

COUNSELING AND CAREER SERVICES

Section 1: Background

College:	Technical College of the Lowcountry
Component Assessed:	Counseling/Career Services
Contact Person:	Carolyn Banner, Student Services Director (525-8218)

Section 2: Mission Statement of the Program/Service Being Assessed

The Counseling and Career Services division of the Technical College of the Lowcountry supports the mission of the college by providing a comprehensive program of student services to meet the needs of prospective and enrolled students. Services include pre-enrollment information, orientation, advisement, assessment of academic skills, and career counseling. Additionally, programs designed to provide services and assist students to overcome barriers to enrolling are as follows: New Horizons and Student Support Services (e.g., tutoring, special needs).

Section 3: Description of the Program/Service Being Assessed

The Counseling Career Services division is committed to producing tangible results to measure effectiveness of its programs and services. Student satisfaction is one measure, and is built into the standards of a number of institutional effectiveness measures. The overriding goal is to guide, challenge and support students; provide a caring environment that encourages and emphasizes goal attainment.

Section 4: Office Where Assessment Documentation for this Program/Service is Maintained

Documents are stored in The Director of Student Services Office.

Section 5: Description of Current Assessment Studies

The Student Development Division utilizes the *ACT Compass/ESL Program Entering Student Descriptive Report* to assess and analyze the need for services. Each year entering students are asked what type of services they would like help with in order to meet their educational goals. Students may choose from the following areas: financial aid, finding work, learning English, reading skills, study skills, writing skills, math skills, choosing major/career, person concerns, learning disability, and daycare information. During Fall 2003, 414 students identified the following areas in order highest need: financial aid (76%), math skills (64%), study skills (49%), writing skills (46%), finding work (38%), choosing major/career (29%). In reviewing the data from the previous year, all areas percentages remain constant with the exception of choosing a major and/or career. In this area, the percentage increased by 50% from Fall 2002 to Spring 2003.

Section 6: Major Findings of the Current Assessment Studies

Major findings of the current assessment study are as follows: The availability of funding from lottery has made education more affordable and individuals are interested in learning more about

career options available to them. This is evident in the demand for services especially career counseling. Unfortunately, the demand for service is not in line with staff availability to perform this service. Even though the areas_students identified have remained constant, there is limited amount of services available to address all areas.

Section 7: Program/Service Changes Resulting from Assessment Outcomes

Review the possibility of offering a credit Career Development Course to reach a larger group of students.

Adopt an appointment system in lieu of career services on demand to accommodate more students and also to utilize limited staff more effectively and efficiently.

Develop a system to track students' needs to determine the feasibility of not only additional services but also a staff position.

Section 8: Action Plan Objectives/Planning Initiatives Derived from Current Study

1. Identify strategy(ies) to address needs identified by entering students.
2. Conduct a survey to determine students need after enrollment
3. Develop a plan to evaluate success of services and programs available to students.

Section 9: Resources Required/Cost

Information will be added to this section in the final June version.

GENERAL EDUCATION

Section 1: Background

College:	Technical College of the Lowcountry
Component Assessed:	General Education
Contact Person: Subcommittee	Dr. Lucille Cook Roth, Chair of the QEP

Section 2: Mission Statement of the Program/Service Being Assessed

The College encourages faculty, staff, and administrators to be creative, innovative, and resourceful in an open atmosphere of shared values. Students find a support system designed to give them the opportunity to define and achieve their goals. Small classes, modern technology, distance learning classrooms, open computer labs and the ability of the College to respond to its communities give TCL students the competitive edge in entering the workforce. The College

utilizes a community-based, student-centered approach as it creates a positive, open environment for learning and working, one guided by principles of fairness, trust, and respect and with an appreciation of cultural diversity.

Specific goals for the current academic year include: adhere to the time line for the first five years of the QEP implementation; develop/implement the rubric for fundamental mathematics component for Institutional Competency 1 (see Section 3); for reading/writing fully implement the direct assessment component of Institutional Competency 1 in 2004-2005; complete the mathematics mini-pilot in the Fall 2004 semester and the pilot in the Spring 2005 semester; analyze the initial baseline data, publish results, identify changes to be made in the assessment process, implement changes for Fall 2005; in Summer 2005, develop/implement the rubric for basic use of computers component of Institutional Competency 1.

Section 3: Description of the Program/Service Being Assessed

The Technical College of the Lowcountry defines General Education as a set of institutional competencies for all associate degree graduates. These are as follows: 1) proficiency in the basic academic skills of reading, writing, oral communication, fundamental mathematical skills, and basic computer skills; 2) proficiency in problem solving and critical thinking; 3) the ability to acquire and use information; and 4) the ability to work with a variety of technologies.

Each of the College's associate degree and diploma programs has a basic core of general education courses. Courses/course competencies included in the general education core address/reinforce the basic competencies of reading, writing, speaking, computation, problem solving, acquiring and use of information, and/or the use of various technologies. Additionally, courses in the various majors at TCL, continually address/reinforce these core competencies.

Section 4: Office Where Assessment Documentation for this Program/Service is Maintained

Current and historical documentation of the assessments, findings, program changes, etc. for each program are maintained in the associate Division Office.

Section 5: Description of Current Assessment Studies

Based on initial work of the Assessment and Evaluation Committee and the Quality Enhancement Plan (QEP) subcommittee, the decision was made that the broad focus of the College's QEP would be the total learning environment with the ultimate result being *Clarifying Image and Building Capacity to Better Serve the Community*. To accomplish this broad goal and with campus wide input, the initial phase of the QEP will be to focus on academic programs and their outcomes, specifically the Institutional Competencies for Associate Degree graduates. Students concurrently enrolled in individual courses may have different goals. Assessment results focusing on the skill levels of associate degree graduates will strengthen courses and programs for all students without regard to their stated educational goal.

The current assessment study includes: develop/implement the assessment model for Institutional Competency 1 (reading/writing and fundamental mathematics skills) including analysis of initial

data from fall mini-pilot and spring pilot as baseline data; develop/implement the time line for the assessment of the four institutional competencies.

The current assessment study is summarized in the following table:

Component	Outcomes Statement	Means of Assessment	Criteria for Success
Develop/implement assessment model for Institutional Competency 1 (fundamental mathematics skills)	The assessment model for mathematics will be piloted in fall 2004 and spring 2005.	Data analyzed for Fall 2004 and Spring 2005	Publication of baseline data based on pilots, establish training for scorers, weaknesses/strategies for improvement identified/implemented
Fully implement assessment model for Institutional Competency 1 (reading/ writing)	The direct and external assessments for reading/writing will be fully implemented for 2004-2005.	Data analyzed for Fall 2004 and Spring 2005	Publication of data, analysis, and proposed changes for improvement identified/implemented
Continue to develop/implement time line for the assessment of the College's four institutional competencies (IC)	The time line for the assessment of the IC will be adhered to.	Evaluation of time line	Approval of time line by Assessment and Evaluation Committee

Section 6: Major Findings of the Current Assessment Studies

Major findings include the following points. General education is the responsibility of the entire campus community with major responsibility for the inclusion of learning activities supporting mastery and application of the general education skills outlined in the four institutional competencies resting with the entire faculty. Development and implementation of a cohesive assessment program to complement the institutional effectiveness process and including direct assessment and external measure components will provide data to foster data-driven decision making processes.

The responsibility for the status of the College's General Education Program and its reports will be the Assessment and Evaluation Committee and the QEP Subcommittee with support from the academic divisions and the Curriculum Committee.

Section 7: Program/Service Changes Resulting from Assessment Outcomes

The following changes are based on the results of the assessment outcomes. The QEP timeline for the development and implementation of a cohesive assessment process will be implemented. Data will be gathered, analyzed and used to identify needed changes from the Institutional Effectiveness Program, direct assessment process, and an external measure. Responsibility for

the reporting on the status of general education will shift from the Arts and Sciences Division to the Assessment and Evaluation Committee and its QEP Subcommittee.

Section 8: Action Plan Objectives/Planning Initiatives Derived from Current Study

The following table summarizes the action plan objectives and initiatives for the General Education program.

Component	Outcomes Statement	Means of Assessment	Criteria for Success
Develop/implement assessment model for Institutional Competency 1 (fundamental mathematics skills)	The assessment model for mathematics will be piloted in fall 2004 and spring 2005.	Data analyzed for Fall 2004 and Spring 2005	Publication of baseline data based on pilots, establish training for scorers, weaknesses/strategies for improvement identified/implemented
Fully implement assessment model for Institutional Competency 1 (reading/writing)	The direct and external assessments for reading/writing will be fully implemented for 2004-2005.	Data analyzed for Fall 2004 and Spring 2005	Publication of data, analysis, and proposed changes for improvement identified/implemented
Continue to develop/implement time line for the assessment of the College's four institutional competencies (IC)	The time line for the assessment of the IC will be adhered to.	Evaluation of time line	Approval of time line by Assessment and Evaluation Committee

Section 9: Resources Required/Cost

Costs to support the Quality Enhancement Plan and the development and implementation of the direct and external assessments include:

**Technical College of the Lowcountry
Quality Enhancement Plan
Proposed Budget**

Personnel	
Dr. Lucille Cook Roth, Dean for Arts and Sciences, QEP Subcommittee Chair 20% Release Time (without fringe)	\$13,600
Mr. Tim Garner, Director of Research and Planning 15% Time Allocated to QEP	8,250
Clerical Support	11,625
Committee Members time 3-6 hours per month x 25 members	
Supplies	
Office Supplies	300
Testing Supplies (ETS/ACT)	3,000
Total Annual Budget	\$36,775

The only new costs associated with this budget are those necessitated by additional clerical assistance and supplies, totaling \$14,925. The majority of the costs of the resources for the QEP are made available through the reallocation of existing funds.

DEVELOPMENTAL EDUCATION

Section 1: Background

College: Technical College of the Lowcountry
Component Assessed: Developmental Education
Contact Person: Lucille Cook Roth, EdD, Dean for Arts and Sciences

Section 2: Mission Statement of the Program/Service Being Assessed

The mission of the Arts and Sciences Division is congruent with the mission of the Technical College of the Lowcountry (TCL). Both TCL and the Arts and Sciences faculty strive to create an atmosphere that fosters excellence in teaching and learning. Within the college's open atmosphere of shared values, the general education and college transfer programs encourage creativity, resourcefulness, and innovation among its students and faculty. With these commitments, a positive, student-centered environment is created and individuals are empowered to learn and develop throughout their lifetimes. The Arts and Sciences Division provides quality instruction in general education skills in support of the College's strategic plan. The Arts and

Sciences Division strives to ensure excellence and value by providing high quality, relevant courses and programs, by assisting in the development of a qualified workforce, utilizing human and financial resources to accomplish the mission, and expanding educational access in the college's service area through technology and partnerships. In the full range of Arts and Sciences offerings, general education offerings include developmental English, reading, mathematics and courses whose goal is to assist students in the acquisition of skills in reading, writing, oral communication, and fundamental mathematical skills, and the basic use of computers; proficiency in problem solving and critical thinking; the ability to use and acquire information; and the ability to work with a variety of technologies. These skills are needed to succeed in industrial technology, business, public service, and health sciences programs and/or to articulate to senior institutions.

Specific goals for the 2003-2004 academic year include: implement the Reading and Mathematics Academies as computer assisted instruction in the 012 workshop sections that support 032 sections of developmental reading and mathematics sections; participate in the pilot of QEP initiative to measure the reading/writing skill levels of AA/AS graduates; begin study to examine non-successful students by comparing placement scores with final grades in ENG 032, MAT 032, RDG 032; improve success rates in developmental courses by 1-5% over previous 3-year mean; evaluate CPT 170-500 for impact on developmental students.

Section 3: Description of the Program/Service Being Assessed

The Developmental Education and College Level Preparatory Courses provide the opportunity for students to acquire the essential academic skills in math, English and reading needed to attain their goals in a chosen curriculum. A student is registered in zero-level or 100 college level preparatory courses when the ASSET/COMPASS test indicates that he/she is not prepared to complete college-level curriculum courses. To exit zero-level courses, students must pass competency-based tests. Zero-level courses carry institutional credits for administrative purposes such as calculating tuition and student course loads, but not credits toward graduation or in GPA calculations; whereas, courses above zero level are calculated into institutional GPA computations. Goals include improving retention, providing English, mathematics, reading courses that meet student needs, exploring/developing/implementing appropriate teaching methodologies, offering college skills courses to supplement student's skills development and promote success in college studies.

Developmental faculty include an English/reading instructor, mathematics instructor, one full-time instructor who teaches both developmental and curriculum level English courses, and a full-time teaching assistant who manages the developmental workshops in English, reading, and mathematics, as well as qualified adjunct instructors who teach each semester.

Section 4: Office Where Assessment Documentation for this Program/Service is Maintained

Current and historical documentation of the assessments, findings, program changes, etc. for Developmental Education are kept in the Division Offices, 9/102 and 9/119.

Section 5: Description of Current Assessment Studies

The current assessment study includes: implementation the Reading and Mathematics Academies as computer assisted instruction in the 012 workshop sections that support 032 sections of developmental reading and mathematics sections; participation in the pilot of QEP initiative to measure the reading/writing skill levels of AA/AS graduates; begin a study to examine non-successful students by comparing placement scores with final grades in ENG 032, MAT 032, RDG 032; improve success rates in developmental courses by 1-5% over previous 3-year mean; evaluate CPT 170-500 for impact on developmental students.

The table summarizes the current assessment study:

Component	Outcomes Statement	Means of Assessment	Criteria for Success
Implementation of the Reading and Mathematics Academies in 012 workshop sections for 012 sections on the Beaufort campus	The Reading and Mathematics Academies will be implemented in all reading and mathematics workshop sections 012 on the Beaufort campus.	Count of sections utilizing the Reading and mathematics Academies; analysis of student gains placement to completion; analysis of COMPASS to Academy placement	100% of Beaufort campus sections of RDG 012 and MAT 012 will utilize the academies; 75% students show gains pre-to post-test
Participate in Fall 2003 mini-pilot and Spring Pilot of QEP assessment program	One class in fall and a representative number in spring will participate in the QEP assessment program; at least two A&S faculty will serve as scorers in spring.	Count of classes participating in fall and spring; count of faculty participating in spring as scorers.	Number of fall/spring classes participating; number of faculty participating as scorers.
Retention study of non-successful students in 032 sections of RDG, ENG, MAT	Data exhibiting grades of non-successful students (NC, W, WF) vs their COMPASS placement scores will be developed.	Analysis of the baseline data will be completed, strategies identified to improve success rate (i.e., decrease non-success rate)	Baseline data available; strategies identified for summer/fall implementation
Improve success rate in 032 sections of RDG, ENG, MAT courses	Success rate in each core course will improve 1-5% over the average of the previous three years.	Analysis of the data for the current and previous three years.	Core course success rates will improve by 1-5%

Section 6: Major Findings of the Current Assessment Studies

Findings from the current assessment study include the following. For the 2003-2004 academic year all sections of MAT 032 and RDG 032 were paired with a corresponding 012 Workshop utilizing the appropriate Academy. 88% of students involved in the Mathematics Academy made gains over the course of their semester's work with an average gain of 1.2 grade levels with a range from 0-6.2 grade levels. 70% of the students gained grade levels in reading. Of the 30% who showed no gain, original placements were at the 10th grade level with the exception of one student with original placement at the fifth grade level. The average gain was 2.4 grade levels.

In support of the College's QEP, one faculty member provided writing samples from two English classes in the fall and two faculty members provided writing samples from one English and one psychology class in the spring. Six members of the Arts and Sciences faculty are volunteers for the first Institutional Competency Day Conference as evaluators of the reading/writing samples for the Spring 2004 Pilot Study.

For students enrolled in Developmental English for Fall 2003, approximately 50% were unsuccessful (NC, W, WF). Of this 50%, 59% had test scores below the minimum placement into "0" level English or had no test scores on the Datatel system with an additional 10% scoring in the lowest quartile. For Developmental Mathematics, approximately 35% were unsuccessful. Of this 35%, 31% had no test scores on the Datatel system with an additional 17% scoring in the lowest quartile. For Developmental Reading, approximately 33% were unsuccessful. Of this 33%, 22% had scores in the below the minimum placement into "0" level reading.

Analysis of core course completion for students in developmental education shows enrollment and successful completion fairly stable in all content areas. An administrative change in the withdrawal process makes the data concerning withdrawals inconclusive but has no real bearing in the overall nonsuccess rate. Of concern are the number of students enrolled in "0" level courses with no scores, scores below the published mandatory placement score, or in the lowest quartile. There appears to be an issue (gap/overlap) with the English competencies in the progression from 032 to 100 to 101.

Section 7: Program/Service Changes Resulting from Assessment Outcomes

Changes based on the assessment outcomes include the use of reports to identify students who have not met prerequisites through placement or successful course completion.

Students identified and their academic advisors were contacted so that placement in correct courses was accomplished. To improve the reading and mathematics skills of developmental students, Reading and Mathematics Academies were implemented to support the mastery of course competencies. Developmental English teachers located and implemented a variety of computer based learning materials to support the

developing writer. For Developmental Mathematics, the syllabus was revised to reflect exit competencies developed through the work of the DVS Peer Group and approved by the Chief Academic Officers. For Developmental Reading, the COMPASS placement scores were changed to reflect the minimum level set by the State Technical College System. For all developmental studies content areas, a Memorandum of Understanding was developed and implemented to reflect referral to the appropriate Adult Education body of those students who do not meet minimum placement requirements in English, mathematics, and/or reading.

Section 8: Action Plan Objectives/Planning Initiatives Derived from Current Study

Action plan objective/planning initiatives for the upcoming academic year include:

- Propose to Curriculum Committee the implementation of ENG, MAT, RDG 031/011 for students in the lowest quartile. The rationale is to allow more time on task for mastery of very basic skills. Continue use of and strengthen 012 workshops to support skill mastery.
- Propose the use of COL 107 Computer Literacy Skills for College Success as an alternative for COL 103 and to replace CPT 170-500 for Fall 2004 implementation.
- Study the ‘best practices’ on optimal class size for adults in developmental studies and develop proposal for local practices based on the research.
- Develop mechanism for identifying developmental students with repeated failures and work with Student Services staff to provide counseling/promote success.
- Develop/implement early intervention strategies for students with no placement scores, placement scores below the minimum, and/or failing prerequisites (early registration/advising issue).
- Develop cooperative model with Student Services to promote success by adhering to established local placement/testing procedures and continued implementation of the MOU with Adult Ed agencies.
- Continue gathering and analysis of the standing statistics for purposes of longitudinal study and program improvement; study alignment and make needed adjustments to ENG 032 – ENG 100 – ENG 101 curricula to eliminate gaps and overlaps.
- Continue support for the development and implementation of the cohesive assessment program as outlined by the College’s QEP.

Section 9: Resources Required/Cost

Reading and Mathematics Academy maintenance:	\$1,800 (technical assistance)
English A+ writing/vocabulary development software: Academies)	\$ (complements
COMPASS Units for pre/post testing in ENG 032/012:	\$ 400 (320 units @ \$1.25 ea)

DATA/TABLES IN SUPPORT OF THE CURRENT ASSESSMENT STUDY

Table 1 shows results of pre-post tests in RDG 012, MAT 012, and ENG 012. The Reading and Mathematics Academy software has pre-post test capability. For English students, the COMPASS was used as a post test. 100% of sections of RDG 032, ENG 032, and MAT 032 were paired with a mandatory 012 Workshop.

LEGAL ASSISTANT/PARALEGAL

Section 1: Background

College:	Technical College of the Lowcountry
Component Assessed:	Legal Assistant/Paralegal Academic Program
Contact Persons:	Laura Dukes, Program Director (525-8231); Dr. Leah Parisi, Division Dean (525-8278)

Section 2: Mission Statement of the Program/Service Being Assessed

The Legal Assistant/Paralegal Program provides quality academic and practical education to prepare students for entry-level positions as paralegals in law offices, in corporations, or in government. Students acquire knowledge and skills required in the workplace, including ability in critical thinking and problem solving. Written and oral communication is emphasized. Graduates are prepared to become self reliant and effective contributors to the economic development of the Lowcountry. The Program is approved by the American Bar Association.

Section 3: Description of the Program/Service Being Assessed

The Legal Assistant/Paralegal Program offers a 69 credit Academic Associate in Public Service Degree with a Legal Assistant/Paralegal major. A 30 credit Legal Assistant Specialist Certificate is available for those individuals who have previously earned an Academic Associate or higher degree in a related field. One full time faculty member, the Division Dean, and five adjunct faculty members provide courses in the traditional format at the Beaufort campus, through satellite and cable to the Hilton Head, Hampton and Walterboro campuses, through cable educational television for students at home, and selected courses are provided online throughout the four county service area and in the South Carolina Tech Online program. Online courses are selected to assure compliance with ABA requirements.

Section 4: Office Where Assessment Documentation for this Program/Service is Maintained

Documentation materials are maintained in the office of the Vice President for Academic Affairs (6/102), the Dean of the Division of Business Technologies (15/119) and the Program Director (2/237).

Section 5: Description of Current Assessment Studies

Based on faculty and advisory committee interest in enhancing student success and decreasing attrition, the current program assessment studies include: enrollment; class size; grades and attrition in courses; comparison of internet and traditional delivery formats; and number and placement of graduates. Due to faculty interest in improving effectiveness and student learning, faculty and advisory committee interest in assuring that content is current, and ABA

requirements, the following assessments are carried out: student assessment of faculty performance (SUMMA), student evaluation of courses (Division form), and bi-annual graduate and employer surveys. Because of the Division Dean's interest in faculty opinion, all faculty members complete a faculty opinion survey annually (NIST form).

The program capstone course (LEG 242) provides a means for skills learned throughout the Program to be assessed and reinforced. The Program has developed Terminal Competencies that are evaluated in this course, and as well, certain of the competencies are also assessed in LEG 132, LEG 213, LEG 214, LEG 233 and LEG 244.

LEG 244 consists of an internship and student performance is assessed by the supervising lawyer at the placement, as well as by the assigned faculty member. Forms have been developed to address consistency in evaluation.

The program participated in the initial pilot project of the College Quality Enhancement Program. LEG 233 (Wills, Trusts and Probate) was the course included in the pilot project. Students in that course developed a written assignment that was evaluated not only by the instructor as a part of the student's grade, but was also evaluated by the College QEP committee in regard to reading and writing competency. For the second stage of the evaluation process the program submitted assignments from LEG 132 (Legal Bibliography) for evaluation.

Section 6: Major findings of the Current Assessment Studies

The Table entitled Appendix A documents statistics comparing the 2002-2003 academic year with the 2003-2004 academic year. The major findings are:

1. Although student enrollment increased in 2003-2004, comparison with the previous year is not appropriate due to the method of calculation.
2. The interest in internet courses is increasing, but offerings are limited due to ABA requirements.
3. Overall GPA was lower than for the previous year (3.05:3.2).
4. While the SUMMA item average for all faculty (full time and adjunct) declined, the item average for full time faculty remained high.
5. Faculty participation in the ACBSP accreditation process generated interest in gaining ACBPS accreditation for the Program as well as ABA approval.
6. The Division Faculty Opinion Survey (NIST Assessment Tool) revealed improvement in items related to the Categories of Leadership, Customer and Market Focus, and Information and Analysis, but also revealed that additional support is needed in Relation to the Categories of Strategic Planning, Human Resource focus, Process Management and Customer Satisfaction.
7. Terminal competencies for the Legal Assistant/Paralegal Program have been determined.
8. Faculty participation in the QEP planning process and pilot study led to the selection of LEG 132 (Legal Bibliography) as the course wherein reading and writing skills will be evaluated.

9. Advisory Committee and faculty evaluation of the curriculum indicated a need for greater content related to corporations for students who wish to be involved in this area of work.

Section 7: Program/Service Changes Resulting from Assessment Outcomes

1. Methods of statistical calculation are now consistent from year to year.
2. Although the ABA guidelines do not permit required courses to be delivered solely by internet, the program is in the process of delivering certain of the required related courses by internet. Four courses (BUS 121, BUS 123, LEG 135 and LEG 231) are now offered online, with GPA and attrition being equal to or better than traditional course delivery. Additionally, a web component was added in LEG 233; student feedback on the web component was favorable.
3. Although the overall GPA was lower than during the previous year, it is thought that this is due to a policy change regarding assigning a grade of F, as opposed to W/WF, if a student does not initiate a withdrawal. The program will continue to monitor this and assess any change that may be needed.
4. Changes in adjunct faculty composition were made based on SUMMA item evaluation.
5. LEG 132 was selected as the course for QEP reading/writing evaluation, following use of LEG 233 for this purpose in the campus pilot project. The change was based on the use of more traditional language in the LEG 132 assignment as opposed to the LEG 233 assignment that includes legal language and format.
6. Terminal competencies have been defined, and the faculty is in process of designing a rubric to be used for more consistency in evaluation, particularly when advisory committee members take part in the evaluation process.
7. BUS 123 (Business Law II) includes content on corporate law and related areas, which was added to the curriculum as an alternative to LEG 234 (Title Exam) for students who are interested in corporate work.
8. Program faculty members watched videotape provided by the ACBSP.

Section 8: Action Plan Objectives/Planning Initiatives Derived from Current Study

1. The program will be included with the ACBSP Interim Report requesting to be included as accredited. In preparation for this, the Advisory Committee and Curriculum Committee will be asked to delete one elective from the curriculum (3 units) and add a requirement of one of the following courses (3 Units): BAF 101; MGT 101; BUS 123; or ACC 101, to assure that the Professional Component of the accreditation requirements are met.
2. The Division Dean will continue to work with faculty members to improve outcomes reflected by the Opinion Survey, and to facilitate implementation of the rubric to be used to assess Terminal Competencies.
3. The Division Dean will keep the statistics so that assessment can be made from year to year.

4. Evaluation of student success in internet and cable courses, as compared to traditional delivery will continue.

Section 9: Resources Required/Cost

<u>Requirement</u>	<u>Priority</u>	<u>Material Cost</u>
ABA Dues	1	\$ 800
Funds for one faculty member to attend the regional and national AAFPE meetings	1	\$ 1,800
AAfPE Dues	1	\$ 350
NALA Dues	1	\$ 25
<i>Supreme Court Reports</i>	1	\$ 110
<i>Rules of Court</i>	1	\$ 60
S.C. Bar – CLE	1	\$ 800

Appendix A

	2002-2003	2003-2004
Students enrolled in class	130 + plus Business Law and AHS 205 students	231 + plus Business Law and AHS students
Number of classes – 3 terms	23	21
Average class size	Not available	17
% of enrollment by internet	9.2%	19% plus Business Law courses
Number of internet courses	2	2 plus 3 Business Law courses
GPA	3.6	3.35
- Beaufort campus	3.2	3.4
- Hilton Head campus	3.5	3.5
- Hampton campus	3.6	1.45
GPA – internet courses	3.2	3.05
GPA – cable	3.2	Not Available – cable students not all enrolled as a separate section
% above C – traditional	Not available	82%
% above C – internet	Not available	83%
% above C – Division	Not available	72.4%
Attrition – overall	7%	14%
- Beaufort campus	14%	10%
- Hilton Head campus	0	11%
- Hampton campus	0	11%
Attrition – internet	NA	9%
SUMMA item average	All faculty – 4.31 Full time faculty – 4.65	All faculty – 4.19 Full time faculty – 4.63

Course Evaluation average	Not available	3.67
Graduates	9 – 7 employed in field	Not yet available

RADIOLOGIC TECHNOLOGY: ASSOCIATE IN HEALTH SCIENCE

Section 1: Background

College: Technology College of the Lowcountry

Component Assessed: Radiologic Technology

Contact Person: John W. Eichinger, BSRT, (R), (CT)

Section 2: Mission Statement of the Program/Service Being Assessed

The Radiologic Technology Program defines the purpose and scope of the program, while supporting the college's mission statement. Both the program and TCL strive to create a student-focused environment that includes both didactic and clinical education components.

Section 3: Description of the Program/Service Being Assessed

The program in Radiologic Technology is an 81 credit program over six semesters beginning in the fall of each academic year. The program has affiliation agreements in progress with 9 clinics sites. Beaufort Memorial Hospital represents the largest and most comprehensive clinical education setting. Hilton Head Regional Medical Center and Clinics, Colleton Medical Center, Hampton Regional Medical Center, Doctor's Care of Port Royal, Beaufort-Jasper-Hampton Comprehensive Health Services, and Navy Hospital Beaufort comprise the remaining clinical education settings.

Section 4: Office Where Assessment Documentation for this Program/Service is Maintained.

Assessment material is currently being developed to meet the standards set forth by the Joint Review Committee on Education in Radiologic Technology. At the present time, all documentation including student files is being kept in the office of the Program Director and/or Clinical Coordinator.

Section 5: Description of Current Assessment Tools

The following are goals established for assessment within the Radiologic Technology Program, as well as the method of assessment.

1. Graduate students who will provide quality patient care. (Employer Surveys-annually upon graduation.)

2. Graduate students with entry-level skills necessary to competently perform radiographic procedures. (Employer Surveys/Advisory Committee-Annually upon graduation.)
3. Maintain a program retention rate of 50%. (Program completion rate.)
4. Maintain a 50% pass rate of the ARRT examination. (ARRT examination/Graduate Survey)
5. Maintain a course completion rate no lower than 50%. (Course completion rates-Annually)
6. Maintain job placement rates not lower than 50%. (Employer Survey-Annually)
7. Provide an educational experience resulting in an appreciation for critical thinking and problem solving. (Graduate Survey/Advisory Committee/Employer Survey-Annually.)
8. Graduate students who report good job satisfaction. (Graduate Survey-annually upon graduation.)
9. Graduate students who maintain a high level of ethical and professional standards. (Employer Survey-Annually.)
10. Graduate students who represent cultural diversity. (As per College Admissions Criteria.)

Section 6: Major Findings of the Current Assessment Studies

New program—nothing to report at this time

Section 7: Program/Service Changes Resulting from Assessment Outcomes

New Program—nothing to report at this time

Section 8: Action Plan Objectives/Planning Initiatives Derived from Current Study.

New Program---nothing to report at this time

Section 9: Resource Required/Cost

The program is currently working within a proposed budget. Some additional monies are available through the Perkins Grant Funds. Throughout this academic year, the college has been very supportive of the needs of the program implementation.

Transfer Data for the Technical College of the Lowcountry

Fall 2003

In accord with State law, every four years each of South Carolina's public four year colleges are mandated to provide to the respective technical colleges data on the number of technical college graduates who applied and were accepted as transfers. In addition,

the four year colleges are to provide information on the comparative Grade Point Averages (GPA) of such transfers compared with that of "native" students for a semester.

The transfer data for Fall 2003 is summarized in the table provided. It indicates that 13 TCL graduates applied for Fall 2003 admission to South Carolina public colleges, and seven ultimately matriculated. This is a small number compared with the overall completers at TCL. Data from the National Student Loan Clearinghouse showed that 27 TCL graduates subsequently were enrolled at private colleges in South Carolina or at institutions out-of-state.

There are three reasons for the low rate of transfer to South Carolina public colleges. First, in Fall 2003 the closest four year public college in the State was 75 miles from Beaufort, where the majority of TCL students live. There are several out-of-state public colleges and several private colleges which are much closer. Second, the cost of attending these other colleges is not the barrier it may seem. Both Savannah State and Armstrong Atlantic have lower tuition rates for Beaufort County residents than do any South Carolina public institutions. Graduates in the active duty military receive funding for private college tuition at Parks and Webster Universities, both active in Beaufort. Three, staff of each of these other schools actively recruit TCL students.

	(1)	(2)	(3)	(4)	(5)
				TCL Transfer Applicants; Fall	
Four Year College	Total	Total Accepted	Total Rejected	Incomplete	Total S
					Enro
Citadel	1	1	0	0	
Coastal Carolina	1	1	0	0	
College of Charleston	7	3	3	1	
USC-Aiken	1	1	0	0	
USC-Columbia	3	2	0	1	
Total	13	8	3	2	

	(1)	(2)	(3)	(4)	(5)
				TCL Transfer Applicants; Fall 2003	
Four Year College	# of TCL	TCL Avg.	Native	Native Avg.	GPA diff
	Transfers	GPA*	Students	GPA*	
Citadel	1	3	1848	2.77	
Coastal Carolina	1	1.75	310	2.71	
College of Charleston	3	2.38	6557	2.94	
USC-Aiken	1	3	2373	2.64	
USC-Columbia	1	3.44	14301	2.92	
Total	7	2.62	25389	2.89	