

# **Florence-Darlington Technical College**



## **2006-07 Institutional Effectiveness Summary Report**

July 2007

The 2007 Institutional Effectiveness summary report for **Florence-Darlington Technical College** (FDTC) includes the following required Institutional Effectiveness reports and assessment elements:

<b>REQUIRED INSTITUTIONAL EFFECTIVENESS REPORTS 2007</b>	<b><u>Majors and Concentrations</u> on FDTC Reporting Schedule for 2007:</b>
Results of Professional Exams	<b>Full or Interim Reports:</b>
Programs Eligible for Accreditation	Law N/A
Alumni Survey - Satisfaction	Interdisciplinary Studies N/A
Alumni Survey - Placement Data	Liberal Arts & Sciences N/A
Majors and Concentrations	Communications and Journalism N/A
Student Development & Services	Area Studies, Geography & Anthropology N/A
	<b>Majors and Concentrations:</b>
	Civil Engineering
<b>For Future Reporting:</b>	Electro-Mechanical Engineering
Two to Four Year Transfers	Civil Engineering Technology Graphics
General Education	Electronics Engineering Technology
Library Resources	Health Information Management
Advising Procedures	Criminal Justice
	Welding

### **OTHER REPORTING EXPECTANCIES**

The following elements of Institutional Effectiveness reporting are not currently applicable to the Technical College Sector: Program Changes that have occurred as a Result of External Program Evaluation, Success of Students in Developmental Courses, Success of Entering Students in Meeting College or University Admissions Prerequisites, Academic Performance of Student Athletes, and Students Participating in Sponsored Research.

### **Introduction: Florence-Darlington Technical College**

Florence-Darlington Technical College (FDTC) is a post-secondary, public, two-year institution of higher education serving Florence, Darlington and Marion Counties, whose primary mission is to deliver an affordable, comprehensive technical education. FDTC has an open admissions policy and annually enrolls approximately 8,500 to 10,000 credit students and 12,000 to 18,000 continuing education students. The college offers associate degrees, diploma and certificate programs, responding to the educational, economic and cultural needs of a diverse traditional and nontraditional population. In addition, the College offers comprehensive distance learning programs to more fully meet the individual educational and training needs of citizens and industry. The educational experience at FDTC will enhance the students' marketability in today's global economy. The College's mission statement was approved by the Florence-Darlington County Commission for Technical Education in July 2006.

To fulfill this mission, the College seeks to develop growth opportunities that contribute to the quality of life and economic development by offering comprehensive technical education, college transfer programs, specialized training for business and industry, continuing education,

transitional studies, and student development services. These services will prepare individuals for careers, advancement, and growth in health services, human services, business, engineering technology, public services and other fields. The College will provide graduates with competencies in written and oral communication, information processing, mathematics, problem solving, interpersonal skills and life long learning opportunities. To provide these services at the highest quality, the College solicits funds from public and private sources and commits itself to stewardship of and accountability for all resources.

## **Institutional Effectiveness and Planning**

At FDTC, strategic planning, operational planning, budget planning and the institutional effectiveness (IE) model are combined to create one annual master plan that serves as a vehicle for institution-wide evaluation. As part of the IE process, FDTC holds an annual open Planning Day which includes all College personnel. During Planning Day, the prior year's achievements and challenges are reviewed by division. The College President sets the focus for the upcoming objectives (i.e. customer service, retention, etc.). During break-out sessions held by each department, the current year's IE objectives are determined and reported back at the College-wide assembly.

All College departments follow a planning and evaluation cycle that is supervised by the Department of Institutional Research, Planning and Assessment, and the Vice President for Academic Affairs. The planning and evaluation cycle is comprehensive, systematic, interrelated, and appropriate to the institution. Academic and administrative departments annually prepare an Institutional Effectiveness Report Planning Document which includes the development of evaluation criteria that tie directly to selected College goals and subsequently the College Mission. In a College-wide accepted format, the document includes each department's general purpose and establishes select annual goals and objectives.

The Institutional Effectiveness Report Planning Document is published on FDTC's intranet. A standardized form (*The Institutional Effectiveness Report*) that is used by each department to guide its planning and evaluation efforts is also published on the intranet. *Institutional Effectiveness Reports* require a purpose statement that supports the College's mission statement, and two to three departmental objectives that tie directly to one of College's six goals. Departments must identify strategies for achieving the objectives and a means of assessing the outcomes of the strategies. At the end of the IE cycle, departments must publish the results of their respective assessments and propose how those results will be used for the improvement of educational programs, services and operations. The results of these records are used to develop and revise curriculum offerings and instructional techniques, and move the College toward its mission. Combined, these records constitute FDTC's *Institutional Effectiveness Summary Report*.

The standardized *Institutional Effectiveness Report* supported by the FDTC intranet system is designed to make it easier to create the Report and to produce a universal reporting format across the campus. As well, it provides a place on-line where all departments can update reports as tasks are completed. Objectives and IE information throughout FDTC are available for online viewing, thus keeping the process open and inter-relational.

The budget planning component of the College's strategic and operational planning is based on the ratified IE goals and objectives and is conducted in May and June of each year. The budget process consists of open budget hearings with the *Institutional Effectiveness Report* used to support departmental budget requests.

FDTC also utilizes the DACUM (Develop a Curriculum) process to assist in academic program review and enhancement. DACUM reviews are conducted on a three-year cycle for all academic disciplines according to a predetermined schedule.

In addition to the *Institutional Effectiveness Reports* and the DACUM process, all programs at FDTC collect and analyze Program Evaluation data in their annual assessments. This data set contains responses from a survey of graduates of the previous academic year regarding current employment status and participation in higher education at an advanced level. This process is annually coordinated by the South Carolina State Board for Technical and Comprehensive Education and is called the *Program Evaluation Report*.

## **Full and Interim Reports 2007**

### **Student Development and Student Services**

Florence-Darlington Technical College continues to provide comprehensive student academic development programming and services through its Learning Resources Division and Student Services Division. Through the Transitional Studies Department of the Learning Resources Division, Enrollment Services, Assessment Center Services, Career Services, Registrar Services, Financial Aid Services, and the TRIO programs, FDTC offers all students academic, career and personal development skills, and training for life long learning.

The **Transitional Studies Department** offers developmental education courses in the areas of reading, English, and mathematics for those students who have been identified via assessment tools (Compass, Asset, SAT, ACT, or other appropriate evaluation methodologies).

Objective: To increase the pass rate by 5% (over the previous year) of students enrolled in Reading 031 (Developmental Reading). Because real-world significance increases understanding, textbook content was supplemented with articles from newspapers, magazines, and other print media. Supplemental multiple-choice reading exercises from electronic sources were incorporated into the curriculum. Also included were vocabulary strategies, such as recognizing context clues and learning the meaning of prefixes, suffixes and roots. These actions resulted in a 7% increase in the pass rate (from 47% to 54%) for Reading 031.

Objective: To increase the mean success rate in technology (The Hub) sections of Math courses 031, 032, 101 and 102 by 5% by May 15, 2007. A Quality Enhancement Plan entitled "Calculate This!" was launched during summer 2005. Developmental mathematics courses are now being taught in a hybrid learning environment called the Mathematics and Technology Hub. The hybrid classes combine an online course management system in a computer lab setting three hours a week with two hours of traditional lecture. The course completion rates for hub classes are about 32% higher than those of traditional classes. To date, this objective has not been achieved and is being carried over into the next planning year. Data regarding the effectiveness of technology-based remedial math courses will continue to be collected in the next reporting

year. Data collected up to this point will be used in planning the number of course sections to make available in each format.

**Enrollment Management** at FDTC includes: Admissions, Counseling, Job Placement, and Recruitment. These service areas annually create plans to identify goals for each department and evaluate the accomplishments at year-end.

Objective: To increase fall 2007 headcount enrollment by 10% over fall 2006.

**Admissions** has worked diligently this review period to increase FDTC's overall enrollment. The specific strategies employed are listed under the following two objectives. The activities were presented collaboratively by admissions recruiters, FDTC faculty, staff and students, and local industry representatives. This objective was not achieved and is being carried over to the next planning year.

Objective: To increase the percentage of high school graduates entering as first time freshmen in fall 2007 by 10% over fall 2006. In order to increase awareness of FDTC's programs and services at area high schools admissions information was disseminated through classroom presentations. Implementing College entrance examinations at area high schools made the admissions process more accessible to students. Further, a brochure was developed to help students prepare for the exams. **Admissions** hosted numerous Parent Nights to inform students/parents of the testing results, as well as to provide curriculum and financial aid information. A parent's link was added to the College's website. This objective was not met and is being carried over to the next planning year.

Objective: To increase adult enrollment during fall 2007 by 20% over fall 2006. Lunch and Learn sessions held at local industries and the dissemination of admissions information to over 300 churches in the service area served to increase awareness of FDTC programs and services among the adult population. **Admissions** also worked to develop a more cooperative working relationship with adult education and one stop centers. This objective was not met and is being carried over to the next planning year.

Objective: Coordinate the development of the 2006-2007 Recruitment and Retention Plan in cooperation with other departments and division. The admissions recruiters and staff examined the capabilities and implications for increased efficiency through the use of software designed to manage the admissions process. The team has further refined the communication system used to track recruitment data from prospective (students) status through enrolled status, reviewed and revised the methods of communication for prospective students, applicants and accepted students, and evaluated and revised literature for distribution to all customers. Recruitment strategies utilized by peer colleges were compiled and presented to the Recruitment Committee. Recruiters met with their respective Advisory Boards to stay abreast of current changes in admissions, employment outlooks for various programs, etc. This objective was achieved. Recruitment and Retention Committees will continue to meet bi-quarterly to evaluate the effectiveness of activities.

The **Assessment Center** will not be reported on this cycle. However, regular reporting will resume next year.

FDTC continues to provide comprehensive student services through its department of **Student Services**. Comprised of the TRIO Programs (Upward Bound and Student Support Services), the Perkins Programs (the Success Center and the Single Parent Program), the Office

of Student Life and Athletics, and Disability Services, the department encourages students to engage in campus activities which promote academic, personal and social development. The Department provides leadership in developing and maintaining a supportive campus atmosphere through its efforts to foster academic success and provide personal growth opportunities, to promote cultural diversity, and to eliminate educational barriers.

Objective: Ensure that 100% of the Early Action Scholarship recipients enroll during fall 2006. **Student Services** contacted the scholarship recipients to learn their enrollment status then verified the status through the Admissions office. The objective was not achieved: ninety percent of the scholarship recipients enrolled.

Objective: Develop an exemplary "Student Ambassador" cadre by October 1, 2006. **Student Services** recruited and retained ten student ambassadors who will represent the college in a professional manner at key events and activities. Appropriate appearance was ensured through the purchase of professional attire for the chosen students. The objective was met and will be carried to the next planning year. The cadre will be continued each year.

Objective: Increase student athletic pass rate by 10% (from 60 athletes to 66 athletes) by Spring 2007. The office of **Student Life and Athletics** increased tutorial requirements for eligible student athletes from 3 hours per week to 5 hours per week. Athletes were required to meet with the Athletic Director at least four times each semester to discuss academic progress. The objective was not met but will be carried over to the next planning year with additional strategies.

Objective: Increase Perkins participant pass rate in HUB environment courses by 15%, utilizing baseline data of Fall 2006, by Spring 2007. The office of **Student Life and Athletics** provided additional assistance to students by increasing the number of available tutors during peak hours. Students attending off-campus sites were provided one-on-one tutoring support through the use of Distance Learning Video Phone. The objective was exceeded with a 16% pass rate in the HUB environment. These methods will continue to be utilized and improved upon to enhance student learning.

Increase the number of organized activities during 2006-2007 by 25% (from 12 activities to 15 activities) by Spring 2007. The office of **Student Life and Athletics** created an on-line student interest survey (as well as a hard copy version) to learn what activities students are interested in. The Student Government Association, student ambassadors and student athletes assisted in the development and promotion of additional activities based on the student interest surveys. The objective was met with three additional activities provided to the College community.

**Upward Bound** and **Student Support Services** are components of the federally funded TRIO Grant program currently in place at FDTC. The Upward Bound TRIO program component provides academic counseling, college tours and cultural enrichment opportunities to qualified students in targeted high schools. The primary goal of Student Support Services is to increase the college retention and graduation rates of its participants and to facilitate the transition from one level of higher education to the next.

Objective: To increase participants' scores on the SAT Verbal and Math sections by 20 points each, from their junior to senior years of high school. **Upward Bound** assisted high school seniors in completing SAT registration packets. Tutorials in math and verbal abilities

were held after school for registered seniors. The objective was not achieved because many students did not test twice, which would have allowed for comparison.

Objective: Eighty percent of the 2006-2007 high school seniors will meet the curriculum standard of 81 on the Reading section of FDTC's Compass assessment. **Upward Bound** provided high school seniors with sample tests of the reading portion of the Compass assessment and reading comprehension test taking strategies. Workshops were held for students who scored less than 81 on the examination. A 62% success rate was achieved, falling 19% short of the goal. This objective will be carried over to the next planning year with changes in strategy.

Objective: To increase the percentage of students in transfer programs of study (i.e. Associate of Arts, Associate of Science and Human Services) by 50% (to 80%) by June 2007. **Student Support Services** identified potential students and invited them to an open house to give classroom presentations and provide contact with faculty. Similar efforts were extended at off-site locations. The objective was not met. Recruitment efforts are still under way and the objective will be carried over to the next planning year.

Objective: For each term, 70% of the students who have a GPA of less than 2.5 will receive tutoring during the 2006-2007 academic year by June 2007. **Student Support Services** identified eligible students and contacted them with information regarding the tutoring services on campus to encourage participation. The objective was not met. Fifty-five percent of those eligible chose to seek tutoring. This objective will be carried over to the next planning period.

The **Workforce Investment Act (WIA)** uses the case management method to assist WIA participants in obtaining academic instruction and employment training and retraining that allows for self-sufficiency. The program provides personal, academic and career counseling as well as skills training. It trains participants to use a variety of assessments to prepare an individualized goal-centered employment plan to assist them in building a career plan that maximizes future opportunities.

Objective: To exceed the WIA required 70% response rate performance measure for the Customer Satisfaction Survey for both job seekers and employers by at least 15% each quarter, by June 2007. Under the new Common Measures Performance Standards, the Customer Satisfaction Survey is no longer utilized. WIA incentives are now awarded based on Entered Employments, Employment Retention, and Average Earnings. The objective was not achieved and is closed.

Objective: To obtain at least 20 new eligible curriculum referral for the WIA program from FDTC through established referral processes by June 2007. The FDTC programs most in need of WIA services (based on program expense, program difficulty, and other barriers to retention) were identified. WIA promoted increased awareness of its services by meeting with faculty members of identified programs to disseminate information, brochures and referral forms. The objective was exceeded with 27 eligible new references, 25 of whom have already enrolled for classes at FDTC.

The Office of **Registrar Services** oversees student registration and provides students, faculty and College staff with assistance in records access and retention. It also prepares veterans' certifications and transfer credit evaluations for students as necessary.

Objective: To increase the number of students participating in the annual graduation ceremony by 10% by May 31, 2007. Programs with low participation rates were identified and

targeted with additional information. Marshalls (to hand out graduation pamphlets and seat people at the event) were chosen from the low participation areas and instructors emphasized the importance of the graduation ceremony. The objective was achieved: the number of graduates who participated in the 2007 graduation ceremony increased by 14% over 2005/2006.

Objective: To electronically calculate Lifetime GPAs with 100% accuracy by January 2007. Peer colleges were surveyed concerning how lifetime GPAs were calculated at those institutions. Working in conjunction with the Information Technology Department, procedures used by outside colleges were modified to suit FDTC's needs and a specialized program was developed. Lifetime GPA's are now calculated with 100% accuracy.

Objective: To decrease the time required to complete the transfer credit evaluation process by 25% by January 2007. Current procedures for transfer credit evaluation were identified and documented. The information was then presented to the Vice President for Academic Affairs and the Associate Vice Presidents of Technical and General Education and Allied Health. Redundant activities were removed for efficiency. As a result, the objective was exceeded: the turnaround time for transfer credit evaluation was reduced by 75% (from an average of eight business days to an average of two business days).

The **Financial Aid** department assists students in achieving their educational potential by providing the appropriate financial resources. Student financial assistance is designed to provide access to students who, without assistance, would not be able to attend an institution of higher learning.

Objective: To increase the number of students awarded financial aid by 10% over the previous year. The Department increased awareness of the Free Application for Federal Student Aid (FAFSA) renewal through publication in the student newspaper and mailings to eligible students. In addition, workshops were conducted for FDTC students as well as high school students (and their parents) at the Student Success Center and at off-site locations. This objective was not met due largely in part to an overall decrease in enrollment and will be carried over to the next planning year.

Objective: To ensure that a minimum of 75% of verifications and corrections are processed and exported within 5 business days of receipt of the completed documents. An additional support staff member was hired on a temporary basis. The objective was exceeded with 78% of verifications completed within 5 business days.

## **Majors and Concentrations 2006**

### **Engineering Technologies**

The FDTC associate degree engineering technology programs include Civil Engineering Technology (Civil Program & Engineering Graphics Program), Electronics Engineering Technology and Electro-Mechanical Engineering Technology. All technology programs eligible for accreditation are accredited. The programs use classroom and laboratory experiences to prepare graduates to work as engineering technicians and related engineering positions in various industries and production facilities in South Carolina's Pee Dee region and beyond.

Objective: Increase the headcount in Engineering Technology (ET) from 40 to 50 students by October 2007. To increase awareness of available programs in ET, the department

advertised on billboards, in newspapers and other print publications, and through brochures and fliers. Department members traveled to area high schools to speak with students about the career opportunities that training in ET would open them to. Forty seven new students were recruited in to the program. The objective will be carried over to the next planning year and all efforts continued.

Objective: Increase the quality and number of minority students in Engineering Technology (ET) from 15 to 20 minority students by October 2007. Advertising targeted minorities and females. ET student ambassadors served as role models and spoke at area high schools. Videos depicting females and minorities working in ET careers were used to assist targeted high school students in identifying with these careers. Tutoring through the math lab was provided to improve the quality of targeted students. The objective was not met but will be carried over to the next planning year.

Objective: Add new and/or expand existing programs in specific areas in Engineering Technology, such as Robotics, GIS, GPS, and/or Simulation Technology Programs, based on industry input. A GIS certificate was developed and Land Development and Robotics courses introduced into the laboratories of existing courses. Simulation software was incorporated into the existing electronics courses. The objective was achieved and will be carried over to the next planning year.

Objective: Increase retention rates for Engineering Technology (ET) programs. Students were assigned faculty mentors to increase personal attention and help identify problems early on. Academically at-risk students were provided with personal tutoring. ET students taking transitional studies courses were counseled both by their transitional studies advisor and an ET faculty member. Retention rates remained roughly the same. This objective will be carried over to the next planning year.

### **Additional Majors and Concentrations on the FDTC Reporting Cycle**

The **Health Information Management (HIM) Department** offers students the opportunity to earn an associate degree in Health Information Management, a certificate in Medical Coding or a certificate in Medical Transcription. Graduates of the program are qualified to work in Diagnostic/Procedural Coding and Classification, Quality Improvement, Utilization Review, Cancer Registrars, Medical Staff Support, Medical Record Supervision and other functions at hospitals, health centers, medical research institutions, pharmaceutical companies and related health care facilities or insurance companies.

Objective: To enroll a full class (10 students) of HIM Medical Transcription students for fall 2006. A list of prospective curriculum students was compiled to enable follow-up communication with the students. The department increased awareness of the program by marketing to facilities that provide Health Information Management Services. The objective was achieved with 10 transcription students enrolled for fall 2006.

Objective: To have all HIM graduates take national certification exams with a 90 first time pass rate within six months after graduation. To encourage graduates to take the national exams immediately after graduation, the department worked with community employers to require passing the exams within a specified time frame of employment. The larger facilities

make this requirement but some of the smaller facilities do not. Students were given mock exams to raise both their comfort level and confidence with the testing. The objective was not achieved but will be carried over to the next planning year with improved strategies.

Objective: To increase Medical Coding graduate job placement by 5% (from 85% to 90%) within six months of graduation (by February 2007). Guest speakers educated students on proper resume writing and interviewing skills to increase potential job offers. Community awareness of graduates' skills was raised by promoting the program to area employers. Additionally, the department sought feedback from employers regarding the specific skills and knowledge required of coding employees. This feedback will be used to enhance the program to better serve both students and employers. The objective was not achieved but will be carried over to the next planning year with improved strategies.

The **Criminal Justice** associate degree program of the Human and Public Services Department prepares students for employment in law enforcement, correctional agencies, the courts and juvenile services.

Objective: To increase Criminal Justice (CRJ) program on-line enrollment by 50% (to 61 students) by June 2007. Peer colleges offering CRJ programs were surveyed to determine enrollment trends, successful recruitment strategies and on-line course offerings. In addition, recruitment input was sought from the South Carolina Criminal Justice Academy and local law enforcement agencies. Despite these efforts, the objective was not achieved. Other options are being explored.

The **Welding Department** provides skills that enable graduates to produce structurally sound and quality welds. Employment opportunities are found in maintenance, construction, fabrication and other related fields.

Objective: To increase Continuing Education open enrollment participation by 10% over last year by June 30, 2007. Two industrial metal fabrication courses and one welding inspection technology course was added to appeal to more Continuing Ed students. The objective was not achieved. However, the metal fabrication course was added to a new welding curriculum program, MIG (Metal Inert Gas) Welding Certificate, and the welding inspection course will continue to be offered on an as needed basis.

To increase the number of fall 2006 returning Welding curriculum students by 5% over fall 2005 by October 15, 2006. The department planned to increase the number of students by two each semester. The objective was not achieved and has been closed.