

Orangeburg-Calhoun Technical College
Institutional Effectiveness, Research, and Assessment Plan
Prepared by the Office of Institutional Effectiveness, Research and Assessment
Fall 2020



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I. Introduction

Orangeburg-Calhoun Technical College (OCtech) is a comprehensive two-year technical college that provides training of persons for jobs in new and expanding industries, upgrading programs for workers already employed, and university transfer opportunities. OCtech is committed to continuous quality improvement of programs and services dedicated to the students and the communities we serve. The College seeks to maintain alignment between the OCtech mission, beliefs, vision, and strategic goals, all in an effort to ensure the educational quality and effectiveness of program offerings and services required to fulfill the institutional mission. The mission of OCtech is to provide relevant training and education in a flexible, diverse, and inclusive environment that promotes success and self-reliance for students, and fosters economic development for the region. The vision is to Engage, Empower and Transform. From the mission and vision, to the strategic plan, to the division plan and strategies, to the individual departmental assessment and unit plans which include both the general education and program outcomes plans for improvement, OCtech demonstrates strategic planning and continuous improvement through specific outcomes-based assessment.

This Institutional Effectiveness (IE) Plan is designed to be a detailed roadmap for continuous quality improvement. It serves as a strategic planning management tool that shows all OCtech workgroups how to engage in evaluation, assessment, and continuous quality improvement practices that allows the institution to effectively accomplish its mission. The IE plan is broken down as follows:

Mission and Vision Statements

Strategic Plan and College Strategies

Institutional Effectiveness Cycles

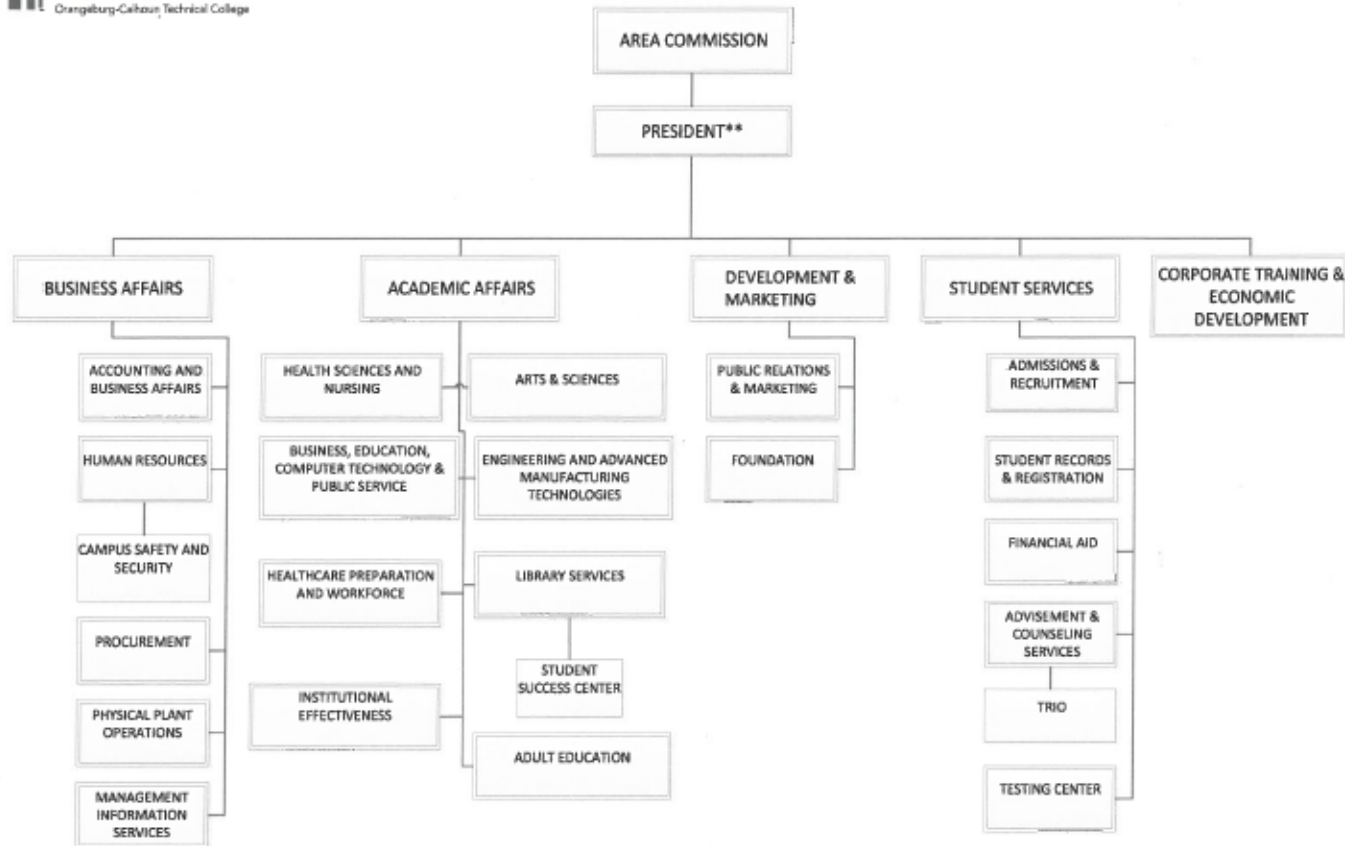
- Administrative and Non-Instructional Assessment
 - Administration
 - Business Services
 - Student Services
 - Individual Employee Improvement Planning
- Instructional Assessment
 - General Education Competencies
 - Program-Level Student Learning Outcomes
 - Developmental Education
 - Course-Level Student Learning Outcomes
 - Program Review
 - Individual Employee Improvement Planning

The following document details the procedures that direct the College to engage in ongoing, integrated and institution-wide research-based planning and evaluation.

II. Senior Leadership and Governance

In the structure/governance system depicted in the OCtech organization chart, the Orangeburg-Calhoun Area Commission oversees compliance with state, federal, and local regulations and approves tuition and expenditures. The Area Commission also sets policies/parameters in categories such as Executive Limitations, Board-Staff Relations, and Board Process, thereby empowering both Board and Staff to perform the duties outlined therein.

The following chart depicts both the 2020 – 21 organizational and planning* relationships of the institution.



**Exempt from State Employee Grievance Act.

Positions are filled unless noted.

*Each program and its related certificate and diploma serves as an indirect academic or service planning unit.

III. Education Program Codes:

The College offers a wide variety of academic degrees, diplomas, and certificates. There are 18 associate degrees. The following chart details Colleague codes for all approved degrees, diplomas, and certificates of the College that are in an active status. **It also includes transfer pathways for specific degrees that are currently active in Colleague, as well as Associate in Applied Science majors and specializations.**

Approved and in Active Status

| Program | CIP Code | Local Code | Level | Award | Crt Hrs | Title | Teach Out |
|---------------------|----------|------------|-------|-------|---------|---|-----------|
| AA.ART | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts Degree | |
| AA.ART.BUS.CITADEL | 24.0101 | 45600 | 3 | AA | 61 | Associate in Arts - Business Transfer Program - Citadel | |
| AA.ART.CRJ.CITADEL | 24.0101 | 45600 | 3 | AA | 66 | Associate in Arts - Citadel Transfer - Criminal Justice | |
| *AA.ART.EC | 24.0101 | 45600 | 3 | AA | 62 | Associate in Arts - Early College | |
| *AA.ART.ECE | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts Degree - Early Childhood Education (USC) | |
| *AA.ART.ECE.CLAFLIN | 24.0101 | 45600 | 3 | AA | 63 | <i>Associate in Arts Degree - Early Childhood Education</i> | |
| *AA.ART.ECE.SCSU | 24.0101 | 45600 | 3 | AA | 63 | Associate in Arts Degree - Early Childhood Education | |
| AA.ART.EEC | 24.0101 | 45600 | 3 | AA | 66 | Associate in Arts Degree - Elementary Education (USC) | |
| *AA.ART.EEC.CLAFLIN | 24.0101 | 45600 | 3 | AA | 66 | Associate in Arts Degree - Elementary Education | |
| *AA.ART.EEC.SCSU | 24.0101 | 45600 | 3 | AA | 66 | Associate in Arts Degree - Elementary Education | |
| AA.ART.HOSMGT.USCB | 24.0101 | 55600 | 3 | AA | 64 | Associate in Arts Degree - HOSP/MGT Transfer | |
| AA.ART.MLE | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts Degree - Mid-Level Education to Bachelor in Arts-USC Columbia | |
| *AA.ART.MLE.CLAFLIN | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts Degree - Mid-Level Education | |
| *AA.ART.MLE.SCSU | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts Degree - Mid-Level Education | |
| *AA.ART.TRANSIENT | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts - Transient Students | |
| *AA.BRIDGE.SCS | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts Degree -SC State Bridge Program | |
| *AA.BRIDGE.USC | 24.0101 | 45600 | 3 | AA | 60 | Associate in Arts Degree - USC Bridge Program | |
| AAS.ADN.FALL | 51.3801 | 35208 | 3 | AAS | 67 | Associate in Applied Science in Nursing | |
| AAS.ADN.FLEX | 51.3801 | 35208 | 3 | AAS | 68 | Associate in Applied Science in Nursing | |
| AAS.ADN.SPRING | 51.3801 | 35208 | 3 | AAS | 67 | Associate in Applied Science in Nursing | |
| AAS.ADN.TN | 51.3801 | 35208 | 3 | AAS | 68 | Associate in App Sci. Deg. - NUR - Transition Model | |
| AAS.AOT | 52.0401 | 35007 | 3 | AAS | 66 | Associate in App Sci. Deg. in Administrative Office | |
| AAS.AUT | 47.0604 | 35306 | 3 | AAS | 71 | Associate in App Sci. Deg. in Automotive | |
| *AAS.AUT.EC | 47.0604 | 35306 | 3 | AAS | 71 | AAS - Automotive Technology - Early College | |
| *AAS.BA.EC | 52.0101 | 35001 | 3 | AAS | 69 | AAS - Business Administration - Early College | |
| AAS.BA.ACCOUNTING | 52.0101 | 35001 | 3 | AAS | 69 | Associate in App Sci. Deg. - Business Administration-Accounting | |

*Not listed in Catalog

π Enrolled only with Dean Approval

| Program | CIP Code | Local Code | Level | Award | Crt Hrs | Title | Teach Out |
|----------------------|----------|------------|-------|-------|---------|---|-----------|
| AAS.BA.ENTMGT | 52.0101 | 35001 | 3 | AAS | 69 | Associate in App Sci. Deg. - Business Administration-Enterprise Management | |
| AAS.CPT.CP | 11.0301 | 35104 | 3 | AAS | 69 | Associate in App Sci. Deg. CPT - Computer Programming | |
| *AAS.CPT.EC | 11.0301 | 35104 | 3 | AAS | 72 | AAS - Computer Technology - Early College | |
| AAS.CPT.NSIA | 11.0301 | 35104 | 3 | AAS | 72 | Associate in App Sci. Deg. -CPT –Network Security & Info Assurance | |
| AAS.CRJ | 43.0104 | 35505 | 3 | AAS | 66 | Associate in App Sci. Deg. - Criminal Justice | |
| *AAS.CRJ.EC | 43.0104 | 35505 | | | 67 | AAS - Criminal Justice - Early College | |
| AAS.CRJ.UPSTATE | 43.0104 | 35505 | 3 | AAS | 60 | Associate in App Sci. Deg. - Criminal Justice-USC Upstate | |
| AAS.ECE | 19.0708 | 35508 | 3 | AAS | 71 | Associate in App Sci. Deg. - Early Childhood Education | |
| *AAS.ECE.EC | 19.0708 | 35508 | 3 | AAS | 71 | AAS - Early Childhood Education - Early College | |
| AAS.ECE.FALL.START | 19.0708 | 35508 | 3 | AAS | 68 | AAS - Early Childhood Education - Fall Start | |
| AAS.ECE.SPRING.START | 19.0708 | 35508 | 3 | AAS | 68 | AAS - Early Childhood Education - Spring Start | |
| AAS.EDT | 15.0303 | 35310 | 3 | AAS | 78 | Associate in App Sci. Deg. - Engineering Design Tech. | |
| *AAS.EDT.EC | 15.1301 | 35307 | 3 | AAS | 78 | AAS - Engineering Design Technology - Early College | |
| *AAS.EET.EC | 15.0303 | 35310 | 3 | AAS | 78 | AAS - Electronics Engineering Technology - Early College | |
| AAS.EET.EIT | 15.0303 | 35310 | 3 | AAS | 74/77 | Associate in App Sci. Deg. - Elect ENGR - Elect Instrumentation | |
| AAS.EET.EIT.FALL | 15.0303 | 35310 | 3 | AAS | 75 | Associate in App Sci. Deg. – Elect ENGR - Elect Instrumentation - Fall | |
| AAS.EET.EIT.SPRING | 15.0303 | 35310 | 3 | AAS | 75 | Associate in App Sci. Deg. – Elect ENGR - Elect Instrumentation - Spring | |
| AAS.EET.ETP | 15.0303 | 35310 | 3 | AAS | 74/75 | Associate in App Sci. Deg. - Electronics ENGR – Eng. Tech. Programming | |
| AAS.EET.EIT.UT | 15.0303 | 35310 | 3 | AAS | 78 | Associate in App Sci. Deg. - Elect ENGR - Elect Instrumentation-University Transfer | |
| AAS.EET.ETP.UT | 15.0303 | 35310 | 3 | AAS | 77 | Associate in App Sci. Deg. - Electronics ENGR – Eng. Tech. Programming -University Transfer | |
| AAS.GT.AGR.BUS | 30.9999 | 35318 | 3 | AAS | 65 | Associate in Applied Science - GT - AGR/BUS | |
| AAS.GT.EMT.CRJ | 30.9999 | 35299 | 3 | AAS | 63 | Associate in Applied Sci. in EMT/CRJ | |
| AAS.GT.IMT | 30.9999 | 35318 | 3 | AAS | 81 | Associate in App Sci. Deg. - GT - Ind. MAINT./IND. Electronics | 2016-2017 |
| AAS.GT.IMW | 30.9999 | 35318 | 3 | AAS | 64 | Associate in App Sci. Deg. - GT – IND. Maintenance/Welding | |
| *AAS.GT.IMW.EC | 30.9999 | 35318 | 3 | AAS | 64 | AAS - General Technology - IMT/Welding - Early Col. | |
| AAS.GT.MOA | 30.9999 | 35318 | 3 | AAS | 64 | Associate in App Sci. Deg. – GT – Medical Assisting/Health Science | |
| *AAS.GT.MOA.EC | 30.9999 | 35318 | 3 | AAS | 64 | Associate in App Sci. Deg. – GT – Medical Assisting/Health Science | |
| AAS.GT.PCT | 30.9999 | 35318 | 3 | AAS | 63 | Associate in App Sci. Deg. - GT - Patient Care Tech./Health Sci. | |
| *AAS.GT.PCT.EC | 30.9999 | 35318 | 3 | AAS | 63 | AAS - General Technology - PCT - Early College | |

**Not listed in Catalog*

π Enrolled only with Dean Approval

| Program | CIP Code | Local Code | Level | Award | Crt Hrs | Title | Teach Out |
|----------------------|----------|------------|-------|-------|---------|--|-----------|
| AAS.IET | 47.0105 | 35360 | 3 | AAS | 74 | Associate in App Sci. Deg. - Industrial Electronics | |
| AAS.IET.ME | 47.0105 | 35360 | 3 | AAS | 75/76 | Associate in App Sci. Deg. -IET- Electrical & Mechanical | |
| AAS.MEC | 15.0499 | 35371 | 3 | AAS | 71 | Associate in App Sci. Deg. - Mechatronics | |
| AAS.MEC.EC | 15.0499 | 35371 | 3 | AAS | 71 | AAS - Mechatronics - Early College | |
| AAS.MTT | 48.0501 | 35370 | 3 | AAS | 80 | Associate in App Sci. Deg. - Machine Tool Technology | |
| AAS.MTT.EC | 48.0501 | 35370 | 3 | AAS | 80 | AAS - Machine Tool Technology - Early College | |
| AAS.PTA | 51.0806 | 35219 | 3 | AAS | 78 | Associate in Applied Sci. in Physical Therapist Assistant | |
| AAS.RAD | 51.0907 | 35207 | 3 | AAS | 93 | Associate in App Sci. Deg. - Radiologic Technology | |
| AAS.RES | 51.0908 | 35215 | 3 | AAS | 84 | Associate in App Sci. Deg. - Respiratory Therapy | |
| *AS.BRIDGE.SCS | 24.0101 | 55600 | 1 | AS | 60 | Associate in Science Degree - SC State Bridge Program | |
| *AS.BRIDGE.USC | 24.0101 | 55600 | 1 | AS | 60 | Associate in Science Degree USC Bridge Program | |
| AS.FSP | 24.0101 | 55600 | 1 | AS | 61 | Associate in Science - Food Science Program | |
| AS.HS.MUSC | 24.0101 | 55600 | 1 | AS | 60 | Associate in Science - Health Science - Med. Univ. of South Carolina | |
| AS.HSNUR.CAREER.PREP | 24.0101 | 55600 | 1 | AS | 61 | Associate in Science in HS/NUR - Career Prep Program | |
| *AS.HSNUR.EC | 24.0101 | 55600 | 1 | AS | 63 | AS - NUR/HS - Early College | |
| AS.HSNUR.TRANSFER | 24.0101 | 55600 | 1 | AS | 63 | Associate in Science in HS/NUR- Transfer Prep Program | |
| *AS.NUR.CLEMSON | 24.0101 | 55600 | 1 | AS | 60 | Associate in Science - NUR - Clemson - ADN to BSN | |
| AS.NUR.USCUPSTATE | 24.0101 | 55600 | 1 | AS | 63 | Associate in Science - Nursing - USC Upstate ADN to BSN | |
| AS.SCI | 24.0101 | 55600 | 3 | AS | 60 | Associate in Science Degree | |
| AS.SCI.AGED | 24.0101 | 55600 | 3 | AS | 65 | Associate in Science in Agric. Education | |
| *AS.SCI.EC | 24.0101 | 55600 | 3 | AS | 60 | Associate in Science-Early College | |
| *AS.SSC.EC | 24.0101 | 55600 | 1 | AS | 64/65 | AS - Soils Sustainable Crops - Early College | |
| AS.SCI.SSC | 24.0101 | 55600 | 1 | AS | 64/65 | Associate in Science Degree - Soils & Sustainable Crops | |
| CB.ACC | 52.0301 | 70451 | 1 | CB | 27 | Certificate in Basic Accounting | |
| CB.LOGISTICS | 52.0203 | 71148 | 1 | CB | 24 | Certificate in Business Logistics | |
| CCT.CNE | 11.9999 | 60665 | 1 | CCT | 18 | Certificate in Network Engineering/MCSE | |
| CCT.DBP | 11.0301 | 60921 | 1 | CCT | 18 | Certificate in Database & Programming | |
| CCT.INC | 11.0301 | 60753 | 1 | CCT | 21 | Certificate in Internetworking/CISCO | |
| CCT.NSP | 11.0901 | 71113 | 1 | CCT | 27 | Computer Network Specialist | |
| CET.CADII | 15.1306 | 60775 | 1 | CE | 18 | Computer Aided Design II | |
| CET.CD1 | 15.1306 | 60774 | 1 | CE | 17 | Certificate in Computer Aided Design I | |
| π*CET.RPT1 | 51.0916 | 71235 | 1 | CE | 16 | Health Physics Certificate I (<i>Radiation Fundamentals</i>) | |

*Not listed in Catalog

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| Program | CIP Code | Local Code | Level | Award | Crt Hrs | Title | Teach Out |
|---------------------|----------|------------|-------|-------|---------|---|-----------|
| *CGT.GEN.USMC | 24.0101 | 70445 | 1 | CPS | #N/A | Early College | |
| CHS.CNA | 51.3902 | 60432 | 1 | CHS | 9 | Certificate in Health Science in Nursing Assistant | |
| *CHS.ECG | 51.0802 | 70613 | 1 | CHS | 8 | Certificate in Health Science in Electrocardiography/Cardiac Mon. | |
| CHS.EMT | 51.0904 | 61048 | 1 | CHS | 16 | Certificate in Emergency Medical Technician | |
| CHS.MAM | 51.0919 | 60917 | 1 | CHS | 16 | Certificate in Mammography | |
| CHS.MRI | 51.092 | 71048 | 1 | CHS | 31 | Certificate in Magnetic Resonance Imaging | |
| CHS.PCT | 51.3902 | 71242 | 1 | CHS | 36 | Certificate in Health Science - Patient Care Technician | |
| *CHS.PHL | 51.3901 | 60504 | 1 | CHS | 12 | Certificate in Health Science in Phlebotomy | |
| CHS.RAD | 51.0907 | 70886 | 1 | CHS | 40 | Certificate in General Radiologic Technology | |
| CIT.BDM | 47.0605 | 60861 | 1 | CIT | 16 | Certificate in Basic Diesel Maintenance | |
| CIT.BE | 46.0302 | 61089 | 1 | CIT | 18 | Certificate in Basic Electrician | |
| CIT.BIM | 47.0303 | 60881 | 1 | CIT | 16 | Certificate in Basic Ind. Maintenance | |
| CIT.BWLD | 48.0508 | 61012 | 1 | CIT | 19 | Certificate in Basic Welding | |
| CIT.FWLD | 48.0508 | 71193 | 1 | CIT | 21 | Welding Fundamentals Certificate | |
| CIT.IIM | 47.0303 | 70987 | 1 | CIT | 27 | Certificate in Ind. Maint. - Mech & Elec I | |
| CIT.INDELEC | 15.0399 | 61084 | 1 | CIT | 17 | Certificate in Industrial Electrician | |
| CIT.IWLD | 48.0508 | 61000 | 1 | CIT | 20 | Intermediate Welding Certificate | |
| CIT.MEC1 | 15.0499 | 60995 | 1 | CIT | 20 | Certificate in Mechatronics I-Fundamentals | |
| CIT.MEC2 | 15.0499 | 71183 | 1 | CIT | 20 | Certificate in Mechatronics II-Automated Controls | |
| CIT.MEC3 | 15.0499 | 71184 | 1 | CIT | 21 | Certificate in Mechatronics III-Automated Systems | |
| CIT.POC | 48.0501 | 60989 | 1 | CIT | 16 | Certificate in Production Operator | |
| CIT.TRUCK | 49.0205 | 61054 | 1 | CIT | 16 | Certificate in Professional Truck Driving | |
| *CIT.TRUCK.EC | 49.0205 | 61054 | | | 16 | CERT - Professional Truck Driving - Early College | |
| CIT.US | 47.0604 | 61083 | 1 | CIT | 16 | Certificate in Undercar Specialist | |
| CPS.AGR | 1.0308 | 71134 | 1 | CPS | 33 | Certificate in Sustainable Agriculture | |
| CPS.ECD | 19.0709 | 70623 | 1 | CPS | 27 | Certificate in Early Childhood Development | |
| CPS.ECE | 19.0709 | 70623 | 1 | CPS | 27 | Certificate in Early Childhood Development | |
| CPS.FOR | 43.0104 | 71010 | 1 | CPS | 27 | Forensics Certificate Program | |
| *CPS.GENERALSTUDIES | 24.0101 | 70445 | 1 | CPS | 15 | Certificate in General Studies | |
| CPS.SEC | 43.0104 | 70446 | 1 | CPS | 30 | Certificate in Security | |
| DAS.AS | 52.0408 | 15041 | 2 | DAS | 42 | Diploma in Applied Science in Administrative Support | |
| DAS.ECE | 19.0709 | 15508 | 2 | DAS | 45 | Diploma in Applied Science in Early Childhood Development | |
| DAS.LPN | 51.3901 | 15209 | 2 | DAS | 48 | Diploma in Licensed Practical Nursing | |

**Not listed in Catalog
π Enrolled only with Dean Approval*

| Program | CIP Code | Local Code | Level | Award | Crt Hrs | Title | Teach Out |
|--------------|----------|------------|-------|-------|---------|--|-----------|
| DAS.LPN.FLEX | 51.3901 | 15209 | 2 | DAS | 48 | Diploma in Licensed Practical Nursing - Flex Program | |
| DAS.MOA | 51.0802 | 15205 | 2 | DAS | 48 | Diploma in Applied Science in Medical Assisting | |
| *ND.CDV | 61 | 6100 | | ND | #N/A | Career Development | |

**Not listed in Catalog*

π Enrolled only with Dean Approval

IV. Institutional Planning/Effectiveness

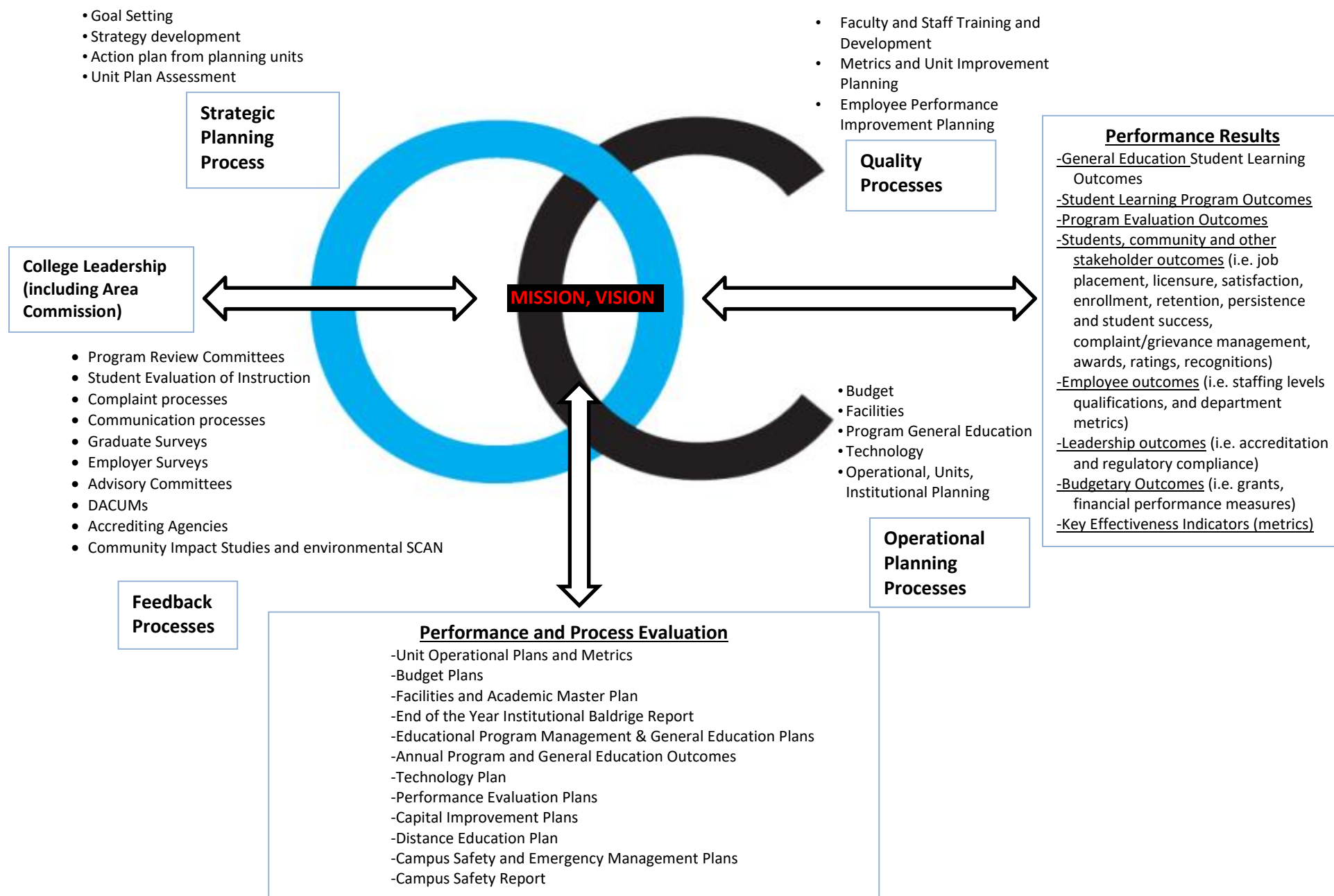
A. Responsibility/Team Members:

The responsibility for institutional effectiveness lies with all members of the College. The Office of Institutional Effectiveness, Research and Assessment is charged with working with faculty and staff to assess and evaluate college programs, effectiveness, functions, goals, and accountability.

Institutional Planning, Assessment and Evaluation Committees include, but not limited to the following:

1. Strategic Planning Committee (President's Staff and others as needed)
2. General Education Assessment Committee
3. Facilities and Academics Master Planning Committee
4. Curriculum Committee
5. Technology Planning Committee
6. Distance Education/LMS Committee
7. Campus Safety and Security Committee
8. Advising Committee
9. IT Security Committee

Institutional Effectiveness Continuous Improvement Planning Process



V. Research/Assessment:

A. Purpose of Assessment

Orangeburg-Calhoun Technical College is committed to helping faculty, administrators, and staff find ways to ask and answer difficult questions about teaching, career development, and learning so that the College can continue to improve the quality of education. Assessment is a systematic and ongoing process of gathering, analyzing, and using data for the purpose of improving the student learning experience and thus assisting Orangeburg-Calhoun Technical College in fulfilling its educational mission. Assessment data is generated to look for answers to questions such as:

- How do we know if our students are learning what we are teaching?
- How do we know if we are teaching what our students need to learn?
- How can we improve the educational success of all students regardless of their educational background, race, gender, or ethnicity?
- How well do we prepare students for transfer or the job market?
- How can we get answers to those questions about student learning that test questions don't provide?

Underlying each of these questions is the assumption of a desire for educational excellence—excellence in learning, excellence in teaching, and excellence in supporting the teaching and learning process.

B. Principles of Assessment

1. Assessment is faculty or staff driven. Faculty members identify student learning outcomes at the course, program, and college-wide levels, specify the means of assessment, and decide what to do with the results; staff identify outcomes for non-instructional units, specify the means of assessment, and decide what to do with the results.
2. Assessment is an ongoing process. Instructors, as well as college services personnel, assess achievement of outcomes as a regular and annual event.
3. Assessment continues after and apart from visits of accrediting agencies because the reason for assessment is improvement.
4. Assessment refocuses institutional attention on quality.
5. Assessment is not and should not be associated with faculty or staff evaluation.
6. Assessment analyzes the learning process, not the individual student, faculty member, or course.

C. Levels of Assessment

Course Assessment

Assessment of student learning begins in the classroom where instructors can evaluate learning, analyze data, and improve instruction. At the course level, assessment is structured to determine whether the student learning outcomes are being achieved at the completion of the course.

Program Assessment

At the program level, faculty collaborate to identify program level student learning outcomes and then design assessment plans to evaluate the critical learning outcomes students should be able to demonstrate as a result of completing the program. Program assessments also include periodic Program Reviews to evaluate systematical program performance.

Institutional Assessment

And finally, at the institutional level, assessment occurs by evaluating the effectiveness of college-wide functions such as transfer and career and technical programs, academic foundations, and student services. Common to all of these levels is the belief that learning is what matters most in community college education. Because of this belief, OCtech assesses effectiveness; seeks evidence of the degree to which learning is taking place; and seeks information to guide the steps needed to improve what matters most—student learning. When possible, the uses state and national benchmarks to monitor improvement progress.

D. Process of Assessment

The purpose of the assessment process at Orangeburg-Calhoun Technical College is to provide concrete information to enhance the quality of teaching and learning as well as the quality of services provided in support of teaching and learning. The process consists of five steps, which comprise an ongoing opportunity for recursive improvement that supports the quest for excellence.

State Purpose

1. The unit states its function within the larger context of the College's overall mission.

Identify Outcomes

2. The unit identifies the outcomes it intends to achieve and criteria it will use to determine whether those outcomes have been achieved.

Assess Outcomes

3. The unit defines the methods by which it will assess whether the outcomes criteria have been met and analyzes the data gathered by that methodology.

Implement Improvements

4. The unit creates and implements improvement plans based on the information it gathered from assessing its outcomes.

State Impact

5. The unit states the impact its improvements have made on the quality of what it does.

These steps are dynamic and interactive. The unit's purpose is made concrete and specific in the outcomes it identifies. The outcomes, in turn, are directly addressed by the methods and criteria designed to demonstrate achievement of those outcomes, and improvements are implemented that impact the quality of the unit's function.

Completing all five steps ends one assessment cycle. Each successive year, the steps are completed again. Using information and improvement plans from the previous year as the basis for assessment planning the following year creates a continuous quality improvement spiral that supports each unit's efforts to improve the student learning experience at OCtech.

6. All steps are documented and housed in the appropriate module of ***Compliance Assist***:

- Strategic Plans and Metrics
- Division Unit Plans/Strategies/Assessments
- Annual Individual Department Unit Plans/Assessments
- Annual Program Outcomes Assessments
- Annual General Education Programs Outcomes Assessments
- Unit Plan Budget Requests
- Program Reviews

VI. Planning, Assessment, Evaluation and Improvement Processes:

A. Strategic Planning and Evaluation Cycle:

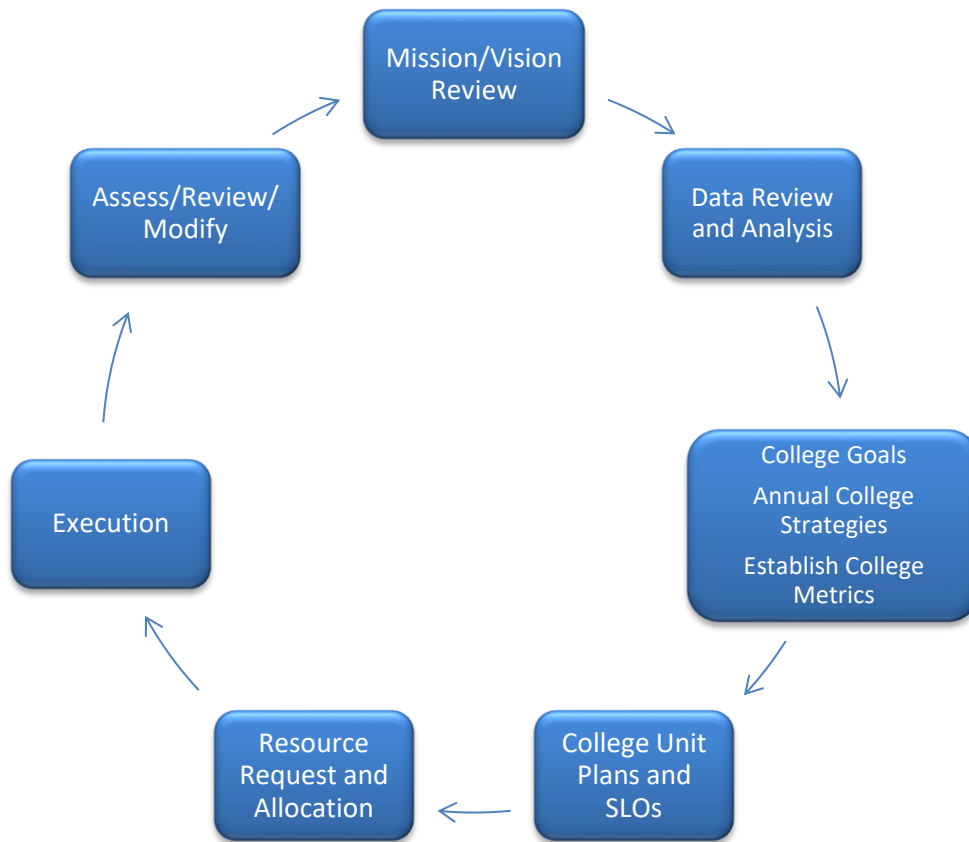
The planning process at OCtech includes both strategic planning and operation planning. The College's current strategic planning cycle will end in 2021. The College uses information from three important sources in the development of its annual strategies and operational plans.

- **Performance results:** OCtech regularly evaluates institutional performance on a variety of key measures. As part of the strategic planning process, the College identifies expected outcomes for key performance measures. Additionally, college leaders regularly review college performance on metrics that reflect overall organization health and sustainability. These analyses are integral to continuous improvement.
- **Environmental Scan:** OCtech places value on both the internal and external environment. To assess its internal climate, the College regularly surveys students, faculty and staff. To complete its external assessment, OCtech uses information from a variety of sources, such as, advisory committees, the various service areas' Chambers of Commerce, and the State Board for Technical and Comprehensive Education. In addition, the College participates in the planning processes of both the Orangeburg and Calhoun County Development Commissions, which help to inform the OCtech planning process regarding economic development.
- **Stakeholders:** The College begins each strategic planning cycle by actively soliciting advice and counsel from all college stakeholders. In the development of the current planning cycle, the Institutional Effectiveness Office presented environmental scan data to the President's Staff. Staff members then responded to the scan at additional work sessions, involving key areas of the College in discussion and review as necessary. Additionally, the President convened a committee that included business and economic development leaders, industry leaders and the Regional Medical Center executive staff for review and input. The President then presented the results of this review to the Area Commission at its annual planning retreat. This input allowed the College to identify its strengths and weaknesses, as well as key barriers and opportunities. The result is a comprehensive plan to guide the College's strategic initiatives over the next planning cycle years.

B. Orangeburg-Calhoun Technical College Assessment Cycle:

The OCtech Strategic Planning process is led by the President of the College and teams that are composed of administration, faculty and staff representing all areas of the institution. Members are charged with analyzing the strengths, weaknesses, opportunities, and challenges facing the institution. They are provided with a wide array of data and other information from both internal and external sources, ranging from enrollment, recruitment, and student success information to regional demographics and educational funding information. The teams develop, implement, assess, and evaluate a set of proposed strategic action items for the three college-wide goals. The following diagram illustrates the campus-wide process.

Strategic Planning



C. Mission/Vision/College Wide Outcomes and Goals:

Mission: OCtech provides relevant training and education in a diverse, flexible, and inclusive environment that promotes success and self-reliance for students, and fosters economic development for the region.

Vision: Engage. Empower. Transform

1. Deliver student centered programs and services that maximize intellectual and economic growth

College Strategies 2017 - 2021

1. Promote student success through engagement among students and among students/faculty
2. Provide flexible and effective programs, course offerings, and entry, exit points to improve student outcomes
3. Provide the most effective academic support and career development services available to improve student outcomes
4. Provide adequate financial resources to students to improve student outcomes
5. Provide funds in support of effective academic initiatives
6. Identify and implement the necessary technologies to support faculty, staff, and students
7. Provide reliable and valid qualitative and quantitative data to create a culture of continuous improvement
8. Foster the development of workforce and social skills needed for today's diverse workplace
9. Promote student leadership and provide opportunities for leadership development
10. Provide extra-curricular and co-curricular activities that promote self-reliance, social justice, civic engagement, intercultural competence and economic development

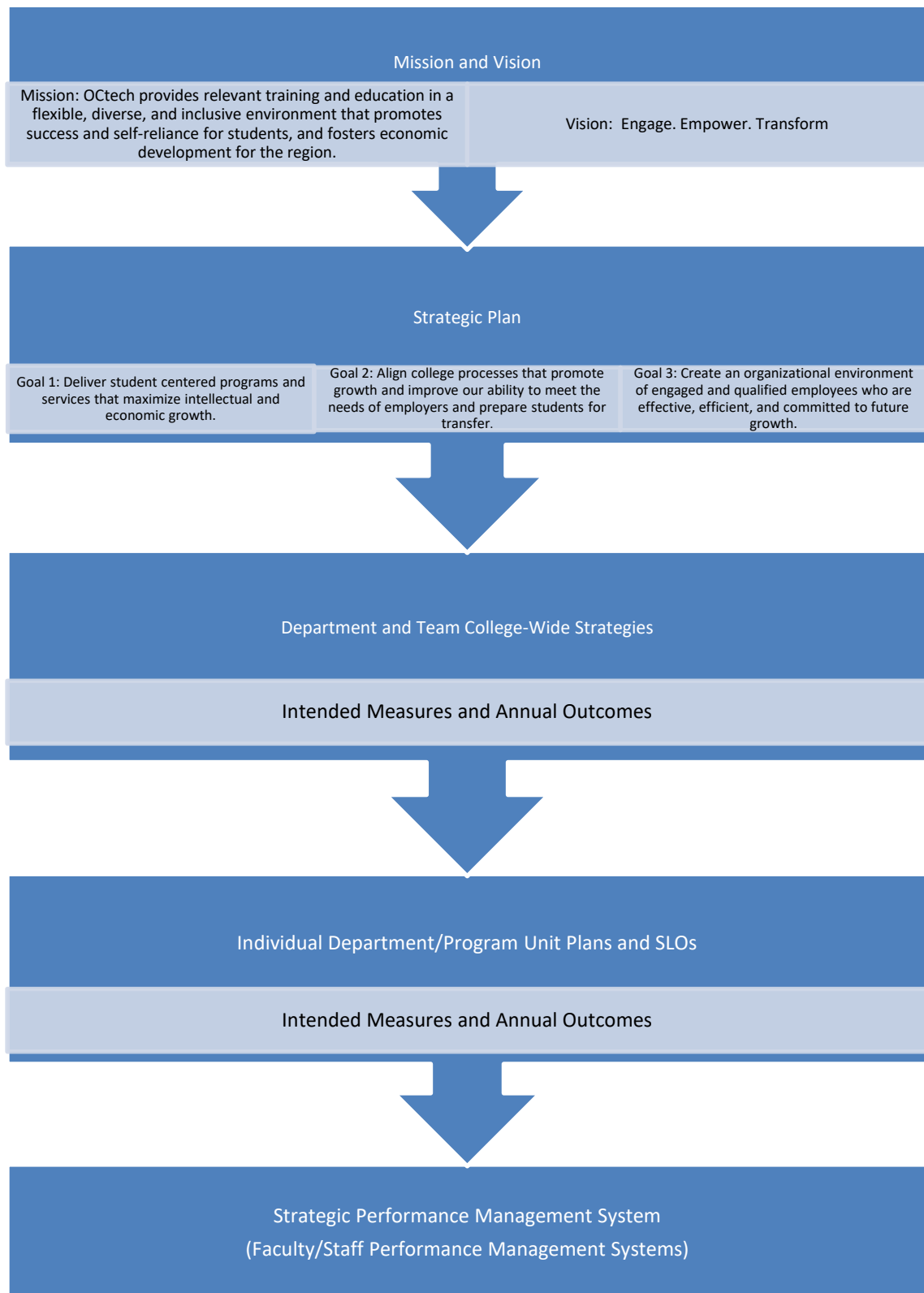
2. Align college processes that promote growth and improve our ability to meet the needs of employers and prepare students for transfer

1. Create a mission driven culture by effectively attracting/retaining students through: utilization of data, cultivation of relationships, and establishment of partnerships in the community
 2. Create a mission driven culture by effectively retaining students through: engagement, effective advisement, counseling services, and outreach activities.
 3. Support enrollment management efforts through the College website, data analytics, social media and appropriate community publications
 4. Increase relationships with community partners through the Foundation and through marketing efforts
 5. Increase relationships with college's educational partners
 6. Ensure clear pathways for the attainment of educational goals
- 3. Create an organizational environment of engaged and qualified employees who are effective, efficient, and committed to future growth.**
1. Provide professional development focused for faculty/staff needed to support student success
 2. Provide growth opportunities for faculty and staff who demonstrate a commitment to the college, to the success of students, and to one another
 3. Maintain a safe and secure environment for employees, students, and visitors
 4. Provide students with teaching practices that reflect research based pedagogical best practice
 5. Provide for effective utilization of space and facilities
 6. Ensure open and transparent communication throughout the college and the community
 7. Create opportunities for collegiality and partnerships
 8. Effectively prepare for pending retirements and for grant positions coming to a close

9. Raise the college's profile through multiple mediums in the service area, the state, and throughout the United States
10. Cultivate the relationship with past, present, and future donors

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

The following diagram represents the planning process and its relationship to unit and individual efforts:



D. Educational Program Planning and Assessment

Quality of Education Programs

Institutional: The College evaluates student learning at the institutional, program and course levels. All associate degrees at OCtech require the completion of a core of general education courses to ensure that all graduates have demonstrated both communication and critical thinking skills. Students are assessed in designated general education courses. The College then assesses their application of these skills in subsequent program course work and on a nationally normed instrument given as part of the graduation process. Faculty use multiple measures to assess the College General Education Students Learning Outcomes in advanced, technical and transfer courses. However, beginning this year, faculty developed a new general education rubric which will be used across all programs. The following General Education Student Learning Outcomes have been identified by OCtech faculty and staff.

General Education Core Competencies

- A. Create and comprehend written communications.
- B. Listen for understanding and express views orally.
- C. Use a variety of critical thinking skills to evaluate and solve problems.
- D. Have research skills necessary to locate, analyze, and synthesize information.
- E. Understand contemporary social values.

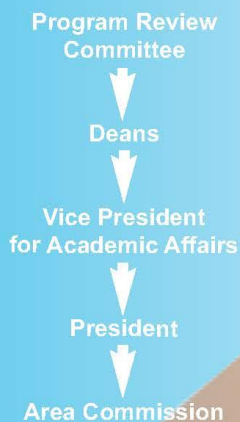
Program: Each associate degree program and its related certificates undergo a multi-pronged program review process designed to give a holistic assessment of the program. The assessment plan identifies the broad discipline specific student learning outcomes that program completers should master, as well as strategies for collecting evidence of this learning. The College assesses academic programs on a three-year cycle. In addition, the College reviews data annually that provides information on the overall status of its academic programs in accordance with the State Board for Technical and Comprehensive Education's Annual Program Evaluation, which now includes a Performance Funding formula. The three-year program planning and review process is illustrated in the following diagram:

Institutional Effectiveness Research and Assessment Plan

PROGRAM PLANNING AND REVIEW

1. Program Description and Mission Review
2. Outcomes Assessment Information
3. Department Goals, Resources, Impressions and Metrics

STAKEHOLDER INVOLVEMENT



ALL PROGRAM REVIEWS AND SLOS ARE HOUSED IN COMPLIANCE ASSIST.

Continuous Improvement Planning

Outcomes Assessment

General Education

Programs

SLOs

SLOs

Each associate degree program also undergoes a DACUM (Developing A Curriculum) validation process using area technical practitioners. The student learning outcomes that are identified, along with licensure, accreditation, and credential performance criteria inform the course and program development process.

Course: All OCtech courses identify student learning objectives in the course syllabi. Standardized syllabi are maintained online through the office of the Vice President of Academic Affairs, and faculty post their individual outlines on Desire to Learn (D2L). Assessment methods vary by discipline, but many programs rely on department finals, licensure, and/or capstone course projects to assure uniform course content and instructor expectations. Academic managers also regularly review grade distributions for all courses as an indicator of institutional consistency. Student success data by course is available online in the College's data management system (Informer), available to all faculty and staff. Every course undergoes a Student Evaluation of Instruction (SEI) which is performed each semester in every course. The College's IE office compiles the surveys and distributes the results to deans and the Vice President of Academic Affairs. The data is used for course and program improvement. SEIs are conducted for all faculty, including adjuncts.

Student Learning Support: OCtech has been a Leader College in the *Achieving the Dream* Program. OCtech faculty continues to conduct focus groups, examine data, and set goals in the hope of accomplishing the following for all students:

- Improve the student completion rates in all courses;
- Improve the success rates of students in remedial courses;
- Have students enroll in and successfully complete gatekeeper courses;
- Persist from one semester to the next;
- Successfully complete degrees and/or certificates.

Evaluation of Off-Campus Sites: Each academic dean works with the Institutional Effectiveness staff to ensure that any course offered at an off-campus site undergoes the same process of evaluation as all other courses at the College.

Instruction: Division deans and program coordinators conduct periodic classroom observation of full-time and part-time faculty members to ensure instructional quality.

Evaluation of Online Learning: All aforementioned quality control measures (student learning objectives, course review, student evaluation of instruction, etc.) for standard in-class course and program offerings are applicable to their counterparts in the online college. However, additional control processes are in place for online offerings. Course development and review is conducted with help from the Assistant Dean for Online Learning. The College has adopted the Quality Matters model, and the Assistant Dean of Online Learning works with deans to evaluate ten courses annually for review and improvement.

E. General Education Planning and Assessment:

As an institution of higher education, Orangeburg-Calhoun Technical College embraces the philosophy that a well-educated person understands multiple perspectives about the individual and the world in which he or she lives; discusses and reflects upon individual, political, and social aspects of life so as to understand ways in which to exercise responsible citizenship; and integrates knowledge and understands the interrelationship of the disciplines.

The general education component in OCtech degree programs (AA, AS and AAS) is comprised of college-level courses, approved by a cross disciplinary faculty (Curriculum Committee) that present a breadth of knowledge and promote intellectual inquiry. There are at least 15 semester credit hours drawn from the humanities/fine arts courses, social/behavioral science courses and natural science/mathematics courses included in every degree program offered. General education student learning outcomes are assessed directly. General Education Assessment includes the following levels of assessment:

- Designated general education courses
- Program level assessment in designated courses
- Nationally normed assessment of students upon graduation

The result of general education assessments is compiled annually and informs the planning process for general education offerings, as well as program offerings.

F. Operation/Support Unit Planning and Assessment:

Operation support planning units are defined at Orangeburg-Calhoun Technical College as those units who have primary control over daily operational administrative activities and primary responsibility for budgeting, hiring, and allocation of resources and efforts. Academic and Student Support Services planning units are defined as those units which include activities such as career development, advising, tutoring, financial aid and student activities. Community/public service planning units are defined as those units which primarily focus on community needs through continuing education and cultural and intellectual outreach.

Data collection for assessments of these units is facilitated by the Office of Institutional Effectiveness, Research and Assessment. However, each unit is responsible for unit plan development, annual metrics, and annual assessments of those metrics.

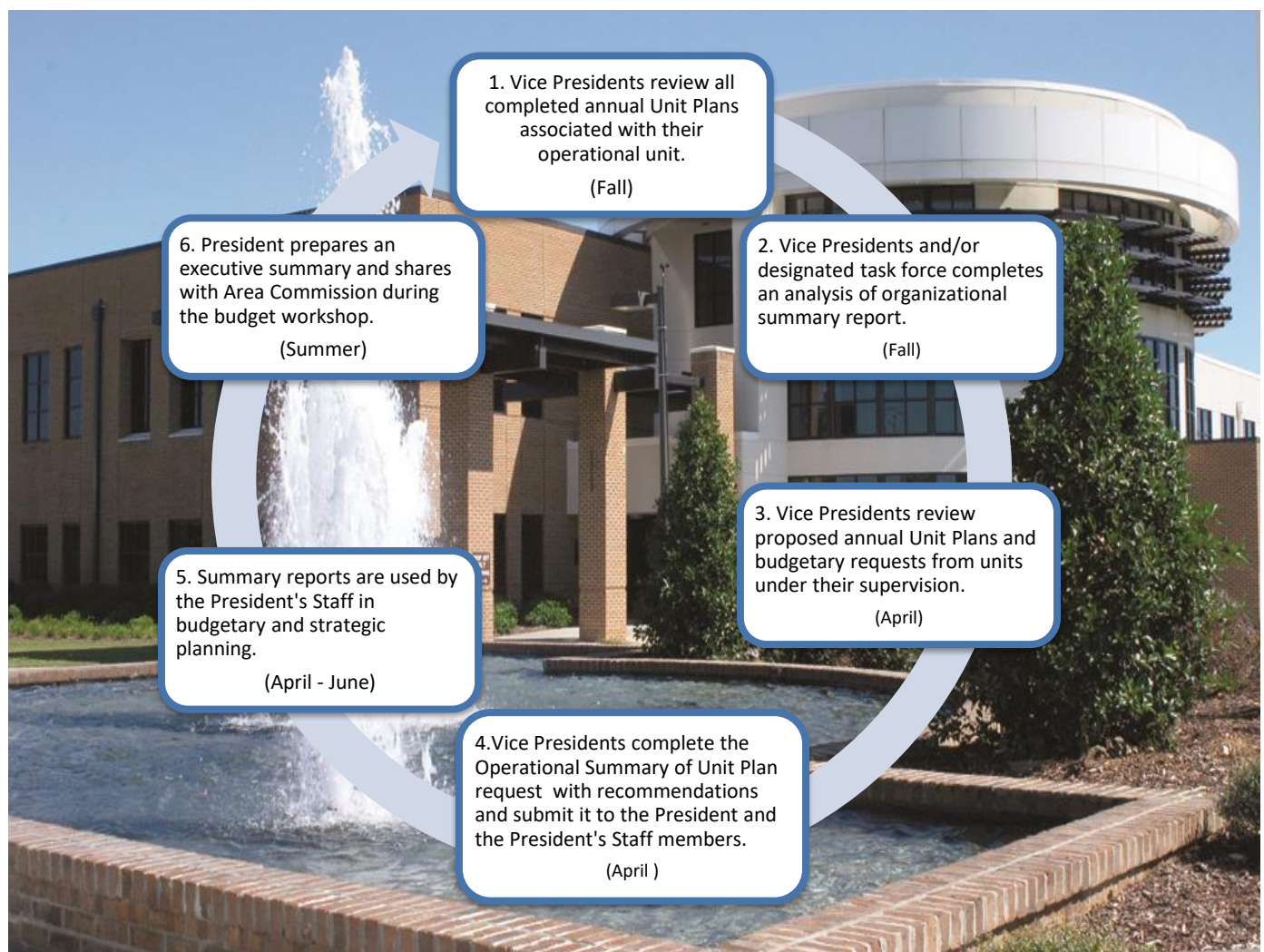
Unit Planning Process-One Year Cycle and Timeline:



G. Operational Plan and the Relationship for Budgeting:

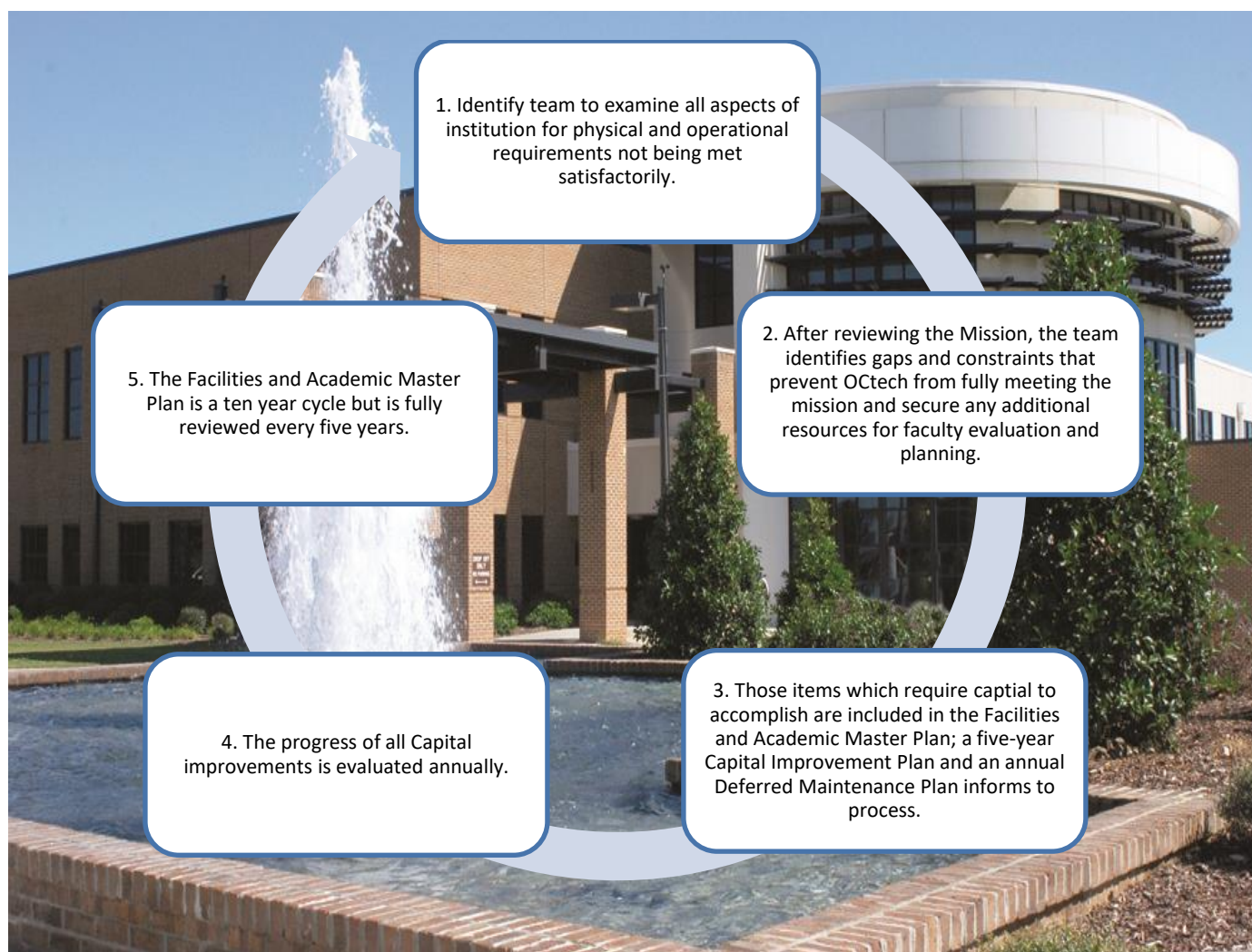
OCtech's operational plan describes how each operational unit will conduct its business in fulfillment of the College's mission, values, and priority goals, as well as how each unit can improve the institution through department-level actions. The annual operational plan also provides the framework for appropriate budgeting and hiring decisions in the context of the mission. The operational plan takes the form of annual Unit Plans and Program Operating Budget Development and is housed in **Compliance Assist**.

Operational Planning- One Year Cycle:



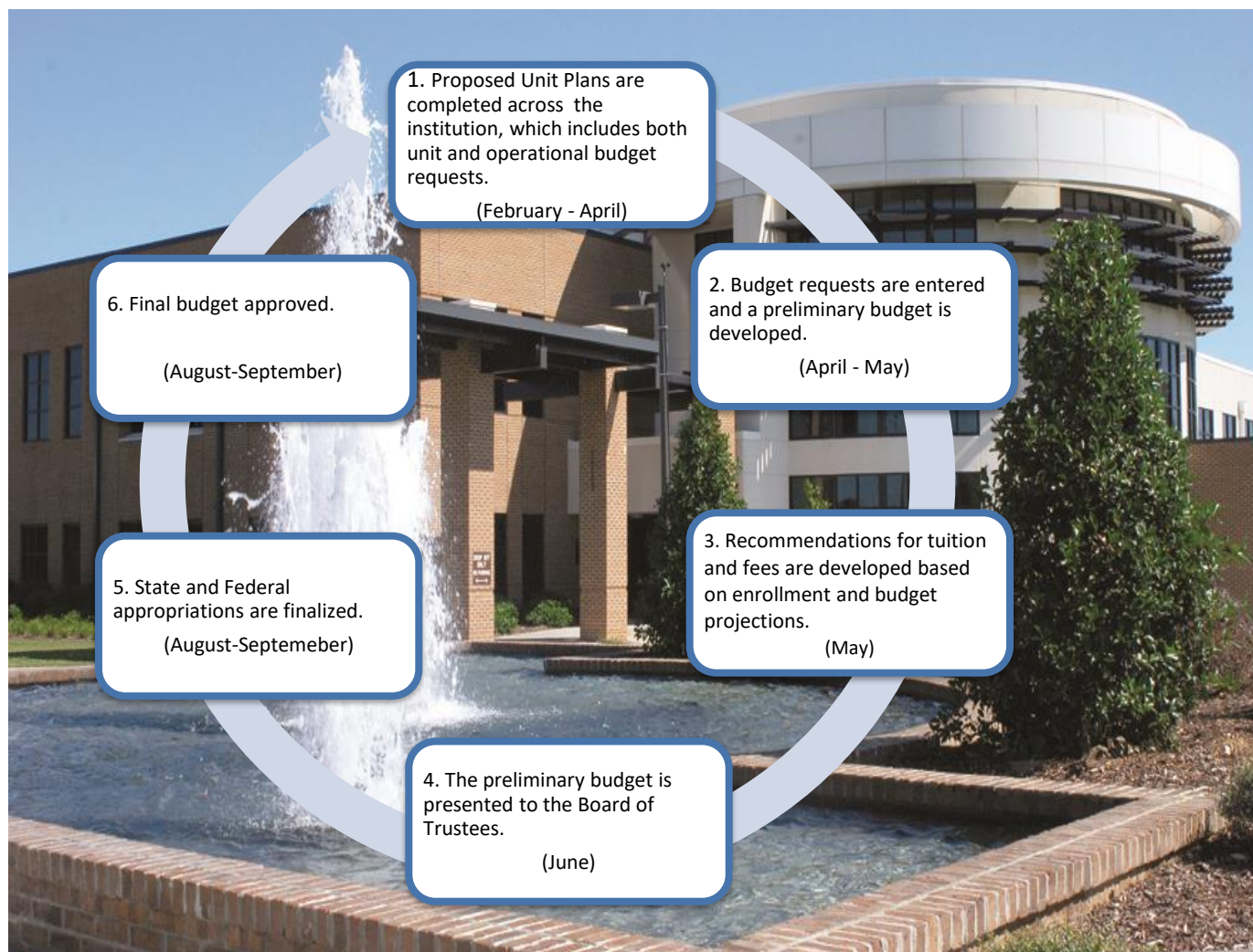
H. Facilities Master Planning:

Facility planning occurs in ten-year cycles with interim reviews every five years. For each planning review, an institution-wide team is formed to examine all aspects of college operations from the perspective of physical and operational requirements. Focusing on OCtech's need to fulfill its mission and goals, the team identifies all gaps and constraints that prevent OCtech from optimally meeting its mission, as well as any opportunities that can be pursued through facility development. The College uses the facility master plan to allocate capital toward the projects that will have the greatest impact on meeting institutional goals. The master plan serves as a multi-year reference to keep institutional priorities focused on achieving the mission.



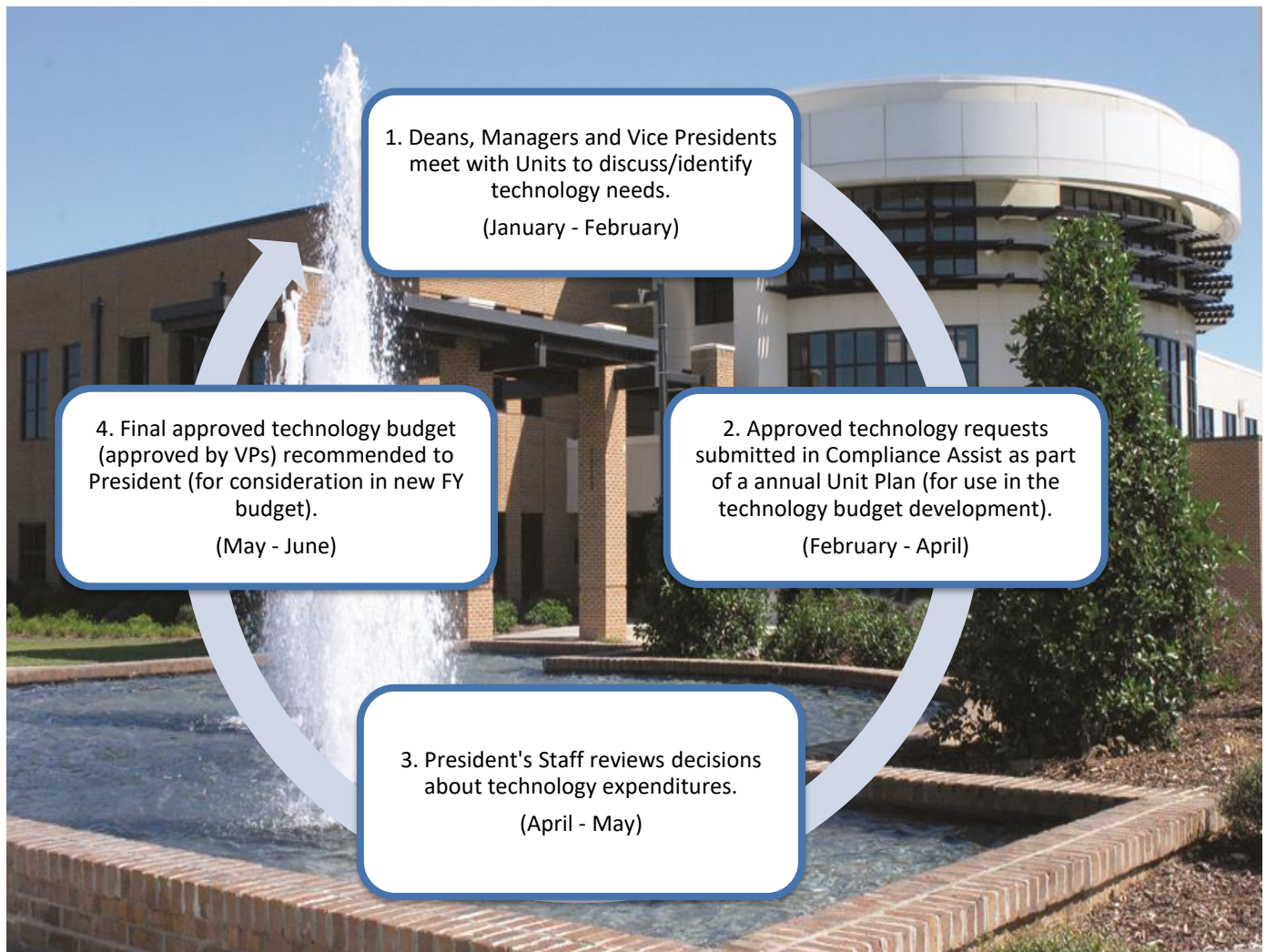
I. Final Budget Planning:

Final budget planning at OCtech is integrated with strategic, operational, and facilities planning. Annual budget development is informed by the OCtech mission, the strategic planning priority goals, and the initiatives identified through operational unit plans. Long-term budget planning is also informed by the mission and goals, as well as the overarching priority of maintaining financial strength and good fiscal stewardship.



J. Technology Planning:

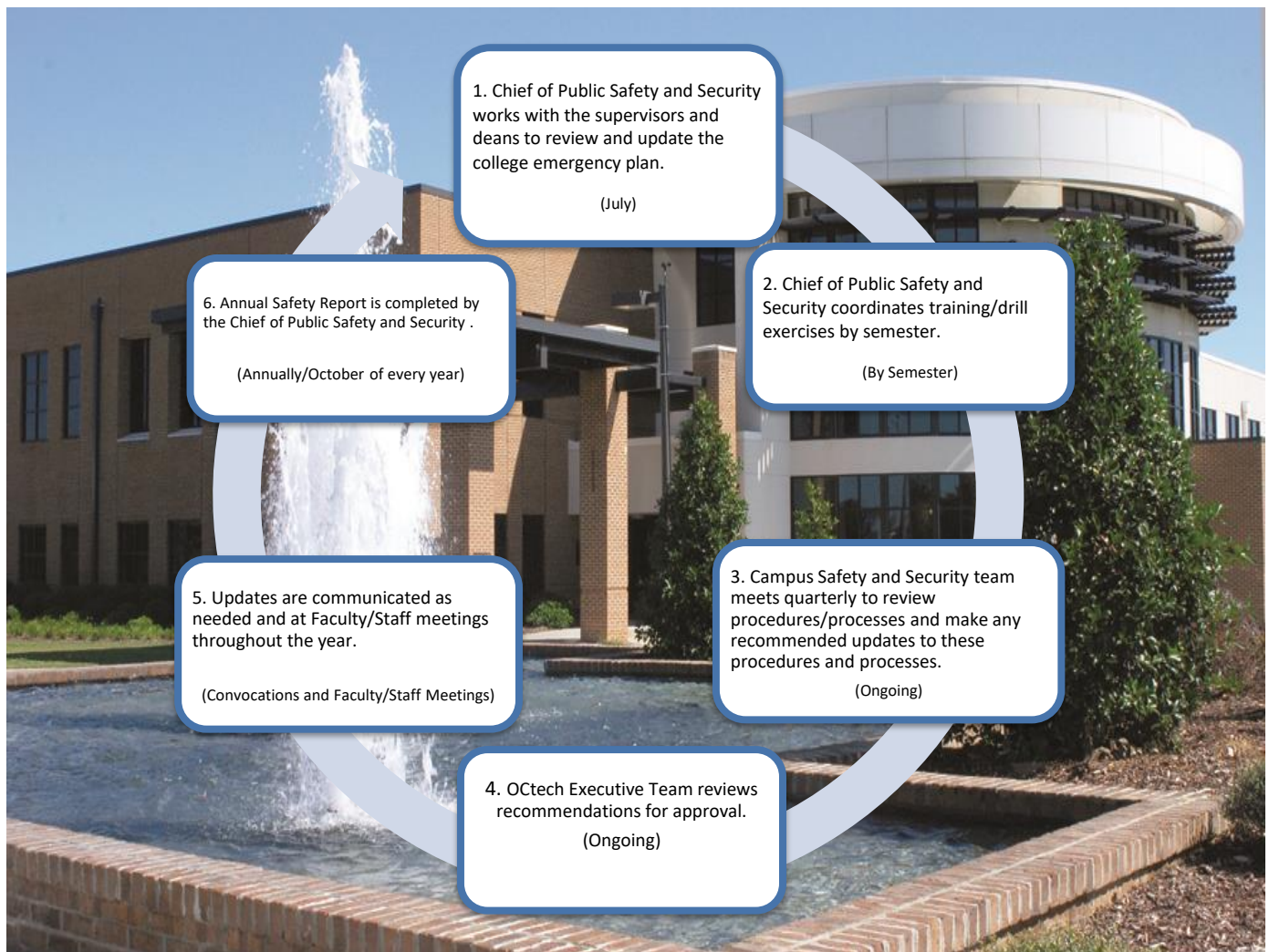
Technology planning must start from the perspective of what the College expects technology to provide and how the objectives may be achieved within the limits of available funds. The College's annual technology budget plan outlines the strategy for distributing all funds towards satisfying Orangeburg-Calhoun Technical College's computer-based information technology needs. The College provides money for hardware, software, and infrastructure needs. Information technology is used to help fulfill the Orangeburg-Calhoun Technical College mission by contributing to instructional delivery, curriculum development, administrative efficiency, and employee growth.



K. Campus Safety and Security and Emergency Management Planning:

Orangeburg-Calhoun Technical College develops, implements and maintains an annual campus safety, security, and emergency management Unit Plan. Personnel establish procedures to help ensure the continuity of the College operations. The intent of the plan is to establish operational concepts and identify tasks and responsibilities required to carry out emergency management and recovery, as well as prevention.

Campus Safety and Security (Emergency Management-Business Continuity) Planning Cycle:



VII. Annual Academic Assessment Calendar

Required Updates in Compliance Assist Planning Module

| Date | Action | Responsible |
|--------------|---|--|
| September 15 | SLO, Gen Ed SLO, QEP SLO, and Unit Plan results entered into system | Program Coordinators, Deans, Department Mangers |
| October 15 | Copy over Program SLO and Gen Ed SLO statements into upcoming academic year | Leah Jones |
| November 1 | Key Metrics results for previous academic year updated on IE website and in Compliance Assist | Connie Hoffman, Leah Jones |
| February 15 | Key Metrics forms copied into current academic year | Leah Jones |
| February 15 | Unit Plan statements and Budget Requests completed for next academic year | Program Coordinators, Deans, Department Managers |
| April 15 | Finalize and add Approval Status for next academic year Unit Plans | VPs, Leah Jones |
| July 1 | Add 3 semesters of program data into Planning Module so faculty will have necessary information for Faculty Evaluations | Connie Hoffman, Leah Jones |

Please Note: Program Coordinators should refer to the IE Handbook to view the Program Review Cycle.

VIII. Integrated Planning Timeline

INSTITUTIONAL EFFECTIVENESS 2020-2021 CALENDAR

2020 FALL

| MONTH/YEAR | ACTIVITY |
|--|--|
| Program Review Data and Faculty <i>Compliance Assist</i> Updates Due by the end of the Semester | |
| SLO (Student Learning Outcomes) Assessment | |
| SACS Faculty Loading Report | |
| Adjust Current Fiscal Year Unit Plan | |
| GAINFUL EMPLOYMENT | |
| DACUMs—Due Fall 2020 | |
| AAS.PTA; AAS.RAD | |
| Beginning of each semester | Update Add Accepted, Student, and Faculty emails |
| Beginning of each month | Patches updated to Datatel |
| 1st & 15th of each month | HR Extractions |
| Around 5th of each month | Salary Fringe |
| Weekly (Tuesday) | Library Extractions |
| Weekly (Friday) | SC Track Academic Course Equivalency |
| AUGUST 2020 | Sample of Grad Emp. Verification for JCERT |
| Aug 15 | CERS: CE Spring DUE |
| Aug 18 | UPDATE (Informer) Advising Staff Daily Accept-Spring |
| Aug 24 | Clearinghouse 2020FA First of Term |
| Aug 17-December 15 | FALL 2020 SEMESTER |
| Aug 17 | Begin of 2020FA semester |
| SEPTEMBER 2020 | |
| | SLO-General Education, SLO and Unit Plans results entered in Compliance Assist |
| | Complete Annual Unit Report for last fiscal year |
| Sept 6 – Oct 18 | IPEDS: Institutional Characteristics; Completions; 12-month Enrollment (beginning) |
| Sept 8 | CERS: Begin work on Completions |
| Sept 11 | MID TERM GRADES (<i>August Mini Session</i>) |
| Sept 12 | CHE: 2020SU (CHE A, B, C) |
| Sept 14 | Peterson's Report |
| Sept 15 | SLO, Gen ED SLO, QEP SLO, and Unit Plan RESULTS entered into system |
| Sept 15 | Online Course Assistance Survey I |
| Sept 15 | CERS: Completions-Due Date |
| Sept 15 | Accreditation Council for Business Schools and Programs (ACBSP) Quality Assurance Report Due |
| Sept 15 | State Agency Accountability Report (Baldrige) |
| Sept 17 | CERS: Begin work on ending Summer |
| Sept 28 | Clearinghouse Sub of Term 1 |
| Sept. 29 – Aug 31 | Student Perkins IV Grant Survey |
| Sept 30 | IE Website Updates |

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

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|-----------------------|--|
| OCTOBER 2020 | |
| | Update to Program Reviews in Compliance Assist |
| | OCtech College Survey of Information Technology, Physical Plant, and Public Safety |
| | OCtech Library/Health Science Media Survey for Students |
| | OCtech Library/Health Science Media Survey |
| | Services to Students Survey |
| | Faculty/Staff Survey of College Services to Students |
| | New Student Advising Center Survey |
| | Continuing Student Academic Advising Survey |
| | Campus Climate Survey |
| | Copy over Program SLO and Gen Ed SLO statement into upcoming academic year |
| Oct 1 | Opening Dual Enrollment |
| Oct 4 | Run query to end Advisor-production.sql for FAR2019 and prior advisees |
| Oct 4 | End Advising Relations (Advisees not here for three semesters) Close Programs |
| Oct 9 | CHE Abatement submission—(2 nd Fri-Oct) |
| Oct 9 | UPDATE (Informer) Scheduled Advising Staff Daily Accept-Spring |
| Oct 9 | UPDATE (Informer) Scheduled Applicants Detailed Report-Spring |
| Oct 9 | MID TERM GRADES (<i>Regular Session</i>) |
| Oct 13 | Update Informer SP Reports (<i>016_Advisee_View</i>) Active Advisee/All Active Advisee and Registration Report |
| Oct 15 | SAVE XHFTD for Nursing Division |
| Oct 15 | CERS: End summer/Open fall Due Date |
| Oct 15 | CERS Distribution Files Due at State Tech |
| Sept 3 – Oct 15 | IPEDS: Institutional Characteristics; Completions; 12-month Enrollment (end) |
| Oct 21 | Informer Updates for Daily Reports |
| Oct. 27 | MID TERM GRADES (<i>September Mini Session</i>) |
| Oct 26 | Clearinghouse Sub of Term 2 |
| Oct 26 | Online Course Assistance Survey II |
| Oct 28 | IE Website Updates |
| NOVEMBER 2020 | |
| | ACEN Reporting DUE—Along with ENR by FT/PT, ETH,GENDER &GRAD |
| | OCtech Employer Follow-up Survey |
| | Key Metrics Updated on IE website and in Compliance Assist |
| | Program Review Data Review Retreat |
| | Proposed ABET (Accreditation Board for Engineering and Technology) Site Visit |
| Nov 1 | CERS: Begin work on Faculty |
| Nov 1 | Key Metrics results for previous academic year updated on IE website and in Compliance Assist |
| Nov 1 | Title 3 and 5 Application Due |
| Nov 8 | CERS: Begin work on CE Summer |
| Nov 9 - Nov 25 | Fall 2020 Student Evaluation of Instruction |
| Nov 11 | MID TERM GRADES (<i>October Mini Session</i>) |
| Nov 13 | Advisory Committee Meeting and Evaluations |
| Nov 15 | CERS: CE Summer-Due Date |
| Nov 17 | MID TERM GRADES (<i>November Mini Session</i>) |
| Nov 20 | Perkins Annual Report |
| Nov 21 | End of semester Online Course Assistance Survey |
| Nov 23 | Clearinghouse Sub of Term 3 |
| Nov 25 | IE Website Updates |

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

| | |
|---|---|
| DECEMBER 2020 | |
| | Make Copy of DaCums for Graduates |
| Dec 1 | CERS: Faculty-Due Date |
| Dec 7 | WorkKey Data Pull |
| Dec. 13 – Feb 14 | IPEDS: Student Financial Aid; Graduation Rates; 200% Graduations Rates, Admissions |
| Dec. 13– April 11 | IPEDS: Fall Enrollment; Finance; Human Resource; Academic Library |
| Dec 15 | End of 2020fa semester |
| Dec 16 | IE Website Updates |
| Dec 16 | Final Grades Due <i>by 9:00 am</i> |
| Dec 18 | Informer Updates and Clean-up |
| Dec 18 | Batch Evals for Graduation Percentage report |
| Dec 22 | Clearinghouse End of Term |
| Dec 22 | Clearinghouse for Transfer |
| Dec 23 | MID TERM GRADES (<i>December Mini Session</i>) |
| Dec 30 | PBI Annual Report |
| End of each Semester | Run XGPCT for all Programs –Closing CERS. |
| | Graduation Files sent to Clearinghouse |
| | Create New Semester on D2L |
| | Submit Support Ticket to remove semester information from hold tank |
| Program Reviews—Due 2020fa AAS.PTA; DAS.MA; CERT.EMT | |

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

2021 SPRING

| MONTH/YEAR | ACTIVITY |
|---|--|
| Program Review Data and Faculty <i>Compliance Assist</i> Update by the of the semester | |
| SLO (Student Learning Outcomes) Assessment | |
| SACS Faculty Loading Report | |
| DACUMS—Due 2021sp AAS.ADN; AAS.ME; AAS.IET | |
| Beginning of each semester | Update Add Accepted, Student, and Faculty emails |
| Beginning of each month | Patches updated to Datatel |
| 1st & 15th of each month | HR Extractions |
| Around 5th of each month | Salary Fringe |
| Weekly (Tuesday) | Library Extractions |
| Weekly (Friday) | SC Track Academic Course Equivalency |
| JANUARY 2021 | |
| January 11 –May 06 | SPRING 2021 SEMESTER |
| Jan 11 | Begin of Spring 2021 Semester |
| Jan 11 | UPDATE (Informer) Scheduled Applicants Detailed Report-Fall |
| Jan 11 | UPDATE (Informer) Scheduled Advising Staff Daily Accept-Summer |
| Jan 13 | CHE reporting FAR202 (CHE A, B, C) |
| Jan 14 | SACS Profile Report |
| Jan 18 | Clearinghouse – First of Term |
| Jan 27 | IE Website Updates |
| FEBRUARY 2021 | |
| | Draft Proposal /next fiscal year plan |
| | Unit Plans and Key Metrics completed for next fiscal year (Copy) |
| | Develop Budget based on Assessment and Unit Plan Objectives |
| | OCtech College Survey of Information Technology, Physical Plant, and Public Safety |
| | OCtech Library/Health Science Media Survey for Students |
| | OCtech Library/Health Science Media Survey |
| | Services to Students Survey |
| | Faculty/Staff Survey of College Services to Students |
| | Advising Survey |
| Feb 6 | IPEDS: Student Financial Aid |
| Feb 8 | Online Course Assistance Survey I |
| Dec. 10 – Feb 11 | IPEDS: Student Financial Aid; Graduation Rates; 200% Graduations Rates, Admissions |
| Feb. 5 | MID TERM GRADES (<i>January Mini Session</i>) |
| Feb 15 | Unit Plan statements and Budget Requests completed for next Academic year |
| Feb 15 | Key Metrics form copied into current academic year |
| Feb 15 | CERS: Begin work on ending Fall |
| Feb 15 | Clearinghouse – Subsequent of Term 1 |
| Feb 26 | IE Website Updates |
| Feb 27 – May 13 | Unit Plan Updates to be submitted for approval |
| Feb 28 | PBI Phase I |
| MARCH 2021 | |
| Mar 1 | CERS: Begin work on opening Spring |
| Mar 3 | Informer Updates for Daily Reports |
| Mar 3 – July 15 | Program Eval/DEW Data/ Job Placement |
| Mar 5 | MID TERM GRADES (<i>Regular Session</i>) |
| MARCH 2021 | |

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

| | |
|-----------------------------|---|
| Mar 5-8 | Spring Break |
| Mar 7 | Title 3 & 5 Submissions |
| Mar 10 – 12 | Budget Meeting w/Donna (Unit Plans need approval before any budget meeting) |
| Mar 11 | UPDATE (Informer) Scheduled Advising Staff Daily Accept-Summer/Fall |
| Mar 11 | UPDATE (Informer) Scheduled Applicants Detailed Report-Summer/Fall |
| Mar 15 | Online Course Assistance Survey II |
| Mar 15 | Run query to end Advisor-production.sql for SPR2020 and prior advisees |
| Mar 15 | End Advising Relations (Advisees not here for three semesters) End Programs |
| Mar 15 | CERS Distribution Files Due at State Tech |
| Mar 19 | MID TERM GRADES (<i>February Mini Session</i>) |
| Mar 20 | Program Evals/DEW Data/Job Placement |
| Mar 20 – April 12 | Quarterly Budget Review |
| Mar 22 | Clearinghouse – Subsequent of Term 2 |
| Mar 24 | CHE-Dual Enrollment |
| Mar 26 | IE Website Updates |
| Mar 27 | Dual Enrollment |
| Mar 31 | NAEYC (National Association for the Education of Young Children) Annual Report |
| APRIL 2021 | |
| | Finalize Budget Requests |
| | Finalize Next Fiscal year Unit Plan |
| Dec. 10 – April 8 | IPEDS: Fall Enrollment; Finance; Human Resource; Academic Library |
| April 3 | MID TERM GRADES (<i>March Mini Session</i>) |
| April 5 – April 21 | <i>Spring 2021 Student Evaluation of Instruction</i> |
| April 8 | CERS: Begin work on CE Fall |
| April 9 | MID TERM GRADES (<i>March Mini Session</i>) |
| April 13 – May 16 | Preparation for Area Commission Meeting |
| April 15 | CERS: CE Fall-Due Date |
| April 15 | Finalize and add Approval Status for next academic year Unit Plans |
| April 19 | End of the Semester Online Course Assistance Survey |
| April 19 | Clearinghouse Subsequent of Term 3 |
| April 20 | MID TERM GRADES (<i>April Mini Session</i>) |
| April 24 | IPEDS: Fall Enrollment; Graduation Rates; 200% Graduations Rates; Finance; Human Resource |
| | Make Copy of DaCums for Graduates |
| MAY 2021 | |
| | <i>Counselor Institute</i> |
| May 2 | Make copies of DACUMs for each Graduating Curriculum |
| May 7 | Informer Updates and Clean-up |
| May 6 | End of Spring 2021 Semester |
| May 8 | Batch Evals for Graduation Percentage report |
| May 13 | Clearinghouse – End of Term |
| May 13 | Clearinghouse for Transfer |
| End of each Semester | Run XGPCT for all Programs –Closing CERS. |

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

| | |
|--|---|
| MAY 2021 | |
| | Graduation Files sent to Clearinghouse |
| | Create New Semester on D2L |
| | Submit Support Ticket to remove semester information from hold tank |
| Program Reviews—Due 2021sp AA.ART; AS.SCI; CPS.AGR; AAS.ECE | |

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

2021 SUMMER

| MONTH/YEAR | ACTIVITY |
|---|---|
| Program Review Data and Faculty <i>Compliance Assist</i> Updates | |
| SLO (Student Learning Outcomes) Assessment | |
| SACS Faculty Loading Report | |
| Gather data for Unit Plan Reporting | |
| DACUMS—Due 2021su – AAS.AOT | |
| Beginning of each semester | Update Add Accepted, Student, and Faculty emails |
| Beginning of each month | Patches updated to Datatel |
| 1st & 15th of each month | HR Extractions |
| Around 5th of each month | Salary Fringe |
| Weekly (Tuesday) | Library Extractions |
| Weekly (Friday) | SC Track Academic Course Equivalency |
| MAY 2021 | |
| May 17 – July 29 | SUMMER 2021 SEMESTER |
| May 17 | Begin of Summer 2021 Semester |
| May 17 | Budget due to Area Commission |
| May 17 | Budget due to Area Commission |
| May 24 | Clearinghouse – Summer - First |
| May 25 | Update Informer FA Reports (<i>016_Advisee_View</i>) Active Advisee/All Active Advisee and Registration Report |
| May 26 | IE Website Updates |
| May 20 | Run query to end Advisor-production.sql for SUR2020 and prior advisees |
| May 20 | <i>End Advising Relations (Advisees not here for three semesters) End Programs</i> |
| May 28 | Online Course Assistance Survey I |
| JUNE 2021 | |
| June | CHE reporting Spring 2021 (CHE A, B, C) |
| June 1 | Perkins |
| June 1 | Add three semesters of program data into Planning Module so faculty will have necessary information for Faculty Evaluations |
| June 1 | MID TERM GRADES (<i>May Mini Session</i>) |
| June 14 | Program Evaluation Data Validation Deadline – PEMS Closes |
| June 15 | Department of Education – Military Service Support Survey |
| June 17--July 25 | NCCBP (National Community College Benchmark Project) Data Entry |
| June 18 | MID TERM GRADES (<i>Regular Session</i>) |
| June 18 | Informer Updates for Daily Reports |
| June 19 | End Advising Relations (Advisees not here for three semesters) |
| June 19 | MID TERM GRADES (<i>Regular Session</i>) |
| June 18 | Online Course Assistance Survey II |
| June 28 – July 29 | Summer 2021 Student Evaluation of Instructions |
| June 30 | Clearinghouse – Summer - Subsequent |
| June 30 | <i>Update and publish 2021 IE Handbook</i> |
| June 30 | IE Website Updates |
| July 2021 | |
| | Make Copy of DaCums for Graduates |
| July 2 | MID TERM GRADES (<i>June Mini Session</i>) |
| July 3 | CERS: Begin work on ending Spring |
| July 6 | MID TERM GRADES (<i>June Mini II Session</i>) |
| July 13 | End of Semester Online Course Assistance Survey |

Orangeburg-Calhoun Technical College Institutional Effectiveness Research and Assessment Plan

| | |
|-----------------------------------|--|
| July 2021 | |
| July 15 | Copy over Program SLO and Gen Ed SLO statement into upcoming academic year |
| July 15 | Program Evaluation (PEMS) Reports Due to System Office |
| June 17-July 25 | NCCBP (National Community College Benchmark Project) Data Entry |
| July 17 | CERS: Begin work on opening Summer |
| July 30 | End of 2021su Semester |
| July 30 | <i>Update and Publish 2021 FACT Book</i> |
| July 30 | IE Website Updates |
| July 30 | Batch Evals for Graduation Percentage report |
| July 31 | CERS: End Spring Open Summer-Due Date |
| July 31 | CERS Distribution Files Due at State Tech |
| August 2021 | |
| | <i>MOU for Dual Enrollment and CTE/Perkins</i> |
| | <i>Review University Transfer Articulation Agreements</i> |
| Aug 1 | CERS: Start Continuing Education (CE) for Spring |
| Aug 5 | Clearinghouse-Summer-End |
| Aug 5 | Clearinghouse for Transfer |
| Aug 5 | IPEDS: Student Financial Aid |
| Aug 5 | IPEDS: (Registration, Report Mapping, Institution ID, IC-Header) |
| Aug 15 | CERS: Continuing Education (CE) for Spring due |
| Aug 31 | CERS: CE Spring-Due Date |
| End of Summer Semester | Update Approved Programs Active and Inactive |
| | Updated Gainful Employment Listing with Contracted List |
| End of each Semester | Run XGPCT for all Programs –Closing CERS. |
| | Graduation Files sent to Clearinghouse |
| | Create New Semester on D2L |
| | Submit Support Ticket to remove semester information from hold tank |
| Program Reviews—Due 2021su | |

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Appendix A

PROGRAM REVIEW TIMELINE

| Arts and Sciences | M. PLUMMER | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Arts & Sciences | | | | | | | | | | | |
| Associate in Arts & Related Certificates | Plummer | | 17sp | | | 20sp | | | 23sp | | |
| Associate in Science and Related Certificates | Plummer | | 17sp | | | 20sp | | | 23sp | | |
| Certificate in Sustainable Agriculture | Plummer | | 17sp | | | 20sp | | | 23sp | | |
| Certificate in Pre-Dental Hygiene— (Currently Inactive) | | | | | | | | | | | |
| Certificate in Pre-Health Information Management— (Currently Inactive) | | | | | | | | | | | |
| Certificate in Pre-Occupational Therapy Assistant— (Currently Inactive) | | | | | | | | | | | |
| Certificate in Pre-Physical Therapist Assistant— (Currently Inactive) | | | | | | | | | | | |
| Business/Education/Public Service | W. WARING-BERRY | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Administrative Office Technology | | | | | | | | | | | |
| Associate Degree in Administrative Office Technology and Related Diploma | Jones | | | | 19sp | | | 22sp | | | 25sp |
| Criminal Justice | | | | | | | | | | | |
| Associate Degree in Criminal Justice and Related Certificates | Waring-Berry | | | | 19sp | | | 22sp | | | 25sp |
| Early Childhood Education | | | | | | | | | | | |
| Associate Degree in Early Care and Education and Related Certificates, Diploma | Hughes | | 17sp | | | 20sp | | | 23sp | | |
| Associate Degree Education (University Transfer) | Hughes | | | | | | | | | | |
| Business Administration | | | | | | | | | | | |
| Associate Degree in Business Administration Enterprise Management related certificates | Jones | | | | 19sp | | | 22sp | | | 25sp |
| Associate Degree in Business Administration Accounting related certificates | Jones | | | | 19sp | | | 22sp | | | 25sp |
| Certificate in Entrepreneurship | Jones | | | | 19sp | | | 22sp | | | 25sp |
| Certificate in Logistics | | | | | 19sp | | | 22sp | | | 25sp |
| Paralegal/Legal Assistant | | | | | | | | | | | |
| Associate Degree in Paralegal/Legal Assistant | Waring-Berry | | | | 19sp | | | 22sp | | | 25sp |
| Computer Technology-NSIA | | | | | | | | | | | |

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|---|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Associate Degree in Computer Technology – Network Security and Information Assurance and Related Certificates | Singletary | | | | 19sp | | | 22sp | | | 25sp |
| Certificate in Computer Network Specialist | Singletary | | | | 19sp | | | 22sp | | | 25sp |
| Computer Technology-PC Support | | | | | | | | | | | |
| Associate Degree in Computer Technology-PC Support and Related Certificates— (Currently Inactive) | Singletary | | | | | | | | | | |
| Certificate in Microcomputer Applications— (Currently Inactive) | Singletary | | | | | | | | | | |
| Certificate in Office Productivity | Singletary | | | | | | | | | | |
| Computer Technology-Programming | | | | | | | | | | | |
| Associate Degree in Computer Technology-Programming and Related Certificates | Coward | | | | 19sp | | | 22sp | | | 25sp |
| Certificate in Database & Programming | Coward | | | | 19sp | | | 22sp | | | 25sp |
| Certificate in Webmaster | Coward | | | | 19sp | | | 22sp | | | 25sp |
| Computer/Engineering/Advance Manufacturing Technologies | R. MURPHY | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Automotive Technology | | | | | | | | | | | |
| Associate Degree in Automotive Technology and Related Certificates (including Diesel) | Kneece | | | | 19sp | | | 22sp | | | 24sp |
| Electronics Engineering Technology | | | | | | | | | | | |
| Associate Degree in Electronics Engineering Technology-Computer Electronics and Related Certificates | Murphy | | | | 18fa | | | 21fa | | | 24fa |
| Associate Degree in Electronics Engineering Technology-Electronic Instrumentation Technology and Related Certificates | Murphy | | | | 18fa | | | 21fa | | | 24fa |
| Certificate in Health Physics I— (Currently Inactive) | Murphy | | | | | | | | | | |
| Certificate in Health Physics II— (Currently Inactive) | Murphy | | | | | | | | | | |
| Industrial Electronics Technology | | | | | | | | | | | |
| Associate Degree in Industrial Electronics Technology and Related Certificates | Wilson | | | | 19su | | | 22su | | | 24su |
| Engineering Design Technology | | | | | | | | | | | |
| Associate Degree in Engineering Design Technology and Related Certificates | Odom | | | | 18fa | | | 21fa | | | 24fa |
| Mechatronics Technology | | | | | | | | | | | |
| Associate Degree in Mechatronics Technology and Related Certificates | Zissett | | | | 18fa | | | 21fa | | | 24fa |
| Certificates in Power Plant Technology— (Currently Inactive) | Zissett | | | | | | | | | | |
| Machine Tool Technology | | | | | | | | | | | |
| Associate Degree in Machine Tool Technology and Related Certificates | Reddick | | | | 18fa | | | 21fa | | | 24fa |
| Certificates in Welding | Johnson | | | | 19sp | | | 22sp | | | 24sp |

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|--|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Certificates in Industrial Maintenance Technology | J. Wilson | | | | 19su | | | 22su | | | 24su |
| Certificate in Truck Driver Training | Kennedy | | | | 19sp | | | 22sp | | | 24sp |
| Nursing/Health Science | C. TOOLEY | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Nursing | | | | | | | | | | | |
| Associate Degree in Nursing | Macaruso/ Chavis | | | | 19sp | | | 22sp | | | 24sp |
| Diploma in Practical Nursing | Browning/ Chavis | | | | 18fa | | | 21fa | | | 24fa |
| Physical Therapist Assistant | | | | | | | | | | | |
| Associate Degree in Physical Therapist Assistant | Fralix | | | | | 19fa | | | 22fa | | |
| Radiologic Technology | | | | | | | | | | | |
| Associate Degree in Radiologic Technology and Related Certificates | Andrews | | | 17fa | | | 20fa | | | 23fa | |
| Certificate in Computed Tomography | Andrews | | | | 18fa | | | 21fa | | | 24fa |
| Certificate in Magnetic Resonance Imaging | Andrews | | | | 18fa | | | 21fa | | | 24fa |
| Certificate in Mammography | Andrews | | | | 18fa | | | 21fa | | | 24fa |
| Respiratory Care Technology | | | | | | | | | | | |
| Associate Degree in Respiratory Care Technology — (Closing) | Coffey | | | | | | | | | | |
| Medical Office Assisting | | | | | | | | | | | |
| Diploma in Medical Assisting | Cheek | | 16fa | | | 19fa | | | 22fa | | |
| Health Science Certificates | | | | | | | | | | | |
| Certificate in Emergency Medical Technician | A. Wolfe | | 16fa | | | 19fa | | | 22fa | | |
| Certificate in Patient Care Technician | S. Wolfe | | | | 19sp | | | 22sp | | | 24sp |
| Certificate in Nursing Assistant | Collins | | | 18sp | | | 20fa | | | 23fa | |

Appendix B

| OCtech Nationally Accredited Programs <i>◊ Indicates USDOE approval</i> | | |
|---|--|---|
| Program | Accrediting Agency | Most Recent Final Accreditation Approval and Next Reaffirmation Year |
| Associate Degree Programs | | |
| Business, Accounting, Automated Office Technology | Associate of Collegiate Business Schools and Programs (ACBSP) | Final Reaccreditation Letter dated 2018 Next Reaffirmation Fall 2028 |
| Automotive Technology | National Automotive Technicians Education Foundation (NATEF) | Final Reaccreditation Letter dated February 12, 2019 Next Reaffirmation March 1, 2024 |
| Electronics Engineering Technology | Accreditation Board for Engineering and Technology, Inc. (ABET) | Final Reaccreditation Letter dated August 31, 2016 Next Reaffirmation 2022 (Site Visit November 2021) |
| ◊Associate Degree Nursing | Accrediting Commission for Education in Nursing (ACEN) | Final Reaccreditation Letter dated October 11, 2019 Next Reaffirmation Spring 2027 |
| ◊Radiologic Technology | Joint Review Committee on Education in Radiologic Technology (JCERT) | Final Reaccreditation Letter dated November 23, 2015 Next Reaffirmation Summer 2023 |
| Medical Assisting | Commission on Accreditation of Allied Health Education Programs (CAAHEP) | Final Reaccreditation Letter dated March 22, 2021 Next Reaffirmation Spring 2030 |
| ◊Physical Therapist Assistant | Commission on Accreditation in Physical Therapy Education (CAPTE) | Full Accreditation Letter dated April 28, 2020 Self-Study Report Due and On-Site Visit in Fall 2029; Next Reaffirmation 2030 |
| Early Care and Education | National Association for the Education of Young Children (NAEYC) | Accreditation Letter dated July 1, 2016 Next Annual Report due March 31, 2022. Approval letter dated March 19, 2021. |
| Paralegal/ Legal Assistant | American Bar Association (ABA) | Program Closed in 2021 due to low enrollment; Closed in good standing; Teach-out Complete Voluntary Withdrawal effective March 12, 2021 |
| Respiratory Care Technology | Committee on Accreditation of Respiratory Care (CoARC) | Program Closed in 2019 due to low enrollment; Closed in good standing; Teach-out Complete |

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| | | Voluntary Withdrawal effective September 1, 2019 |
| Diploma Programs | | |
| Medical Assisting | Commission on Accreditation of Allied Health Education Programs (CAAHEP) | Final Reaccreditation Letter dated March 22, 2021 Next Reaffirmation Spring 2030 |
| ♦ Practical Nursing | Accrediting Commission for Education in Nursing (ACEN) | Final Reaccreditation Letter dated April 20, 2020 Next Reaffirmation Spring 2027 |

Appendix C

Orangeburg-Calhoun Technical College Approved Substantive Changes

| Approval Date | Description of Substantive Change |
|--------------------|---|
| March 25, 2010 | Notification of 14 certificates created from existing approved programs using existing approved courses: <ul style="list-style-type: none"> • Automated Manufacturing I • Automated Manufacturing II • Industrial Maintenance – Mechanical and Electrical I • Industrial Maintenance – Mechanical and Electrical II • Mechatronics I • Mechatronics II • Mechatronics III • Power Plant Technology I • Power Plant Technology II • Power Plant Technology III • Principles of CAD, Cam and Solid State Devices • Production Operator • Basic Welding (NCCER) • Welding Fundamentals |
| March 25, 2010 | Approval of two certificate programs: <ul style="list-style-type: none"> • Intermediate Welding • Advanced Welding |
| June 28, 2010 | Approval of a site designated as Carolina Quick Jobs Center where students may earn 50% or more of a workforce development certificate (CNA) |
| September 27, 2010 | Notification of termination of Medical Laboratory Technology degree program |
| November 30, 2010 | Notification of Computer Network Specialist Certificate with the majority of the program taught online (implemented spring 2008) |
| November 30, 2010 | Approval of six certificate programs: <ul style="list-style-type: none"> • Computer Aided Design III Certificate; implemented fall 2008 • Database Certificate; implemented fall 2006 • Certificate in Health Science with a major in Magnetic Resonance Imaging taught online; implemented fall 2006 • Certificate in Health Science with a major in Mammography taught online; implemented fall 2006 • Certificate in Health Science with a major in Computed Tomography; implemented fall 2006 • Sustainable Agriculture Certificate |
| November 30, 2010 | Notification of Off-Campus instructional sites where 25% - 49% of the General Studies certificate's credits are available: <ul style="list-style-type: none"> • Calhoun Academy • Cope Area Career Center • Edisto High School • Orangeburg Preparatory Schools |
| July 11, 2011 | Approval of two certificate programs: <ul style="list-style-type: none"> • Health Physics Certificate I • Health Physics Certificate II |
| August 1, 2011 | Notification of 5 programs where 50% or more of the programs' credits are offered through distance education: |

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|-------------------|--|
| | <ul style="list-style-type: none"> • Associate in Arts – University Transfer • Associate in Science – University Transfer • Associate in Applied Science – Criminal Justice • Associate in Applied Science – Paralegal/Legal Assistant • Associate in Applied Science – Computer Technology |
| October 31, 2011 | Approval of two certificate programs: <ul style="list-style-type: none"> • Entrepreneurship Certificate • Entrepreneurship Business Plan Certificate |
| January 3, 2012 | Notification of changes in the Certificate in Health Science/Major in Magnetic Resonance Imaging program. Number of credit hours required for certificate increased by eight credit hours. |
| May 1, 2012 | Approval of the termination of the General Studies Certificate program on July 26, 2012 |
| July 25, 2012 | Approval of the Emergency Medical Technician Certificate |
| November 26, 2012 | Notification of plans to offer Associate in Applied Science with a major in Physical Therapy Assistant |
| March 25, 2013 | Approval of Truck Driver Training Workforce Development Certificate |
| December 3, 2013 | Approval of Physical Therapist Assistant Program |
| June 23, 2014 | Approval of Name Change – Carolina Quick Jobs Center to OCtech Quick Jobs Development Center |
| June 23, 2014 | Approval of Name Change – Health Physics I to Radiation Fundamentals Approval of Name Change – Health Physics II to Radiation Protection |
| October 17, 2014 | Notification of new certificate programs with curricula consisting of existing approved courses. <ul style="list-style-type: none"> • Basic Electrician • Industrial Electrician • Industrial Technology – General Technology – Under Car Specialist • Logistics • Radiation Response and Instrumentation |
| October 17, 2014 | Notification of programs where 50% or more of the programs' credits are offered through distance education: <ul style="list-style-type: none"> • AAS in Accounting • AAS In Administrative Office Technology • AAS in Computer Technology – IT • AAS in Computer Technology – PC Support • AAS in Computer Technology – Programming • AAS in General Business • Certificate in Basic Accounting • Certificate in Entrepreneurship • Certificate in Entrepreneurship Business Plan • Certificate in Internetworking • Certificate in Network Security • Certificate in Network Specialist • Certificate in Webmaster • Diploma in Applied Science in Administrative Support |
| February 9, 2015 | Notification of 25%-49% of the reinstated General Studies Certificate at all off-campus sites, including four new additional sites off-campus instructional sites: <ul style="list-style-type: none"> • Lake Marion High School • The Technology Center • Barnwell Area Career Center |

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|--------------------|---|
| | <ul style="list-style-type: none"> Calhoun County High School <p><i>No prospectus was required for the certificate because it is comprised of pre-approved courses.</i></p> |
| August 13, 2015 | Notification of 25%-49% of the Mechatronics I Certificate at Cope Area Career Center (off-campus site). |
| October 5, 2015 | Notification of addition of seven credit hours to Certificate in Mammography to satisfy ARRT requirements. |
| October 5, 2015 | Notification of addition of four credit hours to Truck Driving Certificate based on recommendations of local employers and SCDOT. |
| October 13, 2015 | <p>Approval of prospectus for Middle College program students to potentially earn more than 50% of the General Studies Certificate at the following off-campus sites:</p> <ul style="list-style-type: none"> OCtech Quick Jobs Development Center Barnwell Area Career Center Calhoun County High School Cope Area Career Center Edisto High School The Technology Center |
| July 12, 2017 | Approval of Electronic Health Records Specialist Certificate Program |
| July 26, 2017 | Approval of Associate in Applied Science in Engineering Design Technology Degree |
| December 14, 2017 | Approval of Associate in Applied Science in Mechatronics Technology Degree |
| March 1, 2019 | Approval of program closing and teach-out plan for Associate in Applied Science Respiratory Care Technology. Notification letter dated October 18, 2018. |
| May 15, 2019 | Acknowledgement of expanded offerings (25% - 49% of the Professional Truck Driving Certificate) at Cope Area Career Center, a previously approved off-campus site. |
| November 8, 2019 | Approval of the closure of the Associate in Applied Science in Accounting degree program. |
| March 22, 2020 | Acceptance of notification of temporary emergency relocation of instruction from Orangeburg-Calhoun Technical College and all off-campus sites to distance learning effective March 17, 2020 to July 15, 2020. (COVID-19) |
| April 10, 2020 | Approval of prospectus for Early College program students to potentially earn more than 50% of the General Studies Certificate at Lake Marion High School |
| April 10, 2020 | Approval of prospectus for Early College program students to potentially earn more than 50% of the Certificate in Patient Care Technician at the High School for Health Professions |
| May 4, 2020 | Acceptance of notification of the High School for Health Professions off-campus instructional site for Early College students to potentially earn 25% - 49% of the Patient Care Technician Certificate and Medical Assisting Diploma. |
| September 9, 2020 | Acceptance of notification of the Dorchester County Career Center and Technology Center off-campus instructional site for Early College students to potentially earn 25% - 49% of the Professional Truck Driving Certificate |
| September 11, 2020 | Approval of program closing and teach-out plan for Associate in Applied Science in Legal Assistant/Paralegal. Notification letter dated March 23, 2020. |