

Piedmont Technical College has identified and adopted eight general competencies for all graduates of the college. All curricula integrate and use these competencies, along with individual technical competencies unique to each curriculum, for ongoing reassessment of programs. The eight college-wide core competencies are incorporated into the Department of Business Mission Statement and serve as the foundation for the outcomes assessment. The mission statement is provided in Appendix A.

The Business Department views course and program completion as the primary method of assessing the College's mission and our Business Department mission. In order to consistently evaluate students' progress toward course and program completion, program competencies, student learning outcomes, and assessment methods were established for each degree program. A copy of this information for the General Business program is included in Appendix B.

Each instructor designed their student learning outcomes, assessment methods, assessment tools, and assessment criteria for each class taught based on the standardized level one syllabi used throughout the department. An example of the Student Learning Outcomes and Assessment Methods for a Marketing course is presented in Appendix C. All courses used the same format.

All faculty in the business department will complete training in two new assessment methods over the next two years. Classroom Assessment Techniques (CATs) are small scale assessments conducted continuously and anonymously in a classroom to determine what students are learning in that class. Web Instructional Design System (WIDS) is a tool to help faculty design competency-based learning and standards-driven assessments. It is not mandatory for faculty to use these instructional tools, but their use is supported and encouraged by the Business Division Dean and Department Head and they will be incorporated into future faculty evaluation instruments.

The Business Department has been developing a standardized assessment instrument to measure our six program offerings. After researching standardized exit exams used by two-year colleges, commercial assessment tools, and individual assessments created by various educational institutions, we decide to create our own Business Assessment Tool (BAT) using the following procedures. 1. Each instructor is tasked to develop multiple choice questions in their major teaching field. 2. The entire department will select the best fifty questions to create the test. 3. The questions will assess attainment of the core competencies needed in Accounting, Business, Economics, E-Commerce, Management and Marketing. 4. The BAT will be administered to all graduating Business students in their last semester but will not be included in any grade calculations. 5. The results will be reviewed twice a year by the Business Department and the data will be used to adjust curriculum. We have collected the multiple choice questions and are in the process of selecting the final fifty. We plan to administer the first BAT at the completion of the fall 2004 semester.

Student Learning Outcomes

Please refer to Appendix B for student learning outcomes for all six accredited programs. Another validation of student learning outcomes occurs through faculty evaluations by students. Faculty is evaluated by administering a student questionnaire in all classes each fall and spring semester. A summary of these results is provided to the instructor and the dean of the division. Students also write comments concerning teaching and learning styles which aid in improvement of student learning outcomes.

Behavioral Outcomes

The Business Department is committed to improving the performance of its students by providing quality instruction and support services that will enhance the learning experience and provide professional growth and employment opportunities for its students. The Business Department uses a variety of measures to evaluate the business curricula and supporting disciplines to accomplish the mission of the business programs.

Advisory Committee Feedback

The Business Department has an advisory committee composed of appropriate business, industry, and educational leaders who evaluate our programs and provide feedback to our department regarding needed changes in our programs and suggestions for improvements to meet the changing needs of our society. Each committee member is linked to one of the six degree programs based on their area of expertise. The entire committee and Business Department faculty meet at least twice a year as a group and then break out into sub-committees based on curriculum. Smaller informal meetings are held throughout the year at the faculty or committee members' request.

Surveys

All public colleges and universities in the state are required to administer an Alumni Survey and report the results every two years. The data are gathered from alumni who graduated three years prior to the current reporting year (i.e., alumni graduating in 1999-2000). Institutions are listed by sector and the return rate from the survey is provided. The survey contains four common questions with several subparts to three of the questions. All institutions are required to use these common questions and each subpart. According to the most recent data, 91.1% of Piedmont Technical College Alumni are either satisfied or very satisfied with their program of study and 92.8% surveyed were satisfied or very satisfied with the instruction in their major. The Office of Institutional Effectiveness and Research also administers a survey to all students who have met the requirements for graduation. 98% of the business students said they were satisfied or very satisfied with the training they received at Piedmont Technical College.

Our goal is to equip students with career skills to be competitive in the job market or prepare them for transfer to a four-year institution. According to the data from our Career Placement Office, 79% of all business graduates are employed with an average salary of \$22,000 per year. Employers surveyed by this office consistently express their pleasure with the Piedmont Tech students they have hired. Participation from area employers at campus employment fairs averages 90% of those invited to attend. The Greenwood Area Chamber of Commerce recently commissioned a survey of the sixteen major employers in Greenwood County about their training and educational needs. Survey participants that have employed graduates rated them above average with a score of 3.31 on a 5 point scale.

- A. Performance Results:** After reviewing and studying the document entitled "Organizational Performance Results," which can be downloaded at <http://www.acbsp.org/accredit.html>, **identify** the appropriate result statement (performance measure) for each of the following five (5) Baldrige items: (1) student learning results; (2) student- and stakeholder-focused results; (3) budgetary, financial, and market results; (4) faculty and staff results; and (5) business unit effectiveness results. **Collect** the appropriate data for each result statement. **Analyze** the data for each result statement. **Interpret** the data for each result statement (How did you utilize the data to improve student learning?).

The appropriate result statements (performance measures) for each of the following five (5) Baldrige items are listed below:

Student Learning Results

- Eighty percent of all business students will achieve the core competencies of Communication, Mathematical Reasoning, Critical Thinking, Technology Utilization, Interpersonal Skills, Professionalism, Lifelong Learning, and Workplace skills by scoring 70 percent or higher on assessment methods/tools.

This data along with the results of the Business Assessment Tool will be used to validate the outcomes assessments developed for each program. Improved student learning will occur through annual evaluation and adjustments of curriculum to better meet the student and employer needs.

Student- and Stakeholder-Focused Results

The Noel-Levitz Satisfaction Survey is administered every three years. The purpose of this survey is to determine how well students' expectations match their perceptions. Students are asked to rate the overall ability of Piedmont Technical College to deliver its services. Results of the spring 2003 Student Satisfaction Survey indicated that Piedmont Technical College students are significantly more satisfied with all areas than the national comparison group. This survey is utilized to correct any areas of concern. Other Performances Measures include:

- Piedmont Technical College received an 85% or "Achieves Standards" on the annual performance rating given by the South Carolina Commission on Higher Education. Allocation of state appropriated dollars is based on this score.
- Ninety two percent of business students said they were either satisfied or very satisfied with their business advisor.
- Eighty six percent of business students said they were reaching their goal of increasing their knowledge and understanding in the business field and ninety eight percent said they were either satisfied or very satisfied with the quality of the business instruction.

Budgetary, Financial, and Market Results

- The Business Division received 3.42 percent of the institution's budget. Although this was a decrease of \$53,152 from the previous year, this percent of financial allocations is adequate to support a high quality teaching faculty and create an environment consistent with its missions and objective.
- Instructional expenditures per business student for the year were \$2048.00 and the Administrative expenditures per business student came to \$2797.00.

Faculty and Staff Results

There is a broad range of experience in the Business Division at Piedmont Technical College. The Department Head is the senior faculty member with thirty four years at the college. There is very little absenteeism and the minimal turnover was due to spouse relocation and the pursuit of a doctoral degree in another state. As of spring 2003, current faculty has been employed for a total of 113 years which averages to 14 years per member. Faculty and staff also indicate an overall satisfaction with the institution. Faculty and staff satisfaction with how well Piedmont Technical College creates and maintains a positive and caring work environment will continue to be monitored by the following:

- Business faculty and staff will indicate on the employee performance assessment conducted in May each year their overall satisfaction with the business department and the college.
- Faculty and staff will respond positively on evaluations conducted after activities sponsored by the Health Wellness Committee. Examples of annual events include: Lee Denim Day/Cancer Awareness Breakfast, Health Screenings, Exercise/Fitness Challenge, Stress Management Seminars and Healthy Meals provided during term breaks.

- Faculty use of Staff Professional Development (SPD) funds. Each year SPD funds are made available to Faculty and staff to support professional memberships, conference attendance, and the pursuit of higher education. SPD funds are also used to sponsor divisional information sessions that allow all employees of the college to learn about each area of the college and offers an opportunity for fellowship with other employment groups.

Organizational Effectiveness Results

- Stakeholders within the service area of Piedmont Technical College will indicate on surveys an average or above average rating in response to their overall satisfaction of business programs and course offerings.
- Business faculties are active members of Rotary, Chamber Board of Directors, Vocational Rehabilitation Advisory Board, and other civic groups.
- Piedmont Technical College has met or exceeded their United Way Campaign goal every year and the college is the largest contributor in the Greenwood/Abbeville area in the education category.
- Business faculties are very visible in community activities by volunteering their services at a wide range of functions annually. This data can be collected through faculty annual performance appraisal documents which include community service as a rated category.

TABLE III - CURRICULUM SUMMARY

NAME OF MAJOR/PROGRAM: E-COMMERCE

TOTAL NUMBER OF HOURS FOR DEGREE: 63

LIST COURSES APPROPRIATE FOR EACH AREA:

I) PROFESSIONAL COMPONENT:

E-COMMERCE

<u>COURSE TITLE</u>	<u>AREA OF STUDY</u>
1. (ACC 101) ACCOUNTING PRINCIPLES	ACCOUNTING
2. (ACC 102) ACCOUNTING PRINCIPLES	ACCOUNTING
3. (MKT 110) RETAILING	MARKETING
4. (MGT 101) PRINCIPLES OF MANAGEMENT	MANAGEMENT
5. (BUS 210) INTRODUCTION TO E-COMMERCE	BUSINESS
6. (BUS 121) BUSINESS LAW I	BUSINESS IN SOCIETY

AREA TOTAL CREDIT HOURS 18

% OF TOTAL PROGRAM HOURS 28.6

II. OTHER BUSINESS MAJOR COURSES

<u>COURSE TITLE</u>
1. (ACC 124) INDIVIDUAL TAX PROCEDURES
2. (ECO 210) MACROECONOMICS
3. (ECO 211) MICROECONOMICS
4. (MGT 120) SMALL BUSINESS MANAGEMENT
5. (OST 267) INTEGRATED INFORMATION PROCESSING

AREA TOTAL CREDIT HOURS 15

% OF TOTAL PROGRAM HOURS 23.8

GENERAL EDUCATION:

<u>COURSE TITLE</u>	<u>AREA OF STUDY</u>
1. (ENG 165) PROFESSIONAL COMMUNICATION	ENGLISH
2. (ENG 101) ENGLISH COMPOSITION I	ENGLISH
3. (CPT 101) INTRODUCTION TO COMPUTERS	CONTEMPORARY TECHNOLOGY
4. (MAT 155) CONTEMPORARY MATHEMATICS	KNOWLEDGE OF SCIENCE
5. (MAT 120) PROBABILITY AND STATISTICS	KNOWLEDGE OF SCIENCE
6. (ARV 110) COMPUTER GRAPHICS I	ART
7. (ARV 227) WEB SITE DESIGN	TECHNOLOGY
8. (ARV 219) MULTIMEDIA TECHNIQUES	TECHNOLOGY
9. (ARV 228) WEB SITE DESIGN II	TECHNOLOGY
10. (IST 225) INTERNET COMMUNICATIONS	COMMUNICATION

AREA TOTAL CREDIT HOURS 30.0

% OF TOTAL PROGRAM HOURS 47.6

APPENDIX A

Mission Statement

Piedmont Technical College Department of Business Mission

The mission of the Business Department is to provide quality education that is accessible, affordable, and innovative with continuing involvement in partnering with all stakeholders of Piedmont Technical College.

1. The Business Department strives to implement and maintain the six goals established by the institution.
 - I. Recruit, retain and educate students to successfully complete credit and non-credit programs that meet students' personal goals and the needs of area employers.
 - II. Ensure affordable and accessible programs and services that are responsive and relevant to the educational needs of constituencies.
 - III. Create a collaborative learning environment for students and employees that stimulate continuous personal and professional improvement.
 - IV. Be innovative and take a leadership role in the delivery of quality programs and services that prepare students for success.
 - V. Obtain equitable county and state funding while increasing federal and private support for the college.
 - VI. Ensure a continuous process for institutional effectiveness and accountability that meets the requirements of higher education governing and accrediting agencies.
2. Specifically, the Business Department will provide education and training for:
 - I. Entry-level professional positions in accounting, marketing, management and related fields.
 - II. Careers as professional managers and managerial specialists.
 - III. Students through special programs and courses, projects, consultation and advising.

Department of Business Core Competencies

As a result of the study of courses in the Departments' curriculum, the students will be able to demonstrate the following core competencies:

- Communicate effectively through reading, writing, speaking and listening.
- Apply those mathematical skills appropriate to the occupations.
- Employ effective processes for resolving problems and making decisions.
- Apply knowledge of computers on a level compatible with job demands.
- Deal effectively and appropriately with others.
- Exhibit professionalism through observance of a code of ethics, a sense of responsibility, good habits and a positive attitude.
- Demonstrate ability to function as an independent lifelong learner in appropriate career situations.
- Apply in the workplace the specific technical skills and knowledge learned within their particular courses of study.

Appendix B

Student Learning Outcomes

The General Business program prepares students to acquire advanced degrees and professional careers in business by providing the foundational general education and business courses.

Goal I: Communication		
Students will be able to communicate effectively through reading, writing, speaking and listening.		
Student Learning Outcomes	Related Courses	As Assessment Method
1.Prepare written documents in a professional manner	ACC 101, ACC 102 BUS 101, BUS 121 ENG 165, ENG 101 MGT 101, MGT 120 MKT 101	Current Events Article Case Studies Comparison paper Data - Records Performance Tests
2. Develop oral communication skills necessary to conduct business in a professional and appropriate manner	BUS 101 MGT 101 MKT 101	Oral Presentation Rubric Group work peer assessment Class participation
3. Demonstrate appropriate listening skills in one-on-one and small and large group settings	ACC 101, ACC 102 BUS 101 MGT 101, MGT 120 MKT 101	Class participation Group work peer assessment Performance tests
Goal II: Mathematical Reasoning		
Students will apply those mathematical skills appropriate to the business occupations.		
Student Learning Outcomes	Related Courses	As Assessment Method
1. Analyze, classify record and summarize financial transactions.	ACC 101, ACC 102, ACC 124 ECO 210, ECO 211 MAT 120	Tests and Quizzes Application Problems Data Analysis
2. Prepare financial statements.	ACC 101, ACC 102, ACC 124 ECO 210, ECO 211	Tests and Quizzes Application Problems Data Analysis
3. Calculate and analyze business data using financial ratios and statistical methods.	ACC 101, ACC 102, ACC 124 ECO 210, ECO 211 MAT 120, MAT 155	Tests and Quizzes Application Problems Data Analysis

Goal III: Critical Thinking Students will employ effective processes for resolving problems and making business decisions.		
Student Learning Outcomes	Related Courses	As Assessment Method
1. Identify problems and potential causes while developing and implementing action plans for solutions	ACC 101, ACC 102 BUS 101, BUS 121 MGT 101, MGT 120 MKT 101	Application Problems Quizzes and Chapter Tests Simulations Case Analysis
2. Solve business problems using basic research, analysis and interpretation	ACC 101, ACC 102 BUS 121 MGT 101, MGT 120 MKT 101	Application Problems Interviews Simulations Quizzes and Chapter Tests Case Analysis
3. Evaluate and monitor progress and results of solutions and revise strategies as indicated by findings	ACC 101, ACC 102 BUS 121 MGT 101, MGT 120 MKT 101	Application Problems Quizzes and Chapter Tests Simulations Case Analysis
Goal IV: Technology Utilization Students will apply knowledge of computers on a level compatible with job demands.		
Student Learning Outcomes	Related Courses	As Assessment Method
1. Demonstrate a basic knowledge of computer applications including word processing, spreadsheets, databases and presentation software	CPT 101	Quizzes and Tests Work Samples Computer Application Problems
2. Use basic operating system functions competently (e.g. load software, store and retrieve data)	CPT 101	Quizzes and Tests Computer Applications
3. Handle equipment and software problems and errors in a logical and systematic manner.	CPT 101	Application/Computer Problems Simulation Tests
4. Demonstrate research skills through use of the internet.	BUS 101 MKT 101	Internet Research Project

Goal V: Interpersonal Skills Students will deal effectively and appropriately with others.		
Student Learning Outcomes	Related Courses	As Assessment Method
1. Interacts well with individuals and groups from diverse backgrounds during group assignments.	BUS 101 MGT 101, MGT 120 MKT 101	Group Projects Simulations Peer Group Assessments
2. Work with others to analyze a situation, establish priorities, and supply resources for solving a problem or accomplishing a task.	BUS 101 ECO 210, ECO 211 MGT 101, MGT 120 MKT 101	Group Projects Simulations Peer Group Assessments
Goal VI: Professionalism Students will exhibit professionalism through observance of a code of ethics, a sense of responsibility, good habits and a positive attitude.		
Student Learning Outcomes	Related Courses	Assessment Method
1. Demonstrate personal and business integrity and ethics	BUS 101, BUS 121 MGT 101, MGT 120 MKT 101	Application problems Case studies Tests
2. Demonstrate respect for the rights, work and views of others.	BUS 101, BUS 121 MGT 101 MKT 101	Group Activities Debates Class Participation
3. Set and meet defined and realistic objectives.	BUS 101, BUS 121 MGT 101, MGT 120 MKT 101	Homework Interviews Research Projects
4. Create a quality product, process and performance to meet a need.	ACC 101, ACC 102 BUS 101, BUS 121 MGT 101, MGT 120 MKT 101	Financial Documents Case Studies Research Projects Simulations

Goal VII: Lifelong Learning**Students will demonstrate the ability to function as independent lifelong learners in appropriate career situations.**

Student Learning Outcomes	Related Courses	As Assessment Method
1. Utilize informational resources for life-long learning	BUS 101 ECO 211 MGT 101 MKT 101	Case studies Research Projects
2. Recognize, manage, and cope with the transitions of change	BUS 101 ECO 211 MGT 101 MKT 101	Group Activities Class Participation
3. Identify skills and knowledge required for new personal and workplace situations and make plans to acquire the	BUS 101 ECO 211 MGT 101, MGT 120	Homework Interviews Research Projects

Goal VIII: Workplace Skills**Students will apply in the workplace the specific technical skills and knowledge learned within their particular courses of study**

Student Learning Outcomes	Related Courses	As Assessment Method
1. Demonstrate use of effective/efficient processes and appropriate tools and technology to complete projects/tasks	ACC 101, ACC 102 BUS 101, BUS 121 CPT 101 ECO 210, ECO 211 MGT 101, MGT 120 MKT 101	Application problems Case studies Group Projects Interviews Tests

APPENDIX C
Student Learning Outcomes and Assessment Methods

MKT 101

COLLEGE CORE COMPETENCY:	GOAL I:	COMMUNICATION
Division Goal: Students will be able to communicate effectively through reading, writing, speaking and listening.		

Student Learning Outcomes:

1. Prepare written documents in professional manner.
Assessment Method: Current Events Articles
Assessment Tool: Rubric
2. Develop Oral communication skills necessary to conduct business in a professional and appropriate manner.
Assessment Method: Current Events Articles
Assessment Tool: Rubric
3. Demonstrate appropriate listening skills in one-on-one and small and large group settings.
Assessment Method: Current Events Articles
Assessment Tool: Rubric

Assessment Criteria: 80% of the students will demonstrate that they can communicate effectively through reading, writing, speaking and listening by scoring at least 70% on the Current Events Article Rubric.

COLLEGE CORE COMPETENCY:	GOAL II:	MATHEMATICAL REASONING
Division Goal: Students will apply those mathematical skills appropriate to the business occupations.		

Student Learning Outcomes:

1. No Assessment Methods at this time.
Assessment Method:
Assessment Tool:

COLLEGE CORE COMPETENCY:	GOAL III:	CRITICAL THINKING
Division Goal: Students will employ effective processes for solving problems and making effective business decisions.		

STUDENT LEARNING OUTCOME:

1. Identify problems and potential causes while developing and implementing action plans for solutions.
Assessment Method: Business Plan
Assessment Tool: Weighted Checklist
2. Solve basic business problems using research, analysis and interpretation.
Assessment Method: Business Plan
Assessment Tool: Weighted Checklist
3. Evaluate and monitor progress and results of solutions and revise strategies as indicated by findings.
Assessment Method: Business Plan
Assessment Tool: Weighted Checklist

Assessment Criteria: 80% of the students will demonstrate that they can employ effective processes for solving problems by scoring at least 70% on the Business Plan Checklist.

COLLEGE CORE COMPETENCY:	GOAL IV:	TECHNOLOGY UTILIZATION
DIVISION GOAL: STUDENTS WILL APPLY KNOWLEDGE OF COMPUTERS ON A LEVEL COMPATIBLE WITH JOB DEMANDS.		

STUDENT LEARNING OUTCOME:

1. Demonstrate research skills through use of the internet.
Assessment Method: Internet Research Project
Assessment Tool: Project Grade Sheet

Assessment Criteria: 80 % of the students will demonstrate that they can apply knowledge of computers by scoring at least 70% on the internet project.

COLLEGE CORE COMPETENCY:**GOAL V:****INTERPERSONAL SKILLS****Division Goal:** Students will deal effectively and appropriately with others.**Student Learning Outcome:**

1. Interacts well with individuals and groups from diverse backgrounds during group assignments.
Assessment Method: Group Assignment
Assessment Tool: Peer Evaluation form
2. Work with others to analyze a situation, establish priorities, and supply resources for solving a problem or accomplishing a task.
Assessment Method: Group Assignment
Assessment Tool: Peer Evaluation Form
Assessment Criteria: 80% of the students will demonstrate that they can interact well by scoring no lower than 2 in any category on the Peer Evaluation Form.

COLLEGE CORE COMPETENCY:**GOAL VI:****PROFESSIONALISM****Division Goal:** Students will exhibit professionalism through observance of a code of ethics, a sense of responsibility, good habits and a positive attitude.**STUDENT LEARNING OUTCOME:**

1. Demonstrate personal and business integrity and ethics.
Assessment Method: Application Problems
Assessment Tool: Rubric
Assessment Criteria: 70% of students will score at least 70% on Application Problems.
2. Demonstrate respect for the rights, work and views of others.
Assessment Method: Group Activities
Assessment Tool: Peer Evaluation Form
Assessment Criteria: Score no lower than 2 in any category on the Peer Evaluation Form.
3. Set and meet defined and realistic objectives.
Assessment Method: Research Projects
Assessment Tool: Weighted Checklist
4. Create a quality product, process and performance to meet a need.
Assessment Method: Research Project
Assessment Method: Weighted Checklist

Assessment Criteria: 80% of the students will demonstrate professionalism by scoring at least 70% on the Research Project Checklist.

COLLEGE CORE COMPETENCY:**GOAL VII:****LIFELONG LEARNING****Division Goal:** Students will demonstrate ability to function as an independent lifelong learner in appropriate career situations.**STUDENT LEARNING OUTCOME:**

1. Utilize informational resources for lifelong learning.
Assessment Method: Research Project
Assessment Tool: Weighted Checklist
2. Recognize, manage and cope with the transitions of change.
Assessment Method: Research Project
Assessment Tool: Weighted Checklist
3. Identify skills and knowledge required for new personal and workplace situations and make plans to acquire them.
Assessment Method: Research Project
Assessment Tool: Weighted Checklist

Assessment Criteria: 80% of the students will demonstrate that they can function as an independent lifelong learner by scoring at least 70% on the Research Project Checklist.

COLLEGE CORE COMPETENCY:**GOAL VIII:****WORKPLACE SKILLS**

Division Goal: Students will apply in the workplace the specific technical skills and knowledge learned within their particular course of study.

STUDENT LEARNING OUTCOME:

1. Demonstrate use of effective/efficient processes and appropriate tools and technology to complete projects/tasks.
Assessment Method: Work Samples
Assessment Tool: Weighted Checklist
Assessment Criteria: 80% of the students will demonstrate that they can apply technical skills in the workplace by scoring at least 70% on their Work Samples.

II. Associate in Business

Piedmont Technical College's business students can prepare for the specific aspect of business that they wish to pursue. While receiving an Associate in Business Degree with a major in General Business, students may also pursue electives based on their interests. These elective areas include Accounting, Management, or Office Management) Students can pursue their studies in either day or night classes, on- or off-campus or on-line.

Transfer opportunities exist for business students upon completion of the two-year degree. Written transfer agreements have been reached with Lander University, Newberry College, Clemson University, Limestone, Southern Wesleyan, Franklin University, as well as USC-Aiken 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.

A. Headcount Enrollment: Within General Business

Fall Terms

Program	1998	1999	2000	2001	2002	2003	2004
General Business	117	124	134	148	169	157	160
Accounting	105	88	82	113	105	90	76
Office Management	51	40	36	39	27	27	25
Management	57	56	62	68	69	57	75
Business Transfer	47	29	32	42	31	31	24
Totals	377	337	346	410	401	362	360

B. The Enrollment Within Service Regions

2004 Fall Term - 20041

County	Business	%	Accounting	%	Business Transfer	%	Management	%	Totals	%
Greenwood	69	43%	26	34%	9	38%	27	36%	119	38%
Laurens	17	11%	13	17%	5	21%	16	21%	58	19%
Abbeville	24	15%	5	7%	1	4%	4	5%	39	13%
Edgefield	10	6%	1	1%	0	0%	4	5%	12	4%
McCormick	6	4%	3	4%	1	4%	4	5%	9	3%
Newberry	19	12%	20	26%	4	17%	16	21%	37	12%
Saluda	12	8%	7	9%	2	8%	2	3%	26	8%
Out of Region	3	2%	1	1%	2	8%	2	3%	10	3%
Totals	160	100%	76	100%	24	100%	75	100%	310	100%

2005 Spring Term - 20042

County	Business	%	Accounting	%	Business Transfer	%	Management	%	Totals	%
Greenwood	68	45%	36	42%	12	43%	27	34%	143	41%
Laurens	19	13%	13	15%	9	32%	12	15%	53	15%
Abbeville	19	13%	6	7%	1	4%	7	9%	33	10%
Edgefield	9	6%	4	5%	0	0%	7	9%	20	6%
McCormick	3	2%	5	6%	1	4%	2	3%	11	3%
Newberry	19	13%	17	20%	3	11%	18	23%	57	17%
Saluda	12	8%	5	6%	1	4%	3	4%	21	6%
Out of Region	3	2%	0	0%	1	4%	3	4%	7	2%
Totals	152	100%	86	100%	28	100%	79	100%	345	100%

C. Total Business Program Credit Hours

Fall 2003 vs. fall 2004

	Credit Hours	Term	Credit Hours	Term
Business Program	3,776	20031	3,626	20041
Total College	46,774	20031	43,143	20041

Total Business Credit Hours for Fall 2003: 3,776
Total College Credit Hours for Fall 2003: 46,774
Business Program as a % of College total: 8.1%

Total Business Credit Hours for Fall 2004: 3,626
Total College Credit Hours for Fall 2004: 43,143
Business Program as a % of College total: 8.4%

D. Graduation Rates within the General Business Degree Programs:
(three years or less, 1998 Cohort)

Program	Graduation Rate in 3 years or less
Accounting	60%
Business	88%
Management	56%
Office Management	49%

The majorities (60%) of our students are part-time and part-time students 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 2004 Cohort were:

Program	Retention Rate
Accounting	79%
Business	68%
Business Transfer	71%
Management	75%
Office Management	68%

These figures show the retention rate in the Business Division is at or above the College retention rate of 66%.

Program Strengths:

The overall strengths of the General Business Program rest in the innovative nature of their faculty. One example of this is their creative way of looking at scheduling. They are working with the Office of Institutional Research and Planning to develop a program to help make their scheduling process easier and to make sure current students, both on- and off-campus, have the courses they need while still offering beginning level courses for new students. This new scheduling initiative will help make the program even more flexible and easy to adapt to the changing needs of our students.

The itemized summary below reflects the comments of the Association of Collegiate Business Schools and Programs (ACBSP) Accrediting team. 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, on the main campus as well as all six off-campus locations.
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).

Divisional Strengths

1. The Business Division has diversified their course offerings to include courses offered on-line, over the PEN and ETV networks, and at all six campus off-campus sites.
2. Students can obtain a General Business Degree as well as an Accounting Degree at the two larger centers, Laurens and Newberry. Through course offerings on the PEN system, students can earn almost any Business degree off-campus; however, there is no guarantee.

Divisional 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.

Divisional Tactics for 2003 - 2004

1. The Business Division is working to expand the number of courses offered through the Weekend College program.
2. They are also planning to expand the number of on-line courses offered during the upcoming academic year.
3. Make sure all web pages are up-to-date and are consistent in format/design elements and contain all pertinent information students need.
4. Incorporate the recommended life skills needed by students into the academic programs.
5. Train all faculty, full and part-time, to teach on-line courses and to incorporate effective on-line communication methods into these courses in order to improve retention rates.

Nursing Division

Piedmont Technical College developed a plan to improve both its practical nursing (PN) and associate degree nursing (ADN) programs that will focus on five areas to ensure higher program success. Each of these areas is identified below. Following the statement is a description of the actions the college has implemented as part of its plan to improve that aspect of its nursing programs.

I. Strengthening the admission criteria to include increasing the GPA requirement to 2.5 and considering readiness testing with remediation as indicated.

Piedmont Technical College has implemented a plan that strengthens the admission criteria so as to insure that the students who enter the PN and ADN programs have the required skills and competency levels to be successful in the program. This plan will improve the student success rate, actual graduation rate, and increase the number of graduates who enter the workforce.

Attachment 1 shows a chart that compares the old and the new admission criteria. The new criteria include the requirement to pass higher levels of Math and English, which will demonstrate readiness in reading, communications, and mathematical computations. The new criterion also includes the requirement for demonstrated competency in Anatomy/Physiology and Psychology. These courses, along with the English and Math, comprise a set of Core Courses now required for admission with a grade of "C" or higher. Also, students must have completed Biology within 5 years rather than 10, before enrolling in Anatomy, and students are now allowed to repeat Anatomy only one time to receive a grade of "C" or higher. Students who enter the program with an acceptable SAT score must now meet a higher score. And finally, students must maintain a 2.5 GPA for program entry, as opposed to a 2.0. The 2.5 will also be required of transfer students.

Piedmont Technical College currently has a substantial number of student's names on a waiting list to enter both programs. All students currently on the waiting list have been notified of this new policy and were given two semesters to meet the new criteria. No students' names will be placed on the waiting list until the new criteria have been met. Those students who remain on the list under the old criteria have been informed that they will not be offered a place in a Nursing Program until they meet the new criteria.

These new course requirements will insure a class of students who have successfully demonstrated readiness in the areas of written communications through ENG 101, English Composition, and critical thinking skills through MAT 102, Algebra, or MAT 120, Statistics, and also BIO 210, Anatomy and Physiology. Students must complete these courses with a grade of C or higher, which will demonstrate competency and readiness, prior to entering a nursing program.

In addition to establishing new admission criteria, Piedmont Technical College has begun a new Merit Admissions Program. This initiative allows exceptionally strong students the opportunity to enter the nursing program at an earlier date. The Merit Admissions Program is based on a point system. Students who apply for Merit Admissions will earn points for the following: an exceptionally high score on the HOBET exam, SAT, or ACT, grades of "A" or "B" on their required Core Courses, whether taken at Piedmont Technical College or transferred in from another institution, and completion of a Master's, Bachelor's, or Associate's degree.

Each nursing class will now be filled with 18 Merit students, and 17 students from the regular waiting list. These Merit students will have a higher probability of academic success and achieving graduation because they will be among the most qualified applicants to the programs, having been drawn from the top 18 students from the pool of applicants that will enter each nursing class of 35 students. The college will track these Merit students through each term to their graduation to determine if the Merit students do in fact complete the program at a higher rate than the other students entering the program.

In summary, the plan to strengthen admissions includes new required Core Courses, the minimum GPA of 2.5, an increased SAT requirement, and the Merit Admissions Program. This plan will insure the academic preparedness of all students who will be entering both the practical and associate degree nursing program.

II. Requiring remediation for unsuccessful students at mid-term to improve their outcomes.

The nursing faculty will utilize the college's Student Success Plan to identify, counsel and monitor student deficiencies at mid-term. A copy of the Student Success Plan is shown in Attachment 2.

Faculty believes that having students sign a contract will make them more accountable and take responsibility for their own learning. Depending on the student's deficiencies, tutoring will be tailored to accommodate either didactic material and/or clinical

skills. Tutoring will be available for students enrolled in both programs at on campus and off-campus sites in Newberry and Laurens. Baccalaureate prepared nurses will be hired to tutor following the guidelines set forth by the lead course instructor. Skills lab will be open and available 40+ hours per week to allow both PN and ADN nursing students to practice independently and study with peers. A BSN lab instructor position will be requested to monitor, tutor and maintain laboratory experiences.

The nursing department has recently purchased new computer software, Professional Development Software for Nursing Education, which can be accessed by the internet both on and off campus. Students will be instructed and assigned programs to remediate and enhance their learning. By being able to access these programs through the internet, students will be able to customize and organize their study time to their family/work schedules.

Student computer tutorials will start in nursing fundamentals and continue throughout their program of study. Students will also be evaluated at the end of each semester utilizing the Educational Resources, Inc. (ERI) Assessment program. Didactic remediation and clinical enhancers will be required based on final ERI scores and recommendations.

While independent learning and studying is essential to student success, study groups and mentoring by higher level students are also encouraged. Nursing faculty are offering “tutoring sessions” as well and are encouraging students to utilize all resources (i.e., videos, skill labs, additional text resources, web sites, etc.) available to them not only at mid-term, but through out the semester.

The faculty is presently exploring the use of Classroom Assessment Techniques (CAT), a process to identify possible changes instructors should make in their classroom teaching styles and/or presentations that will improve students’ learning and success within a particular course section. Piedmont Technical College Technical College’s student body is diverse and represents varied learning styles and needs. By identifying the different learning styles and needs of students within a particular course section, the faculty can incorporate different types of instructional approaches and teaching strategies within the classroom and clinical areas to improve the learning and retention of course content.

III. *FACULTY DEVELOPMENT ACTIVITIES.*

The college’s nursing faculty acknowledges that a program of faculty development is essential, should be on-going and be evaluated yearly. Faculty will identify and participate in continuing education endeavors within professional organizations and the college’s on-going faculty in-services and professional development program. In addition, faculty will engage in the following professional development activities:

- Participation in such programs as the Program Validation Workshop which includes Item Writing and Test Construction and the NCLEX Blueprint Guidelines workshop offered by Educational Resources, Inc. and USC-Aiken
- Enrolling in educational based courses and on-line seminars offered through NLN and nursing universities designed to enhance the faculty’s education background.
- Visit nursing schools in South Carolina to discuss and facilitate program curriculum review and faculty development. Successful aspects of these nursing programs will be reviewed and evaluated and, where applicable, substantial changes in the curriculum and program will be requested and presented to the State Board of Nursing.
- Membership in the Southern Regional Educational Board Council on Collegiate Education for Nursing will be explored to keep abreast of changing technology, nursing research and continuing educational needs.

Presently, three faculty members are pursuing graduate degrees which focus on nursing education and curriculum development. These faculty members will be an asset to the program as they share their knowledge and expertise with the other instructors. Continuing formal education is valued within the department and college. With support provided through the college foundation, new faculty be employed within the department will continue to be encouraged to pursue advanced education in the field. In addition, the development of new and adjunct nursing faculty is another strategy that the faculties of both the PN and ADN programs will implement to improve student success rates. Adjunct faculty and preceptors in the clinical setting will be included as part of the on-going development process to assure that the didactic content is being applied in the clinical experience. Seasoned nursing faculty will mentor new nursing faculty. Team teaching and faculty mentoring will provide shared accountability and professional growth within the nursing department. Mentoring will also be used as a retention tool and a supportive structure that will also facilitate new faculty becoming acclimated to the academic culture of the department and the college. This new professional mentoring initiative is voluntary, but will allow seasoned faculty to establish productive and valued relationships with newer faculty.

IV. *Obtaining an outside consultant to assist with looking at outcomes including NCLEX, text plans and requirements.*

The faculty believes that having an outside consultant would benefit the program greatly. While members of nursing faculty are all clinically competent, they recognize that they need to improve their knowledge and skill in the areas of curriculum development and instructional methodology. Therefore, the faculty will need assistance in mastering these concepts.

Although some of these outcomes will be addressed through the faculty's participation the Program Validation Workshop, an outside consultant will also be engaged to assist in this area. The company of Sylvia Rayfield and Associates, Inc. has been highly recommended by two different nursing deans along with a standing member of the State Board of Nursing of South Carolina. These consultants will review the college's present PN and ADN curricula, teaching and evaluation methods, and self-study strategies and, based upon this review, make recommendations on how to improve student education.

V. Considering increasing the medication competencies beyond the pharmacy course and throughout the curriculum.

The nursing faculty recognizes that Math Competency is essential to ensure safe administration of medication by the professional nurse and to protect and maintain the integrity of life of the client. Math competency is taught in both the ADN and PN programs during the first semester in their respective pharmacology courses. When the student successfully passes the course content, it is assumed that the student has mastered the basic math concepts to safely begin supervised medication administration in the clinical arena. The minimal acceptable grade is 75% at this level.

As students progress in the nursing program, math concepts and clinical application will be maintained, reviewed and evaluated in each course. Advanced concepts such as intravenous medication, medication titration and blood administration will be taught and mastered in the second year courses in the ADN program. Math concepts will be integrated into all course content and clinical instruction allowing the faculty to monitor each student's progress.

Students in the last semester of the PN and ADN program must show mastery of the math concepts and calculation through a math competency exam. Students must achieve 90% or higher to progress in the semester and graduate.

The administration and nursing faculty are confident that the implementation of the modifications and initiatives described above will improve not only retention and graduation rates of students enrolling in both the PN and ADN programs, but also result in an increase in the NCLEX scores of the college's nursing graduates.

Attachment 1

Comparison of the Old and New Nursing Admission Criteria

Subject	Old Criteria	New Criteria	Change
Biology	High School within 10 years, C or 75 or higher	High School within 5 years, C or 75 or higher	Must be recent
English ENG 100	ENG 101* Fundamentals of English	Higher Course English Composition	
Math	MAT 100 Fundamentals of Math	MAT 102 or 120* Algebra or Statistics	Higher Course
Psychology	No Requirement General Psychology	PSY 201*	NEW
Anatomy	No Requirement	BIO 210* Anatomy & Physiology I	NEW
SAT	920: 440 Math 480 Verbal	960: 480 Math 480 Verbal	Higher Math Requirement
GPA	2.0 Required	2.5 Required	Higher Requirement
4 Yr Degree	No minimum GPA	2.5 GPA Requirement	New

* Core courses required to be completed with a grade of "C" or higher to be admitted into the Nursing programs.

Attachment 2.
Student Success Plan

(The student may have access to this information)

ACTION PLAN: Instructor should complete the following information in full:

Students Name: _____ SS# _____ Phone# _____
Advisor _____
Curriculum Course Section# _____ Time/Place class meets: _____
Date you identified the student's problem? _____ Describe the problem: _____

Initiate conference/telephone contact with student to discuss problem and determine a plan for action.

Date/time of conference: _____ Instructor's results/explanation of conference/telephone contact with student: _____
Options: _____ Options completed _____
A. Attendance Contract (see below) _____
B. Referral to _____ area/person _____
C. Other (explain): _____ _____

ATTENDANCE CONTRACT: You must complete the following requirements to avoid withdrawal from class and to help you get back into good academic standing: _____

Instructor Signature & Date

Student Signature & Date

INTERVENTION PLAN: Suggested course of action/approach for counselor intervention _____

Instructor's Name: _____ Best time/place to contact: _____

Counselors Reply:
Counselor received (date): _____ Counselor Name: _____

Called no contact _____ Called left message _____ Mailed post card requesting student to respond by _____
Counseled over the telephone. Date: _____ Notes: _____ Phone# _____
Contacted student-appointment date/time _____
Student has not responded as of this date _____
Permission given to student to discuss this matter w/ instructor and advisor _____

Student Signature: _____ Date: _____

**Piedmont Technical College
Merit List Criteria
Nursing and Health Science Programs**

Student: _____ SS#: _____ Major: _____

Date Submitted: _____ Received by: _____

CRITERIA	POINT VALUE	POINTS SCORED
Acceptable Test Scores within 4 years: HOBET: 90% 88% 85% Or SAT: 1000 M=480 V=480 Or ACT: 22 M=23 V=22	15 13 10 10 10	
BIO 210 Anatomy & Physiology I	A = 7 B = 5 C = 2	
BIO 211 Anatomy & Physiology II	A = 7 B = 5 C = 2	
MAT 120 Probability & Statistics Or MAT 102 Intermediate Algebra	A = 7 B = 5 C = 2	
ENG 101 English Composition I	A = 5 B = 3 C = 1	
AHS 102 Medical Terminology	A = 5 B = 3 C = 1	
PSY 201 General Psychology	A = 3 B = 2 C = 1	
Transfer Courses within 10 years: Transcripts must be attached. Points awarded same as course shown above. List equivalent courses: _____ = BIO 210 _____ = BIO 211 _____ = MAT 102 / 120 _____ = ENG 101 _____ = PSY 201	Grade — Points _____ _____ _____ _____ _____	
Previous College Work (Highest Degree Only): Master of Science Degree Bachelor of Science Degree Bachelor of Arts Degree Associate Degree Diploma/Certificate in Health Related Field	12 10 9 5 5	
Residency in one of the following counties: Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, Saluda	5	

Reviewed by: _____ Total Score: _____

7/21/2003

HOBET Information
Piedmont Technical College

Procedures for taking the HOBET:

1. Make payment of \$25.00 to the Business Office on main campus. (ONLY students who have met requirements for the waitlist will be eligible.)
2. Schedule an appointment to take the HOBET by going to the Student Success Center or by calling 941-8614 by August 29, 2003. (The \$25 fee must be paid prior to scheduling the test). The schedule is shown below. Additional testing sessions may be added if necessary.
3. Report to the Assessment Center in 119K on main campus to complete the exam. A photo ID is required.
4. The test takes approximately 3 hours, and calculators are not permitted.
5. At the completion of all designated testing dates for Fall Term 2003, students will receive a letter indicating their score.
6. Students may retake the HOBET in the subsequent term (\$25 fee required for each testing).
7. HOBET will be offered in September 2003 and in January 2004.

HOBET TEST SCHEDULE FOR FALL 2003

All exams will be given in the Assessment Center in the K Building, Main Campus, room 119K.

Listed below are the dates and times the HOBET will be given during Fall Term 2003:

September 8	8:30 a.m.	119K
	5:00 p.m.	119K
September 9	8:30 a.m.	119K
	5:00 p.m.	119K
September 15	8:30 a.m.	119K
	5:00 p.m.	119K
September 16	8:30 a.m.	119K
	5:00 p.m.	119K

For the HOBET test dates in January 2004, please call the Student Success Center at 941-8614 after November 1, 2003.

July 2003

**Merit List Information for
Nursing and Health Science Programs
Piedmont Technical College**

The purpose of the Merit List is to provide students with exceptionally strong academic preparation an opportunity to gain early entry into Nursing and Health Science programs, except Phlebotomy.

Merit is only available to students already on a Nursing or Health Science waitlist. It is the student's responsibility to apply for the Merit List if he/she has met the minimum Merit application score of 25. Earning a score of 25 does not indicate placement on a Merit List. It only indicates your Merit application will be reviewed.

Procedures for Merit List Selection:

1. Student completes Merit List Criteria Form and submits to Kendra Rogers in the Student Success Center, Room 101K, Main Campus.
2. Form must be dated and signed when received, and the student will be given a copy. (Students who mail or fax forms should retain their own copy.)
3. Merit List Criteria Forms will be reviewed twice a year:
 - February 1st for programs starting in May or August; and
 - October 1st for programs starting in January.
 - Forms submitted after these dates will not be accepted.
4. Each form will be carefully reviewed for accuracy.
5. A minimum score of 25 is required to be **considered** for the Merit List.
6. At the conclusion of the Merit review, students earning the highest total Merit score will be used to fill up to ½ of the openings in each Nursing and Health Science programs. In case of equal scores, preference goes to the higher number on the regular waitlist.
7. Students will be notified by letter, by March 1st or October 15th, if they are selected for a Merit List. Students will **NOT** be given this information by phone.
8. Students who are not selected for a Merit List have the opportunity to re-apply.

Important Information to Consider Regarding Merit Lists:

1. If you choose to apply for a Merit List, you **must** be prepared to start your clinical program the following term. This is **VERY** important.
2. There will be no roll-overs on the Merit Lists. If you are offered a slot, and you decline, your name will be removed from the Merit List.
3. Appeals to the above must be submitted in writing to the Health Science Counselor, and will be reviewed by the appropriate Director or Dean and the Vice President for Student Development. Approvals will be granted for extenuating circumstances only.

General Information for All Applicants:

1. South Carolina law now requires criminal background checks on all direct patient caregivers. Students are responsible for the cost of this SLED check, which must be completed prior to the first clinical course. If a charge is identified, it could take up to one year or more for it to be resolved and cleared. A student cannot enter clinical until charges are resolved. Any questions should be directed to the program coordinator of the selected health science program.
2. Admission to a Nursing or Health Science program will be limited to two attempts per program, and 3 attempts in any Nursing or Health Science program.
3. Misrepresentation of information on any required form may result in permanent dismissal from the Nursing or Health Science program.
4. Students must complete all courses in the General Health Science Certificate with a grade of C or better.
5. Students may repeat core courses only one time to achieve a grade of C or better. Appeals to the appropriate Dean or Director will be considered for extenuating circumstances.
6. Students are required to maintain a 2.0 GPA to enroll in any Nursing or Health Science program.

Applicant's Signature

Counselor's Signature

Date

Social Security Number

NOTE: This information is accurate at the time of printing but is subject to change as deemed appropriate by the college.

Yellow – Student's Copy

White – Admission's Copy

Piedmont Technical College does not discriminate in recruitment, admissions, educational services or employment on the basis of race, sex, age, religion or disability.

**Admission Requirements for
Nursing and Health Science Programs
Piedmont Technical College**

1. Complete Admissions Application.
2. Submit official high school and/or college transcripts, or GED certificate. If currently enrolled in high school, a partial transcript must be submitted at the time of application.
3. Completion of high school or college biology with a grade of C, or 75, or higher, within the past 5 years.
4. Schedule an appointment to take the college placement test, unless waived by college staff.
5. Meet ONE of the following criteria:
 - SAT 960 (V=480; M=480) within 4 years; *OR*
 - ACT 20 (V=20; M=23) within 4 years; *OR*
 - Completion of CORE courses with a grade of C or better:
Associate Degree: BIO 210; ENG 101; MAT 102 or 120; PSY 201
Diploma or Certificate: BIO 210; ENG 101; AHS 102; PSY 201
OR
 - An earned Baccalaureate degree from a regionally accredited college with a cumulative GPA of 2.5 or higher.
6. Be at least 18 years of age by date of first clinical, which could be the first term enrolled.
7. Be in adequate physical and mental condition to participate and function within the program and clinical environment.
8. Submit a required health care form 30 days prior to enrolling in the first clinical course.
9. Current immunizations including Hepatitis B.
10. Upon receipt of certified acceptance letter, submit a non-refundable deposit of \$100.00, by the date listed in the acceptance letter, to hold your place in the program.
11. Attend a mandatory orientation prior to program entry.

All applicants for Nursing and Health Science programs are enrolled in the General Health Science Certificate program. Once admission requirements are met, the student's name is placed on the appropriate waiting list. Students are encouraged to complete all courses in the General Health Science Certificate while waiting for entry into a clinical program.

Name _____

Midterm Awareness Check

As of now you are making a grade of _____ in this course, and you are therefore making (satisfactory, unsatisfactory) progress. If your progress is satisfactory, determine what you are doing that is bringing you success so that you can continue the good work. If your work is unsatisfactory, you need to figure out what you are doing to cause this problem so that you can solve it and start being more successful. Complete the Awareness Check by answering yes or no to the following statements.

	Yes	No
1. I am rarely, or never, absent or late.	<input type="checkbox"/>	<input type="checkbox"/>
2. I give the class my full attention most of the time.	<input type="checkbox"/>	<input type="checkbox"/>
3. I have completed all assigned work.	<input type="checkbox"/>	<input type="checkbox"/>
4. I almost always hand in work on time.	<input type="checkbox"/>	<input type="checkbox"/>
5. My behavior does not prevent me from listening to lectures or from participating fully in class activities.	<input type="checkbox"/>	<input type="checkbox"/>
6. I have no problem understanding the textbook.	<input type="checkbox"/>	<input type="checkbox"/>
7. I do not procrastinate when it comes to studying.	<input type="checkbox"/>	<input type="checkbox"/>
8. I am generally well prepared for tests.	<input type="checkbox"/>	<input type="checkbox"/>
9. I have applied the study strategies I am learning in this class.	<input type="checkbox"/>	<input type="checkbox"/>
10. I have asked for help when I needed it.	<input type="checkbox"/>	<input type="checkbox"/>

If you are not satisfied with your progress, what action will you take to improve it? Write your plan below.

I have received notification of my grade of _____ for _____
(Course Name)

I have been advised by my instructor(s) and understand that I am in jeopardy of an unsuccessful attempt in completing this course.

Signature of Student

Date

Health Science

Radiologic Technology

The Radiologic Technology curriculum is designed to assist students in acquiring the general and technical competencies necessary to enter the radiography profession. Radiographers use “high-tech” equipment to produce diagnostic medical images in a variety of health care settings. This requires an application of combined knowledge in anatomy, physics, procedures, imaging techniques and patient care.

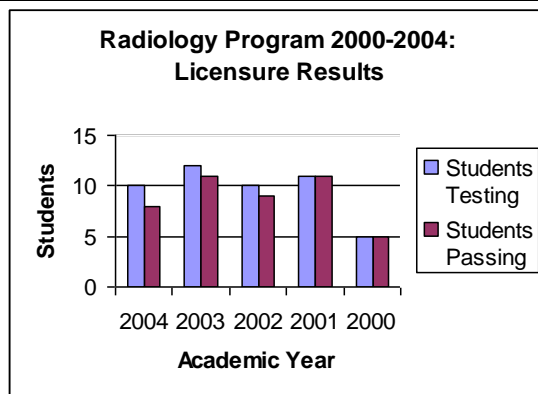
The constant growth in the field has created new and exciting career opportunities in specialty areas. Graduates may also choose to pursue an advanced degree.

Graduates are awarded an Associate Degree in Health Science – major in Radiologic Technology.

Graduates qualify to sit for the *American Registry of Radiologic Technology*.

Licensure Pass Rates of those sitting for the exam:

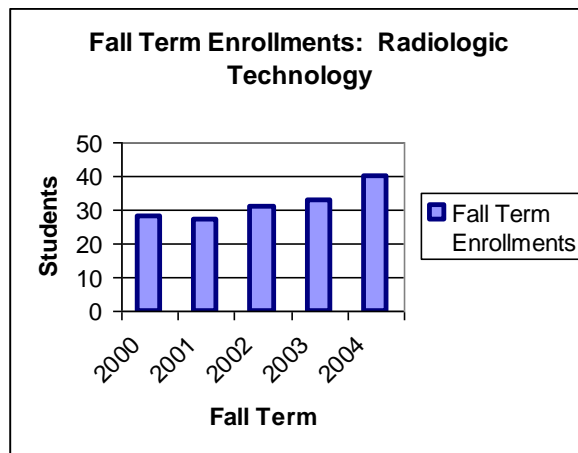
Year Testing	# of Students Testing	# of Students Passing	Percentage
2004	10	8	80%
2003	12	11	92%
2002	10	9	90%
2001	11	11	100%
2000	5	5	100%



Over the last five years, the number of students sitting for the licensure exam has increased by 100%. Along with that increase, however, comes the chance that not all students will pass the exam.

Fall Term Enrollments in the Radiologic Technology Program:

Fall 2004	40
Fall 2003	33
Fall 2002	31
Fall 2001	27
Fall 2000	28



The enrollment in this program has grown 30% over the last five years. With the growth in the health field currently on the rise, we feel sure the enrollment in this program will continue to climb.

Piedmont Technical College's Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology. In 2002, this committee awarded accreditation to our program for a period of eight (8) years. An interim report will be provided in fall 2006.

The Radiologic Technology program has a mission statement and goals that are readily available to students, faculty, administrators, and the general public. The mission statement defines the purpose and goals of this program and contains sufficient information about the program's educational activities. The program's mission statement and goals are consistent with those of the institution and include measurable students learning outcomes.

The Radiologic Technology program has publications that accurately reflect program offerings. The program adheres to high ethical standards in relation to students, faculty, staff, and communities of interest. Due process procedures are readily accessible and fair. The Joint Review Committee found that this program has a well organized and detailed plan of education. The promotion of professional values, life long learning, and competencies in critical thinking and problem solving skills are evident throughout the curriculum. The didactic and clinical curricula are well integrated and correlated. Learning opportunities in current and developing imaging technologies are provided. The program benefits from enthusiastic, dedicated, and committed program faculty. The medical advisor supports the program's mission and goals. Clinical instructors competently perform the responsibilities of their position. An adequate number of faculty to meet the educational, administrative and accreditation requirement is available. Faculty are provided with opportunities for continued professional development.

Departmental policies and procedures relating to federal and state radiation protection laws reflect current regulations. Student radiation monitoring reports are reviewed and documented. The program's pregnancy policy is in place; however, it does not provide students the opportunity for voluntary disclosure. Students are appropriately instructed in the utilization of imaging equipment and the employment of techniques and procedures to minimize radiation exposure to patients, selves, and others. Supervision policies are closely monitored and enforced by clinical faculty. Learning environments are in compliance with applicable federal and state radiation laws.

It is recommended that the document on Nuclear Regulatory Commission regulations regarding the declared pregnant student is published and made known to accepted and enrolled female students.

The College has the physical resources to support the program's mission and goals. Computer resources are exceptional. Faculty offices are conducive to planning, evaluation, counseling, and scholarly activities. Student records, instructional materials, and other program materials are maintained in a secure and confidential manner. The clinical education settings are committed to the program and student learning.

The program has a formalized plan for assessment of student learning outcomes. Quantitative and qualitative outcomes are consistent with the program's mission and goals. Didactic and clinical education is systematic and interrelated. Communities of interest participate in the program planning process. The plan identifies priorities for improvement. The program monitors planning activities and evaluation processes to document ongoing program effectiveness and satisfaction.

Respiratory Care

The Respiratory Care practitioner is trained to assist the medical staff with the treatment, management, and care of patients with cardiopulmonary abnormalities or deficiencies. Respiratory care is used primarily in the treatment of heart and lung diseases such as cardiac failure, asthma, emphysema, bronchitis, and shock. With instruction in anatomy and physiology, respiratory physics, pharmacology and clinical training, the graduate of this program is prepared to provide care in various medical facilities.

Proficiency in all aspects of respiratory care, including diagnostic, rehabilitative and therapeutic applications, prepares the student to take the entry and advanced level licensure exam. The graduate will be awarded an associate's degree in Respiratory Care.

Licensure Pass Rates of those sitting for the exam

Year Testing	# of Students Testing	# Students Passing	Percentage
2004	11	11	100%
2003	12	12	100%
2002	8	7	88.5%
2001	3	2	67%
2000	10	10	100%

Fall enrollments in the Respiratory Care program:

Fall 2004	35
Fall 2003	39
Fall 2002	36
Fall 2001	35
Fall 2000	30

Piedmont Technical College's Respiratory Care program is accredited by the Committee on Accreditation for Respiratory Care (CoARC).

The Respiratory Care program did their last report for the Committee on Accreditation (CoA) in January 2004. A survey was developed by the CoA to evaluate the Respiratory Care program. Goals are rated on a Likert Scale of 1 to 5.

Goal: Upon completion of the program, the graduate will be a competent advanced-level respiratory therapist. Students will also demonstrate professional behavior consistent with employer expectation as advanced-level respiratory therapists.

Piedmont Technical College's graduates scored a 4.5 overall in this area. The faculty will continue to stress the important of professionalism and positive attitude in the work place.

Goal: Upon completion of the program, the graduate will be competent advanced-level respiratory therapist. The graduate will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as advanced-level respiratory therapists.

A Clinical Simulation Self-assessment Exam was established to measure this goal. A cut score 70% was set. Upon analysis, the students had a pass rate that was lower than desired and showed weaknesses mostly with decision making skills.

To correct this problem, students need to spend more time practicing sample clinical simulation to increase their knowledge while also increasing their self-confidence in their choices. More case students/scenarios in class and labs will be implemented.

On the Employer Survey, Respiratory Care students rate a 4.4 overall score. This area has been improved by implementing a Senior Internship program during the Summer 2004 semester. Students are allowed to pick a therapist from a pre-approved list and set their own schedule for the Summer semester. The students work one-on-one with this therapist developing time management skills, diagnostic and therapeutic skills in a real time environment.

Only 27% of graduates are taking the NBRC clinical Simulation Exam directly out of school. Of the ones who are taking it, 100% have passed. Most students are waiting 9-10 months after graduation to take the test. In order to persuade students to take the test soon, the Advisory Committee came up with a plan to assess the cost of the CRT into summer tuition. This plan has been

implemented by the College. This solves the financial problem of taking the test so soon after graduation. Local hospitals have also been approached to help motivate graduates to pursue advanced level credentials by offering promotions, increased benefits or opportunities, and pay increases with the achievement of the RRT credential.

Within two (2) weeks of graduation, The Respiratory Care program has a 100% job placement rate of their recent graduates.

Twenty-two is the maximum number of students the Respiratory Care program can supervise at one time. The program started with 21 students. Not having a full slate of students is a problem with all the health programs, except nursing. To help with this dilemma, the Respiratory Care program is going to actively recruit in the community and schools. Piedmont Technical College sponsors a community wide Health Career Drop-In to showcase all programs. Tours of classrooms and labs are given to middle and high school students. Respiratory instructors and students will continue to visit area high schools and participate in high school career fairs in our seven county area. Senior respiratory students, along with instructors, are working with school recruiters and have visited industries that are closing to recruit possible students. The College is actively involved with HEAL (Health Education Alliance), an alliance between schools and hospitals in SC to recruit potential health care employees.

The attrition rate for the Respiratory Care program was 47% with most students leaving during their second semester. To remedy this program, PTC implemented new guidelines for admission to the health science programs. Specifically for Respiratory, students are now required to have most of their general education courses completed before starting their respiratory courses. The course sequence has been rearranged and Cardiopulmonary Physiology was moved from the second semester to the first semester to try to establish a stronger base knowledge earlier in the program.

Job Placement Rates

Graduation Year	# of Graduates	Positive Placements	Percent Employed
2003	11	11	100%
2002	12	12	100%
2001	8	7	87.5%
2000	9	9	100%
1999	12	12	100%

Piedmont Technical College's Respiratory Care program is a growing program. As enrollment increases, we will be able to continue our success and place more graduates in the workplace in an area that persists in needing the type of qualified students this program is graduating.

Library Resources and Services

The Piedmont Technical College Library selects, purchases, processes, catalogs, maintains and disseminates information resources and provides library instruction to students, faculty and staff on the Lex Walters Campus in Greenwood, at the six County Center campuses, and online. Headquartered in the Marion P. Carnell Library on the Greenwood campus, the department also oversees two staffed Library Resource Centers (LRCs) at the Laurens and Newberry County Centers and four non-staffed Library Resource Rooms at the Abbeville, Edgefield, McCormick and Saluda County Centers. The Library staff also maintains an extensive Web site at <http://www.ptc.edu/Library> that provides 24-hour access to information about services and materials, links to the library catalog and online resources, and various instructional materials.

Marion P. Carnell Library (Main Library)

The Main Library is a 20,000 square foot modern facility that houses most of the college's physical collection of information resources and offers a comfortable space for study, research and casual reading. In addition to the library collection, visitors will find private study carrels, small group study rooms, two conference rooms, video viewing rooms and a classroom for library instruction.

Eight public computers, networked to a shared laser printer, provide access to the library's Web based catalog and to the Internet. A ninth computer is designated as an ADA-accessible work station and is equipped with its own printer and document scanner.

County Center Library Services

Library Resource Centers (LRC) have been created at the Laurens and Newberry Centers to offer students and instructors access to both in-house and online resources as well as to other library services. Visitors will find both circulating and reference books, popular magazines and newspapers, audiovisual materials, and access to Internet computers that connect them to the same online resources that are available in the Main Library. Part-time staff members either assist users or refer them to staff at the Main Library who can help satisfy their research needs.

Library Resource Rooms (LRR) are also available at the four smaller County Centers in Abbeville, Edgefield, McCormick and Saluda. The rooms are stocked with computers that offer access to the library catalog and all online resources. A small reference collections, local newspapers, popular periodicals and circulating paperback collections are also available in the rooms. While these rooms are not staffed, each County Center manager has been trained to handle basic questions, refer students to main campus librarians and to request materials from the Main Library.

A daily courier service delivers physical library materials to any of the college's seven campuses at the request of students and/or faculty. Students may request that items be sent via the courier by talking to a library or LRC staff member or by submitting a request form from the Web site.

At the request of faculty members, librarians from the Main Library also visit the centers in person or via the college's interactive PEN System classrooms to give group library instruction.

Library Collection

Physical Collection: The library's physical collection includes print books and periodicals, audiovisual items, microform, and computer software. The Library of Congress Classification System is generally used to organize the physical collection. Some media formats, however, such as videotapes and audiocassettes are currently organized in the order in which they are received; and therefore, use of the online catalog is usually needed to locate these material types.

Online Collection: In addition to offering World Wide Web access, the Library also offers an electronic book collection, several periodical databases of citations and/or full text articles, and four online encyclopedias. These are available to students, faculty and staff from both on and off campus. These resources are not freely available on the Internet, but the library is able to offer them thanks to participation in the South Carolina State Library's DISCUS Project and in the Partnership Among South Carolina's Academic Libraries' (PASCAL) Collegiate DISCUS Project.

The following table gives a general overview of both the physical and online collections:

Media Type	Total Titles
Books (Print)	26,996
Books (Electronic)	23,526
Periodicals (Current Print Subscriptions)	260*
Periodical Databases & Online Encyclopedias	41
Video Cassettes (VHS)	1,843
DVDs	18
Compact Disks	180
Audio Cassettes	275
Computer Software	281
Cataloged Web Sites	597
Vertical File Topics (Pamphlet File)	408
Other Media (ex. Booklets, Slides, Filmstrips, Maps, Globes)	125

** NOTE: In total, the library provides access to 478 periodical titles in either print or microfilm; however, the library currently subscribes to only 260 of these.*

Library Support Services

Support services provided by the library include:

- circulation of materials
- identification/library cards
- personal research assistance
- group library instruction
- interlibrary loan
- faculty reserve shelf
- coin-operated photocopier
- fax service
- free computer printing

The staff also hosts a number of displays, programs and open house events throughout the year to promote library resources and services. Library information and policies also appear in the college catalog, on the Web site and on various printed materials such as bookmarks and brochures. Librarians also publicize library information through two monthly online newsletters – one for students and one for faculty.

Library Staff

The Main Library is staffed by a professional team filling the following positions:

- Director of Library Services (Master of Library and Information Science)
- Circulation Manager (Master's degree in another field)
- Library Technical Assistant
- Three part-time support staff members (including weekend staff)
- One or two student workers

Three other part-time employees operate the Library Resource Centers in Laurens and Newberry. While the Library Resource Rooms at the four remaining centers are not staffed, Center managers have been trained to assist students and faculty. Main Library staff members also travel to the centers for group instruction as needed.

Operating Hours

The Main Library is typically open 63.5 hours per week, and hours are regularly published in academic class schedules, the college catalog, on the college Web site, and on the campus television system. Any changes are announced on the Web site, flyers and by email. Main Library hours of operation are:

Monday through Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:30 a.m. – 4:00 p.m.
Saturday	9:00 a.m. – 12:00 noon
Sunday	Closed

The Library Resource Centers in Laurens and Newberry are open Monday through Friday.

Alumni Placement Survey
See Excel Attachment I

INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2005

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

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

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

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

Institution:

Piedmont Technical College

Please type institution name in box.

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

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

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	An institution may be accredited by the AACSB or the ACBSP					
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 HSA) 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 (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate 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 List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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	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						

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 LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						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						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						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 (RETT)	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)	1	1				
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						

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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
NATIONAL 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						
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 for performance indicator 3D

INSTITUTION:

Piedmont Technical College

COURSES TAUGHT BY FACULTY

Applicable for Four- and Two-Year Institutions – Measured for Fall 2004

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 2006 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Applicable to Four-Year Colleges and Universities

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

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student in more than one developmental course and completing more than one entry level course should be counted once for each developmental 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.

Number of first-time, full-time entering freshmen enrolled in Fall 2003 (include first-time freshmen who enrolled either part-time or full-time in the Summer 2003 if they returned full-time in the Fall 2003)	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2003	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2005
Item (1)	Item (2)	Item (3)
551	436	218

Breakdown of Items (2) and (3)

List below the developmental courses taught in summer and fall 2003 (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 2005.

Course Title	Total Enrollment	Number Exiting Course	Number Exiting Entry-Level Course
Developmental English (ENG 032)	89	58	29
Introduction to Composition (ENG 100)	100	80	44
Developmental Math (MAT 032)	102	63	23
Introductory College Math (MAT 100)	176	132	76
Developmental Reading (RDG 032)	50	29	14
Critical Reading (RDG 100)	122	84	29
Total	639	446	215

Institution:

Piedmont Technical College

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Measured for Fall 2004

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 2004 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	0
Graduate Students	0

Institution:

Piedmont Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Measured for April 1, 2004-March 31, 2005

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, 2004 through March 31, 2005**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

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

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
PRAXIS Series II: Specialty Area Tests					
REGIONAL SECTOR					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
TECHNICAL SECTOR					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
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	Various	65	65	54	83.1%
National Council Licensure Exam. (NCLEX) - Registered Nurse	Various	59	59	45	75.9%
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	7/04	10	10	8	80%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry	9/04	11	11	11	100%
SRTA Regional Exam. for Dental Hygienists					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					