

ACBSP

Reaffirmation of Accreditation

2011 – 2012



Self-Study Report

INTRODUCTION

In order to assist the Commissioners and program evaluators in reviewing the Self-Study Report, we have presented the information as outlined in the Table of Contents. The institutional overview serves as a “snapshot” of applicable processes and procedures at our College and provides necessary background information. Following the overview and organizational profile for accreditation, each section designated as an ACBSP Standard will consist of institutional responses that describe or demonstrate compliance and a summary of strengths and opportunities for improvement.

In addition, appropriate site exhibits are referenced throughout the report to support compliance. These exhibits, which are in addition to the required tables, will be available to the evaluators during their visit. A complete list of the site exhibits is included in the Appendix.

Furthermore, because the revised curriculum used during the self-study year does not appear in the 2010-2012 MTC Academic Catalog, copies of the 2012-2014 MTC Academic Catalog are also provided for review.

To assist the evaluators, the Self-Study Report may be accessed at <http://www.midlandstech.edu/business/>. Due to the confidentiality of some of the materials housed on the website, it is password protected. Please contact the department head for the passcodes.

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**Accreditation Council for Business Schools and Programs
(ACBSP)**

**Self-Study Title Page
SELF-STUDY YEAR 2011-2012**

NAME OF INSTITUTION: Midlands Technical College

PRESIDENT OR CHANCELLOR'S NAME: Dr. Marshall White, Jr.

CHIEF ACADEMIC OFFICER'S NAME: Dr. Ronald Drayton

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM: Mr. Melvin O. Hawkins, Jr.

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

Name: Mr. Melvin O. Hawkins, Jr.

Title: Department Chair, Business and Public Service

Address: P.O. Box 2408

City: Columbia **State:** SC **Zip:** 29202 **Phone:** (803) 822-3592

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DATE OF SUBMISSION OF THE SELF-STUDY: December 10, 2012

Listing of all business and business-related programs

Column A: List all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational.”)

Column B: Indicate with “yes” or “no” whether the program is administered by the Business Unit.

Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.

Column D: Indicate number of degrees conferred during self-study year

Business or Business-Related Programs	Program in Business Unit	<i>To be Accredited by ACBSP</i>	Number of Degrees Conferred During Self-Study Year
Accounting	Yes	Yes	18
Management	Yes	Yes	60
Marketing	Yes	Yes	18

COMMENT: _____

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. Self-Study Preparers: Identify those individuals who prepared the self-study.

Melvin Hawkins, Jr., Department Chair & Self-Study Coordinator (Overview & Standard One)
Edwin Breazeale, Management & Marketing Instructor (Standard Two)
Jean Killey, Accounting Instructor (Standard Two)
Myrtle Cooper, Management & Marketing Instructor (Standard Three)
Brad Cox, Management & Marketing Instructor (Standard Three)
Barbara Wagers, Accounting Instructor (Standard Three)
Steve McMillion, Accounting Program Coordinator (Standard Four)
Dr. Joe Puett, Management & Marketing Program Coordinator (Standard Four)
Gwen Moultrie, Management Instructor (Standard Five)
Harry Smith, Accounting Instructor (Standard Five)
Lori Duus, Management Instructor (Standard Six)
Cindy Springer, Management & Marketing Instructor (Standard Six)
Kim Bauer, Interim Department Assistant (Technical/Administrative Support)
Kat Kinnie, Administrative Specialist (Technical/Administrative Support)
Paula Temple, Administrative Specialist (Technical/Administrative Support)

B. Self-Study Purpose: State your institution's purposes for the self-study.

Midland Technical College's Accounting, Management, and Marketing degree programs are undergoing this reaffirmation of accreditation self-study process for the following reasons:

- To be recognized by a business professional association operating at the national and international levels.
- To assess the present operations of the Accounting, Management, and Marketing degree programs through a directed and structured process based on generally recognized standards of performance from a national association.
- To identify the Business Unit's strengths so they can be recognized and enhanced.
- To identify the Business Unit's weaknesses so actions for improvement may be developed and implemented.

C. Self-Study Timeline: Include the timeline used for the self-study.

July 2011	Assignments were given to faculty members who began gathering data for the self-study report.
October 2011	Faculty members met with the department head to discuss action plans to complete their assigned standard of the self-study report.
July – August 2012	Faculty members met with the department head to review and discuss the progress on the drafts for their assigned standard.
September 2012	Draft self-study report reviewed by Business Unit leadership and faculty.
November 2012	Executive review and finalization of self-study report

D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

Midlands Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The College completed its 2007-2009 SACS Self-Study and as a result was reaffirmed in June 2009 with no recommendations for improvement. Reaffirmation letter from SACS is located at Appendix A.

E. Profile of the Institution: Provide a profile of the institution, including the Business Unit, service area, and student composition.

Background

Midlands Technical College (MTC) is one of 16 technical colleges in South Carolina governed by the State Board for Technical and Comprehensive Education (SBTCE), a state regulatory board for the technical education system. The State Board establishes policies that apply to the entire state system and approves all of the College's associated degree and diploma programs. In addition, all associate degree programs are reviewed and approved by the South Carolina Commission on Higher Education (SCCHE)

The College's institutional purpose originated from Act 323 and Act 1268. (Site Exhibit A) Act 323, passed in 1961 established the original purpose of the South Carolina Technical Education System, which is to support the improvement of state and local economies, ensuring that students are prepared for jobs after graduation and that adequately trained work forces are available for new and expanding industries in the state. Act 1268, passed in 1972, created the State Board for Technical and Comprehensive Education, as well as granted authority for adding college transfer programs to a number of the technical colleges.

The present-day MTC is a product of a rich and unique history. Never before had a public trade school, a public technical education center, and a private junior college merged to form a comprehensive two-year technical/community college in South Carolina. In 1947, the South Carolina Area Trade School was established to provide skilled and educated workers to meet the expanding needs of the community. In 1963, Richland Technical Education Center was established to address specialized training for industrial growth. These two institutions merged in 1969 to form Midlands Technical Education Center. Later in 1974, the education center merged with Palmer College, a local, private business college, to form the multi-campus MTC we know today.

Midlands Technical College's purpose is to provide accessible, affordable, high-quality post-secondary education that prepares traditional and nontraditional students to enter the job market, allowing them to transfer to senior colleges and universities, and assisting them in achieving their personal and professional goals, as well as to assist in the economic growth of the community.

The College is a multi-campus institution serving Richland, Lexington, and Fairfield county residents of South Carolina. It operates six campuses – Airport Campus (located in the city of West Columbia in Lexington County), Beltline Campus (located in the city of Columbia in Richland County), Harbison Campus (located in the town of Irmo in Lexington County), Northeast Campus (located in the city of Columbia in Richland County), Batesburg-Leesville Campus (located in the town of Batesburg-Leesville in Lexington County), and the Fairfield Campus (located in the town of Winnsboro in Fairfield County). MTC also has a teaching location at the Fort Jackson Continuing Education Center.

Approximately 100 associate degree, diploma, and certificate programs of study are offered at MTC. A strong college transfer program allows students to take the first two years of a baccalaureate degree and transfer to one of the state's four-year institutions. MTC annually enrolls approximately 18,000 students

seeking to develop career-skills or transfer to a four-year institution. As a result, MTC is currently the largest feeder college to Columbia College and the University of South Carolina-Columbia (local four-year institutions). In addition, the College provides continuing education opportunities to more than 30,000 individuals and is the largest provider of noncredit professional upgrade training of any two-year college in the state. State-of-the-art equipment, a well-qualified faculty and staff, and hands-on experience give MTC students the quality education and training they need to successfully compete in the marketplace.

Midlands Technical College students are of all ages – the average being 27 years old – and there are slightly more females (58%) than males. A complete breakdown of student profile information, enrollment, retention rates, and the number of graduates will be available in the Resource Room on site. In addition, MTC has more than 550 full-time employees, and most faculty members (80%) have a master's degree or higher.

Institutional Effectiveness

MTC has demonstrated a long-standing commitment to Institutional Effectiveness. More than 25 years ago, the college seized the opportunity to develop a comprehensive college-wide institutional effectiveness program to evaluate its programs and services.

The cornerstone of the College's Institutional Effectiveness Program is a strategic planning process conducted every third year which assesses the changing conditions within and outside the College and develops a five-year Strategic Plan for achieving the mission of the College. The College presents to its Board of Commissioners a *Report on Institutional Effectiveness* that tracks, in quantifiable terms where possible, the progress of the College in achieving institutional goals.

In an effort to be more responsive to environmental changes, the College has implemented revisions to its strategic planning process. These revisions include: shortening the planning cycle, the creation of a Strategic Planning Council, creating an on-going Environmental Scanning process, and developing several other mechanisms that allow for broader participation by faculty, staff, and students in the College's planning process. These revisions have made the planning process more flexible and immediately responsive to changes occurring in both its internal and external environments.

During June 2010, the Board of Trustees of the Southern Association of Colleges and Schools (SACS) Commission on Colleges reaffirmed the accreditation of MTC with no recommendations. Among higher education institutions, reaffirmation with no recommendations is a noteworthy achievement that has been awarded to only a few institutions. A copy of the SACS Commission on Colleges reaffirmation letter is available at Appendix A.

A noteworthy highlight of the Self-Study report was the success of the student learning outcome (SLO) process. While most institutions have departmental and program mission statements, related goals, outcomes, and competencies appropriate to the course of study as well as the general educational core, MTC has taken the process one step further. MTC created appropriate student learning outcomes, related competencies, and performance measures for every course offered at the college. Since the courses are housed in specific programs leading to a diploma or certificate or degree, our process involves a more in-depth analysis at the course level to get to the fundamentals of student learning. It allows MTC to make decisions based on documented student results, going beyond student evaluation of teaching and alumni feedback.

In support of the College's goals and initiatives, which are an integral component of MTC's Institutional Effectiveness Program, the College sought initial accreditation by ACBSP for its Business Programs in 1991. Since receiving this accreditation, our evaluation of the business programs and services has been systematic and continuous in its application. As a result, we have been able to assess our effectiveness in meeting departmental and program goals, complying with

various evaluation standards, as well as identifying weaknesses and implementing appropriate changes to enhance the effectiveness of our programs and services.

Business Unit

Effective Fall 2011, the Academic Affairs Division consists of two areas: Arts and Sciences and Career Programs. The Business and Public Service Department, which is housed within Career Programs, includes the following academic programs: Accounting, Criminal Justice, Early Childhood Development, Human Services, Management, Marketing, and Paralegal. The department chair for Business and Public Services reports to the vice president for Academic Affairs. Only the Accounting, Management, and Marketing programs are subject to ACBSP accreditation. The other programs maintain specific program accreditation through their respective accrediting agencies. Therefore, to avoid confusion, we will refer to the three programs subject to ACBSP accreditation as the “*Business Unit*” throughout the remainder of this report.

The Business Unit has twelve full-time faculty members and employs the equivalent of four full-time administrative support personnel and one student service specialist to coordinate the business course offerings on Ft. Jackson.

The Business Unit has always been an integral part of the Academic Affairs Division. In both Fall 2011 and Spring 2012, approximately 7.0% of the total students enrolled at MTC were majoring in a program offered by the Business Unit. The Fall and Spring semesters enrollment reflected 829 and 853 Business students, respectively.

The following chart summarizes selected student profile information for the fall and spring semesters of the Self-Study year:

<u>Fall 2011</u>	<u>Total Business</u>	<u>Accounting No. %</u>	<u>Management No. %</u>	<u>Marketing No. %</u>
Total enrollment	829	230 28%	448 54%	151 18%
Full-time	390	99 25%	209 53%	82 21%
Part-time	439	131 29.8%	239 54.4%	69 15.7%
Female	497	163 33%	259 52%	75 16%
Male	332	67 20%	189 57%	76 23%
Average age	28.1	29	28	27
<u>Spring 2012</u>	<u>Total Business</u>	<u>Accounting No. %</u>	<u>Management No. %</u>	<u>Marketing No. %</u>
Total enrollment	853	241 28%	450 53%	162 19%
Full-time	374	97 26%	197 53%	80 21%
Part-time	479	144 30%	253 53%	82 17%
Female	527	172 33 %	271 51%	84 16%
Male	326	69 21%	179 55%	78 24%
Average age	28.8	29	30	27

In addition, Business Unit students account for 7.4% of MTC's total FTEs for both fall and spring semesters. The chart below summarizes the FTEs by semester and by discipline.

<u>Term</u>	<u>Total College</u>	<u>Total Business No. %</u>				
Fall 2011	7919	531.9 7.2%				
Spring 2012	7619	538.7 7.6%				
Total	15538	1070.6 7.4%				
<u>Term</u>	<u>Total Business</u>	<u>Accounting No. %</u>	<u>Management No. %</u>	<u>Marketing No. %</u>		
Fall 2011	531.9	139.6 1.8%	290.2 3.7%	102.1 1.3%		
Spring 2012	538.7	145.7 1.9%	285.7 3.8%	107.2 1.4%		
Total	1070.6	285.3 1.8%	575.9 3.7%	209.3 1.3%		

Detailed enrollment figures, student profile information, section sizes, retention rates, and graduates for each program in the Business Unit will be available in the Resource Room on site.

F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

The organizational chart for Midlands Technical College and the program organizational chart for the Business and Public Service Department are attached. (See Appendix C)

G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

The South Carolina State Board for Technical and Comprehensive Education (SBTCE), created by South Carolina Statutes 59-53-10 and 59-53-20, empowers technical colleges under its jurisdiction to award associate degrees and diplomas. South Carolina Statute 59-53-1710 specifically names MTC as one of the technical colleges under the jurisdiction of SBTCE that is authorized to award associate degrees, diplomas, and certificates. South Carolina is located within the geographic jurisdiction of the Southern Association of Colleges and Schools.

H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

The MTC Commission is the governing board for the College. The board is composed of 12 voting members appointed by the Governor of South Carolina. The composition of the board is determined by the demographics of Richland and Lexington counties at the time nominations are made by the respective legislative delegations. The names and photographs of the MTC Commission members are published in the 2010-2012 MTC Academic Catalog. Commissioners serve a four-year term and are residents of the respective counties they represent within the College's operational area.

The powers and functions of the MTC Commission are specified in Section IX, Article VI of the MTC Commission Bylaws. (Site Exhibit B) The Commission is empowered to ensure the mission of the College is implemented by legal authority derived from Acts 498 and 521 of the South Carolina Code of Laws and subsequent amendments. (Site Exhibit C, copies of S.C. Code of Laws 59-53-1710-1720) The MTC Commission is an active policy-making body as outlined in the *MTC Commission Handbook* (Site Exhibit D), which also contains the Commission's monthly meeting times, organizational structure, and rules of conduct. The Commission's role as the active governing body for the College is evidenced by the action recorded in the minutes of Commission meetings. In addition, the Commission has an annual retreat at which it reviews the results of the previous year's activities, as well as the College's operational plans for the upcoming year.

The MTC Commission is controlled by a majority of its members. Business of the Commission can be transacted by the members only when a quorum constituting a majority of members is present. Motions are passed by a simple majority. This requirement is stated in Article IV, Section IV of the Bylaws. (Site Exhibit B) The President of MTC is employed by the MTC Commission to serve as the Chief Executive Officer of the College. The President is responsible for organizing, administering, and operating the College. Although the President attends all meetings of the MTC Commission, the Bylaws prohibit him or her from being a board member or the presiding officer. (Site Exhibit B)

The independence of the MTC Commission is ensured through Act 521, S.C. Statute 59-53-1720, and the Bylaws of the Commission, which outline the powers and duties of the Commission. (Act 521, S.C. Statute 59-53-1720, and the Bylaws of the Commission will be available in the Resource Room on site) To ensure the board represents the public interest, neither the presiding officer of the Commission or the majority of voting members have contractual, employment, personal, or familial interests in MTC. Article VIII of the Commission Bylaws addresses and precludes any conflict of interest concerning Commission members. (Site Exhibit B)

I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

The College's statement of mission is published in numerous college documents, including page 6 of the 2010-2012 *MTC Academic Catalog*. The statement of mission is as follows:

"Midlands Technical College (MTC) is a comprehensive, multi-campus, two-year public college serving the primary region of Richland, Lexington and Fairfield counties of South Carolina. College programs and services provide accessible, affordable, quality education that prepares a diverse student population to enter the job market, transfer to senior colleges and universities, and achieve their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and strengthens the economic and social vitality of the community."

MTC serves approximately 16,000 credit students annually through courses leading to associate degrees, diplomas and/or certificates in Arts and Sciences, Business, Engineering Technology, Health Sciences, Industrial Technology, Information Systems Technology, Nursing and Public Service.

MTC provides professional and career training and development through open enrollment and customized courses to approximately 30,000 individuals from the community, and from businesses, industries, and governmental and health agencies. The college also offers self-supporting, noncredit activities for personal enrichment.

MTC offers programs and services to enrolled and prospective students and alumni to increase their success and enhance their potential for personal, educational and professional growth. The college increases student access to higher education through recruitment, developmental education, financial services, counseling and career services, and evaluation and support services.

MTC promotes the economic vitality of the region by providing a sustainable workforce for new and expanding industries and technology transfer to developing companies. The college proactively seeks to promote business growth and regional prosperity.

The statement of mission above is published in numerous college documents, including the College website (<http://www.midlandstech.edu/mission.htm>), the online *MTC Student Handbook* at <http://www.midlandstech.edu/Handbook/>, and page 6 of the 2010-2012 *MTC Academic Catalog*.

J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

The Business Unit has a clearly defined Mission Statement that is published on the department's website (<http://www.midlandstech.edu/business/>), course program plans, and on pages 79, 91, and 92, of the 2010-2012 MTC Academic Catalog for the Accounting, Management, and Marketing associate degrees (Site Exhibit E, copy of the 2010-2012 course plans).

The Mission Statement is as follows: *"Midlands Technical College's Business and Public Service Department provides an innovative, up-to-date learning environment that enables individuals to achieve their personal, professional and educational goals for the purpose of contributing to the economic growth of the community."*

The Business Unit's objectives are designed to support and assist in carrying out its mission. (These objectives are published on the departmental website.) The objectives are:

- Quality Instruction – To assure consistently high-quality instruction in all modes of delivery

- Student Success – To work collaboratively with other areas of the College to encourage students to achieve their educational goals and succeed in work and/or continued education.
- Program and Curricula – To develop, market, and maintain quality programs that are responsive to the needs of our service areas.
- Technology – To employ appropriate technologies effectively to enhance instruction and student learning.
- Professional Development – To foster continuing education and professional development for faculty and staff.

In addition, to reinforce our commitment to our students, the Business Unit has adopted the following motto: “*Ready for Change, Ready for the Future, Ready for You!*” (The motto is published on the departmental website.)

The educational programs housed in the Business Unit, as well as the rest of the College, have proven to be appropriate to MTC’s mission because they are an integral component of the College’s strategic planning process. This process includes developing goals, priority initiatives, and critical success factors that address each of these areas. Each college division has a mission statement that supports the overall mission of the College. (Mission statements of divisions will be available in the Resource Room on site) In addition, to ensure that all processes, programs, and services are appropriate to fulfill the College’s stated purpose, each division is evaluated annually and the results are included in the College’s *Institutional Effectiveness Report* and the annual accountability reports. (Accountability reports are published at <http://www.midlandstech.edu/arp/account.htm>)

Based on feedback from the Business Unit’s Advisory Committee, employers, alumni, current enrolled students, and as further shown in the placement rates of graduates, the Accounting, Management, and Marketing programs are achieving their purpose.

K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

As mentioned in the Profile of the Institution, above, the Business and Public Service Department, which is housed within the Career Programs, includes the following academic programs: Accounting, Criminal Justice, Early Childhood Development, Human Services, Management, Marketing, and Paralegal. Only the Accounting, Management, and Marketing programs are subject to ACBSP accreditation.

Within the Management Program, there are specialty groups (or tracks) that a student can pursue.

1. Business Administration
2. Finance Administration
3. Entrepreneurship
4. Fire Service Administration

It should be noted that although the Fire Service Administration track still officially exists, no management degree under the Fire Service Administration specialty group has been awarded in the past 25 years at MTC. On page 92 of the 2010-2012 MTC Academic Catalog, it is noted that these specialty courses are not available at MTC. Students must take them at sister institutions located within the state or with the National Fire Academy. Therefore, we have excluded this specialty group from the Self-Study.

The Business Unit offers one certificate in Entrepreneurship. This certificate is not subject to ACBSP accreditation and accordingly has not been addressed in this study.

- L. Academic Degrees:** List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall Business Unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

Business or Business Related Programs	Program in Business Unit (Yes/No)	To be Accredited by ACBSP (Yes/No)	Number of Degrees Conferred During Self-Study Year
Accounting	Yes	Yes	18
Management	Yes	Yes	60
Marketing	Yes	Yes	18

- M. Class Time:** Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

Fall 2011 – Spring 2012 course schedules will be available in the Resource Room to document class meeting times.

The College complies with the South Carolina State Board of Technical and Comprehensive Education's policy number 3-2-201 (Site Exhibit F) concerning the definition of a semester credit hour. A semester credit hour is defined as 50 minutes, which equates to 750 minutes per credit hour for the semester. Therefore, a 3-credit hour course must meet a minimum of 2,250 minutes during the term ($750 \times 3 = 2,250$), excluding holidays. The College has the flexibility to use alternate schedules within the term as long as each semester credit granted allows for a minimum of 750 minutes. For example, 10-week semester term courses that are 3-credits meet 225 minutes per week for a total of 2,250 hours, which equates to 750 minutes per credit.

- N. Course Delivery:** List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

With the exception of business communication and intermediate accounting courses, the Accounting, Management, and Marketing program courses are offered in both traditional and alternative delivery methods such as on-campus, internet, and hybrid.

Within the Business Unit, the traditional and most frequently used format for instruction is lecture-based in a classroom on-campus for either a 14-week duration for fall and spring semesters or ten-week duration for the summer semester, plus the examination period. For a few select business courses, nontraditional course durations include a seven-week mini-semester, including the examination period. (Site Exhibit G, list of seven-week courses)

Regardless of the delivery format or duration, it is subject to the same content, learning objectives, syllabus, textbook and expectations for student performance. A syllabus will be available in the Resource Room to document each delivery format for business courses. Students are provided adequate opportunity for preparation, reflection, and analysis. Departmental faculty determines which courses are appropriate for a nontraditional format. The only differences arising from internet-based courses and traditional courses are mandatory orientations and required accessibility to a computer.

- O. Credit Hours:** The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

The associate degrees offered at MTC require a minimum of two academic years of full-time course work. (Site Exhibit H, degree program plans) As mentioned in Class Time above, the College complies with the South Carolina State Board of Technical and Comprehensive Education's policy number 3-2-201 (Site Exhibit F) concerning the definition of a semester credit hour. A semester credit hour is defined as 50 minutes. There is no difference in the value of a credit hour for courses taught through distance learning.

- P. Student Communication:** Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

Midlands Technical College disseminates the current academic calendar, student policies, as well as tuition and fee information, through the 2010-2012 MTC Academic Catalog and the online Catalog at <http://www.midlandstech.edu/catalog/catalog2010-12/>. The program requirements for Accounting, Management, and Marketing can also be found in the Catalog or at the aforementioned web site. The 2010-2012 MTC Academic Catalog and the online Catalog also provide access to faculty credentials information.

STANDARD 1: LEADERSHIP

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the Business Unit's leadership system to enable the Business Unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

Institution Response

The Business Unit is led by Melvin Hawkins (for purposes of this self-study report the terms Business Unit leader and department head are interchangeable). Assisting Mr. Hawkins are the program coordinator for Accounting, Steve McMillion, and the program coordinator for Management and Marketing, Dr. Joe Puett.

The mission for the Business Unit is to provide students with an innovative, up-to-date learning environment that enables them to achieve their personal, professional and educational goals for the purpose of contributing to the economic growth of the community.

Attainment of the Business Unit's mission and goals is based upon program outcomes. Program learning outcomes have been developed that address "*what*" we expect students to achieve and describe specific skills and abilities to be mastered by students completing the accounting, management, or marketing program. Each outcome is supported by a competency that demonstrates "*how*" students will achieve the outcome. Each competency is also supported by a performance measure that identifies how the competency will be measured. In addition, specific course outcomes and related competencies have been developed to support the accounting, management, and marketing program outcomes. (Site Exhibit 1-A, Program Assessment Matrices)

A. Explain the Business Unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the Business Unit.

Leaders in the Business Unit promote organizational learning by fostering a learning-oriented culture that encourages innovation and personal/professional growth. The Business Unit leaders encourage faculty and staff to apply for available MTC funding to participate in various professional development activities, including seminars, workshops, and conferences. Contingent upon available funding, the MTC Professional Development fund will finance one activity (a series of inexpensive workshops can be considered as "one" activity if the workshops are sequential or related), up to \$750.00 per person per fiscal year. Activities should directly relate to the teaching discipline and/or job responsibility of faculty or staff. The department head demonstrates support of the development of faculty and staff by the approval and distribution of budgeted funds. For instance, when the actual costs for a professional development activity exceeds the \$750.00 per person per fiscal-year limit, the department head normally provides the balance up to an additional \$750.00 per person per fiscal year. There are also occasions when the department head distributes the full amount required for staff to participate in professional development opportunities and allows faculty members to attend continuing education training in order to maintain their professional credentials (e.g., Certified Public Accountant). (Site Exhibit 1-B, Request for Professional Development Funding form)

In addition, leaders encourage faculty and staff to participate in internal learning opportunities and openly discuss new knowledge during program and departmental meetings. Internal learning opportunities such as professional development training offered during fall and spring in-service and Continuing Education are available at no cost to faculty and staff. At spring department meetings, the Business Unit goals and

priorities are presented by the program coordinators through a SWOT (strengths, weaknesses, opportunities, threats) analysis that is developed and linked to the institutional goals of the MTC Strategic Plan. In turn, faculty members and the department head collaboratively identify one or more of the departmental goals to list as a job-performance objective on their Faculty Performance Management System (FPMS) document to accomplish the mission or foster high-performance. (Site Exhibit 1-C, department meeting minutes)

B. Explain how the Business Unit maintains effective communications and develops participation throughout the Business Unit.

The leaders in the Business Unit communicate with faculty through a variety of mechanisms, including a program committee led by the appropriate program coordinator who enables faculty to be involved in the unit and to have input into the decision-making process regarding curriculum changes and the selection of textbooks. Leaders in the Business Unit communicate directly by holding one departmental and program meeting during the fall and spring, encouraging active participation with the Business Advisory Committee which meets once during the year, and by seeking input into the strategic decision-making process. Leaders, faculty, and staff also communicate important information through the use of MTC's electronic mail system.

Leaders promote positive morale and team spirit by recognizing employee achievement through the use of MTC's electronic mail system and at departmental meetings, sending expressions of concern in case of employee illness or bereavement (with appropriate approval), recognizing employees upon resignation or retirement, and sharing other information approved by the employee through MTC's electronic mail system.

Leaders, faculty, and staff may take an active role in the reward and recognition processes by personally preparing and submitting nominations for the MTC Employee of the Month or annually for the National Institute for Staff and Organizational Development (NISOD) Excellence, the MTC Faculty of the Year, and the Business and Public Service Department Adjunct of the Year awards.

Criterion 1.2 – Leadership Measures of Performance

Institution Response

Explain how the Business Unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

At Midlands Technical College, all institutional officers, unclassified non-teaching personnel, classified employees, and unclassified faculty (instructors, librarians, department heads and academic program directors) who occupy a full-time equivalent position receive regular, job-related performance appraisals based on achievements in meeting defined standards set forth for the employee's position.

Full-time faculty and staff in the Business Unit are evaluated by the department head annually through a formal performance evaluation process called the Employee Performance Management System and the Faculty Performance Management System as approved by the State Board for Technical and Comprehensive Education and the State Office of Human Resource Management of the Budget and Control Board. (Site Exhibit 1-D, MTC Policy 2.8 - Employee/Faculty Performance Management System)

Job Functions (duties plus success criteria), objectives, and the overall rating are evaluated at one of the three (3) levels of performance as follows:

- **UNSUCCESSFUL** - Substandard work performance that is below the job requirements and expectations as evaluated according to the success criteria. Before an overall unsuccessful rating

is given, a substandard performance process must take place that includes a written warning and meetings with the faculty member. Any faculty member who receives an overall rating of "Unsuccessful" must be removed from the position (demoted, terminated, or reassigned).

- **SUCCESSFUL** - Work that meets the expectations and requirements of the assigned position throughout the rating period as evaluated according to the success criteria; performance may fluctuate during the rating period to include exceeding the job requirements and expectations in some areas.
- **EXCEPTIONAL** - Work that is consistently above the expectations and requirements of the job as evaluated according to the success criteria throughout the rating period.

All new adjunct instructors are observed and evaluated by the department head while other adjunct instructors are randomly selected for observation and evaluation. In addition, the Business Unit abides by the specific criteria for effective governance for accreditation established by the Southern Association of Colleges and Schools (SACS), and ACBSP. Both full-time and adjunct instructors in the Business Unit are also evaluated anonymously by students each term through the College's online system.

The results of the anonymous evaluations are made available to the students' faculty member and the department head. Faculty members use the results to modify instructional delivery and curriculum content. The department head uses student evaluations to prepare faculty performance planning documents and evaluations, nominate or select faculty members for teaching excellence awards, make adjunct hiring decisions, and plan training and teaching schedules. For instance, full-time instructors are nominated for awards such as the MTC Faculty of the Year, Dunbar-Tompkins Distinguished Lecturer in Career Programs, MTC Foundation Teaching Excellence, NISOD Excellence, and South Carolina Governor's Professor of the Year. Adjunct instructors are selected for the Business and Public Service Department Adjunct Faculty Member of the Year.

Criterion 1.3 – Leadership and Community

Institution Response

Explain how the Business Unit addresses its responsibilities to the environment and practices good citizenship.

Business Unit leaders personally engage in external civic activities and encourage faculty to participate as well. Unit leaders and faculty are active members of governmental committees, higher education institutions, homeowner associations, and community churches. For example, one program coordinator serves on the SC District Export Council of the U.S. Department of Commerce, and a faculty member serves as an accountant for a local shelter for children. The leaders are also active in awareness activities such as Veterans Day and community charities, including the United Way of the Midlands in South Carolina.

The leaders of the Business Unit and faculty promote civic engagement through participation in events such as the EngenuitySC IGNITE! (the organization's mission is to create knowledge, recruit talent, foster entrepreneurs, and give Columbia, SC the competitive advantage it needs to thrive), career fairs held at local middle and high schools, MTC Fall and Spring Open House, and MTC Entrepreneurship Club meetings.

The Business Unit leaders and faculty also serve as guest speakers at local institutions and schools. Through the use of the Faculty Performance Management System, the department head encourages faculty to recruit local business owners and professionals to serve on the Business Advisory Committee. While unit leaders invite business owners and professionals such as local entrepreneurs and graduates of the USC/Columbia Technology Incubator to speak at MTC Entrepreneurship Club meetings, faculty also

invite local business owners and professionals to serve as guest speakers on special topics during business courses.

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

The Business Unit employs several data-gathering and analysis techniques to identify strengths, weaknesses, opportunities, and threats during the planning process, including the following:

- a. Academic Program Review at the institutional level is required every three years for degree programs offered. Data gathering occurs throughout the planning cycle, involving input from faculty, advisory committees, employers, graduates, and students. The requisite data, timeline, and procedures for the review are prescribed in the MTC Academic Program Review Manual. Participants are asked about the unit's strengths and weaknesses, and for ideas for improvement. Data-gathering techniques include surveys, focus groups and informal discussions.

The MTC Assessment, Research, and Planning Office provide the Business Unit with several surveys of data collected from stakeholders. The surveys used in the 2011-2012 Program Review process consisted of the *2011 Accounting Program Current Student Survey Report*, the *2011 Management/Marketing Programs Current Student Survey Report*, the *2011 Accounting Program Alumni Survey Report*, the *2011 Management/Marketing Programs Alumni Survey Report*, the *Accounting Program Employer Report*, and the *Management/Marketing Programs Employer Report*. The reports contain thoughtful comments from respondents providing insight to the Business Unit (Site Exhibit 1-E, 2011-2012 Accounting, Management, and Marketing Academic Program Reviews).

To assist in analyzing the vitality of an academic program, the MTC Assessment, Research, and Planning Office provides the Business Unit with a *Vitality Report* of data collected for the Accounting, Management, and Marketing programs. The *Vitality Report* provides data that focuses on productivity trends, the type of course mix that program students enroll in, program course section size, post graduate opportunities, and retention rates (Site Exhibit 1-F, Vitality Reports for Accounting, Management, and Marketing).

Another valuable component of the program review is the DACUM. DACUM is an acronym that stands for Developing a Curriculum. For the accounting program, although all students, alumni, employers, and DACUM participants responded positive towards the accounting graduates, program, and faculty members, the aforementioned also expressed interest in bridging the gap between the academic study of accounting and the practices of business in handling accounting in the "real-world." To investigate the feasibility of implementing an internship for the accounting program, an FPMS objective was assigned to a faculty member.

In the management and marketing programs, the strengths, weaknesses, and plan for improvement are identical. Although the responses from all students, alumni, employers, and DACUM participants towards the management and marketing graduates, programs, and faculty members were very favorable, some employers participating in the DACUM lacked knowledge of these particular programs. After being introduced to the programs, they expressed a strong interest in hiring more graduates from this pool. To this end, the department head assigned FPMS objectives to faculty members for the development of strategies to introduce MTC management and marketing programs to local employers and to investigate the feasibility of implementing an internship for the management and marketing programs (Site Exhibits 1- G & 1-D, DACUM Reports for Accounting, Management, and Marketing and 2012-13 Faculty Performance Management System documents).

- b. Business Unit Strategic Planning Activities - In addition to using a formal review process, the unit leaders work to complete an annual SWOT (strengths, weaknesses, opportunities, threats) analysis that is linked to the institutional goals of the MTC Strategic Plan. This review process has led the leaders of the Business Unit to recognize program strengths and opportunities for improvement. For instance, quality faculty members emerged as a strength of the accounting program while a positive entrepreneurial program was identified for both the management and marketing programs. To seize the opportunity to review and adjust the new accounting curriculum and build a well-rounded Business Advisory Committee, FPMS objectives were assigned to business faculty members. (Site Exhibits 1-C & 1-D, Business and Public Service Department Meeting Minutes and 2012-13 Faculty Performance Management System documents)
- c. Advisory Board Meetings

As end users of business graduates, local employers are invited to participate on the Business Advisory Committee. The MTC Business Advisory Committee meets once a year and performs the following duties:

1. Provide occupational information
2. Assess employment trends
3. Recommend specific competencies needed by new employees and for retraining of employees
4. Review program entrance requirements for students
5. Recommend selection criteria for filling faculty vacancies
6. Review the curriculum of the program
7. Recommend the acquisition of instructional equipment and facilities
8. Assist in student recruitment, placement and cooperative educational activities
9. Assist in evaluation of the program and its graduates
10. Suggest and support legislation as necessary
11. Serve as a communications channel between the college and the community
12. Identify resources that can support the program
13. Recommend adjunct instructors

At the conclusion of each meeting, employers serving on the Business Advisory Committee are asked to complete a survey covering topics related to their duties shown above. Although meetings are held once per year and employers receive a courtesy notification prior to the meeting, poor employer attendance has resulted in less-than-optimal input from the business community. Steps are being taken to improve on this, including scheduling meetings at a time most convenient for employers and identifying employers who are most likely to attend the meetings. Therefore, to maintain a Business Advisory Committee that is demographically diverse and reflects the College service areas, identifying new employers to serve on the committee is a FPMS objective for all Business Unit leaders and several business faculty members (Site Exhibits 1-H & 1-D, Business Advisory Committee Meeting Minutes and 2012-13 Faculty Performance Management System documents).

Student Learning Outcomes – The Business Unit created appropriate student learning outcomes, related competencies, and performance measures for each and every course offered. As a result, faculty members are able to get at the heart of student learning. Furthermore, it allows the Business Unit to make decisions based on documented results from students that goes beyond student evaluation of teaching and alumni feedback. However, in past reporting cycles, corrective action focused only on the course level and the loop was never successfully closed across the entire outcome, since improvements made in a single course were not measureable as to their impact on the curriculum's overall outcome. To this end, faculty did not recognize that poor performance in a specific course may indeed spring from underlying deficiencies in other

prerequisite courses. Therefore, the Business Unit has changed from a course-centric to an outcome-centric approach to tracking data results (Site Exhibits 1-I, Student Learning Outcome documents for the Accounting, Management, and Marketing programs).

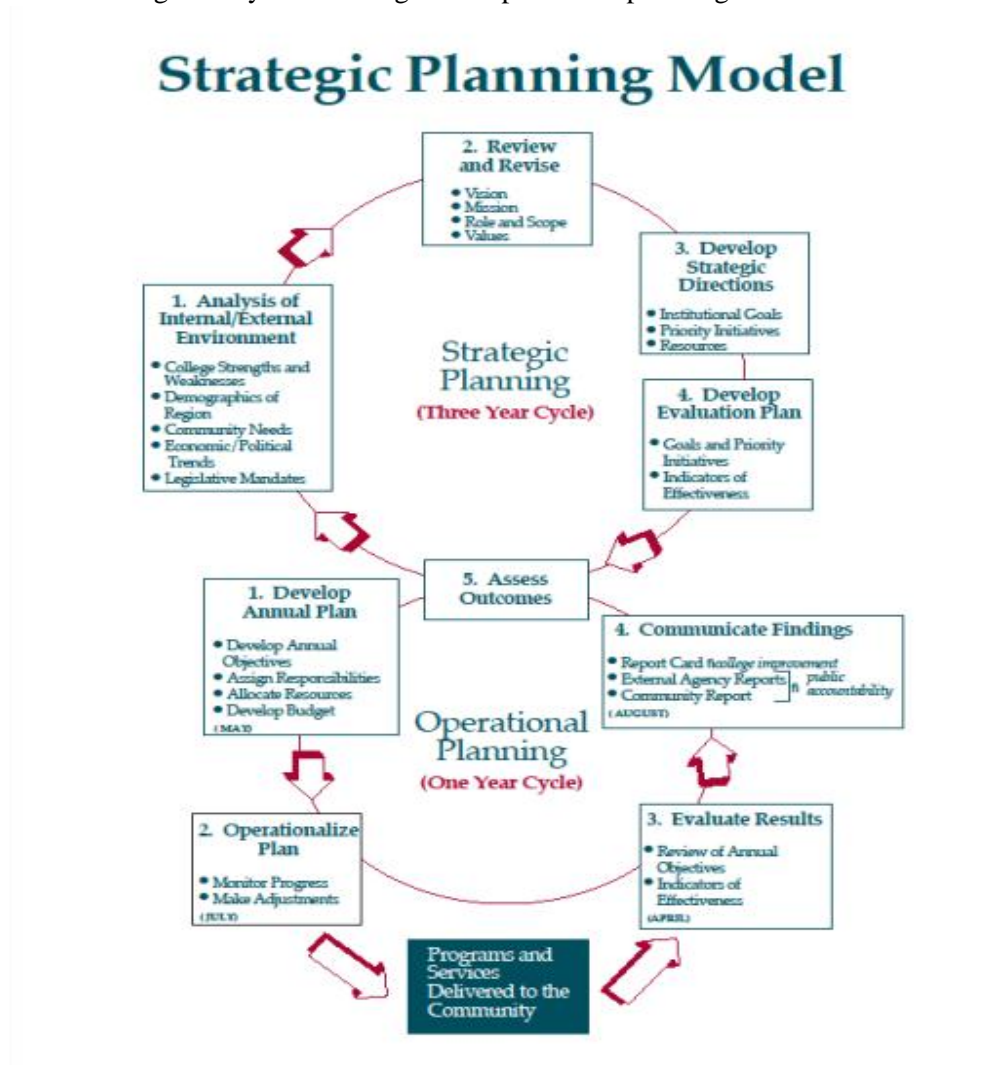
STANDARD 2: STRATEGIC PLANNING

The Business Unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

Institution Response

Developed in 1988, Midlands Technical College's strategic planning model uses an ongoing, integrated and institution-wide process that assesses the college's future environment, provides direction and resources needed to achieve its mission, establishes milestones to focus the college's efforts and outlines performance measures that validate success. MTC's strategic planning model is conducted on a three-year cycle and has two integrated cycles: strategic and operational planning.



The Business Unit is involved in all steps of the college's strategic planning process; the development of the environmental scan, review of the mission statement, and the development of goals, priority initiatives, and action strategies.

Normally, specific priority initiatives and action strategies are assigned to the Academic Affairs division of the college and then to each department within Academic Affairs. These priority initiatives and action strategies then become the nucleus of the Business Unit's strategic planning process. These are made available to all members of the unit via the college's website and through departmental planning meetings. For the 2011-2012 academic year; however, no action strategies were developed as the college is developing a new strategic planning process. Therefore, the Business Unit's current strategic planning process was based on the college's goals.

The college's goals and priority initiatives for 2008-2011 are as follows:

1. The college embraces an innovative learning environment that enhances teaching, learning and individual development;
2. The college prepares a workforce that meets the demands of business and industry;
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;
4. The college partners with community constituencies to strengthen the educational, social and economic vitality of the community;
5. The college serves as a catalyst in economic development;
6. The college validates its programs and services through a comprehensive evaluation process;
7. The college engages in efficient, effective and innovative resource development and management; and
8. The college recruits, retains and develops exceptional faculty and staff.

Using the above list, the Business Unit goes through a SWOT analysis for each of its programs. Using this analysis, the Business Unit selects specific actions needed to support the college's goals and the mission of the Business Unit. The key strategic initiatives in the Business Unit's strategic plan are as follows:

- Accounting - Review and adjust the new accounting curriculum (Goal 2).
- Accounting - Consolidate online platforms to D2L (Goal 1).
- Accounting - Develop custom textbooks (Goal 1).
- Accounting - Complete Program Review and develop a curriculum (DACUM) process (Goals 2, 3, 4, 6 and 7).
- Accounting - Restructure the Student Learning Outcome (SLO) process (Goal 1)
- Accounting - Consolidate the SLO reporting tool to a single platform (Goal 1).
- Management/Marketing - Build a well-rounded advisory committee (Goals 1 and 2).
- Management/Marketing - Support USC/MTC incubator/Entrepreneurship (Goals 1, 2, 3, 4 and 5).
- Management/Marketing - Complete Program Review and develop a curriculum (DACUM) process (Goals 2, 3, 4, 6 and 7).
- Management/Marketing - Restructure the Student Learning Outcome (SLO) process (Goal 1).

The Business Unit's strategic plan is first communicated through planning sessions and then to all unit personnel through departmental meetings at the beginning of each semester. In the planning phase for annual performance appraisals (FPMS/EPMS), each member of the Business Unit is required to work

with the department head to select performance objectives that will support the strategic initiatives. This must also include success criteria for each selected objective.

At the end of the reporting period, each member, in coordination with the department head, will evaluate whether these objectives have been met and determine what improvements/changes need to be made. Additionally, the department head and program coordinators will do an evaluation of the entire process, to include specific initiatives and objectives, and determine what improvements and changes need to be made.

Criterion 2.2 Current Strategic Plan

Institution Response

A. Describe the Business Unit's key strategic objectives.

B. Describe the Business Unit's action plans that address key strategic objectives, including who, what, when, where, and how.

Accounting – Review and adjust the new accounting curriculum

In 2010, the accounting program coordinator, Steve McMillion, along with all full-time accounting faculty members, completed a major revision of the accounting curriculum. The purpose of this revision was to bring the curriculum more in line with the needs of our students and the requirements of prospective employers. This was based on a long-term evaluation of the placement of our accounting graduates. While there have been no changes implemented since this revision, the accounting department members continue to closely monitor the results of the 2010 changes to determine their impact.

Accounting – Consolidate online platforms to Desire To Learn (D2L)

The use of Cengage's databases and course management systems has been discontinued and all course material is now accessible through the D2L system. This provides uniformity for all instructors and complete access for all students; whether in traditional courses or taking courses via internet. The use of publisher data management systems is still an option for faculty, but currently, no one is using one. This effort was headed by the accounting program coordinator with input from all full-time accounting faculty members.

Accounting – Develop custom textbooks

Custom textbooks have been developed for ACC 224 – Business Taxation, ACC 230 – Cost Accounting I, BAF 201 – Principles of Finance, and BUS 240 – Business Statistics. The Accounting Principles courses (ACC 101 - Accounting Principles I, ACC 102 – Accounting Principles II, ACC 111 – Accounting Concepts and ACC 112- Organizational Accounting) are currently using textbooks from publishers who are unwilling to work with the college to develop the more affordable customized texts. Customizing these textbooks may require the selection of a new publishing company. With the 2010 curriculum changes, all three intermediate accounting courses are required. Therefore, customizing the textbooks for these courses offers no advantage. Further customization of textbooks will be evaluated in conjunction with curriculum fine-tuning mentioned above. This effort was headed by the accounting program coordinator and the involvement of all full-time accounting faculty members.

Accounting - Complete Program Review and develop a curriculum (DACUM) process

The Program Review and DACUM process was led by an accounting faculty member, Barbara Wagers. The DACUM was completed on October 28, 2011. The college contracted with Mr. John Hall to

facilitate the process. Mr. Hall has many years of experience in facilitating strategic planning for organizations through the Midlands of South Carolina. Mr. Hall has also facilitated numerous DACUMs for this, and other colleges. There were eight accounting practitioners from the college's service area who participated in the process. The results from this process will be used to make decisions about changes to the accounting curriculum. Details are included in Standard 3 of this Self-Study Report. (Site Exhibit 1-G, DACUM Reports for Accounting, Management, and Marketing)

The Program Review was conducted during the 2011-2012 school year and detailed results are reported in Standard 3 of this Self-Study Report.

Accounting – Restructure the Student Learning Outcome (SLO) process

The accounting program coordinator completed a major revision of the SLO process for the accounting program. The entire SLO process has been revised from having outcomes for each course to having four program outcomes that cover the entire accounting program. The details of this revision are included in Standard 4 of this Self-Study Report.

Accounting – Consolidate SLO reporting tool to a single platform

Under the leadership of the accounting program coordinator, the Student Learning Outcome (SLO) reporting and data collection for the Accounting Principles courses have been moved to the D2L online platform. This covers the large majority of our students and alleviates having to extract the information from the Cengage system. The accounting faculty members are considering doing this with the remaining accounting courses as well.

Management/Marketing - Build a well-rounded advisory committee

The department head, Melvin Hawkins, and the management/marketing program coordinator, Dr. Joseph Puett, assisted by having management/marketing faculty add additional members to the Business Advisory Committee. The Business Advisory Committee serves all three of the business programs: Accounting, Management and Marketing. The advisory committee meets regularly and meeting details are covered in Standard 3 of this Self-Study Report.

Management/Marketing - Support USC/Columbia Technology Incubator/Entrepreneurship

The department head is in charge of the selection process for the USC/Columbia Technology Incubator. Students are required to submit an application or business plan to be considered for a space in the incubator. The details for this program are discussed online (<http://www.midlandstech.edu/uscincubator>). The management/marketing program coordinator, Dr. Joseph Puett, is the advisor for the Entrepreneurship Club. This club is very active and meets monthly during the fall and spring semesters. A guest speaker and discussions are on the agenda for each of these meetings. Details pertaining to the Entrepreneurship Club are available online (http://www.midlandstech.edu/business/entre_club/default.htm).

Management/Marketing - Complete Program Review and develop a curriculum (DACUM) process

The Program Review and DACUM process was led by a management/marketing faculty member, Brad Cox. The DACUM was completed on October 5, 2011. The college contracted with Mr. John Hall to facilitate the process. There were six practitioners from the college's service area who participated in the process. The results from this process will be used to make decisions about changes/adjustments to the Management/Marketing curriculum. Details are included in Standard 3 of this Self-Study Report. (Site Exhibit 1-G, DACUM Reports for Accounting, Management, and Marketing)

The Program Review was conducted during the 2011-2012 school year and detailed results are reported in Standard 3 of this Self-Study Report.

Management/Marketing - Restructure the Student Learning Outcome (SLO) process

The management/marketing faculty, led by Dr. Joseph Puett, completed a major revision of the SLO process for the management and marketing programs. The entire SLO process has been revised for both programs. Instead of having outcomes for each course, the decision was made to have four outcomes for each of the two programs. These four outcomes would cover each of the programs in their entirety. The details of this revision are included in Standard 4 of this Self-Study Report.

C. Describe the performance measures used to assess the Business Unit's action plans.

Each of the objectives are reviewed and evaluated on a semester-by-semester basis to determine what corrective action and/or adjustments need to be made. These are discussed at program faculty meetings and at departmental meetings. New items are added to coincide with changes to the colleges Strategic Plan and with departmental and program needs.

Criterion 2.3 Finances

Institution Response

A. Describe how the Business Unit links finances to strategic planning.

First, as described in the college's document, *Description of Strategic Planning Process* (dated October 2011), "the budget is the channel that directs spending to institutional priorities and allows the college to carry out its mission. When allocating resources, priority is given to those functional units that provide the direct front-line services to students and the community, such as instruction and academic support within the Academic Affairs unit. . . ." Once the college has its goals and priority initiatives formulated based on its strategic planning process, the Business Unit then sets its own goals to support the college's goals. Faculty members are required to achieve personal objectives that support the departmental goals which support the college's goals. Hence, financial resources are allocated within the Business Unit based on the college's goals and priorities.

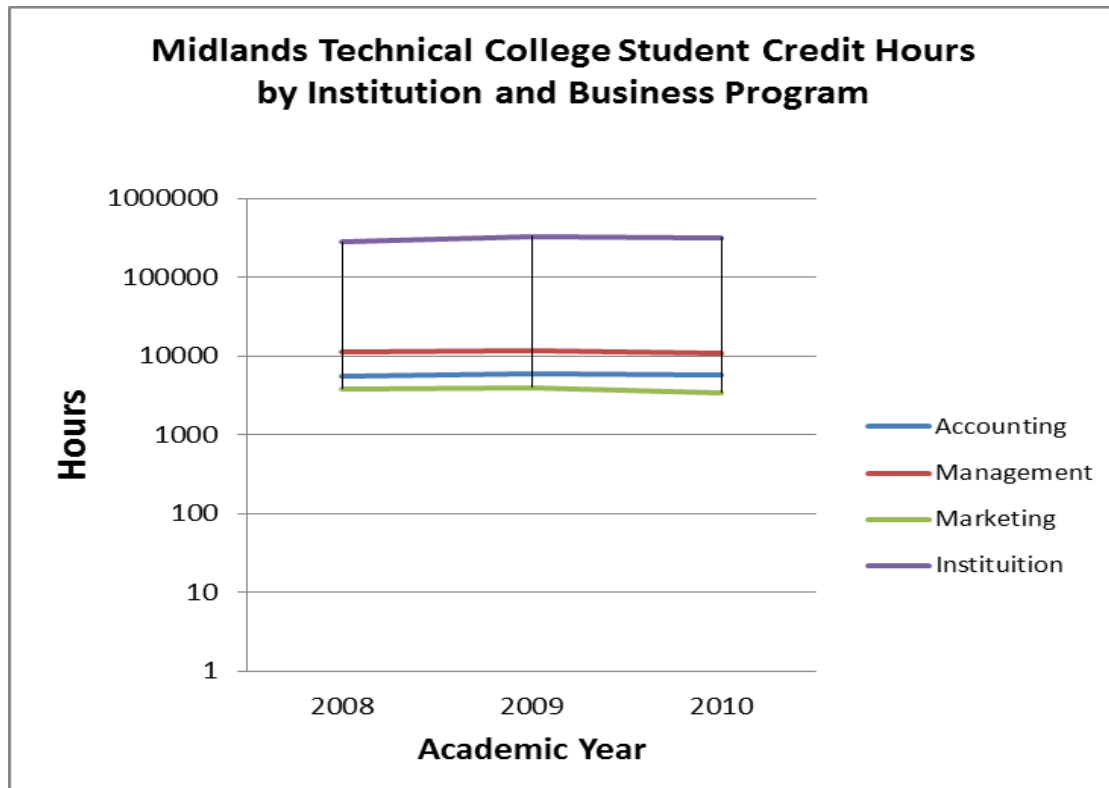
B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each Business Unit program being considered for accreditation.

As can be seen by the graph and the chart on the next page, both total SCH's for the institution and the Business Unit peaked in the 2009-2010 academic year. SCH's for the Business Unit as a whole experienced a decline of 6.7% in the 2010-2011 year from the prior year. By program, this decline can be broken down as follows: Accounting Program- 4.4% decline; Management Program-5.5% decline; and Marketing Program- 13.7% decline. (The larger decline in the Marketing Program SCHs may be attributed to a large number of students who are now seeking both management and marketing degrees and who may have been counted as management students rather than marketing students.) The decline in SCH's for the institution as a whole from the 2009-2010 to the 2010-2011 academic years was 3.0%.

The Business Unit's percentage of institutional SCH's is 6.31% for the 2010-2011 academic year, down approximately 1% from two years prior (7.36%). Some of this decline might be attributed to the college's growth in the AA/AS programs. As higher education tuition costs continue to grow more rapidly at the four-year institutions, transient students take more transferable courses at the community college level. This trend could positively impact future enrollment in transferable courses within the Business Unit.

Midlands Technical College Business Department
Total Student Credit Hours (SCHs) for Institution and Each Business Unit Program
Academic Years 2008 – 2010



**Total Student Credit Hours Generated By Students in the ACC, MKT, and MGT Degree
Program Majors in All Courses Taken**

	2008-2009	2009-2010	2010-2011
Accounting	5515	6038	5772
Management	11238	11651	11008
Marketing	3870	4008	3458
Business Unit Total	20623	21697	20238
Institution	280138	330531	320709
Business Unit % of Instit.	7.36%	6.56%	6.31%

Note 1: Data is from CERS Official Extracts

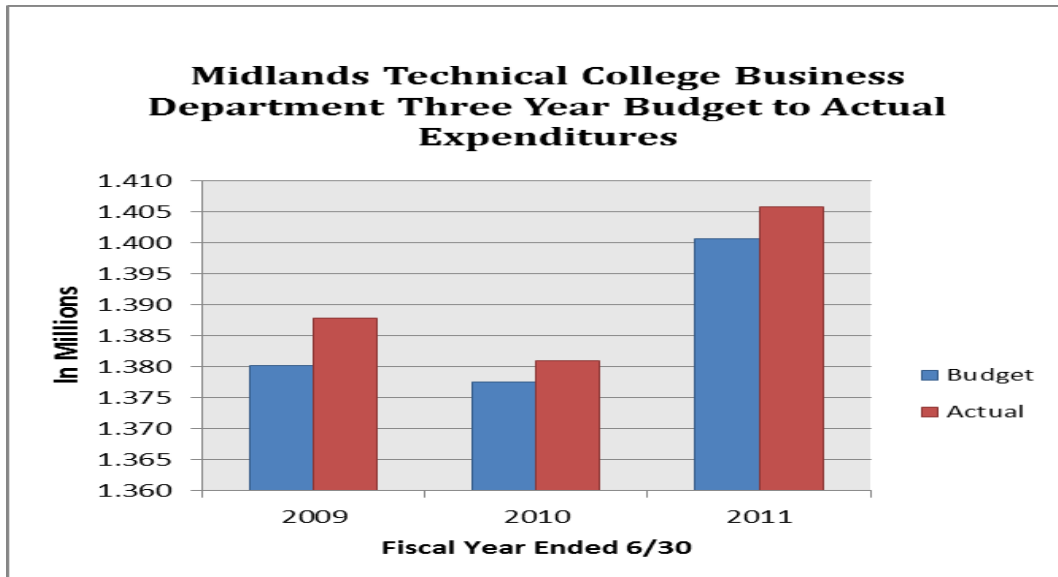
Note 2: A YEAR indicates the Academic Year Fall, Spring, & Summer

Note 3: Credit Hours are for all courses taken by the students in the indicated major and A YEAR

2. The Business Unit budget and actual expenditures.

The Business Unit's actual expenditures have been very close to budget. For the most recent year reported, the \$5,000 overage represents only .4% of the yearly budgeted amount.

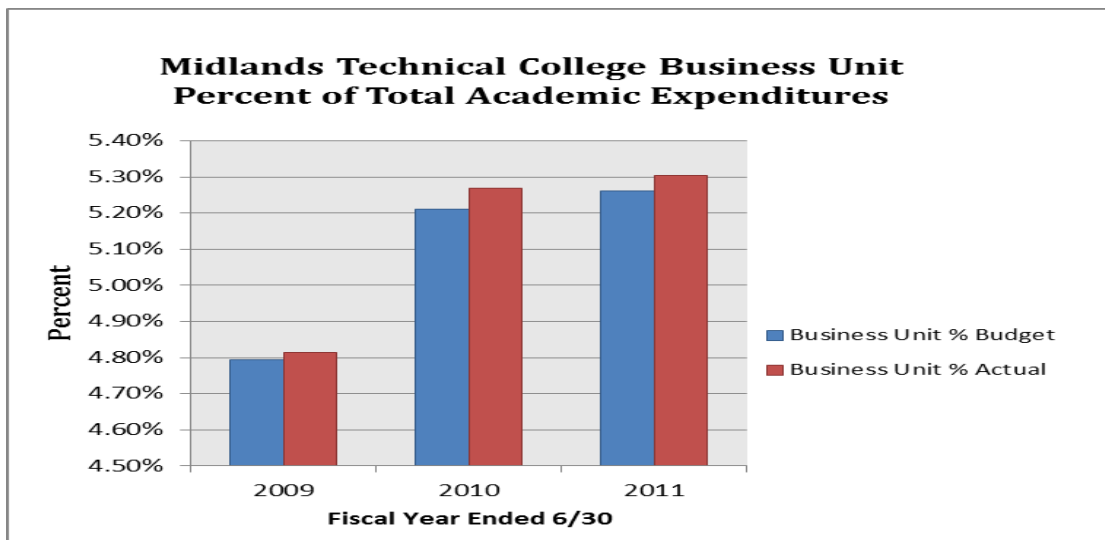
Midlands Technical College Business Department
 Budget to Actual Expenditures Statistics
 FYE 6/30/2009 - 6/30/2011



	2009	2010	2011
Budget	1.380	1.377	1.401
Actual	1.388	1.381	1.406

3. The Business Unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

Midlands Technical College Business Department
 Business Unit Percent of Total Academic Expenditures
 FYE 6/30/2009 - 6/30/2011



	2009	2010	2011
Business Unit % Budget	4.80%	5.21%	5.26%
Business Unit % Actual	4.81%	5.27%	5.30%
	2009	2010	2011
Academic Budget	28.785	26.433	26.623
Academic Actual	28.826	26.218	26.504
	2009	2010	2011
Business Unit Budget	1.380	1.377	1.401
Business Unit Actual	1.388	1.381	1.406

Below is a chart comparing the Business Unit's % of the Academic Actual Expenditures to the Business Unit's % of the Institution's Student Credit Hours (SCH).

	2008-2009	2009-2010	2010-2011
Business Unit's % Academic Actual*	4.81%	5.27%	5.30%
Business Unit's % Institution's SCH's**	7.36%	6.56%	6.31%

*Fiscal year runs from 7/1 to 6/30

**SCH's are reported from Fall Semester through Summer Semester (mid-August-mid August)

The Business Unit's share of actual academic expenditures has appropriately grown over the past two years from 4.81% to 5.30%. However, a gap remains between the percentage of SCH's the Business Unit generates and the percentage of the total academic expenditures of the Business Unit. It may be argued that the Business Unit operates more efficiently than other academic units. It could also be argued that the Business Unit should be entitled to a larger percentage of the overall academic budget than it currently receives.

Additional statistics on the Student Credit Hours, Budget and Actual Expenditures for the 2011-2012 Self-Study year will be provided when the ACBSP Site Visit occurs in Spring 2013. Audited financial information will not be available until October 2012, which is too late to be included in this written report.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

The budget has been adequate to support changing technology. Most classrooms on all campuses have been updated with state-of-the-art multimedia equipment. The college has provided adequate funds for a new learning management system (LMS) used by all academic units and has provided the funds to

adequately train and support faculty in the use of the new LMS. The Business Unit's budget has also supported updated computer equipment and software for each faculty and staff. During the ACBSP self-study year, seven Business Unit faculty and four supporting staff members received new computer equipment and software. During Summer 2012, the other four faculty members received new computer equipment and software.

Program improvement has not been adversely affected by budget constraints. The accounting, management, and marketing programs have had the necessary funds and personnel to make minor curriculum changes and add several new courses. Funds have been available to support development of more internet and hybrid courses to meet market demands.

Professional development funds have been reduced with the budget constraints in recent years. However, the college has provided in-house continuing education training as a less expensive alternative to off-campus seminars. For example, the college provides faculty training in the use of the new learning management system. Also, the college provides software training to both faculty and staff. Funds have been limited for off-campus seminars. The ongoing ACBSP accreditation process has necessarily diverted some professional development funds from other uses. The Business Unit has allotted a small amount per faculty for professional development. Some Business Unit faculty have availed themselves of a cheaper alternative, such as professional development webinars, which eliminate the accompanying travel costs.

In sum, both the college as a whole and the Business Unit have been successful during tight economic times in operating efficiently and optimizing scarce resources to accomplish their goals and objectives as prescribed through the strategic planning process.

Criterion 2.4 Facilities

Institution Response

A. Describe how the Business Unit links facility planning to strategic planning.

The Business and Public Services Department is assigned specific classrooms on each of the campuses. On the Airport Campus, the department is assigned nine classrooms and on the Beltline Campus seven classrooms. Each of these rooms is multi-media equipped and will accommodate approximately 25 students. The Business Unit also has access to a computer lab/classroom on an "as needed" basis for both campuses. The department head is responsible for making classroom assignments for all the programs in the department.

If, during the strategic Planning process (program reviews, DACUMs or the department's annual planning process), it is determined that additional classroom space is needed, the department head would convey this request to the facilities planning process. This request would then be assessed, along with any other request, to determine if additional space could be made available. At the present time, the department head for the Business Unit, Mr. Melvin Hawkins, chairs the Education Subcommittee of the Master Facilities Plan Committee. The Master Facilities Plan may be viewed at <http://www.midlandstech.edu/masterplan/Master%20Facilities%20Plan.pdf>, or Site Exhibit 2-A.

Each fulltime faculty member is assigned a private office that is in close proximity to where they do most of their classroom teaching. Additionally, there is an office available on the Airport Campus for adjunct faculty. This office is shared by both the Business Unit and the Information Systems Technology Department. On the Beltline Campus, the Business Unit has an office available for adjunct faculty. Offices at both locations are equipped with computers, printers and office supplies.

B. Describe how the Business Unit classrooms, laboratories, and office space meet the needs of students and faculty.

The classrooms laboratories and office space assigned to the Business Unit meet the current needs of the students and faculty. It would be beneficial to have more office space allocated for adjunct faculty on the Airport Campus, which would then make it comparable with space currently available on Beltline Campus. A major factor that makes the current classroom space adequate is that while our programs have been expanding, the offering of internet and hybrid classes has also been expanding.

Criterion 2.5 Equipment

Institution Response

A. Describe how the Business Unit links equipment planning to strategic planning.

As a part of the strategic planning process, the Business Unit is always striving to ensure that all equipment and software is current and supports both the requirements of the department and the needs identified through the program reviews and the advisory committee recommendations.

B. Explain the Business Unit's plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.

Until the most recent financial cut back on state funding for the college, computers for the faculty members were upgraded on a two-year cycle. Currently, replacement computers are acquired through the academic affairs division equipment monies distributed to each department and the department determines the most pressing needs and allocates funds for upgrades. Even with the funding cutback from the state, faculty and staff members have been provided new computers.

Multimedia equipment for the classrooms and labs is maintained for the college through the Media Services department which is part of the college's Institutional Support division. The software for the labs is maintained by the Micro System Services Department, which is part of the college's Business Affairs Division.

C. Describe how well current equipment meets the instructional needs of the Business Unit, including students, staff, and faculty.

Based on feedback from students and faculty, the current equipment and software meets the instructional needs of the Business Unit. Program reviews for the Business Unit will be available on site in the resource room.

Summary of Standard 2 - Strategic Planning

The Business Unit's strategic planning process is based on using the goals from the college's strategic planning model/process. Using these goals, we incorporate the Business Unit's action items and

implement these action items. One of the keys of this process is to have at least one objective for each faculty member's annual performance review tied to these goals/action items. This ensures that every faculty member is directly tied not only to the department's strategic planning process, but also to the college's strategic planning process.

The Business Unit continually seeks improvement by getting more faculty members involved in the program review process as well as in advisory committee activities. Another opportunity for improvement for the Business Unit is to continue refining and improving our student learning outcomes (SLO) process. We believe that the SLO processes that were recently implemented will give us a much better "big picture" look at our programs and, therefore, help us serve our students even better.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The Business Unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the Business Unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

Institution Response

A. List the Business Unit's key stakeholders.

- Students seeking accessible, affordable, quality education that prepares them to enter the job market and achieve their professional and personal goals.
- Organizations in Richland, Lexington, and Fairfield counties that need to build a competitive workforce to meet their needs. The college proactively seeks to promote business growth and regional prosperity.
- Counties in South Carolina that provide financial support.
- High schools in Richland, Lexington, and Fairfield counties by providing a seamless curriculum bridging secondary educational institutions and Business programs.
- Faculty and staff who collectively create a positive learning environment.

(See 2010-2012 MTC Academic Catalog, pages 6-7)

B. Explain how the Business Unit determines key stakeholder requirements and expectations.

STUDENTS are consulted and asked to provide feedback on several areas of college operations.

1. Quality Enhancement Plan (QEP) – The New Student Experience

Students were presented with information about college expectations for student success, as well as information about college programs, resources, and services. Their input was captured through online surveys as well as class-administered, scan able surveys. Survey results were applied to course availability, student-faculty communication, and other areas of student concerns. (See SACS-COC – QEP Tab: Appendix D, Table 5.1 2008 QEP Student Survey Results, page 79)

2. Survey of Students on Library and Academic Success Center Services

The 2005 Survey of Students on Library and Academic Success Center Services was administered during the Spring 2005 semester. Forty-four (44) classes were selected to represent the student population, stratified by campus, attendance, and major.

The purpose of the survey was to ascertain satisfaction levels with many facets of library services including the collection of resources, assistance from staff, access, and equipment, use of space, library instruction, tutoring services, and technology. Comments were requested on any items rated difficult to use or inadequate, as well as on strengths and weaknesses of the library services, operation of the Academic Success Centers, or any additional information students wanted to submit. (See SACS-COC, Document Directory - 2005 Survey of Students on Library Services and Academic Success Centers Report)

3. Student Evaluation of Instruction

The student evaluations serve as a means of providing both full-time and adjunct faculty members with feedback that can be used to improve classroom teaching and as a supplement to other

evaluation sources for supervisors of teaching personnel. (See SACS-COC, Compliance Report 3.7.2 - Faculty: Faculty evaluation, MTC Faculty Manual, page 33, and MTC Procedure 4.7.1 - Student Evaluation of Instruction)

4. Graduate Follow-up Survey

During October of each year, MTC, through the Office of Assessment, Research, and Planning, conducts a Graduate Follow-up Survey (GFU) of recent alumni to determine their satisfaction with MTC's programs and services as well as capture respondent demographic data. The survey results help faculty and staff at the college to evaluate instruction and plan. (See www.midlandstech.edu/arp/researchbrief.htm and Graduate Follow-up Survey Analysis: 2006-2010)

5. Student Development Services - Survey

Part I: Enrolled Students

Most students indicated their purpose in taking classes at Midlands Technical College was to advance in their career field and to develop their intellectual abilities. This data was consistent over the three evaluation periods and was similar to the national data. (Page 21)

Part II: Graduates

Graduate satisfaction and personal development are assessed on the Graduate Follow-Up Survey, which is administered approximately a year after graduation. In addition, an alumni survey is administered approximately three years after graduation. The Alumni Survey contains items related to graduate engagement in community activities such as voting, volunteer activities and participation in life-long learning.

In 2004, fewer graduates indicated they had achieved their goal. This perceived drop in goal completion could be linked to the fact that more graduates are continuing their education, as reflected in higher transfer rates and more graduates continuing from certificate and diploma programs to associate degrees at MTC. (Page 23)

(See SACS-COC, Document Directory - Assessment of SDS for CHE)

ORGANIZATIONS that need a competitive workforce are consulted and asked to provide input regarding business programs.

1. DACUM

A DACUM is designed to determine skills that graduates will need to enter the job market. DACUM is the acronym for Designing a Curriculum. It is a structured analytical process used to assist faculty and administrators in the design, development, implementation, validation, revision and evaluation of academic programs by identifying the desired program competencies and learning outcomes. The DACUM is based three basic principles: (1) expert workers are better able to describe and define their job than anyone else; (2) any job can be effectively and sufficiently described in terms of the tasks that successful workers in that occupation perform, and (3) all tasks require certain knowledge and skills, tools and equipment, and worker behaviors in order for workers to perform the tasks correctly. (Site Exhibit 1-G, DACUM Reports for Accounting, Management, and Marketing)

2. Advisory Committee

The advisory committee for the Accounting, Management, and Marketing programs consists of 15 members from diverse professional backgrounds. Advisory Committee members assist in developing, planning, and maintaining programs of study that are relevant in the rapidly changing workplace.

Responsibilities of Advisory Committee Members:

1. Provide occupational information;
2. Assess employment trends;

3. Recommend specific competencies needed by new employees and for retraining of employees;
4. Review program entrance requirements for students;
5. Recommend selection criteria for filling faculty vacancies;
6. Review the curriculum of the program;
7. Recommend the acquisition of instructional equipment and facilities;
8. Assist in student recruitment, placement and cooperative educational activities;
9. Assist in evaluation of the program and its graduates;
10. Suggest and support legislation as necessary;
11. Serve as a communications channel between the college and the community;
12. Identify resources that can support the program; and
13. Recommend adjunct instructors.

(See Business Advisory Committee duties at www.midlandstech.edu/business/advisory_bd.html)

FACULTY are consulted and asked to provide input used to develop and improve degree programs.

1. Faculty Council

Faculty Council serves as an advocate representing the faculty to the college administration on all matters of faculty concern, particularly those issues, policies and procedures which impact the teaching/learning process and faculty personnel matters. The purpose of the Faculty Council is to provide a means for the faculty, full-time and adjunct, to participate in the decision making process of the college.

Faculty Council is composed of and represents all Midlands Technical College employees whose primary responsibility is direct classroom instruction or a combination of instructional, supervisory and/or management responsibilities in direct support of instruction. Each department will have one full-time faculty member as a representative on Faculty Council. (Site Exhibit 3-A, MTC Faculty Council Document)

2. Survey of Faculty on Library and Academic Success Center Services

The 2005 Survey of Faculty on Library and Academic Success Center Services was administered as a web-based survey. Each MTC faculty member, both full-time and adjunct, received an e-mail about the survey, as well as the website link to the survey.

The purpose of the survey was to ascertain satisfaction levels with many facets of library services including the collection of resources, assistance from staff, access, equipment, and use of space, instruction for students, tutoring services, and technology. Comments were requested on any items rated less than adequate, as well as comments on strengths, weaknesses, operation of the Academic Success Centers, and the future direction of library services. (See SACS-COC, Document Directory - 2005 Survey of Faculty on Library Services and Academic Success Centers Report)

3. Department Meetings

- **Develop Curricula:** A Business Unit requirement is to enhance and develop the curricula to meet the needs of the community including changing technology in the workplace. These curricula represent a collaboration of the appropriate representatives of faculty and members of the college community. The process used to develop curricula is outlined in the Curriculum Manual. (See MTC Curriculum Manual at <http://inside.midlandstech.edu/aa/curriculum/>)
- **Open Forums:** Faculty members are encouraged to provide agenda items to be discussed at department meetings and introduce topics at the meeting. (Site Exhibit 1-C, Business and Public Service Department meeting minutes)

4. Strategic Planning

Using a dynamic, collaborative and continuous process; strategic planning at MTC seeks to collect and interpret relevant information about important influences on the college's future and to use this

information to address opportunities that lie ahead. This strategic plan builds on MTC's past accomplishments and provides a common agenda for moving the college forward to its next level of responsiveness. The goals and priority initiatives outlined in the plan are the blueprint for "creating effective learning environments, enhancing individual success, promoting economic vitality and providing opportunities for lifelong education" for all our students. This plan will keep each of us (faculty, staff, and administration) focused on our vision, values and mission and ensure that our students have the highest quality learning experiences possible. (See SACS-COC, Document Directory - Strategic Plan Outcomes 2004-07)

5. Student Learning Outcomes

Because faculty are best able to determine the appropriateness of specific assessment activities, the evaluation of those activities, and the action needed for continuous improvement, they drive, design, and implement the student learning outcomes assessment process, as well as consider effective pedagogical methods to enhance student learning.

We have created appropriate student learning outcomes, related competencies, and performance measures for each and every course offered at the college. It allows us to make decisions based on documented results from students that go beyond student evaluation of teaching.

Each department's **outcomes assessment process** has its foundation in the institution's mission and goals, has the support and collaboration of faculty and administration, involves the systematic use of quantitative and qualitative measures, involves realistic goals and timetables, and is supported by appropriate investment when required.

(See Student Learning Outcomes Resource at http://inside.midlandstech.edu/assess_resource/)

Criterion 3.2 Stakeholder Satisfaction

Institution Response

A. Explain how the Business Unit builds relationships to attract and retain students.

Campus Tours

Campus tours are offered to potential students on select Tuesdays and Thursdays of each month at 9am and 1pm. Group Tours are available by appointment.
(See www.midlandstech.edu/askmtc/tour.htm)

Recruitment and Community Outreach will increase enrollment of students by coordinating information sessions for elementary, middle and high school students. (See Action Strategies 2009-2010 at inside.midlandstech.edu/sds/sdsstaff.html)

Open House/Career Day

The Recruitment and Community Outreach director and staff collaborated with other college faculty and staff to plan and host a college Open House to showcase MTC programs and services to the community. (See Sustaining Excellence 2007-2008 at inside.midlandstech.edu/sds/sdsstaff.html, and SACS-COC, Document Directory, Career Day Student Survey 1 – SES)

Open House offers an in-depth view of MTC including a chance to see our campus, meet our students, visit with faculty and staff and learn about academic programs and campus life. The schedule also includes a student-guided tour of the campus.
(See www.midlandstech.edu/askmtc/tour.htm)

Career Fairs

Faculty participate in student recruitment at high school on-site programs where they distribute

informational brochures and answer student questions about the program and college. For detailed information, please contact the MTC Director of Enrollment Services, Sylvia Littlejohn, and see SACS-COC, Document Directory - Student Development Functional Chart.

The Entrepreneurship Club

The Entrepreneurship Club is intended to augment and complement the Entrepreneurship Certificate in providing a knowledge base for people wishing to pursue their own business idea.

As such, the stated purpose and objectives of the club are:

- To promote and support the entrepreneurial spirit among Midlands Technical College students;
- To generate local Columbia and Midlands support in fostering the entrepreneurial spirit and in sharing the knowledge required to start a business;
- To welcome club members from all college disciplines;
- To encourage club members to bring guests (principally people interested in starting their own business);
- To develop a core of alumni mentors to add vitality and become role models for the club members;
- To sponsor monthly luncheon meetings of the club throughout the academic year;
- To hold an Alumni Entrepreneur Forum annually to allow the alumni to share their stories with the club; and
- To allow for modification of the stated goals as deemed necessary by the club members and faculty advisor.

(See www.midlandstech.edu/business/entre_club/default.htm)

CO-OPERATIVE WORK EXPERIENCE FOR BUS & IST TECHNOLOGY STUDENTS

Co-operative Education is an integration of academic study and career-related work experience. It allows students to obtain a more realistic and meaningful educational experience. It allows students to test career choices, gain practical work experience, develop self-confidence and earn money, all while attending classes at Midlands Technical College.

(See www.midlandstech.edu/edu/ed/ism/napier/jnCOOPINFO.html)

B. Explain how the Business Unit delivers services that satisfy students and stakeholders.

- **Academic Success Center**
The Airport, Beltline and the Batesburg-Leesville campuses have Academic Success Centers open to all enrolled MTC students.
- **Computer Access**
All students have access to computer resources for the purposes of academic computing. The availability of software packages is determined by the courses taught at the college and by the programs supported by IRM. Available resources include productivity and development software in both microcomputer and mainframe environments, email, the internet, Microsoft Office products and a wide variety of interactive educational software. (See 2008-09 Student Planner & Handbook, page 74)
- **Tutoring Services**
Tutoring is available to assist students who experience difficulties in selected accounting courses. (See 2008-09 Student Planner & Handbook, page 74)
- **Curriculum Development**
Midlands Technical College requires that every course and academic program be approved by the faculty and administration. MTC has a major institutional goal to enhance and develop the curricula to meet the needs of the community including changing technology in the workplace,

increasing demands for broadly-educated citizens, and the continuing enrollment of underprepared students (MTC Curriculum Committee Purpose). This requires a complete set of instructions and guidelines to continue to develop curricula to meet the changing needs of our constituency. (See MTC Curriculum Manual)

Faculty at MTC initiates changes to the curricula for any additions, deletions, or revisions to courses, as well as any changes to degree programs, diplomas or certificates.

In support, please see SACS-COC, Compliance Report, and 3.4.10 - Educational Programs: All: Responsibility for Curriculum, MTC Curriculum Committee Purpose, and MTC Curriculum Manual

- **Campuses and Centers**

Midlands Technical College is a multi-campus college serving Richland, Lexington and Fairfield county residents in South Carolina. The college operates six campuses: Airport Campus (West Columbia, in Lexington County), Batesburg-Leesville Campus (in Lexington County), Beltline Campus (Columbia, in Richland County), Harbison Campus (Irmo, in Lexington County), Northeast Campus (Columbia, in Richland County), and the Fairfield Campus (located in the town of Winnsboro in Fairfield County). The college also operates the Fort Jackson Center located at the Army Continuing Education Center, Fort Jackson. (See 2010-12 MTC Academic Catalog, page 35)

C. Describe how the Business Unit learns from former and current students to determine and anticipate changing needs and expectations.

Surveys are conducted and the results are used to make positive changes in the Business Unit programs. (See SACS-COC – QEP Tab)

QEP Report

Students were presented with student life items and the names of college programs and services. Their input was captured through online surveys as well as class-administered, scannable surveys. (See SACS-COC, Document Directory - Assessment of SDS for CHE)

Student Development Services

Part I: Enrolled Students Survey

Students were assessed on their personal development, using the ACT Faces of the Future Survey.

Part II: Graduates Survey

Graduates and alumni were assessed, using the MTC Graduate Follow-Up Survey (See Graduate Follow-up Survey Analysis: 2006-2010 at www.midlandstech.edu/arp/researchbrief.htm)

Graduate Follow-up Survey (ARP = Assessment, Research, and Planning)

Midlands Technical College conducts a Graduate Follow-up Survey (GFU) of recent alumni to determine their satisfaction with MTC's programs and services as well as capture respondent demographic data.

(See SACS-COC, Document Directory - 2005 Survey of Students on Library Services and Academic Success Centers Report, SACS-COC, QEP Report, page 79, and SACS-COC, Document Directory, Career Day Student Survey 1)

User satisfaction with College Services is a primary concern at Midlands Technical College, whose staff and administration strive to meet and surpass institutional effectiveness and education accountability goals. Opinions of both faculty users and student users have been collected through separate surveys, with analysis and reports generated for each user group.

Students were asked to indicate issues that impact student success. Site Exhibit 3-B is a summary of student's responses. At Site Exhibit 3-C is the questionnaire used to collect the data.

Student evaluation of instruction serves as a means of providing both full-time and adjunct faculty members with feedback that can be used to improve classroom teaching. (See SACS-COC, Compliance Report 3.7.2 - Faculty: Faculty evaluation, MTC Faculty Manual, page 33, MTC Procedure 4.7.1 - Student Evaluation of Instruction)

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

- **Syllabi**

Feedback is used to create standardized syllabi to govern student and faculty actions regarding classroom activity and course requirements. A standardized syllabus for the Business Unit is at Site Exhibit 3-D.

- **Student Learning Outcomes**

We have created appropriate student learning outcomes, related competencies, and performance measures for courses offered at the college. Since the courses are housed in specific programs which lead to a diploma, certificate, or degree, it makes sense to drill down to the course level to get at the heart of student learning. It allows us to make decisions based on documented results from students that go beyond student evaluation of teaching and alumni feedback. (See Student Learning Outcomes Resource at http://inside.midlandstech.edu/assess_resource/)

- **Academic Program Review**

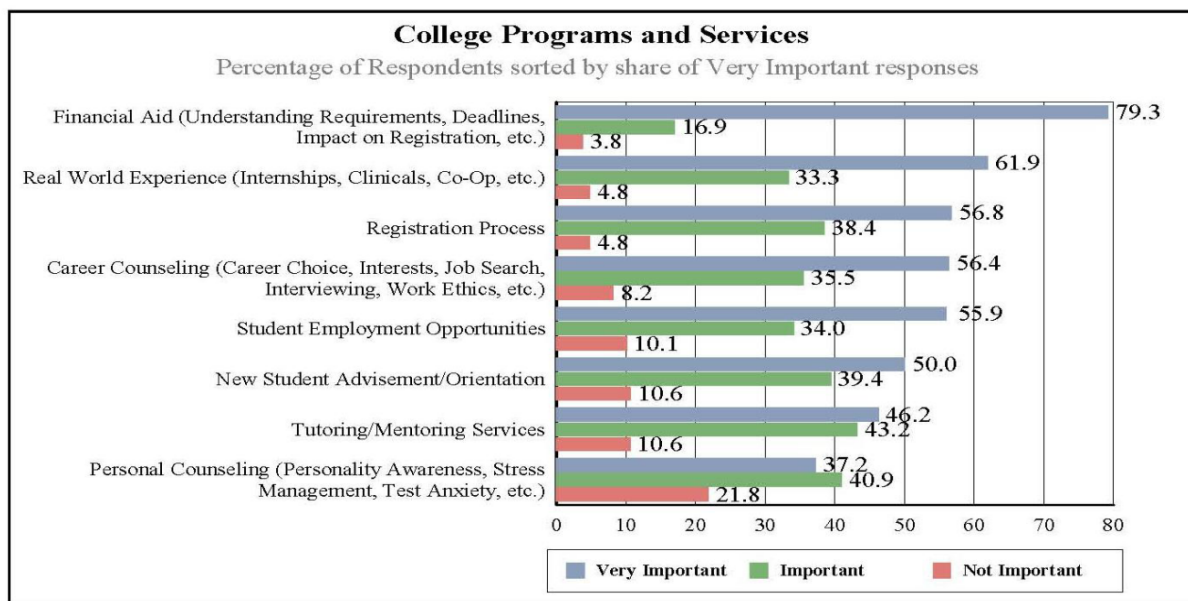
The College adopted a Program Effectiveness System to assess the effectiveness of academic departments from a variety of perspectives, including those of students, graduates, advisory committee members, employers, and college faculty and administrators. The most important focus of this effort is on the learning outcomes and the overall success of the students. Program faculty organized the collection of data needed to make good decisions about program improvement. (Site Exhibit 3-E, Academic Program Review Guide)

- **Curriculum Change**

Each program conducts an internal Program Review as part of the college's Institutional Effectiveness Process. This assessment determines the degree to which specific programs provide specialized knowledge, skills and attributes leading to employment in the discipline. (See SACS-COC, Compliance Report, - 2.7.2 - Program Content, Academic Program Review Schedule, MTC Curriculum Manual, and MTC Faculty Manual Fall 2008)

Table 5.2 2008 QEP Student Survey Results

College Programs and Services - Survey Items 11 through 18 by Response Frequency



Response Table for College Programs and Services:

	Very Important		Important		Not Important		Total	
	N	%	N	%	N	%	N	%
Financial Aid	1,433	79.3%	306	16.9%	69	3.8%	1,808	100%
Real World Experience	1,120	61.9%	602	33.3%	87	4.8%	1,809	100%
Registration Process	1,028	56.8%	696	38.4%	87	4.8%	1,811	100%
Career Counseling	1,020	56.4%	642	35.5%	148	8.2%	1,810	100%
Student Employment Opportunities	1,012	55.9%	616	34.0%	182	10.1%	1,810	100%
New Student Advisement/Orientation	904	50.0%	713	39.4%	192	10.6%	1,809	100%
Tutoring/Mentoring Services	834	46.2%	780	43.2%	191	10.6%	1,805	100%
Personal Counseling	673	37.2%	740	40.9%	395	21.8%	1,808	100%

Attachment #2

SelectSurveyASP Advanced

Survey Results -- Overview

Export DataIndividual Responses

Student Evaluation - Career Day 2007

Respondents: 75 displayed, 75 totalStatus: Open

Launched Date: 06/03/2007Closed Date: N/A

Display: [Display all pages and questions]Manage Filters0 Filters

1. MTC Student?

	Response Total	Response Percent
Yes	64	86%
No	10	14%
Total Responses 74		
(skipped this question) 1		

2. If No, please specify:

View responses to this question

Total Responses 9

(skipped this question) 66

3. If MTC Student: Your Major:

View responses to this question

Total Responses 61

(skipped this question) 14

4. Graduation Date:

View responses to this question

Total Responses 59

(skipped this question) 16

5. Please rate the following on a scale of 1 - 5 with 1 = Poor & 5 = Excellent

	1	2	3	4	5	Response Total	Response Average
Benefit of Career Day	4% (3)	3% (2)	8% (6)	41% (30)	45% (33)	74	4.2
Felt prepared to meet employers & discuss opportunities	0% (0)	3% (2)	20% (14)	35% (25)	42% (30)	71	4.2
Overall rating of Career Day	1% (1)	1% (1)	8% (6)	42% (30)	47% (34)	72	4.3
Total Responses 74							
(skipped this question) 1							

6. How did you hear about Career Day?

	Response Total	Response Percent
Poster/Flyer	36	49%
Faculty/Staff	26	35%
Campus Cruiser	5	7%
Other, please specify	7	9%
Total Responses 74		
(skipped this question) 1		

7. How many employers did you contact today?

View responses to this question

Total Responses 74

(skipped this question) 1

Response Average 4.8

8. Would you recommend Career Day to others?

	Response Total	Response Percent
Yes	71	97%
No	2	3%
Total Responses 73		
(skipped this question) 2		

9. Rate the importance of SES services with 5 being VERY important & 1 being NOT important:

	1	2	3	4	5	Response Total	Response Average
SES office accessibility (office hours)	1% (1)	6% (4)	17% (12)	35% (25)	42% (30)	72	4.1
Access to resource center materials & computers for job search	1% (1)	4% (3)	11% (8)	33% (24)	50% (36)	72	4.3
Laser printer for resumes	4% (3)	7% (5)	19% (14)	33% (24)	36% (26)	72	3.9
Job search assistance (with a counselor)	1% (1)	4% (3)	10% (7)	37% (27)	48% (35)	73	4.3
Resume & cover letter critiques	1% (1)	6% (4)	12% (9)	33% (24)	47% (34)	72	4.2
Interview assistance	3% (2)	7% (5)	15% (11)	29% (21)	47% (34)	73	4.1
College Transfer Day	4% (3)	4% (3)	21% (15)	33% (23)	37% (26)	70	3.9
Total Responses 73							
(skipped this question) 2							

10. Rate the importance of SES services with 3 being VERY important & 1 being NOT important:

	1	2	3	4	5	Response Total	Response Average
SES website providing job search resources & tools	1% (1)	3% (2)	14% (10)	28% (19)	54% (37)	69	4.3
SES website providing job listings & boards	1% (1)	4% (3)	10% (7)	29% (21)	56% (40)	72	4.3
Total Responses 72							
(skipped this question) 3							

11. Comments:

View responses to this question

Total Responses 21

(skipped this question) 54

ClassApps.com ©2004
SelectSurveyASP Advanced 8.1.1

Criterion 3.3 Student Support

Institution Response

A. Describe the support services available to business students, including admissions, financial aid, and advising.

Support services available to business students at Midlands Technical College include:

- **Admissions** – The Admission Department guides students through the enrollment process; they receive prospective students' applications and transcripts and determine if students meet the college's admission requirements. This department also offers campus tours to prospective students, sponsors Senior Days at MTC and hosts biannual Open Houses.
- **Academic Advising** - New business students complete a Pre-Advisement Module, and then they meet with an advisor in the Student Advisement Center. An online orientation to the college, entitled the Student Resource Guide, is also provided. Continuing students or students with prior college experience meet with a business department advisor, who assists them in understanding the requirements of their degree, how to select their classes, and answers any other career-related questions. After meeting with a business advisor, students can be "web-enabled," which allows them to sign up for classes each semester without requiring them to meet with a business advisor.
- **Academic Success Center** – The Student Success Centers provide free academic peer tutoring in a variety of courses, including English, accounting, and math; they also provide open computer labs on both campuses. These computer labs include 75 computers available for student use.
- **Counseling Services** – Counseling Services assists students in determining or changing their college major; they also provide disability services, academic counseling, and a variety of personal and educational counseling services.
- **Student Assessment Services** – This department provides placement testing to determine if newly admitted students need developmental courses in English, reading, or math. They also administer tests as requested for online classes and classroom classes.
- **Student Employment Services** – This department provides students with a variety of resources about job hunting, resume writing, and interviewing. These are available both via online resources and personal appointments. Student Employment Services also sponsors a Job Fair each semester and maintains an up-to-date web site listing local current job openings.
- **Student Financial Services** – The Student Financial Services department assists students by providing information about financial resources and the application process. These financial resources include federal grants, state scholarships, loans, lottery tuition assistance, and work-study positions. Students can meet individually with counselors to discuss their personal financial situation; they also receive personal emails regarding awards and deadlines through the college's email system. Topics covered include the process of applying for financial aid, FAFSA preparation, and the work-study program.
- **Student Life** – MTC students have the opportunity to join a wide variety of clubs, organizations, and honor societies, as well as the chance to participate in student government via the MTC Student Advisory Board. Student Life also maintains an online Student Events Calendar and publishes the online Pony Express Student Newspaper.

- **Special programs** – A variety of special programs are available, including the Workforce Investment Act (WIA) Youth Program, College Activities Reap Educational Experiences Resulting in Success (CAREERS), Student Support Services (TRIO), and Veterans Programs
- **Other student services** – MTC students have access to a variety of other services including the bookstore, food service, the library, campus security, and email via the MyMTC email system.

B. Describe the policies that govern student relationships with the Business Unit, including the procedures used to resolve student concerns.

A wide variety of written policies govern student relationships with the Business Unit. These are documented in the Academic Catalog and in the Student Planner/Handbook. Both of these documents are readily available to students and they are also posted on the MTC web site. Academic Policies and Requirements are given on pages 12-33 of the Academic Catalog, and these include topics such as admission, course placement, registration, advising, academic progress, attendance, grading, graduation requirements, withdrawals, honors, articulation, and transfer. Tuition and refund procedures are outlined on pages 40-43 of the Academic Catalog.

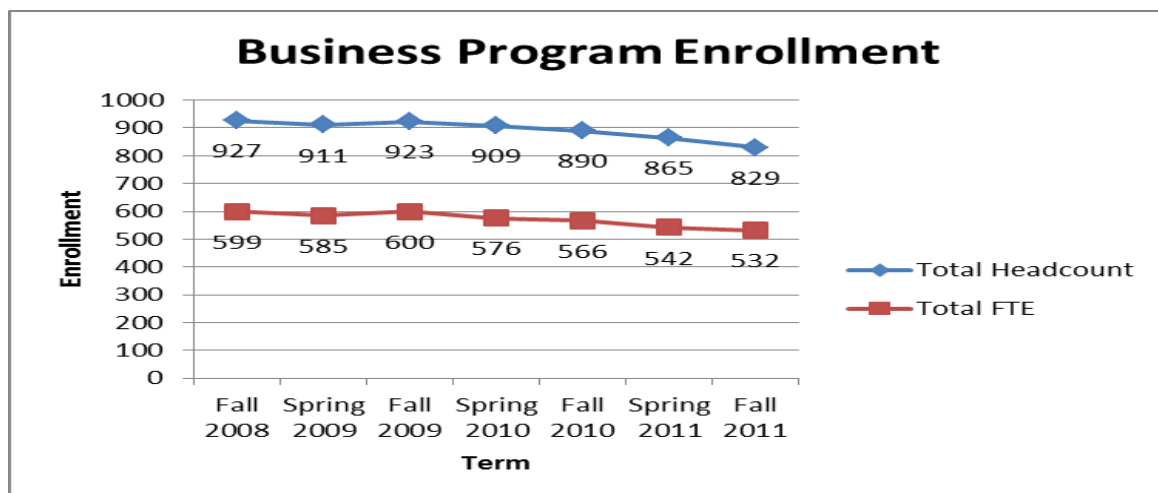
The college has adapted the guidelines of the Student Grievance Procedure for South Carolina Technical Colleges. The process for student grievances is outlined in the Student Planner/Handbook, and it includes a process that progresses from the individual instructor to the instructor's immediate supervisor to the Student Grievance Committee, and finally to the college president. The process is documented in the filing of a written "Student Grievance Form" and the grievance process is coordinated through the Assistant VP for Student Development Services.

Criterion 3.4 Stakeholder Results

Institution Response

A. Describe how the Business Unit measures student utilization of offerings and services.

The Business Unit measures student utilization of offerings and services through program enrollment and course enrollment. Program enrollment data is compiled by the college's institutional research office, Assessment, Research, and Planning (ARP), and indicates the following enrollment for business department programs (management, marketing, and accounting) for recent terms:



During the weeks when students register for classes for the following semester, the department head monitors course enrollment in each section. If he sees that there will not be sufficient enrollment to allow a course to make, he will cancel it and notify all students in the section so they can find another course to take instead. If he sees that a course is full, he may add another section, if warranted.

Monitoring each semester's enrollment also allows him to see any trends in enrollment. For example, during recent years, students have increasingly wanted to sign up for internet and hybrid classes. The result has been that the department has increased its offering of sections in these formats.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

The Business Unit measures satisfaction with its offerings and services in a variety of ways, including:

- Student Evaluation of Instruction, which is completed each term for each course section. Students sign into their MyMTC account in order to complete their course evaluations online.
- Graduate Follow-up (GFU) Survey. The college's Department of Assessment, Research, and Planning annually administers the Graduate Follow-up Survey, which is sent to all MTC alumni who graduated during the previous academic year. Data from this survey can be retrieved by department for use in evaluating program performance.
- Academic Program Review, which is conducted every five years. The Business Department's most recent program reviews were conducted in 2001-2002, 2006-2007, and 2011-2012.
- Alumni Survey, Current Student Survey, and Employer Survey. As part of the college's Academic Program Review cycle, every five years the college's department of Assessment, Research, and Planning administers an alumni satisfaction survey, a current student satisfaction survey, and an employer satisfaction survey. These surveys are sent to alumni, students, and employers of the specific majors being assessed during the review cycle.

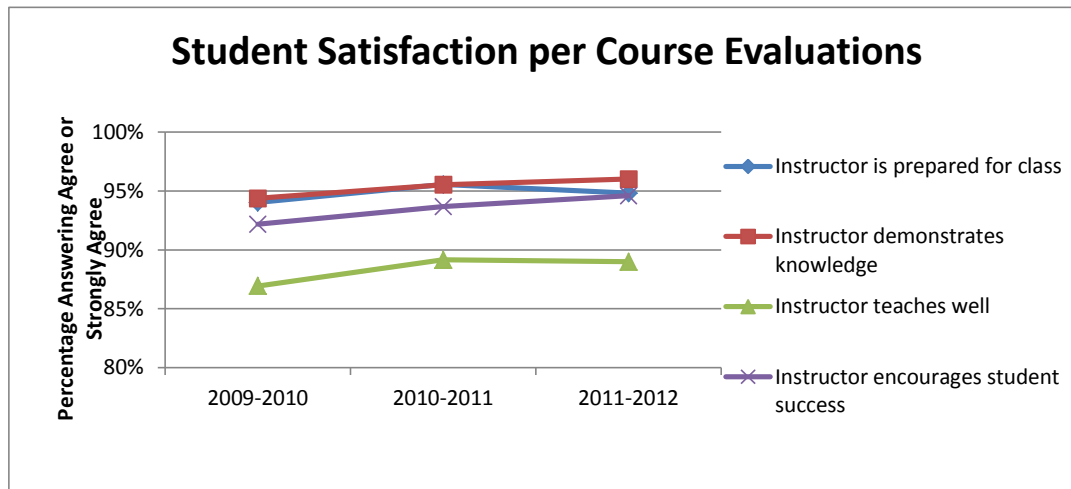
Satisfaction with other services provided by the college, such as Registration, Veterans Affairs, Admissions, Student Assessment, Financial Aid, Job Placement, and Career Counseling is also assessed in the Graduate Follow-up Survey, the Current Student Survey, and the Alumni Survey.

Data from the Graduate Follow-up Survey, Alumni Survey, Current Student Survey, and Employer Survey can be found in Site Exhibit 3-F.

- **Course evaluations**

Course evaluations are completed by students in each course section near the end of each term. Based on the responses of Business Unit students in course evaluations, survey respondents report the following:

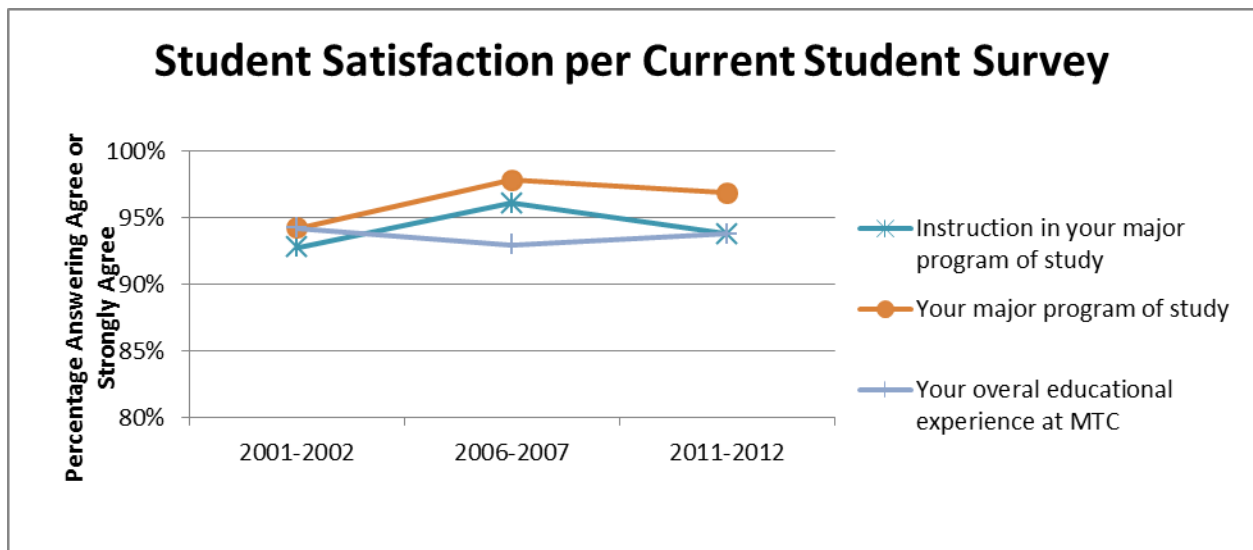
- ✓ A minimum of 94% state that their instructor is prepared for class.
- ✓ A minimum of 94% state that their instructor demonstrates knowledge of the subject.
- ✓ A minimum of 87% state that their instructor teaches the course well.
- ✓ A minimum of 92% state that their instructor encourages student success.



- **Student satisfaction surveys**

Current business students are surveyed every five years as part of the Academic Program Review Cycle. This survey is administered in class to selected upper-level business course sections (as upper-level sections are more likely to consist of business majors than entry-level business courses). Based on the responses of Business Unit students in the Current Student Survey, survey respondents report the following:

- ✓ A minimum of 94% state that they are satisfied with their major program of study.
- ✓ A minimum of 93% state that they are satisfied with instruction in their major program of study.
- ✓ A minimum of 93% state that they are satisfied with their overall educational experience at MTC.

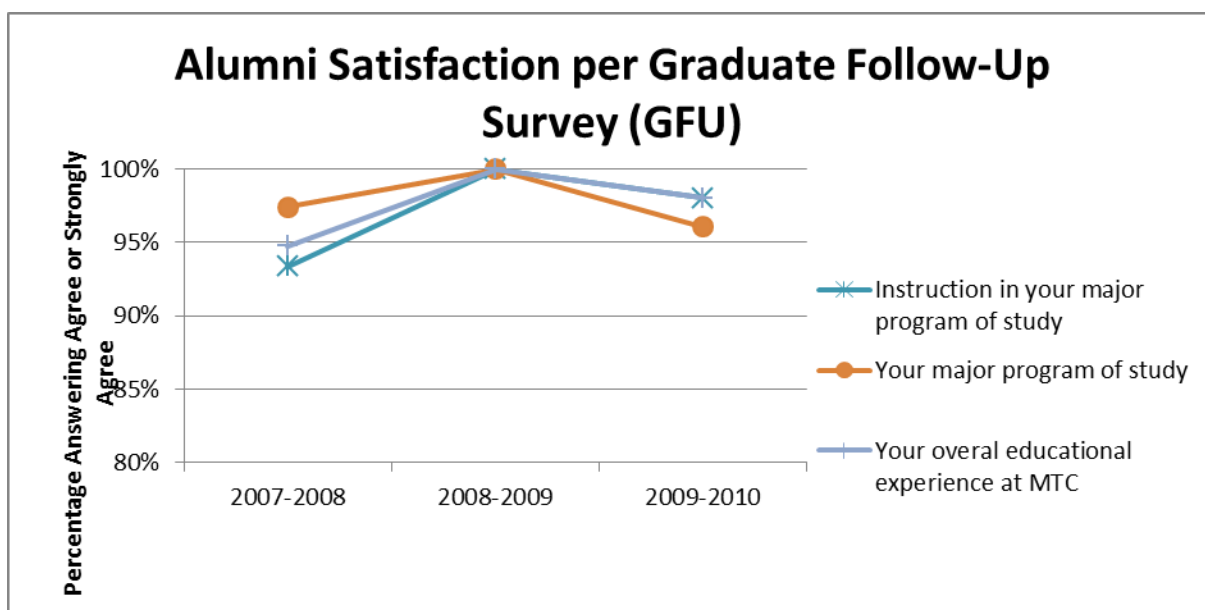


- **Alumni satisfaction surveys (Graduate Follow-up Survey)**

The Graduate Follow-Up Survey is sent to all MTC alumni who graduated during the prior academic year, and data from this survey can be retrieved by department. Based on the responses of the Business Unit alumni in the Graduate Follow-Up Survey, survey respondents report the following:

- ✓ A minimum of 96% state that they were satisfied with their major program of study.
- ✓ A minimum of 93% state that they were satisfied with instruction in their major program of study.

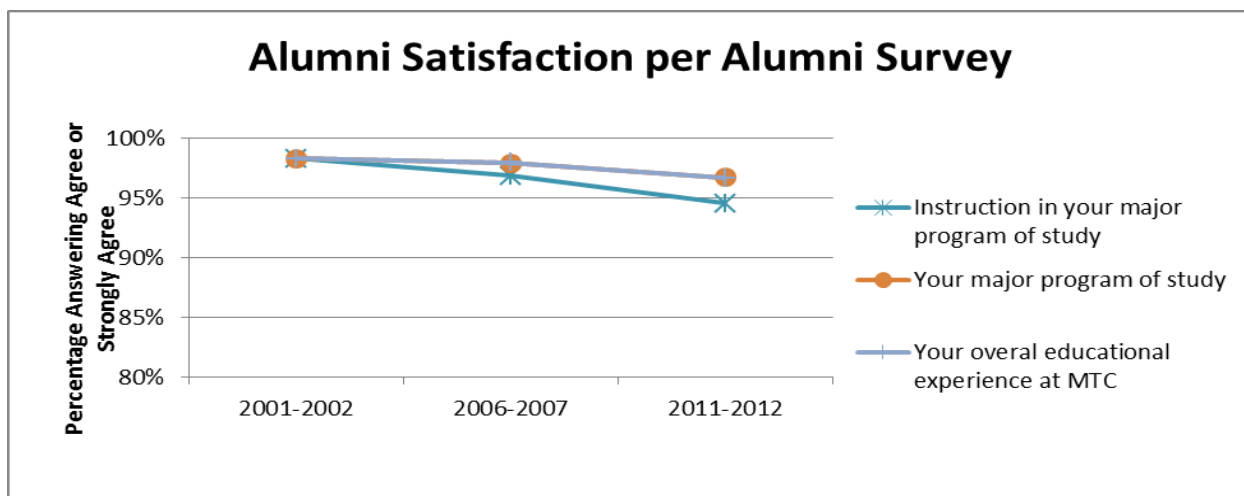
- ✓ A minimum of 95% state that they were satisfied with their overall educational experience at MTC.



- **Alumni satisfaction surveys (Alumni Survey)**

In addition to the Graduate Follow-Up Survey (GFU) administered annually, the Business Unit alumni are also surveyed every five years as part of the Academic Program Review Cycle. The questions on this survey are very similar to those on the Graduate Follow-up Survey; the primary difference between these two instruments is the frequency with which they are administered. The GFU is administered annually to all graduates, so alumni responding to this survey would have graduated within the last year. The Alumni Survey is administered every five years as part of the Academic Program Review (for those specific programs being evaluated during the review cycle), so alumni responding to this survey would have graduated within the last five years. Based on the responses of the Business Unit alumni in the Alumni Survey, survey respondents report the following:

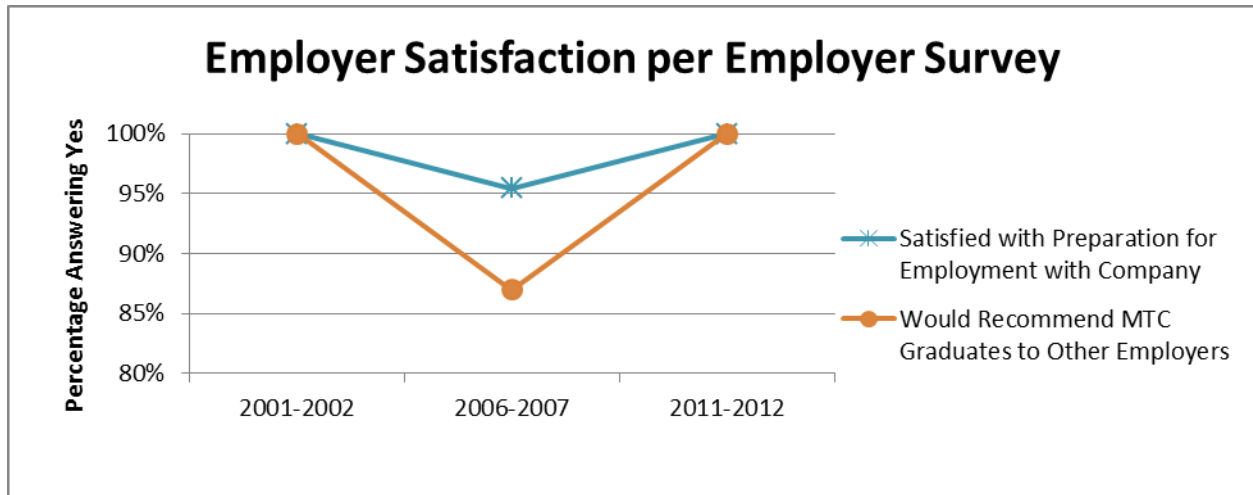
- ✓ A minimum of 97% state that they were satisfied with their major program of study.
- ✓ A minimum of 95% state that they were satisfied with instruction in their major program of study.
- ✓ A minimum of 97% state that they were satisfied with their overall educational experience at MTC.



- **Employer satisfaction surveys**

Employers of Business Program graduates are surveyed every five years as part of the Academic Program Review Cycle. These employers are identified through the responses of alumni in the Alumni Survey. Based on the responses of Business Unit employers in this Employer Survey, survey respondents report the following:

- ✓ A minimum of 95% were satisfied with the graduate's preparation for employment with their company.
- ✓ A minimum of 87% would recommend MTC graduates to other employers (Note: in 2006-2007, this question was worded differently – "Would you hire additional MTC graduates?" - which could impact responses.)



- **Other student/stakeholder measures**

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Institution Response

A. Describe the Business Unit's partnerships and processes that link the Business Unit's business programs to business and industry.

Student internships are available – Companies such as AT&T, Bank of America, and SCANA participate in our internship programs: <http://www.midlandstech.edu/ses/internshipstudents.html>

MTC Entrepreneurial Club – sponsored by faculty, Dr. Joe Puett – local business leaders meet with students to discuss entrepreneurship

USC/Columbia Technology Incubator (partnership with USC) has two slots for MTC students. The Business Unit is responsible for coordinating activities and helping to recruit students

Faculty participate in various career fairs at high schools and middle schools

Faculty membership in the following professional organizations:

- Accreditation Council for Business Schools and Programs
- American Academy of Certified Public Managers

- South Carolina Society of Certified Public Managers
- South Carolina Technical Education Association
- The Institute of Internal Auditors
- South Carolina District Export Council
- Foreign Trade Administration
- The Academy Of Management
- South Carolina Association of CPAs

B. Describe the impact or results of business and industry linkages.

Through the MTC Entrepreneurial Club, students are able to network with business professionals in the Midlands. Student internships also provide real world experience. Through USC/Columbia Technology Incubator partnership, MTC students obtain counseling and funding. Finally, memberships in professional organizations give faculty opportunities for networking and professional development.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

Strengths of the program include:

- 98% of MGT/MKT students surveyed were satisfied with the program
- 96% of MGT/MKT alumni surveyed were satisfied with the program
- 100% of MGT/MKT employers surveyed were satisfied with the program
- 100% of MGT/MKT employers surveyed were satisfied with job performance and preparation
- 100% of employers surveyed would recommend MTC graduates to other firms
- 93% of ACC students surveyed were satisfied with the program
- 100% of ACC employers surveyed were satisfied with the program
- 100% of ACC employers surveyed were satisfied with program instruction
- The MTC Entrepreneurial Club gives students the opportunity to network with business professionals in the Midlands
- In the USC/MTC Technology Incubator partnership, students obtain counsel and funding for their small business

Opportunities and challenges for the program include:

- Only 81% of Business program graduates surveyed indicated goal achievement. A follow-up survey will be sent to determine specific reasons
- Surveyed students indicated a strong desire for increased opportunities in internships over what is currently available. An analysis will be completed to determine the feasibility and logistics of a more complete internship program.
- The response rate for employers was relatively low. Faculty will increase interactions with employers to enable the department to better meet their needs.

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The Business Unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the Business Unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

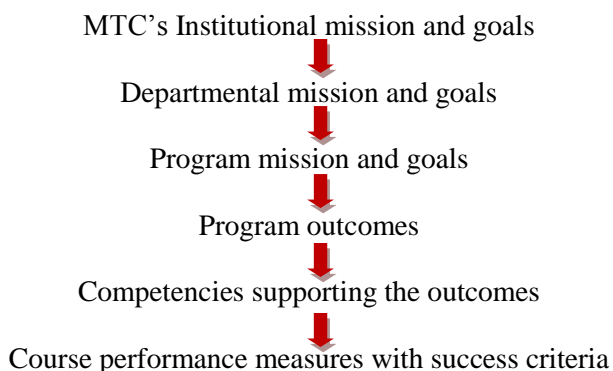
Criterion 4.1 Student Learning Outcomes Assessment

Compliance

Institution Response

A. Describe the current student learning outcomes assessment plan.

It is the belief of the Business Unit that learning occurs every time the doors are opened and a course is offered. To that end, the unit has both unit-wide and program mission statements, related goals, outcomes, and competencies appropriate to the course of study, as well as the general educational core which support the institution's overall mission and goals as follows:



In support of these missions and goals, a purposeful assessment plan supported by a rigorous process has been developed by the Business Unit. The plan is to assess student learning outcomes in each section of each course one semester each academic year, analyze the data generated by the assessment, and use it to continuously improve learning outcomes. Improvement is then determined by repeating the measurement process in the following year's cycle. To implement this plan, a process was developed that has its foundation in the institution's mission and goals, has the support and collaboration of faculty and administration, involves the systematic use of quantitative and qualitative measures, involves realistic goals and timetable, and is supported by appropriate investment when required.

B. Describe the student learning outcomes assessment process and include information about the following:

To implement this process, all three programs within the Business Unit, Accounting, Management, and Marketing, have developed appropriate student learning outcomes and related competencies that support the outcomes. In order to determine if students are acquiring the desired level of competency, performance measures that test the competencies were created for each course offered in the program. This allows decision-making based on documented results from students beyond those obtainable from student evaluation of teaching and alumni feedback.

The process developed to implement this plan is one in which all faculty members are actively involved in developing specific outcomes, competencies, and performance measurements that are appropriate for the unit's programs as well as in collecting data on each student in every course taught. Faculty

assignments for each student learning outcome are made at the program level to ensure responsibility for data collection and analysis is clearly delineated. Faculty decide who will interpret the data and when, as well as who will report the results.

Faculty consensus, by program or course, is required for all competencies, performance measures, and instruments. In addition, the faculty discusses how the program might respond to strengths and weaknesses identified through the assessment process. Outcome performance is reviewed annually to determine if changes or modifications are required to ensure continuous improvement.

After faculty decides on the outcomes, the competency skill set required to support them is developed, the courses contributing to each outcome is selected, and competency measurement instruments are developed for each course based on measurement assessments used in the immediately prior measurement semester. Measurement assessment questions are chosen so that they directly assess student knowledge in the skills identified in the competency supporting the particular outcome.

During the measurement semester, the instructor of each section administers the measurement assessment to the students. A detailed report on the question-by-question results from each section is sent by the instructor to the course's lead full-time faculty. The lead faculty member is responsible for assembling, summarizing, analyzing, and reporting on the data. Before final preparation of the report, full-time faculty members review the topics that do not meet the stated benchmark, assess potential reasons for the unsuccessful outcomes, and develop plans to address the causes. From this review, the faculty recommends appropriate actions to improve on the weak points. Corrective actions are written into the student learning outcome reports. Such corrective action and the reasons for it are disseminated to the faculty teaching the course in future semesters. Some corrective actions have included stressing specific topics in the classroom and on homework and exams, preparation of special exhibits to further explain and demonstrate difficult topics, development of lecture outlines for the specific topics, revision of assessments, and so forth. Any adjustments in the process or assessment methodology are made and reported on at this time as well.

To address the administrative demands of the outcomes assessment process, the lead faculty member for each course is responsible for ensuring that all instructors teaching a specific course each term use the standardized performance measurement and collect and report the data for all students in every course. In addition, the lead faculty member ensures that course outcome(s) and competency (ies) are included on the course syllabus.

To oversee the process within the Business Unit, the department head appoints faculty members to serve as coordinators for each program's assessment activities.

In summary, faculty follows seven steps in deploying the process:

1. Define the outcome (what students are expected to achieve). Determine the competency (how will students demonstrate achievement of outcome). Is it appropriate? Is it valid? Is it reliable?
2. Select or design the measurement instrument and establish the success criteria.
3. Deploy the assessment in all sections of all courses and collect the data generated.
4. Analyze and report results through the Student Learning Outcomes document.
5. Recommend changes based on analysis of data collected.
6. Implement the changes through all instructors and courses.
7. Report results of action taken (changes made) which will occur in the following cycle's report.

This process is used by each program in the Business Unit to continuously improve the learning experience for students. It requires faculty to identify expected outcomes for programs and systematically gather evidence on student performance; to analyze and interpret the evidence; and to use the resulting information to document, explain, and make changes that improve performance as well as follow up on changes implemented to determine the extent of improvement in the results.

To maintain the process and provide evidence of deployment, the Business Unit's efforts appear as part of college-wide reports and forms that have been developed. These are available on the college's shared drive for assessment. The college-wide reports and forms provide information in the following areas:

1. Program Outcomes and Competencies
2. Annual Progress Report On Outcomes Assessment Process
3. Student Learning Outcomes for Courses
4. Faculty Assignments
5. Data Tracking
6. Data Analysis
7. Procedure for Data Retention and Disposal
8. Procedure for Reporting and Maintaining Data Results (LEARN system)

- **What student learning outcome data is collected and why?**

Because faculty are in the distinctive position to best determine the appropriateness of specific assessment activities, the evaluation of those activities, and the action needed for continuous improvement, they drive, design, and implement the student learning outcomes assessment process as well as consider effective pedagogical methods to enhance student learning. Outcomes, competencies, and assessments for each program were determined by the full-time faculty in conjunction with the department head and Assistant Academic Program Director in charge of learning outcomes for the college, with the approval of the Vice President of Academic Affairs.

The data collected is derived from assessments which are designed to directly support the program, department, unit, and institution's mission and goals, while at the same time representing the critical building blocks of the whole field's theory and practice. Collected methodically, intentionally, and purposefully, it is evidence of whether students have mastered a skill or have demonstrated proficiency in a specific task.

The assessment vehicles are chosen by the faculty in support of the outcomes through use of the basic structure of the student learning outcome process - selecting the competencies (*how* students will achieve the *what*) required to determine success in the outcomes and developing measurement tools to assess the degree of student skill in each competency.

Data is collected for each outcome one semester per school year for each section of each course. The data consists of the percentage of students in each section who correctly respond to each of a set of requirements selected by the faculty as most representative of the knowledge required to successfully function in the field's working environment, and so are based on the most critical skills that students require in performing work.

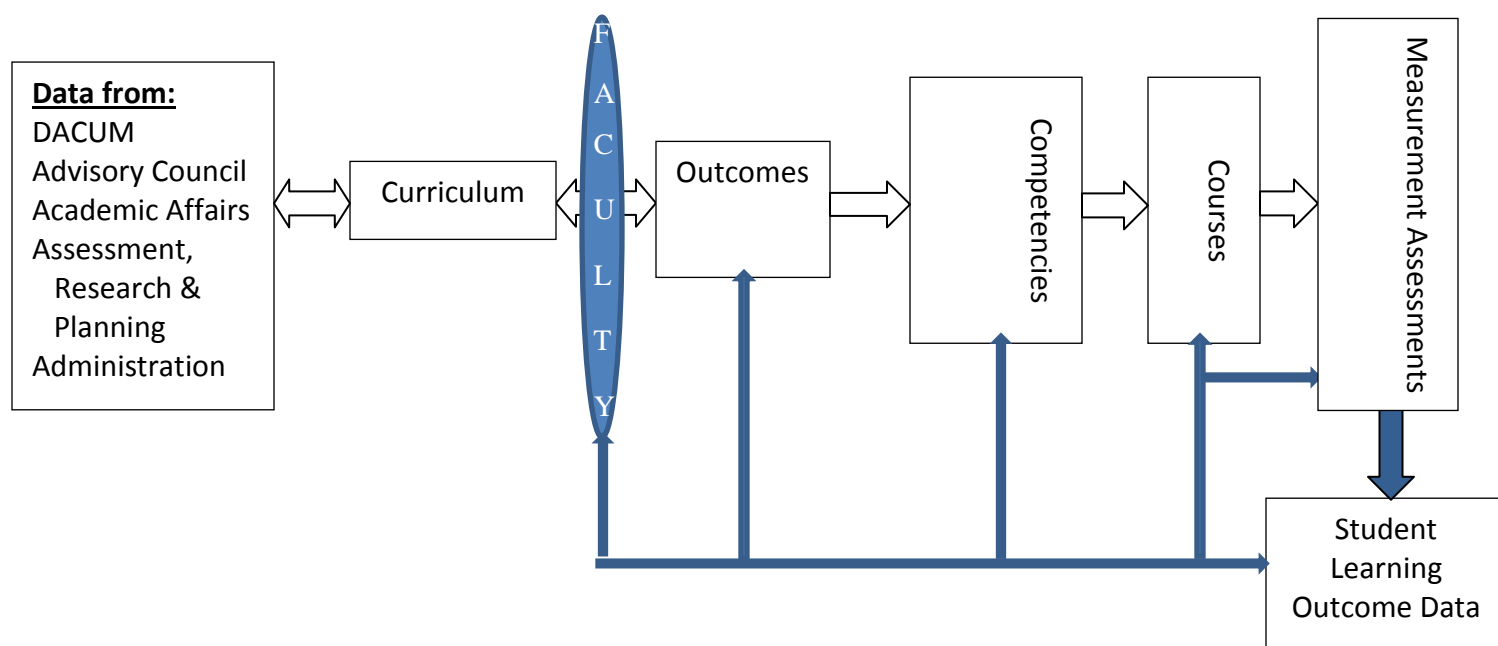
For example, in the accounting program the key criterion for outcome selection was, "What knowledge forms the foundation of the entire skill-set of the accounting field in all its forms and permutations?" Or, stated another way, "What are the building blocks of accounting on which the whole field of study and practice is built?" From that, the faculty developed a set of four outcomes (*what* students are to achieve) spanning journal entries and financial statements, taxes, accounting computer operations, and finance. These outcomes were developed keeping in mind the needs of the community as discussed with members of the local business community in the DACUM and Advisory Council, as well as considering practical considerations in college operations and the skill, knowledge, and background of the faculty members.

With the outcomes decided, faculty then determined the basic competencies required to support them and the curriculum courses applicable to those competencies. Selection of assessments in support of the competencies, the basis for data collected, closed the loop on the whole process.

- **How the Business Unit uses student-learning data to improve the business program and enhance student learning.**

Data collected by direct assessment assists each program in decision-making, planning, and improvement. Based on this data, faculty consider whether the data shows that students have indeed mastered requisite knowledge, skills, attitudes, and behaviors as well as how they can improve the effectiveness of programs to keep up with developments in the discipline as well as to produce students who are even better prepared. The data collected during this process guides effective decision-making at all levels: programmatic changes, course revisions, and teaching modifications. This formative aspect of assessment provides a feedback loop that enables faculty members to adjust instruction and programs to redesign curricular offerings and requirements.

Recommendations for improvements flow from the feedback loop which begins with the assessments and makes possible adjustments throughout the entire curriculum. This provides continuity, direction, and consistency through the entire program as illustrated by the diagram below.



Such recommended improvements and the reasons for it are disseminated to the faculty teaching the course in future semesters. Some recommendations have included stressing specific topics in the classroom and on homework and exams, preparation of special exhibits to further explain and demonstrate difficult topics, creation of special practice problem sets, development of lecture outlines for the specific topics, and revision of assessments. Any adjustments in the process or assessment methodology are made and reported on at this time as well.

Since each course in the curriculum must support one or more of the outcomes, all new courses brought forward for consideration must demonstrably support an identified course outcome, have appropriate competencies selected, and performance measures developed before they go forward to the curriculum committee for review.

- **How is comparative or benchmark data used to enhance and improve student learning?**

To ensure high standards are maintained, a minimum internal benchmark has been set college-wide: 80% of the students will achieve 75% or higher on each and every assessment activity. Any assessment or question on an assessment that does not meet this standard is flagged for analysis of the underlying issue and becomes part of program-wide recommendations, feedback, and corrective actions.

In order to assure, track, and monitor progress against this benchmark, it became apparent the college would require a systematic online platform to house the data, the analysis of the results, and the improvements implemented. In addition, such a system would ensure the integrity, accessibility and accountability of the college's outcomes results as well as to streamline the reporting process. Therefore, in 2008 the college developed its own online platform specifically for student learning outcomes, the Learning Evaluation Assessment and Reporting Network (LEARN). All programs within the Business Unit utilize this platform.

This unique platform allows not only for reporting established student learning outcomes and comparison to the benchmark at the program and course level and for all competencies, but also ensures the analysis and results of actions taken are documented. In addition, because this platform stores data from multiple academic years, it enables the department to preserve each year's results, allowing for continuous evaluation and trend analysis. The LEARN system can be accessed at <http://www.midlandstech.edu/learnoutcomes/publish/>. Please contact the department head for appropriate access passcodes.

- **How the Business Unit improves, refines, or enhances the student outcomes assessment process.**

After several semesters of assessment, tracking, reporting, recommending, and implementing, it became apparent that the loop from recommendation for improvement at the course level to the learning outcomes at the program level was not being completely closed, thus undermining the ability to effectively implement program-wide corrective actions and determine their impact. Therefore, following the Fall (FA) 2010 reporting cycle, the business faculty undertook an overview of the entire process and made recommendations to the Assistant Academic Program Director in charge of student learning outcomes college-wide. These recommendations focused on improving the process and scope of the student learning outcome effort to better serve both college and student. The recommendations gained the support of the department head, Assistant Academic Program Director, and Vice President for Academic Affairs.

The recommendations focused on using assessment results at the outcome level instead of solely at the course level, since the program has several courses that are important to each outcome. This enables the faculty to better close the loop back to the outcome level by determining how the competencies program-wide were affecting outcome performance overall. The ability to drill down to the course and measurement level is required and maintained. Through reorganizing the process, data analysis, reporting, and recommendations become curriculum-wide in breadth rather than merely having a course level viewpoint. The process is outcome-centric rather than course-centric.

In this way, faculty is able to assess poor performance on individual competencies through the whole spectrum of courses that affect the outcome, and recommendations for improvement can be made across the entire breadth of the program. In past reporting cycles, corrective action was focused only on the course level, and the loop, while closed within the courses, was never fully closed across the entire outcome, since improvements made in a single course were not necessarily measureable as to their impact on the program's outcomes overall. So, faculty did not have visibility to the fact that poor performance in a specific course may indeed spring from underlying deficiencies in other prerequisite courses.

The recommendations were implemented for the FA 2011 (ACC) and SP 2012 (MGT/MKT) learning outcome reporting cycle. The Business Unit successfully restructured the outcomes and competencies,

developed a process for assessment that would act in synergy through the whole program to target the outcome level as well as the course level, and successfully provided a comprehensive learning outcome report for each outcome. The next reporting cycle, FA 2012/SP 2013, will see the implementation of the final phase of the recommendations' implementation – a thorough review of all assessment questions to assure all support their respective outcome and are systematically applied through all associated competencies, courses and instructors.

This outcome-centric approach enhances the faculty's ability to assure that important program learning outcomes are achieved. Measurement instruments from all courses supporting a particular competency can be reviewed for their focus on that competency as well as for consistency throughout the program and across instructors. Feedback to faculty is enhanced and recommendations are coordinated across the entire program. In addition, learning outcome reporting is consolidated to show results on the outcome overall, not just individual courses.

This allows faculty to more strictly focus on topics of genuine importance in achieving the outcomes and competencies they themselves chose, better structure corrective action, and put in place a culture of thoughtful and purposeful improvement at all levels, from textbook selection to assessment to classroom procedures.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

Learning outcomes, together with their associated competencies, performance measurements, and applicable courses are shown in the matrices below for the Accounting, Management, and Marketing programs.

Accounting Program

Outcome	Competency	Performance Measurement
1. Students will demonstrate knowledge of the accounting equation and GAAP, and how they work together through the accounting process to create the financial statements.	Students will demonstrate the ability to record journal entries for business transactions using accrual-based accounting and to prepare financial statements.	Successful completion of: Embedded test questions in ACC-101, ACC-102, ACC-111, ACC-112, ACC-201, ACC-202, ACC-203, ACC-230, ACC-260, ACC-265
2. Students will understand how taxes affect decision-making and the effect they have on the firm's financial statements and/or the personal balance sheet.	Students will demonstrate knowledge about the influence of the tax environment on the decision-making process through its impact on income, assets, liabilities, and equity.	Successful completion of: Embedded test questions in ACC-124, ACC-150, ACC-224
3. Students will be able to utilize computer systems in an accounting environment.	Students will demonstrate the ability to use accounting-related computer software by executing proper input, process, and output commands for computerized accounting systems and spreadsheets.	Successful completion of: Embedded test questions in ACC-240, ACC-245 and ACC-246
4. Students will understand how financial tools are used to increase equity and net worth.	Students will demonstrate knowledge of the importance of equity (net worth) and the tools available to achieve it.	Successful completion of: Embedded test questions in BAF-101, BAF-201

Management Program

Outcome	Competency	Performance Measurement
1. Communicate effectively with others utilizing appropriate forms of communication methods.	-Demonstrate proficiency in writing and oral presentation skills.	Successful completion of: - a writing portfolio in BUS 130. - an oral business presentation in BUS 130.
2. Understand and apply business management policies and practices.	-Demonstrate knowledge and understanding of business and employment laws and management practices.	Successful completion of: - embedded exam questions for BUS 121, MGT 120 and MGT 201. - embedded exam questions in departmental final exam in MGT 101.
3. Understand business in social, technical and international environments.	-Demonstrate knowledge and understanding of organizational behavior and international management.	Successful completion of: - embedded exam questions in BUS 110, BUS 210, BUS 250, BUS 260 and MGT 255.
4. Understand basic business principles, concepts and practices.	-Demonstrate knowledge and understanding of forms of business ownership, business resources, management styles, supervisory practices and business ethics.	Successful completion of: - embedded exam questions in BUS 101 and MGT 150. -Research Project in MGT 240.

Marketing Program

Outcome	Competency	Performance Measurement
1. Communicate effectively with others utilizing appropriate forms of communication methods	-Demonstrate proficiency in writing and oral presentation skills.	Successful completion of: - a writing portfolio in BUS 130 - an oral business presentation in BUS 130
2. Understand basic business concepts and practices.	-Demonstrate knowledge and understanding of business and employment laws and management practices.	Successful completion of: - embedded exam questions in BUS 121, BUS 240 and MGT 101
3. Understand the application of various marketing principles, practices, and strategies in various business situations.	-Demonstrate knowledge and understanding of marketing strategies as applied to business advertising, retailing, sales principles, and Internet research when utilized in both physical- and cyber-marketing situations.	Successful completion of: - embedded exam questions in MKT 101, MKT 110, MKT 120, MKT 240, MKT 260 and MKT 270

D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.

Detailed information is available in the individual student learning outcome reports available on the LEARN System. They are incorporated here by reference.

E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

The college has demonstrated a commitment to ensuring that students receive the same quality of instruction from alternative methods of instruction as they would have received from traditional delivery. Some ways in which this has been achieved are as follows:

- use of the same textbooks for both types of delivery;
- standardized syllabi with identical learning objectives for both types of delivery;
- standardized learning outcome assessments for both types of delivery; and
- standardized student evaluation of both instruction and course for both types of delivery

Alternate methods of instruction are offered for the convenience of the student. On-line instruction is conducted through the Desire-2-Learn education system. In addition, certain courses offer a hybrid learning environment, where students attend class once per week but perform the bulk of their study on-line. These nontraditional delivery methods are best suited for disciplined students who can pace themselves properly throughout the term. As can be seen in the table below, results on alternate delivery learning outcomes are as good as, or better than, those achieved in the classroom.

A comparison of the traditional versus alternative methods is shown in the table below.

**Comparison of Students Achieving Benchmark for Traditional and Alternative Delivery Methods
Fall 2011 (ACC) and SP 2012 (MGT & MKT) Semesters**

<u>Program</u>	<u>Outcome</u>	<u>Traditional Delivery Method</u>			<u>Alternative Delivery Method</u>			Traditional H/-L Alternative
		<u>Total</u>	<u># exceeding benchmark</u>	<u>% exceeding benchmark</u>	<u>Total</u>	<u># exceeding benchmark</u>	<u>% exceeding benchmark</u>	
ACC	1	343	226	65.9%	74	48	64.9%	1.0%
ACC	2	18	10	55.6%	11	6	54.5%	1.0%
ACC	3				28	26	92.9%	
ACC	4	86	42	48.8%	28	20	71.4%	-22.6%
MGT/MKT	1	189	159	84.1%				
MGT	2	240	127	52.9%	101	66	65.3%	-12.4%
MGT	3	43	35	81.4%	76	64	84.2%	-2.8%
MGT	4	197	125	63.5%	66	55	83.3%	-19.9%
MKT	2	252	136	54.0%	67	45	67.2%	-13.2%
MKT	3	<u>102</u>	<u>79</u>	<u>77.5%</u>	<u>90</u>	<u>68</u>	<u>75.6%</u>	<u>1.9%</u>
Total		1470	939	63.9%	541	398	73.6%	-9.7%

Criterion 4.2 Program Evaluation

Institution Response

A. Describe how the Business Unit conducts each program evaluation (i.e, DACUM, program review, etc.)

Midlands Technical College is committed to students, to the achievement of excellence, and to the Vision that the college can meet these commitments only through a plan of assessing and strengthening the college's effectiveness. The college has endorsed an Institutional Effectiveness Program, which incorporates basic elements of planning and evaluation resulting in on-going institutional improvements. Central to this effort is the effectiveness of the academic programs, which exist to positively influence the future life and work of students.

The College and Education Divisions developed and adopted a Program Effectiveness System to assess the effectiveness of majors or academic departments from a variety of perspectives: those of students, graduates, advisory committee members, employers, and college faculty and administrators. The most important focus of this effort is on students -- their learning outcomes and their successes. In support of each program review effort, the director of Academic Planning and Reporting, with support from other Assessment Research and Planning personnel, assists academic program faculty in organizing the collection of data needed to make good decisions about program improvement. A complete Institutional Effectiveness Program explanation is to be found in the Resource Room.

The Department of Business and Public Service uses the standard tools of Program Analysis; e.g., DACUM, a detailed Program Review, Data Collection, Data Evaluation, and Analysis. Business & Public Service Instructors are deeply involved in the entire process.

An integral part of MTC's scheduled periodic program review is the detailed identification of the competencies that graduates from the reviewed program require for successful entry into the job market. The college has mandated that a DACUM or Modified DACUM will be conducted to accomplish this, and are conducted at least every five years. Programs accredited by National Agencies that mandate and provide detailed program competencies as a basis for accreditation are not required to conduct a DACUM as part of the college's Program Review. These accredited programs are, however, encouraged to conduct a Modified DACUM to ensure that any unique local job requirements are met.

The DACUM process, as deployed by the Business & Public Service Department, consists of four phases: job analysis workshop, instructional development, implementation, and evaluation/renewal.

Job Analysis Workshop. This is the most visible part of the DACUM process. A group of 6-10 expert workers, led by a trained facilitator, brainstorm and reach consensus to define, or redefine /validate, the duties, tasks, knowledge, skills and behaviors required by the job. This process results in a DACUM Chart (example follows) which details the competencies/duties; associated tasks; required behavior, attitude and traits; general skills and knowledge; required tools and equipment; and emerging trends.

This Phase was conducted for Management & Marketing Combined Curricula on October 5, 2011. The Accounting Program held their workshop on October 28, 2011.

DACUM Worksheets for all three programs (Accounting, Management and Marketing) are available in the Resource Room.

Instructional Development. During this phase an analysis of the competencies, specific skills, knowledge and abilities the worker needs to perform each task is conducted. The outcomes of this phase are learning outcome statements, course identification/development, learning activities, instructional materials and detailed assessment criteria.

These studies were accomplished for all of the reference Programs.

Implementation. This phase entails the acquisition of needed resources (instructors, instructional supplies and equipment, etc.) and the conduct of courses.

Evaluation/Renewal. Every five years another DACUM or Modified DACUM is to be conducted to validate the original competencies and standards and to identify any new competencies that should be added.

B. Describe faculty involvement in the program evaluation process.

With the emphasis placed on Student Learning Objective (SLO) process over the past four plus years, all faculty, to include full-Time and adjuncts, have been acutely aware of the necessity for accurate and complete data collection. For the first three years, data was collected for every course each semester. This became a very time-consuming process, which, in FA 2011 was reduced to the Fall semester for the Accounting Group and the Spring semester (2012) for Management and Marketing.

The SLO process includes the collection of details for each section of each course for all three programs. This data is then sorted and analyzed. Faculty then meets to review the results and to make whatever changes are deemed necessary to the courses under scrutiny. Adjunct faculty members have been informed of the process and have been very cooperative in most instances.

The Business Unit fosters innovation by encouraging faculty to work collaboratively and think creatively about solving problems and to seek viable alternatives and opportunities. Their involvement in the Program Evaluation process includes the faculty meeting within each of the programs to discuss and analyze graduate surveys, recommendations from the Business Advisory Committee, and other germane information from sources such as other two-year colleges, DACUMs, and other colleagues. Faculty is encouraged to meet periodically to discuss potential improvements for the three programs. This includes examining not only the existing curriculum, but seeking other courses that may well serve the target employment community.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

For Course-Level analysis, the feedback necessary to properly evaluate course effectiveness comes to faculty primarily from the comprehensive Outcome-centric process now in effect as part of satisfying the College requirement for Student Learning Outcome analysis. Sample data is gleaned from the SLOs. Faculty then collects and summarizes student data. After meeting to review results, faculty submits recommendations to the Program Coordinators as to necessary changes. The Coordinators then compare the results to the predetermined targets and goals. Changes, as required, are approved by the department head, with the advice of Program Coordinators and individual faculty member (as required). This process is on-going and continues each period.

Program-Level effectiveness is gauged through the surveys developed with faculty assistance in the College's Instructional Support Group, and more specifically, the Assessment, Research and Planning Group. Surveys include current student evaluations, Graduate surveys, and Employer surveys. All faculty members meet within each program and discuss information from graduate surveys, employer surveys, and recommendations from the Business Advisory Committee.

These are then reviewed by the program coordinators and the department head, with a view towards taking corrective action as deemed necessary and appropriate.

The results from both the Course-Level and Program-Level effectiveness may be found in Site Exhibit 4-A, collection of supporting documentation.

Program-Level effectiveness is gauged through the surveys developed with faculty assistance in the College's Instructional Support Group, and more specifically, the Assessment, Research and Planning Group. Surveys include current student evaluations, Graduate surveys, and Employer surveys. All faculty members meet within each program and discuss information from graduate surveys, employer surveys, and recommendations from the Business Advisory Committee. These are then reviewed by the program coordinators and the department head, with a view toward taking corrective action as deemed necessary and appropriate. The results from both the Course-Level and Program-Level effectiveness may be found in Site Exhibit 4-A, collection of supporting documentation.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

Midlands Technical College and the Business Unit provide data to both internal and external stakeholders through hard copy reports and through web access. The College's Assessment, Research and Planning Group gathers, consolidates, and distributes information and data for decision-making according to established procedures and timelines, and maintains an extensive institutional data web site, accessible to all college personnel.

Internal stakeholders receive information through program and departmental meetings. While external stakeholders are informed through Advisory Committee meetings, The College's web site, and reports from the Assessment, Research and Planning Group.

E. Describe the improvements that have been implemented as a result of the program evaluation.

As a result of the various surveys, reports, and meetings with the Advisory Committee, the faculty implements changes. Within the past two years, the Accounting Program Curriculum has been completely redesigned and changed so as to better meet the needs of accounting graduates. Similar activities have occurred in the Management and Marketing Curricula. International Business (BUS 250) has become a requirement for all Business majors and an elective for the Accounting Curriculum.

Over the past several years, at the urging of the Advisory Committee, special emphasis has been placed on entrepreneurship. There is now an 18-hour Entrepreneurship Certificate Program. In addition, a Business Faculty member sponsors a monthly Entrepreneurship Club meeting. Complementing this initiative, the Business Department is charged with screening and selecting the entrepreneurs that fill the three (3) slots allocated to MTC at the University of South Carolina/Columbia Technology Incubator Center. Several MTC graduates have grown successful business as a result.

Another innovation is the recent realignment of the Management and Marketing Curricula so as to enable a Double Major in Management and Marketing. This development has measurably enhanced the ability of MTC Business graduates to compete in the job-market.

Adjunctive to these tasks, the Department meets regularly to discuss the results of the SLO process, and applies corrections, as needed, to the various courses. Another aspect of this review is the identification of weaknesses in the roles played by the full-time and adjunct faculty; which then leads to the scheduling of necessary training for both categories of instructors.

An equally important aspect of continuous improvement of teaching skills is the regularly available Professional Development funding. These monies are made available to support our faculty in the enhancement of their professional skills.

An equally significant facet of the overall improvement process is the attention to quality control in an attempt to assure that a similar quality of classroom improvement and level of excellence is available for day, evening and internet courses.

Another tool that has been employed is the DACUM. The Management and Marketing DACUM was held on October 5, 2011 and the one for Accounting on October 28, 2011. The importance of these events was to ensure that appropriate, contemporary business activity information be available to the Faculty. It is through the DACUM process and the Advisory Committee, that the Business Unit is able to tailor the various courses to the needs of the serviced business community.

Criterion 4.3 Student Assessment

Institution Response

A. Explain the process for identifying student needs for developmental assistance.

Applicants to the college, including the business programs, are required to participate in placement testing (assessment) prior to being accepted by the college, unless exempted by criteria stated in college procedures on assessment, admission and placement.

Exemptions are granted if one of the following criteria is met:

1. The applicant has earned a grade of “C” or better in appropriate college-level English and mathematics courses taken at a regionally accredited college or university;
2. The applicant has earned advanced placement credit for English and mathematics on CLEP and/or AP exams that are recognized by the college;
3. The applicant has taken the Midlands Technical College Placement Test (COMPASS, ASSET or equivalent) within the previous three years;
4. The applicant plans to enter certain certificate programs that do not require placement testing (not applicable to business programs);
5. The applicant has earned a two-year degree or higher from a regionally accredited college or university; or
6. The applicant is not pursuing an academic award and desires to be admitted to take a specific course(s) under the Career Development status.

The Midlands Technical College Placement Test (COMPASS, ASSET, or equivalent) consists of questions that address the applicant’s career goals and commitment to program choice. The emphasis of the placement test, however, focuses on helping students make sound educational decisions. Unless exempted, applicants are required to take a reading comprehension test and a basic mathematics and algebra skills test and to write a sample essay for evaluation. The reading scores determine whether applicants will be admitted into the college and in which level courses they will be placed. The writing and reading scores determine placement into levels of English. Mathematics scores determine placement into sequential levels of Developmental Studies and curriculum math courses. Applicants who do not meet minimum program entrance criteria in one or more of the basic skill areas will be required to successfully complete the respective Developmental Studies course(s) before taking related courses in the business program.

In addition, students with documented disabilities may request special testing accommodations to ensure optimum performance on assessment.

To assist advisors, a Course Placement Calculator is available on-line at <http://www2.midlandstech.edu/SDSforms/ptscalc.htm>. Advisors may use this calculator to determine course placement based on COMPASS, ASSET, French, Spanish, or typing test scores.

The available Developmental Studies courses for business majors are ENG 032, Developmental English; ENG 100, Introduction to Composition; MAT 032, Developmental Mathematics; MAT 100, Introductory College Math; MAT 101, Beginning Algebra; RDG 032, Developmental Reading; and/or RDG 100, Critical Reading.

COMPASS Placement Test

As one of two different placement tests used by Midlands Technical College, COMPASS is the primary placement test. The COMPASS program is a series of basic skills assessments taken on a computer. It was developed by American College Testing (ACT). The name COMPASS stands for Computer-adapted Placement Assessment and Support Services.

It measures skills in reading, English, and mathematics. The results allow a student and the college staff to work together to help obtain his or her educational goals. COMPASS scores indicate areas where a student may need help and also indicates which courses should be a starting point for the student's educational career.

COMPASS expects that the person testing has very little computer knowledge. Anyone testing on COMPASS will be given a mouse tutorial, as well as a practice test for each academic skill area in which the student will be tested. The estimated total testing time for COMPASS is three hours and includes a written essay as part of the complete placement test experience. COMPASS is available at the Airport and Beltline Testing Centers, as well as at the Fort Jackson site for military dependents. Information about COMPASS is available on-line at <http://www.midlandstech.edu/testcenter/compass.html>.

COMPASS course placement information is available on-line at <http://www.midlandstech.com/edu/sds/sas/hb/hbcompass.html>.

ASSET Placement Test

ASSET is the second of two different placement tests used by Midlands Technical College. It is only available in paper and pencil form, and was developed to help those entering two-year colleges with their educational goals. The main purpose of the basic skill section is to assist the student and his or her advisor in identifying the student's present strengths and needs so he or she may build a solid plan for success in the educational options he or she chooses to pursue. ASSET course placement information is available on-line at <http://www.midlandstech.com/edu/sds/sas/hb/hbasset.html>

B. Explain the process for determining and awarding advanced placement, if applicable.

The college has in place a policy and procedure, MTC Policy 4.12 <http://inside.midlandstech.edu/policies/4-12%20Advanced%20Placement.pdf> and MTC Procedure 4.12.1 <http://inside.midlandstech.edu/policies/4-12-1%20Advanced%20Placement.pdf> for awarding credit for advanced placement through transfer credit from another post-secondary institution. Credit from external examinations, AP exams, challenge examinations, military service schools, articulation agreements, and other college-level education attained in a less formal way is also available.

Information on specific AP exams in the Business Unit is available on-line at <http://www.midlandstech.edu/tap/tapbus.html>.

The procedure for transfer from accredited post-secondary schools is as follows:

Applicants who have attended a regionally accredited college or university must request that all colleges previously attended send official transcripts directly to the Midlands Technical College Admissions Office.

These transcripts will be reviewed to determine if the placement testing requirement will be waived and if transfer credit will be awarded. Applicants requesting transfer credit consideration of post-secondary course(s) from foreign institutions must obtain, at the applicant's expense, a course-by-course evaluation of the foreign course work. Midlands Technical College recommends WES (World Education Services, Inc.), but any evaluator certified by the NACES (National Association of Credential Evaluation Services) is acceptable. The following criteria are used to determine the acceptability of prior college course work for advanced standing:

- a. the final grade for the course(s) must be a "C" or better;
- b. the course(s) must have been taken at a regionally accredited institution; if from a non-regionally accredited foreign post-secondary institution, the courses must have been recommended by a NACES-member external evaluation service;
- c. the course(s) must be applicable to the program in which the student plans to enroll in order for the course to be considered for graduation;
- d. the course(s) must be college level. No course which is remedial/developmental in nature will be accepted; and
- e. credit will be granted only once for a given course.

The department head has the authority to evaluate experience and to award advanced placement for it. In addition, the department head has the responsibility for the creation of and setting exemption test levels.

Advanced Placement course work and exams taken in high school can also be used to obtain college credit. Students can obtain credit for exams with scores of three (3) or higher. In these cases, exemption credit is issued which indicates course completion.

CLEP is an additional option for Advanced Placement. Information on CLEP is available on-line at <http://www.midlandstech.edu/edu/sds/sac/cleppolicy.html>.

C. Explain the student advisement process, including the use of remedial assessment information.

Advisors in the advisement center assist new students with their academic plans and provide information on college resources. Students are advised for appropriate courses in their major as determined by their placement testing. Every student at MTC is assigned a faculty academic advisor. Students are provided information on their academic program that lists the courses required for their major.

Faculty advisors are available to assist students regarding courses appropriate to their academic program and career plans, and to provide general guidance on the student's progress for their program of study. Final course and schedule selection is the responsibility of the student, not the advisor.

Such advisement is an important part of each faculty member's job. All faculty members are expected to advise students not only during the regularly-scheduled advisement period, but also during extended registration and schedule change. Faculty are expected to be familiar with current academic policies and procedures, keep appointments, be proactive in solving student problems, and maintain accurate and appropriate records.

Each faculty member in the Business Unit is expected to do the following:

1. Utilize current technology to maintain advisement records on each advisee;

2. Be knowledgeable of available resources in order to make appropriate suggestions and referrals to meet student needs, interests, and concerns;
3. Take an interest in student growth and success and create a positive environment that encourages student enrollment and college involvement;
4. Work closely with counseling services to assist students in establishing realistic educational and career goals;
5. Help students examine course offerings in their majors and understand program-related graduation requirements;
6. Encourage students to become familiar with program requirements and to accept responsibility for course choices and decisions;
7. Follow up on student problems and progress; and
8. Participate in advisor training.

The student advisement process used by faculty is as follows:

1. Exploration of educational, career and current life goals;
2. Selection of educational program/major;
3. Discussion of program/major requirements;
4. Selection of courses;
5. Explanation of course scheduling; and
6. Referral to appropriate college resources as needed or requested.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

All programs within the Business Unit require that before new students enroll in any curriculum course they have either received the required score on admissions tests or satisfactorily completed the developmental courses that are indicated by those scores.

A review of the four-semester period, from the SP 2011 through SP 2012, shows approximately 15% of enrolled business majors were required to take at least one developmental course before starting the full curriculum.

Enrolled students by major who have taken at least one DVS course*
Spring 2011 through SP 2012

	<u>SP 2011</u>	<u>SU 2011</u>	<u>FA 2011</u>	<u>SP 2012</u>	<u>Total</u>
Accounting					
DVS on transcript	35	23	41	36	135
Enrolled	<u>277</u>	<u>173</u>	<u>276</u>	<u>277</u>	<u>1003</u>
Percent with DVS	12.6%	13.3%	14.9%	13.0%	13.5%
Management					
DVS on transcript	99	45	112	36	292
Enrolled	<u>512</u>	<u>272</u>	<u>519</u>	<u>474</u>	<u>1777</u>
Percent with DVS	19.3%	16.5%	21.6%	7.6%	16.4%
Marketing					
DVS on transcript	16	7	21	15	59
Enrolled	<u>129</u>	<u>69</u>	<u>141</u>	<u>124</u>	<u>463</u>
Percent with DVS	12.4%	10.1%	14.9%	12.1%	12.7%
Total - All majors					
DVS on transcript	150	75	174	87	486
Enrolled	<u>918</u>	<u>514</u>	<u>936</u>	<u>875</u>	<u>3243</u>
Percent with DVS	16.3%	14.6%	18.6%	9.9%	15.0%

*Source: Computer report from Information Systems Services

E. Table 3 – Organizational Performance Results

Organizational performance results are maintained by Assessment, Research and Planning. For academic years 2007 through the present, they have published data on enrollment, course section size, course type, graduation, retention, placement, alumni degree of satisfaction, student degree of satisfaction, employer satisfaction, and other metrics. Alumni, employer, and current student survey data for Accounting, Management and Marketing are available on Table -3, page 94.

Complete information on the aforementioned categories is available in Site Exhibit 1-E, 2010-2011 Academic Program Review Reports and Site Exhibit 1-F, Vitality Studies for each program in the Business Unit.

Data from the vitality study and other reports are used for the following management and decision-making purposes without the necessity of comparison to specific benchmarks:

Enrollment data – Purpose: To provide program “*productivity*” trend data in terms of headcount and enrollment. Are a sufficient number of students actively enrolling in the program to justify its continuation? Is Headcount enrollment (HC) evidencing an increase/decrease over time; is this an expected trend; is this something that needs to be addressed through planning/further research?

Graduation data -Purpose: To provide program “*productivity*” trends in terms of graduate data. Is the program producing sufficient graduates to meet job market requirements?

Course type data - Purpose: To provide information on the type of course mix that program students enroll in. Is the percentage of students enrolled who are not taking any major courses higher or lower than expected? Is the enrollment in DVS courses consistent with attrition expectations and availability of support?

Course section size – Purpose: To provide information on the use of faculty and classroom resources based on the section size of courses offered in the referenced terms. The data provides a mechanism for reviewing course offerings and identifying potentials for improving the use of resources based on section sizes. If there is a trend of multiple sections of the same course with small enrollments being offered in the same term, it may indicate a needed analysis to determine the reasons.

Retention – Purpose: To provide program *retention data* to help evaluate the program’s productivity, success and problems with moving students to completion. Trend analysis: Are the graduation and retention rates consistent across time? Are there certain categories of students who have lower graduation and retention rates? Where are the largest decreases in the retention rates? FTE is an indicator of the number of credit hours students are taking. Are students in the program generating sufficient FTE? Is there an increasing or decreasing trend?

Placement – Purpose: To provide information on post-graduate success in terms of employment and continued education and employment projections. Are a sufficient percent of the graduates of the program securing employment in their field? If not, are factors such as jobs in this field being eliminated, recession, or that graduates need different skill sets than the college is providing, playing a role? If a large percent of the program graduates are continuing their education, is it an expected event or do the graduates need additional skill sets to gain employment?

Summary of Standard 4 – Measurement, Analysis, and Knowledge Management

With the redesign of the SLO process, adequate assessments of students, faculty, and courses are now more likely than in prior years. The main strength that has emerged from the Program Assessment Process is the more appropriate focus on outcome-centric objectives as opposed to just individual courses. This provides more of an opportunity to evaluate the entire program once a year.

Each accounting faculty member will review each question in the measurement instrument for their assigned courses to assure they are focused on the proper competencies. When this is completed, all faculty members will meet to review the instruments to assure they are congruent with the stated competencies, and that they are consistent with the instruments in the other courses within the outcome/competency. On completion, this should assure a valid outcome-centric measurement program.

The management and marketing faculty members have recently completed the 2011 - 2012 Student Learning Objectives cycle. Whereas previous cycles included all semesters, a new approach was introduced for the 2011 – 2012 Academic Year, with all emphasis on the results of the SP 2012 semester. During the analysis, building upon the structure being developed by the Accounting Group, Faculty decided to focus on Program–level outcomes. Management now has four and Marketing has three.

From August – December 2012, Management and Marketing faculty members will meet to develop appropriate questions and areas to be scrutinized. Due to the diversity of courses in both the Management and Marketing curricula, it was decided each instructor would propose ten (10) questions that specifically related to the outcome. These questions will enable better and more appropriate tracking of student performance.

However, it is understood that these questions for all Accounting, Management and Marketing curricula may need to be changed over time. Therefore, this will be an on-going process. At Business Unit meetings during FAI 2012, the results of the two DACUMs will be discussed in detail with the Accounting, Management, and Marketing faculty members. The objective is to ensure that all appropriate information from the “contemporary business world” is noted, understood, and utilized as is appropriate.

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a Business Unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each Business Unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

Institution Response

A. Describe the Business Unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

The Business Unit employs competent business faculty members who are qualified to accomplish the mission and goals of the institution. The Business Unit is committed to attracting a qualified and competent faculty which is evident in its recruitment and selection practices. The Business Unit adheres to the selection process outlined in MTC Procedure 2.1.1 - Employment Practices (Site Exhibit 5-A)

The Business Unit uses the credentialing standards outlined in MTC Procedure 2.1.8 –Faculty Academic Credentials, Section II E, (Site Exhibit 5-B) to determine the educational requirements for faculty members. When ACBSP standards or other accrediting bodies exceed the standards listed in MTC Procedure 2.1.8, the Business Unit uses the higher standards. Ensuring that faculty members possess the required credentials is the responsibility of the department head. There are several phases in the recruitment and selection process during which minimum training and experience is reviewed and verified. Whenever a vacancy occurs, the department head completes and forwards a Notification to List Form (Site Exhibit 5-C) through appropriate channels to the Human Resource Management (HRM) Office. The Notification to List Form includes the name of the department, the job duties and the minimum requirements necessary for the position. An HRM representative verifies that the listed minimum requirements match those outlined in MTC Procedure 2.1.8. Faculty positions are typically advertised on a national level for a minimum of two weeks via media that target a diverse population.

Applicants for faculty positions are required to submit documentation of their credentials as part of their application process. A member of the HRM staff reviews applications for minimum training and experience and forwards applications to the department head accordingly for interview selection. As part of the interview process, faculty applicants are required to complete a teaching demonstration. Consideration is given to educational credentials, work experience, licensures, certifications, accomplishments, interview ratings, teaching demonstrations, and reference checks when making a recommendation for hire. When a new faculty member is to be hired, the department head reviews the credentials of the selected applicant to ensure he or she meets minimum faculty academic requirements. The vice president may grant an exception to hire a faculty member who does not meet the minimum requirements, but who possesses related demonstrated competencies. If an equivalency or exception is requested, it is documented and placed on file in Human Resources.

Once a hiring decision is made, the department head forwards a selection packet, which includes a Faculty Compensation Worksheet (Site Exhibit 5-D) to HRM. The Faculty Compensation Worksheet includes the credentials of the selected applicant, comparative data and the discipline taught. HRM representatives then review the qualifications of the candidate to verify that he or she meets or exceeds the required qualifications of the position. Each full-time faculty member will have on file in the department head's office, a summary of their academic credentials and copies of transcripts. The department head is responsible for conducting periodic reviews to ensure faculty continues to meet current credential requirements.

Additionally, official transcripts on all faculty employees are maintained by HRM. New faculty employees are required to complete an Employee Data Sheet (Site Exhibit 5-E) specifying their highest degree earned. The data sheet is reviewed by a member of HRM, and official transcripts are requested accordingly.

Both full-time and part-time faculty must meet the credential standards as outlined in MTC Procedure 2.1.8.

B. Describe how the Business Unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

Work Environment: The Business Unit fosters an atmosphere conducive to teaching and learning as evidenced by the distribution of information from the department head and executive council to faculty. This information includes the following:

- Monthly Academic Affairs Council Minutes;
- Faculty Council minutes;
- Information on professional development opportunities throughout the year; and
- Human Resource Management information.

Faculty members have the opportunity to provide feedback on their department head's performance through an annual review process. Also, all classrooms are equipped with multi-media work stations to enhance the instructional environment for each faculty member.

Compensation: The Business Unit's commitment to attracting and retaining a qualified and competent faculty is further demonstrated in its compensation plan. The Business Unit, in compliance with the college, utilizes five faculty classifications. Further, the average faculty salary exceeds the state average in three of the five classifications. The MTC Executive Council, with the support of the MTC Commission, has established a pay plan in accordance with state salary increase guidelines for Fiscal Year 2011-2012. The pay plan includes a bonus and a performance increase for faculty and staff members.

Career Progression: The Business Unit has several processes in place to support the development of leadership attributes in employees, including initial orientation and faculty training program, specialized leadership development programs, and ongoing development opportunities through professional associations.

Workload assignments: Faculty workload consists of six classes per semester, eight hours of weekly office time, along with serving on various committees. Program coordinators receive release time for administrative responsibilities. The department head is required to teach at least three courses per academic year.

C. Describe how the Business Unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of Business Unit faculty and staff.

The Business Unit is supported by departmental leadership that:

- Maintains an environment which encourages the development and implementation of improved approaches or methods.
- Promotes an atmosphere that is conducive to personal and professional growth and learning.
- Establishes a positive work environment that encourages faculty participation and stimulates creativity.
- Deals with personnel fairly while insisting on performance of duties.
- Gives recognition to faculty and staff accomplishments.
- Maintains high standards of ethics, honesty, and integrity in professional matters.

- Provides faculty with needed support and, when necessary, communicates rationale for limitations of support.
- Effectively guides curriculum development.
- Inspires faculty and staff to perform at high quantitative and qualitative levels.
- Works with faculty and staff to set significant goals which are challenging yet attainable.
- Approaches problems with a positive, affirming attitude.
- Encourages faculty to communicate ideas for improving the department.
- Provides faculty members with opportunities to review and revise departmental policies and procedures.
- Uses ingenuity and creativity, where necessary, to solve problems effectively.
- Seeks to maintain close working relationships with faculty.

D. Report evidence of Business Unit faculty and staff well-being and satisfaction.

The Business Unit's faculty and staff are given the opportunity to complete an anonymous survey concerning satisfaction with leadership of the department on an annual basis. The department head is evaluated on the work environment, leadership and problem solving capabilities. At (Site Exhibit 5-F), a Department Chair Evaluation form is attached.

Criterion 5.2 Faculty Qualifications

Institution Response

Faculty qualifications for the Business Unit are shown in Table 4. The Faculty Qualifications tables include all full-time and part-time faculty, major teaching field, highest degree earned, professional certifications, and supporting activities.

Criterion 5.3 Faculty Composition

Institution Response

A. Explain the Business Unit's method of calculating FTE teaching loads for full-time and part-time instructors.

The Business Unit employs the semester system for calculating FTE faculty. A full-time faculty assignment is 18 credits per semester, 36 credits for the academic year. Part-time faculty members are assigned loads based on a percentage of full-time, based on credits taught; e.g., 6 credits per semester would be 40% FTE.

B. Complete Table 5 – FTE and Faculty Composition. List all full-time and part-time faculty members for the self-study year in alphabetic order.

See Table 5 for the FTE and Faculty Composition for MTC Business Unit.

- C. Report the following:**
- | | |
|--------------|-----------------------------|
| <u>91.8%</u> | Masters/Doctorate qualified |
| <u>6.7%</u> | Professionally Qualified |
| <u>1.5%</u> | Exceptions |

D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.

Not Applicable

Criterion 5.4 Faculty Deployment

Institution Response

- A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.**

The faculty assignments are made such that every student has an opportunity to take classes from full-time faculty. Full-time instructors are assigned to seated classes, evening classes, and online classes every semester. During the self-study year, there were 12 full-time instructors in the Business Unit. FA 2011 and SP 2012 semester schedules are located at Site Exhibit 5-G.

- B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.**

Not applicable because every student has the opportunity to receive instruction from full-time faculty regardless of delivery method.

Criterion 5.5 Faculty Load

Institution Response

- A. Describe the Business Unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.**

The Business Unit uses faculty workload standards as outlined in MTC Procedure 2.14.1, Section E. All permanent full-time faculty members are employed for a minimum of 37.5 hours and a maximum of 40 hours per week. Full-time faculty teaching credit courses during the nine-month academic year are assigned a teaching workload of 18-credit semester hours for lecture course and shall maintain a minimum of eight office hours per week for student advising and assistance.

Permanent full-time faculty employed for the Summer Term will be assigned a credit teaching work load of 12-credit semester hours and shall maintain a minimum of six office hours per week.

Adjunct faculty members are assigned teaching workloads and office hour equivalent to their percentage of employment based on the type of courses assigned.

- B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.**

Full-time faculty teaching all credit courses may receive overload compensation when their assigned teaching course work load exceeds the standard course load by one or more course sections or the equivalent.

Overload compensation will be at the adjunct faculty rate established for the discipline.

Overload compensation will be governed by State Dual Employment procedures. Total overload compensation may not exceed thirty (30%) percent of the faculty member's base pay for the term.

Full-time credit faculty not receiving release time or released less than sixty (60) percent of their full load may bank overload teaching hours during the fall or spring term. These hours may be used to reduce their teaching load the next spring term or summer term if within the same fiscal year. Faculty must teach at least a sixty (60) percent load in Fall or Spring terms in which they use banked hours.

Banked hours unused in the spring or summer term will be exchanged for payment (at the rate for overload compensation as defined in MTC Procedure 2.14.1 - Faculty Workload and Schedules). (Site Exhibit 5-H)

Criterion 5.6 Faculty Evaluation

Institution Response

A. Describe the formal system of faculty evaluation used by the Business Unit for full-time and part-time faculty.

The Business Unit regularly evaluates the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status.

Full-time employees appointed to a faculty position serve a probationary period of two full academic years. Immediately preceding the end of the probationary period, full-time faculty members are evaluated via the Faculty Performance Management System (FPMS). Thereafter, faculty members are evaluated annually as prescribed in MTC Procedure 2.8.2. - Faculty Performance Management System. (Site Exhibit 1-D)

The primary purpose of the FPMS is to increase the overall efficiency of the college by helping each business faculty member improve their performance. At the beginning of the evaluation period, the supervisor develops a planning document that is used to communicate performance requirements for that evaluation period. Faculty members are evaluated by their supervisors in six core areas: teaching performance, instructional development, instructional management, student advisement, professional development and college/community service. In addition to the aforementioned core areas, the department head is evaluated on leadership and management. Faculty members are also evaluated on a minimum of one objective as determined during the planning stage. Performance characteristics that describe work styles and habits are also rated, but are not used to determine the overall rating. The overall performance rating can be Below Expectations, Meets Expectations or Exceeds Expectations. When an individual is at risk for receiving a Below Expectations rating in an essential job function or objective that significantly impacts performance, the faculty member shall receive a written Notice of Substandard Performance. The purpose of the Notice of Substandard Performance is to assist the faculty member in improving their performance prior to the formal evaluation.

Adjunct instructors are evaluated by classroom observation (Site Exhibit 5-I & 5-J), Adjunct Faculty Evaluation Form and online student evaluations of instruction, which occur each term, serve as a means of providing both full-time and adjunct faculty members with feedback that can be used to improve classroom teaching and as a supplement to other evaluation sources for supervisors of teaching personnel. (Site Exhibit 5-K, MTC Faculty Manual, page 33)

B. Describe how the results of the evaluation are shared with the faculty member.

The business department head schedules meetings with faculty and staff members to discuss their overall performance to address commendable items or opportunities for improvement.

C. Describe how the faculty evaluation is used in making decisions.

Faculty evaluations provide information to faculty members, supervisors, and managers to use in making work-related decisions. Those decisions are:

1. To encourage continued growth and development of all faculty members;
2. To identify faculty members who have potential for promotion;
3. To assist management in assigning work and delegating responsibility based on a natural understanding of the faculty members' skills and abilities;
4. To enhance other Human Resource Management administration components such as selection and classification;
5. To provide an accurate and objective method for evaluating faculty members;
6. To provide documentation to support recommendations for salary increases, promotions, reassignments, demotions, and dismissals;
7. To maintain a documented history of the faculty member's performance; and
8. To identify training needs.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

Institution Response

- A. Describe the Business Unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.**

The Business Unit, in accordance with MTC policies, provides ongoing professional development for its faculty and staff (Site Exhibit 5-L, MTC Policy 2.13 - Professional Development). Specifically, the Vice President for Academic Affairs is responsible for developing and implementing appropriate, unit-specific professional development programs. Faculty members meet with the department head annually or as needed to discuss and determine professional development opportunities. Professional development for faculty members is offered during fall and spring in-service sessions at no cost. The MTC Foundation also plays a major role in providing professional development funding for faculty through curriculum development funds and prestigious teaching awards.

An Institutional procedure outlines the types of college-sponsored professional development activities and programs (Site Exhibit 5-M, MTC Procedure 2.13.1 - Faculty and Staff Professional Development). MTC's Academic Affairs webpage outlines the application process, amount of funding and criteria (<http://inside.midlandstech.edu/aa/Professional%20Development%20.htm>). Professional development activities and programs include seminars, workshops, conferences, credit courses and the return to business industry program. Depending on the professional development activities, expenses associated with these activities may be paid in full or in part by the college, or the college may reimburse the employee for expenses. Faculty may also be provided leave in accordance with MTC guidelines and the availability of funding. Business faculty members at MTC retain their normal salaries and benefits while participating in return to business industry programs.

- B. Report the participation of Business Unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.**

Professional development and scholarly activities of MTC Business Unit faculty and staff members are listed at Appendix B.

C. Provide examples of how the professional development and scholarly activities of the Business Unit have supported the achievement of the Business Unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

The Business Unit mission is to provide an innovative, up-to-date learning environment that enables individuals to achieve their personal, professional and educational goals for the purpose of contributing to the economic growth of the community. Our mission is supported through professional development and scholarly activities which include:

Quality Instruction – To assure consistently high-quality instruction in all modes of delivery by:

- Developing a Student Learning Outcome (SLO), a computer program/outcome-centric SLO process for the Business Unit;
- Enrolling and completing graduate level course work to attain additional knowledge and skills in appropriate teaching areas;
- Attending seminars on accounting topics, including Payroll Tax Law Changes, CPA Boot Camp, QuickBooks for CPA, and Excel Budgeting and Forecasting;
- Serving on various committees of the college such as faculty council, scholarship, staff council, curriculum, and entrepreneurship club meetings;
- Attending ACBSP Regional and Annual conferences to glean knowledge on teaching excellence, accreditation and best practices; and
- Participating in New Faculty Development training sessions

Technology – To employ appropriate technologies effectively to enhance instruction and student learning by:

- Attending workshops on PowerPoint, Excel, and Outlook to strengthen classroom learning.
- Completing training sessions on Desire2Learn to become more efficient in developing courses by using interactive software.
- Working with various publishers to develop PowerPoint for textbooks and using online supplements.

Awards

- The program coordinator for Accounting received the National Institute for Staff and Organizational Development (NISOD) award that emphasizes the importance of teaching and leadership excellence in institutions of higher education.

Memberships

- The South Carolina Association of Accounting Educators
- District Export Council, Foreign Trade Administration, U.S. Department of Commerce
- Academy of Management, Entrepreneurship & International Business Specialist
- The South Carolina Society of Certified Public Managers
- The American Academy of Certified Public Managers

Criterion 5.8 Faculty Instructional Development

Institution Response

A. Describe the instructional developmental opportunities for Business Unit faculty to:

1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

The Business Unit provides instructional development opportunities to improve teaching skills through the Faculty Development Program. This program offers training opportunities for faculty and staff in courses to include:

- Creating Learning Communities in the Two-Year College Classroom
- Classroom Basics
- College Resources
- Advising
- Assessment and Student Learning Outcomes
- Service Learning
- Writing Across the Curriculum
- Promoting Critical Thinking
- Excel (Course level 1 & 2)
- Outlook
- Microsoft Word
- Office 2007
- PowerPoint

In addition, at the beginning of fall and spring semesters, faculty and staff have the opportunity to participate in in-service, a day-long, college-wide program that includes a general meeting in the morning, followed by afternoon break-out sessions on a variety of topics related to teaching and learning.

Adjunct instructors are also provided with an evening event each Fall and Spring semester, which includes a general meeting and break-out sessions for individualized training in specialty areas.

2. Acquire skills in the use of alternative methods of instructional delivery.

To enhance the effectiveness of the courses being taught by the business department, the Instructional Design Department provides training in various technologies through Desire 2 Learn. Training includes:

- How to develop, implement and maintain Online/Hybrid courses
- Desire 2 Learn Training on Assessment Question and Import Tools
- Using McGraw-Hill Campus with Desire2Learn
- Using Primo PDF to Save D2L User Progress Reports

B. Describe the instructional development opportunities for Business Unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the Business Unit have supported the achievement of the Business Unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

The business department places the primary responsibility for the content, quality and effectiveness of its curriculum with its program coordinator and faculty members. They are responsible for examining, improving and maintaining the content, quality and effectiveness of its curriculum by

following a comprehensive set of guidelines as outlined in the *MTC Curriculum Manual*. (See <http://inside.midlandstech.edu/aa/curriculum/>)

The Business Unit receives input from the Business Advisory Committee, which consists of educators and industry professionals who meet monthly and provide guidance in maintaining the content of the courses. They may suggest and recommend revisions to programs or subject areas that reflect the needs of the workforce in the business community. Faculty then decide what changes should be made to programs or curricula based on this input, along with their own professional judgment.

The business faculty also has primary responsibility for the quality and effectiveness of the curriculum. While other areas of the college support the faculty by collecting data, faculty decide the appropriate changes to courses and programs based on these research findings. Student Evaluation of Instruction data is collected every semester for every course. This instrument provides faculty with student-reported data from every section taught by the faculty member. Actions taken by individual faculty members to improve the quality and effectiveness of the instruction are decided upon by the faculty member and department head or program coordinator.

In addition, through a formalized system of SLO assessment located on MTC's SLO Resource site, faculty track the trends in student performance, make changes to curricula to improve student performance, and track the results of these changes to ensure that they have been effective in increasing student learning. Through the Learning Evaluation Assessment and Reporting Network (LEARN System), data is housed to show the analysis of the results and the improvements implemented.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Institution Response

A. Explain how the Business Unit faculty and staff access the operational policies and procedures manual.

The Business Unit faculty and staff can access the operational policies and procedures manual by accessing the college's intranet site, which is password protected. Also, faculty and staff can go to the library on each campus and request to view a hard copy of the manual.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Operational policies and procedures for MTC faculty members are available in the site resource room.

Summary of Standard 5 – Faculty and Staff Focus

Strengths:

Business faculty members are provided opportunities for professional development to foster continuing education. Professional development for faculty members is offered during fall and spring in-service sessions at no cost. Also, they are given an opportunity to apply and receive professional development funding to attend seminars, workshops and/or conferences off-campus.

The business faculty has primary responsibility for the quality and effectiveness of the curriculum by effectively using Student Learning Outcomes (SLO) to ensure that course competencies are met. Faculty members track trends in student performance and make changes to curricula to improve student performance and increase student learning.

Areas of improvements:

The Business Unit has two faculty members classified as exceptions during this self-study year. One instructor taught management and marketing courses and the other instructor taught accounting. Effective Fall 2012, Janice Evans will no longer teach marketing courses. In addition, Len Lesslie will no longer teach for the Business Unit after Fall 2012. Our goal is to hire one full-time accounting instructor and have only masters or higher degrees in field or professional qualified faculty members by academic year 2013-2014.

A full-time staff member, Carolyn Deaver, retired as the department assistant for the Business Unit. Appropriate actions were taken to train and place an administrative specialist, Kim Bauer, in the position as the interim. A permanent replacement will be hired in this position by Spring 2013. Furthermore, internships with local businesses and industries emerged as an area that needed to be explored. To accomplish this task, the department head assigned this task to business faculty members as an objective on their Faculty Performance Management System (FPMS) form.

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6. 1 Curriculum

Institution Response

A. Describe how the Business Unit manages key processes for design and delivery of its educational programs and offerings.

The curriculum process (<http://inside.midlandstech.edu/aa/curriculum/>) is a joint effort of full-time faculty, adjunct faculty, students, Advisory Committee, and administrators. Modifications are approved by the Department Chair, Curriculum Committee, and Vice President for Academic Affairs.

The process for developing a course consists of:

1. The originator discusses changes with colleagues and the department head. The department head discusses and gets approval to proceed with changes from the Vice President for Academic Affairs.
2. The originator completes the Midlands Technical College Master Curriculum Action Form and gathers attachments as indicated.
3. The originator sends the Midlands Technical College Master Curriculum Action Form, plus all attachments, to the department head, who will review, sign, and submit the Midlands Technical College Master Curriculum Action Form and attachments to the Vice President for Academic Affairs for review and approval.
4. The Vice President for Academic Affairs sends the completed Midlands Technical College Master Curriculum Action Form plus all attachments to the Coordinator of Curriculum.
5. The Coordinator of Curriculum forwards a copy of the Midlands Technical College Master Curriculum Action Form, plus all attachments, to the chair of the Midlands Technical College Faculty Curriculum Committee for action.
6. The Midlands Technical College Faculty Curriculum Committee acts, the chair signs and returns the Midlands Technical College Master Curriculum Action Form to the coordinator of curriculum.
7. If at this point the Midlands Technical College Faculty Curriculum Committee does not act in concurrence with the proposed change, the committee will meet with the Vice President and

make every effort to resolve the issue. The Vice President for Academic Affairs reserves the right to institute the change if deemed appropriate.

8. The Coordinator of Curriculum submits the change to be recorded and notifies the appropriate college and Commission on Higher Education personnel.
9. The Coordinator of Curriculum submits in writing to the Commission on Higher Education Veterans Affairs Office, a “minor change” letter with a new curriculum display when adding courses to degree, diploma and certificate programs.
10. The Commission on Higher Education Veterans Affairs office notifies Midlands Technical College of the approval status for veterans.

The process for developing a degree or diploma program is as follows:

1. The department head reads Attachment F of the Curriculum Manual.
2. The department head discusses the proposal for a new program with colleagues, advisory committee and the Vice President for Academic Affairs.
3. The Vice President for Academic Affairs has a telephone conference with the State staff for the exchange of information, to ensure that the latest statewide program model is being used and that the approval cycle calendars are up to date.
4. The department head and the Vice President for Academic Affairs work with the Special Schools director to determine the exact level of training/education required, i.e., diploma or associate degree, and to determine the need for a new program.
5. To determine the need for a new program, the department head and the Special Schools director complete an employment needs survey according to the guidelines listed in Section II of Attachment F.
6. The Vice President for Academic Affairs reviews the employment needs survey results with State Tech staff prior to the development of a detailed proposal.
7. The department head prepares a Program Planning Summary at least two years prior to the desired implementation date. See Attachment F, Section III.
8. Once completed, the Program Planning Summary should be forwarded to the Vice President for Academic Affairs for approval and signature by the President. The Program Planning Summary must be mailed to State Tech by Cycle 2 for programs scheduled for fall semester start up, and Cycle 4 for programs scheduled for spring semester start up.
9. The Vice President for Academic Affairs mails the Program Planning Summary to the State Board for Technical and Comprehensive Education’s Associate Director for Academic Affairs and Technology. (Program Planning Summaries are valid for three years. After that date, Program Planning Summaries must be updated and resubmitted). The department head, with the assistance of the Vice President, develops a program proposal.
10. At this point, the program proposal is sent to the State Board staff for a preliminary review prior to the submission deadline. The proposal must include all elements: narrative, budget, and formula computation worksheets. (See format in Attachment F, Appendix A) The program proposal must be mailed to State Tech by Cycle 2 or Cycle 4 used for the Program Planning Summary (see Attachment F). Program proposals should not exceed 20 pages in length (see Attachment F, Section IV).
11. The department head completes the Midlands Technical College Master Curriculum Action Form, plus all attachments, and the program proposal with signature and sends them to the Vice President for Academic Affairs for review and approval.
12. Upon approval, the Vice President for Academic Affairs places the proposal on the agenda of the Executive Council.

13. After review by the Executive Council, the Vice President for Academic Affairs forwards the proposal to the Coordinator of Curriculum.
14. The Vice President for Academic Affairs signs and forwards a copy of the Midlands Technical College Master Curriculum Action Form, plus all attachments, and the program proposal, to the Coordinator of Curriculum for action.
15. The Coordinator of Curriculum sends the proposal to Midlands Technical College Faculty Curriculum Committee for review of the proposal and makes recommendations to accept or reject the proposal. If accepted, the chair signs and returns the Midlands Technical College Master Curriculum Action Form, plus all attachments, and the proposal, to the coordinator of curriculum. If the Midlands Technical College Faculty Curriculum Committee recommends revisions or rejection of proposal, the committee will meet with the Vice President for Academic Affairs and make every effort to resolve the issue. The Vice President reserves the right to forward the request to the President and the Midlands Technical College Commission Curriculum and Faculty Relations Committee. If this is done, the Midlands Technical College Faculty Curriculum Committee chair will be informed, and the concerns of the faculty will be made known to the Midlands Technical College Commission Curriculum and Faculty Relations Committee.
16. The Coordinator of Curriculum forwards the proposal to the Vice President for Academic Affairs who places the proposal on the agenda of the Midlands Technical College Commission Curriculum and Faculty Relations Committee.
17. The Midlands Technical College Commission Curriculum and Faculty Relations Committee acts on the proposal. If the new program is approved, approval is noted in the minutes, and the proposal is placed on agenda of the full Midlands Technical College Commission. If the new program is disapproved or held over, the Vice President for Academic Affairs will decide the routing for additional revisions.
18. If the new program is approved by the Midlands Technical College Commission, approval is noted in the minutes and appropriate signatures are obtained.
19. The Coordinator of Curriculum submits an electronic copy, plus the original signed proposal with an appropriate summary, all attachments, and signatures to the State Tech office with the Vice President for Academic Affairs's letter of transmittal.
20. State Tech's staff reviews the proposal. One or more of the sixteen technical colleges with similar programs may be asked to provide a peer review of individual proposals. The peer review comments will be shared with the college submitting the proposal. The Commission on Higher Education will also review a draft of the college requests.
21. State Tech's Instruction and Student Services Committee reviews the proposal and recommends approval. State Tech's Board then reviews and approves proposal for implementation. (This step completes the approval for a diploma program. The college annually evaluates the diploma program and reports to State Tech.)

ADDITIONAL STEPS - NOTE: The following steps are for associate degree programs only and do not apply to diploma programs. Each group in the approval sequence must approve the proposal for it to move to the next level. If the program is not approved, the proposal will return to the college for appropriate action.

1. Upon approval by State Tech, the Curriculum Coordinator submits five copies and an electronic copy of the proposal to the State Tech Office for review by the Commission on Higher Education.
2. The Commission on Higher Education's Staff reviews and acts on the proposal.
3. The Commission on Higher Education Academic Affairs Committee reviews and acts on the proposal.
4. The Commission on Higher Education reviews and acts on the proposal.

5. The Commission on Higher Education notifies State Tech's Executive Director of its actions with a copy to the President of Midlands Technical College.
6. The Vice President for Academic Affairs and the Coordinator of Curriculum notify appropriate offices so the approved program can be implemented.
7. The department head works with the Advancement Division to promote the new program.
8. The college annually evaluates the degree/diploma program and reports to State Tech. B.

B. Describe how the Business Unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

- Consistency in courses is maintained by giving full-time faculty the responsibility of creating syllabi, determining course outcomes, and developing student learning objectives.
- Comparable course quality is maintained by giving full-time faculty the responsibility of developing master course shells for all courses.
- The department head reviews online student evaluations of instruction concerning course quality and consistency to determine if course changes will enhance student learning.

Criterion 6.2 Professional Component

Institution Response

Complete the Professional Component portion of Table 6 Curriculum Summary for each program.

As detailed in Tables 6-A, 6-B1, 6-B2, 6-B3, and 6-C at Criterion 6.4, at least 25% of the curriculum consists of the Professional component. A detailed improvement plan is not required because all business programs meet the 25% standard.

NOTE - Because the revised curriculum (Tables 6-A, 6-B1, 6-B2, 6-B3, and 6-C) used during the self-study year does not appear in the 2010-2012 MTC Academic Catalog, copies of the 2012-2014 MTC Academic Catalog are also provided for review.

Criterion 6.3 - General Education Component

Institution Response

Complete the General Education Component portion of Table 6 Curriculum Summary for each program.

As detailed in Tables 6-A, 6-B1, 6-B2, 6-B3, and 6-C at Criterion 6.4, at least 25% of the curriculum consists of the General Education component. A detailed improvement plan is not required because all business programs meet the 25% standard.

Criterion 6.4 - Business Major Component

Institution Response

Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.

As detailed in Tables 6-A, 6-B1, 6-B2, 6-B3, and 6-C, at least 25% of the curriculum consists of the Business Major component. A detailed improvement plan is not required because all business programs meet the 25% standard.

Criterion 6.5 Off-Campus Operations and Unique Items

Institution Response

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

Midlands Technical College operates six campuses, Airport, Batesburg-Leesville, Beltline, Harbison, Northeast, and Winnsboro, as well as one site, Fort Jackson. During the 2011-2012 Academic Year, the Business Unit offered a total of 231 classes among all locations. The Airport Campus produced 108, the Beltline Campus produced 113, and the Fort Jackson site produced 10. These classes produced a total of 4,440 student credit hours, with the Airport Campus producing 2,132, the Beltline Campus producing 2,233, and the Fort Jackson site producing 75.

B. Identify any branch campus at which it is possible for students to complete a degree program.

Business students can complete any of the business degree programs at the Airport and Beltline campuses by attending traditional classes and taking online courses.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

There are no unique situations to report.

Criterion 6.6 Minimum Grade Requirement

Institution Response

A. Provide evidence that business students from an associate degree program have a minimum grade average of "C", such as a letter of certification from the registrar or a catalog statement.

- Satisfactory completion of all general education requirements and all academic major requirements specified for the award.
- Completion of all program credit hours.
- Completion of all academic course credit with a minimum of a cumulative 2.0 grade point average (GPA). In addition, certain programs may require higher GPAs in selected courses.
- All financial obligations to the college must be fulfilled.
- All proper applications for graduation must be completed by currently enrolled students during the term they plan to complete their academic requirements.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

All proper applications for graduation must be completed by currently enrolled students during the term they plan to complete their academic requirements:

1. The Graduation Clearance Form is completed by the student and given to the department head.
2. The department head evaluates the student's transcript for any deficiencies, including grade point average, and submits the form to the Registrar's Office
3. Registrar's Office evaluates it again after final grades are recorded.

Criterion 6.7 Learning and Academic Resources

Institution Response

A. Describe the Business Unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

In addition to their print collections of books and periodicals, MTC libraries provide online access to e-books and an extensive list of general and specialized databases. Databases and other electronic resources are frequently updated. Faculty members are encouraged to schedule library instruction sessions with an instructional librarian. Faculty can also place materials for student use on reserve at the library circulation desk. (See MTC Policies and Procedures 4.2)

- Library Liaison program. Each semester, the Library contacts the Business Unit to ask if any specific books, magazines, and periodicals have been requested.
- The Library purchases books, magazines, and periodicals that the Business Unit instructors have suggested for research in their subject areas.

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

Off-campus students have adequate access to research and reading assignments as evidenced by:

- Satellite libraries available at the Harbison and Batesburg-Leesville sites.
- Campus libraries available at Airport and Beltline Campuses.
- Databases available via the Library website (<http://www.lib.midlandstech.edu/?Subject%20Guides:Business:Databases>). Specific databases for business students include:
 - a. Infotrac
 - b. LexisNexis Academic Universe
 - c. Business – Research Starters (EBSCO)
 - d. Business Source Premier
 - e. Business Full Text
 - f. Business & Company Resource Center
 - g. Small Business Resource Center
 - h. Regional Business News
- E-books available via the Library website. The Library has over 35,000 e-books and a number of reference e-book collections. Included in the e-reference area is the Gale Virtual Reference Library that has a business collection, Business Source Premier, General Business File, Business & Company Resource Center, Regional Business News, and the Credo Reference dictionaries and handbooks.
- Library participation in the South Carolina-based PASCAL Delivery program which is the state interlibrary loan program (<http://pascals.org/content/view/73/42/>).

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

Page 55 of the *2010-2012 MTC Academic Catalog* provides examples of learning and academic resources:

- Library – During the 2010 fall semester, 3,926 students were taught in Information Literacy class. The Library is open 57.5 hours per week. In 2010-2011, the Library calculated its expenditures for the business collection to be \$6,053.02 (not including journals and databases).

- Student Success Center – The use of computers and tutoring is free to all enrolled students. Tutoring is available in selected courses, usually general education courses or introductory courses in a program of study. Mathematics, writing, and reading are the major areas for tutoring. Also available is tutoring in ESL, foreign languages and selected computer, accounting and science courses. Online tutorials and face-to-face instruction is provided to all students taking internet courses. Online tutorials are available at <http://www.midlandstech.edu/onlinelearning/>
 - a. Interactive Demos - available online to provide training on D2L tools
 - b. Student Readiness Assessment – available online to allow students to assess if they are prepared for online learning
 - c. E-Learning Guides – available within the course
 - d. On-campus Training – held on Airport, Beltline and Harbison campuses
- Furthermore, a variety of supplemental materials are available to students such as video tapes, CDs, DVDs, science models and microscopes with slides.

Criterion 6.8 Support Services

Institution Response

A. Describe the level of institutional support services available to the Business Unit.

The Institutional Support Division is responsible for creating and implementing a comprehensive program which provides outreach, strategic planning, information, media, and development services in support of the college's mission. Through its programs and services, the Institutional Support Division connects the college to its various constituencies and provides essential internal and external planning, information, and resource development activities to ensure the college reaches its full potential. It provides services through the following departments:

- Assessment, Research and Planning – In coordination with primary users, develops and monitors data systems that collect, analyze, and distribute information used to support college-wide planning, evaluation and management decisions. The office provides research and data analysis support to all divisions and serves as the liaison with external agencies regarding evaluation processes and products.
- Instructional Design – Collaborates with instructors and department heads to provide training in various technologies to enhance the effectiveness of courses. The office hosts an Innovation Center to assist instructors with Desire2Learn, Cisco WebEx, SMARTBoard and other technologies used in course development.
- Media Services - Designs, creates, produces and delivers instructional support materials which enhance attainment of the college's educational and related objectives. Through faculty and staff interaction and negotiation with outside agencies, this unit coordinates and produces highly diversified and creative multimedia products and services.
- Public Affairs – The office is responsible for media relations, public information and all outreach materials used by the college. The unit conceptualizes designs and produces all of the college's publications and outreach materials. Public Affairs also devises strategies for informing the community about the college and is charged with implementing and supporting initiatives, including special events planning.
- Resource Development – Provides the following services:
 - a. Researches private and public grant funding sources for college programs;
 - b. Advises MTC faculty and staff on locating grant funding for college programs;
 - c. Coordinates grant development and writing teams;
 - d. Assists in internal and external grant partnership development;
 - e. Researches and supplies background information and data for grant narratives;
 - f. Develops and edits grant proposals and advises on contents;
 - g. Assists with grant submission procedures; and
 - h. Advises on grant reporting requirements.

B. Describe how the Business Unit manages support services to promote student success and achieve the mission of the Business Unit.

The Business Unit works with the Instructional Design department to assure consistently high-quality instruction in all modes of delivery by collaborating with instructors and department heads to provide training in various technologies to enhance the effectiveness of courses. The Business Unit also works with Student Development Services to receive feedback from students on the perceived quality of instruction and areas of achievement and improvements needed.

The Business Unit works collaboratively with Student Development Services to encourage students to achieve their educational goals and succeed by:

- Provide quality programs, services and processes that support the college goals of student learning and development;
- Promote awareness of higher education and career opportunities to diverse community populations;
- Use technology to customize services to students, enhance client access to college information, and engage clients in self-service;
- Participate in college-community partnerships that support student and college goals;
- Involve students and staff in a broad range of personal, career and professional development opportunities; and
- Provide leadership development opportunities to students and staff.

The Business Unit works with our Business Advisory Committee to develop, market, and maintain quality programs that are responsive to the needs of our service areas. Members assist in developing, planning, and maintaining programs of study that are relevant in the rapidly changing workplace. Their duties include:

- Providing occupational information;
- Assessing employment trends;
- Recommending specific competencies needed by new employees and for retraining of employees;
- Reviewing program entrance requirements for students;
- Recommending selection criteria for filling faculty vacancies;
- Reviewing the curriculum of the program;
- Recommending the acquisition of instructional equipment and faculties;
- Assisting in student recruitment, placement and cooperative educational activities;
- Assisting in evaluation of the program and its graduates;
- Suggesting and supporting legislation as necessary;
- Serving as a communications channel between the college and the community;
- Identifying resources that can support the program; and
- Recommending adjunct instructors.

The Business Unit works with the Instructional Design department to employ appropriate technologies effectively to enhance instruction and student learning. The Innovation Center hosted by the Instructional Design department assists instructors with Desire2Learn, Cisco WebEx, SMARTBoard and other technologies used in course development.

The Business Unit works with the Academic Success Centers to:

- Ensure all students have access to computer resources for the purposes of academic computing;
- Ensure the availability of software packages applicable to the courses taught by the Business Unit and by those programs supported by IRM;
- Make available resources including various productivity and development software in both microcomputer and mainframe environments, e-mail, the Internet, Microsoft Office products and a wide variety of interactive educational software;
- Make available tutoring assistance to students who experience difficulties in selected courses; and
- Provide supplemental materials and “Supplemental Instruction” to assist students in becoming independent learners.

The Business Unit works with the Vice President for Academic Affairs to foster continuing education and professional development for faculty and staff to increase the employment related skills and professionalism of employees. This is done by the offering of:

- Seminars, workshops, and conferences providing opportunities for faculty and staff to remain current in knowledge and skills in their subject or professional area and provide opportunities to participate in activities to upgrade and develop skills associated with assigned duties.
- Credit courses for college employees that are necessary to help personnel improve their performance in their present position or to acquire skills necessary to perform additional duties to meet college needs.
- Return to Industry program to provide, on a short-term, cost-effective basis, opportunities for faculty to enter business/industry to gain awareness of current technical trends, changes, and work-skill requirements relating to the courses they teach or relating to their functional areas.

Criterion 6.9 Educational Innovation

Institution Response

A. Describe how the Business Unit encourages and recognizes faculty and staff innovation and creativity.

In accordance with 2010-11 MTC Faculty Manual, Section 2.5 and Policies and Procedure 3.11.2, all MTC faculty members are encouraged to pursue activities that will enhance their professional development and the college's educational programs. The college provides a variety of faculty development programs for permanent and adjunct faculty members:

1. In-service: College-wide, in-service meetings are held at the beginning of fall and spring semesters. In-service meetings are comprised of a general session and break-out sessions; the general session is an important forum for dissemination of college information, while break-out sessions provide opportunities for professional development. All permanent faculty members are expected to attend in-service meetings.
2. New Faculty Orientation: An orientation and training opportunities are provided for faculty who are new to the college. A schedule of orientation sessions is made available to new faculty at the beginning of fall and spring semesters.
3. Adjunct Faculty Annual Conference: An annual adjunct faculty conference is held at the beginning of fall semester. The conference provides sessions for both experienced adjuncts and those who are new to the college.
4. MTC Foundation Faculty Teaching Award (FTA): The FTA is designed to recognize and reward faculty excellence and is available to full-time faculty in any division of the college.
5. Arts and Sciences Distinguished Lecturer and Dunbar-Tompkins Distinguished Lecturer in Career Programs: These awards recognize and reward faculty members for contributions toward enhancing students' learning through teaching, advising, and curriculum development.
6. Curriculum Development Grants: Curriculum development funds are provided annually by the MTC Foundation. All full-time faculty members in any division of the college are eligible to apply for a curriculum development grant.
7. Professional Development Grants: All full-time faculty members in any division of the college are eligible to apply for a professional development grant.
8. Ongoing Faculty Development Opportunities: The Office of Faculty Development plans and publicizes professional development activities throughout the academic year.
9. Free Classes: Full-time faculty may take MTC courses free of tuition charges on a space-available basis after extended registration.

B. Provide evidence of innovations and creativity that have been implemented by the Business Unit.

Professional development implementations include:

- Faculty-Student Collaboration Toward Academic Sustainability;
- Quality Assurance: The “Price of Academic Excellence”;
- Sharing of Online Best Practices;
- Converting SLO Measurement Instruments to D2L;
- In-Service Break-out sessions addressing Entrepreneurship; and
- Software used in classroom and online instruction, such as Camtasia, prezzi.com, animoto.com, wolframalpha.com, and xtranormal.com.

Criterion 6.10 Articulation and Transfer Relationships

Institution Response

A. List the principal transfer institutions for which the Business Unit’s institution receives, sends, or transfers students.

The two-year Associate in Applied Science is primarily designed to prepare students for work. However, some required courses in the three programs are transfer courses and students have the option of substituting transfer courses. Both formal and informal communications with personnel and faculty at other institutions are ongoing to ensure that articulation opportunities are maximized for students.

- Receive students – Students are received from institutions in the South Carolina Technical School System and from other post-secondary institutions.
- Transfer students – Students transfer credits to Allen University, Columbia College, Columbia International University, South University-Columbia, Strayer University-Columbia, University of Phoenix-Columbia, University of South Carolina, Webster University-Columbia, Southern Wesleyan University-Columbia, and institutions in the South Carolina Technical School System
- Articulation agreements have been established with:
 - a. Abraham Baldwin Agricultural College
 - b. Bellevue University
 - c. Claflin University
 - d. Clemson University
 - e. Coastal Carolina University
 - f. College of Charleston
 - g. Columbia College
 - h. Converse College
 - i. Francis Marion University
 - j. Greenville Technical College
 - k. Kaplan University
 - l. Lander University
 - m. Newberry College
 - n. South Carolina State University
 - o. University of South Carolina

B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

Presently there are no articulation agreements established for the Business Unit.

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

The following mechanisms are in place to avoid requiring students to duplicate course work completed at another institution:

- Institutions in the South Carolina Technical System have an agreement policy requiring: submission of an official transcript, acceptance of courses with a grade of “C” or better, credits will be accepted up to 75 percent of the graduation requirements.
- The College will grant credit for courses taken at any regionally accredited post-secondary institution provided the student earned a “C” or above.
- There is a credit transfer guide for the University of South Carolina.

D. Describe the student advisement process that counsels students as to the transferability of course work.

During the advising process, academic advisors discuss transfer options with students to determine goals and the most appropriate course selection. In addition, admissions counselors discuss goals and transfer opportunities with incoming students.

Summary of Standard 6 – Process Management

Adequate processes are in place for continuous improvements of programs and courses. The Business Unit will continue to investigate partnerships with other institutions. It is important for students to have access to education. Online courses have been developed to accommodate students’ schedules, and hybrid and other alternative course delivery methods are being evaluated and will be implemented in the near future. In addition to a mature curriculum development process, the college offers a strong instructional support system. Formal workshops are available, individual instruction can be scheduled, and a fully-equipped quiet area is available for the faculty to use.

SELF-STUDY SUMMARY

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

Work on the self-study began in July 2011. Throughout the past year, we learned what we currently do well, and in what areas we need improvement. Most importantly, working on the self-study has provided a framework for improving the Business Unit on a continuous basis. We recognize such improvement would not be possible without the full support of the MTC administration and are thankful for this commitment, especially given current budget constraints. We also would like to thank ACBSP for developing standards which reflect excellence in business education, and the on-site evaluation team for reading this self-study as preparation for the onsite visit scheduled for March 2013.

Standard 1:

As a result of several data-gathering and analysis techniques such as the academic program review, leadership strengths of the Business Unit include clearly-defined goals. However, Standard 1 opportunities include maintaining a Business Advisory Committee that is demographically diverse and reflects the College service areas.

Standard 2:

Strategic planning is a Business Unit strength because every faculty member is directly tied to the department’s strategic planning process, as well as the college’s strategic planning process, through the

use of the annual employee performance review. Opportunities for improvement include getting more faculty members involved in the program review process and in advisory committee activities.

Standard 3:

A Business Unit strength is 100% of employers surveyed were satisfied with the business degree programs, program instruction, and student job performance. From student surveys, internships with local businesses emerged as an opportunity to improve the Business Unit.

Standard 4:

The Business Unit has developed a strong student assessment process that is no longer a course-centric approach, but an outcome-centric approach, ensuring faculty members collaborate, close the loop, and produce useful information. However, a redesigned assessment process will also prompt opportunities for improvement to various components such as the program outcomes, competencies, and measurement instruments.

Standard 5:

Faculty credentials and responsibility for the quality and effectiveness of the curriculum are clear strengths of the Business Unit. Opportunities to improve the Business Unit include hiring a full-time accounting instructor and a department assistant, to fill vacancies, and hiring only adjunct instructors who possess a master's degree or are professionally qualified.

Standard 6:

The processes pertaining to curriculum development are well understood throughout the Business Unit and the college. This has led to a curriculum which meets the ACBSP Professional, General, and Business Major Component requirements. However, the importance of student access to education will fuel efforts to explore alternative course delivery methods.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

There are no circumstances that prevent compliance with any standard such as state or local laws.

3. Explain how student achievement will be made public.

On the website of the Business Unit (<http://www.midlandstech.edu/business/>), reliable information is provided to the public on student performance and achievement. The public may access and view the aforementioned information by clicking on the links for the most current ACBSP Quality Assurance Report and ACBSP Reaffirmation Self-Study Report.

TABLES

Table 1 - Student and Stakeholder-Focused Results

Analysis of Results					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Actions Taken	Chart of Resulting Trends
90 % of MGT/MKT students will be satisfied with the program	Student survey	98 % of MGT/MKT students were satisfied with the program	met goal	N/A	99-00 100% satisfaction with program 05-06 93% satisfied with program 10-11 98% satisfied with program
90 % of MGT/MKT alumni will be satisfied with the program	Alumni survey	96 % of MGT/MKT alumni were satisfied with the program	met goal	N/A	99-00 100% satisfaction with program 05-06 100% satisfied with program 10-11 96% satisfied with program
90 % of employers will be satisfied with the MGT/MKT program	Employer survey	100 % of employers were satisfied with the MGT/MKT program	met goal	N/A	99-00 100% satisfaction with program 05-06 92% satisfied with program 10-11 100% satisfied with program
90% of graduates indicate goal achievement	Alumni survey	81% of MGT/MKT graduates indicate goal achievement	Only 81% indicated goal achievement - may be indicative of lack of opportunity in local economy - a follow-up survey will be sent to determine specific reasons	Should have results by May 2013	99-00 100% indicated goal achievement 05-06 78% indicated goal achievement 10-11 81% indicated goal achievement
90 % of MGT/MKT students will be satisfied with instruction	Student survey	100 % of MGT/MKT students were satisfied with instruction	met goal	N/A	N/A
90% of employers will be satisfied with job performance and preparation	Employer survey	100% of employers were satisfied with job performance and preparation	met goal	N/A	N/A
90% of employers would recommend MTC graduates to other employees	Employer survey	100% of employers would recommend MTC graduates to other employees	met goal	N/A	N/A

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Actions Taken	Chart of Resulting Trends
MGT/MKT retention will be equal to or above the national 2-year college retention rate of 51.5%	MTC Vitality study	Retention rate is 52% for MGT/MKT programs	met goal	N/A	07-08 56% 08-09 56% 09-10 52%
90 % of ACC students will be satisfied with the program	Student survey	93 % of ACC students were satisfied with the program	met goal	N/A	99-00 93% satisfaction with program 05-06 95% satisfied with program 10-11 93% satisfied with program
90 % of ACC alumni will be satisfied with the program	Alumni survey	100 % of ACC alumni were satisfied with the program	met goal	N/A	99-00 100% satisfaction with program 05-06 93% satisfied with program 10-11 100% satisfied with program
90 % of employers will be satisfied with the ACC program	Employer survey	100 % of employers were satisfied with the ACC program	met goal	N/A	99-00 98% satisfaction with program 05-06 100% satisfied with program 10-11 100% satisfied with program
90% of graduates indicate goal achievement	Alumni survey	81% of ACC graduates indicate goal achievement	Only 81% indicated goal achievement - may be indicative of lack of opportunity in local economy - a follow-up survey will be sent to determine specific reasons	Should have results by May 2013	99-00 95% indicated goal achievement 05-06 89% indicated goal achievement 10-11 81% indicated goal achievement
90% of employers will be satisfied with program instruction	Employer survey	100% of employers were satisfied with program instruction	met goal	N/A	N/A
No more than 40% of classes in a term taught by adjuncts	Department calculation	60% of ACC classes in 09/10 were taught by adjuncts	will evaluate course loads and budget restrictions on open positions	Should have results by May 2013	07-08 55% 08-09 68% 09-10 60%
ACC retention will be equal to or above the national 2-year college retention rate of 51.5%	MTC Vitality study	Retention rate is 57% for ACC program	met goal	N/A	07-08 57% 08-09 42% 09-10 57%

Table 2: Student Learning Results

Performance Measure (2011 Competency)	Description of Measurement (2011)	Areas of Success (2011)	Analysis Taken from 2010 cycle	Results of Action Taken (2011)	Graph or Chart of Resulting Trends										
ACC 1: At least 80% of students will demonstrate the ability to record journal entries for business transactions using accrual-based accounting and to prepare financial statements by scoring 75% on selected exam questions.	Embedded test questions (Formative, Internal, Singular)	Financial statement preparation: 82.5% in ACC 101, 86.7% in ACC 201, and 100% in ACC 260.	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was completed for the FA 2011 review cycle.	<table><caption>ACC 1 Performance Trends</caption><tr><th>FA</th><th>08</th><th>09</th><th>10</th><th>11</th></tr><tr><td>Performance (%)</td><td>60</td><td>75</td><td>75</td><td>75</td></tr></table>	FA	08	09	10	11	Performance (%)	60	75	75	75
FA	08	09	10	11											
Performance (%)	60	75	75	75											
ACC 2: Students will demonstrate knowledge about the influence of the tax environment on the decision-making process through its impact on income, assets, liabilities, and equity.	Embedded test questions (Formative, Internal, Singular)	Type of income, preferred from a tax standpoint: (76.9%), impact of self-employment taxes: (84.6%), beneficial treatment of Section 1231 assets: (80%).	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was completed for the FA 2011 review cycle.	<table><caption>ACC 2 Performance Trends</caption><tr><th>FA</th><th>08</th><th>09</th><th>10</th><th>11</th></tr><tr><td>Performance (%)</td><td>80</td><td>75</td><td>70</td><td>55</td></tr></table>	FA	08	09	10	11	Performance (%)	80	75	70	55
FA	08	09	10	11											
Performance (%)	80	75	70	55											
ACC 3: Students will demonstrate the ability to use accounting-related computer software by executing proper input, process, and output commands for computerized accounting systems and spreadsheets	Embedded test questions (Formative, Internal, Singular)	93% of students scored 75% or higher on the assessments in all courses.	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was completed for the FA 2011 review cycle.	<table><caption>ACC 3 Performance Trends</caption><tr><th>FA</th><th>09-SR...</th><th>10</th><th>11</th></tr><tr><td>Performance (%)</td><td>55</td><td>85</td><td>85</td></tr></table>	FA	09-SR...	10	11	Performance (%)	55	85	85		
FA	09-SR...	10	11												
Performance (%)	55	85	85												
ACC 4: Students will demonstrate knowledge of the importance of equity (net worth) and the tools available to achieve it.	Embedded test questions (Formative, Internal, Singular)	Recognizing what conditions improve net worth: (98.5%), positive financial leverage: (89.4%)	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was completed for the FA 2011 review cycle.	<table><caption>ACC 4 Performance Trends</caption><tr><th>FA</th><th>08</th><th>09</th><th>10</th><th>11</th></tr><tr><td>Performance (%)</td><td>45</td><td>45</td><td>50</td><td>50</td></tr></table>	FA	08	09	10	11	Performance (%)	45	45	50	50
FA	08	09	10	11											
Performance (%)	45	45	50	50											

Performance Measure (2011 Competency)	Description of Measurement (2011)	Areas of Success (2011)	Analysis Taken from 2010 cycle	Results of Action Taken (2011)	Graph or Chart of Resulting Trends																									
MGT/MKT 1: Demonstrate proficiency in writing and oral presentation skills.	Writing portfolio and oral presentation (Formative, Internal, Singular)	Written ideas: (95%), grammar and spelling: (91%), capitalization and punctuation: (87%). Oral presentation content and organization (96%)	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was begun for the SP 2012 review cycle and will be completed for the SP 2013 cycle.	<div><div>■ WRITING ■ ORAL</div><table><thead><tr><th>SP</th><th>WRITING (%)</th><th>ORAL (%)</th></tr></thead><tbody><tr><td>SP09</td><td>80</td><td>70</td></tr><tr><td>SP10</td><td>85</td><td>75</td></tr><tr><td>SP11</td><td>80</td><td>70</td></tr><tr><td>SP12</td><td>85</td><td>75</td></tr></tbody></table></div>	SP	WRITING (%)	ORAL (%)	SP09	80	70	SP10	85	75	SP11	80	70	SP12	85	75										
SP	WRITING (%)	ORAL (%)																												
SP09	80	70																												
SP10	85	75																												
SP11	80	70																												
SP12	85	75																												
MGT 2: Demonstrate knowledge and understanding of business and employment laws and management practices	Embedded test questions (Formative, Internal, Singular)	Communication (43%), business plans (83.3%), financial projections (66.7%), and contract law (81.3%)	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was begun for the SP 2012 review cycle and will be completed for the SP 2013 cycle.	<div><div>■ BUS 121 ■ MGT 101 ■ MGT 120 ■ MGT 201</div><table><thead><tr><th>SP</th><th>BUS 121 (%)</th><th>MGT 101 (%)</th><th>MGT 120 (%)</th><th>MGT 201 (%)</th></tr></thead><tbody><tr><td>SP09</td><td>60</td><td>60</td><td>50</td><td>50</td></tr><tr><td>SP10</td><td>80</td><td>60</td><td>50</td><td>50</td></tr><tr><td>SP11</td><td>60</td><td>50</td><td>40</td><td>40</td></tr><tr><td>SP12</td><td>80</td><td>40</td><td>40</td><td>40</td></tr></tbody></table></div>	SP	BUS 121 (%)	MGT 101 (%)	MGT 120 (%)	MGT 201 (%)	SP09	60	60	50	50	SP10	80	60	50	50	SP11	60	50	40	40	SP12	80	40	40	40
SP	BUS 121 (%)	MGT 101 (%)	MGT 120 (%)	MGT 201 (%)																										
SP09	60	60	50	50																										
SP10	80	60	50	50																										
SP11	60	50	40	40																										
SP12	80	40	40	40																										
MGT 3: Demonstrate knowledge and understanding of organizational behavior and international management.	Embedded test questions (Formative, Internal, Singular)	Overall, 83% of students met the goal, with 100% in International Business and Organizational behavior, and 90% in Insurance Principles.	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was begun for the SP 2012 review cycle and will be completed for the SP 2013 cycle.	<div><div></div><table><thead><tr><th>SP</th><th>MGT 3 (%)</th></tr></thead><tbody><tr><td>SP09</td><td>80</td></tr><tr><td>SP10</td><td>80</td></tr><tr><td>SP11</td><td>80</td></tr><tr><td>SP12</td><td>80</td></tr></tbody></table></div>	SP	MGT 3 (%)	SP09	80	SP10	80	SP11	80	SP12	80															
SP	MGT 3 (%)																													
SP09	80																													
SP10	80																													
SP11	80																													
SP12	80																													
MGT 4: Demonstrate knowledge and understanding of forms of business ownership, business resources, management styles, supervisory practices and business ethics.	Embedded test questions, research project (Formative, Internal, Singular)	Introduction to Business (85.7%), Management Decision Making (82.4%).	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations	The action was begun for the SP 2012 review cycle and will be completed for the SP 2013 cycle.	<div><div></div><table><thead><tr><th>SP</th><th>MGT 4 (%)</th></tr></thead><tbody><tr><td>SP 09</td><td>60</td></tr><tr><td>SP 10</td><td>70</td></tr><tr><td>SP 11</td><td>60</td></tr><tr><td>SP 12</td><td>70</td></tr></tbody></table></div>	SP	MGT 4 (%)	SP 09	60	SP 10	70	SP 11	60	SP 12	70															
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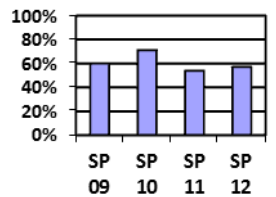
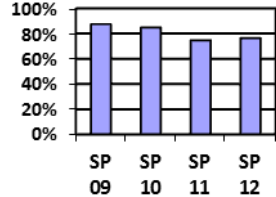
Performance Measure (2011 Competency)	Description of Measurement (2011)	Areas of Success (2011)	Analysis Taken from 2010 cycle	Results of Action Taken (2011)	Graph or Chart of Resulting Trends										
MKT 2: Demonstrate knowledge and understanding of business and employment laws and management practices	Embedded test questions (Formative, Internal, Singular)	Contracts: (81%) Communication: (88%)	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was begun for the SP 2012 review cycle and will be completed for the SP 2013 cycle.	 <table><caption>SP Trends for MKT 2</caption><tr><th>SP</th><th>09</th><th>10</th><th>11</th><th>12</th></tr><tr><td>Value (%)</td><td>60</td><td>70</td><td>55</td><td>60</td></tr></table>	SP	09	10	11	12	Value (%)	60	70	55	60
SP	09	10	11	12											
Value (%)	60	70	55	60											
MKT 3: Demonstrate knowledge and understanding of marketing strategies as applied to business advertising, retailing, sales principles, and Internet research when utilized in both physical- and cyber-marketing situations.	Embedded test questions (Formative, Internal, Singular)	Retailing: (88.2%), Advertising: (86.9%), Marketing Management: (100%), Internet Research & Marketing: (100%)	A department-wide recommended action to develop new outcomes, competencies, and assessments based on an outcome-centric approach superseded individual course recommendations.	The action was begun for the SP 2012 review cycle and will be completed for the SP 2013 cycle.	 <table><caption>SP Trends for MKT 3</caption><tr><th>SP</th><th>09</th><th>10</th><th>11</th><th>12</th></tr><tr><td>Value (%)</td><td>85</td><td>85</td><td>75</td><td>75</td></tr></table>	SP	09	10	11	12	Value (%)	85	85	75	75
SP	09	10	11	12											
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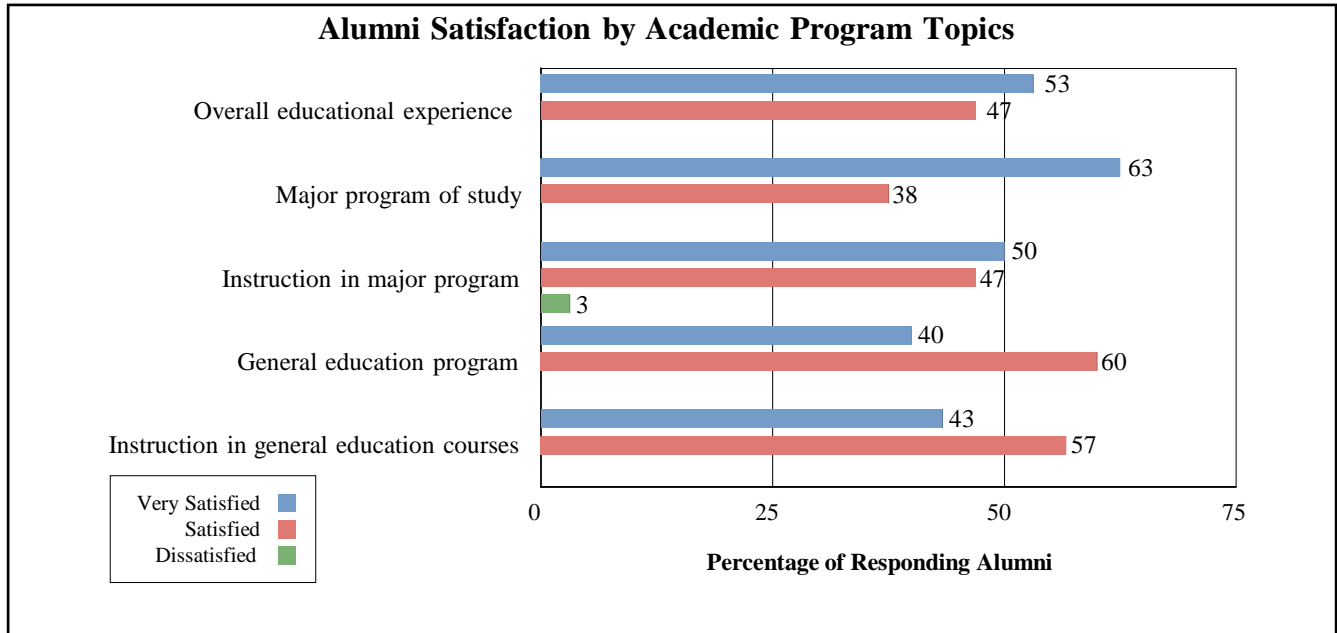
Table 3 – Organization Performance Results
Accounting Program- 2011-2012 Alumni Survey Data

Alumni who completed the Accounting (ACC) Program between Summer 2006 and Spring 2011 were contacted by mail to participate in the *2011-2012 Accounting Program Alumni Survey* (See Site Exhibit 1-E, Academic Program Review). The tables reflect the satisfaction levels of alumni with their academic program, skill development, as well as, college programs and services. Information was sought on reasons for attending MTC, goal attainment, continuing education plans, employment profiles, and if their job was related to the degree they received from MTC.

The tables below present data results of the *2011-2012 Accounting Program Alumni Survey*. The survey was administered by mail to graduates of the program from the past five years (2006-2011). A total of 166 graduates were sent the first mailing, but due to outdated addresses only 151 could be contacted by mail. Out of the 151 alumni who could be contacted, 32 responded yielding a response rate of 21%.

Academic Program

Alumni were asked to indicate their level of satisfaction with their *Overall educational experience*, their *Major program of study*, *Instruction in their major program*, and their *General education program of study* using **Satisfied**, **Very Satisfied**, **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. Not Applicable responses were removed before analysis. The data table shows the count and percentage for each response given.



Detailed Data Table:

	Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%
Your overall educational experience at MTC	0	0.0%	15	46.9%	17	53.1%	32	100%
Your major program of study	0	0.0%	12	37.5%	20	62.5%	32	100%
Instruction in your major program of study	1	3.1%	15	46.9%	16	50.0%	32	100%
Your general education program of study (non-major degree requirements)	0	0.0%	18	60.0%	12	40.0%	30	100%
Instruction in your general education courses	0	0.0%	17	56.7%	13	43.3%	30	100%

Alumni were also asked to indicate if the training and education they received in the MTC Accounting Program helped them in the following areas. The count and percentage for each response given are reported below.

Detailed Data Table:

	No		Yes		Total	
	N	%	N	%	N	%
Career Advancement	7	23.3%	23	76.7%	30	100%
Performing Job Duties	5	16.7%	25	83.3%	30	100%
Employer Satisfaction with your Performance	6	20.7%	23	79.3%	29	100%

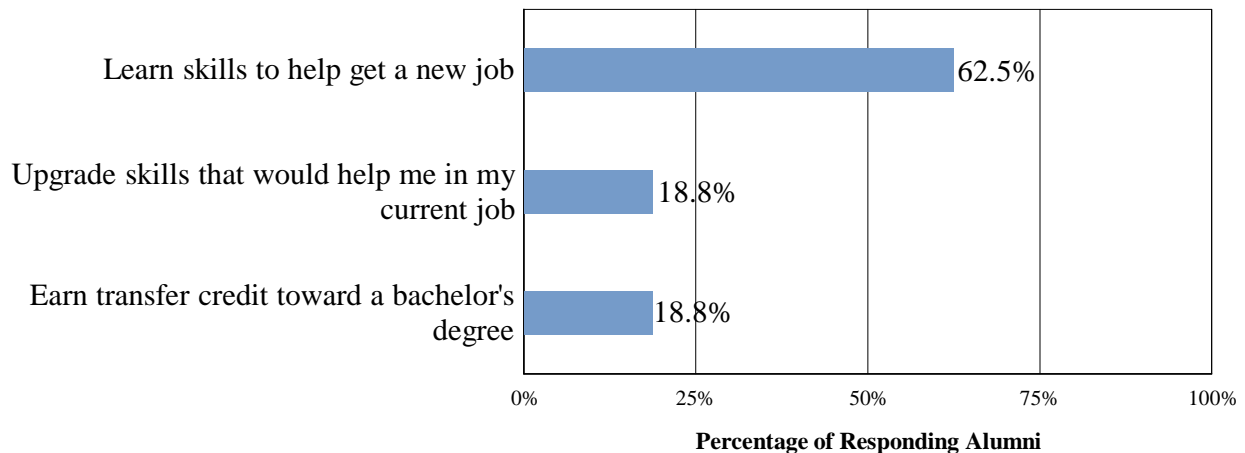
Alumni Educational Goals

Alumni were asked to indicate their main goal while attending MTC from a list that included *Learning skills for a new job*, *Earning transfer credits towards a bachelor's degree*, *Upgrading skills for their current job*, and *Learning things for their personal benefit or enjoyment*. In addition, graduates were asked if they had accomplished their educational goal and if they would recommend MTC to their friends and acquaintances. The following tables and charts show their responses.

Main Goal of Alumni:

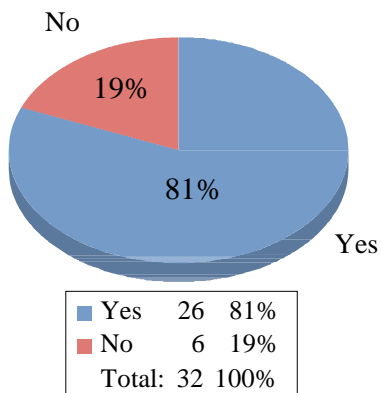
	Total	
	N	%
To learn skills that would help me get a new job	20	62.5%
To upgrade skills that would help me in my current job	6	18.8%
To earn transfer credit toward a bachelor's degree	6	18.8%
Total	32	100%

Main Goal While Attending MTC



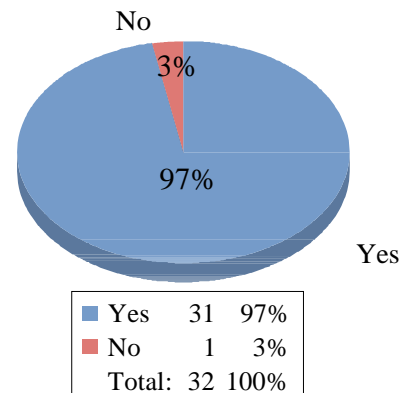
Accomplished Goal at MTC

Percentage of Responding Alumni



Would Recommend MTC to Others

Percentage of Responding Alumni

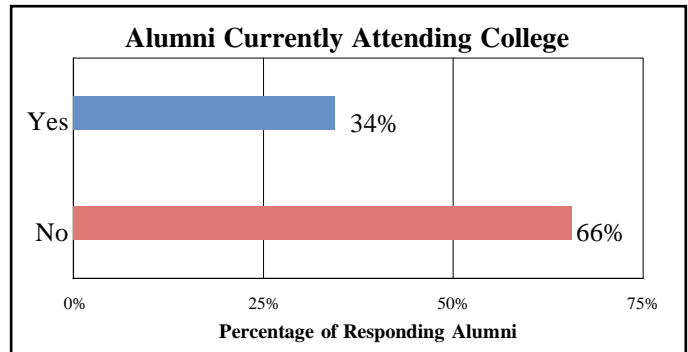


Continuing Education

Alumni were asked if they were currently attending or had plans to attend college in the future. They were also asked to specify the college they were attending or planned to attend. In addition, alumni were asked if the education they received at MTC adequately prepared them for transfer to another institution. Their responses are reported below.

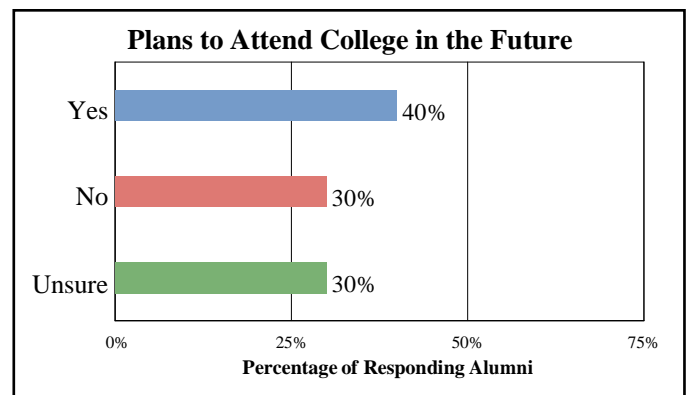
Currently Attending College:

	Total	
	N	%
Yes	11	34.4%
No	21	65.6%
Total	32	100.0%



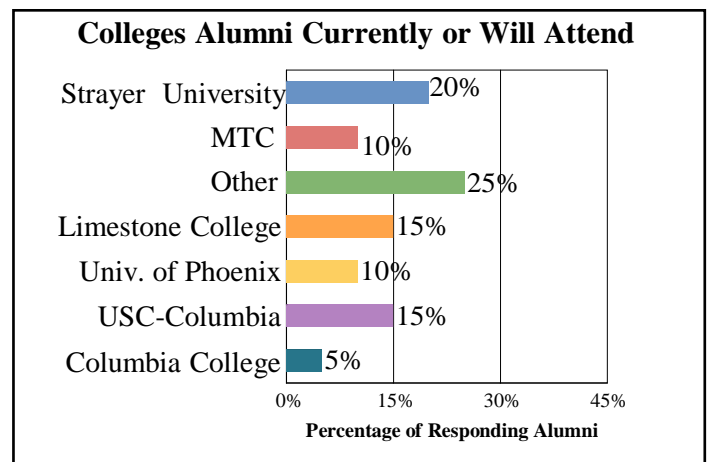
Plans to Attend College in the Future:

	Total	
	N	%
Yes	8	40.0%
No	6	30.0%
Unsure	6	30.0%
Total	20	100.0%



Colleges Alumni Attend or Plan to Attend:

	Total	
	N	%
Strayer University	4	20.0%
Midlands Tech College	2	10.0%
Other	5	25.0%
Limestone College	3	15.0%
University of Phoenix	2	10.0%
USC-Columbia	3	15.0%
Columbia College	1	5.0%
Total	20	100.0%



"Other" Colleges Alumni Reported:

Allen University
 Cambell University
 Central Piedmont Community College
 Cosmetology school...someday

Prepared for Transfer to Another Institution:

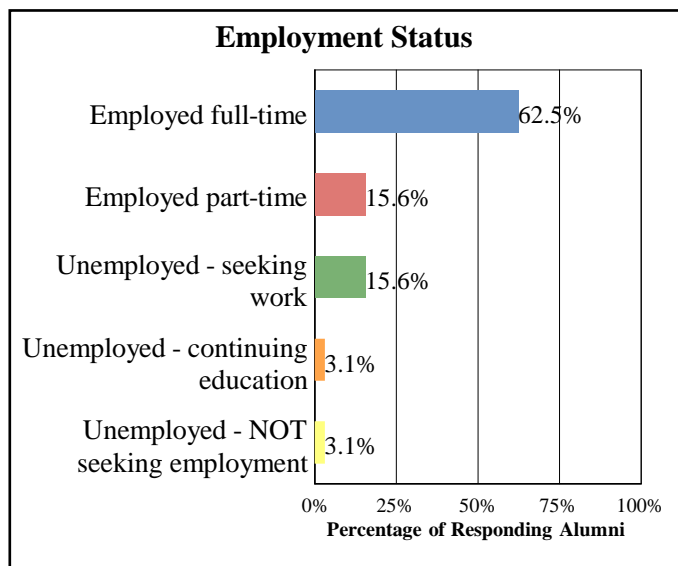
	Total	
	N	%
Yes	25	100.0%

Employment Profile

Alumni were asked several questions about their employment status, including whether or not their current job or previous job was related to their degree. Alumni also reported the county where their current job is located, the annual income from this job, the agency where they work, and their job title. Their responses appear below.

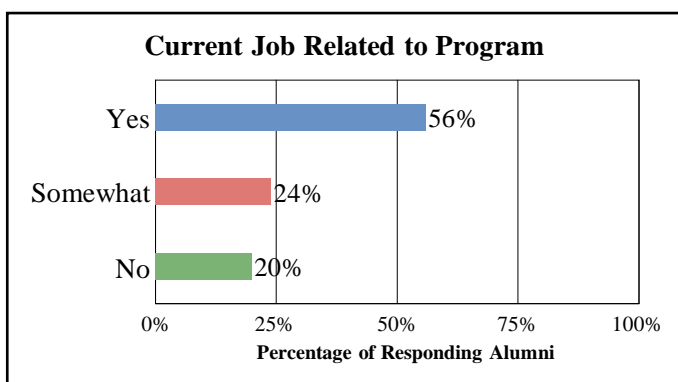
Employment Status:

	Total	
	N	%
Employed full-time (More than 30 hours a week)	20	62.5%
Employed part-time (Less than 30 hours a week)	5	15.6%
Unemployed - I am seeking work	5	15.6%
Unemployed - I am attending school	1	3.1%
Unemployed - I am NOT seeking employment	1	3.1%
Total	32	100.0%



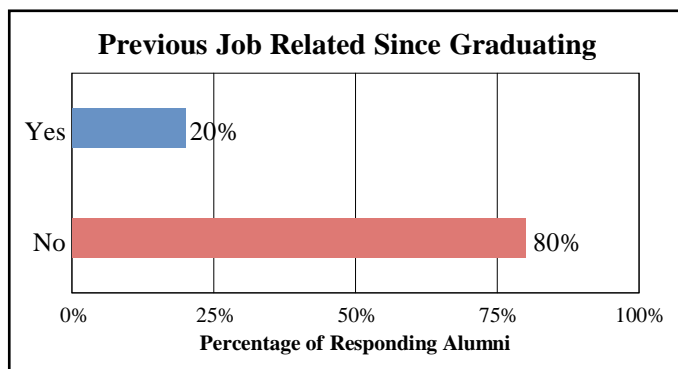
Current Job Related to Program:

	Total	
	N	%
Yes	14	56.0%
Somewhat	6	24.0%
No	5	20.0%
Total	25	100.0%



Previous Job Related Since Graduating:

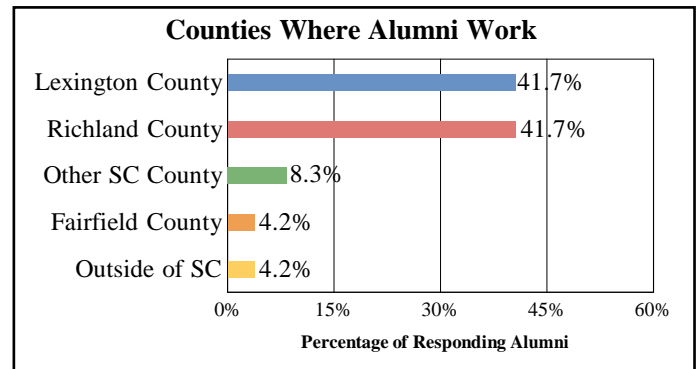
	Total	
	N	%
Yes	1	20.0%
No	4	80.0%
Total	5	100.0%



Employment Profile (cont'd)

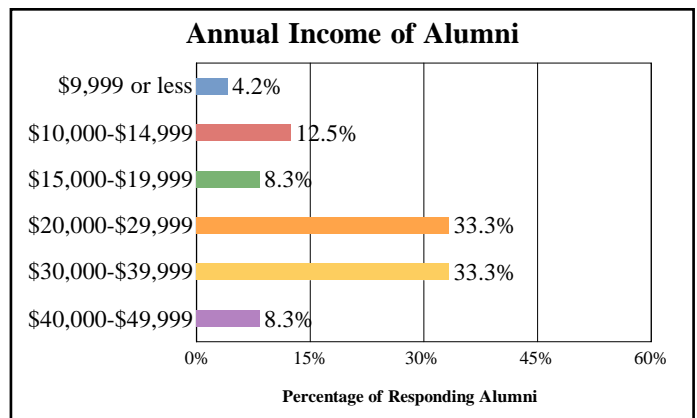
Counties Where Alumni Work:

	Total	
	N	%
Lexington County	10	41.7%
Richland County	10	41.7%
Other SC County	2	8.3%
Fairfield County	1	4.2%
Outside of South Carolina	1	4.2%
Total	24	100.0%



Annual Income:

	Total	
	N	%
\$9,999 or less	1	4.2%
\$10,000-\$14,999	3	12.5%
\$15,000-\$19,999	2	8.3%
\$20,000-\$29,999	8	33.3%
\$30,000-\$39,999	8	33.3%
\$40,000-\$49,999	2	8.3%
Total	24	100.0%



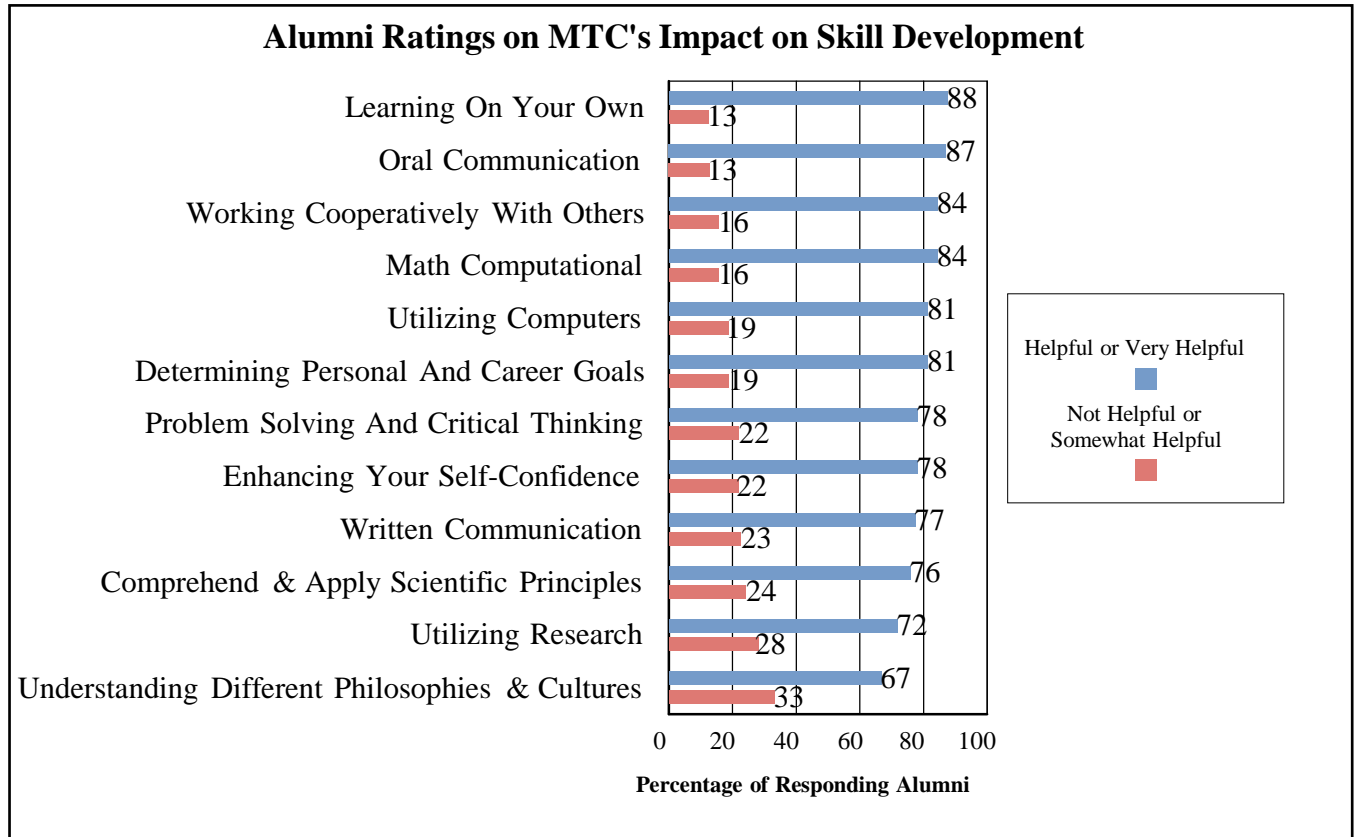
Agency

Graduate's Job Title

1st Choice Mortgage	Accounts Payable
Agape Senior	
Blue Cross Blue Shield	Accountant I
Blue Cross Blue Shield	
Caraway Fire & Safety	"Small Business I'm ""the girl."" Office Manager?"
Hampton Automotive	Office Manager
JB Merritt & Associates LLC	Admin/Accounting Assistant
Midlands Technical College	Administrative Specialist II
NAMI SC	Office Manager
Palmetto Imaging Technology	Plant Manager
Palmetto Industrial Services_ Inc.	Admin. Assistant
SC Dept of Revenue	Tax Examiner
SC Dept. of Revenue	Tax Examiner
SC Service Cord.	Accounting Specialist
School District 5 of Lexington and Richland Counties	Payroll Specialist I
State of South Carolina	Tax Auditor
The Heritage @ Lowman	Financial Assistant
Weston Adams Law Firm	Accounts Payable Clerk

Personal Growth/Life Skills

Alumni were asked to rate MTC's impact on their skill development in 12 areas. In the chart below the **Helpful** and **Very Helpful** responses have been combined for comparison with the **Not Helpful** and **Somewhat Helpful** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table shows the count and percentage for each response given.

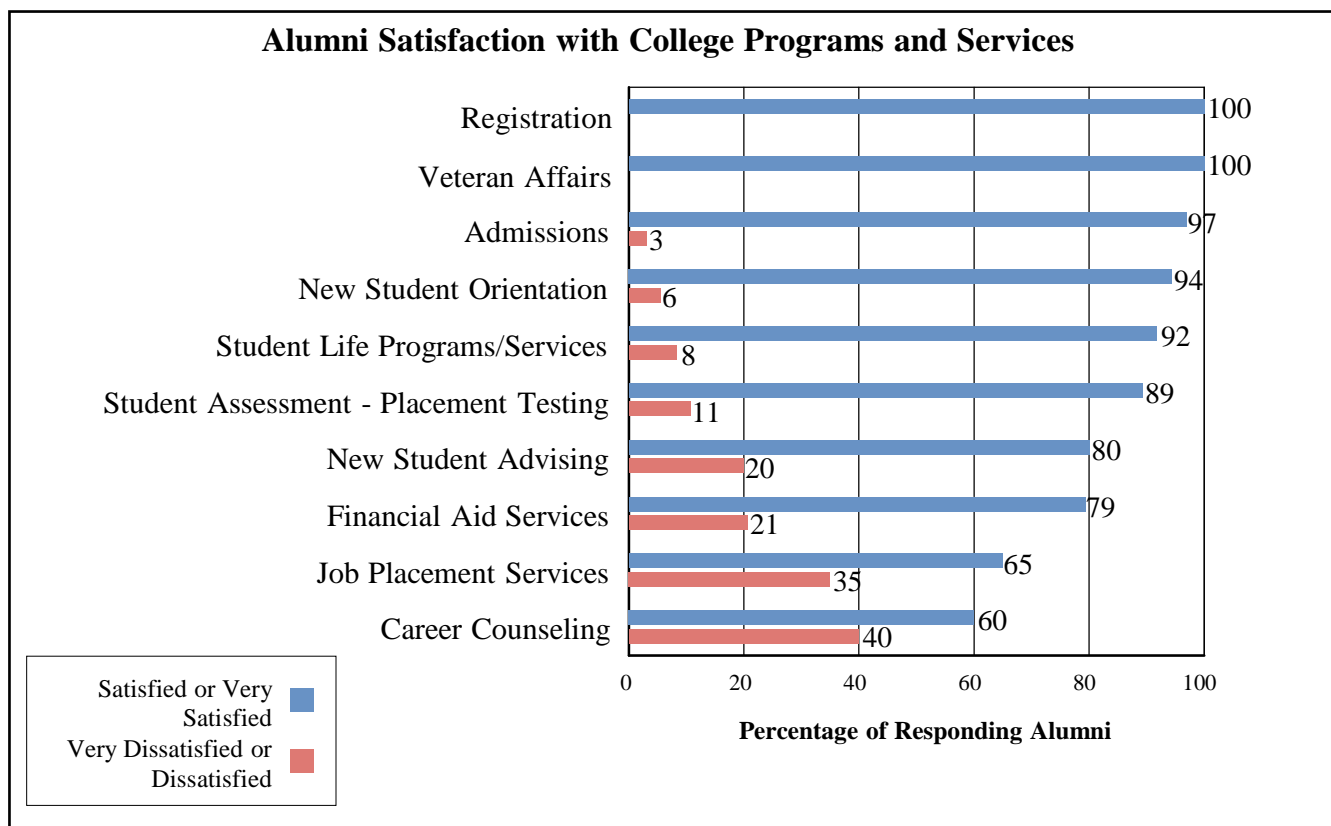


Detailed Data Table:

	Not Helpful		Somewhat Helpful		Helpful		Very Helpful		Total	
	N	%	N	%	N	%	N	%	N	%
Learning On Your Own	1	3.1%	3	9.4%	17	53.1%	11	34.4%	32	100%
Oral Communication	1	3.2%	3	9.7%	18	58.1%	9	29.0%	31	100%
Working Cooperatively With Others	0	0.0%	5	15.6%	18	56.3%	9	28.1%	32	100%
Math Computational	1	3.1%	4	12.5%	16	50.0%	11	34.4%	32	100%
Utilizing Computers	1	3.1%	5	15.6%	12	37.5%	14	43.8%	32	100%
Determining Personal And Career Goals	3	9.4%	3	9.4%	14	43.8%	12	37.5%	32	100%
Problem Solving And Critical Thinking	2	6.3%	5	15.6%	15	46.9%	10	31.3%	32	100%
Enhancing Your Self-Confidence	0	0.0%	7	21.9%	17	53.1%	8	25.0%	32	100%
Written Communication	0	0.0%	7	22.6%	15	48.4%	9	29.0%	31	100%
Comprehend And Apply Scientific Principles	1	3.4%	6	20.7%	16	55.2%	6	20.7%	29	100%
Utilizing Research	2	6.3%	7	21.9%	14	43.8%	9	28.1%	32	100%
Understanding Different Philosophies And Cultures	1	3.3%	9	30.0%	13	43.3%	7	23.3%	30	100%

College Programs and Services

Alumni were asked to indicate their level of satisfaction with college programs and services. In the chart below the **Satisfied** and **Very Satisfied** responses have been combined for comparison with the **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table shows the count and percentage for each response given.



Detailed Data Table:

	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%	N	%
Registration	0	0.0%	0	0.0%	17	53.1%	15	46.9%	32	100%
Veteran Affairs	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2	100%
Admissions	0	0.0%	1	3.1%	17	53.1%	14	43.8%	32	100%
New Student Orientation	0	0.0%	1	5.6%	12	66.7%	5	27.8%	18	100%
Student Life Programs/Services	0	0.0%	1	8.3%	9	75.0%	2	16.7%	12	100%
Student Assessment - Placement Testing	0	0.0%	3	10.7%	19	67.9%	6	21.4%	28	100%
New Student Advising	0	0.0%	4	20.0%	12	60.0%	4	20.0%	20	100%
Financial Aid Services	2	6.9%	4	13.8%	14	48.3%	9	31.0%	29	100%
Job Placement Services	1	5.0%	6	30.0%	9	45.0%	4	20.0%	20	100%
Career Counseling	1	6.7%	5	33.3%	4	26.7%	5	33.3%	15	100%

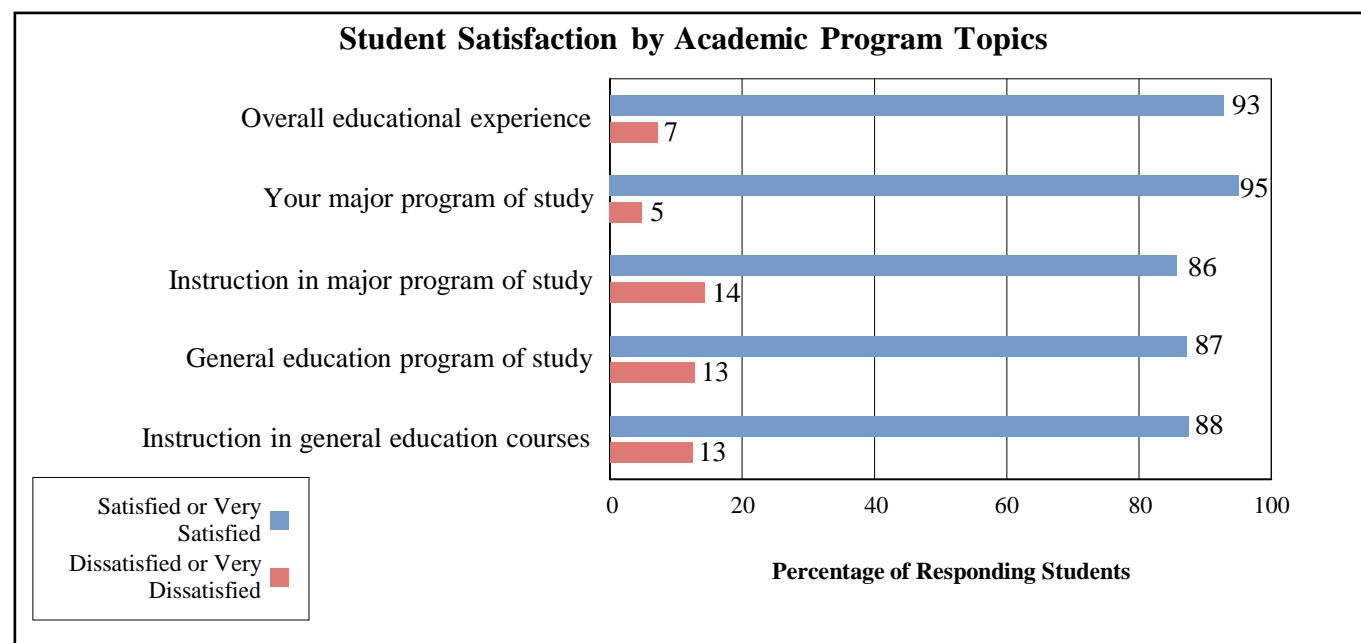
Table 3 – Organization Performance Results
Accounting Program- Current Student Survey Data

Students nearing completion of the Accounting (ACC) Program were surveyed to ascertain satisfaction levels with their program at MTC. Information was sought on their academic program, educational goals, reasons for attending, and anticipated plans after graduation. Demographic and employment profiles of respondents were also obtained from the questions presented. Students were asked to rate the help they received at MTC in several personal growth/life skills areas and to indicate their satisfaction level with various college programs and services. Students were asked to comment on the strengths of the program and offer suggestions for enhancing the program, as well as, provide any additional comments they wanted to submit.

The tables below present data results of the *2011-2012 Accounting Program Current Student Survey* (See Site Exhibit 1-E, Academic Program Review). The survey was administered during October 2011 to students in nine advanced Accounting courses, including three sections of online classes. Thirty-nine (39) students completed their survey in class and three (3) students submitted the electronic version of the survey they received via email for a total of 42 respondents.

Academic Program

Current students were asked to indicate their level of satisfaction with their *Overall educational experience*, their *Major program of study*, *Instruction in their major program*, their *General education program of study*, and *Instruction in their general education courses*. In the chart below the **Satisfied** and **Very Satisfied** responses have been combined for comparison with the **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table shows the count and percentage for each response given.

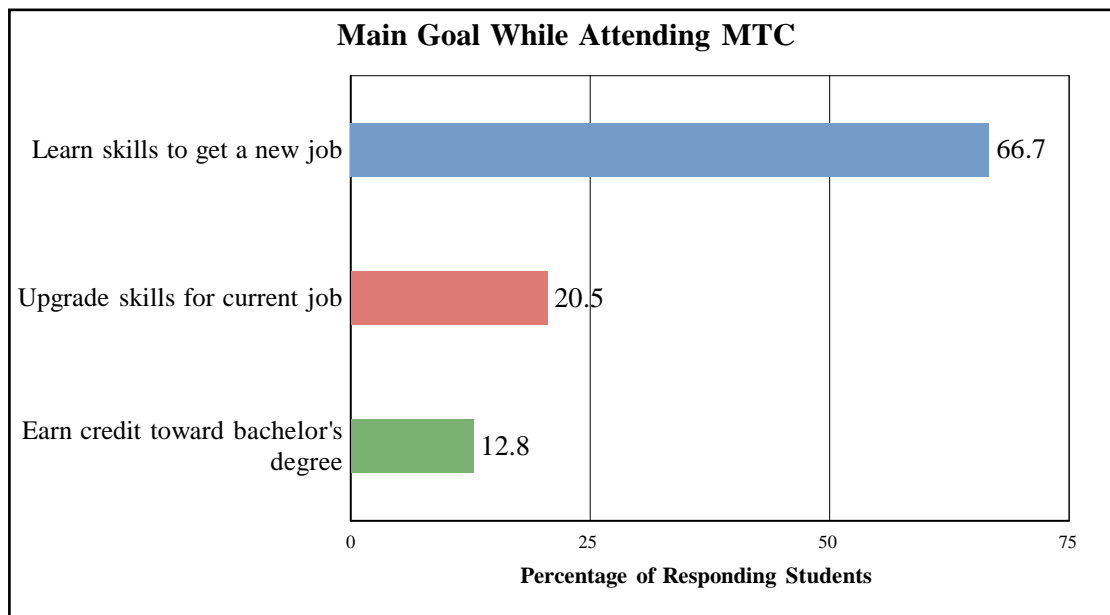


Data Table:

	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%	N	%
Your overall educational experience at MTC	1	2.4%	2	4.8%	30	71.4%	9	21.4%	42	100%
Your major program of study	1	2.4%	1	2.4%	27	65.9%	12	29.3%	41	100%
Instruction in your major program of study	3	7.1%	3	7.1%	32	76.2%	4	9.5%	42	100%
Your general education program of study (non-major degree requirements)	0	0.0%	5	12.8%	29	74.4%	5	12.8%	39	100%
Instruction in your general education courses	0	0.0%	5	12.5%	29	72.5%	6	15.0%	40	100%

Student Educational Goals

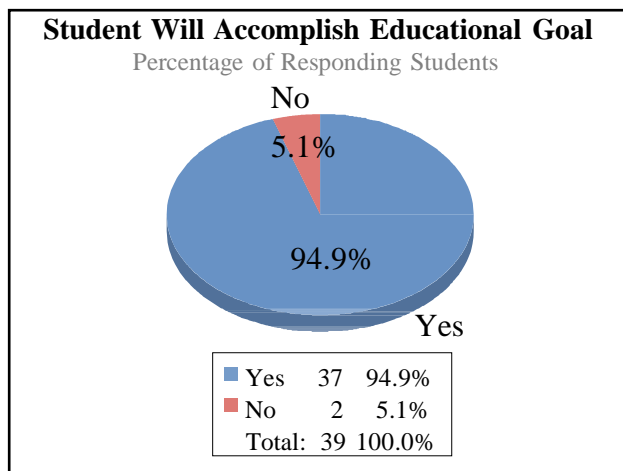
Students were asked to indicate their main goal while attending MTC from a list that included *Learning skills for a new job*, *Earning transfer credits towards a bachelor's degree*, *Upgrading skills for their current job*, and *Learning things for personal benefit or enjoyment*. In addition, students were asked if they will accomplish their educational goal. Their responses are displayed in the charts and tables below.



Main Goal at MTC:

	Total	
	N	%
To learn skills that would help me get a new job	26	66.7%
To upgrade skills that would help me in my current job	8	20.5%
To earn transfer credit toward a bachelor's degree	5	12.8%
Total	39	100.0%

	Total	
	N	%
Yes	37	94.9%
No	2	5.1%
Total	39	100.0%



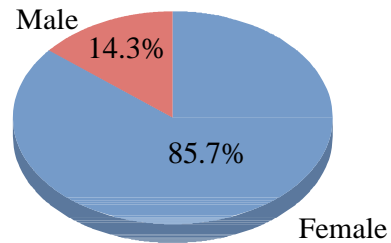
Demographic Profile

Gender of Students:

	Total	
	N	%
Female	36	85.7%
Male	6	14.3%
Total	42	100.0%

Students By Gender

Percentage of Responding Students



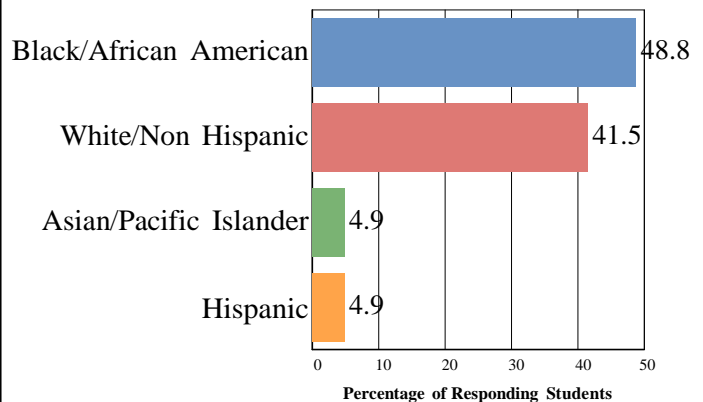
Female	36	85.7%
Male	6	14.3%
Total:	42	100.0%

Ethnicity of Students:

	Total	
	N	%
Black/African American	20	48.8%
White/Non Hispanic	17	41.5%
Hispanic	2	4.9%
Asian/Pacific Islander	2	4.9%
Total	41	100.0%

Students By Ethnicity

Percentage of Responding Students

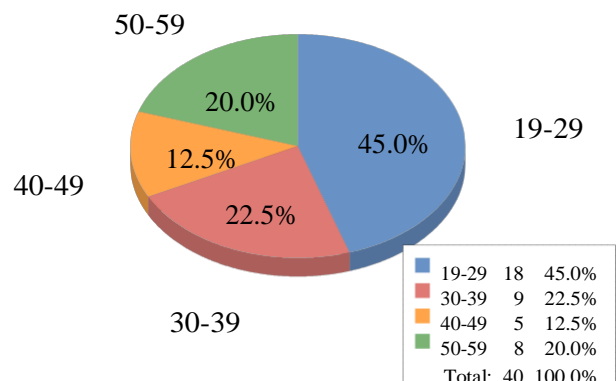


Age of Students:

Age Range of Responding Students		
N = 40		
Average Age	Minimum	Maximum
34.3	19	59

Students By Age Range

Percentage of Responding Students



Student Educational Profile

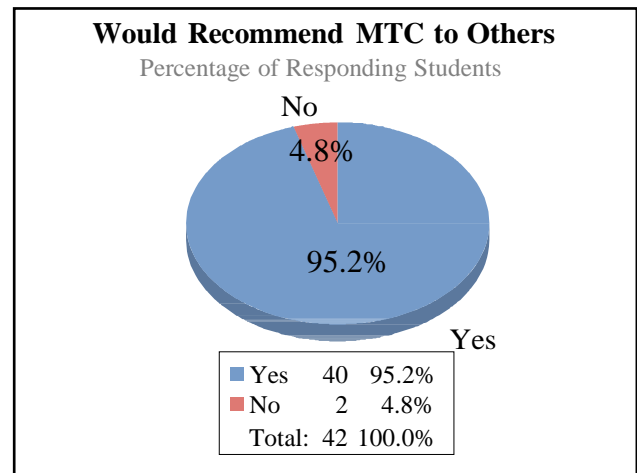
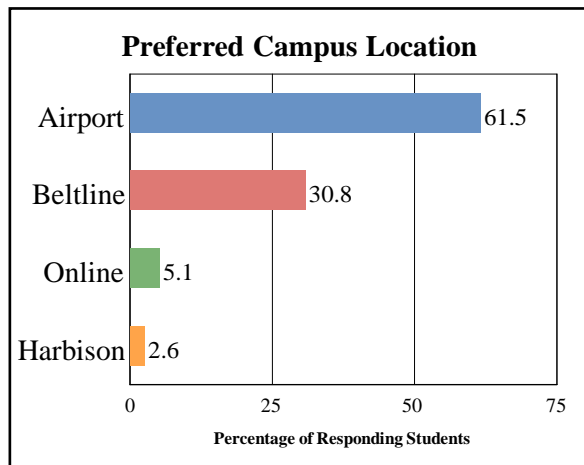
Students were asked about their class time preference, enrollment status, their preferred campus location, if they would recommend MTC to others, and whether or not they would choose MTC again if they could start over. Their responses appear below.

Class Time Preference:

	Total	
	N	%
Evening	22	52.4%
Day	18	42.9%
No Preference	2	4.8%
Total	42	100.0%

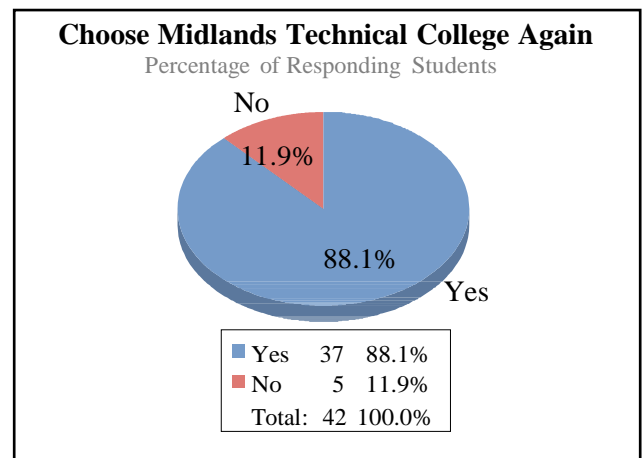
Enrollment Status:

	Total	
	N	%
Full-time	17	44.7%
Part-time	21	55.3%
Total	38	100.0%



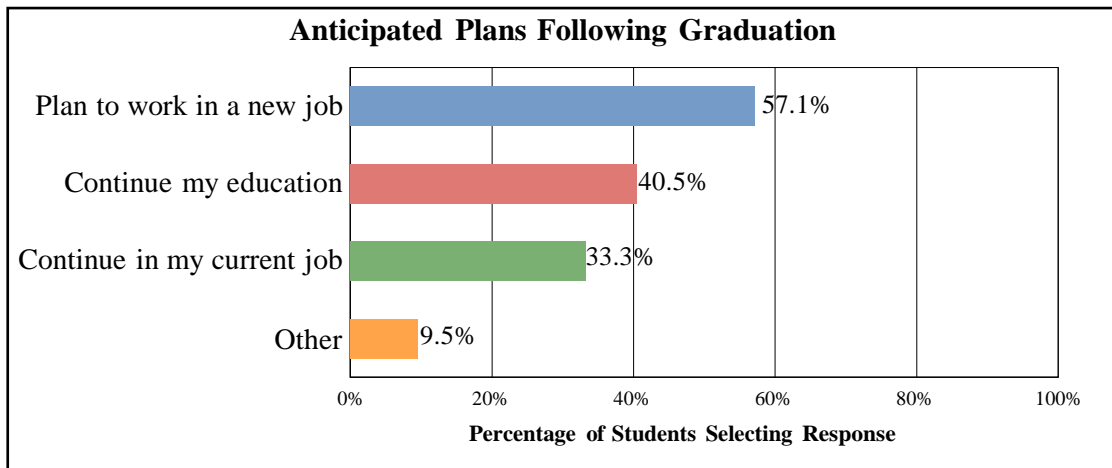
Choose MTC Again:

	Total	
	N	%
Definitely Yes	14	33.3%
Probably Yes	23	54.8%
Probably Not	5	11.9%
Total	42	100.0%



Post Graduation Plans

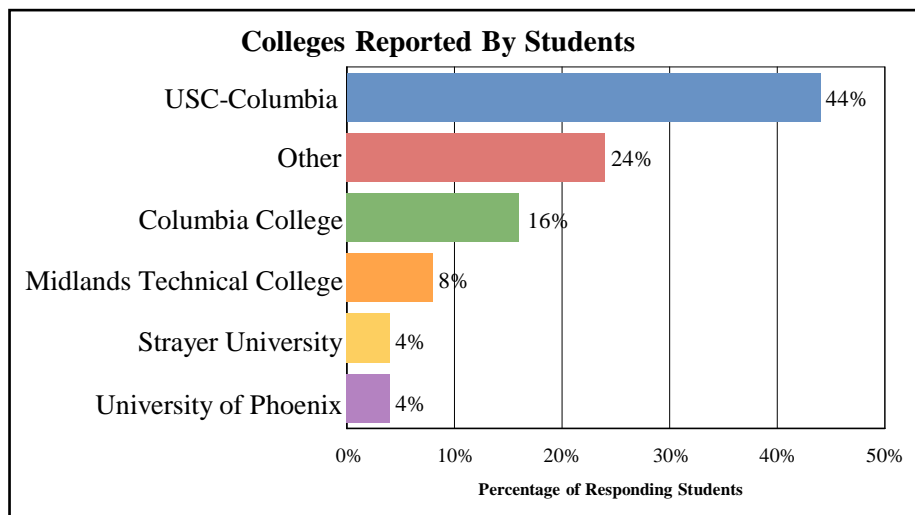
Students were asked about their anticipated plans after graduation including listing the college they planned to attend and their planned major, if continuing their education. The following tables and charts show their responses.



Data Table: (students could select more than one response)

	Total	
	N	% Selecting Response
Plan to work in a new job	24	57.1%
Continue my education	17	40.5%
Continue in my current job	14	33.3%
Other	4	9.5%

Note: *Other* was specified as "retirement" and "join the army or air force"



Other colleges submitted by students:

	Total	
	N	%
Coker College	2	8.0%
Don't Know	3	12.0%
South University	1	4.0%
<i>Other</i> Total	6	24.0%

Majors Submitted by Students Planning to Attend College:

Accounting (N=15)

Business (N=3)

Accounting or International Business

Accounting & Paralegal

Accounting & Marketing

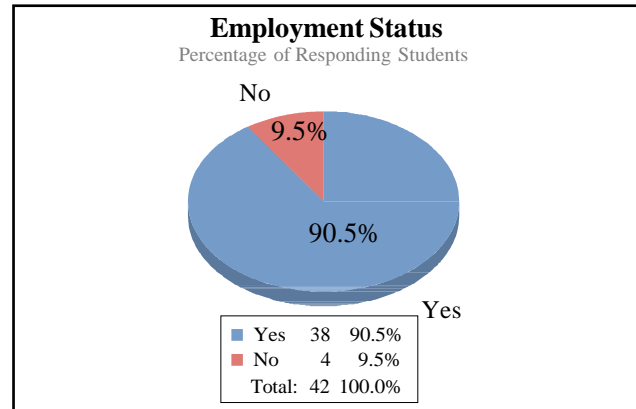
Business Administration w/a con. in Accounting

Employment Profile

Students were asked about their employment status and the number of hours they work per week. Their responses appear below. A list of student job titles and employers is provided on page 114.

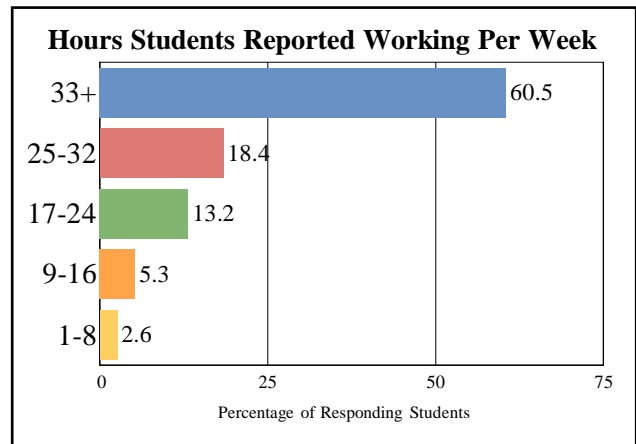
Employment Status:

	Total	
	N	%
Yes	38	90.5%
No	4	9.5%
Total	42	100.0%



Hours Worked Per Week:

	Total	
	N	%
33+	23	60.5%
25-32	7	18.4%
17-24	5	13.2%
9-16	2	5.3%
1-8	1	2.6%
Total	38	100.0%



Students were asked to indicate if the training and education they received in the MTC Accounting Program is helping them in the following areas. The count and percentage for each response given are reported below.

Helpful Training & Education:

	No		Yes		Total	
	N	%	N	%	N	%
Career Advancement	11	26.8%	30	73.2%	41	100%
Performing Job Duties	14	36.8%	24	63.2%	38	100%

Students were asked at which type of entity they would like to work, if pursuing a career in Accounting. Students could select multiple responses. The count and percentage of students selecting each response is reported below.

Areas of Work: (students could select multiple responses)

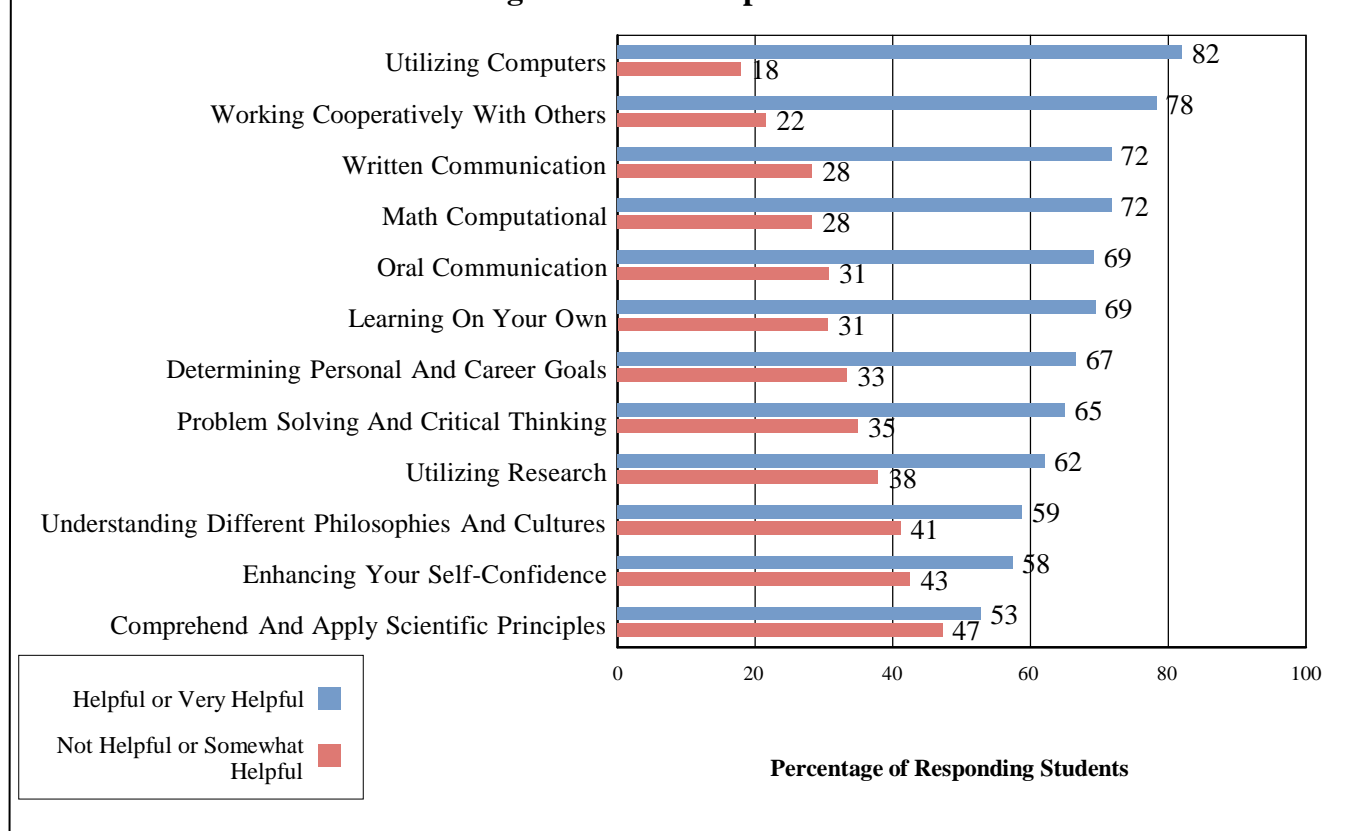
	Total	
	N	% Selecting Option
Bookkeeping/Payroll	21	51.2%
Private Business	20	48.8%
Government	18	43.9%
CPA Firm	9	22.0%
Not-for-profit	6	14.6%
Other	3	7.3%

Other was specified as "owning my business firm," by one respondent.

Personal Growth/Life Skills

Students rated MTC's impact on their skill development in 12 areas. The chart below displays the **Helpful** and **Very Helpful** responses compared to the **Not Helpful** and **Somewhat Helpful** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The following data table shows the count and percentage for each response given.

Student Ratings on MTC's Helpfulness with Life Skills

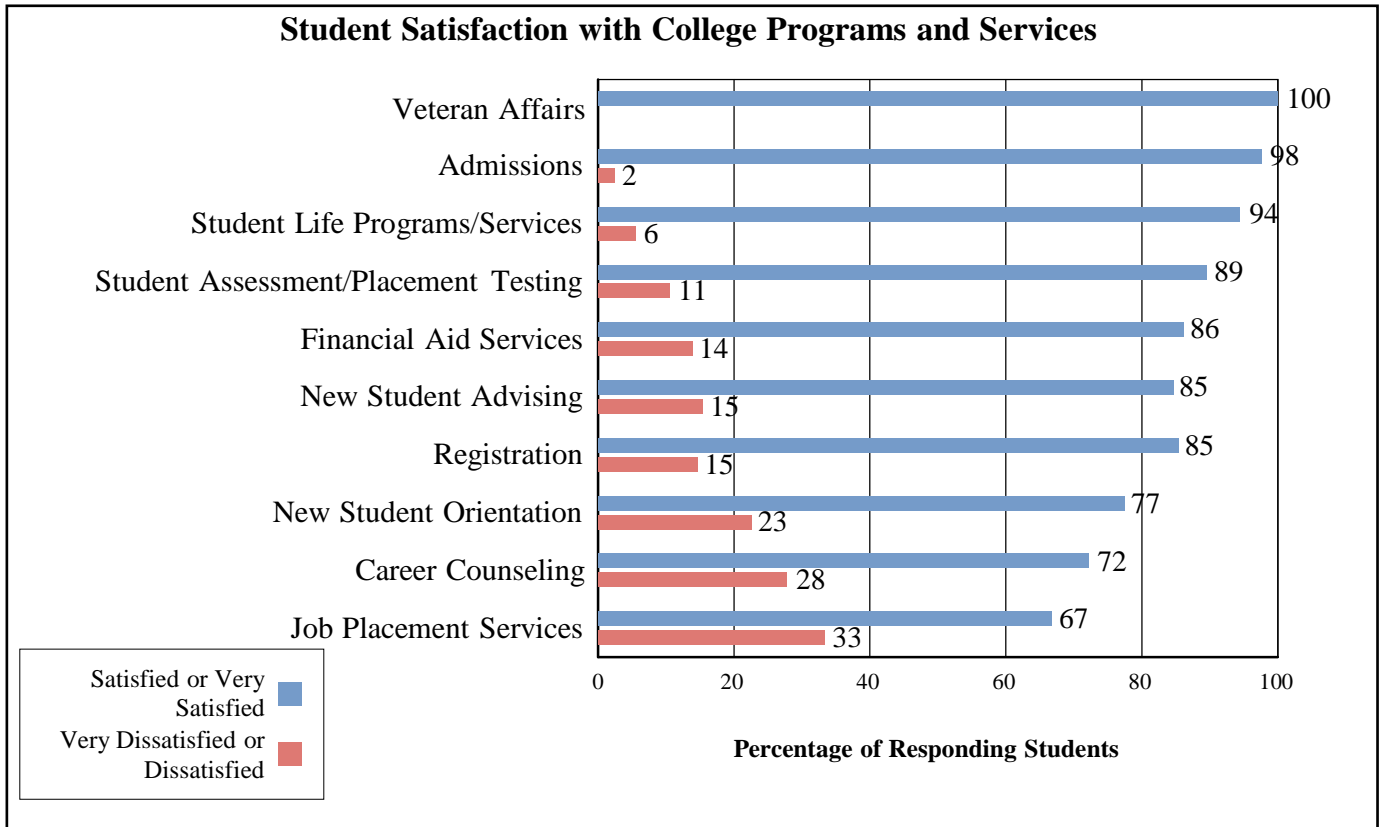


Detailed Data Table:

	Not Helpful		Somewhat Helpful		Helpful		Very Helpful		Total	
	N	%	N	%	N	%	N	%	N	%
Utilizing Computers	1	2.6%	6	15.4%	16	41.0%	16	41.0%	39	100%
Working Cooperatively With Others	0	0.0%	8	21.6%	21	56.8%	8	21.6%	37	100%
Written Communication	1	2.6%	10	25.6%	21	53.8%	7	17.9%	39	100%
Math Computational	2	5.1%	9	23.1%	20	51.3%	8	20.5%	39	100%
Oral Communication	1	2.6%	11	28.2%	20	51.3%	7	17.9%	39	100%
Learning On Your Own	0	0.0%	11	30.6%	17	47.2%	8	22.2%	36	100%
Determining Personal And Career Goals	2	5.1%	11	28.2%	19	48.7%	7	17.9%	39	100%
Problem Solving And Critical Thinking	2	5.0%	12	30.0%	22	55.0%	4	10.0%	40	100%
Utilizing Research	2	5.4%	12	32.4%	20	54.1%	3	8.1%	37	100%
Understanding Different Philosophies And Cultures	4	11.8%	10	29.4%	16	47.1%	4	11.8%	34	100%
Enhancing Your Self-Confidence	3	7.5%	14	35.0%	15	37.5%	8	20.0%	40	100%
Comprehend And Apply Scientific Principles	3	8.3%	14	38.9%	18	50.0%	1	2.8%	36	100%

College Programs & Services

Students were asked to indicate their level of satisfaction with ten college programs and services. The chart below compares the **Satisfied** and **Very Satisfied** responses to the **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table following shows the count and percentage for each response given.



Detailed Data Table:

	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%	N	%
Veteran Affairs	0	0.0%	0	0.0%	10	71.4%	4	28.6%	14	100%
Admissions	0	0.0%	1	2.4%	32	78.0%	8	19.5%	41	100%
Student Life Programs/Services	0	0.0%	1	5.6%	14	77.8%	3	16.7%	18	100%
Student Assessment/Placement Testing	1	2.6%	3	7.9%	27	71.1%	7	18.4%	38	100%
Financial Aid Services	4	11.1%	1	2.8%	22	61.1%	9	25.0%	36	100%
New Student Advising	1	3.8%	3	11.5%	17	65.4%	5	19.2%	26	100%
Registration	1	2.4%	5	12.2%	26	63.4%	9	22.0%	41	100%
New Student Orientation	1	3.2%	6	19.4%	19	61.3%	5	16.1%	31	100%
Career Counseling	1	5.6%	4	22.2%	11	61.1%	2	11.1%	18	100%
Job Placement Services	1	5.6%	5	27.8%	10	55.6%	2	11.1%	18	100%

Table 3 – Organization Performance Results Accounting Program- Employer Survey Data

Employers of graduates who completed the Accounting (ACC) Program at Midlands Technical College between 2006 and 2011 were surveyed as part of an internal program review process. The purpose of the employer survey is to determine satisfaction with the skills and performance of MTC graduates including their general education skills, technical skills, and non-technical skills such as teamwork and work ethic. Employers are also asked to rate their graduate's preparation for employment and overall job performance.

The tables below present data results of the *2011-2012 Accounting Program Employer Survey* (See Site Exhibit 1-E, Academic Program Review). Contact information for surveyed employers was provided by alumni responding to the *2011-2012 Accounting Program Alumni Survey*, conducted in August and September 2011. Graduates of the ACC Program from the past five years (2006-2011) were invited to participate in the alumni survey. Eight (8) of the 32 alumni, who responded, gave permission to survey their employers; however, two of these reported they were not employed in an accounting related field, therefore, their employers were not asked to participate.

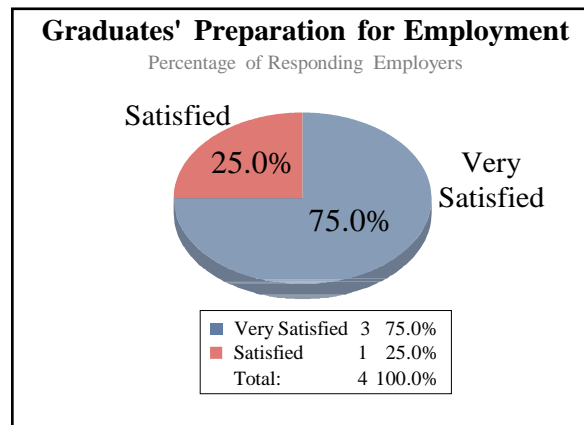
Six (6) employers of MTC Accounting Program graduates were surveyed by mail between January 11 and January 31, 2012. Two mailings including survey instruments were sent to employers with a letter from the Program Director explaining the importance of their response. Four (4) of the six employers responded yielding a response rate of 67%.

Preparation of Graduates

Employers indicated their level of satisfaction with the preparation of MTC graduates for employment with their company and their satisfaction with the MTC graduate's overall on-the-job performance. Employers were also asked if they would recommend MTC Accounting graduates to other employers. The following charts and tables show employer responses.

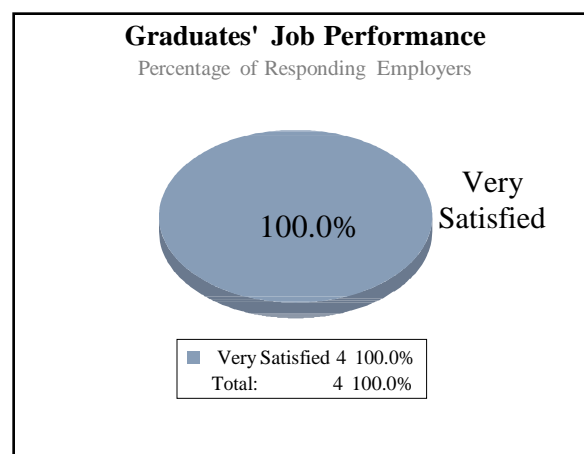
Preparation of Graduates for Employment:

	Total	
	N	%
Very Satisfied	3	75.0%
Satisfied	1	25.0%
Total	4	100.0%



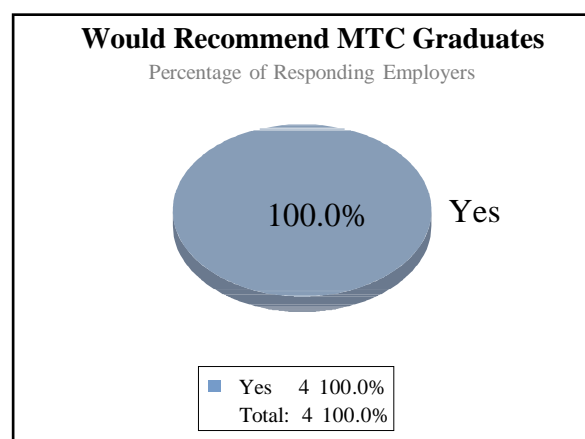
Overall Job Performance of Graduates:

	Total	
	N	%
Very Satisfied	4	100.0%
Total	4	100.0%



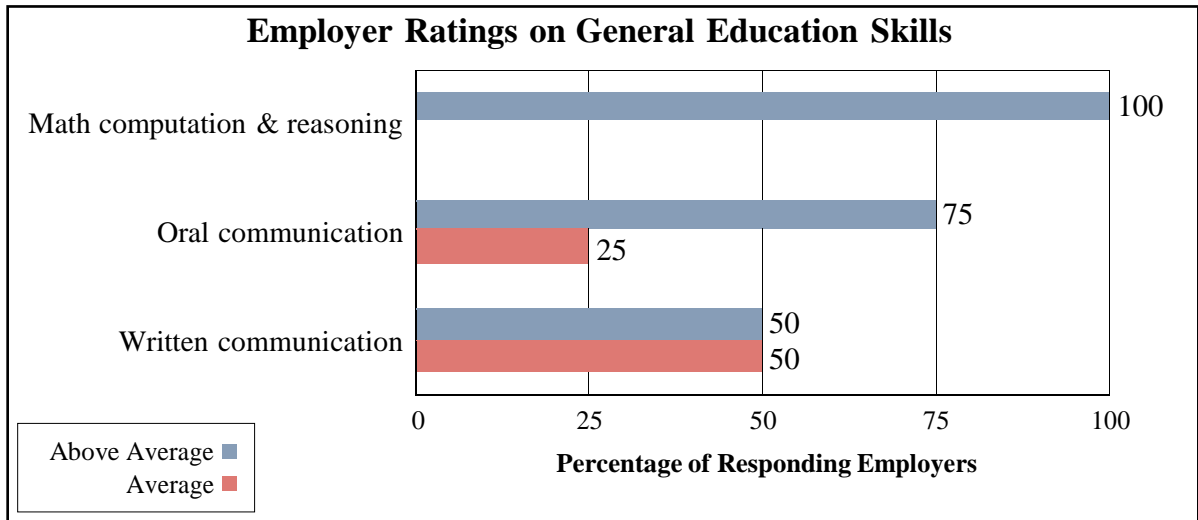
Would Recommend MTC Accounting Graduates to Other Employers:

	Total	
	N	%
Yes	4	100.0%
Total	4	100.0%



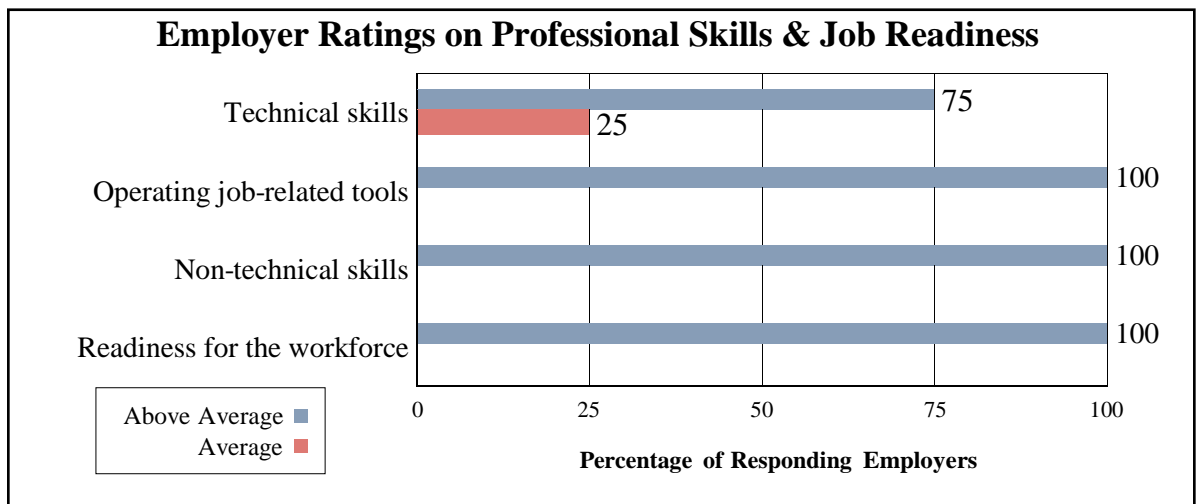
General Education and Professional Skills

Employers rated their MTC graduate on six fundamental skills, and their readiness for the workforce using the responses **Above Average**, **Average**, and **Below Average**. The chart and table below show the count and/or percentage for each response give.



Data Table:

	Average		Above Average		Total	
	N	%	N	%	N	%
Math computational skills and reasoning	0	0.0%	4	100.0%	4	100.0%
Oral communication skills	1	25.0%	3	75.0%	4	100.0%
Written communication skills	2	50.0%	2	50.0%	4	100.0%



Data Table:

	Average		Above Average		Total	
	N	%	N	%	N	%
Technical skills related to specific jobs	1	25.0%	3	75.0%	4	100.0%
Operating job-related tools, instruments, and equipment	0	0.0%	4	100.0%	4	100.0%
Non-technical skills	0	0.0%	4	100.0%	4	100.0%
Readiness for the workforce	0	0.0%	4	100.0%	4	100.0%

Responding Employers and Employee Job Duties

Supervisors of MTC graduates from the following agencies responded to the *2011-12 Accounting Program Employer Survey* and appear with the responding supervisor's title, the employee or graduate's job title, and the major job duties of the employee evaluated.

<i>Agency Name</i>	<i>Supervisor's Title</i>	<i>Employee's Title & Job Duties</i>
Hampton Automotive Inc.	<i>Controller</i>	<i>Office Manager</i> Manage accounting department and human resources.
Palmetto Imaging Technology, LLC	<i>Plant Mgr.</i>	<i>Customer Service & Manufacturing Manager</i> Caring for customer orders, customer communications, production scheduling and planning. Managing production personnel.
School District 5 of Lexington/Richland	<i>Payroll Specialist II - Payroll Manager</i>	<i>Payroll Specialist I - Assistant</i> Calculating salaries, maintaining excel spreadsheet for balancing payroll, completing various reports monthly & quarterly, and she runs the payroll which includes sending direct deposit to bank & printing checks and direct deposits
South Carolina Department of Revenue	<i>Revenue Supervisor</i>	<i>Tax Examiner A</i> Present duties consist of auditing and processing the various motor fuel refunds and entering that information into DOR's miscellaneous refund system. In addition, the employee must provide daily customer service.

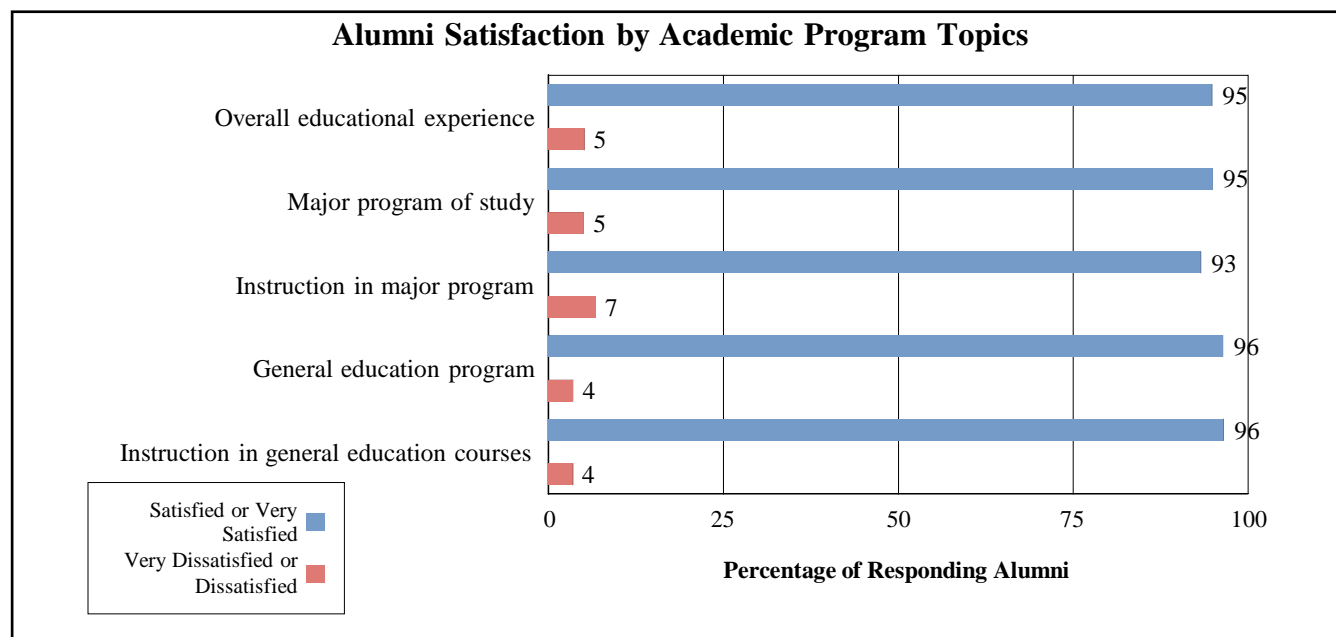
Table 3 – Organization Performance Results Management/Marketing Program - Alumni Survey Data

Alumni who completed the Management/Marketing (MGT/MKT) Program between Summer 2006 and Spring 2011 were contacted by mail to participate in the *2011-2012 Management/Marketing Program Alumni Survey* (See Site Exhibit 1-E, Academic Program Review). The following report focuses on their collective responses. The tables reflect the satisfaction levels of alumni with their academic program, skill development, as well as, college programs and services. Information was sought on reasons for attending MTC, goal attainment, continuing education plans, employment profiles, and if their job was related to the degree they received from MTC.

The tables below present data results of the *2011-2012 Management/Marketing Program Alumni Survey*. The survey was administered by mail to graduates of the program from the past five years (2006-2011). Out of the 345 alumni who could be contacted, 60 responded yielding a response rate of 17%.

Academic Program

Alumni were asked to indicate their level of satisfaction with their *Overall educational experience*, their *Major program of study*, *Instruction in their major program*, their *General education program of study*, and *Instruction in their general education courses*. In the chart below the **Satisfied** and **Very Satisfied** responses were combined for comparison with the **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table shows the count and percentage for each response given.



Detailed Data Table:

	Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%
Your overall educational experience at MTC	3	5.2%	31	53.4%	24	41.4%	58	100%
Your major program of study	3	5.1%	25	42.4%	31	52.5%	59	100%
Instruction in your major program of study	4	6.8%	25	42.4%	30	50.8%	59	100%
Your general education program of study (non-major degree requirements)	2	3.6%	34	60.7%	20	35.7%	56	100%
Instruction in your general education courses	2	3.5%	32	56.1%	23	40.4%	57	100%

If you chose Very Dissatisfied or Dissatisfied for any of the items listed above, please list the item and explain why.

I felt that faculty "not instructors" were not helpful.

I feel my degree is worthless. I can't find work in a field that interests me, or any work in my major.

I have to Asst. Degree and still after 2007 & 2009 am not using them in a job that be useful after all these years of college.

Hard to find a good job with an Associates in Business

Some courses did not have a good learning environment. Teacher could not control the class

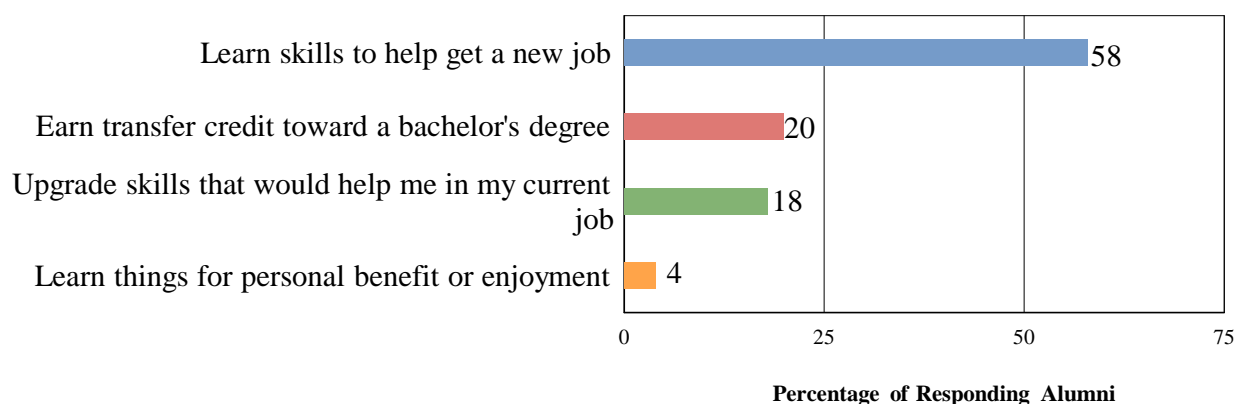
Alumni Educational Goals

Alumni were asked to indicate their main goal while attending MTC from a list that included *Learning skills for a new job*, *Earning transfer credits towards a bachelor's degree*, *Upgrading skills for their current job*, and *Learning things for their personal benefit or enjoyment*. In addition, graduates were asked if they had accomplished their educational goal and if they would recommend MTC to their friends and acquaintances. The following tables and charts show their responses.

Main Goal of Alumni:

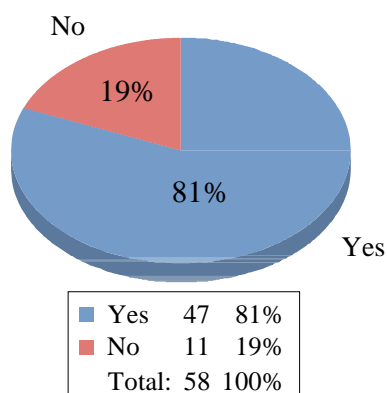
	Total	
	N	%
To learn skills that would help me get a new job	29	58.0%
To earn transfer credit toward a bachelor's degree	10	20.0%
To upgrade skills that would help me in my current job	9	18.0%
To learn things for my personal benefit or enjoyment	2	4.0%
Total	50	100.0%

Main Goal While Attending MTC



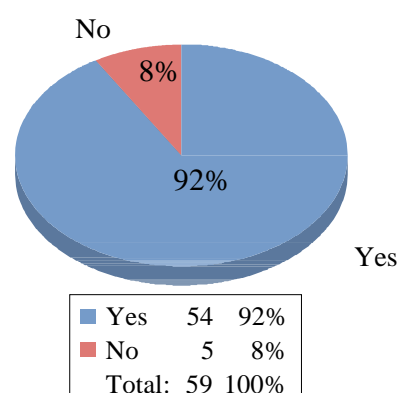
Accomplished Goal at MTC

Percentage of Responding Alumni



Would Recommend MTC to Others

Percentage of Responding Alumni

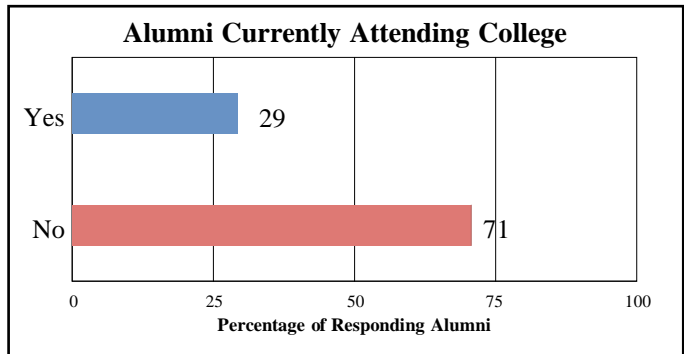


Continuing Education

Alumni were asked if they were currently attending college and if so, to specify the college they were attending. In addition, alumni were asked if the education they received at MTC adequately prepared them for transfer to another institution. Their responses are reported below.

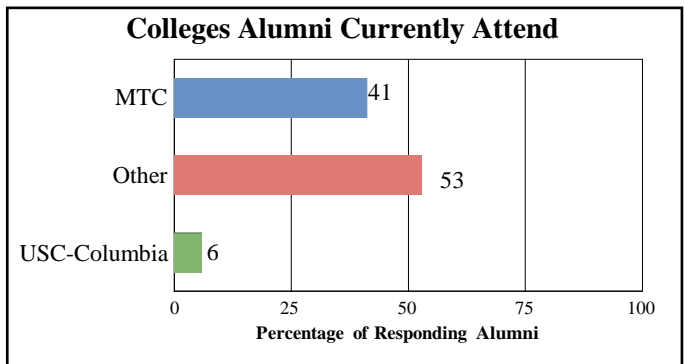
Currently Attending College:

	Total	
	N	%
No	41	70.7%
Total	58	100.0%



Colleges Alumni Attend:

	Total	
	N	%
Midlands Tech College	7	41.2%
Other	9	52.9%
USC-Columbia	1	5.9%
Total	17	100.0%

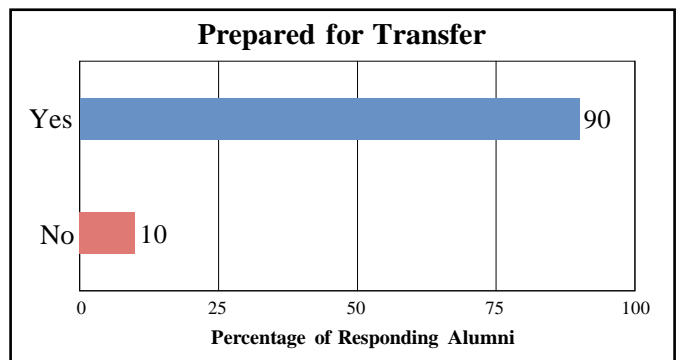


"Other" Colleges Alumni Reported:

Allen University	Converse College	Limestone College
Limestone College	Southern Wesleyan University	Strayer
Strayer	Strayer University	

Prepared for Transfer to Another Institution:

	Total	
	N	%
Yes	36	90.0%
No	4	10.0%
Total	40	100.0%

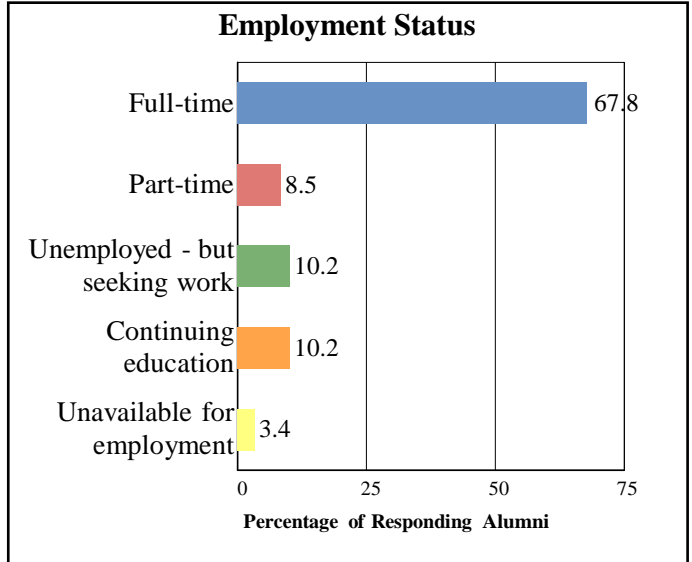


Employment Profile

Alumni were asked several questions about their employment status, including whether or not their current job was related to their degree. Alumni also reported the county where their current job is located, the annual income from this job, the agency where they work, and their job title. Their responses appear below.

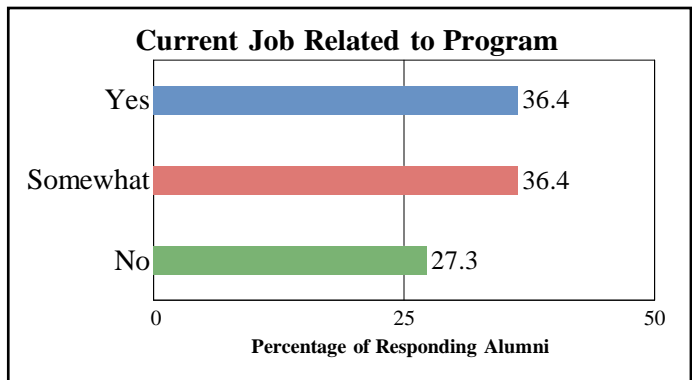
Employment Status:

	Total	
	N	%
Employed full-time (More than 30 hours a week)	40	67.8%
Employed part-time (Less than 30 hours a week)	5	8.5%
Unemployed - but seeking work	6	10.2%
Unemployed - continuing education	6	10.2%
Unavailable for employment	2	3.4%
Total	59	100.0%



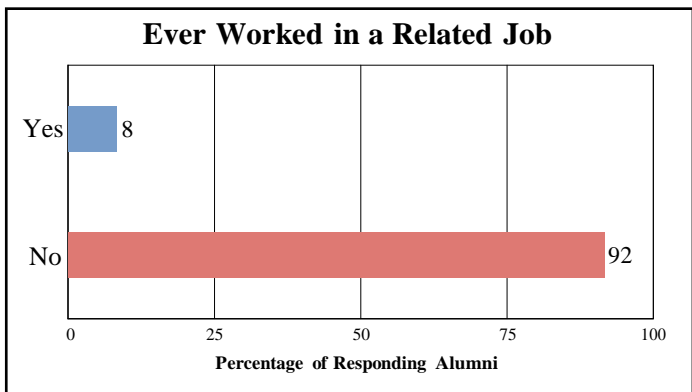
Current Job Related to Program:

	Total	
	N	%
Yes	16	36.4%
Somewhat	16	36.4%
No	12	27.3%
Total	44	100.0%



Ever Worked in a Related Job:

	Total	
	N	%
Yes	1	8.3%
No	11	91.7%
Total	12	100.0%

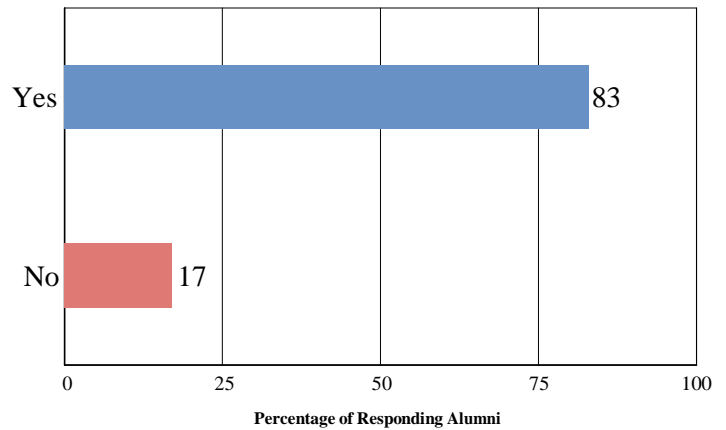


Employment Profile (cont'd)

Now Qualified for Jobs:

	Total	
	N	%
Yes	39	83.0%
No	8	17.0%
Total	47	100.0%

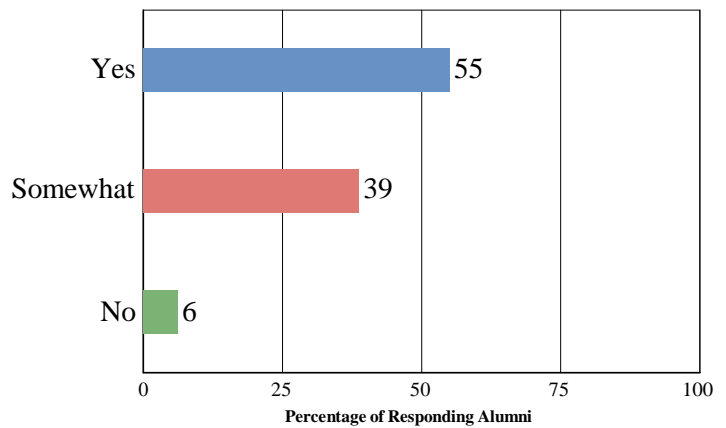
Qualified for Jobs as a Result of Attending MTC



Use Skills from Program in Current Job:

	Total	
	N	%
Yes	27	55.1%
Somewhat	19	38.8%
No	3	6.1%
Total	49	100.0%

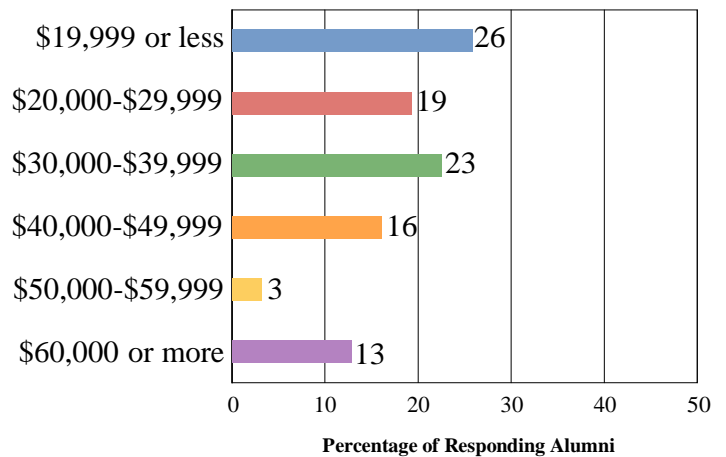
Alumni Use MGT/MKT Skills in their Current Job



Annual Income:

	Total	
	N	%
\$9,999 or less	1	3.2%
\$10,000-\$14,999	4	12.9%
\$15,000-\$19,999	3	9.7%
\$20,000-\$29,999	6	19.4%
\$30,000-\$39,999	7	22.6%
\$40,000-\$49,999	5	16.1%
\$50,000-\$59,999	1	3.2%
\$60,000-\$74,999	3	9.7%
\$75,000-\$99,999	1	3.2%
Total	31	100.0%

Annual Income of Alumni

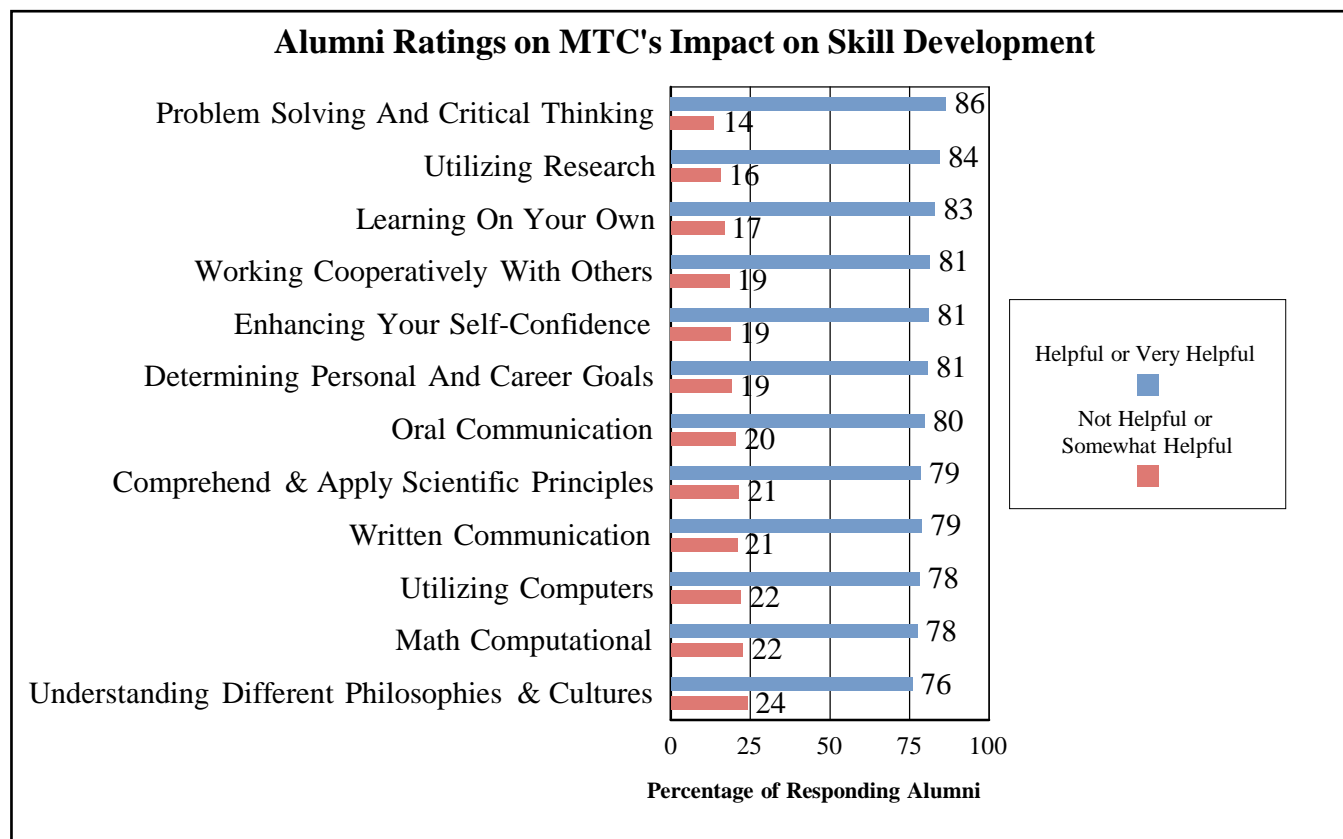


Employment Profile (cont'd)

<i>Agency</i>	<i>Graduate's Job Title</i>
American Tire Distributors	Operations Manager
Apex Tool Group	Sr. Buyer
Babcock Center	Residential Manager
Blue Cross Blue Shield	Operations Supervisor
Camden Military Academy	Food Service Manager
Carmike Cinemas	2nd Assistant Manager
Checker Yellow Cab	Administrative Assistant
First Choice Auto Glass	Office Manager
Food Service, Inc.	Marketing Executive Assistant
Goodwill Industries	Employment Specialist
Innovative Solutions of S.C.	Operations Administrator
Janpak, Inc.	Customer Service Representative
Midlands Technical College	Administrative Assistant
Midlands Technical College	Administrative Specialist II
Palmetto Citizens Federal Credit Union	Member Service Rep- Trainee
Publix Supermarket	Grocery Team Leader
Publix Supermarket	Grocery Clerk
Red Ventures Inc.	Performance Manager
SCDOT	Administrative Specialist I
Sport Clips	Assistant Manager
Sportsman's Warehouse	Customer Service
UPS	FT Supervisor
US Army	Chief, Supply & Services Division
USPS	Letter Carrier
Verizon Wireless Communications	Assistant Manager
Walmart, Inc.	Assistant Manager

Personal Growth/Life Skills

Alumni were asked to rate MTC's impact on their skill development in 12 areas. In the chart below the **Helpful** and **Very Helpful** responses have been combined for comparison with the **Not Helpful** and **Somewhat Helpful** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table shows the count and percentage for each response given.

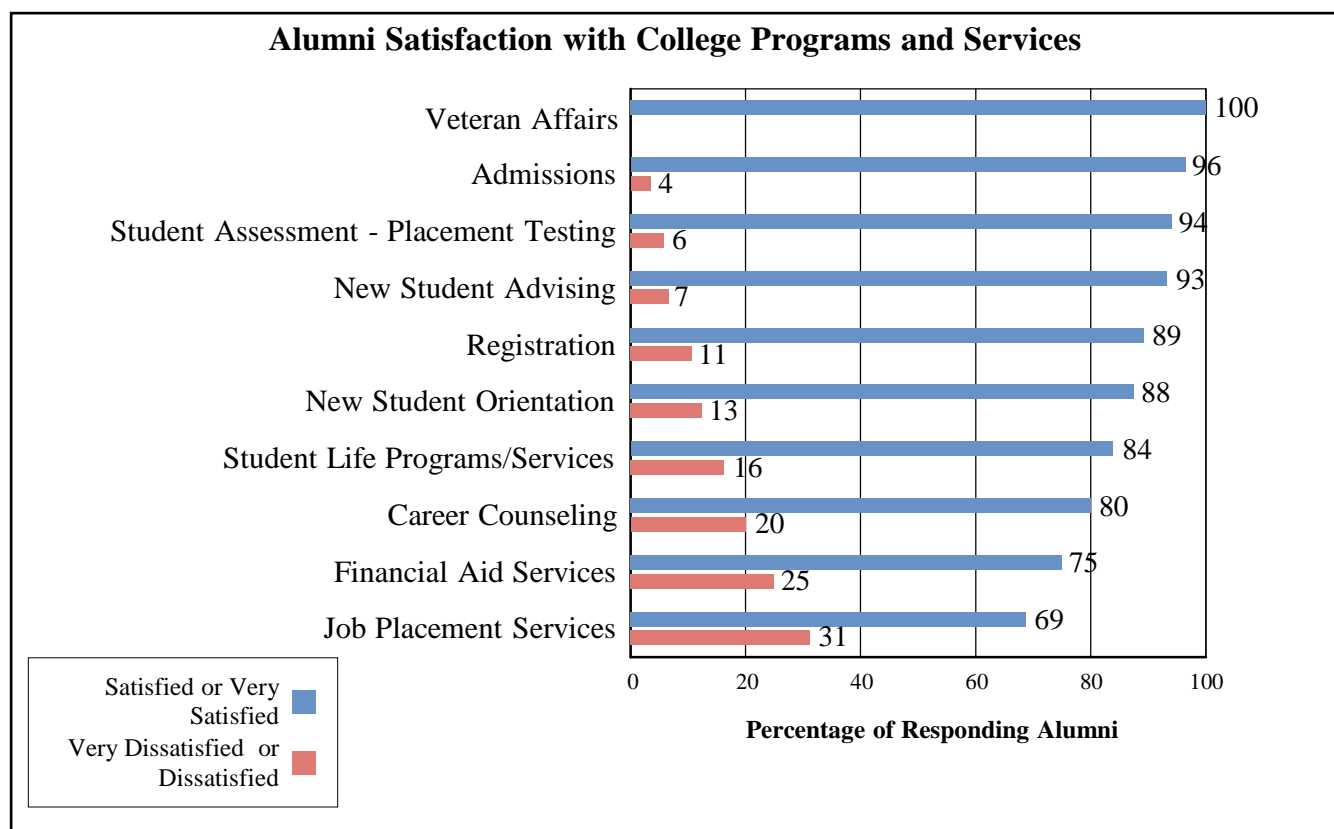


Detailed Data Table:

	Not Helpful		Somewhat Helpful		Helpful		Very Helpful		Total	
	N	%	N	%	N	%	N	%	N	%
Problem Solving And Critical Thinking	3	5.1%	5	8.5%	26	44.1%	25	42.4%	59	100%
Utilizing Research	2	3.4%	7	12.1%	33	56.9%	16	27.6%	58	100%
Learning On Your Own	3	5.1%	7	11.9%	27	45.8%	22	37.3%	59	100%
Working Cooperatively With Others	3	5.1%	8	13.6%	25	42.4%	23	39.0%	59	100%
Enhancing Your Self-Confidence	6	10.3%	5	8.6%	26	44.8%	21	36.2%	58	100%
Determining Personal And Career Goals	3	5.3%	8	14.0%	29	50.9%	17	29.8%	57	100%
Oral Communication	4	6.8%	8	13.6%	23	39.0%	24	40.7%	59	100%
Comprehend And Apply Scientific Principles	4	7.1%	8	14.3%	30	53.6%	14	25.0%	56	100%
Written Communication	2	3.5%	10	17.5%	22	38.6%	23	40.4%	57	100%
Utilizing Computers	1	1.8%	11	20.0%	23	41.8%	20	36.4%	55	100%
Math Computational	4	6.9%	9	15.5%	27	46.6%	18	31.0%	58	100%
Understanding Different Philosophies And Cultures	5	9.3%	8	14.8%	23	42.6%	18	33.3%	54	100%

College Programs and Services

Alumni were asked to indicate their level of satisfaction with college programs and services. In the chart below the **Satisfied** and **Very Satisfied** responses have been combined for comparison with the **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table shows the count and percentage for each response given.



Detailed Data Table:

	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%	N	%
Veteran Affairs	0	0.0%	0	0.0%	8	47.1%	9	52.9%	17	100%
Admissions	0	0.0%	2	3.5%	38	66.7%	17	29.8%	57	100%
Student Assessment - Placement Testing	0	0.0%	3	5.9%	35	68.6%	13	25.5%	51	100%
New Student Advising	2	4.4%	1	2.2%	27	60.0%	15	33.3%	45	100%
Registration	2	3.6%	4	7.1%	30	53.6%	20	35.7%	56	100%
New Student Orientation	1	2.5%	4	10.0%	26	65.0%	9	22.5%	40	100%
Student Life Programs/Services	2	5.4%	4	10.8%	21	56.8%	10	27.0%	37	100%
Career Counseling	4	11.4%	3	8.6%	20	57.1%	8	22.9%	35	100%
Financial Aid Services	4	7.1%	10	17.9%	24	42.9%	18	32.1%	56	100%
Job Placement Services	5	15.6%	5	15.6%	16	50.0%	6	18.8%	32	100%

Table 3 – Organization Performance Results
Management/Marketing Program- Current Student Survey Data

Students nearing completion of the Management/Marketing (MGT/MKT) Program at MTC were surveyed to ascertain satisfaction levels with their academic program and overall educational experience. Information was sought on their reasons for attending, accomplishment of goals, and anticipated plans after graduation. Employment profiles of students were obtained including their place of employment, job title, and hours worked per week. Students were asked about skill development in several personal growth areas and satisfaction with various college programs and services.

The tables below present data results of the *2011-2012 Management/Marketing Program Current Student Survey* (See Site Exhibit 1-E, Academic Program Review). Surveys were administered to students in two Management, two Marketing, and three Business courses during October 2011. Sixty (60) students completed surveys; however, six students who were enrolled in the targeted classes were not Management, Marketing, or double majors and their responses were removed before analysis of the data. The remaining 54 students consisted of 30 Management majors (56%), five Marketing majors (9%), and 19 Management & Marketing double majors (35%).

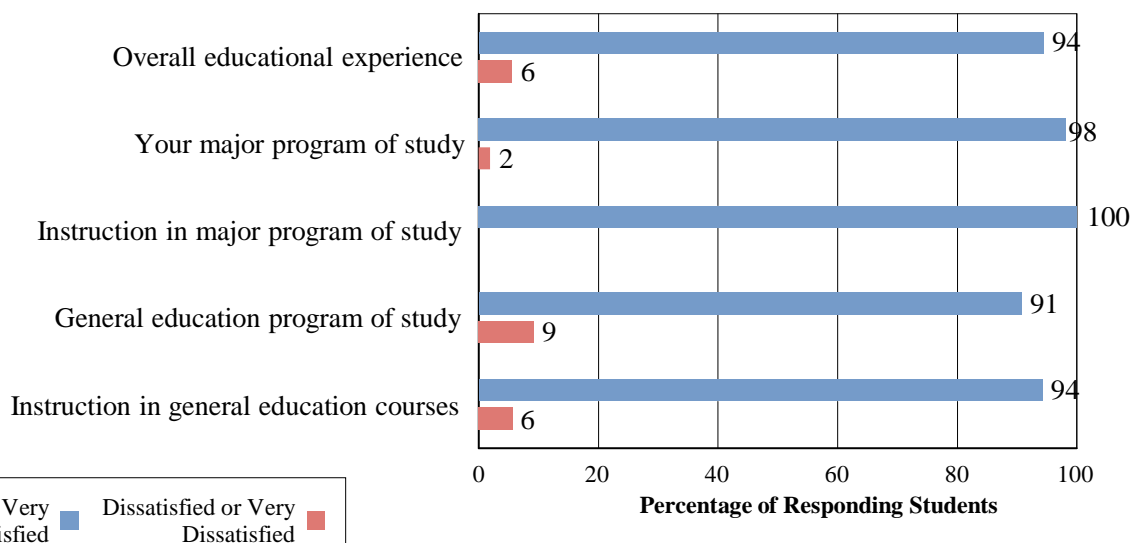
Academic Program

Students were asked to specify their major and indicate their level of satisfaction with several academic areas. **Satisfied** and **Very Satisfied** responses were combined for comparison with the **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table shows the count and percentage for each response given.

Students by Program Major:

Management		Marketing		Both Mgt. & Mktg.		Total	
N	%	N	%	N	%	N	%
30	55.6%	5	9.3%	19	35.2%	54	100.0%

Student Satisfaction by Academic Program Topics



Data Table:

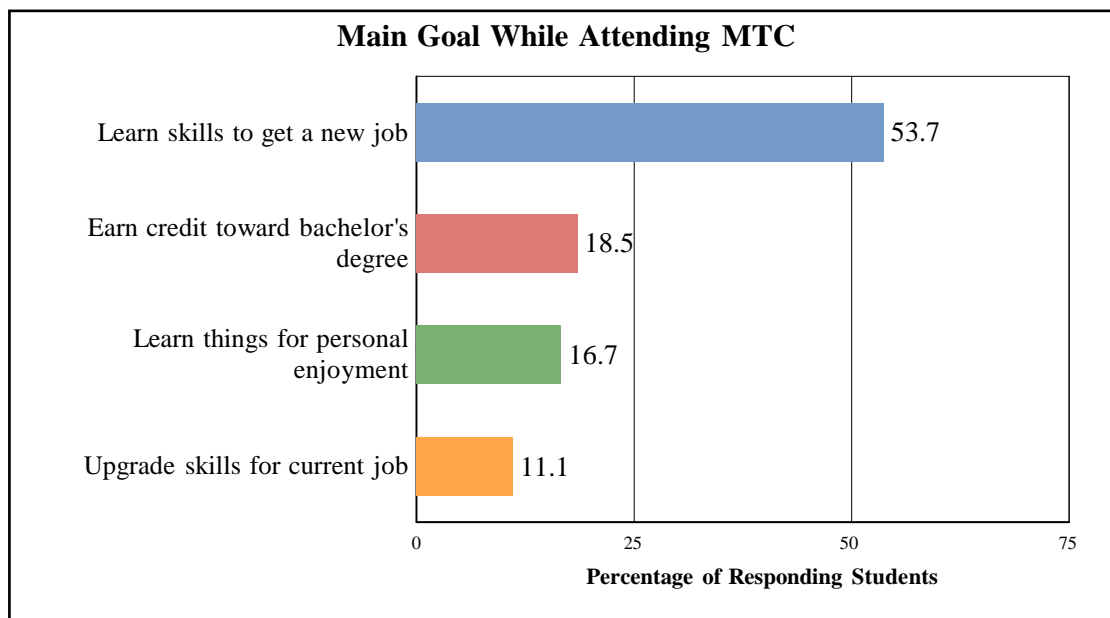
	Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%
Overall educational experience at MTC	3	5.6%	30	55.6%	21	38.9%	54	100%
Major program of study	1	1.9%	24	44.4%	29	53.7%	54	100%
Instruction in major program of study	0	0.0%	28	51.9%	26	48.1%	54	100%
General education program of study (non-major degree requirements)	5	9.3%	37	68.5%	12	22.2%	54	100%
Instruction in general education courses	3	5.8%	34	65.4%	15	28.8%	52	100%

Students who chose *Dissatisfied* were asked to specify the topic and briefly explain their response:

Topic:	Comment:
General Ed. Program	Some classes I see no need to go that far for my major
General Ed. Program & Instruction in Gen Ed.	Any other teacher I've had, other than my philosophy classes & business classes with Dr. Puett, has been a joke
Instruction in General Ed.	Some instructors advocate elements of marxism/socialism
Instruction in Major & Overall Experience	Teachers are not good at teaching
Overall Experience	many of the full time instructors are detached from reality
Overall Experience	most teachers are not that great, compared to USC

Student Educational Goals

Students were asked to indicate their main goal while attending MTC from a list that included *Learning skills for a new job*, *Earning transfer credits toward a bachelor's degree*, *Upgrading skills for their current job*, and *Learning things for personal benefit or enjoyment*. Subsequently, students were asked if they will accomplish their educational goal. Their responses are displayed in the charts and tables below.

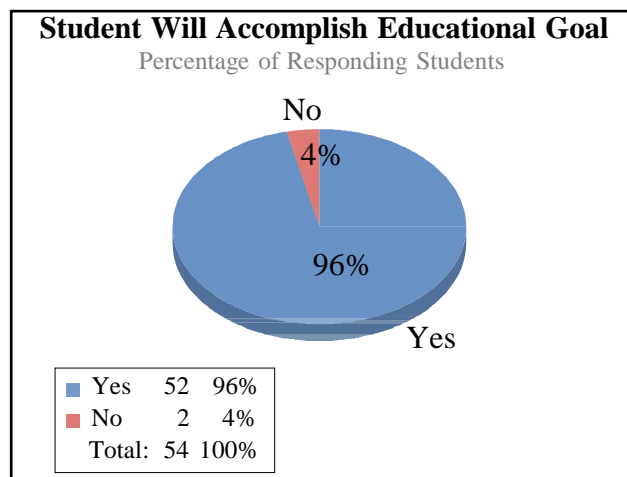


Main Goal at MTC:

	Total	
	N	%
To learn skills that would help me get a new job	29	53.7%
To earn transfer credit toward a bachelor's degree	10	18.5%
To learn things for my personal benefit or enjoyment	9	16.7%
To upgrade skills that would help me in my current job	6	11.1%
Total	54	100.0%

Will Accomplish Main Goal at MTC:

	Total	
	N	%
Yes	52	96.3%
No	2	3.7%
Total	54	100.0%



Student Educational Profile

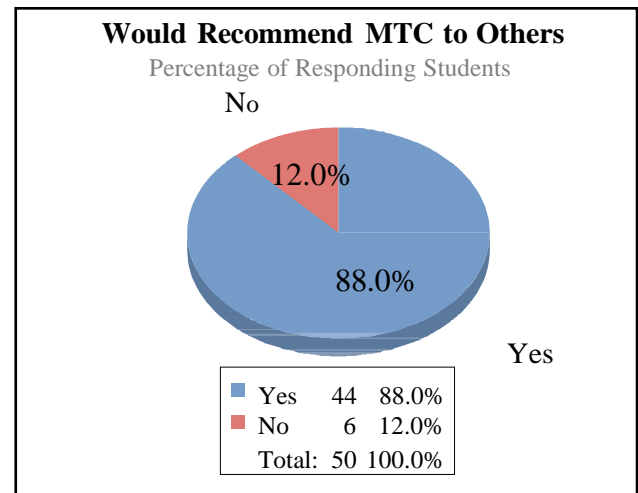
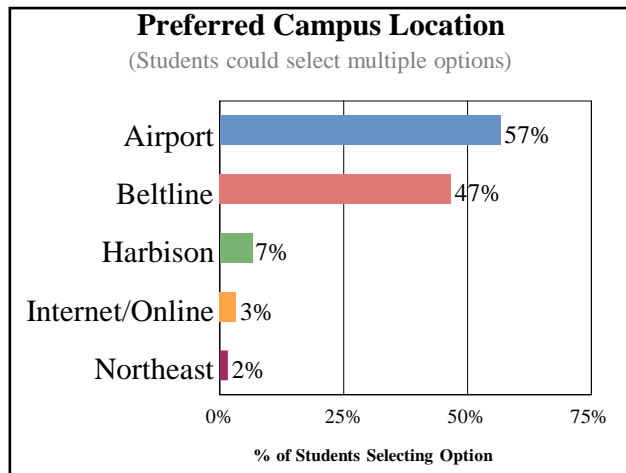
Students were asked about their class time preference, enrollment status, their preferred campus location(s), if they would recommend MTC to others, and whether or not they would choose MTC again if they could start over. Their responses appear below.

Class Time Preference:

	Total	
	N	%
Day	48	88.9%
Evening	6	11.1%
Total	54	100.0%

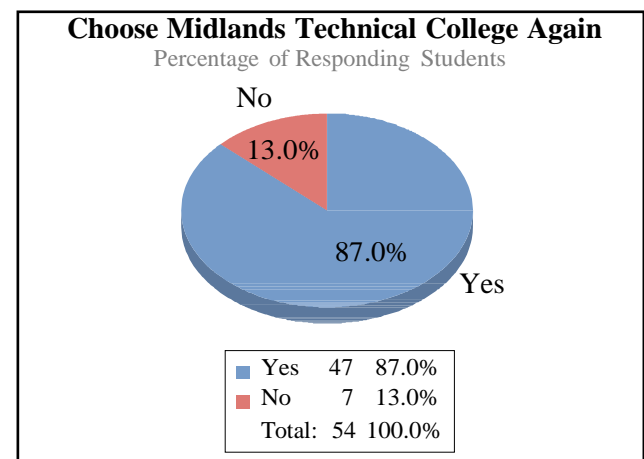
Enrollment Status:

	Total	
	N	%
Full-time	33	73.3%
Part-time	12	26.7%
Total	45	100.0%



Choose MTC Again:

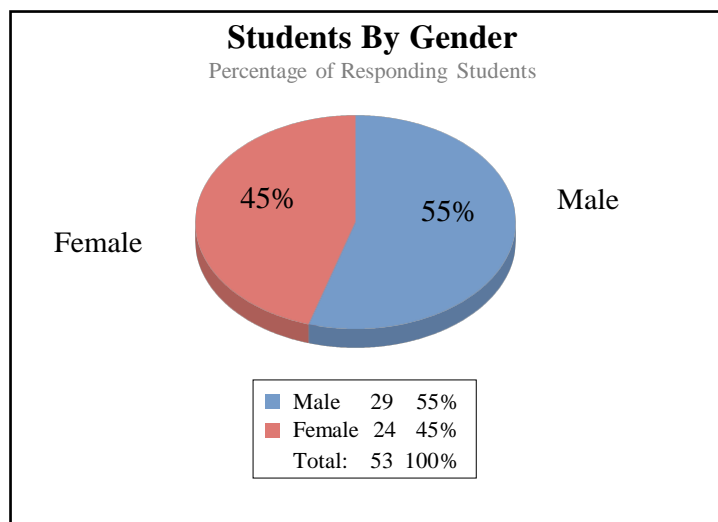
	Total	
	N	%
Definitely Yes	19	35.2%
Probably Yes	28	51.9%
Probably Not	6	11.1%
Definitely Not	1	1.9%
Total	54	100.0%



Demographic Profile

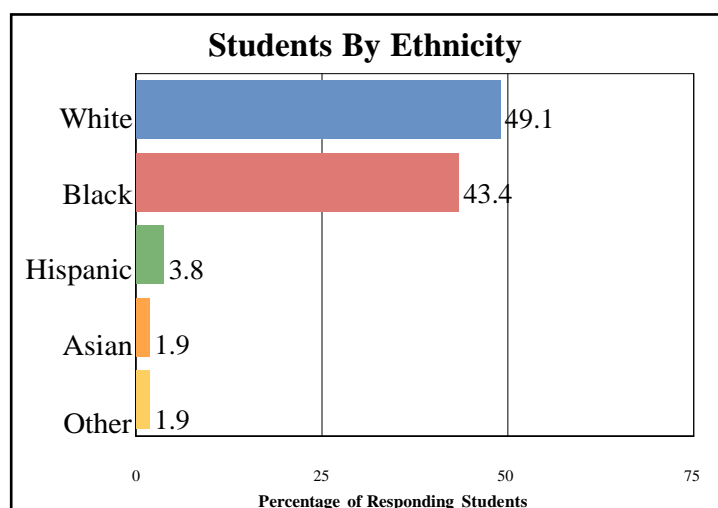
Gender of Students:

	Total	
	N	%
Male	29	54.7%
Female	24	45.3%
Total	53	100.0%



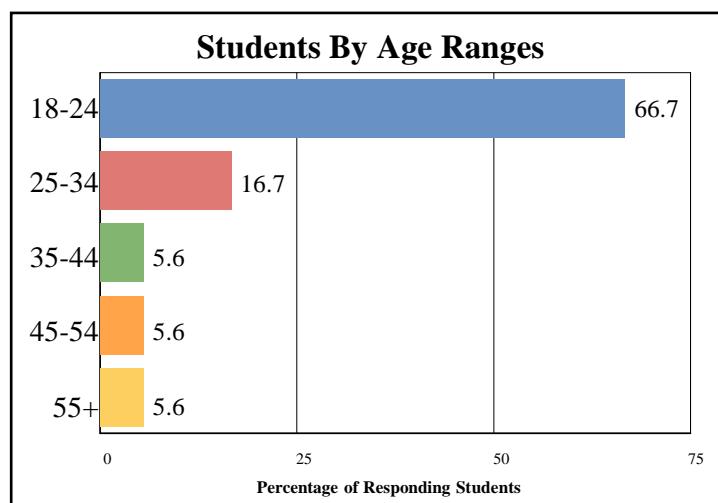
Ethnicity of Students:

	Total	
	N	%
White/Non Hispanic	26	49.1%
Black/African American	23	43.4%
Hispanic	2	3.8%
Asian/Pacific Islander	1	1.9%
Other	1	1.9%
Total	53	100.0%



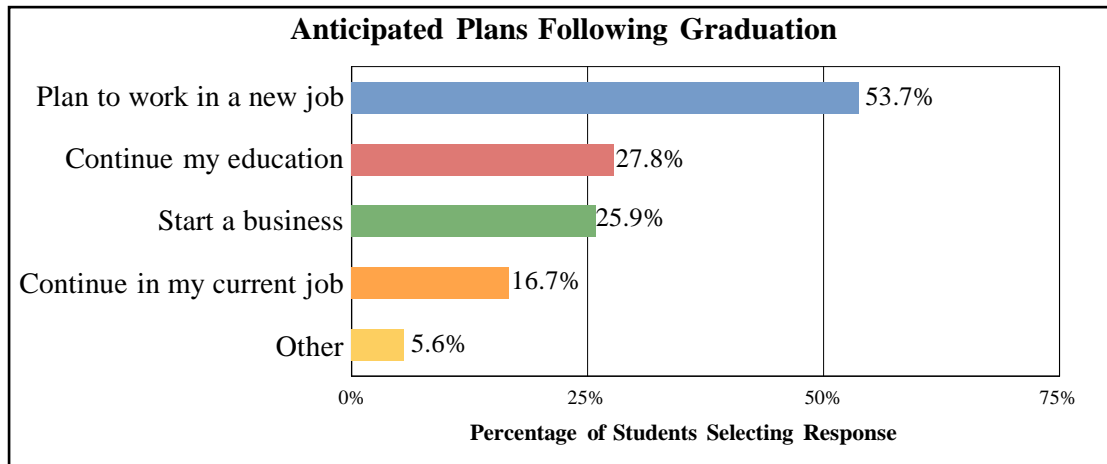
Age of Students:

Age Range of Responding Students N = 54		
Average Age	Minimum	Maximum
27	19	61



Post Graduation Plans

Students were asked about their anticipated plans after graduation including listing the college they planned to attend and their planned major, if continuing their education. The following tables and charts show their responses.

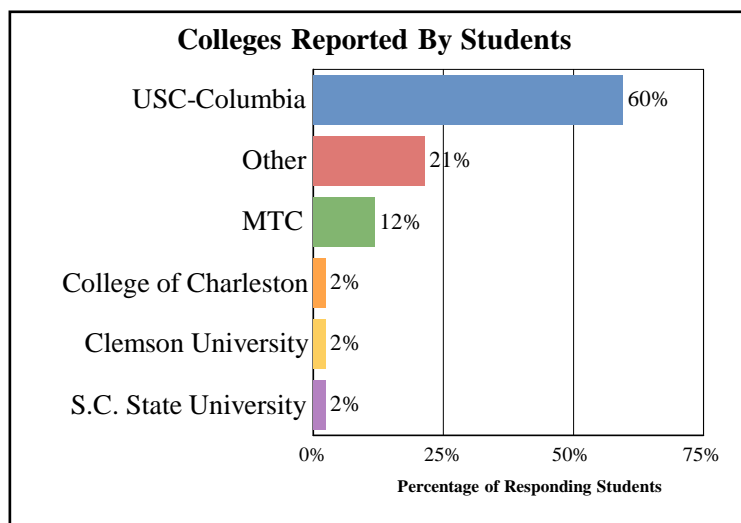


Data Table: (students could select more than one response)

	Total	
	N	% Selecting Response
Plan to work in a new job	29	53.7%
Continue my education	15	27.8%
Start a business	14	25.9%
Continue in my current job	9	16.7%
Other	3	5.6%

Other plans submitted by students

Start on my marketing courses for a job
 Start a new business (Long term goal)
 Already started my own business which is doing well



Other colleges submitted

	Total	
	responses	
Art Institute of Charleston	2	4.8%
Columbia College	2	4.8%
out of state	2	4.8%
Undecided	3	7.1%

Majors submitted by students planning to continue their education:

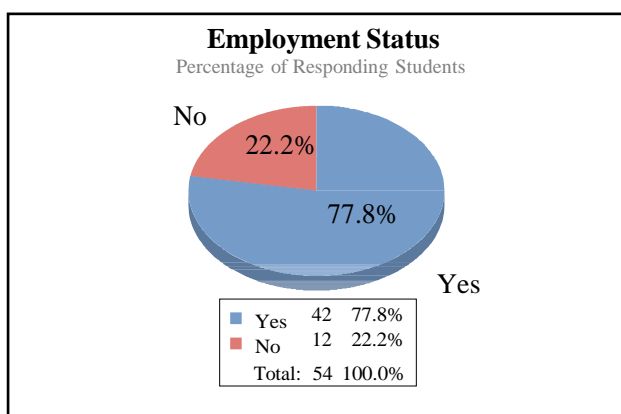
Bdg Construction	Bus. (mgt. or acc.)	Bus. (mkt. or acc.)	Bus. Admin (n=2)	Business (n=2)
Communications	Criminal Justice	Culinary Arts (n=2)	Education (n=2)	Graphic/Web Design
IT	Law	Massage Therapy	Mgt (n=8)	Mgt/HR
Mkt (n=3)	Mkt/Mgt (n=2)	Undecided		

Employment Profile

Students were asked about their employment status and the number of hours they work per week. Their responses appear below. A list of student job titles and employers is provided on page 137.

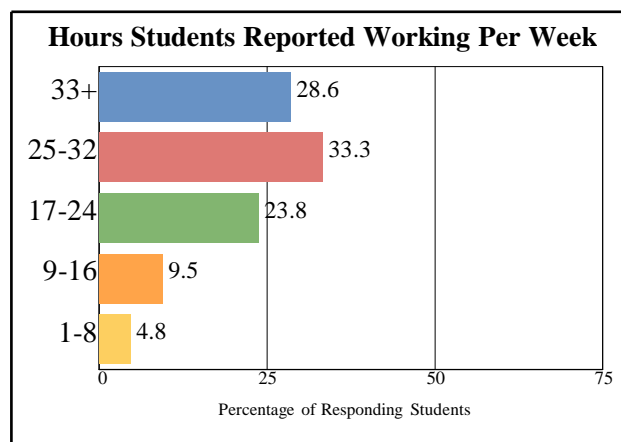
Employment Status:

	Total	
	N	%
Yes	42	77.8%
No	12	22.2%
Total	54	100.0%



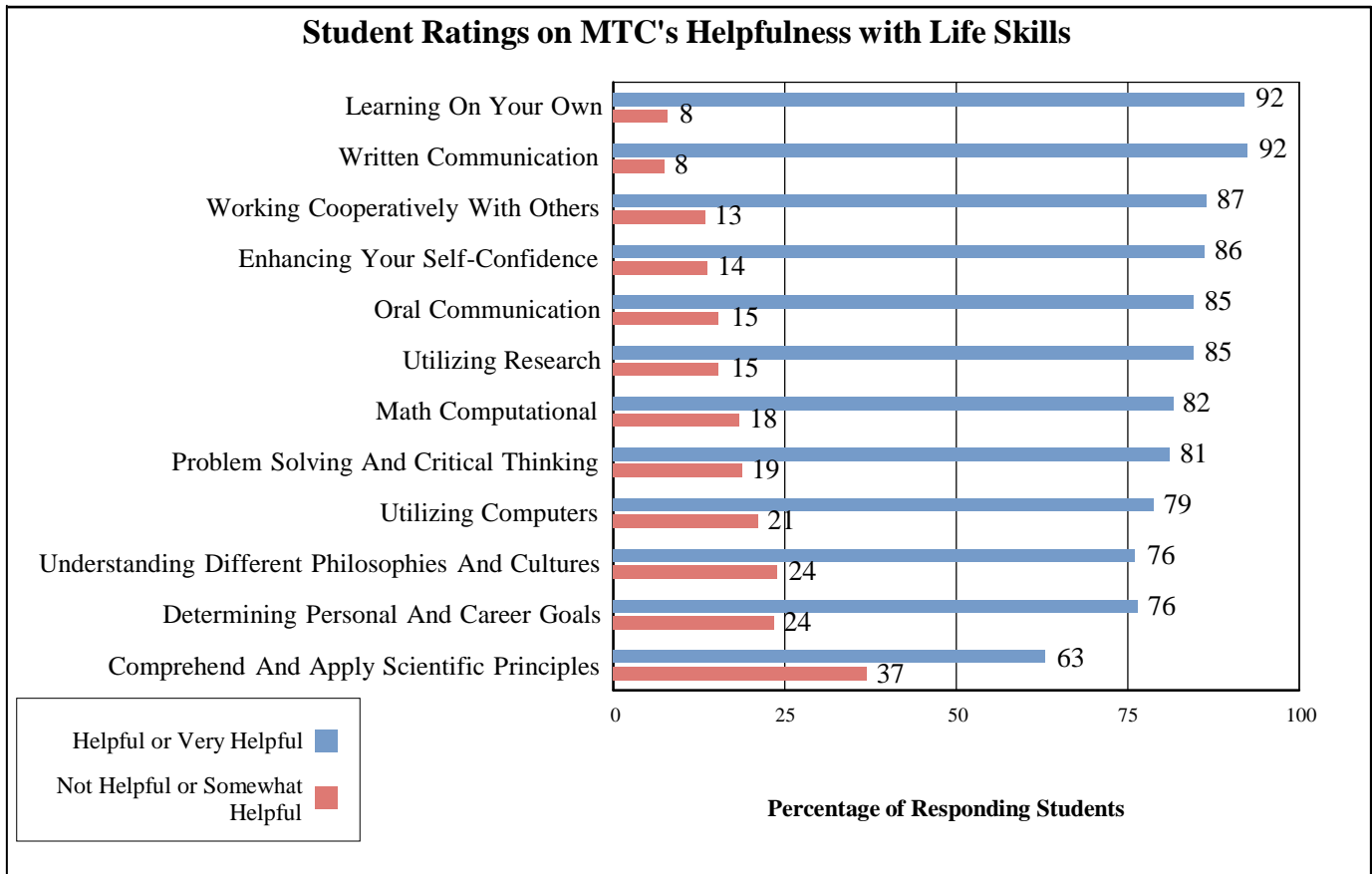
Hours Worked Per Week:

	Total	
	N	%
33+	12	28.6%
25-32	14	33.3%
17-24	10	23.8%
9-16	4	9.5%
1-8	2	4.8%
Total	42	100.0%



Personal Growth/Life Skills

Students rated MTC's impact on their skill development in 12 areas. The chart below displays the **Helpful** and **Very Helpful** responses compared to the **Not Helpful** and **Somewhat Helpful** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The following data table shows the count and percentage for each response given.

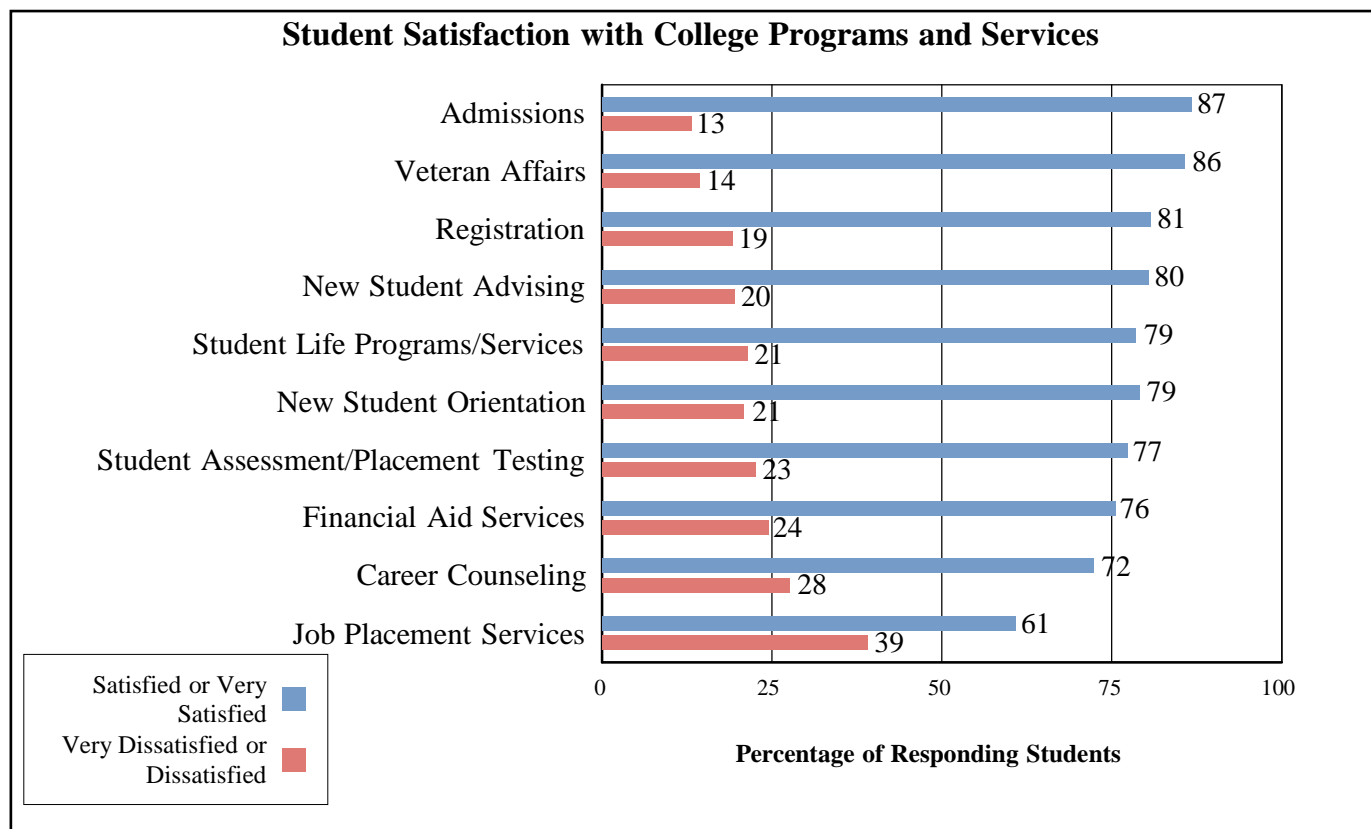


Data Table:

	Not Helpful		Somewhat Helpful		Helpful		Very Helpful		Total	
	N	%	N	%	N	%	N	%	N	%
Learning On Your Own	1	2.0%	3	6.0%	28	56.0%	18	36.0%	50	100%
Written Communication	0	0.0%	4	7.5%	33	62.3%	16	30.2%	53	100%
Working Cooperatively With Others	1	1.9%	6	11.5%	28	53.8%	17	32.7%	52	100%
Enhancing Your Self-Confidence	3	5.9%	4	7.8%	28	54.9%	16	31.4%	51	100%
Oral Communication	1	1.9%	7	13.5%	29	55.8%	15	28.8%	52	100%
Utilizing Research	1	1.9%	7	13.5%	29	55.8%	15	28.8%	52	100%
Math Computational	3	6.1%	6	12.2%	29	59.2%	11	22.4%	49	100%
Problem Solving And Critical Thinking.	1	1.9%	9	17.0%	27	50.9%	16	30.2%	53	100%
Utilizing Computers	4	7.7%	7	13.5%	26	50.0%	15	28.8%	52	100%
Understanding Different Philosophies And Cultures	2	4.3%	9	19.6%	19	41.3%	16	34.8%	46	100%
Determining Personal And Career Goals	2	3.9%	10	19.6%	22	43.1%	17	33.3%	51	100%
Comprehend And Apply Scientific Principles	6	13.0%	11	23.9%	22	47.8%	7	15.2%	46	100%

College Programs & Services

Students were asked to indicate their level of satisfaction with ten college programs and services. The chart below compares the **Satisfied** and **Very Satisfied** responses to the **Dissatisfied** and **Very Dissatisfied** responses, the four choices on the scale. **Not Applicable** responses were removed before analysis. The data table following shows the count and percentage for each response given.



Data Table:

	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Total	
	N	%	N	%	N	%	N	%	N	%
Admissions	2	3.8%	5	9.4%	39	73.6%	7	13.2%	53	100%
Veteran Affairs	1	4.8%	2	9.5%	15	71.4%	3	14.3%	21	100%
Registration	5	9.6%	5	9.6%	33	63.5%	9	17.3%	52	100%
New Student Advising	3	6.5%	6	13.0%	27	58.7%	10	21.7%	46	100%
Student Life Programs/Services	2	7.1%	4	14.3%	17	60.7%	5	17.9%	28	100%
New Student Orientation	4	9.3%	5	11.6%	26	60.5%	8	18.6%	43	100%
Student Assessment/Placement Testing	2	3.8%	10	18.9%	29	54.7%	12	22.6%	53	100%
Financial Aid Services	7	14.3%	5	10.2%	26	53.1%	11	22.4%	49	100%
Career Counseling	2	6.9%	6	20.7%	18	62.1%	3	10.3%	29	100%
Job Placement Services	2	8.7%	7	30.4%	11	47.8%	3	13.0%	23	100%

**Table 3 – Organization Performance Results
Management/Marketing Program-Employer Survey Data**

Employers of graduates who completed the Management/Marketing (MGT/MKT) Program at Midlands Technical College between 2006 and 2011 were surveyed as part of an internal program review process. The tables reflect the satisfaction with the skills and performance of MTC graduates including their general education skills, business knowledge, and professional skills. Employers are also asked to rate their graduate's preparation for employment and overall job performance.

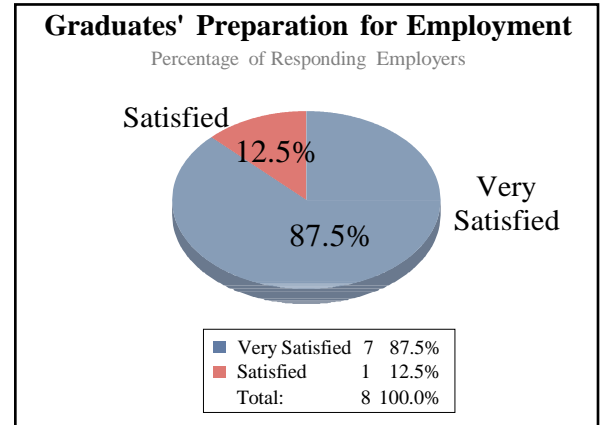
The tables below present data result of the 2011-2012 *Management/Marketing Survey* (See Site Exhibit 1-E, Academic Program Review). Contact information for surveyed employers was provided by alumni responding to the *2011-2012 Management/Marketing Program Alumni Survey*, conducted in August and September 2011. MGT/MKT graduates from the past five years (2006-2011) were invited to participate in the alumni survey. Eleven (11) of the 60 responding alumni gave permission to survey their employers. Eight (8) of the 11 employers responded yielding a response rate of 73%.

Preparation of Graduates

Employers indicated their level of satisfaction with the preparation of MTC graduates for employment with their company and their satisfaction with the MTC graduate's overall on-the-job performance. Employers were also asked if they would recommend MTC graduates to other employers. The following charts and tables show employer responses.

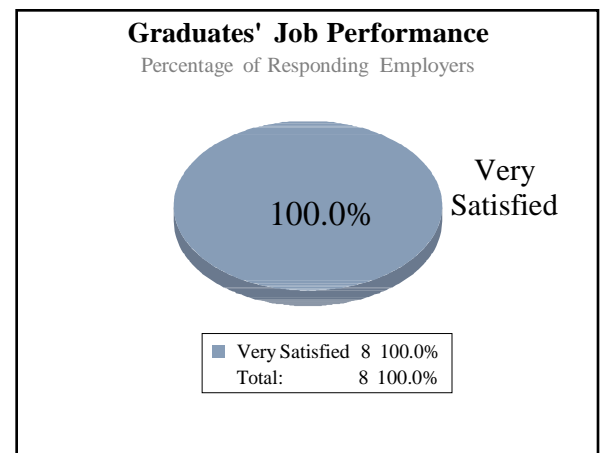
Preparation of Graduates for Employment:

	Total	
	N	%
Very Satisfied	7	87.5%
Satisfied	1	12.5%
Total	8	100.0%



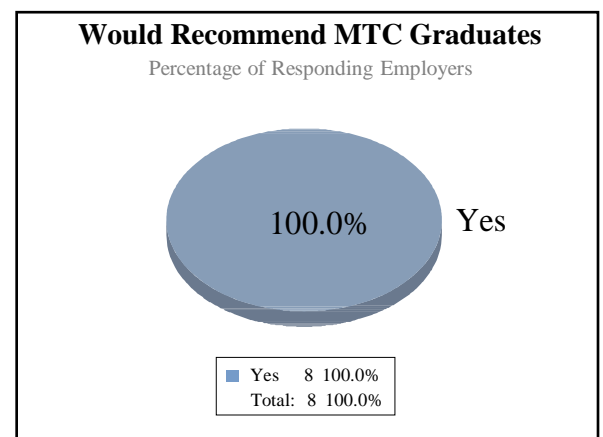
Overall Job Performance of Graduates:

	Total	
	N	%
Very Satisfied	8	100.0%
Total	8	100.0%



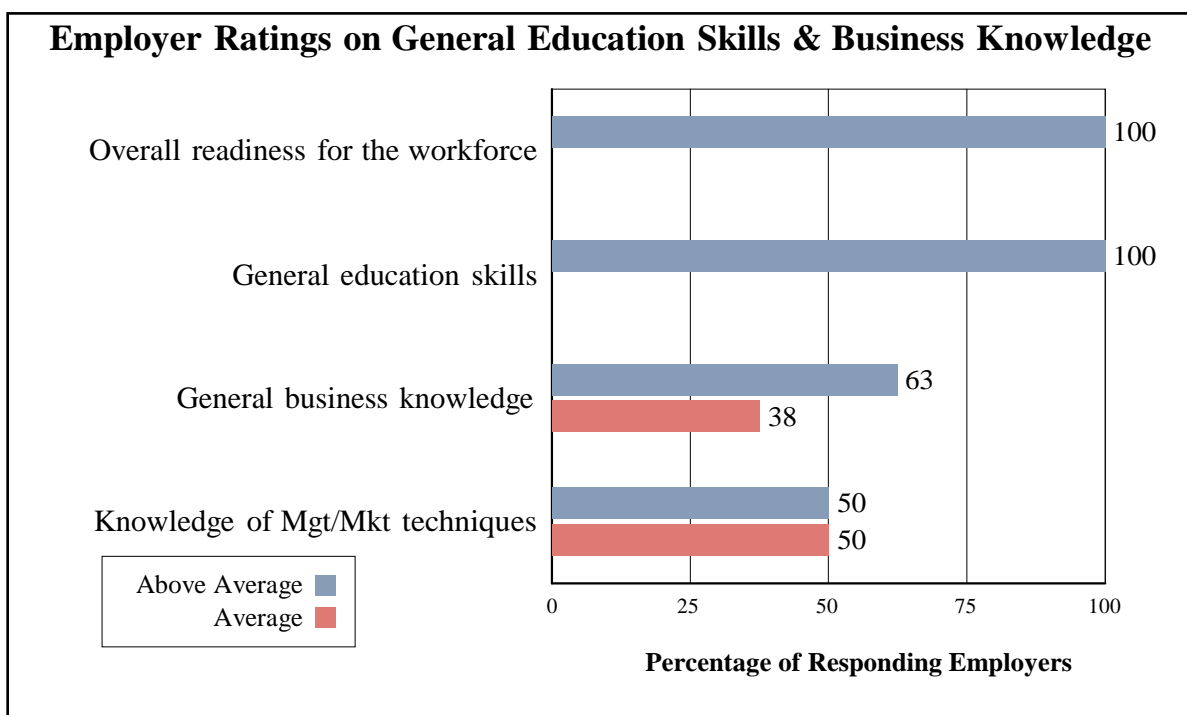
Would Recommend MTC Graduates to Other Employers:

	Total	
	N	%
Yes	8	100.0%
Total	8	100.0%



General Education Skills and Business

Employers rated graduates on their general education skills and business knowledge, as well as their readiness for the workforce using the responses **Above Average**, **Average**, and **Below Average**. **Not Applicable** responses were removed before analysis. The chart and table below show the count and/or percentage for each response given.

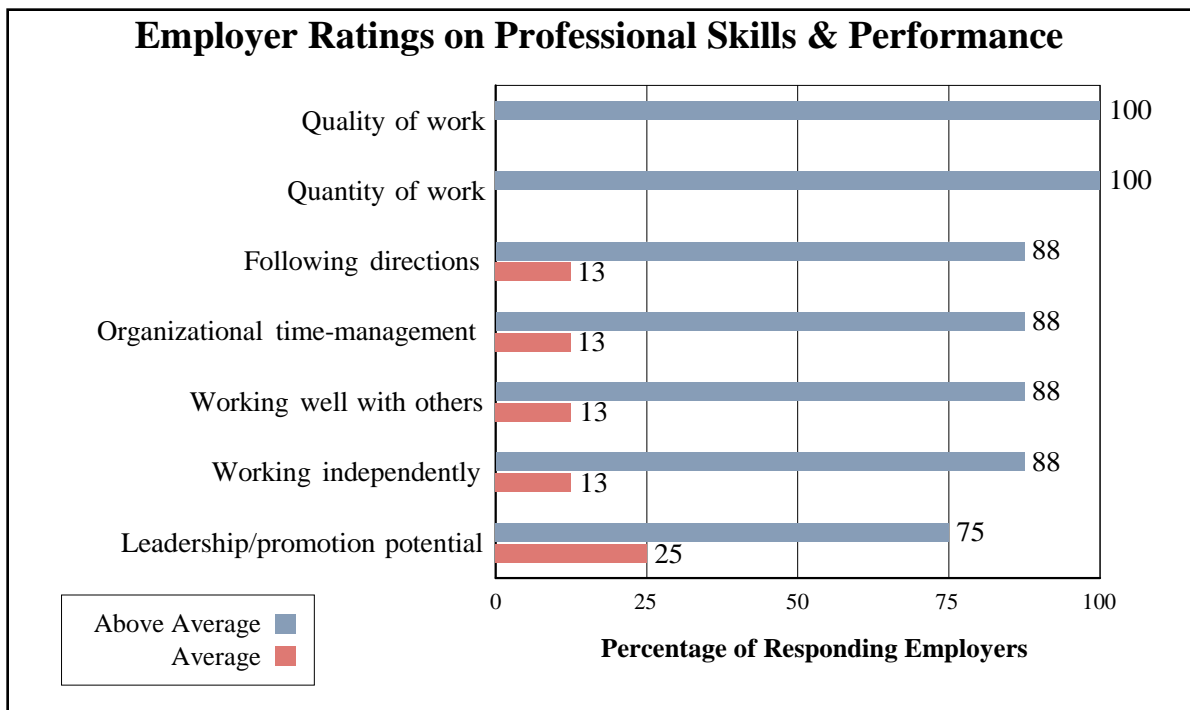


Data Table:

	Average		Above Average		Total	
	N	%	N	%	N	%
Overall Readiness for the Workforce	0	0.0%	8	100.0%	8	100.0%
General Education Skills (Computation, Reasoning, Oral Communication, & Written Communication)	0	0.0%	8	100.0%	8	100.0%
General Business Knowledge	3	37.5%	5	62.5%	8	100.0%
Knowledge of Management/Marketing Techniques	4	50.0%	4	50.0%	8	100.0%

Professional Skills and Performance

Employer rated graduates on their professional skills and performance using the responses **Above Average**, **Average**, and **Below Average**. **Not Applicable** responses were removed before analysis. The chart and table below show the count and/or percentage for each response give.



Data Table:

	Average		Above Average		Total	
	N	%	N	%	N	%
Quality of Work Accomplished	0	0.0%	8	100.0%	8	100.0%
Quantity of Work Accomplished	0	0.0%	8	100.0%	8	100.0%
Following Directions	1	12.5%	7	87.5%	8	100.0%
Organizational Time-management Skills	1	12.5%	7	87.5%	8	100.0%
Working Cooperatively With Others	1	12.5%	7	87.5%	8	100.0%
Working Independently	1	12.5%	7	87.5%	8	100.0%
Leadership/Promotion Potential	2	25.0%	6	75.0%	8	100.0%

Responding Employers and Employee Job Titles

Supervisors of MTC graduates from the following agencies/companies responded to the 2011-2012 Management/Marketing Program Employer Survey and appear with the responding supervisor's title and the employee or graduate's job title. Employers were asked if they would be interested in serving on the MTC Business Advisory Committee. Their responses are reported below.

<i>Agency Name</i>	<i>Supervisor's Title</i>	<i>Employee's Title</i>	<i>Interested in Serving on the Advisory Committee?</i>
Camden Military Academy	Commandant of Cadets	Dining Faculty Supervisor	No
Innovative Solutions	President/Owner	Operation Administrator	No
MTC- Counseling, Career, & Disability Office	Administrative Assistant	Disability Office Assistant	No
Palmetto Citizens Federal Credit Union	Supervisor	Member Service Rep.	No
Reyland Medical	Owner	Office Manager/Billing	Yes
U.S. Postal Service	Supervisor, Customer Services	City Letter Carrier	Yes
UPS	Air Division Manager	Full Time Operations Supervisor	No
USC School of Medicine	Administrative Director	Student Services Program Coordinator II	No

Table 4 – Faculty Qualifications

Analysis of Results							
Name	Major Teaching Field	Courses Taught	Sections	Total Credits	All Earned Degrees	Profession Certifications and Supporting Activities	ACBSP Qualification
						18 graduate cr. hrs. in field Two Years' Work Experience Teaching Excellence Professional Certifications Publications	Master's Doctorate Professional Exception
Baxla, Bob	Management	BUS 101 Introduction to Business BUS 130 Business Communications	1 1	3 3	MA - Management BS - Mgt./Health Care		Master's
Bell, Kristian	Management	MGT 101 Principles of Management	1	3	MA - Management and Leadership BS - Criminal Justice		Master's
Black, Dan	Management	BUS 130 Business Communications	3	9	MMC - Journalism BS - Journalism		Master's
Blake, Dan	Accounting	ACC 101 Accounting Principles I ACC 102 Accounting Principles II ACC 111 Accounting Concepts ACC 112 Organizational Accounting	1 1 3 2	3 3 9 6	MBA - Accounting BS - Accounting	18 Graduate Credit Hours	Master's
Breazeale, Edwin (Full-time)	Management Marketing	BUS 101 Introduction to Business MGT 101 Principles of Management MKT 101 Marketing	9 2 4	27 6 12	MBA BS - Management BS - Accounting		Master's
Brown, Jeff	Accounting	ACC 111 Accounting Concepts ACC 112 Organizational Accounting ACC 202 Intermediate Accounting II ACC 230 Cost Accounting I	1 1 1 1	3 3 3 3	BS - Accounting	CPA Professional work experience	Professional

Analysis of Results

Name	Major Teaching Field	Courses Taught	Sections	Total Credits	All Earned Degrees	Profession Certifications and Supporting Activities	ACBSP Qualification
Caraway, Jeremy	Management Marketing	BUS 101 Introduction to Business MKT 101 Marketing MGT 101 Principles of Management	1 1 1	3 3 3	MBA BS - Business		Master's
Chastain, Walter	Accounting	BAF 101 Personal Finance BAF 201 Principles of Finance	3 2	9 6	MBA BA - Economics and Bus.		Master's
Cooke, Sheldon	Management	MGT 101 Principles of Management MGT 201 Human Resource Mgt. MGT 240 Mgt. Decision Making	1 1 1	3 3 3	MA - Management BS - Management		Master's
Cooper, Myrtle (Full-time)	Management Marketing	BUS 101 Introduction to Business MGT 120 Small Business Management MKT 101 Marketing MKT 110 Retailing	7 2 5 2	21 6 15 6	MBA BS - Business Education		Master's
Cox, Brad (Full-time)	Management Marketing	BUS 110 Entrepreneurship BUS 210 Intro. to E-Commerce in Bus. MGT 101 Principles of Management MGT 150 Fund. of Supervision MGT 201 Human Resource Mgt. MGT 240 Mgt. Decision Making MKT 110 Retailing MKT 120 Sales Principles	2 1 6 1 1 1 1 2	6 3 18 3 3 3 3 6	MBA BS - Management		Master's
Criswell, Any	Marketing	MKT 101 Marketing	1	3	MS - Marketing MA - Publications Design BA - Social Science		Master's
Cunningham, Gina	Management Marketing	MKT 101 Marketing	2	6	MS - Business Leadership BA - Communications	Adv. Certificate in Marketing Professional work experience	Master's

Analysis of Results

Name	Major Teaching Field	Courses Taught	Sections	Total Credits	All Earned Degrees	Profession Certifications and Supporting Activities	ACBSP Qualification
Davis, Alicia	Accounting	ACC 101 Accounting Principles I ACC 102 Accounting Principles II	2 2	6 6	MA - Accounting BS - Accounting		Master's
DeMarino, Dan	Management Marketing	BUS 121 Business Law I MKT 101 Marketing	3 1	9 3	MBA BA - Social Science		Master's
Duus, Lori (Full-time)	Management	BUS 130 Business Communications MGT 101 Principles of Management MGT 150 Fund. of Supervision MGT 240 Mgt. Decision Making	4 3 3 2	12 9 9 6	MS - Management BA - Management		Master's
Ergle, Sharen	Accounting	ACC 101 Accounting Principles I ACC 102 Accounting Principles II ACC 112 Organizational Accounting	2 1 1	6 3 3	MA - Accounting BA - Accounting		Master's
Evans, Janice	Management Marketing	MGT 101 Principles of Management MKT 101 Marketing	1 1	3 3	MS - Human Resource Mgt. BS - Bus. Administration	22 Grad. Credit Hrs. toward MBA with Adv. Marketing Mgt.	Exception
Faust, Viola	Accounting	ACC 150 Payroll Accounting ACC 203 Intermediate Accounting III	1 1	3 3	MBA - Accounting BA - Accounting		Master's
Gilliard, Tawanda	Management Marketing	BAF 201 Principles of Finance BUS 130 Business Communications BUS 210 Intro. to E-Commerce in Bus. MGT 240 Mgt. Decision Making MKT 120 Sales Principles	2 1 1 1 1	6 3 3 3 3	MBA MA - Finance BA - Education		Master's
Golden, Takiyah	Management Marketing	MGT 150 Fund. of Supervision	2	6	MBA BS - Mgt./Organizational Behavior		Master's
Gunter, Vann	Management	BUS 101 Introduction to Business	2	6	MA - Education BS - Management	Professional work experience 18 Graduate Credit Hours	Professional

Analysis of Results

Name	Major Teaching Field	Courses Taught	Sections	Total Credits	All Earned Degrees	Profession Certifications and Supporting Activities	ACBSP Qualification
Hart-Anderson, Deltrease	Accounting	ACC 111 Accounting Concepts ACC 112 Organizational Accounting	3 1	9 3	MA - Accounting BA - Accounting		Master's
Harvin, Duane	Management Marketing	BUS 101 Introduction to Business BUS 110 Entrepreneurship	1 1	3 3	MBA		Master's
Hawkins, Melvin (Full-time)	Management	BUS 130 Business Communications MGT 201 Human Resource Mgt.	2 2	6 6	MPA BS - Business	CPM ACBSP - Teaching Excellence Award Professional work experience	Professional
Heriot, Geoffrey	Accounting	ACC 102 Accounting Principles II	1	3	MA - Accounting	CMA	Master's
Hill, Sarah	Accounting	ACC 101 Accounting Principles I ACC 111 Accounting Concepts	1 3	3 9	MA - Accounting BA - Accounting	CPA	Master's
James, William	Accounting	ACC 201 Intermediate Accounting I ACC 202 Intermediate Accounting II	1 1	3 3	MBA MA - Accounting BA - Accounting		Master's
Johnston, Brickey	Management Marketing	BUS 101 Introduction to Business BUS 110 Entrepreneurship BUS 210 Intro. to E-Commerce in Bus. MKT 101 Marketing	3 1 1 1	9 3 3 3	MBA BA - Management	PHR Certification	Master's
Killey, Jean (Full-time)	Accounting	ACC 101 Accounting Principles I ACC 102 Accounting Principles II ACC 150 Payroll Accounting BAF 201 Principles of Finance	6 3 3 4	18 9 9 12	MS - Accounting BS - Accounting		Master's
Lesslie, Len	Accounting	ACC 112 Organizational Accounting ACC 124 Individual Tax Procedures ACC 201 Intermediate Accounting I	1 1 1	3 3 3	BS - Insurance and Economic Security	CPA Professional work experience 15 Credit Hours in Accounting	Exception

Analysis of Results

Name	Major Teaching Field	Courses Taught	Sections	Total Credits	All Earned Degrees	Profession Certifications and Supporting Activities	ACBSP Qualification
Lewis, John	Management Marketing	BUS 240 Business Statistics MGT 120 Small Business Management	4 2	12 6	MBA BA - Business		Master's
Martin, Charvae	Management Marketing	BUS 130 Business Communications BUS 210 Intro. to E-Commerce in Bus.	1 1	3 3	MBA BA - Office Admin.		Master's
McMillion, Steve (Full-time)	Accounting Management Marketing	ACC 224 Business Taxation ACC 230 Cost Accounting I BAF 101 Personal Finance BUS 240 Business Statistics MGT 120 Small Business Management	2 1 4 4 2	6 3 12 12 6	MBA BS - Accounting	18 Credit Hours in Accounting Professional work experience NISOD Teaching Excellence Award	Master's
Meek-Steelman, Elizabeth	Accounting	ACC 102 Accounting Principles II	1	3	MPACC - Accounting	CPA	Master's
Moultrie, Gwen (Full-time)	Management	BUS 130 Business Communications MGT 101 Principles of Management MGT 255 Organizational Behavior	8 2 2	24 6 6	MA - Management BS - Public Affairs		Master's
Nestor, Ron	Accounting	ACC 111 Accounting Concepts	2	6	BS - Accounting BS - Finance	CPA Professional work experience	Professional
Peacock, Kandy	Management	MGT 101 Principles of Management	1	3	MA - Human Recourse Development		Master's
Porcari, Tom	Management Marketing	BUS 121 Business Law I MKT 101 Marketing	5 1	15 3	MBA BA - Business/Marketing		Master's
Puett, Joe (Full-time)	Management Marketing	BUS 110 Entrepreneurship BUS 250 Intro. to International Bus. BUS 260 Insurance Principles MKT 260 Marketing Management MKT 270 Internet Research and Marketing	2 4 2 2 2	6 12 6 6 6	DBA MS - Bus. Administration AB - History		Doctorate

Analysis of Results

Name	Major Teaching Field	Courses Taught	Sections	Total Credits	All Earned Degrees	Profession Certifications and Supporting Activities	ACBSP Qualification
Roche, Patricia	Management Marketing	BUS 130 Business Communications	1	3	MBA		Master's
Rookard, Crystal	Management	BUS 121 Business Law I	2	6	JD BA - Political Science		Doctorate
Smith, Harvey (Full-time)	Accounting	ACC 101 Accounting Principles I	2	6	MBA - Accounting	CIA	Master's
		ACC 102 Accounting Principles II	3	9	MBA - Computers Info.		
		ACC 111 Accounting Concepts	4	12	Resource Management		
		ACC 201 Intermediate Accounting I	1	3	BS - Bus. Administration		
		ACC 202 Intermediate Accounting II	1	3			
		ACC 203 Intermediate Accounting III	1	3			
Springer, Cindy (Full-time)	Management Marketing	BUS 121 Business Law I	5	15	MBA		Master's
		BUS 210 Intro. to E-Commerce in Bus.	2	6	MS - Management		
		MGT 101 Principles of Management	2	6	BS - Computer Info.		
		MKT 110 Retailing	2	6	Systems		
		MKT 240 Advertising	3	9			
Tillotson, Dave	Accounting	ACC 111 Accounting Concepts	2	6	MBA	CPA Professional work experience	Professional
		ACC 112 Organizational Accounting	2	6	BA - Finance/Accounting/ Management		
		ACC 201 Intermediate Accounting I	1	3			
		BAF 101 Personal Finance	1	3			
Wagers, Barbara (Full-time)	Accounting	ACC 101 Accounting Principles	4	12	MA - Accounting	CPA, CIA	Master's
		ACC 112 Organizational Accounting	2	6	BA - Accounting		
		ACC 240 Computerized Accounting	2	6			
		ACC 245 Accounting Applications	2	6			
		ACC 246 Integrated Accounting	2	6			
		ACC 260 Auditing	2	6			

Analysis of Results

Name	Major Teaching Field	Courses Taught	Sections	Total Credits	All Earned Degrees	Profession Certifications and Supporting Activities	ACBSP Qualification
White, Trinai	Accounting	ACC 101 Accounting Principles I ACC 102 Accounting Principles II	2 1	6 3	MA - Accounting BA - Business	CPA	Master's
Zambrano, Beth	Management Marketing	BUS 121 Business Law I BUS 210 Intro. to E-Commerce in Bus. MGT 240 Business Statistics MKT 101 Marketing MKT 120 Sales Principles	2 1 1 1 1	6 3 3 3 3	MBA BA - Management		Master's

Exception - Adjunct faculty Janice Evans has Master's degree in Human Resource Management and 22 earned credit hours applied toward a Masters of Business Administration.

Exception – Adjunct faculty Len Lesslie is a Certified Public Accountant (CPA) with work experience as a practicing CPA and 15 earned credit hours in accounting for an earned BS degree.

Table 5 – FTE and Faculty Composition

Name	ACBSP Qualification	Credit Hours Taught	Master's/ Doctorate FTE	Professional FTE	Professional Adjunct	Exceptions Adjunct
Baxla, Bob	Master's	6	0.17			
Bell, Kristian	Master's	3	0.08			
Black, Dan	Master's	9	0.25			
Blake, Dan	Master's	21	0.58			
Breazeale, Edwin (Full-time)	Master's	45	1.25			
Brown, Jeff	Professional	12			0.33	
Caraway, Jeremy	Master's	9	0.25			
Chastain, Walter	Master's	15	0.42			
Cooke, Sheldon	Master's	9	0.25			
Cooper, Myrtle (Full-time)	Master's	48	1.33			
Cox, Brad (Fulltime)	Master's	45	1.25			
Criswell, Any	Master's	3	0.08			
Cunningham, Gina	Master's	6	0.17			
Davis, Alicia	Master's	12	0.33			
DeMarino, Dan	Master's	12	0.33			
Duus, Lori (Full-time)	Master's	36	1.00			
Ergle, Sharen	Master's	12	0.33			
Evans, Janice	Master's	3	0.08			
	Exception	3				0.08
Faust, Viola	Master's	6	0.17			
Gilliard, Tawanda	Master's	18	0.50			
Golden, Tia	Master's	6	0.17			
Gunter, Vann	Professional	6			0.17	

Name	ACBSP Qualification	Credit Hours Taught	Master's/ Doctorate FTE	Professional FTE	Professional Adjunct	Exceptions Adjunct
H-Anderson, Deltrease	Master's	12	0.33			
Harvin, Duane	Master's	6	0.17			
Hawkins, Melvin (Full-time)	Professional	12		0.33		
Herot, Geoffrey	Master's	3	0.08			
Hill, Sarah	Master's	12	0.33			
James, William	Master's	6	0.17			
Johnston, Brickey	Master's	18	0.50			
Killey, Jean (Full-time)	Master's	48	1.33			
Lesslie, Len	Exception	9				0.25
Lewis, John	Master's	18	0.50			
Martin, Charvae	Master's	6	0.17			
McMillion, Steve (Full-time)	Master's	39	1.08			
Meek-Steelman, E.C.	Master's	3	0.08			
Moultrie, Gwen (Full-time)	Master's	36	1.00			
Nestor, Ron	Professional	6			0.17	
Peacock, Kandy N.	Master's	3	0.08			
Porcari, Tom	Master's	18	0.50			
Puett, Joe (Full-time)	Doctorate	36	1.00			
Roche, Patricia N.	Master's	3	0.08			
Rookard, Crystal	Doctorate	6	0.17			
Smith, Harvey (Full-time)	Master's	36	1.00			
Springer, Cindy (Full-time)	Master's	42	1.17			
Tillotson, Dave	Professional	18			0.50	
Wagers, Barbara	Master's	42	1.17			

Name	ACBSP Qualification	Credit Hours Taught	Master's/ Doctorate FTE	Professional FTE	Professional Adjunct	Exceptions Adjunct
White, Trinai	Master's	9	0.25			
Zambrano, Elizabeth	Master's	18	0.50			
Totals		810	20.67	0.33	1.17	0.33
Qualification	Total Hours Taught During Self-Study Year	Total Hours FTE Teaching Load (Based on 36 Credit Hours)	Total Hours Adjunct Teaching Load (Based on 36 Credit Hours)	Percent of Total Hours Taught FTE	Percent of Total Hours Taught Adjunct	Total Combined FTE and Adjunct
Master's/Doctorate	744	453	291	55.9%	35.9%	91.8%
Professional	54	12	42	1.5%	5.2%	6.7%
Exception	12	0	12	0.0%	1.5%	1.5%
Totals	810	465	345	57.4%	42.6%	100.0%

Table 6-A – Accounting Curriculum Summary

Name of Major/Program: **Accounting**

Total Number of Hours for Degree: 69

A) Professional Component:

	Course Title	Areas of Study	Credits
ACC 111	Accounting Concepts	A	3
ACC 112	Organizational Accounting	A	3
ACC 102	Accounting Principles II	A	3
BAF 201	Principles of Finance	H	3
BUS 121	Business Law I	E	3
BUS 130	Business Communications	E	3
MGT 101	Principles of Management	I	3

Area total credit hours 21
30.43% of total program hrs

B) General Education:

	Course Title	Educational Goal Area	Credits
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
MAT 102	Intermediate Algebra	6	3
ECO 210	Macroeconomics	6	3
CPT 170	Microcomputer Applications	7	3
	Humanities Elective	2, 3 & 9	3

Area total credit hours 18
26.09% of total program hrs

C) Business Major:

	Course Title	Credits
ACC 201	Intermediate Accounting I	3
ACC 202	Intermediate Accounting II	3
ACC 203	Intermediate Accounting III	3
ACC 224	Business Taxation	3
ACC 245	Accounting Applications	3
ACC 246	Integrated Accounting Software	3
	ACC Electives	9
	BUS Electives	3

Area total credit hours 30
43.48% of total program hrs

Total Program Hours 69

Table 6-B1 – Management (Business Administration) Curriculum Summary

Name of Major/Program: **Management – Business Administration Specialty**

Total Number of Hours for Degree: 66

A) Professional Component:

	Course Title	Areas of Study	Credits
ACC 111	Accounting Concepts	A	3
ACC 102	Organizational Accounting	A	3
BAF 201	Principles of Finance	H	3
BUS 121	Business Law I	E	3
BUS 130	Business Communications	E	3
MGT 101	Principles of Management	I	3
MKT 101	Marketing	F	3

Area total credit hours 21

31.82% of total program hrs

B) General Education:

	Course Title	Educational Goal Area	Credits
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
MAT 155	Contemporary Mathematics	6	3
ECO 210	Macroeconomics	6	3
CPT 170	Microcomputer Applications	7	3
	Humanities Elective	2, 3 & 9	3

Area total credit hours 18

27.27% of total program hrs

C) Business Major:

	Course Title	Credits
BUS 101	Introduction to Business	3
BUS 240	Business Statistics	3
BUS 250	International Business	3
MGT 240	Management Decision Making	3
	Approved Business Electives (5)	15
	Must choose from:	
	BUS 110, BUS 210, BUS 260,	
	MGT 120, MGT 150, MGT 201,	
	MGT 255, MKT 120, MKT 270	

Area total credit hours 27

40.91% of total program hrs

Total Program Hours 66

Table 6-B2 – Management (Finance Administration) Curriculum Summary

Name of Major/Program: **Management – Finance Administration Specialty**

Total Number of Hours for Degree: 66

A) Professional Component:

	Course Title	Areas of Study	Credits
ACC 111	Accounting Concepts	A	3
ACC 102	Organizational Accounting	A	3
BAF 201	Principles of Finance	H	3
BUS 121	Business Law I	E	3
BUS 130	Business Communications	E	3
MGT 101	Principles of Management	I	3
MKT 101	Marketing	F	3

Area total credit hours 21

31.82% of total program hrs

B) General Education:

	Course Title	Educational Goal Area	Credits
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
MAT 155	Contemporary Mathematics	6	3
ECO 210	Macroeconomics	6	3
CPT 170	Microcomputer Applications	7	3
	Humanities Elective	2, 3, 9	3

Area total credit hours 18

27.27% of total program hrs

C) Business Major:

	Course Title	Credits
BUS 101	Introduction to Business	3
BUS 240	Business Statistics	3
BUS 250	International Business	3
MGT 240	Management Decision Making	3
	Approved Business Electives (5)	15
	Must choose from:	
	ACC 112, ACC 124, ACC 150,	
	ACC 245, BAF 101, BUS 110, BUS 260	

Area total credit hours 27

40.91% of total program hrs

Total Program Hours 66

Table 6-B3 – Management (Entrepreneurship) Curriculum Summary

Name of Major/Program: **Management – Entrepreneurship Specialty**

Total Number of Hours for Degree: 66

A) Professional Component:

	Course Title	Areas of Study	Credits
ACC 111	Accounting Concepts	A	3
ACC 102	Organizational Accounting	A	3
BAF 201	Principles of Finance	H	3
BUS 121	Business Law I	E	3
BUS 130	Business Communications	E	3
MGT 101	Principles of Management	I	3
MKT 101	Marketing	F	3
Area total credit hours			21
			of total program
			31.82% hrs

B) General Education:

	Course Title	Educational Goal Area	Credits
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
MAT 155	Contemporary Mathematics	6	3
ECO 210	Macroeconomics	6	3
CPT 170	Microcomputer Applications	7	3
	Humanities Elective	2, 3 & 9	3
Area total credit hours			18
			of total program
			27.27% hrs

C) Business Major:

	Course Title	Credits
BUS 101	Introduction to Business	3
BUS 240	Business Statistics	3
BUS 250	International Business	3
MGT 240	Management Decision Making	3
	Approved Business Electives	15
	Must choose from:	
	BUS 110, BUS 210, MGT 120,	
	MGT 150, MKT 270	
Area total credit hours		27
		of total program
		40.91% hrs
Total Program Hours		66

Table 6-C – Marketing Curriculum Summary

Name of Major/Program: **Marketing**

Total Number of Hours for Degree: 60

A) Professional Component:

	Course Title	Areas of Study	Credits
ACC 111	Accounting Concepts	A	3
ACC 102	Accounting Principles II	A	3
BUS121	Business Law I	E	3
BUS 130	Business Communications	E	3
MGT 101	Principles of Management	I	3
MKT 101	Marketing	F	3

Area total credit hours 18
30% of total program hrs

B) General Education:

	Course Title	Educational Goal Area	Credits
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
MAT 155	Contemporary Mathematics	6	3
ECO 210	Macroeconomics	6	3
CPT 170	Microcomputer Applications		3
	Humanities Elective	2,3 & 9	3

Area total credit hours 18
30% of total program hrs

C) Business Major:

	Course Title	Credits
BAF 201	Principles of Finance	3
BUS 240	Business Statistics	3
MKT 110	Retailing	3
MKT 120	Sales Principles	3
MKT 240	Advertising	3
MKT 260	Marketing Managements	3
	Internet Research and	
MKT 270	Marketing	3
	General Elective	3

Area total credit hours 24
40% of total program hrs

Total Program Hours 60

APPENDICES



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

www.sacscoc.org

July 8, 2010

Dr. Marshall White, Jr.
President
Midlands Technical College
P. O. Box 2408
Columbia, SC 29202

Dear Dr. White:

The following action regarding your institution was taken at the June 2010 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in **2020** unless otherwise notified.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **August 16, 2010**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Michael S. Johnson

Appendix B

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Staff Name: Kimberley Bauer	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Attended Administrative Professional Conference	04/22/10	04/28/11	04/26/12
2	Completed the Expression Web 2 course	05/10/10		
3	MTC Fall In-service session: Frugal Living		08/16/10	
4	Volunteer - MTC Care Ronald McDonald House		11/19/10	
5	Guest Speaker for HUS 102 - Renee Coletrain's Spring 2010 course		X	
6	Completed the Transitioning to Microsoft 2010 course		03/17/11	
7	MTC Fall In-service session: What you always wanted to know about Procurement			08/15/11
8	April 2012 Employee of the Month			X
9	Completed the Business Grammar Course			05/10/12
10	Attended MTC - HRM I-9 Training			07/24/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Dan Black (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Workshop MTC Computer Training		09/10/10	
2	Instructional Southern Wesleyan U QEP Background and Rubric Usage		03/25/11	
3	Faculty Development Southern Wesleyan U. Changes in English 1053		08/15/11	
4	Instructional Southern Wesleyan U. Turn it in (plagiarism site) and Smart Thinking (tutoring service)		10/21/11	
5	Faculty Development Southern Wesleyan U. Assessment of English 1053		11/07/11	
6	In Service Midlands Technical College Orientation and Awards Ceremony		01/04/12	

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Edwin Breazeale	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Midlands Technical College Fall and Spring semester In-Service	X	X	X
2	One-on-One daylong workshop on McGraw Hill "CONNECT" system with book rep		08/01/10	
3	Online Webinar on McGraw-Hill "CONNECT" system		08/01/10	
4	Continuing Education workshop on Advanced Excel		02/01/10	
5	Several training sessions on MTC's "LEARN" system for Student Learning Outcomes	X	X	X
6	Presentation to high school classes, Airport High School	03/01/10		
7	Presentation to high school classes, Spring Valley High School		02/01/11	
8	Presentation to High School classes, Batesburg-Leesville High School			02/01/12
9	Served as departmental representative on MTC Faculty Curriculum Committee	X	X	X

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Walter R. Chastain, Jr. (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Income Tax Preparer - Tallant's Tax Service (Jan 15-April 15,2009; Jan 15-April 15,2010 ; Jan 15-April 15 & Sep1-Oct 18,2011)	2009	2010	2011
2	Investment Committee Member - Diocese of Upper South Carolina	2009	2010	2011
3	Foundation Trustee Member - Alston Wilkes Society	2009	2010	2011
4	Attendee - Clemson University Income Tax workshop			12/13 & 14/2011

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Myrtle R. Cooper	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Expression Web 2			10/28/11
2	Completed D2L Level 1 Training Certification	08/14/09		

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Brad Cox	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Worked with Instructional Design to learn Respondus software	03/10/10		
2	Participant in McGraw-Hill Management Symposium, San Francisco, one of 15 faculty selected in US	03/10/10		
3	Self-trained on Camtasia lecture capture software	03/10/10		
4	Developed PowerPoint notes for following textbooks: Supervision, 7e, Certo; Strategic Management, 5e, Dess; Entrepreneurial Small Business, 3e, Katz; Essentials of Contemporary Management, 4e, Jones/George; Management, 9e, Bateman/Snell; M, 2e, Bateman/Snell published by McGraw-Hill	06/15/10		
5	Speaker at Chapin Middle School Career Fair	02/15/10		
6	Volunteer at Chapin High School, yearbook photography	06/15/10		
7	Developed BUS 110, Entrepreneurship, for Desire2Learn LMS		01/15/11	
8	Training in the use of Connect online supplements with McGraw-Hill		10/15/10	
9	Speaker at Chapin Middle School Career Fair		02/16/11	
10	Developed PowerPoint notes for the following textbooks: A Framework for Human Resource Management, 6e, Dessler; Fundamentals of Human Resource Management, 3e, Dessler; published by Pearson; Human Resource Management, 10e, Byars/Rue; Management, 5e, Kinicki; Contemporary Management, 7e, Jones/George; Selling, 8e, Tanner/Castleberry; Contemporary Management - Global Edition, 1e, Jones/George; Published by McGraw-Hill		06/15/11	
11	Volunteer at Chapin High School, yearbook photography		06/15/11	
12	Member of MTC Harbison Theater committee		05/09/11	
13	Self-trained on MS Expression Web software			05/15/12
14	Speaker at Scholastic Press Association Conference - USC			04/23/12
15	Member of MTC Harbison Theater committee			03/15/12
16	Developed PowerPoint notes for the following textbooks: Strategic Management, 6e, Dess; Management, 10e, Bateman/Snell; Business Law, 13e, Sukys; Organizational Behavior, 10e, Kreitner/Kinicki; Organizational Behavior-Key Concepts, 5e, Kinicki/Fugate; published by McGraw-Hill; Strategic Management, 14e, David; Business in Action, 6e, Bovee; Business Essentials, 9e, Ebert/Griffin			06/15/12
17	Participant in McGraw-Hill Management Symposium, Tucson, AZ, one of 15 faculty selected in US			3/1/2012
18	Volunteer at Chapin High School, yearbook photography			6/15/2012

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Gina M. Cunningham (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Attended the South Carolina Writers Workshop - coursework on how to locate an agent and market the books I've written			10/22/11
2	Became an official member of the South Carolina Writers Group			10/22/11

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Dan DeMarino (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Professional- attained and maintained certification of being registered with the IRS, as a tax return preparer	X	X	X

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Lori Duus	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Attended in-service general session	08/17/09	08/16/10	08/15/11
2	Attended in-service general session	01/05/10	01/05/11	01/04/12
3	Attended in-service workshops	08/17/09	08/16/10	08/15/11
4	Attended in-service workshops	01/05/10	01/05/11	01/04/12
5	Attended ACBSP conference			09/22-24/12
6	Presented at local high schools	04/09/10	04/08/11	
7	Presented at MTC Open House	03/01/10		02/18/12
8	Participated as the Sam Walton Fellow for Students In Free Enterprise Club	Ongoing	Ongoing	Ongoing
9	Proctored the SAT for high school students	Ongoing	Ongoing	Ongoing
10	Completed D2L Level 1 Training Certification	09/01/09		
11	Updated curriculum	Ongoing	Ongoing	Ongoing
12	Developed basic curriculum for proposed ACC/MGT/MKT Internship	02/10/10		

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Cherie Ergle (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Completed D2L Level 1 Training Certification			11/02/11
2	Completed D2L Level 2 Training Certification			02/11/12
3	Member of SC SI AA (What does the acronym mean?)	X	X	X
4	CPE Hours Completed: 7.2 Ethics in Government, Tone at the Top, Report Writing			11/17/11
5	CPE Credit Hours: 7.8 Economic Update, Focus on Fraud, Cloud Computing: Audit Considerations, ERM, Selling the GRC		03/10/11	

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Tawanda Gilliard (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	PhD courses: Adult Learning, Knowledge Management Strategy Initiatives, Expert Systems	08/23/09		
2	PhD course: Advanced Knowledge Management Concepts, Electronic Systems	11/30/09		
3	PhD Research Forum	08/23/09	07/02/10	
4	Completed D2L Level 1 Training Certification	02/18/10		
5	Guest Speaker: Personal Finance	06/14/10		
6	Guest Speaker: Personal Finance	06/15/10		
7	Guest Speaker: Personal Finance	06/16/10		
8	Broad of Director Member (KALEF)	07/08/10	06/09/11	
9	Adjunct In-Service	08/16/10	01/05/11	01/04/12
10	BAF201- Foundations of Finance Online Master shelf		06/03/11	
11	Debt Management Workshop	10/29/10	06/01/11	
12	IRS: Tax Professional		01/01/11	01/01/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Melvin O. Hawkins, Jr.	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Doctorate Program, Higher Education Leadership, Northcentral University, Prescott Valley, AZ	Weekly	Weekly	Weekly
2	ACBSP Site Evaluator at Northeast State Community College, Bountville, TN	09/27/09		
3	ACBSP Region 3 Conference, Chattanooga, TN			09/22/11
4	South Carolina Technical Education Association (SCTEA) Conference, Myrtle Beach, SC		02/17/11	02/23/12
5	Entrepreneurship Club Meetings	Monthly	Monthly	Monthly
6	MTC In-service Training - "You Can Get Into Your Own Business From Here"			01/04/12
7	MTC In-service Training - "Entrepreneurship is Alive at MTC"		08/16/10	
8	MTC Dept. HRM Training - "The Interview & Selection Process"		04/22/11	
9	Chair, MTC Incubator Selection Committee	As Required	As Required	As Required
10	Chair, MTC Business Advisory Committee (Annual)	02/24/10	02/23/11	02/22/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Geoffrey Heriot (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Inside Talk-Automating Financial Reporting and Disclosure -IMA webinar			01/18/12
2	Excel Speed Tips		12/07/11	
3	Institute of Management Accountants-Fraud in Financial Reporting		12/03/11	
4	Inside Talk-Top 8 Best Performance Practices -IMA webinar		12/01/11	
5	Inside Talk-Best Practices in Budgeting and Planning-IMA Webinar		10/26/11	
6	Inside Talk-Mastering Business Forecasting-IMA Webinar		10/13/11	
7	Top 50 Security Measures-SCACPA		09/27/11	
8	QuickBooks 2011-SCACPA		09/26/11	
9	Excel Cash Flow		09/23/11	
10	Economic Outlook		09/07/11	
11	Inside Talk-How to Retain and Recruit Top Talent-IMA Webinar		08/17/11	

Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Staff Name: Wilfred Jeffcoat	Date	Date	Date
	Description of Professional Development	2009-10	2010-11	2011-12
1	COMESC - Council on Military Education in South Carolina	11/04/10	11/03/12	11/04/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Brickey Johnston (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Community service volunteer - taught English at <i>Jardin de Amor</i> school in Antigua, Guatemala		05/07/11	
2	Business Advisory Committee member	02/01/10	02/01/11	02/01/12
3	Adjunct Faculty Advisory Committee member	08/01/09	08/01/10	08/01/11
4	MGT/MKT DACUM			10/07/11
5	Completed D2L Level 1 Training Certification	08/14/09		
6	Adjunct Faculty Annual Conference	08/17/09	08/16/10	08/15/11
7	"Teaching LinkedIn" webinar by Court Bovee (Pearson Education)		03/17/11	
8	"Teaching Social Media and Electronic Communication" webinar by Court Bovee (Pearson Education)		10/04/10	
9	"Multiple Assessments and New Ways of Grading" webinar by LERN - Learning Resources Network	03/04/09		

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Jean Killey	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	South Carolina Association of Accounting Educators (dates are approximate for 2010 and 2011-always around the same time)	02/18/10	02/18/11	02/17/12
2	Institute of Management Accountant's Dinner Meeting to recognize MTC scholarship recipients		02/15/11	02/15/12
3	Completed D2L Level 1 Training Certification	07/20/09		
4	Webinar on Payroll Tax Law Changes to be taken between Spring and Summer terms			05/15/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Staff Name: Kat Kinnie	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Microsoft Office 2010 training			10/20/11
2	Worked with MTC webmaster training on publishing behind a password			08/10/12
3	Attended Administrative Professionals Conference			04/26/12
4	Served on MTC Staff Council			09/11-09/12
5	Attended Transitioning to Office 2010			03/17/12
6	Completed the Expressions Web course at Continuing Ed	9/21/09		
7	Worked with MTC webmaster to learn and work in the server side	04/13/10		
8	Served on Staff Council	09/09-09/10		
9	Trained with Edwin Breazeale on the Business Department Website.	06/16/10		
10	Transition to Office 2010 course at Continuing Ed		11/22/10	
11	Attended Administrative Professionals Conference		04/00/11	
12	Served on Staff Council		09/10-09/11	

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: John E. Lewis (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Completed D2L Level 1 Training Certification			06/01/11

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Stephen McMillion	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Attended D2L training	08/01/09		
2	Accounting training courses in various topics (online)	11/12/09		
3	Attend and present at Advisory Council Meeting	02/15/10		
4	Headed curriculum revision effort which resulted in revised curriculum	03/01/10		
5	Presented SLO tracking computer program to faculty at department meeting	03/26/10		
6	Update the Entrepreneurship Club web site I had created with a Resources page		03/31/11	
7	Reviewed our Statistics for the publisher resulting in getting MTC mentioned in the text		02/15/11	
8	Received the NISOD Excellence award		01/15/11	
9	Attend and present at Advisory Council Meeting		02/15/11	
10	Participant in the Faculty SLO Review Committee			05/09/11
11	Developed and implemented new outcome centric SLO process for accounting department			07/15/11
12	Tested "Test the Test" D2L tool for D2L development			07/20/11
13	Attend McGraw-Hill seminar on their new web-based education system			09/15/11
14	Presented Entrepreneurship Club website at in-service			01/16/12
15	Attended and presented at Advisory Committee Meeting	02/24/10	02/23/11	02/22/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Gwen Moultrie	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Completed D2L Level 1 Training Certification	07/31/09		
2	Attended workshop on "Making Learning Visible: Learning Preferences and Outcomes	10/02/09		
3	Attended workshop on Intermediate PowerPoint	10/09/09		
4	Attended SLO Excel Training	02/25/10		
5	Attended D2L Training on "Want to Create More Interactive Courses in D2L"		08/16/10	
6	Attended the ACBSP Regional Conference on September 23 - 25, 2010 in Jacksonville, Florida. I attended the following sessions:		09/23/10	
7	MFT vs. CBE: An Empirical Assessment; Bloomberg Business Week; Peregrine Academics; Capturing the Opportunity in Change:		9/25/10	
8	Perspectives from Business; Live Text; Preliminary Results on the Survey on Hybrid Classes		09/25/10	
9	Attended the ACBSP Annual Conference in Indianapolis, Indiana on June 24 - 27, 2011. I attended the sessions on the following:		06/24/11	
	Accreditation Process - Initial and Reaffirmation Process for Associate Degree Institutions; Associate Degree Standards and Criteria Session		6/25/11	
	Industry as a Stakeholder; Writing a Self-Study; Ask the Commissioners - Open Forum; Closing all the Loops: Creating Closed-Loop		6/26/11	
	Assessments to Support ACBSP's Best Practices; Grow Yourself Through ACBSP Standard Five - Faculty Deployment; Faculty Credential		6/27/11	
10	Workshop and Reflections, Culture Changes, and Process Breakthroughs Achieved While Achieving Initial Accreditation.		06/27/11	
11	Attended the ACBSP Regional Conference in Chattanooga, Tennessee. I attended the following sessions:			09/22/11
	Faculty-Student Collaboration Toward Academic Sustainability; Quality Assurance: The "Price" Of Academic Excellence; Sharing Online Best Practices; and Sustaining Excellence in Business Programs: A Value Chain Approach to Continuous Improvement			09/24/11

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Joseph Puett	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	In-service Presentation on Entrepreneurial resources available at Midlands Technical College		01/05/11	01/04/12
2	Member –District Export Council, Foreign Trade Administration, U.S. Department of Commerce	Quarterly	Quarterly	Quarterly
3	Sponsor, MTC Entrepreneurship Club (Meets Monthly During Fall & Spring Semesters)	Monthly	Monthly	Monthly
4	Member, Academy of Management, Entrepreneurship & International Business Specialties	X	X	X
5	Member, International Committee, MTC	X	X	X
6	Completed D2L Level 1 Training Certification	07/31/09		
7	Member, MTC Incubator Selection Committee	As Required	As Required	As Required
8	Presenter, MTC Business Department Advisory Committee	02/24/10	02/23/11	02/22/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Patricia Roche (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Completed D2L Level 1 Training Certification			03/07/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Harvey L. Smith	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Developed and Presented 1 Day Accounting I Workshop "The Impact of Accounting on the Small Business Environment" for Small Business and Entrepreneurs SBED for Florence-Darlington Technical College 5 Hour Presentation		07/2011	
2	Developed and Presented 1 Day Accounting II Workshop "The Impact of Accounting on the Small Business Environment" for Small Business and Entrepreneurs SBED for Florence-Darlington Technical College 5 Hour Presentation		07/2011	
3	Development and Implementation of Online Accounting Courses - Accounting 101 and Accounting 102 - Florence-Darlington Technical College - Florence, SC - Provided updated information for ACC 101 and ACC 102 platform change from WebCT to Desire2Learn. Provide updated information and other changes to online courses each 8-week cycle.	08/2010	08/2011	01/2012
4	Attended Adjunct Faculty Conference for Midlands Technical College - 3 Hour session includes development training.	08/2010		
5	Attended Faculty Developmental training session for Southern Wesleyan University - 4-6 Hours	09/2010		
6	Attended Faculty Conference for Midlands Technical College - 4 Hour session includes two development training.			01/2012
7	Completed D2L Level 1 Training Certification		03/2011	
8	Attended Desire2Learn Training Session for D2L Level 2 Certificate Pending 10 Hours (2 - Hours Sessions), attended New Faculty Learning Community Training		09/2012	
9	MTC Student Population, QEP: The New Student Experience 1 st Week: Building Community Standard Syllabi, Academic Affairs Student Guidelines and Expectations		08/17/11	
10	Introduction to MTC: History, Governance, Mission, Vision, Values 1 st Week Online Resources: <i>MyMTC</i> , <i>MyMTC</i> Email, D2L, 1 st Week Classroom Resources: Multimedia Equipment		08/19/11	
11	College Resources: Library, Academic Success Center, Counseling and Career Services		08/26/11	
12	Student Learning Outcomes - Rene Schmauder		09/16/11	
13	Advising MTC Students - Lisa LaBorde and Donna Hughes		09/30/11	
14	College Resources: Student Development Services (<i>Student Financial Services</i> , Angela Williams; <i>Student Conduct</i> , Mary Holloway and Hart Hayden)		10/14/11	
15	Making Learning Visible		10/21/11	
16	Working with Special Populations - Jan Jake. Tour of Harbison Theatre – Katie Fox		11/18/11	
17	Online and Hybrid Instruction - Diane Yeoman, Service Learning –Holly Beard		12/2/11	
18	MTC's Enterprise Campus - Tom Ledbetter.		12/9/11	

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Cindy Springer	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Marketing/Management, MBA Program	12/09		
2	International Marketing, Integrated Marketing, Communication, MBA Program	03/10 05/10		
3	Financial Accounting, MBA Program		09/10	03/11
4	Quantitative Methods, MBA Program			05/11
5	Strategic Management, MBA Program			09/11
6	Completed D2L Level 1 Training Certification	08/01/09		
7	Financial Aid Workshop	04/10		
8	Excel		02/11	
9	Career Celebration - Richland One District	04/24/10		
10	Wil Lou Gray Career Fair	07/10		
11	E.L. Wright Career Fair			01/28/12
12	Gear Up Tour for Middle Schools	08/09		
13	Dent Middle School Career Fair		09/10	
14	Faculty Council, Scholarship Committee, Honors Committee	04/10	07/01/10	06/01/12
15	Faculty of the Year Committee			06/01/12
16	Faculty Teaching Award Committee		07/01/10	06/01/12
17	Learning Management System (consultant to Director of Faculty Development)	10/09		
18	Holiday Committee (departmental)	10/09	12/11	12/00/12
19	Developed BUS 210 online		08/10	
20	Developed MKT 240 online		08/10	
21	Incorporated Publisher in BUS 210 on-campus course (project--online store)		08/10	
22	Developed on-line components for on-campus courses (BUS 101 and MKT 240)		08/10	
23	South Carolina Technical Education Association (SCTEA) Conference	08/09		

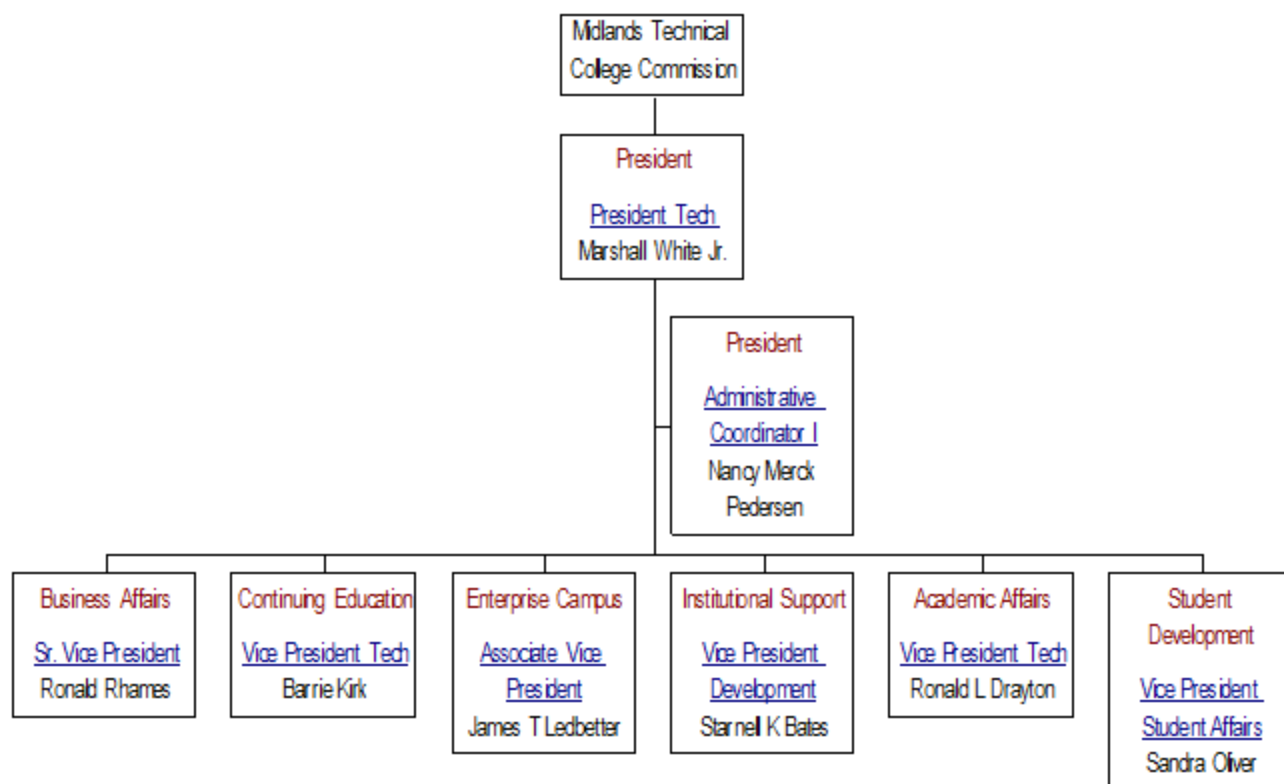
Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Caitlin Steelman (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	NYU Introduction to Consolidations		X	
2	Rolling Readers of the Midlands Board Member / Riverbanks Zoo Volunteer	X	X	X
3	SCAPA / AICPA	X	X	X

Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Staff Name: Paula H. Temple	Date	Date	Date
	Description of Professional Development	2009-10	2010-11	2011-12
1	Introduction to PowerPoint (Continuing Education Class)		3/14/2011 and 3/1/11	
2	Transitioning to Office 2010 (Continuing Education Class)		3/17/11	
3	Business Grammar (Continuing Education Class)		09/06/11	
4	Introduction to Microsoft Expression Web (Continuing Education Class)		10/14/11 and 10/28/11	
5	Administrative Professionals Conference		04/28/11	
6	Administrative Professionals Conference			04/26/12

Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Barbara Wagers	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Attend seminar "CPA Technology Boot Camp"			12/15/11
2	Attend seminar "Top Ten Fraud Schemes"			09/29/11
3	Attend seminar "Top 50 Security Measures for CPA's"			09/27/11
4	Attend seminar "QuickBooks for CPA's"			09/26/11
5	Attend Institute of Internal Auditors' Student Event		02/15/11	
8	Attend seminar "Excel Macros"		11/19/10	
9	Attend seminar "Automating Workflow"		11/19/10	
6	Attend seminar "QuickBooks Reporting"		11/18/10	
7	Attend seminar "QuickBooks Reconciling"		11/18/10	
10	Attend seminar "Technology's Greatest Hits"		09/22/10	
13	Attend seminar "Excel for Advanced Users"		09/21/10	
11	Develop course ACC 240 Computerized Accounting (QuickBooks)		08/23/10	
12	Attend seminar "Technology Conference"		07/20/10	
14	Attend seminar "Payroll Preparation Essentials"	12/15/09		
15	Attend seminar "Technology Conference"	12/01/09		
16	Attend seminar "QuickBooks Level 1"	11/17/09		
17	Attend seminar "Excel Budgeting and Forecasting"	11/05/09		
18	Attend seminar "Excel 2007 Power User"	07/24/09		

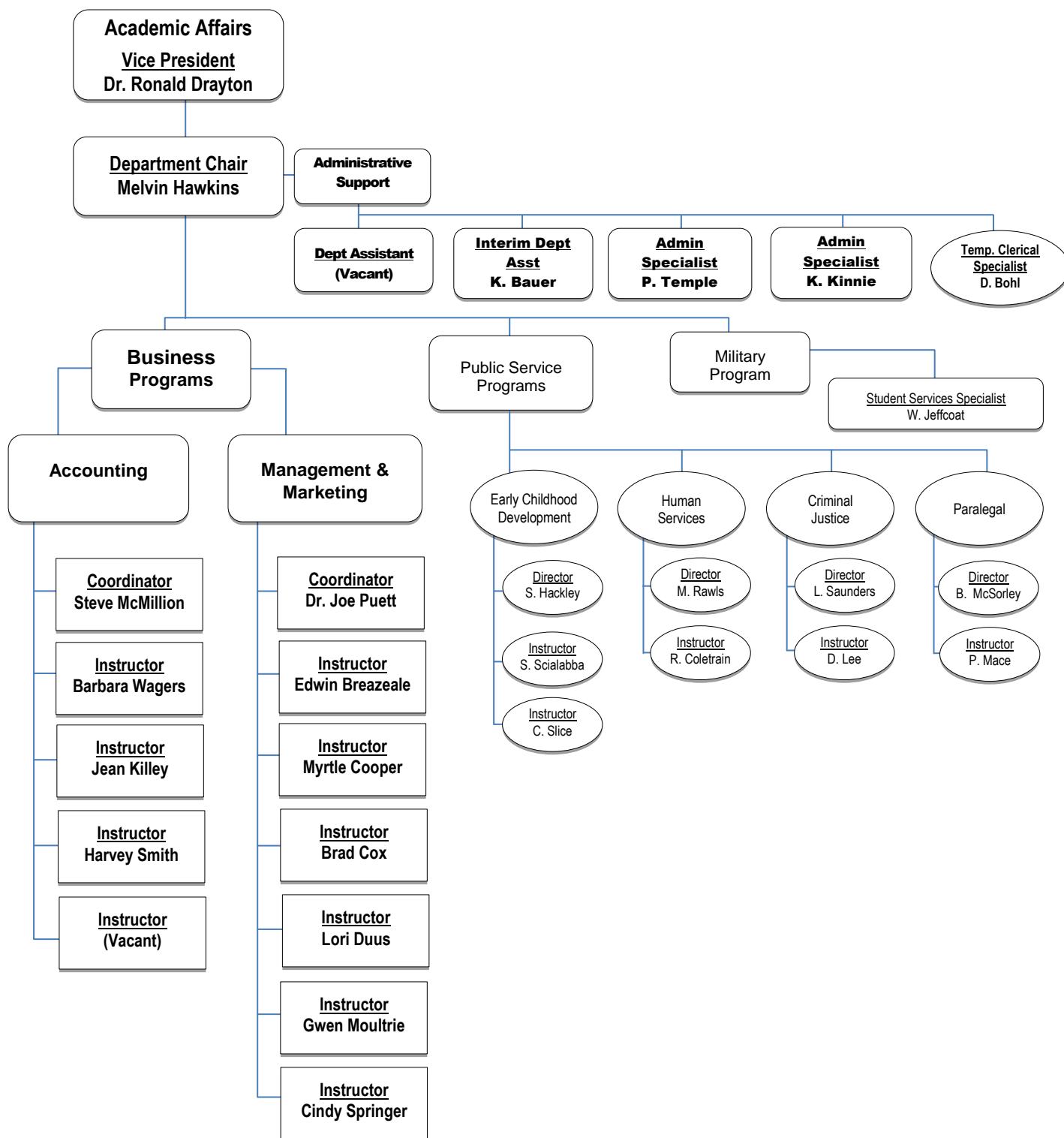
Scholarly-Professional Development Progress Worksheet Midlands Technical College - Business and Public Service Department				
	Faculty Name: Elizabeth A. Zambrano (Adjunct)	Date	Date	Date
	Description of Scholarly-Professional Development	2009-10	2010-11	2011-12
1	Board Member, Irmo Friends of Library non profit		01/01/11	12/31/12
2	Committee Chair, ACTS Metro, job readiness program	01/01/10	01/01/11	12/31/2012
3	Attendee, True Grit: Is Resilience Something We Can Teach?			10/11/11
4	Personal Branding - Guest speaker, University of Phoenix Faculty & Staff Development			11/04/11
5	Moderator, South Carolina Developmental Education Annual Conference	10/01/09	10/01/10	10/01/11
6	Completed D2L Level 1 Training Certification	07/01/10		

Midlands Technical College



January 10, 2012

Business and Public Service Department
Program Organizational Chart
April 9, 2012



EXHIBITS

List of Site Exhibits

Exhibit A	Copies of ACTS
Exhibit B	MTC Commission Bylaws
Exhibit C	S.C. Code of Laws 59-53-1710-1720
Exhibit D	MTC Commission Handbook
Exhibit E	2010-2012 Course Plan
Exhibit F	SBTCE Policy Number 3-2-201
Exhibit G	List of 7-Week Course Offered
Exhibit H	Degree Program Plans

Exhibit 1-A	Program Assessment Matrices
Exhibit 1-B	Request for Professional Development Funding Form
Exhibit 1-C	Department Meeting Minutes
Exhibit 1-D	Faculty Performance Management System (FPMS)
Exhibit 1-E	Academic Program Review Reports
Exhibit 1-F	Vitality Reports for Accounting, Management and Marketing Programs
Exhibit 1-G	DACUM Reports for Accounting, Management and Marketing Programs
Exhibit 1-H	Business Advisory Committee Meeting Minutes
Exhibit 1-I	Student Learning Outcome Documents for Accounting, Management and Marketing Programs

Exhibit 2-A	Master Facilities Plan
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Exhibit 3-A	MTC Faculty Council Document
Exhibit 3-B	Summary of Student's Responses (issues that impact student success)
Exhibit 3-C	Questionnaire used to collect data
Exhibit 3-D	Standardized Syllabus
Exhibit 3-E	Academic Program Review Guide
Exhibit 3-F	Graduate Follow up Guide

Exhibit 4-A	Course-Level and Program-Level Effectiveness
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Exhibit 5-A	MTC Procedure 2.1.1 Employment Practices
Exhibit 5-B	MTC Procedure 2.1.8, IIE Faculty Academic Credentials
Exhibit 5-C	Notification to List Form
Exhibit 5-D	Faculty Compensation Worksheet
Exhibit 5-E	Employee Data Sheet
Exhibit 5-F	Department Chair Evaluation Form
Exhibit 5-G	Class Schedule, Fall 2011 and Spring 2012
Exhibit 5-H	MTC Procedure 2.14.1 Faculty Workload and Schedule
Exhibit 5-I	Adjunct Faculty Evaluation Form
Exhibit 5-J	MTC Procedure 4.7.1 Student Evaluation of Instruction
Exhibit 5-K	MTC Faculty Manual, page 33
Exhibit 5-L	MTC Policy 2.13 Professional Development
Exhibit 5-M	MTC Procedure 2.13.1 Faculty and Staff Professional Development