

Institutional Summary Reports For Midlands Technical College

Introduction

This summary report for Midlands Technical College (MTC) includes: Majors or Concentrations, Academic Advising, and Achievement of Students Transferring from Two-to-Four Year Institutions.

The following components will be reported in the annotated year: General Education (2010), Library Resources and Services (2009) and Procedures for Student Development (2011).

The final section of the report contains MTC's statement concerning the institution's policies and procedures to provide a "technologically skilled workforce."

1. General Education

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

2. Majors or Concentrations

Midlands Technical College (MTC) assesses all academic majors on a three-to-five year cyclical schedule. The schedule has some flexibility to afford those majors who are externally accredited the opportunity to adjust the evaluation cycle to best support their reaccreditation visits. The assessment of the majors is designed to determine the degree to which specific programs provide specialized knowledge, skills and attitudes leading to employment in the field or discipline and/or success in transfer to a senior-level program.

The program review process, which generates the assessment of majors, includes an analysis of the specific data elements identified to evaluate the effectiveness and efficiency of the academic programs offered at MTC. The effectiveness component of the process focuses on the learning outcomes, clients' satisfaction, and the vitality of each program. The efficiency component focuses on quantitative data that indicates the programs' cost, space utilization rate, and average size of course section taught.

In 2006-2007 the Accounting, Marketing, Management, and Medical Assisting Technology (MLT) programs completed the program assessment process and developed recommendations for program improvement. In 2007-2008, these programs completed the following actions:

The Accounting program focused on developing measurable program competencies that will address employer needs and the student learning requirements of SACS and ACBSP criteria.

Accounting (ACC):

- Identified required program competencies and the courses where they were addressed and purged accounting courses that did not address program outcome competencies.
- Developed a new *Student Performance Outcomes Assessment Plan* for each of the programs fifteen courses which include course competency descriptions, measurement tools, reporting requirements, and performance targets.

The Surgical Technology Program focused on reviewing program practices that support students and meet the needs of employers and establishing an associates degree in the area.

Surgical Technology (SUR):

- Surgical Technology completed a detailed review and revision of the *Surgical Technology Student Handbook* to reflect new program policies and procedures.
- Completed a review of the program's policies and procedures, reviewed all issues with the programs Advisory Committee and developed solutions that also met the requirements of the college and hospitals and clinics where students have their clinical studies.
- Developed the draft proposal for the Associate Degree in Surgical Technology to be submitted to State Tech in accordance with the SBTCE and CHE approval cycle calendar.

The Management and Marketing programs researched issues related to Student Satisfaction with "Job Attainment" and coordinated with the college's Development Office to track program graduates. Strategies implemented to address the issue are:

Management and Marketing:

- Management and Marketing faculty will strengthen student awareness of developing realistic post college employment expectations, especially in Business Communications (BUS 130).
- Management and Marketing faculty will increase student awareness of their personal responsibilities in securing employment in their chosen field through in-class discussions.
- Management and Marketing faculty, through in-class discussions, will increase student awareness of the support and services offered by the college's Student Employment Services Office.
- Marketing and Management faculty will increase student awareness of the college's Development Office and the importance of maintaining contact with the college and responding to surveys to provide information relevant to improving the programs.

The Medical Assisting Program focused their efforts on creating a more valuable clinical experience for their students and increasing employer and student awareness of new credentialing requirements.

Medical Assisting Technology (MLT):

- The Medical Assisting program director met with the directors of the program's clinical sites to better educate them on the scope of practice for medical assistants and increase the clinical students' hands on experience with giving injections. Several students in the 2008 class have already been allowed to give injections at their clinical sites.
- To correct a lack of awareness of the value of both the Medical Assisting CMA (AAMA) and RMA (AMT) credentials among students, information on the credentialing processes and the benefits associated with being credentialed were added to the MED 103 course.
- The program director provided information on the RMA credentialing to employers who now requiring it for their Medical Assistants.

3. Academic Advising

The assessment of academic advising at Midlands Technical College (MTC) includes the use of surveys and qualitative assessments to determine student perceptions of satisfaction with the effectiveness of the advisement process. To enhance advisement effectiveness and student progress toward achievement of academic goals, assessment occurs at various points during and after the student's college experience. MTC continues to conduct an annual review as well as a 5-year program review of the Advisement and Scheduling Center's effectiveness. In addition, advisement items are integrated into academic program reviews to give information on program-specific advisement. Resulting trend data on student perceptions are compared to established standards.

The College has set an 85 percent standard for sophomore-level student satisfaction with the College's advising system and established a quality rating standard of 3.2 or higher on a 4.0 scale or 4.0 on a 5.0 scale. To provide a comprehensive picture of academic advising at MTC, student perceptions are assessed after initial advisement in the New Student Advisement Center, during enrollment through college-wide surveys, and as alumni three years after graduation. Academic program review surveys provide program-specific advising information, and an external review committee comprehensively evaluates the Advisement and Scheduling Center every five years using the Council on the Advancement of Standards (CAS) criteria. Student/advisor ratios are also assessed. When appropriate, comparisons are made with other two year colleges and to earlier data, for trend analysis.

From 2005-2008, the number of students served by the New Student Advisement Center grew by 28.3 percent, and the student-to-advisor ratio grew by 19.0 percent. In 2007, student satisfaction with advising in the New Student Advisement Center was 99.0 percent in all areas assessed, based on immediate student feedback. This rating far exceeded the 85 percent satisfaction standard. Graduate surveys in 2003-04, 2005-2006 and 2006-2007 revealed new student advisement satisfaction ratings of 86.7, 80.5 and 81.8 percent, dropping slightly below the 85 percent standard on the last two surveys. Advisement satisfaction in academic programs varied by program during the 2004 to 2007 Academic Program Review assessments, but the satisfaction ratings of current students in the programs reviewed during this time period ranged from 74.4 to 100.0 percent satisfaction for individual program advisement, with an average weighted score of 86.4 percent for advisement for all current students, slightly above the established standard. The Nursing Department did separate surveys of students each semester, with an average weighted advisement rating of 63.4 percent during 2003-2007, which was well below the established standard. Alumni satisfaction with advisement during 2004-2007 ranged from 81.3 to 100.0 percent for individual academic programs reviewed, with an average weighted score of 88.0 percent and exceeding the established standard. The program review of the New Student Advisement and Scheduling Center in 2004 yielded an overall rating of 4.0 on a 4.0 scale. The next program review is scheduled for 2009.

During 2005-08 MTC made significant progress in integrating advisement into the admission process. The New Student Advisement and Scheduling Centers were re-designed to become New Student Advising and Orientation Services. On-campus orientation and advisement sessions were established for new high school graduates and their parents to better acquaint new students and their families with all aspects of the college. High school students became familiar with MTC through an on-site pre-admission testing and advisement process at local high schools, on-campus tours, high school-specific activities, and the MTC Area Schools Assistance Program (ASAP). The ASAP process helped high school counselors learn about MTC enrollment processes, academic programs and support services so they could contact graduating students and help them transition to Midlands Technical College.

Telephone and e-mail processes were established to guide entering students through the advisement and enrollment process. MTC Enrollment Services collaborated with academic departments and support service areas to establish e-sponses and e-mail triggers to entering students. The information communicated was based on applicant responses and identified needs during the admissions process.

MTC developed community outreach and on-campus services to identify at-risk students and provide them with targeted services to support their success. Pre-college presentations were made to local high schools, community adults and youth served by organizations such as the Columbia Urban League. A Fast Track program was developed to provide condensed developmental instruction to students who were identified as capable of performing college-level work with short-term intensive instruction. Access and equity scholarships were provided to low-income, minority students needing this service. In addition, the college established an African American Male Leadership Institute (AAMLI) to facilitate the enrollment and success of African American male students, in order to address MTC and national research that African American male students have the lowest enrollment and retention rates of any student group. Student mentors from AAMLI now contact graduating African-American male applicants and graduates from minority high schools to help support and guide these students through the enrollment process. As an additional support for high risk entering students, the college's Scheduling Centers were re-designed into comprehensive Online Services Centers where students are assisted with all aspects of online activity: using college e-mail and online services; accessing the college's online advisement manual and related advisement resources; acquiring financial assistance to support their enrollment; planning their academic schedules; conducting degree audits to determine academic progress; engaging in career planning; and participating in online employability development activities.

Several types of case management advising was established to assist the large number of students applying for Health Sciences and Nursing programs but not meeting the program admission requirements. Students who placed into two or more developmental studies courses were enrolled into special sections of the MTC freshman seminar course and assigned to a retention advocate who advised them and counseled them on supportive services to aid their success. Special retention advisors were also hired for pre-health students entering the college's Healthtracks program and for Nursing and Health Sciences Departments. These retention advocates provided program advisement and case management to monitor and support student retention and success. A retention advocate was also hired to support the success of students in the Engineering Technology department.

Support for college transfer students was reinforced through the establishment of a college Bridge Program with the University of South Carolina. The majority of MTC students transfer to USC, so it is essential that advisement information between the two colleges is accurate and timely. Web linkages were established to outline MTC-USC course equivalencies and provide support information for transfer students. In addition, USC advisors provided on-campus advisement and transfer support to MTC students. Similar bridge programs are planned with other colleges over the next several years. To further strength transfer advising, MTC advisors participated in a series of advisement webinars and state and regional National Academic Advising Association (NACADA) workshops with college advisors at senior colleges in South Carolina.

A comprehensive training program was developed and implemented in order to continue to improve advisor training. All new advisors participated in advisor training sessions as part of the new faculty orientation program. New Student Advisement and Orientation personnel also conducted advisement training sessions and participated in academic department information sessions on a regular basis.

The 2009-2012 action plan contains five objectives: (1) The Office of Assessment, Research and Planning and New Student Advisement and Orientation Services will continue to collect trend data on student satisfaction with the effectiveness of advising on surveys at different points in the college experience. (2) MTC will implement the Datatel E-Advising program as a tool for advisement and student educational planning. (3) MTC will evaluate and refine advisement case management programs for at-risk populations. (4) MTC will develop program and advisement information on emerging technologies such as alternative energy career programs and share this information with the local community. (5) MTC will expand bridge programs with senior college to better support the advisement and success of transfer students.

4. Achievement of Students Transferring From Two-to-Four Year Institutions

Midlands Technical College (MTC) assesses transfer activity and performance of first-time transfer students from MTC to four-year institutions through data provided by the receiving institutions. MTC has had tremendous success in implementing its objective to continue to pursue partnerships that focus on improving the successful transfer of AA/AS students from MTC to 4-yr colleges and universities and is currently involved in more than 35 initiatives with a variety of education partners. These include:

- Partnering with USC in the *Teacher Quality PATHWAYS PROJECT* which provides a transfer path for MTC students who wish to graduate from the USC School of Education and pursue a teaching career.
- Entering a Memorandum of Agreement with USC Beaufort to formally establish the MTC to USCB *Human Services Bridge Program*. The goal of the program is to collaboratively develop and implement a seamless transition for MTC students majoring in Human Services into USC Beaufort's Bachelor of Science degree program in Human Services.
- Implementing a USC Bridge program and partnered with staff at USC to offer seminars to MTC students that facilitate the transfer process. These include seminars related to: the admissions process, career and academic support services, disability services for deaf students.
- Participating with South Carolina State University (SCSU) in the "Call Me Mister" program and receiving funding in a National Science Foundation grant to increase the quantity of underrepresented minorities from MTC in the STEM disciplines.
- Reaching agreements with Clemson University to participate in the "Call Me Mister" program, receiving funding for a National Science Foundation grant to increase the quantity of underrepresented minorities from MTC in the STEM disciplines, drafting a 2+2 program curriculum, and meeting with the Clemson Director Materials Science Engineering,

Every two years, each South Carolina 4-year public institution of higher education provides summary information on the fall term MTC first-time transfer cohort. The transfer report has two separate sections: (1) data on the number of students applied, accepted and enrolled and (2) data on student's performance (GPA) for native and MTC transfers, categorized by gender-ethnicity and hours completed. CHE also captures data on first-time transfers through the IPEDS migration report. Except where noted all data is from the data provided by the 4-year colleges in the biennial reports.

First-time Transfer Report Highlights

In Fall 2007 MTC continued to be the major provider of transfer students for South Carolina's public senior institutions.

- 896 Midlands Technical College students applied for admission to the thirteen SC senior public institutions of higher education.
- As in the previous year's assessments, MTC was the only technical college with students transferring to all 13 South Carolina public senior institutions.
- MTC students comprised the largest portion (19.7 %) of the 4,548 first-time Technical College students applying to South Carolina senior public institutions.
- Of the 1,983 fall 2007 first-time technical college students transferring to South Carolina senior public institutions, MTC had the largest number of transfers (371) which was 18.7 % of all Technical College transfers.

- The acceptance rate for MTC students completing applications to South Carolina senior public institutions was 81.5 % in fall 2007.
- Of the MTC students who applied and were accepted at South Carolina public senior institutions for fall 2007, 58.3 % matriculated.

FALL 2007 TRANSFERS

In fall 2007, MTC was again the largest provider of first-time transfer students to South Carolina’s 4-year public institutions with 371 students matriculating, representing 18.7% of all technical college transfers. Table 1 displays the transfer data by receiving institution for the past five reporting periods. Understandably, USC-Columbia received the largest number of fall 2007 MTC transfers (238) because of its proximity. While the fall 2007 transfers to USC-Columbia were slightly less than 2005, they represent 64% of all MTC Fall 2007 transfers. MTC remains the largest provider of first-time fall transfers to USC-Columbia, encompassing 65.7% of all technical college transfers and 42% of all South Carolina 2-year college transfers to USC-Columbia.

| Table 1: Five Year Comparison of MTC First Time Fall Transfers to SC Public 4-Year Institutions | | | | | |
|--|-----------------------------------|------------------|------------------|------------------|------------------|
| 4-Year Institution | Enrolled Transfer Students | | | | |
| | Fall 2007 | Fall 2005 | Fall 2003 | Fall 2001 | Fall 1999 |
| <i>USC Columbia</i> | 238 | 246 | 174 | 188 | 174 |
| <i>USC Spartanburg¹</i> | 20 | 14 | 7 | 1 | 5 |
| <i>USC Aiken</i> | 17 | 17 | 17 | 9 | 14 |
| <i>Clemson</i> | 17 | 11 | 19 | 10 | 16 |
| <i>College of Charleston</i> | 17 | 18 | 12 | 18 | 18 |
| <i>Winthrop</i> | 16 | 16 | 13 | 19 | 16 |
| <i>Coastal</i> | 11 | 7 | 10 | 6 | 6 |
| <i>SC State</i> | 10 | 15 | 20 | 6 | 8 |
| <i>USC Beaufort²</i> | 10 | 1 | * | * | * |
| <i>Francis Marion</i> | 6 | 2 | 4 | 3 | 2 |
| <i>Lander</i> | 6 | 9 | 8 | 11 | 6 |
| <i>The Citadel</i> | 3 | 3 | 2 | 3 | 4 |
| Total | 371 | 367 | 288 | 279 | 269 |

1. Blue type indicates an increase in the number of transfers over 2005.
2. USC-Beaufort was not a 4-year institution

APPLIED, ACCEPTED, ENROLLED

Table 2 provides data on the fall 2007 transfers applied, accepted, and enrolled. In fall 2007, 896 Midlands Technical College students applied for admission to twelve of South Carolina's 4-year South Carolina public institutions of higher education and 636 were accepted. Adjusting the total number of applicants (896) for the total number of incomplete applications (116), MTC students had an overall 82% acceptance rate at South Carolina public 4-year institutions. The acceptance rates ranged from 100% at USC-Beaufort to 69% at Francis Marion.

The Medical University of South Carolina (MUSC) did not provide information on technical college applicants-acceptance-enrolled nor GPA comparisons. A review of CHE's fall 2007 migration of *First-time Transfer Report* shows that there were six (6) MTC students who were 1st time transfers to MUSC in fall 2007. Consequently, MTC was again the only two-year college in the state with first-time transfers to all 13 South Carolina 4-year public higher education institutions.

The overall rate for MTC students who completed applications and were accepted in fall 2007 was 81.5% which is higher than the 2005 and 2003 rates of 79.4% and 75.1%, respectively. The overall transfer rate for MTC students who were accepted and enrolled in a South Carolina 4-year public institution for the first-time in fall 2007 was 58.3%. This is slightly higher than the 2005 fall transfer accepted and enrolled rate of 55.2%.

In the first year of the transfer reports, 1999, 26.1 % of the MTC student applications to South Carolina 4-year colleges or universities were rejected. The rejection rate has decreased consistently over the past nine years to 18.5 % in fall 2007. During this same time frame the acceptance rate for completed application increased from 73.9% in 1999 to 81.5% in fall 2007. The percent of accepted students who actually enrolled has also increased, from 47.2 % in fall 1999 to 58.3 % in fall 2007. No data is available to determine why MTC students accepted at 4-year institution did not enroll.

There were 144 MTC applicants who had their application rejected. The public institutions do not provide data on why applications are rejected, therefore no data is available that could be analyzed to assist us in understanding the underlying reasons.

| Four Year Institution | Total MTC Transfer Applications | Total MTC Completed Transfer Applications | Total MTC Students Accepted | Total MTC Students Enrolled |
|------------------------------------|--|--|------------------------------------|------------------------------------|
| <i>USC</i> | 550 | 529 | 413 | 238 |
| <i>USC Upstate</i> | 44 | 41 | 38 | 20 |
| <i>USC-Aiken</i> | 83 | 48 | 40 | 17 |
| <i>Clemson</i> | 30 | 22 | 18 | 17 |
| <i>College of Charleston</i> | 34 | 20 | 17 | 17 |
| <i>Winthrop University</i> | 38 | 32 | 29 | 16 |
| <i>Coastal Carolina University</i> | 20 | 17 | 17 | 11 |
| <i>SC State</i> | 22 | 16 | 15 | 10 |
| <i>USC_Beaufort</i> | 22 | 19 | 19 | 10 |
| <i>Francis Marion</i> | 17 | 13 | 9 | 6 |

| | | | | |
|--------------------------|------------|------------|------------|------------|
| <i>Lander University</i> | 28 | 17 | 16 | 6 |
| <i>Citadel</i> | 8 | 6 | 5 | 3 |
| Total | 896 | 780 | 636 | 371 |

Demographic data is only provided for those students who actually enrolled at the reporting institutions. Table 3 displays the ethnicity and gender of the enrolled MTC transfers for the five reporting periods. (*NOTE: There have been differences in the number of students report for the applied, accepted, enrolled data and the numbers reported for the performance section -GPA, race, and ethnicity. Therefore the total number of transfers reported in Table 3 will not necessarily agree with the total reported in tables.1 and 2).*)

Over the past five reporting cycles, encompassing nine years, Non-white students have increased as a percentage of the total first time transfer population, from 21.3% to 25.0%. The actual percentage of Non-whites may be higher as the number of students reported as “*Unspecified*” started increasing in fall 2003. The percent of females in the first-time transferring population has declined consistently over this time period and this is probably also impacted by the number of students reported as “*Unspecified*”.

Transfer Student Performance

While all twelve reporting institutions provided comparisons of fall 2007 Native and Transfer student GPA by gender-ethnicity-cumulative hours earned categories, the small number of MTC transfer students in each category at the individual colleges precludes any significant analysis. The methods used to average the GPA’s appear to differ among institutions and definitely differ across the years of the reports. No valid conclusions can be drawn from the data has developed and reported.

The USC Columbia data presents the best opportunity to compare the “MTC Transfer Student” performance with the Native population. a somewhat greater opportunity for valid analysis due to the larger MTC Transfer student population. However, this data must be also be impacted by the disparity in the two populations; in fall 2007, there were 237 first time MTC transfer students and 16881 native students at USC.

Table 3 displays a comparison of the difference between the *Averaged GPA*’s for the fall 2007 USC Native and MTC Transfer students. Based on the data provided, the Native students tend to have consistently higher GPA’s, but this may be an impact of the difference in the number of students in the categories as well as the overall population. The data does not reveal any consistent performance trends over time; MTC transfer students in one category will have higher GPA’s than the native population one year and lower the next.

Table 3: GPA Difference Between Native and MTC Transfer Students By Ethnicity-Gender Groups and Cumulative Hours Taken

| Demographic-Cumulative Credit Hour Category | Fall 1999 | Fall 2001 | Fall 2003 | Fall 2005 | Fall 2007 |
|---|----------------|-----------|-----------|-----------|-----------|
| | GPA Difference | | | | |
| 0 to 29 Hours | | | | | |

| | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| Non-White Male | 1.50 | -0.29 | -0.52 | 1.37 | 0.18 |
| Non-White Female | 0.17 | 0.74 | 0.68 | 0.92 | 0.00 |
| White Male | 0.39 | -0.03 | 0.18 | 0.99 | 0.49 |
| White Female | 1.22 | 0.28 | 0.77 | 0.71 | 0.57 |
| Unspecified | NA | NA | 0.50 | 0.50 | -0.03 |
| Average | 0.82 | 0.18 | 0.32 | 0.90 | 0.44 |
| 30 to 59 Hours | | | | | |
| Non-White Male | -0.43 | -0.06 | -0.01 | 0.64 | 0.11 |
| Non-White Female | 0.31 | 0.88 | 0.06 | 0.04 | 0.81 |
| White Male | 0.37 | 0.52 | 0.19 | 0.18 | 0.27 |
| White Female | 0.64 | 0.32 | 0.57 | 0.44 | 0.29 |
| Unspecified | NA | NA | 0.09 | 0.81 | 0.31 |
| Average | 0.22 | 0.41 | 0.90 | 0.42 | 0.37 |
| 60 Hours and Above | | | | | |
| Non-White Male | 0.65 | 0.04 | 0.10 | -0.29 | -0.37 |
| Non-White Female | 0.99 | 0.13 | 0.18 | 0.28 | 0.18 |
| White Male | 0.04 | 0.15 | -0.09 | 0.01 | 0.07 |
| White Female | 0.27 | 0.05 | -0.14 | 0.33 | 0.19 |
| Unspecified | NA | NA | 0.43 | -0.07 | -0.18 |
| Average | 0.48 | 0.09 | 0.10 | 0.05 | 0.06 |

Blue type indicates the MTC Transfer Averaged GPA was Higher than the Native population.

The 2008-2010 action plan contains two objectives: (1) Continue to pursue partnerships that focus on improving the successful transfer of AA/AS students from MTC to 4-yr colleges and universities and (2) Coordinate with USC-Columbia to develop more meaningful data to evaluate the success of MTC first-time transfers to USC.

5. Procedures for Student Development

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

6. Library Resources and Services

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