

2009 IE REPORT TRANSMITTAL FORM

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The information included in the attached reports is current and correct to the best of my knowledge.

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Check list of IE Reports due **August 3, 2009**

- X Summary Report (Posted on website and electronic copy to CHE)
- X Accreditation Table
- NA Sponsored Research Table
- X Professional Examinations Table
- NA Alumni/Placement Survey Summary Reports

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Technical College of the Lowcountry



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION INSTITUTIONAL EFFECTIVENESS REPORT

YEAR 2009

Agency Name: Technical College of the Lowcountry
Date of Submission: August 3, 2009
Agency Director: Thomas C. Leitzel, Ph.D.
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Institutional Summary Reports

Library Resources

Use of the Learning Resource Center (LRC) Survey Summary of Results

The Office of Planning and Research administered the *Use of the Learning Resource Center Survey* to all students enrolled in the Spring 2009 semester via email link to surveymonkey.com. Only 44 students responded to the survey eliciting a response rate of less than 1%. The majority (55%) of the students who responded were enrolled in a health science program while 25% were enrolled in business technology programs. Students were asked to indicate the LRC services he or she used. The majority of the students (88.2%) used the computers while only 2.9% viewed a video or DVD in the LRC. The majority of the students (70.6%) utilized the LRC copiers and 70.6% studied while in the LRC.

(1) Frequency Rates: LRC Services Used by Students		
Check out books	12	35.3%
Use the computers	30	88.2%
Use the copiers	24	70.6%
Study	24	70.6%
Library research	16	47.1%
View a video or DVD	1	2.9%
Read magazine/newspaper	7	20.6%
Use the library/reserve materials	4	11.8%
Group study	13	38.2%
Instructional orientation	3	8.8%
Other	2	5.9%

Using a scale of one to ten, students who used the LRC were asked to indicate his/her level of satisfaction with the LRC materials, facilities and equipment, and LRC staff. A mean score of 6.00 or higher indicates satisfaction. As the mean score nears 10, the level of graduate satisfaction increases. As a group, the students were satisfied with the LRC materials, facilities and equipment, and staff. Though the students (as a group) indicated satisfaction (6.52) with the LRC collection of materials in a major program of study or specialty, the mean score was the lowest of all mean scores (6.52). With the majority of the respondents enrolled in health sciences followed by business technology, the LRC should assess materials and needed materials.

(2) Mean Scores: Student Satisfaction with LRC	
Materials	
LRC collection in your major program of study/specialty	6.52
Quality	7.52
Resources meeting overall needs for course assignments	7.29
Variety of resources meeting your overall needs	7.29

Mean Scores: Student Satisfaction with LRC	
Services	
Circulation	7.86
Online library catalog used for finding books	8.04
Periodical collections	7.60
Online article databases	7.79
Interlibrary loan	6.76
PASCAL delivers	6.81
Reference assistance	8.00
Handouts/brochures	6.79
Facilities and Equipment	
Copiers	8.92
Lighting	8.88
LRC organization of space	8.65
Printers	8.56
Temperature	8.08
Noise level	7.92
LRC lab computers	7.63
Work space	7.42
Study: viewing space for media	7.40
Staff	
LRC Staff willingness to help	8.39
LRC Staff expertise and knowledge	8.92
LRC in-time response to your needs for LRC use	9.04

Study of LRC Entries and Length of Visit

In addition, the LRC conducted a study throughout February 2009 at the main campus in Beaufort County, on the amount of time spent in the LRC per visit and the purpose of the visit. Visitors were asked to sign in and out, identify if they were faculty, staff, student, or community visitor, and to indicate their purpose of their visit. During the month of February 2009, the total number of entries to the LRC was 3,143 while the average visit was about one hour. As a group, students spent a total of 1,352 hours in the library using the computer lab, studying, and working on assignments (91% of the visits). Only 2.5% of the visits were to check out or return books.

(3) LRC Study of Use Results

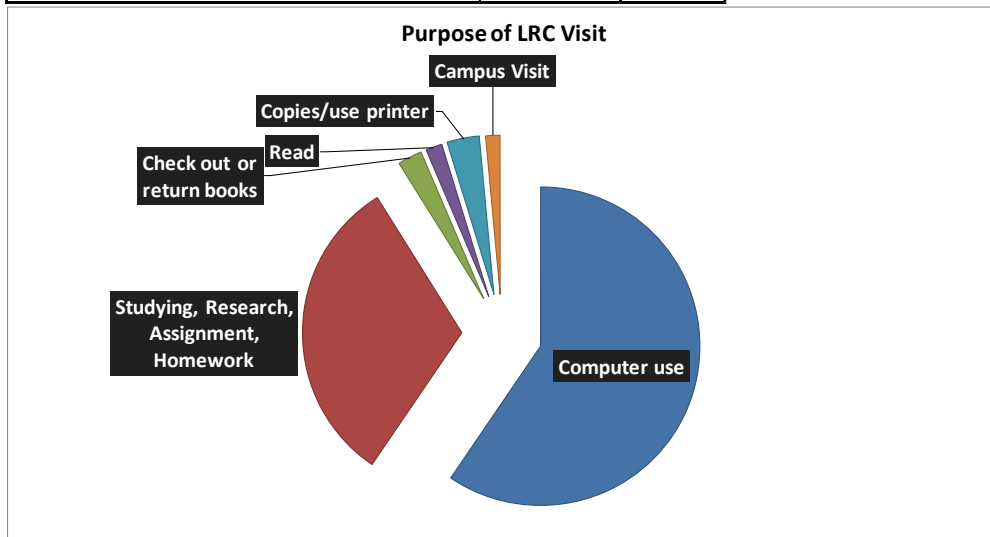
Learning Resource Center Study of Use February 2009					
Total Visits (number of entries)	3,143				
Total Minutes (recorded times of in and out)	81,105				
Total Hours	1,352				
Average Use per Visit	One hour				
Visits Per Day of Week					
Day	Number of Visits	Percent	Average Minutes per Visit	Total Number of Minutes	Total Number of Hours
Monday	481	26.5%	55.00	20,820	347
Tuesday	446	24.6%	63.00	19,940	332
Wednesday	418	23.0%	53.00	16,020	267
Thursday	361	19.9%	65.00	17,825	297
Monday through Thursday	1,706	94.0%	59.00	74,605	1,243
Friday	65	3.6%	83.00	4,080	68
Sunday	43	2.4%	84.00	2,420	40
Friday and Sunday	108	6.0%	83.50	6,500	108
Total number of visits per day of the week does not equal total visits (number of entries).				81,105	1,352
Range of Time: Signed IN	Count of visits	Percent	Visits per hour	Per hour rate	
A. Signed IN between 7:50 a.m. to 4:30 p.m.	1151.00	84%	135	42%	
B. Signed IN between 4:31 p.m. and 6 p.m.	115.00	8%	77	24%	
C. Signed IN between 6 and 7 p.m.	66.00	5%	66	21%	
D. Signed IN after 7 p.m.	41.00	3%	41	13%	
	1,373	100%	319	100%	
Range of Time: Signed OUT	Count of visits	Percent	Visits per hour	Per hour rate	
A. Signed in by 6 p.m. and left before 7 p.m.	19.00	16%	19.00	27%	
B. Signed in by 6 p.m. and left after 7 but before or by 8 p.m.	83.00	69%	41.50	59%	
C. Signed in by 6 p.m. and left after 8 p.m.	19.00	16%	9.50	14%	
	121.00	100%	70.00	100%	

Purpose of LRC Visit

The results from the study showed that the students visited the LRC to use the computers (59.5%); study, research, and/or work on assignments or homework (31.6%); and 8.9% for using copiers, printers, check out or return books, read, or visiting the campus. According to the Library User Survey and this study, students utilize the LRC computer lab most often when visiting the LRC. Figure 1-07 and 1-08 show the purpose of the visits.

(4) Purpose of LRC Visit: Frequency Rates

Purpose of Visit to the LRC	1,092	
Computer use	650	59.5%
Studying, Research, Assignment, Homework	345	31.6%
Check out or return books	27	2.5%
Read	18	1.6%
Copies/use printer	36	3.3%
Campus Visit	16	1.5%
	1,092	100.0%



South Carolina Colleges and Universities Annual Library Statistics

The College submits the South Carolina Colleges and University Annual Library Statistics Report that provides information for the 12-month period ending between July 1 and June 30, of the previous that corresponds to the College's institution's fiscal year. These reports cover all the library units in the institution, including libraries in branches or extension centers. (See reports from 2003-2004 through 2007-2008 as attachments to this file.)

Majors/Concentrations

Internal Comprehensive Academic Review Process

The College follows a Comprehensive Academic Program Review three-year cycle, and all academic programs are evaluated. A program's review starts with collection of information in May and concludes in August of the following year with a formal evaluation report that discusses budget, library usage, adequacy, instructional technology, student outcomes, job outlook, and an analysis of program strengths, weaknesses, and action items. For the seven programs that are accredited, review schedules correspond with the accreditation processes.

Data are derived from a variety of sources including but not limited to enrollment, completions, retention, and placement, economic forecasts reports. Reporting periods are aligned with the National Center for Educational Statistics Inter-postsecondary Education Data System surveys; the South Carolina Commission on Higher Education Performance Funding Reports; and the South Carolina Technical College Enterprise Decision Support System collection and reporting of institutional effectiveness.

The following academic program review will be completed by December 2009 instead of August due to the schedule's delayed start:

1. Civil Engineering Technology
2. Computer Assisted Design

3. Computer Technology
4. Criminal Justice Technology

Adopting Instructional Software Assessment Instrument—IPSI

In Spring 2009, TCL adopted IPSI— Instructional Performance Systems Incorporated’s instructional software assessment instrument—to support institutional effectiveness as it relates to curriculum development and management and student learning outcomes. **IPSI “creates an aligned curriculum:** What is planned is taught, what is taught is learned, and what is learned is tested. Hence, there is a perfect match among the three functions of curriculum and instruction.”¹

For TCL, IPSI offers a multifaceted solution for a complex problem. IPSI software guides users, monitors the users’ decisions, and aggregates these decisions across the curriculum and instructional functions of planning, delivering, and evaluating. IPSI seeks to (1) document and communicate the intended content, (2) encourage relevant and aligned delivery of the intended content, and (3) insure effective and efficient evaluation of the delivered content. Accordingly, curriculum and instruction alignment and accountability evolves. The software provides a common platform regardless of level or discipline. The IPSI six software components are (1) produce a syllabus, (2) create delivery plans, (3) develop test items and tests, (4) administer/score/analyze objective test items, (5) track students, and (6) perform meta-analysis of curriculum and instruction decisions.²

In addition, IPSI enables assessment options. The ultimate purpose of an assessment is to make judgments. In learning assessment, the judgment usually relates to the proficiency attained for intended content. If this is the case, criterion-referenced testing is desirable. Norm-referenced assessment is useful for comparing your learners with externally defined learners. Difficulties of both approaches may reside in the communication of the content criteria, the delivery of the instruction, or the testing. With IPSI, the content, delivery and evaluation are aligned through expert systems employed to ensure infrastructure quality. The electronic technology under-girding IPSI promotes rapid collection of data and feedback of results. IPSI can be the tool for implementation of criterion and/or norm referenced testing. The ultimate result is the isolation of strengths and deficiencies among the intent, delivery and evaluation.³

Student Evaluation of Course and Instructor

The Learning Resource Center (LRC) disseminates the t pencil and paper questionnaires all faculty for all courses taught each semester to collect student evaluation of course and instructor information. The LRC collects the completed questionnaires and submits them to SUMMA Information Systems, Inc. for processing. SUMMA provides several reports including but not limited to a comprehensive summary of the all results per question. Other reports include divisional, departmental, course, and instructor. Figures 5-01 and 5-02 show rates of agreement per each statement from term Fall 2003 through Fall 2008 along with an average per question. All average rates were above 90% agreement. (See attachment: Student Evaluation of Course and Instruction.)

¹ Retrieved from <http://www.ipsiep.com/ipsiep/Portals/0/50Reasons.pdf> on June 2, 2009.

² Retrieved from : <http://www.ipsiep.com/ipsiep/Portals/0/StateCIGenericProposal.pdf> on June 2, 2009.

³ Retrieved from : <http://www.ipsiep.com/ipsiep/Portals/0/StateCIGenericProposal.pdf> on June 2, 2009.

Quality Enhancement Plan (QEP): Oral Communication Assessment Rubric

QEP Oral communications

As part of the Southern Association for Colleges and Schools (SACS) reaffirmation requirements, the TCL developed its Quality Enhancement Plan (QEP) *Improving Student Learning Through Direct Assessment Processes*. The premise of the QEP, derived and refined from many discussions with campus committees, councils, and a campus-wide retreat, is that student learning is affected by the total learning environment, and this environment is enhanced by everyone at the College.

The objectives of the QEP are as follows:

- To enhance the quality of associate degree graduates
- To increase the level of professionalism exhibited by associate degree graduates
- To increase retention rates in courses and programs
- To increase graduation rates
- To increase attention paid by programs to the application of the skills outlined by the Institutional Competencies with the resulting demonstration of these skills throughout the program of study
- To develop a culture within the College that values assessment
-

The goals and objectives for the QEP support TCL's mission. The College's Mission Statement asserts that the College "provides quality, affordable academic and technical programs leading to Associate Degrees, Diplomas, and Certificates in an environment fostering excellence in teaching and learning. The College prepares graduates with knowledge and skills for transfer to senior colleges and universities and for careers in computer technology, industrial technology, engineering technology, occupational technology, business, health sciences and public service."

The initial work for the QEP was academic and focused on basic academic/work skills embodied in TCL's Institutional Competencies. The basic academic/work skills are reading / writing, mathematics, computer usage, and oral communication. (See Item 3.) Over the last five years, specific skill competencies were developed which were then utilized in selecting the appropriate assessment tool. The purpose of the assessment was to determine if the college as a whole was adequately preparing its graduates in each of these basic skill sets.

The major goals of the QEP are 1) to implement a cohesive assessment process utilizing direct assessment of student work to assess the skill level of associate degree graduates in academic areas outlined by the Institutional Competencies, and 2) to have associate degree graduates demonstrate an acceptable skill level in academic areas outlined by the Institutional Competencies.

These goals were to be realized in two phases. The first phase addressed skills in reading/writing, fundamental mathematics, basic use of computers, and oral communication, elements of the first Institutional Competency. The second phase would address proficiency in problem solving and critical thinking, acquisition and use of information, and working with a variety of technologies.

The implementation of the QEP's comprehensive assessment program began with an emphasis on reading/writing. The College has fully implemented the reading/writing and the mathematics assessment program, which includes data derived from the Annual Institutional Effectiveness program, the direct assessment of student writing samples, a standardized test from CAPP and the WorkKeys© mathematics test.

In the Fall of 2006, the QEP committee evaluated the possible methods of assessment available to determine oral communication competency. It was determined by the committee that a rubric should be developed to evaluate student oral presentations. Student oral presentations would be recorded to prevent classroom intrusion and subsequently reviewed by a panel of faculty, staff, advisory committee members and other college stakeholders. The data collected would then be analyzed to determine if the degree students demonstrated an acceptable skill level.

The oral communication rubric was developed by the oral communications sub-committee in Spring 2007. Revisions were made by the full committee and the pilot recordings were collected in Fall 2007. The sub-committee met to review the pilot oral communication submissions using the rubric in January 2008. As a result of the pilot assessment, several changes to the rubric were recommended. These recommendations were submitted to the full QEP committee and the revised Rubric and Outcomes were adopted in February 2008. See Exhibit A below. In Fall 2008, a class in which oral presentations were routinely assigned, was identified in each division. These class presentations were recorded. On March 20, 2009, a training session was held on the Oral Communications Assessment Rubric and Outcomes. Participants included members of the staff, faculty and advisory committee members of TCL. Upon conclusion of the training session, the oral presentations were assessed. Three classes were assessed. One class experienced technical difficulties during recording. The recording of these oral presentations were rescheduled for May 2009 and the presentations will be evaluated in August.

Oral Communication Assessment Rubric

The evaluators of the oral communication presentations used a rubric when scoring the level of the student presenter's knowledge, skills, and abilities. The levels used were "Accomplished," "Adequate," "Marginal," and "Poor." Definitions and criteria for each level are explained below.

At the "ACCOMPLISHED" level, individual's oral presentations are clear, precise, free of error, and communicate in a professional manner. When individuals have "ACCOMPLISHED" presentation skills, they speak:

- With correct, complete sentences that are varied in length and complexity. Clear articulation and pronunciation are used.
- With an introduction that gets the attention of the audience. The main points are clear and organized effectively.
- With style, vocal tone, and correct grammar and appropriate vocabulary that are consistent with the message. Limited filler words (ums) are used.
- With ideas that are clearly organized developed and supported to achieve a purpose. The purpose is clear. Transitions are varied and effective, creating a seamless flow of ideas.
- With well-developed ideas elaborated on with relevant supporting evidence and specific details. The presentation shows insight, perception, and depth.

At the “ADEQUATE” level, individuals present in a way that is clear, with almost no errors. When individuals have “ADEQUATE” presentation skills, they speak:

- With most sentences complete and generally varied in length and complexity.
- With filler words that are not distracting and generally clear articulation and pronunciation.
- With vocal tone, and correct grammar and appropriate vocabulary that do not detract significantly from the message that is organized, clean, and maintains focus.
- With delivery style that does not seem out of place or disrespectful to the audience.
- With most of the ideas well developed with relevant supporting examples and details.

At the “MARGINAL” level, individuals generally speak clearly. The presentation may include structure, some errors in articulation and punctuation, and adequate development of the ideas may be limited. When individuals have “MARGINAL” presentation skills, they speak:

- With most of the sentences complete and with some sentence variety.
- With a few articulation and pronunciation errors. Errors may interfere with communication.
- With style and vocal tone that are generally consistent with Standard English. Presentation may have somewhat casual language but does not contain slang.
- With some organization but that may lose focus at some points. Transitions may be awkward
- With some development of ideas, but which may be limited in details and thoroughness. Supporting examples tend to be general, sketchy, and may be repetitive.

At the “POOR” level, individual’s presentation will lack clarity and a large number of errors make the presentation difficult to understand. When individuals have “POOR” skills, they speak:

- With many incorrect sentence structures and frequent use of filler words.
- With undeveloped or irrelevant introduction and main points which are difficult to identify.
- With a style that includes a large number of major articulation, pronunciation and word usage errors that interfere with communication.
- With a manner that has incorrect grammar and inappropriate vocabulary, tone, and style that may be inconsistent with Standard English.
- With little or no organization, and an unclear focus. Transitions may be needed.
- With an attempt to communicate their ideas but provides little or no development or support.

(5) Oral Communication Assessment Rubric Used to Evaluate Oral Communication Presentations

EXHIBIT A

Oral Communication Assessment Rubric

Major _____

Date _____

		ACCOMPLISHED (8)	ADEQUATE (6)	MARGINAL (4)	POOR (1)
(1)	Makes the subject relevant and meaningful to the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2)	Uses correct grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3)	Uses appropriate vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4)	Organizes material with an identifiable introduction, body, conclusion with appropriate transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5)	Uses appropriate body language and gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6)	Effectively varies tone and vocal expressiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7)	Uses appropriate Diction and Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8)	Demonstrates appropriate Attitude and Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9)	Understands listener and responds appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation Points:					
Total Points:					
Comments:					

Oral Communication Outcomes –OCAR Summary of Results

Of the 101 OCARs, 64 or 63% were of nursing students; 25 or 24.7%, civil engineering; and 12 or 11.9% were English. While the majority of the OCARs had a total score of “adequate,” the majority (67%) of the scores for outcomes on individual OCARs were “adequate” or “accomplished”. Of the 132 outcome scores of “accomplished,” 109 or 82.5% were awarded on OCARs for nursing students. As a group, the students scored “adequate” in oral presentation skills. However, the students (as a group) who were in the nursing program scored “Adequate; English, “Marginal,” and civil engineering, “adequate.”

(6) OCAR Outcomes for All Programs, Associate Degree in Nursing, English, and Civil Engineering: Mean Scores

Outcomes	All Majors	Associate Degree in Nursing	English	Civil Engineering
Make the subject relevant and meaningful to the audience	5.68	6.05	3.08	6.00
Use correct grammar	5.70	6.00	4.67	5.44
Use appropriate vocabulary	5.47	5.78	4.33	5.20
Organizes material with an identifiable introduction, body, conclusion with appropriate transitions.	5.06	5.59	1.92	5.20
Uses appropriate body language and gestures	4.97	5.33	3.58	4.63
Effectively varies tone	5.56	5.86	3.75	5.68
Uses appropriate pronunciation	5.52	5.89	4.67	4.96
Demonstrates appropriate attitude and energy	5.48	5.72	3.58	5.79
Total number of OCAR	101	64	12	25
Total Points	4,347	2,958	355	1,034
Overall Score	43.04	46.2	29.58	41.36
Oral Communication Outcome	Adequate	Adequate	Marginal	Adequate
Mean	5.43	5.78	3.70	5.39
Accomplished	132 16.6%	109 21%	0 0%	23 12%
Adequate	400 50.4%	266 52%	26 27%	108 56%
Marginal	210 26.5%	118 23%	45 47%	47 24%
Poor	51 6.4%	18 4%	19 20%	14 7%
No points	7	1	6	0
Total Responses		800		

Academic Program Accreditations

The College anticipates the National Association for the Education of the Young Child's (NAEYC) decision for accreditation of the Associate in Applied Science in Early Care and Education Program by October 2009. Prior to November 2008, a self-study was conducted and the Peer Review Report was submitted to the NAEYC.

Findings:

1. Program clearly responds to community needs in developing course offerings in diverse settings
2. Commitment of faculty and consistent quality of student advisement of students were areas of excellence
3. Has established a clear identity and role in the community and is responsive to needs of community stakeholders.
4. Ensures that students are adequately advised and supported
5. Teaching strategies used by program faculty reflect a current knowledge base.
6. Students spoke clearly, of how knowledge of the Code of Ethics informed their attitudes and behaviors as emerging professionals.

Recommendations:

1. The program should continue to review the teaching and learning experiences used by the program to promote student learning.
2. Classroom lectures and assignments might highlight more intentional connections between the NAEYC Standards, classroom experiences and activities.
3. Students will benefit from faculty more clearly and consistently linking classroom activities, assignments and rubrics with the NAEYC standards.
4. Students will choose from a list of ten approved lab sites to complete four of the required fourteen labs.
5. Students will benefit with additional use of technology for student learning and course work.

(Source Document: National Association for the Education of Young Children (November 21, 2008) Letter for Early childhood Associate Degree Accreditation, Karen Vido, Technical College of the Lowcountry)

Graduate Placement: Academic Program Evaluation and Review Summary

Over the past three reporting years, the College reported job placement rate has increased from 78% of the 2006-2007 graduates to 91% of the 2007-2008 graduates. When reporting placement rates, the College uses employment tracking occupation data reports provided by the South Carolina Employment Security Commission, the National Student Clearinghouse subsequent enrollment reports, and records maintained by the division deans. (See attached –Graduate Placement.)

Professional Examinations

The College supports several professional examinations for accredited and non-accredited programs. Professional exams included the following: 1) National Council Licensure Exam (NCLEX Practical Nurse); 2) National Council Licensure Exam (NCLEX Registered Nurse (ADN)); 3) Radiography Exam, ARRT; 4) Surgical Technologist National Certifying Examination; and 5) Industry Competency Exam (ICE).

(7) Reported Professional Examinations Pass Rates from April 1, 2008 through March 31, 2009	
Cosmetology Exam	100%
National Council Licensure exam—Practical Nursing	83%
National Council Licensure Exam—Associate Degree in Nursing	94%
Radiography Exam—AART	100%
Surgical Technologist National Certifying Examination	85.8%

(8) Professional Examinations Pass Rates: Trends (2001-2002 through 2008-2008)				
Period	Associate Degree in Nursing		Radiography Exam AART	
2001-2002	24/24	100%		
2002-2003	26/27	96%		
2003-2004	32/32	100%		
2004-2005	34/39	87%		
2005-2006	38/40	95%	11/11	100%
2006-2007	38/44	86%	11/11	100%
2007-2008	na	na	12/12	100%
Totals	192/206	34/34	100%	

Graduate Feedback

In January 2009, TCL conducted an Alumni Follow-up Survey of graduates who completed their degree, certificate, or diploma from 2006-2007 and 2007-2008. Of the available graduates (480), 120 participated in the survey eliciting a 25% participation rate.

(9) Summary of Graduate Survey Results

Number of Graduates: 480
Number of Survey Respondents: 120
Survey Response Rate: 25%
Frequency Rates as a Percentage of the Number of Respondents
As a group...
89% of the graduates indicated they would attend TCL again if they “had to do it all over again.”
86% of the graduates indicated they would enroll in the same program of study if they “had to do it all over again.”
56% of the graduates attended TCL with a main educational objective to earn a degree, diploma, or certificate while 20% indicated a main objective to learn new skills to get a new job and 13% indicated they enrolled to earn a degree for transfer to a four-year institution.
When the graduates were asked how much did TCL help them achieve their main educational objective, 63% indicated “very much” while 29% indicated “much.”
80% of the graduates indicated they had COMPLETELY achieved their main educational objective.
86% of the graduates indicated they would recommend TCL to someone interested in going to college.
86% of the graduates indicated they would recommend TCL to someone interested in their same program of study.
31% of the graduates indicated they would recommend TCL to their children.
49% of the graduates indicated they would recommend TCL to a friend.
43% of the graduates indicated they voted in all public elections since they graduated while 22% indicated they have voted in most of the public elections.

Graduates were asked to indicate his or her level of satisfaction of his or her educational experience at TCL using a rating scale from one to ten with 10 being the highest level of satisfaction. A mean score of 6.00 or higher is a mean score of satisfaction. As the mean score nears 10, the level of satisfaction is stronger. As a group, TCL graduates were satisfied with their Educational experience at TCL.

(10) Graduate Satisfaction of Educational Experience at TCL	
Major program of study	8.40
Instruction in major program of study	8.15
Instruction in general education courses	7.92
Instruction in major required courses	8.34
Overall educational experience	8.30

(11) Graduate Satisfaction with TCL Services and Activities

Please, using a scale of one to ten, rate your level of satisfaction with the following TCL services/activities. One (1) is equal to Very Dissatisfied while ten (10) is equal to Very Satisfied.

Answer Options	Response Average	Response Total	Response Count
Appearance of classrooms	8.31	897	108
Appearance of labs	8.09	769	95
Instructional equipment	8.15	864	106
Instructional supplies	7.88	819	104
Availability of your academic program's required courses	8.03	891	111
Availability of elective courses	8.20	853	104
Availability of computers outside the classroom	8.18	851	104
Availability of internet access outside the classroom	8.24	849	103
Availability of technology needed for coursework other than computers and internet	8.05	781	97
Communication about changes in your academic program	7.83	799	102
Communication about changes in your course schedule	7.61	769	101
Academic Advisement provided by your Advisor	8.15	880	108
Academic Advisement provided by your instructors	8.41	925	110
Library resources in TCL's Library Resource Center	8.28	845	102
Library Resource Center orientations	7.86	707	90
Library Resource Center computer Lab	7.96	756	95
Overall admissions process	7.73	843	109
Overall registration process	7.77	839	108
Financial aid services	7.73	804	104
Career placement services	6.61	549	83
Student counseling services	7.00	532	76
New student orientation	7.08	602	85
Student activities on campus	6.16	536	87
Student government	6.04	459	76
Parking facilities	6.47	699	108
Food services (vending machines)	6.14	589	96
Campus security services	6.89	648	94
Overall safety on campus	7.47	725	97
Campus bookstore	6.55	701	107
Cashier	7.80	764	98
Availability of administrators if requested (President, vice presidents, department chairs, directors, deans...)	7.49	674	90
	<i>answered question</i>		111
	<i>skipped question</i>		9

Institutional Effectiveness Tables: Programs Eligible for Accreditation and Programs Accredited

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	Accredit able 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						
ACCREDITATION REVIEW COMMISSION ON EDUCATION for the PHYSICIAN ASSISTANT (ARC - PA)						
Physician Assistant						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						

Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
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						
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	X	X				
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 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				
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, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
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						
MONTESSORI ACCREDITING COUNCIL for TEACHER EDUCATION (MACTE)						
Montessori Teacher Education Programs.						
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						
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 non degree-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						
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

7 out of 7

This information to be used for performance indicator 3D

Results of Professional Examinations

Institution:

Technical College of the Lowcountry

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Reported for April 1, 2008- March 31, 2009

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, 2008 through March 31, 2009**. 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.

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.					

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
CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)					
CLINICAL LABORATORY TECHNICIAN, NCA					
Cosmetology Exam	08/01/08 to 03/31/09	16	16	16	100%
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	Various	13	12	12	83%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	Various	47	47	44	94%
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	07/2008	13	13	13	100
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	08/2008 - 12/2009	7	7	6	85.8
Veterinary Technician National Examination					
VETERINARY TECHNICIAN STATE EXAM (RULES & REGULATIONS)					