



U N I V E R S I T Y O F
SOUTH CAROLINA®
A I K E N

Charting a Course for Excellence: Institutional Effectiveness Report 2004

*Submitted to
The South Carolina Commission for Higher Education
on July 21, 2004*

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Introduction

This report documents improvements made as a result of the comprehensive assessment system at the University of South Carolina Aiken (USCA) as well as overall institutional effectiveness. It is submitted to the South Carolina Commission on Higher Education (CHE) and the state legislature in compliance with South Carolina Act 255 of 1992 and Act 629 of 1996.

Assessment efforts on campus are guided by USCA's new strategic plan and revised mission (approved by CHE in 2003), which challenges students to "acquire and develop the skills, knowledge and values necessary for success in a dynamic global environment." The extent to which students' learning outcomes and ongoing progress and development rise to this challenge constitutes the primary measure of our success. Outcomes assessment, thus, forms the core of campus efforts to chart progress and make adjustments at every level from the Chancellor's Strategic Planning Committee to student learning in academic disciplines and services delivered in administrative offices.

In an ongoing effort to improve programs and services throughout the university, assessment activities are coordinated and monitored by the Office of Institutional Effectiveness using a participatory, multifaceted, and dynamic approach that integrates the collection and analysis of institutional data with the coordination of the assessment of outcomes from pre-established goals and objectives. Assessment results and institutional data are disseminated to support institutional planning and decision-making as well as advancing quality and innovation in the teaching and learning process, co-curricular programs, and other administrative units.

A variety of institution-wide assessment efforts were completed in 2003-04 that impact learning across academic programs. Results from these various studies provide detail about USCA's students inform assessment processes and use of results. Highlights among these efforts include USCA's participation in or completion of:

National Survey of Student Engagement (NSSE)
Faculty Survey of Student Engagement (FSSE)
Cooperative Institutional Research Program (CIRP)

Academic Tracking Reports (#1-3):

First-Year Student Retention Fall 2002 to Spring 2003

Academic Success of Transfer Student from Aiken Technical College

First-Year Student Retention Fall 2002 to Fall 2003

Findings from these studies have been analyzed and disseminated to successfully communicate to a variety of constituencies that the improvement of educational outcomes lies at the heart of institutional priorities to improve retention and completion rates. Administration of these assessment tools and ongoing studies about campus-wide academic success continues to proceed on a regular schedule to promote quality learning and data-driven decisions.

While the focus of this report lies in changes and improvements made as a result of assessment data, assessment is an ongoing practice across all campus units, and improving the quality of the education experience remains a collective aim, as results are analyzed, adjustments made, and goals for outcomes refined. The process of assessment at USCA allows the institution to chart a course for excellence and to reach that destination.

Academic Advising

Mission

The mission of the Office of Academic Advisement is to assist students in the development and execution of meaningful education plans compatible with their life goals. The Office is located in the same space as Career Services and every opportunity is taken to connect the process of academic advising with future plans of the student, whether graduate school or employment. The Office of Academic Advisement coordinates advisement for all academic units.

Advising Procedures and Practices

Trained and qualified academic advisors are assigned to all degree-seeking students at USCA, and students meet with their advisors a minimum of two times each year. A recent quantitative study of the advising system indicates that after their first-year nearly virtually all students with a declared major are advised by a full-time faculty member in their discipline. Less than 1% of students are advised by faculty members in closely related disciplines, e.g. some secondary education majors are advised by faculty in their area of teaching concentration (Biology, English, History, Mathematics).

Training is provided to new and continuing advisors on an ongoing basis. New advisors complete a day of specialized training in addition to an annual day-long workshop for continuing advisors that must be completed every three years. Disciplines such as business and education that rely upon some staff members to advise first-year students, often provide supplementary advisor training throughout the year; these advisors are limited to an advising load of ten students. Advisors of first-year students actively participate in focus groups following the official advising and registration sessions to share expertise and information that can improve the quality of student outcomes.

Assessment

Satisfaction surveys administered to current students and recent alumni have indicated an extraordinarily high level of student satisfaction with the advising process between 1998 and 2004, with no statistically significant variation in the results. Survey results specific to faculty advisors are included in regular performance review discussions with Department Chairs and School Heads; results from these surveys also are included in the tenure and promotion process. The results regarding staff advisors are monitored by the Director of Academic Advisement.

Question	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
1) Overall satisfaction with advising ^a	--	--	--	98.6	98.3	99.2	99.2	95.4	95.6	96.5
2) Satisfaction with advisement by faculty in chosen major	79.6	73.7	85.0	--	--	--	91.4 ^b	--	91.5 ^b	--
3) Availability of academic advisor ^c	--	--	--	97.4	98.2	96.2	97.6	98.4	98.4	98.6
4) Overall satisfaction with the Office of Advisement Svcs.	N/A	89.1	91.0	86.7	91.9	88.3	87.9	86.3	90.7	--
(a) Question added to 1998 Advising Survey.										
(b) Question dropped from Annual Student Survey and placed on the biannual Alumni Survey in 2001 and 2003.										
(c) Reported as a performance funding indicator.										

Even with relatively high response rates (50-60% for current students, 20-25% for alumni), these data belie institutional retention and graduation rates, which have identified first-year retention (ranging between 68% and 77% within the USC system over the past eight years) as a priority area

for improvement in institutional performance and in advising in particular. This discrepancy has prompted two changes in the future assessment plan. First, identification of outcomes goals for the advising process will be collectively formulated in 2004-05 to better reflect professional guidelines and practices endorsed by the National Academic Advising Association (NACADA). Second, while data collection instruments will continue to monitor student satisfaction with advising and advisor availability, more outcomes-oriented measures will be applied to collect data on developmental outcomes, career planning, and other pertinent information as collected by instruments such as the nationally benchmarked Academic Advising Inventory. Finally, a study of faculty advising load revealed some wide disparities in the distribution of advisees among faculty members; this issue is under review by Academic Council to identify unit-specific solutions to distribute advising load more evenly.

A preliminary analysis of assessment findings about advisement at USCA led to the creation of a First-Year Advising Program in 2001. Assessment of the initial years of the program further prompted the subsequent hire of an additional staff member in the Advising Office for the 2003-04 academic year. This individual's primary responsibility is to coordinate first year advising initiatives and monitor their success. A specially targeted mission and goals have been developed for first-year advising.

First-Year Student Advising

Mission

The mission of the First Year Advisement Program is to connect each incoming freshman with a support person who will facilitate and guide the student in making the transition into higher education and becoming assimilated into the USC Aiken culture.

Goals

The goals of the program and the first-year student advisors are:

1. To create an atmosphere wherein the student feels comfortable asking questions and sharing information.
2. To help the student have a clear understanding of higher education and the educational goals of USC Aiken, and reaffirm the decision to pursue higher education.
3. To provide the student with needed information on academic policies, procedures, requirements, and programs.
4. To aid the student in decision making and help the student learn to be an effective and confident decision-maker.
5. To serve as a resource person by connecting the student with relevant support services and programs.

Initial assessment of these goals through satisfaction surveys indicates high levels of satisfaction with advising among first year students. As noted above, further measures are under development for more nuanced assessment of these outcomes beyond satisfaction.

The Gateway Program

Two academic tracking studies linking retention to academic success conducted in 2003-04 identified the further need for special advising programs for students most at-risk to perform poorly in their first term (data from 2002-03 and 2003-04 indicate that first-year student performance in subsequent terms did not improve markedly over the first term). As a result, the Gateway Program has been designed to advise these students more actively through high-contact advising situations that insert the advisor's presence more prominently into students' daily and weekly lives to improve outcomes and performance in the first semester. For 2004-05, 50 students have been identified for participation in this program and five specially prepared advisors will regularly provide these students with aggressive strategies for succeeding in college.

The primary measures of success will be a statistically significant increase in semester grade point averages and a concomitant increase in the retention rate of these students compared to similar students in 2004-05 (as much as a control group is identifiable) and in past years.

Majors/Concentrations

Assessment of student learning outcomes at USCA is critically linked to the principles of faculty peer review and the connection of outcomes assessment to budgetary requests made in the program review process. Beginning in 2003-04 the annual review of academic programs by Academic Council and the Executive Vice Chancellor for Academic Affairs required units to include a section on assessment of student learning outcomes to complement extant sections on credit hour production, personnel needs, budget requests, and future plans. While this process is being refined for 2004-05 to provide even more emphasis on measurement of learning outcomes independent of course grades, the first year of this process successfully connected requests to resources with learning outcomes.

In addition to annual program review, the Faculty Academic Assessment Committee reviews each academic program leading to a degree at USCA every three years. This review process, formerly placed in three separate documents (Forms A, B, and C) that at times weakened the communication of assessment findings and often obscured improvements and use of results over time, was replaced with a process that requires in-depth reporting of student learning outcomes assessed by faculty or other trained professionals in a manner other than final course grades. This process was developed by the Academic Assessment Committee and officially endorsed by the full faculty in April 2004 as a change to the By-Laws in the Faculty Manual. Reports below reflect how assessment has informed programmatic changes and innovations through the 2002-03 academic year and into the 2003-04 academic year when data are available. At the direction of CHE, USCA's Institutional Effectiveness Reports will begin reporting program-level summaries based on the institutional cycle of assessment review, rather than a state-wide schedule.

Full Reports:

Biology

As noted on the Biology Department's web site, the Biology Program offers students the opportunity to learn concepts, conduct research, communicate ideas, and accept responsibilities in a scientific setting. Biology majors and non-majors study the history, laws, principles, and theories of the biological sciences.

Program Goals

By the time of graduation, Biology majors will have:

1. Worked productively within a group setting, recognizing the roles of leader and group member.
2. Used the scientific process to conduct and communicate research of biological concepts in both oral and written format.
3. Discussed the history, principles, theories, and laws of biological sciences.
4. Performed common biological laboratory and field exercises with minimal assistance from faculty.
5. Performed analytical procedures using scientific instruments with computer interface.
6. Analyzed data obtained from experiments or scientific journals for their significance and relevance to the field of Biology.

Actions Taken Based on Assessment Results

- Results from the Biology Major Field Test, a nationally benchmarked examination developed by Educational Testing Services, prompted curricular adjustments to the introductory biology sequence (ABIO 101 and ABIO 102) as well as ABIO 350 Fundamental Genetics I and ABIO 370 Ecology and Evolution in 2001-02. Results in 2002-03 also prompted the program to adjust major requirements to entail a minimum of 16 hours of Biology to be taken at USCA to ensure quality of learning outcomes. A

marked increase in scores on the Major Field Test in Spring 2003 (up almost 9 points from the previous term to a mean composite score of 149.5) may reflect initial effects of these changes, although continued improvement is expected.

- An independent senior research project, completed under the direction of a faculty member in ABIO 499 Senior Research, assesses research-based goals as well as communication skills. Students publicly present their research findings at USCA, and beginning in Spring 2004 these presentations have been evaluated by faculty members using an outcomes-based rubric. In addition, between Fall 2001 and Spring 2004 a total of 36 undergraduates made presentations at academic conferences or in juried publications as sole author/presenter or in conjunction with other students and/or faculty members. The quality and depth of research at the senior level prompted the addition of a B.A. track in the Biology degree program for students with less interest in research while providing a more intensive research experience for other students in the B.S. track.
- As do most major programs at USCA, students receiving a degree in biology complete a senior exit survey before graduation. While results from these self-assessments have yielded little useful data about learning outcomes in biology, they have formed the basis for a variety of scheduling changes to accommodate students' needs. These adjustments have allowed more timely completion of graduation requirements, and students plan their degree programs more efficiently. The unit has been encouraged to link this self-assessment tool more closely to unit goals for student learning outcomes.

Business Administration

Mission

The School of Business (SOBA) focuses on creating a caring learning environment in its accredited undergraduate program at multiple locations. The program prepares students to meet successfully the global, technological, and ethical challenges of a dynamic business and society.

Program Goals

1. Students will develop the communication skills vital to a business career.
2. Students will develop basic technological skills to help prepare them for a business career.
3. Students will acquire a global perspective of business

Actions Taken Based on Assessment Results

- As one of 34 undergraduate-only programs in the nation accredited by the Association to Advance Collegiate Schools of Business (AACSB), SOBA actively pursues assessment of student learning outcomes to promote continuous improvement. Faculty in SOBA met in May 2004 for a two-day retreat to revise the mission and outcomes goals to address changes in the AACSB guidelines issued in 2003. To this end, SOBA is preparing a reformulated mission statement and crafting explicit outcomes-based goals and objectives for student learning that address the functional areas of business administration, including accounting, management, economics, marketing, and international business. Student success in these areas is already assessed by means of the ETS Major Field Test in Business.
- Assessment of communication skills illustrates a high level of student success and satisfaction among business majors with the skills they gain. Pass rates among business majors for the junior writing portfolio ranged between 91.1% and 94.6% during 2002-03. Of the 219 students enrolled in ABUS 345 Business Communication, 95.4% earned a "C" or better. More than 92% of alumni (1998-2000) assessed themselves as "prepared" or "very well prepared" in the area of written communication skills and more than 95% indicated this level of preparation in the area of oral communication.

- In surveys of graduates and recent alumni, 90% or more have indicated remarkable satisfaction with their preparation in the area of technology. Nevertheless, recent student performance in the required technology course ABUS 290 Decision Support for Small Business has not met faculty expectations, and the technology components of the major curriculum are under review to improve these learning outcomes.

English

Mission

The USCA English Department's mission is to provide students with an understanding of and appreciation for the written word, both as writers and as readers of significant literature. To that end, the Department has three major purposes: 1) to provide students throughout the University with experience in thinking creatively and critically and in writing articulately about ideas in general; 2) to provide a variety of electives for students engaged in either a liberal arts education or a professional program of study; and 3) to provide English majors with background for graduate studies in English or preparation for careers that draw on communication skills and critical thinking abilities.

Student Learning Objectives for Majors

The student:

1. Demonstrates comprehension of literature as means of understanding human condition
2. Demonstrates knowledge of movements, periods, authors in American and British literature
3. Demonstrates general understanding of language as a medium of human expression
4. Gives evidence of working knowledge of literary terms
5. Shows ability to manipulate major reference tools
- 6.1 Demonstrates ability to think and write critically about literature
- 6.2 Demonstrates ability to understand and interpret different genres
- 6.3 Demonstrates ability to place specific work by author in context of his/her canon
- 6.4 Demonstrates ability to place writer's work in context of the literary tradition
- 6.5 Reveals understanding of literature in its cultural context
- 6.6 Demonstrates ability to read/apply perspective of literary criticism
7. Demonstrates ability to think creatively and write articulately about ideas in general

Assessment of these outcomes occurs primarily at program exit by means of senior project graded with a rubric and a senior exit survey. In Spring 2004 the Department extended some of this measurement into introductory literature courses to assess how earlier curricular experiences contribute to subsequent outcomes at the senior level. Additionally, the Department held a focus group in Spring 2004 to supplement results from the exit survey; findings from this focus group revealed that students wanted more extensive professorial feedback on their writing.

2002-03 Assessment Results of Senior English Majors		
Objective	Senior Project Score (Scale of 1 to 5, benchmark = 3.0)	Senior Exit Self-Assessment (% "Good" or "Excellent")
1.	4.3	100%
2.	2.6 (American) -- (British)	100%
3.	4.2	100%
4.	3.9	100%
5.	3.9	100%
6.1	3.9	100%
6.2	4.4 (close reading) 4.3 (spec. underst.)	100%
6.3	3.1	100%
6.4	3.5	100%
6.5	4.3	100%
6.6	3.5	100%
7.	4.3 (think critically) 3.9 (write accurately)	100%

Actions Taken Based on Assessment Results

Actions taken resulting from assessment findings have primarily prompted changes to the assessment program and methodology, which has matured substantially since its initiation in the early 1990s. Relatively low numbers of graduates (typically about 8 to 10 per calendar year) has prompted discussion of reporting three-year moving averages rather than annual results. Although no pattern of unsatisfactory performance has emerged for any objectives over the past 10 years of assessing them on a formal basis, the low scores for Objectives 2 and 6.3 have prompted additional monitoring, including more detailed study of student performance in specific courses designed to promote those outcomes. The learning outcomes themselves are also under close review.

Visual and Performing Arts

Mission

The Department of Visual and Performing Arts (VPA) is dedicated to the pursuit of excellence through the development of artistic tradition, which includes the arts of all cultures. We strive to make the arts accessible to all members of the university and community by instilling a comprehension and appreciation of the interrelationships of all the arts. The Department helps prepare talented / dedicated students to continue the traditions of our profession and expand its scope. Our focus is on the individual student, so that each might find meaning and fulfillment as an artist, as an educated member of society and as an expressive human being.

Goals for Learning Outcomes

Students will:

1. Understand the historical significance of works within the fine arts.
2. Develop comprehensive knowledge and understanding of the fundamental elements and the stylistic characteristics of artistic works.
3. Develop the ability to apply historical principles to practice.
4. Develop and demonstrate proficient performance skills in activities such as recitals, theatrical performances, exhibits, presentations, concerts, etc.
5. Cultivate the ability to judge one's own artistic works/performances as well as those of others.
6. Develop an understanding of professional standards within the fine arts.

A wide variety of assessment tools are employed across the curriculum in VPA, including pre- and post-tests, performance-based rubrics for recitals, focus group post-mortems for theater performances, and critiques of art exhibits, and professional portfolios. These assessment methods are primarily course-based, but as yet they are not coordinated around a standard measuring scale nor are objectives derivative from these goals

Actions Taken Based on Assessment Results

The assessment of these goals is primarily embedded in courses. Pre- and post-tests are used in art history and some music courses. In a few instances, the evaluation of student performances is based on rubrics, the most promising of which appears to be the concert report form in lower-level performance courses and its revision for the upper-level AMUS 371 course. Continued pursuit of rubrics closely aligned with the Department's goals and objectives has been encouraged. Further, the Department has formally conducted focus groups with students to gain valuable feedback regarding goals 1 and 2 in AMUS 175 and another focus group regarding goals 5 and 6. This sort of assessment also has provided useful information on which program improvements have been based. The theater faculty members also regularly conduct post-mortems of performances, engaging students in useful self-assessments. Some alignment of such activities with program goals will allow the inclusion of their results into the overall assessment program and provide data that is more usefully targeted toward systematic curricular adjustments and improvements.

Interim Reports:

Nursing

The USCA School of Nursing offers the Associate Degree in Nursing (ADN), the Bachelor of Science Degree in Nursing (BSN) and a RN/BSN Completion track. All programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC) and are approved by the South Carolina Board of Nursing. The School has been preparing its report for an upcoming site visit by the accrediting agency during 2003-04, anticipating the opportunity to showcase the program's excellence to external colleagues in the field of nursing. The two-year ADN program is no longer admitting new students and is scheduled to terminate in 2006 as the School focuses on instruction at the baccalaureate level in the BSN completion program and relatively new generic BSN four-year program.

After more than a decade of service as the School Head, Dr. Trudy Groves has returned to the faculty and assuming the unit's leadership responsibilities beginning in July 2004 is Dr. Julia Ball, who formerly served as Director of Undergraduate Programs for the College of Nursing at the Medical University of South Carolina.

Mission

The School of Nursing, consistent with the mission of the University of South Carolina Aiken, endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society. The School of Nursing contributes to the profession of nursing and the development of students through: 1) the provision of quality nursing education that prepares graduates with the nursing knowledge and competencies necessary to assume responsible positions in the delivery of health care and 2) the discovery and creation of knowledge in the discipline of nursing.

The School of Nursing values the roles of both associate degree and baccalaureate degree nurses within the discipline of nursing. The curricula for the programs offered by the School of Nursing provide a foundation of nursing knowledge, theory, and practice. The university setting, with course work from an array of disciplines, provides a framework within which personal and professional growth is enhanced.

Goals for Learning Outcomes

The graduate of the BSN Program at USCA:

1. Provides professional nursing care based on knowledge derived from theory and research.
2. Utilizes critical thinking in the provision of nursing care.
3. Communicates effectively.
4. Accepts responsibility and accountability for functioning within the legal and ethical scope of nursing practice.
5. Demonstrates commitment to the values of caring and diversity.
6. Coordinates the health care of clients across the lifespan in collaboration with other members of the health care team.
7. Applies strategies for health promotion, risk reduction, and disease prevention across the lifespan.
8. Explains the need for lifelong learning.
9. Explains the importance of participation in activities to improve the nursing profession.

Actions Taken Based on Assessment Results

Multiple indicators are monitored to measure student success with outcomes goals and programmatic goals for retention, time to degree, successful licensure of program graduates, and job placement rates. Because of the relatively young age of the generic BSN program, assessment data are still being collected and monitored before data-driven programmatic adjustments and changes are effected.

Preliminary results from the School of Nursing's assessment program include:

- Graduation and retention rates
 - The first cohort of BSN students graduated in May 2004. Of the 14 students entering with this cohort, six graduated within five semesters of entering the program, and one is on track to graduate within seven semesters. This result meets the initial target of a 50% completion rate, although continued improvement is expected.
 - For the BSN completion program, graduation rates ranged from 46% to 71% for classes entering the program between 1997 and 2001; in only one instance did the completion rate fall below 50%. Analysis of these results indicates some migration from the ADN program into the BSN completion program, although these patterns require additional data for confirmation.
- Job placement rates
 - Most of the RNs in the BSN Completion track are already employed. For graduates of this program between 1997 and 2004, the rate of employment or enrollment in graduate school is 97%.
 - Of the first class of generic BSN graduates, all have had job interviews with at least one prospective employer, and all expect to be working as soon as they have passed the NCLEX-RN licensure examination.
- Performance on licensure examinations
 - For the first graduates of the generic BSN program, data regarding performance on licensure examinations is unavailable. Nationally-normed, standardized tests from Educational Resources, Inc. (ERI), which have a strong predictive value for success on NCLEX-RN, are administered throughout the curriculum. All six students taking the RN-Assessment test, which correlates with performance on NCLEX-RN, scored above the national composite average score. They have also scored at or above the national average for other nationally-normed achievement tests administered during the program.
- Goal-specific assessment
 - Measurement of discrete learning outcomes occurs primarily in clinical components of the curriculum in which students must apply knowledge and skills. These competencies are evaluated by clinical faculty members in close settings to provide formative and summative assessments of skill levels and learning outcomes.
 - In collaboration with the Office of Institutional Effectiveness, data from clinical components, course grades, ERI test scores, NCLEX results, and retention/graduation rates will be analyzed for the BSN program to identify strengths and areas that need improvement. This online dynamic assessment and information system will provide important feedback for curricular improvements as well as feed-forward data to instructors in more advanced courses about students learning in particular cohorts.

Statement on Technology Preparation

All major programs certify that their graduates are proficient in technology at a level acceptable to their disciplinary and professional standards. Outcomes for technological proficiency are typically addressed in goals for student learning in the Program Review Process and measured in the course of the unit's overall assessment plan. For instance, in the professional schools, such outcomes have been fashioned to meet the standards of national bodies (AACSB, NCATE, NLNAC) that have accredited USCA's programs. Other majors provide for technology instruction in ways that are uniquely tailored to their specific curricula, often through a research methods or technology course (Business, Mathematics, Psychology, Sociology). Other programs integrate technological preparation throughout the curriculum (Education, English, Fine Arts, Mathematics and Computer Science) and also develop these skills in conjunction with specific instruction from faculty librarians who promote use of electronic research tools, web-based bibliographic tools, and other cutting-edge research techniques. Further, all classrooms at USCA are equipped with a computer and projector with internet access; the entire campus supports wireless connectivity.

Because technological skills are so central to global competitiveness in the work force, USCA has prioritized technology in its strategic plan and begun pursuit of several critical strategies.

- In Spring 2004, led by the Academic Assessment Committee, academic units that deliver courses in general education began to develop revised general education goals and objectives, including outcomes for computer literacy (Strategic Plan Strategy 1.a.1). Targeted completion date is the end of Fall 2004. Completion of this strategy will extend student technological competence beyond what is required of professionals in specific major fields of study to a foundational set of skills for lifelong learning and technological competence.
- The first annual Academic Technology Conference was held in 2004, providing faculty with an opportunity to showcase model instructional programs and strategies developed by USC Aiken faculty, such as the use of blogs for teaching composition, use of Blackboard for distance learning, and web-based enhancements to the traditional classroom experience (Strategic Plan Strategies, 3.a.6 and 8.c.5).
- The ad hoc Distance Education Committee has been discussing a variety of strategies to increase support for academic technology, ranging from a mentoring program for faculty who are not experienced with using technology in their classes to offering workshops for faculty to learn new techniques. The Academic Technology Initiative will provide a limited number of grants for summer stipends or reassigned time during the academic year to faculty who wish to develop distance education courses or courses that are heavily dependent on technology (Strategic Plan Strategy 8.a.2).
- In June 2004, USCA adopted a policy making email "an official method for communication to students at the University of South Carolina Aiken" (Policy #417). Official university communications sent to all students will include reminders of important dates such as deadlines to pay tuition and fees, to withdraw from a course with grade of "W," to apply for graduation, etc. Students are responsible for reading, in a timely fashion, University-related communications sent to their official student email accounts. Consistent use of these accounts will allow students to acclimate to the preferred method of communication in the contemporary business world as well as facilitate communication between faculty and students.

Successful pursuit of these strategies will provide a common set of measures for a base-level of technological competence regardless of major as well as develop faculty proficiency in teaching with technologies commonly used in the workplace.

Institutional Effectiveness Data Tables

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

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://www.che.sc.gov/web/affairs.htm>) 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. The **National Association of Schools of Public Affairs and Administration** was approved as an accrediting agency in 2002. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che.sc.gov/web/Academic/accreditation%20guidelines.htm>.

Institution: **University of South Carolina Aiken**

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/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.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	X	X				
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						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate 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 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						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the						

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)	
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
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						
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in						

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)	
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 and						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)	
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	X	X				

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 other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs						
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs	X	X				
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total 4 4

This information to be used as a base for performance indicator 3D

Institution: **University of South Carolina Aiken**

Courses Taught by Faculty

Applicable for Four- and Two-Year Institutions – Measured for Fall 2003

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 2005 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.

<p>Number of first-time, full-time entering freshmen enrolled in Fall 2002 (include first-time freshmen who enrolled either part-time or full-time in the Summer 2002 if they returned full-time in the Fall 2002)</p> <p>Item (1)</p>	<p>Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2002</p> <p>Item (2)</p>	<p>Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2004</p> <p>Item (3)</p>
478	n/a	n/a

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2002 (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 2004.

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

Institution: **University of South Carolina Aiken**

Student Involvement in Sponsored Research

Applicable to Four-Year Institutions – Measured for Fall 2003

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 2003 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	41
Graduate Students	16

Institution:

University of South Carolina Aiken

Results of Professional Examinations

Applicable to all sectors – Measured for April 1, 2003-March 31, 2004

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, 2003 through March 31, 2004**. 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 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st 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					

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
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse	4/1/03 through 3/31/04	41	41	33	80.5
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)	11/15/03	1		1	100%
	1/10/04	1		0	0
PRAXIS PLT (0522) TOTAL:		2		1	50%
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests	4/26/03	13		13	100%
	6/28/03	42		42	100%
	9/13/03	21		20	95%
	11/15/03	25		24	96%
	1/10/04	23		16	70%
	3/6/04	31		26	84%
PRAXIS Specialty Area Total:		155		141	91.0%
EDUCATION EXAM TOTAL:		157		142	90.4%
TOTAL USCA RATE:		198		175	88.4%
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					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
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					
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)					
SRTA Regional Exam. for Dental Hygienists					