ABSTRACT
        This 1999-2004 strategic planning report by Midlands
Technical College (MTC, South Carolina) includes summaries of college vision,
statement of values, and mission statement as well as ten institutional goals
with accompanying priority initiatives by which to accomplish those goals. As
part of an outcomes-based assessment process to measure institutional
success, the college has identified six Critical Success Factors, namely: (1)
dynamic educational programs; (2) student outcomes; (3) quality support
services; (4) economic development and community involvement; (5) effective
leadership and management; (6) collaborative organizational climate. Each of
these Critical Success Factors is correlated with four to six Indicators of
Effectiveness, quantifiable measures chosen to evaluate related college
programs and services. For example, the Critical Success Factor, "student
outcomes," is evaluated by reference to student goal attainment, graduation
rates, placement rate in the workforce, transfer rates and performance,
retention rates and licensure exam rates. An overview of the process used to
develop this report, and a summary of emerging trends in higher education and
their impact on Midlands Technical College concludes the report. (PGS)

POSITIONING THE COLLEGE

FOR THE 21ˢᵀ CENTURY

1999-2004

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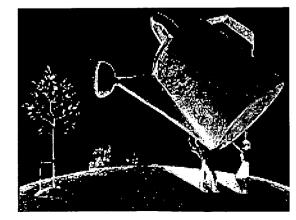
MIDLANDS TECHNICAL COLLEGE

CHANGE is Often Gradual...

but occasionally profound change moves through our culture like a whirlwind. Clearly, the most compelling fact about our impending future is that it will be a far different place than our past. As we pause on the edge of a new millennium, the reality of rapidly evolving technologies and philosophies commands a response.

At Midlands Technical College, we choose to respond in a manner that is entirely about tomorrow. We believe that incremental change is not sufficient to meet the challenges beyond the year 2000 and that true transformational change is required to position the college to flourish in the developing global environment of the next century.

Our guidelines for this process are simple: to question conventional theories and practices; to think in terms of desired outcomes; to embrace flexibility, creativity and innovation; and to ask everyone how to move our college forward and build on our success.

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Positioning the COLLEGE for the 21st Century

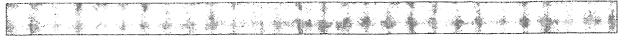Through an eighteen-month process guided by a Strategic Planning Task Force, the entire college explored the future, reviewed current practices, and determined the essential activities that are demanded by the challenges that are upon us and the bright prospects that can be realized in the years to come. Essential findings indicate the college should:

◆ Provide quality education in a variety of formats to meet the needs of students in the 21st century

At Midlands Technical College, we choose to respond in a manner that is entirely about tomorrow.

◆ Develop and experiment with innovative, creative strategies and technology to facilitate a learner-centered educational experience

◆ Recognize that every constituency – students, faculty, staff and administration – has a unique and necessary contribution to make to the college

◇ Demonstrate within the college community a shared responsibility for student success

◇ Increase the flexibility and accessibility of the college's programs and services by pursuing partnerships that utilize the resources and expertise available in the community

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◇ Seek partnerships and alliances with business, industry and other educational institutions and sectors

◇ Support the economic development of the region by ensuring responsiveness to the expansion and recruiting of business

◇ Enhance and expand the college's commitment to evaluation, accountability and efficient use of resources

◈ Utilize resources to achieve the most effective and efficient outcomes

◈ Pursue external resources to maximize the ability of the college to excel

◇ Establish and maintain a professional development plan for the lifelong learning of faculty and staff

◇ Promote an atmosphere of responsiveness where change and experimentation are expected, recognized and rewarded

◇ Implement a technology infrastructure, applications and processes that provide state-of-the-art technology in the delivery of programs and services

◇ Promote communication, cooperation, cross-training and mutual respect as the college norm

The following pages outline MTC's bold vision for the 21st century and conclude with a description of the college's Institutional Effectiveness process.

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STATEMENT OF
Vision

Midlands Technical College will be a leader in creating innovative learning environments that enhance individual success, support economic development and provide opportunities for lifelong education.

STATEMENT OF
Values

Midlands Technical College respects the diversity of its student body and recognizes the worth and potential of each student. Therefore, the college affirms the following values and beliefs:

COMMITMENT TO STUDENTS. Belief in the priority of providing the finest instruction, resources and support services to enhance the growth and development of our students. The college supports students in clarifying their lifelong goals, developing interpersonal skills, becoming self-sufficient and engaging in lifelong learning.

COMMITMENT TO EXCELLENCE IN EDUCATION. Belief in providing and being account-able for the quality of technical and general education and student support services.

Our associate degree graduates are prepared to demonstrate their knowledge in written and oral communication, mathematics, scientific method, individual and social behavior, computer skills, and humanities. Education in ethics, problem solving and critical thinking, research and information literacy, and technology literacy are integrated into all curricula.

CONTRIBUTION TO COMMUNITY. Recognition of the importance of enhancing the economic vitality and quality of life for all citizens of the community.

COMMITMENT TO ACCESS AND DIVERSITY. Belief that the college will provide access to programs and services to students who may benefit and that the college should represent the diversity of the community.

COMMITMENT TO FACULTY AND STAFF. Recognition of the importance and contribution of all individuals who collectively create a positive learning environment. All members of the college community will have the opportunity to enhance their potential for purposeful, gratifying and productive lives.

QUALITY CAMPUS ENVIRONMENT. Recognition of the importance of providing a safe work and learning environment that is characterized by integrity, clear communications, open exchange of ideas, involvement in decision making and respect for all individuals.

EFFECTIVE USE OF RESOURCES. Belief in the effective use of college resources to provide quality education and services to its students and community and to be accountable to all of its constituents.

STATEMENT OF
Mission

Midlands Technical College is a comprehensive, urban, public, two-year college serving the primary region of Richland, Lexington and Fairfield counties of South Carolina. College programs and services provide accessible, affordable, high-quality post-secondary education that prepares traditional and nontraditional students to enter the job market, allows them to transfer to senior colleges and universities, and assists them in achieving their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and supports the economic growth of the community.

STATEMENT OF
Role and Scope

The college implements its mission through a clearly defined set of programs, services and partnerships that include:

COLLEGE-LEVEL CREDIT PROGRAMS. The college serves approximately 10,000 to 15,000 credit students through courses leading to associate degrees, diplomas and/or

certificates in Health Sciences, Arts and Sciences, Business, Computer Technology, Public Service, and Industrial and Engineering Technologies.

CONTINUING EDUCATION PROGRAMS. The college provides professional and occupational training and development through open enrollment and customized courses to approximately 30,000 individuals from area businesses, industries, and governmental and health agencies. Self-supporting noncredit activities for personal enhancement are also available.

STUDENT DEVELOPMENT PROGRAMS AND SERVICES. The college offers developmental programs and services to enrolled and prospective students and alumni to increase their success and enhance their potential for personal, educational and professional growth.

ECONOMIC DEVELOPMENT PROGRAMS. The college promotes the economic development of the region by providing work-force training for new and expanding industries and technology transfer to developing companies. The college also supports economic development agencies by assisting in the recruitment of businesses and industries to the area.

ACCESS PROGRAMS AND SERVICES. The college provides special recruitment, counseling and evaluation services that increase access for students not traditionally served by higher education.

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Institutional Goals
1999 - 2004

GOAL 1

Revise, enhance and develop the curricula to meet the needs of the community including changing technology in the workplace, increasing demands for broadly educated citizens and continuing enrollment of underprepared students.

GOAL 2

Enhance student learning through excellence in teaching, student support services and innovative instructional delivery systems.

GOAL 3

Maintain and refine support systems for enhancing student success.

GOAL 4

Support the college's commitment to access, equity and diversity.

GOAL 5

Strengthen commitment to excellence through employee satisfaction, professional development, excellent support services and a quality work environment.

GOAL 6

Provide high-quality facilities, technology and equipment sufficient
to support the college's programs and services.

GOAL 7

Strengthen college processes that enhance quality, demonstrate
effectiveness and ensure public accountability.

GOAL 8

Seek additional resources to support the college's mission.

GOAL 9

Make strategic decisions in the distribution of limited resources
to maximize productivity and efficiency.

GOAL 10

Strengthen and develop mutually beneficial alliances with
educational institutions, business and industry, and the community.

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1 Revise, enhance and develop the curricula to meet the needs of the community including changing technology in the workplace, increasing demands for broadly educated citizens and continuing enrollment of underprepared students.

PRIORITY INITIATIVES

1. Develop and continuously revise a comprehensive education and service plan to meet the dynamic needs of students and the community.

2. Develop the curriculum to assess and validate competencies to meet the needs of community, business and industry.

3. Continue a strong commitment to educating and retraining a highly skilled technical work force that can compete globally.

4. Expand instructional effectiveness measures, including student placement, evaluations of academic programs and courses, needs analysis, advice from external constituents, and classroom research.

5. Aggressively research and adapt new, consolidated delivery methods to meet asynchronous demands.

6. Utilize cross-functional team approaches to developing the curriculum, integrating credit and noncredit experiences, and collaborating with business and industry.

2 Enhance student learning through excellence in teaching, student support services and innovative instructional delivery systems.

PRIORITY INITIATIVES

1. Promote teaching excellence through effective, discipline-based academic and professional development programs for faculty and staff.

2. Expand the use of instructional technology and implement innovative instructional delivery and support systems to enhance student learning.

3. Develop a high-quality library that supports library and information literacy.

4. Improve recruitment procedures that can effectively attract quality faculty and staff.

5. Market distance-learning delivery options as they become available to a wide audience.

6. Provide production services for video and multimedia development to support quality instruction.

3 | **Maintain and refine support systems for enhancing student success.**

PRIORITY INITIATIVES

1. Evaluate and enhance entry services for prospective and enrolled students.

2. Develop and implement strategies that increase student success, retention and graduation rates.

3. Promote a campus environment that is conducive to student learning and inclusive of diverse student populations.

4. Involve students in the college community by providing appropriate student organizations, activities, publications, and opportunities for interaction with faculty, staff and peers outside of class.

5. Evaluate and implement cross-functional approaches designed to enhance support systems in the areas of orientation, advisement and registration.

As we pause on the edge of a new millennium, the reality of rapidly evolving technologies and philosophies commands a response.

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4 Support the college's commitment to access, equity and diversity.

PRIORITY INITIATIVES

1. Develop, implement and evaluate recruiting strategies that target underrepresented, underprepared and underemployed populations.

2. Design appropriate program offerings and services to serve populations needing short-term skills training in underserved areas.

3. Include an international emphasis in the curriculum, professional development activities and student cocurricular programming.

4. Strengthen comprehensive recruiting and public relation strategies that clearly communicate to college constituents information related to curriculum offerings, program delivery options and college diversity.

5. Ensure service quality and access to facilities and programs for individuals with disabilities.

6. Refine and implement hiring practices and procedures that actively recruit underrepresented populations.

7. Develop sources of funds to support students not served by existing resources.

5 Strengthen commitment to excellence through employee satisfaction, professional development, excellent support services and a quality work environment.

PRIORITY INITIATIVES

1. Maximize opportunities for employees and students to engage in the decision-making process and promote front-line leadership.

2. Develop an adequately funded professional development program for faculty and staff.

3.   Provide employee recognition, rewards and opportunities for advancement.

4.   Promote a sense of college community.

5.   Promote an internal process for educating employees outside their own areas.

6.   Improve timely, accurate, collegewide communications.

7.   Review human resources and administrative support services to determine adequacy.

8.   Design and implement an effective, mandatory orientation program for new faculty
      and staff.

9.   Seek appropriate and competitive levels of compensation for faculty and staff.

6 Provide high-quality facilities, technology and equipment sufficient to support the college's programs and services.

PRIORITY INITIATIVES

1.   Develop and implement a comprehensive college facilities plan for programs and
      services that includes divisional facility needs and renovations and refurbishments.

2.   Emphasize the classroom as a critical instructional resource, keeping all classrooms
      and instructional delivery equipment well maintained and supplied.

3.   Refine the computerized maintenance management system to facilitate preventive
      and unplanned maintenance and to ensure efficient customer service.

4.   Create a mechanism/process that communicates the college's future facility design
      and needs.

5.   Implement, evaluate and adequately fund a technology planning process including
      acquisitions and upgrades.

6.   Implement technology-based solutions that simplify administrative procedures
      and processes, enhance efficiency and customer service, and increase access to college
      data bases.

7. Expand the college's technology infrastructure to include upgrading access to campuswide computer networking and providing user-friendly access to computer systems and data.

8. Develop and implement various electronic transfer processes.

9. Provide technical support internally and externally to assist the college's migration to voice, data and video delivery.

7	Strengthen college processes that enhance quality, demonstrate effectiveness and ensure public accountability.

PRIORITY INITIATIVES

1. Comply with all mandated planning, accountability and institutional effectiveness requirements.

2. Refine methods to collect, assess and disseminate research data across the college.

3. Strengthen the processes for measuring the effectiveness and efficiency of administrative services.

4. Continuously update the college's decision-making process to ensure the effective implementation and evaluation of the college's Strategic Plan.

5. Take a leadership role in determining how to define and improve external mandates and the effectiveness of the community college.

6. Develop an enrollment management plan.

7. Seek and obtain fiscal and programmatic external certification where appropriate.

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8   **Seek additional resources to support the college's mission.**

PRIORITY INITIATIVES

1. Broaden the role of the MTC Foundation in increasing funds to meet programmatic and facility needs.

2. Develop and implement strategies to increase public funding support of technical colleges and provide for additional faculty and staff positions.

3. Work with county councils to ensure full funding of facility operations and construction budget requirements.

4. Optimize opportunities to increase revenues.
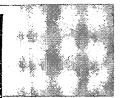
5. Review and revise the use of student fees.

9   **Make strategic decisions in the distribution of limited resources to maximize productivity and efficiency.**

PRIORITY INITIATIVES

1. Increase the use of data for decision making and allocation of resources.

2. Review and refine the college's budgeting and allocation process.

3. Increase productivity and efficiency for supplies, equipment and personnel through the standardization of equipment and unification of support protocols.

4. Target college literature and advertising to maximize limited budgets while achieving increasingly positive outcomes.

5. Implement proactive admissions acceptance and residency status notification processes via system-generated letters.

6. Explore alternative staffing options for programs and services delivery such as outsourcing.

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10   **Strengthen and develop mutually beneficial alliances with educational institutions, business and industry, and the community.**

PRIORITY INITIATIVES

1. Expand and continue partnerships with public schools, businesses and industries, other institutions of higher education, community-based organizations, and governmental agencies.

2. Actively pursue community relationships that enhance public understanding of MTC and promote the economic development strategies of the region.

3. Strengthen and refine articulation, electronic data exchange and student transition programs with other colleges.

4. Participate in the development and implementation of a One-Stop Career System in the Midlands.

Measuring MTC's Performance

Outcomes-Based Assessment
Using Critical Success Factors

Through its Critical Success Factors, MTC has established its comprehensive evaluation system that measures the results of the college's programs and services. This evaluation system provides the college with an outcomes-based assessment process that examines actual achievement as compared to intended results or standards.

Critical Success Factors

The college has identified six Critical Success Factors that, if achieved, would be accepted as positive proof of its effectiveness. They include the following:

1. Dynamic Educational Programs
2. Student Outcomes
3. Quality Support Services
4. Economic Development and Community Involvement
5. Effective Leadership and Management
6. Collaborative Organizational Climate

To monitor and measure how well the college is performing relative to each Critical Success Factor, MTC established Indicators of Effectiveness for each factor. As the most important expected outcomes, Indicators of Effectiveness represent a comprehensive evaluation of the college's programs and services.

The expected outcomes for the Indicators of Effectiveness are measured in the following areas:

- Assessment of academic majors
- Assessment of student services
- Achievement in general education
- Criterion-based assessment
- Support of economic development
- Entry testing and course placement
- Retention to achievement of student goals
- Articulation and transfer
- Acquisition of public and private resources
- Facility and technology development
- Management of resources
- Employee satisfaction
- Support of professional development

Critical Success Factors and Indicators of Effectiveness

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

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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 chosen 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.

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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.
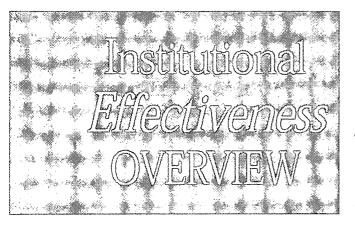
Critical Success Factor E: Effective Leadership and Management

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.

Institutional Effectiveness OVERVIEW

Over the past decade, Midlands Technical College (MTC) has been nationally recognized as a leader in educational accountability, strategic planning and institutional effectiveness. So fortunately, these sweeping recommendations are not made from a standing start. In its role as a premier planning and effectiveness institution, MTC not only realized the time was right in its own evolution to move to a new level of planning and effectiveness, the college also accepted an inherent responsibility, based on its vantage point as a leadership incubator, to boldly advance into the next century.

The pioneer spirit has always been a part of the Institutional Effectiveness (IE) process at MTC. In 1987, the college was one of the first institutions to be reaffirmed under the Southern Association of Colleges and Schools Criteria, which call for outcomes measurement based on performance. Since then, the IE program has evolved into a collegewide effort in which all faculty and staff contribute to improving the college and increasing student success.

MTC has devoted substantial resources to building its quality program of planning and evaluation and has received recognition for its exemplary assessment process in several areas including retention,

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academic program review, student development services, academic advising and classroom-related assessment projects. Through evaluation, MTC is able to ensure its policies, procedures, systems and strategies will promote the college's success in the decades ahead.

Institutional Effectiveness OVERVIEW

Data from MTC's Institutional Effectiveness program substantiate the college's ability to increase students' success as well as contribute to the economic development of the region. These data have enhanced the college's relationship with business and industry, aided industries in their decisions to locate in the region, increased enrollment, and helped MTC forge articulation agreements with other institutions. The use of data has enhanced the college's ability to respond to change.

In order to ensure that the scope of the repositioning process matches the challenges of the future, MTC sought broad-based input through several

> *We believe that incremental change is not sufficient to meet the challenges beyond the year 2000 and that true transformational change is required to position the college to flourish.*

creative activities. The first step was to broaden the base of constituents who actively participated in the development of the college's Strategic Plan. A Strategic Planning Task Force was created and initiated a review

of the current literature forecasting trends likely to impact higher education's delivery methods for its programs and services. This comprehensive review resulted in the position paper *A Call for Transformational Leadership*, which was distributed throughout the college community.

A Strategic Planning Summit marked the second step of the repositioning process. Its objective was to bring together the college faculty, staff and administration to reach consensus on identifying pivotal issues for building a plan of work to be used in the college's new Strategic Plan. Everyone at the college was invited, and participants were asked to:

- ❏ Identify strategic initiatives essential to position MTC as a successful two-year college in the year 2008

- ❏ Establish a new vision statement

- ❏ Reaffirm and expand the college's long-range goals

- ❏ Identify and prioritize processes best addressed by cross-functional teams

Additionally, MTC used the structure of the 1997-99 Self-Study reaffirmation process for the Southern Association of Colleges and Schools to provide a holistic view of the college; evaluate its strengths, weaknesses, opportunities and threats; analyze collegewide issues; and project needs and directions for the institution. The Self-Study document includes a final chapter, "Envisioning the
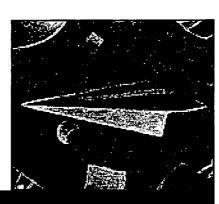
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Future," that provides additional direction in preparing for the college's future.

The outcome of these three major activities – the position paper, the Strategic Planning Summit and the "Envisioning the Future" chapter of the Self-Study – became excellent resources in preparing the college's 1999-2004 Strategic Plan, *Positioning the College for the 21st Century.*

You Can Get Anywhere From Here

Whatever challenges the future holds, at Midlands Technical College the answer will always be to evaluate the situation, formulate the best course of action and measure the intended outcomes. Most of all, MTC will not only identify significant initiatives, it will be proactive in using its resources to improve the institution and meet the needs of students, employers and the community. We say to our students and to our community, and constantly remind ourselves, that at MTC you really can get anywhere from here.

Demographic

- Average age of Americans will increase

- Minorities will increase as a percentage of the population

- Greater divergence between rich and poor

- Increasing number of two-career families with young children

- Retired adults returning to the workplace

- Welfare reform requires training of people with limited skills and work experience

- New type of student – the digital generation learns through participation and experimentation

- Global work force

MAJOR
Trends

Educational

- Impact of technology on business and industry will require a better educated work force

- Most of existing work force will be retraining and continuously upgrading its skills

- Basic skills training will be more in demand for immigrants, welfare mothers and minorities entering the work force

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MAJOR

Trends

- Proprietary institutions and business training programs will compete with higher education

- Lifelong learning will be expected

  - Asynchronous learning – any time, any place

  - Ubiquitous learning – for everyone, every place

  - Increasing emphasis on education for jobs

  - Increasing need for partnerships with other educational institutions and business partners

- Consolidation of programs and services

- New organizational models

- Multifunctional use of physical facilities

Business and Industry

- Increased value of competency over credentials

- Increased demand for technically competent workers

- Smaller, more agile work force

- Privatization of services

Community

- Reduced bureaucratic impediments to achieving degree or services

- Access to programs that will lead to jobs

- Reasonable limit on educational costs

- Evidence of return on investment in education

- Convenient access to programs and services

- Application of technology to facilitate the education process

Political

- Government will seek to control the costs and outcomes of higher education

- Demands for accountability will increase

- Revenues for higher education will not increase proportional to needs for education

- Users of education will be called upon to pay a larger share of costs

- Declining federal funds

- Discovery of new ways to "measure" education – outcomes versus credit hours and enrollment

- Unfunded mandates

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IMPACT on *Midlands Technical College*

- Restructured curriculum to reflect specific competencies and skills

- Provide convenient access to programs and services

- Increased customization of client services

- Shift from teacher-centered to learner-centered instruction

- Recognition of the diversity of the student population

- Utilization of technology advances to ensure mission achievement

- Assessment of the extent and appropriateness of the integration of technology

- Response to industry's need for upgrading work force's technical skills

- Increased need for retraining of higher education personnel

- Integration of international education

- Increased financial and physical support from external partners

- Greater cooperation among all community entities

- Investigation of avenues for outsourcing appropriate services

- Allocation of resources to implement college priorities

- Cross-functional training and problem solving to increase effectiveness

- Reevaluation of measurements of effectiveness to ensure relevance

- Sources of funding in addition to governmental appropriations

- Increased flexibility in credit and noncredit programs

- Identification of and response to changing market forces and community needs

- Competition for quality faculty and staff

- Sustained quality amid structured change

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MTC Commission

E. Stewart Blume, Jr. *(chair)*

Katie M. Bolden

Robert F. Dozier, Jr.

Ellie H. Heustess, Jr.

Robert C. Lentz

Judith Litman Lindau

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