

Introduction

York Technical College is committed to preparing students to enter the workforce of South Carolina. Program offerings are largely determined by the needs of businesses and industry in the upstate area, and these businesses and industries are active in the planning of programs and the employment of graduates. In the 2006-2007 academic year, York Technical College offered approximately 80 programs which prepared students to directly enter the workforce and three programs which prepared students to transfer to senior institutions or to programs at other technical colleges. These academic programs and support activities are evaluated on a regular basis. Through the various programs offered, the College is training new workers, re-training workers, and preparing students to pursue additional education. The educated, technologically skilled workforce is of major importance to the economic welfare of the State and is supported by the academic progress and support activities of York Technical College.

The following components evaluated in the 2006-2007 academic year are included in this report:

Majors or Concentrations
Student Development
Alumni/Placement Surveys

A. Definition of Outcomes of Component

The purpose of the major at York Technical College is to carry out the intent of the college mission to provide accessible, relevant, high-quality education with emphasis on marketable job skills and economic development. The goals are to maintain program relevance, to meet student needs, and to meet employer needs for marketable job skills or for further education. (York Technical College)

A major is an orderly, identifiable sequence of courses leading to a degree with a minimum of 16 semester hours of instruction in one or more related fields of study which provide students with specialized knowledge and skills. (State Board for Technical and Comprehensive Education) There are currently 20 active associate degree majors offered at York Technical College - seven in the Business, Computer, Arts and Sciences Division, seven in the Industrial and Engineering Technologies Division, and six in the Health and Human Services Division.

B. Measures Used to Assess the Major

To assess the major, local findings for all degree majors are compared to state standards for the Annual Program Review, with an in-depth review scheduled once every five years. A team approach includes evaluation and feedback from students, business/industry, faculty, department managers, deans, and the Executive Vice President for Academic and Student Affairs. Procedures and standards follow:

- 1) Program Outcomes: Data is gathered and analyzed to determine the extent to which standards established by the South Carolina Technical College System are met for enrollment, graduation, and job placement.
- 2) Instructional Development: Program and course competencies are identified based on DACUM analysis, faculty input, Advisory Committee input, student feedback, graduate feedback, and accrediting agencies.
- 3) Program Planning/Other Factors: A college-wide Institutional Effectiveness process is conducted annually to include mission, intended outcomes, assessment methodologies, and statement of impact. Results are used to evaluate and plan for improvements in program accessibility, relevancy, quality, and/or other areas identified through the study.

C. Findings

Follow-up studies from the 2005-2006 report were conducted for Accounting, Engineering Graphics Technology, Medical Laboratory Technology, and Nursing ADN.

1. Accounting

Five courses have been revised in the past year. Critical thinking exercises have been developed in four accounting courses. In comparing student success rates from Spring 2005 to Spring 2006, student success rates were higher in three of the four courses. Instructors will be encouraged to continue adding critical thinking learning

activities to courses and plan their lectures and learning activities more thoroughly. This multifaceted approach should increase the rigor of courses and promote increased student success.

2. Engineering Graphics Technology

As a result of a 2006 DACUM, three courses (EGT 225, EGT 252, and EGT 210) have been revised to reflect industry needs. EGT 110 and EGT 115 were modified to be delivered as hybrid courses, where lectures are placed online and hands-on design practice is done in the CAD lab.

Three Continuous Quality Improvement (CQI) surveys were conducted during Spring 2007. Surveys were sent to employers, graduates on the job, and the graduating seniors. Survey results demonstrate that employers are satisfied with the performance of the EGT/MET graduates who are employed with them. The graduates are happy at their jobs and feel that EGT/MET programs have provided them with the general skills they need to perform on the job. The graduating seniors are content with their educational objectives at the time of their graduation. The last ABET report was received on August 14, 2006. The EGT program met all existing ABET accreditation criteria and has been reaccredited until September 30, 2010, without any restrictions or concerns.

3. Medical Laboratory Technician

The department continues to utilize the new rotation schedule for senior students; students as well as the advisory committee are pleased with the outcome. An enrichment experience (a one-week period at the end of major rotations) has been added to further enhance the clinical experience of MLT seniors. This affords exposure to facilities other than hospitals that employ MLTs (American Red Cross testing center, DHEC laboratories, reference labs, large doctors' offices, etc.) The MLT department continues to contact area facilities to participate in full rotations for enrichment experiences. Presbyterian Hospital in Charlotte will provide a full Blood Bank rotation beginning in the fall of 2007. Suggestions from the advisory committee led to the merging of the sub-area of serology rotation into one of the four major rotations. This process will begin in the fall of 2007.

Podcasting of each lecture was made available to the online version of AHS 125 during the Fall 2006 and Spring 2007 semesters to enhance success and retention for Medical Office Assistants. Online students have access to the recorded lecture from the traditional course; this is an ongoing process. Both the MOA department manager and one of the AHS 125 instructors have been involved in campus-wide committees devoted to improving the quality of online courses. Plans are to continue to compare the success and retention rates of the online and traditional versions of AHS 125.

4. Nursing ADN

Retention: Retention efforts implemented by the faculty include individual tutoring (case management), ERI mandatory remediation, referral to a faculty member for test-taking strategies and study skills, CD access with lecture material with critical thinking application scenarios in the classroom, and use of human simulators in the lab. The simulators allow students the ability to apply nursing theory to the care of a human patient simulator in the lab setting. The patient care scenarios promote the use of critical thinking. Faculty offered NUR 106 during the 2006 summer session for those students entering a nursing program in the fall. This initiative decreased the student load in nursing and overall courses for the fall semester. This effort improved retention in the first semester. A total of 38 students enrolled in NUR 106 in the summer semester. A total of 36 passed this course and the first semester of nursing.

Reliability and validity of test questions: A computerized test analysis process called Quickscore continues to increase the validity and reliability of test questions for the multiple choice nursing exams.

Higher-level critical thinking skills: Faculty initiated changes in testing and instruction that assist students to apply critical thinking utilizing inferential reasoning and evaluation. Students incorporate reasoning and evaluation while participating in patient care scenarios with the human simulators in the nursing lab

Expansion of student enrollment: Several grants have increased the student enrollment in Associate Degree Nursing.

Tenet Grant – Eight additional students admitted into the second year of the nursing program graduated 2007. This grant also allowed for eight students to be admitted to the first year of the program increasing enrollment for the first year to a total of 84 students. These students are currently progressing in the program.

Allied Health Grant – Implementation of state funding allowed an additional 26 students to be admitted to the second year of the Associate Degree Nursing program in 2007. A total of 26 students were admitted to the program and 85% were successful and graduated in 2007.

Assessment Studies for 2006-2007

All York Technical College active program degree majors subject to evaluation met the standards established by the South Carolina Technical College System for enrollment, graduation, and job placement and received a "good" status on the 2005-2006 Program Evaluation College Exhibit, Associate Degree Programs. In addition, an in-depth study was conducted locally for General Business, Office Systems Technology, Electronics Engineering Technology, and Mechanical Engineering Technology based on program evaluation data for the last three academic years.

1. Program Outcomes:

Enrollment, job placement, and graduation rates met or exceeded state standards for all three years for the General Business, Office Systems Technology, Electronics Engineering Technology, and Mechanical Engineering Technology programs.

2. Instructional Development

Instructional development activities were followed for all four programs to update courses and maintain program relevancy. Activities included DACUM occupational analyses for General Business (2003), Office Systems Technology (2002), Electronics Engineering Technology (2001), and Mechanical Engineering Technology (1999). A Mechanical Engineering Technology DACUM was scheduled for Spring 2007 and was postponed until Fall 2007. In addition to DACUMs, departments incorporate input from advisory committees and professional associations.

New and revised courses reflect a response to industry needs for program relevancy. Course syllabi for all courses offered at York Technical College are available in an electronic shared file accessible at the "Course Syllabi" link on the College webpage www.yorktech.com. The following chart reflects instructional development updates and includes the number of new courses, revised courses, and courses developed in alternate delivery formats during the three-year evaluation period:

Program/Department	New courses	Revised courses	Alternate Delivery
General Business	0	11	8
Office Systems Technology	4	12	9
Electronics Engineering Technology	0	0	5
Mechanical Engineering Technology	0	5	0

3. Program Planning and other factors

Institutional Effectiveness and Annual Departmental Planning

Department Managers and faculty plan annually with deans and associate vice presidents to identify goals, implementation strategies, and assessment methodologies. Results are reported each spring for the Annual Program Review and IE Outline process.

Advisory Committees

Advisory committees for General Business, Office Systems Technology, Electronics Engineering Technology, and Mechanical Engineering Technology programs met throughout the evaluation period. The departments utilize Advisory Committees to identify workplace expectations for graduates and make recommendations for improvements in programs, equipment needs, and related curriculum revisions. Advisory committee minutes are available from department managers. In addition, faculty in general education departments serve on technical program advisory committees and provide feedback to general education departments regarding program needs.

Instructional Technology Applications

The College maintains over 80 Smart Classrooms and 6 SmartCarts on the main campus to improve teaching and learning. Alternate instructional delivery methods included distance learning via the Internet (152 online and 45 hybrid courses serving 2600+ students), web-enhanced courses serving 4000+ students, four two-way audio/video classrooms on the main campus, and telecourses (videotapes). Faculty utilize Smart Classroom technology to deliver classes in all instructional divisions.

Professional Accreditation

- The General Business and Office Systems Technology programs were accredited by the Association of Collegiate Business Schools and Programs in 1999 and will be up for reaffirmation in 2009.

- The Electronics Engineering Technology and Mechanical Engineering Technology programs were accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering Technology in 2006 and will be up for reaffirmation in 2010.

D. Use of Findings

College Institutional Effectiveness Outlines, Annual Department Planning Sheets, and Advisory Committee minutes served as sources of information for goals and outcomes of the four degree programs included in the current report:

1. General Business

The General Business degree is offered through the Business Administration Department of the College. As a result of a 2003 DACUM, program revisions were made to be effective Fall 2005. Ten courses were added to incorporate newly identified duties, tasks, skills, traits, and software. Seven courses were eliminated from the program as a result of the DACUM. Overall, the DACUM panel changed the focus of the program almost completely from an administrator to a support role in recognition of the fact that this is a two-year program preparing entry-level workers. Three specializations were added to the General Business program to give the students a more defined area of interest—Accounting, Entrepreneurial, and Payroll/Income Tax. A campus-wide initiative to improve students' critical thinking skills is ongoing.

Follow-up:

Critical thinking exercises have been developed in seven courses in the General Business program. Case studies have been introduced that require students to use their knowledge of the subject matter, analyze the scenarios provided, and develop solutions to the situation or problem. The critical thinking learning activities were introduced in these classes and the student performance measured from Fall 2005 against Fall 2004 and Spring 2006 against Spring 2005. For the fall comparison, student success rates increased in 3 courses and declined in 2 courses (2 courses were not offered). For the spring comparison, student success rates increased in 3 courses, decreased in 3 courses, and remained unchanged at 100% in 1 course. It is difficult to say that the emphasis on the critical thinking learning activities caused any change that occurred. Many other factors may affect the results from one year to the next including whether the instructor was different or teaching the course for the first time, the class composition related to student readiness, maturity level, etc.

2. Office Systems Technology

The Office Systems Technology (OST) degree is awarded through the Information Technology Department of the College. As a result of a 2002 DACUM, program revisions were made that took effect in Fall 2004. Two courses were updated and four courses were added to incorporate newly identified duties, tasks, skills, traits, and software. Three courses were eliminated as a result of the DACUM. Online courses have been developed so that a student can now complete an Associates Degree in OST online as well as in the classroom. All of the traditional classroom courses are enhanced with online materials. An Associates Degree in OST with a Paralegal Specialization option was added to the curriculum in Spring 2006.

The Information Technology Department has revised its pamphlet to better promote the programs, including OST. A campus-wide initiative to improve students' critical thinking skills is ongoing. Faculty advisors are documenting student advisement sessions to analyze data in hopes of measuring and comparing success rates for advised and non-advised students.

Follow-Up:

IT advisors have collected data over the past twenty-one months regarding the students advised, sessions with those students, and the students' success. Institutional Effectiveness and Research ran a report to compare the semester GPAs for students in IT programs that we advised to those in our programs whom we did not advise. In three out of four terms, student GPAs were slightly better for students who were advised compared to students who were not advised. The department will attempt to increase the percentage of students who are advised to add value to the advisees' academic experience.

3. Electronics Engineering Technology

The EET advisory committee meets twice a year to provide input to the program. Curriculum changes were made in Fall 2004 for first year students and Fall 2005 for second year students on the recommendation of the advisory committee. Suggestions about recruitment were placed on the table during the Fall 2006 meeting. Work continues on the hybrid courses to make them more attractive and more helpful for students. Of the nine required courses in EET, five are offered as hybrid courses.

The EET program was reaccredited by ABET in 2006. Results of the last ABET site visit revealed two areas of concern which were immediately addressed:

- Concern #1—The program did not clearly show the required number of credit hours per semester.
- Concern #2—The continuous improvement plan did not clearly indicate closure to the IE process.

Follow Up:

No changes are currently recommended by the advisory committee because of recent revisions. The ABET self-study and intent to reaffirm will begin Spring 2009 and the visiting team will be on campus Fall 2010. Materials are being collected at present to substantiate claims to be made in the self study. In addressing Concern #1 from the 2005 ABET site visit, the required number of credit hours per semester were more clearly identified for the committee. In addressing Concern #2, another topic to the IE process was added to show how the results were to be applied for continuous improvement.

4. Mechanical Engineering Technology

The MET advisory committee meets twice a year to provide input to the program. As a result of advisory committee recommendations, several changes to the program have been made. Total lab hours were reduced from six to three in Spring 2007; the reduction allows students to take an additional course. The program is continually adding new tools to the lab so that additional/different labs can be conducted in thermodynamics, strength of materials, fluid mechanics, and engineering materials classes. In addition to existing AutoDesk CAD software, the program added Solid Edge CAD software.

The last ABET report was received on August 14, 2006. The MET program met all existing ABET accreditation criteria and has been reaccredited until September 30, 2010, without any restrictions. A concern from the ABET report was that the continuous improvement plan did not clearly indicate closure to the IE process.

Follow Up:

A DACUM that was scheduled for Spring 2007 was postponed and will be conducted Fall 2007 to obtain an updated job task analysis. In addressing the concern regarding continuous improvement in the ABET report, another topic to the IE process was added to show how the results were to be applied for continuous improvement. Three Continuous Quality Improvement (CQI) surveys were conducted during Spring 2007. Surveys were sent to employers, graduates on the job, and the graduating seniors. Survey results demonstrate that employers are satisfied with the performance of the MET graduates who are employed with them. The graduates are happy at their jobs and feel that MET programs have provided them with the general skills they need to perform on the job. The graduating seniors are content with their educational objectives at the time of their graduation.

Procedures for Student Development 2007

A. Definition of Outcomes of Component

Student Development at York Technical College is a broad and comprehensive program, which compliments and enhances the total educational experience of students. Through participation in educational, cultural, social, and recreational activities, students are provided with opportunities for self-actualization as well as development of leadership, interpersonal, and problem-solving skills and a sense of community responsibility.

B. Measures Used to Assess this Component

1. Student attendance at Concert of Black History through Music
2. Participation and comments from students attending Student Leadership Conferences
3. Receiving State Award – USA Today All-American Student Scholarship
4. Student participation in Clean Air Works! Program

C. Findings

1. The college sponsored a black history through music performance and invited the students, faculty and community to attend free of charge. The number of students in attendance was 25 and faculty was 15. 226 community members attended. For some students this was the first live performance of a jazz band they had attended in addition to learning more about the black culture's influence in music.
2. Students from various campus clubs and organizations (n=20) were taken to several student leadership and diversity conferences at the University of South Carolina and Clemson University where they were exposed to other colleges presentations of leadership qualities. Student's reported:

Kendra Redfearn, a first year student at YTC, received an Internship with The Disney College Program in Orlando, Florida after attending the Clemson Student Leadership Conference. At Disney she experienced these opportunities:

Build transferable skills that include relationship building, problem solving, and written and verbal communication.

Explore networking opportunities at the *Walt Disney World* Resort

Tap into educational opportunities that offer new courses coupling academic theory and *Walt Disney World* management expertise

Make friendships that cover the globe

3. A York Technical College student received National and State attention when she was named to the *USA Today* All-American Scholarship Team.
4. Students are participated in the Clean Air Works! Program with faculty/staff. Clean Air Works! is an educational air pollution prevention grant program in the Charlotte metro region. This includes the student ride share program; gas cap check; 6 pm – 5 am refuel program; earth day seminars, and health/wellness and fitness classes.

D. Use of Findings

The College strives to be aware of the qualities students should gain to be successful in college and beyond. The emphasis for the coming year will be on developing a more in-depth college orientation course to explore the qualities deemed important by the faculty for student success.

The College will continue to expose students to cultural differences through various campus activities and interaction in the community. And the college will continue to stress community and on-campus activities that expose students to the virtues of becoming upstanding citizens.

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:

York 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	X(4)	X(4)				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						

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)	
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						
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						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master'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)	
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)	X	X				
Dental Hygiene (DH)	X	X				
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's						

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)	
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-						

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)	
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	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)						
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						

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)	
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in 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)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE						

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)	
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	X	X				
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						

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 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						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and						

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)	
higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

12 12

THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

--

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	
Graduate Students	

Institution:

York 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
<i>RESEARCH SECTOR</i>					
<i>ACC National Certification Exam in Nurse Midwifery</i>					
<i>American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)</i>					
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					
<i>National Physical Therapist Licensure Exam. (PT)</i>					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
<i>North American Pharmacist Licensure Exam. (NAPLEX)</i>					
<i>Occupational Therapist, Registered (OTR)</i>					
<i>Physician Assistant National Certifying Exam. (PANCE)</i>					
<i>South Carolina Bd. of Law Examination</i>					
<i>Specialist in Cytotechnology</i>					
<i>State Board Dental Exam-SRTA Exam.</i>					
<i>US Medical Licensure Exam. - Step I</i>					
<i>US Medical Licensure Exam. - Step II</i>					
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
<i>REGIONAL SECTOR</i>					
(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					

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
Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP	4/1/06-3/31/07	7	7	7	100%
National Bd. for Dental Hygiene Examination	4/1/06-3/31/07	16	16	16	100%
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/1/06-3/31/07	42	40	39	98%
National Council Licensure Exam. (NCLEX) - Registered Nurse	4/1/06-3/31/07	27	25	23	92%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	4/1/06-3/31/07	9	9	9	100%
Registered Health Information Technician Registry Exam. for Advanced Respiratory					
Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
SRTA Regional Exam. for Dental Hygienists	4/1/06-3/31/07	15	15	14	93%
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: York 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://

How many students were surveyed? 432

How many students responded? 88 Response Rate: 20.4%

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	<u>88</u>	100.0%	<u>37</u>	42.0%	<u>42</u>	47.7%	<u>7</u>	8.0%	<u>2</u>	2.3%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.2 INSTRUCTION in the major	<u>88</u>	100.0%	<u>44</u>	50.0%	<u>39</u>	44.3%	<u>5</u>	5.7%	<u>0</u>	0.0%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	<u>88</u>	100.0%	<u>35</u>	39.8%	<u>43</u>	48.9%	<u>8</u>	9.1%	<u>2</u>	2.3%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.4 INSTRUCTION in general education	<u>88</u>	100.0%	<u>36</u>	40.9%	<u>46</u>	52.3%	<u>6</u>	6.8%	<u>0</u>	0.0%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	<u>88</u>	100.0%	<u>37</u>	42.0%	<u>45</u>	51.1%	<u>2</u>	2.3%	<u>2</u>	2.3%	<u>2</u>	2.3%	<u>0</u>	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	<u>88</u>	100.0%	<u>12</u>	13.6%	<u>25</u>	28.4%	<u>20</u>	22.7%	<u>18</u>	20.5%	<u>13</u>	14.8%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>88</u>	100.0%	<u>13</u>	14.8%	<u>16</u>	18.2%	<u>12</u>	13.6%	<u>30</u>	34.1%	<u>17</u>	19.3%
2.3 Professional or service organizations	<u>88</u>	100.0%	<u>12</u>	13.6%	<u>17</u>	19.3%	<u>19</u>	21.6%	<u>18</u>	20.5%	<u>22</u>	25.0%
2.4 Volunteer, public or community service	<u>88</u>	100.0%	<u>11</u>	12.5%	<u>19</u>	21.6%	<u>19</u>	21.6%	<u>20</u>	22.7%	<u>19</u>	21.6%
2.5 Social/recreational organization	<u>88</u>	100.0%	<u>15</u>	17.0%	<u>20</u>	22.7%	<u>12</u>	13.6%	<u>21</u>	23.9%	<u>20</u>	22.7%
2.6 Support or participation in the arts	<u>88</u>	100.0%	<u>7</u>	8.0%	<u>5</u>	5.7%	<u>10</u>	11.4%	<u>27</u>	30.7%	<u>39</u>	44.3%

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	<u>85</u>	96.6%	<u>28</u>	32.9%	<u>21</u>	24.7%	<u>22</u>	25.9%	<u>14</u>	16.5%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>85</u>	96.6%	<u>18</u>	21.2%	<u>21</u>	24.7%	<u>29</u>	34.1%	<u>17</u>	20.0%
3.3 Professional or service organizations	<u>85</u>	96.6%	<u>16</u>	18.8%	<u>26</u>	30.6%	<u>18</u>	21.2%	<u>25</u>	29.4%
3.4 Volunteer, public or community service	<u>85</u>	96.6%	<u>11</u>	12.9%	<u>23</u>	27.1%	<u>23</u>	27.1%	<u>28</u>	32.9%
3.5 Social/recreational organization	<u>85</u>	96.6%	<u>16</u>	18.8%	<u>9</u>	10.6%	<u>32</u>	37.6%	<u>28</u>	32.9%
3.6 Support or participation in the arts	<u>85</u>	96.6%	<u>7</u>	8.2%	<u>12</u>	14.1%	<u>25</u>	29.4%	<u>41</u>	48.2%
3A Aggregate	<u>85</u>	96.6%	<u>26</u>	30.6%	<u>26</u>	30.6%	<u>26</u>	30.6%	<u>27</u>	31.8%

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

	Responses to Question		All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
	<u>88</u>	100.0%	<u>26</u>	29.5%	<u>22</u>	25.0%	<u>9</u>	10.2%	<u>8</u>	9.1%	<u>21</u>	23.9%