

# **Planning for Institutional Effectiveness and Continuous Improvement at OCtech**

## **Planning for Institutional Effectiveness and Continuous Improvement at OCtech**

Institutional effectiveness at Orangeburg-Calhoun Technical College (OCtech) refers to an emphasis on the results generated by the College's educational programs and a focus on the use of assessment information obtained through departmental assessment, institutional research, and evaluation for short-term and long-range strategic planning. It is the belief of OCtech faculty, staff, and administration that meaningful improvement of programs and services can only be accomplished through the creation of a system of internal planning and evaluation, which touches all levels of the administrative and academic enterprise. Ultimately, all efforts are measured by the institution's philosophy and statement of purpose and goals. All processes focus on the improvement meeting that overall mission.

Planning, evaluation and research are continuous processes for improvement. Specific purposes are (1) an increased commitment by all staff and faculty regarding the overall direction of OCtech; (2) the appropriate allocation of resources; (3) better information for decision making, reporting, and demonstrating accountability; and (4) increased efficiency in operations.

### OCtech Planning Process

The College engages in a structured planning and evaluation process which involves all divisions of the College and addresses educational, physical, and financial growth according to the State Board for Technical and Comprehensive Education guidelines. A broad team approach allows the College to (1) review the mission statement; (2) establish institutional goals, objectives, and implementation strategies; and (3) monitor the progress of current activities.

### Components of the Planning System

The components of the planning system are described below. These components are common to most planning systems.

#### Mission or Purpose Statement

This statement clarifies the reason for the College's existence and describes the types of programs that serve the educational needs of the community. It includes general statements of the purpose and educational intentions of the College.

#### Institutional Goals

Institutional goals are general, global statements that embody the College's overall responsibilities in fulfilling its mission and educational philosophy. With the exception of events of significant magnitude which may be added as goals, only minor changes are made each year in the institutional goals. Goals are specific statements reflecting the areas to receive attention by the major operating units and provide the overall structure for developing objectives and strategies.

#### Objectives

Objectives are more detailed statements that are designed to accomplish the goals and are the basis for the development of strategies. They define expected educational results.

#### Action Steps

Action Steps are measurable tasks that support the goals and objectives. They are planned, budgeted, and implemented by the operating units. Strategies describe how the achievement of results will be ascertained.

#### End-of-Year Reports

End-of-Year Reports are submitted by the operating units. The purpose of these reports is to determine the overall effectiveness of operating units in accomplishing their planned objectives and strategies.

#### Evaluation of the Planning Process

An important measure of the effectiveness of the planning process is the monitoring of the College's Critical Success Factors. These factors are the criteria OCtech has identified as measures of how well the College is meeting its institutional goals. The Dean of Planning, Research, and Development is responsible for the evaluation and revision of the Strategic plan.

In addition to monitoring Critical Success Factors, the College also receives feedback on its planning process from the South Carolina Commission on Higher Education as part of the Performance Funding Report.



# Strategic Planning Process 2000-2006 For Strategic Plan 2001-2006

Step 1:	Step 2:	Step 3:	Step 4:	Step 5:	Step 6:
<p style="text-align: center;"><b>Spring-Fall 2000</b></p> <p style="text-align: center;"><b>Research and Retrieval of Data</b></p> <ul style="list-style-type: none"> <li>■ Conduct Environmental Scan</li> <li>■ Conduct Surveys</li> <li>■ Host Focus and Advisory Groups</li> </ul>	<p style="text-align: center;"><b>Fall-Winter 2000</b></p> <p style="text-align: center;"><b>Analysis of Data</b></p> <ul style="list-style-type: none"> <li>■ Compile &amp; Analyze Data</li> <li>■ Collect Data for Retreats</li> </ul>	<p style="text-align: center;"><b>Winter-Spring 2000-2001</b></p> <p style="text-align: center;"><b>Development of Plan</b></p> <p style="text-align: center;"><u>Planning Retreats:</u></p> <ul style="list-style-type: none"> <li>■ Review Data</li> <li>■ Evaluate Mission</li> <li>■ Develop/Evaluate Goals &amp; Beliefs</li> <li>■ Formulate Objectives</li> <li>■ Formulate Action Steps</li> <li>■ Incorporate Budget</li> <li>■ Receive College and Community Input at College Retreat</li> <li>■ Complete Strategic Plan</li> </ul>	<p style="text-align: center;"><b>Summer 2001-2002</b></p> <p style="text-align: center;"><b>Implementation of Plan</b></p> <ul style="list-style-type: none"> <li>■ Disseminate Plan</li> <li>■ Implement Plan</li> </ul>	<p style="text-align: center;"><b>Summer-Fall 2002</b></p> <p style="text-align: center;"><b>Evaluation of Plan</b></p> <ul style="list-style-type: none"> <li>■ Complete Plan Evaluation</li> <li>■ Disseminate Plan Evaluation</li> </ul>	<p style="text-align: center;"><b>Spring-Fall 2001- 2006</b></p> <p style="text-align: center;"><b>Annual Plan</b></p> <ul style="list-style-type: none"> <li>■ Continue Annual Planning Process</li> <li>■ Revise as needed</li> </ul>

## Annual Plan Process

**Spring-Fall**

Research and Retrieval of Data



**Fall/Winter**

Departments analyze data, begin preparing action steps, begin preparing budget requests, and submit to supervisors



**Winter/Spring**

Objectives/actions/budgets are reviewed at President's Staff Retreat  
Objectives/actions/budgets are reviewed and adjusted at College Retreat



**Spring**

Budget requests submitted in relation to strategic plan



**Summer/Fall**

Plan is revised/finalized  
Plan is presented to faculty and staff for implementation



**Summer**

Plan is evaluated

## THE INSTITUTIONAL MISSION

The mission of Orangeburg-Calhoun Technical College (OCtech) 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 is an associate degree-awarding two-year public institution. As an open admissions institution, we serve students with diverse backgrounds and ability levels from a primarily rural region, enrolling approximately 2,900 – 3,300 credit students and 3,000 non-credit students annually. Orangeburg-Calhoun Technical College values the quality and effectiveness of our programs, promoting ethical standards in all aspects of the College's operation. We seek success of each student in an environment that provides opportunity for lifelong learning in a complex, global society.

The College serves our community and our students in accordance with the following purposes:

- Meeting the community's need for a literate and technically-competent workforce by:
  - (a) Offering associate degree, diploma and certificate programs in post-secondary, occupational and technical education in the following areas: Arts and Sciences, Business, Computer Technology, Health Sciences, Nursing, Public Service, and Industrial and Engineering Technology.
  - (b) Providing students with the knowledge, skills and attitudes in areas of oral and written communication, problem-solving, use of cutting-edge technology, and development of interpersonal skills through quality classroom delivery systems, innovative teaching methodologies, and multiple assessment measures for workplace competencies or for transfer to other institutions of higher learning.
- Addressing the continuing education needs of individuals and employees for developing or upgrading skills and knowledge by providing specialized, directed courses that compliment both personal interests and job advancement.
- Fostering student success by providing comprehensive student support services and learning experiences, including developmental studies, to help students identify and achieve specific personal and academic objectives.
- Promoting access to educational opportunity by providing the means for overcoming economic, academic and other barriers.
- Employing a systematic process of planning, implementing, and evaluating to ensure that educational and administrative activities are appropriate and effective to meet the needs of the students, the College, and the community.

- Projecting a positive public image as an important and unique part of higher education by maintaining effective partnerships, expanding financial resources, and disseminating accurate and effective public information.
- Implementing relevant continuing education training programs that promote social and economic development through analyzing the strengths and needs of the community, and of new and existing businesses and industries.
- Providing high quality facilities, equipment, and technology to support the College's programs and services.

Approved by the Orangeburg-Calhoun Area Technical Education Commission  
January 28, 1998  
Revised on November 19, 2003

#### BELIEFS:

Orangeburg-Calhoun Technical College pursues its mission through the following beliefs:

We believe in:

Students as our priority  
Excellence in education  
Respect for diversity  
Valuable work skills that create opportunities  
Innovative technology  
Commitment to community  
Employees dedicated to quality.

# TEAMS

## **Advising Team**

Purpose: The purpose of the Advising Team is to assess and make recommendations for providing efficient advising services to students.

Members:

Marilyn Amaker  
Fran Andrews  
Linda Baldwin  
Beth Blackburn  
Kay Blackwell  
Frederick Cooper  
Tracy Dibble  
Donna Elmore  
Bobbie Felder  
Katherine Haigler  
Mike Hammond  
Ward Hooker  
Charles Koci  
Don Powers  
Duane Reddick  
Jennie Redmond  
June Sloop  
Suzanne Switzer  
Walt Tobin

## **Curriculum Committee**

Purpose: The mission of Orangeburg-Calhoun Technical College's Curriculum Committee is to provide guidance, advocacy and integrity for OCtech's curriculum through:

- Review of all proposals for new programs
- Review of all proposals for new courses
- Review of all proposals for changes to existing programs, including, but not limited to adding/deleting courses, modifying pre-requisites or course descriptions, or modifying semester layout.
- Review of Annual Program Review information

Members:

Beth Blackburn  
Kay Blackwell  
Frederick Cooper  
Donna Elmore  
Bobbie Felder  
Katherine Haigler  
Mike Hammond  
Ward Hooker  
Christy Hughes

Charles Koci  
Alexander Miller  
Don Powers  
Jennie Redmond  
June Sloop  
Walt Tobin  
Hammond Wylie

### **Distance Learning/Internet Team**

Purpose: The Team was established to review current and planned activities, identify possible trends, and make recommendations as to future distance learning activities (including Internet courses) on campus. The Team assists in the development of Internet courses and is also responsible for reviewing the policies and procedures for the development and implementation of all distance learning activities.

Members:  
Sharon Cheek  
Gary Foley  
Pete Goddard  
Mike Hammond  
Marti Hane  
Dwayne Lee  
Forest Mahan  
Jody Ott  
Jennie Redmond  
Rebecca Rivas  
June Sloop  
Guy Tanner  
Elaine Vincent  
Warren Yarbrough

### **Foundation Assistance Team**

Purpose: The Foundation has agreed to support a mini-grant procedure to provide the opportunity for faculty and staff to pursue graduate and undergraduate study, to attend professional development activities, and to assist in the development and implementation of exemplary projects. The Foundation Assistance Team is responsible for awarding funds based on the guidelines and mission of the Foundation within applicable state procedures. The Foundation Assistance Team will aid with any fundraising or special events that the Foundation requests assistance.

Members:  
Marilyn Amaker  
Linda Baldwin  
Kathy Booker  
Rose Bozard, Chair  
Rutha Dash  
Yvonne Dudderar

Ann Foley  
Kathy Hightower  
Linda Huggins  
Patricia Pardue  
Jean Rickenbaker  
Jessie Singletary  
Phyllis Stoudenmire  
Suzanne Switzer  
Connie Varn  
Ron Wilson  
Dale Yarbrough  
Penny Summers, Advisor  
Pete Goddard, ex officio

### **FPMS**

Purpose: To review and update issues regarding the Faculty Performance Management System.

Members:

Dorothy Allen-Greene  
Fran Andrews  
Beth Blackburn  
Jean Danner  
Delura Knight  
Forest Mahan  
June Sloop  
John Smoak  
Warren Yarbrough  
Faculty Council President at the Time

### **IT Team**

Purpose: To distribute equipment funds requested for information technology as related to strategic planning.

Members:

Fran Andrews  
James Bryant  
Bobbie Felder  
Tim Felder  
Gary Foley, Chairperson  
Connie Goff  
Eric Ham  
Mike Hammond  
Katrina Hewitt, Secretary  
Alfreda Hill  
Kim Huff  
Dave McCahill

Greg Sharpe  
Patti Sonefeld  
Chris Walsh  
Anthony Williams

### **Marketing Team**

Purpose: To advise marketing and public relations with public information issues and strategies. Membership to include representatives from College and community.

Members:  
Paul Bennett  
Greg Carson  
Jane Dyches  
Bobbie Felder  
Rachel Ficek  
Marti Hane  
Arminta Jenkins  
Maryanne Martin  
Cushman Phillips  
Stuart Veach  
Frances Vilme

### **Non-IT Team**

Purpose: To distribute non-information technology funds as related to strategic planning.

Members:  
James Bryant  
Bobbie Felder  
Ann Foley  
Kim Huff  
Donna Kerr  
Penny Summers

### **QEP Team**

Purpose: To coordinate and supervise activities relating to implementing the quality enhancement plan with a focus on improving student learning.

Members:  
Rebecca Battle-Bryant  
Sharon Bowman  
Tracy Dibble  
Donna Elmore  
Mike Hammond  
Youlanda Johnson

Kristi Marlow  
David Metts  
Tamara Miles  
Jody Ott  
Johnjoe Salazar  
Angie Sweat  
Walt Tobin  
Warren Yarbrough

### **Safety Team**

Purpose: To review and make recommendations regarding safety issues.

#### Members:

Fran Andrews  
James Bryant  
Don Gaskin  
Scarlet Geddings  
Retta Guthrie  
William Hair  
Mike Jackson  
Cushman Phillips  
Tyrone Russell  
Douglas Stokes, Chairperson

### **Faculty Council Members**

Purpose: The Faculty Organization of Orangeburg-Calhoun Technical College is organized to promote professional excellence among its members, to advance the interest and welfare of students and faculty, and to augment further the close and effective communication between the Faculty and the Administration.

Dorothy Allen-Green  
Frederick Cooper  
Christy Hughes, Secretary  
Donna Kerr  
Chic Koci, Chairperson  
Dwayne Lee, Vice-Chairperson  
Jim Link  
Candance Tooley

### **Staff Council Members**

Purpose: The Staff Council is hereby established by the action of the administration to address organizational and professional development of the OCtech staff by acting as a liaison between Orangeburg-Calhoun Technical College staff and administration.

Kathy Booker  
Rose Bozard  
Melvin Brannum  
Glorious Cuttino  
Tim Felder  
Lynn Garrick  
Scarlet Geddings  
Connie Gleaton  
Jessie Singletary  
Penny Summers  
Margie Troutman, Chairman  
Betty Waddell

**STRATEGIC PLAN  
GOALS FOR 2001-2006  
OBJECTIVES FOR 2003-  
2006**

STRATEGIC PLAN GOALS FOR 2001-2006  
OBJECTIVES FOR 2003-2006

GOAL 1: FULFILL THE COMMUNITY'S NEED FOR A COMPETENT WORKFORCE  
AND ECONOMIC GROWTH BY PROVIDING INNOVATIVE AND DIVERSE  
LEARNING EXPERIENCES IN A COLLABORATIVE COMMUNITY  
ENVIRONMENT

- Objective 1: Conduct complete program reviews and DACUMs in a four-year cycle with annual desktop audits through the Office of Institutional Effectiveness
- Objective 2: Evaluate course and program offerings for additions and deletions
- Objective 3: Seek opportunities for articulation with high schools, four-year institutions, and continuing education
- Objective 4: Improve overall student success rate at OCtech
- Objective 5: Develop processes for integration of LRC resources into the instructional objectives of the College and thereby meeting the educational needs of our surrounding communities
- Objective 6: Incorporate innovative technology and delivery methodologies to enhance student learning
- Objective 7: Implement process changes to increase educational quality and public outreach customer service in Continuing Education
- Objective 8: Utilize faculty/staff performance management systems to meet professional development needs for faculty/staff

GOAL 2: PROVIDE HIGH-QUALITY FACILITIES, TECHNOLOGY AND EQUIPMENT  
SUFFICIENT TO SUPPORT THE COLLEGE'S PROGRAMS AND SERVICES

- Objective 1: Provide facilities to meet campus needs
- Objective 2: Provide employees access to various wellness activities
- Objective 3: Provide appropriate campus security
- Objective 4: Continue to improve and upgrade information technology systems
- Objective 5: Keep faculty, staff, student PCs and classroom presentation systems as current as possible by planning for upgrading and replacement
- Objective 6: Continue to improve faculty, staff, and student access to Datatel administrative system

GOAL 3: FOSTER STUDENT SUCCESS BY PROVIDING COMPREHENSIVE  
STUDENT SUPPORT SERVICES AND LEARNING EXPERIENCES

- Objective 1: Increase retention and graduation rate of students
- Objective 2: Enhance admissions, academic counseling, and advising and registration services and manage student enrollment
- Objective 3: Establish an Academic Testing Center
- Objective 4: Provide activities to promote the social and personal development of students
- Objective 5: Increase student utilization of job placement services
- Objective 6: Increase knowledge and awareness of the College in the community through marketing campaign
- Objective 7: Utilize internet/intranet for information about the College and programs
- Objective 8: Publicize interaction between College and the community
- Objective 9: Develop a comprehensive crisis communications plan for the College
- Objective 10: Make available financial aid for students

GOAL 4: ASSURE PUBLIC AND INTERNAL ACCOUNTABILITY BY  
SYSTEMATICALLY PLANNING, EVALUATING, AND REFINING ALL  
ACADEMIC, ADMINISTRATIVE, AND STUDENT SERVICES PROGRAMS  
AND PROCESSES

Objective 1: Review all program missions, policies, and procedures

Objective 2: Integrate planning and budget processes

Objective 3: Utilize Datatel software to meet the needs of the College

Objective 4: Maintain adequate human resources to meet the needs of the College

Objective 5: Evaluate and update the planning strategies and processes for the College

Objective 6: Maintain unqualified audit opinion

GOAL 5: SEEK ADDITIONAL RESOURCES TO SUPPORT THE MISSION OF THE  
College

Objective 1: Encourage Foundation to establish a long-range strategic plan in concert  
with the College's strategic plan

Objective 2: Seek full funding from Orangeburg and Calhoun Counties

Objective 3: Solicit assistance from alumni and Foundation for College support and  
development

Objective 4: Support the Foundation's annual fund drive

Objective 5: Identify grant sources from public and private sources

# **OCtech Institutional Effectiveness Data Collection Plan**

**2000 – 2005**

**(Institutional data collection and analysis overview, methodology, and reporting for annual internal and external reporting and cyclical reporting schedules for Commission of Higher Education and the State Board for Technical and Comprehensive Education)**

**Institutional Effectiveness Program Assessment and Reporting Schedule for the OCtech, 2000 through 2005 to the Commission on Higher Education (CHE), the State Board for Technical and Comprehensive Education (SBTCE), IPEDS, and program accrediting agencies**

<b>Components</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>1. Strategic Plan Goals</b>	X CHE	X CHE	X CHE	X CHE	X CHE	X CHE
<b>2. General Education</b>  <b>Note: CHE reporting is on a four-year program cycle; reviewed annually internally beginning with 2003-04</b>		X CHE			X	X CHE
<b>3. Programs (4-Year Cycle)</b>  <b>Note: CHE reporting is on a four-year program cycle; reviewed annually internally beginning with 2003-04</b>	X CHE	X CHE	X CHE	X CHE	X CHE	X CHE
<b>4. Licensing &amp; Certification</b>	X CHE	X CHE	X CHE	X CHE	X CHE	X CHE
<b>5. Institution as a whole</b>	CHE	CHE	CHE	CHE	CHE	CHE
<b>6. Academic Advising</b>	X	X	X	X	X	X
<b>7. Developmental Studies</b>  <b>Note: CHE reporting is on a four-year cycle as part of General Education; reviewed with General Education annually internally beginning with 2003-04</b>		X CHE			X	X CHE
<b>8. Program Admission Standards</b>	X	X	X	X	X	X
<b>9. Students Transferring from 2-to 4-Year Institutions</b>	X CHE	X CHE	X CHE	X CHE	X CHE	X CHE
<b>10. Retention &amp; Attrition</b>	X CHE	X CHE	X CHE	X CHE	X CHE	X CHE
<b>11. Minority Access</b>	CHE	CHE	CHE	CHE	CHE	CHE
<b>12. Student Services</b>	X CHE	X IPEDS	X SBTCE	X CHE	X SBTCE	X IPEDS

	IPEDS		IPEDS	IPEDS	IPEDS	
<b>13. Library Resources 4-year cycle</b>	X IPEDS	X IPEDS	X CHE SBTCE IPEDS	X IPEDS SBTCE	X IPEDS SBTCE	X CHE IPEDS SBTCE
<b>14. Administrative &amp; Financial Processes</b>	X SBTCE	X SBTCE	X SBTCE	X SBTCE	X SBTCE	X SBTCE
<b>15. Facilities</b>	X SBTCE CHE	X SBTCE CHE	X SBTCE CHE	X SBTCE CHE	X SBTCE CHE	X SBTCE CHE

X = Internal Reporting

# Institutional Effectiveness Plan

## Orangeburg-Calhoun Technical College

**1999-2005**

### **COMPONENT #1: STRATEGIC PLAN GOALS:**

#### Overview

**The strategic plan is evaluated and revised annually. Each goal and objective are assessed based on each objective's stated critical success factor. Each action step is also assessed. The revised plan and evaluation are published. Each year, the College must report to CHE the progress on one strategic plan goal and its objectives.**

**Primary Responsibility: Dean of Planning, Research, and Evaluation, Executive Staff, Academic Deans, Director of Institutional Effectiveness**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE
Strategic plan evaluation and revision	Annually	Annually one goal to CHE

## COMPONENT #2: GENERAL EDUCATION

### Overview

Assessment of the general education component of academic programs means measuring the extent to which students possess competence in reading comprehension, written and oral communication, computation and analytical reasoning skills, and critical thinking skills. Nursing students are given a critical thinking skills assessment during their first semester in the program and again at graduation.

**Primary Responsibility: Academic Deans, the Vice President of Academic Affairs, and the Director of Institutional Effectiveness.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
General Education Program Review <i>Writing Rubrics</i> <i>End of Course Mathematics Tests</i> <i>Capstone Course Competencies</i> <i>National and State Licensure Exams</i> <i>Work Keys Exams</i> <i>Cooperative Education Experiences</i>	Annually	Four-Year Cycle: CHE
Student Course Pass/Failures Rates at Receiving 4-yr. Institutions	Semester Cycle from receiving institution to SBTCE	From SBTCE to CHE and OCtech and SBTCE; and Accrediting Agency
Certification Exams	Annually or Semester Cycle depending on specific program	Annually to CHE
Employer Satisfaction Survey	Yearly Cycle	
DACUM	Four Year Cycle; Annual Internal Review	Four Year Cycle to Advisory Committee; Annual Review
Student Evaluation of Instruction	Semester Cycle	
Critical Thinking Skills Assessment for Nursing Students	Annually	

\*CHE, SBTCE, IPEDS, or accrediting agency

## **Assessment Methodology**

**I. Program Review:** This is a comprehensive self-study of the general education program offered by the College. It is designed to give an analysis of curriculum, personnel, and student performance as detailed by program data trends. General Education is assessed by a number of means. Writing is assessed using a writing rubric; and math skills are assessed via end-of-course tests. Capstone course also measure general education skill attainment. Capstone course competencies are defined as stated expectations of knowledge and skills in both occupational/technical and general education areas that a student demonstrates at successful completion of a program. These capstone competencies serve as a major indicator of student outcomes, combining technical and general education knowledge and skills. Program faculty members have generally selected one of the following methods of assessing capstone competencies: (1) a capstone course, (2) a Problem-based learning (PBL) experience, i.e., a capstone project, (3) an internship, and/or (4) a licensure exam and/or simulated licensure exam.

**II. Student Course Pass/Failure Rates at Receiving 4-Year Institution:** This data is reported through the receiving four-year institution to SBTCE. SBTCE provides yearly reports on performance to OCtech. This report is an analysis of student success at the four-year college for state-supported colleges only. This study reveals the extent to which pre-requisite courses prepare students for success at four-year institutions.

**III. Certification Exams:** This is also part of program review and CHE Performance Funding evaluation, SBTCE Institutional Effectiveness reporting, and accrediting agency self-study. Certificate exams also are an indication of general education skills attainment.

**IV. Employer Satisfaction Survey:** This is a yearly survey administered six months following graduation to area employers to determine degree of

satisfaction with the competency level of OCtech's graduates. It specifically asks questions regarding general education skills.

**V: DACUM:** OCtech has completed and validated DACUM competency outcomes for each academic program. Programs are on a four-year DACUM cycle. Each DACUM chart is reviewed annually by advisory committees to validate currency. Each program is expected to conduct a DACUM on the following four-year cycle. Each DACUM includes general education competencies. General education faculty review charts to ensure that DACUM competencies are included in general education.

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
-Respiratory Care Technology -Practical Nursing -Machine Tool Technology -Nursing Assistant -Radiologic Technology -Electronics Instrumentation Technology -Engineering Graphics Technology	-Automotive Technology -Industrial Electronics Technology -Medical Laboratory Technology	-Accounting -Automated Office -General Business -Office Systems Technology- -Electronics Engineering Technology	-Medical Office Assisting -Criminal Justice -Associate Degree Nursing	-Respiratory Care Technology -Practical Nursing -Machine Tool Technology -Early Childhood Development -Legal Assistant/ Paralegal -Nursing Assistant -Radiologic Technology -Electronics Instrumentation Technology -Engineering Graphics Technology -Computer Technology: Electives in PC Support and in Programming

**VI. Student Evaluation of Instruction:** Students evaluate instruction in each class each semester including adjunct faculty as well as full-time faculty. This assessment is used as a measure of program instructional effectiveness and student satisfaction. Data are analyzed by program and by instructor for trends and needed actions. Although these results are not published, they are kept on file in the Vice President of Academic Affairs' office. The appropriate academic

dean is also given a copy of the results. This evaluation is also used for adjunct instructors and is a factor in the continuation of adjunct employment.

## COMPONENT #3: PROGRAMS

### Overview

“Programs” are defined by the College as a combination of courses encompassing both general education and technical subject matter. These courses form a full program of study leading to an associate degree, diploma or certificate. The assessment of these academic programs involves faculty, administration, student and community input. Program assessment recommendations and follow-up evaluations guide actions taken to implement program improvements. The first assessment of academic programs began in the fall of 1990. Until 2003, programs were all assessed on a four-year cycle using multiple measures. Beginning in 2003, degree programs are assessed annually through a formal Program Review. (See Appendix C for Program Review Guidelines)

**Primary Responsibility: Vice President of Academic Affairs, Director of Institutional Effectiveness, and the Academic Deans.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE
Academic Program Review	Annually	Four year cycle to CHE
DACUM	Annual internal review; new DACUM on four-year cycle	Annual advisory committee review;
Advisory Committee Reviews	Annually	Annually
Student Evaluation	Semester	
Program Quantitative Measures: Part of Academic Program Review. Retention, graduation rate, job placement rate, employer satisfaction, and success on licensure examinations	Annually	Annually to SBTCE; CHE
Reaccreditation Reviews:  Health Sciences: Medical Laboratory Technology Radiologic Technology Respiratory Care Technology	As Scheduled	Annually to accrediting agency as scheduled; annually to SBTCE, CHE

Medical Office Assistant Nursing Associate Degree Nursing Licensed Practical Nursing Nursing Assistant Automotive Technology Electronics Engineering Technology Paralegal General Business Accounting Office Systems Technology Computer Technology  Undergoing Initial Accreditation: Early Childhood Development		
Early Childhood Development	Initial Reaccreditation	
Employer Survey	Annually	

## **Assessment Methodology**

**I. Academic Program Review:** This review is an annual comprehensive self-study designed to give a critical systematic appraisal of the program's goals and objectives. The evaluation includes an analysis of the mission statement, curriculum review, personnel development, along with an analysis of program data trends. All programs are evaluated annually at OCtech. However, CHE requires submission of evaluation on a four-year cycle as follows.

<b>Four-Year Assessment Cycle</b>				
<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
-Associate in Arts & Sciences Degrees -General Education --- -Developmental Studies -Computer Technology -Engineering Graphics Technology -Early Childhood Development -Practical Nursing -Learning Resource Center	-Automotive Technology -Electronics Engineering Technology -Industrial Electronics Technology -Respiratory Care Technology -Machine Tool Technology	-Student Services -Associate Degree Nursing -Accounting -Automated Office -General Business -Office Systems - Technology	-Criminal Justice -Medical Office Assisting -Medical Laboratory Technology -Radiologic Technology	-Associate in Arts & Sciences Degrees -General Education --- -Developmental Studies -Computer Technology -Engineering Graphics Technology -Early Childhood Development -Practical Nursing -Learning Resource Center

**II. DACUM:** OCtech has completed and validated DACUM competency outcomes for each academic program. Programs are on a four-year DACUM cycle. Each DACUM chart is reviewed annually by advisory committees to validate currency. Each program is expected to conduct a DACUM on the following four-year cycle.

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
-Respiratory Care Technology -Practical Nursing -Machine Tool Technology -Nursing Assistant -Radiologic Technology -Electronics Instrumentation Technology -Engineering Graphics Technology	-Automotive Technology -Industrial Electronics Technology -Medical Laboratory Technology	-Accounting -Automated Office -General Business -Office Systems Technology- -Electronics Engineering Technology	-Medical Office Assisting -Criminal Justice -Associate Degree Nursing	-Respiratory Care Technology -Practical Nursing -Machine Tool Technology -Early Childhood Development -Legal Assistant/ Paralegal -Nursing Assistant -Radiologic Technology -Electronics Instrumentation Technology -Engineering Graphics Technology -Computer Technology: Electives in PC Support and in Programming

## DACUM DATES AND SCHEDULES

<b>COURSE COMPETENCY PROFILE</b>	<b>ACADEMIC YEAR</b>	<b>NEXT DACUM YEAR</b>	<b>DATE CONDUCTED</b>
<b>BUSINESS</b>			
Accounting	2002-2003	2006-07	October 9, 2002
Automated Office	2002-2003	2006-07	March 12, 2003
General Business	2002-2003	2006-07	January 29, 2003
Office Systems Technology	2002-2003	2006-07	February 11, 2003
<b>COMPUTER TECHNOLOGY</b>			
Electives in Microcomputer Systems	1994-1995	2004-05	March 1, 1995
Electives in Programming	1998-1999	2004-05	March 30, 1999
<b>ENGINEERING TECHNOLOGY</b>			
Electronics Engineering Technology	2001-2002	2006-07	March 20, 2002
Electronics Instrumentation Technology	1999-2000	2004-05	May 2, 2000
Engineering Graphics	1999-2000	2004-05	March 15, 2000
<b>HEALTH SERVICES</b>			
Associate Degree Nursing	2000-1001	2007-08	March 3, 2004
Electrocardiography/Cardiac Monitoring	1997-1998	2004-05	July 21, 1998
Medical Laboratory Technology	2001-2002	2005-06	March 5, 2002
Medical Office Assisting	2002-2003	2007-08	July 16, 2003
Nursing Assistant	1999-2000	2004-05	April 25, 2000
Practical Nursing	2000-2001	2004-05	April 12, 2001
Radiological Technology	1999-2000	2004-05	May 9, 2000
Respiratory Care Technology	2000-2001	2004-05	April 15, 2001
<b>INDUSTRIAL</b>			
Automotive Technology	2001-2002	2005-06	June 5, 2002
Industrial Electronics Technology	2001-2002	2005-06	March 13, 2002
Machine Tool Technology	2000-2001	2004-05	May 3, 2001
<b>PUBLIC SERVICE</b>			

Criminal Justice	1999-2000	2007-08	February 26, 2004
Early Childhood Development	1999-2000	2004-05	September 15, 1999
Legal Assistant/Paralegal	1997-1998	2004-05	November 5, 1997

**III. Advisory Committee:** The faculty members, Program Coordinators, Academic Deans, and the Vice President of Academic Affairs meet annually with community experts from business and industry to continue to update and improve instructional offerings in all academic programs of the College. Minutes of meetings are reviewed for necessary actions. The meeting minutes are housed in the Vice President of Academic Affairs' office.

**IV. Student Evaluation of Instruction:** Students evaluate instruction in each class each semester including adjunct faculty as well as full time faculty. This assessment is used as a measure of program instructional effectiveness and student satisfaction. Data are analyzed by program and by instructor for trends and needed actions. Although these programs are not published they are kept on file in the Vice President of Academic Affairs' office.

**V. Program Quantitative Measures:** Each degree, diploma, and certificate program is evaluated annually in relation to SBTCE requirements in the following areas: retention, graduation rates, job placement rates, and employer satisfaction.

**VI. Job Placement:** The Job Placement Office provides an annual report of the graduate placement rate for each academic program.

**VII. Reaccreditation Review:** A comprehensive review is conducted as required for various curricula (a three-to-five year cycle depending upon agency for all accredited OCtech programs. This review determines whether the curriculum contains required specific content and ensures parity between evaluation and the curriculum's objectives. It is OCtech's goal to have all of its programs accredited whenever such an accrediting agency exists. The following programs are subject to regular accreditation review:

- Medical Laboratory Technology
- Radiologic Technology
- Respiratory Care Technology
- Medical Office Assistant
- Associate Degree Nursing
- Licensed Practical Nursing
- Nursing Assistant
- Automotive Technology

- Electronics Engineering Technology
- Paralegal
- General Business
- Accounting
- Office Systems Technology
- Computer Technology

**COMPONENT #4: LICENSING AND CERTIFICATION EXAM**

Overview

Assessment of the performance of professional program graduates on licensing and certification exams means measuring the extent to which the various licensing programs prepare students to adequately perform in entry-level positions.

**Primary Responsibility: Program Coordinator and Faculty.**

LICENSING AND CERTIFICATION EXAM
<p><i>Health Sciences:</i></p> <p><i>Medical Laboratory Technology</i></p> <p><i>Radiologic Technology</i></p> <p><i>Respiratory Care Technology</i></p> <p><i>Medical Office Assistant</i></p> <p><i>Electrocardiography/Cardiac Monitoring</i></p> <p><i>Phlebotomy</i></p> <p><i>Radiologic Technology (State of SC Certification Exam)</i></p> <p><i>Nursing:</i></p> <p><i>Associate Degree Nursing</i></p> <p><i>Licensed Practical Nursing</i></p> <p><i>Certificate - Nursing Assistant</i></p> <p><i>Computer Technology: Various Industry Certifications</i></p>
<p><i>Early Childhood Development</i> PRAXIS Will be administered in 2005 for the first time.</p>
<p><i>WorkKeys: portable Career Readiness Credential (started in 2004-2005)</i></p>

**Assessment Methodology**

- I. **Exam Results Review:** Faculty members analyze scores to determine program deficiencies. Annual comparisons are investigated as well as state and national correlations. This is also part of Program Review and CHE Performance Funding evaluation, SBTCE Institutional Effectiveness reporting, and accrediting agency self-study.

## COMPONENT #5: INSTITUTION AS A WHOLE

### Overview

Performance funding is a system for evaluating educational quality and allotting funds to higher education institutions based on their institutional performance. Performance funding has several critical success areas: Mission Focus, Quality of Faculty, Classroom Quality, Institutional Cooperation and Collaboration, Administrative Efficiency, Entrance Requirements, Graduates' Achievements, and User-Friendliness of the Institution. Each of these critical success areas has performance indicators which are scored. All indicator scores are averaged to determine an overall institutional score. The overall score is used to determine allocation of state dollars. Performance funding has two parts: (1) the mission resource requirement (MRR) defines how much funding institutions need to continue to operate at acceptable levels. This is called the "needs" component. MRR calculations are made prior to the State's budget process and considered when the Commission makes its request to the General Assembly for higher education funding for the upcoming year, (2) an annual evaluation component that assesses institutions on how they perform on a defined number of indicators that are outcome driven. This is often called the "report card" component. It is used to determine the amount of funds an institution receives of the state dollars appropriated for the upcoming year.

**Primary Responsibility: Director of Institutional Effectiveness.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
<u>1. Mission Focus</u> <b>1D/E</b> - Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	Annually	CHE
<u>2. Quality of Faculty</u> <b>2A</b> - Academic and Other Credentials of Professors and Instructors, as defined for	Annually	CHE

technical colleges <b>2D</b> - Compensation of Faculty (average all ranks)		
<u>3. Classroom Quality</u> <b>3D</b> - Accreditation of Degree-Granting Programs	Annually	CHE
<u>4. Institutional Cooperation &amp; Collaboration</u> <b>4A/B</b> - Cooperation and Collaboration, Measure for technical Colleges	Annually	CHE
<u>5. Administrative Efficiency</u> <b>5A</b> - Percentage of Administrative Costs to Academic Costs	Annually	CHE
<u>7. Graduates Achievements</u> <b>7A</b> - Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment. <b>7D</b> - Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment Related Examinations and Certification Tests	Annually	CHE
<u>8. User-friendliness of the Institution</u> <b>8C</b> - Accessibility to the Institution of All Citizens of the State : <b>1</b> - % of the undergraduate SC citizens enrolled who are minority (headcount) <b>2</b> - Annual retention rate of SC degree-seeking undergrads who are minority. <b>4</b> - % teaching faculty, excluding graduate assistants, who are minority (headcount)	Annually	CHE

## COMPONENT #6: ACADEMIC ADVISING

### Overview

The College established an advising office to assist faculty with advising. An Advising Manual has been developed and used in divisional training sessions to ensure comprehensive and consistent advising. The College also uses technology tools for advisement and surveys are conducted to assess student and faculty satisfaction.

**Primary Responsibility: Deans, Vice President of Student Services, Director of Institutional Effectiveness, and the Academic Advising Coordinator.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
ASSET & COMPASS Score Review	Annually	None
Advising Center Student Survey	Each term	None
Advising Center Faculty Survey	Annually	None
Advisement Center Utilization Reports	Each term	None

\*CHE, SBTCE, or accrediting agency

## **Assessment Methodology**

- I. **ASSET/COMPASS Score Review:** The Assessment Team reviews minimum course placement scores to determine minimum required reading, math and communication skills for course placement in freshman level courses. This study reveals the extent to which pre-requisite courses prepare students for success at four-year institutions. The Deans and Director of Institutional Effectiveness review ASSET & COMPASS scores and DVS prerequisite courses in order to determine if students are eligible to move to the next level.
- II. **Advising Center Student Survey:** Students receive a seven question survey upon entry to the advising center. Students are asked to complete the survey prior to departure. Results are tabulated each term and results are shared with faculty and college administrators. Changes to operations are made where feasible based on survey results.
- III. **Advising Center Faculty Survey:** Faculty who volunteer to work in the center are asked to complete a survey once per year in order to evaluate and implement changes to the operation of the center to better serve students.

**IV. Advisement Center Utilization Reports:** These reports are compiled and analyzed each term to assess the need for additional staffing.

## **COMPONENT #7: DEVELOPMENTAL STUDIES (DVS)**

### Overview

The College defines its developmental program as a continuum of courses of instruction and activities designed for students who lack minimum skills, as defined by the institution, in reading, written or oral communication, and mathematics, necessary to function effectively and efficiently in the academic environment and the workplace. Each semester, assessment is conducted; however, Developmental Studies is assessed on a annually as part of General Education and on a four-year cycle as part of the General Education program review for CHE.

**Primary Responsibility: Developmental Division Dean, Retention Committee, and the Director of Institutional Effectiveness.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Developmental Studies Enrollment/Retention by Program Area	Semester	
Developmental Studies Completers Success in Subsequent Courses	Semester	
Retention Report	Semester	
Student Evaluation of Instruction	Semester	
Nelson-Denny Comparative Results	Annually	

\*CHE, SBTCE, or accrediting agency

### **Assessment Methodology**

- I. **DVS Enrollment/Retention Report:** This report analyzes the number of developmental studies enrollees tabulated as completers or non-completers that return to Developmental Studies and /or to the College and those not returning to the College.
- II. **DVS Completers Success in Subsequent Courses:** This report analyzes the number of developmental studies students completing coursework in the

areas of reading, math, and English. It also includes an analysis of students' success in subsequent curricular courses by course and by sending DVS instructor.

**III. Retention Report:** Data collected each semester tabulates students enrolled in at least one developmental course to determine attrition/retention. The cohort is first time in college, first time in program.

**IV. Student Evaluation of Instruction:** Students evaluate instruction in each class each semester including adjunct faculty as well as full-time faculty. This assessment is used as a measure of program instructional effectiveness and student satisfaction. Data are analyzed by program and by instructor for trends and needed actions. Although these programs are not published, they are kept on file in the Vice President of Academic Affairs' office. They are also used in rehiring decisions for adjunct faculty.

**V. Nelson Denny:** The Nelson-Denny test is a pre/post test administered to all students testing into developmental reading courses. The results are used as a diagnostic and counseling tool. By examining the student's overall performance, the instructor can identify weaknesses and share this information with the student.

## **COMPONENT #8: PROGRAM ADMISSIONS STANDARDS**

### **Overview**

Applicants are admitted into curricula based upon the assessment of basic skills that are consistent with the general admission policy of the College. This academic measurement, which assesses students' reading, writing, and mathematical abilities, is the ASSET or COMPASS test. These results are used for the purpose of course placement. ASSET & COMPASS tests are also used as qualifiers for programs with selective admission criteria. These assessments may be waived for applicants with previously earned college credits or established SAT/ACT minimum scores.

The Assessment Committee was established in 2003 to evaluate and review course placement criteria for their continual consistencies with programs of study. Prior to this time, individual departmental faculty established course placement and admissions criteria. The intent of its formation was to assess course placement criteria annually or more frequently as required. The committee serves in an advisory capacity and is empowered to recommend

changes to course placement criteria. The approval of the Vice President of Academic Affairs is required to implement its recommendations.

The Nursing and Allied Health programs have selective admission standards, which include academic grade point averages, testing, and other academic related factors. Points are allocated to each of the three variables and applicants are selected based upon the rank of their summations.

The Nursing and Allied Health Committee convenes to select applicants, annually evaluate the performance of existing standards, and to reestablish criteria for the next year. Student Services personnel serves on the committee.

**Primary Responsibility: Testing Coordinator; Assessment Committee; Academic Deans; Vice President of Student Services**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Evaluation of Assessment Services includes a post-test survey completed by students	Daily	
Assessment Performance Summary Monthly Reports	Monthly	
Course Placement Review by the College Assessment Committee	Annually	
Health Sciences and Nursing Admissions Review	Annually	

**Assessment Methodology**

- I. **Evaluation of Assessment Service:** Students who participate in placement testing complete a post-test survey to evaluate the effectiveness of assessment services.
- II. **Assessment Performance Summary Reports:** These reports are provided to track student usage of assessment services and performance on placement testing. The reports are used to determine trends in student’s academic ability levels and as well as to determine the need for remedial education programs.
- III. **Course Placement Review by the College Assessment Committee:** This review is conducted to assess, evaluate, review, and recommend course placement and program admissions criteria.
- IV. **Health Sciences and Nursing Admissions Review Committee:** This committee evaluates, reviews and makes changes to admissions criteria for Health Sciences and Nursing Programs with limited enrollment. The committee membership consists of the applicable Academic Dean and Program

Coordinator and members of the Student Services Admissions Counseling Staff.

**COMPONENT #9: ACHIEVEMENT OF STUDENTS TRANSFERRING FROM 2 TO 4 YEAR INSTITUTIONS**

Overview

Assessment of this component entails review of data tracked by the State Board for Technical and Comprehensive Education and Orangeburg-Calhoun Technical Colleges’ retention tracking system. Data monitors academic performance in coursework, retention and graduation analysis, and success in subsequent four-year programs following transfer from OCtech. This data is included in the yearly institutional effectiveness report to SBTCE and to CHE.

**Primary Responsibility: State Board for Comprehensive and Technical Education, and the Director of Institutional Effectiveness, the Academic Deans.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Receiving Institution’s Student Application Statistics		
Receiving Institution’s Student Enrollment Statistics		
Receiving Institution’s Student Success Statistics		
Graduation/Retention Data		
Articulation Agreement Review for Four-Year Institutions	Annually	
Application/Enrollment/Success of Transfers from 2-Year Institutions to 4-Year Institutions. See Table below.	Annually	SBTCE

\*CHE, SBTCE, or accrediting agency

**Assessment Methodology**

**I. Receiving Senior Institution’s Student Applicant Statistics:** These data are collected and reported back to OCtech by the receiving four-year institutions: total applicants, total number accepted, total number rejected, total number enrolled, and GPA.

**II. Receiving Senior Institution's Student Enrollment Statistics:** These data are collected and reported back to OCtech by the receiving 4-Year institutions.

Statistics reported are

**III. Receiving Senior Institution's Student Success:** These data are collected and reported as GPA on each student's success in courses following transfer from OCtech to four-year institutions. The College receives this report from SBTCE yearly.

**COMPONENT #10: ANALYSIS OF UNDERGRADUATE RETENTION AND ATTRITION**

Overview

The College has established a retention committee composed of faculty and administration to guide retention efforts. In 2002, the focus of retention efforts were centralized within each academic division, thus eliminating the committee as it functioned in previous years. New retention reports have been developed to track students who are new to academic programs. This report gives a more accurate basis to track retention patterns for the technical college student. Student data is available to track individual student movement on a semester by semester basis for each academic program. The purpose of retention analysis is to measure the College's effectiveness in implementing strategies, services, and activities that are designed to increase retention and graduation rates.

**Primary Responsibility: Academic Deans, Vice President of Academic Affairs, Vice President of Student Services, and the Director of Institutional Effectiveness.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Retention Report for Students Enrolled First Time in Program.	Each Term/Annually	None
Course Success Reports	Fall & Spring Terms	None

Retention Analysis by Deans	Each Term	
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\*CHE, SBTCE, or accrediting agency

## Assessment Methodology

**I. Retention Report of Students Enrolled for First Time in Program:** This particular report tracks retention of students each term by program of study. It identifies and measures the percentage of students who remain in the original program, change to another program at the college, graduate, and those who withdraw from the College.

**II. Course success report:** This report is used to examine grade distribution of courses where there is a 30% or higher failure or withdrawal rate. Strategies are discussed that will increase the success rate of students enrolled in these course.

**III. Retention Analysis by Deans:** Academic Deans meet to examine specific program retention and graduation reports. Strategies are discussed to assist with planning and development of activities that will improve retention and graduation rates.

## COMPONENT #11: MINORITY STUDENTS

### Overview

From the Performance Funding Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic.

**Primary Responsibility: Director of Institutional Effectiveness.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
<u>8. User-friendliness of the Institution</u> <b>8C</b> - Accessibility to the Institution of All Citizens of the State : <b>1</b> - % of the undergraduate SC citizens enrolled who are minority (headcount) <b>2</b> - annual retention rate of SC degree-seeking	Annually	CHE

undergrads who are minority.		
4 - % teaching faculty, excluding graduate assistants, who are minority (headcount)		

\*CHE, SBTCE, or accrediting agency

**Assessment Methodology:**

I. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions and hence does not apply to OCtech.

**COMPONENT #12: PROCEDURES FOR STUDENT SERVICES**

Overview

Assessment of the Student Services Division measures the effectiveness of student programs and services. Programs, services and activities are designed to assist students in meeting the educational, career and personal objectives.

**Primary Responsibility: Vice President of Students and the Director of Institutional Effectiveness**

**Student Services**

- |                                               |                    |
|-----------------------------------------------|--------------------|
| Admissions                                    | Orientation        |
| Assessment                                    | Recruiting         |
| Counseling and Career Planning Services       | Job Placement      |
| Student Transitional Education Program (STEP) | Advising Center    |
| Financial Aid                                 | Student Activities |

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Student Services Program Review		Four- year cycle to CHE 1996-2000-2003
Assessment of Admissions & Recruiting includes a review of enrollment trends to include student demographics, enrollment by program and enrollment by high school	Each Term	Enrollment reported to SBTCE and CHE each term.
Evaluation of Assessment Services includes a post-test survey completed by	Daily	None

students		
Graduate Student Survey	Conclusion of Each Term	4 year cycle
Student Activity Survey	As Needed	
Post Graduate Employment Survey	Annually	
Program Evaluation Report-Job Placement Component	Annually	SBTCE- Annually
External Audit Report –CPA Firm	Annually	College Area Commission- Annually
Student Services Counselor Utilization Reports	Monthly	
Advising Center Survey- Student and Faculty	Each Term	
Tourville Lab Utilization Report	Annually	
Financial Aid Comparison Report	Annually	
Faculty Staff Survey of Student Services included in Survey of College-Wide Services	Annually	
Study Survey of Student Services included in Survey of College Wide Services	Annually	
New Student Orientation Survey	Each Term	
Assessment Performance Summary Monthly Reports	Monthly	
Assessment of Marketing I. Pre-SACS Survey II. Faces of the Future Survey III. Student Services Questionnaire Survey IV. Marketing Advisory Board	Annually 5 Years Daily Twice per Year	

\*CHE, SBTCE, or accrediting agency

## Assessment Methodology

**I. Student Services Program Review:** This is self-assessment of programs to measure effectiveness and plan for needed changes. Results are sent to CHE.

1999-2000	2003-2004
New Student Orientation	New Student Orientation
Student Activities	Student Activities
Recruiting	Recruiting
Financial Aid	Financial Aid
Career Planning Services	Career Planning Services
Counseling Services	Counseling Services
Assessment	Assessment
Job Placement Services	Job Placement Services

Recruiting	Recruiting STEP Tutoring Services Advising Center Services
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- II. Review of Enrollment Trends:** This reports such items as admissions yield, enrollment reports, and high school testing program analysis assist with planning and evaluation of services.
- III. Evaluation of Assessment Services:** Students who participate in placement testing complete a post-test survey to evaluate the effectiveness of assessment services.
- IV. Graduate Student Survey:** These surveys are distributed in graduation packets each term to students who submit an application for graduation. Students evaluate all components of the Student Services division. Surveys are used to assess, plan, improve, and enhance services.
- V. Student Activity Survey:** These surveys are completed on an as-needed basis to determine if the College is providing students with growth and development opportunities external to the classroom. Survey results are used to assess and plan for new activities, facilities and services.
- VI. Post Graduation Employment Survey:** Employers are asked annually to rate their satisfaction with OCTech graduates that have been hired in company positions. Results are shared with college faculty.
- VII. Program Evaluation Report:** This report is completed to monitor the number of graduates by program and job placement rates. Results are shared with college faculty.
- VIII. External Audit Report:** This audit is completed each year to monitor the operations of the Financial Aid Office. Compliance with Title IV standards are assessed, and audit findings are used to ensure that the office maintains operating standards as required by the U.S. Department of Education.
- IX. Student Services Counselor Utilization Reports:** These reports are generated each month to track student activity in the area and plan for future staffing needs.
- X. Advising Center Student and Faculty Surveys:** These student and faculty surveys are conducted to assess, plan, improve, and enhance service to both students and faculty.
- XI. Tourville Lab Utilization Report:** This utilization report is provided to monitor student use of the Tourville Lab and assess future staffing needs.

**XII. Financial Aid Comparison Report:** This report is compiled to determine the financial needs of students, needs for staffing based on increases in students served, and to provide data to assist with tuition pricing issues.

**XIII. Faculty/Student Survey of College Wide Services:** This survey is used to assess satisfaction with student services provided to both faculty and students. Survey results are used to plan, improve, and enhance all service components of the division.

**XIV. New Student Orientation Survey:** This survey is conducted at the orientation session each term to assess, plan, improve and enhance the program to better prepare our new students for enrollment at the college.

**XV. Assessment Performance Summary Reports:** These surveys are provided to track student usage of assessment services and performance on placement testing. This report is used to determine trends in student's academic ability levels and the need for remedial education programs.

**XVI. Assessment of Marketing:** Assessment of Marketing measures the effectiveness of public information designed to publicize, attract and inform students about attending Orangeburg-Calhoun Technical College.

**I. Pre-SACS Survey:** These surveys are distributed each spring allowing students to distinguish the sources that informed them about the College.

**II Faces of the Future Survey:** This is a national survey used by community colleges to provide demographic data comparing OCtech data to national data.

**III Student Services Registration Survey:** This is a survey that includes a question regarding what influences students to attend OCtech.

**IV Marketing Advisory Board:** Members of the College and community that serve as advisors to the marketing department.

## **COMPONENT #13 LIBRARY RESOURCES & SERVICES**

**Jennie please complete to reflect current practice**

### **Overview**

Assessment of the College's Learning Resource Center (LRC) utilizes a variety of methods to measure the quality of its resources and the services offered to the college community. These methods are presently employed and appear to be adequate to assess the effectiveness of this center.

- Student satisfaction surveys
- Faculty satisfaction surveys
- Informal surveying of individual faculty
- Student comments

- Instructional evaluations by students
- College-wide surveys
- Academic Program Reviews
- Program certifications by outside accreditation organizations
- Verification/renewal of local cooperative lending agreements
- Review OCLC and SCSL interlibrary loan statistics
- Annual review of consortia memberships
- Assessment of library resources provided for distance learning students through WebCT
- Ongoing analysis of library web resources
- Peer college assessments

**Primary Responsibility: Dean of the Learning Resource Center and the Director of Institutional Effectiveness.**

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Circulation Profile	Monthly	Monthly to VP for Academic Affairs; annually to the South Carolina State library; annual American Libraries Survey to American Library Assoc.
Resource Identification for Additional Instructional Programs; accrediting agencies	As requested	Yearly, as needed
Utilization of Standard Collection Guides	On-going	
LRC Evaluations	Annually	Annually to South Carolina State Library; periodically for APRs
Academic Program Reviews	Four year cycle	Four year cycle to SBTCE and CHE
Subjective Evaluation of Patron Needs	On-going	
Inventory	College has not inventoried collection during the last 3 years due to major weeding project , two system migrations and a facility renovation project; will inventory collection in June, 2005	
LRC Administrative Program Review		Four-year cycle to CHE; SBTCE

**\*CHE, SBTCE, or accrediting agency**

### Assessment Methodology

**I. Statistical Profile of Circulation:** Full statistical data are collected on a daily basis and used to produce monthly reports identifying utilization of LRC resources. This monthly report is used to form the annual report to the State Library and for the LRC section of the IPEDS annual report to the State Technical Education System.

**II. Identification of Necessary Resources to Support Additions to Instructional Programs:**

The LRC staff seeks to anticipate the implementation of instructional program. When a new program is proposed, the Dean of the Learning Resource Center is responsible for completing a quantitative and qualitative assessment of the current collection, as well as preparing a list of recommended purchases to cover the first five years of the new program. Library staff also keeps a running list of reference requests that are not filled and uses this list to purchase materials that our collection lacks. Three times a year the library administrative assistant sends out reviews to each department for faculty members to choose resources they feel would support their programs. Faculty requests are solicited on an ongoing basis. The staff also checks the collection against the collections of other technical colleges in the state.

**III. Utilization of the Standard Collection Guides:** A major guide for evaluation of the collection is the Books for College Libraries (BCL). The collection was compared to the 1988 edition of the BCL. The LRC also utilizes collection guides pertinent to two-year institutions. Such sources include Vocational-Technical Core Collection (Hall and Lessard), Guide to Library Resources for Nursing (Strauch and Brundage), and the Brandon-Hill List of Recommended Titles for Nursing and Allied Health

**IV. LRC Evaluation:** Periodic evaluations are made of LRC services and resources through written evaluations and surveys. Students provide written evaluations after each library instructional session. Students and faculty provide written evaluation annually through college-wide assessments. Academic programs reviews insure that the library collection content is under continuous review for its ability to provide adequate, current resources for the College's instructional programs. Library generated assessments are distributed to the VP for Academic Affairs through monthly/annual reports and academic program review reports. Academic deans are provided with assessments of library resources through academic program review reports.

**V. Academic Program Reviews:** Academic program reviews include a library/media component. Programs under review receive a computer printout of the current collection materials supporting their program - - upon request from the program coordinator. At that time the library staff requests faculty assistance in identifying obsolete materials to be withdrawn. Faculty members are requested to provide a list of titles they want included in the collection. These procedures provide a in systematic method for strengthening and building the collection.

**VI. Subjective Evaluation of Patron Needs:** A Subjective evaluation is made by compilation of a list of requested topics. All staff members note subjects where there is a lack of materials and/or out-of-date of materials. An on-going review process is used to identify areas which need evaluation for adequacy of subject content and quantity.

**VII. Inventory:** The LRC has not conducted a complete inventory in three years because of the two automation migrations and our facilities renovation project. The accuracy of the local catalog is monitored on an ongoing basis to correct cataloging errors detected by individuals when using the online catalog. The consortia members inventory their collections annually.

**VIII. Program Review:** This review serves as a crucial self-study to systematically assess the progress of the department’s goals and objectives. Annual review of the College’s five-year strategic plan is conducted to insure that the library’s goals and objectives are appropriate to support the College’s initiatives and stated mission. This information is sent on a four-year cycle to CHE.

**COMPONENT #14: ADMINISTRATIVE & FINANCIAL PROCESSES**

Overview

Assessment of the financial processes is mainly accomplished by an annual independent audit conducted under generally accepted auditing standards.

Inventory and Human Resource audits are also conducted by the SCTCE. The SC Materials Management Office periodically audits the Purchasing function.

**Primary Responsibility: Vice President for Business Affairs, Dean of Continuing Education, Director of Institutional Effectiveness, and the Director of Information Technology.**

**Operations to be Assessed:**

- Academic Support Effectiveness
- Accounting Business Office
- Computer Center
- Continuing Education
- Electromechanical Resource Center
- Evening College Administration
- Security
- Institutional Advancement
- Bookstore
- Personnel Human Resources & Security
- Printing
- Purchasing
- Food Services

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Financial Audit	Annually	Annually **

Procurement Audit	Two Year Cycle	SBTCE
Faculty, Staff and Student Satisfaction Survey	Periodically	Periodic
Continuing Education Audit	Annually	Annually

\*CHE, SBTCE, or accrediting agency.

\*\* Orangeburg and Calhoun Counties; SBTCE; State Treasurer; Comptroller General; Director of Audits (State Auditors Office); SC Department of Education; US Department of Education; Area Commission members.

## Assessment Methodology

- I. **Financial Audit:** An annual audit conducted by independent auditors to report on financial statements of the College, to examine system of internal controls, and to determine compliance with various state procedures.
  
- II. **Procurement Audit:** A report to evaluate the purchasing function procedures and compliance with state regulations.
  
- III. **Faculty, Staff and Student Satisfaction Survey:** Faculty, staff and students are asked to evaluate the services received and make recommendations for improving existing methods and creating additional services.
  
- IV. **Continuing Education Audit:** A report to ensure accreditation of training classes, reporting contact hours and CEU's.

## COMPONENT #15: FACILITIES

The College participates in various internal and external assessment measures to determine that the physical assets are properly safe guarded, in good repair; and continue to meet the needs of the faculty, staff and the students.

### Overview

The assessment of the physical resources of the College requires effectiveness measures for the various operations of the Physical Plant. This assessment evaluates the physical resources required by the administrative, instructional and student services divisions. Input from faculty, staff and administration are needed to prioritize resource needs and to incorporate this information into an overall plan for projecting the total physical resource needs of the college.

**Primary Responsibility: Building and Grounds Superintendent, Vice President of Business Affairs, and the Director of Institutional Effectiveness.**

**Operations to be Assessed:**

Custodial Services  
 Equipment Inventory  
 Maintenance

Telephone Services  
 Shipping & Receiving

ASSESSMENT SCHEDULE		
METHODOLOGY	DATA COLLECTION/ANALYSIS	EXTERNAL REPORTING SCHEDULE*
Inventory Audit	Annually	Annually reported to SBTCE
Facility Utilization Report	Semester	As completed by CHE
Inspections	On-going	As completed
Faculty and Staff Surveys	Periodically	Periodically
Inventory Control	On-going	As completed
Major Repairs & Renovations Review	Monthly	As completed

\*CHE, SBTCE, or accrediting agency

### Assessment Methodology

- I. **Program Review:** This evaluation serves as part of the overall planning process for the division. It serves as a critical self-study designed to systematically review the achievement of a division's goals and objectives.
- II. **Facility Utilization Report:** Studies are conducted to measure the allocation and utilization of existing facilities.
- III. **Inspections:** Inspections are conducted on a periodic basis with reports to the Building and Grounds Superintendent and to the Vice-President for Business Affairs.
- IV. **Faculty and Staff Survey:** Faculty and staff are asked to evaluate the services offered by the Physical Plant. Specific questions address each plant operation.
- V. **Inventory Control and Audit:** The Inventory Control Specialist is responsible for preparing the equipment inventories for federal and state reporting and in preparation for external and state audits.
- VI. **Major Repairs & Renovations Review:** The plan is reviewed monthly to determine the progress of proposed projects, prioritize remaining repairs, and evaluate completed renovations.

