

Institutional Effectiveness

2005 - 2006



Operational Plan





The *2005-2006 Operational Plan* outlines opportunities to more effectively serve our students and community. This year's agenda is filled with challenging academic and administrative endeavors that focus on student success, the effective and efficient delivery of services, and the continued college-wide implementation of technological advances. These action strategies reflect the college's desire to advance our culture of accountability and assessment.

Through the accomplishment of the activities delineated in this year's annual plan, MTC renews its commitment to the students, community and businesses it serves.

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SECTION I

Operational Planning Activities Calendar 2005-2006

SECTION I
OPERATIONAL PLANNING ACTIVITIES CALENDAR, 2005-2006

Operational Planning Activities Calendar, 2005-2006

<u>DATE</u>	<u>ACTIVITY</u>
August 2005	2004-2005 Institutional Effectiveness Report Card Finalized 2005-2006 Operational Plan (IE) Finalized
August 2005	MTC Commission Retreat
October 2005	Revise the 2005-2006 Budget
November 2005	Initiate 2006-2007 Budget Process
February 2006	Request for 2005-2006 Progress Reports and 2006-2007 Action Strategies Distributed by the MTC Office of Assessment, Research and Planning (ARP)
April 28, 2006	College Submits 2006-2007 Progress Reports (Action Strategies and Indicators) as well as 2006-2007 Proposed Action Strategies to ARP Office
May 2006	2006-2007 Budget Approved by MTC Commission
May 19, 2006	CHE Institutional Effectiveness Report Drafts Due to ARP
June 2006	Executive Council Planning Day (Progress of 2005-2006 Action Strategies and Indicators and Review of 2006-2007 Proposed Action Strategies)
August 1, 2006	All 2005-2006 IE and Act 255 Reports Due to CHE & the State Board for Technical and Comprehensive Education (SBTCE)
August 2006	2005-2006 Institutional Effectiveness Report Card Published 2006-2007 MTC Operational Plan Published
August 2006	MTC Commission Retreat

SECTION II

Goals and Priority Initiatives

2005-2006 Action Strategies

**Midlands Technical College
Goals and Priority Initiatives
ADVANCEMENT DIVISION**

Action Strategies 2005-06

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

Priority Initiatives: Develop and strengthen all aspects of program and services.

Action Strategies:

ARP will ensure the timely and accurate completion of the analysis of all data and surveys needed in the academic program review process.

ARP will assist in conducting administrative program review in the Advancement and Business Affairs divisions.

ARP will conduct research projects for the Nursing, Health Sciences, Social and Behavioral Sciences, Math, Humanities, English, Counseling departments.

ARP will conduct an analysis of the English Course Placement Assessment Project.

ARP will analyze college wide data collected in nationally administered surveys.

The Development Office will continuously seek external funding opportunities that will provide resources to support the college community.

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

Action Strategies:

Through the MTC Foundation, the Development Office will make available scholarship opportunities that provide an option for alternative financial resources to attract and retain at-risk populations.

Through the Development Office, resources will be sought that will enhance, develop and create infrastructure for the college that supports its mission and builds partnerships in the community.

Instructional Delivery will provide multimedia equipment upgrades for the Lexington Middle College program.

Public Affairs will provide information access to at-risk populations by identifying and employing the communication media most likely to reach this target.

Priority Initiatives: Identify and implement student-centered learning enhancements.

Action Strategies:

Public Affairs will work to ensure the college's web site is compliant with the American Disabilities Act and other public accesibility standards.

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

Action Strategies:

The Development Office, through the MTC Foundation, will provide professional development funding to allow faculty and staff to pursue career enrichment and enhancement.

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

Action Strategies:

Instructional Delivery will research, procure, install and maintain appropriate multimedia equipment for the college including facility specification for the Harbison Campus renovations, Batesburg Leesville facility and Fairfield County.

Instructional Delivery will routinely work with IRM when implementing equipment requiring network connectivity.

Instructional Delivery will restructure the existing web services and multimedia creation within the department and relocate the unit for easier access and integration with the rest of the College Community.

Work closely with Operations, Instructional Delivery will ensure needs are met for power, environmental and security issues within multimedia classrooms.

Priority Initiatives: Implement the Facilities Master Plan.

Action Strategies:

Working with the architectural plan to upfit the Harbison Campus with multimedia equipment, Instructional Delivery will assist in the implementation of the Master Plan.

Priority Initiatives: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

The Instructional Delivery unit will foster awareness of opportunities through printed and electronic materials.

Instructional Delivery will continue to support the MTC Video News Network on all campuses.

GOAL 2: The college prepares a workforce that is much in demand by business and industry.

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

Action Strategies:

The Development Office will raise external resources that support the infrastructure and technology training needs of the college.

Instructional Delivery will provide appropriate state-of-the-art teaching technologies that will enhance classroom instruction by reworking area for faculty and staff intergration with hands on technology assistance.

The staff of Instructional Delivery will work with faculty to train them in the use of new innovative teaching technologies.

The Technology Media Support Department of Instructional Delivery will work with the Nursing Department to relocate their point of origination to a patient simulation room.

The Multimedia Department of Instructional Delivery will repurpose existing educational materials for delivery using new innovative technologies.

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

Action Strategies:

Public Affairs will communicate the benefits and opportunities of the Merit Nursing Program to students and the community.

Public Affairs will rebuild the architecture and redesign the look of the MTC website to better connect prospective students with the college's program offerings.

Public Affairs will provide the MTC Job Placement Office a set of communication materials that informs area businesses about the employment availability of MTC graduates.

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

Action Strategies:

Public Affairs will aggressively promote Fast Track and other accelerated DVS programs to under-prepared students.

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

Action Strategies:

The Media Services Center of Instructional Delivery will hold student workshops all appropriate commercial classes and will host work study students for real-life experiences.

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 Initiatives: Expand collaboration and interaction with area school districts.

Action Strategies:

ARP will explore the feasibility of sharing unit data between the high schools and MTC.

The Development Office will seek collaborative funding opportunities with area school districts that support student matriculation into higher education.

Public Affairs will extend the college's expertise in marketing, promotions and communications by advising education partners in high school, college and university initiatives.

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

Action Strategies:

Instructional Delivery will enforce standards that represent the multi-cultural populations in all projects produced including compliance with Section 508 concerning ADA requirements for web design.

Public Affairs will integrate diversity by ensuring college publications and advertising reach diverse audiences and portray the college's diverse student population.

Public Affairs will ensure the college communicates to students the opportunity to participate in diverse and multi-cultural events and activities.

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

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

Action Strategies:

Interfacing with regional partners, Instructional Delivery will promote economic development per the direction of the college.

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

Action Strategies:

The Development Office will seek funding opportunities to provide financial support for communities within the college's service area.

Working with the Educational Departments, Instructional Delivery will provide electronic access to college courses that otherwise would not be available to our service area population.

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

Action Strategies:

Public Affairs will facilitate advisory committees' roles by creating and maintaining a website with information pertinent to advisory committees and their members.

Public Affairs will emphasize in college outreach the role advisory committees play in developing valuable curricula.

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

Action Strategies:

Public Affairs will ensure the college proactively interacts with the community by organizing college participation and partnership in community events.

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

Priority Initiatives: Define the scope of new initiatives and influence their perception in the community.

Action Strategies:

The Advancement Division will work in concert with the NE Campus development partner to maintain the corporate identity and brand of the Enterprise Campus, to ensure the initiative is accepted and understood by the community.

Priority Initiatives: Respond to the changing Training and development needs of new and expanding business and industry.

Action Strategies:

Through outreach and contacts to business, industry and foundations, the Development Office will seek funding sources that support entrepreneurship training and educational opportunities.

Priority Initiatives: Develop a strategic master plan for the Enterprise Campus.

Action Strategies:

The Advancement Division will communicate with appropriate constituents to clearly articulate the development phases and the required interaction as the Enterprise Campus evolves.

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

Action Strategies:

Public Affairs will create print and electronic publications that communicate the benefits of retraining and life-long learning to the area's workforce.

Goal 6: The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

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

Action Strategies:

ARP will work with the college's leadership team to identify recurring information needs and will recommend appropriate processes and/or programs to provide the information.

ARP will develop reports and databases that will facilitate better planning and use of resources.

ARP will update the ARP web site to ensure timely access to all pertinent demographic information and ARP developed research reports.

ARP will work with SDS and other appropriate constituents to develop a comprehensive retention analysis program and to conduct research on withdrawal rates to determine the impact on student success.

ARP will review the Academic Program Review process to ensure it provides the information needed to determine student success and program relevance

ARP will develop and implement a process, in conjunction with other appropriate constituents, to ensure the accuracy of classroom and laboratory facilities data.

ARP will develop programs to report classroom utilization rates by room, disciplines and departments.

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

ARP will coordinate the updating of the environmental scan findings and report the results of the Strategic Planning Council.

ARP will develop and implement web-based planning applications for the 2006-2007 operational planning cycle.

Instructional Delivery will continue to work ARP on the design and posting of the web version of the MTC Fact Book.

Priority Initiatives: 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 work with the Institutional Effectiveness Committee to review and recommend changes to the Critical Success Factors benchmarking system.

ARP will conduct a review of existing research and benchmark projects and compile and recommend a strategy for implementing potential benchmarks.

ARP will create and implement a process to identify and select peer and aspirational institutions.

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

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

Action Strategies:

Assist faculty and staff in the design, implementation and analysis of their research projects.

Priority Initiatives: 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 one regional and one national conference.

ARP will provide data to college personnel to support the development of state, regional, and national presentations or scholarly publications.

ARP will increase awareness of the new SACS Principles of Accreditation and begin preliminary preparation for the college's 2010 reaffirmation visit.

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

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

Action Strategies:

ARP will actively pursue membership on CHE committees that can impact the establishment of performance measures.

ARP will develop and maintain a process to ensure awareness of current legislation and develop data to support college positions.

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

Instructional Delivery will have representation on appropriate state and local organizations fostering partnerships and influencing the direction of post-secondary education.

GOAL 7: The college engages in creative, entrepreneurial resource development and management.**Priority Initiatives: Seek partnerships with local agencies and senior institutions to offer learning opportunities for students and professional development opportunities for faculty and staff.****Action Strategies:**

Instructional Delivery will provide facilities and support for other institutions and agencies to leverage existing resources.

Priority Initiatives: Continuously seek and obtain alternate funding.**Action Strategies:**

The Development Office will continue to work with administration, faculty and staff to research, cultivate, solicit and steward private funding for the college.

Redesign and improve the Development Office website to allow for on-line giving opportunities, recognition, overall fundraising and friend raising, as well as information on planned giving.

Priority Initiatives: Position the college to maximize state and local support.**Action Strategies:**

Instructional Delivery will create and support presentation materials that highlight the college to state and local organizations.

Goal 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.**Priority Initiatives: Provide opportunities and funding to ensure the on-going professional development of faculty and staff.**

Action Strategies:

Conduct GAP analysis of ARP current capabilities and future needs and identify requisite training.

Actively pursue alternative funding opportunities for funding ARP professional development.

Identify functions that are suitable for cross-training as well as individuals to be cross-trained.

Create new and update old Desk Top procedures.

The Development Office will provide professional development funds and other resources through the MTC Foundation for faculty and staff.

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

Priority Initiatives: Ensure accurate and meaningful communication college-wide.**Action Strategies:**

Instructional Delivery will continually update pertinent information to the college community.

Public Affairs will ensure communication by regularly soliciting and posting information on the college's Intranet that is pertinent to the college community.

Public Affairs will review the college's Intranet for ways to make it a more valuable resource to employees.

**Midlands Technical College
Goals and Priority Initiatives
ARTS AND SCIENCES DIVISION**

Action Strategies 2005-06

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

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

Action Strategies:

Offer hybrid sections of ENG 101 and ENG 102. (A&S)

Explore possibilities for developing other hybrid, short and online courses in ENG and Humanities. (A&S)

Develop list of expectations (skills and knowledge) for students entering each ENG course. (A&S)

Evaluate retention and success rates in specific hybrid, short and online courses in ENG and Humanities. (A&S)

Continuously develop library resources that support instruction and student learning. (A&S)

Offer a 3 credit Information Literacy Course for Education majors. (A&S)

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

Action Strategies:

Submit data for national certification of NADE. (A&S)

Investigate and implement DVS best practices of student success (A&S)

Offer at least one section of combined Reading/English 100 on each campus and evaluate the effectiveness by measuring student success. (A&S)

Offer Fast Track ENG 010 in fall and spring semesters and evaluate retention and success rates. (A&S)

Expand short courses (10 and 7 week) offerings. (A&S)

Evaluate retention and success strategies in short, hybrid and online English courses. (A&S)

Pilot project-based curriculum in selected ENG 101 courses. (A&S)

Develop new retention strategies for specific HUM online courses and evaluate the new exercises and activities in SPA courses. (A&S)

Continue to develop opportunities and possibilities for ESL students (A&S)

Priority Initiatives: Identify and implement student-centered learning enhancements.

Action Strategies:

Develop a student study guide workbook for SOC 101 students. (A&S)

Develop, for student use, a Survey of Disabilities and Disorders Handbook. (A&S)

Evaluate the effectiveness of daily paired students in some SPA courses. (A&S)

Develop a first class academic success center that encourages individual learning and development by providing quality tutoring and state of the art computer systems and software to accommodate student needs. (A&S)

Implement an E reserve system, expand the virtual reference service and work with the Richland One Middle College for use of the Library and Academic Success Center. (A&S)

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

Action Strategies:

Host the No Frills English Conference for sister colleges across the state. (A&S)

Encourage all A& S faculty and staff to apply for Professional Development, in order to participate in pertinent conferences, training, and learn about new developments in their fields of study. (A&S)

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

Action Strategies:

Equip two additional DVS classroom on for multi-media use and have each departmental course include one project requiring students to demonstrate technology skills. (A&S)

Identify sources and seek grant funds to purchase software to enhance classroom instruction. (A&S)

Priority Initiatives: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

Offer workshops and in-service orientations for faculty, staff and students Library and Academic Success Center opportunities. (A&S)

GOAL 2: The college prepares a workforce that is much in demand by business and industry.

Priority Initiatives: Enhance information literacy skills within the curricula.

Action Strategies:

Explore concept of a Social and Behavioral Sciences Journal consisting of research papers produced by students during the academic year. (A&S)

The Humanities faculty and Library staff will evaluate information literacy skills presently being taught. (A&S)

Implement cooperative research, writing, and evaluation projects to improve student information literacy skills and evaluate student success in courses where the projects have been implemented. (A&S)

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

Action Strategies:

Research available interactive software for PSC 201, American Government course. (A&S)

Increase the number of on-line hybrid courses to six and add an information literacy component in all DVS departmental courses. (A&S)

Conduct workshops for under performing student in the Middle College program and continue to encourage DVS faculty to incorporate evolving technology in classroom instruction. (A&S)

Offer at least one paired course for Career Programs where practical. (A&S)

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

Action Strategies:

Through the Pathways to Education Grant, inform students interested in teaching careers how to enroll in 4-year education programs. (A&S)

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

Action Strategies:

Implement best practices of institutions with high retention and success rates into DVS courses. (A&S)

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

Action Strategies:

Develop ECO 201, Economic Principles course for transfer students, investigate adding SOC 235, Thanatology, ENG 236 African American Literature and FRE 122 to AA/AS transfer elective list. (A&S)

Develop an additional PSY 203 as an internet course and evaluate offering of PSY 240, Ethnicity and Minority Issues, and ANT 202, Cultural Anthropology in a Hybrid format. (A&S)

Collaborate with the Human Service faculty in designing a new course-Personal and Professional Development in the Helping Professionals (HUS 102). (A&S)

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

Action Strategies:

Offer more Social and Behavioral courses to local high schools and continue offering ENG courses at high schools as requested. (A&S)

Offer explanations of MTC's writing program and writing placement test to high schools. (A&S)

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

Action Strategies:

Increase contacts with area secondary school administration to add additional schools that are offering departmental courses and offer IDS 102 and COL 103 to interested secondary schools. (A&S)

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

Action Strategies:

Explore possibilities of other service learning components in other HUM courses. (A&S)

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

Action Strategies:

Investigate the possibility of a tolerance curriculum to be included in ENG courses. (A&S)

Offer HIS 113 – Native American History (A&S)

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

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

Action Strategies:

Survey employers of Chemical Technology graduates to determine satisfaction with the program and identify areas needing improvement. (A&S)

Begin development of the AS in Biotechnology degree based on survey results from clinical, research and commercial laboratories. (A&S)

Begin to implement procedures to meet DNA analysis laboratory certification standards and reach agreements with local DNA laboratories based on survey results from local law enforcement agencies and clinical laboratories. (A&S)

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

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

Action Strategies:

Evaluate SPA 155 (HUM)

Implement ESL support for students in health sciences and offer more professional language courses (A&S)

Priority Initiatives: Respond to the changing Training and development needs of new and expanding business and industry.

Action Strategies:

Priority Initiatives: Define the scope of new initiatives and influence their perception in the community.

Action Strategies:

The Advancement Division will work in concert with the NE Campus development partner to maintain the corporate identity and brand of the Enterprise Campus, to ensure the initiative is accepted and understood by the community.

GOAL 6: The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

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

Action Strategies:

Provide each full-time faculty member with success, pass, and retention rates for each course along with rates for department for comparison. (A&S)

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

Action Strategies:

Assess impact of Math prerequisites on ECO 210 student success. (A&S)

Evaluate PSY 201 pre/post test and student achievement of specified course objectives and complete research on factors leading to student success in PSY 201 General Psychology. (A&S)

Continue to evaluate SOC 101 pretest/post test results and student achievement on specified course objectives. (A&S)

GOAL 7: The college engages in creative, entrepreneurial resource development and management.

Priority Initiatives: Continuously seek and obtain alternate funding.

Action Strategies:

Develop and expand partnership with Bank of America, SC Hispanic Outreach and explore other partnerships with similar results. (A&S)

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

Action Strategies:

Examine course scheduling to ensure room utilization is at maximum. (DVS)

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

Action Strategies:

Instructional Delivery will create and support presentation materials that highlight the college to state and local organizations.

GOAL 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.

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

Action Strategies:

Assign senior faculty as mentors to newly hired faculty in the DVS department. (A&S)

Priority Initiatives: Integrate diversity and multiculturalism into employment practices and professional development.

Action Strategies:

Offer presentations and workshops on diversity and multi-cultural topics to college community. (A&S)

Continue the department's Professional Development Reading Series of international works. (A&S)

**Midlands Technical College
Goals and Priority Initiatives
BUSINESS AFFAIRS**

Action Strategies 2005-06

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

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

Action Strategies:

Implement a new facility maintenance management system.

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

Action Strategies:

Document Cost Analysis model for Higher Education.

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

Action Strategies:

Develop a wireless network access implementation plan.

Priority Initiatives: Implement the Facilities Master Plan.

Action Strategies:

Design Harbison Classroom Building, Northeast Campus Accelerator and Batesburg/Leesville Classroom Building.

Develop master plan for exterior lighting and hire architect/engineer.

Design and start construction of Beltline cafeteria renovations

Relocate Harbison campus bell.

Complete renovation of the Airport Campus cafeteria.

Complete the addition to the Student Services building

Complete the Precision Machining building.

Develop and implement a funding plan for the .5 Mil Project.

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 Initiatives: Expand collaboration and interaction with area school districts.

Action Strategies:

Execute facility modifications necessary to support the Lexington School District's Middle College.

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

Priority Initiatives: Develop a strategic master plan for the Enterprise Campus.

Action Strategies:

Research and establish telecommunication and network standards for the Enterprise Campus implementations.

Seek Budget and Control Board approval of the Enterprise Campus Procurement policies and procedures.

Goal 6: The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

Priority Initiatives: Develop systematic processes that provide leaders with information and data to support

Action Strategies:

Complete application for GFOA budget certification award.

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

Action Strategies:

Research participation in the annual APPA facilities survey to compare MTC performance to regional standards.

Update Cost Analysis Model for Higher Education to GASB reporting standards.

Seek peer assessment by cost analysis model.

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

Action Strategies:

Submit Comprehensive Annual Financial Report for 2006.

Priority Initiatives: Develop and implement comprehensive risk management strategies.

Action Strategies:

Conduct audit of IT functions by external auditors.

Complete installation of video surveillance in 8 buildings on Airport, Beltline and Northeast Campuses.

Work with College administration to create a college-wide task force of Enterprise Wide Risk Management.

Start research to develop cross reference system for policies and procedures.

Conduct an internal assessment of non-traditional audit areas.

Goal 7: The college engages in creative, entrepreneurial resource development and management.

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

Action Strategies:

Begin a college-wide energy audit.

Test and implement the on-line leave system effective 2006.

Place organizational charts on line.

Research "My Budgets" in Datatel.

Compare MTC bookstore financial outcome to industry standards.

Develop new web page for bookstores.

Implemented college-wide pay-for-print system.

Implemented new food service vendor agreement.

Migrate Wide Area Network (WAN) facilities to Multiple Protocol Layered Switching (MPLS) and Metro-Ethernet infrastructure.

Research technical requirements for new Army Tuition Assistance program.

Analyze current mail system for efficiencies and best use of resources.

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

Action Strategies:

Continue to work with state officials and county administrators.

Goal 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.

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

Action Strategies:

Conduct customer service training for all Business Affairs employees.

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

Action Strategies:

Work with Advancement to develop a brochure with the application process and pertinent hiring information for potential applicants to be distributed during the State Government Career Fair.

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

Action Strategies:

Begin research for methods to communicate with faculty, staff and students on the progress of construction and repair projects.

Open FRx reporting solution to departments college-wide.

Priority Initiatives: Integrate diversity and multiculturalism into employment practices and professional development.

Action Strategies:

Work with Learning Community Enhancement (LCE) to develop a diversity/multi-culturalism seminar for the college community.

**Midlands Technical College
Goals and Priority Initiatives
CAREER PROGRAMS**

Action Strategies 2005-06

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:

Develop and pilot offering a distance learning course in intermediate level keyboarding (OST-110). (IST-CP)

Identify all remaining classrooms that are not multimedia equipped (GR 123 and AC 102) and work toward having multimedia installed. (BUS/PUB SVC-CP)

Using the Student Learning Outcomes that have been developed, incorporate these into an assessment program for the accounting, management and marketing programs to comply with the Association of Collegiate Business Schools and Programs (ACBSP) criteria. (BUS/PUB SVC-CP)

Continue the ongoing effort to convert as many classes as possible to the internet (or hybrid) format this year. (ET-CP)

Increase the offering of on-line courses in the PreHealth care certificate and develop course supplemental web-pages for selected HS program courses. (HS-CP)

Begin the development of on-line supplements for each clinical nursing course. (NUR-CP)

Explore offering on-line nursing courses through Continuing Education to assist in meeting the CEU requirement for continuing licensure as an RN or LPN. (NUR-CP)

Effort will be made to web-enable larger numbers of students while retaining the student-faculty advisor, one-on-one for all new students. (ET-CP)

Conduct student orientations for new students in each of the programs in the Industrial Technologies Department. (IT-CP)

Revise NUR orientation to assist students to realistically face the time, information, amount and depth of knowledge required in the nursing program. (NUR-CP)

If feasible, develop a plan with other institutions to begin offering the courses for the BSN. (NUR-CP)

Review performance characteristics for nursing program and update as needed. (NUR-CP)

Assess the effect of laboratory scheduling on the retention rate for working students. (ET-CP)

Investigate the feasibility of an open-lab schedule for Engineering technology courses. Initiate a pilot program in the EET department. (ET-CP)

Continue to collect data through the 2005-2006 academic year, begin analysis of the data once 2 full academic years data has been assembled. (HS-CP)

Evaluate admission criteria in light of data from factors associated with success. (NUR-CP)

Study and address reasons for student attrition. Design strategies to increase retention. (NUR-CP)

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

Action Strategies:

Develop and implement a tracking and follow-up system of Industrial Technology students with graduation potential. (IT-CP)

Priority Initiatives: Identify and implement student-centered learning enhancements.

Action Strategies:

Develop “critical thinking skills” as a specific objective in the “new” CPT introductory course. (IST-CP)

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

Action Strategies:

Continue to encourage 100 percent participation by faculty in submission of applications for professional development funding. (IST-CP)

Each faculty will develop a professional development plan. (NUR-CP)

Modify the tracking of professional development activities to include non classroom training and activities that were not included in the faculty’s annual planning document. (ET-CP)

Support Industrial faculty participating in conferences, workshops, seminars and classes to insure technical currency in their program area. (IT-CP)

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

Action Strategies:

Explore instructional technology applications by identifying an on-line tool that can be used to enhance student success in a CPT course, and implement a pilot program to assess the usability and effectiveness of that tool. (IST-CP)

Evaluate course-by-course which servers are needed – Web, database, etc. and make recommendations. (IST-CP)

Goal 2: The college prepares a workforce that is much in demand by business and industry.

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

Action Strategies:

Provide training that allows the graduate to succeed in more than one technology area. Provide more cross-technology opportunities. (ET-CP)

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

Action Strategies:

Conduct a CPT DACUM during the spring 2006 Semester. (IST-CP)

Make OST 134 Office Communications a required course in the OST curriculum (degree and certificate programs). (IST-CP)

Implement more hands-on approach to teaching telephone techniques and skills in OST curriculum through the use of telephone simulation equipment. (IST-CP)

Investigate the setup and pilot of an online portal (suggestion box) to ascertain needs of students, instructors, and others, possibly including employers. (IST-CP)

Investigate the expense and appropriateness of integrating WebSphere into the curriculum. (IST-CP)

Implement the Entrepreneurship certificate program when final approval is received. (BUS/PUB SVC-CP)

Develop and continuously revise production, processing, and manufacturing curricula, consistent with the current needs of the business community. (ET-CP)

Develop and continuously revise production, processing, and manufacturing curricula to attract target businesses to the service area. (ET-CP)

Evaluate the need for curriculum revision of the Surgical Technology program to move to the Associate degree level. (HS-CP)

Implement the curriculum changes indicated in the program reviews for AUT and EEM. (IT-CP)

Develop a plan and begin implementing recommendations from program review. (NUR-CP)

Implement plans for an annual car show in conjunction with a Precision Machining Open House on the Beltline Campus to expose potential students and parents to possible career opportunities in the Industrial Technologies Department. (IT-CP)

Track student progress in the curriculum; collaborate with USC to recruit students not accepted for the upper division major into the nursing program at MTC. (NUR-CP)

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

Action Strategies:

Evaluate the Math prerequisite for CPT-236 Introduction to Java course. (IST-CP)

Continue to explore strategies for success with ESL students. (NUR-CP)

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

Action Strategies:

Continue to pursue articulation programs for the Human Services program. (BUS/PUB SVC-CP)

Early Care and Education faculty will work with four-year colleges to develop articulation agreements for the Early Care and Education students. (ET-CP)

Establish a formal articulation agreement with USC-Geography Department to provide a bachelor degree path for surveying and GIS students. (ET-CP)

Explore options with RN to BSN programs in South Carolina to facilitate ADN graduates returning for the BSN degree. (NUR-CP)

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

Action Strategies:

Establish agreements with area high schools to accept credit for *Project Lead the Way* courses. (ET-CP)

Evaluate the possibility of offering on-line AHS 102 and/or AHS 119 sections for the summer term for high schools as part of the SC-AHEC sponsored summer youth activities. (HS-CP)

Serve on advisory boards for high schools. Participate in MEBA Engineering Technologies and Industrial Technologies Alliance meetings. (IT-CP)

Offer opportunities for Middle College high school students to enroll in the Industrial Technologies programs. (IT-CP)

Participate as a local sponsor/host for the first Robotics competition in the Midlands. (ET-CP)

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

Action Strategies:

Bring contents of the Java programming course sequence into line with the Sun Certified Java Programmer competencies. (NOTE: This was a recommendation from last year's committee that investigated national standards). (IST-CP)

Send at least one representative to NLNAC annual workshop on accreditation criteria. (NUR-CP)

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

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

Action Strategies:

Promote the opportunities that are available to our students through the USC/MTC incubator. (BUS/PUB SVC-CP)

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

Action Strategies:

Continue to actively involve the IST Department Advisory Committees in recruiting and placement where possible. (IST-CP)

Evaluate the composition of IST Department Advisor Committees. (IST-CP)

Seek input from CPT Advisory Committee on new security course CPT 282. (IST-CP)

Review the content of CPT-260 Fundamentals of Operating Systems and Web Servers. (IST-CP)

Continue to actively involve the Advisory Committees in recruiting, and placement and expand where possible. (IT-CP)

Evaluate Advisory Committees composition to increase participation of the business partners. (IT-CP)

Develop subcommittees of the Advisory Committee to increase participation, attendance and involvement. (NUR-CP)

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

Action Strategies:

Develop cooperative education and/or internship opportunities for Building Construction Technology students. (IT-CP)

Include guest speakers from the local construction companies in introductory Building Construction Technology courses. (IT-CP)

Expand Nursing offerings through Continuing Education to assist in meeting the CEU requirement for continuing licensure as an RN or LPN. (NUR-CP)

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

Action Strategies:

Continue to plan for and promote a Service Learning Center for the college. (BUS/PUB SVC-CP)

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

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

Action Strategies:

Plan and initiate a public relations campaign to promote the Manufacturing programs in the Engineering Technology Department. (ET-CP)

Work with the MTC Marketing department to seek innovative ways to promote the Precision Machining program and the new Precision Machining facilities. (IT-CP)

Develop an Associate Degree in Manufacturing Technology with a materials technology path covering leading edge topics such as semiconductors, nano-technology, and advanced materials processing. (ET-CP)

Goal 6: The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

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

Action Strategies:

Expand the ABET style Objectives and Assessment method to all technology groups in ETT. (ET-CP)

Analyze results of research data on success prediction based on variables such as SAT, ACT, HOBET and performance in key science courses. (HS-CP)

Goal 7: The college engages in creative, entrepreneurial resource development and management.

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

Action Strategies:

Develop and implement a plan to share the welding facilities with Continuing Education and Industrial Technologies. (IT-CP)

Priority Initiatives: Continuously seek and obtain alternate funding.

Action Strategies:

Work with the MTC Foundation to develop a plan for a project house to provide instruction opportunities for the construction related programs in Industrial Technologies and Continuing Education. (IT-CP)

Seek grant funding for the open lab pilot program in electronics. (ET-CP)

Goal 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.

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

Action Strategies:

Collect information, monitor nursing salaries in education and the service sector and provide a report. (NUR-CP)

**Midlands Technical College
Goals and Priority Initiatives
CONTINUING EDUCATION**

Action Strategies 2005-06

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

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

Action Strategies:

Conduct annual program reviews to evaluate program success and to monitor the need to expand or eliminate programs.

Establish consistent measures of effectiveness which will be used in the program review process.

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

Action Strategies:

Partner with agencies serving at-risk populations such as One Stop, DSS and MTC Students

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

Action Strategies:

Provide opportunities for faculty/staff participation at local, state and national conferences or other professional development activities.

Priority Initiatives: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

Promote adjunct faculty participation in college activities such as inviting them to attend in-service, enhancing the CE Intranet and sponsoring meetings designed to improve communication.

Priority Initiatives: Forge international partnerships.

Action Strategies:

Continue existing learning opportunities to promote cultural partnership.

Goal 2: The college prepares a workforce that is much in demand by business and industry.

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

Action Strategies:

Increase the use of innovative technologies including blended, online and web-based formats in CE courses.

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

Action Strategies:

Investigate the need for specific work force skills through contact with business and industry.

Develop a Task Team to recommend strategies for informing students about career paths through Continuing Education course curriculum.

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

Action Strategies:

Promote career assessment and counseling opportunities for Continuing Education students and the entire 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 Initiatives: Expand collaboration and interaction with area school districts.

Action Strategies:

Continue CE partnerships with EMT Program.

Collaborate with credit programs to expose High School students to manufacturing and industrial trade careers.

Increase communication with school districts through direct contact.

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

Action Strategies:

Continue to implement appropriate national certification standards.

Develop and implement the Career Readiness Certificate in the Midlands

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

Action Strategies:

Actively recruit diverse employees.

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

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

Action Strategies:

Meet with new business prospects and business expansion prospects to highlight MTC's capability

Offer FastTrac Entrepreneurial Programs through on-going partnerships.

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

Action Strategies:

Partner with others to provide training opportunities for at-risk, low income communities.

Make Continuing Education facilities available to service groups.

Develop relationships with WIA and others to seek funding sources and to influence grant funding.

Partner with MEBA to promote business and education alliances.

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

Action Strategies:

Explore the feasibility of creating advisory groups.

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

Action Strategies:

Define and implement Business Solutions Plan to provide One Stop Solutions to ensure business success.

Ensure MTC's Visibility within the community by participating in state and local organizations and initiatives.

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

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

Action Strategies:

Develop a relationship with the Midlands Workforce Development Board that will enhance their ability to find employment for their clients.

Promote the use of Federally Registered Apprenticeship Programs to expand opportunities that meet the demands of Business and Industry.

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

Action Strategies:

Establish a plan to work with CATT and other economic development entities to meet the needs of new and expanding business and industry

Priority Initiatives: Establish programs to promote entrepreneurship.

Action Strategies:

Expand the FastTrac Initiative in the Midlands.

Goal 7: The college engages in creative, entrepreneurial resource development and management.

Priority Initiatives: Continuous seek and obtain alternate funding.

Action Strategies:

Investigate the use of alternative funding sources for CE students.

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

Action Strategies:

Develop methods to increase contact hours, revenue and profitability.

Goal 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.

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

Action Strategies:

Encourage CE faculty/staff participating in professional development activities.

Revamp the CE policy for MTC employee participation in CE classes.

Partnering with LCE to explore possibilities for CE to provide college wide training.

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

Action Strategies:

Explore the viability of implementing WorkKeys as a part of the process for hiring Continuing Education positions.

Develop a plan to foster an environment that contributes to the recruitment and retention of highly qualified CE faculty and staff.

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

Action Strategies:

Distribute CE promotional materials throughout the college

Redesign the CE Intranet page to inform, promote and encourage faculty/staff use of CE programs and courses.

Midlands Technical College
Goals and Priority Initiatives
STUDENT DEVELOPMENT SERVICES
Action Strategies 2004-05

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

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

Action Strategies:

Compile information on MTC "student success", based on the definition defined in 2004-2005. (#1)

Compile and disseminate SDS departmental contributions to student learning and development and each department's role in the learning community. (#1)

Develop a comprehensive student communications vision and implementation model, to include paper, electronic and phone components. Include communications tracks for supportive populations such as parents and counselors.

Select a vendor for integrated document imaging across the SDS Division and develop an imaging implementation plan, to include mapping of imaged documents for at least two departments.

Expand the use of e-mail communications to students to enhance timeliness of communications and more personal feedback. (#2)

Expand admissions, advisement and counseling support for health and nursing students to include the development of educational career-ladders and individual career plans.

Pilot the Internet version of COMPASS in at least one remote site. (#2)

Conduct online assessment of at least two targeted service areas and identify improvement strategies based on student feedback.

Conduct an assesment of student needs and develop action plans to address identified needs. (#2)

Investigate the use of the Colleague system, or an alternative resource, for advisement session records keeping , to support the tracking of student advisement activity. (#2)

Student Financial Services will continue to automate manual processes to provide more timely and accurate financial services information to students.

Student Financial Services will review the financial aid appeals process and make adjustments as needed to ensure appropriate student awarding within the guidelines of federal compliance.

Student Financial Services will continue to deploy web views of financial aid award information so students can access this information on-line at their convenience and assess their status rather than having to call or make a trip to the college to determine this information.

Information on the impact of student withdrawals on financial aid and student success will be shared with the college communities and strategies developed to decrease the number of student withdrawals.

Continue to enhance the Colleague Student Information System and MTC Online, as recommended by the Student Team and the MTC Online Task force, in order to improve student and faculty access to information and services. (#2)

Student Financial Services and Job Placement will work together to increase the number of students in part-time Federal Work-Study, on-campus and off-campus jobs to assist students in building financial resources for college and job skills..

Complete the transition from the use of student SSN's to MTC student ID's in college internal processes, in order to support of student confidentiality and mitigate risk of identify theft.

Cross-train front-line outreach and admissions staff in basic financial aid, pre-enrollment advisement and continuing education registration functions. (#2)

Develop pre-admission advisement and referral processes, involving Admissions/Recruitment, Student Financial Services, Student Advisement Centers and Counseling Services. (#2)

Strengthen communications to students about programs and services through online services and e-mail and electronic student publications, to include Campus Cruiser, the online Pony Express, the student handbook, and the Student Activities and Student Club/Organization web pages.

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

Action Strategies:

Establish counselor positions to provide case management counseling to Pre-Health students who have not qualified for their programs of study.

Develop a system for establishing individual educational plans on entering students, and set up plans for a minimum of 250 students who plan to enter Pre-Health programs.

Conduct further research with MTC minority male students, a group which has been identified as at-risk regarding enrollment, retention and graduation, and use information from the research to establish intervention activities.

Priority Initiatives: Identify and implement student-centered learning enhancements.

Action Strategies:

Assess the effectiveness of the online student orientation, including student usage, and value of content to new students.

Increase student use of Program Evaluation/Degree Audit data to monitor and increase their academic progress, as measured by financial aid SAP numbers and rates, student retention, and graduation rates.

Evaluate the potential of learning assisted software for MTC students and potential MTC students.

Create an honors course, honors seminar series and/or other activities that will create a positive learning environment for high academic achievers such as LIFE Scholarships students, MTC Ambassadors, PTK students and students earning college academic honors.

Provide students with opportunities for leadership development and college governance.

Involve student leaders in activities with college and community leaders.

Develop a process for applying MTC microfiched coursework into Colleague without negatively influencing a student's GPA.

Promote student and faculty use of the web to view External Transcript Reports

Implement the second phase of the Academic Integrity initiative by involving various campus constituencies in conversations on integrity and developing strategies for enhancing academic integrity at MTC.

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

Action Strategies:

Admissions/Recruitment staff will identify training and development needed in areas such as Excel and Query Building using Datatel and CollegeNet data, to build enrollment management support functions.

Research, publish and present findings on the outcomes of the joint Counseling Services/DVS project to use Inspiration Software to enhance the organizational and writing skills of students who enter college with low-level writing skills.

Conduct counselor training in the use of various career assessment instruments, based on client need.

Involve MTC admissions personnel, advisors and counselors in the use of career pathways information to develop student educational plans.

Continue to involve staff in activities to enhance virtual services and personalized customer service to MTC clients.

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

Action Strategies:

The Office of Student Assessment will maintain state of the art equipment and connectivity in all testing centers in support of internet and computer-based testing.

Install surveillance cameras in Student Assessment Centers to reinforce academic integrity in the learning environment.

Implement a phone messaging system/phone tree program to contact students using personalized automated messages.

Increase the use of online messaging to students.

Implement online electronic newsletters to MTC students and school counselors; provide an electronic newsletter subscription service to interested potential students and parents.

Priority Initiatives: Implement the Facilities Master Plan.

Action Strategies:

Complete the interior design and transition plan for the new Student Development Services wing on the Beltline Campus that will provide high quality client services space for enrollment and student financial services functions.

Design a space utilization plan for Student Financial Services and Admissions/Recruitment technology processing and communications units in the vacated Wade Martin Hall space, when the client services functions move to the new wing on the Beltline Student Center.

Design and expand the Student Assessment Center on the Beltline Campus in vacated space on the second floor of Wade Martin Hall, in order to accommodate the strong growth in instructional, admissions, placement and employment testing.

Initiate a Student Services Center function on the Harbison Campus, which will support enrollment and general student services for credit and non-credit students.

Develop a plan for student services needs on Harbison and Northeast campuses, in line with planned student and enrollment growth.

Priority Initiatives: Foster awareness of available opportunities to all college constituencies.

Action Strategies:

Increase awareness of instructional testing services available to MTC faculty through web information and printed materials.

Counseling Services will create online workshops, assessments, program information and referral resources, which will be marketed to students, faculty and staff through web-pages, Campus Cruiser, and MTCVNN.

Priority Initiatives: Forge international partnerships.

Strategies:

Provide intensive college entry, enrollment support, career advisement and enrollment support functions to international students at the college.

Evaluate the need for creating a part-time international student support function that will assist international students in cultural and community integration to enhance learning experiences and college success.

Provide an international student orientation program, with opportunities for international students to participate in mentoring and host family programs.

Create opportunities for local students to learn about the cultures of visiting international students in order to expand student global awareness and intercultural relationships.

Provide an MTC presence at the community's International Day and at other international experiences in the local community.

Offer ESL placement testing to students whose first language is not English.

Provide "Workplace Language" training for frontline SDS staff.

Goal 2: The college prepares a workforce that is much in demand by business and industry.

Priority Initiatives: Enhance information literacy skills within the curricula.

Action Strategies:

Upward Bound and Educational Talent search will integrate using technology to locate information into their academic outreach instruction, in order to prepare academically under-prepared students to graduate from high school and successfully prepare for post-secondary education.

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

Action Strategies:

Counseling Services will continue working with faculty in the use of Inspiration software in DVS and curriculum courses and expand the use of Inspiration to additional academic departments, if deemed appropriate, based on initial research findings.

Support expanded time on task in instructional courses through the option for faculty to have students be tested outside of class time in the Student Assessment Centers, based on academic department needs.

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

Action Strategies:

Involve key Admissions/Recruitment, Advisement, CAREERS and Counseling Services staff in Midlands Education and Business Alliance (MEBA) activities and its business/industry alliance to stay abreast of employer demands, attend monthly meetings and participate in relevant career fairs.

Provide support for expanding high school/MTC articulations and career alliances in the Central Midlands area, in coordination with academic departments, MEBA and area high schools.

Expand relevant career mentoring, job shadowing and cooperative education opportunities for MTC students.

Expand the use of the Kuder Career Planning System and promote the sixteen career clusters in career planning and counseling of current and prospective MTC students.

Use results from the Kuder Career Assessment database to provide college and career information to high school and college students, based on their assessed interests, abilities and values.

Using information from the Kuder Career Assessment System database, identify gaps between high school student interests and employment needs, so information can be provided to college departments and local employers about marketing and information needed to close these gaps.

Review workforce needs in the Central Midlands and place on the WIA Approved Eligible Provider training list any MTC program required to meet workforce needs, and remove any programs that are no longer needed.

Provide online Employment Service resources to include part-time and full-time job listings for students, information on cooperative education and internship experiences, where to obtain information about career shadowing and career mentoring opportunities, links to career planning and employment search, and a variety of employability development tools such as interviewing skills and resume preparation

Support achievement of a high annual continuing education/employment rate for graduates.

Priority Initiatives: Prepare students for career adaptability.**Action Strategies:**

Integrate use of the sixteen career clusters into career planning activities with current and prospective MTC students.

Involve Pre-Nursing and Pre-Health students in the exploration of a wide variety of health career options and other fields that are in line with their assessed career interests and values.

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

Action Strategies:

Disseminate results of course placement data to departments to refine placement guidelines for new and readmit students.

Provide strong supportive counseling and case management services to targeted at risk populations of students such as low income students, first-generation college students, single parenta, students entering non-traditional career fields for their gender and students with disabilities.

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

Action Strategies:

Admissions/Recruitment and Counseling Services will work with middle school and high school counselors throughout the MTC service area to involve middle school and high school students in the use of the Kuder Career Planning System and use the Kuder database information and communication system to share information about career programs, opportunities and events that relate to their assessed interests and abilities.

Integrate career and academic program information into the MTC admissions applications and follow-up communications, using CollegeNet software to attach brochures and other applicable information.

Identify students who are unsure of their major or career path on the MTC application and involve them in career planning activities as part of an integrated admissions and career planning process.

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

Action Strategies:

Student Advisement and Counseling Services will seek to increase communication between Midlands Technical College advisors and the University of South Carolina Advisor's Network by co-sponsoring with USC advisement information-sharing sessions between faculty and staff of the two colleges, and by creating means for communicating information regarding services for students, program articulations and success of students transferring.

Develop a proposal with USC to enhance the success of transfer students.

Admissions/Recruitment will work with Nursing to develop recruitment/admissions information and admissions processes for an ADN-to-BSN nursing track, whereby students will be admitted to the USC BSN program at the same time they are admitted to the MTC ADN program.

Student Assessment will develop publicity to promote the use of CLEP and DANTES exams which

allow students to use exemption credits earned through testing when they transfer to senior institutions, provided they have the required score levels at the college to which they are transferring.

Admissions/Recruitment will coordinate with Public Affairs to design and implement a marketing plan that will target college students in senior colleges and universities who maintain residence in the MTC service area, to include communications to transient/visiting students who might attend the summer semester at MTC and students who might be facing academic or other challenges and could benefit by enrollment at MTC.

Continue work on expanding the number of senior institutions who trade electronic student transcripts.

Establish an internal process for calculating cross-college cumulative GPA's in order to identify students for LIFE Scholarship eligibility, in accordance with new legislative criteria.

Provide a forum for employers and representatives from four-year colleges to visit campus and share educational and career opportunities with MTC students.

Co-sponsor the annual Career Fest with other local colleges and universities, to help college students in the Columbia area learn about employment opportunities in the Central Midlands.

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

Action Strategies:

Expand the high school testing program to 10th and 11th grade students, in support of building enrollments for dual enrollment courses.

Work with the college academic programs to build dual and concurrent enrollment of high school 11th and 12th grade students.

Explore options and models for piloting web-based COMPASS in several target high schools.

Expand the on-site admissions program, on-site career fairs and the Area Schools Assistance Program with high schools in the college's service area, to include college admissions and financial aid information and career advisement about college academic programs.

Further enhance relations with high school students, parents, counselors and teachers, through targeted communications, workshops/seminars, web pages, electronic newsletters and list serves.

Provide a series of regularly scheduled workshops to inform internal and external audiences about financial aid and scholarship opportunities and completion of the FAFSA.

Counseling Services will update and maintain a Kuder Career Planning System list-serve for high school and middle school counselors in the college's service area to communicate information on Kuder implementation and counselor training opportunities available for secondary and post-secondary personnel.

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

Action Strategies:

Counseling Services will explore the possibility of offering dedicated sections of COL 105 for Pre-Nursing and Pre-Health students enrolled in DVS courses. Dedicated sessions will be taught by Counselors and will emphasize health program expectations, career planning/exploration of health career alternatives, and academic skills, in addition to general COL 105 orientation information.

Provide co-curricular programs, activities and services that effectively impact identified student goals and outcomes, promote student involvement, and created a culturally diverse and and inclusive student-centered environment.

Provide support resources for career development, counseling, time management, academic integrity, study skills, employability skills and other support resources for faculty and academic departments.

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

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

Action Strategies:

Admissions/Recruitment will partner with academic program and career partners and MEBA to provide career-related events and "education fairs" to inform business/industry partners about credit and non-credit education and training opportunities available through MTC.

Contract with MEBA to produce career development materials for MTC students and expand local career alliances.

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

Action Strategies:

Expand student recruitment activities into area church and community-based education programs.

Link with the Columbia Urban League to increase community knowledge of career opportunities.

Provide MTC Educational Opportunity Center (EOC) outreach programs on career and educational opportunities to a minimum of 1,000 community clients at Lexington and Fairfield County Adult Education Centers, the Department of Social Services in Lexington and Fairfield Counties, and the South Carolina Department of Juvenile Justice.

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

Action Strategies:

Counseling Service will create a Counseling Advisory Board to assist the college with information on referrals to community agencies for students with mental health concerns.

Student Financial Services will activate the recently established Student Financial Services Advisory Committee of community and college personnel to provide input into program services provided by the college and process improvements needed to provide quality financial services to students. A student advisory council will also be established to provide feedback from the student perspective.

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

Action Strategies:

Service learning activities will be incorporated into the activities of student organizations at the college.

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

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

Action Strategies:

Support the development of summer career institutes/academies to provide middle school students and their parents with career planning, financial planning for college and career information /exposure to career cluster areas of high employment demand.

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

Action Strategies:

Support WorkKeys assessment for business and industry partners, and provide WorkKeys information and training to Workforce Investment Act (WIA) casemanagers who are assisting adults in career transition with preparation for employment. Use WorkKeys in the assessment of targeted Health Sciences careers.

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

Action Strategies:

Provide on-site recruitment and admissions activities, Edu-Fairs and WorkKeys assessment for local employers.

Identify older youth who are unemployed or under-employed and not enrolled in post-secondary education for recruitment into the WIA Older Youth Program run by MTC.

Seek a minimum of \$700,000 in external funding to support employment and training related services through the WIA Older Youth and CAREERS programs.

Goal 6: The college achieves national recognition through comprehensive, research-based evaluation of programs and services.

Priority Initiatives: Develop systematic processes that provide leaders with information and data to support

Action Strategies:

Participate in ASSET/COMPASS course placement service research to monitor and refine student placement into courses and promote student success in entry-level courses.

Assess and refine tracking and performance mechanisms for Perkins III and WIA Programs.

Refine student retention sub-populations and use this retention tracking information to enhance and monitor programs and services to students.

Evaluate the retention and graduation rates of at-risk students and identify service modifications needed. Also, evaluate the effectiveness of services for target populations of at-risk students.

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

Action Strategies:

Provide to academic department leaders instructions on queries for accessing the new CollegeNet admissions application database in order to enable department leaders to research and communicate with student prospects for their programs prior to the students's enrollment at the college.

Priority Initiatives: Develop and implement comprehensive risk management strategies.

Action Strategies:

Explore the possibility of contracting clinical services for students who have severe or emergency needs during evenings or weekends.

Involve SDS departmental leaders in professional development sessions on different areas of risk management.

Implement faculty and staff training activities outlined in the MTC Crisis Response Plan.

Increase Cooperative Education placements for MTC students.

Increase Federal Work-study opportunities for students.

Goal 7: The college engages in creative, entrepreneurial resource development and management.

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

Action Strategies:

Counseling Services will create a Counseling Network whereby two and four-year counseling professionals will meet and network on issues of mutual concern.

Student Development Services will provide college and university graduate students with opportunities for practica and internships in order to expand MTC resources and at the same time provide personnel planning to enter student personnel work with exposure to the two-year college setting.

Explore with the Work Force Investment Act One Stop Career Center staff the opportunity for housing one or more WIA case managers on an MTC campus so WIA personnel can certify potential MTC WIA clients on campus and also be available to provide on-going support to WIA clients who attend MTC.

Explore with agencies such as Vocational Rehabilitation Services and Columbia Area Mental Health Services the possibility of locating a staff member on the MTC campus several hours per week to provide on-site support for their clients who attend MTC.

Priority Initiatives: Continuously seek and obtain alternate funding.

Action Strategies:

Counseling Services will continue to work with SC Vocational Rehabilitation to have SCVR provide interpreter services funding for students who are deaf or hard-of-hearing.

Student Development Services will submit grant proposals for re-funding of the Educational Talent Search Program, the Educational Opportunity Center Program, the CAREERS program, the WIA Older Youth Program, and the Access and Equity Program.

A minimum of \$1.5 million in funding will be attained by SDS departments in 2005-2006 for supportive services to MTC students and potential students, with a special emphasis on students who are under-served in higher education.

Goal 8: The college implements strategies to recruit, retain and develop exceptional faculty and staff.

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

Action Strategies:

Create a comprehensive orientation program for new Student Development Services staff that includes an online orientation, assignment of a mentor and a series of new staff orientation activities.

Involve all SDS staff in at least one professional development activity that enhances client service, job performance and/or professional growth.

Engage all Student Development Services staff in the creation of a professional development plan.

Implement a customer service training program for front-line staff.

Assess training needs for academic advisement, and incorporate identified improvements into the advisement training program for faculty and staff advisors.

Counseling Services will continue to work with PEC (Postsecondary Education Consortium) and SCATP (SC Assistive Technology Project) on professional development opportunities for staff that provide accommodations for students with disabilities.

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

Action Strategies:

Provide an SDS leadership program that will complement the college's leadership program.

Partner with USC and other colleges to increase the involvement of graduate students in Student Personnel Services and Higher Education in practica and internships at MTC.

Host staff appreciation and recognition activities, to include exemplary staff services awards and student recognition of outstanding faculty and staff contributions to student learning and success.

Publish staff vacancies in relevant online professional notices and list-serves.

Establish a first-year orientation and mentor program for new SDS staff.

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

Action Strategies:

SDS Departments will post information on services, new procedures and faculty/staff resources on the MTC News, the student online newspaper, Campus Cruiser and MTCVNN and will advocate use of these online news resources by the college community.

Priority Initiatives: Integrate diversity and multiculturalism into employment practices and professional development.

Action Strategies:

Build diverse employment pools by using a wide variety of recruitment strategies that encourage the application of diverse populations.

Ensure that the membership of college and divisional/departmental leadership programs and professional development opportunities are diverse.

Explore the possible use of a diversity training program at MTC.

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	F-4
Accreditation	Transfer Rates and Performance	Access and Equity	Partnerships and Alliances Resources	Facility and Technology Development	Employee Satisfaction
	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 2005-2006

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 students 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 college's workforce placement rate is the proportion of an identified entering student cohort achieving a "marketable skill" who obtain employment within one year of last attendance.

Standards:

- Students employed 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 4 on a 5 point scale. (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 who 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 college's 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 college's 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 standard for the ratio of full-time faculty as compared to other full-time employees is not available. (3C - Ratio of Full-time Faculty as Compared to Other Full-time Employees) (ED/BA)
- 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)

INDICATOR F-4: EMPLOYEE SATISFACTION

Definition: The satisfaction of college employees is measured by their involvement in the college's decision making process, the adequacy of the programs and services offered, and the resources available for conducting their work.

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

SECTION IV

Reports to the SC Commission on Higher Education, 2005-2006

REPORTS TO THE SC COMMISSION ON HIGHER EDUCATION

The reports listed below are required by the Commission on Higher Education in August 2006 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.

2006 CHE REPORTS:

Component 1: General Education

Component 2: Majors or Concentrations

Component 4: Achievement of Student Transferring from 2-year to 4-year 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 form 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 Arts & Sciences

REPORT FREQUENCY: Every Four Years - 2002, 2006, 2010

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 Arts & Sciences and
Vice President for Career Programs

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

95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
CET MET EGT AET EET RES	CGC MTT CRP LEG MED HVAC SUR	CPT TSM OST ACC ADN MGT MKT PHM HUS	PNR MLT NMT PTA DAT DHG RAD	AUT EEM AA AS CRJ HIM	CET MET EGT AET EET RES	CGC MED LEG ACC MGT MKT SUR	CPT TSM OST PHM DVS HUS MTT HVAC	MLT NMT DAT DHG PTA	AA AS HUS DVS AUT EEM EGT HIM CPT	RES AET CET EET CRJ	ACC MED MGT MKT SUR

PROGRAM NAMES

AA	- Associate in Arts
ACC	- Accounting
ADN	- Associate Degree Nursing (ADN)
AET	- Architectural Engineering Technology
AS	- Associate in Science
AUT	- Automotive Technology
CET	- Civil Engineering Technology
CGC	- Commercial Graphics
CPT	- Computer Technology
CRP	- Court Reporting
CRJ	- Criminal Justice Technology
DAT	- Dental Assisting
DHG	- Dental Hygiene
DVS	- Developmental Studies
EET	- Electronics Engineering Technology
EGT	- Engineering Graphics Technology
HIM	- Health Information Management
HVAC	- Heating, Ventilation, Air Conditioning Technology
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

External Accreditation Cycle

ABET	every 6 years
ACBSP	every 10 years
ADN	every 8 years
DHG	every 5 years
DTA	every 5 years
HIM	every 5 years
HUS	every 5 years
LEG	every 5 years (ABA)
MED	every 5 years
MLT	every 5 years
NMT	every 5 years
PHM	every 5 years
PNR	every 5 years
PTA	every 5 years
RAD	every 5 years
RES	every 5 years
SUR	every 5 years

COMPONENT 4: Achievement of Students transferring From Two-Year to Four-Year Institutions

OFFICES OF PRIMARY RESPONSIBILITY: Vice President for Arts & Sciences

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	2005		2006		2007		2008	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Advancement Opinion Survey						✓		
Business Affairs Employee Satisfaction Survey			✓					✓
Business Affairs Student Satisfaction Survey			✓		✓			
CCSFE Faculty Survey				✓		✓		✓
CCSSE Student Survey				✓		✓		✓
Faces of the Future Survey			✓					
Graduate Follow-Up Survey	✓		✓		✓		✓	
Library Services Survey	✓							✓