

October 2009



**2008-09 INSTITUTIONAL
EFFECTIVENESS REPORT**

--OFFICE OF QUALITY AND ASSESSMENT--



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REPORT

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INTRODUCTION

This report for Greenville Technical College (GTC) is in response to Section 59-104-650 (B)(1) of Act 629, passed by the South Carolina legislature in June 1988, which requires all institutions to submit an annual report on the assessment of institutional effectiveness to the South Carolina Commission on Higher Education. It states that “each institution of higher learning is responsible for maintaining a system to measure institutional effectiveness in accord with provision, procedures, and requirements developed by the Commission on Higher Education.”

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, *General Education*, *Procedures for Student Development*, *Academic Advising*, and *Library Resources and Services*, 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 two components in 2009.

- *Majors or Concentrations*
- *Library Resources and Services*

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

- *General Education – 2010*
- *Achievement of Students Transferring From Two- to Four-Year Institutions – 2010*
- *Procedures for Student Development – 2011*
- *Academic Advising – 2012*

In addition to the component reports, the report includes the tables that are required by Act 255 on programs eligible for accreditation and programs accredited and the results of licensure examinations.

As required by the South Carolina Commission on Higher Education, the 2009-10 Institutional Effectiveness report has been placed on the college’s web site.

2008-09 REPORT SUMMARIES

GENERAL EDUCATION

This component was reported on last in 2006. Based on the schedule of reporting, this component will be reported on next in 2010.

MAJORS OR CONCENTRATIONS

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the Academic Program Review (APR) 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 2008-2009 programs that were evaluated included: Administrative Office Technology (AOT), Criminal Justice (CRJ), Early Care and Education (ECE), Electronics Engineering Technology (EET), Geomatics Technology (GMT), Human Services (HUS), and Radiologic Technology (RAD).

Several trends were noted throughout the six programs. Strengths of most programs included: (1) revised curricula ensuring mastery of program competencies through a variety of instructional methods including technology and experiential learning; (2) comprehensive program competencies that are taught and reinforced extensively throughout the curricula, providing students the opportunity for mastery; (3) excellent reports from and maximum length of accreditation awarded by accrediting organizations; (4) supportive and actively involved advisory committees; (5) very good employment opportunities and graduate employment rates; (6) highly qualified and valued faculty who are engaged in numerous professional and community activities; (7) grant funding secured by program leadership and faculty; and (8) program faculty and leadership committed to student success by increasing options, providing flexibility and addressing various other student needs and concerns.

The listing below identifies a few trends in program recommendations for improvement and 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 and maintain equipment and software to ensure that the college is aligned with industry trends.
- Improve/enlarge facilities as needed in order to provide the optimum teaching and learning environment.
- Expand faculty recruitment efforts with respect to underrepresented populations.
- Ensure that syllabi comply with the college standard.
- Ensure that all students achieve competence in all of the college-wide competencies.

Resolution

Continue to purchase and update essential equipment and related supplies as budgets allow. Continue to seek grant funding and form industry partnerships.

The college will continue to prioritize facility needs and complete improvement projects as budgets allow.

Department heads and deans will continue to expand their recruiting efforts to broaden the faculty composition.

Department heads will work with their faculty to revise syllabi to ensure compliance with the college standard.

Departments will enhance their curricula by modifying their courses and working closely with the Arts and Sciences Division to ensure all competencies are achieved.

Programs evaluated in 2007-2008 have submitted follow-up reports. Problem areas have been resolved except in cases where staffing and major equipment purchases were not feasible due to financial constraints. The following modifications have been made. Departments have (1) revised syllabi for all delivery formats to be consistent with the college standard; (2) secured support by administrative assistants; (3) revised program competencies to align with current business/industry practice; and (4) increased advisory committee membership.

ACADEMIC ADVISING

This component was reported on last in 2008. Based on the schedule of reporting, this component will be reported next in 2012.

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

This component was reported on last in 2008. Based on the schedule of reporting, this component will be reported next in 2010.

PROCEDURES FOR STUDENT DEVELOPMENT

This component was reported on last in 2007. Based on the schedule of reporting, this component will be reported on next in 2011.

LIBRARY RESOURCES AND SERVICES

The Greenville Technical College Library serves a population of more than 15,000 students. The library has a staff of seven full-time, three of which are professional librarians, and two part-time employees. The library's collection consists of books, audiovisuals, periodicals, newspapers, and many online and electronic resources accessible via the library's [website](#).

In response to the objectives of the previous report, The PASCAL Delivers program was implemented in 2007 to provide students access to print-based knowledge shared among statewide participating academic institutions.

In assessing the library resources and services the college analyzes: library usage and collection development; student satisfaction ratings; and the APR process.

The assessment results from 2004 – 2007 show that the usage and collection development has experienced a major fundamental shift. The demand of online library resources is increasing, the results showed an increase of 3,373 patrons, creating a decline in patrons using the bricks-and-mortar library, a decrease of 23,453 patrons shown over the same period. The print collection has also decreased, due to the book budget during the same period, by 2,556 books.

The *Graduate Satisfaction Survey 2007* showed that students are pleased by a 97% approval rate with the services the library provides.

From 2004 – 2007 through the APR process the library was able to survey 24 associate degree programs. This process systematically reviewed the library collection and was updated by discarding older materials and submitting requests for new library materials and resources through the APR process. Twenty-five full-time instructors that went through the APR process received instruction in the availability and use of electronic library resources.

The following action plans resulting from the current assessment include:

- The library needs to add additional well-qualified librarians to the staff. It is essential to have an adequate number of librarians onboard to work effectively with students and faculty.
- The library's mission must be defined, recognized, and supported from the administrative level along with a commitment to its services. This mission must determine the role the library plays in learning and teaching.
- Continuous evaluation of collection needs, APRs, and working cooperatively with faculty to understand services the library provides.
- Implement a survey to assess the services provided by the library to help further define how we can better serve students and faculty.

The nature and scope of services the library provides continue to change and evolve. Technology has played a critical role in these changes as it enables the users to access information from anywhere at any time. The need for the library to look critically at the services it provides and have input and assistance from faculty continues to remain essential in defining

its role at the college. Shifts and changes in services and defining the most efficient way to provide needed service are vital to what the library provides. The focus of the services the library provides is essential as lifelong learning enables the student to meet the demands of writing, thinking, and becoming information literate.

MAJORS OR CONCENTRATIONS

Sara Foster
Assistant Director of Academic Services

DESCRIPTION OF COMPONENT

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the APR 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 2008-2009 academic year were:

- Administrative Office Technology (AOT)
- Criminal Justice (CRJ)
- Early Care and Education (ECE)
- Electronics Engineering Technology (EET)
- Geomatics Technology (GMT)
- Human Services (HUS)
- Radiologic Technology (RAD)

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

ASSESSMENT/INSTRUMENTS	MAJORS						
	AOT	CRJ	ECE	EET	GMT	HUS	RAD
Program Competencies	✓	✓	✓	✓	✓	✓	✓
Advisory Committee Evaluation	✓	✓	✓	✓	✓	✓	✓
Peer/External Review	✓	✓	✓	✓	✓	✓	✓
Course Syllabi	✓	✓	✓	✓	✓	✓	✓
Graduate Follow-Up	✓	✓	✓	✓	✓	✓	✓
Employer Evaluation	✓	✓	✓	✓	✓	✓	✓
Third Party Accreditation	✓			✓	✓		
Portfolio	✓	✓					✓
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 2007-2008 six programs were evaluated: Accounting (ACC), Architectural Engineering Technology (AET), Engineering Graphics Technology (EGT), Health Information Management (HIM), Management (MGT), and Supply Chain Management (SCM).

The following modifications have been made based on findings from the 2007-2008 APR follow-up report. Departments have (1) revised syllabi for all delivery formats to be consistent with the college standard; (2) secured support by administrative assistants; (3) revised program competencies to align with current business/industry practice; and (4) increased advisory committee membership.

DESCRIPTION OF CURRENT ASSESSMENT STUDY

The APR 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 and reaching consensus on 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, program faculty, and the division counselor. Members of the APR Committee include: the associate director of academic services, a curriculum representative, the director of quality and assessment, an arts and sciences faculty member, the instructional computing coordinator, the dean, the department head, two program 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

Administrative Office Technology (AOT)

The program has made well-considered revisions to the curriculum to improve student success, update technologies, provide flexible scheduling, and meet the needs of employers.

The program is commended for the racial diversity within the program, the involvement of its student organization (IAAP) in recruiting, and its efforts in recruiting students from its certificate programs.

The faculty make excellent use of instructional technologies to create effective learning experiences.

Program competencies are clearly defined and are addressed by multiple program courses.

The program has a strong, active Advisory Committee that has been helpful in identifying needed improvements and providing opportunities for the program.

The AOT program is accredited for maximum term by the Association of Collegiate and Business Schools and Programs (ACBSP).

Faculty members are exceptionally qualified by education and work experience.

Program leadership is seeking to increase compensation for adjuncts teaching CPT 101. Current compensation is below the average for adjuncts teaching comparable courses at other schools in the area.

Criminal Justice (CRJ)

The Advisory Committee has a very substantive and meaningful role with the program and the college.

The college has focused on the Advisory Committee's recommendations and has upgraded the program's facilities.

The program has an excellent faculty as evidenced by their credentials and wide variety of experiences.

The Key Items Report of the Student Evaluation of Instruction indicates with that over 90% of the students strongly agree that instructors and instruction are strengths of the program.

The program faculty have been very diligent in acquiring grant funds to enhance their program and instruction.

The faculty will increase focus on curriculum mapping the new program outcomes.

Syllabi are being re-written to meet the college standard.

Funds need to be secured to support participation in local, state, and national conferences to support professional development.

Early Care and Education (ECE)

The scope and sequence of the program provides students with multiple opportunities to learn and master competencies. Careful consideration was given to course sequencing, i.e., prerequisites. Each of the course's requirements/projects/assignments/etc. is mapped to program competencies ensuring that they are mastered.

The program competencies are clearly stated in measurable terms and they align with all of the standards and supportive skills prescribed by NAEYC. All of the competencies are mapped to the standards on the NAEYC checklist.

College-wide competencies are taught and reinforced consistently throughout the program as demonstrated in the multiple assignments and projects that students must produce in all courses.

Syllabi for this program are exemplary. They are thorough, complete, and specific. In addition to covering all of the required information, they also include NAEYC standards.

The program leadership and faculty have been active in their marketing efforts and extremely responsive to student and employer needs especially in the areas of scheduling.

The program is rich in experiential learning. Labs require the use of many performance-based assessments. Rubrics which are aligned to the NAEYC standards are used in each course.

The graduate employment rate exceeds that of the division and the college in all of the five years reviewed.

The Advisory Committee is actively involved. Members include a cross section of local employers that provide valuable input in terms of the curriculum. Also, they donate resources and help pay for conferences.

Faculty meet credentials at the highest level.

Students achieve high success rates as they progress through the program and student satisfaction with faculty exceeds that of their division and the college.

The program has outgrown its facilities. They lack sufficient lab space, instructional technology, and an adjunct faculty work area.

Electronics Engineering Technology (EET)

The curriculum incorporates both written and oral reports into the requirements of most courses.

Instructional technology is incorporated throughout the curriculum to create interactive, multi-media learning experiences.

The faculty is well qualified by their educational background, work experience, and teaching experience.

Student satisfaction ratings meet or exceed those for the division and college.

Program faculty and leadership secured funding to update equipment.

Syllabi are being re-written to meet the college standard.

The department leadership will update the curriculum in terms of its capstone and senior project courses.

The program lacks consistent funding in the budget to maintain current equipment and to make sure that the equipment and software are current.

Geomatics Technology (GMT)

The GMT program is the only program in Engineering Technology that has published road map for its evening students. The department adheres to the published schedule, which results in the ability to offer the courses consistently in the evening and insuring that students may complete the program in a timely manner.

Program competencies are introduced, reinforced, and mastered in a variety of courses throughout the curriculum, culminating in a capstone course.

Program faculty are commended for and encouraged to expand flexible scheduling (hybrid and online courses).

GMT graduate employment and continuation of education rates were significantly higher than the college average.

The program's Advisory Committee is strong and active. It assists the college in identifying potential adjunct faculty, screening new faculty. Committee is responsive to any needs within the department.

The credentials and experience of the GMT faculty are outstanding. They are well qualified by education and work experience. Fifty percent of faculty are female in a traditionally male-career field.

Data show students achieve academic success at a statistically significant rate.

The department has done an excellent job of obtaining and utilizing grant funds to build and maintain the program. Acquisition of grant funds resulted in 22 scholarships.

Curriculum changes are in the works to ensure that College-wide Competency #8, "Demonstrate an awareness and understanding of various cultures." is addressed.

Syllabi will be edited to ensure that all information is current and correct and that outcomes are written in behavioral terms.

Human Services (HUS)

The department is actively involved in several recruitment and retention activities, i.e., the HUS Honors Program, the study abroad program, and student organizations.

Program faculty have recruited and retained a diverse student population.

The college-wide competencies are taught and reinforced throughout the entire curriculum.

The faculty have thoroughly integrated effective instructional technology throughout the curriculum.

Advisory committee members actively support the program as evidenced by placement of students in their agencies, both as students and as graduates, and their involvement in curriculum development.

The program has excellent relationships with senior institutions. Articulation agreements exist with several local colleges and universities enabling graduates to transfer to baccalaureate programs.

Faculty are well qualified by education and work experience. They bring diverse experiences to the classroom.

Students assigned high ratings throughout the past five years examined. Students in this program report higher satisfaction than the general college population.

The department operates in a very cost-effective manner.

Program competencies are being edited to be expressed in measurable terms ensuring that outcomes will be measured accurately and consistently.

Syllabi will be edited to ensure that they are consistent across delivery methods and the department as a whole.

Radiologic Technology (RAD)

The department has done an excellent job at evaluating the curriculum over the past five years, made changes that have improved the program and the learning process, and reduced the credit hours from 92 to 89. Concept mapping, problem-based learning, digital technology, and simulation have been added to the curriculum.

The department has done an excellent job designing the program to ensure that students are exposed to real world experiences through numerous hours of clinical rotations utilizing a wide variety of sites which allow students to develop their skills in very diverse settings. Coursework and clinical experiences thoroughly prepare students to enter the workforce and to sit for the national certification exam.

The program has a diverse student population that closely reflects the population of Greenville County.

College-wide competencies are well supported in RAD courses as well as the required general education courses.

The department has integrated research and writing assignments into the curriculum, which has required students to utilize a variety of resources including various databases. Students are encouraged to develop research skills that they can utilize if they continue their education. Library resources have been updated to support these initiatives.

The department has done an excellent job integrating a variety of instructional technology into the curriculum including WebCT, Campus Cruiser, digital imaging, airliner, and smart classroom technology.

Graduates of the program have very good registry scores, which supports the successful completion of the departmental learning outcomes.

The program continues to receive very good graduate and employer ratings.

One hundred percent of the graduates of the RAD program have indicated that they are employed in the field or that they are continuing their education.

The department has a very active and proactive Advisory Committee who has made many contributions to the program.

The department is commended for receiving the maximum JRCERT accreditation award, eight years, with no recommendations.

The program has excellent student success rates for program courses.

Syllabi are being edited to ensure that all information is correct and current and that all course objectives are written in measureable terms.

Due to the lack of applicants, the department does not have a diverse faculty.

SUMMARY RESULTS/INTERPRETATION

There were several trends noted throughout the seven programs reviewed this past year. Strengths of most programs included:

- Revised curricula ensuring mastery of program competencies through a variety of instructional methods including technology and experiential learning;
- comprehensive program competencies that are taught and reinforced extensively throughout the curricula, providing students the opportunity for mastery;
- excellent reports from and maximum length of accreditation awarded by accrediting organizations;
- supportive and actively involved advisory committees;
- very good employment opportunities and graduate employment rates;
- highly qualified and valued faculty who are engaged in numerous professional and community activities;
- grant funding secured by program leadership and faculty; and
- program faculty and leadership committed to student success by increasing options, providing flexibility and addressing various other students needs and concerns.

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;
- expanding faculty recruitment efforts with respect to underrepresented populations;
- ensuring that all students achieve competence in all college-wide competencies; and
- revising syllabi to be consistent with the college standard.

LIBRARY RESOURCES AND SERVICES

Doris Jones
Interim Library Director

DESCRIPTION OF COMPONENT:

The Greenville Technical College Library serves a population of more than 15,000 students. The library has a staff of seven full-time and two part-time employees. Three of the full-time staff are professional librarians. The library's collection consists of books, audiovisuals, periodicals, newspapers, and many online and electronic resources accessible via the library's [website](#). The library provides 26 computers and has a seating capacity of 242.

Services provided by the library include online and face-to-face reference and research assistance, interlibrary loan, and acquisition and processing of materials; resources include circulating materials, online databases, and reserve materials.

The information below summarizes some of the activities/services for the past four years:

Average Weekly Statistics	2004-05	2005-06	2006-07	2007-08
Number of Information Literacy presentations	2.6	4	3.6	3.9
Number of students attending presentations	64	76	83	97

Interlibrary Loans	2004-05	2005-06	2006-07	2007-08
To other libraries	463	523	254	491
From other libraries	325	784	533	512

*Pascal Delivers	2004-05	2005-06	2006-07	2007-08
To other libraries	n/a	n/a	n/a	198
From other libraries	n/a	n/a	n/a	96

Data from *S.C. Colleges and Universities Annual Library Statistics Report*

*PASCAL Delivers is a statewide universal borrowing service for participating academic institutions. This service supports interlibrary loans.

ACHIEVEMENT OF PREVIOUS OBJECTIVE/ACTION PLANS:

During the past four years, 24 associate degree programs were surveyed through the college APR process. Meetings with department heads and other faculty provided an opportunity for reviewing collections and identifying library resources/material needs. This process included systematically reviewing and discarding older materials and submitting requests for new library materials and resources. The library director shared information with department heads on other services the library provides which may prove beneficial to students and their academic success. The library's website and information literacy principles are designed to help students learn how to access and locate library resources for research and information. The website also supports the academic, professional, and personal information needs of all students and faculty.

Moreover, the library offers information literacy presentations and the number of presentations increased steadily from 125 in 2004 to 190 in 2007. Faculty is encouraged to incorporate and include information literacy in their curricula. In the past four years the budget allocated for book purchases remained constant at \$84,900; however, during 2007-2008 the budget was reduced by approximately 5% to \$80,000. Due to stagnate, as well as reduced, budget resources, fewer books and library resources have been purchased and many academic programs submitting requests for purchases have been denied.

Databases and other electronic resources continue to play an integral role in the services we provide. Electronic journals and web-based technologies are essential in providing access to specific types of information. The need to provide information anywhere and at any time continues to define service delivery required to meet the needs of students and faculty. Much of the literature today suggests that students view the library differently now than in the past. The traditional role of the library must change as well as its services. Technology changes often and it is the responsibility of the library to understand and incorporate these changes in products and services.

Interlibrary loan and PASCAL Delivers services continue to increase as books and materials are borrowed and loaned to other libraries. Since the implementation in 2007 of PASCAL Delivers, requests for books from other libraries continue to increase from this book delivery service. Through this rapid book delivery service, students have access to print-based knowledge shared among all statewide participating academic institutions in a fraction of the time that it used to take. Approximately 42 of the 48 colleges and universities in South Carolina participate and are active users of this service.

The chart below demonstrates change in circulation of books and materials, the number of students using the bricks and mortar library, and the impact of adding NetLibrary titles to the online collection. Each year additional books have been purchased for this collection.

Yearly Statistics	2004-05	2005-06	2006-07	2007-08
Circulation	14,867	11,746	8,781	7,881
Titles added	2,406	2,134	1,960	2,097
Titles withdrawn	1,292	2,756	3,217	1,146
Patrons using the bricks-and mortar library	77,186	65,796	56,666	53,733
NetLibrary	4,286	6,025	7,030	7,659

Data from S.C. Colleges and Universities Annual Library Statistics Report

NetLibrary is a comprehensive collection of online books designed to support academic programs. Currently, the library provides more than 62,000 books in this collection. Students may read, browse, print, and maintain access to a title for a limited time.

The library has purchased eight online book collections thus far and recognizes the importance of this collection. It has grown steadily as well as increased in usage. The number of titles accessed by students has increased from 3,500 (2004) to 10,000 (2007). The online book collection played a critical role in students visiting the library to check out books and materials. We anticipate this trend to continue in the future. Other online book collections will be available

for students to use. The library provides easy access to online books required for research assignments/papers.

The number of books added and withdrawn from the collection indicates that old outdated materials are being discarded and new materials added. As more associate degrees are offered at the college, library resources and services will experience additional changes to provide resources for library users. Technology will continue to define accessibility of library resources and services.

DESCRIPTION OF CURRENT ASSESSMENT STUDY/MAJOR AREAS OF ASSESSMENT STUDY:

- Library usage and collection development
- Student satisfaction determined from the *Graduate Satisfaction Survey 2007*
- APR process

Library usage and collection development have experienced a major fundamental shift. Because of access to and availability of library resources online and a desire to meet the demand of students in this global economy, the library staff recognized the need to acquire information through online databases and web-based technologies. Decline in circulation count and patrons using the bricks-and-mortar library clearly support this change. This change is occurring in libraries everywhere and for many of the same reasons. Continual use of online book collections again reinforces the idea that libraries must provide specific electronic resources which are the most efficient methods of service delivery to meet the needs of students and faculty.

The *Graduate Satisfaction Survey 2007* clearly shows that students are satisfied with services provided by the library; in fact, the library received a 97% approval rate. The library staff continues to address research and informational needs of GTC's students. Even though the library has a limited number of professional librarians, students have been satisfied with our services. A new library survey will be implemented Fall 2009 to help further assess the services we provide and define how we can better serve students and faculty.

The APR process for associate academic programs allows faculty to play an integral role in determining library resources needed in the collection as well as improvement of services. Inventory of the library's collection and upgrades are maintained by SIRSI (the Integrated Library System which provide products to improve library services). Communication and collaboration with faculty is critical to identify weaknesses and to address the overall collection needs of academic programs.

Collection development is a process designed to acquire, evaluate, and deselect materials and resources in response to the needs of its users. This process allows room for change and innovation in building and maintaining a collection which supports the mission of the college and its programs. The library serves the informational, educational, cultural and lifelong learning needs of its students and faculty. Guidelines are established in the collection development policy to ensure that the library subscribes to and adheres to principles established through collection development policy which addresses the academic needs of students and faculty.

Online databases/electronic resources provide students and faculty access to journals, magazines, newspaper articles, and multimedia. Databases are excellent resources that allow students to perform research with specific tools designed to assist them. Access to these electronic resources allows the students flexibility to work on assignments and use resources at their convenience. Journal locators such as EBSCO A-Z allow students and faculty access to e-journals in full text databases with ease and accessibility. Currently, the library provides 70+ databases which support specific associate degree programs. Other electronic resources, including electronic print subscriptions, are available through the library's website.

Electronic resources continue to improve and provide tools to meet the research needs of students and allow them the ability to become critical thinkers through their use and this process. Traditional and online distance education students all benefit from library resources available through our website.

MAJOR FINDINGS:

The library continues to play an integral role in supporting the mission of the college. Information literacy is essential to the success of students, and it is part of the library's responsibility to help students understand and apply information literacy which facilitates critical thinking skills as they apply them to their academic and professional lives.

The print collection has declined from 59,287 in 2004 to 56,731 in 2007. A decline has occurred in the book budget during 2007-08. Statistics prove that the number of students actually visiting the library has diminished, and this trend is expected to continue. Again, electronic resources provide a viable option, as students can locate sources through the website at their convenience. Lifelong learning skills enriched by the library's services enable students to achieve success in their personal and professional lives past their academic success.

NetLibrary will continue to provide access to online books and other subject electronic book collections to students. Currently the library has more electronic online books (62,000) than actual printed copies of books (56,731).

Interlibrary Loan (ILL) requests have increased from 788 in 2004 to 1,291 in 2007. The need for printed materials will continue as the goal and mission of the library and college is continuously assessed for on-going improvement. PASCAL Delivers has had a positive impact on ILL, as we anticipate the number of books requested to more than double its usage for 2008-09.

The number of Library Information Literacy presentations grew from 125 (2004) to 190 (2007). These presentations are designed to introduce students to principles of information literacy in the pursuit of knowledge in all academic disciplines, requiring students to think critically and acquire lifelong learning skills. More than half of the departments who participated in the APR process requested Information Literacy Instruction presentations for their students. Students learn independent thinking through the study of information literacy as well as through the process of acquiring, obtaining, and evaluating information. Lifelong learning principles continue to be an important role in ensuring students' success in life.

OBJECTIVES/OUTCOMES/ACTION PLANS RESULTING FROM CURRENT STUDY:

In an effort to increase awareness of library services and resources, faculty will continue to be informed of new web-based technologies and services as they are developed. The library director will continue to provide faculty with trial previews for purchase consideration, emails, phone calls, etc. to communicate new library purchases including electronic resources.

The library continues to support all academic programs through individual and departmental meetings, Information Literacy presentations, useful materials, handouts, and communication with faculty in an effort to address and provide essential library resources and services. Faculty are encouraged to become active participants in developing the collection, placing items on reserve, submitting suggested purchase forms, adding electronic and paper periodical subscriptions, and ensuring that much needed library materials are available to students.

Library services are provided and resources purchased to support all academic programs at the college. The library's website allows instructors the ability to submit suggested purchases to the library as well as contact the library via email or by phone.

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

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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG) -Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X(6) AET CET EET EGT GMT MET	X(6) AET CET EET EGT GMT MET				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
ACCREDITATION REVIEW COMMISSION ON EDUCATION for the PHYSICIAN ASSISTANT (ARC - PA)						
Physician Assistant						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
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AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Master's and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management	X(1) CUL	X(1) CUL				
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)	X(1) EDD	X(1) EDD				
Dental Hygiene (DH)	X(1) DHG	X(1) DHG				
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)	X(1) OTA	X(1) OTA				
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant	X(1) PTA	X(1) PTA				
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
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Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
Veterinary Technology – Programs leading to the Associate’s degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X(7) ACC AOT CPT CUL MGT MKT MMT	X(7) ACC AOT CPT CUL MGT MKT MMT				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)	X(1) DMS	X(1) DMS				
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)	X(1) EMT	X(1) EMT				
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)						
Medical Records Administrator (MRA)	X(1) HIM	X(1)* HIM				
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)	X(1) RES	X(1) RES				
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X(1) SUR	X(1) SUR				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
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COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X(1) RAD	X(1) RAD				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
MONTESSORI ACCREDITING COUNCIL for TEACHER EDUCATION (MACTE)						
Montessori Teacher Education Programs.						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree	X(1) MLT	X(1) MLT				

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
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Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
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NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X(1) LPN	X(1)** LPN				
Nursing (ADNUR) - Associate degree programs	X(1) NUR	X(1)** NUR				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

27 27

This information to be used for performance indicator 3D

* Greenville Tech's Health Information Management program is accredited by Health Information Technician (formerly Medical Records Technician), an area of the Commission on Accreditation of Allied Health Education Programs, that accredits associate degree programs. Health Information Administrator (formerly Medical Records Administrator) accredits baccalaureate programs.

** National League for Nursing Accrediting Commission (NLNAC)

RESULTS OF PROFESSIONAL EXAMINATIONS

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

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

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2008 through March 31, 2009**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

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

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
TECHNICAL SECTOR					
Aircraft Maintenance – Airframe	1/09-3/09	2	2	2	100
	10/08-12/08	0	0	0	N/A
	7/08-9/08	0	0	0	N/A
	4/08-6/08	0	0	0	N/A
Aircraft Maintenance – General	1/09-3/09	1	1	1	100
	10/08-12/08	0	0	0	N/A
	7/08-9/08	2	2	2	100
	4/08-6/08	0	0	0	N/A
Aircraft Maintenance – Powerplant	1/09-3/09	0	0	0	N/A
	10/08-12/08	0	0	0	N/A
	7/08-9/08	0	0	0	N/A
	4/08-6/08	0	0	0	N/A
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	4/08-3/09	21	17	14	82.4
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)	4/08-3/09	29	25	22	88.0
Clinical Laboratory Technician, NCA					
Cosmetology Exam	4/08-3/09	6	6	6	100

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
Emergency Medical Technician – NREMT Basic	4/08-3/09	36	36	25	69.4
Emergency Medical Technician – NREMT Intermediate	4/08-3/09	32	32	22	68.8
Emergency Medical Technician – NREMT Paramedic	4/08-3/09	19	19	13	68.4
Medical Laboratory Technician, ASCP	10/08-12/08	3	2	2	100
	7/08-9/08	7	7	6	85.7
	4/08-6/08	3	3	3	100
National Bd. for Dental Hygiene Examination	3/09	23	23	23	100
	12/08	6	6	5	83.3
National Council Licensure Exam. (NCLEX) - Practical Nurse	1/09-3/09	11	11	10	90.9
	10/08-12/08	7	7	7	100
	7/08-9/08	13	12	12	100
	4/08-6/08	21	21	21	100
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	1/09-3/09	63	56	53	94.6
	10/08-12/08	54	48	43	89.6
	7/08-9/08	58	41	36	87.8
	4/08-6/08	66	52	44	84.6
National Physical Therapist Assistant Licensing Exam. (PTA)	4/08-3/09	72	67	60	89.6
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	5/08-7/08	26	26	26	100
Registered Health Information Technician	4/08-3/09	9	9	8	88.9
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	4/08-3/09	22	12	4	33.3
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	4/08-3/09	14	12	7	58.3
SRTA Regional Exam. for Dental Hygienists	4/08-3/09	23	22	22	100
Surgical Technologist National Certifying Examination	4/08-3/09	26	26	18	69.2
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					