2009 IE REPORT TRANSMITTAL FORM

This form must be completed and returned with your data tables and summary report by August 3, 2009
Fill in boxes and submit electronically with IE Report data

Name of person
submitting information:

Zeolean Kinard

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

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Director of Institutional Effectiveness

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Institutional web address of Mission Statement:

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/catalog/571-general-information#InstitutionalMission

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

Check list of IE Reports due **August 3, 2009**

   X   Summary Report (Posted on website and electronic copy to CHE)
   X   Accreditation Table
   ___   Sponsored Research Table
   X   Professional Examinations Table
   ___   Alumni/Placement Survey Summary Reports

Date Submitted:

July 31, 2009

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

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 process which 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 bi-annual 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 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 Library Resources, Majors/Concentrations and Technologically Skilled Workforce are included in this institutional effectiveness report.

2. Library Assessment

Piedmont Technical College's Library and the Teaching & Learning Center (TLC) with the cooperation of the Learning Resources Centers (LRCs) at the college's six County Centers integrated the TLC function into the Library building, forming what is now called the Information Commons. The Information Commons is very focused on reaching its vision of assisting each student in achieving their greatest potential within the educational programs of the college while stimulating and nurturing a lifelong thirst for knowledge, learning, and understanding within each person. In addition, the mission of the Library and Learning Resources programs of Piedmont Technical College are recognized learning centers serving students, faculty, staff, and the community at-large both physically and virtually – through the provisions of:

- free access to information resources that are purchased to support the college's academic programs and initiatives

- professional staff members who are knowledgeable of the needs of users and the practices of learning support services in higher education

- instruction that is continually assessed and improved to foster in students the development of research and computing skills, general education competencies, and ultimately, lifelong learning practices

- a technology-rich environment that is conducive to many types of learning

The goals of the Library and Learning Resources Centers are:

- Constantly improve the overall quality of information resources
  Objective 1.1: Balance the volume, currency, variety of media, and depth of the library collection with the needs of students, faculty, and staff
  Objective 1.2: Insure that appropriate software programs are well-maintained for student use in the Computer Lab and the County Center LRCs

- Provide greater accessibility to information resources and services
    - *Objective 2.1:* Maximize information delivery capabilities to all students, faculty and staff, including those enrolled at the County Centers and online
    - *Objective 2.2:* Insure the extension of library borrowing privileges to Piedmont students at area libraries
    - *Objective 2.3:* Increase Learning Resources support for all instructors

- Train staff members to improve the quality of services to all users
    - *Objective 3.1:* Organize staff to insure the most efficient use of training, talent and time
    - *Objective 3.2:* Improve customer service image of all learning resources areas
    - *Objective 3.3:* Require ongoing professional development of all staff members

- Provide instruction focused on meeting the college's general competencies and contributing to self-confidence and independence among students
    - *Objective 4.1:* Provide users with research and information literacy skills that will make them independent users of the library and information resources in general
    - *Objective 4.2:* Provide users with computing skills that will make them independent users of technology required for college success

- Promote resources and services to users and potential users
    - *Objective 5.1:* Inform users of library and learning resources offerings

- Provide technology-rich, gathering places that are conducive to learning
    - *Objective 6.1:* Upgrade and maintain the Information Commons building as a pleasing place to learn and work

- Effectively manage financial resources tagged for learning resources
    - *Objective 7.1:* Increase efficiency
    - *Objective 7.2:* Increase purchasing power
    - *Objective 7.3:* Seek alternative funding methods

Assessment Explanation:

The Library and Learning Resources Centers use multiple measures to assess the effectiveness and value of its services offered to the faculty, staff, students and community. As indicated in the information that follows, a variety of methods are used in a continuing manner to conduct such assessments and fulfill the goals outlined. The results of these assessment activities are carefully considered in both daily operations and in planning for the future.

   i. *Library Survey*
      Each fall and spring term, all credit English students are asked to complete online surveys about library services and resources provided at all seven college locations. In fall 2008, only six students completed the survey. In spring 2009, greater effort was made to encourage feedback, and 111 students completed the survey.

   ii. *Customer Service Assessment*
      The following process was developed by the Dean of Learning Resources and conducted by the Information Commons staff on the Greenwood campus during spring term 2009:

      1. Staff self-evaluation (Phase 1)
         In Phase 1, eleven members of the Information Commons staff, including Work Study students, participated in a self-assessment of customer service practices. Each employee

anonymously provided a listing of **GREAT** customer service practices and a listing of new customer initiatives that would enhance library services. All suggestions were compiled, and staff members were asked to rate each suggestion. Results were distributed and discussed in a staff meeting.

2. Student evaluation (Phase 2)
    A paper survey (see appendix) was developed to coincide with the evaluation tool that staff members used to rank customer service practices. At the suggestion of the Institutional Effectiveness Director, these surveys were randomly distributed to visitors at various times and days throughout spring semester. These surveys will be compiled and compared to the ratings that staff members have given themselves.

    The results from the staff self-evaluation and the student evaluation will be used in establishing operational goals for the fall 2009 semester.

Statistical Reports
The library staff collects daily usage data for attendance, library instruction sessions, number of and types of questions asked, and in-house resource usage. This data, as well as data about circulation, interlibrary loan, the library collection, and electronic resource usage are compiled monthly by the Dean of Learning Resources. LRC coordinators at the Laurens and Newberry County Centers also send monthly data to be compiled.

Outcomes:

- Bases on the Library Survey students are aware of the college library services offered with ID card production, access to library catalog, photocopier, access to article databases, personal or group library instruction, audiovisual rooms, study rooms, customer service in person, by phone, and via e-mail, and fax machine.
- Students are using library services and resources, either in person or online with statistical reports showing that 32,918 students are using the EBSCO Database for searches, 22,966 using the Gale database with an increase over the past two years of 233% and 1.66% respectively.
- Computer lab area hosted lunch-time workshop series for students on topics including D2L course management system, calculators etc.
- Produced new student brochure describing library services and resources
- Conducted various displays and programs throughout the year that drew attention to library resources, including month-long *One Book, One College* series and a Student Poetry Reading.
- Providing additional alternative group study room for quiet study space
- Converted departmental Policies & Procedures Manual to a shared wiki that allows access to all employees from any online workstation

New Initiatives:

- Re-organization of the department has placed it under the direct supervision of the Vice President for Academic Affairs allowing closer contact with the academic deans.
- PASCAL Advocacy
- One Book, One College developed and introduced to students, employees and the public.
- Inventory was completed using the new Sirsi library management system

Future Plans:

The library plans to address the issues raised in the process by:

- Update the library's strategic plan for the years 2010-2012, aligning the plan with the college-wide strategic and operational plans

- Improve methods for assessing library instruction

- Encourage all instructors to assign coursework that requires library research

- Continue Phase 2 of the Information Commons Customer Service Assessment, implementing improvements and continuing the process on a yearly basis

- Developing Acquisitions Plan to ensure that adequate resources are purchased for the academic programs and courses offered by the college.

- Work with training coordinators to ensure that copyright training is regularly provided to faculty

- Set up library collection for new LRC in the new Saluda County Center

- Develop strategies to increase usage of the Newberry County Center LRC

3. Majors/Concentrations – Academic Program Review

All Academic departments at Piedmont Technical College are reviewed on an annual cycle. On a bi-annual basis, 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. The preceding year, these departments assess the outcomes of the recommended changes as a follow-up. All recommendations and follow-up reports are reviewed by the appropriate Dean, then compiled and reported on by the Office of Institutional Effectiveness.

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 Program Review process encompasses all program reviews and assures that results are incorporated into yearly operational goals.

Following is a summary of the 2008-2009 Departmental Change Strategies to be implemented and assessed in the 2009-2010 Follow-up cycle.

2008-2009 Business Division Strategies for Change

Automated Office Technology Department
- Fall 2008, CPT 272 and 274 was standardized to enhance the development of students' skill to apply computer software in business environment; rubric was designed to assess this skill ; data will be gathered in Spring 2009
- Benchmark not met, concern over new book and material used for AOT 161; previous book and material will be used for course in Spring 2009, skill will be assessed to determine what changes to implement

General Business
- Although benchmark was met in the capstone course, 12% of the students did not meet the required score. Additional assessment will take place in Spring 2009 for instructors to review and make improvements by Fall 2009
- Fall 2008 gathered baseline data on effectiveness of new software program, MyEcon Lab, for ECO 210 and 211. Students in these courses will be assessed in Spring 2009

Early Care and Education
- Solicited feedback on why students did not complete reporting assignment, ECD 243 is being evaluated and new assessment tool designed
- Instruction provided in computer lab setting, students are required to demonstrate skill of using technology to write and submit electronic reports

2008-2009 Engineering Department Strategies for Change

Engineering Graphics Technology Department
- Additional labs added for design projects
- Add reverse engineering projects
- Add advanced CAD commands to lab assignments
- Modify a course to include EdgeCAM software

Electronic Engineering Technology Department
- Require students to take computerized knowledge bank practice test, students must reach a 80% skill level to advance further
- Place more emphasis on lab performance and completion

Mechanical Engineering Technology
- Require students to practice a designated CAD software to demonstrate knowledge and ability to solve a wide range of design problems
- Place more emphasis on the importance of the design process

2008-2009 Agriculture Department Strategies for Change

Horticulture Department
- Addition of a computer simulation vignette in landscape design
- Offer tutoring on proper pruning techniques

2008-2009 Industrial Departmental Strategies for Change

Automotive Technology Department
- Examine the possibility of adding virtual training software for DMM usage
- Addition of diagnostic project
- Addition of troubleshooting work on virtual training software

Building Construction Technology Department
- Provide one-on-one tutoring on competencies not met
- Add practice work to utilize formulas to support student needs

Heating, Ventilation and Air Conditioning Technology Department
- Reinforce safety measures by requiring students to take the lab safety test
- Require students to obtain a tubing cutter tool

Industrial and Machine Tool Technologies Department
- Examine the possibility of new equipment
- Addition of team projects, expanding the shop hours for students to complete team projects
- Revise measuring lab procedures

Industrial Electronics Technology and Mechatronics*
- Gather baseline data on initial skill level of each student, assess skill level after each core course to determine the skill gained to measure effectiveness of new course structure
  *Industrial Electronics has been revamped and Mechatronics is a new certificate effective Fall 2008

Welding
- Add lab time for practice on the competencies not met

Nursing Division Strategies for Change Summary Report
- Implement a mandatory four hour math remediation for at- risk students
- Implement a mandatory three day NCLEX review course
- Expand course content to include review Blue Print of NCLEX
- Implement new clinical evaluation tool

Health Science Division Strategies for Change Summary Report

Massage Therapy Department
- Create and post additional check lists and charts
- Create individual mock employment service contract

Medical Assistant Department
- Increase hands-on time with computer system and incorporate measurement of posting accuracy
- Add additional class simulation and activities in entry level employment skills

Patient Care Technician Department
- Create and post signage in lab areas
- Implement a separate safety checklist to be used throughout the course to continuously measure technical proficiency in safety skills

Pharmacy Technician Department
- Additional clinical time will be allowed to master competencies

Surgical Technology Department
- Remediation provided for all students not meeting competency
- Team students not meeting competency with a knowledgeable partner

Faculty in the follow-up/assessment phase reviewed previous student learning outcome results, the assessment of those results and the action plan for follow-up. At the end of Fall 2008, the results of the implemented action were reported. Following is a summary of the 2008-2009 follow up program assessments:

Computer Technology Department

1. **Summary of strategy for improvement**: to implement a better assessment tool for determining student's skill level on programming projects
   Status: new rubric was designed and implemented
   Outcome: new tool assessed student on skills beyond programming skills, students did well, faculty were very pleased with new tool.

2. **Summary of strategy for improvement:** improve students' skill on describing and identifying personal computer hardware components
   Status: implemented new assessment rubric and question/answer session prior to the lab test

   Outcome: students' skill improved with an average score of 19 out of 20 points compared to 80 out of 100 points previously.

3. **Summary of strategy for improvement:** improve organizational skill of database design
   Status: new assessment was created and implemented
   Outcome: students' skill level did not improve as well as hoped. Faculty will continue to evaluate course, possibly assessing students' skill level throughout the course prior to the final assessment.

Funeral Services Department

1. **Summary of strategy for improvement:** expand research project to include presentation of project via technological media
   Status: project was changed and grading rubric adjusted to include effective use of technology
   Outcome: students' presentations improved, classmates were more engaged

2. **Summary of strategy for improvement:** improve oral presentation in which knowledge and ability to effectively communicate was demonstrated
   Status: design and implement new grading rubric
   Outcome: student performance improved from 80% meeting benchmark to 90% meeting benchmark. Students have a better understanding of requirements.

Public Services Departments

Criminal Justice

1. **Summary of strategy for improvement:** instructors will provide more timely feedback to students to increase competency on the reflection paper
   Status: implementation of two papers with the first due at mid-term
   Outcome: will be measured spring 2009 when course is taught again

2. **Summary of strategy for improvement:** evaluate assignment, only 33% of students successfully completed assignment
   Status: assignment evaluated and determined assignment was more in-depth than actual student skill level at the CRJ140 course level
   Outcome: Assignment was changed from creating a field report to revising a field report with 85% of students meeting benchmark of 75 out of 100 points.

Human Services

1. **Summary of strategy for improvement:** to further enhance skills evaluated by supervisor in field placement course
    Status: include Work Keys assessment on mathematical skills prior to placement
    Outcome: The evaluation of the Work Keys assessment in Fall 2008 did not indicate that Work Keys was a beneficial assessment tool. The department is developing another assessment form to be implemented in Spring 2009

2. **Summary of strategy for improvement:** to improve submission of weekly field placement reports from 80% to 85% by providing additional instruction on technological process of submitting reports
    Status: students are being taken to a computer lab for instruction and must demonstrate submission of reports
    Outcome: increase in students meeting the competency in Fall 2008. Department is further enhancing students' technological skills by moving courses to a hybrid/internet platform and developing a student training guide to utilize new platform.

Radiologic Technology Department

1. **Summary of strategy for improvement:** 100% of the students graduating from the Radiologic Technology program have passed the state boards for ….time. However, advisory boards express concern over the need for the equipment to be updated from computer radiology to digital radiology.
    Status: The College is seeking grant opportunities to support the funding needed to move to this new technology.

Respiratory Care Department

1. **Summary of strategy for improvement:** Offer more clinical opportunities for practice and exposure of students to additional clinical procedures to increase the number of students meeting the benchmark of 85%
    Status: Remediation form implemented to develop an action plan to improve weaknesses and implementation of weekly open lab and tutoring session
    Outcome: Increased student improvement – 100% passed procedures on first attempt and scored 85% or better on Procedure Evaluations (an increase from 80% scoring 85% or better)

2. **Summary of strategy for improvement:** Improve student skill on patient assessments
    Status: Expanded material and time spent on patient assessment and pathogysiology; Therapist Driven Protocols have been added to labs.
    Outcome: Increased number of students meeting benchmark - 92% of students scored 85% or higher compared to 80% in the previous assessment term.

3. **Summary of strategy for improvement:** to identify students' areas of weaknesses in preparation of the NBRC CRT Self Assessment Exam.
    Status: Addition of clinical simulations and tutorials have been added to the college's open lab area.
    Outcome: Practice CRT exams are now given earlier in the program to help determine their weaknesses. These students have not yet taken the NBRC CRT Exam but student weaknesses are being identified and tools have been put in place to assist students in improvement.

4. 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.

5. Alumni Survey Results

Alumni Survey Results have not been compiled at the time of this report.

INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions   **Due August 3, 2009**

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						
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						
ACCREDITATION REVIEW COMMISSION ON EDUCATION for the PHYSICIAN ASSISTANT (ARC - PA)						
Physician Assistant						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical						

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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training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments	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
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON 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	X	X				
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	*An institution may be accredited by the ACBSP **or** the AACSB*					

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 (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						
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

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)	
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and **Doctoral-level** programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	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						
MONTESSORI ACCREDITING COUNCIL for TEACHER EDUCATION (MACTE)						
Montessori Teacher Education Programs.						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						

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 Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and 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						

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 COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

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 – Reported for Fall 2008

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 2009 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES
Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.

STUDENT INVOLVEMENT IN SPONSORED RESEARCH
Applicable to Four-Year Institutions – Reported for Fall 2008

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 2008 IPEDS Enrollment Forms.

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

Institution:

Piedmont Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS
Applicable to all sectors – Reported for April 1, 2008- March 31, 2009

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, 2008 through March 31, 2009**. 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 all 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)	**8/08 – 7/09**	**11**	**11**	**11**	**100%**
Certified Medical Assistant Exam.	**7/08**	**14**	**14**	**13**	**92.8%**
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
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	4/08 – 3/09	44	44	43	97.7%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	4/08 – 3/09	143	104	77	74%
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	2008	15	15	15	100%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	8/08 – 7/09	9	9	8	88.8%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	8/08 – 7/09	9	9	8	88.8%
SRTA Regional Exam. for Dental Hygienists					
Surgical Technologist National Certifying Examination	2008	7	7	4	57%
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					