

2007 IE REPORT TRANSMITTAL FORM

This form must be completed and returned with your data tables and summary report by August 1, 2007

Fill in boxes and submit electronically with IE Report data

Name of person submitting information:

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

Title:

Institution:

Phone: Fax:

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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, 2007

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Summary Report (Posted on website and electronic copy to CHE) |
| <input checked="" type="checkbox"/> | Accreditation Table |
| <input checked="" type="checkbox"/> | Sponsored Research Table |
| <input checked="" type="checkbox"/> | Professional Examinations Table |
| <input checked="" type="checkbox"/> | 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

**STUDENT DEVELOPMENT
INSTITUTIONAL EFFECTIVENESS REPORT
JULY 2007**

The Student Development Division supports the mission of the college to provide economic growth and development by offering an array of student support programs and services to meet the developmental, social, and cultural needs of the students and to promote student learning and student success. A variety of student development programs and services are available to the student body designed to facilitate a holistic approach to the development of the student and allow PTC to effectively function as a learning community. These programs and services are designed to promote student learning, achieve specific goals and are assessed on a regular basis.

1. **The Enrollment Center** – In an effort to insure new students to the college were getting accurate and timely information for them to be successful, PTC has implemented an enrollment center. The original goals included the one-stop concept, where students could apply, take the placement test, meet with an advisor, plan a schedule, and register for classes all in one day, all in one location. While not all applicants choose to follow the one-stop plan, new students do have the advantage of being advised early in the application process and are encouraged to complete their financial aid process early. This is a critical time for new students, and the college believes students need to realize the seriousness of the application and financial aid process. The enrollment process in the county centers is the same, as new applicants can complete the entire application process in one location, and at one time, if they so choose.

In 2006, after four years of operation, it was written into the Institutional Plan to re-assess the Enrollment Center concept. Faculty opinions were sought and student surveys collected to provide the necessary data. Results indicated that students were satisfied or very satisfied with the services as indicated below.

2. **Career Planning – *Pathways to Careers*** is an hour-long program offered once a week to guide any student, whether new or continuing, in learning how to choose the right career. Over 40 sessions are offered each year with 50-65 participants attending. The learning objectives include the following:
 - a. Participants will understand more about themselves as it relates to their potential career.
 - b. Participants will know how to explore different careers.
 - c. Participants will know what they need to do to follow up on choosing their career/major.
 - d. Students will know what they need to do to enroll at PTC.

Students do not leave these sessions having made a career decision; instead, they leave with the knowledge required to navigate the many resources available in choosing a career. Surveys are sent following attendance. Using a scale of 1 (“strongly disagree”) through 5 (“strongly agree”), students are asked to evaluate the overall usefulness of the program. Recent surveys indicate a 4.9 overall satisfaction rating, and 100% of the respondents agree that the objectives listed above are met. This program is also available for students attending the county centers by pre-arranged appointments, and career planning sessions are conducted for classes and other groups by request.

3. **Personal Counseling** – Students often struggle with personal issues outside of their college experience that greatly affect their ability to study, concentrate on classes, or even attend classes. PTC recognizes these issues can be strong factors in the success of a student and provides counselors with master’s degrees who can provide guidance, direction, or even referral to private agencies, if necessary. It is important for the counselors to teach coping skills that the students can rely on whenever needed. Counselors have contacts with new and returning students throughout the academic year. There is an average of 2200 student contacts in the fall semester, 2500 in the spring, and 2000 in the summer.

4. **Employment Services** – Completing a certificate, diploma, or degree may appear to be the end of a student’s college experience, but unless that student is equipped with the knowledge of how to go out and find a satisfying job, the college has failed. The college provides assistance in résumé writing, interviewing skills, job searching, and professionalism. Workshops are held throughout the year and culminate every spring with **Employers Day**. This annual job fair brings together hundreds of students to meet with representatives from organizations from within the college’s seven-county service area. Of those attending the 2006 event, over 90% indicated that Employers Day met their expectations for giving practice with interviewing, marketing themselves, gaining information about potential employers, and learning about specific job openings.

5. **Leadership Development** - Since 1988 Piedmont has offered an annual Student Leadership Retreat to students, with a total of 1000 students participating over the years. This is an experiential learning activity held over a weekend to increase students’ individual leadership potential. Although the focus of each retreat is unique, the learning objectives for this program remain the same each year:
 - a. Participants will examine their own leadership potential by focusing on a topic such as effective communication skills, group membership roles, or leadership styles.
 - b. Participants will learn and practice effective techniques such as team-building, consensus-seeking, and values clarification.
 - c. Participants will examine their own behavior within a group success.
 - d. Participants will learn to work effectively and appropriately within groups by applying meaningful techniques of self-disclosure, trust development and giving and receiving feedback.
 - e. Participants will strengthen the overall campus community by applying these learned behaviors and skills in their own area of student leadership responsibility.

Over the years students have continually hailed the leadership retreat as a phenomenal learning experience. Using a scale of 1 (“poor”) through 5 (“excellent”), students are asked to evaluate their experiences and the overall program. The most recent surveys indicate a 4.4 overall satisfaction rating. These results are typical of the past 18 years.

6. **Diversity Training** – PTC recognizes that students live in a culturally diverse world and has made a commitment to providing opportunities in diversity training to faculty, staff, and students. The college is an affiliate of the National Coalition Building Institute, and over 16 faculty and staff members have participated in three-day “train-the-trainer” programs since 2001. The institution has actually hosted two of these annual training events for two-year and four-year colleges in NC and SC. Over 50 workshops have been offered since August 2001 to faculty, staff, and student groups. The learning objectives are as follows:
 - a. Identify the information and misinformation we learn about groups;
 - b. Identify our own cultural values, attitudes, and beliefs;
 - c. Examine personal prejudices, stereotypes, and dynamics which influence relations between people
 - d. Learn how to interrupt prejudicial jokes, remarks, and slurs.

Upon completion of a half-day or full day workshop, students are asked to reflect on their new learnings and personal insights, and their comments are always overwhelmingly positive.

7. **Academic Advantage** - The Student Support Services program, known locally as *Academic Advantage*, provides a series of success seminars throughout the school year. The subject areas include academic success, health/wellness and cultural competence. Input from students on sessions is routinely gathered to improve the program. The learning objectives for this program series are:
 - a. Participants will learn effective study/test-taking skills to increase academic success.

- b. Participants will learn self-management skills to increase persistence.
 - c. Participants will increase awareness of college/community resources.
 - d. Participants will learn/practice employability skills.
 - e. Participants will learn appropriate admissions processes to senior colleges.
 - f. Participants will increase cultural competence.
8. **Academic Advising** – The College places a high priority on the academic advising process, evidenced by the creation of the Enrollment Center and a Director of Academic Advisement. Advisors follow a developmental advising philosophy, working individually with students to help them develop their educational plans and reach their career goals. An on-going series of advisor training workshops is offered every term to insure faculty advisors are trained, confident about their role as academic advisors, and well-prepared for this important student support service. The student-advisor relationship is paramount in students’ reaching their academic goals in a timely and cost-effective manner.
9. **Student Records Office** – Striving for total customer satisfaction, the Student Records Office works diligently to meet the needs of current students regarding transcript evaluations, transcript requests, grade changes, academic probation, and applications for graduation. This office is also of continual service to faculty members regarding grade policies and changes, student attendance, schedule changes, course cancellations, roster collection and verification, and course verification.
10. **Financial Aid and Veteran’s Assistance** – PTC recognizes the availability of financial aid as a critical factor for students being able to enter and remain in college. In the academic year of 2005-2006, over 80% of the students received some form of financial assistance. Federal and Private Alternative Loans, Federal Pell grant, Federal Supplemental Educational Opportunity Grant, Federal work-study program, Veteran’s benefits and the Workforce Investment Act (WIA) are all funding sources available to PTC students, as well as the state-supported Lottery Tuition Assistance, Need Based Grant, and LIFE Scholarship programs. The staff works diligently to promote these financial assistance programs, informing students of the rules and regulations governing the various programs, meticulously processing every application, verifying information for the government, and ensuring students receive the appropriate awards and refunds. These programs and services are vital to students’ success and their ability to remain in college, graduate, and pursue their career goals.

Assessment of Student Development Services

It is important to the college that all of the various programs and services listed above are meeting the needs and expectations of the students. One measure is through the administration of the Noel-Levitz Student Satisfaction Inventory (SSI), which was last administered in the spring of 2004 to 975 students. The survey results provide three distinct scores for each item on the inventory:

- a. **Importance Score:** reflect how strongly students feel about a pre-described expectation. (The higher the score, the more important it is to the student.
- b. **Satisfaction Rating Score:** reflects how satisfied students are that Piedmont has met their expectations. (The higher the score equates to the more satisfied students are.)
- c. **Performance Gap Scores:** the importance Score minus the Satisfaction score shows how well the college is meeting student expectations. (A large Performance Gap score for an item (i.e. 1.5 or higher) indicates the institution is not meeting student expectations, whereas a small or zero score (i.e. .5) indicates the college is meetings student expectations and a negative gap score (i.e. - .25) indicates the institution is exceeding student expectations.

In all the traditional student services functional areas of admissions, student records, financial aid, counseling and advisement, and in the categories such as “campus climate,” “student centeredness,” and “concern for the individual,” PTC students indicated satisfaction at a level higher than the national average.

Institutional Summary: Ranked in Order of Student Importance

Piedmont Technical College National Norms

<i>Student Development Area</i>	<i>Importance</i>	<i>Satisfaction</i>	<i>Gap Scores</i>	<i>Importance</i>	<i>Satisfaction</i>	<i>Gap Scores</i>
Registration Effectiveness	6.39	5.64	0.75	6.11	5.30	0.81
Instructional Effectiveness	6.38	5.57	0.81	6.14	5.30	0.84
Academic Advising Counseling	6.34	5.52	0.82	6.08	5.09	0.99
Admissions and Financial Aid	6.31	5.45	0.86	5.95	4.97	0.98
Concern for the Individual	6.26	5.45	0.81	6.04	5.12	0.92
Academic Services	6.25	5.59	0.66	5.98	5.28	0.7
Safety and Security	6.22	5.23	0.99	5.95	4.82	1.13
Campus Climate	6.19	5.5	0.69	5.9	5.17	0.73
Student Centeredness	6.19	5.59	0.60	5.9	5.24	0.66
Service Excellence	6.18	5.42	0.76	5.89	5.12	0.77
Campus Support Services	5.61	5.01	0.60	5.37	4.84	0.53

A second measure of effectiveness of Student Development Services is the Program Completer Survey administered to students each year as they apply for graduation. The graduates rate the area of Admissions and Records, Counseling, Career Services and the like on a scale of 1 to 4 with 1 being “Very Dissatisfied” and 4 being “Very Satisfied”. In all areas students rated the services as Satisfactory or Very Satisfactory with average scores ranging from 3.37 to 3.92. See the chart below for details.

Program Completer and Graduating Student Questionnaire

Orientation Program			
<i>Choice</i>		<i>Count</i>	<i>Percent</i>
1	<i>Vary Dissatisfied</i>	2	2%
2	<i>Dissatisfied</i>	6	5%
3	<i>Satisfied</i>	57	43%
4	<i>Very Satisfied</i>	36	27%
5	<i>Does not Apply</i>	31	23%
<i>Mean</i>		3.67	

Admissions			
<i>Choice</i>		<i>Count</i>	<i>Percent</i>
1	<i>Vary Dissatisfied</i>	2	2%
2	<i>Dissatisfied</i>	3	2%
3	<i>Satisfied</i>	72	55%
4	<i>Very Satisfied</i>	51	39%
5	<i>Does not Apply</i>	4	3%
<i>Mean</i>		3.39	

Registration Procedures			
<i>Choice</i>		<i>Count</i>	<i>Percent</i>
1	<i>Vary Dissatisfied</i>	4	3%
2	<i>Dissatisfied</i>	1	1%
3	<i>Satisfied</i>	73	55%
4	<i>Very Satisfied</i>	50	38%

5	Does not Apply	4	3%
Mean		3.37	
Placement Testing			
Choice		Count	Percent
1	Vary Dissatisfied	2	2%
2	Dissatisfied	3	2%
3	Satisfied	56	43%
4	Very Satisfied	39	30%
5	Does not Apply	31	24%
Mean		3.72	
Developmental Education Courses			
Choice		Count	Percent
1	Vary Dissatisfied	3	2%
2	Dissatisfied	1	1%
3	Satisfied	66	51%
4	Very Satisfied	36	28%
5	Does not Apply	24	18%
Mean		3.59	
Guidance and Counseling			
Choice		Count	Percent
1	Vary Dissatisfied	7	5%
2	Dissatisfied	9	7%
3	Satisfied	52	39%
4	Very Satisfied	53	40%
5	Does not Apply	11	8%
Mean		3.39	

Availability of scholarships and financial aid			
Choice		Count	Percent
1	Vary Dissatisfied	3	2%
2	Dissatisfied	5	4%
3	Satisfied	58	46%
4	Very Satisfied	56	44%
5	Does not Apply	5	4%
Mean		3.43	

Availability of Counselors			
Choice		Count	Percent
1	Vary Dissatisfied	7	5%
2	Dissatisfied	7	5%
3	Satisfied	56	44%
4	Very Satisfied	43	34%
5	Does not Apply	15	12%
Mean		3.41	
Helpfulness of Counselors			
Choice		Count	Percent
1	Vary Dissatisfied	8	6%
2	Dissatisfied	6	5%

3	Satisfied	56	44%
4	Very Satisfied	43	34%
5	Does not Apply	15	12%
Mean		3.40	

Career Planning and Guidance			
Choice		Count	Percent
1	Vary Dissatisfied	1	1%
2	Dissatisfied	9	7%
3	Satisfied	58	45%
4	Very Satisfied	27	21%
5	Does not Apply	33	26%
Mean		3.64	

Student Employment Service			
Choice		Count	Percent
1	Vary Dissatisfied	2	2%
2	Dissatisfied	6	5%
3	Satisfied	47	37%
4	Very Satisfied	18	14%
5	Does not Apply	55	43%
Mean		3.92	

As a third measure, the Student Development Division designed an internal student assessment form to be administered during the spring and summer terms in all student services offices, with a modified version being used in the six county centers. The results of the surveys collected during 2007 show very high satisfaction, between 4.74 and 4.83 on a scale of 1 to 5 with 5 being the highest, as shown below.

Question	Spring 2007	Summer 2007 (IP)
How was the greeting you received when you entered the office?	4.76	4.50
How was the attitude and helpfulness of the person who served you?	4.80	4.58
How would you rate the knowledge and competence of the person who served you?	4.79	4.55
How would you rate the accessibility of this service? (Is it a convenient location?)	4.74	4.68
How would you rate the promptness of the service you received? (Were you able to see someone in a reasonable amount of time?)	4.77	4.61
How satisfied were you with the overall service?	4.83	4.55
Completed Surveys	107	38

General Summary of Findings

Student Development programs and services have enjoyed positive survey results throughout the past several years. However, a few adjustments have been made as we strive to continuously improve our efforts to serve students:

1. **Enrollment Center** – After four years of operation, the Enrollment Center staff and operations earned high marks from both the faculty and student surveys. One change resulting from the assessment was to offer increased appointment times for students who need to see enrollment advisors. This change has been implemented and is working well.
2. **Financial Aid** – One area of concern has been lesser satisfaction with the services provided in the financial aid office than in other student services areas. While this dissatisfaction is often created by a lack of responsibility on the part of the student, leading to a loss of aid, the student continues to blame the college. In an effort to improve student satisfaction of financial aid services, two changes were implemented in the spring and summer of 2007. A new VIP process was introduced to reward students who complete the financial aid process early and one additional staff member was hired to provide up-front customer service to students in the financial aid office.
3. **Student Life** – While all the major student services categories scored above the national average, the lowest score recorded by Piedmont students on the Noel Levitz Survey was that for Campus Support Services. This indicates a lesser level of satisfaction with things such as the student center and new student orientation. In the past two years, the budget has not allowed for the replacement of a vacancy in student life. However, effective July 1, 2007, this position has been approved and the position description includes coordination of the Student Center and New Student Orientation, among other duties. The addition of personnel will surely improve our Student Life programs and services.

For more information regarding this section of the report, please contact Becky McIntosh, Vice President for Student Development, at mcintosh.b@ptc.edu.

Association of Collegiate Business Schools and Programs (ACBSP)
Associate Degree Commission Accredited Institutions
Quality Assurance (QA) Report

Institution: Piedmont Technical College

Year Accredited/Reaffirmed: 2001

List All Accredited Programs: Accounting; E-Commerce; General Business; Office Management; Lander Transfer; and Management

Items to be Addressed

A. Faculty Qualification, Calculations, and Composition

1. Complete the following tables **for new faculty members only (Table I)**:

- 1-A Faculty Numbers and Qualifications – Full-time
- 1-B Faculty Numbers and Qualifications – Part-time
- 1-C Exceptions. Use enclosed forms at the end of this document.
- Table II - FTE Faculty Calculations and Faculty Composition

2. Do at least 50% of the required full-time equivalent (FTE) faculty hold either a masters and/or doctorate degree to teach at the Associate Degree level?

Yes No

Please provide the calculations from Table II - FTE Faculty Calculations and Faculty Composition - 100% faculty holding masters and/or doctorate

3. Do at least 90% of the required full-time equivalent (FTE) faculty hold either a masters, doctorate or are professionally qualified to teach at the Associate Degree level?

Yes No

Please provide the calculations from Table II - FTE Faculty Calculations and Faculty Composition - 100% faculty holding masters, doctorate or are professionally qualified

B. Curriculum

1. Have any existing accredited associate degree programs/curricula been **substantially** revised since your last Quality Assurance Report?

Yes No

Attach a Table III - Curriculum Summary for each **revised** program

2. Do they comply with the 25% Standards on Professional Component, General Education, and Business Major?

Yes No

3. List **new** degree programs that have been developed and attach a Table III – Curriculum Summary for each new program. .

4. Do the **new** degree programs comply with the 25% Standards on Professional Component, General Education, and Business Major?

Yes No

5. Have you **terminated** any accredited programs since your last Quality Assurance Report?

Yes No

List **terminated** program(s), reason, and date of termination of program(s):

C. Organization

1. Has the organizational structure or administrative personnel within the business unit changed?
Yes _____ No X

If yes, please describe the changes and submit a current organizational chart for the business unit.

2. Has any new sites (off-campus or on campus) offerings or portions of accredited business programs been added since the last QA Report?
Yes _____ No X

If yes, list off-campus or new sites and accredited business programs or portions of accredited business programs being offered:

D. Conditions/Notes/Recommendations to be Addressed *(For institutions granted conditional accreditation and those institutions granted full accreditation with notes/recommendations listed in your notification letter).*

Please address each condition/note/recommendation. If the condition/note/recommendation has (have) been completely addressed, please explain and provide the necessary documentation/evidence for addressing each condition/note/recommendation.

E. Performance Results

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment.</p> <p><i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p>
2. Student- and Stakeholder-Focused Results	<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building.</i></p>
3. Budgetary, Financial, and Market Performance Results	<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.</p> <p><i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i></p>
4. Faculty and Staff Focused Results	<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism turnover, or complaints.</i></p>
5. Organizational Effectiveness Results	<p>Organizational effectiveness results examine attainment of organizational goals.</p> <p><i>Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships.</i></p>

1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)												
		Areas of Success	Analysis and Action Taken														
Students will demonstrate overall knowledge of the learning objectives for introductory accounting, management, and marketing courses.	Success is based on the final grades achieved in all ACC 101, MGT 101 and MKT 101 classes each term. The goal is 75% of the students will pass the classes with a C or better.	In all areas, the standard was not only met but exceeded the benchmark.	Although the standard was met, the success rate dropped slightly in the year 2005 in the areas of accounting and marketing. The department will continue to monitor the annual results in this area.	Will continue to monitor the success rates and determine if any corrective action is required in the future.	<p>Success Rate in Introductory 101 Classes</p> <table border="1"> <caption>Success Rate in Introductory 101 Classes</caption> <thead> <tr> <th>Year</th> <th>ACC 101</th> <th>MGT 101</th> <th>MKT 101</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>87.5%</td> <td>82.5%</td> <td>75.5%</td> </tr> <tr> <td>2005</td> <td>80.0%</td> <td>86.5%</td> <td>75.0%</td> </tr> </tbody> </table>	Year	ACC 101	MGT 101	MKT 101	2004	87.5%	82.5%	75.5%	2005	80.0%	86.5%	75.0%
Year	ACC 101	MGT 101	MKT 101														
2004	87.5%	82.5%	75.5%														
2005	80.0%	86.5%	75.0%														
Accounting students will demonstrate proficiency in the use of computer spreadsheets and integrated accounting systems.	Success is based on pass rates in ACC 240 each term. Initial goal is that 75% of the accounting students will pass the class with a C or better.	The standard was not only met but exceeded the benchmark.	Although the standard was met, the rate dropped slightly in the year 2005.	Will continue to monitor the proficiency rates and determine if any corrective action is required in the future.	<p>% of Students Demonstrating Proficiency</p> <table border="1"> <caption>% of Students Demonstrating Proficiency</caption> <thead> <tr> <th>Year</th> <th>ACC 240</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>87.5%</td> </tr> <tr> <td>2005</td> <td>83.0%</td> </tr> </tbody> </table>	Year	ACC 240	2004	87.5%	2005	83.0%						
Year	ACC 240																
2004	87.5%																
2005	83.0%																

Accounting students will demonstrate knowledge of the accounting cycle.	Success is based on the pass rate of accounting students enrolled in ACC 201. The goal is 75% of the students will pass the course with a C or better.	The standard was met.	Although the standard was met, the rate dropped slightly in the year 2005.	Will continue to monitor the proficiency rates and determine if any corrective action is required in the future.	<table border="1"> <caption>% of Students Demonstrating Proficiency</caption> <thead> <tr> <th>Year</th> <th>% of Students Demonstrating Proficiency</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>90.00%</td> </tr> <tr> <td>2005</td> <td>80.00%</td> </tr> </tbody> </table>	Year	% of Students Demonstrating Proficiency	2004	90.00%	2005	80.00%
Year	% of Students Demonstrating Proficiency										
2004	90.00%										
2005	80.00%										
80% of all business students will demonstrate proficiency in the General Education Core competencies established by the college.	College's annual measurement instrument of General Education Core competencies. Success is based on pass rates for all general education courses taken by Business students.	For the past two years the business students have exceeded the benchmark. In addition, the business students have exceeded the college's benchmark in this area.	Since no deficiencies were noted, the department will continue to monitor the annual results in this area and take appropriate action when deemed necessary.	None required- will continue to monitor the success rates.	<table border="1"> <caption>% of Business Students Proficient</caption> <thead> <tr> <th>Year</th> <th>% of Business Students Proficient</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>85.00%</td> </tr> <tr> <td>2005</td> <td>88.00%</td> </tr> </tbody> </table>	Year	% of Business Students Proficient	2004	85.00%	2005	88.00%
Year	% of Business Students Proficient										
2004	85.00%										
2005	88.00%										

2. Student- and Stakeholder-Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)
		Areas of Success	Analysis and Action Taken		
90 percent of PTC Business Advisory Committee Members will report that they "agree" or "strongly agree" to active participation in various areas including review of programs, professional development, community awareness and job placement.	Survey of Business Advisory Committee members.		The PTC Business Advisory Committee meets at least twice a year.	A survey of the PTC Business Advisory Committee will be done Fall 2006.	No data available at this time.

At least 90 percent of graduates will express satisfaction with their overall academic program.	Noel-Levitz Satisfaction Survey administered every three years.	92 percent of business students said they were either satisfied or very satisfied with their business advisor. 98 percent of business students said they were either satisfied or very satisfied with the quality of the business instruction. 86 percent of business students said they were reaching their goal of increasing their knowledge and understanding in the business field.	Although the benchmark was achieved, the area that received the largest "average" rating (business knowledge) will be reviewed in order to determine if anything could be done to improve the performance outcome.	No graphs available.
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3. Budgetary, Financial, and Market Results

		Analysis of Results		Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)						
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken								
The business department will be allocated sufficient college funds to carry out its mission and pursue its goals.	Annual budget-the amount of business department expenditures each academic year.	The business department has received adequate operating funds each academic year for the past two academic years.	Further analysis indicated that the expenditures decreased slightly from \$640,789 to \$629,580; a decrease of \$11,209.	The amount of funds will be monitored closely. The current budget appears to be sufficient to achieve departmental goals.	<p style="text-align: center;">Business Department Expenditures</p> <table border="1" style="display: none;"> <caption>Business Department Expenditures Data</caption> <thead> <tr> <th>Year</th> <th>Expenditure (\$)</th> </tr> </thead> <tbody> <tr> <td>2004-2005</td> <td>640,789</td> </tr> <tr> <td>2005-2006</td> <td>629,580</td> </tr> </tbody> </table>	Year	Expenditure (\$)	2004-2005	640,789	2005-2006	629,580
Year	Expenditure (\$)										
2004-2005	640,789										
2005-2006	629,580										

<p>The Business Department will strive to increase program enrollment in line with college growth.</p>	<p>The semester "Headcount by Program" report provided by the college's Assessment, Research and Planning department.</p>	<p>After experiencing a slight decline, the 2004 to 2005 enrollment figures indicate a slight increase in enrollment for all programs which is in line with the college's overall enrollment growth.</p>	<p>Current economic conditions impact enrollment.</p>	<p>The department can do little to overall economic conditions that affect enrollment. The College has hired a Marketing Research Team to work with programs to identify target markets and marketing initiatives.</p>	<table border="1"> <caption>Headcount by Term</caption> <thead> <tr> <th>Year</th> <th>Fall</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>375</td> <td>390</td> <td>175</td> </tr> <tr> <td>2004</td> <td>370</td> <td>380</td> <td>170</td> </tr> <tr> <td>2005</td> <td>375</td> <td>385</td> <td>175</td> </tr> </tbody> </table>	Year	Fall	Spring	Summer	2003	375	390	175	2004	370	380	170	2005	375	385	175
Year	Fall	Spring	Summer																		
2003	375	390	175																		
2004	370	380	170																		
2005	375	385	175																		

4. Faculty- and Staff-Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)
		Areas of Success	Analysis and Action Taken		
<p>100% of the Business Department's faculty and staff will earn a minimum of "satisfactory" on their individual employee evaluation performance reports each year.</p>	<p>Annual MBO evaluation reports</p>	<p>100% of the business faculty and staff received a minimum of "satisfactory"</p>	<p>Faculty review their MBO evaluation each year. They work with the chair to establish new goals for the next year that support the department and college goals. The chair will consider how to assist persons in improving their rating (i.e. training, PD development opportunities, mentoring, etc.)</p>	<p>Faculty were encouraged to apply for PD and curriculum development grants, serve on college committees, and become more active in professional organizations outside the college.</p>	

5. Organizational Performance Results

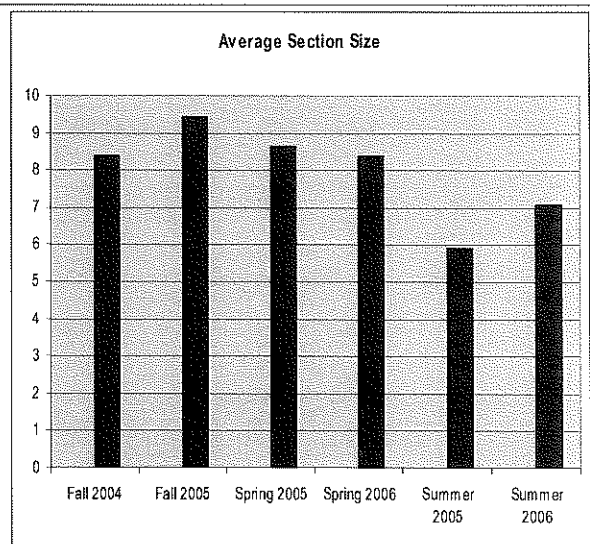
Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)																					
		Areas of Success	Analysis and Action Taken																							
The Business Department programs will have a retention rate of 50% or greater.	Annual reporting of fall enrollment in all Business programs The retention is based on the number of students who are enrolled in the following spring term.	In each of the years of data collected so far, the benchmark was met or exceeded.	Since the benchmark was initially met, it will be evaluated annually to determine if an increase is warranted.	The Business Department will continue to evaluate annually to determine if further adjustment is warranted. Faculty will continue to discuss ways to improve retention in each specific program.	<table border="1"> <caption>Retention Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>68%</td> <td>50%</td> </tr> <tr> <td>2005</td> <td>68%</td> <td>50%</td> </tr> </tbody> </table>	Year	Actual	Benchmark	2004	68%	50%	2005	68%	50%												
Year	Actual	Benchmark																								
2004	68%	50%																								
2005	68%	50%																								
Enhance business course offerings via alternative delivery to meet the needs of students.	Each fall, the department chair and faculty will determine which courses should be developed as an internet-based course or as a hybrid course for the accounting, marketing and management programs.	The number of courses offered via an alternative delivery system has increased steadily over the past 3 years. Hybrid courses were added in 2006.	The courses offered through alternative delivery modes have been well-received by students. In many incidents the courses are at full capacity and additional sections have been offered.	Therefore, the department will continue to monitor these courses and make appropriate adjustments as needed.	<table border="1"> <caption>Alternative Deliver Method Data</caption> <thead> <tr> <th>Term</th> <th>PEN</th> <th>Internet</th> </tr> </thead> <tbody> <tr> <td>Fa 04</td> <td>1000</td> <td>880</td> </tr> <tr> <td>Sp 05</td> <td>950</td> <td>950</td> </tr> <tr> <td>Su 05</td> <td>450</td> <td>850</td> </tr> <tr> <td>Fa 05</td> <td>1180</td> <td>1050</td> </tr> <tr> <td>Sp 06</td> <td>1120</td> <td>1150</td> </tr> <tr> <td>Su 06</td> <td>450</td> <td>920</td> </tr> </tbody> </table>	Term	PEN	Internet	Fa 04	1000	880	Sp 05	950	950	Su 05	450	850	Fa 05	1180	1050	Sp 06	1120	1150	Su 06	450	920
Term	PEN	Internet																								
Fa 04	1000	880																								
Sp 05	950	950																								
Su 05	450	850																								
Fa 05	1180	1050																								
Sp 06	1120	1150																								
Su 06	450	920																								
To ensure a favorable instructor to student ratio and enhance the educational experience, the Business	The college's annual reporting of class size by program each Fall.	Over the last four years the average class size is below the 23 students mark and	Further analysis suggests two reasons why the average class size	The department will continue to monitor the number of class offerings and make																						

Department will strive to maintain an average class size not to exceed 23 students.

the benchmark was successfully met.

was maintained: the increased number of classes offered coupled with the increased number of alternate delivery courses offered. Most internet business courses are limited to 18 students while on-campus classes are normally capped at 30 students. However, to address cost efficiency, the department will investigate ways to move the average class size closer to the benchmark.

appropriate adjustments as needed. In addition, we will investigate the average class size by course. We will address questions such as what is the average class size of internet versus on campus and how does this impact the college cost efficiency.



F. Resources

- A. Baldrige National Quality Program at <http://www.quality.nist.gov>
- B. Continuous Quality Improvement Network (CQIN) at <http://www.cqin.org>
- C. Academic Quality Improvement Program (AQIP) at <http://www.aqip.org>

TABLE I - A

NEW FACULTY NUMBERS AND QUALIFICATIONS (Full-Time)

NAME* (List alphabetically by last name)	ALL ASSIGNED TEACHING FIELDS	ALL DEGREES IN TEACHING FIELD (State degree as documented on transcript)	QUALIFICATION PER ACBSP STANDARDS D, M, MO, B, O (See list below) *	REQUIRED DOCUMENTATION FOR MASTERS OUT OF TEACHING FIELD** or BACHELORS IN TEACHING FIELD*** (See lists at bottom of page) ** / ***
Wilson, MaryLou	Business Management Marketing	Master of Management	M	

QUALIFICATIONS PER ACBSP STANDARDS
D = Doctorate in teaching field
M = Masters in teaching field
MO = Masters out of teaching field
B = Bachelors in teaching field
O = Other

MASTERS OUT OF TEACHING FIELD
must provide the following:
* List all degrees and/or coursework as documented on transcripts-- include # of credit hours.

BACHELORS IN TEACHING FIELD
must provide two of the following that relate to the teaching assignment
* Professional certifications
* Two years professional employment or consulting
* Teaching excellence awards
* Research or publications

*Personnel records will be audited to verify all degrees, coursework, and supporting documentation—MUST HAVE ORIGINALS

TABLE I – B

FACULTY NUMBERS AND QUALIFICATIONS (Part-Time)

NAME* (List alphabetically by last name)	ALL ASSIGNED TEACHING FIELDS	ALL DEGREES IN TEACHING FIELD (State degree as documented on transcript)	QUALIFICATION PER ACBSP STANDARDS D, M, MO, B, O (See list below) *	REQUIRED DOCUMENTATION FOR MASTERS OUT OF TEACHING FIELD** or BACHELORS IN TEACHING FIELD*** (See lists at bottom of page) ** / ***

QUALIFICATIONS PER ACBSP STANDARDS
 D = Doctorate in teaching field
 M = Masters in teaching field
 MO = Masters out of teaching field
 B = Bachelors in teaching field
 O = Other

MASTERS OUT OF TEACHING FIELD
 must provide the following:
 * List all degrees and/or coursework as documented on transcripts-- include # of credit hours.

BACHELORS IN TEACHING FIELD
 must provide two of the following that relate to the teaching assignment
 * Professional certifications
 * Two years professional employment or consulting
 * Teaching excellence awards
 * Research or publications

*Personnel records will be audited to verify all degrees, coursework, and supporting documentation—MUST HAVE ORIGINALS

TABLE I - C

FACULTY NUMBERS AND QUALIFICATIONS - Exceptions

NAME* (List alphabetically by last name)	ALL ASSIGNED TEACHING FIELDS	DEGREES OR CERTIFICATIONS (State as documented on transcript)	JUSTIFICATION FOR EXCEPTION (Describe specific reason for being categorized as an exception)

*Personnel records will be audited to verify all degrees, coursework, and supporting documentation—MUST HAVE ORIGINALS

TABLE II FTE Faculty Calculations

FACULTY NAME	QUALIFICATION STATUS (DOCTORATE, MASTER, PROFESSIONAL OR EXCEPTION)	TOTAL HOURS (CREDIT/CONTACT) TAUGHT PER ACADEMIC YEAR	FTE TEACHING LOAD PER ACADEMIC YEAR (30 credit hrs per year)
<i>Bowers</i>	<i>DOCTORATE</i>	<i>30</i>	<i>1 (30 divided by 30)</i>
<i>J. Daulton</i>	<i>Masters</i>	<i>30</i>	<i>1 (30 divided by 30)</i>
<i>S. DAULTON</i>	<i>Masters</i>	<i>30</i>	<i>1 (30 divided by 30)</i>
<i>Glenn</i>	<i>Masters</i>	<i>6</i>	<i>.2(6 divided by 30)</i>
<i>Mandau</i>	<i>Masters</i>	<i>30</i>	<i>1 (30 divided by 30)</i>
<i>Morvey</i>	<i>Doctorate</i>	<i>30</i>	<i>1 (30 divided by 30)</i>
<i>Murray</i>	<i>Masters</i>	<i>24</i>	<i>.8 (24 divided by 30)</i>
<i>Singh</i>	<i>Masters</i>	<i>30</i>	<i>1 (30 divided by 30)</i>
<i>Templeton</i>	<i>Masters</i>	<i>24</i>	<i>.8 (24 divided by 30)</i>
<i>Coble</i>	<i>Masters</i>	<i>21</i>	<i>.2 (6 divided by 30)</i>
<i>Cooke</i>	<i>Masters</i>	<i>3</i>	<i>.1 (3 divided by 30)</i>
<i>Cooper</i>	<i>Masters</i>	<i>6</i>	<i>.2 (6 divided by 30)</i>
<i>Courte</i>	<i>Masters</i>	<i>15</i>	<i>.5 (15 divided by 30)</i>

<i>Fennell</i>	<i>Masters</i>	6	.2 (3 divided by 30)
<i>Humphries</i>	<i>Bachelors CPA Work Experience</i>	6	.2 (6 divided by 30)
<i>Judy</i>	<i>Masters</i>	9	.3 (9 divided by 30)
<i>Krumwiede</i>	<i>Masters</i>	6	.2 (6 divided by 30)
<i>McCafferey</i>	<i>Masters</i>	18	.6 (18 divided by 30)
<i>McCurry</i>	<i>Masters</i>	24	.8 (24 divided by 30)
<i>McLaughlin</i>	<i>Masters Coursework in Field</i>	3	.1 (3 divided by 30)
<i>Pridmore</i>	<i>Masters</i>	3	.1 (3 divided by 30)
<i>Ridgeway</i>	<i>Bachelors Exception</i>	3	.1 (3 divided by 30)
<i>Ridings</i>	<i>Masters</i>	12	.4 (12 divided by 30)
<i>Sharpe</i>	<i>Bachelors CPA</i>	6	.2 (6 divided by 30)
<i>Wiley</i>	<i>Masters</i>	9	.3 (9 divided by 30)

For more information regarding this section of the report, please contact Sissy Copeland, Department Head, Business Technologies Department, at copeland.s@ptc.edu.

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.

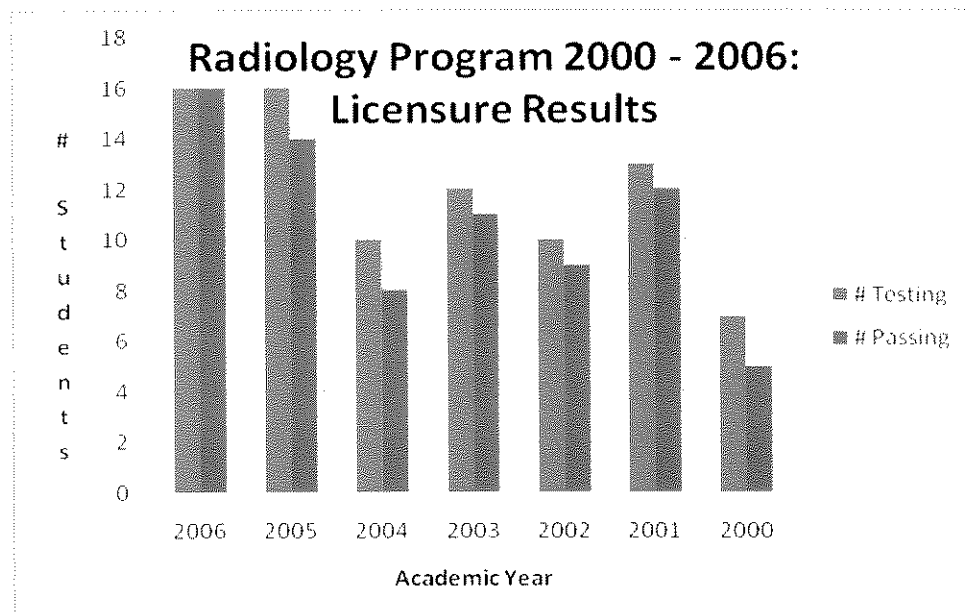
The constant growth in the field has created new and exciting career opportunities in specialty areas. Graduates may also choose to pursue an advanced degree.

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:

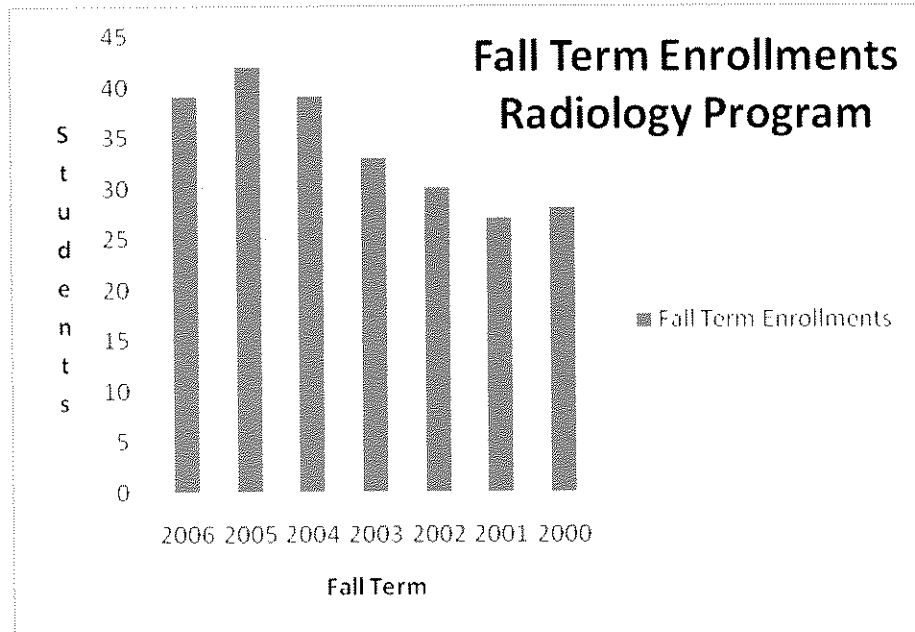
Year Testing	# of Students Testing	# of Students Passing	Percentage
2006	16	16	100%
2005	16	14	88%
2004	10	8	80%
2003	12	11	92%
2002	10	9	90%
2001	13	12	92%
2000	7	5	72%



Over the last seven years, the number of students sitting for the licensure exam has increased over 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 2006	39
Fall 2005	42
Fall 2004	39
Fall 2003	33
Fall 2002	30
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 (Attachment I).

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.

For morning information regarding this section of the report, please contact Lee Balentine, Program Coordinator - Radiologic Technology, at balentine.l@ptc.edu.

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
2006	2	2	100%
2005	11	11	100%
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 2006	41
Fall 2005	35
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 August, 2006. 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 studies/scenarios in class and labs will be implemented.

On the Employer Survey, Respiratory Care students rate a 4.3 overall score. This area has been improved by adding clinical assignments that stress collection and interpretation of clinical data. A Kettering Review Seminar was added to improve skills at gathering, interpreting data, and recommending modifications to therapy, and students' self-confidence.

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 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
2006	16	16	100%
2005	11	11	100%
2004	16	16	100%
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.

For more information regarding this section of the report, please contact Ann Allen, Program Coordinator - Respiratory Care, at allen.a@ptc.edu.

Nursing Division

The nursing program has continued to improve its practical nursing (PN) and associate degree nursing (ADN) program by focusing on four areas to enhance student's overall success.

1. Obtaining an outside consultant to assist with reviewing and evaluating the present curriculum and NCLEX outcomes of both programs.

The college pursued the services of DI Associates, Inc. and Worldwide Instructional Design System (WIDS) to review and evaluate the nursing curriculum, textbooks, test blueprints and NCLEX outcomes to recommend changes that would allow graduates to be ready to practice in the 21st century. This need was also based on the August 2003 NLN position statement calling for schools of nursing to rethink their curriculum to reflect current and future changes in nursing education. Topics to be considered were:

- "Graying of America"
- increasing chronic disease content
- increasing cultural diversity
- major changes in health care delivery systems
- changes in family structure
- shifts from resources to information and increase in technology.

Because the nursing curriculum had not changed significantly since the inception of the ADN program in 1980, a new curriculum was developed and will be implemented for the fall of 2007. The new curriculum is relevant and reflective of today's and tomorrow's nursing practice.

The new curriculum is structured so that new graduates are prepared with essential competencies to be minimally safe and beginning nurse generalists. Nursing competencies were developed using the college's mission statement and the nursing faculty philosophy and framework model as a guide. Nursing faculty believes that the new curriculum will prepare competent graduates for employment as entry level nurses by:

- Recognizing and meeting the unique learning needs of each student.
- Providing a safe and caring learning environment for students to acquire knowledge and skills to care for all persons and families across the lifespan.
- Building on a foundation of the sciences and humanities.
- Develop knowledge of the core concepts: caring, health, person, environment, and nursing.
- Teaching and facilitating learning of knowledge and skills in critical thinking, collaboration, communication, cultural awareness, clinical decision-making, safety, professional behaviors and teaching-learning.

- Implementing a curriculum designed so that each level of practice builds on previous knowledge to facilitate nursing education and career opportunities.

In revamping the curriculum, both PN and ADN students will enroll in the same courses for the first year. (See program display.) After the first year (3 semesters) PN students will exit and sit for the National Exam (NCLEX-PN). ADN students will continue for two additional semesters and then will take their national exam (NCLEX-RN), for licensure. PN and ADN outcomes, competencies and scopes of practice are leveled for each program. (See program outcomes and table).

- II. Establish a Continuous Competency Evaluation and Remediation Program (CCERP) that enhances and ensures students progress and passage of NCLEX on their first attempt.

The nursing faculty uses data attained from computer tutorials to identify, counsel and monitor students' progression throughout the curriculum. Assessment Technologies Institute, LLC (ATI) is utilized as the resource for online testing and tutorial services. The purposes of CCERP are:

- To facilitate continuous evaluation of effectiveness of teaching and learning in order to strengthen curriculum.
- To identify students deficient in the essential academic skills and basic nursing knowledge.
- To assist in designing individualized remediation programs for students at risk and/or failing the program.
- To evaluate student readiness for taking the NCLEX exam.

As students progress through the curriculum they will take individual assessments from the ATIs Content Mastery Series and during their last semester they will take an assessment called the Comprehensive Predictor and the Critical Thinking: Exit assessment. Students who require remediation will be notified at the end of the assessment. They will be asked to meet with the instructor to discuss an individualized plan for remediation. It has been shown that student performance on ATI proctored assessments correspond closely with student performance in the didactic portion of the course. The faculty concludes that students who can not meet the national mean score fail to demonstrate minimal understanding of the content and need additional remediation to facilitate mastery of content.

Student data is also a part of the nursing program's educational effectiveness plan. It provides a pathway for continuous process improvement and evaluation of student academic achievement outcome.

Although our NCLEX passage rate has steadily increased over the past two years faculty contribute the rise to several positive factors such as revising a new curriculum, establishment of CCERP and professional faculty development offerings. (See attached NCLEX rate tables.)

III. Increase the percentage of students completing the PN and ADN program.

The college implemented several strategies to improve student retention rate, actual graduation rates and to increase the number of graduates who enter the workforce. With the assistance of a grant to "Increase Supply of Nurses," Piedmont Technical College was able to hire two additional MSN instructors and a BSN student facilitator. The MSN instructor has made a real difference in the nursing program. Nursing faculty are now able to yield more one-on-one time with students both in academic and clinical settings.

Perhaps the most beneficial addition to the program has been the hiring of the BSN student support facilitator. Tanisha Davis was brought into the program in May 2005. Since that time, she has been an excellent benefit because not only does she have a nursing background, she also has experience in counseling. Ms. Davis has given students not only academic mentoring, she has also given them life skills counseling as well. Since many students are older single parents, and not directly from high school, Ms. Davis focuses on issues such as time management in addition to academic assistance. Additionally, Ms. Davis has used her experience in counseling to refer at risk students into the Academic Advantage Program offered by the College through a Federal grant designed to help students stay in college.

Students referred into Academic Advantage are provided assistance to enable collegiate success. Students must come from low income households, be first generation college student from their family, or have a disability. Ms. Davis identifies these at-risk nursing students and refers them into the Academic Advantage program where they receive additional tutoring and assistance with their student success and personal growth.

Finally, Ms. Davis has worked with professional development counseling of the faculty within the nursing program. Prior to these additional positions, the nursing faculty was nearly overworked to the point where the student suffered academically. She has worked with the faculty to ensure a better working climate so that more time can be devoted toward student success.

An outcome goal of the nursing division is to retain 70% of students that declare nursing as their curriculum major. At present, the retention rate is 64%. While the division is striving to increase retention, many factors contribute to the attrition rate of 36%. Contributing factors include- personal student issues such as health, financial, family, military service, employment issues and low/failing grades. High risk students are eligible to "slow down" and attend school part-time. ADN curriculum students have 36

months to complete the program, while PN students must complete in 24 months. The attrition rate of 36% allows for interruptions and repeating curriculum courses.

IV. Introduction of computerized simulation teaching mannequins in the curriculum.

The nursing division has obtained seven simulation mannequins to help ease the shortage of clinical instructional sites and to develop critical thinking skills in student nurses. Research supports that only 30% of new registered nurses meet the expectations of their employers in areas of critical thinking. Nurses must be able to critically think in order to make safe, effective and sometimes rapid clinical judgments in the clinical settings.

Simulation is an activity that mimics reality and is designed so that students can role-play, perform nursing skills and reflect on their own decision making while caring for a patient. The controlled role-playing provides a safe environment, where students may practice the act of nursing without risk of injury or harm to patients. As students progress through the curriculum, students are able to participate in high-fidelity simulation experiences that assist them in critical thinking and decision making. This type of activity aids faculty in measuring competence for clinical evaluation and licensure. It also allows the nursing division to keep abreast of updated technology which in turn allows the faculty to keep current with technologically advanced students.

Although it is a popular rotation among the students, the simulation experience reinforces didactic content, promotes application of knowledge in a simulated clinical setting and recreates standardized experiences for multiple students. The entire experience is student centered and driven. Students are given immediate feedback to identify deficiencies and strengths, while building their self confidence.

**PIEDMONT TECHNICAL COLLEGE
PRACTICAL NURSING
SEMESTER CONFIGURATION**

Day Program – 3 Semesters

	<u>CLASS</u>	<u>LAB</u>	<u>CREDIT</u>
FIRST SEMESTER			
BIO 210 Anatomy and Physiology	3.0	3.0	4.0
MAT 102 Intermediate Algebra or MAT 120 Probability and Statistics	3.0	0.0	3.0
NUR 106 Pharmacologic Basics in Nursing Practice	1.0	3.0	2.0
NUR 134 Beginning Nursing Skills	<u>3.0</u>	<u>6.0</u>	<u>5.0</u>
	10.0	12.0	14.0
SECOND SEMESTER			
BIO 211 Anatomy and Physiology II	3.0	3.0	4.0
CPT 101 Introduction to Computers	3.0	0.0	3.0
ENG 101 English Composition I	3.0	0.0	3.0
NUR 150 Chronic Health Problems	<u>4.0</u>	<u>6.0</u>	<u>6.0</u>
	13.0	9.0	16.0
THIRD SEMESTER			
NUR 158 Health Promotion for Families I	2.0	6.0	4.0
NUR 159 Nursing Care Management II	4.0	6.0	6.0
PSY 201 General Psychology	<u>3.0</u>	<u>0.0</u>	<u>3.0</u>
	9.0	12.0	13.0
TOTAL	32.0	33.0	43.0

**PIEDMONT TECHNICAL COLLEGE
ASSOCIATE DEGREE NURSING
SEMESTER CONFIGURATION**

Day Program – 5 Semesters

	<u>CLASS</u>	<u>LAB</u>	<u>CREDIT</u>
FIRST SEMESTER			
BIO 210 Anatomy and Physiology	3.0	3.0	4.0
MAT 102 Intermediate Algebra or MAT 120 Probability and Statistics	3.0	0.0	3.0
NUR 106 Pharmacologic Basics in Nursing Practice	1.0	3.0	2.0
NUR 134 Beginning Nursing Skills	<u>3.0</u>	<u>6.0</u>	<u>5.0</u>
	10.0	12.0	14.0
SECOND SEMESTER			
BIO 211 Anatomy and Physiology II	3.0	3.0	4.0
CPT 101 Introduction to Computers	3.0	0.0	3.0
ENG 101 English Composition I	3.0	0.0	3.0
NUR 150 Chronic Health Problems	<u>4.0</u>	<u>6.0</u>	<u>6.0</u>
	13.0	9.0	16.0
THIRD SEMESTER			
NUR 158 Health Promotion for Families I	2.0	6.0	4.0
NUR 159 Nursing Care Management II	4.0	6.0	6.0
PSY 201 General Psychology	<u>3.0</u>	<u>0.0</u>	<u>3.0</u>
	9.0	12.0	13.0
FOURTH SEMESTER			
ENG 102 English Composition	3.0	0.0	3.0
NUR 208 Health Promotion for Families II	2.0	6.0	4.0
NUR 214 Mental Health Nursing	2.0	6.0	4.0
NUR 216 Nursing Seminar	<u>1.0</u>	<u>0.0</u>	<u>1.0</u>
	8.0	12.0	12.0
FIFTH SEMESTER			
NUR 219 Nursing Management and Leadership	2.0	6.0	4.0
NUR 265 Nursing Concepts and Clinical Practice II	4.0	6.0	6.0
Elective	<u>3.0</u>	<u>0.0</u>	<u>3.0</u>
	9.0	12.0	13.0
TOTAL	49.0	57.0	68.0

PTC PN Program Outcomes

Program Learning Outcomes

- A. PN - Adhere to legal, ethical and regulatory framework within the licensed practical nurse scope of practice.
- B. PN - Demonstrate effective written and oral communication skills.
- C. PN – Collect health care data and prioritize care within the licensed practical nurse scope of practice.
- D. PN - Collaborate with others using clinical decision making to provide basic physiological and psychosocial nursing care for individuals and families across the lifespan.
- E. PN - Employ critical thinking for resolving problems and making clinical decisions within the licensed practical nurse scope of practice.
- F. PN – Apply basic teaching-learning principles to prevent illness and injury, and to promote, restore and maintain health.
- G. PN - Recognize the responsibility for continuing personal and professional growth through life long learning experiences.
- H. PN - Demonstrate professional and caring behaviors through safe and accurate nursing care for individuals and families within culturally diverse populations.

PTC ADN Program Outcomes

Program Learning Outcomes

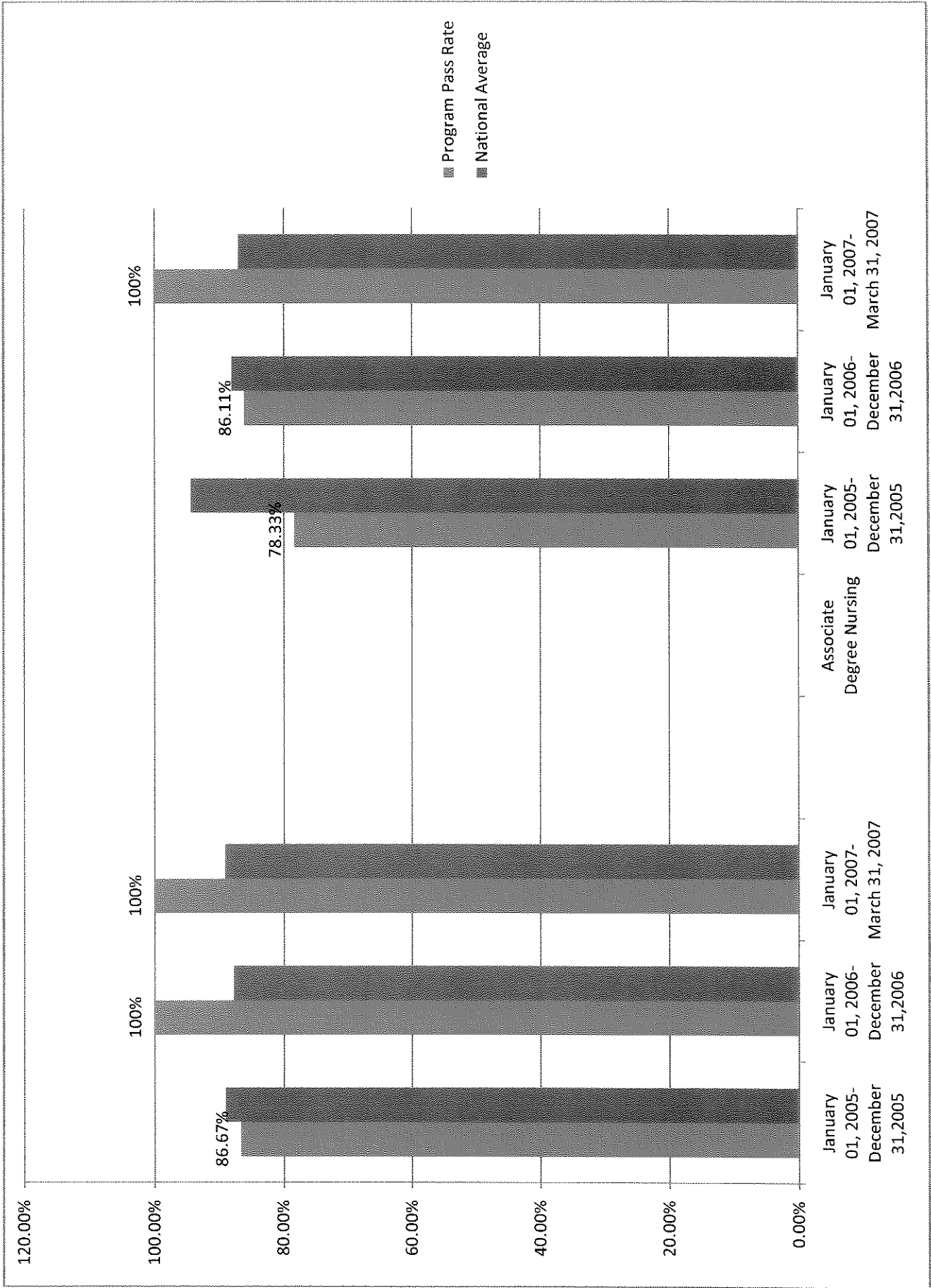
- A. ADN - Adhere to legal, ethical and regulatory framework within the registered nurse scope of practice.
- B. ADN - Demonstrate effective written and oral communication skills.
- C. ADN - Perform health assessments and prioritize care for individuals and families.
- D. ADN - Collaborate with others to manage care in response to the needs of individuals and families across the lifespan and the health illness continuum.
- E. ADN - Employ critical thinking for resolving problems and making clinical decisions within the registered nurse scope of practice in various health care settings.
- F. ADN - Apply principles of teaching-learning to prevent illness and injury, and to promote, restore and maintain health.
- G. ADN - Recognize the responsibility for continuing personal and professional growth through life long learning experiences and participation in professional organizations.
- H. ADN - Demonstrate professional and caring behaviors through safe and accurate nursing care for individuals and families within culturally diverse populations.

Mission	Philosophy	Framework	Competencies	Program Outcomes PN	Program Outcomes ADN
<p>Program designed to meet unique learning needs of students by providing a quality education</p> <p>PTC nursing education will enable student to become a caring nurse committed to life long learning and service</p> <p>Upon completion of a designated program, the student will be ready to respond to changing healthcare demands in a diverse society within respective scopes of practice.</p>	<p>Recognizing and meeting the unique learning needs of each student.</p> <p>Providing a safe and caring learning environment for students to acquire knowledge and skills to care for all individuals and families across the lifespan.</p> <p>Faculty believes they have a responsibility to provide a nursing education that will prepare competent graduates for employment as entry level nurses</p>	<p>Committed to giving support to guide the learning process through effective communications and acceptance of individual differences that align faculty and students in a learning partnership.</p> <p>Caring is a belief and attitude that all individuals and families are valued and respected. Nursing is an art and science which considers the behavior of caring as the foundational concept</p> <p>The educational nursing ladder at PTC includes nursing assistant, practical nurse and associate degree nurse with a broadening scope of practice at each level.</p>	<p>Professional behaviors</p> <p>Communication</p> <p>Clinical decision making</p> <p>Collaboration</p> <p>Cultural awareness</p> <p>Safety</p>	<p>Adhere to legal, ethical and regulatory frameworks for the licensed practical nurse scope of practice.</p> <p>Recognize the responsibility for continuing personal and professional growth through life long learning experiences.</p> <p>Demonstrate effective written and oral communication skills.</p> <p>Collaborate with others using clinical decision making to provide basic physiological and psychosocial nursing care for individuals and families across the lifespan.</p> <p>Demonstrate professional and caring behaviors through safe and accurate</p>	<p>Adhere to legal, ethical and regulatory frameworks for the registered nurse scope of practice.</p> <p>Recognize the responsibility for continuing personal and professional growth through life long learning experiences and participation in professional organizations.</p> <p>Demonstrate effective written and oral communication skills.</p> <p>Collaborate with others to manage care in response to the needs of individuals and families across the lifespan and the health illness continuum.</p> <p>Demonstrate professional and caring behaviors through safe and accurate nursing care</p>

Mission	Philosophy	Framework	Competencies	Program Outcomes PN	Program Outcomes ADN
	<p>Building on a foundation of the sciences and humanities</p> <p>Developing knowledge of the core concepts: caring, health, person, environment, and nursing</p> <p>Teaching and facilitating learning of knowledge and skills in critical thinking, collaboration, communication, cultural awareness and clinical decision making, safety, professional behaviors, teaching-learning</p>	<p>Nursing is a caring profession with a unique body of knowledge, derived from multiple domains and disciplines including concepts from various sciences and the humanities.</p> <p>Framework highlights the integration of caring with the major concepts of person, health, environment, and nursing</p> <p>Caring behaviors include: professional behaviors, safety, communication, clinical decision making, cultural awareness, collaboration, critical thinking, and teaching-learning.</p>	<p>Critical thinking</p> <p>Teaching-learning</p>	<p>nursing care for individuals and families within culturally diverse populations.</p> <p>Employ critical thinking for resolving problems and making clinical decisions within the licensed practical nurse scope of practice.</p> <p>Apply basic teaching-learning principles to prevent illness and injury, and to promote, restore and maintain health.</p>	<p>for individuals and families within culturally diverse populations.</p> <p>Employ critical thinking for resolving problems and making clinical decisions within the registered nurse scope of practice in various health care settings.</p> <p>Apply principles of teaching and learning to prevent illness and injury, and to promote, restore and maintain health.</p>

Practical Nursing	Program Pass Rate	National Average
January 01, 2005- December 31,2005	86.67%	89.06%
January 01, 2006- December 31,2006	100%	87.80%
January 01, 2007- March 31, 2007	100%	89.14%
 Associate Degree Nursing		
January 01, 2005- December 31,2005	78.33%	94.39%
January 01, 2006- December 31,2006	86.11%	88.11%
January 01, 2007- March 31, 2007	100%	87.03%

NCLEX PASS RATE



INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2007

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	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG) -Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	1	1				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (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 MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
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 (RESTT)						
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)	1	1				
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						

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 – Reported for Fall 2006

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 2008 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 2006

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 2006 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 – Reported for April 1, 2005-March 31, 2006

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, 2006 through March 31, 2007**. 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.”

Beginning this year, Praxis exams are reported in a separate 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 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)					
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					
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)	Various	13	12	9	75%
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP	Not Required				
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse					
National Council Licensure Exam. (NCLEX) - Registered Nurse	Various	74	69	68	98.6%
National Physical Therapist Licensing Exam. (PTA)	Various	71	61	54	88.5%
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	2006	16	16	16	100%
Registered Health Information Technician Registry Exam. for Advanced Respiratory					
Therapy Practitioners (RRT) -- Clinical Simulation and Written Registry	Various	5	5	5	100%
SRTA Regional Exam. for Dental Hygienists					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination	Not Required				
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					

The following information is due August 1, 2007

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: Piedmont Technical College

Academic Year for Graduating Students: 2003-2004

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://www.ptc.edu/alumni/

How many students were surveyed? 1025

How many students responded? 39 Response Rate: 3.8%

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

1. Students' level of satisfaction with:

	Responses to Question		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	39	100.0%	13	33.3%	18	46.2%	6	15.4%	2	5.1%	0	0.0%	0	0.0%
1.2 INSTRUCTION in the major	39	100.0%	12	30.8%	19	48.7%	4	10.3%	3	7.7%	0	0.0%	1	2.6%
1.3 GENERAL EDUCATION program of study (non-major requirements)	38	97.4%	9	23.7%	19	50.0%	8	21.1%	1	2.6%	1	2.6%	0	0.0%
1.4 INSTRUCTION in general education	37	94.9%	7	18.9%	25	67.6%	3	8.1%	1	2.7%	1	2.7%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	37	94.9%	12	32.4%	16	43.2%	8	21.6%	1	2.7%	0	0.0%	0	0.0%

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

	Responses to Question		Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	38	97.4%	4	10.5%	9	23.7%	8	21.1%	9	23.7%	8	21.1%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	38	97.4%	5	13.2%	4	10.5%	10	26.3%	13	34.2%	6	15.8%
2.3 Professional or service organizations	37	94.9%	4	10.8%	7	18.9%	9	24.3%	8	21.6%	9	24.3%
2.4 Volunteer, public or community service	38	97.4%	4	10.5%	7	18.4%	10	26.3%	8	21.1%	9	23.7%
2.5 Social/recreational organization	39	100.0%	4	10.3%	8	20.5%	8	20.5%	8	20.5%	11	28.2%
2.6 Support or participation in the arts	37	94.9%	1	2.7%	1	2.7%	11	29.7%	11	29.7%	13	35.1%

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

	Responses to Question		Strongly		Moderately		Somewhat		None at all	
	#	% of Total Responses	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	39	100.0%	12	30.8%	17	43.6%	4	10.3%	6	15.4%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	39	100.0%	7	17.9%	21	53.8%	5	12.8%	6	15.4%
3.3 Professional or service organizations	38	97.4%	6	15.8%	15	39.5%	11	28.9%	6	15.8%
3.4 Volunteer, public or community service	38	97.4%	3	7.9%	18	47.4%	8	21.1%	9	23.7%
3.5 Social/recreational organization	39	100.0%	3	7.7%	14	35.9%	12	30.8%	10	25.6%
3.6 Support or participation in the arts	39	100.0%	3	7.7%	8	20.5%	12	30.8%	16	41.0%
3A Aggregate										

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

	Responses to Question		All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
	39	100.0%	18	46.2%	12	30.8%	4	10.3%	0	0.0%	5	12.8%

ALUMNI SURVEY

Listed below are the common questions to be used by all public institutions.

1. How satisfied are you with:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
1.1 MAJOR Program of Study	13	18	6	2	0	0
1.2 INSTRUCTION in the major	12	19	4	3	0	1
1.3 GENERAL EDUCATION program of study (non-major requirements)	9	19	8	1	1	0
1.4 INSTRUCTION in general education	7	25	3	1	1	0
1.5 OVERALL ACADEMIC EXPERIENCE	12	16	8	1	0	0

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

	Weekly	Monthly	Annually	Less Often	Never
2.1 Career-related advanced education or training	4	9	8	9	8
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	5	4	10	13	6
2.3 Professional or service organizations	4	7	9	8	9
2.4 Volunteer, public or community service	4	7	10	8	9
2.5 Social/recreational organization	4	8	8	8	11
2.6 Support or participation in the arts	1	1	11	11	13

3. How strongly did your college experience influence your participation in the above activities?

	Strongly	Moderately	Somewhat	None at all
3.1 Career-related advanced education or training	12	17	4	6
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	7	21	5	6
3.3 Professional or service organizations	6	15	11	6
3.4 Volunteer, public or community service	3	18	8	9
3.5 Social/recreational organization	3	14	12	10
3.6 Support or participation in the arts	3	8	12	16

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

	All	Most	Some	Few	None
	18	12	4	0	5

PIEDMONT TECHNICAL COLLEGE
GREENWOOD, S.C. 29648-1467
INTERIM REPORT 2000-2005

PROGRAM #0256

1. **Submit a copy of the program's mission and goals. (Refer to Standard One, Objectives 1.1 and 1.2)** The program's mission and goals are under Exhibit 1A and 1B (revised). The program's mission and goals are reviewed every five years and changes are made as necessary. The mission and goals are made available to potential students and to the public through required health career information sessions, the college catalog and the college website. The mission and goals are also included in the student handbook.

2. **Submit outcome data for each assessment cycle since the last site visit. Material must be dated in such a way that the assessment period is readily identified. All program goals must be supported with outcome data. At a minimum, each of the following must be included. (Refer to Standard One, Objectives 1.4 and 1.5)** Outcome data for the past five years is presented in Exhibit 2- Years 2000-2005. Outcome data for 2006 (2F) is incomplete. A sample Assessment Record is provided. Exhibit 3. The Assessment Record is used by the program as a method of evaluation, in order to obtain and use the results for corrective action if necessary. Benchmarks for the measurement of all items outlined in Standard 1.4 and for the JRCERT policies specified in Standard 1.5 are identified.
 - **Program Completion Rate:** Outcome data for each of the 5 assessment reports for Program Completion Rates are demonstrated in **Goal 5C** in the assessment report. Exhibit 2-2001-2006. The retention rate for the past six years has been met, with an average program retention rate of 73% for the past five years.
 - **Clinical Performance and Clinical Competence:** Clinical performance and competence is evaluated through all aspects of a student's clinical experience. This is documented on weekly clinical evaluations, which are completed by a recognized technologist and on clinical competency evaluations. Exhibit 4 (Clinical Evaluation) and Exhibit 5 (Competency Evaluation). Outcome data is reported under Goal 2A-B-C-D of the assessment record for each year Exhibit 2. This is also documented on the clinical cumulative record form (Exhibit 6) and Goal 4B on the assessment record regarding overall preparation. Assessment Record Exhibit 2
 - **Problem Solving and Critical Thinking Skills:** Problem Solving and Critical thinking skills are evaluated in several ways including clinical competencies, lab components of the radiography core courses, and film critique just to name a few. Samples of critical thinking and problem solving skills used in RAD 115 and clinical courses are provided for RAD 115 and are found in Exhibit 7. Critical thinking is one of the college wide general competencies and is published in the college catalog. The new assessment record for 2006 (Exhibit 2 and program goal

5) has been added and approved by the Advisory Committee as a new program goal to tie the program and college goals. Graduate surveys (Exhibit 8 Assessment Report- Exhibit 2 Goal-2B) and Employer surveys (Exhibit 9 Assessment Report 2C) are currently being used to identify these outcomes. (Graduate Surveys) The program did not meet the criterion for this indicator in 2001 or 2002; however this criterion has been met for the past three years. Over the past five years the outcome data from Employer Surveys shows graduates feel they are technically competent 90% of the time, which meets the benchmark for this indicator. This benchmark has been met.

- **Communication Skills:** Student communication skills are documented daily while in clinical on weekly evaluation forms and in lab check-offs. They are also required in class presentations and special projects. Both effective written and oral communication skills are college wide general competencies and are evaluated by graduate program evaluation (Exhibit 10) and employer surveys (Exhibit 9). Student's in the Radiography Program are required to complete ENG 101, (English Composition I) before being placed on the Radiology wait list and ENG 102, (English Composition II) with a minimum of a "C" before completion of the Radiography Program. Refer to Exhibit 11 for the curriculum configuration.
- **Graduate Satisfaction:** Graduate satisfaction is documented via the graduate program evaluation. Graduate program evaluations (Exhibit 10) and Graduate surveys (Exhibit 8) are mailed 6 months after graduation. Survey outcome data for this indicator is documented on Goal 1E, and 2B of the programs assessment record (Exhibit 2) The benchmark for Goal 1E was met for each of the past five years. The benchmark for Goal 2B has been met for each of the past three years and the benchmark was met for the cumulative five year period.
- **Employer Satisfaction:** Employer Satisfaction surveys are used by employers to evaluate the program (Exhibit 9) The data is documented on 2C, and 4B of the programs assessment record. Exhibit 2. Most of the employers are members of the program advisory committee. The advisory committee meets a minimum of two times a year to evaluate and provide input into the radiography program. The Dean of Health Science is present at all committee meetings. Copies of meeting minutes are forwarded to the Vice President of Educational Affairs. (Exhibit 12) The College has been very responsive of the recommendations of the advisory committee. The outcome data from the survey was 4.21 on a 5.0 scale. This benchmark has been met for the past five years.
- **Credentialing Exam Pass Rate:** Exam scores are documented is 4C and 4F on the assessment record Exhibit 2. The benchmark has been met for the past five years for Goal 4C. The benchmark for Goal 4F was met three of the past five years. Sample reports and a summary of the reports are provided in Exhibit 2, Goal 4C and 4F and Exhibit 13.

- **Job Placement within 6 months of graduation:** (Exhibit 8) Alumni surveys are completed by the students within six months of graduating from the program. Outcome 5B ties this policy to the program assessment record in Exhibit 2. This benchmark has been met for each of the past 5 years. Of the program graduates, 95% have been employed within six months of graduation.
3. **Submit documentation that the program has utilized its outcome data to identify priorities for improvement and to monitor ongoing program effectiveness and satisfaction. Meeting minutes that document review and analysis of outcome data and involvement of the program's communities of interest should be submitted. (Refer to Standard One, objectives 1.7 and 1.8)** Priorities for improvement and methods of input from communities of interest are provided in the program assessment plan (Exhibit 2). This information can also be found in the advisory committee and faculty meeting minutes (Exhibit 12 and Exhibit 14).
 4. **Describe how the program assures that:**
 - a. **The health and safety of students associated with educational activities are safeguarded through documented policies and procedures. (refer to Standard Eight, Objective 8.1)** Prior to entering the Radiography Program students are required to attend a mandatory program orientation. The orientation covers all policies of the program related to safety, health, radiation safety and protection, clinical supervision and lab policies. At the orientation, the student is provided a student handbook (Exhibit 15). Each student is given an opportunity to ask questions and is then required to sign the appropriate policies related to the orientation (Exhibit 16). The student handbook is reviewed annually and revised as needed by the program faculty. Students are also provided policies on the energized labs in the appropriate RAD core courses (Exhibit 17).
 - b. **Radiation monitoring records are maintained and made available to students. (Refer to Standard Eight, Objective 8.1)** Students are required to wear radiation dosimeters while in clinical and in lab activities related to the energized labs. Quarterly radiation monitoring from Landauer are reviewed by the program coordinator and made available for students to review. The programs quarterly maximum exposure threshold is set at 450mr. Students are counseled if the quarterly dosimeter readings are exceeded. An example of the radiation monitoring record is located in Exhibit 18.
 - c. **Students utilize equipment and accessories and employ techniques and procedures in accordance with accepted equipment use and radiation safety practices , to minimize radiation exposure to patients, selves, and others (Refer to Standard Eight, Objective 8.3) and medical imaging and/or radiation therapy procedures are performed under appropriate supervision (Refer to Standard Eight, Objectives 8.4, 8.5, 8.6, and 8.7). Potential exhibits may include: student surveys;**

student's logbooks and clinical records; student's handbooks; clinical syllabi, memos to students and / or clinical staff; minutes of meetings with students, clinical staff and/or clinical faculty. Program policies regarding radiation protection are published in the Student Handbook (Exhibit 15). Energized labs are only used under the direct supervision of faculty. Students are evaluated on all clinicals regarding radiation safety practices. Weekly clinical evaluations and clinical competencies are provided in Exhibit 4, 5 and 19. Program policies regarding clinical supervision are published in the Student Handbook. Appropriate policies are stated in each course syllabus (Exhibit 20). Students review the course syllabus with the Clinical Coordinator at the beginning of each semester. A syllabus agreement form is signed and returned by each student (Exhibit 21). There is also a clinical supervision of student policy posted in each radiographic room at the clinical sites. Each student is required to carry a copy of their clinical cumulative record (Exhibit 6) while in clinical. Supervising technologists, clinical instructors, and the program faculty use the clinical cumulative record to determine the appropriate level of supervision. The Clinical Coordinator provides an in- service for the clinical instructors and staff technologist in order to review program policies and goals (Exhibit 22). Supervising technologists complete a daily clinical evaluation. In addition to documenting clinical competency the evaluation gives a base line for retained didactic materials (Exhibit 4). The students also evaluate the level of supervision received at each clinical site via a Clinical Affiliate Evaluation (Exhibit 23 question #5). This evaluation is completed at the end of each summer term. Areas of concern are addressed by the Clinical Coordinator.

d. **It's budget supports the program's mission and goals (Refer to Standard Nine, Objective 9.1)** A proposed budget is submitted annually for the Radiologic Technology Program by the Program Coordinator and the Dean of Health Sciences. The proposed budget is submitted to the Colleges Administration for consideration. After the final budget is approved the Dean and Program Coordinator are given the budget for the upcoming fiscal year. A copy of the current budget has been provided in Exhibit 24.

5. a. **Submit documentation that all learning environments are in compliance with applicable state and federal radiation safety laws. Potential exhibits for clinical education settings include evidence of current JCAHO or equivalent accreditation. Potential exhibits for energized laboratories include evidence of current inspection/registration for equipment. (Refer to Standard Eight, Objective 8.8)** All program learning environments are in compliance with applicable state and federal safety laws. Accreditation documentation for all clinical education settings is provided in Exhibit 25. South Carolina Department of Health and Environmental Control does not require energized laboratory equipment to be evaluated annually. However the

College has the two energized labs evaluated annually to ensure that safety guidelines are met (Exhibit 26). The radiographic equipment is registered with South Carolina DHEC (Exhibit 27).