

Williamsburg Technical College

Institutional Effectiveness Summary Report July 2008

Introduction

Williamsburg Technical College is a public, two-year college which grants associate degrees, diplomas, certificates, and continuing education units. Its purpose is two-fold: to provide quality, affordable, and accessible opportunities for students to acquire the knowledge and skills to achieve their educational goals and to provide a fiscally, administratively, and academically sound and supportive environment in which these educational goals may be achieved.

Williamsburg Technical College is committed to serving every citizen, business, industry, and organization in Williamsburg County. While no two educational and training needs may be the same, we strive to meet all needs, no matter how short or long term; basic or advanced; or low or high tech based. We are here to enhance the economic development of Williamsburg County.

Full and Interim Reports 2008

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 a staggered matrix developed by the State Board for Technical and Comprehensive Education. The 2008 Reports include: Academic Advising, Majors or Concentrations, Success of Transfer Students, and Commitment to Providing a Technologically Skilled Workforce.

Academic Advising

Williamsburg Technical College facilitates student advisement through a combination of methods, but the overall goal remains the same: guiding first-time students and supporting continuing students in their academic choices.

The academic advising section of the Williamsburg Technical College *Catalog* notes that each student in a degree, diploma, or certificate program plans a program of study with the assistance of a faculty advisor. Each student is assigned to an advisor

at his/her first registration. Students are placed in entry-level courses commensurate with their abilities. For example, students who do not demonstrate sufficient preparation to enter college-level courses are placed in developmental courses and are advised by the developmental director until they have achieved required competencies.

To guide both advisors and students, there is a suggested sequence of courses outlined in the college *Catalog* for each degree, diploma, or certificate program. To further assist faculty in offering sound advice, there is a section in the *Faculty Handbook* regarding academic advising.

Advisors are evaluated by the Student Opinion Survey, and advising is incorporated within their annual Faculty Performance Management System review. Survey results continue to indicate a high degree of student satisfaction with the availability of advisors and the advisement process, with results remaining in the 90 – 95 % *satisfied to very satisfied* categories. A “point of service” card offers an additional rating method. Each student is given a card with the advisor’s name written on it. The student rates the service received from his/her advisor and returns the card to a drop box.

As a result of the regular review and evaluation of this process and in response to the changing requirements of today’s academic environment, students use WebAdvisor to provide on-line, real-time access to program evaluation models, unofficial transcripts, and grade reports.

Majors or Concentrations

Williamsburg Technical College assesses specific majors on a five-year cycle through a Program Evaluation process. The effectiveness of programs is assessed by program reviews, surveys of students and employers, and by advisory committee recommendations. Factors examined include enrollment, retention, placement, number of graduates, and student satisfaction. The following programs were reviewed during 2007-2008: General Business Technology and Cosmetology.

General Business Technology

The Associate of General Business degree program is designed to prepare students to seek jobs in various fields of business. Since success in the business world requires general knowledge as well as experience with changing technologies, the curriculum requires courses in General Education, humanities, economics, and computer technology. Job opportunities include marketing, finance, accounting, personnel, banking, information management, and related fields.

In response to local business and industry needs, the General Business Degree Program was expanded to include an alternative program track, General Business-Computer Resource Management, which incorporates the State core program requirements for both General Business and Computer Technology. Over the last three years the average number of graduates for General Business has been 9 students per year. Based upon responses to the graduate surveys, the General Business Technology program had a 100 percent placement rate for 2007-08.

All the programs falling under the General Business umbrella have been nationally and internationally accredited by ACBSP (Association of Collegiate Business Schools and Programs) since 1998. This accreditation reflects properly certified instructors and acceptable class loading along with sufficient administrative and financial support. Williamsburg Technical College was approved for an initial 7-year period and has been renewed without reservation since that time. The General Business Department has just completed the ACBSP Reaffirmation Self-Study Report and is planning for the ACBSP reaffirmation site visit in October.

On student surveys, students continually express satisfaction with the courses they have completed and with their advisors. One hundred percent (100%) of the respondents agreed or strongly agreed that the instructors knew the subject matter being taught, presented the subject in a practical, understandable way, communicated on a student's level when explaining new concepts, and were willing to listen when students had problems in the course. Employers responding to WTC employer surveys report satisfaction with the WTC graduates hired.

In spite of the impressive ratings from students and graduates, advisors of the General Business program have sought to further improve the program by heeding advice from the Business Advisory Committee, a group of community business and industry leaders who meet at least annually to review the courses and procedures and to make suggestions. As a result of these annual reviews, the college has strengthened the math requirement and installed two "Smart" classrooms for course delivery. In addition, student computer labs are constantly upgraded to the latest software versions and provide wireless Internet connections.

Cosmetology

The Cosmetology curriculum is designed to provide competency-based knowledge and hands-on experience in the fundamentals associated with the cosmetology industry. Graduates of the Diploma in Cosmetology program are prepared to qualify on the South Carolina Board of Cosmetology licensure examinations.

The average number of students enrolled in this diploma program during the same period (2005-2007) has remained constant at 26-30 per semester. According to the Program Evaluation Reports, the graduation rate has averaged 6 graduates per

year (2005-2007) with 100% of the graduates securing employment after graduation. Over the past four years, 93 percent of the cosmetology graduates have successfully completed the South Carolina Board of Cosmetology examinations for licensure on their first attempt.

Student satisfaction with the courses and the program has maintained high marks. For example, the fall 2007 Student Opinion Survey and the Faculty-Student Survey showed 97% of the students very satisfied both with their individual courses and overall program. Students continually express satisfaction with their instructors. One hundred percent (100%) of the respondents agreed or strongly agreed that the instructors knew the subject matter being taught, presented the subject in a practical, understandable way, communicated on a student's level when explaining new concepts, and were willing to listen when students had problems in the course.

WTC's Cosmetology students recently participated in the "Hair Etc. 2008 Student Competition" in Charleston where they won first and second place in three out of four categories – a total of six trophies. Categories won by Williamsburg Technical College students included *fashionable total look*, *bridal category*, and *majestic make-up*. Winning students will be featured in the spring 2009 issue of "Hair Etc. Beauty and Health Magazine."

Success of Transfer Students

Williamsburg Technical College had a total of 36 students to apply for admission to a South Carolina state-supported four-year college or university in the fall of 2007. Of these 36 students, 77.8% were accepted, 5.6% were rejected, and 16.7% failed to complete the application process. Of the 28 students accepted, 20 actually enrolled.

In reviewing the performance of transfer students from Williamsburg Technical College to one of the state's four-year colleges or universities, data was collected on the GPA's of WTC students and those of native students at the four-year colleges or universities. At SC State University, the average GPA of the six transfer students from WTC was below that of the native student population by .47. Of the thirteen students enrolling at Francis Marion University, the eight students taking between 30 & 59 credit hours had an average GPA that was below the average GPA of the native students by only .39. The remaining six students transferring to Francis Marion University had an average GPA that was 1.92 below the average GPA of the native students. The one Williamsburg Technical College student that transferred to Clemson University had an average GPA that was only .19 below the average GPA of the native students.

In prior years the performance rate, based upon average GPAs of WTC transfer students transferring to state supported four-year colleges or universities, was equal or slightly below that of native students.

Commitment to Providing a Technologically Skilled Workforce

Williamsburg Technical College is committed to ensuring that academic programs support the economic development needs in the State by providing a technologically skilled workforce. From its mission statement to its strategic plan to its policies and procedures, Williamsburg Technical College has consistently incorporated support for and alignment with local business and industry in the development and enhancement of the technological skill level of the workforce in Williamsburg County.

Local business/industry leaders are involved in all aspects: academic program identification, development, and review. Williamsburg Technical College utilizes periodic county-wide business/industry surveys to identify training needs, solicit graduate performance ratings, and adjust technology requirements. Through academic advisory committees, DACUMs, and curriculum development workshops, local business/industry leaders work directly with the Dean of Instruction, department heads, and faculty in defining and continually assessing workforce competencies and skill levels essential to meeting industry standards.

Williamsburg Technical College has committed its resources to providing a technologically enhanced environment for training the workforce in Williamsburg County. This is evident in smart classrooms, an enhanced distance learning classroom, state-of-the-art computer labs, programmable logic robotics for welding and machine tool shops, and wireless internet connections in all areas of the college. Assisted by industry donations and grants, the industrial technology labs provide students the opportunity to gain practical experience with industry standard machinery.

Williamsburg Technical College in conjunction with readySC™ provides pre-employment training for new and existing local business and industry. These training classes are customized and developed to meet both the specific job competency and technology skill level identified by the individual employer.

In addition to efforts focused at training the adult population of Williamsburg County, Williamsburg Technical College, in partnership with the Tech-Prep Program, provides an outreach program targeted at the youth of Williamsburg County. Technologically gifted county 8th graders, accompanied by a parent, can attend the WTC Techno-Camp. Eighth graders recommended by their school guidance counselors participate in mini courses from two areas: Auto Mechanics, Cosmetology, Nail Technology, Machine Tool Technology, Welding, Robotics, Nursing, or Criminal Justice. Hands-on activities provide campers and parents with direct technological experience.

INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2008

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

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

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

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

Institution:

Williamsburg Technical College

Please type institution name in box.

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

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

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

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

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

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

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

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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs						
Nursing (ADNUR) - Associate degree programs						
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

 1 **1**
THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

Williamsburg Technical College

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

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

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

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

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

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

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

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

Institution:

Williamsburg Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS

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

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

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

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

Praxis exams are reported separately in the following table.

Please note that Praxis results are reported on all test-takers. Other exams are reported on first-time test-takers.

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

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

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Cosmetology Exam	4/07, 5/07 6/07, 7/07 9/07, 10/07 11/07, 12/07 1/08	13	12	11	91.67%
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	9/2007 10/2007	9	9	9	100%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)					
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry					
SRTA Regional Exam. for Dental Hygienists					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					