

Institutional Effectiveness

2005 - 2006



Report Card

Preface

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

This year's *Report Card* highlights several significant accomplishments at the college. During 2005-06 MTC: obtained the only U.S. Department of Labor Employment and Training Administration grant awarded in South Carolina for \$1.9 million dollars, completed the Student Development Services wing in the Beltline Student Center, established wireless connections in three areas of the college, received national recognition for its Cost Analysis Model for Higher Education, continued the adaptation of courses to be delivered through various alternative delivery formats, and significantly expanded its involvement in partnerships and alliances with local school districts, community organizations and area businesses.

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

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Report Card 2005-2006

Goals and Priority Initiatives

Goals and Priority Initiatives: 2005-2006

COLLEGE GOAL 1:

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

PRIORITY INITIATIVE:

Define and continuously refine what learning community means to MTC.

PROGRESS ACHIEVED:

Student success rates for the general student population and several targeted high risk populations are available. The employment factor has not yet been integrated into the success information, for an overall “attainment of goal”. Currently student success information is based on a combination of graduation, persistence and transfer data and information on the percentage of students who say they have met or are meeting their goals.

Student Development Services (SDS) has created a comprehensive set of e-mail communications which have been added to the college’s electronic application system.

Parents of high school juniors have been mailed a President’s letter and copies of the *Career and Program Guide*, and parents of seniors have been sent information about the LIFE scholarship. Parents are also encouraged to subscribe to the MTC newsletter so they can obtain monthly updates on MTC information.

SDS assessed and provided input regarding several document imaging vendors. The division selected the vendor, Student Financial Services identified documents to be converted from the current system and is currently working with Information Resource Management (IRM) and the selected vendor to plan the conversion.

Two counselor positions have been added to the SDS Counseling Services department to provide pre-health students with assistance in assessing their interest and abilities, and constructing career pathways.

SDS purchased software to establish and track individual student career plans and progress along their career ladders. Identification of barriers can be identified and action steps for resolution developed. Merit admission processes have been revised and implemented to admit a second class of Merit nursing students to the Associate Degree Nursing program.

PRIORITY INITIATIVE:

Develop and strengthen all aspects of programs and services.

PROGRESS ACHIEVED:

The Development Office took in \$509,380 in gifts and pledges through the *Investing in the Future* major gifts campaign during fiscal year 2005-2006, which helped to support program development and enhancement at the college. The money collected included the South Carolina Physician’s Care Charity payment of over \$113,000 for funding for two full-time faculty positions in the Health Sciences Department.

The English department developed a list of entrance expectations for each course, and expanded their overall offerings by delivering ENG 101, ENG 102, ENG 203, and ENG 218 (Drama) in hybrid format. They also increased their 7-week and 10-week course offerings, as well as offering some 7-week courses by Internet.

The Humanities (HUM) department offered PHI 115 via internet and MUS 105 as a hybrid course.

The Library has expanded their databases and book collection, including EBooks. The literature collection was enhanced by purchasing appropriate books indexed in the MLA International Bibliography for frequently studied authors. Selected pathfinders were updated.

The Library developed and offered COL250, a 3 credit course that is transferable to USC for Education majors.

The Math department developed instructor resource kits for MAT 102 and MAT 120. Additionally, this department offered hybrid versions of MAT 155 and MAT 130. Additionally, the Mathematics Department hosted the spring meeting of The South Carolina chapter of American Mathematical Association of Two-Year Colleges, as well as a workshop by textbook author Ron Larsen that included a discussion of national standards for teaching mathematics during the first two years of college.

A Facility Maintenance Management System was purchased, installed and implemented.

The Information Systems Technologies (IST) department offered an online section of OST-110 Document Formatting.

The EET Department introduced three new hybrid courses, ELT103, EET114, and EET 141, and developed and introduced two new courses in numerical methods, EGR274 for technology students.

The Health Sciences department has developed AHS 119, Health Careers for online offering. Supplemental online sites have been developed for Health Sciences Introduction, Nuclear Medicine Technology and Pharmacy Technology courses.

The Nursing department has developed online supplements for NUR 101, NUR 210, NUR 263, and NUR 215, as well as two NUR courses to be offered in an online format through Continuing Education.

The Automotive Technology program has a mandatory student orientation prior to enrolling in the AUT curriculum.

Grant money was secured to fund an open lab pilot program in EET. Two open labs per week were conducted for all students in EET. The results were encouraging.

Nursing faculty surveyed the literature on retention in Nursing programs and other selected technical schools in South Carolina. A new Nursing orientation format was developed that includes family members as well as students, provides an overview of the program, utilizes speakers from financial aid, counseling services and the MTC Student Nurses Association as well as student speakers to share a realistic picture of life as a nursing student. Two courses have added or expanded units on effective test taking and study habits.

The Continuing Education (CE) Program Delivery Unit has implemented an annual program review process. Program managers are now charged with reviewing all program areas for which they are responsible and utilizing the results to ensure program success or elimination. New courses and programs have also been added as a result of this process.

In order to establish consistent review standards, the following measures of effectiveness are used in the CE program review process: Cancellation rates, Financials (income, expense, profit, loss), Course descriptions, Faculty, Instructional materials, Technology integration, Facilities, Equipment, Competition, Professional organizations, Student evaluations and Delivery methods.

SDS Student Financial Services has implemented e-communications for student notification of financial aid reminders, available support services, and cancelled classes, with an electronic link to search for a replacement class.

Student Financial Services (SFS) has automated the loan counseling process.

A Student Online Advisory Panel (SOAP) was created to provide student feedback about online services. This student panel has provided feedback on web navigation, web access, new web services and MTC Online re-configuration.

Student Financial Services and Job Placement collaborated to create a virtual "Employment Services" web page, where students and alumni can obtain immediate access to full-time and part-time jobs on and off campus.

Employability development tools are also available on the Employment Services site to assist students with career development.

Student Development Services has established virtual centers for student employment, counseling, admission, registration and similar services.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

An endowed fund to support the Call Me Mister program was established in the MTC Foundation. The MTC Foundation offered 94 scholarships, of which 61 were for need-based students. The MTC Foundation budgeted \$5000 in emergency funding for at-risk students.

Instructional Delivery completed multimedia classroom upgrades and computer upgrades in preparation for the Lexington Middle College program: Multimedia classrooms designated for Middle College use are: Congaree Hall – 124A, 125, 126, 127, 128, 129, and 130.

Public Affairs ensured that the college's nondiscrimination statement was included in MTC publications and promotional items, and that the students and faculty portrayed in those publications were ethnically diverse; planned all marketing activities to ensure that college information is communicated through media outlets that are known to reach underrepresented and at-risk groups; and promoted credit and continuing education programs such as ESL and Command Spanish that dissolve language barriers confronting ethnic minorities in the Midlands.

The Public Affairs Office promoted public awareness of the college services and activities by creating materials for the Students with Disabilities Job Fair. The unit also created promotional products such as bookmarks, table tent cards and buttons as part of the college's campaign for academic integrity among students.

The English department offered five sections of Fast Track ENG 010.

The video "Campus Conduct: Choosing the Right Path" has been completed by the Humanities department, premiered, and is even being shown at other colleges.

The Arts & Sciences division moved ESL courses to the English department where more sections can be offered. The English department held bi-weekly conversation hour for ESL students.

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

CE partnered with the Workforce Investment Board and SDS to design programming for the Older Youth program. The program is designed for individuals 19-

21 years old whose income is at or below poverty level and who meet other criteria such as basic skill deficiencies, single parent or pregnant, high school dropout, offender, disabled, or homeless. Programs deemed appropriate for this audience are: EMT Basic, Medical Business Certificate, Phlebotomy, Medical Transcription Certificate, Welding, Small Engine Repair, and the Bookkeeping Certificate.

CE partnered with H & R Block and Guilford Technical and Community College to offer Train to Work, a program that provides job training and placement in tax preparation careers. Train to Work was intended to help support Hurricane Katrina evacuees in South Carolina, workers recently laid-off, veterans, and end of active duty military personnel and others.

CE partnered with Denmark Technical College and the SC Department of Transportation to provide training to flagmen seeking employment with SC DOT contractors.

CE Computer Training Center partnered with the Columbia Urban League to offer a summer

program in Video Game programming to disadvantaged high school students.

CE partnered with DSS and the Hospitality Association of SC to begin the START (Skills, Tasks, and Results Training) Program for entry level workers in the hospitality industry.

Counseling and Career Services has collaborated with Assessment, Research and Planning to identify statistical information on the enrollment and success of minority males at Midlands Technical College. A task force has been created to plan intervention initiatives, to be implemented in 2006-2007. One initiative proposed is the creation of a student leadership institute, which will focus on the inclusion of minority males in a series of leadership, service and mentoring activities.

PRIORITY INITIATIVE:

Identify and implement student-centered learning enhancements.

PROGRESS ACHIEVED:

The Arts and Sciences division hired a psychology tutor provided assistance to students in learning subject matter and writing papers via APA format.

The Humanities department developed and implemented a new student orientation which has proven helpful in student retention of the orientation material.

Middle College students were given access to the Academic Success Center and Library. A librarian liaison was hired to work with these students and classes.

A student leadership course, IDS 201, has been developed and approved for inclusion in several college curriculum programs. Four sections of IDS 201 will be offered in fall 2006, and these sections have been included in the fall 2006 Class Schedule.

The MTC Student Advisory Board sponsored several sessions on student leadership and SAB

leaders presented an update to the MTC Commission.

The SDS division has promoted Academic Integrity to students through posters, the online student newspaper, in student publications and in student orientation materials. Sessions on academic integrity have been presented to department chairs, Faculty Council and faculty groups.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The English department hosted a No Frills English Conference for sister colleges across the state.

Nine Library faculty and staff were awarded professional development funds to attend conferences. Others attended conferences plus local and online classes to keep up to date.

Nine IST Department faculty submitted applications for professional development funding; five were funded. Approximately 14 of 19 IST faculty members have attended professional conferences and/or participated in professional development training during the 2005-2006 academic year.

The Engineering Technologies department has modified the faculty's annual training plan so that non-planned activities are documented during the preparation of the annual goals planning stage.

Industrial Technologies faculty have attended conferences for their technical areas, such as, commercial graphics, automotive, machine tool, electricity and Heating, Ventilation and Air Conditioning. Several have attended training on upgraded equipment when purchased. The automotive instructors have taking a welding course to be able to incorporate the new welding components into the curriculum.

In the SDS area, key Recruitment, Admissions and Information Services staff have been provided training in the use of Excel and Query Building.

Counseling Services and DVS compiled and submitted to the American College Personnel Association (ACPA) findings regarding the use of Inspiration software. Several faculty in curriculum-level courses where significant writing skills are required have adopted the use of Inspiration software by students in their courses.

The Development Office provided professional development funding through the following MTC Foundation funds: Employee of the Year awards, the Barbara and Lester Reed Professional Development award, the Shirley Weeks Leadership award, the Arts and Sciences Faculty award, the MTC Foundation Faculty Teaching award program, and an additional \$41,000 was budgeted for curriculum and professional development initiatives.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Instructional Delivery has installed computer imaging and recovery software in many multi media classrooms, improving the reliability of the teaching station computers in the classrooms.

Instructional Delivery installed an additional 7 multi media classrooms for the Career Programs Division. GR123, AC102, CO136, for the Business Department, LET302, LET307, LET211A for the Engineering Department, and AC301 Dental Department. ID also installed 15 replacement projectors in thirteen campus classrooms.

Instructional Delivery installed new Visual Presenters purchased for the following – Radiology Program HSB235, Math LET410.

Instructional Delivery has made available to our customers a web based submission of Multi Media Help Desk requests.

Instructional Delivery completed the Airport Cafeteria Renovation with four Plasma monitors installed. These monitors display the MTC-Video News Network (VNN) signal.

DVS departmental faculty have incorporated technology in classroom presentations and are including curriculum assignments that require students to demonstrate the knowledge of computer literacy.

Wireless access was established in three areas in the college.

The IST department purchased an account on a commercial Linux server to support the curriculum of CPT-260 Fundamentals of Operating Systems and Web Servers and CPT-282 Information Systems Security.

The Student Development Services Testing environment on the Beltline Campus was significantly upgraded by the installation of new testing facilities and equipment. Also, surveillance cameras have been installed on the Airport and Beltline Campus testing centers to reinforce academic integrity.

Counseling Services sends a monthly newsletter to students who have disabilities. This newsletter gives students information on workshops, assistive technology, important dates and other information important to this student group. Student Support Services (SSS) sends similar notices to students who receive SSS services.

An electronic newsletter has been sent to area counselors updating them on MTC programs and services and linking them to the Counselor web page.

PRIORITY INITIATIVE:

Implement the Facilities Master Plan.

PROGRESS ACHIEVED:

An architect was selected and approved for the Harbison and Accelerator buildings. A site was selected and approved for the Batesburg/Leesville building.

Design and bidding of the Beltline cafeteria renovations is complete. Construction is expected to be completed before the start of the fall semester.

The Harbison bell has been relocated. A dedication was executed on May 23, 2006.

The renovations of the Airport Campus cafeteria, the addition to the Student Development Services building, and the construction of the Precision Machining building are complete.

The Business Affairs division developed a funding plan resulting in the counties funding a portion of the project. The college is allocating additional funds and seeking State Capital Improvement Bond funds. The college expects to issue bonds for the county's share of the project by spring 2007.

The design and transition for the Student Development Services wing in the Beltline Student Center has been completed and functions were re-located with minimal disruption to student services and processing. Feedback about the new facility has been extremely positive, with many favorable comments from incoming students and their families.

Space in Wade Martin Hall has been re-designed to accommodate an expanded Student Assessment Center, centralized processing for Admissions, Student Financial Services and the Office of the Registrar.

PRIORITY INITIATIVE:

Foster awareness of available opportunities to all college constituencies.

PROGRESS ACHIEVED:

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

Media Services for Instructional Delivery printed over seven million copies for the college community, while upgrading one copier each on the Beltline and Harbison campuses.

Instructional Delivery installed four plasma monitors that display the MTC/VNN signal in the Airport Cafeteria, and two plasma monitors that display the MTC/VNN signal in the new Beltline Student Services building.

The Library offered workshops on copyright, citations, databases and netLibrary.

Student Assessment staff hosted workshops on CLEP and TOEFL for faculty and staff that use these tests for academic credit exams, admission or course placement.

Counseling Services now has two online workshops and an online assessment tool for anxiety and depression. All workshops are advertised on the web, in the online student newspaper and through MTCVNN. Scheduling for Counseling workshops is available online.

PRIORITY INITIATIVE:

Forge international partnerships.

PROGRESS ACHIEVED:

CE partnered with Intensa Language Academy for our third international cultural program. CE presented program on Costa Rico Spanish Language Immersion Program at a variety of locations.

SDS combined the functions of international student advisor and residency coordinator to provide full-time support for international students. Additional assistance is provided through coordination with the MTC International Education Committee and the International Relations Student Organization.

An annual international student orientation program is provided to international students.

Students are provided with opportunities to learn about the cultures of visiting international students through the activities of the International Relations student organization. These activities include social dinners and international film series. MTC faculty, staff and students participate in the community's International Day and at other local community cultural events.

COLLEGE GOAL 2:

The college prepares a workforce that is much in demand by business and industry.

PRIORITY INITIATIVE:

Enhance information literacy skills within the curricula.

PROGRESS ACHIEVED:

ENG 101 faculty members designed assignments that require students to access, evaluate, and use electronic information.

Nine hundred and eighteen (95%) of ETS clients participated in a technology-based project or lesson. The number of students exposed to this technology, far exceeded the original program goal of 75%.

One hundred percent of UB students used computer and internet technology in their UB math, English, science and social studies classes.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Endowment for Excellence in Technology fund increased in assets by 34 percent, and the Foundation Teaching Excellence fund grew by

28 percent as a direct result of the major gifts campaign, *Investing In The Future*.

Instructional Delivery purchased and installed an interactive tablet for the DVS department, giving the instructor increased flexibility and control over classroom presentations.

Instructional Delivery purchased and installed media controllers in ten Lexington Hall multimedia classrooms, allowing easy, flexible control over all classroom instructional media.

Instructional Delivery provided one-on-one multi media equipment training to over 200 instructors and other users in classrooms and conference rooms. Also, Instructional Delivery conducted presentations at spring and Fall Inservice sessions, presenting departmental services; suggesting tips for enhancing multimedia presentations; and offering training in the use of multimedia equipment.

DVS faculty members have used the increased technology in the multi-media classrooms to require a greater demonstration of information literacy in student classroom presentations.

The Humanities (HUM) department has implemented online interactive self-testing for historical maps and show success with student retention of the material.

CE customers continue to increase their participation in Industrial Maintenance Training blended learning system. Companies are re-enlisting employees after their first year of participation.

CE Computer Training Center reviewed online course offerings and dropped old and redundant offerings. They also added more current topics and developed online certificate programs.

Counseling Services staff have executed numerous presentations on idea-organization software to COL 105, COL 103 and IDS 102 classes, as well as individual instruction as needed by students on how to use the software. Staff continues to meet with faculty on implementing this software in their classroom curricula.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Public Affairs assisted the college's Nursing faculty and staff in developing written informational materials, a targeted message and medium for dissemination, and follow-up assistance in ascertaining future goals and objectives of the ADN program.

Public Affairs and Instructional Delivery redesigned the college website to reflect the corporate identity established in college publications and media outreach. The new design provides a number of navigational options for users, depending on their level of familiarity with the site and understanding of navigation techniques. The redesign made use of technology such as Cascading Style Sheets (CSS) and Server Side Includes (SSI) to facilitate use of the new design throughout the entire web site. Also, Public Affairs worked with various college departments to update academic web pages, and showed examples of various pages at the department level.

Public Affairs created posters, brochures and post cards for Job Placement. Public Affairs assisted the office with logo and office identification when it changed its name to MTC Employment Services. Public Affairs assisted the office with a direct mail campaign to area businesses to promote the Job Board for area employers. Numbers of postings to the Job Board were up 50 percent during this period.

The English department's "Future Teachers" website shows criteria for transferring to USC's Department of Education and provides information about taking the PRAXIS I.

The Engineering Technologies department will offer MTC's first course in Fuel Cell Technology during the fall of 2006. This new technology offering is in direct response to local industry needs.

CE Business Solutions Directors worked with over 136 organizations between July 2005 and April 2006 to determine the knowledge and skills training necessary for them to remain competitive or to grow their business.

Recruitment staff worked with MEBA on five different career alliance areas. The MTC Business and Industry Recruitment Coordinator coordinated with MEBA and contacted 200 companies for distribution of MTC information. Counseling Services representatives participated on the Career Guidance and Special Populations MEBA Committees.

MTC utilized external funding to contract with MEBA to expand articulations with local high schools and to expand the number of career alliances to at least nine. MEBA expanded articulated curricula to Lexington District 3 and Lexington District 4, and established new career alliances for the Construction and Transportation clusters.

The Office of Recruitment and Community Outreach used the Kuder Career Assessment database to identify students who may be interested in fields of study offered by MTC and to communicate MTC information to these students.

MEBA added new alliances in Construction Trades and the Transportation, Distribution and Logistics cluster to help reinforce career opportunities in the industrial areas. MTC is expanding "Project Lead the Way" activities to Richland District 2, to expand preparation for engineering technologies and engineering careers.

All directories of full-time and part-time jobs and employability skills development tools were integrated into a virtual online one-stop "Employment Services" Center. This allows students, alumni and employers to access and list jobs opportunities online 24-hours a day, 7 days a week. Links to other job sites and employability development resources such as interviewing guides, resume information and positive job behaviors are contained within this virtual employment center.

PRIORITY INITIATIVE:

Prepare students for career adaptability.

PROGRESS ACHIEVED:

The Counseling Services web site has organized MTC programs by the 16 career clusters outlined in the EEDA. In addition, the Career Assessment System used by areas high schools and MTC now organizes student career information on interests, abilities and values by the same 16 career clusters, and South Carolina high schools are developing student Individual Graduation Plans (IGP's) based on these 16 clusters.

Counseling Services established two new counselor positions to work with students in pre-Health Sciences. These counselors help the students assess their career interests and values using several assessment tools. This assessment information is then used to help students establish a career pathway and an educational plan for attainment of their goals. Pre-Nursing students also receive targeted counseling, and special sections of COL 105 have been established to better meet the educational assessment and planning needs of these students.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Public Affairs alerted the college's Office of Recruitment and the information center about upcoming opportunities to develop the basic skills necessary to be successful in college. By creating promotional materials for the Summer Fast Track Program, Public Affairs communicated important information such as a program overview, qualifications, course specifics and how to register.

The ENG department offered two sections of Fast Track ENG 010 in fall 2005 and three sections in spring 2006.

SDS ordered, distributed and shared Course placement data reports with appropriate college personnel in order to refine placement guidelines for new and readmit students.

The CAREERS and Student Support Services programs provided case management services to over 1,000 first-generation, low-income individuals and students with disabilities in grades 6 through 12. Similar services have been provided to adults in the same populations. More than 85 percent of these clients progressed to the next grade level or entered post-secondary education. The CAREERS and Student Support Services programs also served similar at-risk populations, and CAREERS staff also provided support to students entering non-traditional careers for their gender. Students served by these programs had excellent outcomes, with 96% of SSS students and 97% of CAREERS students graduating, transferring or continuing their education at MTC.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

CE partnered with MTC Counseling Services to host two sessions on Information Technology Career Exploration. CE has also spent time this year with our representative from Counseling Services to educate him on CE programs. From this developing relationship, many opportunities arise with CE students that are now referred to Counseling.

MTC hosted several workshops for high school and middle school counselors on the use of the Kuder Career Planning System. MTC has begun to use Kuder database information to target potential students whose career goals align with MTC programs and to share MTC information with potential students.

Counseling and Career Services send students – who indicate that they are unsure or undecided about their career plans on the admissions application – information about available career

services. In addition, students who do not choose to declare a major are assigned to Counseling and Career Services for advisement and career exploration. Information about career planning is being integrated into orientation materials and the new educational planning software being implemented by Counseling and Career Services.

COLLEGE GOAL 3:

The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.

PRIORITY INITIATIVE:

Expand course offerings, student services and articulation with senior institutions.

PROGRESS ACHIEVED:

MTC and USC have entered into a joint admissions program whereby USC delayed-entry students in Richland, Lexington and Fairfield Counties are referred to MTC for their first semester courses. A second joint admissions venture is USC's referral of their provisionally admitted students living in Richland, Lexington and Fairfield Counties to MTC. A total of 450-500 USC delayed entry and provisionally admitted students will be referred to MTC for fall 2006.

HIS 109, Introduction to Latin American Civilization, was approved by USC-Aiken as a non-western world studies course requirement and/or a Humanities general education requirement.

Admissions/Recruitment collaborated with Public Affairs to design a target marketing and recruitment plan for college students in senior colleges and universities who maintain residence in the MTC service area. Ads were placed in

targeted university newspapers, and 3,800 direct mail pieces were sent to local students enrolled in four-year colleges and universities. As a result, over 850 visiting students attended MTC during the summer 2006 semester and contributed to a 3.5% increase in summer 2006 enrollment, compared with summer 2005.

MTC co-hosted the 2006 annual Career Fest, which was held on the University of South Carolina Campus. The goal of Career Fest is to help college students in the Columbia area learn about employment opportunities in the Central Midlands. Other participating colleges included Columbia College, Benedict University, Allen University, and Columbia International University.

PRIORITY INITIATIVE:

Expand collaboration and interaction with area school districts.

PROGRESS ACHIEVED:

The Development Office partnered with Lexington School District One in the preparation of the Lexington One Middle College grant for the Airport Campus. The grant was one of only 12 Tech Prep grants funded nationwide. The Middle College on Airport Campus is anticipated to open in fall 2006, and the project was funded in excess of \$600,000.

The Development Office collaborated with the Pathways to Prosperity program on two awards with area school districts. The first, for \$50,000, provided for WorkKeys and KeyTrain remediation, conducted by MTC and provided directly to high school students in each of the eight area districts. The second award, of \$92,000 provides for assessment in COMPASS and WorkKeys of 2,200 10th graders in the area school districts, as well as provides funding for high school competencies articulation agreements.

The college's Public Affairs Office worked with Lexington School District One in an advisory

capacity for releasing information on the new Midlands Middle College. Beginning in fall 2006, MMC plans to begin enrolling students who are 16 years old and have reached junior status in high school. Public Affairs continued to work with to advise the Richland One Middle College in marketing and public relations activities.

Three additional Social and Behavioral Sciences (SBS) courses were offered to local high schools. These included PSY 201 at Gilbert, SOC 101 and PSC 201 to Ridgeview.

ENG 101 and 102 were taught at Batesburg-Leesville and Lexington High Schools.

The Math (MAT) department organized and executed the Midlands Math Meet with approximately 120 sixth and seventh graders participating.

CE continues to work with the SC Department of Education, DHEC, and individual high school principals to allow high school students to take MTC's EMT program for high school credit. Also, CE adjunct instructors have met regularly with high school guidance counselors to discuss the Audio Engineering Certificate Program.

Testing of 10th and 11th grade students was significantly increased, in support of qualifying students for dual enrollment classes. The number of these students tested grew from 1,592 in 2004-2005 to 2,143 in 2005-2006. This represented a 35% increase. Additionally, on-site testing and enrollment services information was provided to over 1,800 seniors in the college's service area.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

PSC 201 and GEO 102 taught during the 2005-2006 academic year.

DVS offered COL 105 in the area secondary schools where requested.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The IST department has updated the syllabi for the following proposed courses: CPT-236 Introduction to Java Programming; CPT-244 Data Structures, and CPT-237 Advanced Java Programming. These bring competencies in line with those of the Sun Certified Java Programmer exam.

CE continues to offer these courses that lead to national certifications: A+; APICS – CPIM Certification; Certified Financial Planner®(CFP); Certified Purchasing Manager; Cisco Certified Network Administrator; Clinical Massage Therapy; Dietary Manager; Microsoft Certified Systems Administration; Microsoft Certified Systems Engineer; Microsoft Office Specialist; Network +; Professional and Senior Professional in Human Resources (PHR & SPHR); Project Management Professional (PMP); and Security +.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Two student Math teams participated in the annual international Mathematical Contest in Modeling, with one team being recognized in the top 30% of competing teams from around the world.

Counseling Services counselors taught 4 sections of COL 105, which were targeted to Pre-Nursing and Pre-Health Sciences students. These sections emphasized health program expectations, career planning, exploration of health career alternatives, interest and skills assessments and general orientation to the college.

PRIORITY INITIATIVE:

Integrate diversity and multiculturalism into programs and services.

PROGRESS ACHIEVED:

Instructional Delivery represents our diverse, multicultural population in all of our Television and Radio spots, PowerPoint's, and Recruiting material for the college. Instructional Delivery has also worked closely with Public Affairs, IRM, and Student Development services to ensure that the MTC website and all department sites are in compliance with Section 508 and meets all ADA requirements.

Instructional Delivery has made sure that each web-based video is compliant with Section 508 and meets all ADA requirements such as close captioning.

Public Affairs integrated diversity through its publications and informational materials. PA also developed and disseminated marketing and advertising materials that publicize diverse student, faculty and staff populations. Public Affairs developed brochures and flyers specifically aimed at recruiting and retaining a diverse student body. Public Affairs ensured that the college's nondiscrimination statement was included in MTC publications.

Public Affairs worked in concert with SDS, particularly the Office of Student Activities, to produce collateral material including brochures, flyers, postcards and posters to ensure communication with students concerning the college's diverse and multi-cultural events and activities.

The HUM department successfully organized an ART trip to France and Spain. The trip lasted from May 11 through May 20, 2006. The HUM department also organized a REL trip to Italy – departing on May 12, returning May 25, 2006.

CE actively recruits speakers and instructors that represent the make up of our classes in terms of age, gender, and race. We also use native

speaking instructors to consistently meet the demand for foreign language classes.

COLLEGE GOAL 4:

The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

PRIORITY INITIATIVE:

Actively interface with economic development entities and senior institutions and participate in activities to increase business and industry development.

PROGRESS ACHIEVED:

The Development Office collaborated with the University of South Carolina in the development of a proposal to the National Science Foundation for civil engineering. The Development Office is proceeding to collaborate with the University of South Carolina with regard to a proposal in hydrogen fuel cell technology. Instructional Delivery works closely with USC's Incubator program. We highlight and record their companies' graduations and help provide material they use for regional and national accreditation.

CE worked with local, regional, and state economic development entities on expanding and developing several prospective businesses. CE also expanded the FastTrac programs by collaborating with local partners, such as, SC Department of Commerce, SC Women's Business Center, SC Small Business Development Center, Richland County School District 1, USC Technology Incubator, and the City of Columbia.

Student Development Services designated approximately \$36,000 in Perkins funds and \$41,600 in EEDA Pathways funds to contract with MEBA to produce career development materials for MTC students, increase articulated curricula with at least two additional school districts and expand Career Alliances to nine.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Development Office facilitated development of proposals for several community outreach programs. Funding for these programs exceeded \$3 million dollars in 2005-2006. Senior Community Service Employment Program, Teacher Quality Enhancement, Eisenhower Grant, National Science Foundation, the Workforce Investment Program and the Fund for the Improvement of Postsecondary Education provided additional collaboration and investment of \$624,865.

One section of MAT 120, Probability and Statistics, was offered during the 2006SP term at Palmetto Baptist Hospital for nurses interested in obtaining a baccalaureate degree.

CE partnered with the Workforce Investment Board and SDS to design programming for the Older Youth program. The program is designed for individuals 19-21 years old whose income is at or below poverty level and who meet other criteria such as basic skill deficiencies, single parent or pregnant, high school dropout, offender, disabled, or homeless. Programs deemed appropriate for this audience are: EMT Basic, Medical Business Certificate, Phlebotomy, Medical Transcription Certificate, Welding, Small Engine Repair, and the Bookkeeping Certificate.

CE partnered with H & R Block and Guilford Technical and Community College to offer Train to Work, a program that provides job training and placement in tax preparation careers. Train to Work was intended to help support Hurricane Katrina evacuees in South Carolina, workers recently laid-off, veterans, and end of active duty military personnel and others. Additionally, CE partnered with WIA to obtain \$150,000 in Incumbent Worker Training dollars for Siemens Diesel Systems Technology.

PRIORITY INITIATIVE:

Expand and strengthen the role of program advisory committees.

PROGRESS ACHIEVED:

Public Affairs created an online communications tool for the college's advisory committees to understand their role in planning, reviewing and maintaining college program offerings. The Advisory Committee Website serves as a handbook for new Advisory Committee members. It provides an overview of the college and provides a summary of what a representative might expect during their tenure on an MTC Advisory Committee. This site can be viewed at www.midlandstech.edu/advisorycommittees.htm

Advisory board members from the AET and CET programs participated in recruitment activities at local high schools with good results. The High school students were very receptive to representatives from the industry.

The Building Construction Technology Advisory Committee participated in the BCT Cooperative Education Experience, recommending a website that informs students of the employment opportunities in the construction industry.

The composition of the Nursing Advisory Committee was slightly changed. Attendance at the Advisory Committee meeting by community participants was increased from 47% to 59%.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Public Affairs planned and coordinated awareness and advocacy events including an education facility groundbreaking event, an historic bell dedication event, and an

appreciation luncheon for members of the General Assembly where Public Affairs helped coordinate speakers and remarks for the college's budget and public hearings to County Council representatives.

The Public Affairs Office also worked with representatives of the South Carolina Dental Association to promote the college's involvement in "Give Kids a Smile Day," Midlands Heart Walk, and the Walk to Cure Diabetes.

Public Affairs continued its promotional partnership with the Greater Columbia Chamber of Commerce, resulting in college promotion in the Chamber's website, annual *Regional Review* publication, the City Map Project and the *Focal Points* newsletter.

The Building Construction Technology program began its cooperative education course. This program invited several guest speakers to talk about new technology and products in the construction industry, as well as the many different employment opportunities in our service area.

Nursing offerings through Continuing Education were greatly expanded. From June 2005 through April 2006, 28 continuing education programs for nurses were offered. Current nursing faculty taught fifteen programs and retired nursing faculty taught two programs. (NUR)

CE seeks opportunities for dialogue and interaction by encouraging employee participation and leadership in local and state organizations. CE employees serve in the following *leadership* capacities: ASTD Treasurer, Fast Forward Community Technology Center Board of Directors, Fast Forward Treasurer, Forest Lake Elementary School Improvement Council Chair, Mid Carolina APICS Board, SCAHCE Awards Chair, SCAHCE Board Member, SCAHCE Membership Chair, SC Technical College System Profiler Standards Committee Chair, SC Vocational Rehabilitation Training Center, Business Advisory Committee, serve as chair of the Business Applications Plus subcommittee, Lexington Technology Center Advisory

Committee and Columbia High Business Advisory Committee.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

MTC hosted the Second Annual Statewide Service Learning Conference.

A fulltime VISTA worker has been assigned to the college and will provide assistance as we progress toward the development of a Service Learning Center.

The MTC Student Advisory Board incorporated the theme of service and servant leadership into 2005-2006 student organization activities. Every student organization was involved in at least one community service activity and several activities were supported within the classroom, as service learning activities

COLLEGE GOAL 5: MTC serves as a primary catalyst in economic development through education, entrepreneurship and business acceleration.

PRIORITY INITIATIVE:

Design and implement innovative, proactive programs to address the future needs of the business community and expand the workforce.

PROGRESS ACHIEVED:

The Vice President for Continuing Education was appointed to the Board of the Midlands Workforce Development Board. At the WIB's request, CE submitted a new program for Microsoft Project Training that was approved and added to the WIA approved course list.

CE held two business and industry information session on Registered Apprenticeship programs this year to promote the idea of joint programs. With leads from these information sessions, CE is working with five business partners to begin a joint Registered Apprenticeship Program in Industrial Maintenance to begin fall 2006.

CE has been working to develop Registered Apprenticeship Programs at the University of SC, Division of Facilities Services. This will start with one registered program and could eventually grow to 25 trades.

Provided a parent's night activity for low income, first generation potential middle school and high school students through the Educational Talent Search program. Topics included college, career and financial planning.

Hosted the summer Upward Bound program for approximately 40 9th through 12th grade students, who participated in career awareness activities exposing them to areas of high employment demand prior to preparing career and college plans.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Development Office worked with Continuing Education and a private corporation regarding development of programming in robotics at the Northeast Campus.

The Development Office obtained the only U.S. Department of Labor Employment and Training Administration grant awarded in South Carolina, and one of only 70 nationwide. The award, for \$1,946,563 million dollars is leveraged with local funding, making the total investment \$2.6 million dollars. Partnerships on this grant include Palmetto Health, Central South Carolina Alliance, Doctors Care, Emergency Medical Service Management Association, Midlands Education and Business Alliance, South Carolina OB/GYN, Hispanic Outreach, Family

Services Center, South Carolina Vocational Rehabilitation, South Carolina Department of Social Services, Dorn Veterans Administration Hospital, Workforce Development Board of the Midlands, and the Midlands Education and Business Alliance. The grant provides infrastructure for health sciences.

Several WorkKeys exams were upgraded to DVD formats, which increased administration flexibility and incorporation into computer-based administration for business and industry partners. 763 WorkKeys exams were administered on-campus through the Value-Added Reseller Center, and another 734 were administered off-campus and scored, for a total of 1,497 WorkKeys exams. WorkKeys is also being used as one of the primary assessment tools for the Pre-Health Science students who are working with designated counselors to establish educational plans and pathways in health-related programs.

PRIORITY INITIATIVE:

Develop a strategic master plan for the Enterprise Campus.

PROGRESS ACHIEVED:

MTC network standards have been revised to include IP Telephony and Multiple Protocol Layered Switching (MPLS) infrastructure in preparation of the development of the Enterprise Campus and growth of MTC's Northeast Campus.

The S.C. Budget and Control Board approved the Enterprise Campus Procurement policies and procedures.

PRIORITY INITIATIVE:

Establish programs to promote entrepreneur-ship.

PROGRESS ACHIEVED:

The initial offering of the entrepreneurship class was during spring 2006 semester. The

certificate has been approved and will be fully implemented with the fall 2006 schedule.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

MTC Public Affairs published *The Resource*, a new catalog of Continuing Education courses targeting businesses. The new publication was mailed to more than 10,000 area businesses.

Public Affairs designed and printed a promotional product to communicate the full array of services the college offers the region's advanced manufacturing sector. The brochure folder specifically addresses the college's expertise in Employee Development, Technology Services, Engineering Technology, Technical Skills Training and Process Improvement.

Public Affairs helped expose area industry to the value of communication with Spanish-speaking customers by marketing the CE Command Spanish Courses.

Public Affairs publicized MTC Continuing Education opportunities to businesses and individuals by creating marketing materials for courses such as the Health Sciences Dietary Managers Program and the Social Work/Counseling conference.

The Business/Industry recruitment coordinator within SDS visited over 300 businesses and industries and provided them with MTC literature and information.

SDS presented Edu-Fairs to a number of these companies and organizations around the community, and more than 700 WorkKeys exams were provided for local employers.

Approximately 50 older youth (ages 10-21) who have been identified as unemployed or under-employed have been recruited into MTC's WIA

Older Youth program for short-term training in high demand fields.

COLLEGE GOAL 6:

The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

PRIORITY INITIATIVE:

Develop systematic processes that provide leaders with information and data to support strategic and operational decision-making.

PROGRESS ACHIEVED:

Media Services for Instructional Delivery teamed with ARP to produce the printed version of MTC Fact Book. Instructional Delivery works closely with ARP to insure that the MTC Fact Book has an online version and meets all ADA requirements.

SDS participated in the ASSET/COMPASS course placement service research to monitor and refine student placement into courses and promote student success in entry-level courses. Re-confirmed course placement information with English, DVS and math department chairs.

SDS refined tracking and performance mechanisms for Perkins III and WIA programs, to include better identification and tracking of special populations such as first-generation and low income students.

SDS obtained retention information on sub-populations by gender and ethnicity. Requested and obtained expanded retention information to track student persistence to the second semester and the second year to better assess when students are leaving the college.

SDS identified the enrollment, retention and graduation rates of male students, and especially African-American male students, to be lower than the college norm. Designed a proposed leadership and intervention program for minority male students, for implementation in 2006-2007.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Midlands Technical College participated in 2005-2006 facilities survey through the Operations Department and will receive a summary report of the data from all participants.

A Cost Analysis Model for Higher Education was developed as a project for the South Carolina Technical College Leadership Program.

The Cost Analysis Model for Higher Education has been updated to GASB reporting standards. The model is also in modified beta testing by one of MTC's sister technical colleges.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Data analyzed by Research, Assessment and Planning provided needed information for the assessment of MAT 102 versus MAT 155 prerequisite and subsequent student success in achieving an A, B, or C grade.

Research, Assessment and Planning assisted in analyzing pre-test/post-test information for 2004-2005 and 2005-2006 academic years in order for faculty to begin process of determining changes in teaching methodology and strategies to assist students in difficult to master material.

A session on accessing CollegeNet was provided by SDS to academic department chairs on departmental workdays. The Student Information Systems department is now piloting the use of CollegeNet to provide communications and trigger responses to incoming students on targeted IST program, prior to the student's enrollment.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The Business Affairs Division's Cost Analysis Model has received national recognition for Exemplary and Best Practices in Higher Education for the model from the Community College Business Officers Association (CCBO) and from the Southern Association of College and University Business Officers (SACUBO).

Public Affairs ensured exposure via media outlets using strategically placed articles, media advisories, news releases, phone calls and e-mail messages. Public Affairs also worked with the media on local, regional and national levels to ensure and maintain positive relationships between them and the college.

Business Affairs submitted the CAFR for the 2005 fiscal year and the college again received certification by GFOA.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Instructional Delivery has staff representation on the State Tech, Distance Education Peer Group (DEPG), the South Carolina Partnership for Distance Education, InfoComm, and the South Carolina Technical Education Association.

PRIORITY INITIATIVE:

Develop and implement comprehensive risk management strategies.

PROGRESS ACHIEVED:

Video surveillance cameras and recorders are installed in 18 buildings across all 4 campuses. Beltline and Northeast campuses have coverage in all buildings. Beltline Campus has 25 external cameras installed; Northeast Campus has 6 external cameras installed. The installation of video surveillance resulted in the reduction of 3 contract security personnel for a savings of \$67,000 per year.

A Memorandum of Understanding has been drafted between Midlands Technical College and Richland Springs. Under the MOU, Richland Springs will provide MTC students with a free assessment regarding the crisis situation. The students may use Richland Springs or another provider, and the student must pay the cost of any on-going therapy.

COLLEGE GOAL 7:

The college engages in creative, entrepreneurial resource development and management.

PRIORITY INITIATIVE:

Seek partnerships with local agencies and senior institutions to offer learning opportunities for students and professional development opportunities for faculty and staff.

PROGRESS ACHIEVED:

Media Services for Instructional Delivery supported Business Affairs to provide summer employment for students associated with the Urban League.

Instructional Delivery has partnered with Time Warner Cable to use our TV Studio in Morris Hall to record their "Palmetto People" cable access show bringing community leaders to our Airport campus monthly.

MTC Counseling and Advisement staff members met with the members of the USC Columbia Advisors' Network and are working with this group to plan a fall conference. An

outgrowth of this discussion was the formation of a proposed South Carolina College Counseling Association, whereby two and four-year counseling professionals will meet and network on issues of mutual interest.

PRIORITY INITIATIVE:

Continuously seek and obtain alternate funding.

PROGRESS ACHIEVED:

The Development Office raised \$509,380 in gifts and pledges through the *Investing in the Future* major gifts campaign during fiscal year 2005-2006, reaching the campaign total of \$4.7 million. The Development Office also obtained grants from the South Carolina Humanities Council, National Endowment for the Humanities *We the People* program, and the Corporation for National and Community Service Learning on behalf of faculty.

DVS departmental faculty have been awarded professional development funds to attend regional and national conferences. Four faculty members and the chair are on the committee developing the Title Three grant to assist in the retention of students attending the college.

In 2005 grant funds were requested and an open lab pilot program in electronics was funded on a trial basis in EET during fall and Spring Semesters. The program has been very successful.

In 2005-2006 Counseling Services worked with SC Vocational Rehabilitation to receive \$12,060 to help offset some (11%) of the \$107,537 in interpreter costs experienced by MTC in 2005-2005.

During 2005-2006, grant proposals were written and submitted for the refunding of the Educational Talent Search Program, the Educational Opportunity Center Program, the CAREERS program, the WIA Older Youth program, and the CHE Access and Equity Program, for 2006-2007. All of these programs were refunded for 2006-2007.

SDS departments obtained approximately \$2.1 million in funding to provide supportive services to MTC students and potential students. The funds received place a high emphasis on students who are traditionally under-served in higher education, including first-generation college students, students from low-income families, students with disabilities, students whose first language is not English and students who are entering careers which are non-traditional for their gender.

PRIORITY INITIATIVE:

Develop methods to conserve resources and increase revenue.

PROGRESS ACHIEVED:

The DVS department offers courses throughout the day that meet the educational needs of students enrolling in the course meet academic, or occupational and career goals. (DVS)

BA staff met with SCE&G resulting in a savings of \$25,000 through rate changes. Methods of procuring an energy auditor have been researched and a Request for Proposals will be issued during next fiscal year.

Implementation of an on-line leave system has been executed. All employees were notified via intranet and written notification. Employees are able to access leave balances on-line and employees no longer receive printed leave statements. Organizational charts have been placed on-line.

Bookstore financial tool is complete. The tool measures various sales, costs and other data and compares MTC to the college store industry.

A new canteen food service vendor for the college was selected.

Beltline, Airport, Harbison and the Northeast Campuses are currently utilizing the new Metro-Ethernet facilities from Bellsouth.

The Postal Manager was trained in new processes and then met with MTC clients to recommend the most economical methods to

send mail resulting in a savings of over one thousand dollars in one department.

PRIORITY INITIATIVE:

Position the college to maximize state and local support.

PROGRESS ACHIEVED:

Instructional Delivery created presentations that feature and highlight the college to state and local legislative and governance organizations.

The college staff met with the elected officials, administrators and staff from the state and county on numerous occasions during the year.

COLLEGE GOAL 8:

The college implements strategies to recruit, retain and develop exceptional faculty and staff.

PRIORITY INITIATIVE:

Provide opportunities and funding to ensure the on-going professional development of faculty and staff.

PROGRESS ACHIEVED:

The Development Office provided professional development funding through the following: Employee of the Year award, Barbara and Lester Reed Professional Development award, Shirley Weeks Leadership award, Arts and Sciences Faculty award, MTC Foundation Faculty Teaching award program, and an additional \$20,000 is budgeted professional development initiatives. The Dunbar-Tompkins Distinguished Lecturer in Career Programs has also been established to recognize outstanding teaching faculty in Career Programs.

CE revamped the college's policy for employee participation of CE classes. The policy, along with required forms, is now easily accessible through the MTC intranet.

Instructional Delivery has provided their staff with the opportunity to attend a Web

Accessibility class to enhance awareness on Web Standards and Section 508 and has encouraged them to attend quarterly meetings with the South Carolina Government Webmasters Association group.

All Business Affairs employees engaged in at least one form of customer service training during 2005-06.

All CE Program Managers and Business Solutions Directors have completed at least 20 hours of professional development activities. All CE Registration staff participated in customer service training and brainstorming sessions. All CE employees are encouraged to take the CE courses necessary to make them more productive or to increase specific job skills. One CE faculty member was recognized with NISOD award and is attending national conference.

At least one professional development activity is integrated into SDS staff EPMS plans, and all staff participates in one or more professional development activity each year.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

Instructional Delivery worked closely with dental hygiene faculty, student development services, and commission members to conduct interviews with applicants from other states.

MTC hosted several USC practicum students and a Ph.D. level intern during 2005-2006. In addition, MTC has now added a USC Assistantship position in the Student Activities area.

PRIORITY INITIATIVE:

Ensure accurate and meaningful communication college-wide.

PROGRESS ACHIEVED:

Instructional Delivery works closely with Public Affairs and IRM to provide pertinent information to the college community through the use of MTC's standard web page and through the use of streaming technology on the web, providing on-demand access to video presentations.

Public Affairs developed a web-based archive system to research past news stories on the *College News* Intranet page; redesigned the architecture of the Intranet home page to make the most-used links more accessible; and added mechanisms to the intranet to facilitate online work order requests and videos on demand.

The CE catalog is now being mailed to all full-time and part-time faculty and staff. It is also mailed to the MTC Foundation and to the Commission.

The CE Intranet site for MTC employees was redesigned to make it easier for staff and faculty to understand their options and to register for classes.

PRIORITY INITIATIVE:

Integrate diversity and multiculturalism into employment practices and professional development.

PROGRESS ACHIEVED:

Through MTC Reads and the International Committee, presentations on Islam and Gullah were offered to the college community. Also, the English department sponsored four discussions of international books.

Care is taken to ensure the diversity of leadership program participants, and the make-up of individuals in these programs has reflected this diversity.

Report Card 2005-2006

Critical Success Factors

and

Institutional Effectiveness Indicators

CRITICAL SUCCESS FACTORS AND INSTITUTIONAL EFFECTIVENESS INDICATORS

CRITICAL SUCCESS FACTORS

A Dynamic Educational Programs	B Student Outcomes	C Quality Support Services	D Economic Development and Community Involvement	E Effective Leadership and Management	F Collaborative Organizational Climate
Indicators of Effectiveness					
A-1 Achievement in General Education	B-1 Student Goal Attainment	C-1 Client Satisfaction	D-1 Support of Economic Development	E-1 Cooperative Planning and Goal Attainment	F-1 Ongoing Professional Development
A-2 Assessment of the Academic Major	B-2 Graduation Rates	C-2 Assessment of Programs and Services	D-2 Interaction With the Community	E-2 Management of Resources	F-2 Faculty/Staff Diversity
A-3 Articulation Agreements	B-3 Placement Rate in Work Force	C-3 Entry Testing and Course Placement	D-3 Positive Community Response	E-3 Acquisition of Public/Private	F-3 Support for Equity in Employee Salaries/ Benefits
A-4 Accreditation	B-4 Transfer Rates and Performance	C-4 Access and Equity	D-4 Partnerships and Alliances Resources	E-4 Facility and Technology Development	F-4 Employee Satisfaction
	B-5 Retention Rates				
	B-6 Licensure Exam Rates				

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

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

STUDENT MASTERY OF GENERAL EDUCATION CORE VALUES

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

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

Employer Satisfaction - General Education Skills

Programs Undergoing Review	Previous Review Data	2005-2006 Review Data
AET	100%	100%
CET	100%	100%
CRJ	100%	N/A
EET	100%	100%

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

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

LEARNING OUTCOMES

Programs	Goals Achieved		Mastery of Capstone Competencies		Employment Success (Placement in Field)	
	Previous Review	Current Review	Previous Review	Current Review	Previous Review	Current Review
AET	100%	92%	100%	100%	88%	63%
CET	88%	88%	100%	100%	100%	100%
CRJ	70%	89%	100%	92%	95%	92%
EET	100%	92%	100%	100%	88%	100%

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

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

CLIENT SATISFACTION

Programs	Student Satisfaction		Alumni Satisfaction		Employer Satisfaction	
	Previous Review	Current Review	Previous Review	Current Review	Previous Review	Current Review
AET	92%	90%	100%	100%	100%	75%
CET	100%	100%	100%	100%	100%	100%
CRJ	99%	100%	100%	100%	100%	100%
EET	90%	90%	100%	100%	100%	100%

ACTION PLAN: AET will develop a strategy to impact employer satisfaction.

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

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

STANDARDS	PROGRAMS TO BE REVIEWED 2005-2006			
	AET	CET	CRJ	EET
I. Program Vitality				
A. 90% Placement in Field	63%	63%	58%	86%
B. Headcount (12 FTE's)	98	83	304	110
C. Advisory Committee				
1. 90% Involvement	90%	90%	95%	80%
D. Adjunct Faculty Teach no more than 40% of Sections	20%	20%	20%	20%
E. 100% of Faculty Met SACS Credential Req.	100%	100%	100%	100%
F. 6 Graduates Per Year	9	5	49	10
G. National 2-Yr. College Retention Rate (51.5%)	45%	31%	23%	24%
H. SBTCE Average Retention Rates (48%)	45%	31%	23%	24%
II. Program Efficiency				
A. Average Section Size FTE Productivity Factor (AHS=10) (Others=18)	21	15	18	12
% Standards Met	66.7%	44.4%	66.7%	44.4%

Source: Program Review Data Sheets

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

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

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

INDICATOR A-3: ARTICULATION AGREEMENTS

STANDARDS AND RESULTS:

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

Articulation Agreements with Accredited Senior Institutions							
2002-2003		2003-2004		2004-2005		2005-2006	
Standard	College	Standard	College	Standard	College	Standard	College
100%	100%	100%	100%	100%	100%	100%	100%

INDICATOR A-4: ACCREDITATION

STANDARDS AND RESULTS:

- MTC will hold accreditation from 100 percent of the recognized accrediting bodies included on the CHE adopted list for which accreditation is available. (3D - Accreditation of Degree Granting Programs) (ED)

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

CSF B: STUDENT OUTCOMES

INDICATOR B-1: STUDENT GOAL ATTAINMENT

STANDARDS AND RESULTS:

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

ATTAINMENT OF EDUCATIONAL GOALS

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

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

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

ATTAINMENT OF EDUCATIONAL GOALS

Non-Completing Students				
Goal Statement	Standard	2000-2003	2001-2004	2002-2005
MTC helped/is helping my educational goal.	50%	Not Available	Not Available	Not Available
MTC contributed to my quality of life.	50%	Not Available	Not Available	Not Available

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

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

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

INDICATOR B-2: GRADUATION RATES

STANDARDS AND RESULTS:

- Rate 1 - The percentage of first-time, full-time freshman who graduate within 150 percent of program time will meet or exceed the annual benchmark established for Act 359. (7A - Graduation Rate)

COHORT GRADUATION RATE

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

Source: CHE Performance Funding Data; Indicator 7A

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

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

MTC GRADUATE PLACEMENT RATE

Year	Standard	# of Grads*	# Avail. for Placement	# Placed	% Placed
2000-2001	90%	1491	1742	1125	65%
2001-2002	90%	1658	1638	1278	77%
2002-2003	90%	1612	1605	1241	77%
2003-2004	90%	1720	1703	1252	74%
2004-2005	90%	1762	1739	1394	80%

* Unduplicated headcount of graduates

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

PLACEMENT RATE IN WORKFORCE FOR STUDENTS WITH MARKETABLE SKILLS

INDICATOR B-4: TRANSFER RATES AND PERFORMANCE

STANDARDS AND RESULTS:

- A sample of former MTC students who have completed at least 15 semester hours at a reporting public senior institution, GPA's will approximate that of native students.

Transfer Student GPA Comparison First-Time Fall 2001 Transfers

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

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

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

FRESHMAN-TO-SOPHOMORE RETENTION RATES BY GENDER

	Fall 2001-2002	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06
College	52.7%	53.6%	49.2%	46.8%	44.5%
Male	44.5%	45.5%	48.6%	44.7%	42.6%
Female	51.4%	51.3%	49.6%	48.2%	45.9%

FRESHMAN-TO-SOPHOMORE RETENTION RATES BY ETHNICITY

	Fall 2001-02	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06
College	52.7%	53.6%	49.2%	46.8%	44.5%
Black	42.1%	45.7%	41.9%	39.3%	38.6%
White	51.0%	50.2%	53.5%	50.8%	48.5%
Other	52.0%	50.3%	47.8%	53.0%	44.0%

FRESHMAN TO SOPHOMORE RETENTION RATES BY ETHNICITY/GENDER

	Fall 2001-02	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06
College	52.7%	53.6%	49.2%	46.8%	44.5%
Black Male	37.4%	43.2%	42.4%	34.2%	36.5%
White Male	46.6%	45.4%	51.3%	48.0%	45.1%
Other Male	48.8%	51.1%	48.5%	57.2%	47.9%
Black Female	44.8%	47.0%	41.6%	41.9%	39.9%
White Female	55.1%	54.6%	55.6%	53.2%	51.6%
Other Female	54.5%	49.6%	47.2%	50.0%	40.9%

FRESHMAN TO SOPHOMORE RETENTION RATES BY STATUS AT ENTRY

	Fall 2001-02	Fall 2002-03	Fall 2003-04	Fall 2004-05	Fall 2005-06
College	52.7%	53.6%	49.2%	46.8%	44.5%
Full DVS	51.1%	55.5%	37.1%	45.1%	39.2%
1st_Freshman	50.8%	50.7%	51.5%	48.0%	45.4%
1st_Transfer	41.6%	43.9%	43.1%	43.7%	42.2%
Full-time	54.1%	53.5%	53.2%	50.1%	48.2%
Part-time	40.8%	40.6%	42.2%	41.3%	38.2%

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

TWO-YEAR PUBLIC COLLEGE RETENTION RATE COMPARISON

Years	National Rate	MTC
2000-2001	51.8%	57.9%
2001-2002	51.8%	57.4%
2002-2003	52.8%	57.4%
2003-2004	51.3%	52.0%
2004-2005	51.6%	46.2%

Source: American College Testing Service

ACTION PLAN: The college will monitor this data.

- The annual retention rate (fall-to-fall) of other-race undergraduate students will meet or exceed the annual benchmark established for Act. 359. (8C2 - Accessibility of Institution to All Citizens of the State) (ED/SDS)

Year	Standard	(a) All Degree Seeking Other Race Students Enrolled	(b) No. of other Race Students Retained to Next Year	(c) No. of Other Race Students Graduating in Cohort Year	Rate $\frac{b+c}{a}$
2000-2001	49.60%	3243	1431	415	56.9%
2001-2002	49.0%	3248	1401	389	55.1%
2002-2003	49.0%	3662	1672	423	57.2%
2003-2004	49.0%	4096	1764	448	54.0%
2004-2005	49.0%	4146	1817	471	55.2%

INDICATOR B-6: LICENSURE EXAM RATES

STANDARDS AND RESULTS:

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

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

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

	2002-2003		2003-2004		2004-2005		2005-2006	
	MTC	SC	MTC	SC	MTC	SC	MTC	SC
National Council Licensure Exam. - Practical Nurse	96.2%	99.0%	98.1%	94.0%	100.0%	95.0%	100.0%	96.0%
National Council Licensure Exam. - Registered Nurse (ADN)	96.1%	93.0%	93.4%	90.0%	97.7%	87.0%	93.8%	89.0%
National Board for Dental Hygiene Exam	100.0%	95.0%	95.2%	96.0%	100.0%	90.0%	100.0%	95.0%
SRTA Regional Exam for Dental Hygienists	96.0%	98.0%	90.0%	94.0%	95.2%	96.0%	95.1%	97.0%
Nuclear Medicine Technology, AART	88.0%	88.0%	100.0%	100.0%	88.0%	88.0%	100.0%	100.0%
Nuclear Medicine Technology Certification Board Exam.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Examination agencies' reports to CHE

CSF C: QUALITY SUPPORT SERVICES

INDICATOR C-1: CLIENT SATISFACTION (STUDENTS)

STANDARDS AND RESULTS:

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

STUDENT SATISFACTION WITH PERSONAL GROWTH

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

Source: MTC Academic Program Review Surveys

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

At least 80 percent of students surveyed will indicate satisfaction with college services, and satisfaction with services will exceed national norms for two-year colleges.

STUDENT SATISFACTION WITH SERVICES

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

* Source: MTC Academic Program Review Surveys

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

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

CONTINUING EDUCATION QUALITY OF INSTRUCTION

Years	Standard	Course Content	Instructional Quality
2000-2001	90%	92.6%	95.5%
2001-2002	90%	94.0%	96.0%
2002-2003	90%	95.0%	95.7%
2003-2004	90%	96.0%	96.6%
2004-2005	90%	98.5%	94.6%

INDICATOR C-1: CLIENT SATISFACTION (EMPLOYERS)

STANDARDS AND RESULTS:

- At least 90 percent of employers will rate MTC graduates as average or above average in: general education, technical skills, non-technical skills and readiness for the work force.

Programs	Standard	Level of Performance	
		General Education, Technical and Non-Technical Skills and Readiness for the Work Force	
		Previous Review	Current Review
AET	90%	100%	92%
CET	90%	100%	100%
CRJ	90%	100%	100%
EET	90%	100%	100%

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

Programs	Standard	Recommend for Other Employment	
		Previous Review	Current Review
AET	90%	100%	100%
CET	90%	100%	88%
CRJ	90%	100%	N/A*
EET	90%	100%	100%

* N/A - **Not Available** Employer surveys did not include a question regarding the recommendation for future employment of MTC Graduates.

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

CONTINUING EDUCATION QUALITY OF INSTRUCTION

Years	Standard	Course Content	Instructional Quality
2000-2001	90%	93.6%	96.8%
2001-2002	90%	94.0%	96.0%
2002-2003	90%	95.0%	95.7%
2003-2004	90%	96.0%	96.6%
2004-2005	90%	98.5%	97.5%

- At least 90 percent of businesses or organizations that used MTC's continuing education programs and services will indicate they would use those services again. (CE)

CONTINUING EDUCATION USE OF PROGRAMS AND SERVICES

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

ACTION PLAN: Survey administered on a 3-yr cycle

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

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

Student Development Services Department Evaluations

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

Review Component	2004			2005		
	ADV	CNS	SA	UB	CAL	SSS
Overall Rating	4.9	3.7*	4.9	3.8	4.8	4.8

*Note: Counseling Services' 2004 program evaluation was based on a 4.0 scale.

ADV=Advisement & Sched.

UB=Upward Bound

CNS=Counseling Services

CAL=Ctr. For Adult Learners/Job Training

SA=Student Activities

SSS=Student Support Services

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

Business Affairs Division: 2004	Standard	Previous Program Rating	Current Program Ratings
Budget Office	> 80 %	97.6 %	97.0 %
Auxiliary Services Office	> 80 %	Not Available	95.9 %
Bookstore	> 80 %	83.3 %	94.6 %
Conference/Meeting Facilities	> 80 %	82.6 %	96.0 %
Catering Services	> 80 %	Not Available	93.3 %
Vending Services	> 80 %	Not Available	89.3 %
Cafeteria Services	> 80 %	82.6 %	86.8 %
Finance and Accounting Office	> 80 %	Not Available	92.8 %
Accounts Payable	> 80 %	95.7 %	92.9 %
Cashier	> 80 %	74.4 %	81.0 %
Grants Accounting	> 80 %	76.2 %	94.3 %
Human Resource Management Office	> 80 %	81.6 %	85.6 %
Operations Office	> 80 %	Not Available	83.2%
Building & Grounds	> 80 %	Not Available	91.3%
Security Staff	> 80 %	Not Available	85.1%
Motor Pool	> 80 %	Not Available	92.7%
Support Services Office	> 80 %	Not Available	95.3%
Archives	> 80 %	95.0%	94.7%
Inventory Services	> 80 %	96.3%	95.2%
Mail Services	> 80 %	82.0%	93.2%
MIL Warehouse	> 80 %	90.3%	95.1%
Procurement	> 80 %	85.9%	90.1%

Source: BA Employee Satisfaction Survey

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

- The college will maintain a 75 percent success rate (C or better excluding W's and I's) for students placed in targeted courses based on initial test data.

COURSE SUCCESS RATE FROM INITIAL TEST DATA

Target Courses	Standard	Success Rate				
		2001-02	2002-03	2003-04	2004-05	2005-06
ACC101	75%	82%	82%	82%	80%	78%
CPT101	75%	94%	91%	94%	91%	93%
ENG101	75%	90%	84%	90%	86%	88%
MAT101	75%	80%	81%	81%	76%	75%
MAT102	75%	80%	80%	80%	82%	81%
MAT110	75%	86%	86%	87%	84%	80%
MAT155	75%	87%	88%	88%	88%	87%
PSY201	75%	79%	81%	82%	79%	82%
RDG100	75%	78%	83%	79%	74%	80%
SOC101	75%	87%	85%	89%	86%	90%

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

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

ENROLLMENT BY RACE AND GENDER

Race										Gender						
	2003-04			2004-05			2005-06				2003-04		2004-05		2005-06	
	Black	White	Other	Black	White	Other	Black	White	Other		Male	Female	Male	Female	Male	Female
MTC	36%	55%	9%	36%	55%	9%	36%	55%	9%	MTC	38%	62%	37%	63%	37%	63%
Cola MA	2000 Census									Cola MA	2000 Census					
	Black			White			Other				Male		Female			
	32%			64%			4%				48%		52%			

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

- At least 23.0 percent of undergraduate headcount students enrolled at MTC in the fall term will be citizens of South Carolina who are other-race according to federal reporting definitions. (8C1 - Accessibility to the Institution of All Citizens of the State)

PERCENT SC OTHER-RACE CITIZENS ENROLLED

Year	Standard	Fall Unduplicated HC Enrollment	Unduplicated HC Other-Race SC Citizens	% SC Other-Race Citizens Enrolled
2001-2002	23-30%	9,646	3,447	35.7%
2002-2003	23-30%	10,104	3,982	39.4%
2003-2004	23-30%	10,678	4,304	40.3%
2004-2005	23-30%	10,491	4,295	40.9%
2005-2006	23-30%	10,569	4,351	41.2%

- In target curriculum courses, success rates of students who complete developmental courses should be at least 85 percent of success rates of students who were not required to enroll in developmental courses.

DVS Course	Target Course	2002			2003			2004			2005		
		A	B	A to B	A	B	A to B	A	A to B	A	B	A to B	
		DVS	No DVS	Success Ratio	DVS	No DVS	Success Ratio	DVS	No DVS	Success Ratio	DVS	No DVS	Success Ratio
ENG 035	ENG 100	92	85	108	65	83	78	74	81	91	66	82	80
MAT 035	MAT 100	80	88	91	-	-	-	-	-	-	-	-	-
MAT 032	MAT 100	-	-	-	75	81	93	76	69	110	78	69	113
MAT 100	MAT 101	82	81	101	77	77	100	70	70	100	76	72	106
MAT 100	MAT 155	90	89	101	89	89	100	83	89	93	90	84	107
RDG 035	RDG 100	69	79	84	61	74	82	65	73	89	70	76	92
RDG 100	CPT 101	91	90	101	92	93	99	91	90	101	87	94	93
RDG 100	ENG 101	81	80	101	88	89	99	83	82	101	80	86	93
RDG 100	PSY 201	69	81	85	66	82	80	60	80	75	61	80	76
RDG 100	RDG 101	95	78	122	86	91	95	100	100	100	-	-	-
RDG 100	SOC 101	79	83	95	70	85	82	56	88	64	58	89	65

CSF D: ECONOMIC DEVELOPMENT AND COMMUNITY INVOLVEMENT

INDICATOR D-1: SUPPORT OF ECONOMIC DEVELOPMENT

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

STANDARDS AND RESULTS:

- The Central Carolina Economic Development Alliance will report MTC had a positive impact on corporate decisions to locate or expand in the Midlands.
- Of a sample of existing businesses that use MTC education and training services through the Continuing Education Division, 80 percent report that MTC had a positive impact on employee productivity. (CE)

INDICATOR D-2: INTERACTION WITH THE COMMUNITY

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

STANDARDS AND RESULTS:

- Eighty percent of community leaders report that MTC is a positive influence on the quality of life of the community.
- At least 90 percent of the 12-26 aged disadvantaged individuals served by MTC Student Development Services outreach programs to promote post-secondary preparedness will continue to the next grade or enter post-secondary education.

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

Source: ETS & UB reports

INDICATOR D-3: POSITIVE COMMUNITY RESPONSE**STANDARDS AND RESULTS:**

- Students admitted and enrolled at the college will include a minimum of 25 percent of the most recent local high school graduates admitted to any post secondary education institution.

Local College-Bound High School Graduates

Categories	2001-2002 Grads	2002-2003 Grads	2003-2004 Grads	2004-2005 Grads
Total Number of Area High School Completers	5,135	5,413	5,369	5,438
Number/Percentage of Area High School Completers Admitted to any Post-Secondary Institution	3,631 (71%)	3,768 (70%)	3,884 (72%)	3,931 (72%)
Number and Percent Enrolled at MTC*	829 (23%)	1,013 (27%)	918 (24%)	1,023 (26%)

*Source: CERS Opening Extract

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

- The college will complete form to report cooperation and collaboration of the college within the Technical College sector. (4A/B: Cooperation and Collaboration, Technical College sector)

ACTION PLAN: The SBTCE has worked with CHE staff to develop an acceptable measure for this indicator. Baseline data has been provided and the indicator will be scored for the first-time in 2002-03.

TECHNICAL COLLEGES CAMPUSES SECTOR INSTITUTIONS

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

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

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

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

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

CSF E: EFFECTIVE LEADERSHIP AND MANAGEMENT

INDICATOR E-1: COOPERATIVE PLANNING AND GOAL ATTAINMENT

STANDARDS AND RESULTS:

- The mission statement will be approved by the Commission on Higher Education on a five year cycle or as appropriate when changes are adopted. (1C - Approval of a Mission Statement)

CHE approved the college's statement of Mission, Role and Scope and Values in 1999 and 2004.

- The college will attain the goals set forth in the strategic plan as related to expected results, resources required/dedicated and time lines. (1E - Attainment of Goals of the Strategic Plan)

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

INDICATOR E - 2: MANAGEMENT OF RESOURCES

STANDARDS AND RESULTS:

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

Category	Standard	MTC (Fall)				
		2001	2002	2003	2004	2005
a. Avg. Lecture Size (3A)	12 – 27	20.3	20.5	21.4	21.4	20.5
b. FTE Student/FTE Faculty(3A3)	10 – 20	17.2	17.6	18.5	18.22	17.72
c. Avg. Cr. Hours Taught (3B)	Not Available	261.6	258.6	268.3	265.14	255.23
d. FT Fac./Other FT Employees (3C)	36 – 42 %	41.0	41.2	39.7	38.3	39.9

* CHE is developing a benchmark for this measure.

- The average number of continuing education units produced will equal or exceed the annual benchmark established for Act 359. (8B - Continuing Education Programs for Graduates and Others)

Year	Standard	CEU's Produced
2000-2001	41,000	40,106
2001-2002	N/A	40,269
2002-2003	N/A	39,792
2003-2004	N/A	37,128
2004-2005	N/A	45,329

ACTION PLAN: The college tracks CEU's.

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

Average General Overhead Costs

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

INDICATOR E-3: ACQUISITION OF PUBLIC/PRIVATE RESOURCES

STANDARDS AND RESULTS:

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

LOCAL APPROPRIATIONS

County	Year	Operational Budget			Capital Budget	
		Amount Requested	Amount Approved	Amount Received	Amount Requested	Amount Approved
Richland	2001-02	\$3,041,499	\$3,041,499	\$3,041,499	1 Mill (1)	1 Mill (1)
Lexington	2001-02	\$2,027,666	\$2,027,666	\$2,027,666	\$ 520,000	\$ 520,000
Fairfield	2001-02	\$ 49,725	\$ 49,725	\$ 49,725	N/A	N/A
Richland	2002-03	\$3,300,833	\$3,300,833	\$3,300,833	1 Mill (1)	1 Mill (1)
Lexington	2002-03	\$2,200,556	\$2,200,556	\$2,200,556	\$661,600	\$661,600
Fairfield	2002-03	\$ 50,720	\$ 50,720	\$ 50,720	N/A	N/A
Richland	2003-04	\$3,467,905	\$3,467,905	\$3,467,905	1 Mill (1)	1 Mill (1)
Lexington	2003-04	\$2,198,364	\$2,198,364	\$2,198,364	\$665,000	\$665,000
Fairfield	2003-04	\$ 92,407	\$ 92,407	\$ 92,407	N/A	N/A
Richland	2004-05	\$3,486,096	\$3,486,096	\$3,486,096	1 Mill (1)	1 Mill (1)
Lexington	2004-05	\$2,324,064	\$2,324,064	\$2,324,064	\$677,000	\$677,000
Fairfield	2004-05	\$ 104,994	\$ 104,994	\$ 104,994	N/A	N/A
Richland	2005-06	\$3,577,416	\$3,577,416	\$3,577,416	1 Mill + ½ Mill (1½)	1 Mill + ½ Mill (1½)
Lexington	2005-06	\$2,384,944	\$2,384,944	\$2,384,944	\$1,041,000	\$1,041,000
Fairfield	2005-06	\$ 108,228	\$ 108,228	\$ 108,228	N/A	N/A

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

Standard	2004-2005 Contributions	2005-2006 Contributions	% Change Current Year
5%	\$284,508	\$297,090	+105%

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

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

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

Annual Source of Funds	Public Two-year	MTC 2002-03	MTC 2003-04	MTC 2004-05	MTC 2005-06
Annual fund	20%	8%	5%	6%	7%
Bequests/Other gifts from living individuals	22%	7%	6%	5%	4%
Gifts/grants from foundations, corporations, government and foreign government, corporations, foundations	44%	84%	86%	87%	85%
Other gifts/grants	13%	1%	3%	2%	4%

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

Year	% Change Standard	Previous Year's Contributions	Current Year's Contributions	% Change Current Year
2001-2002	5%	\$ 82,968	\$ 80,549	-3%
2002-2003	5%	\$ 80,549	\$ 80,786	0%
2003-2004	5%	\$ 80,786	\$ 98,507	+2%
2004-2005	5%	\$ 98,507	\$ 84,493	-14%
2005-2006	5%	\$ 84,493	\$ 77,785	-8%

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

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

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

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

SPACE UTILIZATION

Year	Classroom and Laboratory Utilization Rate			
	Technical System Average		Midlands Technical College	
	Classroom	Laboratory	Classroom	Laboratory
2001-2002	22.23 hrs	18.57 hrs	31.15 hrs	20.41 hrs
2002-2003	24.34 hrs	14.82 hrs	29.78 hrs	18.51 hrs
2003-2004	21.20 hrs	16.92 hrs	29.20 hrs	19.68 hrs
2004-2005	20.71 hrs	15.76 hrs	26.93 hrs	19.11 Hrs
2005-2006	20.61 hrs	14.62 hrs	26.71 hrs	19.99 hrs

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

**USER SATISFACTION RATINGS
2006 SURVEY RESULTS**

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

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

ACTION PLAN: Each BA unit is developing an assessment plan to include objectives to address these findings.

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

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

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

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

- Attain a minimum of 80 percent overall goal attainment, as published in the annual South Carolina Human Affairs *Status of State Agencies Affirmative Action Plans and Programs* report.

Year	Standard	MTC Goal Attainment
2000-2001	80%	95%
2001-2002	80%	94%
2002-2003	80%	97%
2003-2004	80%	97%
2004-2005	80%	95%

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

Year	CHE Benchmark	MTC Performance
Fall 2001	10%-13%	15.0%
Fall 2002	10%-13%	15.9%
Fall 2003	10%-13%	17.1%
Fall 2004	10%-13%	18.6%
Fall 2005	10%-13%	17.6%

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

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

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

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

Year	No. of Class Codes at MTC	No. of MTC Codes Above State Salary Average	No. of MTC Codes Below State Salary Average	% Above State Average
2001-02	91	76	15	83.5%
2002-03	87	70	17	80.4%
2003-04	86	72	14	83.7%
2004-05	88	67	21	76.1%
2005-06	88	67	21	76.1%

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

FACULTY SALARY COMPARISON

Year	National Average Salary	MTC Average Salary
Fall 2002	\$48,304	\$40,449
Fall 2003	\$50,371	\$41,338
Fall 2004	\$51,288	\$43,281
Fall 2005	\$52,810	\$45,424

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

INDICATOR F-4: EMPLOYEE SATISFACTION

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

Report Card 2005-2006

Sustaining

Excellence

2005-2006 SUSTAINING EXCELLENCE

SERVICES TO STUDENTS

The Student Information Center serves as the chief front door entry to the college by assisting students via phone; web-based resources as well as in person at the college's main entry points. This consists of handling over 18,000 phone calls monthly, 600 web inquiries, and 150 inquiries from Hobson's virtual advisor. As part of a stream-lining function, all major inquiries are being funneled through the well-trained Student Information Center staff.

The Office of Student Assessment provided assessment related services to over 64,828 people. The department has experienced a 19% increase in overall direct testing services this year with 34,838 compared to 29,274 in 2004-05. The largest increases in direct testing services were in the categories of Instructional, Advanced Placement and High School/dual enrollment exams.

The number of instructional exams increased by 17.4% to over 22,651. Advanced Placement exams grew by 1 % from 867 in 2004-05 to 875 in 2005-06. High school/dual enrollment testing went from 1,592 exams in 2004-05 to over 2,143 exams administered and scored in 2005-06. This was a 35% increase over last year.

Counseling Services staff supervised and administered 13 state, regional and national certification exams to over 534 individuals.

Campus Life staff provided services to over 77,174 students, alumni, faculty, staff, businesses, employers, and community agencies. Services include job placement events, student and campus activities, and student judiciary processes.

Job Placement services were provided to more than 51,461 students, alumni, faculty, staff, businesses, employers, and community agencies.

Student Activities provided services to over 20,130 students, alumni, faculty, staff, businesses, employers, and community agencies.

Counseling Services saw 11,219 appointments and walk-in students in 2005-2006.

Counseling Services offers informative and educational workshops/seminars to students, faculty, staff, and others associated with the college. Workshops received an average evaluation of 4.73 on a 5-point scale. For 2005-2006 42 workshops were presented with 962 in attendance.

To date 10,063 students have been awarded for the 2005-06 academic year. This represents a 4 percent increase over last year. Approximately \$43 million in funds have been disbursed to students for 2005-2006, compared to \$37 million in 2004-2005.

Disbursement dates for student financial assistance were posted earlier than in past years, and funds were transmitted earlier than posted. This gave students earlier access to funds for their educational expenses.

Student Financial Services continues to see an increase in lottery funds with over 5,900 students awarded more than \$5,000,000 in 2005-2006.

FAFSA workshops and information sessions for the college and local community were designed, organized and conducted by a team from multiple Student Development Services departments, including Educational Opportunity Center staff, Student Financial Services staff and Enrollment Services staff. As a result, the number of FAFSA records received in April 2006 for the 2006-2007 year showed a 50 percent increase at the same point in time, compared to the previous year.

Frontline enrollment and customer service teams were created in Student Development Services under the direction of the Director for Student Information Services. This special team of front line staff were identified and trained to serve as one-stop enrollment specialists across all of the key ports of entry for students at the college.

Student Academic Credentialing coordinated the administration of TAP Exams for 76 students taking the exams on campus at MTC. Students earning successful scores on the TAP Exams are eligible for advance placement course credit.

Over 200 students were recognized for their outstanding academic accomplishments during the 2006 Student Honors Ceremony. Approximately 250 family members, faculty, and staff attended the event. The MTC Foundation awarded 14 scholarships.

The Job Placement Office coordinated a series of successful events linking students with employment and military service opportunities and college/university transfer opportunities such as: College Transfer/Military Opportunity Day, Career Day, and CareerFest. More than 250 students and 53 employer representatives from 36 companies/businesses attended Career Day, and more than 970 students and employer representatives from 110 companies/businesses attended CareerFest. More than 125 students and 36 college and military representatives from 31 organizations attended College Transfer/Military Opportunity Day.

Campus Life staff conducted 33 workshops and presentations for more than 720 participants. The workshops/presentations included: Academic Integrity Policies, Student Activities Orientation, Resume Workshop, Interviewing Skills Workshop, Welcome to MTC Middle College, Campus Life Functions and Services, Job Placement and Cooperative Education, The Real Deal on Delegating, Learner's Expectations, Campus Life Responsibilities and Career Ladder in a Two-Year College, Professional Panelist.

In coordination with the Student Advisory Board, Student Activities continued to sponsor: the Back-to-School Star Spangled Celebration, club/organization fund raisers, Chat and Chew with Student Financial Services, Alcohol and Other Drug Awareness, Prevention, Intervention, and Treatment, Promoting Health Families Expo, Soul Festival and Continuing the Legacy of the Buffalo Soldier Program, Soul Festival and Celebration of Kwanzaa Program,

African American Health Concerns Panel Discussion, Trends in Higher Education for African American Males Panel Discussion, Student Leadership Training Session, Back-to-School Star Spangled Celebration, National Depression Screening Day, National Disability Mentoring Day, Diabetes Screening by Palmetto Health Community Services Diabetes Program, Student Advisory Board End-of-Semester Holiday Drop In, African American Movie Week, and Philosophical Differences Debates, the International Festival and Student Orientation, and various panel discussions.

Department of Transportation provided Alcohol and Other Drug Educational infomercials and signs. MTC's Counseling Services Office administered Alcohol and Other Drug surveys. Carolina Collegiate Federal Credit Union provided a cookout.

Student Activities sponsored Student Leadership Training. Student participants were treated to a Service Learning presentation and participated in a field trip to the Village at River's Edge where they were able to see service learning in action.

Student Activities processed more than 2,297 computerized student and faculty/staff photo identification cards.

The MTC Access and Equity Program implemented the Access and Equity Fast Track Scholarship Fund to assist students with the cost of Fast Track course work. More than \$4,500 in Fast Track Scholarship funds were awarded to 12 deserving students.

The MTC Student Support Services program provided direct services to 152 first-generation, low-income, and/or disabled students. The services SSS offered included academic advising; academic guidance, counseling, monitoring, and follow-up; financial aid counseling, career and life-skills counseling for a total of 728 contacts. Additionally, SSS provided general assistance to 902 non-SSS students during 2005.

The average cumulative GPA for SSS freshmen was 2.89. SSS sophomores had a 2.92 GPA.

The CAREERS program provided counseling, workshops, career shadowing, mentoring and supportive financial services to 256 students. Success rates were excellent, with 97 percent of the financially assisted students persisting or graduating, 88 percent of the males in non-traditional programs for their gender persisting or graduating, and 95 percent of the females in non-traditional programs for their gender persisting or graduating.

Two MTC SSS participants were awarded the *Lottie B. Gibson* scholarship of \$1,000 and the *TRIO Council General* scholarship of \$500 for the fall 2005 academic year.

Twelve (12) SSS participants were awarded \$7400 in MTC Foundation scholarships for the 2005-06 academic year.

MTC Student Support Services program received supplemental funds of \$33,758 for awards of SSS Grant Aid to eligible participants. These funds were disbursed to 43 participant's fall 2005.

SSS offered an array of 11 workshops with 87 participants attending. These workshops are designed to support academic, career, and personal development of program participants.

Six SSS students participated in USC-Columbia's "Diversity and the Doctorate" symposium sponsored by the USC TRIO Ronald E. McNair Program April 9, 2005.

EOC enrolled 1,000 participants. EOC staff assisted participants with educational counseling, career planning, referral services, and financial aid information.

EOC staff also sponsored financial aid information sessions and online assistance to participants and MTC students. EOC provided 36 financial aid and postsecondary education workshops in target area and assisted over 650 participants with completing the Free Application for Federal Student Aid (FAFSA).

EOC provided services to individuals under the age of 19 participating in Adult Education and Alternative Schools in Lexington and Fairfield counties.

One EOC participant, received \$ 1,000 scholarship from South Carolina Council of Educational Opportunity Program Personnel (SCCEOPP) Scholarship Committee.

Counseling Services conducted presentations at area High Schools throughout the year on transition issues for students with disabilities. Schools presented at included Irmo, White Knoll, and Swansea High Schools and Dent Middle School.

In 2005-2006, Counseling Services contracted with two staff sign language interpreters and used two interpreter agencies to serve 2 students with hearing disabilities who were enrolled in summer 2005, 9 students in fall 2005 and 8 students enrolled in Spring 2006.

Counseling Services staff members continue to update online services for students with disabilities resulting in improvement of delivery of services, a decrease in the number of complaints, and an increase in disability services satisfaction. One of the online services is a monthly electronic newsletter on important dates and activities.

Counseling Services offers test proctoring to all registered students who have substantiated their need for such services through adequate documentation. During the 2005-06 academic year Counseling Services, Beltline Campus, proctored 150 exams and Counseling Services, Airport Campus, proctored 222 exams.

Phi Theta Kappa (PTK) inducted 120 new members in 2005/2006. Two MTC students participated in the All State Academic Ceremony held at the State House in Columbia, South Carolina, where they were recognized as members of the All-South Carolina Academic Team for SC Technical Colleges.

Of 146 ETS Senior participants, 146 (100%) were assisted with financial aid or scholarship

applications for postsecondary education, and 146 (100%) were assisted with college admissions applications. 119 (82%) of these 146 college-ready participants enrolled in postsecondary education institutions by August 31, 2005.

Fifty ETS Seniors participated in the fifth annual *Jumpstart!* Component, which provides continuing assistance with financial aid and college admissions through the summer months for graduated high school students who are otherwise college-ready.

Educational Talent Search provided services to 962 middle school and high school students in Lexington and Fairfield Counties.

ETS continued its private website called www.collegepassport.org. ETS also provides a filtered student e-mail account for all project participants. The website provides critical information, referrals, and academic information for student, parents and siblings. Accounts for both services are offered free of charge to enrolled ETS participants.

Approximately \$412,520 in scholarships/grants were offered to the 2005 ETS graduates.

Extensive partnerships and recruitment efforts have been established to WIA Clients was enhanced with the deliver of services at the Midlands Once Stop Career Centers in Richland, and Fairfield counties.

Multi-Medical Skills Certificate created for WIA Youth Participants in collaboration with MTC Continuing Education Division. This program incorporates Nursing Assistant, EKG Technician and Phlebotomy courses for the certificate.

Student Information Services coordinated and delivered "Improving Customer Service" sessions, which were attended by 98% of the front-line staff in Student Development Services and Business Offices.

Student Information Services staff and Recruitment and Outreach staff coordinated the selection and interviews of the College's Ambassador Assembly. There were over 1,000 potential applications about 25 positions.

The dual coding of Pre-Nursing and Associate Degree in Occupational Technology (AOT) students has been completed. This allows Pre-Nursing students to continue with matriculation in this dual track without a disconnect in their student financial aid and veterans benefits as they move from certificate to associate degree status.

Admissions staff established e-mail notifications of Student Orientation, provisional acceptance to college, student newsletter sign-up opportunity, and important date notifications concerning registration.

Admissions staff provided online surveys to applicants after semester registration to gain direct student feedback about the college entry process.

Admissions staff formed a Welcome Center at the Beltline Campus to consolidate frontline in a welcoming one-stop format.

Admissions staff implemented a mailing to applicants within 24 hours of their application to MTC, providing them with their MTC ID and information on how to create an email account.

Recruitment/Community Outreach staff organized the Fall Recruiting Blitz to area high schools. All of the college's senior high schools and Adult Learning Centers received new and updated college information.

Recruitment/Community Outreach staff organized and completed the annual mailing of the Junior packet to parents/guardians of all Juniors in the colleges service area. This packet contained a copy of the *Midlands Technical College Program and Career Guide* and other MTC information relevant to high school students and their parents.

The Business/Industry Recruitment Coordinator has had major impact on the business/industry environment. At least 300 businesses were visited and provided MTC information. In addition to providing information to business/industry employees to attend MTC, information was provided to them as parents of potential student applicants. This dual employee-parent approach proved to be very successful.

The group advising process for Pre-Health and Pre-Nursing students continued to be enhanced and expanded to include AA and AS students. Information was collected from USC advisors about specific USC programs, and sessions were added to meet the special needs of parents, mature students, and students with disabilities.

New Student Advisement staff coordinated a special "Financing Your College Education Workshop" targeted to students and community families.

LIFE Scholarship recipients increased significantly due to a series of communications and earlier LIFE awards on student accounts.

Campus Life handled more than 167 student code violations and grievances with 0 grievance committee hearings, 0 grievance committee decision appeals, and 1 disciplinary sanction appeals.

ACADEMIC PROGRAMS

Student Activities coordinated the MTC All-Academic Team Scholarship Competition. Students selected to represent MTC in this competition were recognized for their academic excellence at the MTC Honors Ceremony. The All-Academic Team nominees were also recognized in an awards ceremony at the State House and by a photo article in *The State Newspaper*.

MTC and USC established a collaborative admission program, whereby USC will refer its delayed-admission students in Richland, Lexington and Fairfield Counties to MTC for the fall 2006 semester. Special advisement and a joint MTC-USC orientation program will be provided to these students. USC will also refer to MTC those applicants who are in a provisional admission status at USC. This is the first time USC has referred their applicants to a college outside of the USC branch campuses.

MTC established an MOU with the Midlands Education and Business Alliance (MEBA) to create additional articulations in area high schools and to create additional career alliances in support of the Education and Economic

Development Act (EEDA). MTC Student Development Services acquired a Pathways grant to provide funding for these activities and also to extend COMPASS testing to 10th grade students in two school districts as part of a pilot program.

SDS, Phi Theta Kappa Honor Society advisors and DVS collaborated to create the IDS 201 course in student leadership.

Job Placement and Career Programs provided 11 students with cooperative education work experiences at 14 businesses/industries. Job Placement and Career Programs provided 19 students with internships at 16 businesses/industries.

Forty (40) SSS students participated in the academic mentoring program for a total of 1526.55 hours for the academic year.

Counseling Services supervised a practicum for 1 student in the Ph.D. in Counselor Education program at the University of South Carolina.

Counseling Services assigned each counselor to be a department liaison with different departments across campuses. This action was taken to increase cross-functional knowledge which could be shared with students and also to build relationships with other MTC departments. Phil Morris is the liaison for Arts and Sciences, Henry Bracey is the liaison for Business and Information, Melissa Hurst is the liaison for Industrial Technologies, Emily Burns is the liaison for Engineering Technologies, Tara Houston is the liaison for Nursing, Mike Morrison is the liaison for Health Sciences, Robert Stuessy is the liaison for DVS, David Highsmith is the liaison for Continuing Education, and Mablean Evans-Wise is the liaison for Opportunity Programs.

Curriculum requirements for all academic programs were updated in Degree Audit. The new Building Construction Technology degree was added to Degree Audit along with the new Early Care and Education associate degree program. Two new AOT programs, Machine Tool and CAD, were designed and built in Degree Audit. The new expanded list of

Approved Social and Behavioral Core courses were added to the programs with the requirement.

Admissions provided CollegeNet Training to academic departments to allow end users to retrieve important program-specific demographic information on their prospective students during the application process. This new communications vehicle also allows academic departments to communicate with their prospective students throughout the college entry process.

CollegeNet information has been successfully used by the Information Systems Technology Department. IST department personnel can now manage and track their inquiries from applicant to registration, and generate communications to prospective students, as needed.

Advisement Center staff provided presentations in freshmen seminar classes with information about advising and online registration.

CAREERS staff provided classroom presentations to more than 30 Career Programs classes to share information with faculty and students about the services available through the CAREERS program.

The Office of Student Assessment administered exams for 127 new classes. Total instructional exams for the year equal 22,651.

SUPPORT OF COMMUNITY AND ECONOMIC DEVELOPMENT

Student Development Services staff initiated/continued collaborative partnerships with over 124 community agencies, schools, businesses, and organizations.

MTC Student Development Services hosted multiple conferences and activities for student services professionals and college faculty/staff.

MTC Student Development Services staff participated in a variety of community service projects that included the Midlands Heart Walk, the Juvenile Diabetes Foundation Walk for the Cure, Special Olympics of South Carolina Summer

Games, the Special Olympics of South Carolina Basketball/ Cheerleaders Tournament, and the Alston Wilkes Boy's Home and Volunteer Salvation Army.

Campus Life, Education, and Recruitment and Community Outreach submitted proposals to the SC Commission on Higher Education for Access and Equity grant funds. Midlands Technical College was awarded \$20,821.00 to expand minority student and faculty recruitments and retention.

EOC presented workshops on budget planning, GED Preparation, goal setting, career counseling and life skills to community agencies, public housing, churches, prisons, and social services organizations in the Midlands area.

Career Center Staff conducted thirty (30) presentations to campus and community entities regarding personal and career development opportunities

EOC staff referred participants to local community and social services agencies for assistance with personal counseling, housing, childcare, and transportation.

EOC held office hours at eight outreach sites in Lexington and Fairfield counties.

EOC staff member conducted monthly financial aid information sessions with Department of Corrections facilities.

EOC participated in the White Knoll Community Day inform area residents of program services.

EOC staff conducted workshop on the "Financial Aid" to parents and students at White Knoll High School.

EOC staff participated in the Back to School Bash held at Irmo Village apartments.

EOC participated in MTC's College Fair held at Brookland-Cayce High School and Airport High School.

Counseling Services helped collaborate on a successful Department of Education and Training Administration (DOLETA) grant.

Counseling Services will provide the counseling services support to pre-Health Science students in a \$1.9 million dollar grant from the Department of Labor to improve student entry into the high demand health occupations in the Central Midlands of South Carolina.

The ETS Director, High School Advisors & The EOC Director & Site Coordinators designed and presented a PowerPoint-based workshop on financial aid at six target high schools during January and February 2006.

MTC Student Enrollment Services again implemented the Area Schools Assistance Program (ASAP) with approximately 20 area high schools. This program works with targeted area high schools in an attempt to boost the “going to college rate of graduating high school students”. Appropriate staff (guidance counselors, faculty or school administrators) are appointed and assigned by administrators from the respective high schools to provide support to this program.

In the summer of 2005, ten students received Access and Equity scholarships to participate in MTC’s Fast Track Program. Fast Track is an accelerated, four-week program designed for recent high school graduates whose test scores fell below the levels required for college curriculum work but whose scores were high enough to suggest successful course and program completion. Students enrolled in the Fast Track program have had excellent course retention and re-enrollment rates.

100% (15) of the 15 Upward Bound Bridge participants participated in career mentoring with a professional in the community.

One hundred one twenty-five (125) programs have been maintained on the WIA Approved Eligible Provider List necessary for WIA clients to attend training at MTC.

The Center for Adult Learners & Job Training received grant funds for 2005-2006 in the amount of \$1,019,025

The Upward Bound Parent Guardian Association met monthly to assist with various projects and fundraising for the student trip.

The Office of Student Assessment provided testing services to persons living in the MTC Community for over 112 different distance education exams that included partnerships with 33 new host colleges and universities.

The Office of Student Assessment provided testing services to the MTC community for non-distance education exams for Society of Certified State Advisors and Commission of Healthcare Certification, Marshall Town Tools, World Aircraft Trading, Aviation Compass, American Intercontinental University, Center for Association Leadership, National Association of Fleet Leadership and Commission on Healthcare Certification.

The staff of the Office of Student Assessment administered over 561 advanced placement examinations. The largest growth in this population is in the area of CLEP and DANTES examinations.

SUPPORT SERVICES

Campus Life served as a practicum option for USC and Columbia College graduate students.

All Campus Life web pages were expanded to offer additional services and information to prospective students, faculty, staff, and employers.

A new general GPA Calculator was added to the public website.

Pre-Nursing and Pre-Health GPA Calculators have been added to the Student Records web page.

Counseling Services staff conducted in-service training sessions on Counseling Services functions and support services, retention of African American males, and Phi Theta Kappa’s Leadership Development Program.

Student Development Services staff hold offices in and/or are members of more than 30 professional organizations.

Student Academic Credentialing evaluated over 4,500 external student academic transcripts in support of accurate student placement in courses, enabling of students to web register and for advisement and graduation verification.

Prerequisite adjustments were made to both the system and the Advisement Manual as they were identified.

The Counseling staff used Kuder Career Assessment and Planning as a career planning process for students. There were 681 assessments conducted in 2005-2006.

Counseling Services has a monthly e-newsletter which is sent to students with tips and reminders. The personal counseling page includes links to educational websites for students in crisis as well as a list of local community organizations.

Counseling Services hosted the South Carolina Technical College Peer Group Conference with 100 participants from across the state of South Carolina.

Student Development Services completed a comprehensive re-organization that combined several service areas to provide a more integrated approach to service delivery to students and other clients. The Academic Credentialing Office was merged with the Student Records Office, Admissions and Recruitment was combined with Student Advisement and Scheduling to create a comprehensive Enrollment Services department, Job Placement was re-named Student Employment Services and combined with Counseling Services to create a comprehensive Counseling and Career Services department, Special Programs was re-named TRIO and Community Support Programs and combined with Campus Life functions under the Assistant Vice President for Student Development Services. In addition two new functions, a Student Ombudsman and a SDS Technology Coordinator, were added to the Office of the Vice President for Student Development Services to address quick resolution of student concerns and the coordination of rapidly growing technological initiatives across the division.

INSTITUTIONAL EFFECTIVENESS

Student Development Services staff were elected and appointed to more than 50 offices, committees and boards of state, regional, and national professional organizations.

Improved SDS web pages proved to be more user friendly and provided more relevant information to students and the community.

SDS implemented e-communications and online surveys to students in order to enhance the timeliness of student communications and receive timely feedback from students which can be used to improve programs and services.

Information from the web surveys and from the Student Online Advisory Panel were combined to refine web page enhancements and online services.

Counseling Services continued to sponsor the "Faculty Making a Difference Award." This award recognizes members of the faculty/staff that freely and unselfishly support student success. Recipients of the award are nominated by students, staff, and faculty and nominees are announced in the online *Pony Express*. 2005-2006 recipients of the award included Jackie Frederick, Dr. Charles Washington, and Joann Thomas. Henry Bracey of the Counseling Services Department coordinates the nominations.

Procedures for awarding aid were significantly changed to ensure students received a higher level of customer service and more efficient processing of their files. The results of these changes were disbursements made in a timely manner and a reduction in student complaints.

A four percent (4%) increase in students served and a 16 percent in disbursements occurred in 2005-2006, compared to the previous year.

A study of MTC enrollment and yield rates from high schools and districts in the college's service area was completed. In fall 2005 the number of high school graduates entering MTC directly out of high school increased 6 percent over the previous year and 31 percent over the past four years.

MTC students served by intensive case management programs such as CAREERS and Student Support Services show combined persistence and graduation rates exceeding 90 percent.

Ability to contact the appropriate college representative are key to successful college enrollment and growth. Staff from Student Information Services (along with Human Resource Management, Telephone Support Services and Public Affairs) corrected and updated phone contacts and descriptive information to provide a complete and current listing of over 700 college employees, faculty and staff.

A systematic and timeline approach method of communications has been completed and implemented to increase admit yields and to increase enrollment conversions. Fall 2005 enrollment reflected a 2 percent increase over the previous year.

MTC Student Development Services staff conducted presentations at over 40 conferences.

More than 45 colleges sent representatives to MTC Student Development Services. Services/activities shared included SDS program evaluation process, Student Financial Services processes, Online Student Services, Student Enrollment Services, Advisement practices, services to special populations (TRIO programs, CAREERS), recruitment activities and conferences/workshops for student development professionals.

Report Card 2005-2006

Summaries of the

IE Reports to the SC Commission

on

Higher Education

Summaries of Institutional Effectiveness Reports to the SC Commission on Higher Education - 2005-2006

GENERAL EDUCATION

Contact: Dr. Ron Drayton
Vice President of Arts and Sciences

SUMMARY STATEMENT OF 2005-06 ASSESSMENT OF STUDY

Midlands Technical College (MTC) continues its commitment to the annual assessment of its general education core and the use of that assessment in improving student learning. Specifically, MTC assesses students' demonstrated competencies in the general education core competencies as a central part of the Academic Program Review. Students must attain a "C" or better in specified course and/or modules which deliver the specific general education detailed in the mastery of the general education competencies in the major.

The years and programs reviewed during 2001-2005 are provided below:

2001-2002	2002-2003	2003-2004	2004-2005
Commercial Graphics	Computer Technology	Dental Hygiene	Nursing
Surgical Technology	Telecommunication Sys Mgmt	Expanded Duty Dental Assist.	Health Information Mgmt.
Accounting	Office Systems Technology	Medical Assisting	Automotive Technology
Marketing	Human Services	Medical Laboratory Tech.	Indust. Electricity/Electronics
Management	Machine Tool Technology	Nuclear Medicine Tech.	Associate of Arts
Legal Assisting	Heating, Vent., Air Cond. Tech	Radiologic Tech.	Associate of Science
	Pharmacy Technician		

The 2001-2005 plan contained two objectives and the College met or modified the objectives as detailed below:

OBJECTIVE 1: MTC will continue to monitor the attainment of the Grade of "C" in the course and/or the module which delivers the specific competency as the mastery of the general education components in that major. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the Director for Academic Planning and Reporting).

Status: Each associate degree and diploma program establishes courses or course components to address the general education core competencies. The standard for achievement in general education core courses is that 75 percent of the associate degree students in these courses will demonstrate a satisfactory mastery of the objectives, evidenced by a grade of "C" or better. MTC department chairs, program coordinators, and discipline faculty have reviewed student grades and progress in the specific competencies to monitor success, attainment of a grade of "C" or better in the course and/or module which delivers the specific competency as the mastery of general education as well as the evaluation of the actual competencies required. As evidenced in the table below, the college exceeded the 75 percent standard in all competencies except one, the 2002 Individual and Social Behavior competencies.

Competency	2001-02	2002-03	2003-04*	2004-05
1. Communication Skills	91%	85%	98%	86%
A. Written	89%	81%	100%	85%
B. Oral	94%	92%	98%	89%
2. Computer Skills	83%	79%	100%	82%
3. Humanities	82%	79%	100%	85%
4. Individual and Social Behavior	79%	72%	.	82%
5. Analytical Reasoning/Science	82%	75%	92%	82%

*Note: In 2003 all the programs reviewed were Health Science programs. While three of the programs were Associate degree programs, most students enrolling in Health Science programs have completed their “general education requirements” prior to enrolling in the program. For that reason, the number of observations is often low and a low number of observations generally skew the results. No students took courses specified for the Individual and Social Behavior component in this time frame.

OBJECTIVE 2: MTC will continue to assess the entire general education core competencies to ensure that they meet the market needs and make revisions as appropriate, to include revising competencies and/or the courses addressing them. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the appropriate Academic Department Chair).

Status: The college has been successful in its vigilance in assessing program general education requirements through multiple processes and working to make necessary revisions. Each associate degree and diploma program undergoes a detailed program review on a 3-5 year cycle. An integral part of this review is the assessment of the program’s general education requirements through several processes. Graduates, Employers, and current students are surveyed on the adequacy of the program’s general education component and asked to identify needed revisions. Programs that do not have an accrediting body mandating competencies, conduct a DACUM as part of the review. DACUM is a formal process involving non-college experts, usually from the companies that hire the graduates, to review the program competencies and standards and suggest revisions to ensure that the graduates have the competencies needed.

Additionally, each associate degree and diploma program has an advisory committee that meet at least annually. One function of the advisory committees is to review the curriculum and ascertain its relevance to the actual requirements of the work place and to provide input on needed revision. The general education components are assessed as well as the technical components.

Through these mechanisms,

- The Nursing program changed the programs general education English component in 2003 and changed the math component, effective for 2007.
- The Industrial Electricity/Electronics Diploma program is working with the Social and Behavioral department to develop a human relations course that will be relevant to the type of customer skills needed by their graduates.
- The Electrical Engineering Technology program identified the need to integrate more activities into the curricula addressing written and oral communication.
- The Automotive Program is working with various general education departments to develop courses and revise content that are more congruent with the actual job requirements for automotive graduates entering the workforce.

Three objectives have been established for 2005-2008. They are:

Objective 1: MTC will continue to monitor the attainment of the Grade of “C” in the course and/or the module which delivers the specific competency as the mastery of the general education components in that major. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the appropriate Academic Department Chair).

Objective 2: MTC will continue to assess the entire general education core competencies to ensure that they meet the market needs and make revisions as appropriate, to include revising competencies and/or the courses addressing them. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the appropriate Academic Department Chair).

Objective 3: MTC will review its current methodology of using course grades as the indicator of successful attainment of general education competencies and will implement changes as needed. (Responsibility of the Vice President for Arts and Sciences, the Vice President for Career Programs, and the Director for Academic Planning and Reporting).

MAJORS OR CONCENTRATIONS

Contact: Charles Parker

Director of Academic Planning and Reporting

SUMMARY STATEMENT OF 2005-2006 ASSESSMENT STUDY

Midlands Technical College (MTC) has developed a 3-to-5 year Academic Program Assessment Cycle to ensure that every associated degree, diploma, and stand-alone certificate program is rigorously assessed on a regular basis. The 3-to-5 year cycle allows those programs that are accredited by external agencies to schedule their review to coincide with and support reaffirmation/reaccreditation requirements. The assessment of majors determines the degree to which specific programs provide specialized knowledge, skills and attitudes leading to employment in the field or discipline and/or success in transfer to a senior-level program.

The program assessment process includes an analysis of the specific data elements identified to evaluate the effectiveness and efficiency of the academic programs offered at MTC. The effectiveness component of the process focuses on the learning outcomes, clients' satisfaction, and the vitality of each program. The efficiency component focuses on quantitative data that indicates the programs' cost, space utilization rate, and average size of course section taught. A formal presentation of the data, findings and recommendations is made to the Academic Vice-Presidents. Feedback from this presentation may be incorporated into the final findings and recommendations. The Academic Vice-Presidents disseminate the program assessment results through various channels.

In 2004-2006 the Nursing, Health Information, Automotive Technology and Industrial Electricity/Electronics programs completed the program assessment process and developed recommendations for program improvement. In 2005-2006, these programs made the following improvements:

- Nursing developed and implemented multiple strategies to improve the retention of nursing students:

1. The orientation program was revised to provide a better opportunity for the students and their families to attend the session and to provide students and family members a more realistic picture of life as a nursing student. The orientation includes an overview of each course in the program; speakers from financial aid, counseling services, and the MTC Student Nurses Association; and student speakers to share a realistic picture of life as a nursing student.
 2. Presentations on effective test taking and study habits were added to two nursing courses.
 3. Sessions on "Strategies for Success in Nursing" sessions are offered twice each semester to all students.
 4. Nursing faculty increased informal contact with students i.e. a Christmas drop-in (attended by about 150 students); T-shirt days each semester.
 5. The math requirements for both the ADN and the PN programs were changed to provide the students a better math foundation and increase their opportunity for success in the program.
 6. Nursing developed the criteria for and implemented the first merit admission for a portion of the ADN class accepted in summer 2005. The retention rate of this group to date has been significantly better than those admitted through the college's traditional "first qualified, first accepted" admission process.
 7. A new Excel program was created to track student progress by class and admission criteria and provide data to assist in the analysis of admission criteria.
- As an interim step pending the implementation of a Student Liaison Committee, Nursing added student representatives to the Student Development Committee to work with faculty to address student concerns and improve student satisfaction.
 - Nursing increased Advisory Committee attendance from 47 percent to 59 percent by changing the committee composition, meeting times and regular communication.
 - Automotive Technology developed and implemented multiple strategies to improve adjunct faculty proficiency:
 1. A full-time faculty member was assigned to each adjunct faculty as a coach and mentor.
 2. The Department identified external professional development activities that would be helpful to adjuncts.
 3. Adjunct faculty members were encouraged to attend professional development activities and provided support as allowable.
 4. Both the program coordinator and assigned faculty members now observe and monitor adjunct progress.
 - The Automotive Technology Department incorporating more interactive units into the curriculum to meet the demands of increasing enrollments. Vehicle dependent training subjects have been scheduled to avoid space/equipment conflicts to the fullest extent possible.
 - The EEM Program Coordinator has conducted discussions with the department chairs for Math, English, and Social and Behavioral Sciences to develop courses relevant to skills required of entry level technicians. Social and Behavioral Science Department is researching the materials needed to develop a course that would be relevant to the skills required of industrial students entering the workforce.
 - The EEM Program Coordinator has developed some cooperative education and internship opportunities with several local businesses and is continuing to pursue opportunities for students to wire a house.
 - Arts and Sciences developed and implemented multiple strategies to improve communications to students and the college community:
 1. Arts and Sciences developed an advisement handbook for AA/AS students that are given to them in their first departmental advisement session to improve the dissemination of advisement information.
 2. The Arts and Science faculty participated in the fall 2005 student orientation kick-off. 3. AA/AS Program Directors and Academic Department Chairs continue to serve on college-wide committees to foster communication between departments and to ensure that student's concerns are communicated.

- Arts and Sciences reviewed and established criteria that, when met, will allow AA/AS students to be web enabled for online registration; drastically reducing the time expended to complete student registration.
- Arts and Sciences continues to schedule course offerings at varied times and locations each term to increase the variety of options for students over time.
- In response to student needs for tutoring focused on Biology lecture material, the Academic Success Center began providing tutoring specifically for biology lecture questions.
- The Academic Success Center partnered with the Psychology department to identify qualified tutors and to provide tutoring for students needing help with Psychology and Sociology courses.
- The Health Information Management Program (HIM) was successful in establishing and filling a temporary, part-time, non-teaching program coordinator position. This individual meets the accreditation body's requirement.
- A standardized process was implemented that ensures students enrolled in the HIM Associate Degree program (AHS.HIM) are accurately entered into MTC's database. The HIM program coordinator submits a matriculation form for each student enrolled in HIM 110) to Student Records within 10 days of enrollment. Students enrolled in the major are checked electronically within 5 days of the Student Records submission to ensure that all are coded correctly.
- HIM has partially completed updates to its Web page and remains on schedule to complete all updates in 2007.
- HIM has developed and implemented a dress code for students working at clinical sites. The department has reached concurrence with responding clinical sites that allows the individual site to determine the student dress code and also allows HIM students to wear white lab coats with the HIM patch on the left upper sleeve. This policy change has worked well to improve the professional appearance of students in the work place.

ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO-TO-FOUR YEAR INSTITUTIONS

Contact: Dr. Ron Drayton

Vice President of Arts and Sciences

SUMMARY STATEMENT OF 2005-2006 ASSESSMENT STUDY

Midlands Technical College (MTC) assesses transfer activity and performance of students who transfer from MTC to four-year institutions through data provided by the receiving institutions. Every two years, each South Carolina 4-year public institution of higher education provides summary information on the fall term MTC first-time transfer cohort. The data includes number applied, accepted, rejected and enrolled as well as a comparison of term GPA for native and MTC transfers, categorized by gender-ethnicity and hours completed.

General Transfer Data

In fall 2005 MTC continued to be the major provider of transfer students for South Carolina's public senior institutions.

- One thousand Midlands Technical College students applied for admission to the thirteen SC senior public institutions of higher education.
- Midlands was the only Technical College, in fact the only 2-year public institution, with students transferring to all 13 SC senior public institutions.
- MTC transfers comprised 19.2 percent of the 1913 first-time Technical College transfers enrolling in SC senior public institutions
- MTC students comprised 23.1 percent of the 4335 first-time Technical College students applying to SC senior public institutions

- The acceptance rate for MTC students completing applications to SC senior public institutions was 80 percent.

As in previous years, USC-Columbia enrolled the largest number of MTC transfer students (67 percent) in fall 2005. MTC students comprised 60 percent of the total Technical College students applying to USC-Columbia in fall 2005 and 64.4 percent of those enrolled. In the previous two reports (2001 and 2003) MTC also had students enrolled at all SC senior public institutions.

Receiving 4-Year Institution	Fall 2001		Fall 2003		Fall 2005	
	Transfers	Percent Transfers	Transfers	Percent Transfers	Transfers	Percent Transfers
<i>USC Columbia</i>	188	67.4%	225	66.4%	246	67.0%
<i>USC Aiken</i>	9	3.2%	17	5.0%	17	4.6%
<i>Winthrop</i>	19	6.8%	13	3.8%	16	4.4%
<i>Clemson</i>	10	3.6%	19	5.6%	11	3.0%
<i>USC Spartanburg</i>	1	0.4%	7	2.1%	14	3.8%
<i>College of Charleston</i>	18	6.5%	12	3.5%	18	4.9%
<i>Coastal Carolina</i>	6	2.2%	10	2.9%	7	1.9%
<i>SC State</i>	6	2.2%	20	5.9%	15	4.1%
<i>Lander</i>	11	3.9%	8	2.4%	9	2.5%
<i>Francis Marion</i>	3	1.1%	4	1.2%	2	0.5%
<i>The Citadel</i>	3	1.1%	2	0.6%	3	0.8%
<i>USC-Beaufort</i>	NA	NA	NA	NA	1	0.3%
<i>MUSC</i>	5	1.8%	2	0.6%	8	2.2%
Total	279	100.0%	339	100.0%	367	100.0%

Blue indicates increases, fall 2003 to fall 2005.

In fall 2005, 67 percent of the 1000 MTC students applying to the 13 South Carolina public senior institutions were accepted and 55.2 percent of those accepted actually enrolled (Table 2). While 44.8 percent of the accepted students did not enroll, the data does not provide the identification of individual students, and therefore, no opportunity to research the reasons for non-enrollment.

Four Year Institution	Total MTC Transfer Applications	Total MTC Completed Transfer Applications	Total MTC Students Accepted	Total MTC Students Enrolled
<i>USC Columbia</i>	706	607	456	246
<i>USC Aiken</i>	75	51	43	17
<i>Winthrop</i>	28	25	23	16
<i>Clemson</i>	26	19	15	11
<i>USC Spartanburg</i>	44	40	38	14
<i>College of Charleston</i>	28	19	18	18
<i>Coastal Carolina</i>	15	11	11	7
<i>SC State</i>	15	15	15	15
<i>Lander</i>	21	20	20	9
<i>The Citadel</i>	6	6	2	2
<i>Francis Marion</i>	12	7	6	3
<i>USC-Beaufort</i>	4	3	3	1
<i>MUSC</i>	20	15	15	8
Total	1,000	838	665	367

Demographics

Demographic data was only provided for those students who actually enrolled at the reporting institutions. In fall 2005, Non-whites comprised 22.1 percent of the total cohort, down from 28 percent in fall 2003. Females comprised 44.8 percent of the cohort, equivalent to the 45 percent in fall 2003.

GPA Comparisons

Twelve institutions provided comparisons of Native and transfer student GPA by gender-ethnicity by groupings of cumulative hours earned. The small number of MTC transfer students at each institution, except USC-Columbia, and the Average GPA calculation methodology precludes any meaningful analysis of this data. The institution "Total Native GPA" and "Total Transfer GPA" are calculated by summing the average GPA for each ethnic-gender-credit hour group and dividing that sum by the total students. While this provides a data point for comparison, it is of limited value. The average MTC transfer student GPA was higher than the native student GPA at *six* of the twelve public institutions. (Table 3)

Table 3: Comparison of Averaged Fall 2005 Native and MTC Transfer Student GPA At SC Public Four Institutions				
Four Year Institution	MTC Transfer		Native	
	Students	Averaged GPA	Students	Averaged GPA
<i>USC Columbia</i>	254	2.43	16421	2.88
<i>USC Aiken</i>	17	2.45	2609	2.58
<i>Winthrop</i>	16	1.96	4132	2.63
<i>Clemson</i>	11	2.36	13223	2.68
<i>USC Spartanburg</i>	14	2.83	3661	2.57
<i>College of Charleston</i>	17	1.96	6621	2.81
<i>Coastal Carolina</i>	7	2.66	3713	2.55
<i>SC State</i>	15	2.81	2804	2.45
<i>Lander</i>	9	2.95	1668	2.49
<i>Francis Marion</i>	3	2.20	2179	2.51
<i>The Citadel</i>	2	3.00	1921	2.60
<i>USC-Beaufort</i>	1	1.50	1032	2.75

NOTE1: MUSC does not provide this data.

Blue indicates higher Transfer GPA

Two objectives were developed for the 2005-2006 timeframe:

OBJECTIVE 1. Pursue partnerships that focus on improving the successful transfer of AA/AS students from MTC to 4-yr colleges and universities.

Status: The College Transfer Unit is guided by the Transfer Advisory Board that meets annually. This committee is comprised of representatives from 4-year colleges/universities in the state. Additionally, the Transfer Officers attend regular transfer workshops on the campuses of the 4-year institutions.

Two grant partnerships were initiated in 2004-2005 and continue to grow and serve students: the *Call Me Mister* partnership sponsored by Clemson University and the *Diverse Pathways* partnership sponsored by the University of South Carolina. Both partnerships include multiple 2-year and 4-year institutions, and both are designed to recruit and train future teachers.

Articulation agreements were reached with Strayer University and Vorhees College for students transferring from MTC.

The following new courses were developed and submitted for approval for transfer during the 2005-2006 academic year:

Arts and Sciences

- **ECO 201 Economics Concepts** (3 semester hours)
- **ENG 236 African American Literature** (3 semester hours)
- **IDS 201 Leadership Development** (3 semester hours)

Education – These courses are being added in connection with the USC Pathways Teacher Education Grant.

- **COL 250 Information Literacy** (3 semester hours)
- **MAT 250 Elementary Mathematics I** (3 semester hours)
- **MAT 251 Elementary Mathematics II** (3 semester hours)
- **EDU 201 Classroom Inquiry with Technology** (3 semester hours)
- **EDU 241 Learners and Diversity** (4 semester hours)

Career Programs

- **BUS 110 Entrepreneurship** (3 semester hours)
- **LEG 220 Intellectual Property Law** (3 semester hours)
- **MAT 195 Applied Calculus (for Engineering Technologies)** (4 semester hours)

OBJECTIVE 2: Continue the analysis of the USC-MTC partnership data.

Status: (NOTE: Data in this section may not match data in previous sections due to collection methodology and timing.)

The MTC-USC transfer data proved most useful in developing information about the MTC transfers and their performance. The college will work with USC to continue the acquisition of this data and to determine the feasibility of revisions to provide more useful data.

USC provided data on 2008 unduplicated enrolled students who were 1st time transfers to USC from MTC or previous MTC transfers for the fall 2001, 2002, and 2003 terms (1857 at Columbia, 95 at USC Aiken and 56 at USC-Upstate).

- Females were 64 percent of the transfers at USC-Aiken and approximately 50 percent at Columbia and USC-Upstate.
- Whites constituted the largest percent of the transfer at all three institutions; USC Columbia had the highest White percentage (83 percent).
- USC-Upstate had the highest percent of African American transfers (30 percent)
- Thirty-three percent of the unduplicated transfers were 1st term transfers (all institutions).

USC provided some innovative transfer student performance data- using a special calculation of the average class grade that allowed for a comparison of individual transfer student performance with the overall class. Additionally, the grades for the individual transfer classes were used as a performance variable.

- Overall, MTC Transfers passed 87.1 percent of the 13145 courses with a grade of “C” or better (all institutions).
- Overall, MTC transfers performed as good as or better than the class average for 52 percent of their classes (all institutions).
- First-term MTC transfers had a “C” or better pass rate of 84 percent (all institutions).
- First-term MTC transfers performed as good as or better than 52 percent of the classes they were enrolled in (all institutions).

As expected, the majority of the 1st year transfers were enrolled in the Associate of Arts (45.8 percent), Associate of Science (22.7 percent), or an undeclared major in their last MTC term before transfer to USC. MTC Criminal Justice majors comprised the next largest group of transfers (5.6 percent).

The majority (87-89 percent) of the MTC 1st term transfers were enrolled in the MTC Spring or summer terms of the preceding year for all three fall terms.

At both USC-Aiken (transfers=95) and USC-Upstate (transfers=56), approximately 25 percent of the MTC 1st year transfers transferred into the Nursing program. The next largest transfer major at these two institutions was Business (18 percent and 16 percent respectively). At USC-Columbia (transfers= 1856), General Experimental Psychology was the most transferred into program (7.8 percent) followed by Criminal Justice (6 percent).

As expected, students transferring to USC returned to MTC to take additional courses. For 1st year USC Columbia transfers, the highest percent of returns to MTC occurred in the summer term following the fall transfer. By fall 2005:

- Forty-one of the 178 fall 2001 1st year transfers returned to MTC for at least one term (23.6 percent). The highest return rate was summer 2002 (31.7 percent).
- Sixty-three of the 232 fall 2002 1st year transfers returned to MTC for at least one term (26.7 percent). The highest return rate was summer 2003 (45.2 percent).
- Forty-nine of the 202 fall 2003 1st year transfers returned to MTC for at least one term (24.3 percent). The highest return rate was summer 2004. (28.6 percent)

MTC will continue to pursue transfer data from USC and add additional elements (Graduation, other term besides fall) to develop a better understanding of NTC transfer performance and the cyclical patterns of attendance at the two institutions.

Three Objectives have been developed for the 2006-2007 timeframe. They are:

- Objective 1:** Continue to pursue partnerships that focus on improving the successful transfer of AA/AS students from MTC to 4-yr colleges and universities.
- Objective 2:** Secure and include data on MTC transfers who graduate from 4 year colleges in the transfer analysis.
- Objective 3:** Continue to explore methods for improving dissemination of advisement information to faculty and students.

Report Card 2005-2006

Index of Terms and Abbreviations

Index of Terms and Abbreviations

Program Names

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

Other Abbreviations

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