

Institutional Effectiveness

2006 - 2007

Report Card



Preface

The *2006-2007 Institutional Effectiveness Report Card* represents the college's accomplishments related to the goals, priority initiatives and standards included in the *2004-2005 Strategic Plan*. Through its multidimensional institutional effectiveness program, Midlands Technical College (MTC) has committed itself to public accountability; made major strides in accomplishing its mission and has devoted its collective energy to the assessment of student outcomes.

This year's *Report Card* highlights several significant milestones in the college's history. This is Dr. Marshall (Sonny) White's first full academic year as MTC's president and during his tenure several major accomplishments have occurred. The college received over \$7.7 million in federal funding including a new Title III Strengthening Institutions grant of \$1.9 million; conducted a comprehensive review of all Continuing Education programs, targeted sub-population groups for specific activities to improve retention rates and established the African-American Male Leadership Institute; provided technological upgrades to the colleges servers and classrooms, and updated the Business Continuity Plan (formally the MTC Crisis Response Plan).

In addition to the delineation of the college's progress achieved on the long-range goals and priority initiatives, this document also includes multiple years of data related to each standard associated with the indicators of effectiveness; and summaries of the MTC institutional effectiveness reports to the SC Commission on Higher Education. The Sustaining Excellence section highlights important accomplishments for the year that may not be directly related to a goal or critical success factor. Finally, an index of terms and abbreviations has been added to assist with interpretation.

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Report Card 2006-2007

Goals and Priority Initiatives

Goals and Priority Initiatives: 2006-2007

COLLEGE GOAL 1:

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

PRIORITY INITIATIVE:

Define and continuously refine what learning community means to MTC.

PROGRESS ACHIEVED:

Student Development Services departments have identified and compiled its contributions to learning. These contributions will be published on the SDS Intranet site by the end of August 2007.

The Student Development mission is focused on contribution to a campus environment which is conducive to student learning and development.

The MTC Campus Environment statement focuses on a positive learning environment. This statement is supported by the MTC Student Code.

PRIORITY INITIATIVE:

Develop and strengthen all aspects of programs and services.

PROGRESS ACHIEVED:

Assessment, Research, and Planning assisted many departments by providing data, conducting surveys, meeting with department chairs to review research methodology, and answering all related questions. All data was provided to faculty for their use in their academic program review reports.

The Development Office achieved federal external investment of \$7,702,590 in 2006 – 2007. U.S. Department of Education funding for TRiO Educational Talent Search and Educational Opportunity Center recurs for an

additional three years. TRiO's Upward Bound program was funded for \$296,334 a year for five years, and was selected for five years of funding because the proposal was in the top ten percent of all applications received nationally.

The award of the Title III Strengthening Institutions grant of \$1,993,061 was a highlight of 2006-2007. Only 31 proposals nationally were selected for funding, at a 1.7% rate of acceptance. Additional highlights include the technical support of the Richland One Middle College and the Midlands Middle College, both located on MTC campuses.

The Development Office received over \$950,000 in private contributions, including gifts and pledges, gifts in kind, and interest earned on the Foundation's investments, to support the programs and services of the college.

The college conducted a targeted advertising campaign to boost new applications for the Summer Semester. This summer's campaign included a direct mail component to area college students, as well as advertisements in the student newspapers of four-year colleges.

The English department offered online section of ENG 100 in fall 2006 and spring 2007. Additionally, the department offered sections of ENG 100, 101, and 102 in 7-week format on Airport and Beltline Campuses; offered 10-week online sections of ENG 101, 102, and 214.

The Social and Behavioral Sciences department offered PHI 115 online in summer 2006 and again summer 2007. Also this department has increased on-campus offerings to 31 course sections in the five, seven and ten week formats.

The Science department offered BIO 110 online summer and fall 2006, and offered BIO 225 as hybrid fall 2006.

Curriculum and lesson planning sessions are held each semester for the Developmental Studies adjuncts who will be teaching for the department.

The Library used WebCT to create an online database/resource center for class assignments, library instruction, PowerPoint presentations, and COL 105 materials.

The ReadRight™ program was implemented to expand the college's reading tuition.

The Math department has developed and offered MAT 101, MAT 102, MAT 110, MAT 120 and MAT 130 in a hybrid format.

Workshops were held regarding using Interwrite School Pads as a presentation tool, using MyMathLab to enhance instruction in MAT 101 and MAT 102, and using the Maple computer algebra system software as a presentation tool.

The Engineering Technology department has introduced and obtained approval to teach two new courses in low impact land development (CET 222, CET 224). These courses are taught to both CET students and AET students. Cross disciplinary courses in Robotics and automation have been introduced (EET 234, ELT 208, and EET 236). As well as a new course in alternate energy technology, focusing on fuel cells, has also been introduced (EET 116).

An evaluation of the capstone competencies for critical CET courses was completed and the Department Chair recommended that the faculty re-evaluate the course content. The Department Program Coordinators met in committee and recommended changes for EGR 109 and EGR 270. These changes have been implemented.

The nursing department examined the success of students through the third semester based on the criteria for admission. As a result, the admission criteria relating to SAT scores, Pre-Nursing Certificate GPA and the GPA on a previous Associate Degree will change beginning September 1, 2007.

A comprehensive program review was completed, including an in-depth study of all Continuing Education programs. The study shows best and worst programs, customer contracts, and cancellation rates, income, contact hours, and number of students served for each program offered. New courses have been added as a result of the program review process. Other courses have been eliminated as a result of this process.

A completed office manual and orientation guide are available in the Office of Community Outreach. The manual is complete with standard operating procedures, high school contact information, important dates, goals and objectives and team member profiles.

Student Financial Services has created a new policy and procedures manual which includes all state and federal aid programs. The manual is being placed on a separate server so that staff will have online access with search capability as well as a paper manual on each staff member's desk.

All online and paper forms were reviewed for relevance and appropriateness. Updates were made to the Transcript Request Form and the Change of Address form online and in paper.

Web statistics show an average increase of 63 percent for calendar year 06/07 over 05/06 for the top 8 web pages tracked within the SDS division. Seventy-six percent of all students permitted to register online did so for fall 2006 compared to 51 percent for fall 2005.

The AskMTC online system averaged 5,100 questions per month for the first 5 months of 2007, which is consistent with the same period for 2006, but with a reduced submission rate requiring personal responses over the same period from 3.21 percent to 2.80 percent due to constant monitoring of unanswered questions and additional information added to the system. Total questions submitted for the first 5 months of 2006 that required a personal response was 166 compared to a reduction of only 143 for the first 5 months of 2007, indicating 97 percent of questions initially posed to the system are being answered automatically and accurately.

Over 400 students who had a GPA of 3.5 or higher were invited to apply for the Student Ambassador Assembly. Following an intensive interview and selection process, 19 new students were chosen. With 6 continuing students, these new representative combined to yield 25 MTC ambassadors who were oriented and trained to represent the college.

Enrollment Services staff were cross-trained to provide a wide array of high school recruitment, on and off-campus advisement, MTC representation at community events, credit and Continuing Education registration, FAFSA application, and general information services.

Monthly audits are completed to verify enrollment status of international students. This has ensured a 100 percent accuracy of enrollment verification and SEVIS updates.

The Assistant VP for Student Development Services Office has led the conversion of MTC's Crisis Response Plan to the new Business Continuity Plan. The plan has been updated and placed on the college website; a separate communications plan has been developed by Public Affairs; and the Business Continuing core team provides the college community with updates, training and communications.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Development Office prepared applications to Central Carolina Community Foundation and the South Carolina Commission on Higher Education for African American Males. The Development Office facilitated the application and receipt of funding from the South Carolina Commission on Higher Education for the African American Male Leadership Institute.

The African-American Male Leadership Institute was established, and participants of the African American Male Leadership Institute and Counseling and Career Services staff spoke with groups of high school students about the importance of a college education.

The Development Office continued facilitation of the two Middle Colleges, located on the campuses of MTC. The Middle Colleges serve at-risk youth, provide dual-enrollment, and direct graduates to MTC. Sixty percent of the Middle College graduates enrolled at MTC.

The MTC Foundation offered 95 scholarships, of which 62 were need-based scholarships. MTC also received \$32,500 in funding from NSF for the South Carolina Alliance for Minority Participation (SCAMP). The MTC Foundation also awarded over \$30,000 in emergency funding for at-risk students.

State support of institutional initiatives included Access and Equity funding of \$57,253 plus an additional investment of \$5000 for the African American Male Leadership Initiative. Total state support was \$362,254

Public Affairs planned marketing activities to ensure that college information is communicated through media outlets that are known to reach underrepresented and at-risk groups, including *Carolina Panorama*, *Black News* and urban/gospel radio stations. Public Affairs ensured that the college's nondiscrimination statement was included in MTC publications and promotional items, and that the students and faculty portrayed in those publications were ethnically diverse.

A profile of successful ENG 100 students and observations of teaching strategies that contributed to student success were distributed to full-time and adjunct faculty teaching this course.

The English department coordinates with Continuing Education to provide both credit and non-credit ESL courses to meet students' needs.

HUM continues to explore new retention strategies for all courses. Weekly assignments developed in HIS 109, 201, 202, AND 230 are designed to retain students.

Through several business expansions, members of the Continuing Education Division have collaborated with Midlands Workforce Development Board and the local One Stop to assist these companies in hiring employees from the One Stop pool of candidates. Continuing Education submitted training services applications for over 30 programs at the request of the One Stops.

Continuing Education partners with other college programs that provide services such as

counseling and reading help for struggling students.

Continuing Education personnel participated in an initiative to develop a Life Skills program for the SC Department of Social Services.

The Computer Training Center partnered with the Columbia Urban League to offer a summer program in Video Game programming to disadvantaged high school students.

Continuing Education is participating in the \$1,000,000 Department of Labor *Creating Capacities* healthcare grant awarded to MTC to create career ladders between credit and CE programs.

Sixteen minority students received scholarships toward tuition and fees for Fast Track Courses in 2006. These scholarships were part of Access and Equity program, and represented a 30% increase from last year.

During the fall 2006 semester, the Fast Track 3 week program included 16 sections of ENG 010 (11 on Airport, and 5 on Beltline), 1 section of MAT 010 on Airport, and 1 section of RDG 010 on Airport. This is a significant increase in the demand for the program. In fall 2005, students enrolled in only two sections of ENG 010, and no sections of MAT 010 and RDG 010.

Enrollment Services contacted 151 potential summer 2007 Fast Track students. Sixty-two of those students were eligible for the Fast Track Scholarship, and 16 students received scholarships toward tuition and fees for Fast Track Courses in 2006. These scholarships were part of Access/Equity program. This was a 30% increase in Fast Track scholarships, compared to the prior year.

Nineteen area high schools participated in the very successful Area Schools Assistance Program in the fourth year of operation. Contact was attempted with 100 percent of the 3989 students from these high schools who received diplomas. A total of 3,475 (88 percent) of these students were contacted. Follow up and communications were conducted with all students who did not have post secondary plans to attend a four year institution. Students

accepted to four year colleges were sent information about 2008 summer enrollment opportunities. Students with plans to enter the military received information about MTC opportunities for military personnel and veterans.

Students without post-secondary plans were targeted for extensive tracking, communication, follow-up, and on campus visits to help guide them through enrollment processes. These students will also be tracked to determine outcomes.

Educational Talent Search identified and served 950 participants who are low-income and potential first-generation students, provided them career planning, financial assistance, and other college readiness services.

Upward Bound identified and selected 60 participants, from 9th through 12th grade, who are low income and/or first-generation potential college students and provided them with intensive academic and college readiness support activities.

MTC was selected for a U.S. Department of Education research project. The MTC program will be required to "overselect" qualified participants, and then the U.S. Department of Education consultant will assign participants to the MTC Upward Bound program services or to a pilot group which will receive no services. The outcomes of the two groups will then be compared, as part of a national study.

Educational Opportunity Center identified and enrolled into the program 1,000 adults in the community who are low-income and/or first-generation potential college students. EOC assessed their needs within the first 45 days of services, and provided them with college readiness and financial assistance.

Counseling and Career Services has created and staffed an Online Services area on both the Beltline and Airport campuses that provides students with assistance with applying to the college, scheduling classes, payment options, accessing college email, accessing MTC Online, filling out FAFSAs, taking online career assessments, and providing support for online

classes. This service helps bridge the digital divide and helps educate student's non-technology literate students in the use of online processes within a supportive environment.

PRIORITY INITIATIVE:

Identify and implement student-centered learning enhancements.

PROGRESS ACHIEVED:

Instructional Delivery worked with IRM and the Library to implement a working podcasting system for Instructors.

Instructional Delivery continued to deliver live streams of the MTC fall and spring In-service sessions. These gave faculty and staff the opportunity to watch the In-service session live directly from his/her work computer. In addition to live streaming, Instructional Delivery made available an On Demand version for viewing at a later date. The In-service stream averages 50 live connections per session.

Instructional Delivery has worked closely with Continuing Education on streaming their nine *Continuing Edge* Seminars live through a web browser and later making each stream available for On Demand viewing. Some examples of improved production values are; lighting modifications improved over all video quality, suggested TV friendly clothing for the presenters, and presentations were modified from classroom only formatting to include distance delivery considerations.

The English department offered additional sections of ENG 100, 101, and 102 in 7-week format on Airport and Beltline Campuses; offered 10-week online sections of ENG 101, 102, and 214. An English department member serves as Writing Coordinator and member of ASC Advisory Committee, trains tutors, provides materials to tutors, and serves as liaison between tutors and faculty.

The Library has implemented the following student-centered technological enhancements: blogs, podcasting, RSS feeds, Tagging, and Book Reviews.

Social tagging has been added to the Library catalog. All the e-commerce books (approx 200 titles) and other subjects were tagged for greater ease of searching.

The Science department made self-paced learning modules available online for the following topics in BIO courses: chemistry, metabolism, microbial genetics, and biotechnology, human genetics, histology, and microscopy of microorganisms.

Social and Behavioral Sciences hired a psychology tutor to work at both Airport and Beltline Success Centers.

The Office of Student Assessment has successfully completed the upgrade and expansion of the computer based testing facility at the Beltline Campus. This has increased the number of computers for computer-based testing by over 75%.

Instructional testing increased over 30 percent from 2005-06 to 2006-07.

Upward Bound provided 60 students (9th through 12th grade) with Saturday and summer academic programs which enhanced the grade point average of more than 35 percent of participants. More than 90 percent of participants advanced to the next grade level.

Spring-into-fall sessions in spring 2007 oriented 60 students from Richland School District 2 and Lexington 3. The program's success and participant feedback will lead to the program's expansion to other school districts in 2007-08.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The English department hosted a *No Frills English Conference* for sister colleges across the state event in September 2006. Also, the English department help a *Composition and*

Rhetoric Reading Series in summer 06 for faculty. Although it did not continue through fall and spring, it is scheduled to begin again in summer 07.

Math Department faculty members participated in the following professional development activities: The American Mathematical Association of Two-Year Colleges (AMATYC) national conference, Using the Interwrite School Pad demonstration, Using MyMathLab in MAT 101 and MAT 102 workshop, the National Council of Teachers of Mathematics Annual Meeting, the 2007 North Carolina/South Carolina AMATYC affiliate conference, the Mathematical Association of America Southeastern Section meeting, the Annual International Conference on Technology in Collegiate Mathematics (ICTCM), the ICTCM short course "Tools for Creating Online and Hybrid Courses, and the MathFest 2006 conference.

Three Health Science faculty members attended the Dental Hygiene Board Review; Researched digital equipment and diagnostic aids; two attended educational methodology course on line; three faculty attended Periodontal Instrumentation course; four faculty members attended the student meeting; faculty attended Teaching Methodology course; dental faculty attended Library course. Funds for the variety of professional development activities came from a combination of college funds and program-generated funds.

Counseling and Career Services hosted a conference on African American Males in Higher Education that attracted 125 participants from around the state.

New Student Advisement and Orientation Services hosted five (5) Noel-Levits web-based conferences and a series of NACADA webinars on student advisement for the MTC college community.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Media Services supported the faculty and staff satellite based copiers in the following areas: Health Sciences Building, Congaree Hall, Lexington Hall, Academic Center, Vice President for Education office, Robinson Building, Saluda Hall, Wade Martin Building and Richland Hall. All users have received an access code to activate the satellite copiers.

Instructional Delivery and IRM worked on the Streaming Media Server to ensure network connectivity during live broadcast which included In-service and the Continuing Edge seminars. Instructional Delivery teamed up with IRM in sharing hardware resources in providing a more secure server to house MTC Streaming Media content.

Instructional Delivery and IRM worked to implement the Crestron *Room View* program which allows MTC to send power down commands to IP addressable devices on the network, saving the college the expense of wasted projector lamp hours. MTC currently have 31 devices in the system.

Instructional Delivery worked with Operations to replace existing TV monitors with wall mounted plasma displays for Distance Learning classes and Video Conferencing.

Instructional Delivery facilitated 40 IP-based videoconferences for staff and faculty via codec connectivity through the State Bridge.

Media Services successfully installed the *Jamex* smart card system on copiers located on the Airport and Beltline campus. This technology will permit students to use their smart card instead of cash to make copies.

A "smart" classroom has been put into service with twenty-five new computers to serve the Telecommunications, Computer Servicing, and the Math Department. The Math Department will use this facility to teach MAT 195, a calculus course of particular interest to technology students.

SDS Technology services worked with SDS departments to expand MTCVNN to Harbison Campus; overhaul the online *Pony Express* student newspaper; and integrate more appealing technologies into student electronic communications.

PRIORITY INITIATIVE:

Implement the Facilities Master Plan.

PROGRESS ACHIEVED:

Instructional Delivery completed the installation of the campus-wide RF system which delivers the VNN signal as well as SCETV downlink channels.

The Library Academic Success Center participated in the design of the area and furniture/equipment needed. Library materials have been ordered.

Financial processes with the town of Batesburg-Leesville are in place and are being utilized to facilitate construction of the Batesburg-Leesville campus. The Batesburg-Leesville and Northeast Campus Accelerator are designed and Harbison Classroom Building is under design.

Robinson bathroom and Beltline cafeteria renovations are complete, and Wade Martin 2nd floor refurbishments are complete.

Fire alarm system improvements for monitoring are complete. Roof improvements for MIL and ASC are complete. HVAC upgrades for Morris Hall, Richland Hall and Beltline Library are complete.

The Counseling and Career Services area of the Airport Student Center was redesigned to integrate Student Employment Services within the Counseling Services area. This project was completed in early July, 2007, and the area is fully operational with the integrated services, and was completed with minimal disruption to student service.

New Student Advisement and Orientation Services successfully merged the offices of Admissions and New Student Advisement in the Airport Student Center to streamline and

centralize enrollment processes for students on the Airport Campus, similar to services on Beltline. The Recruitment Community Outreach staff was relocated to the former Admissions suite, permitting good workflow with other Student Development Services departments. Work was completed with a minimum of disruption of services to students, faculty and staff prior to the fall registration period.

PRIORITY INITIATIVE:

Foster awareness of available opportunities to all college constituencies.

PROGRESS ACHIEVED:

Instructional Delivery fosters awareness of educational opportunities to MTC constituents through new and professionally produced television spots promoting the college and continuing education area.

Media Services introduced *Quick Copying* to the college. Clients now have the option to wait while material is printed. Media Services for Instructional Delivery printed over 10 million impressions for the college community.

The English department sends full-time faculty a schedule of professional conferences each year. In addition, the chair publicizes to all ENG faculty professional development opportunities throughout the year.

Continuing Education hosts a free monthly training seminar for the community, including the college community. The Continuing Edge seminars address timely topics of broad interest.

Student Development Services used the *Student Information News Bulletin* which allows new students to register to receive an electronic bulletin. Over 3200 members are active and are receiving the monthly news bulletin, which features college updates, upcoming registration and financial aid information, school calendars and college news.

Student Development Services used the Intranet *MTC College News* and *Bulletin Board* articles and MTCVNN to provide information about new services, the new Online Services Centers,

Counseling and Career Services referral supports, and other support services. Staff continue to provide information to faculty and staff through presentations at in-service and faculty meetings.

PRIORITY INITIATIVE:

Forge international partnerships.

PROGRESS ACHIEVED:

As part of an ongoing correspondence with Richard Hartmann School in Chemnitz Germany, Career Programs received common curricula for German Technical Institutes. Translation of these curricula is in progress through Siemens VDO. Career Programs has established German projects as baseline projects for future delegations.

Continuing Education introduced a program for Spanish/English speakers to provide training in court interpreting, and interpreting in the health/medical environment.

Enrollment Services has added an electronic response trigger which immediately connects international student applicants with the international student advisor/coordinator.

Because students in the F-1 visa classification have very limited work options, on-campus jobs available to international students have been identified and placed on the international student web site.

COLLEGE 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.

PROGRESS ACHIEVED:

Several ENG 101 instructors focused on designing and implementing research and

writing assignments and will share the assignments with their colleagues at a department-wide presentation in Fall 07.

The Library updated the PowerPoint presentation to COL 105 students; updated the COL 105 Assignment to reflect the MTC Reads book, *The Curious Incident of the Dog in the Night-time*; and contributed additional speakers and projects to enhance the COL 250 class.

The Calibrated Peer Review project seeks to evaluate the impact of information literacy project on student success. This project was completed in selected BIO-101 labs as part of an ongoing grant with USC, and will track students through their academic work at USC after transfer.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Over \$45,000 was raised through the MTC Foundation to support the technology training needs of the college through the Endowment for Excellence in Technology.

Instructional Delivery teamed with the Humanities Department to explore state-of-the-art teaching technologies such as Elluminate Live!, a highly scaleable eLearning and collaborative environment with opportunities for real-time discussion and dynamic interaction for students.

Two ENG 101 instructors have developed project-based curriculum innovations and shared them with department faculty.

The Humanities department continues to develop online courses. ART 101 and PHI 115 are now offered online.

The Library worked with Instructional Delivery to present podcasting to the MTC faculty and staff. Currently 13 faculty are using podcasts. Over 60 podcasts are available through the Library E Reserve Service.

Social and Behavioral Sciences purchased approximately 12 additional film and DVDs this academic year. Internet sites and activities were also researched and incorporated into course. This department also now offers PSY 240, Ethnicity and Minority Issues in a hybrid format.

A 28-credit hours Customer Service Certificate will be offered in fall 2007 through the Information Systems and Technology department.

The Continuing Education division enhanced their website to make online offerings more apparent to customers. As a result, students taking online classes grew by over 100%. Continuing Education has also added on-line web based training programs in the following areas: Manufacturing, Purchasing, Material Handling, Distribution and Logistics and Supply Chain Management

Counseling and Career Services staff continues to collaborate with the Academic Success Centers and the Library to provide assistive technology including Zoom Text and Jaws. Inspiration is also provided through Perkins grant funds. Assistive technology also is installed in classrooms as needed.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Public Affairs created promotional materials regarding the Michelin Scholars Program for distribution in high schools, and assisted in the college's high school recruiting activities by creating a contact card for recruiters to use when collecting information on future students.

Public Affairs disseminated college career and curriculum information through its partnership with *The State* newspaper. Through this partnership titled *Newspapers in Education*, Public Affairs arranged for 31

full-page, full-color college advertisements to appear in the *State* newspaper each Tuesday. In addition to its regular Tuesday circulation of more than 100,000 another 12,000 issues are delivered directly to high school and middle school teachers who have requested the information to use in their curriculum.

Public Affairs created a comprehensive communications plan for Job Placement which included electronic, print and direct mail materials. Since implementing this plan the number of employers using MTC Job Placement, and the number of job opportunities posters on line have increased significantly.

The Respiratory Care program participated in high school vocational tours organized by the MTC's Recruiting and Community Outreach Department and in a Career Outreach Program at Carver Lion Preparatory School.

Physical Therapy Assistant program participated in the Health Care Career day for the HS students and the Program Director talked with and toured a group of Chapin high school students, spring 2007.

The Industrial Department partnered with MEBA (Midlands Education and Business Alliance) to host an Industrial Day in October. The local school districts bused their industrial technology students to the airport campus where we had business partners conduct demonstrations and answer questions about the career opportunities in their industry.

IST Department faculty participated in area high school outreach efforts; provide input at high school advisory committee meetings; attend career fairs, etc.

To date, the graduation/retention rate of the Nursing students admitted in the first merit admissions class (summer 2005) is 20 percentage points higher than the average graduation rate of the "first qualified, first accepted" nursing students.

Continuing Education representatives met with business, industry, and healthcare customers who provided criteria for the current workforce needs they have and where they are experiencing shortages in the local area. Also representatives attended professional group meetings and associations to gain feedback regarding the current workforce gaps and how MTC can assist with these gaps and needs for a qualified workforce.

Continuing Education participated actively in US Department of Labor Healthcare Grant to educate healthcare students on the possible career ladders available to them. Continuing Education representatives met with prospective students and answered many calls about the process on a daily basis. They also presented on CE programs at an orientation for prehealth MTC students. Additionally, CE served 121 students in Healthcare programs through the DOLETA grants.

Continuing Education participated in Career Fairs at targeted high schools and businesses, including Bose, Siemens, Lexington Districts 1 and 2 high schools, Richland Districts 1 and 2 high schools, and Construction Career fairs.

The Office of Student Assessment worked with high school administrators and teachers including career prep programs to administer WorkKeys Education Value pack to over 300 high school students. Online links are available for students to compare their WorkKeys profiles with specific jobs in Health Careers and other fields to assist them in preparation for college programs in Health Careers and other areas.

Counselors working with the MTC HealthTracks program are currently working with 134 students to provide WorkKeys and other assessments and track them into appropriate college programs. It is expected that this number will total more than 200 by the end of 2007.

The CAREERS Program provided students with opportunities to job-shadow and be mentored in their chosen fields of study, enhancing student awareness of career opportunities and requirements.

Counseling and Career Services collaborated with MEBA to provide three career awareness events during National Career Development Month with 70 participants across the events.

The Business and Community Outreach Coordinator and Enrollment Services staff participated in 120 education and career fairs and 36 alliance meetings.

Numerous workshops have been provided to students and the community on choosing appropriate careers. Among the groups that have received presentations are MEBA, DJJ's Willow Lane School, Wil Lou Gray Opportunity School, COL 105 classes, IDS 201 classes, CAREERS students, Youth Corps participants, and students from area middle and high schools.

PRIORITY INITIATIVE:

Prepare students for career adaptability.

PROGRESS ACHIEVED:

Through the Student Development Services division, 578 MTC students have taken the Kuder Career Assessment since August, 2006. In 2006-07 MTC hosted training sessions for high school counselors on using the Kuder Career Assessment System.

The Student Assessment office worked with school district officials, high school administrators and teachers to administer WorkKeys exams to over 300 students and to provide information regarding the online ACT site by which students can compare their profiles with specific career fields.

SDS also assisted Richland School District 2 and the Midlands Middle College in acquiring KeyTrain licenses with career modules, to allow their students to build academic skills deficiencies based on their WorkKeys performance.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The English department offered 16 sections of ENG 010 in fall 2006, the most numerous yet. To better serve students, the department has developed Fast Track I (a 4-week course for students who are identified before the semester begins) and Fast Track II (a 3-week course for students who are identified at the beginning of the semester). These two versions will be offered in fall 2007.

All Business and Public Service courses have been reviewed and several changes to prerequisites were submitted and approved by the college's Curriculum Committee.

The Respiratory Care Program encourages entering students to complete the Pre-Respiratory Care Certificate or as much of the associated coursework prior to entering the program. It has been found that students who perform well in BIO 112 (BIO 210 and 211), PHS 115 and Math 102 have a higher success rate than those that marginally pass these courses.

Upon the advisory committee's recommendations, the pharmacy technician program institutes admission requirement of two letters of recommendation. This has seemed to result in better quality students coming into the program.

The Nursing department examined success of students through the third semester based on the criteria for admission. As a result, the Pre-Nursing Certificate GPA required to qualify for the nursing programs has increased from 2.5 to 2.75 as of September 1, 2007. All students with a Pre-Nursing major were notified via mail of this change during the fall 2006 semester.

One hundred thirty-four (134) students are currently being served as part of the MTC HealthTracks program. It is anticipated that more than 200 students will be served by the end of 2007.

Two retention advocates have been hired and are working with students in DVS courses. These are shared positions between Counseling Services and the DVS Department.

KeyTrain software was purchased for Richland District 2 and Midlands Middle College, using EEDA Pathways funding, to provide local school districts with resources to build identified student skills deficiencies.

The Upward Bound and Educational Talent Search programs provided academic enrichment and college readiness activities to 1,010 middle and high school students in the college's service area.

Pre-Nursing students are advised by Advisement Center staff and connected to Counseling and Career Services support until they are academically qualified for their chosen major and enrolled in curriculum-level courses. This provides support for students to explore multiple nursing, health and other career options in the event that they do not qualify for their intended program.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The college created a number of publications, both in print and online, to communicate comprehensive career and curriculum information on each of the college's career programs. The *Program and Career Guide* communicated important information about the college's Arts and Sciences programs, student services and continuing education. In addition to distribution through area high schools, libraries employment services, more than 6,000 guides were mailed directly to area high school students and their parents.

Public Affairs created a brochure that specifically targets students who applied to, but were not accepted into the University of South Carolina for fall 2006. This brochure informs this cohort that there is "a different door into the University of South Carolina." The brochure emphasizes the transferability of MTC credits and existing articulation with USC. MTC and USC Admissions Offices are collaborating to deliver these brochures to students.

Public Affairs created a series of electronic brochures to market Continuing education courses via email. The electronic brochures are emailed only to customers who have taken Continuing Education in the past, or who have asked to receive information through email. All emails allow recipients to remove themselves from the list.

Public Affairs implemented a *Six after 6* targeted advertising theme with a direct mail campaign of 9000 post cards to working adults in the Columbia area. *Six after 6* is designed to inform working adults that they can still pursue a college education and qualify for tuition assistance by taking just six credits during the evening.

Through a Department of Labor grant, Continuing Education medical areas have worked directly with counseling and WorkKeys programs to provide career-oriented assessment for students.

Student Employment Services has been successfully incorporated into the department of Counseling and Career Services, and staff members are working together to provide more seamless career development services from enrollment to graduation and employment.

The Student Assessment office has administered over 2,047 WorkKeys exams to include computer-based and paper-based examinations. Persons taking these exams were testing for immediate employment, employment upgrading or for company sponsored training opportunities.

Student Employment Services has increased student opportunities for career exploration and readiness through internships, cooperative education, job search skills workshops including resume writing and interviewing skills.

Student Enrollment Services staff coordinated criteria and selection processes with the MTC Engineering Technology Department and Michelin.

The Student Assessment office supported the Michelin Scholars Program by providing opportunities for students to complete the required assessments. The Student Assessment

office worked with students to arrange testing and interviewing. Five students passed the aptitude tests and were eligible for interviews. Of these, four students have been offered scholarship/employment with Michelin which exceeds MTC Michelin Scholarship activities over the last 5 years. One of the first scholarship recipients has been offered a full-time salaried job with Michelin earning in excess of \$40,000.

COLLEGE 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.

PROGRESS ACHIEVED:

Five new one-hour DVS courses were approved three courses to assist students in vocabulary development and improvement of writing skills, and two courses to assist students in learning about the programs the college has that can enhance students' college academic success.

The Math department developed and offered MAT 250/251 *Elementary Mathematics I and II* for transfer to USC's Elementary Education program. The Math department also provided student academic and financial support through the South Carolina Alliance for Minority Participation (SCAMP) in the STEM (Science, Computer Technology, Engineering and Mathematics) disciplines. Specifically, 35 students were supported during the 2006FA term and 28 students have been selected for support for the 2007SP term.

In order to provide students with more detailed information regarding degree completion and the transfer process, the Transfer department has expanded advisement meetings to 45-minutes, and has expanded their service to ensure that first-time students are given the AA/AS program

plan, transfer information for the college to which they wish to transfer, and the AA/AS advising handbook which contains detailed information regarding MTC, advisement, registration, and transfer.

Student Development Services developed a Memorandum of Understanding (MoU) between MTC and USC-Columbia which was formalized with signing by the two college presidents on July 17, 2007. This MoU included MTC student participation in USC ROTC and USC Band experiences, additional USC Financial Aid support, USC Student Success Center and Career Center access, USC student mentors for MTC transfer students, and engagement activities for potential transfer students.

PRIORITY INITIATIVE:

Expand collaboration and interaction with area school districts.

PROGRESS ACHIEVED:

In fall 2006, the English department taught 5 sections of ENG 101 at 3 high schools; in spring 2006, the department taught 3 sections of ENG 102 at 2 high schools. The English department developed and distributed written materials explaining the placement test and writing program to local high schools.

The Math department organized a Midlands Math Meet for sixth and seventh graders in the service area. This event was held with 185 students participating. Additionally, this department taught MAT 110 at Lexington High School during the fall 2006 term.

Nine Social and Behavioral Sciences course sections were taught at local high schools this academic year with fifteen being requested for 2007-2008 school year.

Facility modifications to support the Lexington School District's Middle College have been completed by the Division of Business Affairs on the Airport Campus.

Continuing Education participated in the MEBA groups regarding healthcare and manufacturing in order to facilitate the collaboration of local

businesses and their exposure to the K-12 student population regarding career cluster information, job shadowing, hands on experience, etc.

Student Development Services collaborated with local school districts to provide over 1,300 ASSET/COMPASS assessments to 9th, 10th and 11th grade students and provide feedback on college readiness. Over 300 high school students from Richland Districts 1 and 2, Lexington Districts 2 and 4, and the Richland 1 Middle College completed WorkKeys Assessments in 2006-07, and information was provided on workforce readiness.

Student Development Services established Special orientation sessions for students in Lexington District 5 based on new district directions and the desire of the district to work closely with MTC to provide career opportunities to District 5 students. On-site orientations were provided to over 600 Irmo juniors and seniors, and a special extended college orientation program was provided to at-risk students in the SAIL program at Chapin High School.

Sessions were held with school district superintendents, principals, and guidance counselors to discuss support for the MTC *High School in College* dual enrollment program. Plans were developed to expand early testing to develop larger pools of potential students for dual enrollment opportunities. Over 1,300 students were assessed to support this effort, and the pool of potential dual enrollment classes for 2007-08 expanded significantly.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Midlands Technical College hosted the first regional Lego Nanotechnology Competition for Students at its Northeast Campus. The college's Advancement Division and Engineering Technology Department partnered to organize the tournament at MTC, which included

approximately 200 middle school students, along with their coaches and family members.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Information Systems Technology department has become an Oracle Academy and will continue to investigate the possibility of becoming a Microsoft IT Academy.

Continuing Education upgraded the “A+ certification” curriculum to meet 2007 industry standards. The EMT basic, C.N.A., Sonography, First Aid and CPR courses are guided by national and state standards. This division also provided a national medical coding exam preparation course.

From October 2006 – June 2007 a total of 564 Career Readiness Certificates were earned and delivered. WorkKeys assessments were administered to numerous companies (Bose, Westinghouse, Union Switch to name a few) and high schools including: Spring Valley, Ridgeview, Richland Northeast, Richland One Middle College. Approximately 300 students completed the assessments with approximately 75 students earning a Career Readiness Certificate. The remaining certificates were earned by employees and perspective employees of various companies in the Midlands. This is a 15% increase over the previous fiscal year.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Two student teams from the Math department participated in the annual international Mathematical Contest in Modeling (sponsored by the Consortium for Mathematics and its Applications) with one team earning the

recognition of “Successful Participant” and the other “Honorary Mention.”

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Statistics for online services and electronic student publications showed a 63% increase in “hits” over the past year. Student groups such as the Student Advisory Board, Student Ambassadors, and the Student Online Advisory Committee were assessed to determine additional online services needed to better engage students. As a result of responses, an In-Focus web page was developed to allow entering students to share their enrollment and college experiences with other new and prospective students.

Student Life distributed information and publications to students via electronic publications, the *Pony Express*, handouts, Campus Cruiser, the student handbook, club and organization web pages, bulletin boards, signs, and MTCVNN.

Counseling and Career Services provided online wellness services through online articles and through free online screening for depressive and anxiety issues, eating disorders, and alcohol problems. Staff members participated in on-campus programs including National Depression Screening Day, an HIV/AIDS 101 workshop for COL 105 classes and MTC Middle College students, suicide prevention training for faculty and staff, and Walking Works for faculty and staff. Counseling and Career Services also finalized a Memorandum of Understanding with Palmetto Behavioral Health to provide free assessments to MTC students who are in crisis.

In an effort to expand leadership development opportunities for students, fourteen students completed the new MTC African American Male Leadership Institute; students now have the opportunity to enroll in the new IDS 201 Student Leadership course; MTC Student Ambassadors were involved in leadership

opportunities by participating in MTC services and high school recruitment activities; and all MTC student organizations participated in at least one community service event.

PRIORITY INITIATIVE:

Integrate diversity and multi-culturalism into programs and services.

PROGRESS ACHIEVED:

The Advancement division continues to represent a diverse, multicultural population in all MTC television and radio spots, PowerPoint presentations, and recruiting material for the college. Working closely with Public Affairs, IRM, and Student Development services, this division ensures that the MTC website and all departmental sites comply with Section 508 and meet all ADA requirements. Additionally, all web-based videos are authenticated to ensure compliance with ADA § 508 and meets all ADA requirements, such as closed captioning.

The Advancement division collaborated with the South Carolina Department of Vocational Rehabilitation to provide training for employees with disabilities.

The English department developed a tolerance curriculum to be used in ENG 101. Additionally, this department added materials to instructors' manuals for ENG 102, 208, 209, and 234 to help others expand their teaching to non-US and minority US writers.

To encourage global empathy and understanding, the Humanities department offered a two-course trip to England in SU 2007. This department also produced a video documentary about former students at Harbison College, including present-day interviews.

Continuing Education hosted the Urban League's Video Game Programming Institute in June 2007.

Counseling and Career Services provided a Conference on African American Males in Higher Education, which was attended by 125 professionals and students from across the state. A session specifically targeted to student was

also provided. Additionally, this department provided workshops on Diversity and Relationships for Freshman Seminar classes.

The college's International Committee, the International Student Organizations and Student Life combine efforts to provide support activities for international students. The MTC Halloween festival sponsored by these joint groups is one example of these activities.

MTC international students were sent invitations to attend the SC Governor's reception for international students in South Carolina.

COLLEGE 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.

PROGRESS ACHIEVED:

The Advancement division facilitated the first international videoconference for Ceratizit USA between Midlands Technical College, Beltline Campus, and European sites in Berlin, Luxembourg and Austria via IP-based codec connections, with support from IRM and Continuing Education. Additionally, this division hosted an oyster roast at the Northeast Technology Center for the three county service area legislative delegations.

The Business department placed two students in the USC Entrepreneurial incubator in spring 2007.

The division of Continuing Education worked with CATT and economic developers to meet with companies who are either expanding or setting up new operations in the Midlands. This division promotes classes for Columbia Coalition participants who are already in

business (GrowthVenture) and those who wish to start a business (NewVenture). Emphasis is given to starting a new training initiative (TechVenture) with a special target audience of high tech, knowledge economy businesses.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Advancement division offered 109 satellite-based Pharmacy courses and 255 codec based Health Information Management, Math, Certified Financial Planning, and EDHE courses to students around the state. In addition, this division offered American Sign Language from Spartanburg Technical College to students in MTC's local service area.

The Advancement division coordinated a number of advocacy events including VIP Bus Tours of the Airport and Northeast Campuses, luncheons with State lawmakers, evening reception with County Councils.

Continuing Education worked with Workforce Investment Act (WIA) and OneStop offices to provide training. This division also worked with the South Carolina Department of Corrections to provide welding instruction to female inmates. Instructional programs in electrical and plumbing maintenance are also being developed for this audience.

The Computer Training Center of the division of Continuing Education partnered with the Columbia Urban League to offer a summer program in videogame programming to disadvantaged high school students. Continuing Education also participated in the \$1,000,000 Department of Labor *Creating Capacities* healthcare grant awarded to MTC to create career ladders between credit and CE programs.

Student Development Services provided numerous workshops on choosing appropriate careers to students and the members of the community. Among the groups that have received presentations are MEBA, DJJ's Willow

Lane School, Wil Lou Gray Opportunity School, COL 105 classes, IDS 201 classes, CAREERS students, and Youth Corps participants, students from several area middle and high schools.

Student Development Services conducted workshops in the community throughout the year at various locations such as the Richland County Library (Southeast Branch), Bible Way Church and local high schools. In addition, SDS conducted a Financial Aid Awareness Day in April to give students needed information regarding financial aid, scholarships and understanding credit scores and budgeting.

PRIORITY INITIATIVE:

Expand and strengthen the role of program advisory committees.

PROGRESS ACHIEVED:

Public Affairs created an online communications tool for the college's advisory committees to understand their role in planning, reviewing, and maintaining college program offerings. The Advisory Committee Website serves as a handbook for new Advisory Committee members. This site can be viewed at www.midlandstech.edu/advisorycommittees.htm

The Business and Public Service department assigned a Management/Marketing Instructor as the departmental liaison to the business advisory committee members and keeps in touch with them on a regular basis.

The programs of Respiratory Care, Physical Therapy, Medical Assisting, Surgical Technology, Radiology, and Dental Assisting increased participation and attendance in their respective advisory committee meetings this year. The advisory committees were very instrumental in providing feedback and guidance for the programs.

The Industrial Technologies department currently has 20 students (in a cooperative education course) placed with seventeen different construction companies in our service area. Several of these companies have been

participants in the career events at the local schools and at Midlands Tech.

The department of Information Systems Technology added three new names to the CPT Advisory Committee.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Continuing Education division participated in the following state and local organizations and initiatives: APICS, ASQ & the SC Quality Forum; Midlands PMI; SC Webmaster's Association; Information Technology Council-Columbia Chamber of Commerce; Columbia SHRM chapter; Midlands ASTD chapter; Cities Readiness Initiative committee; State BT Advisory committee; State Training Advisory Subcommittee for Emergency preparedness; Public Information Education Resource team for EMS. ; MEBA; PSRAC; MCASC; SC Association for Higher Continuing Education; and the Southeastern Regional WorkKeys Conference.

Student Development Services hosted a Guidance Counselor "Breakfast with MTC," allowing academic program directors and service administrators to converse regarding specific areas of guidance counselor interest. This division also coordinated and facilitated the MTC President's sessions with local high school and school district educators.

Student Development Services staff gave presentations to the Alston-Wilkes Society, St. Lawrence Place, Wil Lou Grey, Olympia Alternative School, "Brothers Can We Talk", MEBA, numerous area middle and high school parent and student groups, groups of area guidance counselors, Youth Corps students and numerous other organizations.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Human Services department conducted multiple training workshops for Service Learning. This department – along with other college partners – planned and hosted the third annual Service Learning Conference for South Carolina faculty, administrators, and community partners.

A Marketing class within the Business department was selected to receive the Commission on Higher Education's "Commendation of Excellence for Service Learning" award for 2006-07 for their work with the Village of Hope during 2005-06.

Numerous programs in the Health Sciences department have actively included service learning components within their curriculum. *Respiratory Care* Students participated in a video project, "Respiratory Therapist on the Street", during Respiratory Care Week. The video was submitted to the American Association for Respiratory Care (AARC) in which an AARC representative to praise the students for their efforts and said that it was one of the best videos they received. *Allied Dental Education* Programs participated with Irish Children; Children's Dental Clinic – varnish/sealant programs; adult family service center; Community Health Projects; VA nursing home; adult free clinic; Women Infants Children clinic. *Surgical Technology* currently requires six hours each semester of community service from each student. Finally, *Radiology* students at each hospital provide a community service function at least once a year.

Within the division of Student Development Services, several students in the *African American Male Leadership Institute* have spoken to groups of high school students about

the importance of education. Additionally, this division engaged student organizations in activities that promote service learning and service to the community; engaged the *MTC Student Advisory Board* members and Student Ambassadors in services to the college and community; and recognized outstanding student civic services and academic achievements at the Student Honors Ceremony.

COLLEGE 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.

PROGRESS ACHIEVED:

To improve the curriculum and better serve students and business, the Engineering Technologies department has added to a long list of participants this year: SCE&G, Siemens, and Michelin, among others.

The Medical Assisting department increased the number of participating clinical sites by promoting their program. This department's Program Director worked with Lexington Medical Center to get job description changed for medical assistants to better serve students and medical facility.

Continuing Education, working with the Midlands Workforce Development Board and the South Carolina Employment Security Commission, developed, implemented, and marketed the QuickJobs. Eighteen programs were selected for inclusion in the program based on job openings and wage ranges for trained workers. Additionally, this division implemented an Industrial Maintenance Apprenticeship program for International Paper, Westinghouse, and CMC Steel.

Student Development Services provided support for the new MTC HealthTracks program, which is designed to increase the preparation and employment of students in health careers. SDS Counselors with the MTC HealthTracks program worked with 134 students and are tracking these students as they finish their programs and enter the workforce. Approximately 200 are expected to be enrolled in HealthTracks by the end of the year.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Continuing Education worked with the Center for Accelerated Technology Training (CATT) to host Staple's training in computer labs at NE campus. This division also worked with CATT on several programs for SquareD and Metso Minerals.

Continuing Education worked with CATT and other economic development entities to meet the needs of new and expanding business and industry.

PRIORITY INITIATIVE:

Develop a strategic master plan for the Enterprise Campus.

PROGRESS ACHIEVED:

The Advancement division created a variety of publications including presentation folder, brochures, flyers, site plan and aerial map to promote the Enterprise Campus. A number of community events were hosted at the Enterprise Campus, including events with elected officials, major announcements and the groundbreaking of the MTC Business Accelerator.

The Engineering department participated in three separate exploratory committee discussions with other faculty and staff to

review the established plan and brainstorm how to compensate faculty and staff who work for the Enterprise Campus Authority and/or local business. Three meetings were conducted to plan the Accelerator building and decide how much if any space would be utilized by Engineering Technology.

PRIORITY INITIATIVE:

Establish programs to promote entrepreneurship.

PROGRESS ACHIEVED:

The Advancement division prepared and submitted funding proposals to the Society of Plastics Engineers in support of expansion of tool and die programming. Funding was awarded for \$2500 for usage in the program by faculty. This represents a new entrepreneurial partnership with a private organization.

The local coalition relevant to the FastTrac entrepreneurial initiative is under new leadership and has established specific committees to encourage increased structured participation. A subcommittee has also been formed to get the division of Continuing Education closer to offering TechVenture training, which targets a more advanced business capability.

The Entrepreneurship Club advisor – of the Business & Public Services department – has attended over 30 meeting during the past year. The continued success of this club will have an impact on enrollment in the Entrepreneurship Certificate program, which is promoted during all club meetings.

Student Development Services publicized and publicly supported the activities of the Entrepreneurial Club. This organization has grown to more than 35 members and has sponsored several sessions for the college on actions needed for entrepreneurial activities to be successful.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Student Development Services participated in all Midlands Educational Learning Alliance (MELA) activities of local area colleges in local businesses and industries, giving support to include information and representation regarding both credit and non-credit programs. Additionally, this division communicated employment needs to both Continuing Education liaisons/account managers and Career Program department chairs.

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.

PROGRESS ACHIEVED:

The Assessment, Research, and Planning (ARP) office assisted the college in establishing Institutional Priorities for 2006-07 from its strategic plan. Each priority was accompanied by program performance measures to evaluate the college's progress in accomplishing the priority. Data was shared with the MTC Commission and other interested agencies.

The ARP office developed the college's response to the 2006-07 State Account-ability Report. Information describing the

colleges strategic planning process, major initiatives and leadership strategies were included. The report also provided benchmark data related to student retention, graduation placement rates, constituent satisfaction, performance on licensure examination, budgetary and financial performance, leadership and social responsibility and organizational effectiveness.

The Environmental Scanning Committees completed an Executive Summary along with six individual scan reports.. The reports focused on Demographic, Economic and Employment, Education, Political and Public Policy, Social and Technology trends impacting the college's future. A presentation of the major findings was made to members of the Strategic Planning Council.

The Business Affairs division installed an updated document imaging and electronic forms management system. Additionally, this division engaged an external auditor through 2011.

Student Development Services using data from the SC Department of Education College Freshman Report and the MTC Student Database developed baseline trend data for local high schools and school districts. Results of the data show that high school graduates in the college service area increased by 7.1 percent over the past five years, while the college-going rate increased by 10.7 percent and the MTC high school graduate enrollment rate grew by 31.7 percent.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The ARP office established a peer group using the Integrated Postsecondary Education Data System (IPEDS), a peer analysis system. Benchmarking is on-going with a number of

peer institutions that compares development programs at other technical and community colleges with MTC. As a direct result of this benchmarking process, a planned giving program was established in the MTC Foundation.

Data in the most recent ACT *Faces of the Future Survey* was analyzed by the division of Student Development Services to determine MTC service areas and student self-perceived growth, as compared to national averages for two-year colleges. It was found that MTC students expressed personal development above the national two-year college average on all items assessed. Service areas identified below the national average included Student Financial Services, Job Placement and Career Counseling. Although below the national average, the Student Financial Services area displayed significant improvement, compared to the last *Faces of the Future* assessment.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Social and Behavioral Sciences department compiled a report on factors leading to student success in PSY 201 to include recommendations for changes. These recommendations are being reviewed.

Student Development Services departments identified at least two staff per department to participate in *Datatel* query writing. Production-oriented departments also identified staff to participate in training on Communications Management.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Proposals from Assessment Research and Planning (ARP) staff members were submitted and accepted for presentation at the Association of Institutional Research (AIR) national conference and the Southern Association of Institutional Research (SAIR) regional conference. The AIR presentation focused on the development of a methodology to predict student performance in nursing programs and the SAIR presentation focused on the process used by the college to develop the State Accountability report.

The Public Affairs department communicated many important college achievements through local, regional and national media coverage. *South Carolina Business* magazine, *The State* newspaper, and the *Free Times* all dedicated significant coverage to ongoing college successes. News of groundbreakings and new facility updates were promoted with major feature stories in *The State* newspaper, the *Blythewood Country Chronicle*, and the *Columbia Star*, as well as with local television coverage. A college grant was publicized through the national publications *Community College Week* and *Community College Times*, and fundraising achievements were promoted through local publications and television stations.

Business Affairs has submitted their Comprehensive Annual Financial Report for fiscal year 2006. Additionally, an article related the Academic Cost Model has been written and submitted to national media for consideration for publication summer/fall 2007. Also, a Risk Management article was published by the Community College Business Officers Association.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Instructional Delivery department represented the college on several boards and committees, including the State Board for Technical and Comprehensive Education, the Distance Education Peer Group (DEPG), the South Carolina Partnership for Distance Education, the South Carolina Technical Education Association (board member), the League of Innovation, the SC Webmasters group, the SC Accessibility Board, and the National Council for Marketing and Public Relations.

PRIORITY INITIATIVE:

Develop and implement comprehensive risk management strategies.

PROGRESS ACHIEVED:

Business Affairs has completed the installation of video surveillance systems on all campuses and has completed an audit of the information technology infrastructure and network security. Findings and recommendations of the IT Network Security Assessment have been evaluated and responses completed. Additionally, fraud protection mechanisms have been implemented on the college's payroll bank account, and a review and analysis were made to improve student and employee privacy and protection. Recommendations from this review have been implemented.

Student Development Services updated the MTC Crisis Response Plan. The plan, re-termed at the MTC Business Continuity Plan, was placed online for reference by faculty and staff.

COLLEGE 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.

PROGRESS ACHIEVED:

The Media Services department supported Tri-County Technical College on implementing the use of the MTC *Digipath* Online Printing System; partnered with Time Warner Cable to use MTC's TV Studio in Morris Hall to record their "Palmetto People" cable access show bringing community leaders to the Airport campus monthly; collaborated with the South Carolina Bar Association in support of their continuing education training; and consulted with representatives from Greenville Technical College concerning expansion and development of their distance learning and videoconferencing facilities.

Student Development Services partnered with Consulting Psychologists Press to provide training for staff on the Strong Interest Inventory. Additionally, SDS partnered with the SC Department of Education to co-sponsor two graduate courses for counselor certification on the MTC Campus during summer 2007. MTC was provided two seats in the courses at no cost to MTC participants.

PRIORITY INITIATIVE:

Continuously seek and obtain alternate funding.

PROGRESS ACHIEVED:

The Advancement division implemented an annual giving campaign that included a direct mail solicitation to all MTC Foundation board members, all MTC faculty and staff, three career program departments, and the college's vendors. A planned giving program was

established in spring 2007 to provide targeted planned giving information to the colleges constituencies. Additionally, this division raised awareness of the MTC Foundation's *Investing in the Future* campaign for private support. An ad series featured prominent community leaders, and appeared in The State newspaper, *Columbia Business Monthly* and the Columbia Chamber's *Focal Points*. Public Affairs also arranged for significant campaign announcements to receive maximum exposure in the local news media.

A joint effort between the department of Engineering Technology and USC was initiated in Civil Engineering Technology (CET) area. This resulted in a National Science Foundation award for curriculum development to USC and MTC. Currently, two CET faculty members participating in this planning process with USC.

Continuing Education worked with the division of Student Development Services to breakdown the barriers for CE students to access Veterans Affairs and Pell grants.

The TRiO and Community Support programs obtained \$2.2 million in external grant funding to provide support for access, equity and student success. In addition, SDS submitted a proposal to the SC Commission on Higher Education for Access and Equity grant funds. MTC was awarded \$21,917.00 to expand minority student and faculty recruitment and retention. These funds were used to provide more than \$5,000.00 to the *Call Me Mister* Scholarship Program for MTC students and student Fast Track tuition incentive scholarships. SDS also submitted a grant for \$92,000 for EEDA Pathways funding to support secondary and post-secondary collaborations in support of the EEDA. An additional award of \$21,600 in WIA Perkins Incentive funds was also received to support WorkKeys testing and related skills building software.

For the academic year 2006-2007, Student Financial Services awarded \$40,325,784 in financial resources to students.

Student Development Services' Educational Opportunity Center program received notification from the US Department of Education that their project will be funded for 4 years at \$220,000 per year. Additionally, this division's Educational Talent Search program received notification from the US Department of Education that their project will be funded for 4 years at \$345,561 per year. Midlands Technical College was awarded a Perkins IV Grant totaling \$718,319 for the 2007-2008 fiscal year.

PRIORITY INITIATIVE:

Develop methods to conserve resources and increase revenue.

PROGRESS ACHIEVED:

Business Affairs piloted an IP telephony system, which can facilitate tasks and provide services that are more difficult to implement or more expensive using the standard telephone system; selected an energy auditor who performed an energy audit of MTC facilities; increased outsourcing (for services related to general operations) through the use of contractors; completed research on alternative software vendors and campus food vending lines; identified alternative bookstore inventory methods; and tested a system for the direct deposit of expense/reimbursement checks.

Continuing Education has worked to increase revenue streams by continuously evaluating programs for cost effectiveness; working with Operations to realign responsibilities; consolidating duties of program managers to decrease number of employees; and working with WIA to encourage them to fund more students in CE programs. Additionally, this division added 39 new program offerings this year.

Student Development Services strongly encourages students and the MTC community to use online/electronic services, which waste less paper and use fewer human resources. In 2006-07, 67% of admissions applications were submitted online, and over 90% of FAFSA's were submitted online. For all students who were approved by their academic departments to

register online in fall 2006, 76% of students took advantage of online opportunities, compared with only 51% the previous year. The AskMTC Online system averaged 5,100 questions per month from January to May, 2007, and only 2.8% of the inquiries required an individualized follow-up. The portion of responses that were successfully addressed on the first inquiry was 97.2%.

In effort to make better use of internal employee resources, SDS cross-trained front-line Student Information generalists on admissions, credit and Continuing Education registration, application for financial assistance, enrollment processes and general college information. Also, New Student Advisement and Orientation Services cross-trained staff from Admissions, Community Outreach, and several SDS grant programs to improve the delivery of academic advisement services to new students for the 2007 - 2008 Advisement program. Finally, Counseling & Career Services has integrated Student Employment Services with Counseling Services and has trained staff in the services offered by each area and how to effectively assist a student in meeting their career development and employment needs.

PRIORITY INITIATIVE:

Position the college to maximize state and local support.

PROGRESS ACHIEVED:

Advancement created presentations that feature and highlight the college to state and local organizations including the: Richland County Council, Richland Legislative Delegation, Lexington Legislative Delegation, Fairfield Legislative Delegations, Government Finance Officers Associations, NACUBO, ACCT, Enterprise Campus, City of Columbia Chamber of Commerce, Rotary International, among others. This division also created numerous communications materials designed to assist the college in advocating for its legislative funding priorities.

Business Affairs worked with state officials and county administrators to position the college to

maximize state and local support, resulting in the College receiving 100% funding from Richland, Lexington and Fairfield counties.

COLLEGE 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.

PROGRESS ACHIEVED:

The Advancement division provided professional development opportunities to its employees. Members of the Assessment, Research and Planning staff participated in several professional development opportunities including: a SAS course on Predictive data Modeling, a workshop on using the Crystal Reports XI software, a SAS course on SQL, and attending the AIR and SAIR annual conferences. Members of the Media Services staff attended the several state and national conferences (SACS, SC Web Accessibility, League for Innovation, the South Carolina Technical Education Association, and the National Council for Marketing and Public Relations), training sessions (PowerPoint, Elluminate *Live!* Webinars, Conflict Resolution, Sexual Harassment, and Workplace Laws), and quarterly meetings with the South Carolina Government Webmasters Association group, which provides a wide range of information on Web standards, Podcasting, Internet II and various development tools.

The MTC Foundation made available over \$85,000 in professional development funding to MTC Faculty and Staff. The MTC Foundation provided over \$42,000 to MTC faculty in curriculum development funding, and over \$45,000 to faculty and staff in professional development funding, to include the Faculty and Staff of the Year awards, Employee of the Month awards, Barbara and Lester Reed

Professional Development awards, and the Faculty Teaching Award.

The Developmental Studies department brought in local textbook representatives to conduct workshops for DVS faculty. Additionally, this department established an informal mentoring program, where newly hired faculty work with the senior faculty (coordinators) as they learn about departmental and college policies.

The English department sends full-time faculty a schedule of professional conferences each year. In addition, the chair publicizes to all English faculty professional development opportunities throughout the year.

The Social and Behavioral Sciences department offered APA workshops during faculty in-services as well as at other times for faculty and students.

All Business Affairs division employees engaged in teambuilding activities, and were informed and encouraged to apply for professional development funding.

Continuing Education division program staff completed over 300 hours of professional development activities. Additionally, this division offered PowerPoint and Facilitation Skills training to adjunct instructors, and provided in-service sessions for the college.

One hundred percent of Student Development Services staff members participated in one or more professional development activities. The SDS division sponsored webinars for the college community; on-campus consultations to help SDS staff more effectively use the college Student Information System; workshops on FERPA, legal practices, customer services, EEDA; college visitations to other campuses to observe different service practices; and other professional development opportunities.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Through the college's Employee of the Month Committee, Public Affairs solicited and received nominations from employees who wished to recognize their coworkers. Ten employees were selected and recognized at the monthly Commission meetings.

The SC Deans and Directors of Nursing Education Programs in conjunction with the South Carolina Organization of Nurse Leaders and the South Carolina Hospital Association worked cooperatively to introduce legislation which would increase the salaries of nurse educators in South Carolina. The bill was passed by the legislature, vetoed by the Governor and overridden by the legislature. One million dollars is currently included in the budget as recurring funds to begin to increase the salaries of nurse educators to a more competitive level compared to master's prepared nurses in the service sector.

Continuing Education hosted an Adjunct Faculty recognition ceremony in December 2006 for over 60 of its faculty members. Additionally, training sessions for adjunct faculty have been held throughout the year in PowerPoint and Facilitation Skills.

Student Development Services appointed a task force of new and long-term staff to develop a model new staff orientation program. This orientation program was shared at the May 2007 division meeting and has been placed online on the SDS Intranet web page. Additionally, SDS staff are recognized for accomplishments in departmental and division meetings, with notes at the time of accomplishment, and on the SDS staff website. Recognition is also provided through appointment to college committees, recommendation to leadership institutes (MTC Leadership Symposium, SC Technical College System Leadership Class, NCSD Leadership Institute, etc...), letters of recommendation for graduate study and other local leadership opportunities.

The Humanities department hired new adjunct faculty in the areas of Music, Art, and History.

PRIORITY INITIATIVE:

Ensure accurate and meaningful communication college-wide.

PROGRESS ACHIEVED:

Instructional Delivery worked closely with Public Affairs and Business Affairs' Information Resource Management team to provide pertinent information to the college community through the use of MTC's web page and through on-demand access to video presentations. Public Affairs maintained a daily Intranet site to maximize college communications. New services such as online room reservations and state car fleet car reservations were added. The unit worked closely with individuals and offices throughout the college, as well as Faculty and Staff Councils to solicit and report information of value to the college community.

Student Development Services utilizes several systems to ensure accurate and timely communication, including the MTC intranet, the SDS website, the MTC website, and the Midlands Technical College Video News Network (MTCVNN). Announcements regarding Career Fairs, Student Life events, Online Services Center services, and other similar events/resources are shared on the *MTC News*. Additionally, the MTCVNN was expanded to the Harbison Campus in 2006-07, and equipment is being purchased to provide this service on the new Batesburg-Leesville campus.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The English department supports the International Committee's efforts towards increasing diversity and multi-culturalism by helping to schedule presentations and workshops as well as publicizing them to faculty and students throughout the academic year. The department also schedules four discussions per

year as part of a reading series of international works.

Supervisors in SDS are encouraged to annually incorporate one job objective related to professional development each year, in order to reinforce and build employee strengths and skills.

Report Card 2006-2007

Critical Success Factors and Institutional Effectiveness Indicators

CRITICAL SUCCESS FACTORS AND INSTITUTIONAL EFFECTIVENESS INDICATORS

CRITICAL SUCCESS FACTORS

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

CSF A: DYNAMIC EDUCATIONAL PROGRAMS**INDICATOR A-1: ACHIEVEMENT IN GENERAL EDUCATION****STANDARDS AND RESULTS:**

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

STUDENT MASTERY OF GENERAL EDUCATION CORE VALUES

CORE VALUE	Represents the percentage of students obtaining a grade of "C" or better.				
	2001	2002	2003	2004	2005
Communication Skills	88%	91%	85%	98%	86%
Written	87%	89%	81%	100%	85%
Oral	91%	94%	92%	98%	89%
Analytical Reasoning /Science	85%	82%	75%	92%	82%
Individual or Social Behavior	81%	79%	72%	N/A	82%
Computer	93%	83%	79%	100%	82%
Humanities	87%	82%	79%	100%	85%

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

Employer Satisfaction - General Education Skills

Programs Undergoing Review	Previous Review Data	2006-2007 Review Data
ACC	100%	90%
MED	100%	100%
MGT	86%	100%
MKT	86%	100%
SUR	100%	100%

INDICATOR A-2: ASSESSMENT OF THE ACADEMIC MAJOR**STANDARDS AND RESULTS:**

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

LEARNING OUTCOMES

Programs	Goals Achieved		Mastery of Capstone Competencies		Employment Success (Placement in Field)	
	Previous Review	Current Review	Previous Review	Current Review	Previous Review	Current Review
ACC	95%	89%	82%	92%	100%	62%
MED	100%	93%	100%	100%	100%	92%
MGT	100%	78%	100%	94%	100%	68%
MKT	100%	89%	100%	94%	100%	65%
SUR	100%	100%	100%	100%	100%	83%

ACTION PLAN: Each program has developed a plan to respond to findings in survey responses and strategies designed to impact areas below the benchmark.

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

CLIENT SATISFACTION

Programs	Student Satisfaction		Alumni Satisfaction		Employer Satisfaction	
	Previous Review	Current Review	Previous Review	Current Review	Previous Review	Current Review
ACC	94%	100%	95%	96%	100%	100%
MED	100%	100%	91%	100%	100%	100%
MGT	95%	98%	100%	100%	100%	92%
MKT	95%	92%	100%	91%	100%	92%
SUR	100%	100%	100%	100%	100%	100%

Each program will meet or exceed 90 percent of specific program success standards.

PERCENTAGE OF GOALS MET (Standard = 90% per year)

STANDARDS	PROGRAMS TO BE REVIEWED 2005-2006				
	ACC	MED	MGT	MKT	SUR
I. Program Vitality					
A. 90% Placement in Field	62%	92%	68%	65%	83%
B. Headcount (12 FTE's)	211	12/6.60	467	140	17
C. Advisory Committee					
1. 90% Involvement	N/A	90%	N/A	N/A	100%
D. Adjunct Faculty Teach no more than 40% of Sections	33.8%	0%	46%	45%	18.7%
E. 100% of Faculty Met SACS Credential Req.	100%	100%	100%	100%	100%
F. 6 Graduates Per Year	32	13	66	36	15
G. National 2-Yr. College Retention Rate (51.5%)	57%	63.6%	52%	56%	88%
H. SBTCE Average Retention Rates(48%)	57%	63.6%	52%	56%	88%
II. Program Efficiency					
A. Average Section Size FTE Productivity Factor (AHS=10) (Others=18)	15	19	19	19	8
% Standards Met	78%	100%	78%	78%	78%

Source: Program Review Data Sheets

ACTION PLAN: Each program has developed objectives in their Academic Program Review to improve the percentage of standards met.

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

ACTION PLAN: Data not available. CHE developing reporting requirements and methodology.

INDICATOR A-3: ARTICULATION AGREEMENTS

STANDARDS AND RESULTS:

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

Articulation Agreements with Accredited Senior Institutions							
2003-2004		2004-2005		2005-2006		2006-2007	
Standard	College	Standard	College	Standard	College	Standard	College
100%	100%	100%	100%	100%	100%	100%	100%

INDICATOR A-4: ACCREDITATION

STANDARDS AND RESULTS:

- 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)

Year	No. of Accreditable Programs	No. Accredited	% Accredited
2003	16	16	100%
2004	14	14	100%
2005	14	14	100%
2006	14	14	100%

CSF B: STUDENT OUTCOMES

INDICATOR B-1: STUDENT GOAL ATTAINMENT

STANDARDS AND RESULTS:

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

ATTAINMENT OF EDUCATIONAL GOALS

Graduates						
Goal Statement	Standard	2002-03	2003-04	2004-05	2005-06	2006-07
Did you accomplish this goal?	90%	82.3%	82.4%	84.0%	78.5%	78.8%

ACTION PLAN: The college will develop a plan to determine the underlying factors impacting satisfaction of graduates.

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

ATTAINMENT OF EDUCATIONAL GOALS

Non-Completing Students				
Goal Statement	Standard	2001-2004	2002-2005	2003-2006
MTC helped/is helping my educational goal.	50%	Not Available	Not Available	Not Available
MTC contributed to my quality of life.	50%	Not Available	Not Available	Not Available

ACTION PLAN: Data is currently unavailable because the college is reviewing its process for surveying non-completers.

- Seventy percent of first-time freshman will meet or persist toward their goal of graduation, transfer or employment.

ACTION PLAN: Data not currently available. The college is investigating new strategies to collect student goal information and reviewing the methodology used to compile these data.

INDICATOR B-2: GRADUATION RATES

STANDARDS AND RESULTS:

- 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)

COHORT GRADUATION RATE

Cohort Year	# Starting	# Graduating	Graduation %
1999	1166	96	8.20%
2000	1121	108	9.60%
2001	1121	127	11.30%
2002	1293	128	9.90%
2003	1405	141	10.0%

CHE Performance Funding Data; Indicator 7A

INDICATOR B-3: PLACEMENT RATE IN WORK FORCE**STANDARDS AND RESULTS:**

- Students employed in related fields or continuing their education within 6 months of graduation will meet or exceed 90 percent.

MTC GRADUATE PLACEMENT RATE

Year	Standard	# of Grads*	# Avail. for Placement	# Placed	% Placed
2001-2002	90%	1658	1638	1278	77%
2002-2003	90%	1612	1605	1241	77%
2003-2004	90%	1720	1703	1252	74%
2004-2005	90%	1762	1739	1394	80%
2005-2006	90%	1697	1691	1438	85%

* Unduplicated headcount of graduates

ACTION PLAN: Changes in the college's survey methodology for collecting these data resulted in an initial decline in placement rates. The figures will be monitored for improvement.

PLACEMENT RATE IN WORKFORCE FOR STUDENTS WITH MARKETABLE SKILLS

INDICATOR B-4: TRANSFER RATES AND PERFORMANCE

STANDARDS AND RESULTS:

- 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.

Transfer Student GPA Comparison First-Time Fall 2001 Transfers

Senior Institution	First-Time Fall 2001 Transfers				First-Time Fall 2003 Transfers				First-Time Fall 2005 Transfers			
	MTC Transfer Students		Native Students		MTC Transfer Students		Native Students		MTC Transfer Students		Native Students	
	# of MTC Transfer Students	G. P. A.	# of First Time Native	G. P. A.	# of MTC Transfer Students	G. P. A.	# of First Time Native Students	G. P. A.	# of MTC Transfer Students	G. P. A.	# of First Time Native	G. P. A.
Winthrop	19	2.44	3398	2.76	13	2.43	3794	2.83	16	1.96	4132	2.63
SC State University	6	2.56	2461	2.46	20	2.53	3370	2.45	15	2.81	2804	2.45
USC-Spartanburg	1	3.569	99	3.01	7	2.7	3223	2.61	14	2.83	3661	2.57
USC-Columbia	188	2.4	7322	2.94	225	2.63	14301	2.92	254	2.43	16421	2.88
USC-Aiken	9	2.26	2461	2.46	16	2.74	2373	2.64	17	2.45	2609	2.58
Francis Marion	3	2.23	1718	2.62	4	2.77	1994	2.51	3	2.20	2179	2.51
Lander University	11	2.57	1116	2.53	8	2.59	1165	2.58	9	2.95	1668	2.49
College of Charleston	18	1.92	1959	2.71	12	2.49	6557	2.94	17	1.96	6621	2.81
The Citadel	3	1.93	1794	2.77	2	1.66	1848	2.77	2	3.00	1921	2.60
Clemson	10	2.57	16,522	2.83	19	2.05	12423	2.99	11	2.36	13223	2.68
Coastal Carolina University	6	2.23	886	2.83	10	2.23	1268	2.69	7	2.66	3713	2.55

INDICATOR B-5: RETENTION RATES**STANDARDS AND RESULTS:**

- The retention of sub-population groups will be within 5 percent of the college-wide average.

FRESHMAN-TO-SOPHOMORE RETENTION RATES BY GENDER

	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06	Fall 2006-07
College	53.6%	49.2%	46.8%	44.7%	44.5%
Male	45.5%	48.6%	44.7%	42.6%	44.8%
Female	51.3%	49.6%	48.2%	45.9%	44.0%

FRESHMAN-TO-SOPHOMORE RETENTION RATES BY ETHNICITY

	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06	Fall 2006-07
College	53.6%	49.2%	46.8%	44.7%	44.5%
Black	45.7%	41.9%	39.3%	38.6%	35.8%
White	50.2%	53.5%	50.8%	48.5%	49.6%
Other	50.3%	47.8%	53.0%	44.0%	45.7%

FRESHMAN TO SOPHOMORE RETENTION RATES BY ETHNICITY/GENDER

	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06	Fall 2006-07
College	53.6%	49.2%	46.8%	44.7%	44.5%
Black Male	43.2%	42.4%	34.2%	36.5%	36.2%
White Male	45.4%	51.3%	48.0%	45.1%	49.0%
Other Male	51.1%	48.5%	57.2%	47.9%	44.6%
Black Female	47.0%	41.6%	41.9%	39.9%	35.6%
White Female	54.6%	55.6%	53.2%	51.6%	50.1%
Other Female	49.6%	47.2%	50.0%	40.9%	46.6%

FRESHMAN TO SOPHOMORE RETENTION RATES BY STATUS AT ENTRY

	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06	Fall 2006-07
College	53.6%	49.2%	46.8%	44.7%	44.5%
Full DVS	55.5%	37.1%	45.1%	39.2%	40.0%
1st_Freshman	50.7%	51.5%	48.0%	45.4%	45.8%
1st_Transfer	43.9%	43.1%	43.7%	42.2%	41.1%
Full-time	53.5%	53.2%	50.1%	48.2%	50.9%
Part-time	40.6%	42.2%	41.3%	38.2%	34.7%

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

TWO-YEAR PUBLIC COLLEGE RETENTION RATE COMPARISON

Years	National Rate	MTC
2001-2002	51.8%	57.4%
2002-2003	52.8%	57.4%
2003-2004	51.3%	52.0%
2004-2005	51.6%	46.2%
2005-2006	52.5%	50.1%

(Source: American College Testing Service)

ACTION PLAN: The college has established several performance measures in the Institutional Priorities to track improvement of student retention.

- 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)

Year	Standard	(a) All Degree Seeking Other Race Students Enrolled	(b) No. of other Race Students Retained to Next Year	(c) No. of Other Race Students Graduating in Cohort Year	Rate $\frac{b+c}{a}$
2001-2002	49.0%	3248	1401	389	55.1%
2002-2003	49.0%	3662	1672	423	57.2%
2003-2004	49.0%	4096	1764	448	54.0%
2004-2005	49.0%	4146	1817	471	55.2%
2005-2006	49.0%	4199	1801	470	54.1%

Source: CHE 8C2

INDICATOR B-6: LICENSURE EXAM RATES

STANDARDS AND RESULTS:

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

Program	No. of Test Takers	% Pass 1st Attempt
2002-03	281	93.9%
2003-04	277	94.6%
2004-05	273	98.5%
2005-06	341	95.6%
2006-07	330	95.2%

- Of MTC graduates taking post-graduate professional, graduate or employment-related exams and licensure/certification exams, 89% will pass the exam on the first attempt. (7D – Scores of Graduates on Professional, Graduate or Employment-Related Examinations and Certification Tests)

	2003-2004		2004-2005		2005-2006		2006-2007	
	MTC	SC	MTC	SC	MTC	SC	MTC	SC
National Council Licensure Exam. - Practical Nurse	98.1%	94.0%	100.0%	95.0%	100.0%	96.0%	98.4%	95%
National Council Licensure Exam. - Registered Nurse (ADN)	93.4%	90.0%	97.7%	87.0%	93.8%	89.0%	91.1%	91%
National Board for Dental Hygiene Exam	95.2%	96.0%	100.0%	90.0%	100.0%	95.0%	95.7%	90%
SRTA Regional Exam for Dental Hygienists	90.0%	94.0%	95.2%	96.0%	95.1%	97.0%	--	67%
Nuclear Medicine Technology, AART	100.0%	100.0%	88.0%	88.0%	100.0%	100.0%	100%	96%
Nuclear Medicine Technology Certification Board Exam.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%	100%

Source: Examination agencies' reports to CHE

CSF C: QUALITY SUPPORT SERVICES

INDICATOR C-1: CLIENT SATISFACTION (STUDENTS)

STANDARDS AND RESULTS:

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

STUDENT SATISFACTION WITH PERSONAL GROWTH

Personal Growth Areas	Standard	2004-05	2005-06	2006-07
Written communication skills	90%	59%	47%	83%
Oral communication skills	90%	56%	58%	85%
Math computational skills and reasoning	90%	56%	74%	77%
Determining personal and career goals	90%	80%	70%	74%
Self-confidence	90%	65%	71%	71%
Learning on your own	90%	87%	84%	80%
Working cooperatively with others	90%	83%	76%	84%
Understanding different philosophies and cultures	90%	82%	45%	70%
Problem Solving and critical thinking	90%	94%	87%	77%
Comprehending and applying scientific principles	90%	84%	81%	71%
Utilizing computer skills	90%	64%	57%	77%
Utilizing research skills	90%	78%	58%	80%

Source: MTC Academic Program Review Surveys

ACTION PLAN: The college is reviewing these data to develop a strategy for improvement.

- 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.

STUDENT SATISFACTION WITH SERVICES

* Programs and Services	Standard	2004-05	2005-06	2006-07
Admissions	80%	77%	92	94%
Student Assessment/Placement Testing	80%	78%	97	87%
Registration	80%	55%	90	86%
Financial Aid Services	80%	37%	47	59%
New Student Orientation	80%	90%	91	77%
Job Placement Services	80%	66%	74	60%
Student Life Programs/Services	80%	73%	85	74%
Veterans Affairs	80%	100%	92	85%
Academic Advising	80%	73%	92	78%
Bookstore Services**	80%	75%	*Survey Not Administered	64%
Cafeteria Services**	80%	80%		63%
Cashier Services**	80%	51%		62%
Security Services**	80%	N/A		75%
Classroom Facilities**	80%	90%		70%
Computer Resources**	80%	93%		79%
Library Resources**	80%	93%		80%
Laboratory Facilities**	80%	90%		69%
Parking Facilities**	80%	74%		52%

* Source: MTC Academic Program Review Surveys

** Source: BA Student Services Survey (Administered on a 3-Yr cycle)

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

CONTINUING EDUCATION QUALITY OF INSTRUCTION

Years	Standard	Course Content	Instructional Quality
2001-2002	90%	94.0%	96.0%
2002-2003	90%	95.0%	95.7%
2003-2004	90%	96.0%	96.6%
2004-2005	90%	98.5%	94.6%
2005-2006	90%	96.5%	97.6%

INDICATOR C-1: CLIENT SATISFACTION (EMPLOYERS)

STANDARDS AND RESULTS:

- 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.

Programs	Standard	Level of Performance	
		General Education, Technical and Non-Technical Skills and Readiness for the Work Force	
		Previous Review	Current Review
ACC	90%	94%	100%
MED	90%	100%	100%
MGT	90%	100%	100%
MKT	90%	100%	100%
SUR	90%	100%	100%

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

Programs	Standard	Recommend for Other Employment	
		Previous Review	Current Review
ACC	90%	100%	78%
MED	90%	100%	100%
MGT	90%	100%	92%
MKT	90%	100%	92%
SUR	90%	100%	100%

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

CONTINUING EDUCATION QUALITY OF INSTRUCTION

Years	Standard	Course Content	Instructional Quality
2001-2002	90%	94.0%	96.0%
2002-2003	90%	95.0%	95.7%
2003-2004	90%	96.0%	96.6%
2004-2005	90%	98.5%	97.5%
2005-2006	90%	96.5%	97.6%

- 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)

CONTINUING EDUCATION USE OF PROGRAMS AND SERVICES

Years	Standard	Use of Programs
1996	90%	97%
1999	90%	100%
2002	90%	98%
2005	90%	98%

ACTION PLAN: Survey administered on a 3-Year cycle

INDICATOR C-2: ASSESSMENT OF PROGRAMS AND SERVICES**STANDARDS AND RESULTS:**

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

Student Development Services Department Evaluations

(Ratings on a 5-point scale Standard = 4)

	2004			2005			2006*		
Review Component	ADV	CNS	SA	UB	CAL	SSS	DRC	ETS	EOC
Overall Rating	4.9	3.7	4.9	3.8	4.8	4.8	4.0	3.7	3.9

*Note: Rating changed to a 4.0 scale with a 3.2 standard.

ADV=Advisement & Sched.

CNS=Counseling Services

SA=Student Activities

UB=Upward Bound

CAL=Ctr. For Adult

Learners/Job Training

SS=Student Support
Services

DRC=Disability Resource Ctr.

ETS=Educational Talent Search

EOC =Educational Opportunity Ctr.

- Business Affairs program reviews will reflect a rating of 80 percent or higher.

Business Affairs Division: 2004	Standard	Previous Program Rating	Current Program Ratings
Budget Office	> 80 %	97.6 %	97.0 %
Auxiliary Services Office	> 80 %	Not Available	95.9 %
Bookstore	> 80 %	83.3 %	94.6 %
Conference/Meeting Facilities	> 80 %	82.6 %	96.0 %
Catering Services	> 80 %	Not Available	93.3 %
Vending Services	> 80 %	Not Available	89.3 %
Cafeteria Services	> 80 %	82.6 %	86.8 %
Finance and Accounting Office	> 80 %	Not Available	92.8 %
Accounts Payable	> 80 %	95.7 %	92.9 %
Cashier	> 80 %	74.4 %	81.0 %
Grants Accounting	> 80 %	76.2 %	94.3 %
Human Resource Management Office	> 80 %	81.6 %	85.6 %
Operations Office	> 80 %	Not Available	83.2%
Building & Grounds	> 80 %	Not Available	91.3%
Security Staff	> 80 %	Not Available	85.1%
Motor Pool	> 80 %	Not Available	92.7%
Support Services Office	> 80 %	Not Available	95.3%
Archives	> 80 %	95.0%	94.7%
Inventory Services	> 80 %	96.3%	95.2%
Mail Services	> 80 %	82.0%	93.2%
MIL Warehouse	> 80 %	90.3%	95.1%
Procurement	> 80 %	85.9%	90.1%
Business Affairs Division: 2006	Overall Satisfaction	Previous Program Rating	Current Program Ratings
Vice President for Business Affairs Office	> 80 %	95.6 %	95.7 %
Information Resource Management Office	> 80 %	96.7 %	91.2 %
Help Desk	> 80 %	86.0 %	89.1 %
Telecommunication (Telephone)	> 80 %	96.8 %	94.8 %
Programming Services	> 80 %	95.4 %	88.9 %
Micro-Systems Services	> 80 %	94.6 %	94.2 %
Networking & Network Account Services	> 80 %	95.8 %	95.4 %

Source: BA Employee Satisfaction Survey

INDICATOR C-3: ENTRY-TESTING AND COURSE PLACEMENT**STANDARDS AND RESULTS:**

- 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.

COURSE SUCCESS RATE FROM INITIAL TEST DATA

Target Courses	Standard	Success Rate				
		2002-03	2003-04	2004-05	2005-06	2006-07
ACC101	75%	82%	82%	80%	78%	73%
CPT101	75%	91%	94%	91%	93%	91%
ENG101	75%	84%	90%	86%	88%	86%
MAT101	75%	81%	81%	76%	75%	73%
MAT102	75%	80%	80%	82%	81%	77%
MAT110	75%	86%	87%	84%	80%	82%
MAT155	75%	88%	88%	88%	87%	81%
PSY201	75%	81%	82%	79%	82%	81%
RDG100	75%	83%	79%	74%	80%	82%
SOC101	75%	85%	89%	86%	90%	86%

INDICATOR C-4: ACCESS AND EQUITY**STANDARDS AND RESULTS:**

- The percentage of gender and race of the student body at the college will be within 5% parity with the composition of the community.

ENROLLMENT BY RACE AND GENDER

Race									
	2004-05			2005-06			2006-07		
	Black	White	Other	Black	White	Other	Black	White	Other
MTC	36%	55%	9%	36%	55%	9%	36%	56%	8%
Cola MA	2000 Census								
	Black			White			Other		
	32%			64%			4%		

Gender						
	2004-05		2005-06		2006-07	
	Male	Female	Male	Female	Male	Female
MTC	37%	63%	37%	63%	37%	63%
Cola MA	2000 Census					
	Male			Female		
	48%			52%		

ACTION PLAN: The college will develop strategies designed to impact male enrollment.

- 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)

PERCENT SC OTHER-RACE CITIZENS ENROLLED

Year	Standard	Fall Unduplicated HC Enrollment	Unduplicated HC Other-Race SC Citizens	% SC Other-Race Citizens Enrolled
2002-2003	23-30%	10,104	3,982	39.4%
2003-2004	23-30%	10,678	4,304	40.3%
2004-2005	23-30%	10,491	4,295	40.9%
2005-2006	23-30%	10,569	4,351	41.2%
2006-2007	23-30%	10,659	4,328	40.6%

- 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.

DVS Course	Target Course	2003			2004			2005			2006		
		A	B	A to B	A	B	A to B	A		A to B	A	B	A to B
		DVS	No DVS	Success Ratio	DVS	No DVS	Success Ratio	DVS	No DVS	Success Ratio	DVS	No DVS	Success Ratio
ENG 035	ENG 100	65	83	78	74	81	91	66	82	80	-	-	-
ENG 032	ENG 100	-	-	-	-	-	-	-	-	-	67	76	88
MAT 032	MAT 100	75	81	93	76	69	110	78	69	113	69	69	100
MAT 100	MAT 101	77	77	100	70	70	100	76	72	106	75	68	110
MAT 100	MAT 155	89	89	100	83	89	93	90	84	107	83	84	99
RDG 035	RDG 100	61	74	82	65	73	89	70	76	92	-	-	-
RDG 032	RDG 100	-	-	-	-	-	-	-	-	-	62	80	78
RDG 100	CPT 101	92	93	99	91	90	101	87	94	93	88	89	99
RDG 100	ENG 101	88	89	99	83	82	101	80	86	93	75	85	88
RDG 100	PSY 201	66	82	80	60	80	75	61	80	76	53	82	65
RDG 100	RDG 101	86	91	95	100	100	100	-	-	-	-	-	-
RDG 100	SOC 101	70	85	82	56	88	64	58	89	65	50	86	58

CSF D: ECONOMIC DEVELOPMENT AND COMMUNITY INVOLVEMENT

INDICATOR D-1: SUPPORT OF ECONOMIC DEVELOPMENT

ACTION PLAN: The college is reviewing this indicator to determine how to proceed.

STANDARDS AND RESULTS:

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

- Of a sample of existing businesses who 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

ACTION PLAN: The college is reviewing this indicator to determine how to proceed.

STANDARDS AND RESULTS:

- Eighty percent of community leaders report that MTC is a positive influence on the quality of life of the community.
- 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.

Percent of Outreach Services Clients Continuing in High School/Middle School or Entering Post-Secondary Education		
Year	Clients Served	% Continuing Secondary/ Entering Post-Secondary Education
2002-2003	1076	93%
2003-2004	1032	91%
2004-2005	1026	91%
2005-2006	1017	91%
2006-2007	1014	92%

Source: ETS & UB reports

INDICATOR D-3: POSITIVE COMMUNITY RESPONSE

STANDARDS AND RESULTS:

- 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.

Local College-Bound High School Graduates					
Categories	2001-2002 Grads	2002-2003 Grads	2003-2004 Grads	2004-2005 Grads	2005-2006 Grads
Total Number of Area High School Completers	5,135	5,413	5,369	5,438	5,660
Number/Percentage of Area High School Completers Admitted to any Post-Secondary Institution	3,631 (71.0%)	3,768 (70%)	3,884 (72%)	3,931 (72%)	4,177 (74%)
Number and Percent Enrolled at MTC*	829 (23%)	1,013 (27%)	918 (24%)	1,023 (26%)	1,199 (29%)

*Source: CERS Opening Extract

INDICATOR D-4: PARTNERSHIPS AND ALLIANCES**STANDARDS AND RESULTS:**

- 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 sector)

ACTION PLAN: The SBTCE has worked with CHE staff to develop an acceptable measure for this indicator.

TECHNICAL COLLEGES CAMPUSES SECTOR INSTITUTIONS

	2004-05	2005-06	2006-07
1. (a) All credit degree programs/clusters...have advisory committees	Yes	Yes	Yes
(b) College has an Advisory Council Manual that includes...	Yes	Yes	Yes
If both a and b are Yes then continue, if not Score = 1.	1	1	1
Total Number of Advisory Committees	28	29	29
2. 1) # that meet at least one time per year	28	29	29
2) # that provide input to help in reviewing and revising programs for currency with business and industry processes as appropriate.	28	29	29
Number of advisory committees that reviewed and made recommendations on the utilization/integration of current technology and equipment in existing programs.	28	21	12
3) # that provided professional development opportunities, field placements, or cooperative work experiences for students or faculty within their company.	20	20	5
# that provided assistance with student recruitment, student job placement, and if appropriate faculty recruitment.	15	15	10
4) # that have completed a self evaluation of the effectiveness of the advisory committee in its defined role to the institution.	28	29	29
3. a) Sum of part 2. 1-6	147	143	85
b) # of Committees *6	168	174	174
c) Result of (a)(b)* 100	87.5%	82.2%	48.8%
Are all programs covered?	Yes	Yes	Yes

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

The college has over 50 partners including: all local school districts within the service area, USC, SC State University, Clemson University, MUSC, MEBA Alliance, United Way, American Heart Association, Blue Cross Blue Shield, Siemens Diesel System Technology, CMC Steel of SC, SCANA, SC Hospital Association, Palmetto GBA, PBR Columbia LLC, Palmetto Health, Westinghouse, Trane, Valspar, Square D, Union Switch and Signal, Michelin, Intertape Polymer Group (IPG), and Lexington Medical Center.

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

ACTION PLAN: The college is currently conducting a comprehensive review of its college-wide survey needs. The survey, in some form, will be administered after this review is completed.

CSF E: EFFECTIVE LEADERSHIP AND MANAGEMENT

INDICATOR E-1: COOPERATIVE PLANNING AND GOAL ATTAINMENT

STANDARDS AND RESULTS:

- 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)

CHE approved the college's statement of Mission, Role and Scope and Values in 1999.

- 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)

The annual *MTC Report Card* details the college's success in accomplishing the goals outlined in its Strategic Plan. The CHE no longer requires MTC to report on this benchmark.

INDICATOR E - 2: MANAGEMENT OF RESOURCES

STANDARDS AND RESULTS:

- The average class sizes at the college will be 12-27. (3A1 – Class Sizes and Student/Teacher Ratios)
- The ratio of FTE student per FTE faculty will be 10-20. (3A2 - Class Sizes and Student/Teacher Ratios)
- The standard for the average number of credit hours taught by teaching faculty is Not Available. (3B - Number of Credit Hours Taught by Faculty)
- The ratio of full-time faculty as compared to other full-time employees will be 36-42%. (3C - Ratio of Full-time Faculty as Compared to Other Full-time Employees)

Category	Standard	MTC (Fall)				
		2002	2003	2004	2005	2006
a. Avg. Lecture Size (3A)	12 – 27	20.5	21.4	21.4	20.5	20.1
b. FTE Student/FTE Faculty(3A3)	10 – 20	17.6	18.5	18.22	17.72	18.8
c. Avg. Cr. Hours Taught (3B)	Not * Available	258.6	268.3	265.14	255.23	262.29
d. FT Fac./Other FT Employees (3C)	36 – 42 %	41.2	39.7	38.3	39.9	38.8%

*CHE is developing a benchmark for this measure.

- The college will conduct its management practices in the most efficient and effective manner possible and will meet 100% of the criteria. (5B - Use of Best Management Practices)

The college will provide narrative and other substantiation that explain its efforts in each of the areas during the past three years. The Commission on Higher Education will determine whether each institution has applied each management practice consistently during the past three years.

This indicator was reviewed as a part of the CHE/SBTCE data verification in November 2001. Auditors reviewed sub-section 5B-2, 5B-10 & 5B-11 and made no recommendations.

- 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)

Year	Standard	CEU's Produced
2001-2002	N/A	40,269
2002-2003	N/A	39,792
2003-2004	N/A	37,128
2004-2005	N/A	45,329
2005-2006	N/A	43,517

ACTION PLAN: The college tracks CEU's.

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

Average General Overhead Costs

Category	Standard	MTC			
		FY 2003	FY 2004	FY 2005	FY 2006
a. General Overhead Costs per FTE Student (5D)*	\$1,046 -\$1,477	\$1,118	\$965	\$956	\$930

INDICATOR E-3: ACQUISITION OF PUBLIC/PRIVATE RESOURCES

STANDARDS AND RESULTS:

- Local appropriations will equal the college's annual operational and capital funding budget request.

LOCAL APPROPRIATIONS

County	Year	Operational Budget			Capital Budget	
		Amount Requested	Amount Approved	Amount Received	Amount Requested	Amount Approved
Richland	2002-03	\$3,300,833	\$3,300,833	\$3,300,833	1 Mill (1)	1 Mill (1)
Lexington	2002-03	\$2,200,556	\$2,200,556	\$2,200,556	\$661,600	\$661,600
Fairfield	2002-03	\$ 50,720	\$ 50,720	\$ 50,720	N/A	N/A
Richland	2003-04	\$3,467,905	\$3,467,905	\$3,467,905	1 Mill (1)	1 Mill (1)
Lexington	2003-04	\$2,198,364	\$2,198,364	\$2,198,364	\$665,000	\$665,000
Fairfield	2003-04	\$ 92,407	\$ 92,407	\$ 92,407	N/A	N/A
Richland	2004-05	\$3,486,096	\$3,486,096	\$3,486,096	1 Mill (1)	1 Mill (1)
Lexington	2004-05	\$2,324,064	\$2,324,064	\$2,324,064	\$677,000	\$677,000
Fairfield	2004-05	\$ 104,994	\$ 104,994	\$ 104,994	N/A	N/A
Richland	2005-06	\$3,577,416	\$3,577,416	\$3,577,416	1 Mill + ½ Mill (1½)	1 Mill + ½ Mill (1½)
Lexington	2005-06	\$2,384,944	\$2,384,944	\$2,384,944	\$1,041,000	\$1,041,000
Fairfield	2005-06	\$ 108,228	\$ 108,228	\$ 108,228	N/A	N/A
Richland	2006-07	\$3,682,764	\$3,682,764	\$3,682,764	1 Mill + ½ Mill (1½)	1 Mill + ½ Mill (1½)
Lexington	2006-07	\$2,455,176	\$2,455,176	\$2,455,176	\$1,105,000	\$1,105,000
Fairfield	2006-07	\$ 110,392	\$ 110,392	\$ 110,392	N/A	N/A

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

Standard	2004-2005 Contributions	2005-2006 Contributions	2006-2007 Contributions	% Change Current Year
5%	\$284,508	\$297,090	\$375,843	+126%

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

Category	Standard	MTC				
		FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Endowment Per FTE Student (E-3)	5% Increase	\$243 (-9%)	\$265 (+9%)	\$280 (+5%)	\$ 285 (+2%)	\$ 290 (+1.7%)

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

Annual Source of Funds	Public Two-year	MTC 2003-04	MTC 2004-05	MTC 2005-06	MTC 2006-07
Annual fund	20%	5%	6%	7%	8%
Bequests/Other gifts from living individuals	22%	6%	5%	4%	4%
Gifts/grants from foundations, corporations, government and foreign government, corporations, foundations	44%	86%	87%	85%	86%
Other gifts/grants	13%	3%	2%	4%	2%

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

Year	% Change Standard	Previous Year's Contributions	Current Year's Contributions	% Change Current Year
2002-2003	5%	\$ 80,549	\$ 80,786	0%
2003-2004	5%	\$ 80,786	\$ 98,507	22%
2004-2005	5%	\$ 98,507	\$ 84,493	-14%
2005-2006	5%	\$ 84,493	\$ 77,785	-8%
2006-2007	5%	\$ 77,785	\$ 69,447	-11%

- The activity level of grant applications and resulting funds will follow a positive trend over time.

New Grant Applications - July 06-June 07			
Title of Grant Proposal	Date Submitted	Status	Total Award
US DOE Title III – Strengthening Institutions	July 2006	Awarded 9/29/06-five yrs	\$1,993,061
US DOE Educational Opportunity Center		Awarded 8/03/06-four yrs	\$ 880,000
US DOE Educational Talent Search		Awarded 7/26/06-four yrs	\$1,382,244
National Science Foundation NSF CCLI project collaboration with USC, <i>Developing an Engineering Environment for Fostering Effective Critical Thinking (EFFECT) Through Measurements</i>		Awarded 3/30/07-one yr	\$ 36,000
National Science Foundation NSF – STEM collaboration with USC, <i>SC Steps to STEM</i>	September 2006	Pending Grant for \$550,000	
SC Department of Commerce – Cont. Education	October 2006	Not funded	
African American Male Leadership	August 2006	Awarded for one year Sept. 06	\$ 5,000
TOTAL FEDERAL AND STATE AWARDS - YEAR TO DATE			\$4,296,305

Source: 2006-07 Institutional Priorities/Agency Head Report

ACTION PLAN: The college is developing a methodology for tracking grant related activities.

INDICATOR E-4: FACILITY AND TECHNOLOGY DEVELOPMENT**STANDARDS AND RESULTS:**

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

SPACE UTILIZATION

Year	Classroom and Laboratory Utilization Rate			
	Technical System Average		Midlands Technical College	
	Classroom	Laboratory	Classroom	Laboratory
2002-2003	24.34 hrs	14.82 hrs	29.78 hrs	18.51 hrs
2003-2004	21.20 hrs	16.92 hrs	29.20 hrs	19.68 hrs
2004-2005	20.71 hrs	15.76 hrs	26.93 hrs	19.11 Hrs
2005-2006	20.61 hrs	14.62 hrs	26.71 hrs	19.99 hrs
2006-2007	21.10 hrs	15.09 hrs	27.86 hrs	21.11 hrs

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

USER SATISFACTION RATINGS
2006 SURVEY RESULTS

	Space Allotment			Existing Furnishings/Lighting			Cleanliness		
	Std.	Student	Employee	Std.	Student	Employee	Std.	Student	Employee
Classrooms	85%	67.4	68.1	85%	68.6	68.3	85%	72.7	71.2
Bookstore	85%	58.0	76.1	85%	76.9	85.3	85%	80.6	89.9
Restrooms	85%	62.5	63.6	85%	65.7	67.9	85%	60.0	58.3
Computer Laboratories	85%	74.3	78.1	85%	75.9	80.0	85%	85.8	83.7
Laboratories (not computer)	85%	61.7	77.4	85%	64.3	77.3	85%	80.2	80.7
Parking	85%	31.7	60.4	NA	46.6	62.5	85%	75.6	81.9
Hallways/Common Area	85%	N/A	0.0	NA	N/A	0.0	85%	N/A	77.4
Food Service Area	85%	56.4	70.3	85%	69.5	78.8	85%	78.7	84.4
Library	85%	72.5	84.4	85%	73.2	85.9	85%	90.3	90.3
Food Vending Areas	85%	57.0	68.5	85%	70.6	75.1	85%	75.9	80.7
Conference/Meeting Rooms	85%	N/A	81.2	85%	N/A	84.1	85%	N/A	89.5
Faculty Lounges	85%	N/A	59.6	85%	N/A	64.3	85%	N/A	70.4
Office Space	85%	N/A	62.1	85%	N/A	70.1	85%	N/A	70.0

Source: BA Student and Employee Satisfaction Survey (Administered on a 3-Year cycle)

CSF F: COLLABORATIVE ORGANIZATIONAL CLIMATE**INDICATOR F-1: ON-GOING PROFESSIONAL DEVELOPMENT****STANDARDS AND RESULTS:**

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

ACTION PLAN: The college is developing a definition and methodology for the collection of this data.

INDICATOR F-2: FACULTY/STAFF DIVERSITY**STANDARDS AND RESULTS:**

- 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 Programs* report.

Year	Standard	MTC Goal Attainment
2001-2002	80%	94%
2002-2003	80%	97%
2003-2004	80%	97%
2004-2005	80%	95%
2005-2006	80%	96%

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

Year	CHE Benchmark	MTC Performance
Fall 2002	10%-13%	15.9%
Fall 2003	10%-13%	17.1%
Fall 2004	10%-13%	18.6%
Fall 2005	10%-13%	17.6%
Fall 2006	10%-13%	18.1%

ACTION PLAN: Technical Colleges – The standard for this indicator is based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, “Educational attainment of persons 25 yrs and older.” The standard for a score of “Achieves” for this sector is 10% to 13%.

INDICATOR F-3: SUPPORT FOR EQUITY IN EMPLOYEE SALARY/BENEFITS**STANDARDS AND RESULTS:**

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

**Classified Average Salary Comparison
(As of April 2008)**

Year	No. of Class Codes at MTC	No. of MTC Codes Above State Salary Average	No. of MTC Codes Below State Salary Average	% Above State Average
2002-03	87	70	17	80.4%
2003-04	86	72	14	83.7%
2004-05	88	67	21	76.1%
2005-06	88	67	21	76.1%
2006-07	86	68	18	79.0%

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

FACULTY SALARY COMPARISON

Year	National Average Salary	MTC Average Salary
Fall 2003	\$50,371	\$41,338
Fall 2004	\$51,288	\$43,281
Fall 2005	\$52,810	\$45,424
Fall 2006	\$54,823	\$46,846

ACTION PLAN: MTC continues to make progress in closing the gap between itself and the National average. The college will continue to monitor changes in these figures.

INDICATOR F-4: EMPLOYEE SATISFACTION

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

Report Card 2006-2007

Sustaining

Excellence

2006-2007 SUSTAINING EXCELLENCE

In addition to the progress made on the action strategies, the faculty and staff of the college provided exceptional service to our students and community through the ongoing activities of the college. Please provide a brief description of your division's successes in the areas listed below. Only those activities **NOT** described in any of the college's goals, initiatives and action strategies should be included.

SERVICES TO STUDENTS

The English Department (specifically, the ESL program) sponsors several World Café meetings each year to provide international and native students with the opportunity for conversation and cultural exchange. These meetings included a Mardi Gras party, an end-of-the semester potluck (both fall and spring) and a Halloween party.

The Humanities Department has ongoing acting classes who perform for the college and recently outside the college. Actors write skits and sketches, collaborating with instructors, then perform their own work.

The Accounts Receivable Department participated in the "spring into Fall Program" and the "Fall '07 Kick-Off" sponsored by the Student Development Services.

Material Inventory and Logistics (MIL) moved and set up the MTC Upward Bound on the USC Campus.

IRM completed installation of almost 400 replacement PC's in computer labs across all campuses.

The Entry Level Training Program for Workstation Support & Network Operations Personnel was designed to fill a workforce need for a local employer, Blue Cross Blue Shield of SC. Very specific technical skill-sets were defined for these positions, and classroom training was provided during a five-month period in 2007.

Online courses with Ed2Go and Gatlin increased by 176% in revenue and 88% in contact hours. Testing Center revenue increased by 106% and contact hours by 80%.

Approximately 1,900 students participated in the On-Site Admissions program to include placement testing, completing college application, and participating in Orientation Services.

New Student Advisement and Orientation Services staff advised 6,770 new, continuing and transient students during 2006 - 2007 through a combination of individual, group and orientation sessions. This represented an increase of 7.3 percent from 2005 - 2006.

New Student Advisement and Orientation Services created two pilot orientation programs for students at select high schools with low-MTC enrollment. Orientation sessions were held on April 21 and 28, 2007 for 59 students and 51 parents. A total of 46 students received advisement information for the fall 2007 term.

The Student Assessment office provided assessment related services to over 68,036 people. The department has experienced 13.2 percent increase in overall direct testing services this year with 39,428 compared to 34,838 testing volume in 2005-06. The largest increases in direct testing services were in the categories of instructional testing, and high school/dual enrollment exams.

The number of instructional exams administered by Student Assessment increased by 11.3 percent to over 25,215. High school/dual enrollment testing went from 2,143 exams in 2005-06 to over 2,794 exams administered and scored in 2006-07. This was a 30.4 percent increase over last year.

The Student Assessment staff administered over 819 advanced placement examinations. The largest growth in this population is in the area of CLEP and DANTES examinations.

Through June 2006, 10,401 students have been awarded financial aid for the 2006-07 academic year a 3 percent increase over last year.

Financial assistance disbursement dates were posted in advance, and funds were transmitted earlier than posted.

Student Financial Services continues to see an increase in lottery funds with over \$6,400,000 awarded.

The 712 LIFE Scholars served by the college increased by more than 8 percent compared to the previous year.

Student Information Centers provided an array of communications and customer service to students and community prospects by providing a centralized database of inquiries and student questions that are managed by Student Information/Campus Services Office. (This includes Hobson's AskMTC, MTC info, inquiry cards, e-mails from the Admissions Webpage, Campus Cruiser, and emails from e-spones.)

The Admissions Technology staff provided admissions and enrollment information to students within 24 hours of application. E-spones and triggers are coordinated with specific requests from the college's application.

The Student Information/Campus services offers extensive training and cross training of enrollment services staff as well as other front-line staff throughout the college which results in timely and accurate response to student inquiries over the phone, in person and via web.

Fifty-six local area high school students registered to take TAP Exams. Students earning successful scores on the exams are eligible for Advanced Placement credit.

A new Registration Calendar was added to the Records web page and the public web site.

SDS Technology Services created an online tuition calculator to assist students and prospective students in calculating tuition and fees.

Student Employment Services provided specialized online resources for disability issues and developed online resources for those with "less than desirable background". Counseling Services provided ongoing services to provide students with a range of career assessment options, up-to-date assistive technology for students with disabilities, accurate and up-to-date information about the numerous different certificate, diploma, and degree programs at the college, effective crisis-intervention, information on wellness, and strategies for success.

Counseling and Career Services has coordinated the design of a pilot intervention program for students experiencing academic difficulty and is working to streamline the change of major process.

The Student Life Office served 9,029 students, alumni, and employers/community agencies.

Counseling and Career Services coordinated a college team which implemented a focus group to determine the needs of MTC African American male students. This input was used to design an African American Male Leadership Institute and to host a statewide conference on African American Males in Higher Education. Over 120 educators and students from throughout South Carolina attended.

The SDS AVP's Office handled more than 140 student code violations and grievances with 4 grievance committee hearings, 2 grievance committee decision appeals, and 1 disciplinary sanction appeal.

The Office of the SDS AVP coordinated the MTC All-USA Academic Team Scholarship competition. Students selected to represent Midlands Technical College in this competition were recognized for their academic excellence at the MTC Student Honors Ceremony. The All-USA Academic Team nominees were also recognized in an awards ceremony at the State House and by a photo article in *The State* newspaper.

SDS AVP's Office, Student Life, and TCSP staff members conducted more than 110

workshops/presentations for more than 1,730 students and community members.

Student Life processed more than 2,077 student and employee identification cards.

More than 190 students were recognized for their outstanding academic accomplishments during the 2007 Student Honors Ceremony. Approximately 350 family members, faculty, and staff attended the event.

Approximately 500 of the 1,806 MTC graduating students participated in the Commencement Exercise. In addition, approximately 1,500 students, faculty, and staff attended the Graduates' Reception.

ACADEMIC PROGRAMS

In support of Teacher Quality Pathways grant, offered EDU 201- Classroom Inquiry with Technology in fall and spring semester. Also, organized and scheduled the installation of 20 laptop computers in the classroom for students taking this course.

Political Science Forums held on one Saturday during both fall and spring semesters emphasizing discussion on important topics facing the nation.

The English Department has developed a one-credit-hour Editing Course (ENG 105) for students enrolled in any writing-intensive course across the college who need additional instruction and practice in editing their own writing.

The Developmental Studies Department has developed two one-hour courses to improve and enhance students' vocabulary and proper usage.

The Humanities Department continues to encourage development of course/trips to foreign countries in order to broaden the students' knowledge of the world.

Lexington Hall Addition: Permanent improvement project was established and an architect was selected for \$1 million addition to provide classrooms and offices for nursing and allied health programs.

Enrollment Services Office designed and implemented a workflow and process for the new Merit Dental Hygiene Program.

The Community Outreach office identified and contacted students eligible for Fast Track registration. Significant enrollment increase from 2005-2006 due to targeted and direct mail to eligible students for Summer Fast Track Program.

New Student Advisement and Orientation Services coordinated enrollment strategy meeting with key academic areas to discuss class section availability for future terms.

The Michelin Scholars Program has provided employment and tuition to four MTC currently enrolled students with one student recently accepting a full-time salaried job with a beginning salary of an excess of \$40,000 per year. Enrollment Services staff coordinated with the Engineering Technology Department and Public Affairs to develop a student identification and communications plan to ensure this record number of scholar recipients for the college.

Services were expanded by the Office of Student Assessment including testing for 76 new classes. Total instructional exams administered for the year equal 25,215.

Student Employment Services served as a liaison between staff, faculty, and industry to communicate industry/employer needs and student/alumni availability. Counselors act as liaisons with academic departments to facilitate communication between faculty and staff for the benefit of students.

Counseling Services received referrals from faculty concerning students with academic and behavioral issues and worked with these students to resolve problems.

Student Development Services Staff taught COL 105 and IDS 201 classes and provided numerous individual class sessions, including sessions on career planning, stress management, and financial management.

The Nursing department continues to track student progress by admission class, and found

that USC accepted all candidates for fall 2007 with a 2.75 GPA or higher (125 students).

The Radiology program worked with Lexington Medical Center to build a classroom/office area just for students in the new Radiology department at no cost to the college. They also equipped the room with furniture, lockers, computers and desk.

SUPPORT OF COMMUNITY AND ECONOMIC DEVELOPMENT

In spring 2007, the Humanities Department partnered with Trustus Theatre in order to allow acting students a taste of professionalism in this discipline. The evening of skits and sketches written and performed by the students under the aegis of their instructor and produced by the department chair was a success with a full house. Proceeds were split between students and Trustus Theatre.

Finance and Budget staff participation raised money for the Heart Walk and Walk for Life (Breast Cancer).

The Budget Director chaired the Harvest Hope Food Drive.

Accounts Payable staff volunteers with "Hands and Feet Ministries" who provide cleanup services in the local neighborhoods traveled to New Orleans and helped with the Katrina cleanup.

Accounts Payable staff members volunteer as chaperons for youth and college students in their participation in community events.

HRM participates in the South Carolina Government Career Fair on an annual basis and engage in networking and informal recruitment methods in an effort to recruit and retain faculty and staff.

HRM staff member volunteers at Eau Claire High School participating in annual Career Fair.

Support Services staff members served on a committee for the South Carolina Public Records Association to present a workshop on the MTC Campus.

Support Services staff members coaches Little League Baseball, donate blood regularly, volunteers at school, and mentors and meets with elementary students twice each month.

Support Services staff members participated in the Harvest Hope Food Drive by picking up food from all the departments, boxing it up and delivering to the Harvest Hope facility.

A Support Services staff member is President of the Rotary Club of Five Points and a Support Services staff member serves as the SC State Representative to the National Government Finance Officers Association.

A Support Services staff member serves on the Board of the SC Association of Government Purchasing Officials.

IRM Director serves on Advisory Council for Richland One Middle College.

IRM staff support and participate in youth athletic programs from age three through high school level.

The college through Auxiliary Services hosted 2,769 meetings during 2006-2007 fiscal years; of this amount, 481 were outside businesses from MTC's service area.

HRM staff members are members of Society of Human Resource Management.

An HRM staff member is a member of the SC Technical Education Association and the Midland Valley Area Chamber of Commerce.

HRM staff member served on the Harvest Hope Food Bank Drive Committee.

Auxiliary Services employees participate in the lunch buddy program.

MTC worked closely with MEBA and the Workforce Investment Board to support the Economic Development Grant that MEBA received for providing funds to implement WorkKeys in nine local organizations that had not previously used the WorkKeys system. At

this point, we have completed WorkKeys job profiles for nine organizations.

MTC worked with Lexington School District One to include information about the WorkKeys system in the curriculum for the Career Facilitator program. We made presentations to each class since February.

Delivered monthly Continuing Edge seminars for the community. These seminars were free and focused on pertinent trends and training for business and industry.

One hundred sixty-four (164) programs have been updated and/or maintained on the state Workforce Investment Act Approved Eligible Provider List necessary for WIA clients to attend training at Midlands Technical College.

Recruitment and Community Outreach and Student Assessment collaborated to provide 20 students at Wil Lou Grey Opportunity School with information on preparing for college.

The TRiO and Community Support Programs (TCSP) joined the SDS AVP's Office in July 2006 and since that time have served 4,550 clients in support of student, community and economic development.

Placement of Federal Work-Study students in off-campus positions at various non-profit agencies serves the dual role of providing MTC students with career-related employment experiences and serving the needs of the community.

The Community Outreach office coordinated two all-day MTC Days at Irmo High School. Student Development Services staff collaborated to provide MTC information and enrollment information to 625 juniors and seniors. An on-campus information and orientation session was also provided to 23 students from Chapin High School.

The Area Schools Assistance Program (ASAP) is a college effort coordinated by Enrollment Services staff to provide college information to recently high school graduates who have no plans of post-secondary education. Nineteen of the 24 high schools in the college's service area

participated in making follow-up phone calls to graduated students with diplomas.

There was approximately a 30% increase of scholarship recipients from the Access and Equity Program who enrolled for Fast Track Summer Courses. This coordinated effort between Community Outreach and the Office of the AVP for Student Development Services provided college access to students from low enrollment yield high schools.

Several WorkKeys exams were upgraded to DVD's which increased their flexibility for administration. These exams were quickly incorporated into the computer based test WorkKeys administration. The number of WorkKeys exams administered on campus through the Value-Added Reseller Center this year totaled 2,047. This WorkKeys total includes the testing support of scanning, scoring and reporting for 1,398 WorkKeys examinations that were administered off site.

The Student Assessment office provided testing services to persons living in the MTC Community for over 142 different distance education exams that included partnerships with 30 new host colleges and universities.

The Student Assessment office provided testing services to the MTC community for non-distance education exams for Humana Market Point, online.apus.edu, North Slope Borough Police Department, Alaska, American Society of Appraisers, AFCPE-Military Spouse Program Exams – Association for Financial Counseling, Planning Education, Psychological Services Bureau, Inc., and Wood Aircraft Training School.

SDS staff members initiated/continued collaborative partnerships with more than 50 community agencies, schools, businesses, and organizations.

Student Development Services staff members participated in the following community service projects: American Cancer Society; American Heart Association; Habitat for Humanity; Harvest Hope Food Bank; Adopt-a-Pet puppy placement Aids Support Group; Richland County Library, Heartland of Lexington; Habitat for Humanity;

Alston Wilkes Advisory Committee; Byron Katie hotline; Lunch Buddies Program; James R. Clarke Sickie Cell Walk; Feed the People – Mental Health Outreach Program; Literacy Chair for Five Points Rotary Club; Christmas Toy Drive; support for 2 families with special needs (at Christmas); World Wide Toy Drive; Job Shadow Day at Lexington Middle School; Job Shadow Day at White Knoll Middle School; Juvenile Diabetes “Walk for Life”; and United Way Campaign.

Midlands Technical College hosted the first regional Lego Nanotechnology Competition for Students at its Northeast Campus in January. The college’s Advancement Division and Engineering Technology Department partnered to organize the tournament at MTC, which included approximately 200 middle school students, along with their coaches and family members.

The Radiologic Technology program includes representatives from large hospitals, doctor’s offices, clinics, orthopedic offices, and urgent care offices. The program is well represented with a variety of healthcare providers.

One company vice president who is located in Nebraska and met with the division of Continuing Education via teleconference applauded Midlands Technical College for their seamless collaboration with Midlands Workforce Development Board, One Stop, and Ready SC (formerly CATT) to assist them with their expansion into the local market.

SUPPORT SERVICES

The Developmental Studies Department in October 2006 was awarded a \$1.9 million Title III grant to assist in increasing the retention and graduation rate of all MTC students. A specific portion of the grant is used to support the Read Right program. The grant has enabled the college to hire two Retention Advocates to work with students who are in danger of academic failure in their pre-curricula courses.

Wade Martin elevators were upgraded.

New custodial contractor is providing improved service at 9% less cost.

Landscape improvements were made around Congaree Hall and Northeast Center of Excellence for Technology.

Performed aerial infrared roof analysis to benchmark roof condition. Allows for sectional repair based on need instead of complete replacement based on expected life, thereby saving dollars.

Support Services Staff members conduct inventory training classes and give out certificates and mugs for completion of inventory.

Accounts Receivable Manager serves as the Chair for Staff Council.

Several Finance Staff Members serves on Staff Council.

Budgets and Finance Department provided training for Faculty and Staff

HRM provides needed forms and information to employees and the community via the college Intranet/Internet for easier access and faster turnaround time.

HRM provide campus-wide training to all employees regarding human resources and legal issues.

HRM assists with sponsoring activities that promote health and wellness among employees.

The Student Information Call Center handles over 100,000 incoming and outbound tele-recruiting calls for the college.

The Student Records Office evaluated over 5,000 external student academic transcripts in support of accurate student placement in courses, enabling of students to web register and for advisement and graduation verification.

The Records Office staff participated in an online demonstration regarding Enrollment Verify, Degree Verify and Transcript Ordering Services available through the National Student Loan Clearinghouse (NSLC).

Developed and implemented a new automated process for generating cross-college GPA's for assessment of LIFE Scholarship eligibility to support changes in state legislation for the LIFE Scholarship program.

A record number of "hits" to the Parent Webpage soared to 5,636. This informative web resource provides parents of prospective and current students with enrollment, registration, college success, and up-coming events.

Enrollment Services implemented a semester-based Enrollment Push Calendar, which incorporates a variety of communication activities to move applicants through college enrollment processes. Enrollment Push activities include the phone tree, CollegeNet, postcards, campus cruiser announcements, New Student Advisement follow-up phone calls, e-sponses.

New Student Advisement and Orientation Services taught students how to use online services offered at the college. Staff encouraged students to take ownership of creating their schedules and using other online services such as Student Financial Services, GPA Calculator, and program evaluation.

Admissions now provides every new student with information on accessing Campus Cruiser and their student identification number via direct mail and e-sponse.

Every newly admitted student received a Class Schedule mailed to their address currently on record.

The SDS AVP's Office coordinated practicum and internship option for four USC graduate students and arranged campus visitations for the USC Community College Leadership class.

Student Development staff members conducted presentations at the New Directions for Student Services Conference, the Carolina's Association for College Registrars and Admissions Officers, the SCCEOPP Fall Conference and the COE Grant Writing Workshop Conference.

Student Development Services staff hosted more than 15 activities and conferences.

Student Financial Services staff attended seven conferences and workshops and four financial aid programs.

The Instructional Delivery department has successfully upgraded equipment and installed entire multimedia classrooms on all of the campuses over the year. Some of these include media control systems (giving the instructor the ability to power up/down the media, select the inputs, and control the playback devices), installation of multimedia equipment for departmental use (ARP), new teaching stations, Dental Lab sound system and speakers, new data projectors, BlueTooth™ enabled wireless instructional tablets, large and small plasma displays installed in classrooms, conference rooms, and common areas, complete conversion office space to classroom space, installation of new document cameras.

INSTITUTIONAL EFFECTIVENESS

HRM staff member is a member of the Institutional Effectiveness Committee.

Student Information/Campus Services successfully utilizes the phone tree (automated phone attendant) to contact students in various stages of the enrollment process, remind students of important registration and fee payment dates and greetings from the President of the College to new students.

Student Development Services TRiO (Student Support Services, Educational Talent Search, Educational Opportunity Center and Upward Bound) programs obtained 100 percent of program objectives in 2006-2007.

Students enrolled in CAREERS and Student Support Services programs obtained annual student retention rates of over 90 percents in 2006-2007.

Student Development Services staff serves on numerous college committees including Staff Council (Chair-elect and members), environmental scanning committees, Registration Committee (Chair), Campus Environment Task Force (Chair), Business Continuity Planning Task

Force (Chair), Graduation Committee (Chair), Student Honors Committee (Chair); and Continuing Education Human Services planning committee.

Student Development Services staff members were elected and appointed to more than 20 offices, committees, and boards of state regional, and national professional organizations.

Student Financial Services are continuing to improve and streamline procedures and are in the process of switching from paper correspondence to email so that students are quickly notified of required documentation.

Student Financial Services were audited by CHE for the state LIFE and SC Need-Based programs 2005-2006 and had no audit findings. A monitoring visit of the WIA Youth Program revealed no negative findings.

Student Development Services staff visited other colleges to review practices which can enhance student services at MTC. Colleges visited included: Kennesaw State College (GA); Guilford Technical Community College (NC); Trident Technical College (SC); Greenville Technical College (SC); Benedict College (SC); Furman University (SC); Claflin University (SC), Charleston Southern University (SC), Columbia College (SC), Southern Wesleyan College (SC), Presbyterian College (SC), and Sinclair Community College (OH).

Teams from other colleges traveled to Midlands Technical College to view Student Development Services programs and processes: Guilford Technical Community College (NC); Central Carolina Technical College (SC); Aiken Technical College (SC); Orangeburg-Calhoun Technical College (SC); York Technical College (SC); and Horry-Georgetown Technical College (SC).

MTC SDS hosted several SC State Department of Education workshops for administrators and counselors on the EEDA; two graduate courses for guidance counselor certification; ACT and SAT workshops for educators; the Carolinas Association for College Registrars and Admissions Officers Support Staff Conference;

and the SC College Personnel Association Support Staff Conference.

Complete financial budgets have been developed for the Batesburg-Leesville, Harbison and Accelerator projects.

The new Shadow-A-Nurse system was discussed with the Workforce Offices of local hospitals and faculty teaching NUR 115. All agreed the new system is much better than the old one.

The Dental program hosted the first Southern Regional Testing Agency Exam at the MTC dental clinic wherein facility fees paid by participants were incorporated into supporting live dental clinic activities. Plans are to continue this in the future.

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Summaries of the

IE Reports to the SC Commission on Higher Education

Summaries of Institutional Effectiveness Reports to the SC Commission on Higher Education - 2006-2007

MAJORS OR CONCENTRATIONS

Contact: Charles Parker

**Director of Academic Planning and
Reporting**

SUMMARY STATEMENT OF 2006- 2007 ASSESSMENT STUDY

Midlands Technical College (MTC) assesses specific majors on a three-to-five year cycle that is designed to coincide with the reaffirmation visit from external accreditation agencies. The assessment of majors determines the degree to which specific programs provide specialized knowledge, skills and attitudes leading to employment in the field or discipline and/or success in transfer to a senior-level program.

The program review process, which generates the assessment of majors, includes an analysis of the specific data elements identified to evaluate the effectiveness and efficiency of the academic programs offered at MTC. The effectiveness component of the process focuses on the learning outcomes, clients' satisfaction, and the vitality of each program. The efficiency component focuses on quantitative data that indicates the programs' cost, space utilization rate, and average size of course section taught. In 2005-2006 the following programs were assessed: Architectural Engineering Technology (AET), Civil Engineering Technology (CET), Electrical Engineering Technology (EET), and Criminal Justice (CRJ).

In accordance with the Institutional Effectiveness process, the college annually reviews the progress each program makes on implementing the recommendations generated through the program review process. In 2006-2007, the programs made the following improvements:

The Criminal Justice (CRJ) program focused on improving advisement, strengthening relationships with the CRJ community and improving graduate technology competencies.

Criminal Justice (CRJ):

- Added emphasis was placed on the importance of and growing reliance on technology and computers within the criminal justice community. CRJ advisors encouraged CRJ students to choose additional computer courses as their required electives.
- CRJ Faculty Members strengthened its relationships with law enforcement agencies by: (1) attending the monthly Law Enforcement Chief's Breakfast; (2) securing student internships with local law enforcement agencies; (3) participating as volunteers to work at various law enforcement agencies; (4) maintaining regular contact with members of CRJ Advisory Committee; and (5) using law enforcement agency personnel as adjunct faculty members and guest speakers in CRJ classes
- Advisor availability was increased through the use of unassigned advisors on the main campuses and the expanded availability of advisors by telephone at Ft. Jackson.

All three engineering programs, Architectural Engineering Technology, Civil Engineering Technology and Electrical Engineering Technology, focused on improving student recruitment and retention; increasing opportunities to complete degree requirements and expanding offerings to meet community needs.

To assist in improving student recruitment and retention the Engineering Technology Department has gained approval to hire an outreach/retention specialist specifically for the engineering technologies.

Architectural Engineering Technology (AET):

- Engineering faculty provided more on-site experience with design and construction by allowing AET 101 students to visit four construction sites and to build construction models of various building types.
- Engineering faculty developed new certificate programs focused on building design, building codes, AutoCAD, and construction materials to meet industry needs. Approval of the certificate programs is pending approval.
- To enhance recruitment efforts, the Engineering faculty has begun to develop an in-house video using students and their work.
- Course offering were expanded with three additional night courses and two hybrid courses and AET updated curricula material on their web site.

Civil Engineering Technology (CET):

- The Civil Engineering Technology program improved retention efforts through work with high school teachers, principals, and counselors by making presentations to middle school students, participating in the NSF/USC Civil Engineering awareness effort introducing middle school students to the scientific method; and participating in the 1st Robotics regional competition. The program also acquired and used the DVD and CD presentation developed by the American Society of Civil Engineer in their presentations.
- Increased the number of field trips to the SC Department of Transportation,

local steel contractors, and manufacturers of building materials and assisted ten CET students in obtaining part-time or full-time employment opportunities in the field to provide more real world exposure.

- The Civil Engineering Technology program added additional evening courses to semester offerings, specifically Geomatic and Geographic Information Systems, to meet student and community needs.
- The Civil Engineering Technology program improved the CET webpage through the coordinated effort of CET faculty and the program's Advisory Committee members.

Electrical Engineering Technology (EET):

- Strengthened its recruiting efforts through meetings with local school counselors, participated at fall kick-off, a face-to-face meeting with students and parents; and conducted six in-lab tours for students from the 7th, 8th, and 9th grade.
- Increased focus on written and oral communication skills by incorporating written requirements into all electronics labs with students being assessed on response content, quality, and basics such as spelling and grammar and presentations are required in some labs to evaluate student grasp of concepts. A formal report and presentation is required for the EET final project.
- Developed certificate programs addressing three-phase power, power generation and delivery, and advanced automation in response to community needs; also an additional elective has been incorporated into the program with a choice between power or automation. Three new laboratories were developed to support robotics, 3-phase power and industrial controls, and fuel cells and alternate energy.
- Added evening classes; open lab sessions were made available two nights per week.

- Incorporated EGR 109, *Engineering Project Management*, into the EET degree and all of the basic EET certificates to meet the need for more training on engineering project planning and basic business skills.

PROCEDURES FOR STUDENT DEVELOPMENT SERVICES

Contact: Sandi Oliver

Vice President for Student Development Services

SUMMARY STATEMENT OF 2006-2007 ASSESSMENT STUDY

Midlands Technical College (MTC) assesses the effectiveness of Student Development Services (SDS) every four years, conducts an in-depth review of each SDS department on a five-year cycle, and regularly assesses student personal development. There are three levels of assessment: (1) user satisfaction with services; (2) in-depth departmental reviews; and (3) student self-perceived growth and development.

User satisfaction is based on opinion surveys, with ratings compared against a standard of 85 percent, or a rating of 3.2 on a 4.0 scale (4.0 on a 5.0 scale). Departmental reviews consist of an in depth self-study by the department and assessment by an external review team comprised of students, faculty and staff outside the department, and a departmental director from a peer institution of similar size and mission. Ratings were based on a 5.0 scale through 2004, using guidelines adapted from the Council on the Advancement of Standards (CAS). Beginning in 2005, the CAS rating scale changed to 4.0. Student growth and development is determined from student self-perception surveys at points through and beyond the student's college experience. When appropriate, survey information and other data stimulate the use of more in-depth qualitative interviews and focus group assessments. No standard has been set for student personal growth, but survey ratings at or above the national norm for two-year colleges are desired, where applicable.

With few exceptions, students and alumni remain satisfied with services, with 2004-2007 ratings similar to those of 2000-2003. During 2004-2007, MTC-constructed student satisfaction surveys were used to gauge alumni perceptions and obtain specific departmental feedback. A nationally normed survey, the ACT *Faces of the Future Survey*, was used to assess MTC student perceptions, compared to national norms for two-year colleges. In the 2004 *Faces of the Future Survey* report, students yielded ratings above the national average on most personal development and student services items. Students rated financial assistance and registration processes slightly below the national average for two-year colleges. Similar findings were revealed on the 1999 and 2001 *Faces of the Future Survey*. However, ratings for "receiving all the help I needed with financial assistance" increased from 3.36 in 2001 to 3.52 in 2004, and the rating for a student-friendly registration process increased from 3.82 to 3.91 during this same period. The quality of academic advising was rated slightly below the national average in 1999 and 2001, but increased above the national average on the 2004 survey. Conversely, students showed a slight decline below the 4.0 standard and the national average in their sense of safety and security on campus. Student responses to personal development items fluctuated from 1999 to 2004; however, responses to most personal development items on the most recent 2004 survey were above the national average. MTC student responded above the national average for two-year college students on items such as "increasing my academic competence," "learning skills needed specifically for my current or future job," "identifying the training and skills required for career opportunities that fit my interests and abilities," "enriching my intellectual life," "developing self-confidence," "learning effective leadership skills," "developing an openness to opinions other than my own," and "learning how to work effectively as a member of a team."

Eight program reviews of Student Development Services functions were conducted from 2004 to 2007. Reviews of Student Activities, Counseling

Services, Advisement and Student Support Services were evaluated in 2004, on a 5.0 scale. Educational Talent Search, Educational Opportunity Center, Center for Adult Learners and Job Training, Disability Services and Upward Bound were assessed in 2005 and 2006, using the new 4.0 scale. For comparison purposes, the 5.0-scale ratings are converted and presented here on the 4.0 scale, which will be the scale used from 2005 forward. With the exception of Counseling Services, which received a 3.0, all Student Development Services functions received ratings well above the 3.2 standard on the 4.0 scale, with ratings ranging from 3.8 to 4.0. The Counseling Services evaluation team veered away from the standard CAS assessment and used a more open-ended, formative assessment, yielding an overall rating of 3.0 and a statement that the department had evidence of positive performance and student outcomes but needed better documentation of results. Lowest functional ratings were in the areas of adequate staffing, financial resources, and documentation of ethical standards. Several departments received suggestions to enhance evaluation data.

Students surveyed on the *Faces of the Future Survey* in 2004 expressed positive feelings about Midlands Technical College, with 79.2 percent responding that they were satisfied or very satisfied with the college. However, the students' satisfaction level was below the national average of 83.6 percent, and satisfaction levels slipped slightly from the 1999 rating of 82.4 percent. These same students rated the college 4.1 on a 5.0 scale for "having a good reputation in the community," and 4.2 on the item, "I would recommend this college to friends and relatives." Graduates assessed in 2005-06 on the college-constructed *Graduate Follow-up Survey* also expressed positive perceptions of the college, with 95.8 percent saying they would recommend MTC to friends and relatives and 73.8 percent stating that they had achieved their educational goals. Services not above the 85 percent standard included Student Life, Advisement, Financial Aid Services, Job Placement and Career Counseling. These services showed ratings similar to the 2002-03 assessment, with

the exception of Financial Aid Services, which increased significantly, from 44.7 percent to 66.4 percent, and Student Life, which declined from 90.2 to 82.2.

The 2004 cohort of students assessed on the ACT *Faces of the Future Survey* rated the college's contribution to their personal growth and development above the national average on items such as "developing self-confidence," "developing an openness to ideas other than my own," "learning effective leadership skills," "learning how to work effectively as a member of the team," "enriching my intellectual life" and "increasing my academic competence." However, alumni assessed on the *Alumni Survey* in 2005 expressed ratings ranging from 14 to 33 percent regarding their involvement in "life-long learning and personal enrichment", "social/recreational organizations", "participation in the arts" and "volunteer, public or community service." These ratings fluctuated from 2001 to 2005 but remained in this same range. Student focus group information also pointed to the need to better engage students in the college and community as the college plans student learning enhancements. The highest ranked "engagement" item was "voting in an election after graduation," with 69.0 percent of alumni responding affirmatively, with ratings slightly high than the 2003 and 2005 groups.

Findings from the 2004-2007 assessment studies resulted in the following actions: (1) Additional trend data was collected from college students and graduates regarding the college's contribution to student personal development. Student focus groups were conducted with student leaders to assess the campus environment and with African American male students to barriers to success and programs/services which contributed to their success. This qualitative information resulted in several changes to the campus environment and the formation of an African-American Male Leadership Institute. (2) Eight additional program reviews were conducted for Student Development Services programs, using revised CAS standards and the new 4.0 rating scale; (3) Changes were made in key enrollment-related services, which yielded

increased student satisfaction with advisement above the national average, and improved student satisfaction with student financial services; (4) Evaluation of student online services continued, with the creation of new online resources and the formation of a Student Online Advisory Panel (SOAP) to provide feedback regarding the development of online services and resources; and (5) Quantitative and qualitative assessments of online services, advisement, student leadership development, and student financial services were conducted to improve student service satisfaction and positive student development outcomes.

Four objectives are identified for the 2008-2011 ACTION PLAN: (1) Implement the *Community College Survey of Student Engagement* to obtain information about student involvement with college functions and personnel and to assist in developing strategies to better engage students in the campus community. (2) Further develop targeted initiatives such as the African-American Male Leadership Institute and interventions with academically under-prepared students, to increase the quality of student life, learning and personal development. (3) Continue to assess student use and satisfaction with online and electronic services, and implement strategies to further enhance these services to meet increasingly diverse student needs. (4) Complete qualitative focus groups with targeted student populations to enhance services and programs to specific groups. (5) Complete six additional Student Development Services program reviews, using the revised CAS standards.

Report Card 2006-2007

Index of Terms and Abbreviations

Index of Terms and Abbreviations

Program Names

AA	- Associate in Arts
ACC	- Accounting
ADN	- Associate Degree Nursing
AET	- Architectural Engineering Technology
AOT	- Administrative Office Technology
AS	- Associate in Science
AUT	- Automotive Technology
BCT	- Building Construction Technology
CET	- Civil Engineering Technology
CGC	- Commercial Graphics
CPT	- Computer Technology
CRJ	- Criminal Justice Technology
DHG	- Dental Hygiene
DVS	- Developmental Studies
ECD	- Early Care and Education
EDDA	- Expanded Duty Dental Assisting
EEM1	- Industrial Electricity/Electronics
EET	- Electronics Engineering Technology
GT	- General Technology
HIM	- Health Information Technology
HUS	- Human Services
HVAC	- Heating, Ventilation, Air Conditioning Technology
IST	- Information Systems Technology
LEG	- Legal Assisting/Paralegal
MED	- Medical Assisting
MET	- Mechanical Engineering Technology
MGT	- Management
MKT	- Marketing
MLT	- Medical Laboratory Technology
MTT	- Machine Tool Technology
NMT	- Nuclear Medicine Technology
NUR	- Nursing
OST	- Office Systems Technology
PHM	- Pharmacy Technician
PRN	- Practical Nursing
PTA	- Physical Therapist Assistant
RAD	- Radiologic Technology
RES	- Respiratory Care
SUR	- Surgical Technology
TSM	- Telecommunications Systems Management

Other Abbreviations

ACCB	- Airport Campus Classroom Building
AHA	- Advisors Helping Advisors
ART	- Art
BIO	- Biology
CAS	- Council on Advancement of Standards
CE	- Continuing Education
CERS	- College Extract Reporting System
CHE	- Commission on Higher Education
ECO	- Economics
EHS	- Environmental/Health/Safety
ENG	- English
EPMS	- Employee Performance Measurement Standard
ETS	- Educational Talent Search
GASB	- Governmental Accounting Standards Board
GFOA	- Government Finance Officers Association
GPA	- Grade Point Average
HIS	- History
HS	- Health Sciences
IST	- Information Systems Technology
JTPA	- Job Training Partner Assistance
MEBA	- Midlands Education and Business Alliance
MOU	- Memorandum of Understanding
NSLC	- National Student Loan Clearinghouse
PHI	- Philosophy
PMSC	- Policy Management Systems Corporation
PTK	- Phi Theta Kappa
RDG	- Reading
SBTCE	- State Board for Technical and Comprehensive Education
SCAMP	- SC Alliance for Minority Participation
SDS	- Student Development Services
SSS	- Student Support Services
TAP	- Technical Advanced Placement
TAR	- Technology Advisory Roundtable
UB	- Upward Bound