Institutional Effectiveness

2006 - 2007

Operational Plan

The *2006-2007 Operational Plan* has been expanded to include, for the first time, six institutional priorities. These six areas represent a sub-set of the strategic planning goals and priority initiatives and give the college's plan additional focus. Performance measures have been developed to track the college's success in implementing each institutional priority.

This year, MTC will continue to strengthen its academic and support services provided to students, gain efficiencies through the purchase and deployment of technology, expose associates to an array of professional development activities and aggressively pursue external funding opportunities.

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Operational

Planning Activities Calendar

2006-2007

SECTION I

OPERATIONAL PLANNING ACTIVITIES CALENDAR, 2005-2006

Operational Planning Activities Calendar, 2005-2006

DATE	ACTIVITY
August 2006	2005-2006 Institutional Effectiveness Report Card Finalized 2006-2007 Operational Plan (IE) Finalized
August 2006	MTC Commission Retreat
October 2006	Revise the 2006-2007 Budget
November 2006	Initiate 2007-2008 Budget Process
January 1, 2007	IE Component Plan Revisions to the Commission on Higher Education (CHE)
February 9, 2007	Request for 2006-2007 Progress Reports and 2007-2008 Action Strategies Distributed by the MTC Office of Assessment, Research and Planning (ARP)
April 27, 2007	College Submits 2007-2008 Progress Reports (Action Strategies and Indicators) as well as 2007-2008 Proposed Action Strategies to ARP Office
May 2007	2007-2008 Budget Approved by MTC Commission
May 18, 2007	CHE Institutional Effectiveness Report Drafts Due to ARP
August 1, 2007	All 2006-2007 IE and Act 255 Reports Due to CHE and the State Board for Technical and Comprehensive Education (SBTCE)
August 2007	2006-2007 Institutional Effectiveness Report Card Published 2007-2008 MTC Operational Plan Published
August 2007	MTC Commission Retreat

SECTION II

Goals and Priority Initiatives

2006-2007 Action Strategies

Midlands Technical College
ADVANCEMENT DIVISION
Action Strategies - 2006-07

Goal 1:   **The college embraces an innovative learning environment that enhances teaching, learning and individual development.**

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

ARP will ensure the timely and accurate completion of the analysis of all data needed in the academic program review process of ACC, DHG, EDDA, MED, MGT, MKT and SUR. (ARP)

ARP will conduct surveys of Employers, Current Students and Alumni in the following programs: ACC, DHG, EDDA, MED, MGT, MKT and SUR. (ARP)

ARP will assist in conducting administrative program review in the Advancement division and continue Business Affairs program review (student Element). (ARP)

ARP will administer and analyze the Graduate Follow-Up and Faces of the Future surveys and potentially the Community College Survey of Student Engagement. (ARP)

ARP will conduct research projects for the Nursing, Health Sciences, Social and Behavioral Sciences, Math, Humanities, English, Counseling, Academic Success Center, DVS, SDS and Career Programs department. (ARP)

ARP will conduct an analysis of the English Course Placement Assessment Project. (ARP)

ARP will assess the impact of Developmental Education and support courses on student success. (ARP)

The Development Office will aggressively seek external funding opportunities from both public and private resources that will support the programs and services of the college. (DEV)

Public Affairs will create a coordinated recruiting and public information campaign to show the value of the college's programs and services. (PA)

Priority Initiative: Provide access to and enhance the success of at-risk populations.

Action Strategies:

The Development Office will seek private funding opportunities that specifically address scholarship opportunities for at-risk populations, to include the growing Hispanic population, returning older students, and other minority groups. (DEV)

Public Affairs will market the college in a medium that specifically targets members of the minority community, making its expertise in marketing and public relations available to departments and programs that seek to increase the enrollment at MTC of underrepresented groups, and will ensure that the college's diversity is reflected in MTC's external promotional materials. (PA)

Priority Initiative: Identify and implement student-centered learning enhancements.

Action Strategies:

Instructional Delivery will investigate the implementation of the use of Podcasting Technology within the college community. (INSTDEL)

Instructional Delivery will support the growth and usage of Streaming Technology for the college. (INSTDEL)

Priority Initiative: Promote faculty and staff participation in innovative developments in their fields of study.

Action Strategies:

The Development Office, through the MTC Foundation, will provide professional development funding that will enable faculty and staff to obtain specific training and development in their field of study. (DEV)

Public Affairs will employ a variety of media and communications to acknowledge faculty and staff who gain achievements in their field of study. (PA)

Priority Initiative: Ensure the college has state of the art multi-media equipment and connectivity to support a learner-centered culture.

Action Strategies:

Instructional Delivery will research, procure, install and maintain appropriate multimedia equipment for the college. (INSTDEL)

Instructional Delivery will routinely work with IRM when implementing equipment requiring network connectivity. (INSTDEL)

Instructional Delivery will continue to work with the System Office to connect peer group codec meetings for faculty and staff. (INSTDEL)

Priority Initiative: Implement the Facilities Master Plan.

Action Strategies:

Instructional Delivery will work closely with the Operations Department on the Harbison Auditorium Project. (INSTDEL)

Instructional Delivery will specify and purchase equipment needed to complete the campus RF system on the Harbison campus. (INSTDEL)

Priority Initiative: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

The Instructional Delivery unit will foster awareness of opportunities through printed and electronic materials. (INSTDEL)

Instructional Delivery will continue to support the MTC Video News Network on all campuses. (INSTDEL)

Instructional Delivery will work with Telecommunications Systems Management department to promote awareness for their programs. (INSTDEL)

Public Affairs will pursue and support community relationships that enhance public understanding of MTC and promote the economic development strategies of the region. (PA)

Goal 2:   The college prepares a workforce that is much in demand by business and industry.

Priority Initiative: Improve student success through innovative teaching methodologies and the integration of current technology into the curriculum.

Action Strategies:

The Development Office will raise external funds through grants development and initiatives of the Foundation that will directly support the infrastructure and technology training needs of the college. (DEV)

The Technology Media Support Department of Instructional Delivery will work with the Nursing Department to relocate their point of origination to a patient simulation room. (INSTDEL)

Media Service Center of Instructional Delivery will provide individual instruction using the Xerox DigiPath system. (INSTDEL)

The Multimedia Department of Instructional Delivery will repurpose existing educational materials for delivery using new innovative technologies. (INSTDEL)

Priority Initiative: Ensure connectivity between employer demand and student awareness of career pathways.

Action Strategies:

Public Affairs will investigate partnerships with area businesses to market specific careers in which business has an employment interest. (PA)

Public Affairs will create a series of newspaper advertisements that target specific career clusters. (PA)

Public Affairs will provide the MTC Job Placement Office materials and publicity exposure that inform area businesses about the employment availability of MTC graduates. (PA)

Priority Initiative: Integrate career assessment and career planning to better prepare students for current and emerging career opportunities.

Action Strategies:

Public Affairs will promote the college and its programs in specific ways that highlight career-specific information and career benefits to a diverse audience. (PA)

Goal 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Expand course offerings, student services and articulation with senior institutions.

Action Strategies:

ARP will work with USC to expand the number of data elements provided for transfer analysis. (ARP)

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

ARP will explore the feasibility of sharing unit data between the high school and MTC. (ARP)

Priority Initiative: Extend the college's expertise in instructional delivery and marketing to both secondary and post-secondary partners.

Action Strategies:

Public Affairs will act in an advisory capacity for marketing and communications to the Middle Colleges located on MTC campuses. (PA)

Public Affairs will extend the college's expertise in marketing, promotions and communications by advising education partners in high school, college and university initiatives. (PA)

Priority Initiative: Integrate diversity and multi-culturalism into programs and services.

Action Strategies:

Instructional Delivery will enforce standards that represent the multi-cultural populations in all projects produced including compliance with Section 508 concerning ADA requirements for web design. (INSTDEL)

Goal 4:   The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Actively interface with economic development entities and senior institutions and participate in activities to increase business and industry development.

Action Strategies:

Interfacing with regional partners, Instructional Delivery will promote economic development per the direction of the college. (INSTDEL)

Priority Initiative: Collaborate with communities in the service area to provide accessible educational opportunities.

Action Strategies:

Working with the Educational Departments, Instructional Delivery will provide electronic access to college courses that otherwise would not be available to MTC's service area population. (INSTDEL)

Public Affairs will coordinate or support special events in which the MTC Commission and administration may have face-to-face communications with state and local lawmakers. (PA)

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

Public Affairs will facilitate advisory committees' roles by creating and maintaining a website with information pertinent to advisory committees and their members. (PA)

Public Affairs will emphasize in college outreach the role advisory committees play in developing valuable curricula. (PA)

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

To increase public awareness and support for MTC, Public Affairs will seek out and organize college participation in community activities. (PA)

Goal 5:   MTC serves as a primary catalyst in economic development through education, entrepreneurship and business acceleration.

Priority Initiative: Develop a strategic master plan for the Enterprise Campus.

Action Strategies:

Public Affairs will develop collateral materials and public events to clearly communicate the development phases and the required interaction as the Enterprise Campus evolves. (PA)

Priority Initiative: Establish programs to promote entrepreneurship.

Action Strategies:

Through outreach and contacts in business and industry, the Development Office will seek funding sources that support entrepreneurship training and educational opportunities. (DEV)

Goal 6:   The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

Priority Initiative: Develop systematic processes that provide leaders with information and data to support strategic and operational decision-making.

Action Strategies:

ARP will work with the college's leadership team to identify recurring information needs and recommend appropriate processes and/or programs to provide the information. (ARP)

ARP will develop reports and databases that will facilitate better planning and use of resources. (ARP)

ARP will update the ARP web site to ensure timely access to all pertinent demographic information and ARP developed research reports. (ARP)

ARP will continue to develop a comprehensive retention analysis system. (ARP)

ARP will continue to develop a withdrawal rates program to analyze the impact on student success. (ARP)

ARP will compile and disseminate the annual *Operational Plan and Report Card*. (ARP)

ARP will coordinate the updating of the environmental scan findings and report the results of the Strategic Planning Council. (ARP)

ARP will develop and implement web-based planning applications for the 2007-2008 operational planning cycle. (ARP)

Instructional Delivery will continue to work with ARP on the design and posting of the web version of the MTC Fact Book. (INSTDEL)

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

ARP will work with the Institutional Effectiveness Committee to review and recommend changes to the Critical Success Factors benchmarking system. (ARP)

ARP will conduct a review of existing research and benchmark projects and compile and recommend a strategy for implementing potential benchmarks. (ARP)

ARP will continue to develop a process to identify and select peer and aspirational institutions. (ARP)

ARP will develop a model to report comparative data for selected variables for peer and aspirational institutions. (ARP)

The Development Office will benchmark outstanding community and technical college fundraising efforts in the areas of annual giving, planned giving, special events, and major gifts fundraising that will put in place a comprehensive fundraising effort at the college. (DEV)

Priority Initiative: Expand the capabilities of faculty and staff to design and conduct their own research.

Action Strategies:

ARP will assist Career Programs department chairs in the acquisition and use of data for research. (ARP)

Priority Initiative: Enhance the college's national recognition as a leader in institutional planning, effectiveness, assessment and innovative research concepts.

Action Strategies:

ARP staff will submit proposals to present at one regional and one national conference. (ARP)

ARP will provide data to college personnel to support the development of state, regional and national presentations or scholarly publications. (ARP)

ARP will increase awareness of the new SACS Principles of Accreditation and begin preliminary preparation for the college's 2010 reaffirmation visit. (ARP)

Public Affairs will enhance national recognition by communicating significant college achievements to the local, regional and national media. (PA)

Priority Initiative: Develop and disseminate information needed to influence the direction of post-secondary education in South Carolina.

Action Strategies:

ARP will actively pursue membership on CHE committees that can impact the establishment of performance measures. (ARP)

ARP will develop and maintain a process to ensure awareness of current legislation and develop data to support college positions. (ARP)

ARP will develop and maintain liaisons with CHE staff to identify issues of importance for the college and develop data to support the college's positions. (ARP)

Instructional Delivery will have representation on appropriate state and local organizations fostering partnerships and influencing the direction of post-secondary education. (INSTDEL)

Goal 7: **The college engages in creative, entrepreneurial resource development and management.**

Priority Initiative: Seek partnerships with local agencies and senior institutions to offer learning opportunities for students and professional development opportunities for faculty and staff.

Action Strategies:

Instructional Delivery will provide facilities and support for other institutions and agencies to leverage existing resources. (INSTDEL)

Priority Initiative: Continuously seek and obtain alternate funding.

Action Strategies:

The Development Office will conduct a comprehensive annual giving campaign targeting all the college constituencies including college graduate, faculty and staff, board members, vendors, local business and industry and friends of the college. (DEV)

The Development Office will implement a Planned Giving program in spring 2007 that will highlight alternative giving methods and opportunities through deferred gifts to the college. (DEV)

Public Affairs will lend its marketing, communications and public relations expertise to the support the MTC Foundation's ability to raise money in the community. (PA)

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

Instructional Delivery will create and support presentation materials that highlight the college to state and local organizations. (INSTDEL)

Public Affairs will ensure the college proactively interacts with the state legislature and county councils by organizing college participation and partnership in community events. (PA)

Public Affairs will create and distribute printed materials that effectively communicate the colleges needs and requests for financial support. (PA)

Goal 8: **The college implements strategies to recruit, retain and develop exceptional faculty and staff.**

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

ARP will identify future training needs and provide opportunities for the staff. (ARP)

ARP will actively pursue alternative funding opportunities for funding professional development. (ARP)

ARP will identify functions that are suitable for cross-training as well as individuals to be cross-trained. (ARP)

ARP will create new and update old Desk Top procedures. (ARP)

The Development Office, through the MTC Foundation, will provide professional development funding for faculty and staff to further pursue additional career and personal growth opportunities. (DEV)

The Instructional Delivery unit will provide opportunities for its staff to attend classes and national/regional conferences for on-going professional development. (INSTDEL)

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Instructional Delivery, using codec technology, will assist as needed with national interviews for recruitment of faculty and staff. (INSTDEL)

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

Instructional Delivery will continually update pertinent information to the college community. (INSTDEL)

Public Affairs will maintain an active College Intranet site that provides informational pages that may be used by college divisions, programs and service; timely posting of college wide news and information; and a means for direct employee-to-employee communications. (PA)

Midlands Technical College
ARTS AND SCIENCES DIVISION
Action Strategies - 2006-07

GOAL 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Offer hybrid and online sections of ENG 100. (ENG)

Explore possibilities for additional short courses, and other hybrid and online courses. (ENG)

Evaluate data collected on success, pass, and retention rates in Fast Track ENG 010 as well as success rates in subsequent courses. (ENG)

Evaluate data collected on retention and success strategies in short and online courses. (ENG)

Evaluate effectiveness of retention and success strategies in hybrid courses. (ENG)

Explore possibility of offering SPC 205 as hybrid course FA 2007. (HUM)

Explore possibility of online version of PHI 106. (HUM)

Offer online PHI 115 for the first time, summer 2006 term. (HUM)

Continue to develop, evaluate and possibly implement other short and hybrid courses. (HUM)

Evaluate and collect data on success of Fast Track students in Math 010 and Reading 010 in subsequent courses. (DVS)

Combine to offer curriculum workshops for adjuncts teaching new curricula courses. (DVS)

Inventory the library collection and update the bibliographic database appropriately. (LIB)

Work with PASCAL to provide patron initiated ILL. (LIB)

Develop a wiki for assignments. (LIB)

Expand our print and digital resources, especially with materials for the new campuses. (LIB)

Continuously develop library resources that support instruction and student learning. (LIB)

Continue to update ASC software and hardware as needed. (LIB)

Expand tutoring services as requested. (LIB)

Develop a hybrid format for selected MAT courses. (MAT)

Offer professional development workshops on Airport or Beltline Campus. (MAT)

Develop teaching resources for selected MAT courses. (MAT)

Develop an applied calculus course for the engineering technologies. (MAT)

Update the Math Department Website. (MAT)

Expand ten-week and seven-week course offerings in Fall and Spring semesters and five week course offerings in Summer term. (SBS)

Priority Initiative: Provide access to and enhance the success of at-risk populations.

Action Strategies:

Encourage faculty to attend conferences in teaching area to discuss successful techniques with colleagues. (DVS)

Submit data for national certification by NADE. (DVS)

Implement best practices of student success found at other institutions. (DVS)

Continue to refine Fast Track ENG 010. (ENG)

Share with faculty the profile of successful ENG 100 students and their observations of teaching strategies that contributed to their success. (ENG)

Continue to develop opportunities and possibilities for ESL students. (ENG)

Develop 1-hour editing course for students enrolled in a writing-intensive course. (ENG)

Continue to refine online PHI 105 and PHI 115 courses to facilitate student engagement. (HUM)

Implement new retention strategies for other HUM online courses. (HUM)

Expand Library and Academic Success Center Services to Middle College Students on Airport Campus. (LIB)

Implement a pilot program to provide supplemental instruction for at risk courses. (LIB)

Work with ARP to track student's use of the Academic Success Center in relationship to grades. (LIB)

Continue to work closely with the programs on campus that serve at-risk populations (i.e. SSS) to facilitate student transfer to 4-yr colleges and universities. Relevant activities include conducting transfer/advising workshops for students and/or program staff and faculty advising. (TRA)

Priority Initiative: Identify and implement student-centered learning enhancements.

Action Strategies:

Explore possibilities for additional short courses offerings (10 and 7 week). (ENG)

Offer Saturday hybrid course. (ENG)

Offer ENG 100 online for selected students. (ENG)

Continue to work with the Academic Success Center to provide effective tutoring. (ENG)

Use Syllabus review instrument to identify syllabi needing corrections, additions, deletions, etc. (HUM)

Possibly implement other hybrid course offerings. (HUM)

Begin using new technology, such as blogging and RSS feeds, to enhance student learning in the Library and Academic Success Center. (LIB)

Study the feasibility of adding social tagging to our catalog to enhance service. (LIB)

Continue to improve and expand the chat reference service. (LIB)

Continue to improve and expand the E-reserve service. (LIB)

Begin offering off-campus tutoring service (telephone and email). (LIB)

Explore the feasibility of offering "workkeys" and "key train" in an online environment. (LIB)

Continue to work with the Academic Success Centers to collect and analyze data to evaluate the success of new activities and find new opportunities to address student needs. (SCI)

Expand self-paced learning module offerings where indicated by evaluations. (SCI)

Continue to support Academic Success Center in recruiting tutor for Psychology students. (SBS)

Evaluate effectiveness of student workbook for SOC 101 students. Workbook to be available through the Beltline Academic Success Center. (SBS)

Evaluate effectiveness of Student Handbook for HUS 212 – Survey of Disabilities and Disorders Handbook. (SBS)

Priority Initiative: Promote faculty and staff participation in innovative developments in their fields of study.

Action Strategies:

Encourage faculty to attend conferences and discuss with their colleagues to learn techniques that can be implemented to increase student success. (DVS)

Encourage Developmental Studies faculty to apply for Professional Development funding in order to participate in pertinent conferences, training, etc. that will impact upon students by allowing instructors to be as current as possible in their fields of instruction. (DVS)

Host the No Frills English Conference for sister colleges across the state. (ENG)

Continue department's Professional Development Reading Series. (ENG)

Establish a Composition and Rhetoric Reading Series for faculty. (ENG)

Encourage Humanities faculty to apply for Professional Development, in order to participate in pertinent conferences, training, etc. that will impact upon students by allowing instructors to be as current as possible in their fields of study. (HUM)

Encourage Humanities faculty to read and learn about new developments in their fields of study. (HUM)

Encourage faculty and staff to apply for Professional Development, in order to participate in pertinent conferences, training, etc. that will keep the Library and Academic Success Center current in the field. (LIB)

Develop training for tutors in preparation of a tutor certification program. (LIB)

Encourage Math faculty to participate in professional development activities that focus on innovative methods for the teaching of mathematics. (MAT)

Priority Initiative: Implement the Facilities Master Plan.

Action Strategies:

Participate in planning Library and Academic Success Center facilities at the new campuses. (LIB)

Priority Initiative: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

Publicize professional development opportunities on and off campus for faculty. (ENG)

Attend Division Meetings, Student Activities Events, and Faculty and Adjunct Orientations to promote Library and Academic Success Center services. (LIB)

GOAL 2: The college prepares a workforce that is much in demand by business and industry.

Priority Initiative: Enhance information literacy skills within the curricula.

Action Strategies:

Continue designing research and writing assignments that build students' information literacy skills. (ENG)

Continue to improve the COL 105 and COL 103 library modules.
Enhance the COL 250 class. (LIB)

Track students in subsequent courses and seek to evaluate the impact of information literacy projects on student success. (SCI)

Based on data collected from initial hybrid section offerings, improve and expand the number of courses with hybrid sections as indicated. (SCI)

Develop format for Social and Behavioral Sciences on-line Student Journal. (SBS)

Assess literacy requirements in all SBS disciplines. (SBS)

Priority Initiative: Improve student success through innovative teaching methodologies and the integration of current technology into the curriculum.

Action Strategies:

Continue to enhance present course offerings in-class, online, or hybrid. (DVS)

Increase the number of on-line and hybrid courses six. (DVS)

Meet with Career Program Department Chairs to identify entry-level courses that can be paired with DVS courses to assist students in entering their desired programs quickly. (DVS)

DVS faculty to conduct workshops for students in Career Programs where practical. (DVS)

Continue to develop project-based curriculum in selected ENG 101 courses. (ENG)

Use Online course evaluation instrument to evaluate online course offerings. (HUM)

Continue to explore online course possibilities. (HUM)

Continue to enhance present course offerings in-class, online, or hybrid. (HUM)

Provide students with tutorial software dealing with writing and grammar issues. (DVS)

Determine the feasibility of offering pod casts through the Library and Academic Success Center. (LIB)

Implement interactive software component into the PSC 201, American Government courses. (SBS)

Increase number of current films and investigate appropriate internet sites and activities for ANT 202, Cultural Anthropology. (SBS)

Redesign the SBS web site for easier student use. (SBS)

Continue to develop, enhance and update faculty web sites. (SBS)

Offer Hybrid ANT 202, Cultural Anthropology course. (SBS)

Offer Hybrid PSY 240, Ethnicity and Minority Issues. (SBS)

Priority Initiative: Prepare students for career adaptability.

Action Strategies:

Teach library instruction classes on researching career information. (LIB)

Priority Initiative: Improve the rate at which under-prepared students move into curriculum programs.

Action Strategies:

Analyze student success in subsequent courses. (DVS)

Contact students who drop out of DVS courses to find out reasons and encourage them to return with special assistance from Academic Success Center. (DVS)

Continue offering Fast Track ENG 010 in fall, spring and summer. (ENG)

Analyze success and retention studies of ENG 010 and ENG 100 to develop strategies for increasing success and retention in these courses. (ENG)

GOAL 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Expand course offerings, student services and articulation with senior institutions.

Action Strategies:

Development of new courses to assist in helping students be successful in the curriculum courses. (DVS)

Explore the possibility of adding a Native American Literature course to go along with Native American History course. (ENG)

Continue to review transfer agreements with 4-yr schools and CHE approved transfer course list. Seek transfer approval for any Humanities courses not already covered in articulation agreements and/or the CHE approved transfer course list. (HUM)

The Humanites department will begin implementation of two World History survey courses. (HUM)

The Humanities department offers a variety of courses at Batesburg-Leesville, Ridgeview High School, Fairfield High School, as well as at Fairfield Adult Education. (HUM)

Develop MAT 250/251 Elementary Mathematics I and II for transfer to USC's Elementary Education program. (MAT)

Provide student academic and financial support through the South Carolina Alliance for Minority Participation (SCAMP) in the STEM (Science, Computer Technology, Engineering and Mathematics) disciplines. (MAT)

Offer one section of newly developed ECO 201 on Airport and Beltline Campuses. Market and promote course for transfer to specific programs at USC. (SBS)

Proceed with adding SOC 235, Thanatology to MTC course list as an AA/AS elective. (SBS)

Continue facilitation of student transfer to 4-yr colleges and universities through faculty advising, coordination of transfer and articulation agreements, and coordination of recruitment and transfer events for AA/AS students. (TRA)

Continue participation and partnership with projects (i.e. Clemson's "Call Me Mister" and USC's "Diverse Pathways Project" that seek to recruit and support students as they progress from K-12 to MTC to 4-year colleges and universities. (TRA)

Revise advisement process to provide students with detailed information regarding degree completion and transfer processes. (TRA)

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

Offer explanations of MTC's writing program and writing placement test to high schools. (ENG)

Continue offering ENG courses at high schools as requested. (ENG)

Continue offering success courses at high school as requested. (DVS)

Organize the Midlands Math Meet for sixth and seventh graders in our service area. (MAT)

Expand course offerings at high school campuses. (MAT)

Continue to expand SBS course offerings to local area high schools. (SBS)

Explore methods to improve communication and scheduling process with local high schools (SBS).

Priority Initiative: Provide effective co-curricular programs, activities and services that create a learner-centered environment.

Action Strategies:

Organize and prepare student teams to participate in the annual international Mathematical Contest in Modeling sponsored by the Consortium for Mathematics and its Applications. (MAT)

Priority Initiative: Integrate diversity and multi-culturalism into programs and services.

Action Strategies:

Investigate the possibility of a tolerance curriculum to be included in ENG courses. (ENG)

Continue to provide materials to instructors on teaching literature by non-US and minority US writers. (ENG)

The Humanites department will begin implementation of two World History survey courses. (HUM)

Continue to offer overseas ART course/trip. Italy and Greece in summer 2007. (HUM)

Continue to offer overseas REL course/trip. Germany in summer 2007. (HUM)

First offering of three course trip to England in summer 2007. The course/trip will cover HIS/THE/ENG. (HUM)

Continued work on a video documentary about former students at Harbison College including present day interviews. (HUM)

GOAL 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with communities in the service area to provide accessible educational opportunities.

Action Strategies:

Plan for offering departmental courses in Batesburg Leesville as requested. (ENG)

Expand course offerings at Palmetto Baptist Hospital for nurses interested in obtaining a baccalaureate degree. (MAT)

GOAL 5: MTC serves as a primary catalyst in economic development through education, entrepreneurship and business acceleration.

Priority Initiative: Design and implement innovative, proactive programs to address the future needs of the business community and expand the workforce.

Action Strategies:

Seek ways to provide ESL support for students in health sciences. (ENG)

GOAL 6: The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

Priority Initiative: Develop systematic processes that provide leaders with information and data to support strategic and operational decision-making.

Action Strategies:

Submit data for national certification by NADE. (DVS)

Continue to monitor success rate in the subsequent courses of students who complete DVS courses. (DVS)

Provide each full-time faculty member with success, pass, and retention rates for each course along with rates for department for comparison. (ENG)

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

Examine the success rate of DVS students at other institutions as listed by the National organization and compare with MTC students. (DVS)

Priority Initiative: Expand the capabilities of faculty and staff to design and conduct their own research.

Action Strategies:

Compile final report on factors leading to student success in PSY 201 to include recommendations for changes to faculty such as pre-requisite changes etc. (SBS)

Evaluate PSY 201 pre/post test and student achievement of specified course objectives for 2005-2006 academic year. (SBS)

Redesign SOC 101 pre/post test. (SBS)

GOAL 7: The college engages in creative, entrepreneurial resource development and management.

Priority Initiative: Seek partnerships with local agencies and senior institutions to offer learning opportunities for students and professional development opportunities for faculty and staff.

Action Strategies:

Submit an external grant to seek funding for the enhancement of departments educational mission. (DVS)

GOAL 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

Encourage faculty to apply for Professional Development Funding to support attendance at regional and national conferences. (DVS)

Request that publishers provide training upon adoption of new textbooks. (DVS)

Assign senior faculty as mentors to newly hired faculty. (DVS)

Publicize professional development opportunities on and off campus for faculty. (ENG)

Encourage faculty to apply for Professional Development, in order to participate in pertinent conferences, training, etc. that will impact upon students by allowing instructors to be as current as possible in their fields of study. (ENG)

Assist in providing APA workshops to full time and adjunct faculty as well as students. (SBS)

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Continue to search for adjuncts to enable us to staff all classes with qualified instructors. (HUM)

The Humanities Department will fill a full time faculty position. (HUM)

Priority Initiative: Integrate diversity and multi-culturalism into employment practices and professional development.

Action Strategies:

Working with the International Committee, offer presentations and workshops on diversity and multi-cultural topics to the college community. (ENG)

Continue the department's Professional Development Reading Series of international works. (ENG)

Midlands Technical College
BUSINESS AFFAIRS
Action Strategies 2006-07

Goal 1: **The college embraces an innovative learning environment that enhances teaching, learning and individual development.**

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Research best security practices and make recommendations for improvements.

Develop and implement position to oversee safety risk management.

Increase transfer of routine office activities to computer using s: drive (calendar, schedules, contractor information, etc).

Contract boiler inspections.

Move from rental to purchase uniforms for efficiency.

Implement direct deposit of expense checks with the E-Commerce upgrade of Colleague financial system.

Priority Initiative: Ensure the college has state of the art multi-media equipment and connectivity to support a learner-centered culture.

Action Strategies:

Complete planning for MTC Wireless Network.

Priority Initiative: Implement the Facilities Master Plan.

Action Strategies:

Develop and implement financial processes with the town of Batesburg/Leesville to facilitate construction of the Batesburg/Leesville campus.

Design Harbison Classroom Building, Northeast Campus Accelerator and Batesburg/Leesville Classroom Building.

Design Exterior Lighting master plan.

Complete construction of Beltline cafeteria renovations.

Design Wade Martin bathroom upgrades.

Complete Wade Martin 2nd floor refurbishments.

Design new Operations building.

Design Fire Alarm systems improvements.

Replace Academic Center elevator.

Fund an additional Academic Center elevator.

Design roof replacement for Saluda and LET.

Complete roof improvements for MIL and ASC.

Complete HVAC upgrades for Morris Hall, Richland Hall and Beltline Library.

Complete Robinson bathroom renovations.

Develop a budget for .5 mil for Batesburg-Leesville and Harbison Campus and Accelerator projects.

Goal 3: **The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.**

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

Complete facility modifications necessary to support the Lexington School District's Middle College.

Goal 6: **The college achieves national recognition through comprehensive, research-based evaluation of programs and services.**

Priority Initiative: Develop Systematic Processes That Provide Leaders With Information And Data To Support Strategic And Operational Decision-Making.

Action Strategies:

Upgrade Datatel Colleague and Benefactor to Release 18.

Install updated document imaging and forms management systems and complete pilot projects.

Seek applicable certifications for the enhancement of Support Services staff.

Use national college bookstores data to improve MTC's stores.

The college will seek and successfully engage a CPA firm to conduct the external College audits through 2011.

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

Participate in the annual APPA facilities survey to compare MTC performance to regional standards.

Priority Initiative: Enhance the college's national recognition as a leader in institutional planning, effectiveness, assessment and innovative research concepts.

Action Strategies:

Seek publications in national media for the Academic Cost Model.

Submit the college's Comprehensive Annual Financial Report for fiscal year 2006.

Seek national media publication in the areas of risk management.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

Complete installation of video surveillance systems college-wide.

Analyze results of IT Network Security Audit and provide recommendations.

Implement fraud protection on the college's payroll bank account.

Implement cross reference system for policies and procedures.

Implement college wide task force of enterprise wide risk management.

Review, analyze and make recommendations to improve student and employee privacy and protection.

Goal 7:   The college engages in creative, entrepreneurial resource development and management.

Priority Initiative: Continuously seek and obtain alternate funding.

Action Strategies:

Seek state funding for NE Engineering building.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Install and pilot an IP Telephony System.

Select an energy auditor for the college and conduct an energy audit.

Seek ways to increase use of outsourcing for operation services.

Research alternative software vendors to produce E-commerce website services for bookstores.

Research alternative means of completing annual bookstore inventory during normal operating hours.

Research adding additional food service vendors.

Implement processes that allow the college to pass collection costs to students whose accounts are sent to the collection agency.

Implement direct deposit of expense checks reimbursements.

Research alternate revenue producing or reward program college credit card program for college wide use.

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

Continue to work with state officials and county administrators.

Goal 8:   The college implements strategies to recruit, retain and develop exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

All Business Affairs employees will engage in team building training.

Encourage employees to seek professional development by requesting funding and informing employees of development training.

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

Refine operations web site to improve communications with the college-wide community.

Use BA Assessment survey results to determine where additional communication, information or training is needed.

Midlands Technical College
CAREER PROGRAMS
Action Strategies 2006-07

GOAL 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Continue the ongoing effort to convert as many classes as possible to the Internet (or hybrid) format this year. (ENG-CP)

Design a new course(s), or restructure an existing course(s), to introduce students to cross disciplinary topics in Engineering Technology. (ENG-CP)

Develop a WebCT site for supplemental on-line materials for remaining clinical courses (NUR 165, 265, 162, and 264) (NUR-CP)

Continue the ongoing effort to reduce attrition by re-evaluating the skill levels and capstone competencies for low enrollment/high attrition programs. (ENG-CP)

Evaluate admission criteria in light of data from factors associated with success. (NUR-CP)

Develop a system to track retention in light of the new MAT 120 requirement for ADN program and the new MAT 102 requirement for PN program effective January 2007. (NUR-CP)

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Each faculty will develop a professional development plan and submit an application for professional development funding. (BUS/PUB SVC-CP)

Each faculty will develop a professional development plan. (NUR-CP).

Seek sources of funding for professional development through the college and through partnerships with local employers and technology vendors. (HS-CP)

Ensure that faculty take advantage of technical training for the new equipment as it is purchased. (IND)

Equip the Industrial Electricity classroom with multi-media equipment. (IND)

Encourage all faculty to seek professional development funding. (IST)

Identify a specific area of expertise that each faculty member seeks to improve in. (IST)

Advertise to all faculty the availability of conferences, workshops and online professional development opportunities such and the professional development section of the ACM Website. (IST)

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Establish a classroom area suitable for teaching cross-disciplinary subjects such as applied mathematics and engineering with all the necessary instructional facilities suitable for the related curricula. (ENG-CP)

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Continue to work with local industries to sponsor student delegations. (VPCP)

Work with industries to identify common curriculum projects between cooperating educational institutions. (VPCP)

GOAL 2: The college prepares a workforce that is much in demand by business and industry.

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Work with Business and Public Services Department to create a Customer Service Management Certificate. (IST)

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Seek additional college and Health Care industry support in recruitment for low enrollment programs, seek additional opportunities to promote selected programs in High School and community out-reach programs. (HS-CP)

Reevaluate the current curriculum in response to the recent DACUM. (IST)

Develop a strategy for more consistent content in the introductory course. (IST)

Decide on an introduction date for Visual Studio 2005. (IST)

Evaluate the possibility of a fourth course in the Java Sequence. (IST)

Develop a strategy for designating a new or existing course as the capstone course for the CPT program and determining its contents. (IST)

IST Department Chair will participate in a WIDS (Worldwide Instructional Design System). (IST)

Complete implementation of recommendations from program review. (NUR-CP)

Push to expand the participation of advisory committee members and other volunteers in the recruitment of students and increase referrals for programs with low enrollment. (ENG-CP)

Host an Industrial Technologies Expo type event for targeted field of studies for the local high schools. (IND)

Make presentations at area High Schools and Career Fairs. (IST)

Make sure that area employers are aware of courses and certificates that they may desire to send current employees to upgrade their skills. (IST)

Continue to develop orientation programs. (IST)

Review and revise curricula where necessary to align the course subject with the capstone competencies as defined by recent DACUM results with the goal of improving retention. (ENG-CP)

Investigate use of an advising system to help students be successful in following the curriculum plans for their program. (IND)

Identify programs that IST majors typically change to. (IST)

Start a student chapter of the ACM (IST)

Create a departmental database of collected news items related to employment trends in IT for inclusion by instructors in our courses. (IST)

Investigate possibility of establishing a student chapter of IAAP (International Association of Administrative Professionals. (IST)

Evaluate the effects of competitive admissions on student retention. (NUR-CP)

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Review all courses to ensure prerequisites are appropriate. (BUS/PUB SVC-CP)

Revise the Engineering Technology advisement protocols for new students to include a career orientation discussion and an exit interview to track the success of the advisement process. (ENG-CP)

Assess and refine current indicators of program success and develop strategies to implement these success indictors in the student selection process. (HS-CP)

Investigate the entrance test scores to determine if they are at an appropriate level. (IND)

Create a pre-technology certificate. (IST)

Reevaluate the design of IST entry-level courses and reexamine prerequisites to entry-level courses. (IST)

Evaluate criteria/coursework for using the Pre-Nursing Certificate to qualify for nursing in light of data from factors associated with success. (NUR-CP)

GOAL 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Track student progress in the curriculum; explore the possibility of collaborating with USC to recruit students not accepted for the upper division major into the nursing program at MTC. (NUR-CP)

Priority Initiative: Define and continuously refine what learning community means to MTC.

Action Strategies:

Offer a course in engineering graphics at (at least) one area high school. Investigate other possible course offerings for 07/08. (ENG-CP)

Priority Initiative: Extend the college's expertise in instructional delivery and marketing to both secondary and post-secondary partners.

Action Strategies:

Become an Oracle Academy and investigate possibility of becoming a Microsoft IT Academy. (IST)

GOAL 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Actively interface with economic development entities and senior institutions and participate in activities to increase business and industry development.

Action Strategies:

Promote student incubator opportunities within the USC Incubator. (BUS)

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

Assign a departmental faculty member the responsibility as liaison with advisory committee members for the business advisory committee. (BUS/PUB SVC-CP)

Assess current effectiveness of program advisory committees and develop strategies to address any discovered opportunities for improvement. (HS-CP)

Recruit business partners to participate in the building construction technologies' cooperative education program and to help promote the industrial programs representing their industry. (IND)

Find new participants from local businesses in our Advisory Committee. (IST)

Review and revise membership of advisory committee as needed and utilize Advisory Committee contacts to track employment locations of graduates for graduate follow-up. (NUR-CP)

Participate in MEBA Health and Human Services Alliance. (NUR-CP)

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

Continue the involvement of Advisory Committee members in as many recruiting efforts as possible. (ENG-CP)

Evaluate and revise the new system for providing shadow-a-nurse experiences for the NUR 115 students each semester. (NUR-CP)

Priority Initiative: Integrate service learning into college courses and co-curricular activities that strengthen civic responsibility and economic vitality.

Action Strategies:

Identify and report the inclusion of service learning into college course and co-curricular activities. (BUS-HS)

GOAL 5: MTC serves as a primary catalyst in economic development through education, entrepreneurship and business acceleration.

Priority Initiative: Design and implement innovative, proactive programs to address the future needs of the business community and expand the workforce.

Action Strategies:

All faculty members will take an active role in working with business community to assess future workforce needs. (BUS/PUB SVC-CP)

Engage two or more business partners in the midlands in a curriculum alignment process to improve the curriculum and better serve students and business. (ENG-CP)

Investigate the development of a larger, umbrella advisory committee comprised of local healthcare providers and leaders to seek input on the need for new program development and to assure currency of program offerings to meet the local workforce needs. (HS-CP)

Recruit business partners to identify skills needed for their future workforce needs and trends in their industry. (IND)

Host a meeting for the major nursing employers Chief Nursing Officers and USC to discuss future nursing workforce needs in the Midlands. (NUR-CP)

Send designated faculty member to as many local employers as possible to act as liaisons with those employers. (IST)

Priority Initiative: Develop a strategic master plan for the Enterprise Campus.

Action Strategies:

Participate in the exploratory committee process to define purpose and procedures for the enterprise campus. (ENG-CP)

Priority Initiative: Establish programs to promote entrepreneurship.

Action Strategies:

Assigned faculty member will continue to publicize the certificate program and club meetings. (BUS/PUB SVC-CP)

GOAL 6: The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

Priority Initiative: Develop systematic processes that provide leaders with information and data to support strategic and operational decision-making.

Action Strategies:

Evaluate current reports for CP departments and VPCP office for usefulness, duplication, ease of use, and dissemination. (VPCP)

Priority Initiative: Expand the capabilities of faculty and staff to design and conduct their own research.

Action Strategies:

Identify report needs within each CP department for program evaluation and development. (VPCP)

GOAL 7: The college engages in creative, entrepreneurial resource development and management.

Priority Initiative: Continuously seek and obtain alternate funding.

Action Strategies:

Working through advisory committees and other contacts, all members of the department will attempt to identify alternative funding sources. (BUS/PUB SVC-CP)

Seek NSF grant funding to improve teaching in the Civil engineering technology area as a joint effort with USC. Continue collaboration for three years if approved. (ENG-CP)

Seek below the line funding for cross disciplinary facilities and support in areas of current interest to local business. (ENG-CP)

Review current alternative funding streams and seek additional opportunities through local and nationally funded grant programs. (HS-CP)

Investigate the possibility of building a project house with the aid of the business partners in the construction industry. (IND)

Investigate NFS and other grants for new initiatives. (IST)

Investigate cooperation with USC or other institutions in joint projects. (IST)

Continue to partner with hospitals for clinical nursing faculty. (NUR-CP)

GOAL 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Track compensation for master's prepared nurses in the community. (NUR-CP)

Midlands Technical College
CONTINUING EDUCATION
Action Strategies 2006-07

Goal 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Conduct consistent annual program reviews to evaluate program and student success and to monitor the need to expand or eliminate programs. (CE)

Priority Initiative: Provide access to and enhance the success of at-risk populations.

Action Strategies:

Partner with agencies serving at-risk populations such as One Stop, DSS and MTC Students. (CE)

Priority Initiative: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

Make training opportunities available to MTC employees college-wide. (CE)

Priority Initiative: Forge international partnerships.

Action Strategies:

Continue existing learning opportunities to promote cultural partnerships. (CE)

Goal 2: The college prepares a workforce that is much in demand by business and industry.

Priority Initiative: Improve student success through innovative teaching methodologies and the integration of current technology into the curriculum.

Action Strategies:

Increase the use of innovative technologies including blended, online and web-based formats in CE courses. (CE)

Invite CE instructors to participate in workshops dealing with adult learning principles (andragogy) and generational differences in learning.

Priority Initiative: Ensure connectivity between employer demand and student awareness of career pathways.

Action Strategies:

Investigate the need for specific work force skills through contact with business and industry. (CE)

Develop a task team to implement "Quick Jobs" with Midlands WIA and the SC Employment Security Commission. (CE)

Host a Registered Apprenticeship information session. (CE)

Participate in the US Department of Labor Healthcare Grant to educate healthcare students on the possible career ladders available to them. (CE)

Develop a CD that promotes career offerings through Continuing Education programs. (CE)

Develop telephone testimonials for customers on "hold". (CE)

Develop a website section for Careers through CE. (CE)

Participate in Career Fairs at targeted high schools and businesses. (CE)

Explain the differences in CE career programs and credit career programs on our website. (CE)

Plan a CE Career Guide. (CE)

Priority Initiative: Integrate career assessment and career planning to better prepare students for current and emerging career opportunities.

Action Strategies:

Promote career assessment and counseling opportunities for Continuing Education students and the entire community. (CE)

Goal 3: The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

Participate in MEBA activities. (CE)

Priority Initiative: Enhance education through community interaction and adoption of nationally recognized curricula and standards.

Action Strategies:

Continue to implement appropriate national certification standards and modify programs as required by national organizations. (CE)

Promote the use of the Career Readiness Certificate in the Midlands. (CE)

Priority Initiative: Integrate diversity and multi-culturalism into programs and services.

Action Strategies:

Actively recruit diverse employees. (CE)

Work with minority groups to promote diversity and multi-culturalism. (CE)

Goal 4:   The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Actively interface with economic development entities and senior institutions and participate in activities to increase business and industry development.

Action Strategies:

Meet with new business prospects and business expansion prospects to highlight MTC's capabilities. (CE)

Offer FastTrac Entrepreneurial Programs through on-going partnerships. (CE)

Participate in economic development initiatives. (CE)

Priority Initiative: Collaborate with communities in the service area to provide accessible educational opportunities.

Action Strategies:

Partner with others to provide training opportunities for at-risk, low income communities. (CE)

Make college facilities available to service groups. (CE)

Develop relationships with WIA and others to seek funding sources and to influence grant funding. (CE)

Partner with MEBA to promote business and education alliances. (CE)

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

Implement the findings of the task team related to the creation of CE advisory groups. (CE)

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

Strengthen the CE Business Solutions Plan to provide one stop solutions to ensure business success. (CE)

Ensure MTC's Visibility within the community by participating in state and local organizations and initiatives. (CE)

Goal 5:   MTC serves as a primary catalyst in economic development through education, entrepreneurship and business acceleration.

Priority Initiative: Design and implement innovative, proactive programs to address the future needs of the business community and expand the workforce.

Action Strategies:

Work with the Midlands Workforce Development Board and SC Employment Security Commission to develop and implement a "Quick Jobs" program. (CE)

Promote the use of Federally Registered Apprenticeship Programs to expand opportunities that meet the demands of Business and Industry. (CE)

Implement new programs to meet the current and future needs of Business and Industry. (CE)

Priority Initiative: Respond to the changing training and development needs of new and expanding business and industry.

Action Strategies:

Work with CATT and other economic development entities to meet the needs of new and expanding business and industry. (CE)

Priority Initiative: Establish programs to promote entrepreneurship.

Action Strategies:

Expand the FastTrac entrepreneurial initiative in the Midlands. (CE)

Goal 7:   The college engages in creative, entrepreneurial resource development and management.

Priority Initiative: Continuously seek and obtain alternate funding.

Action Strategies:

Work with SDS to make alternative funding sources, such as VA and Pell, available for CE students. (CE)

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Implement strategies identified by the task team to increase contact hours, revenue and profitability. (CE)

Implement new programs in demand by the community to increase revenue and discontinue poor performing programs to conserve resources. (CE)

Goal 8:   The college implements strategies to recruit, retain and develop exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

Encourage CE faculty and staff to participate in professional development activities. (CE)

Promote the policy for MTC employee participation in CE classes. (CE)

Partner with LCE to provide in-service training opportunities for college employees. (CE)

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Develop and implement a plan to foster an environment that contributes to the recruitment and retention of highly qualified CE faculty and staff. (CE)

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

Distribute CE promotional materials throughout the college including using the VNNs on all campuses. (CE)

Contribute articles and information to the Intranet that feature CE programs and staff achievements. (CE)

Coordinate with Learning Community Enhancement to communicate CE offerings to college staff and faculty. (CE)

Agency Head Goals
for
Midlands Technical College
July 2006- June 2007

Objective: **Identify The Retention Rates Of Targeted Student Populations**

Measures:
- Identify student populations where retention is five percent or more below the college average
- Identify Nursing and Health Sciences retention rates

Objective: **Expand Resources Received By The College**

Measures:
- Implement the Government Relations Plan
- Develop and submit viable proposals to secure external funding
- Attain the $5 million goal of the MTC Foundation's first major gifts campaign

Objective: **Strengthen Partnerships With Other Education Sectors**

Measures:
- Provide support for Middle College High Schools
- Assist local K-12 in implementing EEDA
- Participate in joint initiatives with USC
- Review and update agreements with Higher Education Institutions

Objective: **Impact The Present And Future Needs Of Advanced Manufacturing, Engineering Technology And Industrial Technology**

Measures:
- Identify engineering technologies and industrial technologies enrollment trends
- Develop funding strategies for constructing an Engineering Technology facility
- Foster business partner involvement in addressing advanced manufacturing workforce needs

Objective: **Enhance The Role Of Continuing Education**

Measures:
- Implement Quick Jobs in Emergency Medical Technician (EMT) and Certified Nursing Assistant (CNA)
- Assist in the development of registered US Department of Labor apprenticeship programs

Objective: **Develop the Enterprise Campus**

Measures:
- Establish a master plan for the Enterprise Campus
- Engage faculty and staff in the Enterprise Campus development plan
- Initiate plans to rezone the Northeast Campus
- Initiate the planning phase for the Business Accelerator facility

Midlands Technical College
STUDENT DEVELOPMENT SERVICES
Action Strategies 2006-07

Goal 1: **The college embraces an innovative learning environment that enhances teaching, learning and individual development.**

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Refine the MTC official transcript by expanding the types of hours to include Quality Hours and Quality Points used in GPA calculations.

Refine the process of loading MTC microfiche course work onto students' STAC.

Submit programming request for a web-based Graduation Application.

Complete the Student Records, Financial Aid and Admissions Module conversions to Datatel Colleague version R18.

Design and develop a graduation brochure and ceremony card to replace the letters used to inform students of the graduation ceremony.

Update office manuals in Admissions, Student Financial Services and Student Records.

Revise and update paper and online forms.

Develop and implement a process for the data entry of external transcripts to adapt to the LIFE GPA calculation and implement all processing and web components required for compliance with LIFE Scholarship compliance under the revised legislation and CHE regulations.

Investigate use of AIG to upload external transcript data into Colleague.

Enhance CollegeNet services through acquisition and implementation of new products to include Contact manager and Inquiry Card.

Develop and implement an annual outreach and recruitment plan targeted toward all of the college's main constituents, to include all secondary schools, community services, agencies, and the business/industry sector.

The Office of Enrollment Services will continue to provide a well-trained and cross-functional array of staff, students, and MTC Ambassadors, who provide accurate and timely information to the college's internal and external constituents.

The Office of Enrollment Services will review and update, as needed, policies and procedures on general admissions, health science and nursing admissions, residency, and international admissions.

Student Financial Services, Student Records and IRM will implement a new automated system to comply with changes in LIFE Scholarship criteria.

The Office of the Vice President for Student Development Services will oversee the refinement of the Crisis Response/Business Continuity plan and the implementation of communication and training activities with the campus community.

Priority Initiative: Provide access to and enhance the success of at-risk populations.

Action Strategies:

The Offices of the Assistant Vice President for Student Development Services and Enrollment Services will collaborate with CHE to implement the college's Access and Equity program by providing targeted recruitment and outreach in high minority enrollment school districts.

Implement Phase II of the Academic Integrity Program, which includes communications on academic integrity to the college community.

Student Assessment will identify the needs of entering students and make appropriate referrals.

The Office of Enrollment Services will support targeted programs and services for at-risk populations, to include Fast Track, Access and Equity and Special mini-orientation programs.

The Office of Enrollment Services will develop a comprehensive and targeted approach designed to identify and contact cohorts in at risk markets, to included continued development of community and church/religious organization recruiting.

The Office of Enrollment Services will continue to develop the Area Schools Assistance Program to collaborate with area school districts to identify and provide educational services for students who have not committed to a post-secondary plan.

Admissions will implement and manage targeted correspondence to entering students to support identified needs.

Student Records will provide support services information to student on academic warning and academic probation.

Counseling and Career Services will implement online support services for depression, anxiety, and stress management.

Counseling and Career Services will provide online student referral forms for faculty to communicate needed student interventions.

Student Support Services will serve at least 150 low income, first-generation students, assess their needs, develop an Educational Action Plan within 45 days of their admission to the program, and provide them with counseling, mentoring and other services to meet identified needs.

Educational Talent Search will identify and serve 950 participants who are low-income and potential first-generation students, providing them with career planning, financial assistance, and other college readiness services.

Upward Bound will identify and select 60 participants who are from low-income and/or first-generation potential college 9th through 12th grade students and provide them with intensive academic and college readiness support activities.

Educational Opportunity Center will identify and enroll into the program 1,000 adults in the community who are low-income and/or first generation-potential college students, assess their needs within the first 45 days of service and provide them with college readiness and financial assistance.

The CAREERS program will serve at least 200 students who are in high risk populations (low-income, single-parent, non-traditional fields and students with disabilities) and provide them with a wide array of academic and career support services to enhance student retention, program completion and job placement after graduation.

Counseling and Career Services will implement a case management system that includes web-based tracking software. These cases management activities will be initiated with students in pre-health and pre-nursing programs, with planning to eventually expand the group to include students with disabilities and students on academic warning/probation.

Counseling and Career Services will continue to upgrade online and on-campus services and provide liaisons with academic departments to better serve the needs of students in specific academic areas.

Counseling and Career Services will collaborate with Developmental Studies to hire two retention advocates to provide intensive student support and tracking to students who are enrolled in DVS.

Priority Initiative: Identify and implement student-centered learning enhancements.

Action Strategies:

Compile SDS contribution to student learning and development and place on the SDS Intranet web page.

Provide additional student support for students in DVS and Health Science and Nursing preparatory courses to help enhance retention and graduation rates of DVS, Pre-Health and Pre-Nursing students.

The Office of Student Assessment will enhance testing programs and services to strengthen support of academic instruction.

MTC Upward Bound will provide sixty 9th - 12th grade students with Saturday and summer academic programs which will enhance the GPA's of at least 35% of participants, and result in 90 percent of participants advancing to the next grade level.

The Office of Enrollment Services will develop and implement a comprehensive series of services for students to include multiple orientation programs, a model for assigning advisors to new students, and tracking students through their first semester of college.

Priority Initiative: Promote faculty and staff participation in innovative developments in their fields of study.

Action Strategies:

SDS staff will participate in college visits to other post-secondary institutions which are engaged in innovative programs.

SDS staff will host other colleges to share innovative MTC programs and services.

SDS staff will conduct conference presentations to share information on innovative MTC programs and services.

All SDS staff will participate in at least one professional development experience.

Priority Initiative: Implement the Facilities Master Plan.

Action Strategies:

SDS will design a student services office for the new Batesburg-Leesville Campus.

SDS will renovate the Counseling and Career Services area of the Airport Student Center to integrate an area for Student Employment Services within the Counseling and Career Services area.

SDS will renovate the Recruitment and Outreach and Student Advisement areas in the Airport Student Center to provide an integrated Student Enrollment Services area, similar to the area on Beltline Campus. The Recruitment and Outreach Office will move to the area now occupied by Admissions.

Priority Initiative: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

Disseminate information on college service and support activities through e-sponses and electronic trigger communications to entering students, through the online *Pony Express* student newspaper, the program orientation sessions and the MTC Online Student Orientation.

Provide online information on the MTC Crisis Response/Business Continuity Program, the Faculty Referral Form, Disability Resource Guide, program information and upcoming events through the MTC Intranet site and the MTC News.

Share information on programs, services, upcoming events and deadlines through MTCVNN screens displayed in high traffic areas on the college campuses.

Priority Initiative: Forge international partnerships.

Action Strategies:

Continue to refine and enhance services for international students holding a variety of visa classifications.

Enhance the international awareness of MTC students though international events and activities.

Goal 2:   The college prepares a workforce that is much in demand by business and industry.

Priority Initiative: Improve student success through innovative teaching methodologies and the integration of current technology into the curriculum.

Action Strategies:

Counseling and Career Services will collaborate with faculty to improve student success by providing workshops for faculty, staff and students on the use of Inspiration software with at-risk students, as requested.

Inspiration software and assistive technology will be provided in Academic Success Centers and the Library in order to integrate the use of assistive technology into the academic areas, for use as needed.

Priority Initiative: Ensure connectivity between employer demand and student awareness of career pathways.

Action Strategies:

Counsel potential health careers students, provide appropriate career and academic readiness activities, and enroll them in the appropriate HealthTracks program.

CAREERS, Student Employment Services and Student Financial Services will combine resources to give students the opportunity to participate in career shadowing, cooperative education courses, internships and work-study opportunities to enhance student awareness of career opportunities and requirements

Student Employment Services will provide information on job requirements, career opportunities, resume development, interviewing tips, and employability skills requirements through the Student Employment Services virtual online employment center.

SDS will provide opportunities for Counseling and Career Services staff to receive training as Global Career Development Facilitators, with at least two staff receiving their GCDF certifications.

The Offices of Enrollment Services and Counseling and Career Services will continue involvement with the Midlands Education and Business Alliance (MEBA) to stay abreast of employer demands, attend monthly Alliance meetings and participate in career fairs.

Counseling and Career Services staff will promote the use of the Kuder Career System, WorkKeys and Key Train assessments with prospective and current students and will assist students with developing individual career plans.

Counseling and Career Services staff will teach selected sections of COL 105, IDS 102, IDS 201 and other appropriate courses.

Counseling and Career Services will provide on-campus and community workshops to assist students in choosing appropriate careers.

Priority Initiative: Prepare students for career adaptability.

Action Strategies:

Expand the use of the Kuder Career Assessment System with MTC and high school students to link student interests and abilities with career options.

Administer WorkKeys to high school students as part of the EEDA Pathways grant, to link student skills with a variety of career options.

Priority Initiative: Improve the rate at which under-prepared students move into curriculum programs.

Action Strategies:

Monitor students in the HealthTracks program and assist them in moving successful to program completion and employment.

Two Retention Advocates will be hired to work with students in Developmental Studies to support and track successful student progression into curriculum courses.

Provide COMPASS or ASSET testing to 1,000 high school sophomores and juniors in area high schools and provide feedback on college skills readiness to the students, their parents and the high schools, in order to decrease the skills gap between high school and college readiness.

Work with at least one local school district to implement a software program to supplement the academic skills-building of high school students, to improve student readiness for collegiate level work.

Provide academic enrichment and college readiness activities to high school students through the Upward Bound and Educational Talent Search programs.

Evaluate Pre-Health and Pre-Nursing students' readiness for curriculum level courses in relation to developmental advising and ensure that communications are in place to direct students to the appropriate advisement for health and nursing programs prior to the completion of developmental courses.

Priority Initiative: Integrate career assessment and career planning to better prepare students for current and emerging career opportunities.

Action Strategies:

Integrate Student Employment Services into the Counseling and Career Services area.

Support the WorkKeys testing program in support of business and industry employment needs, through the Student Assessment Office.

Increase student opportunities for career exploration and career readiness through career shadowing, internships, cooperative education experiences.

Identify potential students for industry scholars programs, such as the Michelin Scholars Program, and assist in assessments required for the identified students to acquire placement into these valuable business and industry career internships.

Goal 3: **The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.**

Priority Initiative: Expand course offerings, student services and articulation with senior institutions.

Action Strategies:

Establish an admissions Bridge Program with the University of South Carolina.

Begin contacts with other senior colleges to investigate the establishment of Bridge programs in 2007-08.

Update and advertise the Cross-town Agreement between Midlands Technical College and the USC Army, Navy and Air Force ROTC programs.

Establish and advertise the cross-college program with the USC Band department, which allows MTC students to participate in the USC marching band, color guard and dance team.

Provide opportunities for MTC student to participate in student leadership activities with senior colleges.

Sponsor focus groups on college transfer, to identify transfer student needs and expand support services.

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

Collaborate with local school districts to conduct early ASSET/COMPASS and WorkKeys assessments and provide feedback on college and workforce readiness.

Collaborate with MEBA to expand high school and college articulations across career clusters.

Coordinate with MEBA to expand the number of career alliances in the Central Midlands from seven to nine.

Refine the marketing/recruitment plan with specific school districts based on prior enrollment trend data, and develop targeted enrollment goals for specific school districts, to include special events, career days, mini orientation sessions and parent programs.

The Office of Enrollment Services will update and refine web resources for guidance counselors and parents.

The Office of Enrollment Services will provide the On-Site Admissions Program in local high schools and coordinate MTC sessions for college administrators.

The Office of Enrollment Services will distribute the MTC *College and Career Guide* to post-secondary educators and to the parents of all juniors in the college's service area.

SDS staff will meet with local principals, assistant and guidance counselors to discuss student testing and other enrollment service activities in support of the *High School in College* dual enrollment program.

Priority Initiative: Provide effective co-curricular programs, activities and services that create a learner-centered environment.

Action Strategies:

Increase student engagement and information dissemination via online services and electronic student publications, to include Campus Cruiser, online *Pony Express*, the student handbook and the Student Activities and Student Club/Organization web pages.

Provide online and on-campus health and wellness activities to support healthy minds and a positive learning experience.

Offer sections of the new IDS 201 course on student leadership.

Involve students in student leadership opportunities and community service.

The Office of Enrollment Services will develop entering student contact with faculty and staff through CollegeNet e-sponses and triggers.

Priority Initiative: Integrate diversity and multi-culturalism into programs and services.

Action Strategies:

Provide online and on-campus opportunities for student involvement in multi-cultural activities.

Engage international students in MTC activities and the local community.

Provide support for student groups who journey abroad.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with communities in the service area to provide accessible educational opportunities.

Action Strategies:

Student Development Services departments such as Counseling and Career Service, TRiO programs and Enrollment Services will provide workshops on career planning and educational opportunities at local community sites.

MTC will coordinate with local schools, employers, churches, the Urban League and other local community organizations to increase access to post-secondary opportunities.

Student Financial Services and TRiO programs will provide community workshops and seminars on financial resources for college.

Student Development Services will work with senior colleges to create bridge program opportunities with senior colleges to expand educational access beyond the sophomore year.

Priority Initiative: Seek opportunities for dialogue and interaction to ensure the college is proactive in its participation in advancing the community.

Action Strategies:

The Office of Student Enrollment Services will provide opportunities for college administrators to dialogue with educators on educational and career opportunities available at MTC.

SDS personnel will speak before various community organizations and participate on community and professional committees to engage in dialogue about MTC programs and services in support of the community.

Priority Initiative: Integrate service learning into college courses and co-curricular activities that strengthen civic responsibility and economic vitality.

Action Strategies:

Engage student organizations and student groups in activities to promote service to the community.

Student civic engagement will be highlighted through the student newspaper, presentations and submission for student awards related to student civic responsibility.

Goal 5:   MTC serves as a primary catalyst in economic development through education, entrepreneurship and business acceleration.

Priority Initiative: Design and implement innovative, proactive programs to address the future needs of the business community and expand the workforce.

Action Strategies:

MTC will work with employers such as Michelin to create technical scholars programs and internships to expand the qualified pool of candidates for careers in technical fields such as engineering technologies and advanced manufacturing.

The Office of Enrollment Services will work with the Nursing department to implement and refine the Merit Nursing Admissions process and with the Health Sciences department to explore the addition of a merit admissions process for Health Sciences, to create a pipeline of well-qualified students for Nursing and Health Science careers.

Provide student enrollment and case management support for the new MTC HealthTracks program, which is designed to increase the preparation and employment of students in health careers.

Priority Initiative: Establish programs to promote entrepreneurship.

Action Strategies:

The Office of Student Life will support publicity for the activities of the Student Entrepreneur Club.

Priority Initiative: Incorporate the identification of employer training and re-training needs into recruitment and outreach activities.

Action Strategies:

The Office of Student Enrollment Services will collaborate with Continuing Education to participate in MELA activities with local businesses and industries, where college representatives provide information on college programs and services on-site at local businesses and industries. Employer training and re-training needs will be communicated to appropriate Continuing Education liaisons/account managers and Career Programs department chairs.

Goal 6:   The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

Priority Initiative: Develop systematic processes that provide leaders with information and data to support strategic and operational decision-making.

Action Strategies:

The Office of Student Enrollment Services will use data from internal and external information systems to establish baseline trend data and enrollment trends by high school.

Student Development Services will work with Assessment, Research and Planning to assess student retention trends and analyze information by student sub-populations.

Priority Initiative: Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance.

Action Strategies:

Student Development Services will collaborate with Assessment, Research and Planning to assess comparative data options for student retention.

Student service information on nationally-normed instruments such as the *Faces of the Future* survey and the *Community College Survey of Student Engagement* will be compared to national norms to identify areas where services can be strengthened.

Student Development Services program reviews will be conducted using the Council on Advancement of Standards guidelines, which has been developed by national services professional organizations.

Priority Initiative: Expand the capabilities of faculty and staff to design and conduct their own research.

Action Strategies:

Student Development Services will provide opportunities for staff to participate in training writing queries and obtaining technical skills training on specific research software.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

The MTC Crisis Response Plan will be updated and placed online for review by college constituencies, and training activities will be planned.

Student Development Services will participate in internal and external audits to ensure compliance with college policies and procedures and state and federal guidelines.

Goal 7:   The college engages in creative, entrepreneurial resource development and management.

Priority Initiative: Continuously seek and obtain alternate funding.

Action Strategies:

Student Development Services will acquire and manage $2 million in external grant funding to provide increased support for access, equity and student success initiatives.

Counseling and Career Services will collaborate with external entities such as Vocational Rehabilitation Services to leverage resources to students with disabilities.

Student Financial Services will package $40 million in student financial resources to assist students with their tuition and other educational expenses.

SDS, in coordination with the MTC grants office, will submit an Upward Bound grant for competitive refunding.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Student Development Services will move students and the college community to increased use of online services.

Student Development Services will integrate several departments and cross-train front-line staff to perform multiple functions.

Goal 8:   The college implements strategies to recruit, retain and develop exceptional faculty and staff.

Priority Initiative: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

Action Strategies:

All Student Development Services staff will participate in at least one professional development activity.

Student Development Services will provide on-campus webinars on key topics in order to expose a greater number of staff to professional development opportunities for a reasonable cost.

Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.

Action Strategies:

Student Development Services will develop a structured orientation program for new staff, using input from new and long-term staff.

Student Development Services will advertise with university graduate school programs and professional organizations, as appropriate for the position to be filled.

SDS coordinates practica in Student Development Services for college graduate students in Student Personnel Services, Higher Education and Counseling Masters and Doctoral programs, in order to acquaint them with career opportunities in the two year college.

The Vice President for Student Development Services will send correspondence to each new faculty and staff member, with a copy of SDS functions and key contact information.

SDS will recognize staff for exemplary service, degrees and awards attained and leadership activities.

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

Changes in college services and programs, and upcoming events will be posted on the MTC Intranet News.

Information updates on events and deadlines will be posted to MTCVNN for the college community.

Priority Initiative: Integrate diversity and multi-culturalism into employment practices and professional development.

Action Strategies:

SDS will implement hiring practices which intend to provide staffing which is reflective of the populations served.

All SDS employees will be involved in professional development appropriate to their job duties.

SECTION III

Critical Success Factors, Indicators of Effectiveness and Measurement Standards

CRITICAL SUCCESS FACTORS AND INSTITUTIONAL EFFECTIVENESS INDICATORS

CRITICAL SUCCESS FACTORS

A	B	C	D	E	F
Dynamic Educational Programs	Student Outcomes	Quality Support Services	Economic Development and Community Involvement	Effective Leadership and Management	Collaborative Organizational Climate

Indicators of Effectiveness

A	B	C	D	E	F
A-1 Achievement in General Education	B-1 Student Goal Attainment	C-1 Client Satisfaction	D-1 Support of Economic Development	E-1 Cooperative Planning and Goal Attainment	F-1 Ongoing Professional Development
A-2 Assessment of the Academic Major	B-2 Graduation Rates	C-2 Assessment of Programs and Services	D-2 Interaction With the Community	E-2 Management of Resources	F-2 Faculty/Staff Diversity
A-3 Articulation Agreements	B-3 Placement Rate in Work Force	C-3 Entry Testing and Course Placement	D-3 Positive Community Response	E-3 Acquisition of Public/Private	F-3 Support for Equity in Employee Salaries/Benefits
A-4 Accreditation	B-4 Transfer Rates and Performance	C-4 Access and Equity	D-4 Partnerships and Alliances Resources	E-4 Facility and Technology Development	F-4 Employee Satisfaction
	B-5 Retention Rates				
	B-6 Licensure Exam Rates				

Critical Success Factors

Critical Success Factor A: Dynamic Educational Programs

Definition: The central mission of the college is providing quality educational programs that prepare students to enter the workplace or to transfer to a senior institution. The faculty design curricula to develop students' competencies for a competitive environment, increasingly defined by change and globalization, while sustaining a core of general knowledge and skills, maintaining requirements for external accreditations, and supporting student-centered transfer agreements.

Critical Success Factor B: Student Outcomes

Definition: Midlands Technical College achieves its mission when its students attain their goals. These goals may include remaining in college and graduating in their fields of study, attaining specific skills, successfully transferring to senior colleges and universities, obtaining employment in the work force, and performing well in their professions.

Critical Success Factor C: Quality Support Services

Definition: Midlands Technical College provides opportunities for educational access to widely diverse populations. To successfully respond to these multiple constituencies, the college continually assesses the needs and satisfaction levels of its students, alumni and employers. The college then uses this information to provide appropriate programs, services, facilities, technology and other resources to achieve student and college goals.

Critical Success Factor D: Economic Development and Community Involvement

Definition: The College supports economic development through the appropriate education and training of entry-level workers and the retraining of current employees, based on local business and industry demands. Midlands Technical College's faculty and staff are actively involved in the community and its development.

Critical Success Factor E: Effective Leadership and Management

Definition: To be effective, the college must be accountable to the citizens and students who provide resources. This accountability includes demonstrating effective leadership, planning, acquisition of resources, resource management, and development of facilities and technology for the attainment of college goals.

Critical Success Factor F: Collaborative Organizational Climate

Definition: The culture of an organization powerfully influences the performance of its members, the use of its resources, and the quality of its programs and services. Midlands Technical College seeks to promote a collaborative institutional climate through a shared strategic vision and common organizational values. Decision making and resource allocation reflect these values and are influenced by broad input from college associates.

CRITICAL SUCCESS FACTORS, INDICATORS OF EFFECTIVENESS AND MEASUREMENT STANDARDS 2005-2006

CSF A: DYNAMIC EDUCATIONAL PROGRAMS

INDICATOR A-1: Achievement in General Education

Definition: **Achievement in general education means the extent to which associate degree graduates demonstrate competence in meeting the general education core adopted by the college.**

Standards:

- Eighty percent of associate degree students will demonstrate satisfactory mastery of the defined general education core competencies in their major. (ED)

- Eighty-five percent of employers will rate the general education skills of MTC graduates as average or above average. (ED)

INDICATOR A-2: Assessment of the Academic Major

Definition: **A "major" is an organized group of courses which, together with support and/or general education courses, constitute a full program of study. The assessment of the academic major will determine the degree to which students master specialized knowledge and skills leading to employment in their field or discipline and/or success in a transfer senior-level program.**

Standards:

- Ninety percent of students will demonstrate mastery of stated program learning outcomes (goals achieved, mastery of capstone competencies and employment success). (ED)

- Each client survey of students, alumni, employers, etc., will reveal 90 percent satisfaction with the individual program. (ED)

- Each program will meet or exceed 90 percent of specific program success standards. (ED)

- 90 percent of recent program graduates will demonstrate stated program learning outcomes in success at Senior institutions. (Student Performance by Program). (ED)

INDICATOR A-3: Articulation Agreements

Definition: **Articulation refers to mutual agreements between two or more educational institutions on shared or transferable programs, practices or courses.**

Standards:

- MTC will maintain articulation agreements with 100 percent of all accredited senior institutions in the college's service area. (ED)

INDICATOR A-4: Accreditation

Definition: **Accreditation refers to endorsement for membership by an external, professional agency based upon the successful demonstration of competency in standard criteria. Midlands Technical College is accredited by the applicable agencies listed in the ACT 359 implementation process, but the college's accreditation is not limited to these agencies.**

Standards:

- MTC will hold accreditation from 100 percent of the recognized accrediting bodies included on the CHE adopted list for which accreditation is available. (3D - Accreditation of Degree Granting Programs) (ED)

CSF B: STUDENT OUTCOMES

INDICATOR B-1: STUDENT GOAL ATTAINMENT

Definition: **Student goal attainment is successful achievement of students' stated educational goals, to include program completion, employment, transfer to another educational institution or acquisition of specific skills. Goal attainment will be assessed by student self-reports and student tracking data.**

Standards:

- Ninety percent of graduating students will indicate that MTC has contributed to attainment of their educational goals. (SDS)

- Fifty percent of non-completing students will indicate that MTC has contributed to attainment of their educational goals. (SDS)

- Seventy percent of entering first-time freshmen will meet or persist toward their goal of graduation, transfer or employment. (SDS/ED)

INDICATOR B-2: Graduation Rates

Definition: **Graduation rates record the proportion of an identified entering cohort officially enrolled in an academic program that completes a degree, diploma or certificate. The results are reported at specified intervals.**

Standards:

- Rate 1 - The percentage of first-time, full-time freshman who graduate within 150 percent of program time will meet or exceed the annual benchmark established for Act 359. (7A - Graduation Rate) (SDS/ED)

INDICATOR B-3: PLACEMENT RATE IN WORKFORCE

Definition: **The college's workforce placement rate is the proportion of an identified entering student cohort achieving a "marketable skill" who obtain employment within one year of last attendance.**

Standards:

- Students employed or continuing their education within 6 months of graduation will meet or exceed 90 percent. (SDS/ED)

INDICATOR B-4: TRANSFER RATES AND PERFORMANCE

Definition: Transfer rates and performance are defined as the number and rate of student transfers, along with a comparison of the performance of students who previously attended MTC to students who began their studies as first-time freshman at the transfer institution.

Standards:

- A sample of former MTC students who have completed at least 15 semester hours at a reporting public senior institution, GPA's will approximate that of native students. (ED)

INDICATOR B-5: RETENTION RATES

Definition: Generally, retention is the proportion of an identified fall-term student cohort that is still enrolled or has completed a program of study within a specified period of time. In some situations, fall-to-fall enrollment data for targeted populations is compared and reported as the retention rate for those populations to meet state reporting requirements. Specific definitions and methodologies are reported by standard.

Standards:

- The retention of subpopulation groups will be within five percent of the college-wide average. (ED/SDS)

- The freshman-to-sophomore retention rate will be at or above the national retention rate for two-year public colleges. (ED/SDS)

- The annual retention rate (fall-to-fall) of other-race undergraduate students will meet or exceed the annual benchmark established for Act. 359. (8C2 - Accessibility of Institution to All Citizens of the State) (ED/SDS)

INDICATOR B-6: LICENSURE EXAM RATES

Definition: Licensure exam rates are defined as the pass rate of college graduates who take post-graduate professional, graduate or employment-related exams and licensure/certification exams.

Standards:

- All programs will meet or exceed the state and/or national norms for each licensure examination. (ED)

- Of MTC graduates taking post-graduate professional, graduate or employment-related exams and licensure/certification exams will meet or exceed the annual benchmark. (7D - Scores of Graduates on Professional, Graduate or Employment-Related Examinations and Certification Tests) (ED)

CSF C: QUALITY SUPPORT SERVICES

INDICATOR C-1: CLIENT SATISFACTION (STUDENTS)
Definition: Client satisfaction encompasses the satisfaction of students and employers with the programs and services offered by the college, as well as the skill-attainment levels of graduates.

Standards:

- At least 90 percent of students surveyed will indicate satisfaction with personal growth. (SDS)

- At least 80 percent of students surveyed will indicate satisfaction with college services, and satisfaction with services will exceed national norms for two-year colleges. (SDS)

- At least 90 percent of the students surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better. (CE)

INDICATOR C-1: CLIENT SATISFACTION (EMPLOYERS)

Standards:

- At least 90 percent of employers will rate MTC graduates as average or above average in: general education, technical skills, non-technical skills and readiness for the work force. (ED)

- At least 90 percent of employers will recommend MTC graduates to other employers. (ED)

- At least 90 percent of the companies surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better. (CE)

- At least 90 percent of businesses or organizations that used MTC's continuing education programs and services will indicate they would use those services again. (CE)

INDICATOR C-2: ASSESSMENT OF PROGRAMS AND SERVICES
Definition: Assessment of programs and services is defined as the internal self-studies and program reviews of college programs, services and activities that are conducted to determine their effectiveness. These assessments are conducted using proven research techniques and practices.

Standards:

- Student Development Services departmental reviews will reflect an overall rating of 4 (Good) on a 5-point scale. (SDS)

- Business Affairs program reviews will reflect a rating of 4 on a 5 point scale. (BA)

INDICATOR C-3: ENTRY-TESTING AND COURSE PLACEMENT
Definition: **Entry-testing and course placement measure the relationship between the specific academic skills of students at college entry and their subsequent success in targeted entry-level courses.**

Standards:

- The college will maintain a 75 percent success rate (C or better excluding W's and I's) for students placed in targeted courses based on initial test data. (SDS/ED)

INDICATOR C-4: ACCESS AND EQUITY
Definition: **The college provides special recruitment, counseling and educational support services for students who have diverse educational needs and who have been traditionally under- represented and under served by higher education. The college also assists under prepared students in developing the skills necessary to enter college-level programs.**

Standards:

- The percentage of gender and race of the student body at the college will be within five percent parity with the composition of the community. (ED/SDS/ADV)

- At least 23.0 percent of undergraduate headcount students enrolled at MTC in the fall term will be citizens of South Carolina who are other-race according to federal reporting definitions. (8C1 - Accessibility to the Institution of All Citizens of the State) (ADV/ED/SDS)

- In target curriculum courses, success rates of students who complete developmental courses should be at least 85 percent of success rates of students who were not required to enroll in developmental courses. (ED/SDS)

CSF D: ECONOMIC DEVELOPMENT AND COMMUNITY INVOLVEMENT

INDICATOR D-1: SUPPORT OF ECONOMIC DEVELOPMENT
Definition: **Support of economic development is the extent to which the college provides the short-term credit or noncredit training needed to support business and industry and the economic development of the service area.**

Standards:

- The Central Carolina Economic Development Alliance will report MTC had a positive impact on corporate decisions to locate or expand in the Midlands. (PRES)

- Of a sample of existing businesses that use MTC education and training services through the Continuing Education Division, 80 percent report that MTC had a positive impact on employee productivity. (CE)

INDICATOR D-2: INTERACTION WITH THE COMMUNITY
Definition: **The college's interaction with the community is measured by its responsiveness to the community and the interactions between its associates and community organizations.**

Standards:

- Eighty percent of community leaders surveyed report that MTC is a positive influence on the quality of life of the community. (PRES/ADV)

- At least 90 percent of the 12-26 aged disadvantaged individuals served by MTC Student Development Services outreach programs to promote post-secondary preparedness will continue to the next grade or enter post-secondary education. (SDS)

INDICATOR D-3: POSITIVE COMMUNITY RESPONSE
Definition: **Midlands Technical College conducts outreach and development activities throughout the community to promote greater understanding of the college's opportunities and needs.**

Standards:

- Students admitted and enrolled at the college will include a minimum of 25 percent of the most recent local high school graduates admitted to any post secondary education institution. (ADV/ED/SDS)

INDICATOR D-4: PARTNERSHIPS AND ALLIANCES
Definition: **The college's partnerships and alliances are the external collaborative activities that assist it in serving its various constituencies.**

Standards:

- The college will complete form to report cooperation and collaboration of the college within the technical college sector. (4A/B – Cooperation and Collaboration, Technical College sectors) (ED/BA/SDS/CE)

- College annual reports will reflect collaborative partnerships and alliances with at least 50 community organizations, businesses, and educational institutions each year. (SDS)

- Surveys of college partners, conducted once every three years, will indicate at least 90 percent satisfaction and benefit from their relationship with the college. (SDS)

CSF E: EFFECTIVE LEADERSHIP AND MANAGEMENT

INDICATOR E-1: COOPERATIVE PLANNING AND GOAL ATTAINMENT
Definition: **Cooperative planning and goal attainment are founded in the college's systematic planning and evaluation process, which is designed to achieve its mission, and in the programs needed to fulfill its mission.**

Standards:

- The mission statement will be approved by the Commission on Higher Education on a five year cycle or as appropriate when changes are adopted. (1C - Approval of a Mission Statement) (PRES)

- The college will attain the goals set forth in the strategic plan as related to expected results, resources required/dedicated and time lines. (1E - Attainment of Goals of the Strategic Plan) (PRES)

INDICATOR E-2: MANAGEMENT OF RESOURCES
Definition: **Management of the college's resources involves the equitable distribution of resources to programs and services. Equitable allocation is based on the identified needs of the institution and the findings from college research projects. This indicator also addresses efficiency issues related to class size and student-to-faculty ratios.**

Standards:

- The average class sizes at the college will be 12-27. (3A1 - Class Sizes and Student/Teacher Ratios) (ED)

- The ratio of FTE student per FTE faculty will be 10-20. (3A2 - Class Sizes and Student/Teacher Ratios) (ED)

- The average number of credit hours taught by teaching faculty is not available. (3B - Number of Credit Hours Taught by Faculty) (ED)

- The standard for the ratio of full-time faculty as compared to other full-time employees is not available. (3C - Ratio of Full-time Faculty as Compared to Other Full-time Employees) (ED/BA)

- The average number of continuing education units produced will equal or exceed the annual benchmark established for Act 359. (8B - Continuing Education Programs for Graduates and Others) (CE)

- The general overhead cost per FTE student will equal or exceed the annual benchmark established for Act 359. (5D - Amount of General Overhead Costs) (BA)

INDICATOR E-3: ACQUISITION OF PUBLIC/PRIVATE RESOURCES
Definition: **The acquisition of resources involves developing, maintaining and sustaining favorable relationships with appropriate public officials and potential private donors and/or partners. These relationships should lead to stable and increased resources and support for the college.**

Standards:

- Local appropriations will equal the college's annual operational and capital funding budget request. (BA/PRES)

- Contributions to the foundation will increase by 5 percent each year. (ADV)

- The endowment per FTE student will increase by 5 percent each year. (ADV)

- The diversity of financial support to the MTC foundation will approximate the diversity mix of foundation structures of public 2-year colleges nationally. (ADV)

- Personal contributions from individuals representing alumni, current students, faculty, staff and community supporters will increase by 5 percent annually. (ADV)

- The activity level of grant and contract applications, awards and resulting funds will follow a positive trend line over time. (ADV)

INDICATOR E-4: FACILITY AND TECHNOLOGY DEVELOPMENT
Definition: **Facility and technology development depends on broad-based short-term and long-term planning. The planning process for facilities and technology development will include the identification and prioritization of specific projects, potential funding sources and estimated time lines.**

Standards:

- Space utilization will meet or exceed the average for the Technical College system. (BA)

- User satisfaction measured by the MTC Employee and Student Opinion surveys will meet or exceed 85 percent for each category evaluated. (BA)

CSF F: COLLABORATIVE ORGANIZATIONAL CLIMATE

INDICATOR F-1: ON-GOING PROFESSIONAL DEVELOPMENT
Definition: **On-going professional development involves appropriate professional development opportunities that are provided on an on-going basis to all faculty and staff.**

Standards:

- Overall college involvement in professional development activities will exceed 90 percent annually. (PRES)

INDICATOR F-2: FACULTY/STAFF DIVERSITY
Definition: **Faculty and staff diversity includes creating and sustaining an inclusive environment through the use of appropriate human resource management practices. These practices will include compliance with federal and state laws and regulations and the use of accepted and proven recruitment strategies.**

Standards:

- Attain a minimum of 80 percent overall goal attainment, as published in the annual South Carolina Human Affairs Status of State Agencies Affirmative Action Plans and program report. (BA)

- The percent of headcount teaching faculty, who are other-race will meet or exceed the annual benchmark established for Act 359. (BA)

INDICATOR F-3: SUPPORT FOR EQUITY IN EMPLOYEE SALARY/BENEFITS

Definition: **Equity in employee salaries and benefits is the extent to which MTC employees' salaries and benefits are comparable to the salaries and benefits of employees at similar community colleges and post-secondary institutions in the state and southeastern region. Equity also refers to the extent to which raises and benefits are provided equitably throughout the college.**

Standards:

- Classified salaries will exceed the mean salary of state employees with comparable classification. (BA)

- MTC's average faculty salary will equal the national mean faculty salary for two-year institutions. (2D - Compensation of Faculty) (ED/BA)

INDICATOR F-4: EMPLOYEE SATISFACTION

Definition: **The satisfaction of college employees is measured by their involvement in the college's decision making process, the adequacy of the programs and services offered, and the resources available for conducting their work.**

Standards: (Please draft suggestions for standards in the space(s) below.)

SECTION IV

Reports to the
SC Commission on
Higher Education,
2006-2007

REPORTS TO THE SC COMMISSION ON HIGHER EDUCATION

The reports listed below are required by the Commission on Higher Education in August 2007 and the college's plan for assessing each component is included. The Commission will evaluate the report content using the issues outlined in each plan. Of particular interest to CHE is an explanation of the strategies and actions implemented by the college to address the information received in the analysis of the component.

2007 CHE REPORTS:

Component 2:   Majors or Concentrations
Component 5:   Procedures for Student Development

Reporting Cycle of the Institutional Effectiveness Components For South Carolina Technical Colleges											
Institutional Effectiveness Components	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1. General Education	X				X				X		
2. Majors or Concentrations	X	X	X	X	X	X	X	X	X	X	X
3. Academic Advising			X				X				X
4. Achievement of Students Transferring form 2-year to 4-year Institutions	X		X		X		X		X		X
5. Procedures for Student Development		X				X				X	
6. Library Resources and Services				X				X			
Total Components Per Year	3	2	3	2	3	2	3	2	3	2	3

COMPONENT 2:   Majors or Concentrations

OFFICE OF PRIMARY RESPONSIBILITY: Vice President for Arts & Sciences and
                 Vice President for Career Programs

REPORT FREQUENCY: Annually

DEFINITION:

The assessment of academic majors at Midlands Technical College determines the degree to which programs provide and students master specialized knowledge, skills and attitudes leading to employment in their field or discipline and/or success in a transfer senior-level program. A "major" at Midlands Technical College is an organized group of courses that, together with support and/or general education courses, constitutes a full program of study leading to an associate degree.

MAJOR ISSUES:

1. Are faculty, staff, administration and employers involved (through curriculum development processes such as DACUMS) in the identification of program/major outcomes? Does this involvement result in the development of effective outcome measures?

2. How effective is the program feedback provided by lay advisory committees and employers in assisting programs in evaluating course currency and graduate performance?

3. How effective is the performance of program graduates when compared to stated standards, program competencies and/or professional licensing exams?

4. Are program majors making adequate progress toward goal completion? How do we effectively measure this progress?

5. Is a wide perspective on determining the level of satisfaction with program components sought from students, alumni and employers? What level of satisfaction is perceived by each of these groups and desired by the college?

6. What mechanisms should be developed to follow-up on evaluation outcomes, recommendations and improvements made as a result of the assessment process?

ASSESSMENT METHODOLOGY:

1. Analysis of the college's academic program review includes: achievement of goals; mastery of capstone competencies; program grade point averages (GPAs); mastery of general education core competencies; employment success; the results from surveys of students, graduates and employers; retention rate; and number of graduates.

2. Programs will establish specific program success goals and review multiple measures including: load, costs, enrollment, graduates, GPA, transfer, constituent survey results, program standards and student placement.

3. A system to monitor the implementation of program review recommendations and actions to ensure academic program improvements.

4. An annual follow-up on recommendations made by lay advisory committees.

ASSESSMENT OF MAJORS
Review Cycle

2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
					AA	
					AS	
	MED	CPT	MLT			MED
	SUR		NMT			SUR
AET		TSM	RAD		RES	
EET	MKT		PTA**	HIM		MKT
CET	MGT	OST		EEM	AET	MGT
	ACC			AUT	EET	ACC
CRJ*		LEG	CGC	BCT	CET	
	DHG	HUS	HVAC	ADN		DTA
	DTA	MTT	PNR	CRJ*	DHG	
		PHM				
		DVS				

** PTA moved to 08-09 due to change in Dept Head and equalizing the number of programs to review annually.

*** BCT Tentatively scheduled for 09-10 depending on enrollment and graduates history.

Code		Name		Accreditation
AA	-	Associate in Arts		ABET every 6 years
ACC	-	Accounting		ACBSP every 10 years
ADN	-	Associate Degree Nursing (ADN)		ADN every 8 years
AET	-	Architectural Engineering Technology		DHG every 5 years
AS	-	Associate in Science		DTA every 5 years
AUT	-	Automotive Technology		HIM every 5 years
CET	-	Civil Engineering Technology		HUS every 5 years
CGC	-	Commercial Graphics		LEG every 5 years (ABA)
CPT	-	Computer Technology		MED every 5 years
CRP	-	Court Reporting		MLT every 5 years
CRJ	-	Criminal Justice Technology		NMT every 5 years
DAT	-	Dental Assisting		PHM every 5 years
DHG	-	Dental Hygiene		PNR every 5 years
DVS	-	Developmental Studies		PTA every 5 years
EET	-	Electronics Engineering Technology		RAD every 5 years
EGT	-	Engineering Graphics Technology		RES every 5 years
HIM	-	Health Information Management		SUR every 5 years
HVAC	-	Heating, Ventilation, Air Conditioning Tech		
HUS	-	Human Services		
EEM	-	Industrial Electricity/Electronics		
LEG	-	Legal Assistant/Paralegal		
MTT	-	Machine Tool Technology		
MGT	-	Management		
MKT	-	Marketing		
MET	-	Mechanical Engineering Technology		
MED	-	Medical Assisting		
MLT	-	Medical Laboratory Technology		
NMT	-	Nuclear Medicine Technology		
OST	-	Office Systems Technology		
PHM	-	Pharmacy Technology		
PNR	-	Practical Nursing		
PTA	-	Physical Therapist Assistant		
RAD	-	Radiologic Technology		
RES	-	Respiratory Care		
SUR	-	Surgical Technology		
TSM	-	Telecommunications Systems Management		

COMPONENT 5: Procedures for Student Development

OFFICES OF PRIMARY RESPONSIBILITY: Vice President for Student Development Services

REPORT FREQUENCY: Every Four Years – 2003, 2007

DEFINITION:

Assessment for student development is defined programmatically in terms of the effectiveness of student development programs and services in accomplishing identified goals and meeting student needs. A second definition of student development assessment is the extent to which individual students grow and develop in such areas as clarity of purpose, academic autonomy and interpersonal relationships as a result of the college experience.

MAJOR ISSUES:

1. What is the performance level of student development programs in meeting specified student needs and annual unit objectives? Are these levels satisfactory?

2. What are the levels of student and faculty satisfaction with the programs and services provided by specific student development areas?

3. What comparison exists between student participation in activities and utilization of services by year and by program area?

4. Are decisions related to the distribution and effective utilization of resources based on the identified needs of students and the extent to which programs and services are able to meet these needs?

5. What factors contribute to student growth and development in such areas as: (1) college involvement, (2) self-responsibility, (3) tolerance, (4) interpersonal relationships, (5) personal and career direction, (6) problem-solving, and (7) cultural appreciation during the college experience?

ASSESSMENT METHODOLOGY:

1. Annual use of unit objectives, student needs reports and survey results to develop trend data on student needs and unit performance. Data from student and faculty surveys (student perception, college user, departmental client and non-returning student surveys, and surveys on student development) will be analyzed to evaluate satisfaction with programs and services.

2. Annual analysis of student involvement, student needs and services utilization trend data for use in developing resource allocation requirements and projecting future program needs. Comparisons with national norms will be included, where available.

3. Comparison of findings to effectiveness indicators for all Student Development Services departments and systematic program reviews of these departments.

4. Analysis of findings from a student development inventory administered in the second year of enrollment to assess student-perceived growth in non-cognitive areas during the college experience.

SECTION V

College Wide Survey Activities

Midlands Technical College Survey Schedule								
Survey Title	2005		2006		2007		2008	
Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Advancement Opinion Survey						✓		
Business Affairs Employee Satisfaction Survey			✓					✓
Business Affairs Student Satisfaction Survey			✓		✓			
CCSFE Faculty Survey				✓		✓		✓
CCSSE Student Survey				✓		✓		✓
Faces of the Future Survey			✓					
Graduate Follow-Up Survey	✓		✓		✓		✓	
Library Services Survey	✓							✓