Institutional Summary Reports
For
Midlands Technical College

Introduction

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

The following components will be reported in the annotated year: General Education (2002), Academic Advising (2004), Achievement of Students Transferring From Two-to-Four Year Institutions (2002), Procedures for Student Development (2004) and Library Resources and Services (2002).

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

1. General Education

Midlands Technical College (MTC) continues it commitment to the assessment of the general education core and the use of that assessment in improving student learning. Specifically, MTC assess students' demonstrated competencies in the general education core competencies through their attainment of a "C" or better in specified course and/or modules which deliver the specific competency as the mastery of the general education competency in the major.

The years and programs between 1998 and 2001 are provided below:

1998/1999	**1999/2000**	**2000/2001**
Practical Nursing	Automotive Technology	Civil Engineering Technology
Medical Laboratory Assistant	Associate Arts	Mechanical Engineering Technology
Nuclear Medicine Technologist	Associate Science	Engineering Graphics Technology
Physical Therapy Assistant	Criminal Justice	Architectural Engineering Technology
Dental Assisting Technology	Health Information Management	Electrical Engineering Technology
Dental Hygiene		Respiratory Care

The 1998-2000 plan contained three objectives:

 ➢ to continue the measurement of student performance in general education;
 ➢ to continue the use of multiple measures to assess student success in general education; and
 ➢ to research the progression of students from general education courses through subsequent major courses, seeking correlation between the general education courses and the major courses.

The College met or modified the objectives as detailed below.

OBJECTIVE 1: MTC will continue the measurement of student performance in general education.

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

**Table 1: Average Percentage of Students
with a C or Better - 1998-2001**

Competency	1998/1999	1999/2000	2000/2001
Communication Skills	100%	87%	88%
Written	100%	85%	87%
Oral	*	92%	92%
Mathematics	79%	83%	87%
Scientific Method	100%	85%	87%
Individual or Social Behavior	100%	85%	84%
Computer	100%	93%	94%
Humanities	67%	88%	87%
Total	90%	87%	88%

(***Note:** In 1998/1999 all the programs reviewed were Allied Health programs. While three of these were Associate Degree programs, most students enrolling in Allied Health programs have completed their "general education" requirements prior to enrolling in the program. For that reason, there number of observations was low. In Humanities, there were only three observations and one made a "D". There were no students taking courses meeting the "Oral" competency.)

OBJECTIVE 2: MTC will continue to use multiple measures to assess student success in general education.

MTC assesses the general education core courses each term through the measurement of student mastery of identified courses and/or modules that deliver the specific competency as the mastery of the general education competency in the major. Evaluation measures include the following: written tests, portfolios, practical exercises, oral presentations, group presentations, and course projects. The final grade in each course and/or the grade for the module identified within each course reflect the use of the aforementioned evaluation methods.

The assessment of General Education skills is also incorporated into the Academic Program Review process through surveys of current students, alumni and employers. These survey questions, provide additional insight into student success in the general education core and the application of those skill in the workplace. When available, data comparing MTC transfer students' performance with native students at four-year institutions are used as part of the assessment.

OBJECTIVE 3: MTC will research the progression of students from general education courses through subsequent major courses, seeking correlation between the general education courses and the major courses.

This objective was revised after MTC became involved with the 21st Century Learning Outcomes Project sponsored by the League for Innovation in the Community College. The college was one of 16 college selected nation-wide to participate. The project is designed to: (1) review, renew and redefine the General Education Core at the institution and (2) to develop, pilot, and implement alternative assessment strategies for general education competencies. A committee was formed, of faculty from both the Arts and Sciences and Career programs division of the college, and specific administrators to spearhead the project. One of the primary objects was to review the core to ensure that it includes the general education competencies graduates need to succeed in the 21st Century. Recommendations for the revised core have been finalized and will be presented to the entire faculty for review and discussion in Fall 2002.

Two other important projects were created as a result of MTC's participation in the 21st Century Learning Outcomes Project, the Teacher on Call Initiative and the development of the Student E-Portfolio. The Teacher on Call initiative was evaluated to determine the feasibility of providing, through collaboration between an English faculty member and a technology faculty member, just-in-time writing instruction for students who are preparing discipline-based assignments for courses within their majors.

Since 1990 a core of general education competencies have been required for graduates of each of Midlands' associate degree programs. Communication, both oral and written, is one of the required general education competencies, is identified in each career major's industry generated DACUM (Developing a Curriculum) as a key factor in local employees' successes, and is consistently ranked in national and regional surveys of employers among the top skills necessary for career advancement.

While written and oral communication skills will continue to be taught in discrete general education courses and reinforced through The Learning Centers, faculty of career majors know that students need to experience and practice the application of these skills within the careers for which they are preparing. Thus, communication skills need to be used and valued in assignments in the career majors. Many faculty in Midlands' career majors incorporate written communications in their instruction and assignments to students. However, instructors in career majors readily admit that they lack the expertise and confidence to evaluate and make constructive suggestions to students concerning the organization, mechanics, and structure of their written assignments.

During the 2001-2002 academic year, practicality of the Teacher on Call was explored but the results were not as gainful as expected. MTC will continue to assess the Teacher-on-call for future use, but will not implement it at this time.

Midlands Technical College is also developing an electronic portfolio of student learning and achievement the student can present, along with the MTC transcript, to potential employers or other academic institutions. The electronic portfolio's main feature is *Transcript Plus*, a summary of the learning content in individual courses at MTC. For example, the curriculum

content covered in "MAT 155 would be described?" On most transcripts, this level of detail is not provided and the reviewer/reader of the transcript would not have access to this information.

Because most employers are not dealing with students who have had licensing exams or may not have yet completed a degree, the electronic portfolio assists them in answering the question: "Is there not some value added by taking a series of classes, since learning can occur asymmetrically? With Transcript Plus in our E-Portfolio: grades would then correlate to a specific set of knowledge, skills, and abilities that a student should have learned in the course. The community would therefore have a more detailed listing of what a student should know.

Based on the assessment of past achievement and the information derived through the League for Innovation in Community College, MTC has formulated the following objectives for the next timeframe (2002-2005) of the general education report: (1) MTC will continue to monitor the attainment of the Grade of "C" in the course and/or the module that delivers the specific competency as the mastery of the general education components in that major. (2) MTC will continue to assess the entire general education core competencies to ensure that they meet the market needs and make revisions as appropriate, to include revising competencies and/or the courses addressing them.

2. Majors or Concentrations

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

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

In 2000-2001 the following programs were assessed: Architectural Engineering Technology (AET), Civil Engineering Technology (CET), Electrical Engineering Technology (EET), Respiratory Care Technician (RES), and Physical Therapist Assistant (PTA). A follow-up, in 2001-2002, on the progress in meeting recommendations from the completed program reviews revealed the following program improvements:

1. AET revised its curriculum to include class projects and assignments that were more closely related to the actual work environment and revised final semester projects to involve a real "client", making them realistic, from both the production and environment perspective.

2. CET updated the South Carolina State Board of Registration for Professional Engineers and Land Surveyors on the CET Surveying Program on Courses required by the Board for the S.C. Professional Land Surveyor exam. The Board enthusiastically accepted proposed courses.

3. CET developed GPS and Geodesy courses (GMT 235) to meet future requirements for S.C. Professional Land Surveyor exam.

4. CET, AET, EET, and EDT participated in a study to determine how to better utilize the available room, faculty, and equipment resources for the Engineering Technology department.

5. RES received a TECH PREP grant that was used to improved its recruitment efforts and currently has more students accepted (17) than had been in the past three years.

6. RES developed and distributed new information sheets to all potential students to help in better preparing them for the program. The information sheets addressed the time and study requirements needed to be successful in the program.

7. RES full-time faculty are working with prospective adjunct faculty to ensure they are current on the latest techniques and are developing videotapes of testing and training sessions for use in enhancing inter-rater reliability.

8. The PTA curriculum committee approved revisions developed to improve retention.

9. The PTA program was moved to newly renovated space, which will meet its instructional, and laboratory needs.

10. The PTA program revised the board preparation materials and conducts a mock board twice during the senior seminar (PTH 276). The grade for the second mock board comprises 50% of the student's grade for the course.

Two general recommendations were developed for the 2001-2002 action plan and both were achieved. The college developed computer applications for the newly installed Colleague system, identified process problem areas on the data collection side and formulated plans for improvement. The college also monitored progress on the recommendations for the five programs reviewed in the previous year. Each program was required to report on the achievement of each priority recommendation, ensuring that the departments are held accountable for the recommendations.

The following objectives were established for the 2002-2003 action plan: (1) continue the assessment of the Program Review process, practices and data elements to better match program and college needs and (2) continue to monitor the progress of program recommendations from completed program reviews.

3. Academic Advising

This component was last reported in 2000. Based on the report schedule, this component will be reported next in 2004.

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

Midlands Technical College (MTC) assesses transfer activity and performance of students who transfer from MTC to four-year institutions through data provided by these institutions. Every

two years, each public SC four-year institution provides summary information on the Fall MTC first-time transfer cohort: number of MTC students who applied, were accepted, and actually enrolled in the our-year institution and a comparison of the MTC transfer student cohort Fall GPA to the native first-time student Fall GPA, grouped by hours completed and gender-ethnicity categories.

There were two objectives included in the 200-01 action plan. The results of these objectives are provided below.

Objective A: Design a system for tracking transfer students to get information to supplement data provided by the four-year institutions.

Midlands Technical College in conjunction with USC has developed a model to provide more detailed information on transfer students. The model will be tested in 2002-2003 and then evaluated for application for all Technical Colleges.

Objective B: Design a system for evaluating assigned advising when it is fully implemented in the AA and AS programs.

The system has been designed and implementation has begun, but is not yet complete. The original plan was to assign entering students who indicated a TRANSFER education goal to a permanent faculty advisor. Advisor's are divided by specialty such as USC's College of Liberal Arts, Darla Moore School of Business, College of Science and Mathematics, Benedict College (all majors), Francis Marion University (all majors), Clemson University (all majors), etc.

In the next implementation phase, continuing students indicating a TRANSFER education goal will be assigned to permanent advisor. At this time, there are approximately 35 AA or AS advisors on each the Beltline and Airport campus'. Each of the advisors has approximately 25 assigned advisees at this point. This means that about 1750 students have been assigned to permanent advisors. The process for assigning continuing students will continue throughout the 2002 – 2203 school year. At that time, almost all of the AA and AS students should have a permanent advisor. We will then begin to evaluate the success of this process.

Although most faculty have expressed positive comments about the process, there are problems to be addressed. Two of these are how to handle advisees of faculty who do not teach during the summer term and how to best coordinate faculty advising hours and students making the appointments.

Historically, the majority of MTC transfer students transfer to USC-Columbia. In fall 2001, almost 69% of the MTC students transferring enrolled in USC-Columbia (compared to 64% in fall 1999). The number of transfers at Francis Marion, Lander and Winthrop Universities increased somewhat in 2001, but dropped or remained constant at the other 4-year institutions. (Table 1) MTC was one of four Technical Colleges that had students transfer to all 11 senior institutions in fall 2001. This indicates that the college has been successfully at articulating transfer agreements with the states' 4-year colleges and further suggests that MTC has made tremendous strides in implementing strategies to achieve its mission of allowing students "to transfer to senior colleges and universities."

Table 1: Comparison of MTC First-Time Transfer Enrollments at SC Public Four Year Institutions (Fall 1999 and Fall 2001)				
	Fall 1999		**Fall 2001**	
Four Year Institution	**Transfers**	**Percent Transfer**	**Transfers**	**Percent Transfer**
The Citadel	4	1.5%	3	1.1%
Clemson University	16	5.9%	10	3.6%
Coastal Carolina University	6	2.2%	6	2.2%
College of Charleston	18	6.7%	18	6.6%
Francis Marion	2	0.7%	3	1.1%
Lander University	6	2.2%	11	4.0%
SC State University	8	3.0%	6	2.2%
USC-Aiken	14	5.2%	9	3.3%
USC-Columbia	174	64.7%	188	68.6%
USC-Spartanburg	5	1.9%	1	0.4%
Winthrop	16	5.9%	19	6.9%
Total	269		274	

Due to confidentiality issues, the data is provided in a summary format which makes it difficult to develop any succinct conclusions. Another problem with the summary data is that it is impossible to determine if a student applied to transfer to more than one college. In 2001, more MTC students applied for transfer than in 1999 (1120 to 1062), but fewer actually completed the application process (746 to 771). The number of 2001 applicants who completed their applications and who were accepted was also slightly less than fall 1999 (564 to 570). Table 2 on the last page presents the data.

Of the 1120 MTC student applying for transfer to the senior institutions for the first time in 2001, 746 completed the application process, 179 were rejected and 564 were accepted, for a 76% acceptance rate of those who completed the application process. Of these 564 students, 274 actually enrolled for the Fall 2001 term, for a 49% enrollment rate of those accepted.

Table 2: MTC First-Time Fall 2001 Transfers to SC Public Four Year Institutions (Applications, Acceptances, and Enrollments)				
Four Year Institution	Total MTC Transfer Applications	Total MTC Completed Transfer Applications	Total MTC Students Accepted	Total MTC Students Enrolled
The Citadel	8	7	4	3
Clemson University	26	23	11	10
Coastal Carolina University	9	7	7	6
College of Charleston	26	20	18	18
Francis Marion	6	4	3	3
Lander University	21	17	17	11
SC State University	25	24	20	6
USC – Aiken	60	35	26	9
USC-Columbia	888	567	417	188
USC-Spartanburg	25	18	18	1
Winthrop University	26	24	23	19
TOTAL	1120	746	564	274

Demographic data was only provided for students who actually enrolled at the four-year institutions. Non-white students comprised 22 percent of the fall 2001 MTC first time transfers cohort and 50 percent of the cohort were female.

The analysis of transfer performance is limited to the comparison of the MTC transfer Fall GPA to that of the native student population. The data was grouped by ethnicity (white and non-white) gender, and hours completed (0-29, 30-59, and 60 hours and above). The number of transfers at 10 of the 11 colleges was not large enough for analysis of GPA. The information on the 188 students enrolling at USC-Columbia provides some insight on actual student performance, but only from the perspective of comparing average GPA's.

Overall, the USC-Columbia Native Students (2.71 GPA) performed slightly better than the MTC Transfer Students (2.26 GPA). The non-white male (0-29 hours) and the White male (60 + hours) MTC transfer groups performed better than their native student counterparts, and the Non-White Male with 20-59 hours completed group had a GPA higher than that of the corresponding native group. Table 3 displays the GPA data for the transfers and native students by institution.

Table 3: Comparison of GPA of MTC First-Time Fall 2001 Transfers and Native Populations at SC Public Four Year Institutions				
	MTC		Native	
Four Year Institution	**MTC Transfer Students**	**Average G.P.A.**	**First Time Native Students**	**Average G.P.A.**
The Citadel	3	1.93	1794	2.77
Clemson University	10	2.57	16522	2.83
Coastal Carolina University	6	2.23	886	2.83
College of Charleston	18	1.92	1959	2.71
Francis Marion	3	2.23	1718	2.62
Lander University	11	2.57	1116	2.53
SC State University	6	2.56	2461	2.46
USC – Aiken	9	2.26	1210	2.71
USC-Columbia	188	2.69	7322	2.93
USC-Spartanburg	1	3.5	99	3.01
Winthrop University	19	2.44	3398	2.76
Indicates that MTC students had a higher Average GPA than the native students				

The following objectives will be initiated in 2002-2004: (1) explore strategies for expanding transferable course offerings in AA/AS programs, (2) continue to work with the Transfer Advisory Board to match AA/AS degree with the general education requirements of senior institutions and to ensure transferability of courses from MTC to senior institutions, (3) continue the implementation and feasibility analysis of the MTC-USC Transfer Student Tracking Model (4) continue the implementation of the assigned advising system and design of the evaluation process.

5. Procedures for Student Development

This component was last reported in 2000. Based on the report schedule, this component will be reported next in 2004.

6. Library Resources and Services

The library of Midlands Technical College (MTC) serves the informational and research needs of the college's students, faculty and staff. Services offered by the library include reference, research, online database searching, acquisition and processing of materials, and interlibrary loan. Library activities are systematically evaluated through the use of institutional effectiveness measures, internal reports and internal statistics. The assessment of the effectiveness of library services at Midlands Technical College includes satisfaction with services, usage, and collection development. Data regarding patron usage and user satisfaction are analyzed to determine the library's effectiveness in meeting the college's educational goals and to improve the overall performance of the library.

As a result of the previous action plan objectives, the library increased its subscription to full-text remote databases, converted the library's catalog toWeb2 to include the Z39.50 software, and restructure the delivery of library instruction. With the implementation of EZ Proxy, students have remote access to the library web page and its electronic databases. Library instruction was restructured by the development and implementation of COL105 library instruction module.

Surveys of library users indicate a very high level of satisfaction with the services provided by the library staff. The 2001 Student Satisfaction Survey reported a very high level of satisfaction with the services provided by the library staff. The 2001 Student Satisfaction Survey reported: 89% of students were "successful" at each of seven basic library activities, 93.5% of students found the librarians and staff were knowledgeable and helpful, over 97% of students believed that the books, magazines or journals, electronic databases and hours of operation available from the library "sometimes" or "always" met their needs. Most students found the library information acceptable (72.5 percent) and over half the students reported that the library "always" met their needs.

The 2001 Faculty Satisfaction Survey indicated that 71% of responding faculty felt that the library contains an adequate collection of print and electronic resources for their programs. Sixty-six percent felt they were given adequate opportunities to participate in the acquisition of library books. Sixty percent of faculty members indicated they assigned research or information literacy assignments to their students. Over 72% of faculty assigned research projects and over 70% assigned Internet search projects. Seventy-six percent agreed with each statement concerning professional assistance with the services received from librarians and the level of assistance received from librarians is adequate.

Analysis of internal statistics and reports indicates that library services have expanded in the delivery of library instruction and the number of individuals accessing the library through its web page. A comparison between the services offered in 1998 and 2002 notes the following improvements: remote access to library databases, the addition of three databases and the implementation of graphical access to the library catalog.

The following objectives have been developed for the 2002-2005 action plan: (1) explore working with other departments to develop/integrate information literacy through courses taught at MTC, (2) implement electronic reference service for faculty, staff and students, (3) implement new Integrated Library System and training for the college.

Midlands Technical College's Statement-

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

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

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

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

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

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