

# **Institutional Summary Reports For Midlands Technical College**

## **Introduction**

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

The following components will be reported in the annotated year: Procedures for Student Development Achievement of Students (2007), Academic Advising (2008) and Library Resources and Services (2009).

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**

Midlands Technical College (MTC) continues its commitment to the annual assessment of its general education core and the use of that assessment in improving student learning. Specifically, MTC assesses students' demonstrated competencies in the general education core competencies as a central part of the Academic Program Review. Students must attain a "C" or better in specified course and/or modules which deliver the specific general education detailed in the mastery of the general education competencies in the major.

The years and programs reviewed during 2001-2005 are provided below:

<u><b>2001-2002</b></u>	<u><b>2002-2003</b></u>	<u><b>2003-2004</b></u>	<u><b>2004-2005</b></u>
Commercial Graphics	Computer Technology	Dental Hygiene	Nursing
Surgical Technology	Telecommunication Sys Mgmt	Expanded Duty Dental Assist.	Health Information Mgmt.
Accounting	Office Systems Technology	Medical Assisting	Automotive Technology
Marketing	Human Services	Medical Laboratory Tech.	Indust. Electricity/Electronics
Management	Machine Tool Technology	Nuclear Medicine Tech.	Associate of Arts
Legal Assisting	Heating, Vent., Air Cond. Tech	Radiologic Tech.	Associate of Science
	Pharmacy Technician		

The 2001-2005 plan contained two objectives and the College met or modified the objectives as detailed below:

**OBJECTIVE 1:** MTC will continue to monitor the attainment of the Grade of "C" in the course and/or the module which delivers the specific competency as the mastery of the general education components in that major. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the Director for Academic Planning and Reporting).

**Status:** Each associate degree and diploma program establishes courses or course components to address the general education core competencies. The standard for achievement in general education core courses is that 75 percent of the associate degree students in these courses will demonstrate a satisfactory mastery of the objectives, evidenced by a grade of "C" or better. MTC department chairs, program coordinators, and discipline faculty have reviewed student grades and progress in the specific competencies to monitor success, attainment of a grade of "C" or better in the course and/or module which delivers the specific competency as the mastery of general education as well as the evaluation of the actual competencies required. As evidenced in the table below, the college exceeded the 75 percent standard in all competencies except one, the 2002 Individual and Social Behavior competencies.

**Table 1: Total Percentage of Students with a C or Better In  
Identified General Education Core Courses (2001-2005)**

Competency	2001-02	2002-03	2003-04*	2004-05
1. Communication Skills	91%	85%	98%	86%
a. Written	89%	81%	100%	85%
b. Oral	94%	92%	98%	89%
2. Computer Skills	83%	79%	100%	82%
3. Humanities	82%	79%	100%	85%
4. Individual and Social Behavior	79%	72%	.	82%
5. Analytical Reasoning/Science	82%	75%	92%	82%

\*Note: In 2003 all the programs reviewed were Health Science programs. While three of the programs were Associate degree programs, most students enrolling in Health Science programs have completed their “general education requirements” prior to enrolling in the program. For that reason, the number of observations is often low and a low number of observations generally skew the results. No students took courses specified for the Individual and Social Behavior component in this time frame.

**OBJECTIVE 2:** MTC will continue to assess the entire general education core competencies to ensure that they meet the market needs and make revisions as appropriate, to include revising competencies and/or the courses addressing them. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the appropriate Academic Department Chair).

**Status:** The college has been successful in its vigilance in assessing program general education requirements through multiple processes and working to make necessary revisions. Each associate degree and diploma program undergoes a detailed program review on a 3-5 year cycle. An integral part of this review is the assessment of the program’s general education requirements through several processes. Graduates, Employers, and current students are surveyed on the adequacy of the program’s general education component and asked to identify needed revisions. Programs that do not have an accrediting body mandating competencies, conduct a DACUM as part of the review. DACUM is a formal process involving non-college experts, usually from the companies that hire the graduates, to review the program competencies and standards and suggest revisions to ensure that the graduates have the competencies needed.

Additionally, each associate degree and diploma program has an advisory committee that meet at least annually. One function of the advisory committees is to review the curriculum and ascertain its relevance to the actual requirements of the work place and to provide input on needed revision. The general education components are assessed as well as the technical components.

Through these mechanisms,

- The Nursing program changed the programs general education English component in 2003 and changed the math component, effective for 2007.
- The Industrial Electricity/Electronics Diploma program is working with the Social and Behavioral department to develop a human relations course that will be relevant to the type of customer skills needed by their graduates.
- The Electrical Engineering Technology program identified the need to integrate more activities into the curricula addressing written and oral communication.

- The Automotive Program is working with various general education departments to develop courses and revise content that are more congruent with the actual job requirements for automotive graduates entering the workforce.

Three objectives have been established for 2005-2008. They are:

- Objective 1:** MTC will continue to monitor the attainment of the Grade of “C” in the course and/or the module which delivers the specific competency as the mastery of the general education components in that major. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the appropriate Academic Department Chair).
- Objective 2:** MTC will continue to assess the entire general education core competencies to ensure that they meet the market needs and make revisions as appropriate, to include revising competencies and/or the courses addressing them. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the appropriate Academic Department Chair).
- Objective 3:** MTC will review its current methodology of using course grades as the indicator of successful attainment of general education competencies and will implement changes as needed. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the Director for Academic Planning and Reporting).

## 2. Majors or Concentrations

Midlands Technical College (MTC) has developed a 3-to-5 year Academic Program Assessment Cycle to ensure that every associated degree, diploma, and stand-alone certificate program is rigorously assessed on a regular basis. The 3-to-5 year cycle allows those programs that are accredited by external agencies to schedule their review to coincide with and support reaffirmation/reaccreditation requirements. 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 assessment process 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. A formal presentation of the data, findings and recommendations is made to the Academic Vice-Presidents. Feedback from this presentation may be incorporated into the final findings and recommendations. The Academic Vice-Presidents disseminate the program assessment results through various channels.

In 2004-2006 the Nursing, Health Information, Automotive Technology and Industrial Electricity/Electronics programs completed the program assessment process and developed recommendations for program improvement. In 2005-2006, these programs made the following improvements:

- Nursing developed and implemented multiple strategies to improve the retention of nursing students:
  1. The orientation program was revised to provide a better opportunity for the students and their families to attend the session and to provide students and family members a more realistic picture of life as a nursing student. The orientation includes an overview of each courses in the program; speakers from financial aid, counseling services, and the MTC

- Student Nurses Association; and student speakers to share a realistic picture of life as a nursing student.
2. Presentations on effective test taking and study habits were added to two nursing courses.
  3. Sessions on “Strategies for Success in Nursing” sessions are offered twice each semester to all students.
  4. Nursing faculty increased informal contact with students i.e. a Christmas drop-in (attended by about 150 students); T-shirt days each semester.
  5. The math requirements for both the ADN and the PN programs were changed to provide the students a better math foundation and increase their opportunity for success in the program.
  6. Nursing developed the criteria for and implemented the first merit admission for a portion of the ADN class accepted in summer 2005. The retention rate of this group to date has been significantly better than those admitted through the college’s traditional “first qualified, first accepted” admission process.
  7. A new Excel program was created to track student progress by class and admission criteria and provide data to assist in the analysis of admission criteria.
- As an interim step pending the implementation of a Student Liaison Committee, Nursing added student representatives to the Student Development Committee to work with faculty to address student concerns and improve student satisfaction.
  - Nursing increased Advisory Committee attendance from 47 percent to 59 percent by changing the committee composition, meeting times and regular communication.
  - Automotive Technology developed and implemented multiple strategies to improve adjunct faculty proficiency:
    1. A full-time faculty member was assigned to each adjunct faculty as a coach and mentor.
    2. The Department identified external professional development activities that would be helpful to adjuncts.
    3. Adjunct faculty members were encouraged to attend professional development activities and provided support as allowable.
    4. Both the program coordinator and assigned faculty members now observe and monitor adjunct progress.
  - The Automotive Technology Department incorporating more interactive units into the curriculum to meet the demands of increasing enrollments. Vehicle dependent training subjects have been scheduled to avoid space/equipment conflicts to the fullest extent possible.
  - The EEM Program Coordinator has conducted discussions with the department chairs for Math, English, and Social and Behavioral Sciences to develop courses relevant to skills required of entry level technicians. Social and Behavioral Science Department is researching the materials needed to develop a course that would be relevant to the skills required of industrial students entering the workforce.
  - The EEM Program Coordinator has developed some cooperative education and internship opportunities with several local businesses and is continuing to pursue opportunities for students to wire a house.
  - Arts and Sciences developed and implemented multiple strategies to improve communications to students and the college community:
    1. Arts and Sciences developed an advisement handbook for AA/AS students that are given to them in their first departmental advisement session to improve the dissemination of advisement information.
    2. The Arts and Science faculty participated in the Fall 2005 student orientation kick-off.
    3. AA/AS Program Directors and Academic Department Chairs continue to serve on college-wide committees to foster communication between departments and to ensure that student’s concerns are communicated.
  - Arts and Sciences reviewed and established criteria that, when met, will allow AA/AS students to be web enabled for online registration; drastically reducing the time expended to complete student registration.

- Arts and Sciences continues to schedule course offerings at varied times and locations each term to increase the variety of options for students over time.
- In response to student needs for tutoring focused on Biology lecture material, the Academic Success Center began providing tutoring specifically for biology lecture questions.
- The Academic Success Center partnered with the Psychology department to identify qualified tutors and to provide tutoring for students needing help with Psychology and Sociology courses.
- The Health Information Management Program (HIM) was successful in establishing and filling a temporary, part-time, non-teaching program coordinator position. This individual meets the accreditation body's requirement.
- A standardized process was implemented that ensures students enrolled in the HIM Associate Degree program (AHS.HIM) are accurately entered into MTC's database. The HIM program coordinator submits a matriculation form for each student enrolled in HIM 110) to Student Records within 10 days of enrollment. Students enrolled in the major are checked electronically within 5 days of the Student Records submission to ensure that all are coded correctly.
- HIM has partially completed updates to its Web page and remains on schedule to complete all updates in 2007.
- HIM has developed and implemented a dress code for students working at clinical sites. The department has reached concurrence with responding clinical sites that allows the individual site to determine the student dress code and also allows HIM students to wear white lab coats with the HIM patch on the left upper sleeve. This policy change has worked well to improve the professional appearance of students in the work place.

### **3. Academic Advising**

This component was last reported in 2004. Based on the report schedule, this component will be reported next in 2008.

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

Midlands Technical College (MTC) 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.

#### General Transfer Data

In Fall 2005 MTC continued to be the major provider of transfer students for South Carolina's public senior institutions.

- One thousand Midlands Technical College students applied for admission to the thirteen SC senior public institutions of higher education.
- Midlands was the only Technical College, in fact the only 2-year public institution, with students transferring to all 13 SC senior public institutions.
- MTC transfers comprised 19.2 percent of the 1913 first-time Technical College transfers enrolling in SC senior public institutions
- MTC students comprised 23.1 percent of the 4335 first-time Technical College students applying to SC senior public institutions
- The acceptance rate for MTC students completing applications to SC senior public institutions was 80 percent.

- Of the MTC students who applied and were accepted at SC public senior institutions 55.2 percent enrolled.

The number of MTC transfers increased or remained consistent at nine of the colleges, and decreased at four (2003 to 2005). (Table 1)

As in previous years, USC-Columbia enrolled the largest number of MTC transfer students (67 percent) in Fall 2005. MTC students comprised 60 percent of the total Technical College students applying to USC-Columbia in Fall 2005 and 64.4 percent of those enrolled. In the previous two reports (2001 and 2003) MTC also had students enrolled at all SC senior public institutions.

<b>Table 1: Comparison of MTC Transfers to SC Public 4-Year Institutions (Fall 2001, 2003, 2005)</b>						
	<b>Fall 2001</b>		<b>Fall 2003</b>		<b>Fall 2005</b>	
<b>Receiving 4-Year Institution</b>	<b>Transfers</b>	<b>Percent Transfers</b>	<b>Transfers</b>	<b>Percent Transfers</b>	<b>Transfer</b>	<b>Percent Transfers</b>
<i>USC Columbia</i>	188	67.4%	225	66.4%	246	67.0%
<i>USC Aiken</i>	9	3.2%	17	5.0%	17	4.6%
<i>Winthrop</i>	19	6.8%	13	3.8%	16	4.4%
<i>Clemson</i>	10	3.6%	19	5.6%	11	3.0%
<i>USC Spartanburg</i>	1	0.4%	7	2.1%	14	3.8%
<i>College of Charleston</i>	18	6.5%	12	3.5%	18	4.9%
<i>Coastal Carolina</i>	6	2.2%	10	2.9%	7	1.9%
<i>SC State</i>	6	2.2%	20	5.9%	15	4.1%
<i>Lander</i>	11	3.9%	8	2.4%	9	2.5%
<i>Francis Marion</i>	3	1.1%	4	1.2%	2	0.5%
<i>The Citadel</i>	3	1.1%	2	0.6%	3	0.8%
<i>USC-Beaufort</i>	NA	NA	NA	NA	1	0.3%
<i>MUSC</i>	5	1.8%	2	0.6%	8	2.2%
<b>Total</b>	279	100.0%	339	100.0%	367	100.0%

*Blue indicates increases, Fall 2003 to Fall 2005.*

In Fall 2005, 67 percent of the 1000 MTC students applying to the 13 South Carolina public senior institutions were accepted and 55.2 percent of those accepted actually enrolled (Table 2). While 44.8 percent of the accepted students did not enroll, the data does not provide the identification of individual students, and therefore, no opportunity to research the reasons for non-enrollment.

<b>Table 2: MTC First-Time Fall 2005 Transfers to SC Public Four Year Institutions (Applications, Acceptances, and Enrollments)</b>				
<b>Four Year Institution</b>	<b>Total MTC Transfer Applications</b>	<b>Total MTC Completed Transfer Applications</b>	<b>Total MTC Students Accepted</b>	<b>Total MTC Students Enrolled</b>
<i>USC Columbia</i>	<b>706</b>	<b>607</b>	<b>456</b>	<b>246</b>
<i>USC Aiken</i>	75	51	43	17
<i>Winthrop</i>	28	25	23	16
<i>Clemson</i>	26	19	15	11
<i>USC Spartanburg</i>	44	40	38	14
<i>College of Charleston</i>	28	19	18	18
<i>Coastal Carolina</i>	15	11	11	7
<i>SC State</i>	15	15	15	15
<i>Lander</i>	21	20	20	9
<i>The Citadel</i>	6	6	2	2
<i>Francis Marion</i>	12	7	6	3
<i>USC-Beaufort</i>	4	3	3	1
<i>MUSC</i>	20	15	15	8
<b>Total</b>	<b>1,000</b>	<b>838</b>	<b>665</b>	<b>367</b>

### Demographics

Demographic data was only provided for those students who actually enrolled at the reporting institutions. In Fall 2005, Non-whites comprised 22.1 percent of the total cohort, down from 28 percent in Fall 2003. Females comprised 44.8 percent of the cohort, equivalent to the 45 percent in Fall 2003.

### GPA Comparisons

Twelve institutions provided comparisons of Native and transfer student GPA by gender-ethnicity by groupings of cumulative hours earned. The small number of MTC transfer students at each institution, except USC-Columbia, and the Average GPA calculation methodology precludes any meaningful analysis of this data. The institution “Total Native GPA” and “Total Transfer GPA” are calculated by summing the average GPA for each ethnic-gender-credit hour group and dividing that sum by the total students. While this provides a data point for comparison, it is of limited value. The average MTC transfer student GPA was higher than the native student GPA at *six* of the twelve public institutions. (Table 3)

<b>Table 3: Comparison of Averaged Fall 2005 Native and MTC Transfer Student GPA At SC Public Four Institutions</b>				
	<b>MTC Transfer</b>		<b>Native</b>	
<b>Four Year Institution</b>	<b>Students</b>	<b>Averaged GPA</b>	<b>Students</b>	<b>Averaged GPA</b>
<i>USC Columbia</i>	254	2.43	16421	2.88
<i>USC Aiken</i>	17	2.45	2609	2.58
<i>Winthrop</i>	16	1.96	4132	2.63
<i>Clemson</i>	11	2.36	13223	2.68
<i>USC Spartanburg</i>	14	2.83	3661	2.57
<i>College of Charleston</i>	17	1.96	6621	2.81
<i>Coastal Carolina</i>	7	2.66	3713	2.55
<i>SC State</i>	15	2.81	2804	2.45
<i>Lander</i>	9	2.95	1668	2.49
<i>Francis Marion</i>	3	2.20	2179	2.51
<i>The Citadel</i>	2	3.00	1921	2.60
<i>USC-Beaufort</i>	1	1.50	1032	2.75

**NOTE1:** MUSC does not provide this data.

*Blue indicates higher Transfer GPA*

Two objectives were developed for the 2005-2006 timeframe:

**OBJECTIVE 1.** Pursue partnerships that focus on improving the successful transfer of AA/AS students from MTC to 4-yr colleges and universities.

**Status:** The College Transfer Unit is guided by the Transfer Advisory Board that meets annually. This committee is comprised of representatives from 4-year colleges/universities in the state. Additionally, the Transfer Officers attend regular transfer workshops on the campuses of the 4-year institutions.

Two grant partnerships were initiated in 2004-2005 and continue to grow and serve students: the *Call Me Mister* partnership sponsored by Clemson University and the *Diverse Pathways* partnership sponsored by the University of South Carolina. Both partnerships include multiple 2-year and 4-year institutions, and both are designed to recruit and train future teachers.

Articulation agreements were reached with Strayer University and Vorhees College for students transferring from MTC.

The following new courses were developed and submitted for approval for transfer during the 2005-2006 academic year:

### ***Arts and Sciences***

- **ECO 201 Economics Concepts** (3 semester hours)
- **ENG 236 African American Literature** (3 semester hours)
- **IDS 201 Leadership Development** (3 semester hours)



***Education – These courses are being added in connection with the USC Pathways Teacher Education Grant.***

- **COL 250 Information Literacy** (3 semester hours)
- **MAT 250 Elementary Mathematics I** (3 semester hours)
- **MAT 251 Elementary Mathematics II** (3 semester hours)
- **EDU 201 Classroom Inquiry with Technology** (3 semester hours)
- **EDU 241 Learners and Diversity** (4 semester hours)

***Career Programs***

- **BUS 110 Entrepreneurship** (3 semester hours)
- **LEG 220 Intellectual Property Law** (3 semester hours)
- **MAT 195 Applied Calculus (for Engineering Technologies)** (4 semester hours)

**OBJECTIVE 2:** Continue the analysis of the USC-MTC partnership data.

**Status:** (NOTE: Data in this section may not match data in previous sections due to collection methodology and timing.)

The MTC-USC transfer data proved most useful in developing information about the MTC transfers and their performance. The college will work with USC to continue the acquisition of this data and to determine the feasibility of revisions to provide more useful data.

USC provided data on 2008 unduplicated enrolled students who were 1<sup>st</sup> time transfers to USC from MTC or previous MTC transfers for the Fall 2001, 2002, and 2003 terms (1857 at Columbia, 95 at USC Aiken and 56 at USC-Upstate).

- Females were 64 percent of the transfers at USC-Aiken and approximately 50 percent at Columbia and USC-Upstate.
- Whites constituted the largest percent of the transfer at all three institutions; USC Columbia had the highest White percentage (83 percent).
- USC-Upstate had the highest percent of African American transfers (30 percent)
- Thirty-three percent of the unduplicated transfers were 1<sup>st</sup> term transfers (all institutions).

USC provided some innovative transfer student performance data- using a special calculation of the average class grade that allowed for a comparison of individual transfer student performance with the overall class. Additionally, the grades for the individual transfer classes were used as a performance variable.

- Overall, MTC Transfers passed 87.1 percent of the 13145 courses with a grade of “C” or better (all institutions).
- Overall, MTC transfers performed as good as or better than the class average for 52 percent of their classes (all institutions).
- First-term MTC transfers had a “C” or better pass rate of 84 percent (all institutions).
- First-term MTC transfers performed as good as or better than 52 percent of the classes they were enrolled in (all institutions).

As expected, the majority of the 1<sup>st</sup> year transfers were enrolled in the Associate of Arts (45.8 percent), Associate of Science (22.7 percent), or an undeclared major in their last MTC term before transfer to USC. MTC Criminal Justice majors comprised the next largest group of transfers (5.6 percent).

The majority (87-89 percent) of the MTC 1<sup>st</sup> term transfers were enrolled in the MTC Spring or Summer terms of the preceding year for all three Fall terms.

At both USC-Aiken (transfers=95) and USC-Upstate (transfers=56), approximately 25 percent of the MTC 1<sup>st</sup> year transfers transferred into the Nursing program. The next largest transfer major at these two institutions was Business (18 percent and 16 percent respectively). At USC-Columbia (transfers=1856), General Experimental Psychology was the most transferred into program (7.8 percent) followed by Criminal Justice (6 percent).

As expected, students transferring to USC returned to MTC to take additional courses. For 1<sup>st</sup> year USC-Columbia transfers, the highest percent of returns to MTC occurred in the summer term following the fall transfer. By Fall 2005:

- Forty-one of the 178 fall 2001 1<sup>st</sup> year transfers returned to MTC for at least one term (23.6 percent). The highest return rate was Summer 2002 (31.7 percent).
- Sixty-three of the 232 fall 2002 1<sup>st</sup> year transfers returned to MTC for at least one term (26.7 percent). The highest return rate was Summer 2003 (45.2 percent).
- Forty-nine of the 202 fall 2003 1<sup>st</sup> year transfers returned to MTC for at least one term (24.3 percent). The highest return rate was Summer 2004. (28.6 percent)

MTC will continue to pursue transfer data from USC and add additional elements (Graduation, other term besides fall) to develop a better understanding of NTC transfer performance and the cyclical patterns of attendance at the two institutions.

Three Objectives have been developed for the 2006-2007 timeframe. They are:

**Objective 1:** Continue to pursue partnerships that focus on improving the successful transfer of AA/AS students from MTC to 4-yr colleges and universities.

**Objective 2:** Secure and include data on MTC transfers who graduate from 4 year colleges in the transfer analysis.

**Objective 3:** Continue to explore methods for improving dissemination of advisement information to faculty and students.

## **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 2005. Based on the report schedule, this component will be reported next in 2009.