

Midlands Technical College  
Achievement of Students Transferring from Two to four Year Institutions  
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Summary Statement

The Academic Program Review Process at Midlands Technical College (MTC) has stimulated several initiatives to improve the transfer experience for students seeking baccalaureate degrees. These initiatives have focused on three areas: articulation with four-year institutions, the Associate in Arts (AA) curriculum, and advising of transfer students. In addition to these areas, this report summarizes the findings from the data provided by the senior colleges regarding the performance of former MTC students at those institutions.

MTC now has articulation agreements with all of the four-year institutions in its service area. Most recently, MTC and Allen University for the first time have jointly developed a comprehensive course equivalency list. In April 2000, the presidents of MTC and Benedict College signed a new articulation agreement that resulted from two years of Benedict's careful scrutiny of MTC courses. Agreements with Columbia College in Criminal Justice/Public Affairs and Computer Technology and Computer Information Systems have been submitted to Columbia College faculty for approval. MTC and the University of South Carolina College of Engineering sealed an agreement that enables engineering technology graduates to transfer into the College of Engineering after completing transition courses. MTC continues to be the largest feeder of transfer students to both Columbia College and the University of South Carolina (USC).

Several curricular changes have been implemented in order to improve the fit between the AA degree and the general education requirements in the colleges where most MTC students transfer. Because the Darla Moore School of Business accepts BIO 112 and CHM 105, those two courses were added to the choices of laboratory sciences. Also, because several colleges at USC, including the College of Liberal Arts, offer students the opportunity to take logic courses instead of mathematics courses, PHI 105, Introduction to Logic, was added as a choice among mathematics/analytical reasoning courses.

Efforts to smooth the transfer process for MTC students include a comprehensive plan to assign each new student to one faculty member who will advise that student throughout his or her MTC career. In-service training sessions have focused on helping advisors to be more effective. Other innovations which are helping transfer students include:

- four-year college- and major-specific Associate in Arts and Associate in Science (AS) program plans.
- links on the MTC website to transfer guides of many four-year institutions.
- advisor Internet access to CollegeSource, an on-line compilation of most college catalogs in the United States.

To evaluate the success of the College's transfer students, MTC reviewed the information provided by the Senior Institutions in their Annual Transfer Reports. These reports provided limited information on the acceptance rate of MTC students at senior institutions and on their

academic performance for one term. These data are found in the attached Table A. The reports do not provide the detailed information needed in order to conduct a comprehensive analysis of the success of transfer students.

The state's 11 senior institutions reported that 1062 MTC transfer students applied for enrollment for the first time in fall 1999. While the probability of students applying to more than one college must be considered when assessing the overall applied-accepted rate, 74 % of the MTC students who submitted complete applications to the 11 senior institutions were accepted. Of the 570 transfer students accepted, 269 ( 47%) actually enrolled. As expected, the largest number of transfers (174) enrolled at USC-Columbia. MTC was the only college within the Technical College System to have first time transfers enrolling at all 11 senior institutions in fall 1999. This information suggests that the college has successfully implemented strategies to achieve its mission of allowing students "to transfer to senior colleges and universities."

The data provided by the senior colleges does not show the gender/sex of applicants, but does provide these data for those students who enrolled. Twenty-two percent of the MTC first time transfers in fall 99 were non-white students and 56 percent were female.

The actual number of transfers at 10 of the 11 colleges, ranged from 2 to 16 students. These *n* values therefore; were too small for any meaningful analysis to be conducted for reporting. While information on the 174 students enrolling at USC Columbia offers some insight on actual student performance, it is tempered by the fact that only average GPA's data by gender/ethnic/class categories are provided. Overall, the USC-Columbia Native Students (2.89 GPA) did slightly better than the MTC Transfer Students (2.46 GPA). In terms of ethnic-gender-class categories, the only USC-Columbia transfer category that had a higher GPA than the corresponding native student category was the Non-White Male with 20-59 hours completed.

The following objectives should be initiated in 2001-2002

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

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

**TABLE A**

<b>Senior Institutions Application, Acceptances, and Enrollments from MTC First-Time Fall 1999 Transfers</b>								
				<b>MTC</b>		<b>Native</b>		
<b>Senior Institution</b>	<b>Total MTC Transfer Applications</b>	<b>Total MTC Students Accepted</b>	<b>Total MTC Students enrolled</b>	<b>MTC Transfer Students</b>	<b>G.P.A.</b>	<b># First Time Native Students</b>	<b>G.P.A.</b>	
<b>Winthrop</b>	29	22	16	16	1.98	3103	2.71	
<b>SC State University</b>	15	10	8	8	3.08	2886	2.42	
<b>USC-Spartanburg</b>	15	9	5	5	1.847	1143	2.605	
<b>USC-Columbia</b>	856	444	174	174	2.463	7334	2.892	
<b>USC-Aiken</b>	36	17	14	14	3.021	1176	2.863	
<b>Francis Marion</b>	8	6	2	2	2.956	1748	2.603	
<b>Lander University</b>	15	11	6	6	2.3606	1077	2.4797	
<b>College of Charleston</b>	42	18	18	18	2.48	5286	2.79	
<b>The Citadel</b>	7	6	4	4	2.23	1588	2.65	
<b>Clemson</b>	27	17	16	16	2.00	12695	2.73	
<b>Coastal Carolina University</b>	12	10	6	6	2.974	1140	2.702	
<b>Indicates that MTC students had a higher Average GPA than the native students</b>								