

# **Institutional Summary Reports For Midlands Technical College**

## **Introduction**

This summary report for Midlands Technical College (MTC) includes: Majors or Concentrations and Procedures for Student Development Achievement of Students.

The following components will be reported in the annotated year: General Education (2006), Academic Advising (2004), Achievement of Students Transferring From Two-to-Four Year Institutions (2004) and Library Resources and Services (2005).

The final section of the report contains MTC's statement concerning the institution's policies and procedures to provide a "technologically skilled workforce."

### **1. General Education**

This component was last reported in 2002. Based on the report schedule, this component will be reported next in 2006.

### **2. Majors or Concentrations**

### **3. Academic Advising**

This component was last reported in 2000. Based on the report schedule, this component will be reported next in 2004.

### **4. Achievement of Students Transferring From Two-to-Four Year Institutions**

This component was last reported in 2002. Based on the report schedule, this component will be reported next in 2004.

### **5. Procedures for Student Development**

Midlands Technical College (MTC) assesses the effectiveness of Student Development Services (SDS) every three years, conducts an in-depth review of each SDS department on a five-year cycle, and regularly assesses student personal development. There are three levels of assessment: (1) user satisfaction with services and service usage; (2) in-depth departmental reviews; and (3) student self-perceived growth and development.

User satisfaction is based on opinion surveys, with ratings compared against a standard of 90 percent or a rating of 4.0 on a 5.0 scale (3.2 on a 4.0 scale and 5.6 on a 7.0 scale). Departmental reviews consist of an in depth self-study by the department and assessment by an external review team comprised of students, faculty and staff outside the department, and a departmental director from a peer institution of similar size and mission. Ratings are based on a 5.0 scale, using guidelines adapted from the Council on the Advancement of Standards (CAS). Student growth and development is determined from student self-perception surveys at points through and

beyond the student's college experience. When appropriate, survey information and other data stimulate the use of more in-depth qualitative interviews and focus group assessments. No standard has been set for student personal growth, although survey ratings at or above the national norm for two-year colleges are desired, where applicable.

With few exceptions students and alumni remain satisfied with services, with 2000-2003 ratings similar to those of 1997-2000. During 2000-2003, MTC-constructed student satisfaction surveys were used to gauge alumni perceptions and obtain specific departmental feedback. A nationally normed survey, the ACT *Faces of the Future Survey* was used to assess MTC student perceptions, compared to national norms for two-year colleges. The *Faces of the Future Survey* also allowed the college to assess perceptions of non-credit students against national norms for the first time in the college's history. In the 2000 *Faces of the Future Survey* report, both credit and non-credit students yielded ratings above the national average on most personal development and student services items. Credit students rated financial assistance, registration and advising below the national average for two-year colleges. Similar findings were revealed on the 2002 *Faces of the Future Survey*, however, credit students rated a number of personal development items lower than in 2000. Targeted surveys to actual departmental clients revealed high service ratings. For example, external survey evaluations of job training clients conducted by the Employment Security Commission resulted in ratings above the 90 percent standard, and Counseling Services and Advisement Center internal surveys reveal satisfaction ratings above 95%.

Six program reviews of Student Development Services functions were conducted from 2000 to 2003. Reviews of Disability Services, Student Assessment, Center for Adult Learners, Job Placement, Admissions, and Student Records revealed ratings well above the 4.0 standard. The minimum overall rating received by any single department was 4.6, with lowest functional ratings in the areas of adequate staffing, financial resources and facilities. Suggestions on enhancing evaluation data were also recommended to several departments, such as Student Assessment and Student Records, who had not yet regained some data information following the implementation of the Colleague Student Information System. Each department has now undergone two program reviews. Staff is now able to track feedback over time and observe improvements or declines. Most departments yielded slight declines due to concerns regarding facilities, fiscal resources, student/staff ratios or absence of data. The transition of three new departments to Student Development Services during 2000-2003 (Student Academic Credentialing, Recruitment and Community Outreach and Student Financial Services) and the addition of a new grant program (Educational Opportunity Center) has resulted in a revision of the SDS program evaluation schedule for 2003-2006.

Over 90 percent of alumni surveyed in 2001 and 2003 responded that they had achieved their educational goals and felt that Midlands Technical College had contributed to their quality of life. More than 90 percent also responded that they would recommend the college to others. Credit students responding to the *Faces of the Future Survey* in 2000 reported ratings above the national average on items such as the college's contribution to "developing self-confidence," "developing an openness to ideas other than my own," "learning effective leadership skills," and "learning how to work effectively as a member of the team." Non-credit students fell below the national average on several of these items. On the 2002 *Faces of the Future Survey* both credit and non-credit students fell below the national average on these personal development items. Student phone survey and focus group information revealed similar findings and pointed to the need to reinforce these non-cognitive growth areas, as the college plans student learning enhancements.

Findings from the 2000-2003 assessment studies resulted in (1) additional trend data on the college's contribution to student personal development and identification of the need to reinforce student personal development; (2) completion of the second cycle of student development service reviews and commencement of the third review cycle, including a new review schedule to integrate four newly acquired functional areas; (3) evaluation of the Freshman Seminar course,

COL 105; (4) evaluation of student referral services and targeted interventions for probationary students, resulting in automated course pre-requisite checks, an online program evaluation/degree audit system, mentoring/shadowing programs for targeted groups and recommended course load limitations for students on academic probation; (5) increased publicity on services to students, including web pages for all service areas; (6) implementation of online services and a new student information system; and (7) the assessment of services for distant learners.

Five objectives are identified for the 2003-2006 action plan. (1) Continue trend data on the college's contribution to the personal development of college credit and non-credit students, using both quantitative and qualitative input from student focus groups in the analysis. (2) Complete six additional Student Development Services program reviews, using the revised CAS standards. (3) Improve student satisfaction with enrollment services, such as student financial services, advisement and registration processes. (4) Enhance student online services and electronic communications and increasing student use of online and electronic resources. (5) Conduct quantitative and qualitative assessments to guide the design and implementation of Student Development Services programs and services that improve student satisfaction and student outcomes.

## **6. Library Resources and Services**

This component was last reported in 2002. Based on the report schedule, this component will be reported next in 2005.

## Midlands Technical College's Statement-

In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report:

- Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

The statement below represents Midlands Technical College's response to this reporting requirement.

Midlands Technical College's role in providing the region with a technologically skilled workforce is reflected in its policies, programs and practices. At the core of its mission statement, MTC communicates its obligation to support the economic growth of the community by providing work-force training for new and expanding industries and technology transfer for developing companies. This is echoed in the first goal of the college's five-year Strategic Plan, in which the college commits to evaluating and revising its curricula to meet the needs of the community's workplaces.

This commitment to workforce development is rooted in practice as well as its policy. As part of the MTC Program Review process, the college regularly assesses its graduates' capstone competencies to help determine how prepared these graduates are to meet the employment needs of area business and industry. Through its Advisory Committees, employers review an MTC program's current technology and curriculum, and where necessary, make recommendations for improvement. This direct input assists the college in keeping its programs curriculum current and in tune with future industry trends.

Through its documents and practices, Midlands Technical College's clearly states its commitment to academic programs that support the economic development needs of its service area by providing employers a technologically skilled workforce.

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