

Institutional Effectiveness

Operational Plan

2009 - 2010





The 2009-2010 Operational Plan outlines our second year of activities designed to accomplish the goals and priority initiatives of the college's 2008-2011 Strategic Plan. The new strategic plan emphasizes workforce development, renews our commitment to participate in partnership with numerous college constituent groups, the on-going need to provide meaningful professional development experience for members of the college's faculty and staff, and effective resource management.

To ensure we meet our most challenging academic and administrative responsibilities, the college has identified eight institutional priorities to focus on. These institutional priorities represent a sub-set of the strategic planning goals and continue MTC's long commitment to accountability and assessment. Through its new strategic planning initiatives, MTC renews its commitment to the students, community and businesses it serves.

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SECTION I

Operational Planning Activities Calendar 2009-2010

SECTION I
OPERATIONAL PLANNING ACTIVITIES CALENDAR, 2009-2010

Operational Planning Activities Calendar, 2009-2010

<u>DATE</u>	<u>ACTIVITY</u>
August 2009	2008-2009 Institutional Effectiveness Report Card Finalized 2009-2010 Operational Plan (IE) Finalized
August 2009	MTC Commission Retreat
September 15, 2009	State Accountability Report due to SC Budget and Control Board
October 2009	Revise the 2009-2010 Budget
November 2009	Initiate 2010-2011 Budget Process
February 2010	Request for 2009-2010 Progress Reports and 2010-2011 Action Strategies Distributed by the MTC Office of Assessment, Research and Planning (ARP)
April 29, 2010	College Submits 2010-2011 Progress Reports (Action Strategies and Indicators) as well as 2010-2011 Proposed Action Strategies to ARP Office
May 2010	2010-2011 Budget Approved by MTC Commission
May 18, 2010	CHE Institutional Effectiveness Report Drafts Due to ARP
June 2010	Executive Council Planning Day (Progress of 2009-2010 Action Strategies and Indicators and Review of 2010-2011 Proposed Action Strategies)
August 3, 2010	All 2009-2010 IE and Act 255 Reports Due to CHE & the State Board for Technical and Comprehensive Education (SBTCE)
August 2010	2009-2010 Institutional Effectiveness Report Card Published 2010-2011 MTC Operational Plan Published
August 2010	MTC Commission Retreat

SECTION II

Goals and Priority Initiatives

2009-2010 Action Strategies

Midlands Technical College
ADVANCEMENT DIVISION
Action Strategies – 2009-2010

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.

Action Strategies:

ARP staff will increase their knowledge of available college programs and services.

The Resource Development Office will seek external funding opportunities from both public and private resources that support and strengthen the services of the college.

The Resource Development Office will continue to serve on the QEP design and implementation team as co-chair and writer to assist in completion of the QEP by the August 2009 deadline and will continue serving through the on-site visit by the SACS review team until the anticipated approval of the QEP concept in late 2009.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

ARP will ensure the timely and accurate completion of the analysis of all data needed in the academic program review process in the following programs: ADN, AUT, BCT, EEM, HIM and PNR.

ARP will design, administer and analyze survey research of Employers, Current Students and Alumni in the academic program review process in the following programs: ADN, AUT, BCT, EEM, HIM and PNR.

ARP will assist in conducting administrative program reviews for the Business Affairs area.

ARP will work with Executive Council and Academic Affairs Council to merge the Academic Program Review and SLO processes.

ARP will administer, analyze and disseminate the Graduate Follow-Up and the Community College Survey of Student Engagement.

ARP will conduct survey research projects for college areas.

ARP will analyze data to support the assessment of student learning outcomes.

ARP will analyze and disseminate findings of research conducted to evaluate the college's course placement process.

The Development Office will develop and implement annual giving campaigns to support the academic programs of the college by soliciting graduates by program area.

Instructional Design will transition to a new learning management system for the college.

Instructional Design, working with IRM, will create and maintain an interface between Datatel-Colleague and the learning management system that streamlines the process of registration.

Media Services will work with the Southern Association of Colleges and Schools (SACS) Committee by providing technical support and the migration from paper to web format during the MTC Reaffirmation Process. Such support includes site administration for MTC's online web application Compliance Assist including training.

Priority Initiative: [Provide community access to college and career opportunities.](#)

Action Strategies:

The Development Office will seek private funds that specifically address scholarship opportunities through the MTC Foundation that support the college's neediest and at-risk populations.

Instructional Design will streamline the user interface for access to online classes.

Media Services through the development of its synchronous and asynchronous delivery of courses will provide community access to allow the college to offer traditional training and career opportunities via Internet, television broadcast, distance site transmission and evolving educational technologies.

Public Affairs will create a coordinated recruiting and public information campaign to show the value of the college's programs and services.

Public Affairs will research, update and publish the most recent information about college programs; as well as career and salary information to the community.

Priority Initiative: [Enhance student retention and goal attainment.](#)

Action Strategies:

ARP will analyze and disseminate findings of research conducted in college programs.

ARP will participate in a national retention benchmarking program (CSRDE).

ARP will provide retention tracking information for the college and identified sub-population cohorts in support of the institutional priorities.

ARP will facilitate the development of standardized definitions and processes relating to the analysis of student retention.

ARP will conduct the retrospective analysis of time to completion for 2008-09 associate degree graduates.

ARP will design and conduct a research project to determine the influence of academic success courses on student persistence.

ARP will provide survey research for service areas of the college.

Instructional Design will create an online orientation for the new learning management system, training learning management system users before they have access to an online class.

Public Affairs will maximize the delivery of college publications to returning students to enhance retention rates. Public Affairs will advise Enrollment Services on effective communications with existing students through email, phone tree and other existing media.

The Resource Development Office will continue to support the efforts of Student Development Services to extend existing grants and apply for new grants that support student retention and goal attainment.

Priority Initiative: [Identify and implement student-centered learning enhancements.](#)

Action Strategies:

Instructional Design will create and integrate the use of Podcasting Technology within the college community.

Media Services will continue to provide video production services that support the learning needs of the students and the informational and communication needs of the college and the community.

Media Service will continue to research, procure, install and maintain multimedia equipment for the college to improve student-centered learning enhancements.

Media Services will support the growth and usage of streaming technology for the college to include live and on-demand videos.

Media Services will support the growth of web-based learning through online services used both at a distance and in the classroom.

Media Services will work closely with Instructional Design by providing support for MTC Podcasting (both in growth and development) and support/training during their major online management system upgrade from WebCT to Desire2Learn.

Media Services working with Instructional Design will provide state-of-the art teaching technologies that will enhance classroom instructions by reworking area for faculty and staff integration with hands on teaching technology assistance.

Priority Initiative: [Promote faculty and staff participation in innovative strategies to enhance the learning environment.](#)

Action Strategies:

The Development Office, through the MTC Foundation, will provide professional development funding that will enable faculty and staff to obtain specific training and professional development in their field of study.

Instructional Design will create training for the new learning management system and create a rollout program to train faculty in the use of the new system.

Instructional Design will create an online learning lab for our faculty.

Media Services will provide adjunct training and new faculty training to enhance understanding of the technology available for the learning environment.

Media Services will coordinate and implement a full range of technology rich products for checkout to faculty and staff. This equipment comes with personal instructions as well as standalone operating procedures.

Public Affairs will make efficient use of the college's internal communications such as Intranet, email, campus postings, etc. to promote learning environment initiatives to faculty and staff.

Priority Initiative: Promote global awareness.

Action Strategies:

Media Services through VNN and JANUS displays will continually provide current trends of information throughout the world.

Media Service will provide technology solutions for communicating face-to-face internationally through Internet based codes and algorithms.

Media Services will promote global awareness by utilizing bridging service providers for IP videoconferencing, in order to facilitate multi-point connections outside the South Carolina Technical College System as the needs arise.

Priority Initiative: Integrate diversity and multiculturalism into programs and services.

Action Strategies:

Media Services will enforce standards that represent the multi-cultural populations in all projects produced including compliance with Section 508 concerning ADA requirements for web design. This will include diversity in all productions such as video, web-based, print and PowerPoint.

Goal 2: The college prepares a workforce that meets the demands of business and industry.

Priority Initiative: Develop employability skills.

Action Strategies:

Media Services will provide resources to assist faculty in developing employability skills for our students.

Priority Initiative: Provide a critical mass of employable students with competencies and credentials to meet employer needs.

Action Strategies:

Media Services will work with feeder high schools, the student work study program and the upward Bound Program to provide on the job training for students interested in the audio visual technology fields.

The Resource Development will continue to coordinate funding searches with multiple units in the college to support development of sources to expand employability skills of students.

Priority Initiative: Promote career planning and adaptability to prepare students for current and emerging career opportunities.

Action Strategies:

Public Affairs will create a coordinated recruiting and public information campaign to show the value of the college's programs and services.

Public Affairs will research, update and publish the most recent information about college programs; as well as career and salary information to the community.

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 higher education institutions.

Action Strategies:

Public Affairs will publicize Bridge agreements between MTC and other institutions of higher education through the media. MTC will coordinate with the appropriate offices of other colleges and universities when creating communications pieces in support of Bridge programs.

The Resource Development will work with higher education partners to develop financial support for articulation.

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

ARP will provide survey research to help evaluate TRIO services provided in area school districts.

ARP will provide survey research to help evaluate recruitment services provided by the Office of Recruitment and Community Outreach.

ARP will expand services area high school reports to include student success variables.

Media Services through streaming and distance learning technologies to alternate locations, will continually work with the educational community partners to provide quality services.

Media Services will support college events on campus and in the three-county service area.

Media Services will continue to provide support for the Middle College programs on Airport and Beltline Campuses.

Public Affairs will act in an advisory capacity for marketing and communications to Middle Colleges and other secondary and post-secondary partners.

The Resource Development will continue to work with area school district partners and the network of supporters who facilitate their efforts to retain students and encourage pursuit of postsecondary education and careers.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Media Services will continue to provide a bridge through both wired and wireless communication pathways to promote a stronger SC business market through linking industry and education.

Resource Development will seek to support economic development with regional industry and business by seeking financial support from external public and private funding sources.

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

Public Affairs will publish and update an Advisory Committee Manual to better inform advisory committee members about their roles and responsibilities. Public Affairs will emphasize in college outreach the role advisory committees play in developing valuable curricula.

Priority Initiative: Promote learning opportunities that strengthen civic responsibility.

Action Strategies:

Public Affairs will help identify, organize and support opportunities for the college to engage in community events.

Goal 5: The college serves as a catalyst in economic development.

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

Action Strategies:

Media Services will support the development of the Enterprise Campus.

Priority Initiative: Promote public/private partnerships and enterprise development.

Action Strategies:

Public Affairs will use the news media, publications and other targeted communications to make community stakeholders aware of new and ongoing public/private partnerships engaged in by the college.

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

ARP will compile and disseminate the annual *Operational Plan and Report Card*.

ARP will coordinate the development and reporting of the annual Institutional Priorities.

ARP will work with Executive Council to merge the processes used to develop the action strategies and Institutional Priorities.

Using national and peer comparisons, Instructional Design will work with faculty to enhance the standards for online courses.

Media Services will continue to work with ARP on the design and posting of the web version of the MTC Fact Book.

Media Services Copy Center will continue to work with Accounting on the design and printing the CAFR.

Media Services Copy Center will conduct Surveys in order to develop strategies to provide information for future equipment and service planning.

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

Action Strategies:

ARP will disseminate benchmarking information from national databases and surveys to college administrators.

ARP will develop a model to report comparative data for selected variables for peer and aspirational institutions.

The Development Office will benchmark community and technical college fundraising efforts in the areas of annual giving, planned giving, special events, and major gifts fundraising that will put in place a comprehensive fundraising effort at the college.

Priority Initiative: Support department-based research by faculty and staff.

Action Strategies:

ARP will assist the department chairs in the development of research projects.

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

Action Strategies:

ARP staff will submit proposals to present at a regional or national conference and will support college personnel in the development of state, regional and national presentations.

ARP personnel will coordinate all activities needed to successfully complete the 2010 SACS reaffirmation process.

ARP staff will serve as members of the SACS reaffirmation compliance certification and Quality Enhancement Plan (QEP) teams.

ARP will support the SACS QEP process through the design, administration and analysis of appropriate research data and survey instruments.

Public Affairs will enhance national recognition by communicating significant achievements to the local, regional and national news media.

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

Action Strategies:

ARP will maintain liaisons with CHE and SBTCE staff to identify issues of important for the college and develop data to support the college's positions.

ARP will communicate national education trends and policy positions to MTC's administrators.

Instructional Design will participate in the Distance Education Peer Group (DEPG) to collaborate with other post secondary institutions to influence the direction of distance education in South Carolina.

Public Affairs will develop collateral materials and public events to clearly communicate the development of new college programs and student service initiatives.

Public Affairs will actively communicate development phases and required community interaction of the Enterprise Campus as it evolves.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

Media Services will develop strategies for procuring and replacing equipment to Minimize equipment obsolescence.

Media Services will review potential areas requiring the installation of surge protection devices which will prevent damage from electrical, atmospheric and other sources to sensitive electronic equipment.

The Media Services staff will develop a database for the indexing, archiving and recovery of video media footage.

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek partnerships with local agencies and higher education institutions to enhance and leverage resources.

Action Strategies:

Media Services will consult as needed with professionals from local agencies and other higher educational institutions to provide assistance.

Resource Development will continue to seek opportunities for funding institutional initiatives and working with community partners with similar missions.

Priority Initiative: Seek and obtain alternate funding.

Action Strategies:

The MTC Foundation's Building the Future campaign for private support will solicit contributions to support to college's programs and services, and the Development Office will conduct a comprehensive annual giving campaign targeting all college constituencies including college graduates, faculty and staff, board members, vendors, retirees, local business and friends of the college.

Public Affairs will lend its marketing, communications and public relations expertise to support the college's Development Office, Foundation Board and Resource Development unit in their ability to raise money in the community and through grant writing.

Resource Development will seek and compete for creative public and private funding opportunities.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Public Affairs will analyze all ongoing printing and advertising contracts and rates. Where possible it will seek to re-bid ongoing print contracts in between contract years.

Media Services will continue to work with its vendors to obtain educational spending bonuses, rebate programs, and quantity-based or multi-purchase savings to maximize the use of resources.

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

Media Services will create and support presentations that highlight the college and conform to the standard of excellence of MTC.

Public Affairs will create target publications for state and local elected officials explaining the college's priorities and funding requests.

Public Affairs will support the college Government Relations Plan through arranging VIP tours, special events, personal letters and other actions as deemed necessary by the committee.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

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

Action Strategies:

ARP will identify future training needs and provide opportunities.

ARP will actively pursue alternative funding opportunities that support identified professional development activities.

ARP will identify functions that are suitable for cross-training, as well as individuals to be cross-trained.

ARP staff will create new and update old Desk Top procedures.

The Development Office, through the MTC Foundation, will provide professional development funding that will enable faculty and staff to obtain specific training and professional development in their field of study.

Instructional Design will provide opportunities for its staff to attend classes and national/regional conferences for on-going professional development.

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

Action Strategies:

ARP will provide survey research in support of faculty and staff recruitment and retention studies.

Media Services will provide opportunities when possible for its staff to attend professional classes, seminars and workshops and national/regional conferences for on-going professional development in a continuing effort to keep the college on the cutting-edge of evolving technologies.

Priority Initiative: Ensure accurate and meaningful communication college-wide.

Action Strategies:

Instructional Design will investigate and implement an online place for faculty to share ideas.

Midlands Technical College
ACADEMIC AFFAIRS
Action Strategies – 2009-2010

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.

Action Strategies:

Participate in MTC's QEP project with faculty learning communities working to design and implement activities to strengthen student learning communities in selected sections of Eng 100 (Introduction to Composition) in 2009-2010. (ENG)

Contribute to the development and implementation of the QEP. (SBS)

Research and disseminate information on the concept of the learning community. (FD)

With the co-chair of the QEP Design and Implementation Team and the QEP Director, research and disseminate information on the concept of faculty and student learning communities. (FD)

With the QEP Director, design and implement the faculty and student learning communities identified in Goals 2 and 3 of the QEP. (FD)

Develop ongoing opportunities (e.g., faculty forums, workshops, In-service presentations) for MTC faculty and staff to be informed about the progress of the faculty and student learning communities identified in Goals 2 and 3 of the QEP. (FD)

Five DVS faculty members will complete training, inquiry, and planning in the Faculty Learning Communities as outline in the QEP. (DVS)

Five DVS faculty members will implement pilot CLCs as outlined in the QEP. (DVS)

RDG 100 and MAT 100 will be involved in QEP. (DVS)

Continue and refine SOAR cohorts. (DVS)

Pilot THE 101 as hybrid course. (HUM)

Offer REL 101 online. (HUM)

Continue offering courses at high schools, Batesburg-Leesville and Harbison Campuses as requested. (HUM)

Implement an annual review of Departmental/Program Mission Statements, Goals, Outcome Matrices, Course Outlines, Student Learning Outcome Forms and the LEARN site to assess continual improvement of student learning based on analysis of the results. (SACS 3.3.1.1) (HS)

Program Directors for Expanded Duty Dental Assisting, Pharmacy Technician, Medical Assisting and Medical Record Coder will participate in a “faculty learning community” to enhance student learning in programs that employ only one full-time faculty member. (HS)

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Continue to formulate and implement recommendations that arise from analysis of student learning outcomes assessment data collected across department courses. (ENG)

The library will purchase the necessary materials for supporting the curriculum with an emphasis on expanding the children’s collection. (LIB)

The HB-HG and Health/Nursing sections will be weeded to eliminate out of date materials. An opening day collection will be selected for Harbison Campus “Choose the Right Database” and pathfinders will be updated. (LIB)

Update and revise SBS Department Website. (SBS)

Increase number of full time and adjunct faculty utilizing Desire 2 Learn for course supplements. (SBS)

Pilot BIO 112 as hybrid course. (SCI)

Continue to develop, evaluate and possibly implement other online, short, and hybrid courses. (SCI)

Continue updating the Science Department website to provide more supplemental materials for instructors and students. (SCI)

Participate in the Desire to Learn training. (SCI)

Continue participating in the programming and development stages of the Science Laboratories in the Lexington Hall expansion. (SCI)

Continue participating in the programming and development stages of the new Engineering and Science Building in the North East Campus. (SCI)

Conduct a program review of the nursing programs. (NUR)

Survey alumni of both the ADN and PN programs. (NUR)

Conduct a program review of the Automotive Technology program. (IND)

Conduct a program review of the Building Construction Technology program. (IND)

Conduct a program review of the Industrial Electricity/Electronics program. (IND)

Continue to empower the Engineering Faculty Quality committee to perform on-going evaluation of effectiveness of hybrid format for all courses in the Department’s curricula. (ENGR)

Explore the possibility of developing cross-disciplinary certificates that still support the degree programs. (ENGR)

Offer Best Practices curriculum workshops to faculty. (DVS)

Implement Physical Therapist Assistant Program curriculum change to five semesters and refine the Phase II qualification process. (HS)

Review the impact of the merit admission process on student success, retention and persistence in the Dental Hygiene, Respiratory Care, Radiologic Technology and Physical Therapist Assistant programs and refine the process as needed. (HS)

Review mathematics placement test cut-scores and make recommendations for changes based on the findings. (MAT)

Modify course syllabi fro MAT 101 and MAT 102 to align with new CAC course descriptions and exit competencies. (MAT)

Priority Initiative: [Provide community access to college and career opportunities.](#)

Action Strategies:

Continue to offer courses at Batesburg-Leesville Campus, Harbison Campus, and local high schools (including Batesburg-Leesville, Blythewood, Ridge View, Midlands Middle College). Offer courses at additional high schools (Pelion, AC Flora, Lower Richland) as requested. (ENG)

Design online information (to be provided via the English Department web site) for high school English teachers and guidance counselors, as well as students, on MTC's Writing Sample Placement Test (WSAMP) and its consequences for students. (ENG)

The College Transfer Programs (AA/AS) will continue to participate in MTC's Open House programs. Program Directors will conduct information sessions for prospective students and their families regarding the programs and transfer to senior institutions. Additionally, the AA/AS Program Directors will continue to participate in high school career fairs and workshops throughout the college's service area. (TRA)

Expand course offerings at Harbison and Batesburg-Leesville campuses. (SBS)

Expand course offerings in 10, 7, and five week formats. (SBS)

Increase number of Internet and Hybrid courses for all terms (14, 10, 7, 5). (SBS)

Explore possible implementation of three week early summer classes. (SBS)

Increase number of sections offered on Friday only. (SBS)

Offer large capacity PSC 201- American Government class and evaluate student responses. (SBS)

Pursue opportunities in Fairfield County. (AVPAS)

Collaborate with other divisions of the college to build enrollment at Batesburg Campus. (AVPAS)

Provide academic advising and courses at Stevenson Correctional Institute as requested. (AVPAS)

Provide academic advising and courses for Richland One School District employees seeking teacher certification. (AVPAS)

Study the feasibility of increasing the number of online and hybrid classes. (SCI)

Evaluate Harbison Campus course offerings for days/times/courses that best meet student needs. (SCI)

Convert all on-line supplements and courses to Desire 2 Learn. (NUR)

The Machine Tool Technology (MTT) program will host a “Welcome Day” for all newly admitted MTT students. (IND)

Host a field studies for the industrial technology students from our local school districts. (IND)

Promote the Project Lead the Way program and encourage formal dual credit and advanced placement credit agreements with local school districts. (ENGR)

Continue efforts by the Department to investigate retention problems on a program-by-program basis. Gather data to explain/correct the drop-out rate in engineering technology. (ENGR)

Offer Read Right® tutoring, through both the regular curriculum (RDG 013) and Continuing Education, at the Batesburg-Leesville campus. (DVS)

Continue offering courses at high schools, BL and Harbison campuses as requested. (DVS)

Continue to develop hybrid and online courses. (DVS)

Offer DVS courses at Stevenson Correctional Institute as requested. (DVS)

Offer one or more one-day class experiences that are open to the public as a recruiting and public-relations tool, with one-hour sessions on a variety of topics on a rotating basis (IST)

Investigate the possibility of staging an I.T. Summer Camp for college bound students so that they can take a good look at MTC before they complete their senior year in high school (IST)

Submit the “substantive change” document to SACS and solicit advisory committee evaluation for the Medical Record Coder Certificate program off-site at Providence Hospital-NE. (HS)

Offer the Midlands Math Meet for middle school students in our service area to introduce them to future opportunities through MTC. (MAT)

Offer MAT courses at the Batesburg/Leesville Campus. (MAT)

Offer MAT courses at the Harbison Campus. (MAT)

Priority Initiative: Enhance student retention and goal attainment.

Action Strategies:

Work with MTC's QEP to provide Eng 100 faculty learning community participants and information needed to investigate Eng 100 student needs and to design classroom and extra-curricular activities to meet those needs. (ENG)

Supplemental Instruction will be continued and expanded. Additional Read Right tutors will be certified. (LIB)

The College Transfer Programs (AA/AS) will continue to work closely with programs on campus that serve at-risk populations to facilitate students transfer to 4-yr colleges and universities. Relevant activities include conducting transfer/advising workshops for students and/or program staff and faculty. The AA/AS Program Directors will also work with the QEP team to assist students in developing plans for meeting education goals. (TRA)

Increase student success in PSY 201 by adding a component of helpful reading strategies. (SBS)

Increase number of "Call Me Mister" program volunteer mentor teachers. (SBS)

Research and disseminate information on student persistence and goal attainment. (FD)

With the co-chair of the QEP Design and Implementation Team and the QEP Director, research and disseminate information on the Pre-Advisement Module (Goal 1 of the QEP). (FD)

With the QEP Director, identify further ways to strengthen new student connections to and engagement with the college community. (FD)

Develop and coordinate a faculty workshop on student-centered learning.

Participate in Supplemental Instruction. (SCI)

Using the data collected via the Student Learning Outcomes process look at ways to improve the instruction of Science courses. (SCI)

Continue offering Science Open Labs. (SCI)

Explore the features found in the new Desire to Learn platform that may be used to increase retention and success in online courses. (SCI)

Compare the success rate in NUR 265 of students who have taken NUR100 and those who have not. (NUR)

Compare the success rate in NUR 101 of those students admitted under the new admission criteria and those admitted under the old criteria. (NUR)

Develop an individual graduation planning sheet for each Heating, Ventilation, and Air Conditioning & Refrigeration (HVAC/R) technology student to be used to retain and track the student's progress toward their educational goals. (IND)

Implement an individual graduation planning sheets for each Machine Tool Technology (MTT) student to track students from the point of acceptance to the college through completion of their educational goals. (IND)

Enroll first-time, full-time students who test into both RDG 032 and ENG 032 in the SOAR curriculum for their first semester beginning in fall 2009. (DVS)

Track SLO data (DVS)

Study DVS retention data and research “best practice” methodology on retention to consider future retention plan and goal. (DVS)

Establish a retention initiative within the DVS Department to track SOAR student progress, failure/withdrawal rates, and success. (DVS)

Receive training in Datatel to write queries to track student progress, failure/withdrawal rates, and success in all DVS courses. (DVS)

Update all DVS student information—name, address, phone number and email address each semester to ensure accurate information. (DVS)

Create scheduling standards and revise prerequisites to create, as much as possible, cohorts of students and to require fewer course cancellations due to low enrolments (IST)

Propose the addition of a closed lab course for programming students. (IST)

Continue and refine the student retention project that was begun in the 2008-2009 academic year. (IST)

Premiere Academic Dishonesty DVD for use by instructors, students and Campus Life in order to make students aware of the dangers of plagiarization. (HUM)

Utilize the assessment of student learning outcomes data to enhance student success in HUM courses. (HUM)

Implement measures to increase retention rates of Health Sciences Programs which fall below discipline-specific accreditation benchmarks (HS)

Utilize the assessment of student learning outcomes data to enhance student success in MAT courses. (MAT)

Priority Initiative: [Identify and implement student-centered learning enhancements.](#)

Action Strategies:

Continue to formulate and implement recommendations that arise from analysis of student learning outcomes assessment data collected across department courses. (ENG)

Participate in MTC’s QEP project with faculty learning communities working to design and implement activities to strengthen student learning communities in selected sections of Eng 100 (Introduction to Composition) in 2009-2010. (ENG)

Continue to work with ASC staff to make online tutoring available to MTC students across the curriculum, and to provide electronic delivery of writing tutorial reports to college-wide faculty. (ENG)

“Library Instruction to Go” will be prepared for online classes. Email tutoring will be offered for writing. (LIB)

Evaluate student learning outcomes for every course and revise if necessary. (SBS)

Revise and expand online PSY 201 Study Guide. (SBS)

Explore feasibility of developing PSY 201 study guide as a pod cast. (SBS)

Develop SOC 101 Study Guide to be placed on department web site. (SBS)

Develop ANT 202 Study Guide to be placed on department web site. (SBS)

Place resources for Political Science Policy Focus Journals on department web site. (SBS)

Conduct information/workshop sessions on creating Policy Focus Journals for Political Science students. (SBS)

Explore feasibility of initiating Supplemental Instruction for selected Political Science Courses. (SBS)

Continue to work with the Academic Success Center to support tutoring of science courses. (SCI)

Revise Student Learning Objectives for courses in which SLO benchmark was not met. (SCI)

Continue offering Science Open Labs. (SCI)

Continue collaborating with Supplemental Instruction. (SCI)

Offer NUR 101 as a hybrid course. (NUR)

Continue to track student learning through the SLOs. (NUR)

Offer open labs for students to practice clinical skills. (NUR)

The programs in the Industrial Technologies department will continue to collect data on the identified student learning outcomes to monitor their effectiveness of obtaining the college’s identified benchmark of student success. (IND)

Begin a mentoring program (using upper-division student mentors for each COL 102/106 course) for first-time, full-time students who test into both RDG 032 and ENG 032 during their first semester beginning in Fall 2009. (DVS)

Implement best practices workshops for student success. (DVS)

Review the prerequisites of all courses to ensure student success. (IST)

Research the curricular requirements on CPT101 to qualify as a transfer course, then revise the contents of the CPT101 syllabus to align the content as much as possible with the needs and interests of the students. (IST)

Investigate the utilization of human simulators into the pre-clinical student learning in the Respiratory Care and Surgical Technology programs. (HS)

Identify mechanisms to strengthen relationships with health care facilities in the Midlands, so as to maximize clinical learning opportunities for health sciences students in the MTC attendance area. Acquire more Physical Therapist Assistant clinical rotations in the Columbia area, a clinical rotation for Medical Laboratory Technology students at Lexington Medical Center, CT clinical rotations for NMT students and clinical rotations for Radiologic Technology students in orthopedic offices and in CT. (HS)

Re-submit cost projections and space utilization proposals to executive council for inclusion of upgrading the dental clinic for student learning in a computerized dental setting on the Master Facilities Plan. (HS)

Review proposed program occupancy and planned equipment purchases for the Lexington Hall addition to be completed in summer 2010 so as to assure maximize student learning for multiple health sciences disciplines. (HS)

The DOLETA grant director will manage the grant conclusion so as to direct remaining funds to enhance student learning for both credit and continuing education settings. (HS)

[Priority Initiative: Promote faculty and staff participation in innovative strategies to enhance the learning environment.](#)

Action Strategies:

Encourage and support department faculty in making use of MTC resources for curriculum and professional development (including, but not limited to, applying for MTC Curriculum Development Grants, Professional Development funding, Shirley Weeks Grants, and participating in learning management system (D2L) training sessions, MTC-CARES, and other trainings provided by the Faculty Resource Office. (ENG)

Coordinate full-time and adjunct instructor presenters and participation in the English Department's fall and spring in-house conferences focusing on instructor development and pedagogical "best practices," to meet needs indicated by departmental course committees and analyses of student learning outcomes assessment data. (ENG)

Institute departmental online coordinator charged with 1) providing information to and about English online and hybrid courses, 2) developing instructor resource materials and support specific to online English course offerings, 3) coordinating in-house training needs, and 4) updating the department's web site as needed. (ENG)

Creating additional support systems for full-time and adjunct instructors by 1) investigating and experimenting with the use of online course shells to house instructor resource materials and provide a mechanism for communication across Eng 100, 101, 102, and 200-level English courses, 2) developing

a rotation for classroom observations of new and experienced adjunct instructors and providing training to course committee members and coordinators to participate in those observations, 3) developing a mentorship program for adjunct instructors teaching 200-level English courses. (ENG)

Work with the Director of Faculty Development to present a program of blended learning incorporating the library databases and designing a research project. LIB)

Encourage faculty participation in Desire 2 Learn learning management system. (SBS)

Conduct training in the use of rubrics for Political Science adjunct faculty. (SBS)

Develop Psychology adjunct faculty survey to determine training needs relating to teaching specific topics. (SBS)

Begin to develop Psychology resources to be placed on department website for adjunct faculty. (SBS)

Organize publisher training for Psychology instructors (full time and adjunct) upon adoption of new edition of textbook. (SBS)

With the co-chair of the QEP Design and Implementation Team and the QEP Director, disseminate information about the QEP. (FD)

With the QEP Director, recruit faculty to participate in faculty learning communities (Goal 2 of the QEP). (FD)

Develop and coordinate a series of faculty development workshops focusing on a variety of pedagogical strategies (e.g., creating student-centered classrooms, developing writing assignments across the curriculum, identifying student outcomes, teaching critical thinking skills). (FD)

With the Director of Instructional Design, develop and coordinate opportunities (e.g., faculty forums, workshops, In-service presentations) for faculty to learn more about best practice in online instruction. (FD)

Continue MTC Reads program. (AVPAS)

Support training of faculty in developing service learning through MTC CARES and the Faculty Development Office. (AVPAS)

Encourage faculty to apply for Professional Development funding. (SCI)

Encourage faculty to attend In Service activities and to participate in workshops offered by the office of Faculty Development. (SCI)

Encourage faculty to apply for MTC Curriculum Development Funding. (SCI)

Host the South Carolina Deans and Directors Spring Workshop on nursing education. (NUR)

Encourage industrial faculty to participate in professional development opportunities to stay current in their specific technology. (IND)

Support professional development efforts by the faculty. Encourage planning and tracking of professional development efforts as part of the FPMS/goals process. (ENGR)

Encourage DVS faculty participation in the 2009 SCADE Conference, to be held in October 2009 on the Airport campus. (DVS)

Use Title III grant monies to support professional development activities for DVS faculty and academic advisors that will enhance their abilities to serve DVS students through FY 2009-10. (DVS)

Encourage faculty and staff to apply for professional development funding. (DVS)

Use virtualization software to expand the classroom computing environment to give students hands-on familiarity with more different platforms (IST)

Work with Business MGT/MKT faculty on the development of a MGT/MKT fieldwork practicum. (IST)

All Humanities instructors who currently use WebCT as a Learning Management System will be trained in Desire2Learn. This will include instructors of online and hybrid courses, and as well as for those who use it as an addition to their on campus courses. (HUM)

Include a Quality Enhancement Plan (QEP) as a recurring agenda item for the assistant director to update faculty and staff about the “New Student Experience” at Health Sciences meetings. (HS)

Priority Initiative: Promote global awareness.

Action Strategies:

Investigate ways that Eng 165 (Professional Communications) might incorporate global awareness of cross-cultural communication in professional settings. (ENG)

Emphasize on the significant contributions Scientists around the world have had on our current understanding of Science. (SCI)

Advertise to increase awareness of and enrollment in HSS100 and IDS 201. (DVS)

Offer ART 214 summer 2010. (HUM)

Offer REL 214 summer 2010. (HUM)

Priority Initiative: Integrate diversity and multiculturalism into programs and services.

Action Strategies:

Continue to offer minority literature courses, including newly approved Eng 230 Women in Literature. (ENG)

Investigate ways that Eng 165 (Professional Communications) might incorporate global awareness of cross-cultural communication in professional settings. (ENG)

Offer in-service to nursing faculty on cultural groups in the Columbia area. (NUR)

Provide opportunities for students to attend multicultural events on campus. (DVS)

Encourage student involvement in international clubs. (DVS)

Encourage class visits to cultural places in the community (State Museum, Congaree Swamp, etc.) as appropriate. (DVS)

Continue to recruit and encourage under-represented minorities to pursue degrees in STEM disciplines (Science, Computer Technology, Engineering and Mathematics) through the South Carolina Alliance for Minority Participation in the STEM disciplines and National Science Foundation funding. (MAT)

GOAL 2: The college prepares a workforce that meets the demands of business and industry.

Priority Initiative: Align curricula with workforce needs.

Action Strategies:

With individual Department Chairs, identify specialized curriculum development and faculty training needs. (FD)

Survey major hospitals regarding the performance of program graduates. (NUR)

Investigate the need for expansion of the course offerings for the Welding Technology program. (IND)

Continue detailed discussions of what the local nuclear power industry needs through the ad hoc committee. Plan new courses if required (ENGR)

Seek approval of a new Mechanical Engineering Technology Associate degree. (ENGR)

Work to establish a formal advisory committee for MET and the nuclear program. (ENGR)

Organize a new Chemical Technology Advisory committee. (ENGR)

Expand the Key Train/Work Keys program (currently part of the curriculum for the COL 102) to include first-time, full-time students who test into both RDG 032 and ENG 032 during their first semester. (DVS)

Promote the use of technology in lower-level DVS courses (DVS)

Generate workshops in the Academic Center in RDG 032 and ENG 032 courses to help students develop computer skills (DVS)

The Business/Public Service Department will finalize a 2-year plan to align academic studies in accounting with workforce needs. Accounting program curriculum alignment with suggestions from DACUM and Advisory Council will be completed for FA 2010. (BUS)

Evaluate the offering of the Polysomnography Certificate, the Surgical First Assistant Certificate, and the Emergency Medical Technology Degree. (HS)

Evaluate the offering of the Polysomnography Certificate, the Surgical First Assistant Certificate, and the Emergency Medical Technology Degree. (HS)

Pursue the creation of the Associate of Applied Science in Allied Health Sciences (AAS-AHS) as an alternative to the Associate of Applied Science in Occupational Technology. (HS)

Priority Initiative: [Develop employability skills.](#)

Action Strategies:

With the QEP Director, design activities for student learning communities that teach success skills and strategies for the classroom and the workplace. (FD)

Continue incorporating and updating “hands-on” laboratory activities in the science courses. (SCI)

Monitor all degree curricula to assure oral communication skills are a key element in each program per the AET program model. (ENGR)

Coordinators will provide to those who request it, assistance with resume writing to target specific employers. This should be handled out of each coordinator’s office. (ENGR)

Expand the Key Train/Work Keys program (currently part of the curriculum for the COL 102) to include first-time, full-time students who test into both RDG 032 and ENG 032 during their first semester. (DVS)

Provide students with tools to develop appropriate oral and written skills through reading, writing and skills courses. (DVS)

Incorporate goal setting, prioritizing, and time management into DVS courses (DVS)

Educate faculty to promote IDS 102 to their students (DVS)

The Business/Public Service Department will develop a plan to improve employment skills with emphasis on soft skills. Revise accounting curriculum in order to provide a more "hands-on" approach to some accounting skills and change course offerings to reflect employer desired skills. (Changes in principles, tax, offer of Quickbooks) (BUS)

Investigate incorporation of gel technology and coagulation instrumentation for the Medical Laboratory Technology student. (HS)

Incorporate skills identified by former employers of the General Radiography Certificate Program graduates as ones which should be incorporated more overtly in the Radiologic Technology Degree curriculum and implement changes to positively impact the employability of the degree program’s graduates in non-hospital settings. (HS)

Priority Initiative: Provide a critical mass of employable students with competencies and credentials to meet employer needs.

Action Strategies:

Continue using and measuring student learning outcomes and competencies in science courses. (SCI)

Survey major employers of nursing graduates regarding future needs for new ADN graduates. (NUR)

Investigate incorporation of new energy standards into the Building Construction Technology courses. (IND)

Expand the Key Train/Work Keys program (currently part of the curriculum for the COL 102) to include first-time, full-time students who test into both RDG 032 and ENG 032 during their first semester. (DVS)

Review CPT and AOT curricula with an eye toward focusing and streamlining the programs to produce quality graduates in less time, with fewer, more focused courses (IST)

Add two new courses to the TSM electives specified in the new version of the TSM degree. Those courses are IST 150 and IST 188. Teach them if approved. (IST)

Prepare for and teach IST 203, IST 204 and IST 291 using new CISCO curricula. (IST)

Determine the effect of other college's utilization of clinical sites in the MTC service area on the decreasing employment for MTC radiology program graduates and implement necessary strategies to maximize these hiring opportunities for MTC graduates. (HS)

Priority Initiative: Promote career planning and adaptability to prepare students for current and emerging career opportunities.

Action Strategies:

Sponsor a Health Career Day for High School students with MEBA. (NUR)

Provide representatives to serve on the alliance committees for MEBA (Midlands Education and Business Alliance) to promote career planning and adaptability for the students in our service area. (IND)

Promote career planning and awareness during all initial advisement. Enhance student progress tracking through new system introduced by Outreach and Retention Office. CET program will be the trial run. (ENGR)

Develop literature (handouts) for use in the Student Advisement-Planning process. (ENGR)

Expand the Key Train/Work Keys program (currently part of the curriculum for the COL 102) to include first-time, full-time students who test into both RDG 032 and ENG 032 during their first semester. (DVS)

Educate faculty to promote IDS 102 to students (DVS)

Advise students to visit the Career Planning office (DVS)

Encourage the results of KUDER assessments in appropriate DVS courses (DVS)

The imaging programs will determine to what degree Computerized Tomography (CT) content should be incorporated into the curricula to meet requirements of the accrediting bodies and the evolving market. (HS)

Health Sciences faculty will participate in the Airport Campus Open House and the MEBA Health career day in October. (HS)

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 higher education institutions.

Action Strategies:

Design course materials (readings, texts, syllabi, curriculum) for a Children's Literature course (already in the state CAC as Eng 207. Literature for Children). (ENG)

Investigate possible uses of Eng 290. Special Topics (added last year to the state CAC) for MTC students. (ENG)

Investigate additional hybrid course offerings in English. (ENG)

Continue facilitation of student transfer to 4-yr colleges and universities through faculty advising, coordination of transfer and articulation agreements, and coordination of recruitments and transfer events for AA/AS students. (TRA)

The AA/AS Program Directors will be designated contacts for CEMC (SC Online Transfer Articulation System (SCTRAC)). They will update articulation agreements on the system. (TRA)

Continue to disseminate information to students and advisors about the USC-MTC Bridge program and the Benedict-MTC Bridge program, Participating students receive information and services in areas such as admissions, housing, and financial aid. (TRA)

Explore revision of previous articulation agreement with Columbia College and complete revision of articulation agreement with Sherman College of Straight Chiropractic. (TRA)

Offer EDU 230- Schools and Communities for students transferring to USC's College of Education. (SBS)

Increase sections of ANT 101- General Anthropology for easy statewide transferability for students. (SBS)

Continue Diverse Pathways to Education program; explore similar relationships with 4-year education programs besides USC. (AVPAS)

Study the feasibility of collaborating with Allen University Faculty to write grants for students and faculty in the STEM disciplines. (SCI)

Add CPT 114, Computers and Programming, to the MTC Catalog and as an approved departmental elective in the CPT and AOT programs, primarily to serve as an additional transfer option for AA/AS students, as it transfers to USC as CSCE 102. Teach it if approved. (IST)

Continue to review transfer agreements with 4-yr schools and CHE approved transfer course list. Seek transfer approval for any Humanities courses not already covered in articulation agreements and/or the CHE approved transfer course list. (HUM)

Finalize the 1 + 1 articulation agreement between the MTC's Health Information Management (HIM) Associate Degree Program and USC Upstate's Bachelors of Science degree in HIM. (HS)

Expand summer research opportunities for MTC students through participation in the South Carolina Alliance for Minority Participation in the STEM disciplines. (MAT)

[Priority Initiative: Expand collaboration and interaction with area school districts.](#)

Action Strategies:

Continue to offer courses at local high schools (including Batesburg-Leesville, Blythewood, Ridge View, Midlands Middle College). Offer courses at additional high schools (Pelion, AC Flora, Lower Richland) as requested. (ENG)

Design online information (to be provided via the English Department web site) for high school English teachers and guidance counselors, as well as students, on MTC's Writing Sample Placement Test (WSAMP) and its consequences for students. (ENG)

The AA/AS Program Directors will continue to participate in high school career fairs and workshops throughout the college's service area. (TRA)

Expand dual credit course offerings to local high schools. (SBS)

Recruit new and strengthen existing field placement sites in local schools EDU students. (SBS)

Participate in career days at area schools. (NUR)

The Commercial Graphics Communication (CGC) program will host an informational expo for Commercial Graphics students and parents from the local school districts. (IND)

Provide representatives to serve on advisory committees for our local school districts. (IND)

Work with MEBA (Midlands Education and Business Alliance) to host career events such as: educators field studies, engineering and industrial expos, and career fairs. (IND)

Expand dual credit opportunities for PLTW students. See Goal 1 above. (ENGR)

Enhance the department's participation in career fairs and other outreach activities specifically for Fairfield and Western Lexington Counties. Participate in new program promotions such as Nuclear and Fuel Cell in the three-county area. (ENGR)

Maintain the presence of COL 103 in area high schools (DVS)

Dialogue with high school districts to see if there is an interest in DVS offering other appropriate courses such as IDS 102 and IDS 201. (DVS)

Investigate possibilities for offering Cisco and other courses as dual-credit options in local K-12 institutions. (IST)

Offer Medical Terminology (AHS 102) through dual credit to area school districts. (HS)

The Health Science Advisor and Retention Coordinator will maintain active collaboration with area High School Health Science Technology teachers and HOSA sponsors. (HS)

Offer MAT courses on high school campuses when requested with sufficient student enrollment. (MAT)

[Priority Initiative: Enhance education through community interaction and adoption of nationally recognized curricula and standards.](#)

Action Strategies:

Compile information on recent changes in first-year composition course sequences at The University of South Carolina, Clemson, The College of Charleston, and other transfer-institutions in the state, as well as two-year institutions nationally. This information, in conjunction with insights gained through MTC's student learning outcomes assessment, will be used to review MTC's ENG 101 and 102 course sequence and curricula for possible revision. (ENG)

Research and disseminate information on nationally recognized curricula and standards. (FD)

Encourage offering Science Seminar Series. (SCI)

Conduct a self-study of the PN and ADN programs in preparation for NLNAC accreditation. (NUR)

The Automotive Technology (AUT) program will work with the local school districts as they apply for NATEF certifications for their programs. (IND)

Expand dual credit opportunities for PLTW students. See Goal 1 above. (ENGR)

Enhance the department's participation in career fairs and other outreach activities specifically for Fairfield and Western Lexington Counties. Participate in new program promotions such as Nuclear and Fuel Cell in the three-county area. (ENGR)

Research nationally recognized curricula and programs such as Freedom Writers and others appropriate for developmental students. (DVS)

Investigate with Melissa Price and the IST Special Events Committee the possibility of holding a special event at MTC campus or an employer's location to be determined to promote information systems to help recruit and retain students in the field. (IST)

GOAL 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Participate in the 2009 Midlands Workforce Investment Area Youth Employment Program (WIA) funded by the Midlands Workforce Development Board. (SCI)

Collaborate with Allendale University in writing grants to support faculty and students in the STEM disciplines. (SCI)

Participate in MEBA Health and Human Services Alliance. (NUR)

Participate in activities hosted by MEBA to promote increased business and industry development. (IND)

Assist MEBA with their "MEBA Career Days" on both Airport and Beltline Campuses with the maximum faculty participation possible. (ENGR)

The Business/Public Service Department plans to collaborate with social agencies and non-profits to increase economic and social vitality. (BUS)

The Business/Public Service Department plans to increase the number of human service organizations in both the public and private sectors to strengthen current partnerships. (BUS)

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

The AA./A.S. Program Directors will present issues important to transfer students to the Transfer Advisory Committee in order to facilitate the transition from 2-yr to 4-yr institutions. (TRA)

Utilize advisory committee members to evaluate the need for new ADN graduates in the College catchment area. (NUR)

Develop a system that allows for rotation of the members serving on the advisory committees. (IND)

Implement a scheduled curriculum review by the advisory committees at each meeting. This should be a formal part of the agenda and not at the discretion of the Committee Chair. Coordinators (ENGR)

Hold an advisory committee meeting for CPT, AOT and TSM programs at least each semester. (IST)

The Business/Public Service Department will revisit the mission, vision and goals of the Human Services Program. (BUS)

Establish an Emergency Medical Technology Advisory Committee and re-vitalize the Pre-Health Care Advisory Committee. (HS)

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

Action Strategies:

Participate on the Workforce Development Committee of the One Voice One Plan Initiative. (NUR)

Explore possibilities for increased dialogue and interaction at Batesburg-Leesville. (DVS)

Actively participate in the MEBA (Midlands Business Education Alliance) committee and the Career Connections committee (IST)

Invite local high-tech organizations to speak to our IST students about I. T. job opportunities and I.T. career paths (IST)

The Business/Public Service Department will support the MTC Enterprise Campus initiative. (BUS)

Health Sciences Program Directors will continue to participate in their professional associations and various licensing and regulation unit meetings. (HS)

Priority Initiative: Promote learning opportunities that strengthen civic responsibility.

Action Strategies:

Encourage and support department faculty in making use of MTC-CARES service-learning trainings. (ENG)

Continue innovative service-learning projects in PSY 203- Human Growth and Development. (SBS)

Continue fall and Spring semester Political Science Forums and encourage student participation. (SBS)

With the Associate Vice President for Arts and Sciences and others within the college community, develop and coordinate ongoing opportunities (e.g., faculty forums, workshops, In-service presentations) for MTC faculty to learn about service learning—what it is, how to incorporate service learning projects into the curriculum, how to manage such projects, how to assess them, and so on. (FD)

Work with Director of Faculty Development to continue MTC CARES' efforts to provide training and resources for faculty to use Service Learning as a teaching method. (AVPAS)

Encourage environmental awareness by offering field trips and activities in the Ecology laboratory (BIO 206) that strengthen the knowledge and understanding of current environmental issues. (SCI)

Involve the Industrial Technology Students in the Adopt-A-Family project. (IND)

Research and expand Service Learning (COL105) to include other appropriate courses. (DVS)

The Business/Public Service Department will continue to provide both training opportunities for both novice and experienced faculty in the area of civic engagement and service-learning. (BUS)

The Business/Public Service Department will create student-service teams to assist faculty and staff in orienting students and serving as consultants on service projects. (BUS)

Continue to offer SPA 155 with strong Service Learning component. (HUM)

GOAL 5: The college serves as a catalyst in economic development.

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

Action Strategies:

Investigate expansion of the course offerings for the Welding Technology program. (IND)

Continue to promote and enhance the fuel cell training program at MTC. (ENGR)

Work with the local power company, and Michelin to provide specific training for their workforce where ever possible. (ENGR)

Priority Initiative: Promote public/private partnerships and enterprise development.

Action Strategies:

Continue to work through the Advancement Division to garner support from the medical community and other sources for the development of the Surgical First Assistant program. (HS)

Priority Initiative: Establish programs to promote entrepreneurship and small business development.

Action Strategies:

(Nothing was entered for this initiative.)

GOAL 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

Continue to formulate and implement recommendations that arise from analysis of student learning outcomes assessment data collected across department courses. (ENG)

Compile student learning outcomes assessment data for all Social and Behavioral Sciences courses and provide data to the College's LEARN system. (SBS)

Refine the college's ongoing process of Student Learning Outcomes Assessment. (ALL)

Refine the LEARN system for recording academic unit's assessment in a uniform manner. (ALL)

Continue gathering student learning outcomes assessment data across department courses to report to the college through the LEARN system. (SCI)

Gather data and evaluate SLOs in all NUR courses. (NUR)

Monitor SLOs in DVS courses each semester. (DVS)

Discuss data from SLOs within department to improve DVS courses and teaching methods (DVS)

Review the assessment in CPT 170 to determine a possible hands-on replacement for the current multiple-choice departmental exam for CPT 170, including logistics and development of a sample assessment. (IST)

The Health Information Management Program and the Medical Record Coder Program will complete the college's internal Program Review so as to provide preliminary information and data to the college leadership by April 2010. (HS)

The PTA, MLT, RAD, and NMT Programs will initiate actions to address the recommendations of the 2008-09 Program Reviews. (HS)

Fine-tune an ongoing process of student learning outcomes assessment. (MAT)

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

Action Strategies:

Continue to administer and evaluate results of students taking the national Test of Understanding Economics for ECO 210- Macroeconomics and ECO 211- Microeconomics. (SBS)

Prepare ABET Interim Report for AET, CET, and EET in Engineering Technology. (ENGR)

Begin the initial planning process for eventual ABET accreditation of MET. (ENGR)

Establish Department routine for the management of SLO forms and other SACs data. Plan so that this data also conforms to ABET requirements. (ENGR)

Gather statistic from other SC tech schools for benchmarking purposes. (ENGR)

By the end of FY 2009-10, establish a retention initiative within the DVS Department that tracks student progress, failure/withdrawal rates, and success in DVS courses. (DVS)

Use WorkKeys with SOAR students (DVS)

Use TABE in RDG 013 course (DVS)

Actively support Microsoft, Sun, Adobe and other certifications for both faculty and students. (IST)

Complete the process of adding CPT250 Java Certification Topics to the CPT curriculum and to the MTC catalog. (IST)

The Medical Assistant Certificate and Medical Laboratory Technology degree programs will submit discipline specific accreditation self-study documents in preparation for Site Visits in 2009-10. (HS)

Health Sciences programs will continue to receive satisfactory responses from their national accrediting agencies regarding the programs' annual reports. (HS)

Priority Initiative: Support department-based research by faculty and staff.

Action Strategies:

Continue to discuss, formulate, and implement actions based on a planning cycle whereby faculty are systematically 1) evaluating learning outcomes and other key indicators or information, 2) reporting findings and making recommendations to the department, and 3) reaching agreement on action strategies. (ENG)

The AA/AS Program Directors will review the assessment tools and surveys used for Program Review in anticipation of the AA/AS transfer Program 2010 – 2011 Program Review. (TRA)

With the QEP Director, develop and coordinate opportunities for faculty participating in faculty learning communities (Goal 2 of the QEP) to share their research-based FLC portfolios with their department colleagues. (FD)

Continue improving student learning objectives using data collected via the SLOs assessment process. (SCI)

Compare the performance on unit tests and final exams of students taught in NUR 101 hybrid vs. students taught in a traditional lecture format. (NUR)

Encourage faculty members to continue to research, write and publish (DVS)

Encourage faculty members to implement best practice methods and conduct research on the results of the implementation of those practices in the classroom. (DVS)

Participate in a study directed by the Student Assessment Unit that yields a comparative analysis of Fall 2009 entering Health Sciences students' performance on the Test of Essential Academic Skills (TEAS) with success factors, to include first semester grades, retention and persistence. (HS)

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

Action Strategies:

Submit proposals to present the college's process for assessing Student Learning Outcomes to at least 2 regional or national conferences. (AVPAS)

Explore the feasibility of hosting a statewide or regional conference on assessing Student Learning Outcomes. (AVPAS)

Examine national certification programs and opportunities for developmental studies (DVS)

Integrate data entry for the LEARN system as a routine departmental responsibility upon completion of departmental Student Learning Outcomes forms; syllabi and supporting documents each semester. (HS)

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

Action Strategies:

Submit proposals to present the college's process for assessing Student Learning Outcomes to at least 2 regional or national conferences. (AVPAS)

Explore the feasibility of hosting a statewide or regional conference on assessing Student Learning Outcomes. (AVPAS)

Host a state-wide Service Learning conference to increase the use of service learning as a teaching methodology. (AVPAS)

Assist MEBA with their "MEBA Career Days" on both Airport and Beltline Campuses with the maximum faculty participation possible. (ENGR)

By the end of FY 2009-10, establish a process (including funding) by which interested faculty members will be able to research, develop and present results of specific strategic initiatives to other technical college faculty throughout the state (should include use of telecommunications as well as travel). (DVS)

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

Continue revising laboratory safety procedures and offering safety orientation to faculty and students. (SCI)

GOAL 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek partnerships with local agencies and higher education institutions to enhance and leverage resources.

Action Strategies:

Explore partnerships with USC-School of Medicine and Palmetto Health Richland for the use of the Human Simulation Center by Health Sciences students. (HS)

Review agreements with Greenville Technical College (OTA and Biotechnology); Trident Technical College (OTA); Aiken Technical College (DHG); Central Carolina Technical College (DHG) and Orangeburg Technical College (DHG and RAD) and refine as necessary to maximize MTC student educational and employment opportunities. (HS)

Priority Initiative: [Seek and obtain alternate funding.](#)

Action Strategies:

Investigate the possibility of STEMs grants. (SCI)

Seek grant funding to continue the open lab program and equipment/supplies for Chemical Technology. (ENGR)

Explore the possibility of local agency funding to design and build the MTC Fuel Cell Stack. (ENGR)

Work with the college's Resource Development Unit to seek funding for education initiatives in "high growth, high demand" careers, for "emerging fields and technologies" or for "widening the pipeline" in the Health Sciences cluster. (HS)

Priority Initiative: [Develop methods to conserve resources and increase revenue.](#)

Action Strategies:

Continue providing training and information on the use of online methods for providing handouts and supplementary course materials to students in on-ground courses, as well as for providing resource materials to instructors, to cut copying costs (and thereby conserve resources). (ENG)

Reduce the department operating budget by reducing the number of photocopies made. More resources, such as course syllabi, will be offered via the department website. (SCI)

Reduce the number of courses that are offered on Friday so that the number of classrooms that need to be maintained with utilities can be reduced as well. (SCI)

Utilize learning management software (Desire 2 Learn) to provide students with course outlines and supplemental learning material, so as to significantly lessen the outlay to produce paper copies. (HS)

Evaluate HS program curricula for which lower fall student FTEs are consistently reported to SCBTCE to determine whether reconfiguring curricula, adjusting start semesters to fall, or delaying dual majoring in the Associates of Occupational Technology Degree programs would increase funding for the college and/or reduce recurring concerns about program viability status. (HS)

Implement the electronic EPMS and FPMS modality. (HS)

GOAL 8: The college recruits, retains and develops exceptional faculty and staff.

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

Action Strategies:

Coordinate full-time and adjunct instructor presenters and participation in the English Department's fall and spring in-house conferences focusing on instructor development and pedagogical "best practices," to meet needs indicated by departmental course committees and analyses of student learning outcomes assessment data. (ENG)

Identify conferences and training to keep up to date on library and tutoring technology and services. Apply for professional development funds. (LIB)

Support faculty requests for professional development in the areas of teaching excellence and specific field of study. (SBS)

Encourage all full time and adjunct faculty to participate in Faculty Development Series training sponsored by the Director of Faculty Development. (SBS)

Develop and coordinate ongoing faculty development opportunities (e.g., faculty forums, workshops, In-service presentations, and so on). (FD)

With the Director of Development, manage the curriculum development funding process (publish the call for grant proposals, organize the proposal approval process, appoint the selection committee, supervise the allocation of funds, monitor grant recipients' progress, and so on). (FD)

Encourage faculty and staff to apply for Professional and Curriculum Development funds. (SCI)

Encourage faculty to participate in conferences, training, etc., particularly those that are directly related to improvements in the curriculum and in classroom instruction. (SCI)

Require that all online instructors attend training for the new platform, Desire 2 Learn. (SCI)

Encourage faculty participation in professional development activities. (NUR)

Identify conferences and training to keep up to date on library and tutoring technology and services. Apply for professional development funds. (IND)

Through the Title III grant, provide funding and opportunities for professional development of faculty and staff. (DVS)

Train faculty to better serve the needs of ESL students in ENG 032 and RDG 032 and 100 courses (DVS)

Request publishers to provide training upon adoption of new textbooks (DVS)

Identify conferences and training to keep up to date on library and tutoring technology and services. (DVS)

Apply for professional development funds. (DVS)

Become a Microsoft IT Academy and develop and institute a plan for faculty participation in the professional development opportunities associated with it. (IST)

In preparation for future challenges, the Business/Public Service Department will allocate funds to train and develop support staff in Microsoft Excel. (BUS)

Encourage Humanities faculty to apply for Professional Development, in order to participate in pertinent conferences, training, etc. that will impact upon students by allowing instructors to be as current as possible in their fields of study. (HUM)

Implement processes to maximize faculty and staff participation in college-sponsored professional development offerings concerning “faculty/staff learning communities.” (HS)

Provide support for Program Coordinators to complete academic degrees and credentials required by their Health Sciences accrediting body by May 2010. (HS)

Fine-tune an ongoing process of student learning outcomes assessment. (MAT)

[Priority Initiative: Develop and implement innovative strategies for the recruitment and retention of faculty and staff.](#)

Action Strategies:

Develop and implement a series of new faculty orientation opportunities. (FD)

Develop and implement the Adjunct Faculty Annual Conference and the Adjunct Faculty Appreciation event. (FD)

Develop activities for mentoring and involving adjunct faculty into department activities (DVS)
Implement processes in programs which require significant adjunct faculty instruction to increase the part time teachers’ opportunities to participate in departmental and college professional development opportunities and faculty learning communities. (HS)

Develop a plan that would contribute to building a cadre of veteran adjuncts for the PTA program. (HS)

[Priority Initiative: Ensure accurate and meaningful communication college-wide.](#)

Action Strategies:

Revise and update Adjunct Faculty Handbook for Social and Behavioral Sciences and place on department intranet web site for easy accessibility. (SBS)

Revise Science Department handbook to reflect new college policies and procedures. (SCI)

Continue using the standardized course syllabi. (SCI)

Continue improving the Science department website with updated supplemental information and updated links. (SCI)

Dialogue with other departments to develop awareness of DVS courses and services. (DVS)

Dialogue with other departments so that DVS instructors can better understand how DVS can better prepare students for upper level courses. (DVS)

Ask other departments what weak areas they are noticing in their students that DVS could help by addressing earlier on with students who are in DVS courses. (e.g., Medical Terminology course) (DVS)

Encourage full-time faculty outside of DVS to help in the development of and teaching of COL 105. (DVS)

Explore new opportunities for dialogue through in-service activities (DVS)

Program WEB pages will continue to be monitored for adherence to template and cross-referenced monthly with other published materials to maintain accuracy of the information. (HS)

Actively participate in the revision process for the 2010-12 college catalogue. (HS)

Midlands Technical College
BUSINESS AFFAIRS
Action Strategies – 2009-2010

Goal 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

Integrate new Learning Management System (LMS) with college ERP systems. Replace College Call Center processing systems.

Priority Initiative: Provide community access to college and career opportunities.

Action Strategies:

Complete construction of Harbison Theater and Classroom Building and Lexington Hall addition. Refine 10 year plan for improvement of Beltline campus facilities.

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 higher education institutions.

Action Strategies:

Provide required programming and data extracts for state-wide Academy One Articulation Website.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Continue design of Northeast Engineering/Science Classroom building as funding is authorized.

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

Insure SACS Compliance Certification for reaccreditation. Respond to SACS Focus Report and prepare for on-site visit. Staff will implement alternate delivery method for student refunds.

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

Action Strategies:

Seek to present Colleges Best Practices at conference and seminars.

Submit the College's Comprehensive Annual Financial Report (CAFR) to Government Finance Officers Association for the Certificate of Achievement for Excellence in Financial Reporting Award for fiscal year 2008-2009.

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

Action Strategies:

Serve as advisor for the design and development of state-wide online institution report card project along with South Carolina Department of Education (SCDE), Education Oversight Committee (EOC) and University of South Carolina.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

Enhance the sense of security on campuses.

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

Implement Web Time Entry (WTE) for Contractual Employees.

Implement direct deposit of employee's travel and miscellaneous expense reimbursements.

Research and implement document imaging in the Accounts Receivable and Grant Accounting.

Implement Web Time Entry (WTE) for full-time employees.

Implement on line Employee Performance Management System and Faculty Performance Management System.

Review Support Services practices to determine if optimum efficiency is reached.

Implement Parking Management system.

Perform interior lighting evaluation survey for potential energy efficiency improvements.

Evaluate service contracts for potential savings while maintaining the quality of service.

Complete beverage vending and snack vending contracts.

Change and implement bookstore internal processes to reduce inventory cost and increase revenue.

College bookstores will use the College Store Industry Financial Report data to control inventory and measure service effectiveness.

Review and compare conference room cost-structure to ensure cost and revenue recovery.

Implement access control and management for long distance telephone service.

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

Collaborate with state and county officials.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

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

Action Strategies:

Implement an on line mandatory training process beginning with Business Affairs and Student Development Services employees.

Provide professional development training for Business Affairs employees.

Provide professional development training for staff.

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

Action Strategies:

Implement an on line application process.

Design automated temporary agreement process and research centralizing the completion of new hire packets for adjunct instructors.

Update the new employee orientation process.

Continue restructure process includes cross training of HRM staff members.

Obtain and offer new Employee Assistance Program.

Midlands Technical College
CONTINUING EDUCATION
Action Strategies – 2009-2010

Goal 1: The college embraces an innovative learning environment that enhances teaching, learning and individual development.

Priority Initiative: Provide community access to college and career opportunities.

Action Strategies:

CE will participate in college and career fairs, open houses and other awareness events.

Priority Initiative: Enhance student retention and goal attainment.

Action Strategies:

CE will begin tracking student participation in certification programs including QuickJobs and utilize information found to modify formats and offerings.

Priority Initiative: Promote faculty and staff participation in innovative strategies to enhance the learning environment.

Action Strategies:

CE will make every adjunct and permanent faculty aware of the benefits of innovative learning strategies.

Goal 2: The college prepares a workforce that meets the demands of business and industry.

Priority Initiative: Align curricula with workforce needs.

Action Strategies:

CE will continue to meet with business and industry to identify their needs and to customize courses to meet these needs.

CE will utilize NCCER curriculum when identified as a desired employer standard.

Priority Initiative: Develop employability skills.

Action Strategies:

CE will integrate employability skills into every QuickJobs program.

Priority Initiative: Provide a critical mass of employable students with competencies and credentials to meet employer needs.

Action Strategies:

CE will utilize external certifications, where appropriate, to insure that students have necessary credentials to meet employer needs.

Priority Initiative: Promote career planning and adaptability to prepare students for current and emerging career opportunities.

Action Strategies:

CE will make students aware of career counseling services.

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 collaboration and interaction with area school districts.

Action Strategies:

CE will continue to collaborate with school districts on facilities and programs.

CE will work with Lexington School District 3 to investigate offering QuickJobs in Batesburg-Leesville.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

CE will collaborate with Fairfield County to build the QuickJobs center.

CE will support the identified economic development clusters for the region.

Priority Initiative: Expand and strengthen the role of program advisory committees.

Action Strategies:

CE will participate, where appropriate, in academic advisory committees

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

Action Strategies:

CE will participate in community and professional organizations.

CE will participate in forming an advisory committee of Fairfield County leaders and college personnel to employee strategies for engaging the community in the development of the QuickJobs Center.

Goal 5: The college serves as a catalyst in economic development.

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

Action Strategies:

CE will continue to enhance QuickJobs programs designed to match people with jobs to jobs without people.

Priority Initiative: Establish programs to promote entrepreneurship and small business development.

Action Strategies:

CE will continue to play a lead role in the FastTracSC collaboration.

CE will integrate entrepreneurship and small business development components into appropriate programs.

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

CE will continue to utilize monthly reporting for decision making.

CE will continue to conduct program review and analysis to assist in decision making.

CE will use Microsoft Dynamics CRM (Contact Resource Management) to track contacts and customer interactions.

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek partnerships with local agencies and higher education institutions to enhance and leverage resources.

Action Strategies:

CE will continue to partner with the Midlands Workforce Development Board on new and existing opportunities.

Priority Initiative: Seek and obtain alternate funding.

Action Strategies:

CE will develop and submit proposals to secure external funding.

Priority Initiative: Develop methods to conserve resources and increase revenue.

Action Strategies:

CE will investigate implementing SoftDocs for applicable internal processes.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

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

ACTION STRATEGIES:

CE will provide professional development opportunities for CE Faculty and Staff.

Midlands Technical College
ENTERPRISE CAMPUS
Action Strategies - 2009 - 2010

Objective 2: Strengthen Partnerships and Collaborations (Drayton and Oliver)

Measures:

- Support the identified economic development clusters for the region
- Identify and respond to Business Accelerator clients
- Develop a strategy for wider engagement in entrepreneurial activities, internal and external to MTC

Objective 3: Impact the Present and Future Needs of Advanced Manufacturing, Engineering Technology and Industrial Technology (Drayton, Ledbetter and Gunter)

Measures:

- Show that the Enterprise Campus is fostering job creation with particular focus on healthcare, advanced manufacturing, IT, and Next Energy

Objective 4: Expand Resources Received by the College (White, Bates, Rhames, Ledbetter, and Oliver)

Measures:

- Secure funding for Phase I of the infrastructure for the Enterprise Campus

Midlands Technical College

INSTITUTIONAL PRIORITIES

2009-2010

Objective 1: Expand College Access (Rhames, Bates, Oliver and Gunter)

Measures:

- Complete-Lexington Hall expansion, complete-construction on the Harbison classroom project, and submit the budget request to state officials for approval for the Engineering and Sciences facility on the Northeast Campus
- Distribute grants to the college's neediest students provided by the MTC Foundation's *Building the Future* campaign
- Implement community engagement, program and service improvement and enrollment-building strategies suggested by the new MTC Batesburg-Leesville Advisory Board
- Support Fairfield County in the design and construction of the Quick Jobs Center
- Form an advisory committee of Fairfield County community leaders and college personnel to explore strategies for engaging the community, identifying program offerings and developing student enrollment
- Increase capacity in welding by 24 booths

Objective 2: Strengthen Partnerships and Collaborations (Drayton and Oliver)

Measures:

- Collaborate on Pathways initiatives with local school districts to enhance curricular alignment, increase dual enrollment and improve high school student readiness for college
- Promote MTC Bridge programs and evaluate their effectiveness
- Initiate a new Bridge Program with at least one additional four-year college
- Maximize clinical education opportunities with health care providers in the MTC service area
- Support the identified economic development clusters for the region
- Identify and respond to Business Accelerator clients
- Develop a strategy for wider engagement in entrepreneurial activities, internal and external to MTC
- Expand Academic Affairs and Continuing Education collaborations with business partners
- Expand collaborations with Fort Jackson and the military
- Expand opportunities with the Midlands Workforce Development Board

Objective 3: Impact the Present and Future Needs of Advanced Manufacturing, Engineering Technology and Industrial Technology (Drayton, Ledbetter and Gunter)

Measures:

- Increase enrollment in Engineering and Industrial technology programs by 5% over 3 years
- Implement strategies to track Machine Tool students from admission to completion of their educational goals and identify strengths and weaknesses of the tracking process
- Develop curricula and programs to support alternate energy technologies to include nuclear and hydrogen
- Support the growing construction and industrial skilled crafts industries in the Midlands

- Show that the Enterprise Campus is fostering job creation with particular focus on healthcare, advanced manufacturing, IT, and Next Energy

Objective 4: Expand Resources Received by the College (White, Bates, Rhames, Ledbetter, and Oliver)

Measures:

- Develop and implement the 2009-10 Government Relations Plan
- Develop and submit proposals to secure external funding
- Develop an annual giving program in the MTC Foundation.
- Gain commitments from five additional targeted companies for support to the MTC Foundation's *Building the Future* campaign
- Develop a strategy for the College to increase funding at the federal level
- Design and implement sustainability budget strategies
- Secure funding for Phase I of the infrastructure for the Enterprise Campus
- Add Fairfield County representation to the MTC Foundation Board

Objective 5: Implement a Process to Obtain Reaffirmation by the Southern Association of Colleges and Schools (SACS) (Executive Council and Kitchings)

Measures:

- Develop and begin implementing the Quality Enhancement Plan (QEP) component of the reaffirmation process
- Complete the Compliance Certification component of the reaffirmation process and host a successful SACS college visit.
- Review and refine the Student Learning Outcomes evaluation process for all programs and courses
- Secure SACS approval of MTC's substantive change procedure for monitoring compliance with the SACS Substantive Change Policy

Objective 6: Positively Impact the Retention Rates of Identified Student Populations (Drayton and Oliver)

Measures:

- Increase the retention rates of identified student populations by at least five percentage points over the next five years
- Implement strategies to positively impact the retention rates in the Nursing program
- Implement measures to increase retention rates of Health Sciences Programs which fall below discipline-specific accreditation benchmarks.

Midlands Technical College
STUDENT DEVELOPMENT SERVICES
Action Strategies – 2009-2010

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.

Action Strategies:

SDS staff will serve on the QEP Design and Implementation Team to contribute to the development of faculty-learning communities, student learning communities within classrooms and a student communication and engagement system.

Student Life will support classroom learning communities through co-curricular programming.

Student Orientation and Advisement Services will support student learning communities through a Pre-Advisement Module, which readies students for academic advisement and the classroom experience.

SDS departments will contribute to student learning through identified departmental activities designed to enhance student self-responsibility and self-sufficiency; develop positive interpersonal relations; enhance multi-cultural appreciation; improve academic and career direction; and develop student confidence in their skills and abilities.

Priority Initiative: Develop and strengthen all aspects of programs and services.

Action Strategies:

The Admissions Technology Office will fully implement document imaging in the admissions process in order to decrease paper files, improve access to student records from multiple locations and lower admissions processing costs.

The Records Office will implement Document Imaging, which will reduce paper filing, increase efficiency and lower costs.

The Records Office will continue to coordinate with IRM and AIG to upload external transcript data into Colleague to automate the evaluation of transfer coursework.

The Records Office will implement the next phase of the CTAM Module of Colleague which will provide interactive enrollment, grading and graduation information for military students who are using the Military Tuition Assistance Program.

The Records Office will coordinate with IRM to upload transfer course equivalencies to the Commission on Higher Education's project Academy One web site which will provide transfer information for students across the country.

The Records Office will train the appropriate Counseling Services staff to manually enter Changes of Academic Major which will support the development of a new automated process for Changes of Academic Majors.

The Records Office will develop a plan to email Suspension, Probation, and Prerequisite Purge letters to students using Communications Management and Campus Cruiser. This email process will provide students with more timely and secure notification of their academic status.

The Records Office will coordinate with IRM to improve and implement the Administrative Graduation computer program which will provide the Registrar with the required information to determine students' graduation statuses and graduate students who have completed graduation criteria.

The Records Office will coordinate a plan with the Assessment Office to reduce the amount of incorrect social security numbers entered into Colleague through the testing process.

The Records Office will submit a programming request to develop a Pre-requisite Purge Program to run a prerequisite check at the end of each mini-session after grades have posted.

The Office of Student Assessment will expand the use of SynchronEyes in daily operations though test delivery and monitoring.

Student surveys will be conducted and used to improve services. Survey results and changes implemented will be documented.

Student Employment Services will incorporate new technologies, redesign the website as needed, and strengthen professional development/training. An umbrella earn/learn web page will be initiated, and links to entrepreneurial resources will be implemented.

The Office of the Assistant Vice President for Student Development Services will coordinate the refinement of the Business Continuity Plan and the implementation of communication and training activities with the campus community.

A prospective student response system will be developed to replace the CollegeNet inquiry card and incorporate the user information contained with Hobson's AskMTC system that will allow communications and the ability to push information out based upon the user's status.

Student Information Services will continue to screen, select and train 15-25 MTC College Ambassadors and involve them in on-campus and off-campus college and recruitment events.

The Assistant Vice President for Student Development Services Office will integrate the newly developed Academic Integrity DVD into the educational sanction options for academic dishonesty violations.

Priority Initiative: [Provide community access to college and career opportunities.](#)

Action Strategies:

Student Employment Services will provide multiple career resources for the college community through an online career center which includes job opportunities, workshops, videos, and special events.

SDS departments will provide workshops to area schools, parents and educators to make them aware of MTC opportunities.

Student Development Services departments such as Counseling and Career Services, TRiO programs and Enrollment Services will provide workshops on career planning and educational opportunities at local community sites.

The Offices of the Assistant Vice President for Student Development Services and Enrollment Services will collaborate with CHE to implement the college's Access and Equity program by providing targeted recruitment and outreach in high minority enrollment school districts.

Student Financial Services and TRiO programs will provide community workshops and seminars on financial resources for college.

Recruitment and Community Outreach will coordinate college information sessions at churches, libraries, adult education centers or community centers in Richland, Lexington and Fairfield counties once per month to assist adults and community residents with admission and enrollment processes.

Recruitment and Community Outreach staff will coordinate post-secondary information sessions with faith-based organizations in Batesburg-Leesville and Fairfield areas to provide additional support to rural communities in the college's service area.

Recruitment and Community Outreach will increase enrollment of students in emerging technologies such as New Energy and other identified regional career clusters by coordinating information sessions for elementary, middle and high school students and parents, and community adults and by assisting prospective students through the application, assessment and enrollment process.

Recruitment and Community Outreach will and support student enrollment in identified career clusters needed to meet local workforce need by providing information sessions and facilitating student participation in employer scholars and internship programs.

Recruitment and Community Outreach will facilitate student access to college resources by hosting Scholars Days for prospective students and families and by providing guidance through the scholarship application process.

Student Financial Services will implement the awarding of approximately \$80,000 in MTC Scholarships to needy students who meet the Needy Student Fund criteria set by the MTC Foundation.

Student Financial Services/Veterans Affairs will initiate the regulations of the new GI Bill and facilitate the enrollment of additional veterans and their families at MTC.

Student Financial Services and Student Enrollment Services will collaborate to implement the requirements of the federal ACG grant, which will provide additional federal, merit-based funding to students with identified financial need.

Recruitment and Community Outreach will participate in information sessions to military and civilian personnel and their families on Fort Jackson, so familiarize them with the programs and services of the college and to support additional enrollment from these military groups.

Recruitment and Community Outreach will host monthly information sessions on business and public service, engineering, college transfer programs, health sciences, and industrial technologies. The information sessions will include a college tour.

Educational Talent Search and Upward Bound TRiO programs will help support high school graduation and post-secondary readiness of more than 1,000 students in grades 6-12.

The WIA Youth Program will provide community youth, ages 19-21, with credit and non-credit education and training and counseling support to gain workforce credentials in high-need career fields in the Central Midlands.

The Educational Talent Search Program will provide college readiness activities to a minimum of 1,000 at-risk adults in the college's service area.

Recruitment and Community Outreach and Counseling and Career Services will collaborate to support targeted outreach to high school age and other prospective African-American males in the college's service area through program led by the college's African-American Male Leadership Institute.

Recruitment and Community Outreach and Counseling and Career Services will work with the Columbia Urban League to facilitate the enrollment of foster youth in post-secondary education.

Recruitment and Community Outreach and other departments will collaborate to provide tours and post-secondary readiness activities to low income students in GEAR Up programs in the local high schools.

The Office of the Vice President for Student Development Services will work with other areas of the college to develop a community advisory board for Fairfield County.

The Office of the Vice President for Student Development Services will coordinate with other areas of the college to implement strategies identified by the Batesburg-Leesville Community Advisory Board.

The Offices of the VP for Student Development Services and the VP for Academic Affairs will develop at least one additional MOU with four-year college and expand the MTC Bridge webpage to incorporate this new agreement.

Priority Initiative: [Enhance student retention and goal attainment.](#)

Action Strategies:

The Office of Student Assessment will provide college decision-makers with research results on data of MTC student course placement and student success in entry-level courses.

Student Financial Services will assess ways to improve the Standards of Academic Progress appeals process to increase student retention and focus student awareness on attaining their academic goals.

Student Employment Services will provide credit/non-credit students and alumni with resume critiques, mock interviews, networking events and job opportunities to enhance retention and goal attainment.

Through the support of the African-American Male Leadership Institute and the Sister Circle, Counseling and Career Services will support the success and goal attainment of targeted at-risk populations.

Counseling and Career Services will support the success and goal attainment of students in developmental studies courses through the work of retention advocates for this student population.

Counseling and Career Services will target students returning from academic suspension and provide them with required face-to-face sessions with a counselor to identify barriers and challenges and to examine strategies for addressing these barriers when they return to college.

Student Life will enhance student retention and goal attainment by providing quality student services and programming that will allow students to feel more connected to and engaged with MTC and thus being more likely to continue their education. Programming will include co-curricular education programs, student leadership development, multi-cultural awareness, health and wellness awareness and community service initiatives.

Student Support Services will serve at least 150 low income, first-generation students, assess their needs, develop an Educational Action Plan within 45 days of their admission to the program, and provide them with counseling, mentoring, and other services to meet identified needs.

Educational Talent Search will identify and serve 950 participants who are low-income and potential first-generation students in the college service area, providing them with career planning, financial assistance, and other college readiness services.

Upward Bound will identify and select 60 participants from low-income and/or first-generation potential college 9th through 12th grade students and provide them with intensive academic and college readiness support activities.

Educational Opportunity Center will identify and enroll into the program 1,000 adults in the community who are low-income and/or first-generation potential college students assess their needs within the first 45 days of service and provide them with college readiness and financial assistance.

The CAREERS Program will serve at least 200 students who are in high risk populations (low income, single parent, non-traditional fields, and students with disabilities) and provide them with a wide array of academic and career support services to enhance student retention, program completion, and job placement after graduation.

The WIA Youth Program will serve at least 140 students to offer job skills training and related services to low income, out-of-school youth, ages 17-21. Participants must reside in Richland, Lexington, and Fairfield counties.

New Student Advisement and Orientation Services will develop, with select faculty and Student Development Services staff, a pre-advisement module to foster greater communication with new students, student engagement and preparedness for academic advisement for the spring, summer, fall 2010 terms.

Student Information Services will publish the quarterly *Student News Bulletin* to keep students informed of news, dates, and deadlines.

Student Information Services staff will personally respond to student emails which are generated from calendar reminders and courtesy emails, ASKMTC emails, HOBSONS Virtual Advisor emails, the Admissions e-sponses, and emails generated from Campus Cruiser.

SDS staff will conduct follow-up with entering students to assess satisfaction with the college experience and provide information and referrals based on identified student needs.

Priority Initiative: [Identify and implement student-centered learning enhancements.](#)

Action Strategies:

The Assistant Vice President for Student Development Services Office will support communication and implementation of the MTC student honor code to support academic integrity in the classroom and throughout all college activities.

MTC Upward Bound will provide sixty 9th through 12th grade students with Saturday and summer academic programs which will enhance the GPAs of at least 35 percent of participants and result in 90 percent of participants advancing to the next grade level.

New Student Advisement and Orientation Services will conduct student focus groups in fall 2009 to refine on-campus New Student Orientation programming for the fall 2010 series.

Student Financial Services will implement a financial literacy module on the web and assess student awareness of financial information.

SDS departments will assess targeted student learning activities appropriate to each department.

Priority Initiative: [Promote faculty and staff participation in innovative strategies to enhance the learning environment.](#)

Action Strategies:

Records Office staff will participate in the Datatel Conference and Archives and History Workshops, as budget permits.

SDS staff will participate on *The New Student Experience* Design and Implementation team and will support activities associated with this college-wide initiative to develop faculty-learning communities, student learning communities within classrooms, and student communication and engagement systems.

New Student Advisement and Orientation will implement an online new student advisement pre-advising process to help student obtain information prior to their appointment.

Student Assessment will complete a re-vamped online student orientation, which will include and reinforce the elements of the pre-advisement module and be available for student reference online. This information will also be available to be “pushed out” to students during their first semester and can be accessed by student families and off-campus counselors to support MTC student success.

SDS Technology Services will support SDS scheduled online departmental chat sessions for SDS departments. Offices will schedule chat times to allow online users to communicate and find answers to their questions.

New Student Advisement and Orientation Services will provide training to the faculty and staff on the use of MTC Online Advisor Notes function.

Priority Initiative: Promote global awareness.

Action Strategies:

Student Employment Services will provide global opportunities through virtual career fairs, job opportunities and the Students in Free Enterprise (SIFE) organization.

MTC student organizations such as the Student Advisory Board, Phi Theta Kappa and the International Relations Club will foster cultural experiences and global awareness of MTC students.

Priority Initiative: Integrate diversity and multiculturalism into programs and services.

Action Strategies:

Student Employment Services integrates diversity and multiculturalism into programming through virtual and regular career fairs, job opportunities, SIFE, AAMLI and working with internationals and alumni.

Through support of the African American Male Leadership Institute and Sister Circle, Counseling and Career Services seeks to enhance the retention and goal attainment of targeted at-risk minority populations.

Counseling and Career Services plans to host the Southeastern African -American Student Leadership Conference in the spring of 2010.

Student Life will provide student programming that offers opportunities for students to participate in online and on-campus multicultural activities.

Counseling and Career Services host pre-enrollment sessions with students who have disabilities and their parents. The goal of these sessions is increased success of these diverse student populations.

Goal 2: The college prepares a workforce that meets the demands of business and industry.

Priority Initiative: Develop employability skills.

Action Strategies:

The Office of Student Assessment will continue to support multiple formats of the WorkKeys Assessments as needed to identify skilled workforce for business and industry.

Student Financial Services will use additional Federal Work Study (FWS) funds received by the college to expand the FWS program, with an emphasis on preparing students to join the workforce. Communications will be sent to all department chairs requesting them to utilize funds available from the work-study program to place students in jobs within their departments that will expose students to on-the-job training and thereby improve student employability skills.

WIA and CAREERS programs will continue to incorporate employability skills into their programming activities for students enrolled in these programs.

Recruitment and Community Outreach will support the recruitment and identification of students for the Nuclear Operator System program summer internship with SCE&G/VC Summer plant. The purpose of this program is to familiarize students with the required skills for employment in the nuclear field.

Student Employment Services (SES) will provide job search workshops in a variety of formats, including online and in the classroom. SES will also continue to provide forums that enhance job search and employability skills (e.g. career fairs, college transfer days).

Priority Initiative: Provide a critical mass of employable students with competencies and credentials to meet employer needs.

Action Strategies:

SDS departments will support the student recruitment, outreach and overall “enrollment pipeline” development for identified career clusters needed for the Central Midlands Workforce.

Student Enrollment Services will collaborate with Public Affairs to develop and distribute recruitment materials which communicate high-demand job fields and the competencies required for employment in these fields. Information will be shared with students, parents and educators.

The CAREERS program will collaborate with the Midlands Education and Business Alliance (MEBA) to develop and disseminate career materials on emerging career fields and the competencies required.

Priority Initiative: Promote career planning and adaptability to prepare students for current and emerging career opportunities.

Action Strategies:

Counseling and Career Services provides up-to-date career assessment and planning through use of the Kuder Career Planning System and other inventories and workshops.

CAREERS, Student Employment Services, and Student Financial Services will combine resources to give students the opportunity to participate in career shadowing, cooperative education courses, internships, and work-study opportunities to enhance student awareness of career opportunities and requirements.

The Offices of Enrollment Services, Counseling and Career Services, and CAREERS Programs will continue involvement with the Midlands Education and Business Alliance (MEBA) to assess employer needs, attend monthly Alliance meetings, and participate in career-related events.

The Office of the Vice President for Student Development Services will collaborate with the Midlands Education and Business Alliance to develop at least one new alliance in support of K-16 student career development in the Central Midlands.

The CAREERS Program will collaborate with MEBA to sponsor Health Science (HOSA) and Engineering Technology events on the MTC campus to expose secondary and college students to these career fields.

The CAREERS Program will collaborate with MEBA to expand the number of career alliances in the Central Midlands to include two new career alliances which support MTC academic programs and the EEDA Pathways grant.

The Upward Bound and Educational Talent Search programs will provide academic enrichment and college readiness activities to high school students.

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 higher education institutions.

Action Strategies:

Counseling and Career Services will provide workshops in area schools about transition to college and takes AAMLI students on visits to senior institutions they have identified as transfer possibilities.

Student Employment Services will provide a transfer day to MTC students where representatives of senior institutions are available to talk about transfer options.

The Offices of the VP for Student Development Services and the VP for Academic Affairs will develop at least one additional Bridge Program with a four-year college in South Carolina.

Student Life will continue to support the Future Educators Association, the purpose of which is to provide support, assistance, professional opportunities, and experience to students who intend to transfer to four-year institutions in pursuit of a career in education.

Student Life will provide opportunities for MTC students to participate in student leadership activities with senior colleges.

Student Information Services will coordinate Bridge Program activities with senior colleges by providing MTC transfer students opportunities to attend on-campus sessions with senior college representative and visit the four-year colleges to which they plan to transfer. Events and shared experiences offered to MTC students by four-year colleges will be communicated to MTC students.

MTC students will have the opportunities to participate in extracurricular activities at four-year colleges, to include ROTC, gospel choir and band.

Student transfer actions will be tracked and compiled to determine student transfer success and to modify activities as needed.

Priority Initiative: Expand collaboration and interaction with area school districts.

Action Strategies:

The Office of Student Assessment will continue to support EEDA as set forth within established guidelines supporting college/workforce readiness among high school juniors and sophomores in the Midlands region.

The Office of Student Assessment will continue to support WorkKeys in local area high schools, as desired by the college and area high schools.

Counseling and Career Services will provide workshops about transition to college in area schools.

Enrollment Services staff will provide college tours and college readiness activities to low income 8th – 12th grade students in local GEAR Up programs.

Student Life will increase mentorship opportunities for African American student leaders through the Junior Buffalo Soldier Leadership Academy youth organization, which serves about 40 youth from Richland School Districts One and Two, and Lexington School Districts One and Two.

Recruitment and Community Outreach will: 1) Assist with the assessment of Richland, Lexington and Fairfield county seniors using the placement test; 2) Participate in CACRAO's Educational Opportunity Fairs; 3) Coordinate two scholarship workshops on campus to increase the number of high school students that apply for the Foundation Scholarships; and 4) Plan and coordinate a counselor conference for high school and middle school counselors, with strong focus on high demand career clusters.

Student Information Services will assist with the admission, registration and advisement of early high school (December) graduates.

Goal 4: The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.

Priority Initiative: Collaborate with economic development organizations and higher education institutions to increase business and industry development.

Action Strategies:

Student Employment Services will partner with ReadySC (former CATT) to promote and advertise new and expanding business opportunities in the community.

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

Action Strategies:

Implement strategies for marketing and services suggested by the newly formed Batesburg-Leesville Community Advisory Board.

Establish a community advisory board in Fairfield County.

Priority Initiative: Promote learning opportunities that strengthen civic responsibility.

Action Strategies:

African American Male Leadership Institute (AAMLI) students will participate in community service learning opportunities.

Student Life will strengthen civic responsibility by providing community service opportunities for students and supporting student clubs/organizations civic engagement activities.

Student Life will highlight student civic engagement through the student newspaper, presentations, and submission for student awards related to student civic responsibility.

The Student Advisory Board will initiate at least one college-wide service initiative and will encourage all student organizations to implement at least one service activity during the 2009-10 academic year.

SDS and student organizations will coordinate and document community service activities with MTC Cares.

Goal 5: The college serves as a catalyst in economic development.

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

Action Strategies:

Student Development Services and the CAREERS Program will collaborate with MEBA to implement programs and publications which familiarize secondary educators with business/industry needs and emerging career fields.

Priority Initiative: Establish programs to promote entrepreneurship and small business development.

Action Strategies:

Student Life will promote entrepreneurship by supporting the MTC Student Entrepreneur Club and Students in Free Enterprise (SIFE) Club initiatives.

SDS representatives will participate on the MTC task force to develop a college plan for entrepreneurship.

Student and alumni entrepreneurial activities will be highlighted on web pages and in the student newspaper.

Goal 6: The college validates its programs and services through a comprehensive evaluation process.

Priority Initiative: Develop systemic processes that provide the leadership of the college with information and data to support strategic and operational decision-making.

Action Strategies:

The Office of Student Assessment will provide college decision-makers with research results on data of MTC student course placement and student success in entry-level courses.

Enrollment Services, in coordination with the Office for Assessment, Research and Planning, will update information on service area high school graduation, college participation and MTC enrollment rates.

Recruitment and Community Outreach will update research on colleges and universities in the local service area to ensure that the leadership of the college is aware of institutions in the college's service area.

The Admissions Technology Unit will further enhance the college's electronic application and communications to student sub-groups as part of the application process.

The Office of the Vice President for Student Development Services, in coordination with Assessment, Research and Planning, will track and compile persistence data on entering students at MTC, and entering student sub-populations. Strategies to improve student success will be identified and assessed.

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

Action Strategies:

Three SDS departments will conduct program evaluations using the Council for the Advancement of Standards (CAS) criteria as the basis for the evaluation. The rating for each department evaluated will be compared to the benchmark standard of 3.2 on a 4.0 scale.

Student feedback on surveys such as the *Community College Survey of Student Engagement (CCSSE)*, the *ACT Faces of the Future Survey*, and other assessments will be analyzed and compared to previous surveys to discern changes in student perceptions and develop strategies to enhance student satisfaction and engagement.

Priority Initiative: Support department-based research by faculty and staff.

Action Strategies:

The Assistant Registrar and the Advanced Placement Coordinator will continue to participate in the Support Team for writing queries and reviewing the Records Office set-ups in Colleague.

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

Action Strategies:

SDS staff will share information about effective program and student outcomes at conferences and publications.

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

Action Strategies:

SDS staff will share information about effective program and student outcomes information with SC Technical College System Peer Groups and other SC professional organizations.

Priority Initiative: Develop and implement comprehensive risk management strategies.

Action Strategies:

The Assistant Vice President for Student Development Services continues to update the MTC Business Continuity Plan and Crisis Response Procedures and implement training activities.

Goal 7: The college engages in efficient, effective and innovative resource development and management.

Priority Initiative: Seek partnerships with local agencies and higher education institutions to enhance and leverage resources.

Action Strategies:

Counseling and Career Services will partner with local agencies such as Vocational Rehabilitation and River Springs Mental Health Center, to leverage mental health and disability resources for MTC students.

SDS departments will collaborate with higher education institutions and professional organizations to enhance and leverage resources. These include the MTC One-Stop Career Center, the military, USC and other local colleges and universities, local employers and professional organizations to share and leverage resources.

Student Life will collaborate with other SC colleges and universities to enable MTC students to participate in student leadership activities and conferences.

The Office of the VP for Student Development Services will coordinate with partner Bridge Program colleges to arrange ROTC, band, choir and recreational activities.

Priority Initiative: Seek and obtain alternate funding.

Action Strategies:

Student Financial Services (SFS) will begin implementing the new MTC Foundation grant during this academic year. Funds will be disbursed based on need and criteria requested by private donors. \$50,000 will be awarded to students in allied health programs, \$20,000 will be awarded to business students and \$9,000 will be awarded to students across all majors offered by the college. The funds will be used to assist students with the financial needs associated with completing a degree or certificate not met by other resources. SFS will collaborate with the MTC Foundation to increase funding for this program.

Student Development Services will acquire and manage \$2 million in external grant funding to provide increased support for access, equity, and student success initiatives.

Student Development Services, in coordination with the MTC grants office, will submit a continuation grant application for Student Support Services in the fall of 2009.

Student Development Services, in coordination with the MTC grants office, will begin preparation for both Educational Talent Search (ETS) and Educational Opportunity Center (EOC) for competitive grant refunding.

Student Development Services, in coordination with the MTC grants office, will submit a local plan for Perkins IV funding renewal.

Student Development Services will develop a WIA grant and funding plan for renewal of the WUA Youth Program.

The Office of the Assistant VP for Student Development Services will prepare a plan for Access and Equity renewal to the SC Commission on Higher Education.

The Office of the VP for Student Development Services will prepare a plan for SC EEDA Pathways funding renewal.

Priority Initiative: [Develop methods to conserve resources and increase revenue.](#)

Action Strategies:

The Records Office will research and implement the National Student Clearinghouse Transcript Ordering Service which will allow students to order Official Transcripts 24 hours a day, 7 days a week and decrease the need for additional staffing in the Records Office.

SFS will continue to work with IRM to streamline processes whenever possible. Work with IRM and Admissions is underway to automate initial LIFE awards and ACG eligibility procedures to reduce the amount of resources required to administer this program. Automating the selection process will increase the number of students which can be reviewed and may result in additional ACG and LIFE awards to eligible students without increasing resources.

Document imaging will be implemented in several SDS offices to decrease the need for printing and paper files.

SDS will pilot the online EPMS system, to decrease paper and positively impact college resources.

Additional communications will be sent via e-mail, and more student resources will be placed online.

SDS staff will help support and reinforce the use of student online services and communications through The New Student Experience communication plan.

Priority Initiative: Position the college to maximize state and local support.

Action Strategies:

The Office of the VP for Student Development Services will involve MTC student leaders in support activities for Lottery Tuition Assistance, through state-level student rallies.

The Office of the VP for Student Development Services will involve MTC student leaders in activities which support state and county funding through publicity of student honors, and student participation in activities with legislative delegation and county council leaders.

Goal 8: The college recruits, retains and develops exceptional faculty and staff.

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

Action Strategies:

Staff will be encouraged to take advantage of professional development opportunities made available by the college, lenders, guarantors and financial aid organizations.

SDS staff will provide all staff with the opportunity to participate in at least one relevant, targeted professional development activity during 2009-10.

Counseling and Career Services will provide college staff the opportunity to participate in a state conference to increase minority males in higher education and sessions on working with students who have disabilities.

New Student Advisement and Orientation Services will provide professional development to the college staff and faculty advisors using available distance learning programs, such as webinars on best practices, from organizations such as NACADA/National ACademic ADvising Association and Noel-Levitz.

SDS staff will provide training on dealing effectively with difficult student behaviors, FERPA, enrollment verification and a variety of other topics as part of faculty and adjunct orientations.

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

Action Strategies:

Student Development Services will serve as a host for practica in Student Development Services for graduate students in Student Personnel Services, Higher Education and Counseling Master's and Doctoral programs, in order to acquaint them with career opportunities in two-year colleges.

The Assistant Vice President for Student Development Services will serve as local host for visitations for the University of South Carolina graduate school class on The Community College.

All new SDS staff will participate in an orientation program for new staff, which includes meeting with the President and VPSDS, assignment of a mentor for the first year of employment and an online orientation which contains information on procedures and positive customer service.

SDS will recognize exemplary staff performance through SDS exemplary service awards and recommendations for college-wide awards.

Priority Initiative: [Ensure accurate and meaningful communication college-wide.](#)

Action Strategies:

The VPSDS will send e-mails to student campus cruiser accounts several times a year regarding important information such as student participation in surveys and college planning, college emergency procedures, the annual campus security report, and other similar information.

Student and College Information Services will publish a quarterly MTC News Bulletin on important information and will send out Campus Cruiser e-mails and phone tree messages to update students on important college dates and information.

The VPSDS will send e-mails to the SDS Management Team, SDS Council and SDS staff regarding important college information in order to keep staff and departmental leaders informed.

The VPSDS will attend Student Advisory Board meetings and provide student leaders with regular college updates.

SDS will schedule two annual meetings with all SDS staff, two annual Management Team meetings with SDS program directors and coordinators on planning activities, and a monthly SDS Council meeting with SDS directors.

Monthly sessions will be scheduled between the SDS Council and IRM/ISS to discuss technology initiatives and priority programming needs.

SDS department leaders will schedule monthly or quarterly staff meetings, as needed, to keep staff informed about important college information and to involve staff in planning activities.

SDS will coordinate the posting of MTC news on the campus MTCVNN system.

Priority Initiative: [Integrate diversity and multiculturalism into employment practices and professional development.](#)

Action Strategies:

SDS staff will be involved in professional development appropriate to their job duties and career goals.

Members of the college community have the opportunity to participate in and are invited to multi-cultural events and seminars.

CAS criteria for all SDS program reviews contain components on (1) access and equity and (2) diversity. Departments are reviewed for their inclusiveness of all student populations and staffing diversity appropriate to the college service area.

SECTION III

Critical Success Factors, Indicators of Effectiveness and Measurement Standards

CRITICAL SUCCESS FACTORS AND INSTITUTIONAL EFFECTIVENESS INDICATORS

CRITICAL SUCCESS FACTORS

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

Critical Success Factors

Critical Success Factor A: Dynamic Educational Programs

Definition: The central mission of the college is providing quality educational programs that prepare students to enter the workplace or to transfer to a senior institution. The faculty design curricula to develop students' competencies for a competitive environment, increasingly defined by change and globalization, while sustaining a core of general knowledge and skills, maintaining requirements for external accreditations, and supporting student-centered transfer agreements.

Critical Success Factor B: Student Outcomes

Definition: Midlands Technical College achieves its mission when its students attain their goals. These goals may include remaining in college and graduating in their fields of study, attaining specific skills, successfully transferring to senior colleges and universities, obtaining employment in the work force, and performing well in their professions.

Critical Success Factor C: Quality Support Services

Definition: Midlands Technical College provides opportunities for educational access to widely diverse populations. To successfully respond to these multiple constituencies, the college continually assesses the needs and satisfaction levels of its students, alumni and employers. The college then uses this information to provide appropriate programs, services, facilities, technology and other resources to achieve student and college goals.

Critical Success Factor D: Economic Development and Community Involvement

Definition: The College supports economic development through the appropriate education and training of entry-level workers and the retraining of current employees, based on local business and industry demands. Midlands Technical College's faculty and staff are actively involved in the community and its development.

Critical Success Factor E: Effective Leadership and Management

Definition: To be effective, the college must be accountable to the citizens and students who provide resources. This accountability includes demonstrating effective leadership, planning, acquisition of resources, resource management, and development of facilities and technology for the attainment of college goals.

Critical Success Factor F: Collaborative Organizational Climate

Definition: The culture of an organization powerfully influences the performance of its members, the use of its resources, and the quality of its programs and services. Midlands Technical College seeks to promote a collaborative institutional climate through a shared strategic vision and common organizational values. Decision making and resource allocation reflect these values and are influenced by broad input from college associates.

CRITICAL SUCCESS FACTORS, INDICATORS OF EFFECTIVENESS AND MEASUREMENT STANDARDS 2009-2010

CSF A: DYNAMIC EDUCATIONAL PROGRAMS

INDICATOR A-1: Achievement in General Education

Definition: Achievement in general education means the extent to which associate degree graduates demonstrate competence in meeting the general education core adopted by the college.

Standards:

- Eighty percent of associate degree students will demonstrate satisfactory mastery of the defined general education core competencies in their major. (ED)
- Eighty-five percent of employers will rate the general education skills of MTC graduates as average or above average. (ED)

INDICATOR A-2: Assessment of the Academic Major

Definition: A “major” is an organized group of courses which, together with support and/or general education courses, constitute a full program of study. The assessment of the academic major will determine the degree to which student’s master specialized knowledge and skills leading to employment in their field or discipline and/or success in a transfer senior-level program.

Standards:

- Ninety percent of students will demonstrate mastery of stated program learning outcomes (goals achieved, mastery of capstone competencies and employment success). (ED)
- Each client survey of students, alumni, employers, etc., will reveal 90 percent satisfaction with the individual program. (ED)
- Each program will meet or exceed 90 percent of specific program success standards. (ED)
- 90 percent of recent program graduates will demonstrate stated program learning outcomes in success at Senior institutions. (Student Performance by Program). (ED)

INDICATOR A-3: Articulation Agreements

Definition: Articulation refers to mutual agreements between two or more educational institutions on shared or transferable programs, practices or courses.

Standards:

- MTC will maintain articulation agreements with 100 percent of all accredited senior institutions in the college’s service area. (ED)

INDICATOR A-4: Accreditation

Definition: Accreditation refers to endorsement for membership by an external, professional agency based upon the successful demonstration of competency in standard criteria. Midlands Technical College is accredited by the applicable agencies listed in the ACT 359 implementation process, but the college's accreditation is not limited to these agencies.

Standards:

- 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)

CSF B: STUDENT OUTCOMES

INDICATOR B-1: STUDENT GOAL ATTAINMENT

Definition: Student goal attainment is successful achievement of students' stated educational goals, to include program completion, employment, transfer to another educational institution or acquisition of specific skills. Goal attainment will be assessed by student self-reports and student tracking data.

Standards:

- Ninety percent of graduating students will indicate that MTC has contributed to attainment of their educational goals. (SDS)
- Fifty percent of non-completing students will indicate that MTC has contributed to attainment of their educational goals. (SDS)
- Seventy percent of entering first-time freshmen will meet or persist toward their goal of graduation, transfer or employment. (SDS/ED)

INDICATOR B-2: Graduation Rates

Definition: Graduation rates record the proportion of an identified entering cohort officially enrolled in an academic program that completes a degree, diploma or certificate. The results are reported at specified intervals.

Standards:

- 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) (SDS/ED)

INDICATOR B-3: PLACEMENT RATE IN WORKFORCE

Definition: The colleges' workforce placement rate is the proportion of an identified entering student cohort achieving a "marketable skill" who obtains employment within one year of last attendance.

Standards:

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

INDICATOR B-4: TRANSFER RATES AND PERFORMANCE

Definition: Transfer rates and performance are defined as the number and rate of student transfers, along with a comparison of the performance of students who previously attended MTC to students who began their studies as first-time freshman at the transfer institution.

Standards:

- 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. (ED)

INDICATOR B-5: RETENTION RATES

Definition: Generally, retention is the proportion of an identified fall-term student cohort that is still enrolled or has completed a program of study within a specified period of time. In some situations, fall-to-fall enrollment data for targeted populations is compared and reported as the retention rate for those populations to meet state reporting requirements. Specific definitions and methodologies are reported by standard.

Standards:

- The retention of subpopulation groups will be within five percent of the college-wide average. (ED/SDS)
- The freshman-to-sophomore retention rate will be at or above the national retention rate for two-year public colleges. (ED/SDS)
- 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)

INDICATOR B-6: LICENSURE EXAM RATES

Definition: Licensure exam rates are defined as the pass rate of college graduates who take post-graduate professional, graduate or employment-related exams and licensure/certification exams.

Standards:

- All programs will meet or exceed the state and/or national norms for each licensure examination. (ED)
- Of MTC graduates taking post-graduate professional, graduate or employment-related exams and licensure/certification exams will meet or exceed the annual benchmark. (7D - Scores of Graduates on Professional, Graduate or Employment-Related Examinations and Certification Tests) (ED)

CSF C: QUALITY SUPPORT SERVICES

INDICATOR C-1: CLIENT SATISFACTION (STUDENTS)

Definition: Client satisfaction encompasses the satisfaction of students and employers with the programs and services offered by the college, as well as the skill-attainment levels of graduates.

Standards:

- At least 90 percent of students surveyed will indicate satisfaction with personal growth. (SDS)
- 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. (SDS)
- At least 90 percent of the students surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better. (CE)

INDICATOR C-1: CLIENT SATISFACTION (EMPLOYERS)

Standards:

- 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. (ED)
- At least 90 percent of employers will recommend MTC graduates to other employers. (ED)
- At least 90 percent of the companies surveyed will rate course content and instructional quality of continuing education programs as satisfactory or better. (CE)
- 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)

INDICATOR C-2: ASSESSMENT OF PROGRAMS AND SERVICES

Definition: Assessment of programs and services is defined as the internal self-studies and program reviews of college programs, services and activities that are conducted to determine their effectiveness. These assessments are conducted using proven research techniques and practices.

Standards:

- Student Development Services departmental reviews will reflect an overall rating of 4 (Good) on a 5-point scale. (SDS)
- Business Affairs program reviews will reflect a rating of 80 percent or higher. (BA)

INDICATOR C-3: ENTRY-TESTING AND COURSE PLACEMENT

Definition: Entry-testing and course placement measure the relationship between the specific academic skills of students at college entry and their subsequent success in targeted entry-level courses.

Standards:

- 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. (SDS/ED)

INDICATOR C-4: ACCESS AND EQUITY

Definition: The college provides special recruitment, counseling and educational support services for students who have diverse educational needs and who have been traditionally under- represented and under served by higher education. The college also assists under prepared students in developing the skills necessary to enter college-level programs.

Standards:

- The percentage of gender and race of the student body at the college will be within five percent parity with the composition of the community. (ED/SDS/ADV)
- 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) (ADV/ED/SDS)
- 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. (ED/SDS)

CSF D: ECONOMIC DEVELOPMENT AND COMMUNITY INVOLVEMENT**INDICATOR D-1: SUPPORT OF ECONOMIC DEVELOPMENT**

Definition: Support of economic development is the extent to which the college provides the short-term credit or noncredit training needed to support business and industry and the economic development of the service area.

Standards:

- The Central Carolina Economic Development Alliance will report MTC had a positive impact on corporate decisions to locate or expand in the Midlands. (PRES)
- 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

Definition: The colleges' interaction with the community is measured by its responsiveness to the community and the interactions between its associates and community organizations.

Standards:

- Eighty percent of community leaders surveyed report that MTC is a positive influence on the quality of life of the community. (PRES/ADV)
- 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. (SDS)

INDICATOR D-3: POSITIVE COMMUNITY RESPONSE

Definition: Midlands Technical College conducts outreach and development activities throughout the community to promote greater understanding of the college's opportunities and needs.

Standards:

- 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. (ADV/ED/SDS)

INDICATOR D-4: PARTNERSHIPS AND ALLIANCES

Definition: The colleges' partnerships and alliances are the external collaborative activities that assist it in serving its various constituencies.

Standards:

- 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 sectors) (ED/BA/SDS/CE)
- College annual reports will reflect collaborative partnerships and alliances with at least 50 community organizations, businesses, and educational institutions each year. (SDS)

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

CSF E: EFFECTIVE LEADERSHIP AND MANAGEMENT

INDICATOR E-1: COOPERATIVE PLANNING AND GOAL ATTAINMENT

Definition: Cooperative planning and goal attainment are founded in the college's systematic planning and evaluation process, which is designed to achieve its mission, and in the programs needed to fulfill its mission.

Standards:

- 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) (PRES)
- 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) (PRES)

INDICATOR E-2: MANAGEMENT OF RESOURCES

Definition: Management of the college's resources involves the equitable distribution of resources to programs and services. Equitable allocation is based on the identified needs of the institution and the findings from college research projects. This indicator also addresses efficiency issues related to class size and student-to-faculty ratios.

Standards:

- The average class sizes at the college will be 12-27. (3A1 - Class Sizes and Student/Teacher Ratios) (ED)
- The ratio of FTE student per FTE faculty will be 10-20. (3A2 - Class Sizes and Student/Teacher Ratios) (ED)
- The average number of credit hours taught by teaching faculty is not available. (3B - Number of Credit Hours Taught by Faculty) (ED)
- The ratio of full-time faculty as compared to other full-time employees will be 36-42 percent. (3C - Ratio of Full-time Faculty as Compared to Other Full-time Employees) (ED/BA)
- The college will conduct its management practices in the most efficient and effective manner possible and will meet 100 percent of the criteria. (5B – Use of Best Management Practices)
- 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) (CE)

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

INDICATOR E-3: ACQUISITION OF PUBLIC/PRIVATE RESOURCES

Definition: The acquisition of resources involves developing, maintaining and sustaining favorable relationships with appropriate public officials and potential private donors and/or partners. These relationships should lead to stable and increased resources and support for the college.

Standards:

- Local appropriations will equal the college's annual operational and capital funding budget request. (BA/PRES)
- Contributions to the foundation will increase by 5 percent each year. (ADV)
- The endowment per FTE student will increase by 5 percent each year. (ADV)
- The diversity of financial support to the MTC foundation will approximate the diversity mix of foundation structures of public 2-year colleges nationally. (ADV)
- Personal contributions from individuals representing alumni, current students, faculty, staff and community supporters will increase by 5 percent annually. (ADV)
- The activity level of grant and contract applications, awards and resulting funds will follow a positive trend line over time. (ADV)

INDICATOR E-4: FACILITY AND TECHNOLOGY DEVELOPMENT

Definition: Facility and technology development depends on broad-based short-term and long-term planning. The planning process for facilities and technology development will include the identification and prioritization of specific projects, potential funding sources and estimated time lines.

Standards:

- Space utilization will meet or exceed the average for the Technical College system. (BA)
- User satisfaction measured by the MTC Employee and Student Opinion surveys will meet or exceed 85 percent for each category evaluated. (BA)

CSF F: COLLABORATIVE ORGANIZATIONAL CLIMATE

INDICATOR F-1: ON-GOING PROFESSIONAL DEVELOPMENT

Definition: On-going professional development involves appropriate professional development opportunities that are provided on an on-going basis to all faculty and staff.

Standards:

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

INDICATOR F-2: FACULTY/STAFF DIVERSITY

Definition: Faculty and staff diversity includes creating and sustaining an inclusive environment through the use of appropriate human resource management practices. These practices will include compliance with federal and state laws and regulations and the use of accepted and proven recruitment strategies.

Standards:

- 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 program report. (BA)
- The percent of headcount teaching faculty, who are other-race will meet or exceed the annual benchmark established for Act 359. (BA)

INDICATOR F-3: SUPPORT FOR EQUITY IN EMPLOYEE SALARY/BENEFITS

Definition: Equity in employee salaries and benefits is the extent to which MTC employees' salaries and benefits are comparable to the salaries and benefits of employees at similar community colleges and post-secondary institutions in the state and southeastern region. Equity also refers to the extent to which raises and benefits are provided equitably throughout the college.

Standards:

- Classified salaries will exceed the mean salary of state employees with comparable classification. (BA)
- MTC's average faculty salary will equal the national mean faculty salary for two-year institutions. (2D - Compensation of Faculty) (ED/BA)

SECTION IV

Reports to the SC Commission on Higher Education, 2010-2011

REPORTS TO THE SC COMMISSION ON HIGHER EDUCATION

The reports listed below are required by the Commission on Higher Education in August 2010 and the college's plan for assessing each component is included. The Commission will evaluate the report content using the issues outlined in each plan. Of particular interest to CHE is an explanation of the strategies and actions implemented by the college to address the information received in the analysis of the component.

2010 CHE REPORTS:

Component 1: General Education

Component 2: Majors or Concentrations

Component 4: Achievement of Students Transferring from 2-yr to 4 yr institutions

Reporting Cycle of the Institutional Effectiveness Components For South Carolina Technical Colleges											
Institutional Effectiveness Components	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1. General Education	X				X				X		
2. Majors or Concentrations	X	X	X	X	X	X	X	X	X	X	X
3. Academic Advising			X				X				X
4. Achievement of Students Transferring from 2-year to 4-year Institutions	X		X		X		X		X		X
5. Procedures for Student Development		X				X				X	
6. Library Resources and Services				X				X			
Total Components Per Year	3	2	3	2	3	2	3	2	3	2	3

COMPONENT 1: General Education

OFFICE OF PRIMARY RESPONSIBILITY: Vice President for Academic Affairs

REPORT FREQUENCY: Every Four Years - 2002, 2006, 2010, 2014

DEFINITION:

The assessment of the effectiveness of associate degree students and graduates at Midlands Technical College in meeting the general education core values/competencies adopted by the college.

MAJOR ISSUES:

1. How can effective measures of achievement in general education knowledge be reliable and valid with the diverse student body of a comprehensive two-year college like Midlands Technical College?
2. What types of measures (standardized tests, course exit exams, etc.) can best illustrate general education gain in two-year college students?

ASSESSMENT METHODOLOGY:

1. The college will evaluate the extent to which associate degree students demonstrate satisfactory mastery of the defined general education core competencies in their major.
2. The college will use multiple measures to assess the extent to which graduates meet the general education core values. This includes but is not limited to the assessment of student portfolios, class presentations, course projects, oral reports and written test results.
3. Comprehensive surveys of students, alumni, employers and faculty will also be used to assess the general education levels of graduates as part of the academic program review process.
4. Criterion - referenced data will be collected and analyzed to document success in general education.
5. Where appropriate and available, student transfer data will be analyzed to assess success in general education.

COMPONENT 2: Majors or Concentrations

OFFICE OF PRIMARY RESPONSIBILITY: Vice President for Academic Affairs

REPORT FREQUENCY: Annually

DEFINITION:

The assessment of academic majors at Midlands Technical College determines the degree to which programs provide and students master specialized knowledge, skills and attitudes leading to employment in their field or discipline and/or success in a transfer senior-level program. A "major" at Midlands Technical College is an organized group of courses that, together with support and/or general education courses, constitutes a full program of study leading to an associate degree.

MAJOR ISSUES:

1. Are faculty, staff, administration and employers involved (through curriculum development processes such as DACUMS) in the identification of program/major outcomes? Does this involvement result in the development of effective outcome measures?
2. How effective is the program feedback provided by lay advisory committees and employers in assisting programs in evaluating course currency and graduate performance?
3. How effective is the performance of program graduates when compared to stated standards, program competencies and/or professional licensing exams?
4. Are program majors making adequate progress toward goal completion? How do we effectively measure this progress?
5. Is a wide perspective on determining the level of satisfaction with program components sought from students, alumni and employers? What level of satisfaction is perceived by each of these groups and desired by the college?
6. What mechanisms should be developed to follow-up on evaluation outcomes, recommendations and improvements made as a result of the assessment process?

ASSESSMENT METHODOLOGY:

1. Analysis of the college's academic program review includes: achievement of goals; mastery of capstone competencies; program grade point averages (GPAs); mastery of general education core competencies; employment success; the results from surveys of students, graduates and employers; retention rate; and number of graduates.
2. Programs will establish specific program success goals and review multiple measures including: load, costs, enrollment, graduates, GPA, transfer, constituent survey results, program standards and student placement.
3. A system to monitor the implementation of program review recommendations and actions to ensure academic program improvements.
4. An annual follow-up on recommendations made by lay advisory committees.

ASSESSMENT OF MAJORS

Review Cycle

2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
					AA	
					AS	
	MED	CPT	MLT			MED
	SUR		NMT			SUR
AET		TSM	RAD		RES	
EET	MKT		PTA**	HIM		MKT
CET	MGT	OST		EEM	AET	MGT
	ACC			AUT	EET	ACC
CRJ*		LEG	CGC	BCT	CET	
	DHG	HUS	HVAC	ADN		DTA
	DTA		MTT	PNR	CRJ*	DHG
		PHM				
		DVS				

** PTA moved to 08-09 due to change in Dept Head and equalizing the number of programs to review annually.

*** BCT Tentatively scheduled for 09-10 depending on enrollment and graduates history.

AA	- Associate in Arts	ABET every 6 years
ACC	- Accounting	ACBSP every 10 years
ADN	- Associate Degree Nursing (ADN)	ADN every 8 years
AET	- Architectural Engineering Technology	DHG every 5 years
AS	- Associate in Science	DTA every 5 years
AUT	- Automotive Technology	HIM every 5 years
CET	- Civil Engineering Technology	HUS every 5 years
CGC	- Commercial Graphics	LEG every 5 years (ABA)
CPT	- Computer Technology	MED every 5 years
CRP	- Court Reporting	MLT every 5 years
CRJ	- Criminal Justice Technology	NMT every 5 years
DAT	- Dental Assisting	PHM every 5 years
DHG	- Dental Hygiene	PNR every 5 years
DVS	- Developmental Studies	PTA every 5 years
EET	- Electronics Engineering Technology	RAD every 5 years
EGT	- Engineering Graphics Technology	RES every 5 years
HIM	- Health Information Management	SUR every 5 years
HVAC	- Heating, Ventilation, Air Conditioning Tech	
HUS	- Human Services	
EEM	- Industrial Electricity/Electronics	
LEG	- Legal Assistant/Paralegal	
MTT	- Machine Tool Technology	
MGT	- Management	
MKT	- Marketing	
MET	- Mechanical Engineering Technology	
MED	- Medical Assisting	
MLT	- Medical Laboratory Technology	
NMT	- Nuclear Medicine Technology	
OST	- Office Systems Technology	
PHM	- Pharmacy Technology	
PNR	- Practical Nursing	
PTA	- Physical Therapist Assistant	
RAD	- Radiologic Technology	
RES	- Respiratory Care	
SUR	- Surgical Technology	
TSM	- Telecommunications Systems Management	

COMPONENT 4: Achievement of Students Transferring from 2-year to 4-year Institutions

OFFICES OF PRIMARY RESPONSIBILITY: Director of Assessment, Research and Planning

REPORT FREQUENCY: Alternate Two Years - 2002, 2004, 2006, 2008, 2010, 2012

DEFINITION:

A transfer student is one who has earned at least six semester hours of MTC credit that transferred to a senior institution. A transfer student's success is measured in terms of his or her performance in the receiving institution. Students transfer from any and all academic majors at Midlands Technical College, and students do not transfer in predictable time frames.

MAJOR ISSUES:

1. What are the demographics of the transfer student to each senior institution: age, sex, race?
2. What are the influences of the comparative descriptive data between the student's enrollment at MTC and at the senior institution? This includes analysis of the following: (1) major at MTC and major at senior college; (2) admission status (developmental, non-degree credit, full) at MTC and at senior college (provisional year, developmental, full, etc.); (3) time lapse (in semesters) between last coursework at MTC and enrollment at senior institution; (4) stated goal at MTC and stated goal at senior institution.
3. What are the GPA comparisons between the following cohorts: transfer students from MTC, transfer students from all other two-year technical colleges combined and native senior institution students, excluding transfers?
4. What are the correlations between grades in courses taken when comparing: (1) the last math course taken at MTC and first math course taken at senior institution, (2) the last English courses .. First English course, (3) last psychology course ... first psychology course, etc.?
5. What are the predictors of success at senior institutions for students who transfer from MTC? This could include: GPA at MTC, certain courses at MTC, minimum number of hours taken at MTC, minimum time lapse between enrollments, major at MTC, admission status at MTC and assessment/placement scores.
6. How can the analysis of transfer hours and courses assist in improving transfer activities at MTC?
7. How can the analysis of the records of students who were placed into senior institution's courses based on proficiency testing, such as foreign language placement and writing sample placement, assist in course/program improvements at MTC?

ASSESSMENT METHODOLOGY:

1. Appropriate statistical techniques will be used to analyze the data obtained from electronic files from the senior institution and the State Board for Technical and Comprehensive Education. These files include student raw data transcripts from the senior institutions, raw data transcripts at MTC and admissions data at MTC. Computer programming to allow data comparisons of the senior colleges with MTC's own descriptive and academic data on the cohorts of students will be conducted.
2. Develop and implement a strategy to collect, analyze and report findings related to student transfer cohorts with non-traditional enrollment patterns in senior institutions.

SECTION V

College Wide Survey Activities

**Midlands Technical College
Survey Schedule**

Survey Title	2007-08		2008-09		2009-10		2010-11	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Advancement Opinion Survey		✓						✓
Business Affairs Employee Satisfaction Survey					✓			
Business Affairs Student Satisfaction Survey	✓				✓			
CCSSE Student Survey		✓		✓				
SENCE Student Survey							✓	
Faces of the Future Survey					✓			
Graduate Follow-Up Survey	✓		✓		✓		✓	
Library Services Survey				✓				