

Institutional Summary Reports For Midlands Technical College

Introduction

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

The following components will be reported in the annotated year: General Education (2006), Procedures for Student Development Achievement of Students (2007) and Library Resources and Services (2005).

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 2002. Based on the report schedule, this component will be reported next in 2006.

2. Majors or Concentrations

Midlands Technical College (MTC) assesses specific majors on a three-to-five year cycle that is designed to coincide with the reaffirmation visit from external accreditation agencies. The assessment of majors determines 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 2002-2003 the Computer Technology (CPT), Office Systems Technology (OST), Machine Tool Technology (MTT), Heating, Ventilation, Air Conditioning and Refrigeration (HVAC) and Human services (HUS) completed the program assessment process and developed recommendations for program improvement. In 2003-2004, these programs completed the following actions:

- Human Services surveyed students to determine the feasibility of conducting HUS evening or Saturday courses. Evaluation of the results revealed that there is not sufficient demand at this time.
- Human Services developed a newsletter to keep new students, current students and alumni abreast of HUS activities.

- The Midlands Interagency Human Services Committee has been formed to address networking needs for HUS students as well as HUS professionals in general. This network was designed to not only secure employment for the two-year HUS graduates, but to provide an environment that supported their continued education. This has already resulted in several HUS employers contacting and hiring MTC HUS graduates. Additionally, relationships have been formed with 4-year institutions (Springfield College, Columbia College, Limestone, USC Beaufort) with the goal of ensuring a seamless transition.
- Human Services completed the evaluation of the New Student Orientation program and have implemented revisions for both HUS as well as Early Childhood Development (ECD) Student Orientations.
- HVAC coordinated with the MTC Social/Behavioral Science department to identify course(s) that will provide HVAC students identified workplace skill needs: interacting with co-workers and clients, conflict resolution, and business ethics.
- OST visited peer institutions and developed a new elective course (OST 255) that includes practical work experience in an approved office setting.
- Based on the DACUM results and the evaluation of the degree and certificate programs, OST faculty have developed numerous prerequisite and course revisions.
- OST, the Paralegal program and members of the legal profession evaluated the potential for a Legal Office Administrative Assistant program and has recommended that the initial focus be on the development of a certificate program.
- Machine Tool Technology secured Cooper Power Tools and FN Manufacturing membership on MET-TEC Teams (METalworking Technical Evaluation Committee) to certify students' projects to the National Institute for Metalworking Skills (NIMS) standards
- Machine Tool Technology faculty have partnered with the machine tool instructors at Spring Valley High School, Lexington Technology Center, and Fairfield County Career Center to help them achieve NIMS certification and curriculum development that should better prepare their Machine Tool students for entry into and successful completion of the MTC program.
- Machine Tool Technology Advisory Committee members have been involved with the Midlands Education and Business Alliance's Manufacturing Alliance committee to promote the program to prospective students.
- CPT developed an Introduction to Information Technology course which provides students with content and activities specifically designed to familiarize them with the daily tasks seen in a variety of IT career fields.

The college has established two objectives for the 2004-2005 action plan: continue to monitor the progress of program recommendations from completed program reviews and continue with the development of automated process to provide data to the program chairs on an annual basis.

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 tri-annual program review of the Advisement and Scheduling Center's effectiveness. 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 2.4 or higher on a 4.0 scale. To provide a comprehensive picture of academic advising at MTC, student perceptions are assessed after initial advisement in the Student Advisement Center and at graduation. Academic program review surveys provide program-specific advising information and an external review committee comprehensively evaluates the Advisement and Scheduling Center every three 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.

In 2004 entering student satisfaction with advising exceeded the 85 percent standard. Graduating student satisfaction with advising was less than the standard. Advisement satisfaction ratings in academic programs participating in the academic program review process between 1999 and 2003 varied widely. The 2004 program review of the Advisement and Scheduling Center yielded an overall rating of 4.9 on a 5.0 scale. Student/advisor ratios have increased moderately over the past six years.

MTC strives to make innovative use of technology to support academic advising. Recent initiatives include:

- The Academic Advising web page was expanded. Links to useful information was added and a new interface was created for easier navigation.
- A web page specifically designed for the parents of students was created to provide easy access to the advisement, registration and financial aid information. A Parents Orientation program was also created to provide an opportunity for parents to meet with college officials and receive answers to advisement-related questions.
- A web page for high school counselors was created to provide them with advisement-related information for their students.
- An MTC Online screen was created to provide faculty advisors with easy access to student transcripts and test scores.
- A customized Class Search screen was created as a solution to a slow Internet transfer problem.
- The process for validating course prerequisites and loading them into the Colleague system was revised and improved. The process involves a collaborative effort between several MTC departments.
- An On-line Orientation video, which includes an advisement component, was developed and placed on the MTC web site for all students and prospective students to view.
- Degree Audit tracking was made available to students over the web, enabling them to determine their academic progress not only in their current major, but also in other majors they may be considering.
- The Midlands Technical College Video News Network (MTCVNN), a series of plasma screens located strategically in high traffic areas on the Airport, Beltline, and Northeast Campuses, was implemented, providing students with the latest information about advisement and other college news.

Advisement training continues to be a high priority of the college. Advisement and Scheduling Center personnel conduct training sessions every semester. All new advisors are required to attend advisement training. An On-line Advisor Training program was created and placed on the

web for advisors wanting to review training materials after attending the training sessions. Each semester a newsletter, the *Transfer Tribune*, containing advisement information and tips is published and sent to all advisors. Faculty from all education departments and key staff from Student Development Services and Education continue to assess advisement needs and recommend improvements in areas such as training, evaluation and processes. The advisor training initiatives outlined above are accomplishments relating to the 1997-99 objectives to continue to implement activities to improve the quality of advisement training.

The 2004-2007 action plan contains five objectives: (1) The Office of Assessment, Research and Planning will continue to collect trend data on student satisfaction with the effectiveness of advising on surveys at different points in the college experience. (2) Develop and implement a pre-admission advising program. (3) Coordinate the implementation of a telephone/e-mail outreach program for students who have not completed the registration process. (4) Develop and implement an outreach advising program for students considered as high risk who are not being served by an existing MTC Special Program. (5) The Advisement and Scheduling Center and Counseling Services will collaborate on the implementation of an advising/career planning program for Pre-Nursing and Pre-Health students who are currently enrolled in a Developmental Studies course.

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

Midlands Technical College (MTC) developed four objectives in its 2002-04 action plan to improve the effectiveness of its transfer program and assess the performance of students who transfer from MTC to four-year institutions. These objectives include: exploring strategies for expanding transferable course offerings in AA/AS programs, continuing to work with the Transfer Advisory Board to match AA/AS degree with the general education requirements of senior institutions and to ensure course transferability from MTC to senior institutions, continuing the implementation and feasibility analysis of the MTC-USC Transfer Student Tracking Model and continuing the implementation of the assigned advising system and design of the evaluation process. Additionally, the college assesses the performance of its transfer students through the review of data provided by public SC four-year institution.

Work on the four objectives developed in 2002-04 yielded the following results.

- MTC successfully negotiated the articulation of the following eight additional courses at senior institutions (ENG 212, MAT 132, PHI 106, MAT 220, PSC 205, PSC 220, MUS 106, and HIS 113). The college was active in fostering relationships and communication with senior institutions to provide more and better transfer options for the MTC student.
- Based on output from the Transfer Advisory Board, MTC AA/AS faculty members will begin offering PRAXIS I preparation workshops for students beginning in Fall 2004 and encouraging students planning to major in teacher education to take PRAXIS I before transferring. Additionally, the Transfer Advisory Board has provided valuable opportunities to discuss the impact of curriculum changes at four-year institutions on MTC transfer students.
- The implementation of the assigned advising system and design of the evaluation process has been very successful. New and continuing AA/AS students now complete information cards indicating the senior institution to which they will transfer as well as the program of study that they will pursue. This information is used to match students with advisors in their field of study. There are approximately 90 AA/AS advisors and

each advisor has approximately 35 assigned advisees. This means that approximately 3150 students have been assigned a permanent advisor, an increase of 1400 advisees assigned since the 2001-02 academic year.

- Because the University of South Carolina is the primary destination for transfer students leaving Midlands Technical College, several different collaboration initiatives have been established between the two institutions. These include: annual AA/AS Advisory Board meetings at MTC, annual joint meetings between MTC and USC faculty advisors, the provision of updated transfer guides by most colleges at USC for the AA/AS programs, departmental workshops in the Social and Behavioral Sciences Department for students interested in transferring to USC and regular communication with USC representatives regarding ways to improve or clarify transfer processes.

Transfer Activity and Performance

Midlands Technical College assesses transfer activity and performance of students who transfer from MTC to four-year institutions through data provided by the receiving institutions. 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 data includes number applied, accepted, rejected and enrolled as well as a comparison of term GPA for native and MTC transfers, categorized by gender-ethnicity and hours completed

In Fall 2003, 945 MTC students applied for admission to all eleven 4-year South Carolina public institutions of higher education. The actual number of MTC students transferring increased from 274 to 337, a 23 % increase. The numbers of MTC transfers increased at eight of the eleven colleges (2001 to 2003), and decreased at Winthrop, Lander and the Citadel. USC-Columbia has traditionally received the largest number of MTC transfer students and Fall 2003 was no exception (Table 1). MTC students comprised 60 percent of the total Technical College students applying to USC in Fall 2003 and 60 percent of those enrolled.

Table 1: Three Year Comparison of MTC Transfers to SC Public 4-Year Institutions						
4-Year Institution	Fall 1999		Fall 2001		Fall 2003	
	Transfers	Percent Transfers	Transfers	Percent Transfers	Transfers	Percent Transfers
USC Columbia	174	64.7%	188	68.6%	225	66.8%
USC Aiken	14	5.2%	9	3.3%	17	5.0%
Winthrop	16	5.9%	19	6.9%	13	3.9%
Clemson	16	5.9%	10	3.6%	19	5.6%
USC Spartanburg	5	1.9%	1	0.4%	7	2.1%
College of Charleston	18	6.7%	18	6.6%	12	3.6%
Coastal	6	2.2%	6	2.2%	10	3.0%
SC State	8	3.0%	6	2.2%	20	5.9%
Lander	6	2.2%	11	4.0%	8	2.4%
Francis Marion	2	0.7%	3	1.1%	4	1.2%
The Citadel	4	1.5%	3	1.1%	2	0.6%

Total	269	274	337
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In Fall 2003, 60 percent of the 945 MTC students who applied to these 11 South Carolina public 4-year institutions were accepted and 60 percent of those accepted actually enrolled (Table 2). While 40 percent of the accepted students did not enroll, the data does not allow for the identification of students who applied to more than one institution.

Demographic data is only provided for those students who actually enrolled at the reporting institutions. In Fall 2003, Non-whites comprised 28 percent of the total cohort, an increase from 22 percent in Fall 2001 and females comprised 45 percent of the cohort, a decline from 50 percent of the cohort in Fall 2001.

Table 2: MTC First-Time Fall 2003 Transfers to SC Public Four Year Institutions (Applications, Acceptances, and Enrollments)				
Four Year Institution	Total MTC Transfer Applications	Total MTC Completed Transfer Applications	Total MTC Students Accepted	Total MTC Students Enrolled
USC Columbia	697	563	408	225
USC Aiken	67	47	39	17
Winthrop	29	22	22	13
Clemson	27	22	21	19
USC Spartanburg	27	21	18	7
College of Charleston	27	19	12	12
Coastal Carolina	20	17	11	10
SC State	20	20	20	20
Lander	19	13	12	8
The Citadel	9	8	2	2
Francis Marion	12	10	7	4
Total	954	762	572	337

While all eleven institutions provided comparisons of Native and transfer student GPA by gender-ethnicity by groupings of cumulative hours earned (transfer hours included), the small number of MTC transfer students in each category, except USC-Columbia, prevents any analysis. It is not practical to combine the data as it is averaged data. The institutions provide a “Total Native GPA” and a “Total Transfer GPA” which is calculated by multiplying that average GPA for each ethnic-gender group and dividing that sum by the total students. While this provides a data point for comparison, it is of limited value.

Table 3 presents a comparison of the Fall 2003 averaged GPA’s for Native and MTC transfer students. MTC transfer students had higher averaged GPAs at five of the eleven institutions.

Table 3: Comparison of Averaged Fall 2003 Native and MTC Transfer Student GPA At SC Public Four Institutions				
	MTC Transfer		Native	
Four Year Institution	Students	Averaged GPA	Students	Averaged GPA
USC Columbia	225	2.63	14301	2.92
USC Aiken	16	2.74	2373	2.64
Winthrop	13	2.43	3794	2.83
Clemson	19	2.05	12423	2.99
USC Spartanburg	7	2.7	3223	2.61
College of Charleston	12	2.49	6557	2.94
Coastal	10	2.23	1268	2.69
SC State	20	2.53	3370	2.45
Lander	8	2.59	1165	2.58
Francis Marion	4	2.77	1994	2.51
The Citadel	2	1.66	1848	2.77

Two Objectives have been developed for the 2005-2006 timeframe: pursue partnerships that focus on improving the successful transfer of AA/AS students from MTC to 4-yr colleges and universities and continue the analysis of the USC-MTC partnership data.

5. Procedures for Student Development

This component was last reported in 2003. Based on the report schedule, this component will be reported next in 2007.

6. Library Resources and Services

This component was last reported in 2002. Based on the report schedule, this component will be reported next in 2005.

Midlands Technical College's Statement-

In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report:

- Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

The statement below represents Midlands Technical College's response to this reporting requirement.

Midlands Technical College's role in providing the region with a technologically skilled workforce is reflected in its policies, programs and practices. At the core of its mission statement, MTC communicates its obligation to support the economic growth of the community by providing work-force training for new and expanding industries and technology transfer for developing companies. This is echoed in the first goal of the college's five-year Strategic Plan, in which the college commits to evaluating and revising its curricula to meet the needs of the community's workplaces.

This commitment to workforce development is rooted in practice as well as its policy. As part of the MTC Program Review process, the college regularly assesses its graduates' capstone competencies to help determine how prepared these graduates are to meet the employment needs of area business and industry. Through its Advisory Committees, employers review an MTC program's current technology and curriculum, and where necessary, make recommendations for improvement. This direct input assists the college in keeping its programs curriculum current and in tune with future industry trends.

Through its documents and practices, Midlands Technical College's clearly states its commitment to academic programs that support the economic development needs of its service area by providing employers a technologically skilled workforce.

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