

**December 2008**



**2007-08 INSTITUTIONAL  
EFFECTIVENESS REPORT**

--OFFICE OF PLANNING AND GRANTS--



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**INSTITUTIONAL EFFECTIVENESS**  
**REPORT**

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## INTRODUCTION

This report for Greenville Technical College (GTC) is in response to Act 629 passed by the South Carolina legislature in June 1988. There are six components on which South Carolina's technical colleges must report. *Majors or Concentrations* is reported on yearly. *Achievement of Students Transferring from Two- to Four-Year Institutions* must be reported on every other year. The remaining four reports are on a four-year cycle. In the past each college was allowed to establish its own schedule for these four reports. In November 2002 the Commission on Higher Education (CHE) approved a common reporting schedule. The dates listed below are based on that common schedule.

Greenville Tech was scheduled to report on three components in 2008.

- *Majors or Concentrations*
- *Academic Advising*
- *Achievement of Students Transferring from Two- to Four-Year Institutions*

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

- *Library Resources and Services – 2009*
- *General Education – 2010*
- *Procedures for Student Development – 2011*

The summaries of the 2008 component reports have been placed on the college's web site.

In addition, the report includes the tables that are required by Act 255 on accredited programs and results of licensure examinations. These tables were submitted to CHE as mandated.

## **2007-08 REPORT SUMMARIES**

### **GENERAL EDUCATION**

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

### **MAJORS OR CONCENTRATIONS**

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the Academic Program Review (APR) process. Program components that are reviewed and evaluated include but are not limited to:

- program and college-wide competencies;
- course syllabi;
- reviews by advisory committees and accrediting bodies;
- instructional resources and facilities;
- faculty credentials and professional activities;
- state and national exams; and
- graduate and employer data.

In 2007-2008 programs that were evaluated included Accounting (ACC), Architectural Engineering Technology (AET), Engineering Graphics Technology (EGT), Health Information Management (HIM), Management (MGT), and Supply Chain Management (SCM).

Several trends were noted throughout the six programs. Strengths of most programs included: (1) excellent reports from and maximum length of accreditation awarded by accrediting organizations; (2) outstanding employment opportunities and graduate employment rates; (3) highly qualified faculty who engaged in numerous professional and community activities; (4) supportive and actively involved advisory committees; (5) comprehensive program competencies that are taught and reinforced extensively throughout the curricula, providing students the opportunity for mastery; and (6) program faculty and leadership committed to student success by providing options and flexibility and addressing various other student needs and concerns.

The listing below identifies a few trends in program recommendations for improvement and activities that will be initiated to comply with them. It should be noted that budgetary restraints may have prohibited the departments from resolving some of these recommendations prior to the APR process.

### **Recommendation**

- Update and maintain equipment to ensure that the college is aligned with industry trends.
- Improve/enlarge facilities as needed in order to provide the optimum learning environment.
- Ensure that syllabi comply with the college standard.
- Ensure that all marketing materials, web pages and brochures are consistent and correct.
- Increase the number of faculty from underrepresented populations.
- Improve the faculty-to-student ratio to be more aligned with the state standards.
- Ensure that all students achieve competence in all of the college-wide competencies.

### **Resolution**

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

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

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

Department Heads and Marketing representatives will work in concert to ensure consistency and correctness of college information.

Department Heads and Deans will continue to expand their recruiting efforts to broaden the faculty composition.

Department Heads will continue to improve faculty load efficiency.

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

Programs evaluated in 2006-2007 have submitted follow-up reports. Problem areas have been resolved except in cases where staffing and major equipment purchases were not feasible due to financial constraints. The following modifications have been made. Departments have (1) revised syllabi to be consistent with the college standard; (2) aligned all marketing tools and materials, including the web site and catalog, in partnership with the College Marketing Department; (3) obtained funds for some additional equipment, hardware and software to keep programs current with business and industry standards; and (4) increased student and faculty recruitment efforts with respect to minorities and/or underrepresented populations.

## ACADEMIC ADVISING

During the 2004-2005 academic year, a change in managerial philosophy in the Advising and Registration Center (ARC) led to extensive adjustments in the academic advising process. In an effort to provide quicker access to all enrollment services, the Academic Advising Center in the ARC was charged with providing service to both returning and new students.

While the college had launched Campus Cruiser and WebAdvisor, thus making online registration a reality, students continued to seek registration services with “a live person”. The technology changes were changes that the college’s particular population did not readily embrace.

ARC advisors continued to assign students to advisors based on major in case students wanted an assigned advisor. They continued to provide training and meet annually with department heads to discuss curriculum changes. They also continued to expand the use of a shared computer drive where all curriculum information used in the advising process is housed.

The current assessment study included analysis of data from six survey administrations: *2005 New and Continuing Student Survey*, *2006 and 2008 Academic Advising Surveys*, *2005 and 2007 Graduate Satisfaction Surveys* and the *2007 Community College Survey of Student Engagement (CCSSE)*.

The *2005 New and Continuing Student Survey* results show a decline in student satisfaction with both the availability of the advisor and the advisor’s knowledge of program requirements as shown in the chart that follows. The ratings are based on a four-point scale with four representing the highest satisfaction rating.

Items Rated	1994	1997	1999	2001	2003	2005
Availability of advisor	3.21	3.23	3.23	3.17	3.12	3.05
Advisor’s knowledge of program requirements	3.26	3.27	3.26	3.21	3.19	3.13

When examined by division, the students at the Northwest Campus were the most satisfied with the availability of the advisor (3.47), and McKinney Automotive students were the least satisfied (2.94). With respect to knowledge of program requirements, the Northwest Campus again ranked the highest with 3.42. The McKinney Automotive students gave this item the lowest rating (2.91).

The satisfaction percentages for the quality of advising and the availability of the advisor from the 2006 and 2008 *Academic Advising Surveys* showed a decline in the 2006 survey and then an increase in 2008. Availability saw an increase in 2006 and then a decline in 2008.

Aspects of Advising	Satisfaction Percentage			
	2002	2004	2006	2008
Quality of academic advising	85.8%	84.1%	83.9%	84.2%
Availability of the academic advisor	84.7%	84.3%	86.5%	85.3%

A review of subgroup data shows that first-term students and students with fewer than 15 credit hours earned are more satisfied with both availability and quality.

The results of the *2007 Graduate Satisfaction Survey* reveal that all areas, with the exception of the ARC Advising Center, received satisfaction ratings in the 90<sup>th</sup> percentile with respect to both the quality of academic advising and the availability of the advisor. The results from the 2005 and 2007 surveys follow.

Quality of academic advising provided by:	Percentage Satisfied	
	2005	2007
Advising Center (in the ARC)	82%	86%
Branch Campus Advisors	NA	92%
Division Advisors	85%	NA
Faculty Advisors	90%	91%
Counselors	85%	92%

The results from the CCSSE indicated that GTC students ranked slightly less than our South Carolina Consortium institutions and higher than the CCSSE cohort in the frequency of use of an advisor.

Frequency: Academic advising/planning	GTC	SC Consortium	CCSSE Cohort
Sometimes	48.9%	47.3%	42.4%
Often	14.8%	17.5%	12.4%
Total	63.7%	64.8%	54.8%

The results from the CCSSE indicate that with regard to student satisfaction with advising, again GTC falls slightly below the SC Consortium colleges but surpasses the CCSSE cohort colleges.

Satisfaction: Academic advising/planning	GTC	SC Consortium	CCSSE Cohort
Somewhat	47.3%	46.3%	43.7%
Very	29.4%	33.5%	27.3%
Total	76.7%	79.8%	71.0%

The results from the CCSSE report indicate that GTC students place great value on the academic advising process. While they are slightly behind the SC Consortium colleges, their rankings are higher than the CCSSE cohort colleges.

Importance: Academic advising/planning	GTC	SC Consortium	CCSSE Cohort
Somewhat	26.2%	25.4%	28.4%
Very	66.0%	67.5%	60.8%
Total	92.2%	92.9%	89.2%



The information provided in these surveys indicates that with respect to academic advising, students are basically satisfied with the quality of advising and the availability of the advisor. However, it appears that satisfaction has declined since the charge to the ARC to serve all students and that returning students are less satisfied than students who are new to the college. Anecdotal information and survey comments indicate that returning students are going to the ARC rather than making an appointment with their assigned academic advisors. This may result in having to wait to see an advisor and/or seeing a different advisor each time.

In response to these concerns, the college's advising function changed in April 2008 in order to improve services, information distribution, relationship building and skill set training for both students and faculty.

The following action plans resulting from the current assessment include:

- Restructured advising so that returning students must seek advising from their assigned academic advisor.
- Require returning students to utilize online services (Campus Cruiser) to register and conduct other college business.
- Developed online orientation to provide vital information to new students that includes an introduction to Campus Cruiser and its technology services.
- Developed a face-to-face campus orientation for new students with input from all areas of the college, especially academic divisions. This was done in June 2008 for Bridge students and will be offered to all students by June 2009.
- Develop refresher sessions for returning students for Campus Cruiser and WebAdvisor.
- Continue to improve and enhance the use of the advising information on the shared drive.
- Expand faculty advisor training and resources to better equip them to work with advisees.

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

The Arts and Sciences University Transfer program at Greenville Technical College has been in operation since 1974. Options for students include completion of the Associate in Arts (AA), Associate in Science (AS) degree, Honors AA or AS, or completion of sufficient credit hours with qualifying academic achievement for acceptance at a baccalaureate-level institution. In addition, there are numerous program-to-program transfer opportunities for students in divisions other than Arts and Sciences. Greenville Technical College personnel assist students in the transfer process by working with representatives of baccalaureate-granting institutions to determine course and program articulations and to develop bridge programs and joint admissions.

Results from the current assessment study include:

- The percentage of GTC transfers accepted by public South Carolina (SC) senior institutions remained fairly constant at 85%, which continued to be higher than that of all SC technical colleges combined.

- The highest percentages of GTC acceptance at SC public institutions were: 100% at University of South Carolina (USC) Beaufort, 97% at Lander, 92% at USC Upstate, 83% at Clemson, and 80% at Winthrop.
- The number of GTC students accepted and attending at both USC Upstate and the College of Charleston exceeded all previous numbers for those institutions (155 and 20 respectively).
- The majority (93%) of Greenville Tech first-time transfers were attending five SC public senior institutions: USC Upstate, Clemson, USC Columbia, College of Charleston, and Lander.
- USC Upstate's share of Greenville Tech first-time transfers continued to increase (49% in 2005 to 54% in 2007).
- GTC transfer enrollment at Clemson stayed the same as in Fall 2005.
- The average grade point average (GPA) for all Greenville Tech transfer students in the Fall 2007 was 2.95; the average GPA of the comparable native students at the SC public senior institutions was 2.88.
- At the senior SC public colleges and universities where GTC had four or more students, the average GTC student GPA was higher than that of the comparable native students' GPA in five out of the eight institutions.
- There was a substantial increase in the overall GTC average GPA for Fall 2007 (2.95) compared to Fall 2005 (2.69).
- In those SC public colleges and universities where GTC had four or more students, the GPAs of GTC students increased in five out of eight of those institutions compared to Fall 2005; the largest increase was at Clemson (by 0.51 pts).
- For the top five GTC transfer colleges, the GTC GPA was higher than that of the comparable native student population when 60 or more hours were transferred by the GTC students.
- One hundred percent of the students rated their transfer preparation as adequate to excellent in the most recent *Graduate Follow-Up Survey*; 85% of the students rated their transfer advising as adequate to excellent.
- The Greenville Technical College biennial *Academic Advising Survey* results showed that in both 2008 and 2006, 73% of the respondents were either satisfied or very satisfied with the advisors' help in exploring transfer options.

- The 2007 *Community College Survey of Student Engagement* showed that 77% of the 430 respondents to whom transfer credit was applicable were very satisfied or somewhat satisfied with transfer credit assistance.

Greenville Tech will establish a clearing house for all transfer articulations, bridge programs, and joint admissions programs. A new link will be added to the college web site listing and explaining all four-year college transfer articulations. The newly created bridge programs with USC Upstate, USC Columbia, College of Charleston, and Francis Marion University will be evaluated. The new advising system in which returning students will be assigned faculty advisors to assist with course selections and transfer information will also be evaluated. Transfer students will be advised to remain at the college until they have completed at least 60 transfer credit hours. Lastly, the college will use the National Student Clearinghouse to get more complete information on transfers to private and out of state institutions.

#### **PROCEDURES FOR STUDENT DEVELOPMENT**

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

#### **LIBRARY RESOURCES AND SERVICES**

This component was reported on last in 2005. Based on the schedule of reporting, this component will be reported on next in 2009.

## MAJORS OR CONCENTRATIONS

**Sara Foster**  
**Director of Academic Support**

### DESCRIPTION OF COMPONENT

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the Academic Program Review process. A variety of instruments and methods for assessing each major are included in the APR. Review of the programs was conducted over a ten-month period. Programs evaluated during the 2007-2008 academic year were:

- Accounting (ACC)
- Architectural Engineering Technology (AET)
- Engineering Graphics Technology (EGT)
- Health Information Management (HIM)
- Management (MGT)
- Supply Chain Management (SCM)

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

ASSESSMENT/INSTRUMENTS	MAJORS					
	ACC	AET	EGT	HIM	MGT	SCM
Program Competencies	+	+	+	+	+	+
Advisory Committee Evaluation	+	+	+	+	+	+
Peer/External Review	+	+	+	+	+	+
Credentialing/Licensure Exam				+		
Course Syllabi	+	+	+	+	+	+
Graduate Follow-Up	+	+	+	+	+	+
Employer Evaluation	+	+	+	+	+	+
Core Exam				+		
Capstone Course					+	
Senior Project			+			
Work-Based Learning				+	+	+

In addition to these measures, the committee reviews each program's enrollment criteria, student population, curriculum, instructional resources, instructional computing, employment outlook and history, faculty qualifications and activities, student satisfaction and success, textbooks, facilities and equipment.

## **ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS**

In 2006-2007 six programs were evaluated: Aircraft Maintenance Technology (AMT), Dental Hygiene (DHG), Industrial Maintenance Technology (IMT), Machine Tool Technology (MTT), Marketing (MKT), and Physical Therapy Assistant (PTA).

The following modifications have been made based on findings from the 2006-2007 APR process. Departments have (1) revised syllabi to be consistent with the college standard; (2) aligned all marketing tools and materials, including the web site and catalog, in partnership with the College Marketing Department; (3) obtained funds for some additional equipment, hardware and software to keep programs current with business and industry standards; and (4) increased student and faculty recruitment efforts with respect to minorities and/or underrepresented populations.

## **DESCRIPTION OF CURRENT ASSESSMENT STUDY**

The Academic Program Review process utilizes program data gathered and summarized by faculty and staff from numerous segments of the college. The process is conducted by two committees ensuring college-wide input: a Program Committee and an APR Committee. All committee members are responsible for analyzing the data and reaching consensus on areas in which the program is excelling and areas in which the program needs to improve.

Members of the Program Committee include: the dean, department head, departmental faculty, and the division counselor. Members of the APR Committee include: the Director of Academic Support, a curriculum representative, the Institutional Research Specialist, an Arts and Sciences faculty member, the Instructional Computing Coordinator, the dean, the department head, two departmental faculty members, the division counselor, the academic advisor, and the department head of a program going through the APR process the following year.

The Program Committee meets to review the data and determine their ratings. Meanwhile, the APR Committee members individually evaluate each section of the completed APR report. Subsequently, those results, along with the compiled results from the Program Committee, are discussed. The APR committee will reach consensus on the ratings, commendations, recommendations and/or suggestions. Recommendations must be addressed and completed within a two-year period. A follow-up report, summarizing the progress made for each recommendation/suggestion, is to be completed at the end of each of these two years.

## **MAJOR FINDINGS AND ACTION PLANS**

### **Accounting (ACC)**

The faculty have strengthened the program by revising the curriculum in response to industry trends and needs. The program now provides a wider range of accounting courses preparing students for different work environments. Based on stated course objectives, it appears that the

curriculum is designed to provide foundational knowledge and competence in the accounting profession.

Faculty are involved in various internal and external recruiting activities. Enrollment over the past five years has been steadily increasing.

Program competencies are very detailed. Graduates reported a high level of achievement of said competencies.

College-wide competencies are addressed in multiple program courses for seven out of the eight competences.

The faculty use a book selection process that involves book representatives. All aspects of the textbooks are carefully examined and evaluated. All required textbooks are current.

The program was accredited for 10 years, the maximum time period granted by the Association of Collegiate Business Schools and Programs (ACBSP).

Faculty are very well qualified with respect to education and experience in the field. They bring a wide range of experience to the classroom. They are involved in various professional development activities, and some are at their own expense.

The department operates very efficiently on limited resources.

Program requirements need to be modified to include courses that address the diversity competency.

Syllabi will be revised to meet the college's standard format.

Additional advisory committee members, especially practitioners, will be recruited in order to obtain broader input from the community.

Efforts to hire a more diverse faculty will continue.

The Dean will seek additional funding to hire administrative support for faculty and for additional equipment.

Faculty could benefit from taking a more active role in obtaining funding for professional development by applying for funds from the Professional Development Fund, Perkins funds, and fee waivers from the Buck Mickel Center.

### **Architectural Engineering Technology (AET)**

Program competencies are introduced, reinforced, and mastered throughout the program courses. Students are given ample opportunity to learn and master content/skills.

Students gave high ratings on attainment of program competencies.

The AET graduate employment rate exceeded the college's in four out of the past five years. Three out of the past five years achieved 100% placement/transfer.

Faculty are involved in numerous professional activities that benefit both the program and the community.

The program faculty actively obtain funds to perpetuate the program's scholarship fund. They are very involved in professional organizations and participated in and provided workshops.

Syllabi will be revised to meet the college's criteria in terms of measurable objectives, outline of topics, prerequisites, and other items noted on the syllabus evaluation sheets.

The program leadership and faculty will ensure that all published information is consistent on all documents, web pages, brochures, roadmaps, etc.

The program will add a specific course or senior project that demonstrates student achievement of competencies/skill attainment to accrediting bodies.

The number of advisory committee members will be increased to ensure broader representation of local industries and to increase attendance/participation in meetings.

Funding will be sought to make the latest technology available to students, ensuring that we can offer them maximum flexibility and preparation to transfer to a senior institution and/or enter the workplace.

### **Engineering Graphics Technology (EGT)**

Four out of five years the EGT department exceeded the college's employment and/or continuing education rate.

The program was accredited by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET) for the first time in 2003.

Advisory committee members formed subcommittees that met independently to accomplish stated goals in preparation for TAC of ABET visit.

The program formed a partnership with University of South Carolina Upstate which led to a 2+2 agreement enabling students to enter directly a Bachelor's degree program.

By creating a lock-step program the department has developed a community of students to support and encourage one another through their college careers.

The department acquired additional sources of funding by receiving two grants, as well as donations from industry.

The program leadership and faculty will ensure that all published information is consistent on all documents, web pages, brochures, roadmaps, etc.

Program competencies will be rewritten as student learning outcomes using observable, measurable, and achievable terms.

Content will be added to program courses to address diversity.

Syllabi will be updated to meet a standardized division format that also reflects the college's shift to learning outcomes. Syllabi will also be revised for online and hybrid courses.

Female and minority applicants will be recruited for faculty positions.

Program leadership will arrange for needed technical training for all faculty.

### **Health Information Management (HIM)**

The program is commended for developing and marketing the online option for program completion.

Program competencies are well-written and taught or reinforced throughout the curriculum.

The HIM program has a diverse student population and has demonstrated positive enrollment trends.

The employment prospects in this field remain strong, and graduate success rates have exceeded the college average four out of the past five years.

The advisory committee for this program is very involved and has made numerous positive contributions to the program.

The college has responded positively to the recommendations of the advisory committee with the implementation of many of their suggestions, such as the development of an online curriculum and the updating of instructional technologies.

The program continues to meet rigorous annual accreditation requirements of The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Both the adjunct and full-time faculty are highly qualified by education and experience.

Full-time instructors, as well as adjunct instructors, participate in numerous professional development opportunities and activities that benefit the program and their students.

The program is very efficient in terms of cost with the program cost per full-time equivalent (FTE) student well below the college average.

Student evaluations reflect a high level of student satisfaction that exceeds the division and college levels in most areas.



Information about available computer resources will be added to course syllabi and/or program policy manual to ensure students are formally made aware of these resources. Syllabi will also be revised to correct minor errors and omissions.

Students do not have an on-site library as the program is housed at the Greer Campus.

One administrative assistant is shared by four programs that are demonstrating significant growth.

The correlation between pass rates on the credentialing exam and student success in program courses will be monitored.

### **Management (MGT)**

Revisions to curricula based on thorough evaluations over the last three years have led to a stronger program.

The department has had a significant increase in headcount/FTE over the past several years. They have done an excellent job recruiting more minorities into the program and have a good balance of men, women, and minorities.

Program and college-wide competencies are well covered in a variety of program courses.

Faculty do an excellent job of integrating instructional technology into the delivery of the curriculum.

Employment outlook, especially in the service industry, is very strong.

The program was accredited for the maximum accrediting period by the Association of College Business Schools and Programs.

The department has well-qualified faculty with excellent educational backgrounds and extensive and diverse experience.

The department has increased enrollments while maintaining the state standard for faculty to student ratio.

Program competencies will be written as student learning outcomes to reflect transition to the Learning College model.

Syllabi will be revised to ensure that they meet the college standard.

Online course materials will be reviewed to ensure that they meet the GTC College Online standards. Necessary revisions will be made and approved by the Online College staff.

Program leadership will work with the library staff to create an online orientation/tutorial for Library Services and make it accessible to both online and traditional students.

Additional advisory committee members will be recruited to increase community representation and involvement.

Efforts to recruit and hire a more diverse full-time and adjunct faculty will continue.

College leadership will determine where additional classroom and office space can be found for the program/faculty.

Faculty will actively seek professional development funds to enable them to attend conferences, professional meetings, etc.

Program leadership will seek assistance from the English department to determine how to improve student writing skills.

### **Supply Chain Management (SCM)**

The advisory committee is very involved and supportive of the program. The department head has made every effort to make timely responses to the advisory committee's recommendations.

Full reaffirmation accreditation from the Association of Collegiate Business Schools and Programs was granted for 10 years.

Faculty are highly qualified, bringing a wealth of professional experience to the classroom.

Students report a high level of satisfaction with the program.

The program's state model does not represent the current course work being taught in the Supply Chain Management program.

The online curriculum will be revised to meet Online College standards.

Syllabi will be revised to meet college standards.

College leadership will determine where additional classroom and office space can be dedicated to the program/faculty.

### **SUMMARY RESULTS/INTERPRETATION**

There were several trends noted throughout the six programs. Strengths of most programs included:

- excellent reports from and maximum length of accreditation awarded by accrediting organizations;
- outstanding employment opportunities and graduate employment rates;

- highly qualified faculty who engaged in numerous professional and community activities;
- supportive and actively involved advisory committees;
- comprehensive program competencies that are taught and reinforced extensively throughout the curricula, providing students the opportunity for mastery; and
- program faculty and leadership committed to student success by increasing options, providing flexibility and addressing various other student needs and concerns.

Areas targeted for continued growth include the following:

- continuing to update equipment, hardware and software to keep programs current with business and industry standards;
- obtaining additional classroom, lab and office space to provide optimum learning environments;
- expanding faculty recruitment efforts with respect to underrepresented populations;
- ensuring that all students achieve competence in all college-wide competencies;
- revising syllabi to be consistent with the college standard; and
- improving the faculty-to-student ratio to be more aligned with state standards.

## **ACADEMIC ADVISING**

**Karen Morrow**  
**Associate Dean of Academic Advising**

### **DESCRIPTION OF COMPONENT**

Academic Advising in higher education is a multi-dimensional process that serves both the student and the college. Through regular or periodic contact with students, the academic advising process provides opportunities for the college to gain meaningful insights into the academic, personal and social needs of its students. The advising process at Greenville Technical College is developmental in philosophy and serves to facilitate a vital conduit for administrators, faculty, and staff in helping gain a greater understanding of these needs. The academic advising process is an active institutional resource that encourages student self-reliance, identifies and assists in modifying barriers in student progress both academically and personally, and provides support to students through referral to campus resources.

During the 2004-2005 academic year, a change in managerial philosophy led to extensive adjustments to the academic advising process. In an effort to provide quicker access to all enrollment services, the Academic Advising Center in the ARC was charged with providing service to both new and returning students.

While the college had launched Campus Cruiser and WebAdvisor, thus making online registration a reality, students continued to seek registration services with a “live person”. The technology changes were changes that the college’s population did not readily embrace.

Continuing students, who were still being assigned to a faculty or professional advisor in their chosen major’s division, were allowed to come to the ARC and see an advisor on a first-come, first-served basis. This led to a situation where a student might see a different advisor during each registration cycle and never actually see an advisor with a specialization in his/her curriculum. The assigning of students to advisors continued to take place three times per academic year – in fall, spring and summer. These assignments were still completed by the professional advisor assigned to each division. They continued to provide training and meet annually with department heads to discuss curriculum changes. Academic Advising continued to expand the use of a shared computer drive which housed all curriculum information used in the academic advising process. As this process moved forward, the continued challenges being experienced in using Campus Cruiser and its dependence on Datatel also led students to seek out actual registration with an advisor rather than utilize online registration options which would have eliminated long waits and frustration.

The college’s online student registration and communication system, Campus Cruiser, which operates within Datatel, was intended to allow students to check class schedules, register for classes, check individual financial records, correspond with faculty and staff, and add/drop classes during designated times. As the college began to increase its reliance on this system, it became apparent that there were significant issues with its use during peak times. It was slow and difficult to maneuver. As a result, the majority of students refused to use it and continued to seek manual assistance primarily from academic advisors at the ARC.

The final challenge was the decentralization of academic advising by campus. The branch campuses developed their own advising processes independent of the ARC, so there was little consistency in processes or philosophy. This was cause for additional frustration for students who expected all processes at all campuses to be consistent. This was most evident at the campuses that required appointments and were less than open to seeing walk-in students. This choice of operation funneled additional students to the ARC.

#### **ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS**

Objective: *Hire at least three additional advisors for the ARC to improve the amount of advising time available to students.*

In the fall semester of 2004 three new advisors were added to the ARC Advising staff. One was assigned to the Health Sciences Division, one to the Nursing Division, and one to the Business and Public Service Division. While adding new staff did help with the large numbers of students, it did not resolve the basic flaw of the operation.

Objective: *Conduct a time assessment study to determine the average length of time that is required to advise and register students.*

This was not completed with regard to actual times. A study was conducted of actual foot traffic through the area which has helped to adjust office coverage to respond to the peak times. This was very useful, particularly in planning evening schedules.

Objective: *Develop a brief evaluation card to provide immediate feedback for the advising area.* This project was adopted by each department in the ARC. During this time, a Customer Service Practitioner was hired and housed in the ARC. She was responsible for gathering and computing the data gathered from the cards. The results were distributed to each department head. As can be expected, many of the comments were either extremely complimentary or extremely critical depending on how pleased or disappointed a student was. We did not get many cards from students who came in, got the service they requested, and moved on.

Objective: *All professional academic advisors will participate in proposed Customer Service classes to be offered by the college.*

Each staff member has completed at least two classes.

Objective: *Continue to work with each division, through appropriate advisors, to ensure accurate, up-to-date information is available on the "U-drive".*

This has been the most successful initiative launched. Virtually every department has placed their academic information on this shared drive so that it can be printed and shared with students. Each department has been able to put their own "stamp" or "style" on their information. It has become one of the most effective communication tools as programs change and develop. Now everyone gets new information in a timely manner. The students are truly the winners in this initiative.

## MAJOR FINDINGS

### Activity: Analysis of data from the 2005 *New and Continuing Student Survey*

Findings: The availability of advisors and the advisor's knowledge of academic programs both have overall ratings indicating satisfaction (3.05 and 3.13 respectively on a scale of one to four with four representing "Very Satisfied"). However, there have been gradual declines in these areas as the college experienced a tremendous amount of growth, implementation of a new database system and the addition of numerous academic opportunities. While the decline has been minimal, any decline is an alert to examine current practices and staffing patterns to discover methods of improvement.

Items Rated	1999	2001	2003	2005
Availability of advisor	3.23	3.17	3.12	3.05
Advisor's knowledge of program requirements	3.26	3.21	3.19	3.13

The highest ratings from a division for availability were from Technical Business (3.12), while the lowest came from Nursing and Arts and Sciences (2.96). There was a decline in availability across the board. With regard to knowledge of programs, Business and Public Service received the highest division ratings (3.33) with an actual increase while Nursing and Arts and Sciences received the lowest (3.06). Nursing did, however, improve its scores from the previous evaluation period as did Business and Public Service. The other areas saw declines.

Division	Availability	Knowledge of program requirements
Arts and Sciences	2.96	3.06
Business and Public Service	3.09	3.33*
Engineering Technology	3.10	3.11
Health Sciences	3.00	3.04
Industrial Technology (Barton Campus)	3.03	3.07
Nursing	2.96	3.06*
Technical Business	3.12	3.10

\* indicates improved ratings

### Activity: Analysis of data from the 2006 and 2008 *Academic Advising Survey*

Findings: The data in this survey served to provide information regarding the availability of advisors, the quality of the advising services provided by advisors, and the satisfaction/use of the new ARC.

While 83.9% (a slight decline from 2004) of GTC's students were satisfied with the quality of the advising they received and 86.5% (a slight increase from 2004) of the students were satisfied with the availability of their advisors, there has been a decline in the ratings since the 2000 academic year as seen in the table on the following page. In 2008, the ratings reversed with a slight increase in quality (84.2%) and a slight decline in availability (85.3%). Overall the ratings

have remained fairly stable, but any decline in ratings is cause for concern, given the critical role that academic advising plays in the academic success of all GTC students.

Aspects of Advising	2000	2002	2004	2006	2008
Quality of academic advising	86.1%	85.8%	84.1%	83.9%	84.2%
Availability of the academic advisor	87.2%	84.7%	84.3%	86.5%	85.3%

Interestingly, newer students gave higher rankings with respect to the quality of advising in 2006 and 2008. New student satisfaction with the availability of advising showed a decrease from 2006 to 2008. Students who have attended GTC four or more terms reported slightly higher satisfaction with both the quality and availability of advising.

	Quality		Availability	
	% Satisfied		% Satisfied	
Number of credit hours earned	2006	2008	2006	2008
0 – 14	85.4%	86.8%	87.8%	84.7%
15 – 29	81.5%	82.6%	83.6%	85.9%
30 or more	84.6%	82.7%	87.1%	85.3%
Number of terms				
One	86.1%	87.5%	91.2%	85.1%
2 or 3	85.0%	84.0%	87.0%	85.1%
4 or more	81.7%	83.3%	84.2%	85.5%

When the surveys were broken down by division, it became clear that some of the smaller academic programs have been able to maintain the level of service and availability the college would like to see across the campus. In 2006, quality and availability received the highest scores at the Greer Campus, Industrial Technology – Barton, Technical Business, and Northwest Campus. The lowest ratings came from Industrial Technology at McKinney Automotive Center.

In 2008, the survey indicated some shifts in where students gave the most favorable rankings. Industrial Technology at McKinney saw the most dramatic increase in overall satisfaction, and Greer reported the largest decreases in ratings.

Division/Cluster/Program	Quality		Availability	
	% Satisfied		% Satisfied	
	2006	2008	2006	2008
Arts and Sciences/University Transfer	78.3%	78.8%	82.0%	81.6%
Business and Public Service	82.3%	87.5%	79.8%	80.5%
Engineering Technology	77.3%	85.5%	91.3%	88.9%
Greer (Massage Thpy, Pers. Trainer, Vis. Arts)	92.6%	77.1%	93.4%	78.6%
Health Sciences	84.4%	85.0%	85.9%	85.9%
Industrial Technology at McKinney	59.3%	90.1%	53.8%	90.9%
Industrial Technology at Barton	97.1%	92.5%	100.0%	93.0%
Technical Business	90.6%	90.4%	90.7%	94.2%
Northwest	92.1%	86.7%	90.7%	100.0%

The largest portion of respondents (49.1% in 2006 and 43.7% in 2008) sought advising and registration assistance in the Advising and Registration Center at McAlister Square. Barton/McKinney and Brashier/Donaldson saw declines in activity between 2006 and 2008. Greer and Northwest campus saw increases, which is a positive sign that students are beginning to seek assistance at their preferred campus.

Advising Area	2006	2008
Advising and Registration Center (ARC) McAlister Square	49.1%	43.7%
Divisional faculty/staff at Barton/McKinney campus	19.1%	15.4%
Faculty/staff at Brashier/Donaldson campus	10.6%	10.2%
Faculty/staff at Greer campus	13.9%	16.4%
Faculty/staff at Northwest campus	2.7%	4.9%

Two cycles of data are now available for advising activities. While there has been little significant change in ratings, there was some increase in ratings for developing a plan for program completion and referral to campus resources. All other areas saw slight declines, but no rating changed dramatically. Again, any shift to lower ratings is cause for notice.

Advising Activity	Percentage satisfied	
	2006	2008
Developing a plan for program completion	83.3%	84.1%
Course selection/schedule planning	86.6%	86.4%
Referral to campus resources	81.3%	82.5%
Exploration of transfer options	79.5%	78.7%
Helping you understand your responsibilities in the advising process	81.9%	80.1%
Helping you understand your academic requirements and progress toward completing a degree, diploma or certificate	83.7%	81.2%

Advisor characteristics saw very little change in ratings between 2006 and 2008.

Advisor Characteristics	Percentage agreement	
	2006	2008
My advisor was professional, courteous, and showed concern for my academics	87.0%	87.0%
My advisor was a good listener and provided an open environment	86.5%	86.3%
My advisor encouraged the development of my academic planning skills	80.3%	80.9%
My advisor provided accurate, up to date information on program requirements, academic requirements and college policies	81.4%	80.0%
My advisor was interested in my academic progress and offered suggestions where appropriate	76.8%	77.9%
My advisor's availability was compatible with my schedule	81.8%	81.9%



While November and December were consistently the months for high traffic on all four campuses, January registration is still alarmingly high with the availability of online registration. This trend presents a challenge to academic divisions for course schedule planning, as well as for Advising and Registration services across the four campuses.

Survey Group numbers	Oct 2006	<b>Oct 2008</b>	Nov 2006	<b>Nov 2008</b>	Dec 2006	<b>Dec 2008</b>	Jan 2006	<b>Jan 2008</b>	Feb 2006	<b>Feb 2008</b>
Total 2,106 - 2006 2,460 - 2008	16.3%	<b>16.7%</b>	29.0%	<b>25.5%</b>	34.5%	<b>36.5%</b>	17.2%	<b>19.3%</b>	3.0%	<b>2.7%</b>
ARC 1,045 - 2006 1,074 - 2008	16.5%	<b>15.0%</b>	25.7%	<b>24.8%</b>	33.2%	<b>39.9%</b>	21.7%	<b>20.5%</b>	2.9%	<b>2.8%</b>
Fac/Staff Barton/ McKinney 408 - 2006 378 - 2008	17.4%	<b>16.9%</b>	33.3%	<b>28.0%</b>	33.6%	<b>33.3%</b>	13.0%	<b>19.8%</b>	2.7%	<b>2.6%</b>
Fac/Staff Brashier and Donaldson 232 - 2006 251 - 2008	12.5%	<b>19.5%</b>	28.4%	<b>24.3%</b>	40.5%	<b>37.8%</b>	13.4%	<b>17.1%</b>	5.2%	<b>4.4%</b>
Fac/Staff Greer 293 - 2006 403 - 2008	15.0%	<b>18.4%</b>	31.1%	<b>23.8%</b>	34.5%	<b>36.5%</b>	16.0%	<b>20.3%</b>	3.4%	<b>3.2%</b>
Fac/Staff Northwest 60 - 2006 120 - 2008	25.0%	<b>19.2%</b>	28.3%	<b>30.8%</b>	30.0%	<b>31.7%</b>	11.7%	<b>20.8%</b>	5.0%	<b>5.8%</b>

Based on the *Academic Advising Survey* results, it appears that the GTC student population knows about Campus Cruiser and can use it to perform some functions. What is disappointing is the gap in the knowledge base for using this tool to access basic campus information, check final grades, and access WebCT and WebAdvisor.

<b>Know how to use Campus Cruiser to:</b>	Percentage 2006 Yes	Percentage 2008 Yes
Access E-mail	93.8%	94.4%
Access a list of campus activities	85.2%	77.5%
Access course material	89.9%	91.6%
Access course/assignments information	92.2%	93.2%
Check assignments/tests	91.6%	93.0%
Check final semester grades	89.9%	88.0%
Access WebCT for access to online classes	74.4%	71.3%
Access WebAdvisor	80.2%	80.5%

With respect to student knowledge of the use of WebAdvisor there were two significant declines in percentages since 2006: obtain information about advisor and make fee payments. There

were increases in three areas with the largest increase for using WebAdvisor to search and register for classes.

<b>Know how to use WebAdvisor to:</b>	Percentage 2006	Percentage 2008
	Yes	Yes
Obtain information about your advisor	58.6%	52.0%
Search and register for classes	71.2%	74.7%
Obtain Financial Aid information	71.7%	72.5%
Make fee payments	59.9%	45.3%
View/print class schedule	76.5%	78.0%
Obtain a program evaluation/audit	52.2%	50.4%

**Activity: Analysis of the 2007 Graduate Satisfaction Survey**

Findings: The results from this survey were the most positive of the three surveys. All satisfaction percentages for both the quality and availability of academic advising were 80% and greater. The results are reported by location based on the graduates' responses to an item that asked on which campus most of their courses were taken. Overall, the post-graduation opinions of academic advising are slightly more favorable than those of current students.

Barton Campus	Quality of Academic Advising		Availability of Academic Advising	
	Percentage satisfied	Percentage dissatisfied	Percentage satisfied	Percentage dissatisfied
ARC	86%	14%	81%	19%
Branch Campuses	91%	9%	86%	14%
Faculty Advisors	89%	11%	89%	11%

Brashier Campus	Quality of Academic Advising		Availability of Academic Advising	
	Percentage satisfied	Percentage dissatisfied	Percentage satisfied	Percentage dissatisfied
ARC	89%	11%	82%	18%
Branch Campuses	93%	7%	96%	4%
Faculty Advisors	96%	4%	90%	10%

Donaldson Campus	Quality of Academic Advising		Availability of Academic Advising	
	Percentage satisfied	Percentage dissatisfied	Percentage satisfied	Percentage dissatisfied
ARC	100%	0%	100%	0%
Branch Campuses	100%	0%	96%	4%
Faculty Advisors	100%	0%	100%	0%

Greer Campus	Quality of Academic Advising		Availability of Academic Advising	
	Percentage satisfied	Percentage dissatisfied	Percentage satisfied	Percentage dissatisfied
ARC	88%	12%	80%	20%
Branch Campuses	90%	10%	91%	9%
Faculty Advisors	89%	11%	94%	6%

Northwest Campus	Quality of Academic Advising		Availability of Academic Advising	
	Percentage satisfied	Percentage dissatisfied	Percentage satisfied	Percentage dissatisfied
ARC	94%	6%	100%	0%
Branch Campuses	95%	5%	100%	0%
Faculty Advisors	94%	6%	100%	0%

**Activity: Analysis of CCSSE Data**

Findings: The results from the CCSSE indicated that GTC students ranked slightly lower than our South Carolina Consortium institutions and higher than the CCSSE cohort in the frequency of use of an advisor.

Frequency: Academic advising/planning	GTC	SC Consortium	CCSSE Cohort
Sometimes	48.9%	47.3%	42.4%
Often	14.8%	17.5%	12.4%
Total	63.7%	64.8%	54.8%

The results from the CCSSE indicate that with regard to student satisfaction with advising, GTC falls slightly below the SC Consortium colleges but surpasses the CCSSE cohort colleges.

Satisfaction: Academic advising/planning	GTC	SC Consortium	CCSSE Cohort
Somewhat	47.3%	46.3%	43.7%
Very	29.4%	33.5%	27.3%
Total	76.7%	79.8%	71.0%

Based on the table on the following page, the results from the CCSSE report indicate that GTC students place great value on the academic advising process. While the GTC total percentage is slightly smaller than the SC Consortium percentage, it is larger than that of the CCSSE cohort colleges.

Importance: Academic advising/planning	GTC	SC Consortium	CCSSE Cohort
Somewhat	26.2%	25.4%	28.4%
Very	66.0%	67.5%	60.8%
Total	92.2%	92.9%	89.2%

These data provide insight into what GTC students value and where academic advising in particular should invest its people power and resources. The good news is that GTC scores are above the CCSSE cohort average and not significantly off base from those of the SC Consortium.

### **OBJECTIVES/OUTCOMES/ACTION PLANS RESULTING FROM THE CURRENT STUDY**

Action plans resulting from the current assessment include the following.

- Restructure advising so that returning students must seek advising from their assigned academic advisor.
- Require returning students to utilize online services (Campus Cruiser/WebAdvisor) to register and conduct other college business.
- Develop/expand online orientation services for new students to include an introduction to Campus Cruiser and its services.
- Develop a face-to-face campus orientation for new students with input from all areas of the college, especially academic divisions.
- Develop “refresher” sessions for returning students for Campus Cruiser and WebAdvisor.
- Continue to improve and enhance the use of the shared drive.
- Expand faculty advisor training and resources to better equip them to work with advisees.
- Work closely with satellite campuses to make sure that they are up-to-date with resources and information needed to utilize technology and enforce college policies and procedures.

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

**Delores B. Lamb**  
**Associate Dean, Arts and Sciences Division**

### **DESCRIPTION OF COMPONENT**

The Arts and Sciences University Transfer program at Greenville Technical College has been in operation since 1974. Educational options for students include completion of the Associate in Arts or Associate in Science degree or completion of sufficient credit hours with academic achievement that qualifies for acceptance as a transfer student at a baccalaureate-level college or university. Since the spring of 1998, qualified students have also had the option of completing AA and AS degrees in an Honors program.

In addition, transfer agreements with selected colleges and universities have been articulated for an increasing number of programs outside Arts and Sciences including Aircraft Maintenance Technology, Construction Engineering Technology, Computer Technology, Culinary Arts, Nursing, and Visual Arts (Table 1 – p. 39).

Courses and programs offered at Greenville Technical College are typically freshman and sophomore level at most colleges and universities. Greenville Technical College personnel work with representatives of baccalaureate-granting institutions to match course equivalents and establish other systems for use in academic advising of transfer students.

### **ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS**

**Objective 1:** Review the current academic advising system to identify changes that could be made to encourage students to use their assigned advisors so that they will develop an ongoing relationship with their advisors. Literature suggests that such relationships may improve our students' academic success and transfer rates. Responsibility is assigned to the offices of the Vice Presidents for Student Services and Education.

**Result:** In Spring 2008 Student Services initiated a new student advisement plan to better serve new and returning students at the college. In the new advisement plan, only new students will be advised by the advising staff. Returning students will be assigned faculty advisors to assist them with advising, registration, etc.

The new plan provides more in-depth and timely advising for all students. It also allows for more faculty and student involvement which the college hopes will improve students' academic success, transfer rates, and retention.

In order to better prepare faculty for the expected increase in advising, the advising center is producing faculty advising materials available in print and on the GTC intranet. They are also conducting advisor training sessions. In addition, each faculty member has been assigned a specific advisor from the advising staff to serve as a resource.

The following objectives were not addressed due to the 2005 resignation of the Dean of Arts and Sciences and the subsequent search for a replacement which was not completed until late 2006.

**Objective 2:** Work with Clemson to obtain information on students who transferred Fall 2005 in an effort to identify possible reasons for their lower GPAs compared to native population. Responsibility is assigned to the office of the Dean of Arts and Sciences.

**Objective 3:** Work with Winthrop and USC-Columbia to explore reasons why acceptance of GTC transfers has declined at both senior colleges. Responsibility is assigned to the office of the Dean of Arts and Sciences.

**Objective 4:** Identify a group of students in a Fall 2006 cohort to track through periodic meetings and communications in an effort to determine factors that may affect students' likelihood of transferring. Responsibility is assigned to the office of the Dean of Arts and Sciences.

#### **DESCRIPTION OF CURRENT ASSESSMENT STUDY**

Current assessment of Greenville Technical College's Arts and Sciences University Transfer program is done to:

- measure students' transfer and academic success, and
- measure the effectiveness of and satisfaction with transfer preparation and advising.

Questions addressed in the current assessment study include:

- What is the status of universities' acceptance of transfer credits offered by Greenville Technical College?
- What are the patterns of acceptance and transfer for Greenville Technical College students by South Carolina public universities?
- How do Greenville Technical College transfer students compare academically to their peers among university students after they transfer?
- What are Arts and Sciences students' ratings of satisfaction with transfer advising and preparation?

## ASSESSMENT METHODOLOGY

- Administration and analysis of surveys to graduates of Associate in Arts and Associate in Science programs
- Administration and analysis of the 2006 and 2008 *Academic Advising Surveys* to randomly selected classes
- Administration and analysis of the *Community College Survey of Student Engagement*
- Analysis of transfer agreements including course equivalence lists and bridge programs
- Analysis of transient student enrollment
- Evaluation of reports from the State Board for Technical and Comprehensive Education (SBTCE) and the four-year public colleges/universities on transfer acceptance and enrollment
- Evaluation of SBTCE and college/university reports on transfer student and native student grade point average achievement

## MAJOR FINDINGS

### Status of Universities' Acceptance of Transfer Credit

- Greenville Tech continues to forge new articulation agreements, bridge programs, and joint transfer initiatives with senior institutions. Over the past two years, GTC has negotiated bridge programs with the College of Charleston, USC Upstate, USC Columbia and Francis Marion University. The college has also articulated transfer agreements with Allen University, Morris College, Claflin College and Benedict College. In addition the college has articulated a number of program-to-program transfers with various colleges and universities (Table 1). Also, agreements have been negotiated for honors program-to-honors program articulations with several colleges including Clemson, USC Upstate, and Winthrop. All of these agreements indicate widespread acceptance of credits from Greenville Tech by baccalaureate-level institutions.
- New initiatives have been undertaken to identify the College of Charleston, USC Columbia, and USC Upstate bridge program students and help them transition successfully to the senior institution. These new initiatives involve the development of customized freshman seminar classes with the same requirements (reading, community service components, etc.) as the classes at the senior institutions. The participation of the senior institutions in this new initiative reflects their willingness to accept Greenville Tech transfer credits.
- The numbers of transient students enrolling at Greenville Tech also reflects the willingness of senior institutions to accept the GTC college courses as transfer credit. In 2007-2008 there was a 4.7% increase from 2005-2006 in the transient enrollment at the college (Table 2 – p. 42) and as summarized below.

<b>Transient Student Enrollment at GTC</b>		
2007-2008	2006-2007	2005-2006
847	827	809

- The number of GTC students accepted at the SC public baccalaureate-granting institutions in Fall 2007 was 455, an acceptance rate of 85%. This high acceptance rate is another indication of the willingness of these schools to accept Greenville Technical College course credits (Table 3 – p. 43).
- Lastly, the total number of SC Technical College enrollments at the senior institutions continues to increase each reporting period as reflected below.

<b>Year</b>	<b>Technical College Enrollments At SC Senior Institutions</b>
2007	1,983
2005	1,821
2003	1,811
2001	1,552
1999	1,342

This trend suggests that the senior institutions are satisfied with the transferability of the technical college courses (Table 3 – p. 43).

## **Patterns of Acceptance and Transfer**

### **Acceptances:**

- The overall number of acceptances and percent of acceptance of GTC transfer students remained essentially the same in Fall 2007 as in Fall 2005. The percent acceptance for Fall 2007 was 85.4%, just slightly lower than the 86.0% for Fall 2005. The number of GTC students accepted in Fall 2007 was 455 and in Fall 2005, 456 (Table 3 – p. 43).
- Greenville Tech’s acceptance rate by public four-year institutions continues to be higher than the rate for all SC technical colleges combined (85% to 84%) (Table 3 – p. 43).
- The highest percentages of GTC acceptance at SC public institutions were: 100% at USC Beaufort, 97% at Lander, 92% at USC Upstate, 83% at Clemson, and 80% at Winthrop (Table 4 – p. 46).
- The chart below compares the acceptance percentages from Fall 2007 to those of Fall 2005 for the top five colleges to which GTC students transfer and enroll; the biggest differences occurred for USC Columbia and College of Charleston. At USC Columbia there were fewer applications in 2007 along with three more acceptances resulting in a higher percentage of acceptance. At the College of Charleston there was a significant



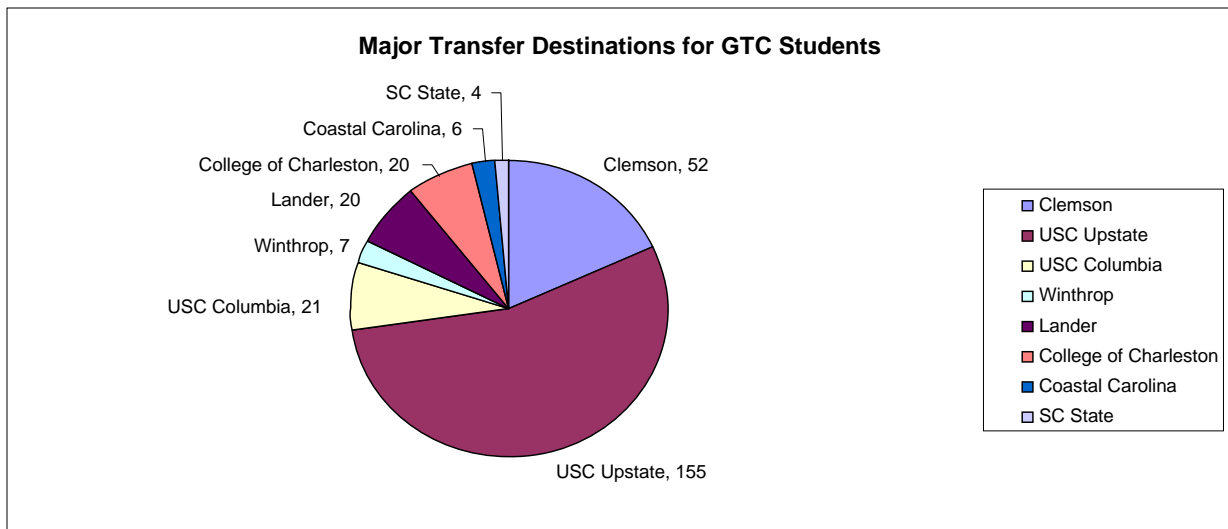
increase in the number of applications in Fall 2007 but only four more acceptances than in 2005, leading to a lower acceptance rate.

Percentage Acceptance Fall 2007 compared to Fall 2005		
College	% accepted Fall 2007	% accepted Fall 2005
USC - Upstate	92	92
Clemson	83	84
USC - Columbia	73	61
Lander	97	96
College of Charleston	69	84

- The numbers of GTC students enrolling at USC Upstate and the College of Charleston exceeded all previous acceptance and enrollment numbers, 155 and 20 respectively (Tables 3, 4 and 5 – p. 43-46).

**First-Time Transfer Patterns of Enrollment in SC Public Senior Institutions**

- The majority (93%) of Greenville Tech first-time transfers are attending USC Upstate, Clemson, USC Columbia, College of Charleston, and Lander (Table 5 – p. 46 and below).



- Compared to Fall 2005, more students are attending USC Upstate, an expected outcome due to the proximity of the university, the large number of articulations with GTC, and the additional USC Upstate programs offered at the University Center, a location that is less than a mile from the main GTC campus. The table below compares the enrollments from Fall 2007 to Fall 2005 at the top five transfer colleges. (Table 3 – p. 43)

<b>Number Enrolled From GTC in Fall 2007 and Fall 2005</b>		
<b>College</b>	<b>Number enrolled Fall 2007</b>	<b>Number enrolled Fall 2005</b>
USC - Upstate	155	132
Clemson	52	52
USC - Columbia	21	24
Lander	20	27
College of Charleston	20	16

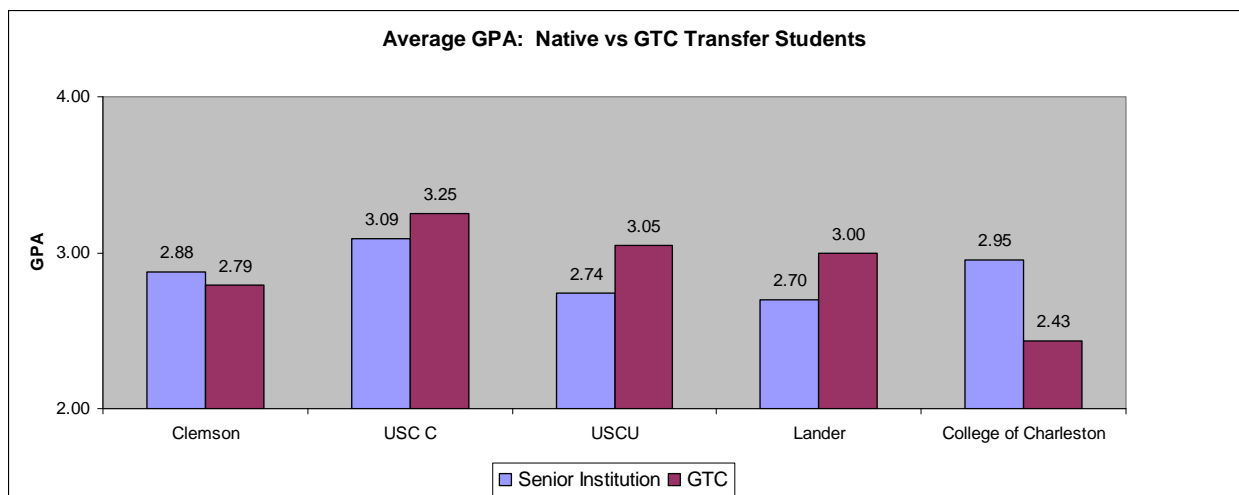
- Surprisingly, the GTC transfer enrollment at Clemson has not increased, a fact that can most likely be attributed to the recent bridge program articulated between Clemson and Tri-County Technical College. This agreement has most likely attracted many of the Clemson-bound upstate residents to Tri-County.
- The percentage of Clemson's Technical College Student transfers from GTC declined in Fall 2007 from Fall 2005; in Fall 2007 GTC represented only 15% of Clemson's incoming SC Technical College students. In 2005 GTC students represented 24% of this population at Clemson. This percentage decline is due primarily to two factors: 1) Clemson accepted a larger number of technical college students in Fall 2007 than in Fall 2005 (348 in 2007 compared to 216 in 2005); and 2) the large increase in enrollments at Clemson from Tri-County Tech (206 in 2007 compared to only 21 in 2005). The actual number enrolled at Clemson from GTC remained the same as in Fall 2005 (Table 6 – p. 47).
- In both Fall 2005 and 2007, Greenville Tech sent more first-time transfers to USC Upstate than did any other technical college in the state, accounting for 49% of their technical college transfers in 2005 and 50% in 2007. The percentages from GTC at Lander (21%), College of Charleston (8%), and USC Columbia (6%) were also roughly the same as in Fall 2005 (Table 6 – p. 47).
- The GTC Lander enrollment continues to decline. In Fall 2003 GTC had 29 students to enroll at Lander; in Fall 2005 the number had dropped to 27, and in 2007 it dropped to 20. The data also show that the number of SC Technical College applicants, acceptances, and enrollments at Lander declined significantly from Fall 2005 (Table 7 – p. 48).
- Greenville Tech had the second highest number of transfer students to SC public institutions of all the technical colleges in the state with 289 (Table 7 – p. 48). Midlands continues to transfer the largest numbers of students (371 in Fall 2007). Trident is third (286), and Tri-County is fourth (268). From Fall 2005 to Fall 2007, Tri-County showed a 108% increase in transfers (129 to 268), mostly due to the large number of transfers to Clemson.

- GTC continues to send transfer students to 11 out of the 12 SC public senior institutions; the only SC public senior institution to which GTC had no transfers in Fall 2007 (and Fall 2005) was Francis Marion University (Table 7 – p. 48). It is expected that this situation will change in the next few years due to a newly articulated bridge program with that university.
- The numbers and percentages stated in this report reflect only the transfers of students to public South Carolina senior institutions. It is not an accurate reflection of total transfers since it does not reflect the numbers that transfer to private and out-of-state colleges.

### Academic Progress of Transfers

The senior institutions provide for each technical college an average GPA based on hours transferred and demographics. In those situations where the numbers of students are small, GPAs can be easily skewed by one or two students. Keeping these limitations in mind, the data will be presented as an overall indication of academic achievement at the senior institutions.

- Greenville Technical College transfer students are successful when they transfer to public senior institutions in South Carolina. The average GPA for all Greenville Tech transfer students in the Fall 2007 was 2.95; the average GPA of the comparable native students at the SC public senior institutions was 2.88 (Table 8 – p. 49).
- The chart below shows how GTC students’ GPAs compared to the native students’ GPA at the top five transfer institutions (Table 8 – p. 49).

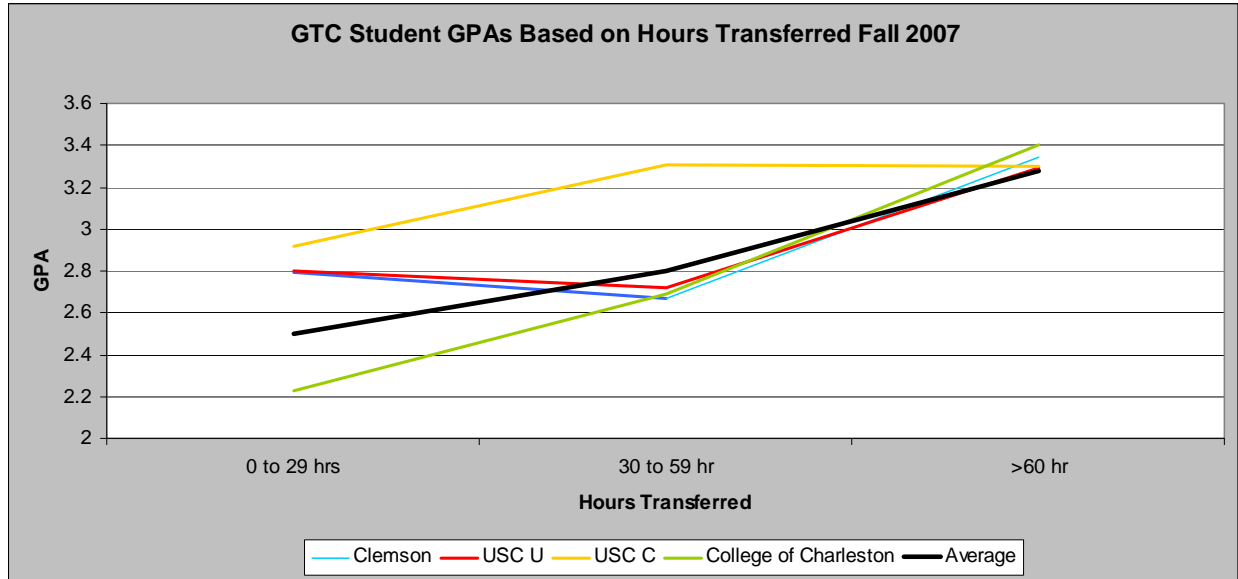


- At the senior SC public colleges and universities where GTC had four or more transfer students, the Greenville Tech student average GPA was higher than the comparable native students’ GPA in five out of eight institutions: USC Upstate, USC Columbia, Lander University, Coastal Carolina, and South Carolina State. The GTC average GPA was lower at Clemson, College of Charleston, and Winthrop (Table 8 – p. 49).

- For Fall 2007 Greenville Tech students trailed their Clemson peers' GPA by only 0.09 points. This is very good news because in Fall 2005, GTC students had a significantly lower GPA (2.28) than the comparable Clemson native students (2.88).
- The GTC average GPAs were substantially lower at both the College of Charleston (20 GTC students) and Winthrop (seven GTC students); the GPAs of the peers at both institutions exceeded those of the GTC students by approximately 0.5 points. In Fall 2005, the average GPA of the comparable native students at the College of Charleston was only .24 points higher than that of the GTC transfer student, suggesting that the gap is widening at that institution (Tables 8 and 9 – p. 49).
- There was a substantial increase in the combined GTC average GPA for Fall 2007 compared to Fall 2005; in Fall 2007 the GTC average GPA was 2.95 compared to 2.69 for Fall 2005 (Table 9 – p. 49).
- Considering those SC public colleges and universities where GTC had four or more students to enroll in Fall 2007, the GPAs of GTC students increased in five out of eight of those institutions compared to Fall 2005 (Table 9). There were substantial increases in GPA at Clemson and Coastal Carolina of 0.51 and 0.44, respectively, compared to the average GPAs from Fall 2005 (Table 9 – p. 49).
- There was a substantial decline in GPA at the College of Charleston (20 students) and SC State (four students) compared to Fall 2005 from 0.30 and 0.34 respectively (Table 9 – p. 49).

### **Academic Progress Based on Hours Transferred**

- Table 10 (p. 50) presents the average student GPAs as a function of how many hours were transferred from the technical college. The categories are 0 to 29 hours, 30 to 59 hours, and 60 or more hours. The table also provides the GPAs of native students who have completed a comparable number of hours at the senior college. The graph on the following page shows GTC students' average GPA based on hours transferred at Clemson, USC Upstate, USC Columbia, and the College of Charleston. The black line represents the average GTC student GPA for all colleges combined.



The general trend represented by the black line suggests that as GTC students transfer more hours their GPAs increase. This same trend exists for the students at the senior institutions. This similarity in the trends indicates that the GTC transfer programs are preparing the students equally, as well as the senior institutions to become better students as they earn more credits.

- The GPA comparisons of GTC students to their peers at the senior institutions also show the following:
  1. For the five colleges with the most GTC transfers, the GTC GPA was higher than that of the comparable native student population when 60 or more hours were transferred by the GTC students;
  2. At USC Columbia, the average GPA of GTC students was higher than that of their peers when 30 or more hours were transferred; and
  3. At USC Upstate and Lander, the average GPAs of GTC students were higher than that of native students in each category. At USC Upstate the difference was greatest when more than 60 hours were transferred.
- The above observations suggest that Greenville Tech students should be encouraged to remain at the college until they have accumulated 60 or more transfer credit hours. This conclusion has been reached for the last three reporting cycles.

### **Students' Ratings of Transfer Preparation and Advising**

- Once again, 100% of the respondents to the *Graduate Follow-Up Survey* for each year since the previous report (2005-2006 and 2006-2007) rated their transfer preparation as adequate to excellent. In 2006-2007, 94% rated the preparation as either excellent or good compared to 90% in 2005-2006 (Table 11 – p. 51).

- The data from the 2006-2007 *Graduate Follow-Up Survey* show that 85% of the respondents rated their transfer advising and counseling as adequate to excellent in 2006-2007 with only 48% rating it as good or excellent; 14% rated this service as inadequate, a higher percentage than in previous years. In 2005-2006, 57% rated these services as good to excellent and only 7% as inadequate (Table 11 – p. 51).
- The Greenville Technical College biennial *Academic Advising Survey* results (Table 12 – p. 52) showed that in both 2008 and 2006, 73% of the self-reported Arts and Science Division respondents were either satisfied or very satisfied with the advisors' help in exploring transfer options. The number of respondents who were very dissatisfied with help in this area increased from 7% in 2006 to 9% in 2008.
- The 2007 *Community College Survey of Student Engagement* showed that only 30% of the 430 respondents to whom transfer credit was applicable were 'very satisfied' with transfer credit assistance, and that 23% were 'not at all' satisfied (Table 13 – p. 53). In Fall 2008 advising for returning students will be provided by the college faculty; this change is expected to improve transfer credit assistance for the students. In addition, the college has added a link to the college website providing GTC course equivalences at many senior institutions; the website is:  
[http://www.gvltec.edu/academics/transfer\\_equiv/select\\_institutions\\_course\\_equivs.cfm](http://www.gvltec.edu/academics/transfer_equiv/select_institutions_course_equivs.cfm).

#### **OBJECTIVES/OUTCOMES/ACTION PLANS RESULTING FROM CURRENT STUDY**

- Establish a central clearing house for all transfer articulations, bridge programs, and joint admissions negotiated by all divisions of GTC. Responsibility is assigned to the Vice President for Education, Deans, and Vice President for Student Affairs.
- Provide a single link on the college website for information on all transfer programs including bridge programs, joint admission programs, and program-to-program articulations for all divisions of the college. Responsibility is assigned to Vice President for Education and Deans.
- Evaluate the new advising system to determine:
  1. if students are more satisfied with this system than the previous system;
  2. how many students are meeting with their academic advisors; and
  3. if the new system of advising has any effect on retention, transfer rates, and student success.

Responsibility is assigned to Vice President for Student Affairs.

- Use the National Student Clearinghouse to follow a variety of cohorts beginning Fall 2008 to determine transfer destinations. Responsibility is assigned to the Office of the Dean of Arts and Sciences.

- Use the college website and other avenues of advising to encourage students to remain at GTC until they have 60 hours of transfer credit. Responsibility is assigned to Vice President for Education and Vice President of Student Affairs.
- Evaluate the success of the newly articulated bridge programs. Responsibility is assigned to the Vice President for Education and the Dean of Arts and Sciences.

**Table 1**

**Program to Program Articulations**  
(Programs other than AA and AS)

<b>Associate Degree Program at GTC</b>	<b>Transfer Destination/Program</b>
<b>Arts and Sciences Division</b>	
<u>Associate Degree in Arts with an emphasis in:</u> Graphic Design  Photography  Fine Arts  Art Education  <u>Associate Degree in Science with a Biotechnology emphasis</u>	USC Upstate, BFA (Graphic Design Emphasis) Savannah College of Art and Design, BA or BFA  Savannah College of Art and Design, BA or BFA  Savannah College of Art and Design, BFA Painting  USC Upstate, BA Art Education, BA/BS Interdisciplinary Studies  Clemson, BS Soils and Sustainable Crops Agricultural Biotechnology Concentration, pending
<b>Engineering Technology Division</b>	
<u>Construction Engineering Technology, Clemson transfer track</u>  Associate Degrees in Architectural Engineering Technology, Construction Engineering Technology, Mechanical Engineering Technology, Geomatics Engineering Technology, Engineering Graphics Technology, and Electronics Engineering Technology	Clemson, Construction Science Management  USC Upstate, BS Engineering Technology Management



<b>General Business/Public Service Division</b>	
<u>Associate Degree in Business, Accounting</u>	Furman, Evening Studies BA Liberal Arts Franklin, BS Accounting Limestone, BS Business Administration/Accounting
<u>Associate Degree in Business, Management;</u> <u>Associate Degree in Business, Marketing; or</u> <u>Associate Degree in Business, Supply Chain Management</u>	Franklin, BS Business Administration, MGT/MKT Strayer, BS Business Administration, MGT/MKT Limestone, BS Management Webster, BS Business Administration, MGT Southern Wesleyan, BS Business Administration, MGT Morris College, BS Business Administration Allen University, BS Business Administration
<u>Associate Degree in Public Service, Criminal Justice</u>	USC Upstate, BS Criminal Justice Morris College, BA Criminal Justice Lander University, BA Sociology with emphasis in Criminal Justice Anderson University, BS Criminal Justice Franklin University
<u>Associate Degree in Public Service, Paralegal</u>	USC Upstate, Interdisciplinary Studies Lander University, BA Political Science Franklin University Limestone College
<u>Associate Degree in Public Service, Human Services</u>	Limestone College, Social Work (BSW) USC Upstate, BA or BS Interdisciplinary Studies Lander University, BS Psychology with Counseling Emphasis USC Beaufort, BA Human Services SC State, Social Work (BSW)
<b>Industrial Technology Division</b>	
<u>Associate Degree in Industrial Technology, Aircraft Maintenance Technology</u>	Embry-Riddle Aeronautical University 2+2
<u>Associate Degree in Industrial Technology, Automotive Technology, transfer track</u>	Clemson University, BA Industrial Education

<b>Health Sciences Division</b>	
<u>Associate Degree in Health Sciences, Nursing</u>	Numerous articulations have been developed for GTC Nursing students who have become Registered Nurses including USC Upstate, Clemson University, and the Medical University of South Carolina
<u>Associate Degree in Health Sciences, Respiratory Care</u>	Medical College of Georgia, BS Health Sciences
<b>Technical Business Division</b>	
<u>Associate Degree in Business, Culinary Arts</u>	USC Columbia, BS Hotel, Restaurant and Tourism Management
<u>Associate Degree in Computer Technology, Major in Computer Technology with a concentration in Information Management and Systems</u>	USC Upstate, BA Information Management and Systems
<u>Associate Degree in Computer Technology, Major in Computer Technology with a concentration in Computer Information Systems</u>	USC Upstate, BA Computer Information Systems
<u>Associate Degree in Computer Technology</u>	Strayer University, BS Information Systems Franklin University, BS Computer Science, Management Information Sciences, or Information Technology
<u>Associate Degree in Business, Administrative Office Technology</u>	Franklin University, BS Applied Management

**TABLE 2**

**GREENVILLE TECHNICAL COLLEGE TRANSIENT ENROLLMENT**

Term	Number of Students					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Fall	97	51	93	75	83	150
Spring	101	68	57	91	86	117
Summer	649	708	659	663	581	659
<b>Totals</b>	<b>847</b>	<b>827</b>	<b>809</b>	<b>829</b>	<b>750</b>	<b>926</b>

*Source: Data provided by GTC Datatel computer system*

TABLE 3

GREENVILLE TECHNICAL COLLEGE  
TRANSFER ADMISSIONS STATUS AT SELECT FOUR-YEAR INSTITUTIONS

Transfer Source	Term	Number Applied	Number Accepted	Percent Accepted	Number Rejected	Percent Rejected	Number Enrolled	Percent Enrolled
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Clemson University

GTC	Fall 2007	69	57	83%	12	17%	52	91%
All Tech	Fall 2007	447	385	86%	57	13%	348	90%
GTC	Fall 2005	74	62	84%	12	16%	52	84%
All Tech	Fall 2005	303	262	86%	41	14%	216	82%
GTC	Fall 2003	99	83	84%	16	16%	67	81%
All Tech	Fall 2003	346	314	91%	32	9%	265	84%
GTC	Fall 2001	125	83	66%	42	34%	68	82%
All Tech	Fall 2001	351	216	62%	135	39%	180	83%

College of Charleston

GTC	Fall 2007	29	20	69%	9	31%	20	100%
All Tech	Fall 2007	308	258	84%	50	16%	253	98%
GTC	Fall 2005	19	16	84%	3	16%	16	100%
All Tech	Fall 2005	278	227	82%	51	18%	223	98%
GTC	Fall 2003	13	5	38%	8	62%	5	100%
All Tech	Fall 2003	354	251	71%	103	29%	249	99%
GTC	Fall 2001	27	19	70%	8	30%	19	100%
All Tech	Fall 2001	266	206	77%	60	23%	205	99.5%

Lander University

GTC	Fall 2007	36	35	97%	1	3%	20	57%
All Tech	Fall 2007	163	154	94%	9	6%	94	61%
GTC	Fall 2005	51	49	96%	2	4%	27	55%
All Tech	Fall 2005	242	234	97%	8	3%	126	54%
GTC	Fall 2003	51	49	96%	2	4%	29	59%
All Tech	Fall 2003	203	193	95%	10	5%	126	65%
GTC	Fall 2001	32	31	97%	1	3%	19	61%
All Tech	Fall 2001	179	174	97%	4	2%	117	67%

Transfer Source	Term	Number Applied	Number Accepted	Percent Accepted	Number Rejected	Percent Rejected	Number Enrolled	Percent Enrolled
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**South Carolina State University**

GTC	Fall 2007	13	10	77%	3	23%	4	40%
All Tech	Fall 2007	192	174	91%	18	9%	91	52%
GTC	Fall 2005	7	7	100%	0	0%	7	100%
All Tech	Fall 2005	114	114	100%	0	0%	114	100%
GTC	Fall 2003	4	4	100%	0	0%	2	50%
All Tech	Fall 2003	118	118	100%	0	0%	80	68%
GTC	Fall 2001	9	8	89%	1	11%	3	38%
All Tech	Fall 2001	144	137	95%	7	5%	62	45%

**University of South Carolina Columbia**

GTC	Fall 2007	62	45	73%	17	27%	21	47%
All Tech	Fall 2007	907	684	75%	223	25%	362	53%
GTC	Fall 2005	69	42	61%	27	39%	24	57%
All Tech	Fall 2005	950	679	71%	271	29%	382	56%
GTC	Fall 2003	64	44	69%	20	31%	30	68%
All Tech	Fall 2003	935	646	69%	289	31%	356	55%
GTC	Fall 2001	129	107	83%	23	18%	26	24%
All Tech	Fall 2001	1251	948	76%	304	24%	274	29%

**University of South Carolina Upstate**

GTC	Fall 2007	286	262	92%	24	8%	155	59%
All Tech	Fall 2007	647	599	93%	48	7%	313	52%
GTC	Fall 2005	277	255	92%	22	8%	132	52%
All Tech	Fall 2005	579	535	92%	44	8%	272	51%
GTC	Fall 2003	236	219	93%	17	7%	124	57%
All Tech	Fall 2003	543	507	93%	36	7%	252	50%
GTC	Fall 2001	286	265	93%	21	7%	115	43%
All Tech	Fall 2001	648	607	94%	41	6%	230	38%

Transfer Source	Term	Number Applied	Number Accepted	Percent Accepted	Number Rejected	Percent Rejected	Number Enrolled	Percent Enrolled
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**Winthrop University**

GTC	Fall 2007	10	8	80%	2	20%	7	88%
All Tech	Fall 2007	203	181	89%	22	11%	127	70%
GTC	Fall 2005	15	11	73%	4	27%	10	91%
All Tech	Fall 2005	219	206	94%	13	6%	149	72%
GTC	Fall 2003	24	24	100%	0	0%	8	33%
All Tech	Fall 2003	193	180	93%	13	7%	116	64%
GTC	Fall 2001	25	24	96%	1	4%	19	79%
All Tech	Fall 2001	189	172	91%	17	9%	132	77%

**Totals for All Public Baccalaureate-Level Institutions**

GTC	Fall 2007	533	455	85%	78	15%	289	64%
All Tech	Fall 2007	3,647	3,076	84%	566	16%	1,983	64%
GTC	Fall 2005	530	456	86%	74	14%	278	61%
All Tech	Fall 2005	3,317	2,761	83%	556	17%	1,821	66%
GTC	Fall 2003	513	442	86%	71	14%	274	62%
All Tech	Fall 2003	3,354	2,743	82%	611	18%	1,811	66%
GTC	Fall 2001	651	551	85%	101	15%	278	50%
All Tech	Fall 2001	3,696	3,028	82%	668	18%	1,552	51%
GTC	Fall 1999	505	432	86%	73	14%	249	58%
All Tech	Fall 1999	3,128	2,533	81%	594	19%	1,342	53%

**Percent Change**

**All Public Baccalaureate-Level Institutions**

GTC	06 to 08	1%	0%		5%		4%	
All Tech	06 to 08	10%	11%		2%		9%	
GTC	03 to 05	3%	3%		4%		1%	
All Tech	03 to 05	-1%	1%		-9%		1%	
GTC	01 to 03	-21%	-20%		-30%		-2%	
All Tech	01 to 03	-9%	-9%		-9%		17%	
GTC	99 to 01	29%	28%		38%		12%	
All Tech	99 to 01	18%	20%		12%		16%	

Source: South Carolina Technical College System Student Transfer and Performance Reports, 2002, 2004, 2006, 2008

TABLE 4

GREENVILLE TECHNICAL COLLEGE  
ADMISSIONS STATUS FALL 2007

Arranged by % Acceptance

College	Number of Applications	Number Accepted	Percent Accepted Fall 2007	Number of Students Enrolled
USC Beaufort	4	4	100	2
Lander	36	35	97	20
USC Upstate	286	262	92	155
Clemson	69	57	83	52
Winthrop	10	8	80	7
SC State	13	10	77	4
USC Columbia	62	45	73	21
College of Charleston	29	20	69	20
Coastal Carolina	14	9	64	6
Citadel	5	3	60	1
USC Aiken	2	1	50	1
Francis Marion	3	1	33	0
	<b>533</b>	<b>455</b>	<b>85</b>	<b>289</b>

Source: South Carolina Technical College System Student Transfer and Performance Report, June 2008

TABLE 5

GREENVILLE TECHNICAL COLLEGE  
ADMISSIONS STATUS FALL 2007

Arranged by Number of Students Enrolled

College	Number of Applications	Number Accepted	Percent Accepted Fall 2007	Number of Students Enrolled
USC Upstate	286	262	92	155
Clemson	69	57	83	52
USC Columbia	62	45	73	21
Lander	36	35	97	20
College of Charleston	29	20	69	20
Winthrop	10	8	80	7
Coastal Carolina	14	9	64	6
SC State	13	10	77	4
USC Beaufort	4	4	100	2
Citadel	5	3	60	1
USC Aiken	2	1	50	1
Francis Marion	3	1	33	0
	<b>533</b>	<b>455</b>	<b>85</b>	<b>289</b>

Source: South Carolina Technical College System Student Transfer and Performance Report, June 2008

TABLE 6

**TRANSFER TRACKING COHORT  
TECHNICAL COLLEGES FIRST TIME TRANSFERS ENROLLED FALL 2007 AT PUBLIC SENIOR INSTITUTIONS**

Percentages by Total for Each Senior Institution

Technical College	Citadel	Clemson	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	University of South Carolina				Winthrop	Total
								Aiken	Beaufort	Columbia	Upstate		
Aiken	0	2	0	0	0	0	3	50	0	5	1	1	62
	0%	1%	0%	0%	0%	0%	3%	63%	0%	1%	0%	1%	
Central Carolina	0	3	2	1	6	0	2	0	0	6	2	2	24
	0%	1%	1%	0%	8%	0%	2%	0%	0%	2%	1%	2%	
Denmark	0	0	1	0	1	1	18	1	0	3	1	1	27
	0%	0%	1%	0%	1%	1%	20%	1%	0%	1%	0%	1%	
Florence-Darlington	0	5	9	3	37	0	1	0	0	6	7	2	70
	0%	1%	5%	1%	51%	0%	1%	0%	0%	2%	2%	2%	
Greenville	1	52	6	20	0	20	4	1	2	21	155	7	289
	3%	15%	3%	8%	0%	21%	4%	1%	5%	6%	50%	6%	
Horry-Georgetown	0	6	122	7	2	0	2	1	0	12	4	2	158
	0%	2%	70%	3%	3%	0%	2%	1%	0%	3%	1%	2%	
Midlands	3	17	11	17	6	6	10	17	10	238	20	16	371
	10%	5%	6%	7%	8%	6%	11%	21%	26%	66%	6%	13%	
Northeastern	0	0	2	1	4	0	1	0	0	2	0	0	10
	0%	0%	1%	0%	5%	0%	1%	0%	0%	1%	0%	0%	
Orangeburg-Calhoun	1	4	2	0	0	1	25	3	1	4	3	1	45
	3%	1%	1%	0%	0%	1%	27%	4%	3%	1%	1%	1%	
Piedmont	1	8	1	5	0	54	1	3	0	6	8	0	87
	3%	2%	1%	2%	0%	57%	1%	4%	0%	2%	3%	0%	
Spartanburg	0	14	2	5	0	4	5	1	1	1	84	5	122
	0%	4%	1%	2%	0%	4%	5%	1%	3%	0%	27%	4%	
Lowcountry	0	3	1	2	0	0	3	2	21	0	0	0	32
	0%	1%	1%	1%	0%	0%	3%	3%	54%	0%	0%	0%	
Tri-County	0	206	4	9	1	8	0	1	1	16	13	9	268
	0%	59%	2%	4%	1%	9%	0%	1%	3%	4%	4%	7%	
Trident	23	19	6	179	3	0	9	0	3	32	7	5	286
	79%	5%	3%	71%	4%	0%	10%	0%	8%	9%	2%	4%	
Williamsburg	0	1	0	0	13	0	6	0	0	0	0	0	20
	0%	0%	0%	0%	18%	0%	7%	0%	0%	0%	0%	0%	
York	0	8	5	4	0	0	1	0	0	10	8	76	112
	0%	2%	3%	2%	0%	0%	1%	0%	0%	3%	3%	60%	
<b>TOTALS</b>	<b>29</b>	<b>348</b>	<b>174</b>	<b>253</b>	<b>73</b>	<b>94</b>	<b>91</b>	<b>80</b>	<b>39</b>	<b>362</b>	<b>313</b>	<b>127</b>	<b>1,983</b>

Source: South Carolina Technical College System Student Transfer and Performance Report, June 2008



TABLE 7

**TRANSFER TRACKING COHORT  
TECHNICAL COLLEGES FIRST TIME TRANSFERS ENROLLED FALL 2007 AT PUBLIC SENIOR INSTITUTIONS**

**Percentages by Total for Each Technical College**

Technical College	Citadel	Clemson	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	University of South Carolina				Winthrop	Total
								Aiken	Beaufort	Columbia	Upstate		
Aiken	0	2	0	0	0	0	3	50	0	5	1	1	62
	0%	3%	0%	0%	0%	0%	5%	81%	0%	8%	2%	2%	
Central Carolina	0	3	2	1	6	0	2	0	0	6	2	2	24
	0%	13%	8%	4%	25%	0%	8%	0%	0%	25%	8%	8%	
Denmark	0	0	1	0	1	1	18	1	0	3	1	1	27
	0%	0%	4%	0%	4%	4%	67%	4%	0%	11%	4%	4%	
Florence-Darlington	0	5	9	3	37	0	1	0	0	6	7	2	70
	0%	7%	13%	4%	53%	0%	1%	0%	0%	9%	10%	3%	
Greenville	1	52	6	20	0	20	4	1	2	21	155	7	289
	0%	18%	2%	7%	0%	7%	1%	0%	1%	7%	54%	2%	
Horry-Georgetown	0	6	122	7	2	0	2	1	0	12	4	2	158
	0%	4%	77%	4%	1%	0%	1%	1%	0%	8%	3%	1%	
Midlands	3	17	11	17	6	6	10	17	10	238	20	16	371
	1%	5%	3%	5%	2%	2%	3%	5%	3%	64%	5%	4%	
Northeastern	0	0	2	1	4	0	1	0	0	2	0	0	10
	0%	0%	20%	10%	40%	0%	10%	0%	0%	20%	0%	0%	
Orangeburg-Calhoun	1	4	2	0	0	1	25	3	1	4	3	1	45
	2%	9%	4%	0%	0%	2%	56%	7%	2%	9%	7%	2%	
Piedmont	1	8	1	5	0	54	1	3	0	6	8	0	87
	1%	9%	1%	6%	0%	62%	1%	3%	0%	7%	9%	0%	
Spartanburg	0	14	2	5	0	4	5	1	1	1	84	5	122
	0%	11%	2%	4%	0%	3%	4%	1%	1%	1%	69%	4%	
Lowcountry	0	3	1	2	0	0	3	2	21	0	0	0	32
	0%	9%	3%	6%	0%	0%	9%	6%	66%	0%	0%	0%	
Tri-County	0	206	4	9	1	8	0	1	1	16	13	9	268
	0%	77%	1%	3%	0%	3%	0%	0%		6%	5%	3%	
Trident	23	19	6	179	3	0	9	0	3	32	7	5	286
	8%	7%	2%	63%	1%	0%	3%	0%	1%	11%	2%	2%	
Williamsburg	0	1	0	0	13	0	6	0	0	0	0	0	20
	0%	5%	0%	0%	65%	0%	30%	0%	0%	0%	0%	0%	
York	0	8	5	4	0	0	1	0	0	10	8	76	112
	0%	7%	4%	4%	0%	0%	1%	0%	0%	9%	7%	68%	
<b>TOTALS</b>	<b>29</b>	<b>348</b>	<b>174</b>	<b>253</b>	<b>73</b>	<b>94</b>	<b>91</b>	<b>80</b>	<b>39</b>	<b>362</b>	<b>313</b>	<b>127</b>	<b>1,983</b>

Source: South Carolina Technical College System Student Transfer and Performance Report, June 2008

TABLE 8

2007 GRADE POINT AVERAGE COMPARISON OF TRANSFER STUDENTS  
TO NATIVE STUDENTS BY INSTITUTION

Senior College	Greenville Technical College Transfer Students' Fall 2007 Average GPA		Senior Institution First Time Native Students' Fall 2007 Average GPA		Difference in GPA: Senior Native minus Greenville Tech Transfer
	Students	Average GPA	Students	Average GPA	
Clemson	48	2.79	11,570	2.88	0.09
Coastal Carolina	5	3.20	4,308	2.81	-0.39
College of Charleston	20	2.43	6,669	2.95	0.52
Lander	20	3.00	1,499	2.70	-0.30
South Carolina State	4	3.00	4,122	2.26	-0.74
USC Columbia	21	3.25	16,881	3.09	-0.16
USC Upstate	155	3.05	3,928	2.74	-0.31
Winthrop	7	2.19	3,727	2.76	0.57
<b>Average GPA</b>		<b>2.95</b>		<b>2.88</b>	<b>-0.07</b>

Source: South Carolina Technical College System Academic Transfer Performance Report, June 2008

TABLE 9

GRADE POINT AVERAGE COMPARISON OF GTC TRANSFER STUDENTS IN 2007 TO 2005

Senior College	Greenville Technical College Transfer Students' Fall 2007 Average GPA		Greenville Technical College Transfer Students' Fall 2005 Average GPA		Difference in GPA: GTC Fall 2007 minus GTC Fall 2005
	Students	Average GPA	Students	Average GPA	
Clemson	48	2.79	50	2.28	0.51
Coastal Carolina	5	3.20	8	2.76	0.44
College of Charleston	20	2.43	15	2.73	-0.30
Lander	20	3.00	27	3.05	-0.05
South Carolina State	4	3.00	7	3.34	-0.34
USC Columbia	21	3.25	24	3.09	0.16
USC Upstate	155	3.05	132	2.74	0.31
Winthrop	7	2.19	10	2.14	0.05
<b>Average GPA</b>		<b>2.95</b>		<b>2.69</b>	<b>0.26</b>

Sources: South Carolina Technical College System Academic Transfer Performance Report, June 2008; and 2006 Greenville Technical College Four-Year Transfer Report

TABLE 10

COMPARISON OF FALL 2007 GPAs OF GREENVILLE TECHNICAL COLLEGE TRANSFERS TO NATIVE STUDENTS BY HOURS TRANSFERRED IN BY GREENVILLE TECH TRANSFERS OR EARNED BY NATIVE STUDENTS

Credit Hours Transferred	Transfer Destination											
	Clemson		Lander		USC Columbia		USC Upstate		Winthrop		College of Charleston	
	GTC Transfers	Native	GTC Transfers	Native	GTC Transfers	Native	GTC Transfers	Native	GTC Transfers	Native	GTC Transfers	Native
0 to 29	2.79	2.82	2.90	2.29	2.92	3.07	2.80	2.51			2.23	2.79
30 to 59	2.67	2.90	3.46	2.66	3.31	3.05	2.72	2.66	1.92	2.73	2.69	2.90
60 and above	3.34	2.91	3.14	2.93	3.30	3.11	3.29	2.89	2.85	2.96	3.40	3.06

Source: South Carolina Technical College System Academic Transfer Performance Report, June 2008

TABLE 11

GREENVILLE TECHNICAL COLLEGE  
ARTS AND SCIENCES GRADUATE SATISFACTION AND ACTIVITIES

Year	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>Number</b>	187	155	136	158	125	120
<b>Survey Responses</b>	111 59%	101 65%	119 88%	104 66%	91 73%	96 80%
<b>Continued Education</b>	91 49%	93 60%	100 74%	90 57%	74 59%	80 67%
<b>Transfer Preparation</b>						
Excellent	16 44%	20 45%	8 36%	7 20%	7 28%	10 26%
Good	18 50%	20 45%	10 45%	25 71%	14 56%	20 51%
Adequate	2 6%	4 9%	4 18%	3 9%	4 16%	9 23%
Inadequate	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
<b>Transfer Advising/Counseling</b>						
Excellent	4 11%	7 16%	6 29%	8 22%	6 23%	10 24%
Good	13 37%	18 41%	9 43%	17 47%	9 35%	15 36%
Adequate	13 37%	16 36%	4 19%	9 25%	8 31%	13 31%
Inadequate	5 14%	3 7%	2 10%	2 6%	3 12%	4 10%

Source: Greenville Technical College, Office of Planning and Grants, Graduate Follow-Up Surveys

**TABLE 12**

**ACADEMIC ADVISING SURVEY**

<b>Exploration of Transfer Options</b>	<b>2008</b>	<b>2006</b>
A - very satisfied	97 24%	69 23%
B - satisfied	197 49%	150 50%
C - dissatisfied	69 17%	61 20%
D - very dissatisfied	36 9%	20 7%
Number of Responses	399	300

*Source: 2006 & 2008 Greenville Technical College Advising Surveys (students who reported enrollment in the Arts & Sciences division)*

TABLE 13

2007 GREENVILLE TECHNICAL COLLEGE COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

Selected Transfer Questions

		Part-Time		Full-time		All Students	
		#	%	#	%	#	%
Frequency of Transfer Assistance	Do Not Know, NA	109	37.5	183	30.2	310	34.6
	Rarely, Never	106	36.4	212	35.0	321	35.9
	Sometimes	58	19.9	132	21.8	185	20.7
	Often	18	6.2	78	12.9	79	8.9
	<b>Totals</b>	<b>291</b>	<b>100.0</b>	<b>605</b>	<b>100.0</b>	<b>895</b>	<b>100.0</b>
Satisfaction: Transfer Credit Assistance	NA	154	55.0	261	43.9	439	50.5
	Not At All	29	10.4	76	12.8	99	11.3
	Somewhat	64	22.9	144	24.2	203	23.4
	Very	33	11.8	113	19.0	128	14.7
	<b>Totals</b>	<b>280</b>	<b>100.0</b>	<b>594</b>	<b>100.0</b>	<b>869</b>	<b>100.0</b>
Importance: Transfer Credit Assistance	Not At All	93	33.1	131	22.1	249	28.6
	Somewhat	61	21.7	123	20.7	185	21.3
	Very	127	45.2	339	57.2	435	50.0
	<b>Totals</b>	<b>281</b>	<b>100.0</b>	<b>593</b>	<b>100.0</b>	<b>869</b>	<b>100.0</b>
Transfer to a Four-Year College or University	Not Likely	154	52.7	203	33.2	404	44.9
	Somewhat Likely	40	13.7	105	17.2	136	15.1
	Likely	47	16.1	92	15.0	141	15.7
	Very Likely	51	17.5	212	34.6	220	24.4
	<b>Totals</b>	<b>292</b>	<b>100.0</b>	<b>612</b>	<b>100.0</b>	<b>901</b>	<b>100.0</b>
Transfer to a Four-year College or University	Not a Goal	135	47.0	185	30.5	359	40.3
	Secondary Goal	62	21.6	127	20.9	190	21.3
	Primary Goal	90	31.4	295	48.6	341	38.3
	<b>Totals</b>	<b>287</b>	<b>100.0</b>	<b>607</b>	<b>100.0</b>	<b>890</b>	<b>100.0</b>

Source: 2007 Community College Survey of Student Engagement Report

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

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)	
<b>American Assembly of Collegiate Schools of Business - International Association for Management Education</b>	<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						
<b>ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.</b>						
<b>Engineering (ENG)</b> – Baccalaureate and master's level programs in engineering						
<b>Engineering-related (ENGR)</b> – Engineering related programs at the baccalaureate level						
<b>Engineering Technology (ENGT)</b> – Associate and baccalaureate degree programs in engineering technology	X(6) AET CET EET EGT GMT MET	X(6) AET CET EET EGT GMT MET				
<b>ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION</b>						
<b>Health Services Administration (HSA)</b> Graduate programs						
<b>ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS</b>						
<b>Journalism and Mass Communication (JOUR)</b> - Units within institutions offering professional undergraduate and graduate(master's) degree programs						
<b>AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY</b>						
<b>Marriage and Family Therapy (MFTC)</b> - Clinical training programs						
<b>Marriage and Family Therapy (MFTD)</b> - Graduate degree programs						
<b>AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)</b>						
<b>Home Economics</b> - Baccalaureate programs						
<b>AMERICAN ASSOCIATION OF NURSE ANESTHETISTS</b>						
<b>Nurse Anesthetists (ANEST)</b> - Generic nurse anesthesia education programs/schools						
<b>AMERICAN BAR ASSOCIATION</b>						
<b>Law (LAW)</b> - Professional schools						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
<b>Funeral Service Education (FUSER)</b>						

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)	
Independent schools and collegiate departments						
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
<b>Nurse Midwifery (MIDWF)</b> - Basic certificate and basic master's degree program						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
<b>Construction Education (CONST)</b> - Baccalaureate degree programs						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						
<b>Pharmacy (PHAR)</b> - Professional degree programs						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
<b>Counseling</b> - Masters and Doctoral level programs						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
<b>Culinary Arts (CUL)</b> - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management	X(1) CUL	X(1) CUL				
<b>AMERICAN DENTAL ASSOCIATION</b>						
<b>Dental Assisting (DA)</b>	X(1) EDD	X(1) EDD				
<b>Dental Hygiene (DH)</b>	X(1) DHG	X(1) DHG				
<b>Dental Laboratory Technology (DT)</b>						
<b>Dentistry (DENT)</b> - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
<b>AMERICAN DIETETIC ASSOCIATION, THE</b>						
<b>Dietetics (DIET)</b> - Coordinated undergraduate programs						
<b>Dietetics (DIETI)</b> - Post baccalaureate internship programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
<b>Librarianship (LIB)</b> - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
<b>Medicine (MED)</b> - Programs leading to the M.D. degree						
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
<b>Occupational Therapist (OT)</b>						
<b>Occupational Therapy Assistant (OTA)</b>	X(1) OTA	X(1) OTA				



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)	
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						
<b>Physical Therapy (PTAA)</b> - Programs for the physical therapist assistant	X(1) PTA	X(1) PTA				
<b>Physical Therapy (PTA)</b> - Professional programs for the physical therapist						
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>						
<b>Clinical Psychology (CLPSY)</b> - Doctoral programs						
<b>Counseling Psychology (COPSY)</b> - Doctoral programs						
<b>Professional Psychology (IPSY)</b> - Predoctoral internship programs						
<b>Professional/Scientific Psychology (PSPSY)</b> - Doctoral programs						
<b>School Psychology (SCPSY)B</b> - Doctoral programs						
<b>AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS</b>						
<b>Landscape Architecture (LSAR)</b> - Baccalaureate and master's programs leading to the first professional degree						
<b>AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>						
<b>Audiology (AUD)</b> - Graduate degree programs						
<b>Speech-Language Pathology (SP)</b> - Graduate degree programs						
<b>AMERICAN VETERINARY MEDICAL ASSOCIATION</b>						5/1998
<b>Veterinary Medicine</b> - Programs leading to a D.V.M. or D.M.V. degree						5/1998
<b>Veterinary Technology</b> – Programs leading to the Associate's degree						
<b>ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS</b>	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
<b>Business (BUAD)</b> - Associate degree programs in business and business-related fields	X(7) ACC AOT CPT CUL MGT MKT MMT	X(7) ACC AOT CPT CUL MGT MKT MMT				
<b>Business (BUBD)</b> - Baccalaureate degree programs in business and business-related fields						
<b>Business (BUMD)</b> - Master degree programs in business and business-related fields						
<b>COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS</b>						
<b>Cytotechnologist (CYTO)</b>						
<b>Diagnostic Medical Sonographer (DMS)</b>	X(1) DMS	X(1) DMS				

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)	
<b>Electroneurodiagnostic Technologist (ENDT)</b>						
<b>Emergency Medical Technician-Paramedic (EMTP)</b>	X(1) EMT	X(1) EMT				
<b>Histologic Technician/Technologist (HT)</b>						
<b>Joint Review Committee - Athletic Training (JRC-AT)</b>						11/1999
<b>Medical Assistant (MA)</b>						
<b>Medical Records Administrator (MRA)</b>	X(1) HIM	X(1)* HIM				
<b>Ophthalmic Medical Assistant (OMA)</b>						
<b>Perfusionist (PERF)</b>						
<b>Physician Assistant (PA) - Assistant to the primary care physician</b>						
<b>Respiratory Therapist (REST)</b>	X(1) RES	X(1) RES				
<b>Respiratory Therapy Technician (RESTT)</b>						
<b>Specialist in Blood Bank Technology (SBBT)</b>						
<b>Surgeon's Assistant (SA)</b>						
<b>Surgical Technologist (ST)</b>	X(1) SUR	X(1) SUR				
<b>COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)</b>						11/1999
<b>Nursing - Baccalaureate-degree nursing education programs</b>						11/1999
<b>Nursing - Graduate-degree nursing education programs</b>						11/1999
<b>COMMISSION ON OPTICIANRY ACCREDITATION</b>						
<b>Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician</b>						
<b>Opticianry (OPD) - 2-year programs for the ophthalmic dispenser</b>						
<b>COMPUTING SCIENCE ACCREDITATION BOARD, INC.</b>						
<b>Computer Science (COMP) - Baccalaureate programs in computer science</b>						
<b>COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)</b>						5/1998
<b>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.</b>						5/1998
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
<b>Community Health Education (CHE) - Graduate programs offered outside schools of public health</b>						
<b>Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health</b>						

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)	
Public Health (PH) - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
Rehabilitation Counseling						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
Social Work (SW) - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
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						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X(1) RAD	X(1) RAD				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
<b>NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES</b>						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree	X(1) MLT	X(1) MLT				
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
<b>NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES</b>						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
<b>NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.</b>						
Architecture (ARCH) - first professional degree programs						
<b>NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY</b>						

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)	
Industrial Technology (INDT) - Baccalaureate degree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF DANCE</b>						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>						
Masters of Public Administration (MPA)						7/2002
<b>NATIONAL ASSOCIATION OF SCHOOLS OF THEATER</b>						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
<b>NATIONAL LEAGUE FOR NURSING, INC.</b>						
Nursing (PNUR) - Practical nursing programs	X(1) LPN	X(1)** LPN				
Nursing (ADNUR) - Associate degree programs	X(1) NUR	X(1)** NUR				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

**Total**

\_\_\_\_\_27\_\_\_\_\_27\_\_\_\_\_

*This information to be used for performance indicator 3D*

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

\*\* National League for Nursing Accrediting Commission (NLNAC)

## RESULTS OF PROFESSIONAL EXAMINATIONS

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

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

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

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

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>TECHNICAL SECTOR</b>					
Aircraft Maintenance – Airframe	1/08 – 3/08	0	0	0	NA
	10/07 – 12/07	1	1	1	100.0%
	7/07 – 9/07	0	0	0	NA
	4/07 – 6/07	2	2	2	100.0%
Aircraft Maintenance – General	1/08 – 3/08	0	0	0	NA
	10/07 – 12/07	2	2	1	50.0%
	7/07 – 9/07	0	0	0	NA
	4/07 – 6/07	2	2	2	100.0%
Aircraft Maintenance – Powerplant	1/08 – 3/08	1	1	1	100.0%
	10/07 – 12/07	1	1	1	100.0%
	7/07 – 9/07	0	0	0	NA
	4/07 – 6/07	2	2	2	100.0%
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	4/07 – 3/08	21	19	17	89.5%
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)	4/07 – 3/08	24	24	20	83.3%
Clinical Laboratory Technician, NCA					
Cosmetology Exam	4/07 – 3/08	3	3	3	100.0%
Emergency Medical Technician – NREMT Basic	4/07 – 3/08	66	55	36	65.5%
Emergency Medical Technician – NREMT Intermediate	4/07 – 3/08	38	32	23	71.9%
Emergency Medical Technician – NREMT Paramedic	4/07 – 3/08	40	26	14	53.8%

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
Medical Laboratory Technician, ASCP	1/08 – 3/08	1	1	1	100.0%
	7/07 – 9/07	10	10	8	80.0%
	4/07 – 6/07	4	4	4	100.0%
National Bd. for Dental Hygiene Examination	3/08	27	27	24	88.9%
	12/07	17	17	15	88.2%
National Council Licensure Exam. (NCLEX) - Practical Nurse	1/08 – 3/08	17	16	15	93.8%
	10/07 – 12/07	6	6	5	83.3%
	7/07 – 9/07	11	11	11	100.0%
	4/07 – 6/07	25	24	24	100.0%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	1/08 – 3/08	79	71	58	81.7%
	10/07 – 12/07	45	40	38	95.0%
	7/07 – 9/07	45	37	37	100.0%
	4/07 – 6/07	49	39	35	89.7%
National Physical Therapist Assistant Licensing Exam. (PTA)	6/07 – 3/08	28	28	25	89.3%
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	5/07 – 10/07	29	29	29	100.0%
Registered Health Information Technician	10/07 – 3/08	12	10	8	80.0%
	4/07 – 10/07	2	2	1	50.0%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	4/07 – 3/08	22	15	7	46.7%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	4/07 – 3/08	20	15	10	66.7%
SRTA Regional Exam. for Dental Hygienists	12/07	6	6	6	100.0%
	10/07	10	10	10	100.0%
	6/07	9	9	9	100.0%
	4/07	5	5	5	100.0%
Surgical Technologist National Certifying Examination	10/07 – 12/07	7	7	4	57.1%
	7/07 – 9/07	24	24	16	66.7%
	4/07 – 6/07	4	4	3	75.0%
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					
<b>TOTAL</b>		<b>717</b>	<b>637</b>	<b>531</b>	<b>83.4%</b>