

Williamsburg Technical College

Institutional Effectiveness Summary Report July 2006

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 2006

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 2006 Reports include: General Education, Majors or Concentrations, Success of Transfer Students, and Providing a Technologically Skilled Workforce.

General Education

General Education at Williamsburg Technical College is included in each associate degree and diploma program and selected certificate programs. The assessed general education core of associate degrees consists of oral and written communication, mathematics, computer literacy, and reading comprehension. Williamsburg Technical College subscribes to the belief that general education should provide a foundation on which a student builds an understanding for lifelong learning through effective communication, quantitative and qualitative problem solving, technical competence, and an appreciation of the arts.

Each associate degree program requires a common set of general education courses addressing the five assessed areas of general education. These courses and the assessed areas are as follows:

<u>Required Course</u>	<u>Assessed Gen Ed Area</u>
SPC-205 (Public Speaking)	Oral Communication
ENG-101 (English Composition I)	Written Communication
CPT-101 (Introduction to Computers)	Computer Literacy
COL-101 (College Orientation)	Reading
MAT-110 (College Algebra)	Mathematics
Or	
MAT-102 (Intermediate Algebra)	
Or	
MAT-101 (Beginning Algebra)	
Or	
MAT-155 (Contemporary Math)	

(Math requirements vary according to various associate degree programs.)

Assessment measures of the general education outcomes included academic program reviews, surveys of students/alumni, entry/exit testing and advisory committee input. Findings indicate that the majority of students are satisfied with instruction in the general education core, and data collected from entry/exit testing appears to support their satisfaction. Additionally, the college reviews transfer student performance (when the data is available) comparing the academic achievement of WTC transfer students to the native population of four-year colleges and universities. While the number of transfer students is small, the data reflects that the average WTC student GPA is .4 less than the native student population. This figure, though not significant, provides insight to the college that improvement may well be needed in some areas of general education.

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 review, 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 2005-2006: Associate Degree in Occupational Technology, Medical Office Clerical Assistant Certificate, and Word Processing Certificate.

Associate Degree in Occupational Technology

The Associate in Occupational Technology Degree (AOT Degree) offers an opportunity for a degree tailored to suit individual students' needs. The Degree is designed for students seeking a combination of technically-oriented courses to meet specific career objectives and the opportunity to become multi-skilled technicians. In addition to completing the college general education requirements, students will complete course work in primary and secondary specialties. For the Degree, a student needs to accumulate 65-70 semester credit hours, with 22 in general education, 28 in a single primary technical specialty area and 12 from a secondary technical specialty area.

The 22 semester credit hours to meet the general education requirements include basic computer concepts, English, Technology and Society, beginning algebra, psychology, public speaking, college orientation, and a course in either music or art appreciation.

Possible Primary technical specialty courses include machine tool; electrical; and heating, ventilation and air conditioning/refrigeration (HVAC); Early Childhood Development; and Nail Technology. This primary specialty would be combined with 12 credit hours in another technical area.

For example, Electrical Technology/Drafting & Design Technology; Electrical Technology/Welding; Electrical Technology/HVAC/R Technology; Machine Tool/ Welding; Machine Tool/ Electrical could be choices for the AOT Degree.

Other combinations leading to the AOT Degree could be as follows: Early Childhood Development/Human Services; Nail Technology/Small Business Management; Cosmetology/Small Business Management; Automotive Repair/Small Business Management.

On student surveys, students continually express satisfaction with the courses they have completed and with their advisors. One hundred percent 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 the students' levels when explaining new concepts, and were willing to listen

The various components of the AOT Degree are all taught by competent, qualified instructors using the latest techniques and equipment. The Machine Tool Technology component has a 100% placement rate for the years 2003 through 2005. Other programs have also enjoyed success. The Nail Technology/Small Business combination offers opportunities for innovative students to set up their own shops or salons, as does the Automotive/Small Business combination.

The Early Childhood/Human Services combination is useful in employment in one of the over 100 licensed day care centers in the area. It should be noted, however, that this program has been phased out with the approval of a new degree. The new degree, supplanting AOT with concentration in Early Childhood/Human Services, was approved in 2005 and is called Associate in Public Service with a major in Early Care and Education.

Medical Office Clerical Assistant Certificate

The Certificate in Medical Office Clerical Assistant is designed as a one-year program (39 semester hours) that prepares individuals with the necessary skills to obtain employment as clerical assistants in physicians' offices, clinics, public health agencies, hospitals, law offices, and insurance offices. Instruction is provided in business mathematics, basic computer concepts, English, and office communications in addition to more specific office skills. Graduates must be proficient in keyboarding and document formatting, office procedures (including filing and ten-key calculator operations), and word processing. Also basic to their success is instruction in medical terminology and medical coding, as well as experience with a medical office simulation project.

The MOCA certificate is part of the Office Systems Technology Department, which is nationally and internationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP). Williamsburg Technical College has been accredited continuously since 1998, and this accreditation reflects properly certified instructors and acceptable class loading along with sufficient administrative and financial support.

On student surveys, students continually express satisfaction with the courses they have completed and with their advisors. One hundred percent 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 the students' levels when explaining new concepts, and were willing to listen when students had problems in courses. Employers responding to the WTC employer surveys report 98 percent satisfaction with the WTC graduates hired. Based upon responses to the graduate surveys, the MOCA program had an 86% placement rate for 2005.

In spite of the impressive ratings from students and graduates, advisors of the MOCA program have further improved the program by heeding advice from the Business Advisory Committee. This committee, comprised of community business and industry employers, meets at least annually to review the courses and procedures and to make recommendations. As a result of these annual reviews, the college modified the curriculum to include Medical Coding and to eliminate WordPerfect from the required curriculum.

Students in the MOCA program receive instruction using the latest software versions and current up-to-date hardware. They have wireless internet access in all labs and receive some of their coursework in the WTC “Smart” classrooms, which feature overhead projectors to show computer applications, videos, and internet clips on a large screen. Open computer labs are available for out-of-class practice time. A supply of new ten-key calculators was purchased for the office procedures class, and machine transcription equipment has been replaced as needed.

The MOCA program continues to be a popular choice for students, and enrollment and graduation rates remain relatively constant. Instructors in the program are all experienced and have been involved with the certificate for many years. The program advisor has been the same individual for twenty years, and the primary instructors have been with the program for nearly ten years. The medical terminology instructor is a nurse, and the coding instructor is a certified coder at the local hospital.

Word Processing Certificate

The Certificate in Word Processing requires 39 hours for completion and is designed to provide basic and advanced instruction in word processing and other office-related subjects. These skills will benefit individuals who wish to upgrade their current skills to seek other career opportunities in data entry/information management situations.

In addition to courses in keyboarding, document formatting, machine transcription, office procedures, internet communications, and information processing, students take courses in basic computer concepts, professional development, English, professional effectiveness, and office communications. On a full-time basis, the course generally takes a full year to complete.

As a certificate program under the OST Department umbrella, this certificate has been part of the nationally and internationally accredited division of the college—accredited by Association of Collegiate Business Schools and Programs (ACBSP)—since 1998. This accreditation reflects properly certified instructors and acceptable class loading along with sufficient administrative and financial support.

On student surveys, students continually express satisfaction with the courses they have completed and with their advisors. One hundred percent 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 the students’ levels when explaining new concepts, and were willing to listen when students had problems in the course. Employers responding to WTC employer surveys report 98% satisfaction with the WTC graduates hired. Based

upon responses to the graduate surveys, the Word Processing program had a 100% placement rate for 2005.

Success of Transfer Students

Williamsburg Technical College had a total of 16 students to apply for admission to a South Carolina state-supported four-year college or university for the fall term of 2005. Of these 16 students, 63% were accepted, 12% were rejected, and 25% failed to complete the application process. Of the 10 students accepted, 7 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 state-supported four-year institution. At two of the three receiving institutions, the WTC students' GPA was higher than the GPA of the native students of the receiving colleges and universities. For the three students enrolling at USC-Columbia and SC State University, the aggregate GPA's of the WTC transfer students was higher than the aggregate GPA of the native students by a range of .11 to .68. At Francis Marion, the aggregate GPA of the four transfer students from WTC was .8 below that of the native student population.

In prior years, the performance rate of WTC students transferring to a state-supported four-year college or university was slightly below that of native students. Changes in college transfer math and English courses were incorporated as a result of the transfer analysis in 2003 and have resulted in an improved performance rate of WTC transfer students.

Commitment to Providing a Technologically Skilled Workforce

Williamsburg Technical College is committed to insuring 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 incorporated a consistent goal of support 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 of academic program identification, development, and review. Williamsburg Technical College utilizes periodic county-wide business/industry surveys to identify training needs, graduate performance ratings, and changing 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 almost every instructional area of the college, including 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.

The Center for Accelerated Technology Training (CATT) in conjunction with Williamsburg Technical College provides pre-employment training for new and existing local business and industry in the areas of insurance sales agent, computer technician, and production technician. These training classes are customized and developed to meet the 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 Tec, Machine Tool Technology, Welding, Robotics, Nursing, or Criminal Justice. Hands-on activities provide campers and parents direct technological experience.

INSTITUTIONAL EFFECTIVENESS TABLES

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2006

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 at least five years prior to the current date. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che.sc.gov/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
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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
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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						
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						

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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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)						
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)						
Nursing - Baccalaureate-degree nursing education programs						
Nursing - Graduate-degree nursing education programs						
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)						
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.						

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)	
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)						
Rehabilitation Counseling						
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
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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
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
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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

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THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

Williamsburg Technical College

COURSES TAUGHT BY FACULTY*Applicable for Four- and Two-Year Institutions – Measured for Fall 2005*

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 2007 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES*Applicable to Four-Year Colleges and Universities*

According to Section 59-101-350, the Commission is responsible for collecting “the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses” from four-year institutions to be included in the annual report to the General Assembly. The following information will be collected from the four-year colleges and universities, but excludes the research universities, as these institutions do not offer these types of courses.

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student in more than one developmental course and completing more than one entry level course should be counted once for each developmental courses he/she exits and once for each entry level course he/she completes. Appropriate entry-level courses for which successful completion is determined will be defined by the developmental instructor as the course for which the student is being prepared.

Number of first-time, full-time entering freshmen enrolled in Fall 2004 <small>(include first-time freshmen who enrolled either part-time or full-time in the Summer 2004 if they returned full-time in the Fall 2004)</small>	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2004	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2006
Item (1)	Item (2)	Item (3)
N/A	N/A	N/A

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2004 (combine all sections for each course). For each course indicate the number of students included in Item (2) above who enrolled; the number who completed the course, and the number who successfully completed the entry level course by the end of Spring Semester 2006.

Course Title	Total Enrollment	Number Exiting Course	Number Exiting Entry-Level Course

Institution:

Williamsburg Technical College

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Measured for Fall 2005

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 2005 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 – Measured for April 1, 2005-March 31, 2006

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, 2005 through March 31, 2006**. The following list displays 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.

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.”

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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) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
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)					
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					
South Carolina Bd. of Law Examination Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
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)					

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
PRAXIS Series II: Specialty Area Tests					
REGIONAL SECTOR					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
TECHNICAL SECTOR					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam	11/2005,12/2005 3/2006	4	4	4	100%
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
National Physical Therapist 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 and Written Registry					
SRTA Regional Exam. for Dental Hygienists					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					