

Williamsburg Technical College

(2003)

Introduction:

As required by the South Carolina General Assembly and the South Carolina commission on Higher Education's Effectiveness Program, Section 101-350 (formally known as ACT 255), and the requirements of section 59-103-30 through 45 (formally known as ACT 359), Williamsburg Technical College submits reports on the following components according to staggered matrix developed by the State Board for Technical and Comprehensive Education: Majors or Concentrations, Development Programs/Entry Level Skills, Two to Four Year Transfer, Retention and Attrition, Minority Student and Faculty Access and Equity.

1. Majors or Concentrations

Williamsburg Technical College assesses specific majors on a five-year cycle through Program Evaluation process. The following programs were reviewed during 2002-2003; Associate of Arts, Associate of Science and Cosmetology. The effectiveness of programs is assessed by program review, surveys of students, and employers and advisory committee recommendations. Examples of factors examined include enrollment, retention, placement, number of graduates, and student satisfaction.

§ Associate of Arts

The Associate of Arts degree program is designed to prepare students to either seek employment in specific areas or to further their education at a four-year institution to seek a BA degree. In corporation with four-year institutions in South Carolina and CHE, Williamsburg Technical College has developed the associate degree programs with transferable courses. The average number of students in this program over the last four years averages about 57 students. Many of these students transfer to four-year institutions without finishing their program at WTC. The average number of graduates for AA program is 6 over the last three years (Program Evaluation Survey and Graduate Survey).

§ Associate of Sciences

The Associate of Science degree program is designed for preparation of students in professional careers and to go forward to seek BS degrees at four-year institutions with an emphasis in the sciences. We have found that many Pre-nursing students switch to this program to obtain a degree and then move forward to seeking a nursing degree. The AS program has averaged 48 students over the past four years. The average number of graduates in this program is 4 (2000-2003) as shown by Graduate Surveys and Program Evaluation Surveys.

Keeping track on how students from AA/AS programs do at the next level has shown some positive trends for WTC. From the data we are able to collect, we see that these students generally maintain a GPA either on the same level as the native population or slightly better. Responses from these students (Alumni Survey) have shown that they feel very satisfied (65%) to satisfied (23%) with their preparation from WTC to compete at the four-year institution.

§ Cosmetology

Since the last reporting, the Cosmetology program has undergone a personal change. With this change came some transition time which was difficult. The search for qualified instructors took more time than first thought. Because of this, the program suffered some tough times. The past three years has shown some marked improvement and progressed.

The graduation rate has averaged 9 graduates per year (2000-2003). The Program Evaluation indicates this during that time period. The average number of students enrolled in this diploma program during the same 2000-2003 periods has remained constant at 56 per semester, based on enrollment figures.

Student satisfaction of the courses and the program has maintained high marks. Typical is the spring, 2003 Student Opinion Survey and the Faculty-Student Survey where 83% of the students were very satisfied and satisfied with the courses and program.

2. Developmental Programs/Entry-level Skills

Every student entering WTC takes the ASSET or COMPASS test to determine if they are prepared for curriculum courses. This assessment measures a students' proficiency in reading, mathematics, algebra and English. When the assessment scores reveal a deficiency in one or more of the areas, the student is referred to the DE advisor for enrollment in the appropriate developmental course or courses.

The prefix numbers for development are 031 to 032. Once successfully completing this sequence, they then move on to the curriculum course in those areas needed to complete their program of studies.

The assessment and placement report is compiled and analyzed annually indicating the number and percentages of entry students lacking entry-level skills in each defined area. A review of skills required for program advancement is conducted annually by the Curriculum Committee to adjust minimal scores needed for advancement.

Student Opinion Surveys over the last three years show 76 percent strong satisfaction to satisfaction with the developmental courses in preparing the students for curriculum courses. Also, results from success rates for students moving from the developmental courses to curriculum courses show a 75 percent rate in the curriculum courses. The Staff and Faculty survey during the spring, 2003 period shows that the staff sees the learning laboratories (developmental courses) adequately help (61%) the students in their college careers. In the same survey, 62% felt that the students were adequately tested for courses that the student needed to improve.

3. Two to Four Year Transfer

This area was covered by the 2002 report.

4. Retention and Attrition

Williamsburg Technical College is aware of the need to foster the success of its students, however, the college does not employ a retention specialist. However, Retention is considered a total staff endeavor, especially the faculty. Good retention practices are encouraged for all faculty and staff as they perform their major duties.

The Student Opinion Survey is done each spring and shows a 1997-2003 response from returning students to be 83% student type in identifying themselves. During that same (1997-2002) period, registration indicated students responding as returning students at 76 percent. There is also an indication that student responding as returning type of students have graduate in one program and continuing their education in another program (approximately 15-20 percent).

5. Minority Student and Faculty Access and Equity

The Commission on Higher Education prepares this component.