



TECHNICAL COLLEGE
OF THE LOWCOUNTRY

2008 INSTITUTIONAL EFFECTIVENESS REPORT

*South Carolina Commission on Higher Education
Section 59-101-350 , S.C. Code of Laws, 1976 as amended*

August 1, 2008

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**2008 INSTITUTIONAL EFFECTIVENESS
SUMMARY REPORT**

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Purpose

The *2008 Institutional Effectiveness Summary Report* supports the South Carolina Code of Laws, 1976 as amended, Section 59-101-350, which requires that the Commission on Higher Education submit an annual report to the Governor and to the General Assembly with information on the public four-and two-year institutions in the state “so as to easily compare with peer institutions in South Carolina.” This Summary Report constitutes the narrative information of the Institutional Effectiveness report that describes the Technical College of the Lowcountry’s (TCL) efforts to improve. The Summary Report focuses on outcomes of its assessment efforts—changes made to improve or maintain the quality of the institution. The components of this report are as follows: a) academic advising procedures, policies, and common practices; b) an overview of student satisfaction survey results and actions taken; c) assessment of discipline-based programs leading to undergraduate degree majors or concentrations; d) accreditation site visits; e) discussion of internal academic program review plan; and f) analysis of transfer data.

Statement of Technologically Skilled Workforce

“Holistically, the College’s policy, procedures, missions, goals, and values ensure that our academic programs offerings will support the economic development needs for a technologically skilled workforce in the College’s service area of Beaufort, Colleton, Hampton, and Jasper counties.”

Academic Advising

Policy. It is the policy of the Technical College of the Lowcountry that all full-time faculty are required to provide academic advisement to assigned students. Exceptions must be approved by the Vice President for Academic Affairs (Policy 3-1-308 Academic Advising, March 11, 2003). In addition, procedure 3-1-301.8 supports academic advisor assignments and minimum admission requirements to developmental education. (See Appendix A.) Information about academic advising for each of the programs is published on the College’s web site at http://www.tcl.edu/Future_Student/Programs_of_Study. Students are to be directed to contact the program’s Academic Division dean for details. Even though academic advising for academic programs follow the policy, the procedures and practices are program specific and are based on admission requirements and academic advising.

Placement Test Score and Advisor Assignment. Students who score below the developmental level in one or more disciplines (English, reading, or mathematics) will be advised to participate in Fresh-Start. Fresh-Start is a program that provides students whose scores are below the developmental level with an opportunity to remediate. Students, who score into the colleges developmental education courses, are to be assigned to a Developmental Education Advisor from the Arts and Sciences Division while students who score into at least one transitional or collegiate course will be assigned to an Academic Advisor from their chosen program academic division. (Transitional courses are courses with a course number of 100 while collegiate courses are courses with a course number of 101 or higher.)

ACADEMIC ADVISING BY DIVISION

The Academic Divisions adhere to TCL’s Academic Advising Policy; however, academic advisement procedures and practices might vary to support the needs of each program. The Academic Divisions include Arts and Sciences, Business, Health Sciences, and Industrial technologies. In addition, TCL offers the Early College Credit Opportunity (ECCO), a program that provides classes to high school students in the four counties served by TCL whether attending a public, private, or home education school. For the purpose of this report, we will not discuss academic advising for ECCO participants.

Arts and Sciences.

Arts and Sciences Division supports the following academic programs: Associate in Arts, Associate of Science, Arts and Science Certificates, and Early Care and Education. For Arts and Sciences Division programs, faculty advisors will provide academic advising to the students while adhering to the College's policy. Students who are in need of remediation will receive special academic advising.

Developmental Education courses are available for students whose test scores refer them to remediation. These English, reading, and mathematics courses provide the opportunity for students to acquire the essential academic skills needed to attain their goals successful in a chosen curriculum. In addition to classroom instruction, the Developmental Education instructors provide academic counseling for students enrolled in Developmental English, reading and mathematics courses.

Business Division.

The Business Division includes the following academic programs: Administrative Office Technology, Computer Technology, General Business, Criminal Justice, and Paralegal. Business Technologies adheres to the established academic advising policy. Students are to be assigned an academic advisor. However, students may contact the division dean or other instructors for specific course advisement. Upon requests and during general college or One Stop Registration periods, instructors whom teach specific program will advise students interested in business courses.

Health Sciences.

The Health and Science Division includes the following academic programs; Pre-Allied Health Studies and Massage Therapy certificates; Associate Degree in Nursing, Physical Therapist Assistant, and Radiological Technology degrees; and the Practical Nursing and Surgical Technology diplomas. Each program adheres to the academic advising policy of the college; however, some of the programs have specific procedures and practices that differ from one another. The procedures and practices support the programs admission requirements and academic advising needs.

Applicants interested in a health science program must first complete the college application process. After completing the college admission process, the prospective student makes an appointment to meet with a health science advisor. Health science programs have additional admission and application requirements. Interested students may obtain applications for admission to health science programs from only the health science advisors. Acceptance into the college does not guarantee admission into a Health Science program.

Regarding common practices, after completion of admissions processes, faculty advisors of the chosen programs will advise students. Each student is encouraged to meet with his or her advisor regularly; develop a curriculum plan of study; review course and academic progress; and discuss concerns. The health science administrative support staff will make appointments and assist students if they need immediate access to a faculty advisor.

The advisors assist students in the following three practices: 1) developing curriculum plan, registration, referring to campus support services (tutoring center, financial aid, and TCL foundation for special assistance); 2) referring to outside sources to assist with family problems; and 3) provide opportunities to meet with potential employers and facilitate job placement. Advisors also meet with students to review learning styles, assist in development of test taking skills and address issues of special concern to the student.

Industrial Technologies

The Industrial Technology Division supports the following academic programs: Automotive Technology, Building Construction Technology, Computer Assisted Design, Civil Engineering Technology, Cosmetology, General Technology, Heating, Ventilation, and Air Conditioning, Industrial Electronics Technology, and Industrial Maintenance Technology.

One full-time instructor is responsible for advising. Students must complete the COMPASS/ASSET academic skills assessment and provide proof of a high school diploma, GED, or associate degree as minimum qualifications. The advisor designs a student schedule on their academic ability using a combination of curriculum and developmental courses if necessary to achieve student success. All students applying for financial aid must take the COMPASS/ASSET academic skills assessment.

Civil Engineering

Civil Engineering Technology Degree and Certificate program faculty advisor tries to set up the best-case scenarios for student success in their programs. The best practices include developing schedules that take employment and family life into consideration. Industrial Technology Division programs offer full certificate and degree programs in an evening format with the exception of Cosmetology. The last data we received from the College Research program, over five years ago, showed that more than 85% of the Industrial Technology students who were employed during the daytime while attending an evening course— an essential part of developing the community workforce. Additionally, students and employers will be advised about use of lottery and federal funding. Program instructors provide tutoring for students who are in the Civil Engineering.

HVAC, CAD, and BCT

HVAC, CAD, and BCT programs have one full-time instructor that advises students. These are all certificate programs that may lead to a General Technology Degree. A list of the requirements for the General Technology Degree program is included under the General Technology Degree section. These certificate programs are “hands-on,” and the students do not participate in the COMPASS or ASSET unless they are petitioning for financial aid.

In the HVAC, CAD, and BCT certificate programs faculty advisors try to set up the best-case scenarios for student success in their programs. The best practices include developing schedules that take employment and family life into consideration. Industrial Technology Division programs offer full certificate and degree programs in an evening format with the exception of Cosmetology. Program data showed that more than 85% of the Industrial Technology students were employed during the daytime making evening courses an essential part of developing the community workforce. Additionally, students and employers are advised in the use of lottery and federal funding. Program instructors provide tutoring for students who are in these programs.

General Technology

The General Technology Associate Degree program allows students from non-degree certificate programs to pursue an associate degree through cross training. Students declaring themselves a candidate for the GT must follow the college procedure for obtaining an associate degree in Industrial Technology. The main unique feature of the GT is that a student may have been a TCL student for a number of semesters or even years before becoming a candidate for the degree program. Students must complete the COMPASS/ASSET academic skills assessment and provide proof of a high school diploma, GED, or associate degree as minimum qualifications. . Advisors design a student schedule on their academic ability using a combination of curriculum and developmental courses if necessary to achieve student success. In the case of the GT degree certificate, program instructors have severed as advisors at the certificate level. The Industrial Division Dean becomes the student advisor at the GT level. The student and the Division Dean design a course of study that terminates into completing the General Technology.

The General Technology Associate Degree program faculty advisor tries to set up the best-case scenarios for student success in their program. The best practices include developing schedules that take employment and family life into consideration. Industrial Technology Division programs offer full certificate and degree programs in an evening format with the exception of Cosmetology. Program data showed that more than 85% of the Industrial Technology students were employed during the daytime making evening courses an essential part of developing the community workforce. Additionally, students and employers are advised in the use of lottery and federal funding. Program instructors provide tutoring for all students who are in the General Technology program.

Cosmetology

The Cosmetology Diploma program has two full-time faculty advisors. Cosmetology has two unique features pertaining to admission: a) Students must show proof of a tenth grade education and b) all students are fulltime students and must -complete hours Cosmetology instruction

Cosmetology students are to receive advisement about the general education requirements before starting the program if possible. This may require taking developmental subjects prior to starting the COS program. Students are advised to start the program and continue classes until the program is completed over a three semesters. Students are to complete the requirements for the Diploma program as advised. While students do not have to have a Cosmetology Diploma to participate in the state licensing examination, the students must have documentation of -completed hours on instruction. Because a student can opt-out of the program when upon completion of the required hours, advisors must discourage opting-out of the program while encourage the student to complete this program.

ACADEMIC ADVISING AND CCSSE RESULTS

2007 CCSSE results

TCL conducted the *Community College Survey of Student Engagement (CCSSE)* along with the *Community College Faculty Survey of Student Engagement (CCFSSE)* in the spring semesters of 2007 and 2008. TCL used these results in planning their Achieving the Dream initiative to help establish a priority to support improved academic advising policies, procedures, and practices at TCL.

Summary of CCSSE results

Of the faculty respondents, 80% referred students to academic advising/planning. Of the part-time faculty who responded, 67% referred students to academic advising/planning while 83% of the full-time faculty referred students. Meanwhile, only 61% of the students indicated that they use academic advising/planning. All faculty believe that academic advising/planning is important to students while only 88% of the students feel it is important to them. (Results for 2008 CCSSE were not available for this reporting period.) Please see Appendix A for results from the 2007 CCSSE and CCFSSSE on Academic Advising.

Survey Results: Survey of Student Opinion

Survey of Student Opinion of Instruction

The college conducts the SUMMA Information Systems, Inc., *Survey of Student Opinion of Instruction* each semester. This report discusses the comprehensive summary reports for Summer 2007, Fall 2007, and Spring 2008 survey results and response rates of agreement. The participation rates were as follows: a) summer, 73% (128/175); fall, 70.4% (3,228/4,585); and spring, 3,138/4,551).

Appendix B includes a table that show the agreement statements and the percentage of students who indicated a level of 3, 4, or 5 on an agreement scale whereas the closer to the value of “5,” the stronger the agreement. Student perception of their instructor’s performance and course is a measurement of student satisfaction.

Summary of the survey results

As a group, students at TCL were satisfied with course instruction eliciting a three-semester average of agreement of 90% or higher for all items. The majority (76%) of the items rated elicited above a 95% agreement rate. Of the respondents, 96% rated the instructor as “good” overall while 94% of the students felt that they were learning “much” in their courses. In addition, while 32-to 36% of the students indicated that they did not need help outside of the classroom with the course, 62% of the students said that the instructor provided help to them. Please see Appendix B: SUMMA Information Systems, Inc., Survey of Student Opinion Comprehensive Summary Report for Summer 2007, Fall 2007, and Spring 2008 Response Rates of Agreement.

Survey Results: Business Division: Culinary Employer Needs Survey

The college plans to start offering courses in the Culinary program August 20, 2008, by offering HOS 101—Principles of Food Production I. The Culinary Employer Needs Survey was conducted in July 2007. Of the survey respondents, nearly 95% indicated that they had a need for trained employees in the culinary arts while 68% felt that duration of training could be met with a certificate or diploma program in the culinary arts. Please see Appendix D for the survey results.

Health Sciences Institutional Effectiveness Summary for 2007-2008

Radiological Technology

Students who graduated the program in August 2005, 2006 and 2007 were all successful on the certification examination provided by the American Registry of Radiologic Technologists (ARRT) on the first attempt. In addition, the program underwent a reaccreditation site visit in June 2008, and the college is awaiting the accreditation award, which will be provided by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program continues to be supported by a strong and active advisory committee.

Surgical Technology

The National Board Accreditation Surgical Technology Association's (NBASTA) awarded the Surgical Technology program full accreditation for five years in Fall 2005. Campus lab was updated to include three state of the art surgical stations, updated multimedia equipment, and computer learner access. Program enrollment increased from three student's fall 2005 to a full class of 14 students in the past two fall semesters, and enrollment for this program is predicted to be a full class in Fall 2008. Meeting the increased demand of surgical technologist in the TCL service area, the program has produced 22 qualified surgical technologist. There has been significant growth in community recognition of program and active advisory committee. In addition, the program director is active in statewide organizations to promote surgical technology education and played a significant role in passage of the law requiring mandatory certification of surgical technologists.

Massage Therapy

The massage therapy program moved from Continuing Education to the Health Science Division in Fall 2005. Program enrollment increased from five students in Fall 2005 to 14 students Fall 2006 and Fall 2007, and enrollment is predicted to remain steady in Fall 2008. The program is based on the New River campus where a state-of-the-art campus lab provides a dynamic learning environment. The program has started the process of applying for accreditation through COMTE.

Physical Therapy Assistant

The Physical Therapy Assistant program was granted Candidacy Status by Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. (CAPTA) and accepted its first class in Fall 2007. A full class of 16 students has been accepted to begin Fall 2008. The campus lab has state-of-the-art equipment and provides a dynamic learning environment.

Nursing

The License Practical Nursing and the Associate Degree in Nursing programs are accredited by the National League for Nursing Accreditation Commission and are due for reaccreditation in 2011. In Spring 2006, the nursing programs begin accepting students twice a year (fall and spring) and increased enrollment by 30%. The nursing curriculum was reviewed and revised during the 2007-2008 academic year to provide additional options for student scheduling and enhance student success.

Students were provided the opportunity to take courses during summer 2008 that had been offered only during the spring and fall semester in the past. The number of nursing labs has been increased to four: a) three labs on the Beaufort campus and one at New River. The lab equipment has been updated, and these labs provide dynamic learning opportunities. The Beaufort campus has a state-of-the-art simulation lab that provides hospital like experiences in a safe learning environment. Many nursing courses are being offered on the New River campus via distance learning. Class and lab sections for Fall 2008 have been organized to decrease student trips to campus and assist them in cutting transportation costs.

Quality Enhancement Plan

TCL's Quality Enhancement Plan (QEP) focuses the College becoming the postsecondary institution of choice in our service area. Delivering excellent courses and programs based on quality learning experiences is the key to producing graduates prepared to enter the workforce or to continue their education. The implementation of an assessment program to monitor the level and quality of student learning is at the focus of the QEP.

Expected skills

TCL's Institutional Competencies outline the skills that graduates of an associate degree program are expected to demonstrate. The expected skills are as follows: a) proficiency in the basic academic skills in reading and writing, oral communication, fundamental mathematical skills and the basic use of computers; b) proficiency in problem solving and critical thinking; c) the ability to acquire and use information; and d) the ability to work with a variety of technologies.

Assessment

The Institutional Competency Assessment focuses on the reading and writing skills. Using two assessment tools to measure the students' abilities, the QEP will measure the students' abilities in reading and writing skills. The standardized test is being administered in upper level classes and student-writing samples are collected from each program and assessed by independent evaluators.

To facilitate the evaluation of the writing samples, a cross-team developed and refined the rubric used in the assessment of student writing samples. The rubric was field tested in Fall 2003 and has been used to assess a larger sample of student writing in Spring 2004, Spring 2006, and Spring 2008. The writing samples are scored, and using the following scale, an overall averaged score is generated:

- 0 to 9 = Poor
- 10 to 36 = Marginal
- 37 to 54 = Adequate
- 55 to 72 = Outstanding

Please see Appendix E for the assessment rubric and the Holistic Scoring Guide and Criteria used.

In Spring of 2008, 76 writing samples were evaluated, and the overall averaged score was 52.6. The averaged scores ranged from 35 to 72 while actual scores ranged from 17 to 72. Only samples with three or more evaluations were included in the average. Since the pilot evaluation, the overall score has remained about the same. In 2004, it was 35.9; in 2005, 43.1; and in 2006, 46.9.

Accreditation Site Visits

Business programs

The Association of Collegiate Business Schools and Programs (ACBSP) re-affirmation site visit was April 24, 2008. The General Business, Administrative Office Technology, Computer Technology, and Paralegal programs were re-accredited without any restrictions until 2018. ACBSP announced that the Technical College of the Lowcountry (TCL) was awarded reaffirmation of accreditation of their business school by the ACBSP Associate Degree Board of Commissioners. TCL was presented with their certificate of accreditation during the ACBSP Annual Conference in New Orleans, La. on June 22, 2008.

ACBSP accreditation shows potential students that TCL provides high quality business programs and the college continually improves its programs and services for students. For institutions that achieve accreditation for their business schools and programs, this attainment certifies that the teaching and learning processes within that institution meet the rigorous educational standards established by the ACBSP. The ratification of accreditation by ACBSP covers a ten-year period during which time TCL must continually reaffirm its quality through quality assurance reports.

Cosmetology

The National Accrediting Commission of Cosmetology Arts and Sciences awarded accreditation to TCL for Cosmetology on February 25, 2008, with a six-year renewal scheduled for May 2013.

Radiologic Technology

On June 19-20, 2008 site visitors from JRCERT, Joint Review Committee on Education in Radiologic Technology evaluated the TCL Radiologic Technology program. The program was evaluated using the Standards for an Accredited Educational Program in Radiologic Sciences (2002). There are nine standards and the TCL program was found to be in substantial compliance on all nine. JRCERT suggested that the college should investigate the provision of an on-campus energized laboratory and that the student handbook clarify the program organization. The program is scheduled for consideration by the Joint Review Committee on education in Radiologic Technology at the Fall 2008 meeting.

Paralegal

The Paralegal Studies program was first approved by the American Bar Association (ABA) in February 2001, while ABA requires a comprehensive self-study and site visit every seven years and a interim report every two years. The ABA requested additional information in November 2007 following the self-study in June 2007. In March 2008, the program self-study was granted approval and a site visit has been scheduled for August 2008.

Internal Academic Program Review Cycle

In the past, academic program reviews were to be on all programs each year, and a summary of the review published in the *Technical College of the Lowcountry Institutional Effectiveness Report* by July 1. To support TCL's strategic planning processes, the annual internal institutional effectiveness report has been made obsolete effective April 2008, and then, a new Comprehensive Academic Program Review cycle (CAPR) is being developed and will be implemented in Academic Year 2008. While all academic programs are on a three-year cycle, the accredited academic programs will be on a schedule that is in alignment with the accreditation site visits. We will develop methods for tracking student cohorts and collecting baseline data that is used when reviewing new academic programs, and certificate programs will undergo review with its primary academic program.

Analysis of Transfer Tables

The College analyzed the senior institutions transfer student data that provided by the Commission of Higher Education. The senior institutions provided data on TCL students who applied to their institution. The data show of the 95 TCL students who applied, 20 or 21% of the applications were incomplete, and 8 or 8.4% of the applications rejected. Of the 75 TCL students whose applications were complete, 67 or 89.3% were accepted. Of the 67 TCL students whose applications were accepted, 32 or 48% enrolled. Of the 32 TCL transfer students who enrolled, 0% of the transfer students were AA/AS Program Transfers. Of the 32 TCL Transfer Students who enrolled, 11 or 34% transferred 0 to 29 credit hours; 13 or 41% transferred 30 to 59 credit hours; and 25% transferred 60 or more credit hours. The majority (62%) of TCL students applied at the University of South Carolina in Beaufort while the majority of the accepted applicants enrolled at USCB. Please see Appendix F for the data tables and graphs.

APPENDICES

APPENDIX A: ACADEMIC ADVISING

Technical College Academic Advising Policy Document

TECHNICAL COLLEGE OF THE LOWCOUNTRY			
STATEMENT OF POLICY			
POLICY NUMBER:	3-1-308	REF. STATE BOARD POLICY:	
PAGE:	1 OF 1		
<hr/>			
POLICY TITLE:	ACADEMIC ADVISING		
LEGAL AUTHORITY:			
DIVISION OF RESPONSIBILITY:	ACADEMIC AFFAIRS		
<hr/>			
<u>March 11, 2003</u>		<u>May 10, 2002</u>	
DATE APPROVED BY COMMISSION		DATE OF LAST REVISION	
<hr/>			
CHAIRMAN	DATE	PRESIDENT	DATE
<hr/>			
It is the policy of the Technical College of the Lowcountry that all full-time faculty are required to provide academic advisement to assigned students. Exceptions must be approved by the Vice President for Academic Affairs.			

2007 CCFSSSE and CCSSE Results for Academic Advising

The table below shows frequency rates from the 2007 Community College Survey of Student Engagement for both the faculty and student surveys. Of the faculty respondents, 80% referred students to academic advising/planning. Of the part-time faculty who responded, 67% referred students to academic advising/planning while 83% of the full-time faculty referred students. Meanwhile, only 61% of the students indicated that they use academic advising/planning. All faculty believe that academic advising/planning is important to students while only 88% of the students feel it is important to them.

2007 CCFSSSE Faculty Responses		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do you refer students to academic advising/planning?	Don't know/N.A.	0	0%	0	0%	0	0%
	Rarely or never	3	33%	6	17%	9	20%
	Sometimes	5	56%	9	26%	14	32%
	Often	1	11%	20	57%	21	48%
Total		9	100%	35	100%	44	100%
How important do you believe academic advising/planning is to students at this college?	Not at all	0	0%	0	0%	0	0%
	Somewhat	1	11%	4	11%	5	11%
	Very	8	89%	31	89%	39	89%
Total		9	100%	35	100%	44	100%
2007 CCSSE Student Responses		All Students					
		Count	Percent				
How often do you use academic advising/planning?	Don't know/N.A.	47	12%				
	Rarely or never	110	27%				
	Sometimes	173	43%				
	Often	74	18%				
Total		403	100%				
How important is academic advising/planning to you at this college?	Not at all	46	12%				
	Somewhat	96	25%				
	Very	244	63%				
Total		385	100%				

APPENDIX B: SURVEY OF STUDENT OPINION

SUMMA Information Systems, Inc., Survey of Student Opinion Comprehensive Summary Report for Summer 2007, Fall 2007, and Spring 2008 Response Rates of Agreement				
Items	SU07	FA07	SP08	Average
Clarity and audibility of the instructor's speech are excellent.	98%	98%	98%	98%
Course objectives have been expressed clearly.	98%	97%	97%	98%
Contents of the assignments contribute to my understanding of the subject.	97%	97%	98%	97%
Adequate opportunities are provided by the instructor for me to ask questions.	96%	97%	98%	97%
Pre-laboratory assignments contribute to my understanding of laboratory experiments.	99%	96%	95%	97%
Instructor relates underlying theory to practice.	96%	97%	97%	97%
Requirements of the course (projects, papers, exams, etc.) were explained adequately.	96%	96%	98%	97%
Instructor is teaching the course material or skills clearly.	98%	96%	96%	97%
The course is practical and useful to those students for whom it was specifically planned.	96%	97%	95%	96%
The instructor demonstrates a personal commitment to high standards of professional competence.	94%	97%	97%	96%
The clinical experiences, or laboratory, meet my learning needs for this course.	95%	95%	98%	96%
The laboratory contributes to my understanding of the subject.	97%	96%	95%	96%
Instructor seems to be well prepared.	94%	98%	97%	96%
Methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.	96%	95%	97%	96%
Overall, I rate this instructor a good teacher.	94%	96%	96%	96%
The time allowed to complete exams is adequate.	96%	97%	94%	96%
Course objectives are being achieved.	94%	95%	97%	95%
Course appears to have been carefully planned.	93%	97%	97%	95%
Has adequate means for evaluating my learning.	94%	96%	96%	95%
Instructor supervises and helps in new experiences without taking over.	94%	95%	96%	95%
Instructor seems to care about my learning.	94%	96%	96%	95%
Examination questions are phrased clearly.	97%	94%	94%	95%
Textbooks contribute to my understanding of the subject.	94%	94%	98%	95%
Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses.	94%	94%	96%	95%
Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.	95%	95%	94%	95%
In this course, I am learning much.	92%	95%	96%	94%
The laboratory manual adequately explains the procedures to be followed in the laboratory.	94%	95%	94%	94%
Presentation often causes me to think in depth.	92%	94%	95%	94%
Examinations cover material or skills emphasized in this course.	87%	96%	97%	93%
The instructor provides useful feedback on student progress (identifying strengths and weaknesses).	90%	92%	94%	92%
During the term, I looked forward to attending class.	91%	91%	92%	91%
The out-of-class assignments are challenging.	90%	91%	91%	90%
If I needed help outside of class, the instructor has given help to me: YES [Not Needed -32 to 26%]	60%	62%	63%	62%
My perception of the teaching method used: Combination of lecture, discussion, demonstration, and other	63%	57%	55%	58%

Appendix C : Health Sciences Survey Results Highlights

Graduate Survey Radiologic Technology Program	
Conducted when?	February 2008
How many respondents	100% of the graduates-11
Highlight 1	100% of graduates reported good or very good when asked if program prepared them to provide quality patient care and safety
Highlight 2	100% of graduates reported good or very good when asked if program instilled a high ethical and/or professional standard
Highlight 3	100% of graduates reported good or very good when asked if program gave them an appreciation for critical thinking and problem solving skills
Employee Survey Radiologic Technology Program	
Conducted when?	February 2008
How many respondents?	50% of employers
Highlight 1	100% of employers responding reported good or very good when asked if graduates were prepared to deliver entry-level radiographic procedures.
Highlight 2	100% of employers responding reported good or very good when asked if graduates provides quality patient care and safety.
Highlight 3	100% of employers responding reported good or very good when asked if graduates have and an appreciation for critical thinking and problem
Student Survey Nursing Program (A.D.N.)	
Conducted when?	May 2007
How many respondents?	18
Highlight 1	Students agreed that curriculum progressed from simple to complex
Highlight 2	Simulation labs were memorable learning experiences
Graduate Survey Nursing Program (A.D.N.)	
Conducted when?	Fall 2007
How many respondents?	8- 35%
Highlight 1	All graduates felt that they were highly competent or competent in the clinical setting
Highlight 2	Students felt very prepared going into the nursing profession by the time of graduation
Highlight 3	Overall they were extremely satisfied with the education received at TCL
Employee Survey Nursing Program (A.D.N.)	
Conducted when?	Fall 2006
How many respondents?	4
Highlight 1	Positive feedback on clinical skills
Highlight 2	Professional, respectful and polite

Appendix D : Culinary Survey of Employer Needs Results

Culinary Survey results			
Number of Respondents: 19			
Are you familiar with TCL?			
	Yes	14	77.8%
	No	0	0.0%
	Somewhat	4	22.2%
Does your organization have a need for employees trained in culinary arts?			
	Yes	18	94.7%
	No	1	5.3%
In so, in what area? (check all that apply)			
	Prep cook	16	21.6%
	Lead cook	15	20.3%
	Sous chef	10	13.5%
	Food & Beverage manager	12	16.2%
	Banquet & Catering manager	9	12.2%
	Kitchen manager	12	16.2%
How many employees in culinary positions do you currently employ?			
	Prep cook	179	15.2%
	Lead cook	238	20.2%
	Sous chef	27	2.3%
	Food & Beverage manager	55	4.7%
	Banquet & Catering manager	267	22.6%
	Kitchen manager	112	9.5%
	Other	302	25.6%
How many new culinary employees will you hire in the next:			
	12 months	130	15.0%
	24 months	278	32.0%
	Within 5 yrs	461	53.0%
Would you say the duration of training for most programs needs to be? (check all that apply)			
	Short term to three months	8	25.0%
	Certificate program less than one year	7	21.9%
	Certificate program	8	25.0%
	Diploma	7	21.9%
	Associate Degree	2	6.3%
Would your employees prefer classes during the day or evening?			
	Day	3	17.6%
	Evening	5	29.4%
	Not sure	8	47.1%
	Other	1	5.9%
Would you be interested in having interns work with your organization?			
	Yes	10	90.9%
	No	1	9.1%

Holistic Scoring Guide

Score: Accomplished—A paper at this highest level has well-developed ideas elaborated with relevant supporting examples and specific details. The writing shows insight. The organization is smooth and maintains clear and consistent focus from beginning to end. Transitions are varied and effective, creating a seamless flow of ideas. Sentences are varied in length and complexity. Word choice is precise and varied. The style and tone are appropriate. Minor and/or infrequent errors in grammar and/or mechanics, if present, do not interfere with communication.

Score: Adequate—A paper at this level has most of the ideas well developed with relevant supporting examples and details. The writing is organized and maintains consistent focus. Transitions are effective, if not especially varied. Sentences are generally varied in length and complexity. Word choice shows some precision and variety. The style and tone are consistent with standard English. Relatively minor and/or infrequent errors in grammar and/or mechanics do not interfere with communication.

Score: Marginal—A paper at this level has adequate development of ideas but is limited in depth and thoroughness. Supporting examples tend to be general and details are relevant, but they may be repetitive. The writing is generally organized but may have minor lapses in focus. Transitions are simple. Sentences are usually correct, with some variety and complexity attempted. Word choice is generally clear and correct but may be repetitive and/or informal. The style and tone are consistent with standard English but may be overly casual. Some errors in grammar and mechanics are apparent but do not interfere with communication. Basic spelling is correct.

Score: Poor—A paper at this level has thinly developed ideas that are not expanded and may be presented as a list. Sentences lack variety, and construction errors seriously impede understanding. Although some organization is evident, the focus is unclear and/or inconsistent. Few or no transitions are used. Sentences are often simple or repetitive, with some noticeable errors in construction. Word choice is poor and often repetitive. The style and tone are inconsistent with standard English. Significant errors in grammar and/or mechanics interfere with communication.

Score 0—

Off-topic, offensive or strongly inappropriate language (may include profanity and/or threats), or written in a language other than English.

Accomplished writer. At the *accomplished* level, individuals write responses that are clear, precise, free of error, and communicate in a professional manner. When individuals have accomplished writing skills, they produce writing:

1. that uses correct, complete sentences that are varied in length and complexity;
2. with few or no errors in grammar, spelling, and mechanics;
3. any errors present do not interfere with communication;
4. word usage shows precision and variety;
5. with style, tone, and language that are consistent with standard English (contains no slang or overly casual language);
6. that is smoothly organized and that maintains clear and consistent focus from beginning to end. Transitions are varied and effective, creating a seamless flow of ideas;
7. that has well-developed ideas elaborated on with relevant supporting evidence and specific details; and
8. the writing shows insight, perception, and depth.

Adequate writer. At the *adequate* level, individuals write responses that are clear, with almost no errors. When individuals have adequate writing skills, they produce writing:

1. with all sentences complete and generally varied in length and complexity;
2. with very few mechanical, grammatical, spelling, and/or word usage errors;
3. these errors do not interfere with communication;
4. word usage is precise and varied;
5. with style, tone, and language that are consistent with standard English (contains no slang or overly casual language);
6. that is organized, clean, and maintains focus; and
7. that has most of the ideas well developed with relevant supporting examples and details.

Marginal writer. At the *marginal* level, individuals write responses that are clear. The writing may include structure, some errors in grammar and punctuation, and adequate development of the ideas may be limited. When individuals have marginal writing skills, they produce writing:

1. with most of the sentences complete and with some sentence variety;
2. with few mechanical, grammatical, spelling, and word usage errors;
3. errors may interfere with communication;
4. with style and tone that are generally consistent with standard English;
5. writing may have somewhat casual language but does not contain slang;
6. that exhibits some organization but that may lose focus at some points;
7. that has some development of ideas, but which may be limited in details;
8. thoroughness; and
9. supporting examples tend to be general, sketchy, and may be repetitive.

Poor writer. At the *poor* level, individuals write responses that lack clarity. However, a large number of errors make the response difficult to understand. When individuals have poor writing skills, they produce writing:

1. that has some correct sentence structures;
2. that includes a large number of major grammatical, mechanical, spelling, and word usage errors that interfere communication;
3. that has overly casual language, tone, and style that may be inconsistent with standard English;
4. with little or no organization, and an unclear focus; and
5. that attempts to communicate their ideas but provides little or no development or support.

Appendix : Accreditation of Academic Programs

The following table shows the academic programs, accreditation agencies, and accreditation status and cycle.

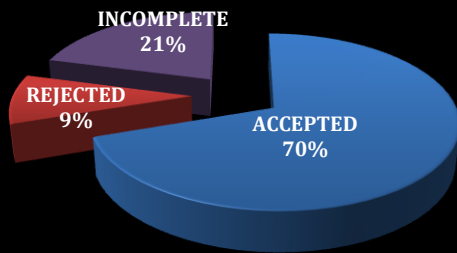
Program	Accreditation Agency	Self-Study Due Date	Last Accreditation Date	Accreditation Cycle
Associate Degree Nursing (ADN) Degree	National League for Nursing Accrediting Commission & South Carolina Department of Labor and Licensing and Regulation Board of Nursing	2011	2005	6 if fully approved
Associate Degree Nursing (ADN) Degree	South Carolina Department of Labor and Licensing and Regulation Board of Nursing	2011	2005	6 if fully approved
Computer Technology Degree	Accrediting Council for Business Schools and Programs	Quality 2010	28-Apr-08	10 years
Cosmetology Diploma	National Accrediting Commission of Cosmetology Arts & Sciences	next renewal May 2013	25-Feb-08	6 years
General Business Degree	Accrediting Council for Business Schools and Programs	2014, 2010	24-Apr-08	10 years
General Business Degree - Fire Service Administration	Accrediting Council for Business Schools and Programs	2014, 2010	24-Apr-08	10 years
General Business Degree - Golf Instruction & Management	Accrediting Council for Business Schools and Programs	2014, 2010	24-Apr-08	10 years
General Business Degree - Hospitality/Tourism Management	Accrediting Council for Business Schools and Programs	2014, 2010	24-Apr-08	10 years
General Business Degree - Law Enforcement/Security Management	Accrediting Council for Business Schools and Programs	2014, 2010	24-Apr-08	10 years
Office Systems Technology Degree	Accrediting Council for Business Schools and Programs			
Paralegal Degree	American Bar Association, Commission on Colleges of the Southern Association of Colleges and Schools, Accrediting Council for Business Schools and Programs	2008, 2010	4-Apr-04, 24-Apr-08	ABA-7 SACS 10yrs.
Physical Therapist Assistant Degree	Commission on Accreditation in P.T. Education of the American P.T. Association	2009 (pre-accreditation)	Candidacy Status 2008	5- 8 years
Practical Nursing (PN) Diploma	National League for Nursing Accrediting Commission	2011	2005	6 if fully approved
Radiologic Technology Degree	Joint Review Committee on Education in Radiologic Technology	spring 2008 Site visit June 2008	2003	5 -8 years
Surgical Technology	Commission on Accreditation of Allied Health Education Programs	2012	2006	6 years

Appendix G: Transfer Data Analysis

Executive Summary: Senior Institutions Application, Acceptances, and Enrollments from Two-Year Public Institutions First-time in Fall 2007	
Of the 95 TCL students who applied, 20 or 21% of the applicants were INCOMPLETE, and 8 or 8.4% were REJECTED.	Incomplete: 21% Rejected: 8.4%
Of the 75 TCL students whose applications were COMPLETE, 67 or 89.3% were ACCEPTED.	Complete & Accepted: 89.3%
Of the 67 TCL students whose applications were ACCEPTED, 32 or 48% ENROLLED.	Accepted & Enrolled: 48%
Of the 32 TCL transfer students who enrolled, NONE or 0% were AA/AS Program Transfers.	AA/AS Transfer Programs: 0%
Of the 32 TCL Transfer Students who enrolled, 11 or 34% transferred 0 to 29 credit hours; 13 or 41% transferred 30 to 59 credit hours; and 25% transferred 60 or more credit hours.	0 to 29 : 34% 30 to 59: 41% 60 or more: 25%
The majority (62%) of TCL students applied at the University of South Carolina in Beaufort while the majority of the accepted applicants enrolled at USCB.	Applied at USCB: 59/95 Accepted & Enrolled at USCB: 66%
Note: GPA data is not reliable for comparing TCL Transfer and other institution first-time students.	

Senior Institutions Application, Acceptances, and Enrollments from Two-Year Public Institutions First-time in Fall 2007							
(1)	(2)	(3)	(4)	(5)			
Total	Total # Accepted	Total # Rejected	# Incomplete	Total # Students Enrolled	% Applied who Enrolled	% Accepted who Enrolled	Senior Institutions
6	5	0	1	3	50.0%	60.0%	South Carolina State University
2	2	0	0	0	0.0%	0.0%	University of South Carolina Columbia
9	4	2	3	2	22.2%	50.0%	University of South Carolina Aiken
2	0	1	1	0	0.0%	0.0%	Francis Marion University
3	1	1	1	1	33.3%	100.0%	Coastal Carolina University
0	0	0	0	0	-	-	The Citadel
1	1	0	0	0	0.0%	0.0%	Winthrop University
3	0	1	2	0	0.0%	0.0%	University of South Carolina Upstate
59	47	3	9	21	35.6%	44.7%	University of South Carolina Beaufort
2	2	0	0	0	0.0%	0.0%	Lander University
5	2	0	3	2	40.0%	100.0%	College of Charleston
3	3	0	0	3	100.0%	100.0%	Clemson University
Total	ACCEPTED	REJECTED	INCOMPLETE	ENROLLED		Not Enrolled	
95	67	8	20	32		35	

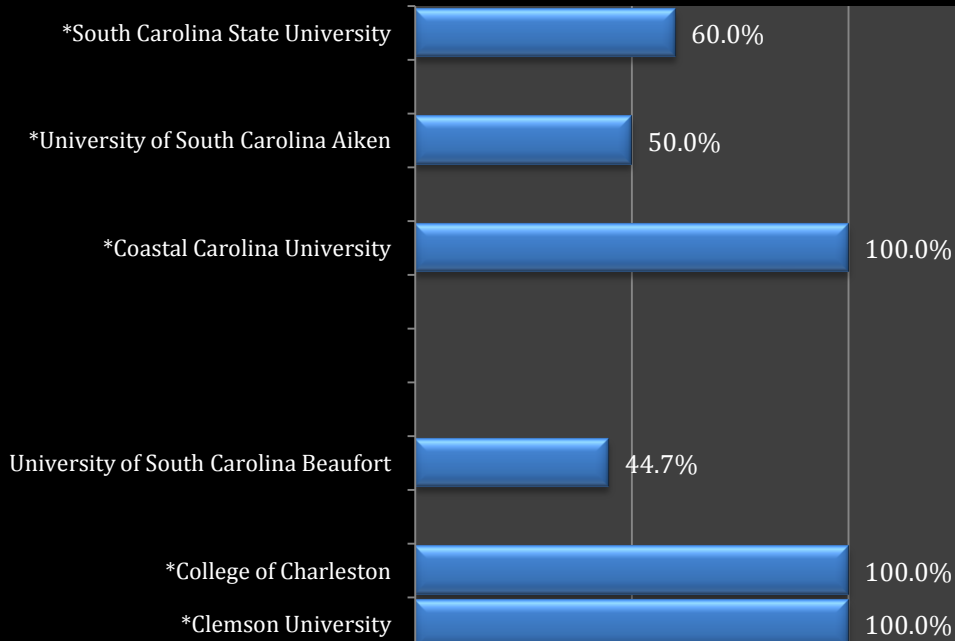
TCL Applicants to Senior Institutions



Of TCL transfer students who applied to senior institutions in South Carolina, 70% of the applications were accepted while only 9% of the applications were rejected.

Technical College of the Lowcountry Transfer Student Percent of Accepted who Enrolled

* Indicates the number of students was three (3) or less.



Of the TCL students who applied at senior institutions, the majority applied at the University of South Carolina, Beaufort while of those who applied, 47.7% enrolled.

INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2008

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc>.

Institution:

Technical College of the Lowcountry

Please type institution name in box.

**LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES
RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

These agencies and areas may also be found on the CHE's website at:
http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG) -Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology						
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
Veterinary Technology – Programs leading to the Associate's degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)						
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X		2004		May 2006
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling,						5/1998

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES	X	X				
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) - Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

6 **6**

THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

Technical College of the Lowcountry

COURSES TAUGHT BY FACULTY*Applicable for Four- and Two-Year Institutions – Reported for Fall 2007*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2009 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES*Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.***STUDENT INVOLVEMENT IN SPONSORED RESEARCH***Applicable to Four-Year Institutions – Reported for Fall 2007*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2007 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	
Graduate Students	

Institution:

Technical College of the Lowcountry

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Reported for April 1, 2007- March 31, 2008

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2007 through March 31, 2008**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Praxis exams are reported separately in the following table.

Please note that Praxis results are reported on all test-takers. Other exams are reported on first-time test-takers.
No professional examination data to report for this period.

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
TEACHING AND RESEARCH SECTORS				
PRAXIS Series II: Core Battery Professional Knowledge				
PRAXIS Series II: Principles of Learning & Teaching (K-6)				
PRAXIS Series II: Principles of Learning & Teaching (5-9)				
PRAXIS Series II: Principles of Learning & Teaching (7-12)				
PRAXIS Series II: Specialty Area Tests				

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)					
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)					
Council on Certification of Nurse Anesthetists Exam.					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse (BSN)					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
South Carolina Bd. of Law Examination					
Cytotechnology (ASCP)					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
TEACHING SECTOR					
National Council Licensure Exam. - Registered Nurse (BSN)					
REGIONAL SECTOR					
Council Licensure Exam-Registered Nurse (ADN)					
TECHNICAL SECTOR					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse					
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	04/07 - 03/08	55	52	45	86.5%
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry					
SRTA Regional Exam. for Dental Hygienists					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					