



**Commission on Colleges  
Southern Association of Colleges and Schools**

**INSTITUTIONAL SUMMARY FORM  
PREPARED FOR COMMISSION REVIEWS**

***Name of Institution Orangeburg-Calhoun Technical College***

***Name, Title, Phone number, and email address of Accreditation Liaison  
Donna M. Elmore, Dean of Education  
803-535-1374  
elmored@octech.edu***

***Name, Title, Phone number, and email address of Technical Support person for  
the Compliance Certification  
Gary Foley, Director of Information Technology  
803-535-1264  
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***Educational Programs***

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) \_\_\_\_\_

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)

- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) \_\_\_\_\_

**NOTE: Please attach the following information to the preceding form.**

## **History and Characteristics**

**Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.**

In 1961, the Governor of South Carolina stepped forward to sign legislation creating the technical education system in South Carolina with the purpose of encouraging economic growth in the state by attracting more industries and providing job training. Seven years later, the Orangeburg-Calhoun Technical Center officially became the eleventh center to become operative with an enrollment of one hundred and forty-seven students.

The Center became fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools in 1970. It has been continuously accredited since that time. In 1974, the State Board for Technical and Comprehensive Education approved changing the Center's name to Orangeburg-Calhoun Technical College to reflect its post-secondary education mission more accurately.

Orangeburg-Calhoun Technical College's mission is to provide quality and affordable comprehensive education programs that will have a positive social and economic impact on the lives of the citizens of Orangeburg and Calhoun Counties and the state of South Carolina. Orangeburg-Calhoun Technical College awards associate degrees, diplomas, and certificates.

As an open admissions institution operating in a two-county service area, the College serves students with diverse backgrounds and ability levels from a primarily rural region. A snapshot of most recent 2005 data indicates a current enrollment of 2,371 credit students, of which 70% are female, 60% are minority, and 30% have previously attended a two- or four-year college. The average student age is 26, and 12% of students are enrolled in developmental studies course(s). In the 2003-2004 academic year, 445 degrees, diplomas, and certificates were awarded. To serve the College's expanding programs and student body, the facilities have grown from 84,232 square feet in 1968 to approximately 200,000 heated square feet. This represents over ninety-six square feet of allocated space per FTE student. The College is located on an approximate 100 acre campus.

Continuing Education closely partners with business and industry to encourage economic development. The state-sponsored Center for Accelerated Technology Training is also housed on the OCtech campus, assisting with industry relocation and business development. The College serves over 3,000 non-credit students annually.

Orangeburg-Calhoun Technical College values the quality and effectiveness of its programs, promoting ethical standards in all aspects of the College's operation. The College seeks the success of each student in an environment that provides opportunities for lifelong learning in a complex, global society.

## List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees.

### Associate Degree Programs

Associate in Arts

Associate in Science

Associate in Business

- Accounting
- General Business
- Office Systems Technology

Associate in Computer Technology

- Computer Technology

Associate in Engineering Technology

- Electronics Engineering Technology
  - Computer Electronics
  - Electronic Instrumentation

Associate in Health Science

- Associate Degree Nursing
- Medical Laboratory Technology
- Radiologic Technology
- Respiratory Care Technology

Associate in Industrial Technology

- Automotive Technology
- Industrial Electronics Technology
- Machine Tool Technology

Associate in Occupational Technology

- General Technology

Associate in Public Service

- Criminal Justice
- Early Care and Education
- Paralegal/Legal Assistant

## Locations and Distance Education

List locations (country, state, and city) where 50% or more of the coursework toward a degree can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered.

Provide a brief description of distance education credit offerings that can be obtained primarily through electronic means and indicate where the students are located. Indicate any degree or certificate programs that can be completed primarily through electronic means. Please limit this brief description to one-half page.

The College currently offers forty-two credit courses via the Internet using the WebCT Platform. At this time, the only degree, diploma, or certificate offered through electronic means by the College is the Network Engineering Certificate offered via the Internet through the Computer Technology Division. While 417 students are enrolled in at least one Internet class this Spring, only eleven students are exclusively enrolled in online classes.

The Business and Computer Technology Division offers seventeen courses via the Internet in computer technology and information systems technology. This Division also offers two courses via the Internet in management and office systems technology. The Arts & Communications Division offers five courses via the Internet in English and Humanities. The Human and Public Services Division offers twelve courses via the Internet in early childhood education, criminal justice, history, paralegal, psychology, and sociology. The Science, Math, Engineering, and Technology Division offers five courses via the Internet in math. The Health Science Division offers one course via the Internet in medical terminology. Students enrolled in these classes originate mainly from the service area and the immediate surrounding counties.

The College receives programming through the South Carolina Educational Television's (SCETV) satellite system and the State Board for Technical and Comprehensive Education's two-way interactive video network.

SCETV's satellite system is primarily used to receive credit courses from The University of South Carolina and is not used to originate programs. The University of South Carolina schedules, registers, and administers the courses, using classrooms provided by the College.

The College uses the two-way interactive network (Tanberg System) for administrative videoconferencing, but it does not utilize this technology at the present time to receive or originate any credit courses to off-site locations, schools, or local industries.

## **Accreditation**

**List all agencies that currently accredit the institution or any of its programs and the date of the last review for each. Identify the accrediting agency that is the gatekeeper for federal funds if it is not the Commission on Colleges. Describe any sanctions applied or negative actions taken by any of these accrediting bodies (including the Commission) during the two years previous to the submission of this report in regard to your institution.**

National Automotive Technicians Education Foundation-National Institute for Automotive Excellence

Associate in Industrial Technology  
Automotive Technology  
ASE Master Certification, 2003

American Bar Association Standing Committee for Legal Assistant Education

Associate in Public Service  
Paralegal/Legal Assistant  
Accreditation, 2000, interim report 2005

Accrediting Board for Engineering and Technology, Inc.

Associate in Engineering Technology  
Electronics Engineering Technology  
2002-2003 Accreditation Cycle. Accreditation retroactive to 2001

Association of Collegiate Business Schools and Programs

Accreditation, 1998, interim report 2002 and 2004 for following programs:  
Associate in Business  
Accounting

General Business  
Office Systems Technology  
Associate in Computer Technology  
Computer Technology

Commission on Accreditation of Allied Health Education Programs  
Diploma

Medical Office Assisting  
Accreditation, 1996; Probation July 2004 to be reviewed March 2005



Committee on Accreditation for Respiratory Care  
Associate in Health Science  
Respiratory Therapy Technician  
Accreditation, 2000

Joint Review Committee on Education in Radiologic Technology  
Associate in Health Science  
Radiologic Technology  
Accreditation, 1999

National Accrediting Agency for Clinical Laboratory Sciences  
Associate in Health Science  
Medical Lab Technology  
Accreditation, 1999

National League for Nursing Accrediting Commission  
Diploma  
Nursing (PNUR) – Practical Nursing Program  
Accreditation, 2003  
Associate in Health Care  
Nursing (ADNUR)  
Accreditation, 2003

South Carolina Department of Health and Human Services  
Certificate  
Clinical Nursing Assistant  
Accreditation, 2003

## **Relationship to the U.S. Department of Education**

**Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.**

Orangeburg-Calhoun Technical College complies with all U.S. Department of Education requirements to award and disburse Federal Financial Aid to eligible students. The College has not had any limitations or restrictions imposed by the Department of Education for the past three years or any time prior to the current three-year period. The College participates in an audit conducted by an independent accounting firm each year to ensure that compliance with Department of Education is maintained.

## Quality Enhancement Plan

**Provide an Executive Summary of the Quality Enhancement Plan, including its title, a description of its focus, and reasons for its selection (not to exceed one page).**

### EXECUTIVE SUMMARY OF THE QUALITY ENHANCEMENT PLAN

**Title:** Improving Student Learning Outcomes through the Implementation of Service-Learning as an Instructional Methodology

**Description of Focus:** The focus of the QEP at Orangeburg-Calhoun Technical College will be on the introduction of service-learning as an instructional methodology into the campus culture. Service-learning has a real-world focus on mastering course objectives, and it utilizes a reflective writing component as a means for evaluation. Our goal is to take advantage of these two traits to positively impact student learning in both class content and writing skills areas. It is our aim to begin by implementing service-learning projects on a limited course-by-course basis. By the end of our evaluation period, we wish to spread this teaching approach throughout our various curricula and programs. As we do so, we recognize the need for keeping the following goals in mind:

- Committing to the service-learning project by focusing on an assessment of community needs and issues, reviewing student capacities and interests, looking at students' academic goals and connecting them to service, and putting community and student needs into a service-learning plan
- Setting goals in a student outcomes plan by concentrating on assembling the participants, focusing on outcomes, accomplishing outcomes, developing support networks, and measuring indicators of constituent outcomes
- Linking service and learning with reflective learning experiences by using student outcome plans to state goals and objectives, develop reflective learning experiences, and create a means for sharing instructional responsibilities
- Evaluating projects by developing service-learning evaluation plans, implementing these evaluation plans, and analyzing/interpreting this evaluative data

**Reason for Selection:** As our QEP Team narrowed the focus of our initiative, two themes emerged: a learning communities approach to instruction and the need for enhancing writing skills. Further research led us to service-learning. With its focus on forming campus/community partnerships, service-learning allows for a collaborative approach to instruction. Furthermore, because reflection is central to the concept, and, conversely, communication skills are at the core of any exhibition of reflective thinking, a service-learning program invites an excellent opportunity for enhancing writing skills. Thus, service-learning seemed to be the perfect choice for connecting our two focus interests. Throughout our selection process, our QEP Team kept these four institutional competencies that all Orangeburg-Calhoun Technical College graduates should possess in mind: (1.) proficient oral and written communication skills, (2.) effective problem-solving techniques, (3.) capacity to use cutting-edge technology, and (4.) development of interpersonal skills through quality classroom delivery systems, innovative teaching methodologies, and multiple assessment measures. Service-learning reaffirms these goals and provides the means to lead the College into an exciting new direction.



Orangeburg-Calhoun  
Technical College

V. P. for Academic Affairs

DATE: March 11, 2005

TO: SACS Off-site Team

FROM: Walt Tobin

SUBJECT: MOA Program

In response to the accreditation recommendation of probation from the Curriculum Review Board of the American Association of Medical Assistant Endowment (CRB-AAMAE) to the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Medical Office Assisting Program at Orangeburg-Calhoun Technical College has submitted all of the necessary narrative information and supporting documentation to illustrate systematic improvement. Changes have been made including: curriculum revision, assessment methods, and documentation of student learning outcomes. All of the deficiencies identified by the site visiting team have been corrected and it is expected that full accreditation will be restored upon the program. The Board convened in February of 2005 and notification of our status should be received shortly.