



INSTITUTIONAL EFFECTIVENESS REPORT

2002-2003

**Prepared by:
Jodi Herrin and Maureen Bergstrom
USCA Office of Institutional Effectiveness
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INTRODUCTION

This document is the University of South Carolina Aiken's annual Report on Act 255 of 1992 and Act 629 of 1996. This report is required by the South Carolina Commission on Higher Education and the South Carolina Legislature. It covers the school year 2002-2003.

The Office of Institutional Effectiveness (formerly known as the Office of Institutional Research and Assessment) at USC Aiken is responsible for all institutional assessment activities. Through assessment, USCA improves its programs and services in order to offer the best educational experience possible. Student participation in assessment activities is a university priority. A standing Academic Assessment Committee of the Faculty Assembly is responsible for overseeing general education assessment as well as reviewing the academic units' assessment reports. Assessment programming for the academic units is reviewed by the Committee on a rotational basis every three years. The Committee reviews the academic unit's report, sends written comments to the unit, and meets with the appropriate assessment representative to discuss the review. After the meeting, another letter is sent to the unit with the outcomes. These letters are maintained in the Office of Institutional Effectiveness for future reference.

For more information about USC Aiken, you may access our homepage on the web at <http://www.usca.edu>. For more information about this document, you may contact Ms. Jodi Herrin, Office of Institutional Effectiveness, 471 University Parkway, Aiken, SC 29801.

PROCEDURES FOR STUDENT DEVELOPMENT

PURPOSE AND METHODS

During the two years since the last CHE report was submitted, the Student Life and Services Division has engaged in a variety of activities to assess its programs and services. These activities have focused on (a) evaluating the quality of programs and services, (b) determining the need and/or demand for the programs/services, (c) assessing the cost effectiveness of the programs and services, (d) determining the degree to which the programs/services support USCA's mission, and (f) assessing the impact that the programs/services have on students.

The assessment methods utilized included comprehensive program reviews conducted by each department annually, analysis of relevant data from campus-wide surveys, and development and/or utilization of department specific or program specific assessment measures. In addition, during the past two years all departments at USCA, including Student Life and Services departments, have been involved in a comprehensive strategic planning process. This process involved a very thorough review/assessment of each department.

As part of the strategic planning process, the Chancellor established a task force to review Student Life and Services and Athletics programs (as well as establishing task forces to review other areas of campus). The task force was comprised of faculty and staff members and students and was chaired by a faculty member. The task force developed criteria by which each department/program would be reviewed/evaluated and communicated this information to the department heads. Each department head then wrote an evaluative report addressing the specific criteria. Once this self-assessment was completed by the department head, the report was reviewed by the task force, which made an independent evaluation of each department/program on each criterion. The task force then made recommendations to the campus-wide Strategic Planning Committee which then either accepted the evaluative information provided by the task force or formulated different recommendations based on additional information. This three-level review process resulted in a very thorough assessment of virtually every department and program in the Student Life and Services area.

The criteria established by the task force were as follows:

1. Quality of Program/Service
 - Availability of services
 - Variety and depth of services
 - Usage rates (when appropriate)
 - Satisfaction survey results (student, faculty, staff)
 - Comparison to similar institutions
 - Comparison to professional standards (when available)
 - Outside recognition (when applicable)
 - Quality and adequacy of human resources
 - Quality and adequacy of facilities
 - Quality and adequacy of equipment
 - Adequacy of funding levels
2. Need for Program/Service
 - Serving students, faculty, or staff
 - Externally mandated
 - Participation rates/ demand
 - Essential to health and welfare of students
 - Essential to recruitment or retention of students
 - Providing academic support or “real life” experiences
 - Providing positive publicity for University
 - Enhancing campus “esprit de corps”
3. Cost Effectiveness
 - Budgeted resources (budgeted dollars and % of university budget)
 - Budgeted resources in comparison to similar institutions
 - Revenues generated and outside funding received (when applicable)

- Other appropriate measurements as determined by the individual program/service
4. Centrality to Mission
- Degree to which program/service supports the University mission

RESULTS

A summary of the major findings of the assessment activities over the past two years are delineated below.

Quality of Programs/Services

The quality of programs/services was ascertained through the use of the annual departmental program reviews, the comprehensive strategic planning task force review, evaluations after individual programs, and the annual USCA Student Opinion Survey. Although a variety of criteria were utilized in this evaluation, two of the most important are highlighted below.

Availability and Variety/Depth of Services

For many years, USCA has been known for its “lean” administrative staffing levels. While some positive strides have been made in recent years, a number of areas were identified as needing additional funding/staffing/facilities so that additional programming/services could be offered to students. These areas included alcohol/drug education, health center, housing, career services, counseling, minority outreach, and disability services. The other areas reviewed were felt to have adequate staffing/funding levels.

Satisfaction with Services

The individual program evaluations conducted by departments (study skills workshops, multicultural events, student activities and leadership programs, etc.) consistently indicate that students are very satisfied with the programs and services offered.

This satisfaction level is also reflected in the results of the annual student opinion surveys. Satisfaction levels (ratings of “satisfied” or “very satisfied”) for the Student Services programs and services addressed by the survey (Student Activities, Counseling Center, New Student Orientation, Disability Services, Multicultural Affairs, Public Safety, Athletics, Housing, Career Services, Health Center, Leadership Programs, Community Service Programs, and Intramural Sports) ranged from 100% for Leadership Programs to 89.4% for Housing. This indicates a VERY high satisfaction level in all areas. It is interesting to note that two years ago the satisfaction ratings for the Health Center and Housing were 68.8% and 69.3% respectively while in 2003 they were 90.8%

and 89.4% respectively. This dramatic increase in satisfaction may be the result of major changes made by the institution in both of these service areas.

Cost Effectiveness

In general, the Student Services programs at USCA are very cost effective. In comparison to similar institutions, USCA offers a wide variety of services with lower staffing and funding levels. Only two areas were identified for further review based on low participation rates for funds expended (diversity programs and cooperative education). Each of these areas will be undergoing changes before the fall semester begins.

Relationship to USCA Mission

Through the review process, it became evident that each Student Services program offered supported the USCA Mission Statement. The majority of programs/services supported the recruitment and retention of students, with a number of programs also supporting the learning outcomes mentioned in the mission statement.

Impact of Programs and Services on Student Growth and Development

The USCA Alumni Survey administered by the Institutional Effectiveness Office includes questions which address the issue of student growth and development. Highlights of the 2003 Alumni Survey include:

- Of the graduates surveyed, 76% felt that their ability to appreciate cross-cultural differences increased very much or a moderate amount as a result of their experience in general education courses at USCA (up from 68% from previous alumni survey).
- 83% of these graduates felt that their ability to explore values openly and critically increased very much or a moderate amount as a result of their experience in general education courses (up from 77.6% on previous survey).
- 68% felt that their education experiences contributed very much or somewhat to their growth in the area of caring for their physical and mental health, 92% felt that these experiences contributed very much or somewhat to their growth in working cooperatively in a group, and 89% felt that these experiences contributed to their ability to organize their time effectively.

Uses of Assessment Results

During the past several years, a variety of improvements have occurred and/or are planned as a result of the assessment of USCA student services. These changes include:

- An additional on-campus housing complex will be built that will almost double the number of on-campus beds. Ground-breaking will take place in August, 2003 and the facility will be on-line by August of 2004.

- USCA's current housing complex was wired for connection to the university internet system during the summer of 2003.
- The hours of the part-time counselor in the Counseling Center were increased from 10 to 20 hrs. per week.
- The Health Center Director position was changed from 20 hours per week to 30 hours per week.
- The Disability Services position was upgraded to a Director position.
- An Assistive Technology Center is scheduled to open in August 2003 to better address the needs of students with disabilities.
- USCA has become involved with the NCBI (National Coalition Building Institute) program which will augment current diversity programming on campus beginning in the fall of 2003.

Future plans for addressing identified needs include increasing the services provided by the Health Center, renovating the Student Activities Center, providing a dedicated facility for the Health Center, and increasing staffing for Multicultural Affairs.

MAJORS/CONCENTRATIONS (Full-Reports)

INTERDISCIPLINARY STUDIES

USCA offers a Bachelor of Arts or Science in Interdisciplinary Studies. This unique degree program can be structured to meet the individual student's specific educational and career goals. Students in this program typically select two academic disciplines for concentrated study instead of a single major. Students may select only those disciplines in which USCA offers upper-level courses. Students select concentrations based on interests, career goals, or educational priorities. Some possible combinations of concentrations are: graphic design and marketing, English and history, political science and psychology, and the list goes on.

This degree program has been in existence at USCA since 1981. It evolved from the old Bachelor of General Studies degree program that was patterned after the USC Columbia model at that time. There have been many Directors from various disciplines, with different viewpoints for the program. In 2002, a new Director, Dr. Karl Stenger, Associate Professor of German, was appointed to the BIS program. He has had many challenges administering this program, after the previous director's lengthy illness and subsequent death and is working to refine the assessment process for this major. During the 2002-2003 school year, the Interdisciplinary Studies program had two graduates who earned a Bachelor of Arts in Interdisciplinary Studies and four graduates who earned a Bachelor of Science in Interdisciplinary Studies. One student graduated Magna Cum Laude.

Mission Statement:

The Bachelor of Interdisciplinary Studies program offers students a rigorous bi-or multi-disciplinary degree program structured in part to meet an individual student's specific academic and career goals. The program is designed for those students whose educational objectives are

better served by a flexible interdisciplinary program of study rather than by a traditional single-discipline major.

Goals:

The BIS program seeks to offer students the following:

- A broad-based foundation in the liberal arts and sciences with which to anchor additional study in more specifically chosen academic fields or disciplines.
- The ability to study in a pairing or combination of academic areas or disciplines that reflect the student's educational and/or career goals.
- The substantive understanding of the connections between/among those disciplines and areas of study.
- The ability to articulate the strengths, connections, and applications discovered during the student's course of study for the degree.

Assessment Methods/Outcomes

The BIS program uses various assessment methods to measure its students' success in their concentrations. Because BIS anchors its foundation in liberal arts and sciences, one of the criteria it uses is successful completion of USCA's General Education requirement for Baccalaureate liberal arts or sciences degree programs. Students must have passing grades in all courses counted as General Education requirements. Two other methods used for assessing the program are the exit portfolio and exit interview of graduating seniors. From the exit interview, information is obtained about the student's overall satisfaction with the BIS program and with the education obtained at USCA. Of the twelve students participating in the current Exit Survey, all twelve rated their degree courses as good or excellent. The three most frequent reasons they gave for selecting the BIS major were: 1) The BIS degree allowed them to shape their study to fit their personal goals; 2) They wanted to focus their studies on two disciplines; and 3) The degree allowed them to shape their study to fit their professional goals.

The exit survey was recently put on-line, allowing the process to be more time-efficient. A concern for this new administration of the survey, was the student response. However, from the number participating, the length of the responses, and the thoughtfulness of the answers, the students have responded well.

One of the frustrations with BIS assessment is since there are no faculty or curricula under the supervision of the BIS program, using the assessment results effectively has been a problem. Much of the information obtained from the interviews has been useful in the advisement process for current students, but more needs to be done with what's been learned about this program through our assessment process.

The new Director will be reviewing the current methods used as well as the responses to the Exit Survey. With a larger data base of results, he will then be able to make decisions if any changes need to be made to the BIS program. The BIS Director is currently looking into the possibility of integrating the discipline-specific assessment of each concentration in the assessment of BIS.

With the USCA mission encouraging interdisciplinary studies and collaborative endeavors, one can expect USCA's BIS program to become an even stronger and appealing degree offering to students wishing to study various concentrations.

COMMUNICATIONS

The Bachelor of Arts Degree in Communications is a liberal arts degree designed to enhance understanding of communication processes and develop communication skills, so graduates are prepared for a wide range of roles in today's world.

Students majoring in Communications at USCA examine communication processes in interpersonal relationships, small group and public settings and within organizations, in cultures, and in the mass media.

Mission Statement:

The Communications degree program is designed to give students a thorough understanding of fundamental communication processes across a variety of contexts, ranging from the interpersonal context, to the small group and organizational contexts, to the public and mass communication contexts. We strive to provide our students with an understanding of communication theories, principles, functions, and concepts and with a range of systematic communication experiences in order to help them develop their communication and critical thinking skills. The program is structured to prepare students for advanced study as well as a wide range of careers in business, industry and the nonprofit sector.

Goals:

- Demonstrate an understanding of the communication discipline's areas of study as well as the theories, principles, and concepts associated with different areas of study;
- Critically analyze and evaluate the communication of themselves and others across a variety of situations;
- Develop understanding of the situational, cultural, legal and ethical aspects of communicative acts;
- Use their communication knowledge and skills to:
 - (a) communicate ideas and information clearly and accurately, whether one-to-one, in small groups or in a one-to-many setting;
 - (b) communicate persuasively, whether one-to-one, in small groups, or in a one-to-many setting;
 - (c) deliberate and solve problems, whether one-to-one, in small groups, or in a one-to-many setting;
- Demonstrate effective interpersonal communication skills, both verbal and nonverbal, when interacting with others; and
- Demonstrate an ability to communicate effectively in writing, considering both verbal and visual communication.

The Communications program uses various assessment methods to measure its students' success in obtaining these goals. An on-line senior exit survey is used to assess a number of these goals. The Communications Department also reviews course grades, paying particular attention to classes which emphasize skill development. The department has recently initiated a 3-credit capstone experience which will be used to evaluate how well students use their knowledge and skills to communicate ideas and information clearly and accurately, communicate persuasively, and deliberate and solve problems. This capstone experience is either a mass media internship or a service learning internship. As part of the internship, mass media interns submit a portfolio of work with a reaction paper, and service learning interns must complete a research paper.

The 1998-99 school year was the first year that USCA students could earn a Bachelor's degree in communications. Much energy during that first year was devoted to developing an assessment plan. The department's assessment goals, methods, criteria for success, results and use of results were at the beginning stages. It is encouraging, therefore, to note that the results of both the first and second assessment reports for the Department of Communications indicate that they seem to be doing a fine job of meeting their objectives. In their 2001 report they identified just two areas of concern dealing with the students knowledge of ethics and the ability to communicate effectively in writing. This has resulted in the department revising their course syllabi and their curriculum and they are seeing improvements in those areas already. They plan to continue to gather data and evaluate how effectively they are meeting their objectives as more information is collected each year. Presently, however, the data indicate that they have a strong program that has produced over 50 graduates and are doing a good job of meeting their objectives.

Interim Reports:

Teacher Education Programs

The School of Education offers the following programs: Undergraduate Teacher Education, Undergraduate Exercise and Sports Science; M.Ed. in Elementary Education, and the M.Ed. in Educational Technology. In 1999, the USCA School of Education received NCATE accreditation and will be revisited in Spring 2004.

Undergraduate Teacher Education Program

Mission Statement: The USC Aiken School of Education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

Goals:

- USCA education majors will be able to meet the state standards required for teaching in P-12 schools.
- Feedback from teaching interns will be used to improve the USCA Undergraduate Teacher Preparation Programs.
- Feedback from cooperating teachers will be used to improve the USCA Undergraduate Teacher Preparation Programs.
- Feedback from employers will be used to improve the USCA Undergraduate Teacher Preparation Programs.
- Feedback from alumni will be used to improve the USCA Undergraduate Teacher Preparation Programs.
- The School of Education will attain and maintain accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and attain and maintain approval of each of the program areas by the appropriate learned society.

The faculty in the School of Education assesses these goals by taking advantage of standardized instruments and surveys. The two instruments used are the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) and the PRAXIS Series, Professional Assessments for

Beginning Teachers. An on-line post teaching internship survey is used during the final meeting of the Senior Seminar. This survey is specific to the candidate's program of study (Elementary, Early Childhood, or Secondary Education).

Additional instruments are given to specific groups. Cooperating teachers evaluate the preparation of their teaching interns by completing the Cooperating Teacher's Evaluation Forms. Another survey used is the Employer Survey which is distributed and completed by principals in the surrounding counties. Feedback from the Alumni Survey which includes items specific to teacher education is administered in alternating years to alumni.

As a result of program assessment, the School of Education has made a number of changes to strengthen their Teacher Education Programs. Some changes mentioned in their Assessment Report are: all Early Childhood courses are offered both fall and spring semester, Elementary and Early Childhood majors must take and pass the PRAXIS II exams before being allowed to do their internship, and the course in Elementary School Curriculum was changed to Classroom Management. Beginning in Fall 2002, the requirements for the Elementary Education program were changed to bring them in line with both the general education requirements and the South Carolina Curriculum Standards. Elementary Education majors must now take a foreign language and three sciences (Biological Sciences II, Physical Science, and Integrated Earth Science).

ALUMNI/PLACEMENT SURVEYS

In the spring of 2003, the Office of Institutional Effectiveness sent out USC Aiken's Alumni Survey. The survey was sent to four hundred and forty-five (445) alumni of the 1999-2000 graduating class. One hundred and twenty-four (124) alumni completed and returned the survey for a response rate of 27.9%. One question was inadvertently omitted during the survey design phase so we are not able to report data for question 2.6. Please see the attached file for USCA alumni survey and placement data results.

STATEMENT ON TECHNOLOGY PREPARATION

Beginning in 2000-2001, the assessment reports for USCA (Forms A, B, C) require the various departments/schools to complete a new Part II, entitled: The Assessment of the Basic Use of Computers. The explanation reads, "*SACS 4.2.2 states an institution must demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers. Please state how your department demonstrates competency in 'the basic use of computers' in the space below.*"

Forms A, B, and C are collected from all academic units in the fall of each semester. At that time, the units respond to the above question on Part II. These are then sent to the Academic Assessment Committee for review.

Many of the units require their students to take a particular course that incorporates computer competency. Other academic units use other methods to have their majors gain computer and technological skills competency. Political Science and History incorporate into their courses accessing and utilizing the Internet and other databases for information gathering.

- Other examples are:
- ❖ all classes in Biology, beginning with ABIO 101 and 102 and continuing throughout the curriculum, require the use of word processing (i.e. MS Word) and data analysis software (i.e. MS Excel) for the generation of laboratory reports. Students in Biology must also complete a programming course.
 - ❖ Sociology requires their majors to pass, with a “C” or better ASCY 497 - Sociological Research Methods.
 - ❖ Education majors must earn a “C” or better in AEDC 442 – Resources for Teaching.

The following information is due August 1, 2003

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: University of South Carolina Aiken

Academic Year for Graduating Students: 1999 - 2000

Section 59-101-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://

How many students were surveyed? 445

How many students responded? 124 Response Rate: 27.9%

Was this population a **sample** or the **total group**? Total

1. Students' level of satisfaction with:

	<i>Responses to Question</i>		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	% of Total Responses		# %		# %		# %		# %		# %		# %	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	118	95.2%	66	55.9%	41	34.7%	10	8.5%	1	0.8%	0	0.0%	0	0.0%
1.2 INSTRUCTION in the major	118	95.2%	58	49.2%	45	38.1%	13	11.0%	2	1.7%	0	0.0%	0	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	115	92.7%	35	30.4%	62	53.9%	15	13.0%	3	2.6%	0	0.0%	0	0.0%
1.4 INSTRUCTION in general education	116	93.5%	39	33.6%	62	53.4%	14	12.1%	1	0.9%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	118	95.2%	57	48.3%	53	44.9%	8	6.8%	0	0.0%	0	0.0%	0	0.0%

2. How frequently involved in each of the following activities (on or off the job):

	<i>Responses to Question</i>		Weekly		Monthly		Annually		Less Often		Never	
	% of Total Responses		# %		# %		# %		# %		# %	
	#	%	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	118	95.2%	25	21.2%	32	27.1%	37	31.4%	14	11.9%	10	8.5%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	118	95.2%	20	16.9%	22	18.6%	25	21.2%	38	32.2%	13	11.0%
2.3 Professional or service organizations	117	94.4%	18	15.4%	28	23.9%	30	25.6%	25	21.4%	16	13.7%
2.4 Volunteer, public or community service	118	95.2%	26	22.0%	16	13.6%	25	21.2%	33	28.0%	18	15.3%
2.5 Social/recreational organization	118	95.2%	28	23.7%	33	28.0%	23	19.5%	23	19.5%	11	9.3%
2.6 Support or participation in the arts		0.0%	Calculated		Calculated		Calculated		Calculated		Calculated	

3. The college experience influenced my participation in the above activities:

	<i>Responses to Question</i>		Strongly		Moderately		Somewhat		None at all	
	% of Total Responses		# %		# %		# %		# %	
	#	%	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	120	96.8%	47	39.2%	33	27.5%	30	25.0%	10	8.3%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	121	97.6%	26	21.5%	46	38.0%	31	25.6%	18	14.9%
3.3 Professional or service organizations	120	96.8%	26	21.7%	41	34.2%	38	31.7%	15	12.5%
3.4 Volunteer, public or community service	121	97.6%	14	11.6%	43	35.5%	39	32.2%	25	20.7%
3.5 Social/recreational organization	121	97.6%	14	11.6%	35	28.9%	42	34.7%	30	24.8%
3.6 Support or participation in the arts	121	97.6%	21	17.4%	26	21.5%	46	38.0%	28	23.1%

3A Aggregate

4. I have voted in ___ of the elections since leaving college.

	<i>Responses to Question</i>		All		Most		Some		Few		None	
	% of Total Responses		# %		# %		# %		# %		# %	
	#	%	#	%	#	%	#	%	#	%	#	%
	119	96.0%	32	26.9%	51	42.9%	16	13.4%	3	2.5%	17	14.3%

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution:	University of South Carolina Aiken	
Academic Year Surveyed Students Graduated:	1999 - 2000	
Section 59-101-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)		
The hyperlink for this report is:	http:// _____	
How many graduates did you survey?	445	What percent of the graduating cohort does this represent? _____
How many surveys were returned?	124	Survey response rate: 27.9%
Survey Based on (Place "X" in one):	<input type="checkbox"/> Sample	<input checked="" type="checkbox"/> Total Group

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	45	40.9%
b. Less than one month	22	20.0%
c. 1 to 3 months	17	15.5%
d. 4 to 6 months	9	8.2%
e. 7 to 12 months	8	7.3%
f. Over 12 months	3	2.7%
g. Have not obtained a full-time job	3	2.7%
h. Did not seek a full-time job	3	2.7%
Total	110	

2. Indicate which single category best describes the student's current status.

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	3	2.7%
b. Employed and continuing my education	26	23.0%
c. Employed full-time	72	63.7%
d. Employed part-time	3	2.7%
e. Self-employed	1	0.9%
f. Serving in Armed Forces	0	-
g. Caring for a home/family	4	3.5%
h. Unemployed, seeking work	2	1.8%
i. Unemployed, not seeking work	1	0.9%
j. Other	1	0.9%
Total	113	

3. Indicate the relationship between the student's college major their first full-time job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	78	65.0%
b. Moderately related	9	7.5%
c. Slightly related	14	11.7%
d. Not related	16	13.3%
e. Not employed	3	2.5%
Total	120	

4. Indicate the relationship between the student's college major and their full-time job.

<i>Currently</i>	# of Responses	% of Total
a. Highly related	71	59.2%
b. Moderately related	18	15.0%
c. Slightly related	8	6.7%
d. Not related	10	8.3%
e. Not employed	0	-
Total	107	

5. Indicate the location of the student's first job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	91	75.8%
b. Southeast, outside of South Carolina	22	18.3%
c. Outside the Southeast	4	3.3%
d. Not employed	3	2.5%
Total	120	

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2003

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

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

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://www.che400.state.sc.us/web/affairs.htm>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. The **National Association of Schools of Public Affairs and Administration** was approved as an accrediting agency in 2002. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/web/Academic/accreditation%20guidelines.htm>.

Institution:

University of South Carolina Aiken

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

These agencies and areas may also be found on the CHE's website at:

<http://www.che400.state.sc.us/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

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

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

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

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

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

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

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
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Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs	X	X				
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

4 4
THIS INFORMATION TO BE USED AS A BASE FOR PERFORMANCE INDICATOR 3D

Institution:

University of South Carolina Aiken

COURSES TAUGHT BY FACULTY*Applicable for Four- and Two-Year Institutions – Measured for Fall 2002*

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

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2004 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

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

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

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

Number of first-time, full-time entering freshmen enrolled in Fall 2001 (include first-time freshmen who enrolled either part-time or full-time in the Summer 2001 if they returned full-time in the Fall 2000)	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2001	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2003
Item (1)	Item (2)	Item (3)
438	N/A	N/A

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2001 (combine all sections for each course). For each course indicate the number of students included in Item (2) above who enrolled; the number who completed the course, and the number who successfully completed the entry level course by the end of Spring Semester 2003.

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

Institution:

University of South Carolina Aiken

STUDENT INVOLVEMENT IN SPONSORED RESEARCH*Applicable to Four-Year Institutions – Measured for Fall 2002*

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

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

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2002 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	22
Graduate Students	0

Institution:

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RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Measured for April 1, 2002-March 31, 2003

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, 2002 through March 31, 2003**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. The process for including and removing examinations from this table is currently being considered by Commission staff and CAPA. You will be notified of any changes in examinations included in this table, should they occur.

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 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
PRAXIS Series II: Core Battery Professional					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
REGIONAL SECTOR					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
TECHNICAL SECTOR					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician - NREMT					
Basic, Intermediate and Paramedic Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					
SRTA Regional Exam. for Dental Hygienists					

Additional Examinations - In addition to this information, the Commission is interested in collecting supporting data for other exams that **may** be used in the IE and performance funding processes. These exams were identified in a meeting with institutional, Commission staff, and State Tech Board representatives in 1999 for possible inclusion in these data collection efforts. As we continue to look closer at performance indicator 7D and through data verification efforts, we are interested in more detailed information that could affect the inclusion of these exams, or others. Please provide the information on the additional exams as requested below. Should you have suggestions for other exams to include here, please add those to the list with the appropriate information.

Additional Examinations - Research Sector

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
American Academy of Nurse Practitioners National Certification Exam (AANP) – Adult Nurse Practitioner				
AANP - Family Nurse Practitioner				
AANP - Pediatric Nurse Practitioner				
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB - Intermediate Level				
AASSWB - Advanced (Independent) Level				
American Nurses Credentialing Center National Exam. (ANCC) – Acute Care Nurse Practitioner				
ANCC - Gerontological Nurse Practitioner				
ANCC - Pediatric Nurse Practitioner				
ANCC - School Nurse Practitioner				
ANCC - Psychiatric Clinical Nurse Specialist				
Athletic Training				
Examination for the Professional Practice of Psychology				
Fundamentals of Engineering				
Fundamentals of Geology				
National Certification Board of Pediatric Nurse Practitioners and Nurses				

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties – Women’s Health Nurse Practitioner Exam.				

Additional Examinations – Teaching Sector

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB – Intermediate Level				
AASSWB – Advanced (Independent) Level				
Fundamentals of Engineering				
Fundamentals of Geology				

Additional Examinations – Technical Sector

The exams below represent additional examinations identified through the July 1999 institutional and State Tech meeting. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s)/Diploma(s)/ Certificate(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
National Conference of Funeral Services National Exam				
National Cosmetology Exam.				

Exam	Degree(s)/Diploma(s)/ Certificate(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
National Registry First Responder				
SC Brokers License				
SC Contractors License				
SC Master Hair Care Specialist				
SC Registered Barber Exam				
SC Specialty Contractor				
SC State Law Examination-Funeral Services				