

Assessment Of Student Development
Contact: Sandi Oliver
Vice President for Student Development Services

Summary Statement of 2000-2003 Assessment Study

Midlands Technical College (MTC) assesses the effectiveness of Student Development Services (SDS) every three 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 and service usage; (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 90 percent or a rating of 4.0 on a 5.0 scale (3.2 on a 4.0 scale and 5.6 on a 7.0 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 are based on a 5.0 scale, using guidelines adapted from the Council on the Advancement of Standards (CAS). 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, although 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 2000-2003 ratings similar to those of 1997-2000. During 2000-2003, 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. The *Faces of the Future Survey* also allowed the college to assess perceptions of non-credit students against national norms for the first time in the college's history. In the 2000 *Faces of the Future Survey* report, both credit and non-credit students yielded ratings above the national average on most personal development and student services items. Credit students rated financial assistance, registration and advising below the national average for two-year colleges. Similar findings were revealed on the 2002 *Faces of the Future Survey*, however, credit students rated a number of personal development items lower than in 2000. Targeted surveys to actual departmental clients revealed high service ratings. For example, external survey evaluations of job training clients conducted by the Employment Security Commission resulted in ratings above the 90 percent standard, and Counseling Services and Advisement Center internal surveys reveal satisfaction ratings above 95%.

Six program reviews of Student Development Services functions were conducted from 2000 to 2003. Reviews of Disability Services, Student Assessment, Center for Adult Learners, Job Placement, Admissions, and Student Records revealed ratings well above the 4.0 standard. The minimum overall rating received by any single department was 4.6, with lowest functional ratings in the areas of adequate staffing, financial resources and facilities. Suggestions on enhancing evaluation data were also recommended to several departments, such as Student Assessment and Student Records, who had not yet regained some data information following the implementation of the Colleague Student Information System. Each department has now undergone two program reviews. Staff is now able to track feedback over time and observe improvements or declines. Most departments yielded slight declines due to concerns regarding facilities, fiscal resources, student/staff ratios or absence of data. The transition of three new departments to Student Development Services during 2000-2003 (Student Academic Credentialing, Recruitment and Community Outreach and Student Financial Services) and the addition of a new grant program (Educational Opportunity Center) has resulted in a revision of

the SDS program evaluation schedule for 2003-2006.

Over 90 percent of alumni surveyed in 2001 and 2003 responded that they had achieved their educational goals and felt that Midlands Technical College had contributed to their quality of life. More than 90 percent also responded that they would recommend the college to others. Credit students responding to the *Faces of the Future Survey* in 2000 reported ratings above the national average on items such as the college's contribution to "developing self-confidence," "developing an openness to ideas other than my own," "learning effective leadership skills," and "learning how to work effectively as a member of the team." Non-credit students fell below the national average on several of these items. On the 2002 *Faces of the Future Survey* both credit and non-credit students fell below the national average on these personal development items. Student phone survey and focus group information revealed similar findings and pointed to the need to reinforce these non-cognitive growth areas, as the college plans student learning enhancements.

Findings from the 2000-2003 assessment studies resulted in (1) additional trend data on the college's contribution to student personal development and identification of the need to reinforce student personal development; (2) completion of the second cycle of student development service reviews and commencement of the third review cycle, including a new review schedule to integrate four newly acquired functional areas; (3) evaluation of the Freshman Seminar course, COL 105; (4) evaluation of student referral services and targeted interventions for probationary students, resulting in automated course pre-requisite checks, an online program evaluation/degree audit system, mentoring/shadowing programs for targeted groups and recommended course load limitations for students on academic probation; (5) increased publicity on services to students, including web pages for all service areas; (6) implementation of online services and a new student information system; and (7) the assessment of services for distant learners.

Five objectives are identified for the 2003-2006 action plan. (1) Continue trend data on the college's contribution to the personal development of college credit and non-credit students, using both quantitative and qualitative input from student focus groups in the analysis. (2) Complete six additional Student Development Services program reviews, using the revised CAS standards. (3) Improve student satisfaction with enrollment services, such as student financial services, advisement and registration processes. (4) Enhance student online services and electronic communications and increasing student use of online and electronic resources. (5) Conduct quantitative and qualitative assessments to guide the design and implementation of Student Development Services programs and services that improve student satisfaction and student outcomes.

Description of Assessment of Student Development

Assessment of student services is one of MTC's indicators of effectiveness within its institutional evaluation program. Every three years, the college engages in a comprehensive assessment of services, conducting user perception surveys with students, and alumni. These surveys are accompanied by focus groups, interviews, or listening sessions with pertinent groups, depending on the initial survey results. This combination of quantitative and qualitative assessment yields information for planning improvements.

A second level of assessment is in-depth departmental reviews conducted on Student Development Services functional areas. Every SDS functional area is assessed once every five years, with two to three departments evaluated annually. These departmental reviews are modeled on the Council on Advancement of Standards (CAS) evaluation for student development services. Each department is assessed on dimensions of mission, program, leadership and management, human resources, financial resources, facilities, equipment and technology, legal issues, access and equity, campus and community, ethics, and evaluation. CAS

standards have been adapted into a criterion-referenced guide, with indicators for each assessment dimension rated on a five-point scale and accompanied by subjective input. Department staff first conducts a self-review. This information is documented and improvements suggested. A team of MTC students, faculty, and staff, and a director from a comparable department at a college of similar size and mission then conducts the review. The SDS department director responds to the review with appropriate action steps for improvement. Each subsequent review includes an evaluation section that ensures recommendations are tracked and follow-up action initiated.

Developmental goals for students have been identified by the college and published in the college catalogue. Student Development Services departmental mission statements and goals have been developed to support the attainment of this desired student growth and to complement general education outcomes. Four key personal development goals for MTC students are (1) clear purpose and direction; (2) self-responsibility and self-sufficiency; (3) tolerance for diverse ideas and cultures; and (4) positive interpersonal relationships. At present, student personal development is determined at several points in the student's matriculation through the college experience. For example, student perceptions of personal growth are assessed during enrollment, and personal development items have been added to alumni surveys. Focus groups and interviews are conducted as a follow-up to provide more extensive qualitative information for planning purposes. Although college managers focus on internal assessment, comparative information with other two-year colleges is used when available to provide benchmark information and target areas where follow-up is indicated. During the 2000-2003 evaluation period, the college used a nationally norm-referenced assessment instrument for student feedback in addition to the college-developed alumni survey. This allowed the college to obtain comparative information against national data for two-year college students.

Achievement of the 2000-2003 Action Plan Objectives

Midlands Technical College evaluated and reported on the institutional effectiveness component of assessment of student development to the Commission on Higher Education (CHE) on July 1, 2000. The 2000-2003 action plan had seven objectives. The status on the outcome of each of these seven objectives is provided.

Objective A: Continue to establish trend data on the college's contribution to the personal growth and development of students, using both quantitative and qualitative input from student focus groups in the analysis.

Status: Key student personal growth and development items are identified and published in the college catalogue, along with education core values statements. Student Development Services departmental mission statements and goals continued to support and reinforce these personal development goals for students. Personal development items are embedded in student and alumni surveys and contained in program review information. During the 2000-2003 evaluation period, over 90 percent of alumni felt that MTC had contributed to their personal development. On comparative national data, MTC credit students rated the college's contribution to their personal development above the national norm for two-year colleges on the 2000 *Faces of the Future Survey* but slightly below the national norm on the same 2002 survey. MTC non-credit students reported the college's contribution to their personal development slightly below the national norm for both 2000 and 2002. (Table A).

Objective B: Conduct nine additional Student Development Services program reviews, completing the second five-year review of all Student Development programs and beginning the third five-year cycle.

Status: From Fall 2000 through Spring 2003 MTC completed six additional Student Development Services (SDS) program reviews. All SDS programs have now undergone at least two comprehensive program reviews. All programs reviewed during the 2002-2003 cycle received overall ratings exceeding the standard of 4.0 on a 5.0 scale. The lowest overall rating received was 4.6 and the highest was 4.9 out of a possible 5.0 (Table B). Lowest component ratings were in the areas of human and financial resources and facilities. Notable gains were made in the areas of equipment/technology in all areas except the Disability Resource Center. Assistive technology has been added in the Disability Resource Centers, the Academic Success Centers and the Library, in support of universal access.

Objective C: Evaluate the effectiveness of the Freshman Seminar Course for first-time freshmen.

Status: Course performance, demographic, related course and retention data were collected for the 1,062 students who enrolled in COL 105 in Spring, Summer or Fall 1999 to determine how success in the course may have affected re-enrollment in subsequent semesters. In addition, grades in COL 105 were evaluated against retention in future terms. It was found that 70.7 percent of students enrolled in COL 105 successfully completed the freshman seminar course. This was actually lower than the college-wide retention rate of 79.6 for first to second semester for the Fall 1999 freshman cohort. While grades in COL 105 did not appear to improve enrollment next term, grades did statistically correlate with the number of subsequent semesters students re-enrolled. Findings were somewhat affected by the fact that students in some majors were required to take the course while students in other majors were directed to COL 105 if they appeared to have high risk indicators at entry and were required to enroll in other developmental courses. Students who were most successful were those required to take COL 105 as part of their major requirements.

Objective D: Evaluate the effectiveness of student referral services and interventions for targeted groups of students such as probationary students, students with disabilities, first-time freshmen and first-generation college students.

Status: To help faculty and staff accurately refer at-risk students and work with these student populations, the following actions were taken during 2000-2003: (1) faculty referral forms were placed online for easy access; (2) disability resource and referral materials were placed the College's Intranet site, with suggestions on how faculty can teach to students with different types of disabilities; (3) course pre-requisite checks were automated to increase course placement accuracy; (4) an online course evaluation/degree audit system was implemented to help advisors, counselors and students plan better student course sequences; (5) referrals of student populations such as first-generation college students and single parents were made based on student application and student assessment educational planning information; (6) mentoring and shadowing programs were added to programs such as Student Support Services and the CAREERS program; and (7) course credit limits, enrollment in the College Skills course (COL 103) and counseling services were provided to students on academic probation. Over the past three years, the percentage of students on academic probation and suspension has steadily declined, and the number of students receiving academic honors has increased. For the period from 1996 through 2001 the percent of students receiving academic honors increased 13.3 percent, which the percentage of students placed on academic probation and suspension declined by 29.3 percent and 40.9 percent, respectively. Student referral services and interventions will continue to be assessed as part of the college's plan to enhance student learning

and student outcomes.

Objective E: Continue to increase publicity on services to students.

Status: Increasing service publicity has been a Student Development Services objective since 1992. Surveys conducted during the self-study process in 1997-98 indicated the need for increased publicity on services. In 1998-99 each service area began web pages and identified a staff member to respond to questions on the web. In 1999-2000 departments began placing information on the college Internet for faculty and staff. In 2001, a web-based student orientation was designed and the college began tracking web page hits. From 2001 to 2003, students accessing web-based information tripled. Focus groups with Student Advisory Board leaders, Student Support Services students and others revealed a desire for these web-based forms of communication. It was found that interactive web pages that keep information updated and allow students to conduct business online have the greatest hits and the most positive student perceptions. During 2001-2002, web-tracking software revealed increases of 18 percent to 125 percent in the number of hits on departmental web pages. In 2002-2003, the student orientation and the student newspaper, *The Pony Express*, were placed online. Also in 2002-2003, each entering student received an email account and information on how to access the college's web portal, CampusCruiser. On CampusCruiser students can find information about college services, student organizations, academic departments, course syllabi, campus news and a host of other services.

During 2003 to 2006, the college will develop personalized electronic communications for individuals and groups of students. In addition, electronic newsletters will inform students with disabilities about services available and students receiving different types of financial assistance about important deadlines and procedures for receiving and maintaining student financial resources. Special web pages also are being developed for external groups such as parents and community/high school counselors, who play an important role in facilitating student success.

Objective F: Transition to online services and a new student information system.

Status: In 2000 to 2003, MTC implemented the Colleague Student Information System and a wide array of online services. Each Student Developmental Services department developed a web page informing students of services and setting up an information contact person in each department who responds to student on-line requests within 24 business hours. In addition, the web feature "Ask MTC" allows students to pose any question and receive quick feedback regarding their concerns. Other online web services implemented during 2000-2003 included an online admission application, an automated GPA calculator, a course placement calculator based on student test scores, an online advisement manual with course pre-requisite checks and advisement-related resource tools, online registration and fee payment, online bookstore searches and ordering; a program evaluation/degree audit system; a web-based forms center for college forms; online counseling workshop information and registrations; and a virtual career/job center with career information, job search strategies and job listings. Other technology initiatives included re-automating SPEEDE, the electronic transcript transmittal and evaluation process and transitioning to computer adaptive testing as the college's primary placement test. By Spring 2003, 39 percent of all students applying to the college applied by web, and over 30 percent of all registrations were online. Academic departments have different criteria for web-

enabling their students for online registration. By Spring of 2003 67 percent of all web-enabled students registered online.

During 2003-2006, MTC will implement online admissions and financial services status checks, secure online student loan counseling, and a variety of personalized web services. A major goal during this period will be educating students on the effective use of web services and increasing student use of online services.

Objective G: Assess the effectiveness of services for distant learners.

Status: In 2001-2002 MTC participated in a research project conducted by Technical College Chief Services Officers to assess the service satisfaction of distant learners enrolled in Tech Online courses. The study consisted of a survey with students who successfully completed online courses and a phone survey with students who had withdrawn from courses. Although 85 percent of completing students and 76 percent of non-completing students were satisfied with most services received, areas students cited needing more information about online course hardware and software requirements, as well as course criteria and grading requirements. Many students desired better orientation to online courses prior to the course beginning. At MTC each online course requires students enrolling in online courses to complete an orientation to the course prior to the beginning the term. Feedback from students in shared programs who are enrolled at an MTC program but hosted locally at another SC Technical College have resulted in a need to streamline processes and increase communications with these students. Restructuring supportive services for these students is underway, with local college support to be integrated with the Tech OnLine liaison services of the host college.

During 2003-2006, services to distant learners will continue to be assessed as part of the college's plan to improve online services and increase service accessibility.

Description of the Current Assessment Study

The purpose of the study was to determine the degree to which students and other college personnel used and experienced satisfaction with Student Development Services programs and services, and the extent to which students reported personal growth and the college's contribution to this growth. Nationally accepted standards for user satisfaction with college services averages 85 percent, with lower ratings reported for areas such as job placement and financial assistance. In keeping with Midlands Technical College's pursuit of excellence in education and quality services, quality ratings are set at 4.0 on a 5.0 scale or the equivalent.

A combination of national norm-referenced and local college student surveys were used in the 2000-2003 assessment. The national ACT *Faces of the Future Survey* was given to enrolled students and a locally constructed survey was used to assess alumni. These surveys supplied information on user satisfaction with services in a number of areas, including admissions, student assessment, advisement and scheduling, and student financial services. This data was combined with department usage data and information from focus groups and interviews to make recommendations for improvements. Reporting actions on recommendations from previous assessments ensured the use of the assessment for continuous departmental improvement.

In-depth departmental reviews were conducted for Disability Resource Centers, Student Assessment, Center for Adult Learners, Job Placement, Admissions, and Student Records during 2000-2003. Each department was rated on a 5.0 quality scale (4.0 standard) in each of the twelve departmental review areas: mission, program, leadership and management, human resources,

financial resources, facilities, equipment and technologies, legal issues, access and equity, campus and community, ethics, and evaluation. The review resulted in an overall rating, summative findings and recommendations for improvement. For departments undergoing their second five-year review, results of previous recommendations were reviewed for progress and ratings were assigned based on current status.

Student growth and development for enrolled students was assessed using the ACT *Faces of the Future Survey*. A college-constructed survey was used to assess alumni. No statistical comparison can be made between the groups due to differences in instrumentation and samples; however, descriptive information on each group is available. This information includes general student and alumni satisfaction with the college, perceptions regarding the college's contribution to student personal development, and student/alumni involvement in community activities. National comparisons to two-year college students are available on the enrolled student group, using the user norms of the ACT *Faces of the Future Survey*. ACT developed this instrument in coordination with the American Association of Community Colleges (AACC) specifically for assessment of two-year college student populations. Information on both credit and non-credit students were assessed, yielding the first information of this type on non-credit students.

Where applicable, recommendations are made. Actions taken on recommendations from previous assessment findings are included to provide a continuous cycle of assessment and improvement.

Major Findings of the Current Assessment Study

Comprehensive opinion surveys conducted with students and alumni during 2000-2003 revealed that students were reasonably satisfied with services, with the exception of some aspects of advisement, student communications, registration services and student financial services. Most survey items yielded higher ratings for MTC services, when compared with other two-year colleges in 2000, but these ratings declined somewhat in 2002. Ratings below the national average were found for student financial services, and some aspects of advisement and registration. Student focus groups also cited enhancements needed in student communications and student orientation. Service satisfaction and student personal development information is provided in Table A.

A program review of student advisement during the 1997-2000 assessment period had confirmed strong management of Advisement/Scheduling area; however, student groups and the review team recommended establishing a system of assigned advisors in each academic department so students could establish a closer relationship with their advisor and work together to set academic and career goals. By 2003 each academic department had established assigned advisors. After new students are seen in the New Student Advisement Center and advised on their initial test scores, students are connected to departmental advisors to plan their educational programs in their academic area. Students in Industrial and Engineering Technologies are assigned to departmental advisors at the point of entry.

A second area rated by student groups as needing improvement was student information. Improvement of the accuracy and accessibility of student information has been an MTC objective since 1993 when this topic was addressed in previous assessment studies. Departmental reviews emphasized the need for better publicity and communications on multiple-departments. Student focus groups confirmed that low ratings of services often resulted from limited contact and a lack of knowledge about services available. Significant actions were initiated during 2000-2003 to implement a new student information system, Datatel's Colleague System and to place online services and information at student fingertips. Web usage reports in 2003 showed that web use by students has tripled from 2001 to 2003. During the 2003 - 2006 assessment period, the college plans to implement personalized electronic communications to

student college email addresses that were established for students beginning in 2002. This initiative will allow the college to “push” services and information to students who need them

A third area cited by students was student orientation services to help students adjust to college. A freshman seminar course, COL 105 was started in 1999 and a web-based orientation was initiated in 2003 to assist with this effort. In addition, each department has developed web online information, services and forms. So far, student feedback on these services has been positive, though research conducted on the student orientation course by MTC’s Office of Assessment, Research and Planning shows that the course has limited affect on student retention to the next term. Students who successfully complete the course appear to be more likely to persist more semesters at the college than students who are not successful in completing the course.

A fourth area rated lower by students is registration-related services, on such items as “I am able to register for classes with few conflicts,” “Classes are scheduled at times convenient for me,” and “The personnel involved in registration are helpful.” In 2002, following the implementation of the Datatel Colleague Student Information System, the college implemented online course scheduling assistance, registration and fee payment. All students can check schedules and pay fees online, while students who have completed educational plans and been web-enabled by their advisor can register online. By Spring 2003 over 25 percent of all students and approximately 55 percent of web-enabled students registered online. During 2003-2006 students a greater percentage of students will be web-enabled and assisted in registering at their convenience.

A fifth area of student concern, where ratings were significantly below the national level was student financial assistance. MTC student ratings on the *Faces of the Future Survey* were significantly below the national norm for two-year colleges on items related to student financial aid services. During 2002-2003, an improvement plan was initiated in the student financial assistance area. This plan included personnel realignments, staff training, multiple automation efforts, a call center and a wide array of online services. Several student focus groups provided input regarding service improvement needs. Tracking information, focus groups and surveys will yield on-going information to help improve services in this area.

Service usage continued to increase while staff resources remained constant or rose only slightly. This situation led to questions regarding the level at which service quality can be maintained with this growing gap between resources and student needs for services. Cross-training staff into teams of generalists and experts, interdepartmental sharing and planning, increased use of technology, growing reliance on part-time personnel, outsourcing of some services, and a revitalization of the Noel-Levitz CONNECTIONS customer service program were initiated to bolster service quality and attempt to accommodate growing student enrollments in an environment of fiscal constraints.

Departmental reviews in Disability Services, Student Assessment, Center for Adult Learners (which included WIA and Perkins III job training and career support programs), Job Placement, Admissions and Student Records (Table B) revealed quality ratings of 4.6 or higher on a 5.0 scale for each department evaluated. This was well above the 4.0 standard. Lowest functional ratings were cited for facilities, staffing and financial resources, with recommendations to seek new fund sources to offset shortages in state appropriations. Areas such as technology/equipment improved for departments undergoing their second review cycle. Departments generally received strong ratings for mission, program, leadership and management, ethics, access and equity, and legal issues (compliance with guidelines, regulations and educational law).

Assessments of student personal development (Table A) revealed that 92 percent of alumni felt MTC had contributed to their quality of life, 95 percent said the college helped them meet the goals they came to achieve, and 94 percent said they would recommend MTC to their friends and acquaintances. . Enrolled students responding to the 2000 ACT *Faces of the Future Survey* rated

the college's contribution to personal development above the national average on items such as "developing self-confidence and "learning to work effectively as a member of a team." Student responses to this same survey in 2002 rated most of these same items slightly below the national average. The responses of MTC non-credit students to personal development items fell slightly below the national average in 2000 and 2002; however, non-credit students rated overall satisfaction with the college on par with the national average. Although caution must be exercised when comparing national normative data to college data, this information provides an external yardstick for assessing student personal development in community colleges. Students' self-reported drop in their perception of the college's contribution to their personal development will be addressed through more personalized communications with students and more proactive follow-up regarding student educational plans, goals and needs.

2003-2006 Action Plan Objectives

- Objective A: Continue to establish trend data on the college's contribution to the personal development of college credit and non-credit students, using both quantitative data and qualitative input from student focus groups in the analysis. (Responsibility of the Vice President for Student Development Services and the Director of Assessment, Research and Planning)
- Objective B: Conduct six additional Student Development Services program reviews, using the revised CAS Standards (Responsibility of the Vice President for Student Development Services)
- Objective C: Improve student satisfaction with enrollment-related services such as student financial services, advisement and registration. (Responsibility of the Vice President for Student Development Services)
- Objective D: Continue to assess and improve student online services and electronic communications, with an emphasis on increasing student utilization of online and electronic resources. (Responsibility of the Vice President for Student Development Services; Director Information Resource Management)
- Objective E: Conduct quantitative and qualitative assessments designed to improve programs, enhance student satisfaction with services and yield positive student development outcomes.

TABLE A

STUDENT PERSONAL GROWTH AND DEVELOPMENT

In 2001 and 2003 alumni who had graduated three years prior were assessed on several personal growth and involvement items. In 2000 and 2002 the *ACT Faces of the Future Survey* provided information on credit and non-credit student perceptions of MTC's contribution to their growth and development. Comparisons with national data on two-year college students are provided. Highlights of these findings are presented.

Part I: ALUMNI

Alumni survey information reported in 2001 represents 175 alumni responses to 1,102 surveys (20.4 percent response rate) mailed to Midlands Technical College graduates who completed their studies in 1997-98. The 2003 alumni survey represents findings from 160 completed alumni surveys. Information on previous alumni surveys is included for comparative purposes when available. College contribution to personal growth is based on the percentage of graduates answering "Yes." Involvement reflects the percentage of alumni saying they are involved in specific post-graduate activities "weekly" or "monthly", or voted in "all" or "most" elections. Satisfaction with college reflected by the percentage of graduates answering 'Yes' to specific items about Midlands Technical College.

College Contribution to Personal Development

	<u>1994</u>	<u>1996</u>	<u>1998</u>	<u>2001</u>	<u>2003</u>
Achieved educational goal at MTC	.--	--	--	.94	.95
MTC contributed to quality of life	.94	.94	.97	.94	.92

Involvement

Life-long learning/personal enrichment	.70	.58	.79	.24	.30
Social/recreational organization	.47	.30	.40	.27	.38
Support for participation in the arts	.19	.16	.23	.13	.16
Voting in elections since graduating	.80	.73	.82	.67	.68
Volunteer, Public or Community Service	.31	.23	.30	.24	.30

Satisfaction with College

Would send children to MTC	.97	.95	.97	.96	.88
Would recommend friends and acquaintances to MTC	.98	.98	100	.99	.94

Part II: ENROLLED STUDENTS

Personal growth data of credit and non-credit students is based on student responses to the ACT *Faces of the Future Survey* conducted on stratified samples of students who were enrolled in 1999 and in 2001. Reports on these findings were produced in 2000 and 2002. Student-perceived levels of Midlands Technical College's contribution to their personal growth are presented on a 5-point rating scale, with 5 being a "major contribution" and 1 being "no contribution." Comparative data from national norming groups on this same instrument are provided.

College Contribution Personal Growth and Development

ACT Faces of the Future Survey

CR=Credit Students; NC=Non-Credit Students

	2000				2002			
	<u>MTC</u>		<u>National</u>		<u>MTC</u>		<u>National</u>	
	CR	NC	CR	NC	CR	NC	CR	NC
• Identifying training skills needed for career opportunities that fit my interests/abilities	3.84	3.91	3.52	3.60	3.47	3.50	3.57	3.75
• Developing self-confidence	3.39	3.43	3.36	3.45	3.18	3.00	3.39	3.57
• Developing openness to opinions other than my own	3.21	3.00	3.10	3.07	2.86	2.49	3.10	3.16
• Learning effective leadership skills	3.20	2.79	3.00	3.00	2.77	2.50	3.05	3.17
• Communicating with others in the work setting	3.12	2.65	2.97	3.13	2.76	2.67	2.97	3.22
• Learning how to work effectively as member of the team	3.10	2.53	2.90	3.01	2.77	2.37	2.91	3.09

Student Satisfaction with Services and College

ACT Faces of the Future Survey

CR=Credit Students; NC=Non-Credit Students

	2000				2002			
	<u>MTC</u>		<u>National</u>		<u>MTC</u>		<u>National</u>	
	CR	NC	CR	NC	CR	NC	CR	NC
• Would recommend college to friends and relatives	4.21	4.38	4.09	4.27	4.09	4.14	4.10	4.02
• The registration process is student-Friendly	3.67	4.27	3.78	4.01	3.54	4.13	3.78	4.04
• Academic advising is of high quality	3.39	3.69	3.46	3.53	3.33	-----	3.50	-----
• I received all the help I needed from the Financial Aid Office	3.20	-----	3.54	-----	3.25	-----	3.59	-----
• Satisfaction with this College	4.08	4.11	4.03	4.12	4.27	4.29	4.38	4.29

TABLE B

STUDENT DEVELOPMENT SERVICES DEPARTMENT REVIEWS

DRC = Disability Resource Center
AST = Student Assessment Services
SR = Student Records

CAL = Center for Adult Learners
ADM = Admissions
JP = Job Placement

Ratings on a 5-point quality scale: Last evaluation left side of column; 2000-2003 evaluation on the right

Review Component	Department/Function Evaluation											
	DRC		CAL		AST		ADM		SR		JP	
Mission	4.6	4.6	5.0	4.8	5.0	5.0	5.0	5.0	5.0	5.0	4.5	5.0
Program	4.7	4.8	5.0	4.9	5.0	5.0	5.0	5.0	5.0	5.0	4.7	4.9
Leadership/Mgt	5.0	4.9	5.0	5.0	5.0	5.0	4.5	4.3	5.0	5.0	5.0	5.0
Human Resources	4.8	4.4	4.6	4.8	5.0	5.0	5.0	4.5	5.0	4.75	3.8	4.6
Financial Resources	4.5	4.0	5.0	5.0	5.0	5.0	3.8	4.0	5.0	5.0	4.0	4.5
Facilities	5.0	5.0	5.0	3.5	4.5	4.5	5.0	5.0	5.0	5.0	5.0	4.9
Equipment /Technology	5.0	3.5	5.0	5.0	3.5	3.5	5.0	5.0	5.0	5.0	5.0	5.0
Legal Issues	5.0	5.0	5.0	4.9	5.0	5.0	5.0	5.0	5.0	4.25	5.0	5.0
Access and Equity	5.0	5.0	5.0	4.9	5.0	5.0	5.0	5.0	5.0	4.7	5.0	5.0
Campus & Community	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Ethics	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.33	5.0	5.0
Evaluation	5.0	4.0	5.0	4.9	4.0	4.0	5.0	5.0	5.0	4.0	4.5	5.0
Overall Rating	4.7	4.6	4.9	4.8	4.8	4.8	5.0*	4.81	5.0	4.75	4.7	4.9

***During the last Admissions evaluation, the committee gave a 5.0 rating even though sub-scores totaled less than 5.0.**

SUMMARY OF 2000-2003 STUDENT DEVELOPMENT SERVICES PROGRAM REVIEWS

Disability Resource Centers

- Need to increase human and financial resources due to increasing volume of students with disabilities with no growth in staff to meet these needs. Significant increases in students with learning and emotional disabilities require increases in services and staff with experience in these areas.
- Need to increase assistive technology in high access areas such as Academic Success Centers and the Library. Equipment in these areas support the concept of universal access. This was the only area noted below standard.
- Need more research on the success of students with disabilities based on the types of services and assistance received.
- Increases noted in ethics and program.

Center for Adult Learners

- Non-significant declines noted in several areas was based on committee desire for stronger documentation of items such as staff training and assessment of client outcomes by student sub-populations.
- The higher rating for human resources resulted from increasing temporary personnel resources through the aggressive pursuit and acquisition of grants to support career education and job training. Funding for WIA Youth Grants and Perkins III funds increased during the period reviewed.
- The below standard rating for facilities resulted from crowded service conditions on Beltline Campus and shared space with TRIO programs on Airport Campus.
- Strong administration and management was noted, along with positive outcomes of student clients. The Center for Adult Learners operates on a case management basis, with a Fall to Spring semester client retention rate of 90 percent compared to the College's fall to semester student retention rate of 79 percent.

Student Assessment Services

- This program received 2001 ratings identical to the last program review conducted in 1997.
- The review team expressed concern regarding adequacy of facilities (especially overcrowded conditions on Beltline Campus) and adequacy of technology to meet student needs based on the number of assessments administered and multiple types of assessments conducted.
- The reviewers also noted the need to re-establish programming lost during the transition to the Colleague Student Information System. This programming is needed to pull student retention and course/grade data to update course placement research following the transition to COMPASS.
- The committee cited good leadership and management; a strong assessment program.

Admissions

- Declines in human and financial resources ratings resulted from growth in applicant volume, increasing technical workload required by Colleague implementation and growing federal/state requirements regarding residency and international processing without comparable increases in staff resources and operational funds to meet these needs.
- The committee noted strong leadership and management; clear and concise admission procedures.

Student Records

- Minor rating declines from the last program review resulted from inability to adequately document client service evaluations, staff FERPA training for staff and staff updates on legal and ethical issues, although committee members noted evidence that these functions were in place.
- Stress on human resources were based on growing student enrollments and the strong impact of Colleague Student Information System on increased workload within the Student Records Office during the system implementation phase.

Job Placement Services

- The committee commended the virtual job placement center available online, but some members felt staff resources are needed at all college campuses where job placement services are made available to students in order to have full equity of services at all campus sites. The committee recommended consideration of additional staff or staff rotation to Harbison and Northeast Campuses.
- The committee noted the Job Placement program's strong administration and leadership.