2008 IE REPORT TRANSMITTAL FORM

Fill in boxes and submit electronically with IE Report data

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

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http://www.ptc.edu/ie/Reports.htm

Date approved by Board of Trustees or Area Commission:

April, 2007

Date approved by Commission on Higher Education:

April, 2007

Institutional web address of Summary Report:

http://www.ptc.edu/ie/Reports.htm

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

Check list of IE Reports due **August 1, 2008**

X Summary Report (Posted on website and electronic copy to CHE)

X Accreditation Table
__ Sponsored Research Table
X Professional Examinations Table
X Success of Transfer Students (2-year only)

Date Submitted:

July 25, 2008

Submit electronically to: Saundra Carr – scarr@che.sc.gov
Should you have trouble with electronic submission, you can mail a hard copy to:
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1. Introduction

Piedmont Technical College identifies expected outcomes for the educational programs and for the administrative and educational supports services it provides. Piedmont Technical College assesses whether it achieves these outcomes and provides evidence of improvement based on analysis of those results. The educational program review, Internal Periodic Program Review Process, requires that each academic department follow a formalized assessment of its degree programs. All academic departments will formally assess and refine its programs on a three year cycle. All administrative and educational support services will formally assess its services on a yearly cycle.

In 2007-2008 a bottom up analysis of Piedmont Technical College's internal program review process was performed. An in-depth review of learning outcomes, assessment measures, success criteria and utilization of results was performed. The assessment process for academic program reviews has been strengthened as a result of this analysis. An updated learning outcome assessment matrix report and a strengthened review process have been integrated into this yearly assessment process. In addition to learning outcomes, other benchmarks are used in the assessing the effectiveness of programs under review. These benchmarks are retention, graduate satisfaction, placement, graduation rate and evaluation of instructor.

The Institutional Effectiveness topics of Academic Advising, Majors/Concentrations/ Success of Students Transferring from Two-to-Four-Year Institutions, and Technologically Skilled Workforce are included in this institutional effectiveness report.

2. Academic Advisement

Piedmont Technical College views academic advisement as an opportunity beyond the classroom for developing students' problem-solving, decision-making, and communication competencies. To that end, a philosophy of developmental advising encourages steady growth of students through advisor-student interaction. Through a coordinated system of academic advising across its seven campuses, new students at the college meet with an enrollment advisor to develop their educational plans, to register for their first semester classes, and to receive orientation information. After that, they meet with assigned academic advisors who guide them to graduation or until they reach stated educational goals.

Assessment Methods: Assessment of effectiveness of advisement includes satisfaction surveys administered to students annually. In addition, individual advisors receive ratings from their supervisors on their advising efforts. Advisors are encouraged to complete a self-assessment of their advising skills and practices to review with their supervisors and to set goals for improvement.

Major findings:

To assess effectiveness of the overall system of academic advisement, an advisement satisfaction survey (N=382) was administered summer term 2008 across the seven campuses with the following results:

- **Advisor availability:** 81% of the respondents reported being satisfied or very satisfied with advisor availability. 11% reported being somewhat dissatisfied or dissatisfied. 8% were neutral.

- **Accuracy of information:** 85% reported being satisfied or very satisfied with the information received from advisors. 6% were dissatisfied or somewhat dissatisfied. 8% were neutral.

- **Assistance from advisors:** 83% reported being satisfied or very satisfied with assistance received from advisors. 8% were dissatisfied or somewhat dissatisfied, while 9% were neutral.

- **Concern of advisors:** 78% reported being satisfied or very satisfied with their advisors' concern for their success. 7% were somewhat dissatisfied or dissatisfied, while 15% were neutral.

- **Effectiveness of the advising system in meeting students' needs**: 78% reported being satisfied or very satisfied with the advising system's ability to meet their needs. 7% were dissatisfied or somewhat dissatisfied while 13% were neutral.

- **Advisor encouragement for students to take an active role in reaching success**: 77% reported that they were satisfied or very satisfied with the encouragement received from their advisors to take an active role in planning their schedules, goals to work toward, and strategies for success. 8% were dissatisfied or somewhat dissatisfied, while15% were neutral.

Recommendations for improvement: Based upon institutional effectiveness findings for academic advising, the following initiatives have been implemented:

- Members of the Academic Advisement Work Team now serve as mentors for advisors in their work areas and help plan and participate in on-going training for advisors.

- The policy that first-time transfer students and readmitted students are referred directly to an academic advisor without meeting first with an enrollment advisor is being reviewed and modified to better serve needs of these populations.

- Further training for advisors is planned to help them empower advisees to take responsibility for managing their education.

3. Majors/Concentrations – Academic Program Review

All Associate Degree programs at Piedmont Technical College are reviewed on a three year cycle. To assess student learning, department heads review results of the student learning outcomes from the Programmatic Assessment Matrix and recommend appropriate curriculum changes to improve student learning. These recommendations are then reviewed by the appropriate Dean and the Office of Instructional Development. Recommendations are reviewed for consistency with state and college policies and then forwarded to the President's Institutional Officers. College Directive 8-1 describes the process for assessment and improvement for academic programs.
In addition to the assessing results from the student outcome model, recommendations from advisory committees consisting of representative from local businesses and industries are used as part of the program review process. The College also uses survey trends, graduation rates and retention rates in the review process. The College's Planning and Review process encompasses all program reviews and assures that program review results are used to develop action plans.

During the 2007-2008 program review cycle, nine (9) academic programs were assessed. Of these nine programs, three programs underwent re-affirmation of national program accreditation. In 2007, the Automotive Technology Program's accreditation was reaffirmed through the National Automotive Technician Education Foundation (NATEF). In addition, the Electrical Engineering Technology program and the Engineering Graphics Technology program were reaffirmed for accreditation by the Accreditation Board for Engineering and Technology (ABET).

3.1   Major findings: As an outcome of the assessment process, the following summarizes the major initiatives for the Associate Degree in Industrial Technology majors reviewed in this cycle.

Major in Automotive Technology (AUT)

With concern for automotive efficiency, the cost of fuel, vehicle repairs and service growing yearly, the role of the automotive technician increases in importance. The student is trained to perform quality maintenance, diagnosis and repair of complex modern vehicles. To assess Automotive Technology students' learning outcomes, the students built an automobile. All program outcomes were met.

Recommendations for Improvement:
1. Develop and implement strategies to encourage students to complete the program.
2. Determine what updates to equipment and labs will be required to meet the technological needs of employers as indicated on the Needs Assessment survey.
3. Research the possibility of an apprenticeship program.

4. Implement student project of building the Cobra II – the second Cobra to be built by students.

Program enrollment increased by 20% after the building of the Cobra I.

Major in Building Construction Technology (BCT)

Building Construction is a comprehensive program that offers practical training in the entire range of residential and light commercial building techniques. Concern about building costs, home maintenance and repair, and energy efficient dwellings has elevated job market demands for skilled construction workers in practically every area of the building industry. Students get practical experience in estimating building costs, carpentry, cabinet making, residential wiring blueprint reading, brick masonry, construction, building codes and safety. This experience is gained from students actually building a residential home each year that meets all code and inspection requirements.

Recommendations for Improvement:

1. Develop and implement strategies to encourage students to complete the program.
2. Continue to promote BCT in outreach efforts to recruit high school students.
3. Research benefits for student involvement in Skills USA to enable students to compete on a collegiate level.
4. Assess the need and develop recommendations for additional space for the masonry program.

Major in Heating, Ventilation and Air Conditioning Technology (HVAC)

One of the fastest growing service occupations, HVAC has seen major changes over the past years as a result of the national emphasis on fuel conservation and environmental concerns. Students are trained to diagnose and repair malfunctions; size, fabricate and install air duct systems; and estimate cooling and heating loads for selection of the most efficient systems for a given building. Practical training in a well-equipped shop and outside installation of service projects gives students on the job experience.

Recommendations for Improvement:

1. Procure additional equipment to provide the training needed to meet outcome objectives.
2. Develop and implement strategies to encourage students to complete the program.

Major in Industrial Electronics Technology (IET)

A broad program designed to prepare graduates for employment in manufacture, merchandising, testing, installation, maintenance, modification or repair of electrical and electronic equipment and systems.

Piedmont Technical College has partnered with several technical colleges in the upstate and with industry to develop two new certificate programs, Mechatronics I and Mechatronics II. These certificates prepare students for careers combining elements of electronics, pneumatics, hydraulics, mechanics, information technology, computers and robotics.

Recommendations for Improvement:

1. Develop and submit a plan with strategies to increase enrollment in the night program.
2. Continue with the marketing strategies developed by the Upstate Alliance to promote the Mechatronics Certificates.
3. Seek an associate degree in the Mechatronics program.

Major in Machine Tool Technology (MTT)

Graduates of the Machine Tool Associate Degree are highly skilled in the use of precision machines and instruments, is capable of making intricate parts meeting precise specifications. With practical experience in bench work, floor work, assembly layout, selected milling machine operations, lathe, shaper, drill press, numerical control programming and machining.

Recommendations for Improvement:

1. Procure additional equipment needed to train students on the competencies to meet the learning objectives.
2. Research and develop recommendation for the formation of an apprenticeship program.

3.2 Major findings: As an outcome of the assessment process, the following summarizes the major initiatives for the Associate Degree in Engineering Technology majors reviewed in this cycle.

Based upon prior institutional effectiveness findings for the Engineering Technology department, the structure of the Engineering Technology majors was redesigned. Prior to Fall 2006, the Engineering Technologies Department utilized an integrated format where math, physics and English were integrated with the technical courses and were taught by

faculty members from all three departments. Findings indicated that the students' dissatisfaction with the inflexible schedule led to student attrition and declining enrollments. Employer's feedback supported the need for more graduates from the engineering technology programs. This along with the Advisory Board led to a complete redesign of the Electronic, Mechanical and Engineering Graphics programs for Fall 2006. Follow-up assessment of this redesign indicates support of this change. More students are retained, and students are mastering the new program learning outcomes.

The Engineering Technology Department has sought and received several grants, such as Project Lead the Way and the Remote Labs Grant to improve labs, hardware and software.

Major in Electronic Engineering Technology (EET)

Skilled in the operation, troubleshooting, calibration and repair of electronic instruments and systems found in process control and communications, computers, manufacturing, programmable logic controllers and microprocessors, graduates of the Electronic Engineering Degree program are not limited to one specific area of employment. This program offers a comprehensive introduction to both the theoretical principles governing electronic systems and the practical application of those principles.

Recommendations for Improvement:
1. Continue development of hybrid courses, specifically EET 145, using same format as the other hybrids developed through the Remote Labs Grant.
2. Develop and implement an assessment instrument to gather feedback from senior institutions where graduates have enrolled in baccalaureate programs.
3. Review the recommendation that students produce technical reports earlier in their studies.

Major in Engineering Graphics Technology with Computer Aided Drafting (EGT)

Students are skilled in the production of mechanical, architectural, electrical and civil drawings both with traditional drafting machines and state-of-the-art computer aided drafting (CAD) system; the selection and design of architectural and mechanical systems and the basic techniques of land surveying.

Recommendations for Improvement:

1. Modify the curriculum to more closely model Project Lead the Way by adding CIM 131 and AET 101
2. Add MAT 140 to curriculum to allow students transfer opportunities.
3. Research the need for expanding CAD courses to online or hybrid format.

4. Research and develop a plan to offer PLTW courses as dual enrollment for high
    school students.

Major in General Engineering Technology

Students gain a comprehensive background in instrumentation, electronics, programmable logic controllers, computers, calibration systems, Auto-CAD and manufacturing systems. A graduate of this program will be thoroughly knowledgeable about metrology, ISO 9000 standards, NIST and the quality control necessary to maintain certification by the manufacturing industries. Statistical process control and the technology to implement the necessary process control and instrumentation are fundamental to this program.

Recommendations for Improvement:

1. Modify curriculum to incorporate all Project Lead the Way courses.
2. Update labs with latest software.

Major in Mechanical Engineering Technology (MET)

The Mechanical Engineering Technology curriculum equips the graduate for performing a key role in the mechanical design process; installing, troubleshooting and repairing mechanical and electro-mechanical equipment; programming CNC machine tools, computers, programmable controllers and robots; performing general maintenance functions.

Recommendations for Improvement:
1. One learning outcome was just partially met. Applicable course content will be
    modified to meet this program objective.
2. Update curriculum with additional lab components
3. Continue updating the labs with necessary equipment and software to meet changing
    technologies.
4. Update classes with Sancasting and the BMW Robot.

4. Success of Students Transferring

Piedmont Technical College assesses transfer activity and performance of students who transfer to South Carolina senior institutions through data provided by the senior institutions. For Fall 2007, only 5% of the Piedmont Technical College students who applied as transfer students to senior institutions were rejected. Overall, 39% of the

students who applied actually enrolled. The majority of the students transferring choose to remain within the local area, with 62% of the students applying to Lander University.

SC Public Senior Institutions Applications, Acceptances, and Enrollments First Time Fall 2007 Transfers							
Senior Institutions	Total Applicants	Number Accepted	Number Rejected	Number Incomplete	Number Enrolled	% Applied & Enrolled	% Accepted & Enrolled
Clemson University	14	9		5	8	57.14	88.9
Coastal Carolina University	2	2	0	1	1	50	50
College of Charleston	8	5	0	3	5	62.5	100
Lander University	130	69	5	56	54	41.54	78.3
SC State University	10	7	0	3	1	10	14.3
The Citadel	1	1	0	0	1	100	100
USC-Aiken	25	7	2	16	3	12	42.9
USC-Columbia	15	11	4	0	6	40	54.5
USC-Upstate	17	12	0	5	8	47.06	66.7
Winthrop University	1	1			0	0	0
	223	124	11	89	87	39.0%	70.2%

Piedmont Technical College's Transfer Coordinator hosts transfer events on campus to increase awareness of transfer opportunities for students who desire to complete a baccalaureate degrees. In addition students have online access to senior institution transfer guides via the College's website. Transfer academic advisors are assigned to students who are interested in transferring to one of the many senior institutions that have developed transfer tracks from Piedmont to their institution. Faculty and staff are kept abreast of all transfer opportunities for students through academic advising updates.

In an effort expand transfer opportunities for students, Piedmont will participate in the USC Bridge program as well as a College of Charleston Bridge program beginning in Fall 2008. The Engineering Technology department is seeking additional articulation agreements with senior institutions.

5. Technologically Skilled Workforce

The mission of Piedmont Technical College specifically addresses the institution's policy to provide a technologically skilled workforce: "to provide the educational and instructional experiences necessary for students to attain general and technical competencies in their respective curricula. These competencies are reflected in the skills necessary for a student to enter the workplace". Piedmont Technical College's commitment to a technologically skilled workforce is evident in its comprehensive Quality Enhancement Plan (QEP). The goal of the QEP is for students to demonstrate the requisite skills needed to succeed in technology-rich learning environments. The QEP focuses on first assessing the student's computer –readiness skills, preparing students for online learning and to further investigate technologies in all programs. Each academic program utilizes an advisory committee that assists in determining what technological skills are needed for the current workforce. Recommendations for equipment, integration of current technologies are made by the advisory committees.

These committees also provide input in revising programs to ensure that workforce needs are being met.

The College utilizes the technology fee assessed to students each semester to support the technology hardware and software needs for instruction. In addition the College seeks support from grants and area industry and business to obtain the funds needed to provide the equipment needed to provide the students with the necessary skills for the workforce.

Institution: Piedmont Technical College

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

These agencies and areas may also be found on the CHE's website at:
http://www.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						
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
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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	X	X				
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						

| 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 |
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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
Veterinary Technology – Programs leading to the Associate's degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	*An institution may be accredited by the ACBSP **or** the AACSB*					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						

ACCREDITING AGENCIES AND AREAS	Accreditable *Program*	Fully Accredited *Program*	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
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COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)	X	X				
Respiratory Therapy Technician (RESTT)	X	X				
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				
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						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)	
counselor education and supervision.						
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						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)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
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 Administraton (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						

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NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total   _____10_____   ____10_____
This information to be used for performance indicator 3D

Piedmont Technical College

Results of Professional Examinations

APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2007- MARCH 31, 2008

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, 2007 through March 31, 2008**. The following tables display 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. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

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."

PRAXIS EXAMS ARE REPORTED SEPARATELY IN THE FOLLOWING TABLE.

PLEASE NOTE THAT PRAXIS RESULTS ARE REPORTED ON <u>ALL</u> TEST-TAKERS. OTHER EXAMS ARE REPORTED ON FIRST-TIME TEST-TAKERS

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
Teaching and Research Sectors				
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				

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)					
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)					
Council on Certification of Nurse Anesthetists Exam.					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse (BSN)					
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)					
South Carolina Bd. of Law Examination					
Cytotechnology (ASCP)					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
Teaching Sector					
NATIONAL COUNCIL LICENSURE EXAM. - REGISTERED NURSE (BSN)					
REGIONAL SECTOR					
Council Licensure Exam-Registered Nurse (ADN)					
Technical Sector					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	08/07-07/08	13	13	13	100

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Certified Medical Assistant Exam.	10/07 & 1/08	15	15	13	86%
CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)					
CLINICAL LABORATORY TECHNICIAN, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/07 – 3/08	80	74	70	94.6%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	4/07 – 3/08	94	79	56	70.8%
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	2007	19	19	18	94%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	8/07-7/08	10	7	5	71%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	8/07-7/08	10	7	5	71%
SRTA REGIONAL EXAM. FOR DENTAL HYGIENISTS					
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION		2	2	2	100%
Veterinary Technician National Examination					
VETERINARY TECHNICIAN STATE EXAM (RULES & REGULATIONS)					