

December 2006



**2005-06 INSTITUTIONAL
EFFECTIVENESS REPORT**

--OFFICE OF PLANNING AND GRANTS--



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REPORT

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INTRODUCTION

This report for Greenville Technical College (GTC) is in response to Act 629 passed by the South Carolina legislature in June 1988. There are six components on which South Carolina's technical colleges must report. *Majors or Concentrations* is reported on yearly. *Achievement of Students Transferring from Two- to Four-Year Institutions* must be reported on every other year. The remaining four reports are on a four-year cycle. In the past each college was allowed to establish its own schedule for these four reports. In November 2002 the Commission on Higher Education (CHE) approved a common reporting schedule. The dates listed below are based on that common schedule.

Greenville Tech was scheduled to report on three components in 2006.

- *General Education*
- *Majors or Concentrations*
- *Achievement of Students Transferring from Two- to Four-Year Institutions*

The following components are reported on every four years. The next reporting year for each is listed.

- *Student Development – 2007*
- *Academic Advising – 2008*
- *Library Resources and Services – 2009*

The summaries of the 2006 component reports have been placed on the college's web site.

In addition, the report includes the tables that are required by Act 255 on accredited programs and results of licensure examinations. These tables were submitted to CHE as mandated.

2005-06 REPORT SUMMARIES

GENERAL EDUCATION

General education at Greenville Technical College is a component of all associate degrees. It is defined using the course and competency requirements mandated by the Southern Association of Colleges and Schools (SACS) and by a more comprehensive list of eight college-wide competencies developed at GTC.

A campus-wide committee reviewed a variety of data sources to assess the state of the general education program; these sources included GTC's *Catalog* and program descriptions, as well as evaluations of competency attainment by GTC graduates and their employers, evaluations of program Advisory Committees, Academic Program Review (APR) documents, external accreditation reports, and course success rates. Specifically, the committee analyzed data to determine whether or not GTC's general education offerings are sufficient to support programs and the eight college-wide competencies and whether or not the general education courses are being delivered effectively.

- GTC offers a sufficient number of general education courses to support all associate degree programs. The number of general education courses offered, the number of faculty to deliver the courses, and the number of non-traditional (videocourse, teleclass and online) venues by which the courses are offered have all kept pace with enrollment increases.
- Although GTC has eight college-wide competencies that the general education program is designed to support, the committee found that awareness of those competencies, as well as availability of a list of the competencies, is limited among faculty and students. Recommendations to make the list of competencies more available have been made.
- GTC graduates and their employers continue to rate graduates' attainment of the eight college-wide competencies as three or better on a four-point scale.
- Advisory Committee evaluations expressed some concern about communication skills, most noting the need to emphasize written or oral communications skills more within programs; and about mathematical skills, noting that incoming freshman should be made aware of the minimum mathematical skills necessary to succeed in programs and recommending (or endorsing) a change in required mathematics courses in some programs. All recommendations were responded to and appropriate changes have been made.
- Academic Program Review evaluations noted a concern with college-wide Competency 8, "Demonstrate an awareness and understanding of various cultures." All recommendations about Competency 8 suggested that programs require students to take courses that address the competency or that programs provide students with lists of courses that will satisfy the competency.

- External accrediting bodies cited no deficiencies in general education.
- The analysis of course success rates identified several courses that registered declines in student success since the previous reporting period. While multiple variables influence student success in courses, department heads have been asked to review those courses highlighted in an effort to improve student success.

Overall, analysis shows that GTC does an effective job of delivering and assessing its general education courses. The general education component is regularly evaluated and recommendations for improvement are implemented.

In response to GTC's upcoming SACS reaccreditation review (2012) the college has developed a plan for a comprehensive review of its eight college-wide competencies, program progressions and its general education component to ensure graduates attain the skills needed to be successful.

MAJORS OR CONCENTRATIONS

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the Academic Program Review process. Program components that are reviewed and evaluated include but are not limited to:

- program and college-wide competencies;
- course syllabi;
- reviews by advisory committees and accrediting bodies;
- instructional resources and facilities;
- faculty credentials and professional activities;
- state and national exams; and
- graduate and employer data.

In 2005-2006 programs that were evaluated included Associate in Arts/Associate in Science (AA/AS), Mechanical Engineering Technology (MET), Medical Laboratory Technology (MLT), Occupational Therapy Assistant (OTA), and Paralegal (LEG).

There were several trends noted throughout the five programs. Strengths of most programs included: (1) highly qualified faculty who are active and involved in professional and community activities; (2) supportive and involved advisory committees; (3) excellent reports by accrediting organizations; (4) strong program competencies that are taught and reinforced extensively throughout the curricula; (5) achievement of college-wide competencies; and (6) increased use of technology to enhance teaching and learning.

The following list identifies a few trends in program recommendations for improvement and institutional activities that will be initiated to comply with them. It should be noted that budgetary restraints may have prohibited the departments from resolving some of these recommendations prior to the APR process.

Recommendation

- Update equipment and software
- Improve/enlarge facilities as needed in order to provide the optimum learning environment
- Ensure that syllabi comply with the college standard
- Increase the number of students from underrepresented populations
- Ensure alignment of all marketing tools and materials

Resolution

- Continue to purchase and update essential equipment and software as budgets allow.
- The college will continue to prioritize facility needs and complete improvement projects as budgets allow.
- Department Heads will work with their faculty to revise syllabi to ensure compliance with the college standard.
- Departments will work more closely with their marketing representatives in their recruiting efforts.
- Departments will work with College Marketing to review/revise marketing materials and college web site.

Programs evaluated in 2004-2005 have submitted follow-up reports. Problem areas have been resolved except in cases where staffing and major equipment purchases were not feasible due to the financial constraints. The following modifications have been made. (1) Departments continue to seek funding to update equipment, hardware and software and to integrate instructional technology into the curriculum in order to keep programs current with business and industry standards, ensuring that students will be prepared for the workforce; (2) continuous efforts are being made to recruit and hire minority/underrepresented faculty; (3) programs integrated college-wide competency “increase awareness and understanding of various cultures” into the general education requirements and the program curriculum; (4) programs continue to seek funding to improve/enlarge facilities as needed in order to provide the optimum learning environment; (5) efforts are continuing to provide opportunities for professional development for faculty in computer/software training, as well as training in industry-specific skills; and (6) departments continue to develop marketing strategies in order to recruit underrepresented populations into the programs.

ACADEMIC ADVISING

This component was reported on last in 2004. Based on the schedule of reporting, this component will be reported on next in 2008.

ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO- TO FOUR-YEAR INSTITUTIONS

The Arts and Sciences University Transfer program at Greenville Tech has been in operation since 1974. Options for students include completion of the Associate in Arts (AA) or Associate in Science (AS) degree or completion of sufficient credit hours with academic achievement that qualifies for acceptance as a transfer student at a baccalaureate-level college or university. Qualified students now have the option of completing the AA and AS degrees in an Honors program. In addition, other programs on campus allow students transfer opportunities to selected institutions. To assist students in the transfer process, the college has course articulations, joint admission agreements, and program articulations with numerous colleges or universities.

Results from the current assessment study include:

- One hundred percent of students rated their transfer preparation as adequate to excellent in the most recent *Graduate Follow-Up* study.
- The percentage of Greenville Tech transfers accepted by public baccalaureate-granting institutions in the state remained stable at 86%, which continued to be higher than that of all technical colleges combined.
- The majority of Greenville Tech first-time transfers are attending University of South Carolina Upstate (USC Upstate) and Clemson University. Significant numbers also attend Lander University and University of South Carolina-Columbia (USC-Columbia).
- The percentage of students accepted at the College of Charleston increased from 38% at the time of the previous report to 84%.
- USC Upstate's share of Greenville Tech transfers continued to rise (from 45% to 47%).
- The percent of Greenville Tech transfers accepted at USC-Columbia and Winthrop University has declined since the previous report.
- Fall 2005 Greenville Tech first-time transfers achieved average grade point averages (GPAs) higher than GPAs of native students (those who began their college careers at the baccalaureate-level institution) at four of the eight colleges receiving Greenville Tech transfers and providing GPA data.
- Fall 2005 Greenville Tech first-time transfers with sixty credits or more achieved average GPAs higher than the GPAs of native students at three of the four baccalaureate-level colleges with transfers in this category. Clemson was the lone exception to this.

Greenville Tech will conduct research to identify reasons why the average GPA of its transfers to Clemson have fallen, as well as why acceptance rates at USC-Columbia and Winthrop were lower than in the past. Efforts will be made to improve student transfer success through the use of a long-term focus group of students to identify contributing factors and a review of the advising system to encourage stronger relationships between students and their advisors.

PROCEDURES FOR STUDENT DEVELOPMENT

This component was reported on last in 2003. Based on the schedule of reporting, this component will be reported on next in 2007.

LIBRARY RESOURCES AND SERVICES

This component was reported on last in 2005. Based on the schedule of reporting, this component will be reported on next in 2009.

GENERAL EDUCATION

Kevin Morris
English Instructor

DESCRIPTION OF COMPONENT

General education is a component of all associate degree programs at Greenville Technical College. The component complements the program core courses and electives and fulfills the Southern Association of Colleges and Schools' *Principles of Accreditation* on undergraduate completion requirements, which

[require] in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (SACS *Principles of Accreditation*, 2.7.3)

In addition to courses in humanities/fine arts, social/behavioral sciences, and natural science/mathematics, GTC requires other courses to ensure student competency in written and oral communication and the basic use of computers. Associate degree programs at GTC meet these discipline and competency requirements by requiring the following:

<i>SACS-mandated discipline and/or competency</i>	<i>Course(s)</i>
Humanities/fine arts	Specific course or selection from a list of humanities/fine arts
Social/behavioral sciences	Specific course or selection from a list of social/behavioral sciences
Natural science/mathematics course	Specific course or selection from biology, chemistry or physics and a specific course or selection from mathematics

<i>GTC competency</i>	<i>Course(s)</i>
Written and oral communication	ENG 101 and either a speech course or ENG 165
Basic use of computers	CPT 101 or EGR 130

In keeping with SACS criteria 3.5.1

The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

GTC has expanded its definition of general education beyond these SACS requirements by identifying eight college-wide competencies that all degree programs must support. These college-wide competencies include all of the SACS competencies and additional ones the college deems critical for a well-educated person. Each associate degree program must identify both general education and program courses that address each of the eight competencies. Because one course in English or mathematics would be insufficient to assure required competency levels, program courses addressing each competency are included to reinforce the necessary knowledge and skills.

The college-wide competencies require a student to

- Comprehend and generate effective written and oral communication.
- Demonstrate research skills necessary for personal and professional purposes.
- Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems.
- Demonstrate knowledge of computer applications compatible with job demands.
- Exhibit professionalism appropriate to the values and ethics of his/her chosen career.
- Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities.
- Practice interpersonal skills and teamwork in his/her professional life.
- Demonstrate an awareness and understanding of various cultures.

This analysis of general education at GTC includes a review of how effectively the college delivers and assesses both SACS-mandated and college-wide competencies.

ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS

Below are the objectives that were established four years ago at the time of the last General Education report, as well as the college's responses to those objectives:

- **Objective 1:** As a result of assessment findings, it is clear that the college needs to engage in a thorough review of its conceptualization and assessment of general education. The relationship between the college's definition of general education, its eight college-wide competencies, and the SACS criteria should be studied. This process should be a campus-wide endeavor led by the office of the Vice President for Education. It is recommended that a committee be convened with faculty representatives from all divisions and led by the Associate Vice President for Education.

Response: Because of the resignation of the Vice President for Education, retirement of the Dean of Arts and Sciences, attendant searches, and installation of new people in those positions, this objective has not been addressed. However, the college is currently

committed to a complete review of its conceptualization and assessment of general education and the relationship between general education and the eight college-wide competencies. In preparation for this report, the Vice President for Education created a committee of representatives from all the departments in Arts and Sciences, the division charged with delivering most of the general education core courses, as well as representatives from each of the other divisions, for the purpose of reviewing the general education component and making specific recommendations. Further discussion of the committee and its goals appears later in this report under Description of Current Assessment Study.

In addition, the college has convened a Learning Outcomes Taskforce – composed of representatives from Arts and Sciences, Planning and Grants, Academic Support, as well as the deans of the Business/Public Service and Technical Business divisions, and the office of the Vice President for Education – to begin investigating general education, program competencies, the college-wide competencies and the college’s Quality Enhancement Plan for SACS.

- **Objective 2:** As a result of the report on reaffirmation by the SACS visiting committee, this committee will need to define and identify the measures to be used to assess computer competency in all associate degree programs.

Response: In response to a recommendation from the 2002 SACS Reaffirmation Committee that the college “[p]rovide evidence graduates of all degree programs are competent in the basic use of computers,” the college’s academic deans agreed that “successful completion of CPT 101” (Introduction to Computers) or EGR 130 (Engineering Technology Applications & Programming) “would be the primary evidence that an associate degree graduate did have competency in the ‘basic use of computers.’” (First Follow-Up Report 6-7).

Item 10 of the college’s graduation requirements notes that “To graduate with an associate degree, candidates must meet the computer competency requirement by taking CPT 101 (EGR 130 may be substituted with departmental approval.) or by passing the exemption exam at a cost to be assessed by the college” (2006 *Catalog* 17).

- **Objective 3:** If demonstration of cultural understanding remains a college-wide competency and is considered an element of general education, then the committee must also address the need to ensure that the competency is taught in all degree programs.

Response: This objective has not been directly addressed by the college; however, in response to Academic Program Review recommendations, programs meet this college-wide competency by requiring students to take at least one course that addresses cultural understanding (more discussion follows below).

DESCRIPTION OF CURRENT ASSESSMENT STUDY

GTC has assessed the courses and competencies of its general education component by appointing a General Education Report Committee (referred to throughout this report as the Committee) of representatives from the following campus areas to review documents and arrive at consensus regarding analysis and recommendations:

Arts and Sciences:	Other Campus Areas:
Behavioral Sciences	Business/Public Service
Biological Sciences	Engineering Technology
English	Technical Business
Mathematics	Health Sciences/Nursing
Physical Sciences	
Social Sciences	
Speech/Theater	

The Committee reviewed the following in its assessment:

- SACS Principles of Accreditation: Foundations for Quality Enhancement (2004)
- Reports from external accrediting agencies:
 - American Culinary Federation Accrediting Commission (2002-2005)
 - Association of Collegiate Business Schools and Programs (2004)
 - National League for Nursing Accreditation Commission (2004)
 - Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET) (2001)
- Academic Program Review evaluations of general education for the following programs:
 - 2002-2003
 - Management
 - Engineering Graphics Technology
 - Dental Hygiene
 - Architectural Engineering Technology
 - Accounting
 - 2003-2004
 - Criminal Justice Technology
 - Early Care and Education
 - Electronics Engineering Technology
 - Geomatics Technology
 - Human Services
 - Radiologic Technology
 - Office Systems Technology
 - 2004-2005
 - Respiratory Care
 - Hospitality Education
 - Emergency Medical Technology
 - Computer Technology – Networking
 - Computer Technology – Programming

- Construction Engineering Technology
- Automotive Technology
- Associate Degree Nursing
- 2005-2006
 - Associate in Arts and Associate in Science
 - Occupational Therapy Assistant
 - Medical Laboratory Technology
 - Mechanical Engineering Technology
 - Paralegal
- Advisory Committee Program Evaluations (2001-2002; 2002-2003; 2003-2004; 2004-2005)
- Employer Evaluation of Graduates (2001-2002; 2002-2003; 2003-2004)
- Graduate Follow-Up Reports (2001-2002; 2002-2003; 2003-2004; 2004-2005)
- Grade Distribution Reports (Fall 2003 – Summer 2005)
- Student Success Responses (2005)

Specifically, the Committee reviewed the general education component of the college to determine:

- the role of general education at GTC;
- whether or not GTC's general education offerings are sufficient to support programs and the eight college-wide competencies; and
- whether or not the general education courses are being delivered effectively.

MAJOR FINDINGS

Role of General Education

SACS section 3.4.10 states:

The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

General education courses are offered at GTC to support the college's mission to provide graduates with "opportunities to acquire competence in critical thinking, problem solving, written and oral communication, computing, teamwork, and other skills that enhance their professional careers" (*Catalog* 7).

The college offers a wide range of general education courses, as noted in Attachment A, and each degree program requires its students to take at least 15 credits of general education courses.

Attachment B is a typical program layout from the *GTC Catalog*. These program layouts list courses students need to take to complete their degree requirements; the *Catalog* generally denotes with an asterisk which courses are general education courses and recommends a program

schedule, suggesting which courses students should take in each semester of the program. Some of the programs, Aircraft Maintenance Technology, for example, recommend English and mathematics courses late (or in the last semester of the program), which seems to contradict the college's position (noted earlier in this report) that "[b]ecause one course in English or mathematics would be insufficient to assure required competency levels, program courses addressing each competency are included to reinforce the necessary knowledge and skills."

Recommendation 1: That the college encourage all programs to have students take English and mathematics courses early in their programs so that subsequent program courses can reinforce and help ensure student competency in those fields.

Attachment C lists all associate degrees at GTC (other than Associate in Arts and Associate in Science, which are all general education) and the general education courses listed in the 2006 *Catalog* that are required to meet the SACS criteria, as well as communication and computing requirements. All of the programs, except those noted below, include general education courses supporting written and oral communication; humanities/fine arts; social/behavioral sciences; natural science/mathematics; and computing. Nursing, Architectural Engineering Technology, General Motors Automotive Services Educational Program, Automotive Service Training Program, and Electronics Engineering Technology all have notations in the program layouts that indicate that CPT 101 must be taken prior to entering the program or that students need to complete CPT 101 or EGR 130 in order to graduate. Two programs, Radiologic Technology and the Associate in Science Engineering Transfer Tracks, do not have notations in the *Catalog* about CPT 101 or EGR 130 being required as part of the program, required for admission to the program or necessary for students to graduate; this seems to contradict the school's response in the SACS Reaffirmation Visit Follow-Up Report.

Recommendation 2: That all programs note in their program layouts that "To graduate with an associate degree, candidates must meet the computer competency requirement by taking CPT 101 (EGR 130 may be substituted with departmental approval.) or by passing the exemption exam at a cost to be assessed by the college."

In addition, the Mechanical Design concentration for Mechanical Engineering Technology does not include an oral component in its program layout in the 2006 *Catalog*.

Recommendation 3: That the college ensure that all programs include an oral component in college publications.

As noted, the college's *Catalog* denotes general education courses in program layouts with an asterisk. However, in the listing of general education courses in the *Catalog* (pp. 192-193 of the 2006 *Catalog*), courses that are on the Commission of Higher Education's Statewide Articulation List of Universally Transferable Courses from all technical colleges are marked with an asterisk. This use of the asterisk at two different places and with two different meanings in the catalog could create confusion whereby students who cross reference general education courses from the program layouts may think that only asterisked courses in the general education list are required.

Recommendation 4: That the *Catalog* be revised to eliminate the double meaning for asterisked courses in program layouts and the list of general education courses on pages 192-193.

Committee members feel that some students may complete their program courses and leave school before completing their general education courses, thus not graduating. If the college's purpose is to provide students with marketable skills, then students who leave after completing program courses but not graduating may not be a concern; however, if the college is interested in increasing its graduation rate and providing students with additional skills, then it may wish to explore requiring students to take general education courses either prior to admission to the program (as many of the Health Sciences and Nursing programs do), or it may explore requiring students to take their general education courses early in the program sequence, before specific core courses, as recommended by some program advisory committees (for example, the Management and Marketing Advisory Committee, 2004-2005) in their annual reports. This latter alternative has the benefit of providing students with basic skills that can be reinforced in subsequent courses to help ensure competency.

Recommendation 5: That the college explore requiring General Education course completion before admission to programs.

Recommendation 6: That the college study the correlation between completion of General Education courses and retention/success rates in programs.

Recommendation 7: That some programs consider making specific General Education courses prerequisite to specific core program courses, thus ensuring students take and complete General Education courses and complete degrees/increase chances of success.

College-wide Competencies

As noted earlier, GTC has expanded the SACS definition of general education to include eight college-wide competencies. A 1990 General Education Task Force, after soliciting information from faculty about the specific knowledge and skills that graduates should be able to achieve and/or demonstrate after completing a degree, developed a list of nine competencies that the college adopted. That list was revised in the mid-1990s to its present eight. At the request of the Dean of Arts and Sciences, the competencies were reviewed again in 2001. However, it is not clear which area of the college is responsible for generating, revising and maintaining the competencies.

Recommendation 8: That the college designate a specific area of the campus to be responsible for generating, revising and maintaining the competencies and that the competencies be reviewed regularly.

Knowledge that the college has eight college-wide competencies varies around campus. Department heads and faculty who work with assessment and Academic Program Reviews are familiar with the competencies. However, informal surveys by members of the Committee

indicate that there are large segments of the faculty who are unaware of the competencies, or if they are aware that the competencies exist, are unaware of what all eight competencies are. In addition, the competencies are not widely published or available.

Recommendation 9: That the college publish the eight college-wide competencies

- **in the college *Catalog*;**
- **in the *Adjunct Faculty Manual*;**
- **in the *Faculty Manual*; and**
- **on the college web site (in a place other than in reports).**

Recommendation 10: That the college make a discussion of the eight college-wide competencies part of the new faculty (both full-time and adjunct) orientations.

Because the competencies are not widely available or published in documents like the *Catalog* and because students may not be aware of them or the connection between the competencies and general education courses, the Committee feels that a listing of competencies and general education courses that support the competencies should be made available.

Recommendation 11: That the college publish and make available to all students a list of the eight college-wide competencies and a corresponding list of general education courses that specifically fulfill each competency.

As there is some lack of awareness of the college-wide competencies among faculty and little, if any, awareness of the competencies among students, and the relationship between the competencies and general education courses is not generally known, it would be beneficial for faculty and students to be made aware of the contribution each course makes toward ensuring college-wide competencies.

Recommendation 12: That the college consider having departments revise their course syllabi to include a statement about which competencies the course is reinforcing.

Attachment D is a master list of general education courses that address the eight college-wide competencies. This list is periodically reviewed by the department heads in Arts and Sciences to ensure that the courses listed address the indicated competencies. However, the Committee has some concern that the list is not accurate and that some of the courses listed as addressing a competency do not, in fact, address the competency. For instance, SPC 205 (Public Speaking) is listed as a course that addresses Competency 5: “Exhibit professionalism appropriate to the values and ethics of their chosen career”; a study of the values and ethics of students’ careers is not a part of the course. CPT 101 is listed as addressing Competency 8, “[d]emonstrate an awareness and understanding of various cultures,” as students research and write a report about another culture and give a Power Point presentation about that culture to the class. However, whether an assignment, as opposed to a guided presentation by an instructor credentialled in the discipline, constitutes attainment of a competency should be part of an ongoing campus-wide discussion of the college-wide competencies and general education.

Recommendation 13: That each department offering general education courses carefully review the list of Courses Addressing College-Wide Competencies to ensure that the list is accurate.

Each associate degree program at GTC undergoes a comprehensive Academic Program Review every five years. Part of the APR includes filling in a matrix listing each of the eight college-wide competencies, the general education course(s) the program uses to teach the competency and program courses that reinforce the competency; Attachment E, a completed form from the 2004-2005 APR of the Respiratory Care program, is a typical sample.

Meeting college-wide Competency 8, “demonstrate an awareness and understanding of various cultures,” appears to be problematic as fourteen of the twenty-five APRs reviewed for this report make recommendations similar to the following: “Provide students with a list of humanities electives that meet college-wide competency number 8; ‘demonstrate an awareness and understanding of various cultures.’”

In addition, several of the APRs noted that results of Graduate Follow-Up or Employer Evaluation surveys suggest that “Students and employees indicate low level of attainment of College-wide Competency #8 ‘...awareness and understanding of various cultures.’” Employer satisfaction with graduates’ skill with this competency declined 8% from a rating of 3.56 (on a four-point scale) to 3.27 from survey years 2001-2002 to 2003-2004.

Recommendation 14: That the college encourage programs to review the required general education courses, as well as program courses, to ensure that students are prepared to “demonstrate an awareness and understanding of various cultures.”

In reviewing responses to Recommendation 14, programs might review and revise their oral communication requirements to require SPC 200 (Introduction to Speech Communication), 208 (Intercultural Communication), or 209 (Interpersonal Communication) to satisfy both the oral and cultural diversity competencies, if appropriate.

Quality Enhancement Plan

Since the college’s last SACS reaffirmation, SACS has established new accrediting criteria, as discussed in SACS’ *Principles of Accreditation*, section 3.5.1:

The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

The new SACS guidelines require schools to develop a Quality Enhancement Plan (QEP). In developing its QEP, GTC should undertake a comprehensive review of its college-wide competencies, examine the relationship between general education courses and those competencies, and determine ways to provide evidence that graduates have attained those competencies. Part of this review should include a discussion of whether or not there should be a general education course tied to each competency. For instance, if the college determines that Competency 5, “Exhibit professionalism appropriate to the values and ethics of their chosen

career,” should be kept, there should be a discussion about whether it is the role of a general education course to provide professionalism appropriate to the values and ethics of each career field represented by students. Is there a certain “core” of professionalism relative to specific values and ethics that can be taught?

Additionally, a review of Competency 4, “Demonstrate knowledge of computer applications compatible with job demands,” might consider whether or not it is necessary for students in computer-intensive programs to take CPT 101 or EGR 130 or if there is another way by which competency can be demonstrated.

Recommendation 15: That the college revise the college-wide competencies, establish criteria to ensure that the competencies are being met, identify general education courses that help students meet the competency and develop clear objectives for each course to demonstrate how that course addresses the competency.

In completing Recommendation 15, it might be helpful for the college to survey faculty and/or departments regarding general education to ascertain what each department expects from general education courses, what changes departments would like to see in general education offerings, and what hindrances (lack of sufficient offerings, transfer issues, etc.) may be preventing those changes from being made.

Availability Of General Education Course Offerings

There seem to be a sufficient number and variety of general education courses offered to support the programs at GTC. The last four years have seen growth in the college’s enrollment on its main campus, as well as on its three additional campuses (Brashier, Greer and Northwest). The number of sections of general education courses and faculty to teach those courses has also expanded to meet the needs of this growth (see Tables 1 and 2).

**Table 1
Enrollment and Faculty Growth 2002-2005**

	Enrollment	Total Number of Arts and Sciences Faculty	Full-time Faculty	Adjunct Faculty
Fall 2002	11,927	198	89	109
Fall 2005	13,808	262	116	146
% increase	16%	32%	30%	34%

Table 2
Growth in the Number of Sections of Selected General Education Courses 2002-2005

Course	Number of Sections Fall 2002	Number of Sections Fall 2005	Percent Increase
ART 101	10	11	10%
AST 101	1	3	200%
BIO 101	25	44	76%
BIO 210	26	18	-31%
CPT 101	70	108	54%
ENG 101	64	81	27%
FRE 101	2	3	50%
HIS 101	11	11	0%
HIS 102	10	12	20%
MAT 109*	0	22	
MAT 110*	16	8	
MAT 120	19	25	32%
MUS 105	10	13	30%
PHI 110	11	11	0%
PHY 201	3	3	0%
PSC 201	8	10	25%
PSY 201	39	45	15%
SOC 101	20	26	30%
SPA 101	13	19	46%
SPC 205	25	37	48%

*For an explanation of MAT 109 and 110 enrollment figures, see the discussion on changes in the mathematics program below.

A review of Advisory Committee Program Evaluations from 2001-2002 through 2004-2005 shows that there was some concern about the cancellation of general education courses, because of low enrollment, needed by specific programs. This situation, which occurred most often at the college's Brashier Campus, seems to have been rectified by creating time slots specifically designed for general education courses when no program courses would be offered, thus "funneling" students into those classes and ensuring adequate enrollment. The college's new Northwest Campus will open in Fall 2007, and programs will be moved to that campus. However, with the start-up there may not immediately be enough students to ensure general education courses will have sufficient enrollment to be offered and thus support programs.

Recommendation 16: That for the Northwest Campus the college designate specific time slots for general education courses and that no program courses be offered in those time slots; that the college ensure that the general education courses be offered, even if there is low enrollment, to be sure the general education needs of programs are met.

As programs at different locations grow, the college has added general education courses to support those programs. For example, to support the nursing program at the Brashier campus, CHM 100 (Introductory Chemistry) and 105 (General Organic and Biochemistry) are now being offered and additional sections of MAT 120 (Probability and Statistics) and MAT 109 (College Algebra with Modeling) are available.

In addition to the ongoing growth in the offering of traditionally delivered general education courses, the college also offers general education courses in video format (12 different courses are scheduled for Fall 2006); as teleclasses – live, interactive classes that are sent to all campuses (13 different courses are scheduled for Fall 2006); and as online courses (40 different courses, 69 sections are scheduled for Fall 2006).

Since 2002, the college has created and revised several general education courses to support program needs:

- SPA 105 (Conversational Spanish), originally intended for Nursing students;
- SPA 106 (Latin American Culture and Conversation) (travel abroad), conducted in Summer 2005 for Health Sciences students; and
- GER 106 (German Culture and Conversation) (travel abroad), conducted in Fall 2005 for Automotive students.

There have been several changes in mathematics offerings since the 2002 General Education Report:

- MAT 178/179 (Technical Math I and II) are no longer offered. Students in Engineering Technology now enroll in MAT 110/111/140 (College Algebra/College Trigonometry/Analytic Geometry and Calculus I) as needed. This change was instituted because many sections of MAT 178/179 were cancelled due to low enrollment and because Engineering Technology faculty encouraged students to take university transfer mathematics courses. Scheduling changes in MAT 110/111 (being offered at 8 a.m. and in the afternoon) allowed Engineering Technology program courses to block the 9 a.m. – 12 p.m. time slot.
- College-wide increases in enrollment have allowed a split of College Algebra into MAT 109 (non-technical majors) and MAT 110 (technical majors).
- Fewer sections of MAT 155 (Contemporary Mathematics) are being offered while more sections of MAT 109 and MAT 120 are being taught. This change reflects Health Sciences faculty encouraging students to take university transfer mathematics courses and programmatic changes requiring MAT 120 and/or 109 instead of MAT 155. Scheduling changes in MAT 155 (being offered at 8 a.m. and in the afternoon) allow programs to block the 9 a.m. – 12 p.m. time slot and “funnel” students into particular time slots for MAT 155, thus preventing cancellation of sections because of low enrollment.

In Fall 1997, the mathematics department split the college algebra population into two tracks. Those students needing to satisfy a general education requirement and those going on to MAT 130 (Elementary Calculus) were enrolled in MAT 110, a three-semester-hour course. Those students going on to MAT 111 and the calculus sequence were enrolled in MAT 112

(Precalculus), a five-semester-hour course that combined MAT 110 and MAT 111. In assessing this new structure, the department recognized that the new MAT 110 had evolved into a course emphasizing applications from business, life, social sciences, etc., and did not adhere to the course description provided by the State Board for Technical and Comprehensive Education's Catalog of Approved Courses. The department also recognized that success rates in MAT 112 were lower than expected. In response to this assessment, in 2003 the mathematics department created a new course, MAT 109, which is the former MAT 110, including business applications. MAT 112 was then replaced with MAT 110 and MAT 111.

The Biology Department has significantly increased the number of BIO 101 (Biological Science I) sections it offers as BIO 101 has been made a prerequisite for BIO 205 (Ecology), BIO 210 (Anatomy and Physiology I), BIO 215 (Anatomy), BIO 225 (Microbiology), BIO 250 (Molecular Biology), BIO 251 (Biotechnology Laboratory Rotation III), BIO 260 (Immunology), and BIO 261 (Biotechnology Laboratory Rotation IV).

Assessment of General Education Courses

The college assesses the effectiveness of general education courses in several ways:

Course Syllabi are reviewed by department heads and/or lead instructors to ensure that course objectives and content are consistent throughout a department.

Student Evaluations of courses are conducted for at least each different course taught by each instructor throughout the academic year; evaluations are reviewed by the department head, dean and instructor; and if any weaknesses are indicated, faculty members and their department heads develop action plans to address the weaknesses.

External Accrediting Agencies review the college's general education programs and requirements in their accrediting review of programs. There were no recommendations regarding general education in the accreditation reports issued by the American Culinary Federation Accrediting Commission (2002-2005), the Association of Collegiate Business Schools and Programs (2004), the National League for Nursing Accreditation Commission (2004) and Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET) (2001).

The Graduate Follow-Up Survey (Attachment F) asks respondents to assess GTC with respect to their attainment of the eight college-wide competencies. Graduates' ratings of how much Greenville Technical College experiences helped them to meet each of the college-wide competencies are based on a four-point scale using the following values: 4 – a great deal; 3 – somewhat; 2 – very little; and 1 – not at all.

Overall, all eight competencies received “somewhat” to “a great deal” ratings for each of the four years included in this report, and there is little change in the overall ratings over the four years (see Table 3).

Table 3
Associate Degree Graduates' Ratings 2001-2002 through 2004-2005

	2001-2002	2002-2003	2003-2004	2004-2005
Comprehend and generate effective written and oral communication	3.39	3.39	3.31	3.34
Demonstrate research skills necessary for personal and professional purposes	3.35	3.34	3.33	3.31
Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	3.30	3.30	3.27	3.25
Demonstrate knowledge of computer applications compatible with job demands	3.15	3.16	3.21	3.14
Exhibit professionalism appropriate to the values and ethics of his/her chosen career	3.46	3.45	3.49	3.48
Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	3.43	3.48	3.43	3.45
Practice interpersonal skills and teamwork in his/her professional life	3.39	3.46	3.37	3.41
Demonstrate an awareness and understanding of various cultures	3.14	3.23	3.06	3.21

Despite the overall general consistency in the ratings for Competency 8, (“demonstrate an awareness and understanding of various cultures”) shown in Table 3, the ratings for Competency 8 are between 2, “very little,” and 3, “somewhat,” in several programs over the 2001-02 through 2003-04 period (see Table 4).

Table 4
Programs With Consistently Low Ratings for Competency 8

Program	2001-02	2002-03	2003-04
AET	2.50	2.40	2.53
AUT		2.67	2.00
CEL	2.20	2.25	2.80
CET	2.60	2.25	2.75
CPT4	2.70		2.64
EGT	1.75	1.75	2.00

The **Employer Evaluations** (Attachment G) ask respondents to assess their GTC-graduated employees' attainment of the eight college-wide competencies based on a four-point scale using the following values: 4 – a great deal; 3 – somewhat; 2 – very little; and 1 – not at all.

Overall, all eight competencies received “somewhat” to “a great deal” ratings for each of the three years included in this report. However, except for Competency 5 (“exhibit professionalism appropriate to the values and ethics of his/her chosen career”), where there was an upturn between 2002-2003 and 2003-2004, there is a downward trend in all eight of the competencies over the 2001-02 through 2003-04 evaluations (see Table 5).

Table 5
Employer's Ratings of GTC Graduates 2001-2002 through 2003-2004

	2001-2002	2002-2003	2003-2004	Diff 2001-2002 and 2003-2004
Comprehend and generate effective written and oral communication	3.46	3.26	3.21	-7.2%
Demonstrate research skills necessary for personal and professional purposes	3.43	3.33	3.15	-8.2%
Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	3.47	3.44	3.29	-5.2%
Demonstrate knowledge of computer applications compatible with job demands	3.63	3.51	3.38	-6.9%
Exhibit professionalism appropriate to the values and ethics of his/her chosen career	3.46	3.27	3.36	-2.9%
Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	3.52	3.44	3.14	-10.8%
Practice interpersonal skills and teamwork in his/her professional life	3.57	3.34	3.27	-8.4%
Demonstrate an awareness and understanding of various cultures	3.46	3.44	3.30	-4.6%

Advisory Committees consist of community members who have expertise in specific program areas. Advisory committees assess each of the college's programs and make recommendations for improvement, including recommendations relating to general education courses and competencies. Attachment H is a summary of Advisory Committee Program Evaluation recommendations from 2001-2002 through 2004-2005 concerning general education.

Seventeen of the recommendations concern communication skills, most noting the need to emphasize written or oral communications skills more within programs. Typical of these recommendations and responses are the following from the 2001-2002 Architectural Engineering Technology Committee's evaluation:

Recommendation: Continue to stress strong written and verbal skills with [sic] the program.

Response: We agree that oral and written communication is an important skill for our graduates. We continually build lab work that forces students to improve those skills.

Eleven of the recommendations concern mathematical skills and include insuring that incoming freshman be made aware of the minimum mathematical skills necessary to succeed in Engineering Graphics Technology, reinforcing the existing MAT 110 (College Algebra) as prerequisite for students entering Computer Technology, and changing required mathematics courses from MAT 178 and 179 (Technical Math I and II) to MAT 110 and 111 (College Trigonometry) for Electronics Engineering Technology and other technologies programs. All recommendations were responded to and appropriate changes have been made.

An **Academic Program Review** is conducted for all associate degree programs every five years. In the 2002-2003 through 2005-2006 period, 25 APRs were conducted. In those APRs were 27 recommendations or suggestions concerning general education (see attachment I). Of those recommendations, 16 were concerned with college-wide Competency 8, "Demonstrate an awareness and understanding of various cultures." All 16 recommended that programs require students to take courses that address the competency or that programs provide students with lists of courses that will satisfy the competency.

An APR was conducted for the Arts and Sciences Division degree programs during 2005-2006. The APR committee commended the division for its "General Education courses [which] provide excellent coverage of college-wide competencies." In addition, there were three specific recommendations concerning general education courses:

- Review course objectives and ensure that all are observable and measurable. Objectives that are not measurable need to be rewritten.
- Include writing requirements in all general education courses in response to advisory committee comments that students are under-prepared in writing abilities.
- Improve success rates in courses with success rates of less than 60% (discussed below).

The division has until March 2007 to respond to these recommendations.

Grade Distributions are analyzed regularly to evaluate the effectiveness of courses. Table 6 shows the success rates (defined as the percentage of students receiving A, B or C grades) for 21 selected courses over the last 11 years.

Table 6
Success Rates for Selected Courses 1995 -2005

Course	Fa '95-Sp '98	Fa '98-Sp '01	Fa '01-Sp '03	Fa '03-Sp '05
ART 101	68%	58%	66%	67%
AST 101	70%	53%	56%	69%
AST 102	88%	69%	78%	54%
BIO 101	58%	53%	51%	53%
BIO 210	60%	55%	55%	56%
CPT 101			66%	61%
ENG 101	57%	58%	55%	53%
FRE 101	65%	60%	62%	82%
HIS 101	55%	54%	51%	58%
HIS 102	43%	41%	37%	46%
MAT 109		50% (MAT 110 for this time period)		47%
MAT 110				49%
MAT 120	60%	62%	66%	60%
MUS 105	58%	61%	63%	60%
PHI 110	60%	63%	65%	63%
PHY 201	77%	59%	59%	72%
PSC 201	71%	71%	69%	72%
PSY 201	59%	60%	57%	56%
SOC 101	65%	69%	63%	73%
SPA 101	69%	58%	50%	56%
SPC 205	77%	76%	76%	75%

General education courses with success rates under 60% are “flagged” for further analysis and departments with flagged courses are asked to assess why those courses have low success rates (see Attachment J).

Sixty percent was chosen as the cut-off figure for determining which classes to flag in the mid-1990s; that percentage was chosen because 60% is the grade students need to pass a course; the figure was not arrived at after analysis of success rates at other open admissions colleges. The 60% figure has not been reviewed for accuracy since it was set.

It would appear that the 60% figure might be too low in courses that have consistently high success rates as several semesters of a 70% success rate in courses that historically have success rates of 75-80% might indicate a situation that could use attention.

Recommendation 17: That the college compare success rate data for individual courses with regional and national open admissions colleges to determine if its criteria and benchmark percentage for flagging courses is consistent with other schools.

The calculation of success rates is made by dividing the number of students who started a course into the number who received grades of A, B or C. The calculation does not make allowances for students who withdraw; therefore, grades of W negatively affect success rates. Students withdraw for any number of reasons, many non-academic, but the college cannot always ascertain why students withdraw. Such information is critical to analyzing attrition rates and developing retention plans; however, inclusion of Ws in the calculation of success rates does not provide accurate information about the effectiveness of course delivery.

Recommendation 18: That the college revise its formula for calculating success rates to eliminate withdrawals so that an accurate picture of course delivery can be obtained.

An analysis of courses with success rates under 60% for the Fall 2003 through Summer 2005 period shows that 22 courses taught in the Arts and Sciences Division were flagged. Of those, five classes had too few students in them to allow for statistical analysis. The remaining 17 courses are listed in Table 7:

Table 7
Courses With Success Rates Under 60% Fall 2003 – Summer 2005

Course	Fa '03 -Su '05
AST 102	54%
BIO 101	53%
BIO 210	56%
CHM 110	55%
ECO 210	51%
ECO 211	42%
ENG 101	53%
ENG 202	53%
HIS 101	58%
HIS 102	46%
HIS 202	58%
MAT 109	47%
MAT 110	30%
MAT 111	49%
MAT 130	56%
MAT 140	52%
SPA 101	56%

Explanations provided by division personnel for the low success rates noted concerns:

- with math skills students need for the course (3);
- about the delivery method of the course (video/teleclass/weekend) (3);
- that the reading prerequisite for the course is not high enough (3);
- that prerequisite courses are not adequately preparing students (2);
- about students' study skills and/or lack of maturity (2);
- that there is no prerequisite for a course;
- that the course is required of all students on campus;
- about placement test scores and accuracy; and
- about placing students into math courses based on SAT/ACT scores.

Recommendation 19: In order to increase success in flagged courses (those with less than a 60% success rate), the college should:

- review the prerequisites for flagged courses to determine whether or not the prerequisites are set at appropriate levels;
- review placement criteria for courses to determine if placement scores are set at correct levels and to determine if waiving placement test requirements based on SAT and ACT scores is a factor in the lack of success in entry-level English and mathematics courses; and

- **study a cohort of students who have taken developmental courses to determine how successful those students were through their subsequent courses and program completion.**

Summary of Recommendations

Recommendation 1: That the college encourage all programs to have students take English and mathematics courses early in their programs so that subsequent program courses can reinforce and help ensure student competency in those fields.

Recommendation 2: That all programs note in their program layouts that “To graduate with an associate degree, candidates must meet the computer competency requirement by taking CPT 101 (EGR 130 may be substituted with departmental approval.) or by passing the exemption exam at a cost to be assessed by the college.”

Recommendation 3: That the college ensure that all programs include an oral component in college publications.

Recommendation 4: That the *Catalog* be revised to eliminate the double meaning for asterisked courses in program layouts and the list of general education courses on pages 192-193.

Recommendation 5: That the college explore requiring General Education course completion before admission to programs.

Recommendation 6: That the college study the correlation between completion of General Education courses and retention/success rates in programs.

Recommendation 7: That some programs consider making specific General Education courses prerequisite to specific core program courses, thus ensuring students take and complete General Education courses and complete degrees/increase chances of success.

Recommendation 8: That the college designate a specific area of the campus to be responsible for generating, revising and maintaining the competencies and that the competencies be reviewed regularly.

Recommendation 9: That the college publish the eight college-wide competencies

- in the college *Catalog*;
- in the *Adjunct Faculty Manual*;
- in the *Faculty Manual*; and
- on the College web site (in a place other than in reports).

Recommendation 10: That the college make a discussion of the eight college-wide competencies part of the new faculty (both full-time and adjunct) orientations.

Recommendation 11: That the college publish and make available to all students a list of the eight college-wide competencies and a corresponding list of general education courses that specifically fulfill each competency.

Recommendation 12: That the college consider having departments revise their course syllabi to include a statement about which competencies the course is reinforcing.

Recommendation 13: That each department offering general education courses carefully review the list of Courses Addressing College-Wide Competencies to ensure that the list is accurate.

Recommendation 14: That the college encourage programs to review the required general education courses, as well as program courses, to ensure that students are prepared to “demonstrate an awareness and understanding of various cultures.”

Recommendation 15: That the college revise the college-wide competencies, establish criteria to ensure that the competencies are being met, identify general education courses that help students meet the competency and develop clear objectives for each course to demonstrate how that course addresses the competency.

Recommendation 16: That for the Northwest Campus the college designate specific time slots for general education courses and that no program courses be offered in those time slots; that the college ensure that the general education courses be offered, even if there is low enrollment, to be sure the general education needs of programs are met.

Recommendation 17: That the college compare success rate data for individual courses with regional and national open admissions colleges to determine if its criteria and benchmark percentage for flagging courses is consistent with other schools.

Recommendation 18: That the college revise its formula for calculating success rates to eliminate withdrawals so that an accurate picture of course delivery can be obtained.

Recommendation 19: In order to increase success in flagged courses (those with less than a 60% success rate), the college should:

- review the prerequisites for flagged courses to determine whether or not the prerequisites are set at appropriate levels;
- review placement criteria for courses to determine if placement scores are set at correct levels and to determine if waiving placement test requirements based on SAT and ACT scores is a factor in the lack of success in entry-level English and mathematics courses; and
- study a cohort of students who have taken developmental courses to determine how successful those students were through their subsequent courses and program completion.

Attachment A

This is a listing of approved general education courses used at Greenville Tech. Courses that appear with an asterisk (*) appear on the Commission of Higher Education's Statewide Articulation List of Universally Transferable Courses from all technical colleges. Credits for these courses do not automatically transfer to a four-year college or university. *Students are responsible for checking with the specific college or university to which they plan to transfer to determine the transferability of any course taken at Greenville Tech.* Please consult with an academic advisor or counselor regarding a plan of study.

English Communications — Written

ENG 100	Introduction to Composition (non-degree credit)
* ENG 101	English Composition I
* ENG 102	English Composition II
ENG 165	Professional Communications

English Communications — Oral

SPC 200	Introduction to Speech Communication
* SPC 205	Public Speaking
SPC 208	Intercultural Communication
SPC 209	Interpersonal Communication

Fine Arts

* ART 105	Film as Art
ART 111	Basic Drawing I
ART 112	Basic Drawing II
ART 211	Introduction to Painting
ENG 238	Creative Writing
THE 105	Fundamentals of Acting

Humanities

* ART 101	Art History & Appreciation
* ENG 201	American Literature I
* ENG 202	American Literature II
* ENG 205	English Literature I
* ENG 206	English Literature II
* ENG 208	World Literature I
* ENG 209	World Literature II
ENG 228	Studies in Film Genre
* ENG 230	Women in Literature
ENG 234	Survey in Minority Literature
ENG 238	Creative Writing
* FRE 101	Elementary French I
* FRE 102	Elementary French II
* FRE 201	Intermediate French II
* GER 101	Elementary German I
* GER 102	Elementary German II
* HIS 101	Western Civilization to 1689
* HIS 102	Western Civilization Post 1689

HIS 106	Introduction to African History
HIS 108	Introduction to East Asian History
HIS 112	Non-western Civilization
HIS 115	African-American History
* HIS 201	American History: Discovery to 1877
* HIS 202	American History: 1877 to Present
HIS 220	American Studies I
HIS 228	History and Meaning of the U.S. Constitution
HSS 105	Technology and Culture
* MUS 105	Music Appreciation
MUS 110	Fundamentals of Music
* PHI 101	Introduction to Philosophy
* PHI 105	Introduction to Logic
PHI 108	Critical Reasoning
* PHI 110	Ethics
REL 101	Introduction to Religion
REL 201	Religions of the World
* SPA 101	Elementary Spanish I
* SPA 102	Elementary Spanish II
SPA 105	Conversational Spanish
* SPA 201	Intermediate Spanish I
* SPA 202	Intermediate Spanish II
* THE 101	Introduction to Theatre
THE 105	Fundamentals of Acting
THE 220	Theatre Laboratory I
THE 221	Theatre Laboratory II

Literature

* ENG 201	American Literature I
* ENG 202	American Literature II
* ENG 205	English Literature I
* ENG 206	English Literature II
* ENG 208	World Literature I
* ENG 209	World Literature II
* ENG 230	Women in Literature
ENG 234	Survey in Minority Literature

Mathematics

MAT 101	Beginning Algebra
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MAT 102	Intermediate Algebra
MAT 109	College Algebra with Modeling
* MAT 110	College Algebra
* MAT 111	College Trigonometry
* MAT 120	Probability & Statistics
* MAT 122	Finite College Mathematics
* MAT 130	Elementary Calculus
MAT 132	Discrete Mathematics
* MAT 140	Analytical Geometry & Calculus I
* MAT 141	Analytical Geometry & Calculus II
MAT 155	Contemporary Mathematics
MAT 170	Algebra, Geometry & Trigonometry I
MAT 211	Math for Elementary Education I
MAT 212	Math for Elementary Education II
MAT 215	Geometry
MAT 220	Advanced Statistics
MAT 230	Basic Multivariable Calculus
* MAT 240	Analytical Geometry & Calculus III
* MAT 242	Differential Equations

Sciences — Biological and Physical

AHS 102	Medical Terminology
* AST 101	Solar System Astronomy
* AST 102	Stellar Astronomy
BIO 100	Introductory Biology (non-degree credit)
* BIO 101	Biological Science I
* BIO 102	Biological Science II
BIO 110	General Anatomy & Physiology
BIO 112	Basic Anatomy & Physiology
BIO 115	Basic Microbiology
BIO 150	Kinesiology
BIO 205	Ecology
BIO 206	Ecology Laboratory
* BIO 210	Anatomy & Physiology I
* BIO 211	Anatomy & Physiology II
BIO 215	Anatomy
BIO 216	Physiology
* BIO 225	Microbiology

BIO 240	Nutrition
CHM 100	Introductory Chemistry (non-degree credit)
CHM 105	General Organic & Biochemistry
CHM 106	Contemporary Chemistry I
CHM 107	Contemporary Chemistry II
* CHM 110	College Chemistry I
* CHM 111	College Chemistry II
* CHM 211	Organic Chemistry I
* CHM 212	Organic Chemistry II
CHM 227	Forensic Science Chemistry
PHS 101	Physical Science I
PHS 102	Physical Science II
PHS 111	Conceptual Physics
* PHY 201	Physics
* PHY 202	Physics II
* PHY 221	University Physics I
* PHY 222	University Physics II

Social Sciences

* ANT 101	General Anthropology
ECO 105	Introduction to Economic Principles
* ECO 210	Macroeconomics
* ECO 211	Microeconomics
* GEO 101	Introduction to Geography
* GEO 102	World Geography
HUS 204	Introduction to Social Work
PSC 101	Topics for Model U.N.
* PSC 201	American Government
PSC 205	Politics & Government
* PSC 215	State & Local Government
PSC 220	Introduction to International Relations
PSY 103	Human Relations
* PSY 201	General Psychology
* PSY 203	Human Growth & Development
* PSY 208	Human Sexuality
* PSY 212	Abnormal Psychology
* SOC 101	Introduction to Sociology
SOC 151	International Sociology
* SOC 205	Social Problems
* SOC 220	Sociology of the Family
* SOC 235	Thanatology

Attachment B

Sample Program Layout (Accounting)

Accounting Program

Entrance Requirements:

Acceptable ASSET or COMPASS Score

Type of Program:

Day or Night

Type of Degree:

Associate Degree

Employment Opportunities:

Manufacturing firms, small business, public accounting firms, service companies

This program prepares students for a career in accounting, using a “how-to” approach, interspersing theory and concluding with hands-on applications.

Students must receive a grade of “C” or better in concentration course, communications course and mathematics course to be eligible for graduation.

This program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

To graduate with an associate degree, candidates must meet the computer competency requirement by taking CPT 101 (EGR 130 may be substituted with CPT departmental approval) or by passing the exemption exam at a cost to be assessed by the college.

Major course must be completed within the past five years or special permission by department head.

Recommended Program Schedule

First Semester

ACC 101 Accounting Principles I** 3.0

CPT 101 Introduction to Computers** 3.0

ENG 101 English Composition I* 3.0

MAT 155 Contemporary Mathematics* 3.0

or

MAT 102 Intermediate Algebra* 3.0

or

MAT 120 Probability & Statistics* 3.0

Second Semester

ACC 102 Accounting Principles II** 3.0

BAF 101 Personal Finance**** 3.0

ENG 102 English Composition II* 3.0

SPC 200 Introduction to Speech Communications* 3.0

or

SPC 205 Public Speaking* 3.0

Humanities/Fine Arts Elective* 3.0

Third Semester

ACC 124 Individual Tax Procedures*** 3.0

ACC 201 Intermediate Accounting I*** 3.0

ACC 230 Cost Accounting I*** 3.0

MGT 101 Principles of Management** 3.0

Fourth Semester

ACC 202 Intermediate Accounting II**** 3.0

ACC 224 Business Taxation**** 3.0

ACC 245 Accounting Applications**** 3.0

ACC 246 Integrated Accounting Software***** 3.0

ECO 105 Introduction to Economic Principles***** 3.0

Fifth Semester

ACC 150 Payroll Accounting***** 3.0

BUS 121 Business Law I** 3.0

MGT 270 Managerial Communications** 3.0

MKT 101 Marketing** 3.0

Free Elective 3.0

Total credit hours

69.0

*General Education Course

**Offered Fall and Spring Semesters and Summer Semester

***Offered Fall Semester Only

****Offered Spring Semester Only

*****Offered Fall and Spring Semesters, not Summer Semester

Note: Please contact your advisor for recommended evening schedules.

Attachment C

General Education Requirements for Associate Degree Programs

Business/Public Service Division

Program	Communication	Math/Science	Humanities/Fine Arts	Social/Behavioral Sciences	Computing
Accounting	ENG 101 and SPC 200 or 205	MAT 155, 102 or 120	Elective	ECO 105	CPT 101
Criminal Justice	ENG 101 and SPC 205	MAT 102, 110, 120 or 155	Elective	SOC 101	CPT 101
Early Care and Education	ENG 101 and SPC 205	MAT 155	SPA 101	PSY 201	CPT 101
Human Services	ENG 101 and SPC 205 or 209	BIO 101 or PHS 101	Elective	PSY 201 and 203 and SOC 101	CPT 101
Management	ENG 101 and SPC 205	MAT 155 or 102	Elective	ECO 105, 210 or 211	CPT 101
Marketing	ENG 101 and SPC 205	MAT 155 or 102	Elective	ECO 105, 210 or 211	CPT 101
Paralegal	ENG 101 and SPC 205 or 209	BIO 112 or 215	HIS 202 or SPA 101	PSC 201	CPT 101
Supply Chain Management	ENG 101 and SPC 205	MAT 155 or 102	Elective	ECO 105, 210 or 211	CPT 101

Technical Business Division

Program	Communication	Math/Science	Humanities/Fine Arts	Social/Behavioral Sciences	Computing
Computer Technology	ENG 101 and SPC 205	Any transfer math	Elective	Elective	CPT 101
Food Service Management (Hosp Educ)	ENG 101 or 165 and SPC 205	MAT 155, 102, 110 or 120	Elective	Elective	CPT 101
Office Systems Technology	ENG 165	Elective – any math course above 101	Elective	Elective	CPT 101

Health Sciences/Nursing Division

Program	Communication	Math/Science	Humanities/Fine Arts	Social/Behavioral Sciences	Computing
Dental Hygiene	ENG 101 and SPC 205	MAT 120 and BIO 210, 115, 211 and CHM 105	PHI 110	PSY 201	CPT 101
Emergency Medical Technology	ENG 101 and SPC 205	MAT 120 and BIO 210 and 211	Elective	PSY 201	CPT 101
Health Information Management	ENG 101 and SPC 205	MAT 109 or 120 and BIO 210, 211	Elective	PSY 201	CPT 101
Radiologic Technology	ENG 101 and SPC 205	MAT 109 and BIO 210, 211	Elective	SOC 101	No notation re: CPT 101
Medical Laboratory Technology	ENG 101 and SPC 205	MAT 120 or 109 and CHM 105 and BIO 216	Elective	PSY 201	CPT 101
Nursing	ENG 101 and SPC 205	MAT 120 and BIO 210, 211, 225	Elective	PSY 201	CPT 101 is required before students can be eligible for admission to the program
Occupational Therapy Assistant	ENG 101 and SPC 205	MAT 109 or 120 and BIO 210, 211	Elective	PSY 201	CPT 101
Physical Therapist Assistant	ENG 101 and SPC 205 or 209	MAT 109 or 120 and BIO 210, 211	Elective	PSY 201 and 203	CPT 101
Respiratory Care	ENG 101 and SPC 205 or 209	MAT 109 or 120 and BIO 210, 211, 225	Elective	PSY 201	CPT 101

Engineering/Industrial Technologies

Program	Communication	Math/Science	Humanities/Fine Arts	Social/Behavioral Sciences	Computing
Aircraft Maintenance Technology	ENG 165 or ENG 101 and SPC 205	MAT 170	Elective	Elective	CPT 101
Architectural Engineering Technology	ENG 101 and SPC 205	MAT 110 and 111	ART 101	PSY 201 or SOC 101	Prior to entry into the program students should take CPT 101
General Motors Automotive Service Educational Program	ENG 165	MAT 170 and PHS 111	HSS 105	PSY 103	*
Automotive Service Training Program	ENG 165	MAT 170 and PHS 111	HSS 105	PSY 103	*
Construction Engineering Technology	ENG 101 and SPC 205	MAT 102, 109, 120 and PHY 201	ART 101	ECO 210 or PSY 201 or SOC 101	CPT 101
Electronics Engineering Technology	ENG 101 and SPC 205	MAT 110, 111 and CHM 110	Elective	Elective	*
Engineering Graphics Technology	ENG 101 and SPC 205	MAT 110, 111 and PHY 201	Elective	PSY 201 or SOC 101 or ECO 211	CPT 101
Geomatics Technology	ENG 101 and SPC 205	MAT 110, 111 and 120, 130 or 140 and PHY 201	Elective	GEO 101, 201 or PSY 201 or SOC 101	CPT 101
Industrial Maintenance Technology	ENG 165	MAT 170	Elective	PSY 103	CPT 101
Machine Tool Technology	ENG 165	MAT 170	Elective	Elective	CPT 101
Mechanical Engineering Technology, all concentrations	ENG 101 and SPC 205 (no SPC listed for Mechanical Design concentration)	MAT 110, 111, 130 (only 111 for Automotive concentration) and PHY 201, 202, CHM 110 (except for Mechanical Design and CAD concentrations)	Elective	ECO 211	EGR 130

* Programs do not list CPT 101 in program layouts, but note that “To graduate with an associate degree, candidates must meet the computer competency requirement by taking CPT 101 (EGR 130 may be substituted with departmental approval.) or by passing the exemption exam at a cost to be assessed by the college.”

Attachment D
Courses Addressing College-Wide Competencies

AREAS OF COLLEGE-WIDE COMPETENCE	COMMUNICATION	COMPUTER TECHNOLOGIES	FUNDAMENTAL MATHEMATICAL SKILLS	FINE ARTS/ HUMANITIES	NATURAL SCIENCES	SOCIAL/ BEHAVIORAL SCIENCES
1. Comprehend and generate effective written and oral communication.	ENG 101 ENG 102 ENG 165 ENG 201 ENG 202 ENG 205 ENG 206 ENG 208 ENG 209 ENG 228 ENG 230 ENG 234 ENG 238 SPC 205 SPC 208 SPC 209		MAT 102 MAT 109 MAT 110 MAT 120 MAT 130 MAT 211 MAT 212 MAT 215 MAT 220	ART 101 ART 105 ENG 201 ENG 202 ENG 205 ENG 206 ENG 208 ENG 209 ENG 230 ENG 234 ENG 238 FRE 101 FRE 102 GER 101 GER 102 HIS 101 HIS 102 HIS 106 HIS 108 HIS 112 HIS 115 HIS 201 HIS 202 HIS 228 HSS 105 IDS 210 MUS 105 PHI 101 PHI 105 PHI 110 REL 101 REL 201 SPA 101 SPA 102 SPA 201 SPA 202 THE 101 THE 105 THE 220 THE 221	AHS 102 BIO 101 BIO 102 BIO 110 BIO 112 BIO 115 BIO 150 BIO 210 BIO 211 BIO 215 BIO 215 BIO 216 BIO 225 BIO 227 BIO 238 BIO 240 CHM 106 CHM 107 MAT 102 MAT 110 MAT 120 MAT 211 MAT 212 MAT 215 MAT 220 PHY 201 PHY 202 PHY 221 PHY 222	ANT 101 ECO 105 ECO 210 ECO 211 GEO 101 GEO 102 PSC 201 PSC 205 PSC 215 PSC 220 PSY 103 PSY 201 PSY 203 PSY 208 PSY 212 SOC 101 SOC 151 SOC 205 SOC 220 SOC 225
2. Demonstrate research skills necessary for personal and professional purposes.	ENG 101 ENG 102 ENG 165 ENG 201 ENG 202 ENG 205 ENG 206 ENG 208 ENG 209 ENG 228 ENG 230 ENG 234 SPC 205 SPC 208 SPC 209	CPT 101	MAT 109 MAT 110 MAT 120 MAT 130 MAT 155 MAT 211 MAT 212 MAT 215 MAT 220	ENG 201 ENG 202 ENG 205 ENG 206 ENG 208 ENG 209 ENG 230 ENG 234 HSS 105	AST 101 AST 102 BIO 101 BIO 102 BIO 150 BIO 225 CHM 105 CHM 106 CHM 107 CHM 110 CHM 111 CHM 211 CHM 212 MAT 110 MAT 120 MAT 130 MAT 155 MAT 211 MAT 212 MAT 215 MAT 220 PHS 101 PHS 102 PHS 111 PHY 201 PHY 202 PHY 221 PHY 222	GEO 101 GEO 102 PSY 212 SOC 151

Courses Addressing College-Wide Competencies

AREAS OF COLLEGE-WIDE COMPETENCE	COMMUNICATION	COMPUTER TECHNOLOGIES	FUNDAMENTAL MATHEMATICAL SKILLS	FINE ARTS/ HUMANITIES	NATURAL SCIENCES	SOCIAL/ BEHAVIORAL SCIENCES
3. Apply mathematical skills appropriate to solve day-to-day, as well as work related, problems.		CPT 101	MAT 102 MAT 155 MAT 109 MAT 170 MAT 110 MAT 211 MAT 120 MAT 212 MAT 122 MAT 215 MAT 130 MAT 220 MAT 132 MAT 230 MAT 140 MAT 240 MAT 141 MAT 242	ART 101 PHI 105	CHM 106 MAT 155 CHM 107 MAT 170 CHM 110 MAT 211 CHM 111 MAT 212 MAT 102 MAT 215 MAT 109 MAT 220 MAT 110 MAT 230 MAT 112 MAT 240 MAT 120 MAT 242 MAT 122 PHY 201 MAT 130 PHY 202 MAT 132 PHY 221 MAT 140 PHY 222 MAT 141	
4. Demonstrate knowledge of computer applications compatible with job demands.	ENG 101 ENG 102 ENG 165	CPT 101	MAT 120 MAT 140 MAT 141 MAT 215 MAT 220 MAT 240 MAT 242		BIO 101 MAT 120 MAT 140 MAT 141 MAT 215 MAT 220 MAT 240 MAT 242	GEO 101 GEO 102
5. Exhibit professionalism appropriate to the values and ethics of his/her chosen career.	ENG 165 SPC 205 SPC 208 SPC 209		MAT 120 MAT 130 MAT 211 MAT 212 MAT 215 MAT 220 MAT 230	PHI 110	BIO 227 BIO 238	PSY 103

Courses Addressing College-Wide Competencies

AREAS OF COLLEGE-WIDE COMPETENCE	COMMUNICATION	COMPUTER TECHNOLOGIES	FUNDAMENTAL MATHEMATICAL SKILLS	FINE ARTS/ HUMANITIES	NATURAL SCIENCES	SOCIAL/ BEHAVIORAL SCIENCES
6. Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities.	ENG 101 ENG 102 ENG 165 ENG 201 ENG 202 ENG 205 ENG 206 ENG 208 ENG 209 ENG 228 ENG 230 ENG 234 ENG 238 SPC 205 SPC 208 SPC 209	CPT 101	MAT 102 MAT 109 MAT 110 MAT 111 MAT 120 MAT 122 MAT 130 MAT 132 MAT 140 MAT 141 MAT 155 MAT 170 MAT 211 MAT 212 MAT 215 MAT 220 MAT 230 MAT 240 MAT 242	ART 101 ART 105 ENG 201 ENG 202 ENG 205 ENG 206 ENG 208 ENG 209 ENG 228 ENG 230 ENG 234 ENG 238 HIS 101 HIS 102 HIS 106 HIS 108 HIS 112 HIS 115 HIS 201 HIS 202 HIS 228 IDS 210 MUS 105 PHI 101 PHI 105 PHI 110 REL 101 REL 201 THE 101	AHS 102 AST 101 AST 102 BIO 101 BIO 102 BIO 110 BIO 112 BIO 115 BIO 150 BIO 210 BIO 211 BIO 215 BIO 216 BIO 225 BIO 227 BIO 238 BIO 240 CHM 105 CHM 106 CHM 107 CHM 110 CHM 111 CHM 211 CHM 212 CHM 213 CHM 227 MAT 102 MAT 110 MAT 111 MAT 112 MAT 120 MAT 122 MAT 130 MAT 132 MAT 140 MAT 141 MAT 155 MAT 170 MAT 211 MAT 212 MAT 215 MAT 220 MAT 230 MAT 240 MAT 242 PHS 101 PHS 102 PHS 111 PHY 201 PHY 202 PHY 221 PHY 222	ANT 101 ECO 105 ECO 210 ECO 211 GEO 101 GEO 102 PSC 201 PSC 205 PSC 215 PSC 220 PSY 103 PSY 201 PSY 203 PSY 208 PSY 212 SOC 101 SOC 151 SOC 205 SOC 220 SOC 235

Courses Addressing College-Wide Competencies

AREAS OF COLLEGE-WIDE COMPETENCE	COMMUNICATION	COMPUTER TECHNOLOGIES	FUNDAMENTAL MATHEMATICAL SKILLS	FINE ARTS/ HUMANITIES	NATURAL SCIENCES	SOCIAL/ BEHAVIORAL SCIENCES
7. Practice interpersonal skills and teamwork in his/her professional life.	ENG 165 ENG 228 SPC 205 SPC 208 SPC 209		MAT 102 MAT 109 MAT 110 MAT 120 MAT 155 MAT 170 MAT 211 MAT 212 MAT 215 MAT 220	THE 105 THE 220 THE 221	AST 101 CHM 212 AST 102 MAT 102 BIO 101 MAT 110 BIO 102 MAT 155 BIO 110 MAT 170 BIO 112 MAT 211 BIO 115 MAT 220 BIO 210 MAT 212 BIO 211 MAT 215 BIO 215 MAT 220 BIO 216 PHS 101 BIO 225 PHS 102 BIO 227 PHS 111 CHM 105 PHY 101 CHM 106 PHY 201 CHM 110 PHY 202 CHM 111 PHY 221 CHM 211 PHY 222	GEO 101 GEO 102 PSY 103 PSY 212 SOC 151
8. Demonstrate an awareness and understanding of various cultures.	ENG 205 ENG 230 ENG 206 ENG 234 ENG 208 ENG 238 ENG 209 SPC 208 ENG 228	CPT 101		ART 101 IDS 210 ART 105 MUS 105 FRE 101 PHI 101 FRE 102 REL 101 GER 101 REL 201 GER 102 SPA 101 HIS 106 SPA 102 HIS 108 SPA 201 HIS 112 SPA 202 HIS 115 THE 101 HSS 105		ANT 101 GEO 101 GEO 102 PSC 101 PSC 102 PSC 205 PSY 103 PSY 208 PSY 212 SOC 101 SOC 151

UPDATED: 5-19-05

Attachment E

Sample Academic Program Review – College-Wide Competencies

Respiratory Care

RESOURCES:

General Education Courses List

D - COLLEGE-WIDE COMPETENCIES

Program Code RES: Year: 2004-05 Completed by Department Head

COLLEGE-WIDE COMPETENCIES	GEN ED COURSES	PROGRAM COURSES
1. Comprehend and generate effective written and oral communication.	ENG 101, SPC 205, MAT 109/120, BIO 210/211/225, PSY 201, Humanities	RES 101, 121, 152, 265, 275, 276
2. Demonstrate research skills necessary for personal and professional purposes.	ENG 101, SPC 205, MAT 109/120, PSY 201	RES 101, 111, 121, 236, 240
3. Apply mathematical skills appropriate to solve day-to-day, as well as work related, problems.	MAT 109/120, PSY 201	RES 101, 121, 131, 141, 244, 249, 265, 275, 276
4. Demonstrate knowledge of computer applications compatible with job demands.	CPT 101	ALL RESPIRATORY COURSES
5. Exhibit professionalism appropriate to the values and ethics of his/her chosen career.	SPC 205, PSY 201	ALL RESPIRATORY COURSES
6. Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities.	ENG 101, MAT 109/120, BIO 210, BIO 211, BIO 225, PSY 201, Humanities	ALL RESPIRATORY COURSES
7. Practice interpersonal skills and teamwork in his/her professional life.	SPC 205, MAT 109/120, BIO 210, BIO 211, BIO 225	ALL RESPIRATORY COURSES
8. Demonstrate an awareness and understanding of various cultures.	Humanities, PSY 201	ALL RESPIRATORY COURSES

Attachment F

Graduate Follow-Up Surveys 2001-2002 through 2004-2005

Graduate Follow-Up 2001-2002

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
AA 5	3.13	3.38	3.14	3.63	3.50	3.50	3.13	3.13
ART	3.69	3.48	3.36	3.29	3.18	3.26	3.27	3.26
ACC	3.43	3.13	3.40	3.27	3.27	3.33	3.33	3.07
AET	3.00	4.00	4.00	4.00	3.50	3.50	2.50	2.50
AMT	3.00	3.67	3.00	3.00	3.00	3.67	3.67	3.33
AUT	3.00	3.00	3.31	3.31	3.38	3.38	3.31	3.00
CEL	2.60	2.80	3.20	2.60	2.60	2.60	2.60	2.20
CET	3.83	3.33	4.00	3.17	3.33	3.50	3.33	2.60
CPT3	3.19	3.13	3.13	3.31	3.13	3.06	3.13	2.88
CPT4	3.18	2.91	2.86	3.59	3.23	3.45	3.09	2.70
CRJ	3.64	3.38	3.50	3.50	3.50	3.38	3.63	3.25
DHG	3.73	3.45	3.45	3.18	3.73	3.64	3.64	3.36
EET	3.33	3.00	3.67	3.33	3.00	3.50	2.67	3.00
EGT	3.00	3.25	3.75	3.25	3.25	3.50	2.75	1.75
EMT	3.75	3.75	3.75	2.75	3.50	4.00	3.50	2.75
ENV	2.50	2.40	2.80	2.50	2.00	2.30	2.00	2.20
FDS	3.67	3.78	3.89	3.44	3.67	3.67	3.44	3.33
GMT	3.33	3.33	3.67	3.67	3.67	3.33	3.33	3.00
GTE3	2.68	3.05	3.21	2.63	2.95	3.26	2.90	2.37
GTE8	3.56	3.44	3.44	3.44	3.61	3.67	3.78	3.44

Continued on next page

Graduate Follow-Up 2001-2002

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
HIM	3.88	4.00	3.63	3.88	3.88	3.88	3.88	3.75
HUS	3.64	3.50	3.29	2.86	3.64	3.64	3.71	3.50
IMT	3.55	3.45	3.09	3.09	3.00	3.55	3.64	3.09
LEG3	3.40	3.67	3.36	3.60	3.87	3.47	3.73	3.00
MET	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50
MGT	3.00	3.00	2.86	3.14	3.21	3.21	3.14	3.00
MKT	3.43	2.71	2.86	3.00	3.29	3.00	3.00	2.86
MLT	3.40	3.20	3.40	3.80	3.20	3.40	3.80	3.20
MMT	3.75	3.75	3.75	4.00	4.00	4.00	4.00	4.00
MTT	2.11	2.50	3.22	3.67	3.11	3.22	3.00	2.33
NUR	3.54	3.38	3.75	3.00	3.71	3.70	3.77	3.66
OST	3.70	3.56	3.07	3.82	3.48	2.89	2.70	3.00
OTA	3.56	3.56	3.00	3.00	3.56	3.67	3.78	3.33
PTH	3.54	3.54	3.08	3.27	3.77	3.69	3.69	3.46
RAD	3.77	3.62	3.92	3.85	3.92	4.00	3.92	3.92
RES	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
SCI	3.92	3.54	3.46	3.15	3.75	3.50	3.62	3.23

Scale: 4= A great deal; 3=Somewhat; 2=Very little; 1=Not at all

Graduate Follow-Up 2002-2003

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
ACC	2.87	3.07	3.20	3.33	3.07	3.00	2.80	2.93
AET	3.50	3.60	3.20	3.40	2.60	3.80	3.80	2.40
AMT	3.00	3.00	3.17	3.33	3.50	3.50	3.50	3.17
ART	3.46	3.30	3.18	3.28	3.40	3.56	3.46	3.26
AUT	3.53	3.53	3.80	3.80	3.67	3.93	4.00	2.67
CEL	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67
CET	3.00	3.75	3.00	3.00	2.25	3.75	3.75	2.25
CPT	3.04	3.19	3.12	3.42	3.23	3.35	3.23	2.85
CRJ	3.50	3.47	3.44	3.39	3.33	3.39	3.17	2.89
DHG	3.65	3.76	3.12	2.94	3.94	3.88	4.00	3.82
ECE	-	-	-	-	-	-	-	-
EET	3.67	3.50	3.83	3.50	3.33	3.67	3.33	2.83
EGT	3.13	3.00	3.13	3.13	2.50	3.00	2.50	1.75
EMT	3.40	3.33	3.40	3.30	3.80	3.83	3.60	3.60
FDS	3.54	3.62	3.23	3.15	3.33	3.62	3.62	3.54
GMT	2.67	2.67	3.33	3.67	3.33	3.00	2.33	3.00
GTE3	3.17	3.13	3.38	3.00	3.00	3.38	3.50	3.00
GTE8	4.00	3.00	4.00	2.00	4.00	3.00	4.00	4.00
HIM	3.75	3.88	3.75	4.00	4.00	3.88	4.00	3.88
HUS	3.27	3.18	3.09	3.27	3.45	3.46	3.55	2.91
IMT	3.60	3.60	3.60	3.50	3.30	3.30	3.20	3.20
LEG	3.15	3.15	3.08	3.15	3.62	3.39	3.38	3.00
MET	3.75	3.50	3.25	3.25	3.00	3.50	3.00	2.50
MGT	3.42	3.45	3.29	3.32	3.32	3.42	3.42	3.26

Continued on next page

Graduate Follow-Up 2002-2003

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
MKT	3.00	2.73	3.27	3.00	3.00	3.09	3.18	3.27
MLT	3.50	3.50	3.75	3.00	3.25	4.00	3.75	3.50
MMT	4.00	4.00	3.25	3.25	3.25	4.00	4.00	4.00
MTT	3.00	2.00	4.00	4.00	4.00	4.00	3.00	4.00
NUR	3.74	3.60	3.72	3.11	3.87	3.81	3.81	3.79
OST	3.25	3.50	3.43	3.39	3.25	3.39	3.50	3.36
OTA	3.71	3.71	3.43	3.14	3.86	3.86	3.86	3.86
PTA	3.60	3.60	3.25	3.00	3.80	3.90	3.80	3.50
RAD	3.33	3.56	3.33	3.33	3.67	3.56	3.56	3.44
RES	3.25	3.25	3.50	3.50	3.50	3.25	3.50	3.25
SCI	3.25	3.13	3.42	3.04	3.17	3.38	3.21	2.92

Scale: 4= A great deal; 3=Somewhat; 2=Very little; 1=Not at all
 -: no response to item

Graduate Follow-Up 2003-2004

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
AA 4	4.00	3.25	3.33	3.5	3.75	3.25	3.25	3.00
AA 5	3.73	3.67	3.25	3.67	3.83	3.83	3.42	3.55
ACC	3.53	3.53	3.71	3.59	3.76	3.35	3.47	3.12
AET	2.82	3.09	3.64	3.73	3.09	3.36	3.09	2.55
AMT	3.75	3.50	3.75	3.50	3.50	3.75	3.75	3.25
ART	3.66	3.48	3.35	3.44	3.47	3.47	3.25	3.26
ASEP	2.67	3.53	3.80	3.13	3.13	3.53	3.00	2.13
AUT	3.00	2.00	3.00	3.00	3.00	3.00	2.00	2.00
CEL	3.60	3.60	3.60	3.00	3.40	3.60	3.20	2.80
CET	3.25	3.44	3.81	3.81	3.44	3.63	3.44	2.75
CPT3	3.25	3.25	3.50	3.50	3.38	3.38	3.38	3.25
CPT4	2.64	2.91	2.64	3.09	2.91	3.09	2.82	2.64
CRJ	3.37	3.47	3.00	3.11	3.53	3.34	3.34	3.03
DHG	3.59	3.35	3.24	3.12	3.75	3.75	3.69	3.41
ECE	3.40	3.60	3.60	3.60	3.60	3.60	3.40	3.60
EET	3.00	3.50	4.00	3.50	3.50	3.50	3.00	2.00
EGT	3.00	2.00	3.50	2.50	2.50	2.00	2.00	2.00
EMT	3.50	3.75	4.00	3.67	3.75	3.75	4.00	3.25
ENV	3.80	3.80	3.60	3.80	4.00	3.80	3.80	3.80
FDS	3.00	3.00	1.00	3.00	4.00	4.00	4.00	4.00
GMT	3.27	3.82	4.00	4.00	3.55	3.55	3.55	3.09
GTE3	2.64	3.09	2.91	2.91	3.09	3.09	2.91	2.64
GTE8	3.00	3.00	3.00	2.75	3.75	3.25	2.75	2.75
HIM	3.83	3.83	3.83	3.83	3.67	3.50	3.67	3.83

Graduate Follow-Up 2003-2004

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
HUS	3.00	3.08	3.00	2.92	3.42	3.75	3.08	3.50
IMT	3.50	3.63	3.63	3.25	3.25	3.50	3.25	3.38
LEG	3.28	3.33	3.06	3.17	3.44	3.33	3.33	2.89
MET	3.33	3.00	4.00	3.67	3.67	4.00	3.67	2.67
MGT	2.83	3.08	2.83	2.50	3.27	3.00	2.83	2.25
MKT	3.27	3.64	3.27	3.36	3.45	3.45	3.27	3.45
MLT	3.83	3.33	3.83	3.67	3.83	3.83	4.00	4.00
MMT	3.56	3.56	2.89	3.11	2.67	3.11	2.56	2.22
MTT	-	-	-	-	-	-	-	-
NUR	3.39	3.33	3.62	3.15	3.70	3.62	3.52	3.23
OST	3.67	3.50	2.83	3.75	3.58	3.17	3.08	3.00
OTA	3.40	3.40	3.20	2.75	3.60	3.60	3.60	3.60
PTA	3.89	3.78	3.56	3.67	4.00	4.00	4.00	3.89
RAD	3.54	3.38	3.69	3.54	3.69	3.69	3.85	3.23
RES	3.00	3.00	3.00	3.50	3.50	4.00	4.00	2.50
SCI	3.72	3.50	3.22	3.39	3.50	3.29	3.50	3.56

Scale: 4= A great deal; 3=Somewhat; 2=Very little; 1=Not at all

-: no response to item

Graduate Follow-Up 2004-2005

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
AA-FA	3.50	3.33	3.33	4.00	4.00	3.83	3.67	2.83
AA-PH	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
ACC	3.80	3.47	3.13	3.40	3.40	3.07	2.73	3.07
AET	-	-	-	-	-	-	-	-
AMT	-	-	-	-	-	-	-	-
ART	3.63	3.45	3.39	3.37	3.43	3.49	3.38	3.41
ASEP	3.00	3.00	3.50	3.50	3.50	3.42	3.00	3.09
ASTP	3.50	3.50	3.00	3.50	3.50	3.50	3.50	3.00
CEL	3.00	2.86	3.43	3.14	3.14	3.43	3.43	3.00
CET	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00
CPT-N	3.05	2.82	3.32	3.45	3.09	3.18	3.27	2.50
CPT-P	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
CRJ	3.36	3.29	2.93	2.93	3.50	3.21	3.21	3.29
DHG	3.12	3.18	3.06	3.00	3.29	3.00	3.18	2.94
ECE	3.25	3.00	1.67	3.00	3.50	3.50	3.00	3.00
EET	3.00	4.00	4.00	4.00	3.00	4.00	3.00	2.00
EGT	3.17	3.83	3.67	3.50	3.67	4.00	3.50	3.17
EMT	3.20	3.00	3.80	3.00	3.80	3.60	3.80	3.60
FDS	3.33	4.00	3.67	3.33	3.67	4.00	4.00	3.33
GMT	3.50	3.00	4.00	3.00	3.00	3.00	3.00	3.50
GTE-E	3.33	3.33	2.67	3.33	4.00	4.00	3.33	3.33
GTE-I	2.17	2.17	2.17	2.50	2.83	2.14	2.83	3.00
HIM	-	-	-	-	-	-	-	-

Graduate Follow-Up 2004-2005

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
HUS	3.65	3.43	3.35	3.52	3.83	3.70	3.70	3.87
IMT	2.50	2.00	3.00	3.00	2.50	2.50	2.50	2.00
LEG	3.29	3.43	3.00	3.08	3.14	3.08	2.85	2.69
MET	3.00	2.50	2.50	3.50	3.50	3.00	3.50	2.00
MGT	3.58	3.48	2.94	3.23	3.32	3.32	3.03	3.03
MKT	2.29	2.71	2.43	2.29	2.43	2.86	2.86	2.57
MLT	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
MMT	3.00	3.00	3.50	3.00	3.00	2.50	2.50	2.50
MTT	3.33	3.33	3.67	3.67	3.33	3.67	3.33	3.33
NUR	3.58	3.49	3.71	3.14	3.81	3.73	3.77	3.70
OST	3.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00
OTA	3.50	3.25	3.25	3.00	3.75	3.75	3.50	3.75
PTA	3.75	3.75	3.00	3.45	3.92	3.92	4.00	3.83
RAD	3.75	3.75	3.75	3.75	3.92	3.92	3.83	3.67
RES	3.50	3.71	3.71	3.50	3.71	3.43	3.14	3.00
SCI	3.44	3.38	3.25	3.38	3.38	3.50	3.56	3.44

Scale: 4= A great deal; 3=Somewhat; 2=Very little; 1=Not at all
 -: no response to item

Attachment G

Employer Evaluations 2001-2002 through 2003-2004

Employer Evaluation 2001-2002

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communications	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
ACC	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
AET	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
AMT	-	-	-	-	-	-	-	-
AUT	2.00	2.50	3.00	3.50	3.50	3.00	3.50	3.50
CPT3	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
CPT4	3.17	3.40	3.50	3.83	3.67	3.67	3.33	3.25
CRJ	3.67	3.33	3.40	3.50	3.67	3.50	3.50	3.50
DHG	3.75	4.00	4.00	4.00	4.00	3.50	3.75	4.00
EET	-	-	3.00	3.00	3.00	3.00	3.00	-
EGT	-	-	-	-	-	-	-	-
EMT	3.00	-	3.00	2.00	3.00	3.00	3.00	3.00
ENV	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
FDS	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
GMT	3.50	4.00	3.50	4.00	3.50	3.50	3.50	3.50
GTE3	3.20	3.50	3.50	3.50	3.40	3.80	3.20	3.33
GTE8	3.71	3.86	3.50	3.67	4.00	3.71	3.86	3.86
HIM	3.80	3.80	4.00	3.80	3.40	3.60	3.40	3.40
HUS	3.67	4.00	4.00	4.00	4.00	3.67	3.67	3.67
IMT	3.50	3.50	3.25	3.00	3.50	3.00	3.25	3.50

Employer Evaluation 2001-2002

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communications	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
LEG3/4	3.71	3.43	3.80	4.00	3.43	3.57	3.71	3.83
MET	-	-	-	-	-	-	-	-
MGT	3.00	3.33	3.67	3.67	4.00	3.33	3.67	4.00
MKT	-	-	-	-	-	-	-	-
MLT	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50
MMT	4.00	3.00	2.00	3.00	4.00	3.00	4.00	-
MTT	2.60	2.50	2.40	2.80	3.20	2.80	3.20	3.20
NUR	3.47	3.37	3.47	3.18	3.63	3.43	3.57	3.47
OST	3.00	3.00	3.00	3.43	3.43	3.14	3.43	3.33
OTA	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
PTA	3.60	3.00	3.00	3.00	3.80	3.60	3.80	3.60
RAD	3.00	3.25	3.25	3.50	3.25	2.75	2.25	3.50
RES	-	-	-	-	-	-	-	-

Scale: 4.00=Excellent → 1.00=Poor

∴ no response to survey and/or to item

Employer Evaluation 2002-2003

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communications	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
ACC	3.25	3.00	3.50	3.75	3.25	2.75	2.75	3.25
AET	3.00	3.00	3.50	3.50	3.50	3.00	3.50	3.00
AMT	3.00	3.00	3.33	3.33	3.33	3.00	3.33	3.00
AUT	3.25	3.25	3.57	3.50	3.50	3.38	3.38	3.13
CPT	3.38	3.50	3.50	3.75	3.75	3.38	3.38	3.33
CRJ	3.50	3.29	3.14	3.43	3.57	3.00	3.43	3.29
DHG	3.80	3.80	4.00	3.60	4.00	3.80	3.80	4.00
ECE	4.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00
EET	4.00	3.00	4.00	4.00	3.00	3.00	3.00	4.00
EGT	4.00	3.00	3.00	4.00	3.00	4.00	3.00	3.00
EMT	3.50	3.00	3.00	3.50	3.50	3.00	4.00	3.50
FDS	3.29	3.29	3.29	3.20	3.57	3.25	3.00	3.00
GMT	2.00	2.00	3.00	4.00	3.00	2.00	3.00	2.00
GTE3	3.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00
GTE8	4.00	4.00	4.00	3.00	-	4.00	3.00	3.00
HIM	4.00	3.50	3.50	3.50	3.50	3.50	3.50	3.50
HUS	2.50	3.00	2.50	3.00	3.00	3.00	3.00	2.50
IMT	3.50	3.00	3.00	3.00	3.00	3.00	2.50	3.00
LEG	3.25	3.50	3.00	3.50	3.25	3.33	3.75	3.33
MET	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
MGT	3.25	3.38	3.25	3.57	3.50	3.13	3.38	3.50
MKT	-	-	-	-	-	-	-	-
MLT	2.50	2.50	3.00	3.25	3.25	3.00	3.50	3.50
MMT	-	-	-	-	-	-	-	-

Continued on next page

Employer Evaluation 2002-2003

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communications	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
MTT	4.00	3.50	4.00	3.50	3.50	3.50	4.00	3.00
NUR	3.35	3.14	3.13	3.18	3.35	3.24	3.53	3.41
OST	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
OTA	3.33	2.67	3.33	2.50	3.67	3.00	3.67	3.33
PTA	3.60	3.22	3.33	3.75	3.60	3.40	3.60	3.60
RAD	3.67	3.40	3.20	3.50	4.00	3.50	4.00	3.50
RES	3.00	2.00	3.00	3.00	2.00	2.00	2.00	2.00

Scale: 4.00=Excellent → 1.00=Poor
 -: no response to survey and/or to item

Employer Evaluation 2003-2004

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
ACC	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
AET	2.67	3.33	3.33	3.67	3.33	3.33	3.33	4.00
AMT	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
ART	-	-	-	-	-	-	-	-
ASEP	2.75	2.50	2.50	3.25	3.00	2.00	3.00	3.00
AUT	2.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00
CEL	-	-	-	-	-	-	-	-
CET	3.00	3.00	3.50	3.50	3.00	3.50	3.00	4.00
CPT3	-	-	-	-	-	-	-	-
CPT4	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
CRJ	3.00	3.00	3.00	3.14	3.29	3.00	3.00	2.86
DHG	3.40	3.50	3.33	3.50	3.20	3.40	3.20	3.75
ECE	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
EET	-	-	-	-	-	-	-	-
EGT	3.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00
EMT	3.33	3.00	3.33	3.33	3.33	3.33	3.33	3.33
ENV	3.00	3.00	-	3.00	3.00	3.00	2.00	3.00
FDS	-	-	-	-	-	-	-	-
GMT	3.00	3.00	3.50	3.50	3.50	2.50	3.50	3.50
GTE3	3.33	3.33	3.67	3.67	3.67	3.33	3.00	3.33
GTE8	-	-	-	-	-	-	-	-
HIM	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
HUS	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00
IMT	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Employer Evaluation 2003-2004

COLLEGE-WIDE COMPETENCIES								
Program Code	Comprehend and generate effective written and oral communication	Demonstrate research skills necessary for personal and professional purposes	Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems	Demonstrate knowledge of computer applications compatible with job demands	Exhibit professionalism appropriate to the values and ethics of his/her chosen career	Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities	Practice interpersonal skills and teamwork in his/her professional life	Demonstrate an awareness and understanding of various cultures
LEG	3.50	3.50	3.33	3.33	3.75	3.25	3.50	3.50
MET	2.00	3.00	3.00	3.00	1.00	2.00	2.00	1.00
MGT	3.00	3.50	3.50	3.50	3.00	3.50	3.50	3.50
MKT	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
MLT	3.50	3.25	3.25	3.50	3.25	3.25	3.25	3.25
MMT	-	-	-	-	-	-	-	-
MTT	-	-	-	-	-	-	-	-
NUR	3.18	2.81	3.12	3.24	3.30	3.12	3.24	3.24
OST	-	-	-	-	-	-	-	-
OTA	2.67	2.33	2.67	2.50	3.00	2.67	2.67	2.00
PTA	3.40	3.22	3.33	3.63	3.60	3.40	3.30	3.50
RAD	3.60	3.38	3.40	3.50	3.70	3.60	3.60	3.50
RES	3.00	3.25	3.25	3.50	3.25	3.25	3.25	3.25

Scale: 4= A great deal; 3=Somewhat; 2=Very little; 1=Not at all

:- no response to item

Attachment H

Advisory Committee Program Evaluations 2001-2002 through 2004-2005

2001-2002

MANAGEMENT

Recommendation: Students need to graduate with proficiency in:

- Business correspondence and communication, including PowerPoint.
- Information technology and business systems.
- “Selling yourself” and development of personal interaction skills.

Response: Students are required to take CPT 101 (Introduction to Computers) which teaches all aspects of Microsoft Office, including PowerPoint. In addition, MGT 270 (Managerial Communication) is a required course. The course focuses on business communication skills. MKT 120 (Sales Principles) is an elective course for Management majors, which is strongly encouraged.

Recommendation: Provide individual mentoring to assist students who need additional help in professionalism and understanding the English language.

Response: Greenville Technical College is an open door institution and faculty will assist students individually as time permits. The faculty will also assist students in locating additional resources.

PARALEGAL

Recommendation: Legal writing should be emphasized more as it is important in the office. Include training on office equipment such as FAX, complex copiers, growing markets such as immigration, intellectual property, and entertainment law; optional foreign language courses; an advanced legal research course and more study of federal rules of court.

Response: The paralegal curriculum already requires the maximum number of hours for an associate’s degree (70). We also currently allow a foreign language as a Humanities elective although the literature states that HIS 202 is recommended. We do not specifically train on office machines as that is more an OST/legal secretary function, not a paralegal function. The program has offered an Administrative Law course (LEG 216) the past six years in the fall, and it has made sufficient enrollment five times. An immigration law course has been offered twice the last year and a half with little success; only two or three enrollees each time resulting in cancellation. An overview of immigration law is included in the administrative law course. Some advance legal research is included in LEG 232, LEG 202, and LEG 216 but there is not a separate course, and we are already at the maximum hours. Federal rules are covered in our Civil Litigation I and II courses.

ARCHITECTURAL ENGINEERING TECHNOLOGY

Recommendation: Continue to stress strong written and verbal skills within the program.

Response: We agree that oral and written communication is an important skill for our graduates. We continually build lab work that forces students to improve those skills.

CONSTRUCTION ENGINEERING TECHNOLOGY

Recommendation: The program should include more oral presentations specifically placed in the 200-level courses. These presentations should be made to industry representatives, as well as faculty.

Response: The CET Department has, in response to an ABET comment in Fall 2001, added oral presentations to CET 234. In addition, plans are to have students participate in a mock pre-construction meeting in CET 254 Spring 2003.

ENGINEERING GRAPHICS TECHNOLOGY

Recommendation: The committee feels that incoming freshmen should be made very aware of the minimum math skills required to succeed in the industrial design setting.

Response: Part of our work with the Greenville County Career Centers in the Jump Start program is to educate high school students about the true nature of Engineering Technology in the workplace. This includes an explanation of the math and science tools used by engineers to solve real world problems in design. This should help in recruiting but also give students a clear vision for mathematics in their future success.

GEOMATICS TECHNOLOGY

Recommendation: Consider adding Physics II instead of Math/Chemistry/Physics elective to include the subjects of optics, light and magnetism.

Response: ABET requirements allow for Math/Chemistry/Physics elective. The Geomatics Department sees the benefits to including Physics II in the program. However, the current Math/Chemistry/Physics elective allows for transfer students to use science credits already earned and MAT 102, a developmental studies math taken by many new students, can be used for this elective. This is a benefit to students needing developmental math.

PHYSICAL THERAPIST ASSISTANT

Recommendation: The Advisory Committee recommends that these topics should be added to the curriculum: ... Increased curriculum content on cultural diversity so students will develop cultural competence.

Response: Currently the students have an intense three-hour seminar during PTH 266 on Cultural Diversity. We incorporate discussion of culturally-specific issues throughout the

curriculum (e.g. contributing factors and appropriate interventions to address increased incidence of hypertension among African-Americans and Hispanics). We are considering making Spanish the recommended Humanities elective and will consider increased weighting of candidates with foreign language skills when we debate weighted admissions.

HEALTH INFORMATION MANAGEMENT

Recommendation: The Advisory Committee recommends more use of computer technology in the HIM program.

Response: The HIM faculty is constantly integrating computer applications throughout the curriculum courses. The current HIM curriculum (Phase II) has direct computer applications in all courses except HIM 102, Introduction to Coding, and HIM 135, Medical Pathology. The students spend extensive time on computers mastering the common health information software.

MEDICAL LABORATORY TECHNOLOGY

Recommendation: The advisory committee recommends that the curriculum incorporate the use of basic computer skills (word processing, spreadsheets, etc.) into the curriculum since a computer course is not included in the required curriculum.

Response: The faculty plans to incorporate computer skills in MLT 101 and 241. The students will be instructed in their use and then be assigned projects utilizing these skills. The faculty will also investigate adding CPT 101 to the curriculum.

COMPUTER TECHNOLOGY

Recommendation: The committee has reviewed the admissions criteria and feels that it is appropriate. The committee further emphasizes that College Algebra, MAT 110, should remain a prerequisite for students entering the Computer Technology curriculum programs.

Response: College Algebra, MAT 110, will continue to be a prerequisite for students entering the Computer Technology curriculum program.

BRASHIER CAMPUS

INDUSTRIAL MAINTENANCE TECHNOLOGY

Recommendation: Due to the dependence upon the IMT associate degree classes being taught by another department, this department determines the availability and cancellation criteria. Also, some General Education courses are cancelled because of low total enrollment. Thus, there are not adequate enrollments/graduates to meet the community needs in this area.

Response: With AMT courses to be added to the curriculum beginning with the fall semester 2002 and [a faculty member] being transferred to the IMT Department, this problem will be resolved. During this same time period, Nursing and Respiratory Therapy programs will begin at the Brashier Campus, which will provide additional students for General Education courses.

BRASHIER CAMPUS
COMPUTER ELECTRONICS TECHNOLOGY

Recommendation: The committee reviewed the admissions criteria for the Computer Electronics Technology (CEL) program and supports the recent change in the criteria to test into MAT 170, Algebra, Geometry, and Trigonometry I, instead of MAT 178, Technical Math I. It is recommended that the progress of students entering the program following this change be monitored in the 2002-2003 school year to insure the students did in fact have the necessary basic skills to be successful.

Response: All CEL faculty will be monitoring students through their courses to determine if MAT 170 will work as a replacement for MAT 178. The department will advise the committee as to the results.

Recommendation: The committee continues to support the requirement to complete Professional Communications (ENG 165) in the second semester of the program and agrees that the verbal communication and presentations skills stressed in this course are important for long-term success of CEL graduates in industry. The committee again recommends continuing to stress teamwork and verbal communication wherever practical in the existing curriculum without decreasing the requirements for proper written communication skills.

Response: ENG 165 will continue to be offered to all CEL associate degree students in their second semester of study. The department also has the students present written and verbal reports in some of their classes and will continue to do so.

2002-2003

ARTS AND SCIENCES

Recommendation: In view of the fact that the ASSET and COMPASS placement tests differ in their results, the college should decide which test is preferable and adopt it. If not that, then the college should raise the ASSET reading placement scores (8 of the 13 colleges that use the ASSET have a higher reading placement score requirement than Greenville Tech does for placement in the lowest level reading course.).

Response: Although having two placement tests provides a choice for students of either a paper-and-pencil or computer-based test, it does appear that the ASSET Reading test gives students an unfair advantage when compared to the COMPASS according to reports from advisors, counselors, and academic department heads. Before either supporting a change in reading placement scores on the ASSET or eliminating one of the tests, we will gather data that compares the two.

Recommendation: Establish a minimum reading cutoff score on ASSET and/or COMPASS requiring that students who score at the lowest level be referred to agencies such as the Literacy Association, which are better able to work with those students. Students at this level need more attention than can be given in a class of 25. The committee recommends a 28/30 minimum reading score for ASSET/COMPASS for enrollment at Greenville Tech.

Response: The Arts and Sciences Division supports a minimum reading cutoff score for placement into developmental courses. Of the 13 technical colleges other than Greenville Tech that use ASSET, eight have higher placement scores for the lowest reading level. Of the 12 other technical colleges that use COMPASS, five have higher placement scores in reading. Reading placement scores on COMPASS and ASSET over an eight-month period from January 2 through August 2 were analyzed. Seventy-six students fell below the recommended cutoff. Of these 76 students, 62 or 82 percent, were not successful and/or did not return the next term. Only 14 students (18 percent) continued the next semester after being successful their first term. Those applicants with ASSET/COMPASS scores below our minimum will be referred to the Literacy Association, which will be housed in McAlister Square close to our new Admissions Advising Registration Center (AARC).

Recommendation: If the College implements a minimum reading cut-off score, we should follow-up the success of those students who score at the lowest levels.

Response: If the minimum reading score is increased to 28/30 on ASSET/COMPASS, we will track the success of those lowest-level reading students.

Recommendation: Communicate to advisors the importance of students completing developmental coursework in their first semester(s). This point is prompted by the fact that many students are, for example, delaying the taking of math until their last semester, and, as a result, the placement scores of those students may no longer be valid.

Response: E-mail reminders have been sent to all advisors and counselors. In addition, this item has been added to the agenda of the next meeting of advisors and counselors.

Recommendation: Require an additional course, COL 103 – College Skills, of all students who are required to enroll in RDG 100 and ENG 100.

Response: The Arts and Sciences Division supports a requirement of COL 103 for all students who place in RDG 100 and ENG 100, but we do not currently have faculty who can teach this course. Rather than hiring new adjunct faculty, who are not familiar with the college, we recommend that advisors/counselors with a master's degree be required to teach at least one section of COL 103 per year.

Recommendation: Evaluate developmental English and reading courses to identify current study skills content and to incorporate additional skills/practice as much as possible, especially in 031 courses.

Response: An analysis of current study skills content in RDG 031/100 and ENG 031/100 has been completed. Reading instructors will be asked to audit COL 103 as one of their professional development objectives for 2003-04 to strengthen study skills instruction in developmental reading courses.

Recommendation: Develop and offer college skills workshops to faculty so that study skills can be integrated into the current content taught by faculty in general education and technical courses.

Response: Current and former instructors of COL 103 have been contacted regarding the development and offering of a faculty workshop on study skills. The information has also been

forwarded to the Director of Academic Support for inclusion in professional development offerings for 2003-04.

Recommendation: Establish/enforce more stringent, but streamlined, attendance policies in general education courses, especially developmental courses, to promote success.

Response: This recommendation has been addressed. Faculty no longer have to notify students in writing of an intention to have students withdrawn after missing more than 10 percent of the contact hours of a class. However, it should be noted that the only students with excessive absences that may be withdrawn are those who have a failing average. In addition, developmental courses with 45 contact hours no longer permit students to stay enrolled when more than three hours are missed and the student has a failing grade. Attendance is critical to success in all courses, but it is especially important in developmental courses.

Recommendation: Because students who register late tend not to perform as well as those who are registered by the first day of class, establish a cutoff for initial registration on the day before classes begin.

Response: Although this may be a very unpopular policy to adopt, the Arts and Sciences Division supports its implementation. Students who are not registered the first day of class are behind immediately and miss important verbal communication from the instructor. Generally speaking, those who register late are the first to withdraw.

Recommendation: If the above recommendation cannot be implemented, reinstate the requirement that after three days of a term have passed, a student must obtain an instructor's signature in order to add a course regardless of course enrollment. This will "force" a conversation between instructor and student that may improve a student's chance of success in the class.

Response: Currently, students can add a class during the five-day drop/add period. Those students who add after the elapse of two or three days of class miss important communication from the instructor and as a result may have unrealistic perceptions of what they have missed and what must be done to "catch up." Required communication with the instructor would provide an opportunity for important information to be shared with the student. The implementation of CampusCruiser, a student computer access system, in the fall will allow electronic access to and from faculty even if contact cannot be made in person.

Recommendation: Review the ASSET and COMPASS reading placement scores for ENG 101 and ENG 165. Currently, ASSET/COMPASS reading are the same scores.

Response: The cutoff scores for ENG 101 have been increased from 40/80 to 42/82. ENG 165 scores remain at 40/80.

ACCOUNTING

Recommendation: Integrate computerized activities into all Accounting courses.

Response: The Accounting Department has a number of assignments in each course that must be computer-generated using the Internet for research, Microsoft Word or Excel for assignments

completion, e-mail for communication, or a computerized practice set for generating accounting documents. Each course will be reviewed to integrate computer usage.

Recommendation: Integrate research into each Accounting course.

Response: Each course will be reviewed to include at least one research component.

Recommendation: Develop a written communication component into each Accounting course.

Response: Each course will be reviewed to include a hard copy or an e-mail component.

Recommendation: Determine if there is a need for a math skills proficiency exam to include percentages, decimals, discounts, interest calculations, and other math requirements. Exam should be administered and requirements met before the student takes upper level Accounting courses.

Response: The department will study this recommendation and the logistics of administering the request.

CRIMINAL JUSTICE

Recommendation: The committee recommends that report writing, crime scene, arson and homicide investigation, firearms training, and interview/interrogation techniques be added to the curriculum.

Response: The department is adding some of these components to the CRJ 246 (Special Problems) course being offered in the Summer 2003 term.

MANAGEMENT/MARKETING

Recommendation: There should be an emphasis on the need to make more students take remedial courses prior to college level.

Response: Greenville Tech has an “open door” admissions policy. While it would be ideal if students took remedial courses prior to entering college, we cannot impact students’ educational decisions prior to their enrollment. We do require that students take developmental courses, if needed, before entering the Marketing or Management programs.

MATERIALS MANAGEMENT

Recommendation: Computer Skills (CPT 101) should be a required prerequisite to all MMT courses.

Response: CPT 101 was removed as a prerequisite for MMT 101 as it appeared to be a bottleneck, which prevented students from being able to begin MMT classes. Students are required to take CPT 101, as well as CPT 270, as part of the program and are encouraged to take these courses as early in the program as possible.

ELECTRONICS TECHNOLOGY

Recommendation: The committee reviewed the admissions criteria for the Computer and Electronics Technology (CEL) program and supports the recent change in the criteria to test into MAT 178 instead of MAT 170. Students entering the program at the MAT 170 level were monitored in the 2002-2003 school year and it was determined that they did not have the necessary basic math skills to be successful throughout the program.

Response: The department along with the committee's recommendation has installed MAT 178 as the required math course for the associate degree program.

Recommendation: The committee continues to support the requirement to complete Professional Communications (ENG 165) in the second semester of the program and agrees that the verbal communication and presentation skills stressed in this course are important for the long term success of CEL/EET graduates in industry. The committee again recommends continuing to stress teamwork and verbal communication wherever practical in the existing curriculum without decreasing the requirements for proper written communication skills.

Response: The department requires all CEL students to take ENG 165 in their second semester; however, many of the students encounter scheduling problems and take ENG 165 later in their course of study. The EET students take ENG 101 and SPC 205 as their schedule allows; some CEL students take ENG 101 and SPC 205 if on a transfer track. Team work, as well as written and verbal communications, are stressed throughout the curriculum for both degree programs.

2003-2004

DENTAL HYGIENE

Recommendation: The committee recommends that although the curriculum is technically very thorough, strategies to strengthen written and verbal communication skills be emphasized.

Response: To address this concern, the 2003-2004 curriculum includes (1) videotaping of one-on-one patient instructions followed by review and discussion of verbal skills; (2) requirements for dental assisting students to present dental health education programs in the community to adults and other professionals (in the past, they presented to kindergarten and elementary students only); and (3) to assist with recruitment at middle and high school career fairs.

MEDICAL IMAGING SCIENCE

Recommendation: The committee recommends that the math requirement in the Limited Radiography program may need to be increased.

Response: Currently, the math requirement for the Limited Radiography program requires placement into MAT 102 (Intermediate Algebra). Since this program has only graduated one class, more time and data are needed to have more reliable results. However, the faculty are concerned about the math abilities of the students in this program. In addition to possibly increasing the math requirement, an increase in clinical hours may also be necessary.

HOSPITALITY EDUCATION

Recommendation: Provide a basic mathematics course that is oriented toward hospitality.

Response: The math department has recently added sections of the Contemporary Mathematics (MAT 155) course that cover math concepts related to specified industries. A request will be sent to the Math Department asking that they consider including a section that would better relate to the Hospitality students.

BRASHIER CAMPUS

AIRCRAFT MAINTENANCE TECHNOLOGY

Recommendation: The committee recommends additional training in computer use and research. Many technical manuals and other reference materials used in the aviation industry are now computer-based.

Response: The department has responded initially to this need by incorporating computer basics (CPT 101) as a required course for the associate degree. In addition, computers are used extensively for ACM 101 – General Regulations, to include research in a server-based program, as well as an Internet search requirement.

BRASHIER CAMPUS

WELDING

Recommendation: The committee feels that Greenville Technical College needs admissions criteria for basic English in the Welding Department. The reason is that foreign students do not understand the English language and therefore struggle with the training.

Response: Testing criteria is presently being established that will meet the needs of the Welding Department.

MANAGEMENT-MARKETING

Recommendation: More guidance should be provided in the sequencing of courses. For example, English Composition (ENG 101) and Public Speaking (SPC 205) should be taken early in the student's curriculum. The development of a student handbook for Management and Marketing students would be helpful in providing a suggested course progression for student success.

Response: The departments will encourage students to take English Composition (ENG 101) and Public Speaking (SPC 205) in the early stages of their curriculum. In addition, a student handbook with a suggested progression will be developed by December of 2004.

Recommendation: There should be more emphasis on writing skills, business communication and professionalism. Per previous discussion in the Management/Marketing Advisory Committee meeting, students would benefit from the "outside" influence of advisory committee members in these areas.

Response: The departments will gladly take advantage of the “outside” expertise of advisory committee members through guest speaking engagements and seminars for students. We are exploring the possibility of developing a class in “employability skills.” In addition, as we re-develop courses, emphasis will be placed on writing skills, business communication, and professionalism.

Recommendation: Consideration should be given to requiring students to take English Composition I (ENG 101) prior to entering program courses. This would improve writing skills in business program courses.

Response: The departments will encourage students to take English Composition (ENG 101) as early as possible in their program. We will also consider adding ENG 101 as a prerequisite for higher level courses, though it is not possible to do so for all courses. This is due to the fact that students who are on financial aid need an adequate supply of courses to take per semester.

HUMAN SERVICES – SUMMARY STATEMENT

Proposed changes to Associate in Public Services Human Services Degree

Add CPT 101 Introduction to Computers to list of Required Courses

Add PSY 203 Human Growth and Development to list of Required Courses

Add PHS 101 Physical Sciences I to Biological Sciences Course required (in addition to BIO 101 Biological Sciences I)

Remove SOC 205 Social Problems from Required Courses; make it an Approved Elective

Remove PSY 225 Social Psychology from the list of possible electives (Behavioral Sciences deleted this un-offered course from the catalog)

Add PSY 208 Human Sexuality to list of Approved Electives

No response recorded

ARCHITECTURAL ENGINEERING TECHNOLOGY

Recommendation: Adjust the MAT 178 and MAT 179 classes to MAT 110 and MAT 111.

No response recorded

MECHANICAL ENGINEERING TECHNOLOGY

The committee was also very active in evaluating the current MET program and making recommendations for changes in content. Primarily, this concerned two areas: mathematics and physical sciences. The math changes consisted primarily of having MET students take the college transfer courses rather than the technical sequence of math. The reason for this is that there are many more offerings of college transfer math and these sections are rarely cancelled due to low enrollment, unlike the technical maths which students found frustrating to enroll in due to constant cancellations. The changes in the sciences that were recommended by the committee involved changing the second physics requirement to become a choice between

Physics II or Chemistry I. Again, this had to do with the physics class being cancelled quite often during the summer semester when the MET students needed the course. Offering a choice between physics and chemistry brings the MET department more in line with other departments within the division and should allow for a more timely completion of coursework by the students and thus allow them to attain graduation sooner.

No response

ELECTRONICS TECHNOLOGY

Recommendation: The committee reviewed the math criteria for the Computer and Electronics Technology (CEL) program and the Electronics Engineering Technology (EET) program and supports the recent change to substitute MAT 110 and MAT 111 as an alternative to MAT 178 and MAT 179. This substitution should provide students greater scheduling flexibility since MAT 110 and MAT 111 are included in many more degree programs and are therefore scheduled more often during the school year.

Response: The faculty is in complete agreement with the committee's recommendation of changing the math from MAT 178 to MAT 110 and MAT 179 to MAT 111. The faculty will monitor the students' success in their courses of study. The department will advise the committee of the students' progress in the updated math courses.

Recommendation: The committee continues to support the requirement to complete Professional Communications (ENG 165) or Public Speaking (SPC 205) for the CEL and EET programs and agree the verbal communication and presentation skills stressed in these courses are important for the long term success of CEL/EET graduates in industry. The committee again recommends continuing to stress teamwork and verbal communication wherever practical in the existing curriculum without decreasing the requirements for proper written communication skills.

Response: The faculty is in complete agreement with this recommendation. Graduates of both EET and CEL degree programs must possess the communication skills required to become successful in the 21st century world of work. To stress the team concept in the work environment, students are assigned as team partners for all laboratory assignments and written lab reports are required for all labs. Students are required to give oral reports on their projects.

OFFICE SYSTEMS TECHNOLOGY

Recommendation: In reviewing course content, the committee notes that it appears some of the content in Introduction to Computers (CPT 101), Introduction to Information Technology (CPT 104), and Internet Communications (IST 225) is outdated. It is recommended that the content be evaluated by the department and be updated as appropriate.

Response: The textbooks and supplemental course materials for each of the courses noted will be updated to new editions during the 2004 - 2005 academic year. While technology continues to change rapidly – making it difficult to maintain complete currency – it is felt that most of the out-dated material noted by the committee will be removed and no longer an issue.

2004-2005

HUMAN SERVICES

Recommendation: Consideration should be given to improving student writing skills and increasing their beginning level skills working in a human services setting.

Response: We will examine content of current courses and make changes in the curriculum where necessary.

Status: Both ENG 102 English Composition II and HUS 209 Case Management have been added to the program's curricula as required courses.

MANAGEMENT AND MARKETING

Recommendation: More guidance should be provided in the sequencing of courses. For example, English Composition I (ENG 101) and Public Speaking (SPC 205) should be taken early in the student's curriculum. The development of a student handbook for Management and Marketing students would be helpful in providing a suggested course progression for student success.

Response: The departments will encourage students to take English Composition I (ENG 101) and Public Speaking (SPC 205) in the early stages of their curriculum. In addition, a student handbook with a suggested progression will be developed by December of 2004.

Status: Currently, departmental faculty and student advisors at Greenville Tech stress the importance to students of taking these essential communication courses as early as possible to facilitate later success in their core business classes. We will continue to emphasize the importance of this strategy to all of our student advisors.

Recommendation: There should be more emphasis on writing skills, business communication, and professionalism. Per previous discussion in the Management/Marketing Advisory Committee meeting, students would benefit from the "outside" influence of advisory committee members in these areas.

Response: The departments will gladly take advantage of the "outside" expertise of advisory committee members through guest speaking engagements and seminars for students. We are exploring the possibility of developing a class in "employability skills." In addition, as we re-develop courses, emphasis will be placed on writing skills, business communication, and professionalism.

Status: A new class titled "Employability Skills for the Business Environment" (IDS 110) is being introduced this fall with key emphasis on effective business communication skills and significant input from employers in the business field. Our current business classes continue to invite guest speakers from the business sector to our classes to share advice, knowledge, and insights with our students.

Recommendation: Consideration should be given to requiring students to take English Composition I (ENG 101) prior to entering program courses. This would improve writing skills in business program courses. With regard to the admissions process, there should be more guidance provided to new students by admissions counselors and advisors regarding the many

different options that are available.

Response: The department will encourage students to take English Composition I (ENG 101) as early as possible in their program. We will also consider adding ENG 101 as a pre-requisite for higher level courses, though it is not possible to do so for all courses. This is due to the fact that students who are on financial aid need an adequate supply of courses to take per semester. With regard to the admissions process, we have provided training and materials for admissions counselors and advisors.

Status: All current business faculty agree on the importance of taking ENG 101 early in the program and are advising students appropriately. We are emphasizing the importance of this in our communications with non-business faculty advisors.

ELECTRONICS TECHNOLOGY

Recommendation: The committee reviewed the math criteria for the Computer Electronics Technology (CEL) program and the Electronics Engineering Technology (EET) program and recommends MAT 110 and MAT 111 as an alternative to MAT 178 and MAT 179. This substitution should provide students greater scheduling flexibility since MAT 110 and MAT 111 are included in many more degree programs and therefore scheduled more often during the school year.

Response: The faculty is in complete agreement with the committee's recommendation of changing the math from MAT 178 to MAT 110 and MAT 179 to MAT 111. The faculty will monitor the students' success in their courses of study. The department will advise the committee of the students' progress in the updated math courses.

Progress: The committee was very active in evaluating the current EET and CEL programs and making recommendations for changes in the math courses. The math courses that were required were MAT 178 and MAT 179. These math courses frequently have scheduling problems and cancellation of courses make our students graduating on schedule somewhat difficult at times. With the committee's advice and consent, the math requirements for both EET and CEL are now MAT 110 and MAT 111. To date this has solved the students' scheduling problems. The overall response from students and faculty is positive both in terms of scheduling and course work in their major areas of study.

OFFICE SYSTEMS TECHNOLOGY

Recommendation: In reviewing course content, the committee notes that it appears some of the content in Introduction to Computers (CPT 101), Introduction to Information Technology (CPT 104), and Internet Communications (IST 225) is outdated. It is recommended that the content be evaluated by the department and be updated as appropriate.

Response: The textbooks and supplemental course materials for each of the courses noted will be updated to new editions during the 2004-05 academic year. While technology continues to change rapidly – making it difficult to maintain complete currency – it is felt that most of the out-dated material noted by the committee will be removed and no longer an issue.

Progress: This recommendation has been completed as the textbooks for all three courses noted have been updated to the most current edition. As these editions typically change annually, the department will adopt the edition each fall semester.

VISUAL ARTS

Recommendation: The committee strongly recommends that the classroom (room 104-258) on the Barton Campus that serves mainstream students meeting their humanities requirements be upgraded to a smart classroom. This room houses both ART 101, Art History and Appreciation, and ART 111, Drawing. (Each semester this classroom serves approximately 150 students). This technology should include: XGA projector, 10 ft. screen, VCR and DVD capability, sound system and internet access. This room also needs physical improvements in order to accommodate the number of students enrolled.

Response: The proposed budget for 2005-06 included this cost. Unfortunately, later budget revisions did not include this funding.

Progress: A Mini Grant was submitted in the fall of '05, and Perkins funds are being considered to create this smart classroom.

Attachment I

Summary of APR Recommendations Regarding General Education 2002-2003 through 2005-2006

Year	Program	Recommendation	Follow-up
2002-2003	Management	Require students to select from General Education courses that meet College-wide Competency #8 "Develop an awareness and understanding of various cultures."	In the first follow-up report, a notation was made that the Associate in Business with a major in Management was revised to list the Humanities courses that are recommended to meet the college-wide competency of understanding various cultures. It was also noted that the list of required Humanities would be incorporated in the Management section of the 2005 catalog. The list of recommended Humanities can be found on page 105 of the 2005 catalog.
	Engineering Graphics Technology	Identify appropriate Gen Ed courses and modify program specific course to ensure achievement of cultural diversity competency.	This has been done. It also was required to meet ABET guidelines.
	Dental Hygiene	Identify ways of covering College-wide Competency #8 (cultural diversity), while meeting all ADA, SACS and State criteria.	Cultural diversity is now covered in CPT 101 as students taking this course are required to write a term paper on a topic relevant to cultural diversity. PHI 110 also covers some ethical issues with relevance to cultural diversity. In the dental curriculum, cultural diversity content and assignments have been added to DHG 161 (Spanish medical histories and chairside phrases), DHG 140 (research on the Tuskegee Syphilis Project), DHG 230 (bulletin boards and brochures in Spanish) and required attendance at college-wide International Symposiums.
	Architectural Engineering Technology	It is recommended that the department limit the humanity electives offered to students to those courses that cover the college-wide competency relating to cultural diversity.	This has been accomplished...ART 101, which meets the criteria, [is now required].
	Accounting	Provide list of acceptable fine arts/humanities courses to students to ensure teaching of diversity competency.	A list of acceptable fine arts/humanities courses is available in the current catalog.

Year	Program	Recommendation	Follow-up
2003-2004	Electronics Engineering Technology	Limit Humanities and/or Social Sciences electives to those that address the cultural diversity college-wide competency.	Starting with the Fall 05 entering class all students will be given a list of Humanities and/or Social Sciences that they may choose from that will address the cultural diversity college-wide competency. With the new college catalog 2006 edition, they will be listed.
	Geomatics Technology	Courses need to be revised or added to the curriculum to ensure that College-Wide Competency #8, "Demonstrate an awareness and understanding of various cultures," is being taught.	CPT 101 was added to the program as the required computer course for the program. In addition GEO 101 and GEO 201 have been added. Students are encouraged to enroll in the HSS 105 - Technology and Culture or a foreign language as their humanities elective. Other opportunities to improve on this area are being pursued.
	Human Services	The listing of courses in the catalog should be revised to list HUS 231 within the program vs. the General Education requirements section.	The way that programs are listed in the catalog has changed, making the above recommendation moot. In program descriptions developed by the department for distribution to students and other organizations and individuals, attention has been paid to ensuring that this recommendation has been followed.
	Radiologic Technology	Require PHI 110, Ethics, as the Humanities course	The department has worked with the instructors of the PHI 110 course. We have provided a spread sheet of the content requirement in the newest ASRT curriculum which is the curriculum required by the JRCERT. It was determined that it would not be beneficial to our students to be required to take the PHI 110 course as their humanities elective. The majority of the required content is taught in RAD 101 with additional content taught in AHS 110. Therefore, the elective will remain as is.

Year	Program	Recommendation	Follow-up
2004-2005	Hospitality Education	Provide all students with a list of recommended Gen Ed courses that meet the requirements for all college-wide competencies.	A list of recommended Gen Ed courses that meet the requirements for all college-wide competencies has been developed and will be implemented with catalog year 2006.
	(Suggestion)	Change English requirement to ENG 101 or ENG 165 so that students have a choice of which course they would prefer and that best meets their needs.	Effective catalog year 2006, the English requirement is ENG 101 or ENG 165.
	(Suggestion)	Add MAT 109 to the Math options.	Effective catalog year 2006, MAT 109 has been added to the Math options.
	Emergency Medical Technology	Provide students with a list of Humanities courses that meet college-wide competency #8..	The acceptable humanities are listed in the college catalog. When advising students the faculty encourages them to consider a foreign language course as these may be helpful when working in the field.
	Computer Technology - Networking	The Program needs to focus on addressing the college-wide competencies on effective communication, professionalism, critical thinking and awareness of various cultures.	The CPT/Networking instructors have all attended several professional development courses that focused on “diversity,” “globalization” and “internationalization.” The CPT/Networking department is also requiring network students to participate in several activities which promote diversity and other college-wide competencies. Several network courses (IST 220, CPT 257, IST 260, IST 236) require students to participate in team projects, complete research papers and conduct current event article reviews. These tasks help to reinforce diversity and the college competencies.
	(Suggestion)	Restrict the Humanities/Fine Arts and Social Sciences electives to those courses that meet college-wide competencies.	Networking students are now required to select a Humanities/Fine Arts and Social Sciences elective from a specified list of courses that address and reinforce effective communication, critical thinking and cultural diversity.

Year	Program	Recommendation	Follow-up
	Computer Technology - Programming	The Program needs to focus on addressing the college-wide competencies on effective communication and awareness of various cultures.	<p>Issues related to effective communications are being addressed in several CPT core courses. CPT 113 requires written communications in the form of bulletin board exercise postings and a research paper. CPT 264 requires interpersonal communication for the successful completion of a required team project. CPT 264 requires written communication skills in the form of a research paper. CPT 275 requires written and interpersonal communication skills. In CPT 275 interpersonal communication skills are required for team projects. Students are required to meet in frequent team meetings which may be face-to-face or communicating remotely. The CPT 275 course requires substantial technical communication in the form of a resume, product requirement, implementation specifications, test plans and product documentation.</p> <p>The CPT 264 and 275 courses are the primary courses for understanding issues related to diversity. In both of these courses the students experience issues related to working as a group of diverse people who come with various issues, goals and objectives. This is frequently the first time students come into contact with others students that may not share their view of how a task is to be accomplished or what constitutes the successful completion of a task.</p> <p>All CPT/Programming faculty are required to attend a minimum of two internationalization seminars in the 2005-2006 academic year. The goal is to understand issues related to internationalization and how the topic can be introduced into core curriculum courses.</p>
	(Suggestion)	Restrict the Humanities/Fine Arts and Social Sciences electives to those courses that meet college-wide competencies.	Programming students are now required to select a Humanities/Fine Arts and Social Sciences elective from a specified list of courses that address and reinforce effective communication, critical thinking and cultural diversity.

Year	Program	Recommendation	Follow-up
	Construction Engineering Technology	Need to incorporate CPT 101 into the curriculum..	No response.
	Automotive Technology	Introduce activities or assignments to increase students' awareness and understanding of different cultures.	Students will obtain information on the automotive industry in different countries by having guest lecturers and doing research papers.
	Nursing	Provide students with a list of humanities electives that meet college-wide competency #8; "demonstrate an awareness and understanding of various cultures."	<p>List of Humanities courses that meet the college-wide competency of cultural awareness will be placed in the Career Talk packets and the Student Handbook starting in April 2006.</p> <p>Elective course, Ethnic Disparities in Health Care, was developed and offered in Spring 2006.</p>

Year	Program	Recommendation	Follow-up
2005-2006	Occupational Therapy Assistant	Use a consistent way of designing General Education and University Transfer courses of the Greenville Tech web site and the catalog.	Response not submitted yet.
		Attempt to identify the cause of low ratings on math and computer competencies.	Response not submitted yet.
	Medical Laboratory Technology	Provide students with a list of acceptable humanities courses that enable attainment of College-wide Competency #8, "Demonstrate an awareness and understanding of various cultures."	Response not submitted yet.
	Mechanical Engineering Technology	Provide students with a list of courses that meet College-wide Competency #8.	Response not submitted yet.
	Paralegal	Investigate including MAT 109 as a course choice for the program students.	Response not submitted yet.
	Arts and Sciences	Include writing requirements in all general education courses.	Response not submitted yet.
		Improve success rates in courses with success rates of less than 60%.	Response not submitted yet.

Attachment J

Grade Distributions and Analysis 2005-2006

DIRECTIONS: Institutional Researcher is to complete question #1. Forward form to Department Head to complete questions #2 and #3. Send completed form to Academic Support.

- 1) List grade distributions in program courses for the two most recently completed academic years using the following format. Success rate is defined as the percentage of enrolled students who earn an A, B or C in course.

Course	Number Enrolled	%A	%B	%C	%D	%F	%W	Attrition Rate	Success Rate
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Data on following pages

RESOURCES:
 • Grade Distribution Report
 • Department Head

T — STUDENT SUCCESS
 Program Code AA/AS
 Year: 2005-06

Completed by: Institutional Researcher and Department Head

Course	Number Enrolled	%A	%B	%C	%D	%F	%W	%S	%U	Attrition Rate	Success Rate
ANT 101	Option in required selection group; not taught between Fall 2003 and Summer 2005										
ART 101	1,332	30	23	15	4	9	20			20	67
ART 105	103	40	24	10	3	12	12			12	74
ART 106	47	19	23	19	4	4	30			30	62
ART 107	212	19	20	16	5	13	27			27	55
ART 108	122	24	25	16	3	7	25			25	65
ART 111	253	11	27	15	5	16	26			26	53
ART 112	17	41	35	18	0	0	6			6	94
ART 200	31	39	42	19	0	0	0			0	100
ART 202	25	68	0	4	0	4	24			24	72
ART 207	12	33	25	8	0	0	33			33	67
ART 208	11	36	45	0	0	0	18			18	82
ART 211	8	50	50	0	0	0	0			0	100
ART 267	4	100	0	0	0	0	0			0	100
ART 268	Humanities option; not taught between Fall 2003 and Summer 2005										
ART 290	17	41	24	0	0	12	24			24	65
ART 291	Humanities option; not taught between Fall 2003 and Summer 2005										
ART 292	1	100	0	0	0	0	0			0	100
ARV 110	163	33	33	10	1	6	17			17	76
ARV 114	123	39	20	10	2	7	22			22	69
ARV 121	314	20	31	11	2	12	24			24	62
ARV 122	22	55	27	5	0	0	14			14	86
ARV 210	65	42	40	6	2	6	5			5	88
ARV 212	Required for Web Site Design concentration; not taught between Fall 2003 and Summer 2005										
ARV 214	28	32	29	11	7	4	18			18	72
ARV 215	20	55	30	10	5	0	0			0	95
ARV 217	44	43	27	14	9	2	5			5	84

Course	Number Enrolled	%A	%B	%C	%D	%F	%W	%S	%U	Attrition Rate	Success Rate
ARV 222	Required for Web Site Design concentration; not taught between Fall 2003 and Summer 2005										
ARV 227	56	34	46	7	2	0	11			11	87
ARV 228	6	33	33	17	17	0	0			0	83
ARV 230	80	41	28	11	1	10	9			9	80
ARV 241	10	70	10	10	0	0	10			10	90
ARV 244	11	45	45	0	0	0	9			9	91
ARV 261	48	21	54	10	10	0	4			4	85
ARV 280	51	35	43	12	0	2	8			8	90
AST 101	152	23	28	18	5	11	16			16	69
AST 102	120	13	20	21	13	8	26			26	54
BIO 101	2,048	16	18	19	7	18	22			22	53
BIO 102	477	24	25	20	5	12	14			14	69
BIO 103	36	44	31	8	0	6	11			11	83
BIO 104	11	91	9	0	0	0	0			0	100
BIO 210	3,263	19	19	18	8	14	21			21	56
BIO 211	1,990	25	26	22	5	8	13			13	73
BIO 215	201	45	17	13	2	5	16			16	75
BIO 216	209	23	35	20	4	5	13			13	78
BIO 225	1,397	24	36	21	4	5	10			10	81
BIO 240	536	32	31	15	4	7	11			11	78
BIO 250	These five courses are required for Biotechnology concentration; not taught between Fall 2003 and Summer 2005										
BIO 251											
BIO 260											
BIO 261											
BIO 270											
CHM 106	12	8	33	25	8	8	17			17	67
CHM 107	Option in required selection group; not taught between Fall 2003 and Summer 2005										

Course	Number Enrolled	%A	%B	%C	%D	%F	%W	%S	%U	Attrition Rate	Success Rate
CHM 110	701	11	24	20	11	15	19			19	55
CHM 111	400	13	26	31	8	8	14			14	70
CHM 211	152	26	41	23	1	3	7			7	90
CHM 212	144	24	31	27	7	3	8			8	82
CHM 227	32	6	41	22	6	9	16			16	69
ECE 205	3	67	33	0	0	0	0			0	100
ECE 211	7	100	0	0	0	0	0			0	100
ECE 212	3	100	0	0	0	0	0			0	100
ECE 221	9	78	22	0	0	0	0			0	100
ECE 222	3	67	33	0	0	0	0			0	100
ECO 210	554	10	17	24	13	17	19			19	51
ECO 211	433	6	15	21	16	20	22			22	42
EGR 260	17	41	35	18	0	0	6			6	94
EGR 262	53	38	38	23	0	0	2			2	98
EGR 264	Required for Civil Engineering and Mechanical Engineering concentrations; not taught between Fall 2003 and Summer 2005										
EGR 266	Required for Electrical Engineering and Mechanical Engineering concentrations; not taught between Fall 2003 and Summer 2005										
EGR 270	86	38	27	8	3	8	15			15	73
EGR 271	139	45	22	5	2	14	12			12	72
EGR 285	17	65	18	6	6	6	0			0	89
EGR 295	16	100	0	0	0	0	0			0	100
ENG 101	7,123	9	22	22	8	21	18			18	53
ENG 102	2,875	14	24	22	7	15	19			19	60
ENG 201	373	24	24	21	6	7	19			19	69
ENG 202	225	10	20	23	8	15	24			24	53
ENG 205	133	9	24	23	8	14	23			23	56
ENG 206	10	0	30	30	0	0	40			40	60

Course	Number Enrolled	%A	%B	%C	%D	%F	%W	%S	%U	Attrition Rate	Success Rate
ENG 208	171	20	36	18	5	10	11			11	74
ENG 209	91	32	35	12	4	3	13			13	79
ENG 228	10	70	30	0	0	0	0			0	100
ENG 230	10	50	10	10	0	10	20			20	70
ENG 234	Option in required selection group; not taught between Fall 2003 and Summer 2005										
ENG 238	48	65	17	2	0	8	8			8	84
FRE 101	100	62	17	3	3	2	13			13	82
FRE 102	53	43	26	6	2	6	17			17	75
GEO 101	295	24	36	15	5	11	9			9	75
GEO 102	279	21	22	20	6	14	18			18	63
GER 101	68	12	21	15	7	13	32			32	48
GER 102	13	15	23	31	8	8	15			15	69
HIS 101	1,317	20	21	17	7	19	16			16	58
HIS 102	1,657	14	15	17	8	21	25			25	46
HIS 106	35	20	17	26	11	17	9			9	63
HIS 108	28	25	25	11	11	14	14			14	61
HIS 112	384	21	21	20	6	16	16			16	62
HIS 115	39	13	23	28	8	10	18			18	64
HIS 201	803	14	25	21	8	16	17			17	60
HIS 202	990	17	21	20	8	19	15			15	58
IDS 210	52	52	23	10	0	8	8			8	85
MAT 109	1,800	12	17	18	9	17	28			28	47
MAT 110	755	13	17	20	8	20	22			22	49
MAT 111	462	15	20	14	9	17	25			25	49
MAT 112	Option in required selection group (page 74) but is not included in catalog course descriptions; not taught between Fall 2003 and Summer 2005										
MAT 120	2,719	18	22	20	8	15	17			17	60
MAT 122	27	26	11	22	11	22	7			7	59

Course	Number Enrolled	%A	%B	%C	%D	%F	%W	%S	%U	Attrition Rate	Success Rate
MAT 130	452	13	19	24	7	15	22			22	56
MAT 132	16	19	31	25	0	6	19			19	75
MAT 140	440	15	17	20	9	15	25			25	52
MAT 141	234	16	18	26	6	14	20			20	60
MAT 211	140	19	28	26	1	11	15			15	73
MAT 212	70	39	17	26	10	1	7			7	82
MAT 215	84	14	33	25	8	10	10			10	72
MAT 220	236	31	28	21	6	5	10			10	80
MAT 230	20	25	40	20	0	5	10			10	85
MAT 240	80	19	28	19	6	11	18			18	66
MAT 242	49	20	27	37	4	6	6			6	84
MUS 105	1,552	25	19	16	6	17	17			17	60
MUS 110	26	27	8	12	8	31	15			15	47
PHI 101	439	21	23	22	5	10	20			20	66
PHI 105	283	21	20	16	6	19	17			17	57
PHI 108	Option in required selection group; not taught between Fall 2003 and Summer 2005										
PHI 110	996	24	24	15	5	9	22			22	63
PHS 101	152	11	26	37	14	6	7			7	74
PHS 102	52	37	17	29	10	4	4			4	83
PHY 201	369	40	20	12	6	5	18			18	72
PHY 202	135	55	24	10	1	2	8			8	89
PHY 221	131	26	24	19	9	11	11			11	69
PHY 222	53	28	36	28	2	2	4			4	92
PSC 101	16	81	6	0	0	13	0			0	87
PSC 102	10	70	20	0	0	0	10			10	90
PSC 201	1,292	30	25	17	6	10	12			12	72
PSC 205	40	18	25	15	13	20	10			10	58

Course	Number Enrolled	%A	%B	%C	%D	%F	%W	%S	%U	Attrition Rate	Success Rate
PSC 215	48	40	31	17	0	8	4			4	88
PSC 220	57	30	19	11	5	16	19			19	60
PSY 201	5,726	14	20	22	9	18	16			16	56
PSY 203	903	19	30	23	5	9	14			14	72
PSY 208	117	10	26	31	7	12	15			15	67
PSY 212	435	29	32	17	3	7	13			13	78
REL 101	340	22	29	21	1	12	15			15	72
REL 201	460	28	33	19	1	8	11			11	80
SOC 101	2,803	27	29	17	5	12	11			11	73
SOC 151	Option in required selection group; not taught between Fall 2003 and Summer 2005										
SOC 205	169	25	35	20	6	7	7			7	80
SOC 220	54	26	35	26	4	4	6			6	87
SOC 235	52	17	46	25	2	4	6			6	88
SPA 101	1,770	16	21	19	6	10	28			28	56
SPA 102	511	14	24	22	7	8	25			25	60
SPA 201	75	31	29	25	4	0	11			11	85
SPA 202	50	26	38	30	0	0	6			6	94
SPC 200	Option in required selection group; not taught between Fall 2003 and Summer 2005										
SPC 205	4,254	28	35	12	3	9	13			13	75
SPC 209	33	30	52	3	3	6	6			6	85
THE 101	347	26	20	16	4	17	18			18	62
THE 105	17	29	12	0	0	0	59			59	41

RESOURCES:

- Grade Distribution Report
- Department Head

T — STUDENT SUCCESS

Program Code AA/AS

Year: 2005-06

Completed by: Institutional Researcher and Department Head

- 2) Identify any course that is designated as a capstone course or senior project.

None

- 3) Review the grade distributions and provide an explanation of any irregularities such as: low success rates, discrepancies between success rates and credentialing exam results, low success rates in capstone and/or senior project course.

The following courses have success rates less than 60%:

Course	Success Rate	Explanation
ART 107	55%	<ol style="list-style-type: none"> 1. This class requires research skills that many students are supposed to have coming out of high school, but we find that they do not have them. Many students have tested into ENG 101, are taking ENG 101 and have not passed ENG 101. Every effort has been made to inform students about doing the research including bringing in guest speakers from library personnel, one-on-one sessions with the instructor, sending students to the writing lab, employing the help of English instructors, helping students in the library with their research, etc. 2. Students do not have study habits conducive to comprehending the amount of material that is the norm in classes such as this at the college level.

RESOURCES:

- Grade Distribution Report
- Department Head

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Completed by: Institutional Researcher and Department Head

Course	Success Rate	Explanation
		<p>ART 107 is one of the beginning level courses required of all students entering the Visual Arts Department. Most students entering have never been exposed to an Art History class. There is a common misconception amongst students that they will simply be “looking” at art. Few students entering this class realize from the beginning they must actively take notes and devote time away from class to study. It is a college transfer class and we cannot require less of our students than other colleges and universities require in the same course.</p> <p>3. This is often the first class that students have taken that employs smart classroom techniques and multiple comparisons of visual images. For some students this takes adjustments in note taking styles that they are not willing to do.</p> <p>4. This course requires that a student know the material well enough to discuss it. Essay testing is the norm in all art history endeavors in colleges and universities. Art students are required to discuss parts of the history in all other classes after they have taken ART 107, ART</p>

RESOURCES:

- Grade Distribution Report
- Department Head

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Year: 2005-06

Completed by: Institutional Researcher and Department Head

Course	Success Rate	Explanation
		<p>108 and other art histories. Therefore the essay format is used for the testing portion of this class. Some students cannot formulate ideas well enough to write effectively on the tests. Beginning students do not often comprehend the ramifications of not knowing the material covered for later production and studio discussions.</p>
ART 111	53%	<ol style="list-style-type: none"> 1. This course is one of the beginning level courses in all Art Department Associate Degree emphasis areas. Many students come to us with poor skills out of high school programs or with no previous art experience. For many of them the drawing one course is the first studio finish product class that they have taken. 2. It does require 20 to 25 hours outside of class to do well. The eye hand coordination alignment takes time to perfect. When a student has been advised by people outside of our department to take the course for “fun” or for an “easy elective” the shock of the reality of the learning process is overwhelming. Many of these “out of our department” students either drop or do poorly.

RESOURCES:

- Grade Distribution Report
- Department Head

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Course	Success Rate	Explanation
		<p>3. Students can take this course without the department prerequisite of ARV 121 if they are not in an art program. Without this information many of them are at a disadvantage in this class. Those of us who teach ART 111 also teach ARV 121 and we do try to inform these students of the material in ARV 121, but we cannot teach two classes in one.</p> <p>4. We do accept AP credit for ARV 121 design with a grade of 4 or 5. We find that these students truly do not have the vocabulary or the skills to be in ART 111 even though they have this AP credit.</p> <p>5. Some students who have life scholarships have to take 5 classes per semester. In our area we recommend that students take a maximum of two studio courses in one semester. Some life scholarship students are trying to take too many studio hours to do well in all of them.</p> <p>6. The department is trying to offer beginning level courses that do not have expensive lab furniture requirement at the Barton campus, Northwest and at Brashier. Drawing 111 is one of these classes. We feel that it will give</p>

RESOURCES:

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- Department Head

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Course	Success Rate	Explanation
		<p>students who live near these sites less driving time in the beginning. This has necessitated, because of our increase in enrollment, the training of several new drawing instructors all of which have Masters Degrees and who have taught drawing previously at other institutions. These branch campus ART 111 classes often contain many non art majors taking the class as electives and the drop out rate is higher, yet we feel that these classes need to be encouraged and we are maintaining the high quality of instruction and content that has been established in the art department facility at the Greer branch.</p> <p>7. For all of these reasons the ART 111 may have dropped recently from the normal 65% passage rate to the 53% that has been recorded recently. I will examine the overall handling of these classes to see if there is a non content oriented way to increase the overall success rate. This is a college transfer course and I cannot require a different or less content than other institutions with which we have transfer agreements.</p>

RESOURCES:

- Grade Distribution Report
- Department Head

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AST 102	54%	The relatively high attrition rate (26% withdrawals) in AST 102 is the major factor for the low success rate (54%). AST 102 is an entry level course. Students may think it is descriptive astronomy and after realizing that it is mathematical, choose to drop it. Also, some of the students were enrolled in video courses, and unless they are self-motivated they will usually get behind and either withdraw or get an F.
BIO 101	53%	A large percentage of the students enrolled in BIO 101 are new high school graduates. The course is usually one of the first college level courses that they encounter. Science courses in general require good study skills and a commitment to learning. Students in BIO 101 are often dismayed by the large volume of material that is covered and lack the maturity to successfully manage lecture, lab, and study time.
BIO 210	56%	BIO 210 is the first anatomy and physiology course. To date, there has been no pre-requisite for BIO 210. Therefore, students take this advanced 200-level class with no knowledge of basic biological principles such as biochemistry, cell biology, and genetics.
CHM 110	55%	CHM 110 has a high attrition rate and a high failure rate. For many students this is the

RESOURCES:

- Grade Distribution Report
- Department Head

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		<p>first mathematical science class. To be successful in chemistry, students need a solid algebra foundation; many have trouble with math. Students also need to have time to study; chemistry homework may take 1 to 5 hours. Many of our students work and take a full load and do not have the time needed to study for the class. Study habits are poor. Lastly, we get a number of students in our CHM 110 sections who do not try, do not care, and do not attend classes on a regular basis.</p>
<p>ECO 210 ECO 211</p>	<p>51% 42%</p>	<p>Both ECO courses have a MAT 102 prerequisite to assist students with the graphing. While all students must have passed MAT 102, they do not necessarily understand/remember how to do simple graphs. These courses require extensive reading. If the reading requirement is raised, we would have a better pass rate but fewer students.</p>
<p>ENG 101</p>	<p>53%</p>	<p>ENG 101 suffers a low success rate for several reasons:</p> <ol style="list-style-type: none"> 1. Nearly all students from every discipline who attend Greenville Tech take this course. 2. ENG 101 is the first English course most students take right out of high school, and many are ill-prepared for the rigorous grammar standards applied in ENG 101.

RESOURCES:

- Grade Distribution Report
- Department Head

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		<ol style="list-style-type: none"> 3. Most students have weak backgrounds in writing and have trouble doing well in a course that is almost entirely writing based. 4. The placement tests (ASSET and COMPASS) are not always accurate gauges in assessing a student's ability to succeed in ENG 101. 5. Students who pass ENG 100 with a "C" as the prerequisite for taking ENG 101 usually have significant problems that lessen their chances of passing ENG 101.
ENG 202	53%	<p>ENG 202 suffers a low success rate for at least two reasons:</p> <ol style="list-style-type: none"> 1. ENG 202 is popular with students because many think there will be a language/cultural barrier in early British literature (ENG 205), early American literature (ENG 201), and the World Literature classes (ENG 208 and ENG 209). Thus, many students shy away from these other literature classes because they think the cultural differences will make these classes particularly difficulty. However, the reality is that American Literature II (ENG 202) is perhaps harder than the other literature classes because of the challenging nature of many of the

RESOURCES:

- Grade Distribution Report
- Department Head

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		<p>writers studied in ENG 202—the Modernist writers—Faulkner, Eliot, Pound, Stevens, etc.—and the contemporary writers—Toni Morrison, Thomas Pynchon, Allen Ginsberg, Joseph Heller, etc. Since many of the students think the course is going to be easier than the others, when they find out how much they are going to have to read and that it is difficult material, they either panic and withdraw or stay and fail.</p> <p>2. ENG 202 is offered more frequently than other literature classes as a teleclass, and most students on the main and satellite campuses have difficulty with the set up (e.g., having to press a button when they speak in class). Grasping and understanding literature is usually heavily dependent on active class participation which is somewhat problematic in a teleclass.</p>
ENG 205	56%	<p>ENG 205 is the first half of British literature. Students must read works that are challenging as far as the language is concerned (Beowulf, The Canterbury Tales, Shakespeare). Some knowledge of English history is needed, so many students are overwhelmed.</p>
GER 101	48%	*68 students

RESOURCES:

- Grade Distribution Report
- Department Head

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<p>HIS 101 HIS 102 HIS 202</p>	<p>58% 46% 58%</p>	<p>HIS 102 has several instructors who refuse to “dumb-down” the course to get passing students. These courses require extensive reading. If the reading requirement is raised, we would have a better pass rate but fewer students.</p>
<p>MAT 109 MAT 110 MAT 111 MAT 122 MAT 130 MAT 140</p>	<p>47% 49% 49% 59% 56% 52%</p>	<p>There are several quantifiable factors that influence the success rate in mathematics courses. While placement test results (ASSET/COMPASS) are utilized as much as possible, the current practice of permitting students to enroll based on SAT/ACT score should not be overlooked. Although these tests are not designed for placement into a specific mathematics course, the use of these scores in the admissions process at four-year institutions has created the demand for use at our institution. Students with SAT/ACT scores at or above a specified level claim to be capable of success, often citing acceptance at a four-year institution that exclusively offers college-transfer level courses. Data has not been analyzed recently to ascertain the relationship between course outcome and placement by SAT/ACT. Additionally, MAT 109 and MAT 110 success rates are greatly influenced by the performance of students taking the prerequisite course</p>

RESOURCES:

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- Department Head

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		of MAT 102, as are the rates for other courses with other prerequisites. Interaction at professional meetings with colleagues from across the country supports the conclusion that these success rates are in line with those at other similar institutions. *MAT 122 27 students
MUS 110	47%	*26 students; taught once
PSC 205	58%	*40 students This is a study of comparative governments and requires extensive reading.
SPA 101	56%	Students are not motivated, do not prepare for class, do not attend regularly, are not committed to college-level work. Teaching Spanish on Saturday only (weekend college) is a poor instructional method.
THE 105	41%	*17 students THE 105 is taught only in the spring. The instructor left the college. An adjunct picked up the class and lost some students.

*numbers are too small for statistical analysis

MAJORS OR CONCENTRATIONS

Sara Foster
Director of Academic Support

DESCRIPTION OF COMPONENT

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the Academic Program Review process. A variety of instruments and methods for assessing each major are included in the APR. Review of the programs was conducted over a ten-month period. Programs evaluated during the 2005-2006 academic year were:

- Associate in Arts/Associate in Science
- Mechanical Engineering Technology
- Medical Laboratory Technology
- Occupational Therapy Assistant
- Paralegal

The following matrix provides a list of assessment tools, methods and instruments used by each of the APR committees.

ASSESSMENT/INSTRUMENTS	MAJORS				
	AA/AS	MET	MLT	OTA	LEG
Program Competencies	+	+	+	+	+
Advisory Committee Evaluation		+	+	+	+
Peer/External Review	+	+	+	+	+
Credentialing/Licensure Exam			+	+	
Course Syllabi	+	+	+	+	+
Graduate Follow-Up	+	+	+	+	+
Employer Evaluation		+	+	+	+
Core Exam			+		
Capstone Course		+	+		
Senior Project		+	+		+
Work-Based Learning			+	+	

In addition to these measures, the committee reviews each program's enrollment criteria, student population, curriculum, instructional resources, instructional computing, employment outlook and history, faculty qualifications and activities, student satisfaction and success, textbooks, facilities and equipment.

ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS

In 2004-2005, seven programs were evaluated: Automotive Technology (AUT), Computer Technology (CPT), Construction Engineering Technology (CET), Emergency Medical Technology (EMT), Food Service Management (FDS), Associate Degree Nursing (NUR), and Respiratory Care (RES).

The following modifications have been made based on findings from the 2004-2005 APR process. (1) Departments continue to seek funding to update equipment, hardware and software and to integrate instructional technology into the curriculum in order to keep programs current with business and industry standards, ensuring that students will be prepared for the workforce; (2) continuous efforts are being made to recruit and hire minority/underrepresented faculty; (3) programs integrated college-wide competency “demonstrate an awareness and understanding of various cultures” into the general education requirements and the program curriculum; (4) programs continue to seek funding to improve/enlarge facilities as needed in order to provide the optimum learning environment; (5) efforts are continuing to provide opportunities for professional development for faculty in computer/software training, as well as training in industry-specific skills; and (6) departments continue to develop marketing strategies in order to recruit underrepresented populations into the programs.

DESCRIPTION OF CURRENT ASSESSMENT STUDY

The Academic Program Review process utilizes program data gathered and summarized by faculty and staff from numerous segments of the college. The process is conducted by two committees ensuring college-wide input: a Program Committee and an APR Committee. All committee members are responsible for analyzing the data. The consensus method is used to identify areas in which the program is excelling and areas in which the program needs to improve.

Members of the Program Committee include: the dean, department head, departmental faculty, and the division counselor. Members of the APR Committee include: the Director of Academic Support, a curriculum representative, the Institutional Researcher, an Arts and Sciences faculty member, the Instructional Computing Coordinator, the dean, the department head, two departmental faculty members, the division counselor, the academic advisor, and the department head of a program going through the APR process the following year.

The Program Committee meets to review the data and determine their ratings. Meanwhile, the APR Committee members individually evaluate each section of the completed APR report. Subsequently, those results, along with the compiled results from the Program Committee, are discussed. The APR committee will reach consensus on the ratings, commendations, recommendations and/or suggestions. Recommendations must be addressed and completed within a two-year period. A follow-up report, summarizing the progress made for each recommendation/suggestion, is to be completed at the end of each of these two years.

MAJOR FINDINGS AND ACTION PLANS

Associate in Arts/Associate in Science (AA/AS)

The Arts and Sciences Division operates efficiently with a student-to-faculty ratio that is higher than the funding ratio established by the South Carolina Technical College System.

General education courses provide excellent coverage of college-wide competencies.

Achievement of program competencies received high ratings from students.

The program's continued efforts to incorporate instructional technology in the classroom, to increase online course offerings, and to create hybrid courses have been outstanding.

Expanded Learning Center hours, the new sciences tutoring center, and expanded anatomy and physiology lab hours support efforts to improve student success.

The advising road map serves as a good tool for helping students ensure that they fulfill program requirements.

An increase in the number of minority faculty reflects ongoing efforts towards diversity.

A majority of full-time faculty are active in college activities and professional organizations.

Many adjunct faculty participate voluntarily in college activities and professional organizations, demonstrating exceptional commitment to teaching and learning.

Course objectives will be reviewed and rewritten as needed to ensure that all are observable and measurable.

Syllabi will be improved to comply with recommendations.

Program marketing will include a multi-dimensional recruiting plan. The web site, catalog and all other materials will be aligned.

The program will review the curriculum and modify it to include writing requirements in all general education courses.

A plan will be developed to ensure comparable access to instructional/library resources for students, faculty, and staff at branch campuses.

A three-year technology plan will be developed for replacing aging, outdated equipment and/or for acquiring new, up-to-date instructional computing resources. This plan will support technology utilization goals and objectives for students, faculty, and staff.

The department will continue to provide professional development opportunities in teaching and learning, technology, etc., in the face-to-face format. Although face-to-face is the preferred delivery method, opportunities utilizing online formats will be added as well.

Classroom and office facilities will be improved to ensure a safe, functional and high quality teaching/learning environment.

The program will implement strategies to increase course success rates in all courses that have success rates of less than 60%.

The program will re-establish the advisory committee.

Mechanical Engineering Technology (MET)

The Mechanical Engineering Technology Advisory Committee is actively involved in various aspects of the program, including reviewing curriculum, interviewing new faculty, and assisting in the preparation for an Accreditation Board for Engineering and Technology (ABET) accreditation visit.

At their last review, this department received a rare, maximum (6 year) accreditation from ABET with no recommendations.

Full-time faculty are very involved in teaching continuing education courses, professional organizations, and community activities.

The program is enriched by faculty that are highly qualified. The faculty exceed Southern Association of Colleges and Schools and ABET requirements.

Departmental library holdings and research materials are exceptional.

The MET program has clearly demonstrated use of technology in instruction. Students achieve high ratings from employers on their computer skills.

The program will ensure that program information and requirements printed in the catalog, on the college's web site and in other marketing materials are aligned and consistent.

Students will be provided with a list of acceptable humanities courses that support college-wide competency #8, "Demonstrate an awareness and understanding of various cultures."

Syllabi will be edited to ensure that they are consistent with the college model.

Recruitment and enrollment strategies will be reviewed and revised.

In addition to requesting annually budgeted funds to update or replace outdated equipment, program faculty and administrators will continue to seek additional sources of funds to purchase equipment meeting industry standards.

The department will continue to recruit new advisory board members to reflect a wider range of employers and industries.

Medical Laboratory Technology (MLT)

Program competencies are very comprehensive, surpassing national standards; they are taught and reinforced in multiple program courses.

Students report a high level of achievement of program competencies.

Program courses provide for achievement of college-wide competencies via all courses required.

The department initiated computer-based testing to provide students the opportunity to prepare for the certification examination.

Graduate employment rate exceeded the college-wide rate for the past five years. The rate was 88% or higher four out of five years.

Employers consistently rate graduates at a high level of performance.

Graduates report a high level of satisfaction with the education, training, and preparation for the work force.

The advisory committee demonstrates a strong commitment to the program as evidenced by meeting attendance and contributions to curriculum development.

The program was awarded accreditation by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) for the maximum number of years allowed.

The department head put forth great effort to implement all recommendations and suggestions made by the advisory committee.

Faculty have outstanding credentials. Adjunct faculty exceed required employment criteria and bring the benefit of solid work experience in the field to the program.

The department head continues to seek and obtain grant funding opportunities to support the program.

The program quality increased after well-considered curriculum revisions were made.

The department will work closely with the College Marketing department to address concerns about the program's relocation to the Northwest Campus; to increase marketing efforts directed at males, the programs underrepresented population; and to edit the website and catalog to ensure that information is accurate and consistent.

Students will be provided with a list of acceptable humanities courses that support college-wide competency #8, "Demonstrate an awareness and understanding of various cultures."

The department will recruit and hire additional faculty to bring faculty/student ratio in compliance with the state model.

Syllabi will be edited to ensure that they meet the college standard.

The Department Head, with the support of the Dean of Health Sciences/Nursing and Vice President for Education, will continue to seek funding to address the shortage of classroom/lab space and up-to-date equipment and software, i.e., Lab Info System.

Occupational Therapy Assistant (OTA)

Courses in the curriculum provide excellent coverage of both the program and college-wide competencies.

The department continues to address student needs by developing a curriculum for students who need to attend on a part-time basis.

The advisory committee for this program has not only been proactive in making positive suggestions to improve the program, it has also been very involved with the program and its students through clinical and mentoring opportunities.

Highly qualified instructors who bring a wealth of education and a broad range of work experiences continuously increase the program's quality.

The program's leadership has been proactive in seeking and obtaining mini-grants to support program growth and development.

The program has demonstrated significant growth, as well as an outstanding student retention rate.

This program operates very efficiently, operating with a student-to-faculty ratio that is higher than the state standard.

The department head will work closely with the College Marketing department to implement marketing projects and ensure the accuracy and readability of information for the web site and catalog.

Syllabi will be edited to ensure that they comply with college standards.

The faculty will identify the cause of low student ratings on competencies for math and computer skills and will explore ways to increase those ratings.

Paralegal (LEG)

The American Association for Paralegal Education (AAfPE) competencies are the basis for the program competencies which adds strength to the program curriculum. The competencies also comply with the American Bar Association (ABA).

This department is commended for having excellent syllabi which include college course outlines and all required college information.

Faculty ensure that the most current texts are used for instruction.

Graduates and employers have rated the students' preparation for the work force as excellent.

The program was accredited for seven years, the maximum number of years allowed by the ABA.

The program is enhanced by highly qualified faculty with diverse backgrounds. The faculty is very involved in both professional and community activities.

The department attracts a superior, qualified adjunct faculty group. They are employed in their field and participate in related professional activities.

The department will continue to seek instructional technology in Paralegal classrooms, lab, and library.

Faculty will be trained to make better use of *CampusCruiser* and Web CT to enhance teaching and learning.

Additional space is needed for the Law Library to accommodate additional resources. The computer lab needs to be relocated.

The post-baccalaureate emphasis needs to be marketed. Also, the program needs to market to underrepresented populations.

The program leadership will analyze enrollment trends and investigate ways to improve the state-recommended student-to-faculty ratio.

SUMMARY RESULTS/INTERPRETATION

There were several trends noted throughout the five programs. Strengths of most programs included:

- highly qualified faculty who are active and involved in professional and community activities;
- supportive and involved advisory committees;
- excellent reports by accrediting organizations;
- strong program competencies that are taught and reinforced extensively throughout the curricula;
- achievement of college-wide competencies; and
- increased use of technology to enhance teaching and learning.

Areas targeted for continued growth include the following:

- continuing to update equipment, hardware and software to keep programs current with business and industry standards;
- obtaining additional classroom, lab and office space to provide optimum learning environments;
- increasing student recruitment efforts with respect to the underrepresented populations;
- aligning all marketing tools and materials, including the website and catalog, in partnership with the College Marketing Department; and
- revising syllabi to be consistent with the college standard.

ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO- TO FOUR-YEAR INSTITUTIONS

Elizabeth E. Traxler, Ph.D.
Director, University Transfer Honors Program

DESCRIPTION OF COMPONENT

The Arts and Sciences University Transfer program at Greenville Technical College has been in operation since 1974. Options for students include completion of the Associate in Arts (AA) or Associate in Science (AS) degree or completion of sufficient credit hours with academic achievement that qualifies for acceptance as a transfer student at a baccalaureate-level college or university. Since the spring of 1998 qualified students also have had the option of completing AA and AS degrees in an Honors program. In addition, other programs on campus allow students transfer opportunities to selected universities. Courses offered are typically freshman and sophomore level at most colleges and universities. Greenville Technical College personnel work with representatives of baccalaureate-granting institutions to match course equivalents and establish other systems for use in academic advising of University Transfer students.

ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS

Objectives for the University Transfer program established in the previous assessment report included:

- **Refine data provided by the Office of Planning and Grants and the National Student Clearinghouse so that analysis can be made of transfer rate using the nationally recognized Cohen definition.**

While there is no nationally recognized method of calculating transfer rates, the definition provided by Arthur Cohen in 1991 under the auspices of the US Department of Education and the Ford Foundation is cited in many studies. Transfer rate is defined as:

“all students entering the two-year college in a given year who have no prior college experience and who complete at least twelve college credit units, divided into the number of that group who take one or more classes at a university within four years” (Romano, Richard M. and Wisniewski, Martin “Tracking Community College Transfers Using National Student Clearinghouse Data,” paper presented at the 45th annual conference of the Council for the Study of Community Colleges, Dallas, TX, April 4-5, 2003, p. 2.)

Romano and Wisniewski’s analysis of the literature led them to conclude that “studies show that when we start with students who began at the community college and accumulated about a semester’s worth of credits, we get a transfer rate of somewhere in the mid-20% range.” (p. 3)

A Greenville Technical College cohort was identified as all students in their first post-secondary experience, enrolled full or part-time in the Arts and Sciences Division Fall 2001 who successfully completed at least 12 transferable hours within four years. Transferable hours were defined as those courses included in the list of 86 courses mandated as transfer by the SC Commission on Higher Education. Two hundred fourteen students were included in this transfer-eligible cohort.

Note that this does differ from the Cohen definition slightly in that only students in the Arts and Sciences Division, not the entire college, were included in the cohort. However, the vast majority of students in other divisions on the campus have no intention of transferring to a four-year institution; therefore, it would not seem logical to include them within the cohort. Also, it should be noted that this definition excludes students who have a prior post-secondary experience. Were these students included, the transfer rate would most likely be higher.

The National Student Clearinghouse was asked to track this cohort for four years and provide information on colleges and universities attended by these students during that time frame. Based on the data they provided, of the 214 students in the cohort, 79 or 36.9% transferred to a baccalaureate-granting institution at some point in the four years after fall 2001. While at Greenville Technical College, 55 or 69.6% of these 79 were enrolled as Associate of Arts students; 24 or 30.4% were enrolled as Associate of Science students.

- **Refine data provided by the Office of Planning and Grants and the National Student Clearinghouse so that analysis can be made of specific developmental courses taken by students at Greenville Tech and success in transferring to a four-year college.**

A comparative analysis was done of both students in the cohort defined above, as well as those from the cohort who transferred to a four-year college or university. The transcripts of students in each group were reviewed to identify the developmental courses the students enrolled in while at Greenville Technical College. Developmental courses were defined as those in math below MAT 102 and those in English and Reading below the 101 level.

As can be seen in Table 1, almost half (45.8%) of the transfer-eligible cohort had been enrolled in at least one developmental course at GTC, and 93% of those students were enrolled in at least one developmental math course. It is worth noting that all of the students who transferred and who were enrolled in developmental courses were enrolled in developmental math. Again referencing Table 1, the percentage of the transfer cohort that had taken at least one developmental course was less than that of the transfer-eligible cohort (35.4% compared to 45.8%). There were only seven students in the transfer-eligible cohort who had taken only developmental English and/or reading, and none of them transferred. Due to the low number of students involved, care should be taken not to draw any conclusions.

It is also helpful to identify those specific courses within each discipline (math, English, and reading) where students began their developmental work. Table 2 provides this data. As can be seen, the percentages of students in each group whose first developmental courses in English and reading were at the 031 and the 100 level are quite similar (3.3% of the cohort compared to 2.5% in the transfer group for ENG 031, 9.3% in the cohort compared to 7.6% in the transfer group for

ENG 100, etc.). Of perhaps greater significance is the difference in the math courses. A smaller percentage of students in the transfer cohort began their developmental coursework in math in a lower level course (one of the MAT 030s) than in the transfer-eligible group (24.1% compared to 33.2%). Table 3 provides the same enrollment numbers with the percentages based the total number with the disciplines of English, reading and math. In general, there do not appear to be the significant differences in developmental courses taken by those who transferred compared to those eligible.

- **Develop materials for use by advisors to encourage students to remain at Greenville Tech until they have accumulated at least 30 transferable credit hours and preferably 60.**

The resignations of the Vice President for Education and the Director of Marketing, the retirement of the Dean of Arts and Sciences, and the attendant searches for their replacements resulted in no action on this particular objective. However, as will be discussed at a later point, the rationale for this objective remains in place.

- **Identify college-wide advising center as the central clearinghouse for all articulation, joint admission, and 2 + 2 agreements negotiated by Greenville Tech divisions and senior institutions.**

Fulfillment of this objective was hampered by the resignation of the Vice President for Education and the retirement of the Arts and Sciences Dean mentioned above and the resignation of the Associate Vice President for Student Affairs. Discussions should be initiated among academic division deans and Student Affairs personnel to determine whether this objective still remains necessary.

DESCRIPTION OF CURRENT ASSESSMENT STUDY

Current assessment of Greenville Technical College's Arts and Sciences University Transfer program is done to:

- measure the effectiveness of and satisfaction with transfer preparation and advising; and
- measure students' achievements of transfer and academic success.

Questions addressed in the current assessment study include:

- What are Arts and Sciences students' ratings of satisfaction with transfer advising and preparation?
- What is the status of universities' acceptance of transfer credits offered by Greenville Technical College?

- What are the patterns of acceptance and transfer for Greenville Technical College students by South Carolina public universities?
- How do Greenville Technical College transfer students compare academically to their peers among university students after they transfer?

ASSESSMENT METHODOLOGY

- Administration and analysis of surveys to graduates of Associate of Arts and Associate in Science programs
- Analysis of transfer agreements including: course equivalence lists, joint admission agreements, and 2 + 2 agreements
- Analysis of transient student enrollment
- Evaluation of reports from the State Board of Technical and Comprehensive Education (SBTCE) and the four-year public colleges/universities on transfer acceptance and enrollment
- Evaluation of SBTCE and college/university reports on transfer student and native student grade point average achievement

MAJOR FINDINGS

Students' Ratings of Transfer Preparation and Advising

- One hundred percent of the respondents to the *Graduate Follow-Up Survey* in each year since the previous report rated their transfer preparation as adequate to excellent. Furthermore, the combined percentage of students rating this preparation good or excellent was higher each of these three years than it was the last year reported in the previous report (Table 4).
- As reported in the *Graduate Follow-Up Survey*, students' rating of transfer advising/counseling as inadequate showed little difference from the last year of the previous report. After registering a small decline in 2002-03, the combined percentage of students who rated their transfer advising/counseling as good or excellent increased the following two years. (Table 4)
- Utilizing the *New and Continuing Student Survey* results, Arts and Science Division students' ratings of availability of advisors and counselors and new student orientation all declined from that reported in the previous reporting period. In fact, the rating on both availability of advisors and orientation fell below 3.0 for the first time in several years. (Table 5)

Status of Universities' Acceptance of Transfer Credit

- The baccalaureate-level institutions no longer provide data on courses and credit hours transferred by technical college students. However, Greenville Tech continues to negotiate articulation agreements with senior institutions, as well as agreements such as 2 + 2s, 3 + 1s, transfer agreements, etc. Included in this are articulation agreements with 27 colleges, joint admissions with two, a large number of transfer agreements with USC Upstate (these were formally called 2 + 2s), as well as a host of program to program articulations for business programs. In addition, agreements are being negotiated for honors program to honors program articulations with several colleges including College of Charleston and Lander University. All of this certainly indicates widespread acceptance of credits from Greenville Tech by baccalaureate-level institutions.
- New programs to identify students planning to transfer and to help them transition successfully are being developed with a large number of South Carolina baccalaureate-level institutions. Greenville Tech is in discussions with the College of Charleston, South Carolina State University, Allen University, Morris College, Benedict College, USC-Columbia, USC Upstate, and Clemson University to implement these plans. This would include the development of a transfer studies certificate to aid Greenville Tech students in planning their coursework for transfer to these individual institutions. The eagerness of the senior institutions to participate in this new initiative reflects their willingness to accept Greenville Tech transfer credits.
- A review of the data provided by the National Student Clearinghouse shows a similar acceptance of Greenville Tech credits. In addition to state public institutions such as USC Upstate and private in-state ones such as Charleston Southern and Anderson Universities, GTC transfers were enrolled at senior institutions as far away as SUNY Potsdam, Cornell, and the University of Hawaii at Hilo. (Table 6)
- The numbers of transient students enrolling at Greenville Tech also reflects the willingness of senior institutions to accept the college's transfer credit. The largest numbers continue to be seen in summer terms as can be seen in Table 7.
- The number of GTC transfers accepted at the public baccalaureate-granting institutions in South Carolina increased from the previous reporting period (up to 456 from 442) and the percentage of those accepted, based on the number who applied, remained stable at 86%, three percent higher than the acceptance rate from all technical colleges combined. This is a clear indication of the willingness of these schools to accept GTC transfers and transfer credits. (Table 8)

Patterns of Acceptance and Transfer

Acceptances/Transfers

- Overall acceptance rates for Greenville Tech transfer students have remained stable at 86% compared to the previous reporting period. In terms of numbers accepted, there has

been a 3% increase from two years ago compared to only a 1% increase for all technical colleges combined. (Table 8)

- Greenville Tech's acceptance rate to public baccalaureate-level institutions remains higher than the rate for all technical colleges combined (86% to 83%) while the college's rejection rate is commensurately lower than that of all technical colleges (14% to 17%). (Table 8)
- The highest percentages of Greenville Tech students accepted at senior public institutions are 100% at South Carolina State and 96% at Lander University, followed by 92% at USC Upstate. (Table 8)
- The percentage of students accepted at the College of Charleston increased substantially from two years ago. Eighty-four percent were accepted in Fall 2005 compared to only 38% in Fall 2003. The college's acceptance rate was also higher than that of all technical colleges combined (84% compared to 82%). (Table 8)
- The percentage of students accepted at Clemson, Lander, and USC Upstate remained virtually unchanged from the previous reporting period. This is of critical importance since these three schools receive the large majority of Greenville Tech transfers. (Table 8)
- There was a decline in acceptances by USC-Columbia (from 69% in Fall 2003 to 61% Fall 2005) and more markedly by Winthrop (from 100% in Fall 2003 to 73% in Fall 2005). This situation bears investigation especially given that the percentage of acceptances from all technical colleges actually increased at these two institutions. (Table 8)

First-Time Transfers

- While Greenville Tech's number of transfers to public senior institutions in South Carolina remained identical to that of two years ago (278 enrollees), Greenville Tech no longer had the highest number of students of all technical colleges. Midlands enrolled the largest number at 358, followed by Trident Tech at 280 and Greenville at 278. (Table 9) Of course, this is not an accurate reflection of total transfers since it only tracks transfers to South Carolina public senior institutions. It may well be that Greenville Tech is sending larger numbers to private and out-of-state colleges. Midlands Tech was the only college that significantly increased its numbers and percentage of transfers to the South Carolina public colleges and universities.
- The majority of Greenville Tech first-time transfers are attending USC Upstate (47%), Clemson (19%), Lander (10%), and USC-Columbia (9%). Interestingly, the College of Charleston has eclipsed Winthrop for the fifth spot with 6% of GTC transfers enrolling there compared to only 4% at Winthrop. This percentage for the College of Charleston may be expected to increase as Greenville Tech develops its transfer certificate program with the College of Charleston. (Table 10)

- It is worth noting that Clemson's share of Greenville Tech transfers declined from 24% to 19% from Fall 2003 to Fall 2005. This is most probably the result of Clemson's tightening of academic standards and reduction in the overall number of transfers they accepted from the technical colleges (from 265 to 216). (Table 10 and previous report) It does not appear to be the result of Clemson accepting a larger percentage of transfers from other technical colleges to the detriment of GTC. Greenville Tech's percentage of the total technical college transfers Clemson accepted declined only slightly from 25% in Fall 2003 to 24% two years later. Tri-County saw a larger reduction of their share of Clemson transfers from 44% to 41% over the same two-year period. (Table 9 and previous report)
- USC Upstate's share of Greenville Tech transfers increased slightly from 45% to 47% over the two year reporting period. This may well be a reflection of the close working relationship between the two schools and the variety of undergraduate programs offered by USC Upstate at the University Center. (Table 10 and previous report)
- Despite the slight increase in USC Upstate's share of Greenville Tech's transfers, GTC continues to send transfer students to a wider variety of colleges than is true for most of the other technical colleges. While no senior institution received 50% or more of Greenville Tech's transfers, this was not the case for comparable technical colleges. Midlands sent 69% of their students to USC-Columbia and Trident enrolled 58% of theirs at the College of Charleston. This was also the case of mid-size technical colleges with Tri-County sending 69% to Clemson, Spartanburg 76% to USC Upstate, Horry-Georgetown enrolling 76% at Coastal Carolina, Piedmont sending 63% to Lander, and York 66% to Winthrop. This is not surprising since there is no public baccalaureate-level institution in Greenville County as there are in these other service areas. This does mean that Greenville Tech is charged with preparing its transfer students for a wider variety of destinations, which impacts curriculum, advising, etc. Florence-Darlington was the only mid-size college who sent a smaller percentage than GTC to one institution with only 44% to Francis Marion. Their percent declined considerably at Francis Marion and increased at Coastal Carolina. (Table 10)
- In Fall 2005 Greenville Tech sent more first-time transfers to USC Upstate than did any other technical college, accounting for 49% of their technical college transfers. Greenville Tech was second in numbers of transfers going to Clemson and Lander. Tri-County and Piedmont placed first respectively, which is not surprising given their proximity to the senior institutions. (Table 9)

Academic Progress of Transfers

Data provided by the senior institutions are so limited that little analysis is possible. However, the following conclusions are offered with caution.

- Greenville Tech transfers are successful when they transfer to public senior institutions in South Carolina. The average Fall 2005 GPAs of Greenville Tech first-time transfers were

2.0 or higher at each of the colleges providing data (with more than one GTC transfer student). In fact, at Lander and SC State the GTC transfers' average GPA was over 3.0. Since the data are aggregated both by hours transferred in, as well as demographics, it is impossible to know to what extent individual students may skew the averages. (Table 11)

- The average GPA of Greenville Tech first-time transfers in Fall 2005 was higher than that of native students at four of the eight senior institutions included in the analysis. At a fifth school, Coastal Carolina, the native students' GPA was only slightly higher than that of GTC transfers - .06. (Table 11)
- Though the native student GPA average at the College of Charleston remained higher than that of GTC transfers, the difference was smaller than two years ago. (Native students' average GPA was .65 higher than GTC transfers in Fall 2003 compared to only .24 Fall 2005.) (Table 11)
- Two years ago the average GPA of USC-Columbia native students was higher than that of GTC transfers. In Fall 2005 this was reversed with GTC transfers scoring slightly higher than USC native students. (Table 11)
- A comparison of Greenville Tech first-time transfer GPAs to native students suggests that Greenville Tech transfers have higher average GPAs than the native students as the number of credits increases. Table 12 analyzes the GPAs based on number of credit hours for the six colleges that receive the largest number of GTC transfers. Fall semester average GPAs of students with both 0 to 29 credit hours and 30 to 59 hours were lower for the Greenville Tech transfers than for the native students at three of the six colleges. However, among students with 60 or more credit hours Greenville Tech transfers achieved higher GPAs than those of the native students at three of the four colleges with transfers in this category. (Neither Winthrop nor College of Charleston had GTC transfers with 60 or more hours.) Clemson was the lone college where native students scored higher than GTC transfers with 60 or more hours. The difference there was larger than two years ago, which suggests investigation may be needed into the situation. (Table 12)
- The above observation suggests that Greenville Tech students should be encouraged to remain at the college until they have accumulated more credit hours, especially 60 or more. This conclusion was reached two years ago and led to an objective that marketing materials be developed to promote this.

OBJECTIVES/OUTCOMES/ACTION PLANS RESULTING FROM CURRENT STUDY

Follow-up activities include continual analysis of data and appropriate actions by college administration. Specific plans include:

- Work with Clemson to obtain information on students who transferred Fall 2005 in an effort to identify possible reasons for their lower GPAs compared to native population. Responsibility is assigned to the office of the Dean of Arts and Sciences.

- Work with Winthrop and USC-Columbia to explore reasons why acceptance of GTC transfers has declined at both senior colleges. Responsibility is assigned to the office of the Dean of Arts and Sciences.
- Identify a group of students in a Fall 2006 cohort to track through periodic meetings and communications in an effort to determine factors that may affect students' likelihood of transferring. Responsibility is assigned to the Dean of Arts and Sciences' Office.
- Review the current academic advising system to identify changes that could be made to encourage students to use their assigned advisers so that they will develop an ongoing relationship with their adviser. Literature suggests that such relationships may improve our students' academic success and transfer rates. Responsibility is assigned to the offices of the Vice Presidents for Student Services and Education.

