

Accountability Report Transmittal Form

Agency Name: Piedmont Technical College

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2006

Baldrige National Quality Program

Education Criteria for Performance Excellence

ethics

Piedmont Technical College



Lex Walters Campus, Greenwood

leadership

recognition



The Malcolm Baldrige Accountability Report
Piedmont Technical College
FY 2005-2006

Section I: Executive Summary

I.1 Organization's Stated Purpose, mission and values

Piedmont Technical College, a member of the South Carolina Technical and Comprehensive Education system, is a public comprehensive two-year post-secondary institution. Piedmont contributes to the economic growth and development of the largest and most diverse region of the technical college system, Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda counties and to the state. The college responds to the academic, training, and public service needs of the community through excellence in teaching and educational services. Piedmont has an open admissions policy and annually enrolls approximately 4,500 to 5,500-credit students. The college provides quality educational opportunities and accessibility for individuals with diverse backgrounds and ability levels to acquire the knowledge and skills for employment or the maintenance of employment in engineering technology, industrial technology, business, health, or public service or for transfer to senior colleges and universities. In addition to teaching technical skills, Piedmont provides graduates competencies in written and oral communication, information processing, mathematics, problem solving, interpersonal skills, and lifelong learning opportunities for residents within the service region.

The college offers the following programs utilizing state-of-the-art technologies:

Associate degrees in vocational, technical, and occupational areas and university transfer; vocational, technical and occupational diplomas and certificates; developmental education programs and courses preparing individuals to take the General Education Development Test, custom-designed Continuing Education training programs for business, industry, and facilities for the Special Schools program to train potential employees for new and expanding manufacturing companies; and Student Development programs which provide academic, career and individual support.

Piedmont Technical College pursues its mission based on the fundamental **Values** and **Beliefs** that:

Learning is a diverse and fundamental need for all residents of the seven county areas; **Excellence** is a process inherent to the college within instruction, support services, administration, and resource allocation.

Accessibility and Affordability to higher education by all who have a desire to learn is crucial for continuous growth and improvement by communities and individuals.

Quality and Innovation is fundamental to the continuous improvement of instruction, learning opportunities, support services, and management practices.

Community partnerships with other educational entities, industries, and businesses are crucial for quality of life and economic development.

(Reaffirmed by The Area Commission, April 18, 2006.)

I.2 Major Achievements from past year:

New Programs Await PTC Students This Fall

Piedmont Technical College will broaden its academic options this fall to include a new associate's degree in horticulture and five new certificate programs in the fields of computer-aided drafting (CAD), emergency medical technician (EMT), entrepreneurship, massage therapy and pottery.



Automotive Technology Program at PTC Earns National Certification

The Automotive Technology program at Piedmont Technical College has received reaccreditation by the National Automotive Technicians Education Foundation, Inc. (NATEF) and the National Institute for Automotive Service Excellence (ASE). A great achievement, the recognition includes a series of rigorous evaluations by NATEF using nationally accepted standards of excellence in areas such as instruction, facilities and equipment.



Agreement between PTC and Edgefield Saves Students Time and Money

An articulation agreement signed between Piedmont Technical College and Edgefield School District will allow high school students in the horticulture curriculum to earn college credit while completing courses at the high school level. By not having to repeat similar courses at the college level, the agreement saves students both time and money.



Agreement between PTC and District 50 Saves Students Time and Money

Dr. Lex Walters, left, president of Piedmont Technical College, looks on as Dr. William Steed, superintendent of Greenwood School District 50, signs an articulation agreement that allows high school students in the machine tool and carpentry curricula to earn college credit while completing courses at the high school level. By not having to repeat similar courses at the college level, the agreement saves students both time and money.



Piedmont Tech Hosts Free Community Careers Workshop

Piedmont Technical College, along with the Upper Savannah Workforce System, will host free Community Careers Workshop on the Lex Walters Campus in Greenwood. The three-hour session consists of a series of short, informational workshops for individuals considering returning to college to improve their employment opportunities. Participants will hear about training programs, educational opportunities, available financial assistance and job outlooks.



Piedmont Tech Recognizes First Class of Patient Care Technicians

The first class of Patient Care Technicians at Piedmont Technical College was recently recognized at a luncheon. Joining the students were their instructors and several nursing directors from Self Regional Healthcare.



New Degree and Agreement Benefits PTC Horticulture Students

A new associate's degree and 2+2 articulation agreement will provide students in Piedmont Technical College's horticulture program a more seamless transition to four-year degrees. The new degree joins the college's strong landscape management program, a one-year certificate.



Center for Creative Economies Slated for Grand Opening

The center, currently under construction in a former cotton warehouse, will feature a traditional Edgefield groundhog kiln (built in the side of a hill covered by dirt), along with modern gas and electric kilns. Eventually, the center will also serve as an "arts incubator" where craftsman can share workspace and expenses until they are self-sufficient to grow their own business. In the future, they also plan to offer other craft programs such as jewelry making, glasswork and weaving all based on the Edgefield Pottery Tradition. For more information on the pottery program, contact the center at (803) 637-5388 or visit www.ptc.edu/pottery.



Dual Enrollment Allows High School Students a Jump Start on College

More than 340 juniors and seniors at 16 area high schools and career centers have the right idea about college: why wait? These students are all taking advantage of the dual enrollment program at Piedmont Technical College this spring. The program gives high school juniors and seniors the opportunity to earn college credit while still enrolled in high school.

Dual credit courses allow students to fulfill high school diploma requirements while earning college credit simultaneously. Early Admission courses allow juniors and seniors to take courses beyond those required in high school.

I.3 Key Strategic Goals for the present and future years:

- ★ Strengthen the skills of individuals to further enhance their economic development.
- ★ Establish collaborative responsive partnerships with industry, community and other educational entities for designing programs/services that empower learning and skill development.
- ★ Expand Instructional technology to diversify the educational market place to the global region.
- ★ Be the college of choice for all individuals in the service region

I.4 Opportunities and Barriers that may affect the success of the organization:

- ★ The decreasing amount of state funding in relation to increased enrollments across the college over the years will drive tuition increases further and further.
- ★ The uncertainty within lottery funding to insure the two year college student has equal and affordable opportunities for a post secondary education.
- ★ The increasing numbers of enrolled high school students participating in “dual enrollment” programs presents a positive outlook for the future educational and economic development within the service region.
- ★ The rapid expansion (enrollment increases of 200% over five year period) of health service programs with the region and state place barriers for facilities, recruitment of Master Degree Nursing instructors, and instructors within all health programs.



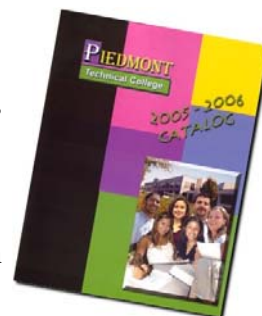
I.5 How improvements are made based upon the Accountability report:

- ★ Results of measurable operational tactics assist the college in determining existing and future needs within the service region.
- ★ Assessment of students and industry leads to the development of new academic programs and support services.

Section II: Organization Profile

II.1 Main educational programs, offerings services and methods of delivery.
The college provides direct support for students requiring educational readiness assistance through the following processes:

- Student Support Courses for college skills and college adjustment
- Developmental Education: prescriptive procedures for students in reading, English and Mathematics
- Bridge/Transitional Courses designed for students entering mainstream academic curricula.



Academic programs are delivered by traditional lecture formats, Distance Learning, Weekend College, hybrid courses (traditional merged with on line). Refer to 6.2 for table of support services available to students.

Academic Offerings: (Please refer to the last page of this document for a sample academic Profile. Page 50)

AGRICULTURE

Associate Degree

Major in Horticulture **New for fall 2006!**

2+2 Transfer Programs with Clemson University new for fall 2006!

Horticulture / Turf grass (Associate in Science)

Certificate Program

Horticulture Landscape Management

ARTS & SCIENCE

Associate's Degrees

Associate of Arts

Associate of Science

General Studies Certificate

BUSINESS

Associate's Degrees

Associate in Business

Associate in Business (Funeral Services)

Associate in Business (Office Systems Technology)

Associate in Computer Technology

Diploma Programs

Automated Office Diploma

Certificate Programs

Accounting Certificate

Advertising Design Certificate

Cisco Computer Networking Certificate

Desktop Publishing Certificate

Entrepreneurship Certificate **NEW FOR**

FALL 2006!

Funeral Services Education Certificate

Illustration Certificate

Internet Certificate **NEW FOR FALL 2006!**

Interior Design Certificate

PC Technician Certificate **(REVISED)**

Microcomputer Software Specialist Certificate

Office Technician Certificate

Photography Certificate

Professional Clay Certificate **NEW FOR**

FALL 2006 IN EDGEFIELD!

Word Processing Certificate

ENGINEERING TECHNOLOGY

Certificate Programs

[Computer Aided Drafting and Design](#)

New for fall 2006!

Associate's Degrees

Piedmont Technical College offers the Associate's Degree in Engineering Technology with the following majors:

[Major in Electronic Engineering Technology](#)

[Major in Engineering Graphics Technology](#)

[Major in General Engineering Technology](#)

[Major in Mechanical Engineering Technology](#)

HEALTH SCIENCES

Associate's Degrees

Piedmont Technical College offers the Associate's Degree in Health Science with the following majors:

[Major in Nursing](#)

[Advanced Placement Nursing Program](#)

[Major in Radiologic Technology](#)

[Major in Respiratory Care](#)

Diploma Programs

[Medical Assisting Diploma](#)

[Pharmacy Technician Diploma](#)

[Practical Nursing Diploma](#)

[Surgical Technology Diploma](#)

Certificate Programs

[Basic Emergency Medical Technician](#)

[Dental Hygiene Certificate](#)

[General Health Science Certificate](#)

[Health Information Management Certificate](#)

[Massage Therapy Certificate](#) NEW

[Medical Coding & Billing Certificate](#) NEW!

[Medical Laboratory Technology Certificate](#)

[Occupational Therapy Assistant Certificate](#)

[Patient Care Technician Certificate](#) NEW!

[Phlebotomy Technician Certificate](#)

[Physical Therapy Assistant Certificate](#)

INDUSTRIAL TECHNOLOGY

Associate's Degrees

Piedmont Technical College offers the Associate's Degree in Industrial Technology with the following majors:

[Major in Automotive Technology](#)

[Major in Building Construction Technology](#)

[Major in Heating, Ventilation & Air](#)

[Conditioning Technology](#)

[Major in Industrial Electronics Technology](#)

[Major in Machine Tool Technology](#)

Diploma Programs

[Machine Tool Diploma](#)

[Welding Diploma](#)

INDUSTRIAL TECHNOLOGY

Diploma Programs

[Machine Tool Diploma](#)

[Welding Diploma](#)

Certificate Programs

[Carpentry Certificate](#)

[Computerized Numerical Control Certificate](#)

[Construction Management Certificate](#)

[Electrical Maintenance Technician Certificate](#)

[Heating Fundamentals Certificate](#)

[Industrial Maintenance Mechanics Certificate](#)

[Journeyman Welding Certificate](#)

[Machine Tool Operator Certificate](#)

[Refrigeration Applications Certificate](#)

OCCUPATIONAL TECHNOLOGY

Associate's Degrees

Piedmont Technical College offers the Associate's Degree in Occupational Technology with the following majors:

[Major in General Technology](#)

[Major in Vocational Technical Education](#)

PUBLIC SERVICE

Associate's Degrees

Piedmont Technical College offers the Associate's Degree in Public Service with the following majors:

[Major in Criminal Justice](#)

[Major in Early Care and Education](#)

[Major in Human Services](#)

Certificate Programs

[Early Childhood Development Certificate](#)

[Infant Toddler Certificate](#) NEW!



Primary methods of delivery include but are not limited to:

- Traditional Lecture formats
- Internet Courses
- Weekend College
- Clinical/Laboratory experiences
- Piedmont Educational Network (PEN)
- Field/Co-op Work Experiences
- Independent Study

II.2 Key student segments, requirements and expectations.

Piedmont Technical College is an open door state supported college serving the largest region of South Carolina of any of its sister technical institutions. With a primary Mission of economic development, the college actively encourages students of all ages to develop their knowledge and skill base to insure educational opportunity and to further individual economic potential. The typical student at Piedmont is a direct mirror of the national trend in post secondary education, a female student, in her mid twenties, married, working and enrolled at the college.

II.3 Operation Locations

Piedmont Technical College serves the counties of Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda. Traditionally, Piedmont served these counties from Greenwood's [Lex Walters Campus](#).

In the 1990s, however, a major growth initiative provided for the construction of centers in the six outlying counties of the college's service area. For the first time, students in [Abbeville](#), [Edgefield](#), [Laurens](#), [McCormick](#), [Newberry](#) and [Saluda](#) could enjoy the convenience of a local campus where they could take courses and benefit from campus services.

II.4 Regulatory Environment under which the college operates.

South Carolina State Board for Technical and Comprehensive Education

This organization administers to Piedmont Technical College and its 15 sister institutions. In addition to administering to the college, the college also has a governing board, Area Commission. Recommended by their respective county councils or legislative delegations and appointed by the governor, commissioners serve for four-year terms. They have responsibility for activities that fulfill legislative requirements "to make available and operate adequate facilities; provide for adequate facilities; and conduct a program of technical education."

II.5 the Governance System

Serving the largest geographic area in the S.C. Technical College System, Piedmont's governing board comprises representatives from each of seven supporting counties. That representation is based upon the number of students enrolled from each county, and the authority of the commission is mandated by **Act 234 of the General Assembly of the State (May 24, 1963).**

In addition to reporting under the umbrella of the State Board for Technical and Comprehensive Education, the college adheres to the guidelines of the Southern Association of Colleges and Schools.

II.6 Key Suppliers and Partners

Over 25 public and private High Schools in the service region.

- Over 200 industry partners for credit and non credit training programs.
- World wide partners with students participating thru on line course work.

II.7 Key Competitors

Any public, private or proprietary institution providing Associate Degrees, Diplomas, Certificates or specialized non credit training within the seven county service regions.

II.8 Principle Factors that determine competitive success:

- Student enrollment
- Graduation rates
- Retention rates
- Quality programs and services
- Affordable student cost
- Quality Faculty, staff and Administrators.
- Up to date Facilities
- Innovation for Programs and Services
- Responsiveness to the needs of the region
- Job Placement of Graduates

II.9 Changes that significantly impact your competitive situation.

- Uncertainty of funding from year to year, forces the colleges to increase costs for students.
- Rapid expansion within the Health Industries force the college to expand services and programs without having funding support from the state to insure adequate up to date facilities and competent well trained faculty.
- The changing work place to one of service and health related vocations encourage innovations and increased program offerings.
- Technology changes daily. The college must have access to technology to insure the Mission and Vision is potent.

II.10 Performance Improvement Systems

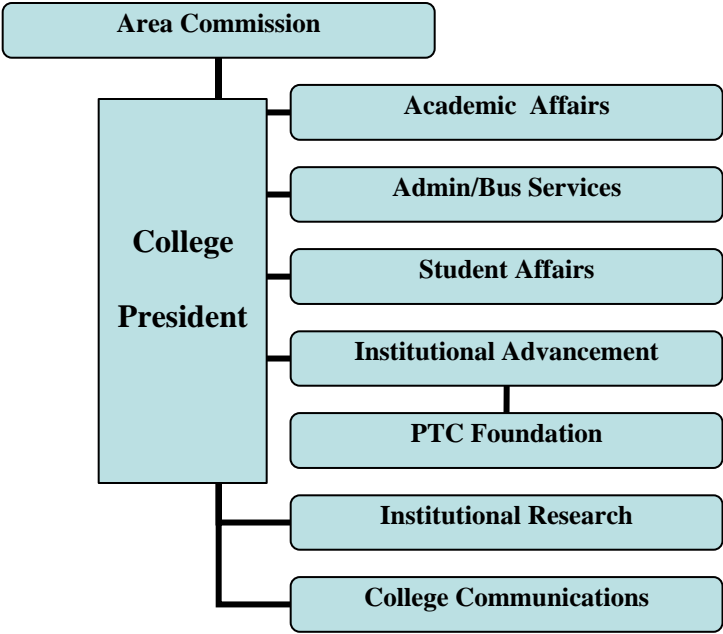
- Academic program reviews are conducted yearly.
- Performance Funding Measures on all aspects of the college are viable measures for success.
- Institutional Effectiveness Measures are documented yearly.
- Programs requiring, or benefiting from, third party accreditation is sought after vigorously.
- Open enrollment centers are established to provide direct student/customer service assistance.
- The use of on line (Internet) programs and services provide the college with 24/7 assistance and delivery of training.

II.11 Expenditures/Appropriations Chart ([see page 15](#))

II.12 Major Program Areas Chart ([see page 17](#))

II.13 Organizational Chart

Organizational Chart of Piedmont Technical College.



Section III: Senior Leadership, Governance and Social Responsibility

III.1 How *do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to student stakeholders as appropriate? How do their personal actions reflect a commitment to the organizational values?*

Each year, the College Leadership Team composed of the college President, Institutional Officers and Presidential Direct Reports collaborate with the college Area Commission and faculty and staff to adopt and review the vision and values of the college while supporting the college strategic goals. This process is verified and modified each year in a college wide planning session that provides an opportunity for college employees and stakeholders to provide input and feedback on initiatives. Final results are published in the college catalog, published on the college web site; published on the student web site and reviewed each semester with the area commission. In Addition, bi monthly planning sessions are conducted by the leader ship team where objectives are reviewed and areas for priority action are identified. Each member of the Leadership Team conducts sessions with their direct reports to insure appraisal evaluations support the vision and values of the college. The Leadership Team implements strategies to incorporate employee development opportunities into each associate's personal development plan/EPMS, scheduled employee meetings, departmental meetings and email messages.

III.2 How *do senior leaders promote and support an environment that fosters and requires legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?*

The college President, along with the Executive Leadership Team, actively works to encourage and support a working environment that focuses on the organizations' internal and external customers. The college President and his executive team continually focus on accountability. The recent trend of budget reductions and lower state revenues has put an increased emphasis on accountability to ensure that all funds are expended in the most efficient, goal-oriented manner. Senior leadership has in place a strong system of processes/directives that ensure that fiscal, ethical, legal and regulatory accountability is emphasized at regularly scheduled meetings.

III.3 How *do senior leaders create a focus on action to accomplish the organization's objectives, improve performance and attain our vision?*

Senior leaders review performance of objectives that support the College's strategic goals. These performance objectives are as well tied to the College President' performance review as well as senior leaders' EPMS reviews. Additionally, the College President and Director of Planning communicate with the Leadership Team and all college Personnel on a regular basis to review progress on priority issues. The Director Planning also meets with the Leadership Team members to provide quarterly and annual reporting on progress of priority issues. These results are then made available electronically to all faculty and staff.

III.4 *How do senior leaders create an environment for organizational, faculty, and staff learning?*

The college has institutional polices governing Professional and Staff Development. These include, but are not limited to, development programs for credit and non credit level that will enhance and develop the individual professionally. Professional Development is encouraged and supported through the College Foundation and incorporated on individual EPMS reviews.

III.5 *How do Senior Leaders promote and personally participate in succession planning and the development of future organizational leaders?*

The college actively participates in the nomination and support of individual for local community based leadership training programs; encourages and supports continued higher education for its personnel, and actively supports yearly nomination of individuals to participate in the SCTCS Leadership Academy and the USC Graduate School Leadership in Higher Education Certificate program.

III.6 How do Senior Leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward processes to reinforce high performance throughout the organization?

The key leadership of the college does not take the stance that motivation may be imposed but rather support a learning environment which encourages risk taking, creativity and innovation. To support these endeavors processes are in place that provide individual recognition and team recognition during monthly faculty staff meetings; innovation grant funding is available through the college Foundation to support the creative and innovative practices; nominations by the leadership for faculty, staff and administrator of the year awards and nomination by key leaders for faculty and staff members as Presidential Medallion winners which are awarded by the leadership during graduation ceremonies.

III.7 How does your organization evaluate the performance of your senior leaders and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The overriding issue are those objectives and goals which are driven by the Institutional Plan of the college. The College President reviews performance of objectives that support the Institutional Plan, which in turn supports the goals of the college president. These performance objectives are tied to the college president's review as well as the senior leaders' EPMS reviews. Additionally, the college president as well as his leadership team communicates with the college's Area commission on a monthly basis to review progress on priority issues and call special work team meeting with area commission members as needed. Each organizational office within the college incorporates performance reviews into the next year's action plans. Senior leaders also utilize employee suggestions to develop new ways to improve employee communications and performance. Based upon the reviews of leadership action plans goals and strategies for improvement are further built into the next years Institutional Operational Plan and tied back to the senior leadership member's EPMS review.

III.8 How does your organization address and anticipate any adverse impacts of its program offerings, services, and operation?

What is the key compliance related processes, goals, and measures? (Actual results are available in Category 7)
The overwhelming adverse impact upon programs, services and operation result in the inequities of funding over the past ten years. The college has been forced to, out source areas of operations and support; limit class offerings; control curricular expansion; and structure on going objectives and goals to meet the realities of the irregular changing funding patterns. Processes and measures are defined as internal reports which focus upon HC, FTE, Program quality/strength, Institutional Effectiveness and Performance Based Funding criteria.

III.9 How do senior leaders actively support and strengthen the communities in which your organization operates? Areas of emphasis for organizational involvement and support, and how leaders, faculty and staff, and the organization's students contribute to improving those communities?

Senior leadership meet on regular basis with county council members, economic alliance teams, serve on community boards; conduct media interviews (radio and television); speak to and become members of civic groups. Students through winning National scholarship competitions; participating and assisting with specialized camps for community youth; building a home through BCT each year; volunteering time in assisted living facilities, day cares, hospitals etc; mentoring new students and potential new students and being models of success for economic improvement. The function of "community" is directly supported in the Institutional Plan with the core values of the college, **Through Communities:**

"The college is responsible for cultivating educational and socio-economic opportunities, primarily within the seven county service regions, while expanding its role in the global community."

Category 2: Strategic Planning

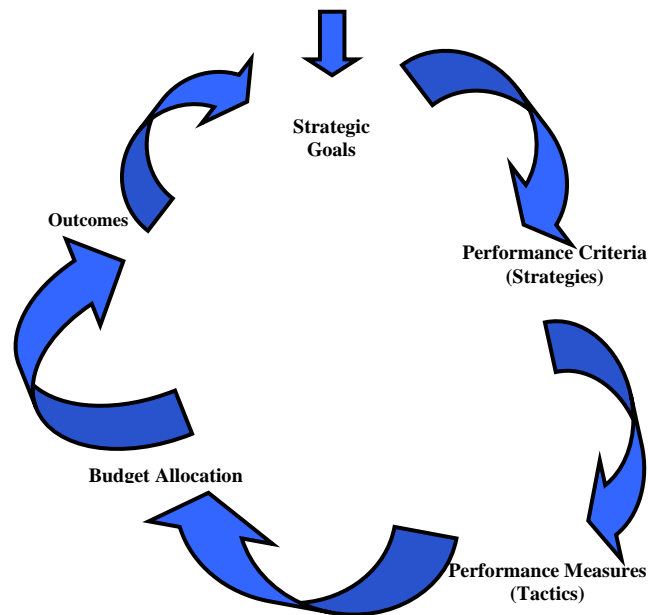
2.1 What is your strategic Planning Process, including key participants, and how does it address:

- a. Your organization's strengths, weaknesses, opportunities and threats.
- b. Financial, regulatory, and other potential risks
- c. Shifts in technology, student and community demographics, markets, and competition.
- d. Long term organizational sustainability and organizational continuity in emergencies.
- e. Your ability to execute the Strategic Plan.

Policy

It is the policy of Piedmont Technical College to develop an annual management plan which includes institutional goals, strategies, and tactics for work teams within the college.

Planning Loop: Mission Statement



Individual and organizational performance is enhanced when each work team knows with some precision what it is expected to accomplish. The duties of each work team are best understood when presented as a series of tactics to be achieved in a given period of time. Such understanding supports higher managerial performance by focusing the activities of each work team toward the achieving of tactics which are defined in the Institutional Plan. The work team's success is measured more accurately by performance in achieving those tactics than by attempting to assess nebulous personal characteristics. In such a system of management,

Individuals may work with relative independence, their efforts guided by the Institutional Plan. This is conducive to maximizing satisfaction derived from personal accomplishment and facilitating professional development. The work team leaders play essentially a supporting role in helping subordinates accomplish their tactics. Practices to carry out this philosophy are not appendages to any pre-existing system of management. The installation of this system of management is a developmental project which can proceed toward full operational status at the pace at which it is understood and accepted by all concerned.

All supervisors or others designated by the Institutional Officers as being responsible for work team management should observe the practices and procedures as described above. The tactics established for each work team shall be in support of overall divisional and/or institutional tactics. The success of each work team will be measured by the degree to which it shall accomplish assigned tactics insofar as this realization is within the team's ability to control. Institutional strategies

and tactics will be developed each year to move the institution towards accomplishment of its goals as approved by the Area Commission.

During the period of February 15 to July 1 of each year, modifications of the college Goals, Mission, Values, and Beliefs will be adapted as needed by an administrative planning team and the college's Area Commission. This final document will be compiled by the Director of Institutional Planning and reviewed by the Institutional Officers (Work Team Leaders). Prior to final completion and approval, each operational tactic will be reviewed by the Vice President of Administrative Services to ensure adequate funding is available for implementation of each tactic. The final document will be approved by the college President and the college's Area Commission prior to July 1 of each year.

As each given tactic is costed out from the college's anticipated budget, new additional costs may arise. Once funding has been established from the state, adjustments or modification of the institutional plan may be made due to funding patterns or documented evidence of initiatives that may be needed to support the service region. It is apparent the Institutional Plan is a fluid document but flexibility is needed to insure responsiveness to change is built into the overall plan.

2.2 How do you evaluate and improve your strategic planning process?

During the course of the year, periodic consultations will be held by the Administrative Planning Group, director of Planning and the College President to assess progress in meeting institutional tactics. In these consultations, tactics may be modified or dropped as changing circumstances warrant; or, if new opportunities are presented, new tactics may be added. These meetings will also provide opportunities for the work team leaders to provide counsel and to seek guidance as to how they might accomplish their assigned tactics. In addition to these ad hoc sessions for feedback and collaboration, each work team will schedule progress reviews of results against targets individually, with each work team reporting directly to its leader in the latter half of September, December, March, and June of each year.

A review of overall organizational performance in meeting institutional tactics will be conducted by the Administrative Planning Group of the college with recommendations made to the college president. These recommendations may add additional tactics to the following year's institutional plan. The president will make all final decisions regarding the progress of the organizational plan. The activities of each work team leader will essentially consist of identifying tactics, restructuring the team organization as necessary, jointly setting tactics with the work team members who report to him/her, measuring results, and giving assistance.

2.2 Key strategic objectives. (See chart below)

2.3 What are your key action plans/initiatives? (see chart below)

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Instruction 1.0	Strengthen the skills of individuals to further enhance their economic development.	Prepare a trained and competent work force with a commitment to lifelong learning	7.11, 7.12, 7.13 7.31,7.33,7.34
Instruction 1.1	Establish collaborative responsive partnerships with industry, community and other educational entities for designing programs/services that empower learning and skill development.	Offer relevant, quality educational programs and services	7.22, 7.23,7.25,7.35, 7.61,7.63
Instruction 1.2	Expand Instructional technology to diversify the educational market place to the global region	Expand access to educational opportunity and training through the use of technology	7.12.4, 7.24
Instruction 1.3	Be the college of choice for all individuals in the service region	Support the Mission and Vision of the college, by achieving a broad base of understanding and support as the preferred educational provider in the service region	7.12.1, 7.12.2,7.12.5,7.15, 7.21

2.5 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans? Each work team leader provides written progress reports to the Administrative Planning Team during quarterly Planning Update Review sessions. Should adjustments and/or modifications be required, it is at that time the Plan is adjusted. Resources are allocated based upon preliminary/anticipated state funding during the post development of the strategic plan. Should funding be such (threat), that cost exceeds budget allocation, the initiative may be tabled for one year, grant funding may be sought or if a priority initiative is identified, budget cuts or adjustments may be made to ensure initiative is met.

2.6 How do you communicate and deploy your strategic objectives, action plans and related performance measures? Year-end results will be published and disseminated to each institutional officer, academic dean, and department head, staff director/associate dean and a copy placed within the college's main library and the college web site. All employees of the college receive a copy of the institutional plan at the start of the new academic year.

2.7 How do you measure progress on your action plans? Measures are both qualitative and quantitative and reviewed during the update review sessions.

2.8 How do your strategic objectives address the strategic challenges you identified in your organizational profile? Each objective is a measurable objective in direct support of the strategic challenges faced by the college.

2.9 If the organizations strategic plan is available to the public through its internet homepage, please provide an address for that plan. http://www.ptc.edu/about_ptc/mission.htm

Program Number and Title	Major Program Area Purpose (Brief)	Major Program Areas		Key C Referen Financial
		FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	
II. A., B., & E. Instructional Programs	Provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduate with and Associate Degree, Diploma or Certificate.	State: 8,865,212.00 Federal: 1,386,246.00 Other: 19,002,737.00 Total: 29,254,195.00 % of Total Budget: 100%	State: 9,378,939.00 Federal: 1,433,596.00 Other: 18,571,653.00 Total: 29,384,188.00 % of Total Budget: 100%	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
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Below: List any programs not included above and show the remainder of expenditures by source of funds.
 NA

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 15,071,979	\$ 7,231,816	\$ 16,123,204	\$ 7,513,266	\$ 15,735,720	\$ 6,982,652
Other Operating	\$ 10,106,853		\$ 8,734,782		\$ 9,791,101	
Special Items			\$ 350,000	\$ 350,000		
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 3,693,483	\$ 1,633,396	\$ 3,871,581	\$ 1,515,673	\$ 3,392,942	\$ 1,955,142
Non-recurring	\$ 381,880		\$ 314,621		\$ 308,131	
Total	\$ 29,254,195	\$ 8,865,212	\$ 29,394,188	\$ 9,378,939	\$ 29,227,894	\$ 8,937,794

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		\$ 350,000
Capital Reserve Funds		
Bonds		

Category 3: Student, Stakeholder and Market Focus

- 3.1 *How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?*** The college's customers are determined by the college's enabling legislation. The legislated mission determines general customer requirements; however, constant contact with our service area citizenry, industries and county councils provide the college with information on suggested needs and changes that would be specific for one or more of our counties within the service region. Through constant student and employer feedback, we identify changes in content and methods of delivery. We do this by building positive working relationships across agencies and organizations through active participation and collaboration projects.
- 3.2 *How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?*** Information from employers, boards of visitors and curriculum advisory committees is shared with internal college leadership team and the curriculum development office, to encourage discussion and identification of ways to improve services or programs. In addition, our economic development division, CATT, constantly monitors each training program for employer feedback. CATT also keeps in constant touch with the Department of Commerce and local economic development organizations. Relative importance is a direct relation to job enhancement and development within the service region.
- 3.3 *How do you use information from current, former and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?*** Information gained from employers, advisory committees, current student surveys, alumni surveys and boards of visitors allows the college to identify where changes or innovation in services must occur. The college, through its strategic planning efforts uses feedback from a myriad of external and internal sources to determine areas for emphasis. For example, the college initiated a Pottery program in Edgefield, SC, to enhance the local economy of the area and meet the needs and requests of the constituents and leaders of the area. Based upon needs assessments, county council feedback and resident interest, this massive economic revitalization was incorporated, planned and developed within the confines of the college's strategic plan for 2005.
- 3.4 *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?*** The college undertakes a rigorous assessment process that includes student assessments which focus upon: registration, general education, graduation processes and college services, student advisement, instructor evaluations and graduate follow up with students and employment status of graduates. The college also includes surveys, yearly, for all members of Curriculum Advisory members to gauge their levels knowledge on curricular need and trend or skill sets related to the world of work.
- 3.5 *How do you build positive relationships to attract and retain students and stakeholders, enhance student performance, and to meet and exceed their expectations for learning?*** Positive experiences for all prospective and current students are based upon personal interaction and creating an environment that is helpful, student oriented and designed to be of the utmost assistance to the student. Regularly scheduled visits to High Schools, Industries, Civic Groups and church groups assist in delivering a positive caring verbal mission to all in the service region. The college continually does more than is anticipated or expected to foster this culture of caring and learning.

Category 4-Measurement, Analysis, and Review of Organizational Performance.

4.1 How do you select which operations, processes, and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans? The Institution's strategic plan identifies the key measurements used by the college to analyze performance. All measures are tied to Piedmont's mission of providing learning opportunities that promote the economic and human resource development of the service region. Piedmont reports to CHE and SBTCE on critical success factors and performance indicators as required by Act 359 of 1996. The technical colleges are measured on their performance on eight indicators within five critical success factors, including the following: mission focus, quality of faculty, classroom quality, institutional cooperation and collaboration, and graduates' achievements. In addition, earlier legislation focusing upon Institution Effectiveness has a developed time table for review of Academic programs and Services of the college. Internal reports are provided weekly to the college leadership team which focuses upon student learning and outcomes.

The Center for Accelerated Technology Training utilizes teams to identify and develop specific areas for performance analysis in the delivery of workforce development training programs.

4.2 How do you use data/information analysis to provide effective support for decision making throughout your organization? Weekly and Semester internal reports are provided to the college's Leadership Team. These reports focus upon student learning, outcomes and action plan performance. During regularly scheduled planning and review meetings the college leadership will undertake the review of the data/informational reports and implement change where needed; expand services/operations or immediately remedy deficient or areas needing improvement.

4.3 What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions? The college collects data relating to student enrollment, student completions, facilities, courses, and faculty consistent with data reported to the Commission on Higher Education and collected by the Southern Regional Education Board (SREB) and the National Center for Education Statistics (NCES). Key measures are, but are not limited to,: retention, demographic growth, graduation rates, enrollment/FTE growth by program; county support (fiscal and student); Institutional Effectiveness Criteria; Performance Funding Standards and maintaining SACS standards.

4.4 How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making? As initiatives and priorities are identified, the college collects comparative data for the purposes of planning and evaluation. Piedmont uses SREB NCES and internal historical data in analyses for comparability to other two-year public higher education institutions in the southern region and the nation. Information gathered in analyzing performance is useful in spotlighting strengths and weaknesses and is used to update the strategic plan.

4.5 How do you ensure data integrity, timeliness, accuracy, security and availability for decision making? The college's main data/information clearinghouse of data is the Office of Institutional Research. Data collection to be used for decision making is taken from a live data base. The data base consists of Student Warehouse information and is organized based upon the fields and priorities utilized for strategic planning and the action plans of the Leadership Team. All reporting is based upon the live data prior to extraction of data to SBTCE and CHE. Security is based upon internal policies mandating standards for security and all reporting has back up systems to insure integrity of data. Extracted data is considered frozen in time upon submission to SBTCE and all reporting is generated from this frozen data base to insure comparability and accuracy of data.

4.6 How do you translate organizational performance review findings into priorities for continuous improvement?

Once data summaries and reviews have been conducted the college reviews the success of findings during regularly scheduled updates on organizational performance. During these reviews, it may be noted that an objective has been met but may require further expansion and detail and be placed as a priority for further action or an objective may not have been met due to time constraints, funding, etc and may be elevated to a higher priority for the upcoming year or implemented as one time Task Force objective. Task Forces are appointed by the President and have a given time frame for conclusion of results.

4.7 How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

The college places emphasis on the collection, transfer and maintenance of accumulated employee knowledge on a priority order based on projected retirements or division re-organizations. The college, as with other colleges, is faced with a number of retirements over the next five years. The college and the SC Technical College System have recognized the wealth of knowledge possessed by employees and has begun documenting processes. The college is participating with the SBTCE who has partnered with the University of South Carolina to offer a graduate certificate in Community College Leadership. Students who complete this program can apply credits earned toward a Masters or Doctorate at the University. Additionally, selected individuals participate in leadership sessions where System leaders including presidents and vice presidents teach specific skills in areas such as finance and budget preparation, legal issues, regulatory issues and human resource planning. The purpose is to prepare a ready pool of individuals with institutional knowledge so that they are prepared to advance into higher management.

Category 5: Faculty and Staff Focus

5.1 How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies and action plans? How do you evaluate and improve your organization and HR processes?

The college actively supports a culture which is designed to be flexible; innovative and student centered. Approved objectives and strategies are shared and implemented through out the college. Faculty and staff have developed, and received Professional Development, and utilized team approached to teaching and learning. The current IS infrastructure affords faculty and staff to electronically share information with college peers and students. HR provides guidance and counsel to managers at the college, to assure compliance with all applicable state and federal guidelines and adherence to sound human resource management principles.

5.2 How do you organize and manage work to promote cooperation, initiative, empowerment, innovation and organizational culture?

Professional Development Series, coordinated by the college Foundation, has been developed to provide the base for continuous training and development while addressing the organization as well as the personal needs of employees. The purpose of the Professional Development Training is designed to serve as a management tool for promoting, developing, managing, and enhancing employee performance by empowering employees to reach their full potential. It further serves as the foundation for implementing and aligning training and development initiatives with agency objectives in an effort to build and maintain a work environment and an employee support climate conducive to performance excellence in organizational practices. This professional development plan introduces the concept of individual development plans for all associates while creating awareness for team teaching, mentoring and electronic teaching/learning environments.

5.3 How do you achieve effective communication and knowledge/skill/best practices sharing across departments, jobs, and locations.?

The college has in place an electronic network capable of sending video to all outlying centers in our Service region. Participation in meetings and group activities may be utilized through this electronic environment. Through the use of electronic educational portals, faculty/staff and students may interact with one another and share Information. In addition, all faculty/staff are encouraged to support and participate in college committees. These Committees present a cross cultural representation of departments and job skills.

5.4 How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the action plan? Managers/Supervisors are encouraged to use the Employee Performance Management System as a tool in establishing clear performance expectations for employees. This system allows managers and supervisors to agree upon meaningful objectives that directly benefit the employee and the organization. Employees are encouraged during the planning stage to identify and seek higher levels of performance.

The EPMS review not only encourages participation, but more clearly defines how each employee, in the scope of his or her responsibilities contributes to the achievement of the college mission. Additionally, increased knowledge and productivity is supported through the establishment of individual training plans completed at the time of developing the employee's EPMS planning stage.

5.5 How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff through out the organization? The college places emphasis on the collection, transfer and maintenance of accumulated employee knowledge on a priority order based on projected retirements or division re-organizations. The college, as with other colleges, is faced with a number of retirements over the next five years. The college and the SC Technical College System have recognized the wealth of knowledge possessed by employees and has begun documenting processes. The College is participating with the SBTCE who has partnered with the University of South Carolina to offer a graduate certificate in Community College Leadership. Students who complete this program can apply credits earned toward a Masters or Doctorate at the University. Additionally, selected individuals participate in leadership sessions where System leaders including presidents and vice presidents teach specific skills in areas such as finance and budget preparation, legal issues, regulatory issues and human resource planning. The purpose is to prepare a ready pool of individuals with institutional knowledge so that they are prepared to advance into higher management.

5.6 How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills? Managers/Supervisors are encouraged to use the Employee Performance Management System as a tool in establishing clear performance expectations for employees. This system allows managers and supervisors to agree upon meaningful objectives that directly benefit the employee and the organization as well as incorporation of the newly acquired skills and knowledge received in Professional Development. Series, coordinated by the college Foundation, has been developed to provide the base for continuous training and development while addressing the organization as well as the personal needs of employees. The purpose of the Professional Development Training is designed to serve as a management tool for promoting, developing, managing, and enhancing employee performance by empowering employees to reach their full potential.

5.7 How do you motivate faculty and staff to develop and utilize their full potential?

- Providing tuition assistance to employees seeking job related educational/training/career development opportunities;
- Placing value on employee performance by maximizing available dollars to award performance increases;
- Using the Employee Performance Management System to recognize employee performance and to identify areas for improvement to assist the employees in maximizing their value to the organization;
- College social and planning group meetings to enhance morale, motivation and communication;
- Promoting from within where possible;
- Encouraging professional development of employees through the establishment of annual individual professional development plans;
- Awarding an Administrator, Faculty and Staff of the Year Award for an outstanding associate who has established a reputation of doing an outstanding job when performing routine day-to-day work activities.

5.8 How do you maintain a safe, secure, and healthy work environment?

- Development and rehearsal of disaster and/or emergency management plans.
- Participation in state sponsored wellness and health screening activities.
- Confidential and professional counseling may be arranged through the HR office.
- Security cameras located throughout the campus and key building areas.
- Availability of Security personnel.

5.9 What assessment methods and measures do you use to obtain information on faculty and staff well being, satisfaction and motivation?

This is a new college wide initiative that has been developed into the Institutional Plan for the college in 2006-2007 and will be reported on during the next Baldrige reporting cycle.

5.10 How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

This is a new college wide initiative that has been developed into the Institutional Plan for the college in 2006-2007 and will be reported on during the next Baldrige reporting cycle.

Category 6: Process Management

6.1 How do you determine, and what are your key learning-centered processes that deliver your educational programs, offerings, and student services?

Through active listening of governmental, educational, and civic groups within our seven county regions, the college adopted these delivery modes to increase opportunity for education:

- Establishment of an Educational Center within each of the counties served by Piedmont Technical College.
- Traditional lectures classes
- Internet Classes
- Dual Enrollment opportunities for service region high school students.
- Streaming video (PEN Network)
- Weekend college
- Contract training for Industries
- Hybrid Courses: half traditional, half internet based

6.2 How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key learning-centered process requirements? With needs assessments, active listening, and brain storming sessions with constituencies from industry, education, civic and local government, the college attempts to deliver quality educational and support services to the residents of the region in a varied, efficient and cost effective manner.

6.3 How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors such as cycle of time, into process design and delivery? As new technology has a faster cycle of time than it did in the past, the college must continually seek additional funding from out side sources to remain current, innovative in creating value based designs to meet area needs and the needs of South Carolina. The college attempts to remain current and continually expand its organizational knowledge through upgrading personnel in the newest and most affective methods of design and delivery.

6.4 What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day to day operation of these processes ensure meeting key performance requirements? The college has developed a process for reviewing effectiveness issues in the Associate Degree programs. During the summer of 1999, a detailed student warehouse data System was developed to prepare quantifiable "Program Review" data summaries.

These summaries, prepared each academic term, present a snapshot of each associate degree program in terms of:

- Headcount
- Average Credit Hours/Student
- Retention
- Average Course Load/Student
- Demographic Profiles
- Enrollment Status (FT/PT)

In addition to the above “review” data, academic program coordinators, with their academic deans, prepare a capsulated profile that not only considers the program review data but also includes survey trends (employers and students), graduation rates, and improvement or recommendations. This summary is reviewed and discussed with the Academic Dean, the Vice President for Educational Affairs, and the Office of Institutional Effectiveness. The end result of this activity is to prescribe an action plan for each academic program that will build on successes and attempt to remedy areas needing improvement. The overall process has become integrated within the day to day operation of the college and is a seamless, noninvasive process that is continual and functional.

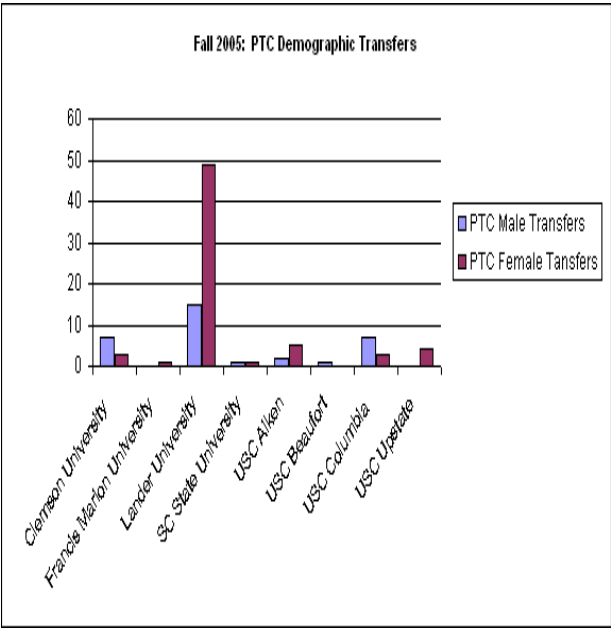
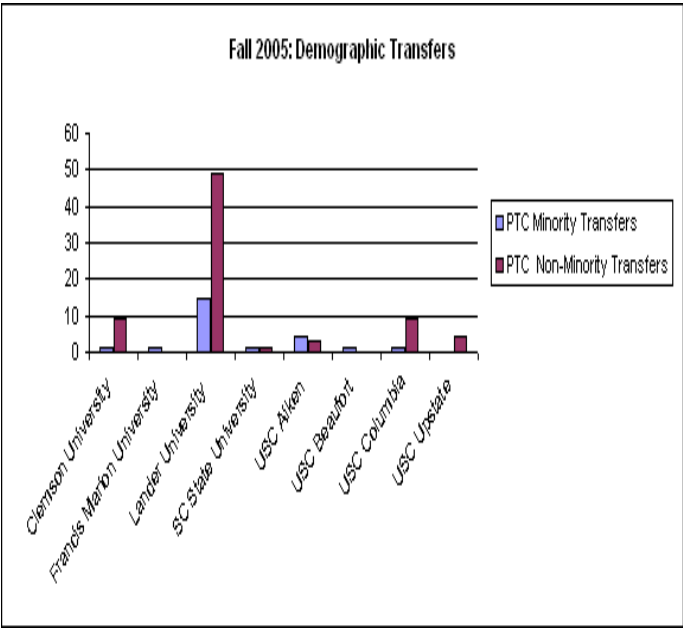
6.5 *How do you systematically evaluate and improve your learning centered processes?* (Please refer above to 6.4 for Additional information.) In addition, the college undertakes systematic process as earmarked by Institutional Effectiveness Legislation and the Performance Based Funding Legislation, to further gather data to initiate change and improvements in educational offerings as well as assess effectiveness of delivery modes.

6.6 *What are your key support processes, and how do you evaluate, improve, and update these processes to achieve better performance?* In reference to the Organizational Chart in 2-13 above, Each area, Student Development, Institutional Advancement, Administrative/Business Services, The Foundation, Institutional Research and College Communications is evaluated, improvements made where needed and redefined process implemented, where necessary, to insure student success and student opportunity is maximized. Managers/Supervisors are encouraged to use the Employee Performance Management System as a tool in establishing clear performance expectations for employees. This system allows managers and supervisors to agree upon meaningful objectives that directly benefit the employee and the organization. Employees are encouraged during the planning stage to identify and seek higher levels of performance.

6.7 *How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education related initiatives?* During the initial planning stages for a strategic plan, all new items for inclusion in the plan are costed out based upon best estimate for the upcoming year. Should fund be less than expected, items may be cancelled or alternative funding sources explored. During the course of the academic year, the Vice President for Administrative Services briefs the Area Commission monthly as to budget status and monitors departmental budgets on a bi weekly or as needed basis to insure cost benefit if functional. Preliminary MRR formula worksheets provide the vice President with the necessary guidance in supporting/planning for the upcoming year’s action plans and possible shortfalls. As was mentioned in Category 1, the major “threat” to the college is the uncertainty of regular formula funding.

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

7.11 PTC Student Transfers to Four Year Colleges/Universities (data source 2005 IE Report)



**Fall 2005: PTC Transfers based upon Number of Credit Hours Taken At PTC
and Their Fall Term GPA At The Host Four Year College/University**

<u>College/University</u>	0-29 credit hours		30-59 credit hours		60+ credit hours	
	Number of		Number of		Number of	
	Students	Average	Students	Average	Students	Average
	<u>0-29</u>					
	<u>Cr.Hrs.</u>	<u>GPA</u>	<u>30-59 Cr.Hrs.</u>	<u>GPA</u>	<u>60+ Cr. Hrs</u>	<u>GPA</u>
Clemson University	1	2.00	5	2.16	4	3.00
Francis Marion University	0		0		1	2.13
Lander University*	5	0.26	22	2.72	19	2.93
SC State University	2	2.22	0		0	
USC Aiken	3	2.20	4	2.31	0	
USC Beaufort	1	0.00	0		0	
USC Columbia	2	1.10	4	2.54	4	2.50
USC Upstate	1	0.33	1	4.00	2	4.00
Total	15		36		30	

***=does not include AA/AS
Graduates. (18 graduates
with an average GPA of
2.89)**

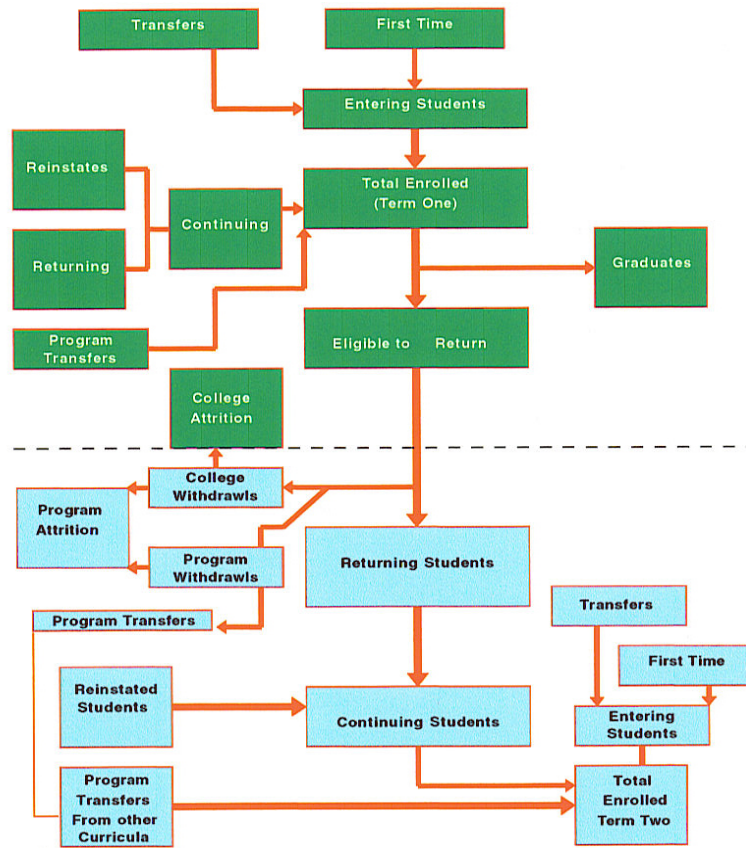
7.12 Retention as a key measure of Student Learning

Once you have operationally defined a process, it then becomes a functional property. As a functional property, it becomes something you can actually see; it has shape, scope and form. It was with this premise in mind that the IR office published its definition of retention in support for the process of measurement.

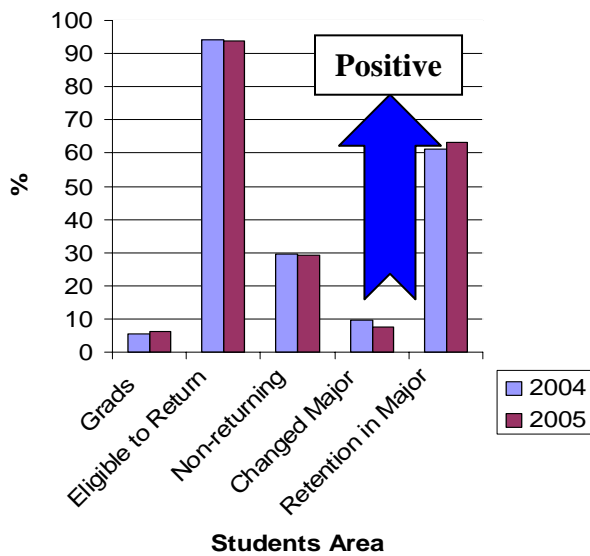
“Retention: a series of levels at which students and the college persist and work together to fulfill goals.” This is a very functional and measurable definition for retention but in so defining this as functional, several views of retention must be moved aside:

1. There is no single one number which should used to assess an institution’s retention.
2. Retention is a partner ship between the institution and the student. An Institution’s Goals must be student centered or retention efforts will be severed. (The Lemming Exodus Syndrome).
3. Often times, the word retention actually is used to define “success” or “persist”. The word persist describes the functional aspect of retention (the process) while success may be used as the functional end. (The product). Individual student success would be an evasive beast to capture in that each individual’s functional definition of success is entirely different and would require capturing an individual’s initial goal and updating goals in a timely manner throughout their educational tenure at the college.

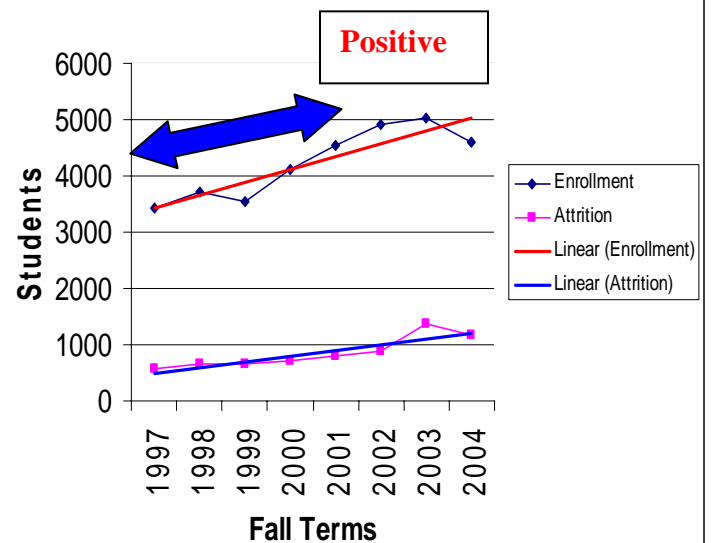
Student Flow Model



College Percentage Rates For Student Retention



1997-2004 Fall Term Enrollments With Attrition From Fall to Spring



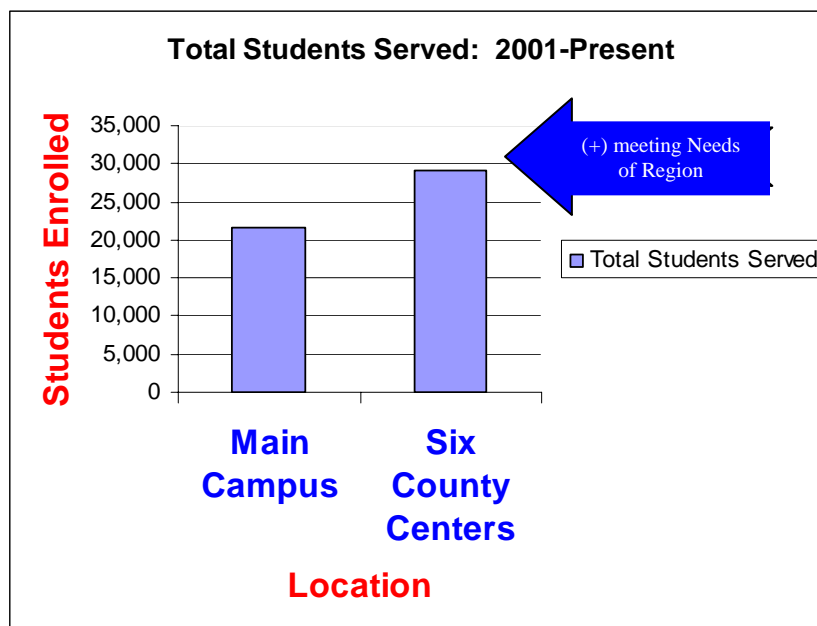
Minority Retention Summaries by Technical Colleges

<u>College</u>	<u>Retention %</u>
Aiken Tech	35.6%
Central Carolina Tech	50.3%
Denmark Tech	95.8%
Florence-Darlington Tech	46.4%
Greenville Tech	27.7%
Horry-Georgetown Tech	27.7%
Midlands Tech	40.9%
Northeastern Tech	49.6%
Orangeburg-Calhoun Tech	60.3%
<u>Piedmont Tech</u>	<u>39.0%</u>
Spartanburg Tech	32.8%
Tech College of the Low Country	48.9%
Tri-County Tech	18.6%
Trident Tech	32.8%
Williamsburg Tech	71.0%
York Tech	28.6%
Sub total Technical Colleges	36.6%

A 4% increase
over previous
year (rank 9th).
Positive Growth

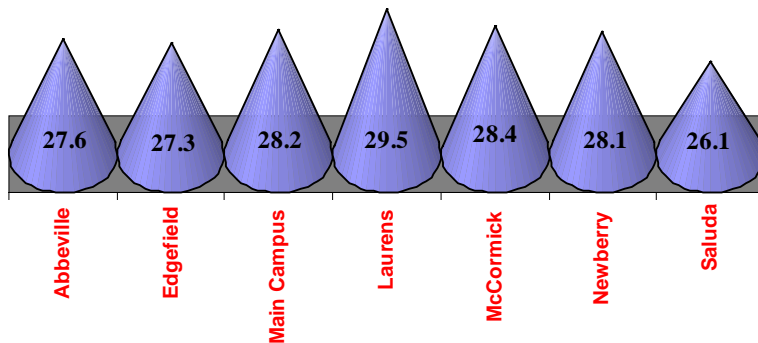
7.12 The Service Region and County Centers of The College

7.12.1 Students Served in Region

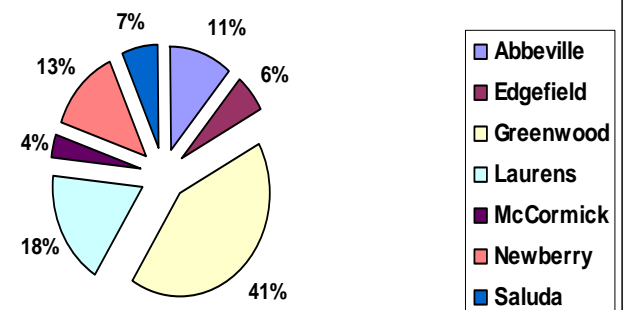


7.12.2 Average Age of Students and Residency of Service Region Students

Average Age of Students Served By All Locations of Piedmont Technical College: 2003-2005

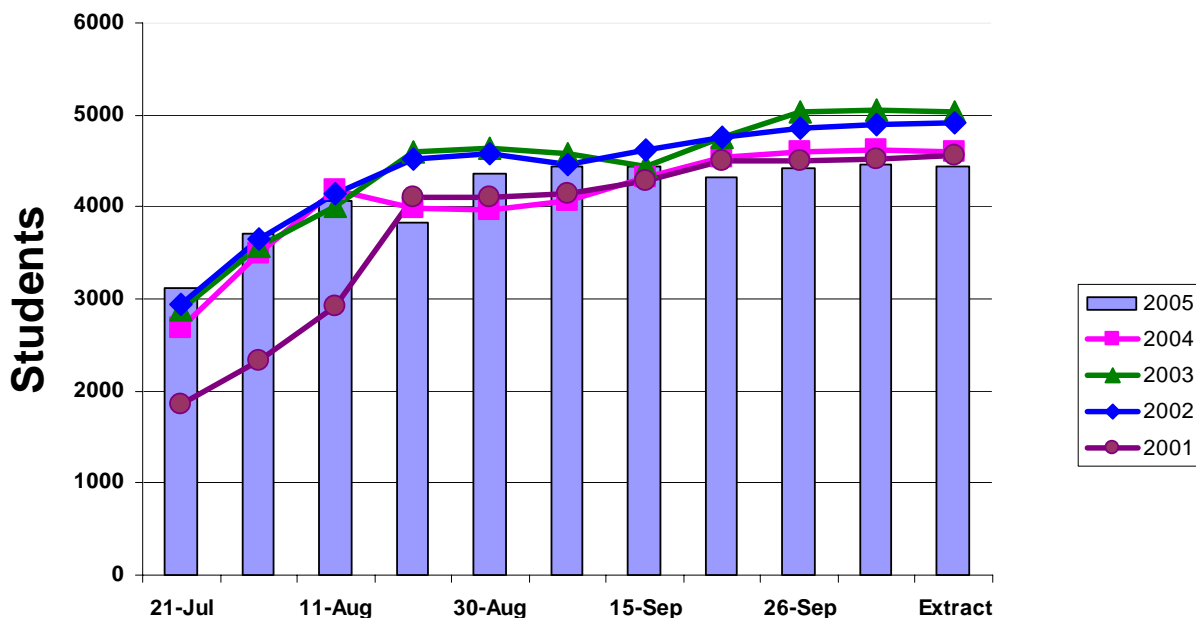


Fall 2005: Credit Students From Service Region

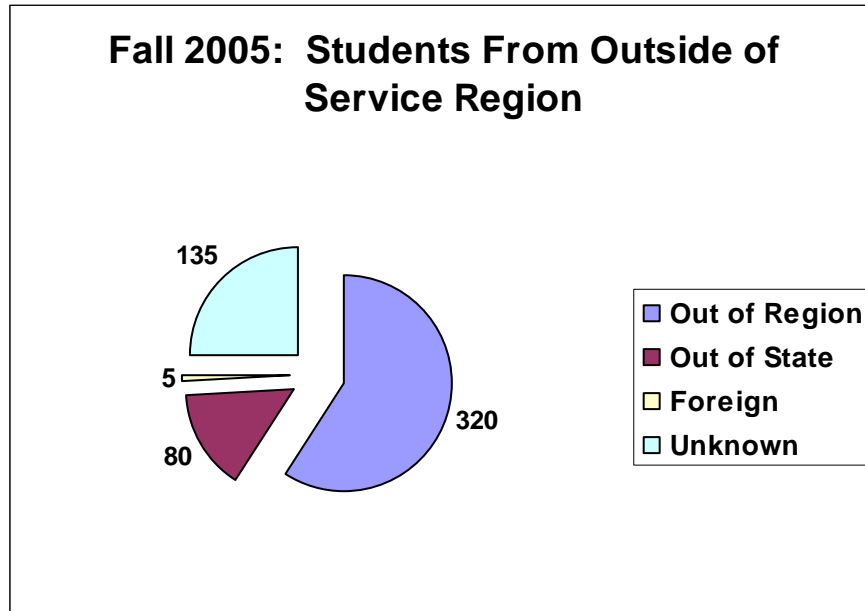


7.12.3 Registration Patterns of Students 2001-2005 Fall Terms

Fall Term Registration Patterns: 2001-2005

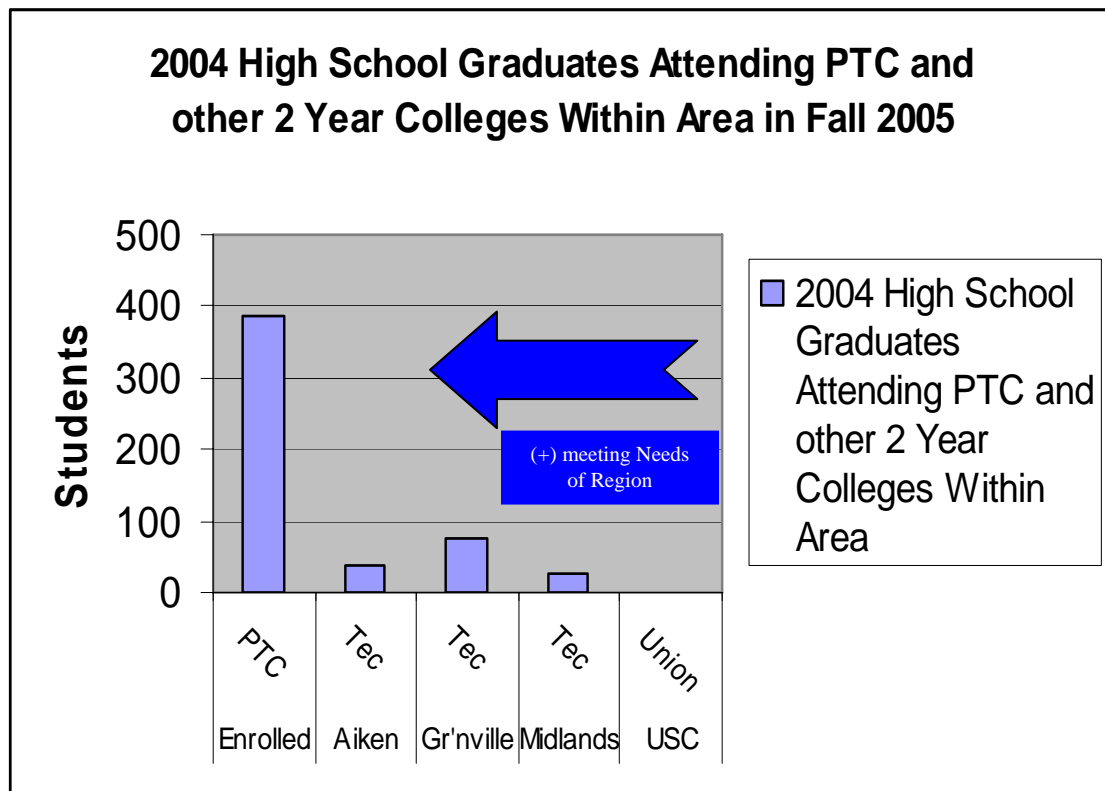


7.12.4 Students From Outside of Service Region Fall 2005



The college maintains a 90% enrollment from the college's legislated service region. Unknown students are those who declined to answer residency questions and thus tuition was based upon out of service region status.

7.12.5 2004 High School Graduates Attending PTC and other Two Year colleges Within Area in fall 2005



7.13 Overall Passing Percentage on Professional Examinations by Year for SC's Public Institutions

	Percentage Passing Examinations taken from April 1 to March 31				Difference		
	2004-05	2003-04	2002 - 03	2001-02	2003-04 to 2004-05	2002-03 to 2003-04	2001-02 to 2004-05
Research Institutions							
Clemson	86.4%	92.4%	89.5%	87.7%	-6.0%	2.9%	-1.3%
USC Columbia	90.5%	90.7%	90.9%	94.5%	-0.2%	-0.2%	-4.0%
MUSC	92.9%	88.7%	89.6%	90.8%	4.2%	-0.9%	2.1%
Teaching Institutions							
Citadel	80.2%	78.5%	80.7%	78.1%	1.7%	-2.2%	2.1%
Coastal Carolina	86.0%	85.7%	91.1%	89.4%	0.3%	-5.4%	-3.4%
College of Charleston	94.2%	92.2%	93.2%	91.7%	2.0%	-1.0%	2.5%
Francis Marion	64.1%	98.5%	88.7%	80.1%	-34.4%	9.8%	-16.0%
Lander	77.8%	79.5%	91.8%	90.7%	-1.7%	-12.3%	-12.9%
SC State	81.7%	96.3%	82.7%	78.8%	-14.6%	13.6%	2.9%
USC Aiken	92.1%	88.8%	84.8%	87.1%	3.3%	4.0%	5.0%
USC Beaufort	N/A	N/A	N/A	N/A			
USC Upstate*	85.4%	89.3%	89.2%	80.8%	-3.9%	0.1%	4.6%
Winthrop	95.5%	91.2%	94.3%	92.0%	4.3%	-3.1%	3.5%
Two-year Branch Campuses							
USC Lancaster	92.3%	80.0%	84.6%	90.9%	12.3%	-4.6%	1.4%
USC Salkehatchie	N/A	N/A	N/A		N/A	N/A	N/A
USC Sumter	N/A	N/A	N/A		N/A	N/A	N/A
USC Union	N/A	N/A	N/A		N/A	N/A	N/A
Technical Colleges							
Aiken	88.2%	95.0%	75.8%	100.0%	-6.8%	19.2%	-11.8%
Central Carolina	93.1%	91.2%	89.3%	91.8%	1.9%	1.9%	1.3%
Denmark	75.0%	85.0%	93.9%	80.0%	-10.0%	-8.9%	-5.0%
Florence-Darlington	88.0%	94.4%	94.1%	96.3%	-6.4%	0.3%	-8.3%
Greenville	90.5%	89.4%	88.1%	88.4%	1.1%	1.3%	2.1%
Horry-Georgetown	77.8%	90.6%	89.7%	87.5%	-12.8%	0.9%	-9.7%
Midlands	98.2%	94.6%	96.7%	91.4%	3.6%	-2.1%	6.8%
Northeastern	85.7%	92.9%	93.3%	70.6%	-7.2%	-0.4%	15.1%
Orangeburg-Calhoun	89.9%	91.8%	92.0%	87.6%	-1.9%	-0.2%	2.3%
Piedmont	81.4%	86.2%	83.1%	88.6%	-4.8%	3.1%	-7.2%
Spartanburg	88.0%	82.4%	88.6%	82.1%	5.6%	-6.2%	5.9%
Tech Coll. of LowCountry	90.2%	98.3%	93.4%	93.1%	-8.1%	4.9%	-2.9%
Tri-County	73.1%	86.8%	82.0%	91.4%	-13.7%	4.8%	-18.3%
Trident	89.1%	87.3%	91.5%	90.9%	1.8%	-4.2%	-1.8%
Williamsburg	100.0%	100.0%	N/A	50.0%			50.0%
York	98.7%	98.4%	92.5%	95.3%	0.3%	5.9%	3.4%

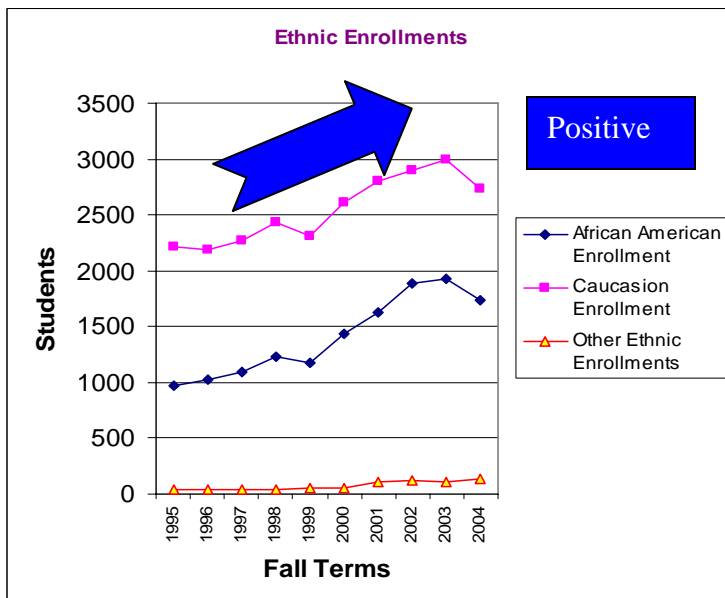
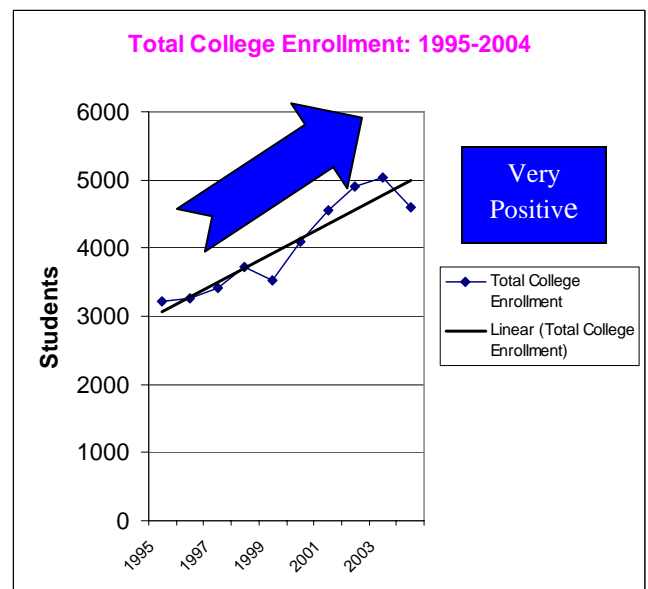
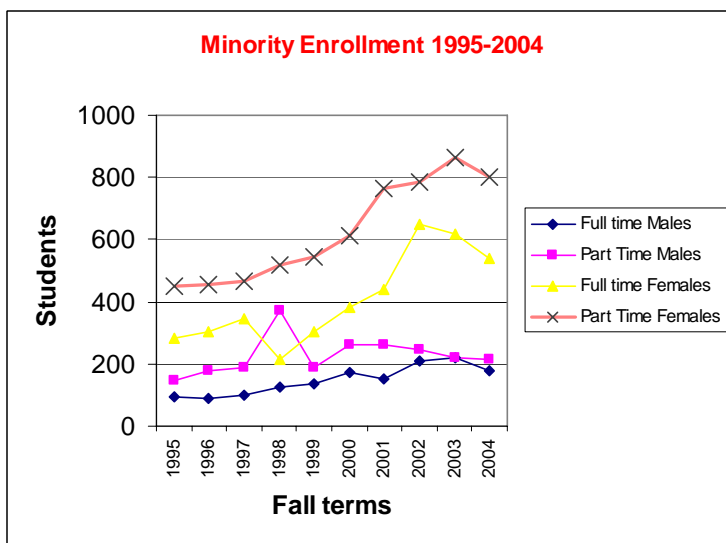
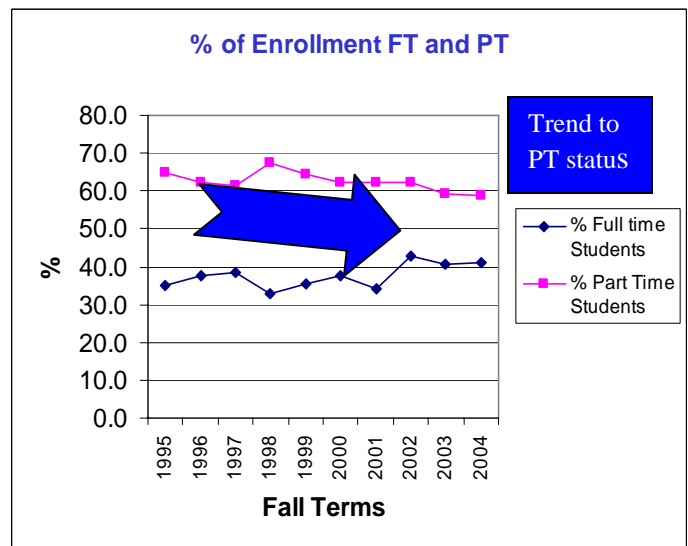
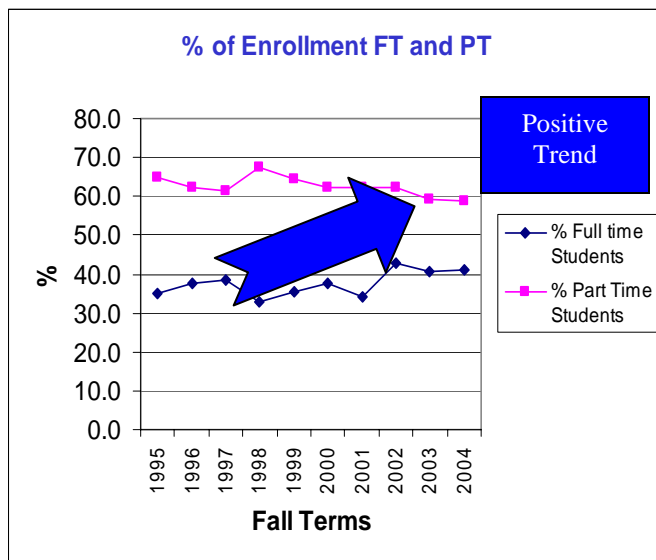
7.14 Three Year Totals and Average Yearly Contact Hours By Service Region: 2003-2005



<u>County</u>	<u>Three Year Total Contact Hours</u>	<u>Average Contact Hrs.</u>	<u>3 Year Average</u>
Abbeville	684,301	228,100	11.9%
Edgefield	279,706	93,235	4.7%
Greenwood	2,523,037	841,012	42.2%
Laurens	1,167,420	389,140	19.6%
McCormick	204,043	68,014	4.0%
Newberry	740,872	246,957	12.2%
Saluda	332,857	110,952	5.6%
Total	5,932,236	1,977,412	100%

7.15 Historical Enrollment of Piedmont Technical College (see next page)

African Americans							Caucasians							Other							Total
Males		Females					Males		Females					Males		Females					College
PT	Total	FT	PT	Total	Sub Total	FT	PT	Total	FT	PT	Total	Sub Total	FT	PT	Total	FT	PT	Total	Sub Total	Enroll	
0	0	0	0	0	0	300	227	527	85	50	135	662	0	0	0	0	0	0	0	662	
0	0	0	0	0	0	382	362	744	142	281	423	1167	0	0	0	0	0	0	0	1167	
0	0	0	0	0	0	796	279	1075	282	51	333	1408	0	0	0	0	0	0	0	1408	
0	0	0	0	0	0	879	313	1192	276	67	343	1535	0	0	0	0	0	0	0	1535	
0	0	0	0	0	0	1200	230	1430	396	76	472	1902	0	0	0	0	0	0	0	1902	
96	385	171	38	209	594	488	196	684	258	65	323	1007	4	0	4	0	0	0	4	1605	
90	386	177	42	219	605	545	239	784	259	93	352	1136	3	0	3	1	0	1	4	1745	
109	400	164	93	257	657	437	263	700	245	115	360	1060	2	1	3	4	1	5	8	1725	
113	301	181	65	246	547	354	226	580	267	67	334	914	2	4	6	2	0	2	8	1469	
93	280	250	70	320	600	411	258	669	366	133	499	1168	2	2	4	1	0	1	5	1773	
62	202	286	54	340	542	390	225	615	325	156	481	1096	0	0	0	0	0	0	0	1638	
47	181	286	60	346	527	432	232	664	353	146	499	1163	8	0	8	1	0	1	9	1699	
69	206	275	59	334	540	380	219	599	397	174	571	1170	9	3	12	1	1	2	14	1724	
62	181	176	91	267	448	342	193	535	363	216	579	1114	7	6	13	2	3	5	18	1580	
57	168	248	81	329	497	383	204	587	450	206	656	1243	5	4	9	1	2	3	12	1752	
43	149	241	64	305	454	368	198	566	385	205	590	1156	1	2	3	2	0	2	5	1615	
75	152	226	86	312	464	305	252	557	413	229	642	1199	1	1	2	3	0	3	5	1668	
59	155	226	112	338	493	308	260	568	395	282	677	1245	2	2	4	1	2	3	7	1745	
105	217	196	156	352	569	381	357	738	397	348	745	1483	4	4	8	3	3	6	14	2066	
107	217	209	171	380	597	407	331	738	420	373	793	1531	5	4	9	6	1	7	16	2144	
91	218	284	146	430	648	408	370	778	450	398	848	1626	1	4	5	4	4	8	13	2287	
125	247	292	284	576	823	361	484	845	540	514	1054	1899	5	10	15	3	6	9	24	2746	
128	238	323	316	639	877	416	476	892	577	612	1189	2081	5	5	10	4	5	9	19	2977	
239	342	261	438	699	1041	346	643	989	469	792	1261	2250	5	6	11	5	7	12	23	3314	
149	241	285	449	734	975	318	660	978	420	815	1235	2213	5	5	10	13	15	28	38	3226	
178	267	306	457	763	1030	346	621	967	467	757	1224	2191	7	11	18	11	14	25	43	3264	
188	287	343	467	810	1097	377	625	1002	484	787	1271	2273	6	18	24	6	15	21	45	3415	
373	500	217	519	736	1236	361	666	1027	497	908	1405	2432	6	17	23	6	18	24	47	3715	
190	327	304	543	847	1174	353	617	970	445	895	1340	2310	9	18	27	9	14	23	50	3534	
261	434	384	611	995	1429	468	658	1126	508	979	1487	2613	10	19	29	5	21	26	55	4104	
262	416	442	766	1208	1624	408	746	1154	523	1129	1652	2806	19	37	56	15	43	58	114	4544	
245	456	649	783	1432	1888	508	629	1137	685	1083	1768	2905	25	32	57	24	37	61	118	4911	
221	439	620	865	1485	1924	501	631	1132	668	1196	1864	2996	11	24	35	31	45	76	111	5031	
216	392	538	800	1338	1730	473	544	1017	652	1061	1713	2730	22	18	40	26	66	92	132	4592	
186	356	514	740	1254	1610	463	492	955	689	1064	1753	2708	20	31	51	35	45	80	131	4449	



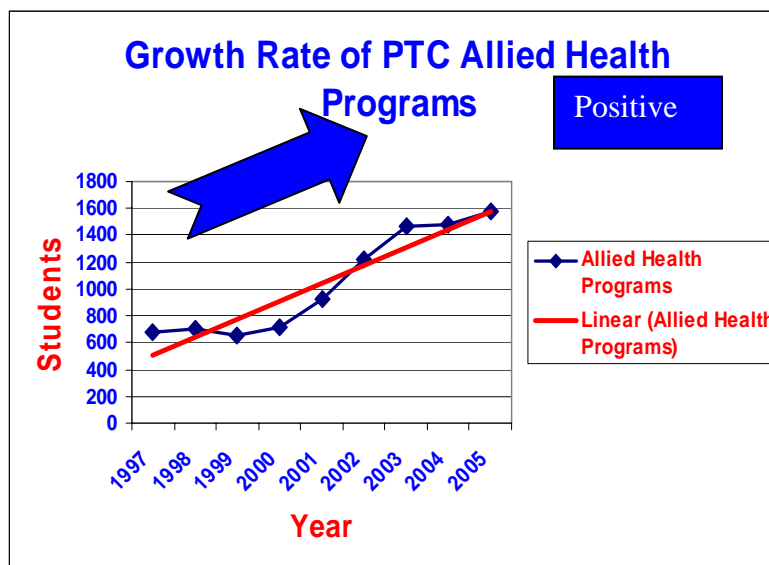
This data reflects the official enrollment published by SBTCE and the CHE.

Since 1998 the college growth rate has been nearly 40%. The ever changing technology base, the shift from pure textile driven economy to service and manufacturing has forced the college to be highly proactive in meeting demands of the state's largest service region for a Technical college. The diverse seven county regions

Places unique demands upon the college and fosters creativity; knowledge based programs: rapid response to need and quality driven programs/services which will foster the overall mission of the college, namely economic development. Consistent with the SBTCE and the Commission on Higher Education's Mission statement, educational training empowers individuals and communities for increased economic enhancement.

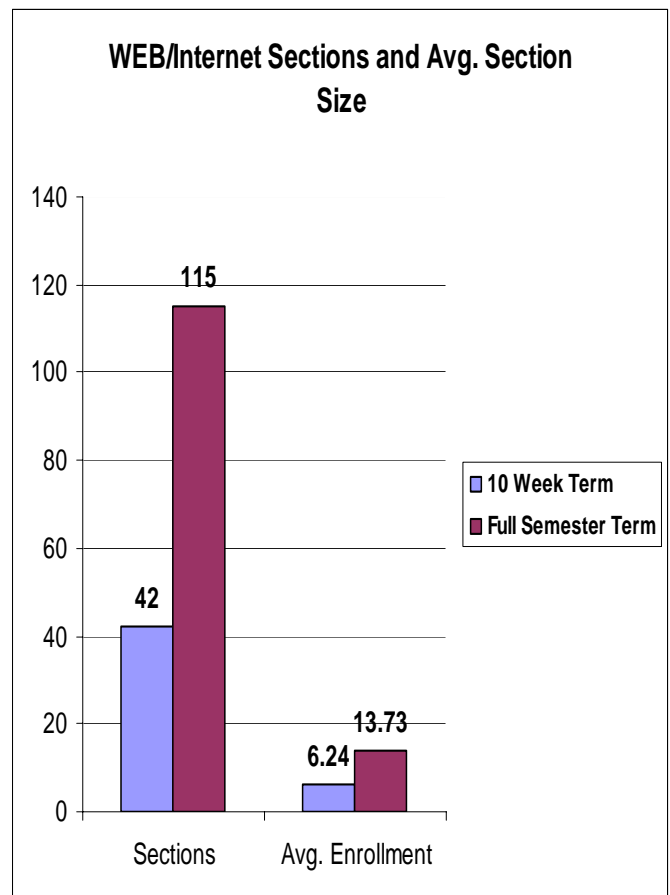
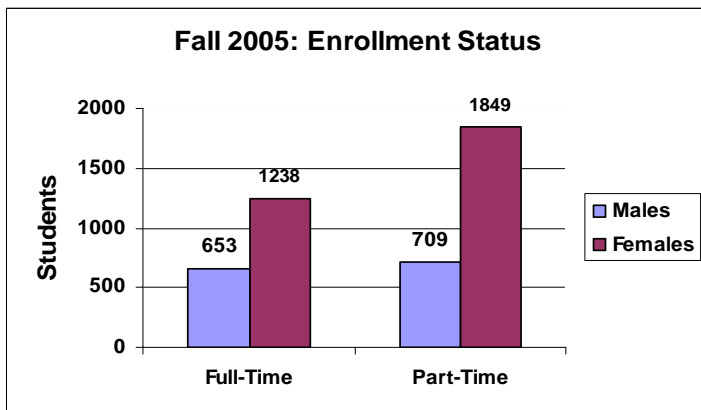
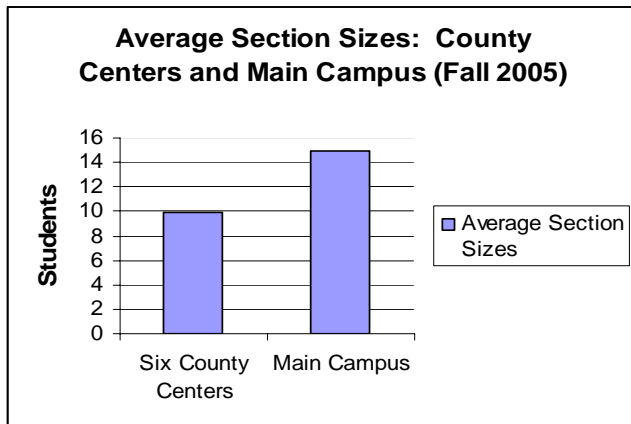
Piedmont Technical College's proactive, positive stance on economic development and as the primary educational source within the seven county region is evident by:

- Graduating nearly 3800 students from Fall of 2001- August of 2005
- Rapid enrollment growth, an upward trend since 1989 and stabilizing at or near 5000HC yearly
- Development of new curricula, at the request of industries and county governments
- Flexible scheduling and short term programs for increased Facility usage and needs of the diverse population in the region
- Rapid infusion of Health Care training for students to meet largest single employer's needs within the region, namely hospitals.
- Structuring curricula and schedules to accommodate nearly 600 students per year whom are still enrolled in high schools and taking colleges classes.
- The accreditation of all academic programs requiring accreditation.



7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.21 Average Section Sizes By County Center , Lecture WEB Comparisons & Enrollment Status



7.22 Graduates Survey Results of Satisfaction 2005

Graduate Survey 2005
Overall Results

Total # of Respondents = 334

Gender

Choice	Count	Percent
1 Male	70	22%
2 Female	244	78%
Mean	1.78	

Race

Choice	Count	Percent
1 African/American	115	36%
2 White/Caucasian	194	61%
3 Other	9	3%
Mean	1.67	

Age

Choice	Count	Percent
1 16 - 21	76	24%
2 22 - 29	95	30%
3 30 - 39	73	23%
4 40 - 49	54	17%
5 50 or Over	21	7%
Mean	2.53	

Marital Status

Choice	Count	Percent
1 Married	115	36%
2 Single	172	54%
3 Divorced	18	6%
4 Separated	11	3%
Mean	1.76	

To increase my knowledge and understanding in an academic field

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	35	12%
2 This goal I am achieving or have achieved	259	88%
Mean	1.88	

To obtain a certificate or degree

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	49	15%
2 This goal I am achieving or have achieved	270	85%
Mean	1.85	

To complete courses necessary to transfer to another educational institution

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	127	41%
2 This goal I am achieving or have achieved	143	53%
Mean	1.53	

To discover career interests

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	82	30%
2 This goal I am achieving or have achieved	195	70%
Mean	1.70	

To formulate long-term career plans and/or goals

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	98	34%
2 This goal I am achieving or have achieved	193	66%
Mean	1.66	

To prepare for a new career

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	87	29%
2 This goal I am achieving or have achieved	215	71%
Mean	1.71	

To improve my knowledge, technical skills, and/or competencies for my job or career

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	44	17%
2 This goal I am achieving or have achieved	214	83%
Mean	1.83	

To increase my chances for a raise and/or promotion

Choice	Count	Percent
1 This goal is important to me at this time but has not yet been achieved	104	45%
2 This goal I am achieving or have achieved	126	55%
Mean	1.55	

Orientation Program

Choice	Count	Percent
1 Very Dissatisfied	2	1%
2 Dissatisfied	5	2%
3 Satisfied	170	52%
4 Very Satisfied	93	28%
5 Does not apply	59	18%
Mean	3.61	

Admissions

Choice	Count	Percent
1 Very Dissatisfied	6	2%
2 Dissatisfied	2	1%
3 Satisfied	159	48%
4 Very Satisfied	155	47%
5 Does not apply	4	2%
Mean	3.48	

Office of Research & Planning
08/18/2005

1

All results above indicate 82-96% Satisfaction to Very Satisfied with Services of the college.

7.23 Academic Program Review Compliance

CHE Inventory of Academic Programs is as of March 21, 2005

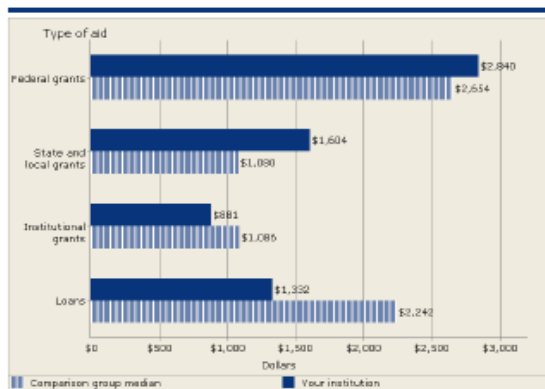
CHE Program Reviews (n/a, applies in 1B only to MUSC and 4-year institutions.)

2-Year Institutions	# Meeting Each Criteria	Total # of Programs	Compliance If All Programs Meet Applicable Criteria
			Yr 9 Performance
USC Lancaster	5	5	Compliance
USC Salkehatchie	2	2	Compliance
USC Sumter	2	2	Compliance
USC Union	2	2	Compliance
Aiken Tech	20	20	Compliance
Central Carolina Tech	17	17	Compliance
Denmark Tech	11	11	Compliance
Florence-Darlington Tech	27	27	Compliance
Greenville Tech	34	34	Compliance
Horry-Georgetown Tech	27	27	Compliance
Midlands Tech	31	31	Compliance
Northeastern Tech	9	9	Compliance
Orangeburg-Calhoun Tech	23	23	Compliance
Piedmont Tech	24	24	Compliance
Spartanburg Tech	20	20	Compliance
Tech Coll. of the Low Country	15	15	Compliance
Tri-County Tech	20	20	Compliance
Trident Tech	32	32	Compliance
Williamsburg Tech	5	5	Compliance
York Tech	21	21	Compliance

3/25/2005

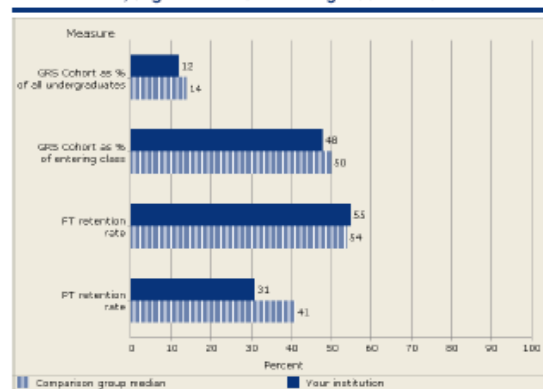
7.24 IPEDS Comparison Summary

Figure 5. Types and average amounts of financial aid received by full-time, first-time, degree/certificate-seeking undergraduates: 2003-04



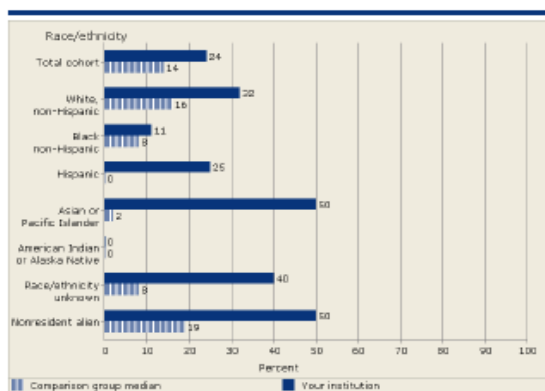
NOTE: Average grant (or loan) values were calculated by dividing the total grants (or loans) awarded by the total number of recipients.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2005.

Figure 6. Full-time, first-time, degree/certificate-seeking undergraduates (GRS cohort) as a percent of all undergraduates and as a percent of total entering students; and retention rates of full- and part-time first-time, degree/certificate-seeking students: Fall 2004



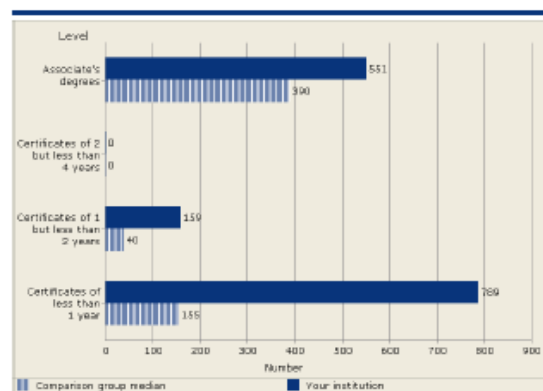
NOTE: Total entering students include all students coming to the institution for the first time. For 4-year schools, retention rates are reported for students seeking a bachelor's degree only. For more information see "Retention Rates" in the Methodological Notes at the end of this report.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2005.

Figure 7. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates by race/ethnicity: 2001 cohort



NOTE: The graduation rates are the Student Right-to-Know (SRK) rates. For more information see the Methodological Notes at the end of the report.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2005.

Figure 8. Number of degrees awarded, by level: Academic year 2003-04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2004.

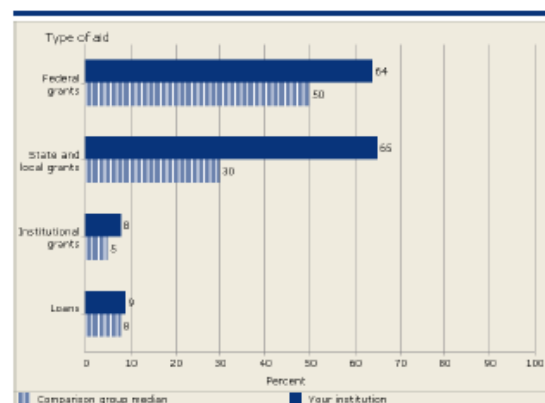
PIEDMONT TECHNICAL COLLEGE

Figure 3. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2002-03—2004-05



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2004.

Figure 4. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2003-04

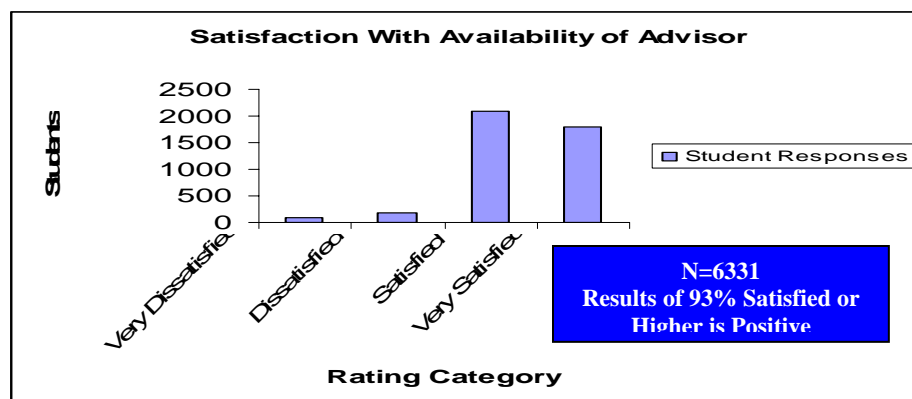


NOTE: For details on how students are counted for financial aid reporting, see "Student Counts for Financial Aid Reporting" in the Methodological Notes at the end of this report.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2005.

7.25 Student Evaluation of Instruction

Piedmont Technical College Instructor Evaluations

	Mean	No Response	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. My instructor treated our class with respect.	3.66	4	52	32	577	1,696	3
2. My instructor encouraged me to ask questions.	3.58	6	51	53	720	1,528	6
3. My instructor is responsive to students' needs.	3.58	12	57	77	657	1,553	8
4. My instructor deals fairly and impartially with students.	3.56	24	64	71	691	1,508	6
5. This course helped me to develop the ability to solve real problems in my field of study.	3.44	11	70	114	847	1,274	48
6. I learned to apply principles from this course to work and life situations.	3.45	11	53	102	909	1,236	53
7. The course was well organized.	3.46	11	73	130	795	1,352	3
8. My instructor provided a good mixture of lecture and discussion.	3.54	11	57	86	737	1,452	21
9. My instructor seemed genuinely interested in what he/she was teaching.	3.66	10	43	31	602	1,674	4
10. I would take another course from this instructor.	3.50	16	121	107	576	1,525	19
11. My instructor was readily available for consultation with students.	3.53	8	63	49	804	1,413	27
12. My exams were returned promptly.	3.52	19	64	76	749	1,395	61
13. My exams were used to improve my learning as well as to assign grades.	3.49	11	53	78	863	1,301	58
14. My grades accurately reflected my performance in the course.	3.46	6	65	110	850	1,320	13
15. I had an opportunity to participate in class discussions.	3.56	7	50	48	770	1,465	24
16. The course syllabus clearly explains course objectives.	3.56	12	43	49	804	1,444	12
17. My instructor was clear in explaining requirements, assignments and expectations.	3.55	8	56	78	731	1,487	4
18. My instructor was clear and understandable in communicating course content.	3.54	5	64	75	752	1,463	5
19. My instructor was effective in summarizing or emphasizing important points in class.	3.55	10	53	54	784	1,458	5
20. My instructor used scheduled class time appropriately.	3.57	11	59	44	752	1,494	4
21. Assignments were helpful in helping me meet course objectives.	3.51	12	56	71	839	1,364	22
22. My instructor used a variety of methods to evaluate student performance.	3.44	18	63	121	872	1,252	38
23. Tests or exams were very closely related to the stated objectives of the course.	3.55	11	60	59	753	1,441	40
24. My instructor encouraged independent thought and new ideas.	3.50	16	59	83	797	1,350	59
25. My instructor was effective in giving oral and/or written comments in reviewing students' work.	3.50	16	60	110	762	1,369	47



7.25 Alumni Satisfaction

The college mails surveys every two years to Alumni but return rates tend to be less than favorable and results are based upon limited return rates.

436 Surveys Mailed
27 Returned

1. How satisfied are you with:	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Total
1.1 Major Program of Study	15	10	1	0	0	1	27
1.2 Instruction in the major	11	13	3	0	0	0	27
1.3 General Education Program of Study	11	13	1	0	0	1	26
1.4 Instruction in General Education	11	14	2	0	0	0	27
1.5 Overall Academic Experience	15	10	1	0	0	1	27
Total	63	60	8	0	0	3	


Very Positive Findings

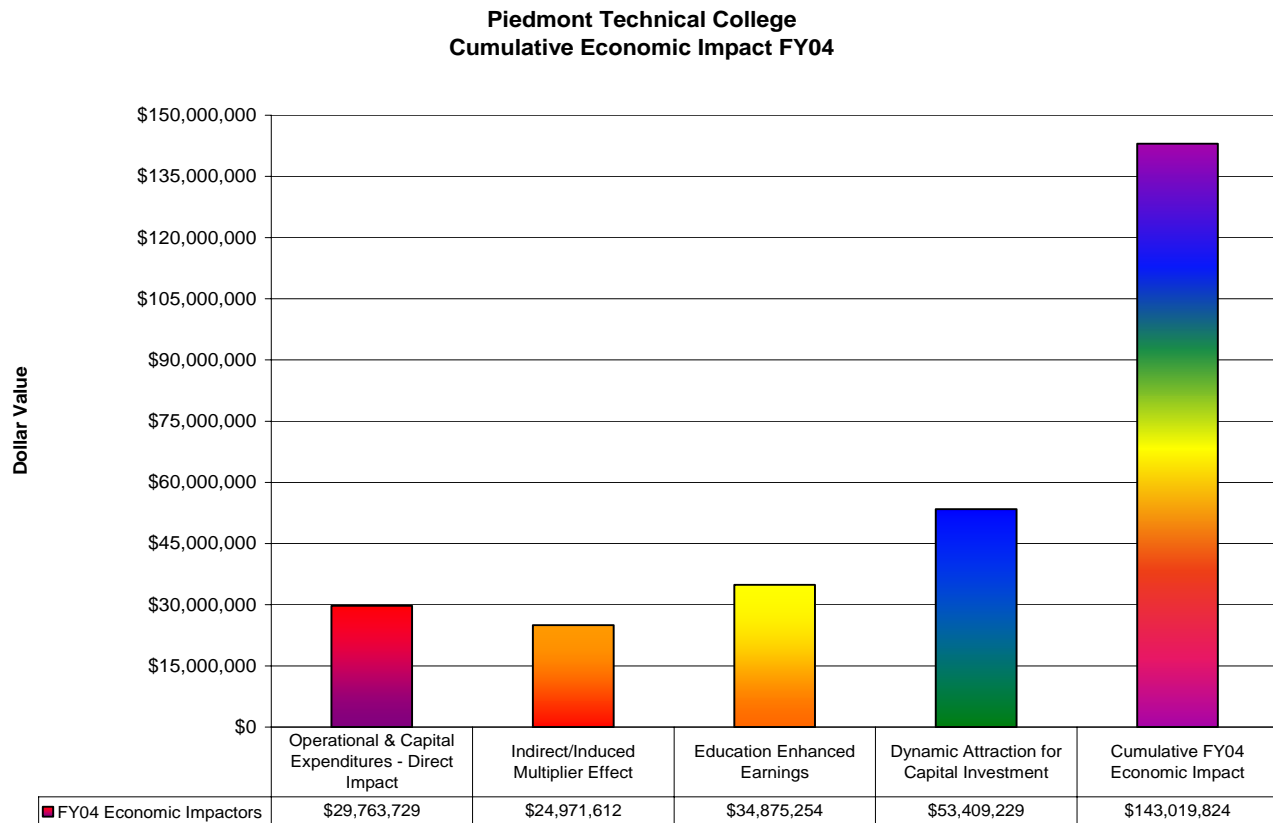
2. How Frequently are you involved in each of the following activities (on or off the job):	Weekly	Monthly	Annually	Less Often	Never	Total
2.1 Career-related advanced education	7	5	3	7	5	27
2.2 Lifelong learning/personal enrichment	4	5	6	8	4	27
2.3 Professional or service organization	2	3	7	9	6	27
2.4 Volunteer, public, community service	4	3	7	8	5	27
2.5 Social/recreational organization	5	6	5	5	6	27
2.6 Support or participation in the arts	1	5	3	10	8	27
Total	23	27	31	47	34	

3. How strongly did your college experience influence your participation in the above activities:	Strongly	Moderately	Somewhat	None at all	Total
3.1 Career-related advanced education, training	16	4	4	2	26
3.2 Lifelong learning/personal enrichment	7	10	6	3	26
3.3 Professional or service organizations	10	4	6	5	25
3.4 Volunteer, public or community service	4	6	7	8	25
3.5 Social/recreational organization	3	6	6	10	25
3.6 Support or participation in the arts	3	3	8	11	25
Total	43	33	37	39	

4. I have voted in ____ of the elections since leaving college:	All	Most	Some	Few	None	Total
	11	5	0	2	7	25

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.31



Piedmont Technical College in FY04. The analysis excludes PTC student and visitor direct expenditures that occur locally. The analysis also excludes the values associated with decreased unemployment and improved quality of life factors that would likely accrue to society over a period of time due to increased levels of education. The one-year economic impact estimate may be compared to economic impact study results for other two-year public higher education institutions using the same methodology.

The return on the \$29.76 Million PTC direct expenditures is significant - **each \$1 of Piedmont Technical College expenditures produced an average impact of \$3.81**. Returns for "public" monies invested in PTC are even higher. FY04 public funding to PTC from South Carolina and PTC service area counties totaled \$13.62 Million - **each \$1 of this funding provided additional benefits of \$9.50 to the area**.

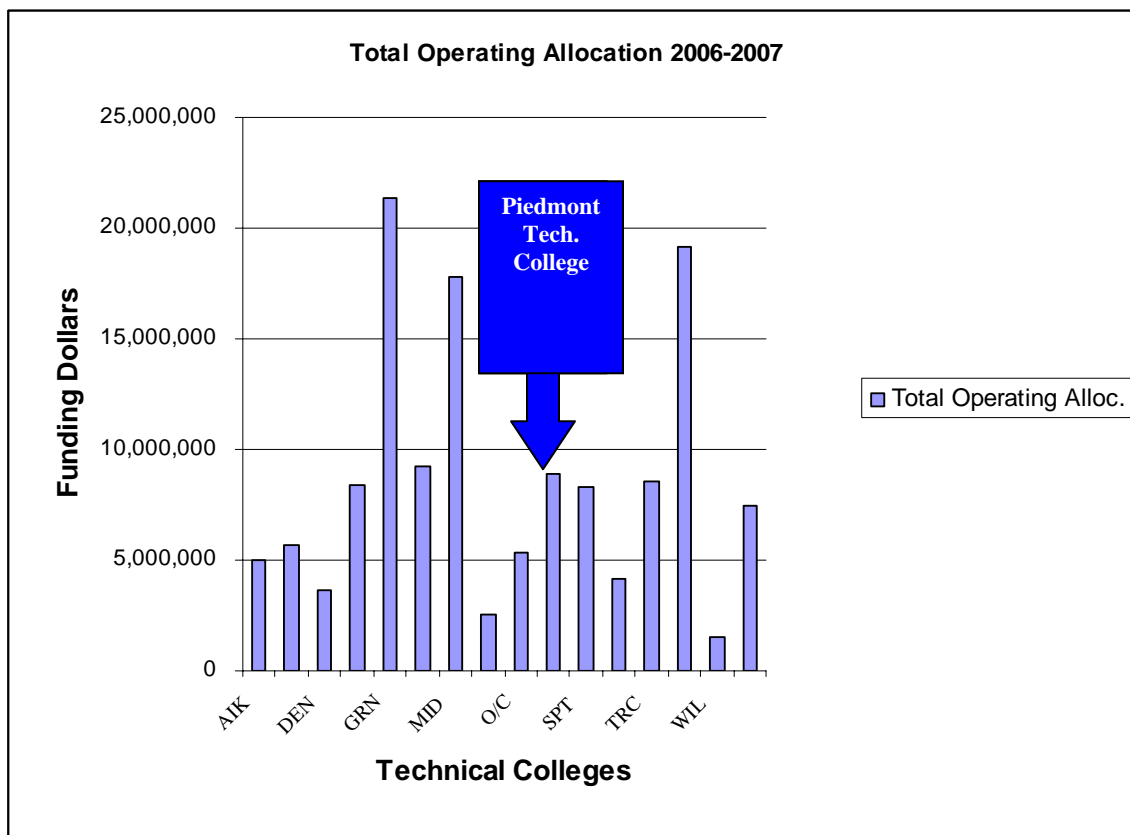
7.3 The performance levels for the key indicators for Piedmont are determined in the percentage of funds expended for instruction, academic support and student services. The higher the overall % increase in funding in these three GASB categories the better the college is positioning itself for the future and the educational mission. It is critical that the institution have the greatest level of sustaining dollars both state and local in these categories. Our primary mission and purpose is the educating of our constituents.

Everything that the college does financially should in some measure be tied to this purpose.

The awarding of grant (restricted) funds is also a key indicator of financial performance. Since 90% of all grants the college obtains are for the benefit of the Educational process, the greater the grant awards the better the college can serve its students. Grants can be for direct instruction, student support (Federal Title IV and state aid) or can be for academic support for instructional technology. Again, the level of funding is in direct correlation to the success of the college programs.

It is also paramount that the college maintains a fund balance that can sustain current levels of enrollment plus build for the future. Although not for profit, the college does have to maintain consistency of revenues exceeding expenditures thus allowing for enrollment and program enhancement as well as to maintain quality academic environments for existing programs.

7.33 MRR Operating Allocation



7.34 Performance Funding Ratings:



2004-05 Performance Year Ratings impacting Fiscal Year 2005-06. Commission on Higher Education, June 2, 2005

Report prepared by the Commission's Division of Finance, Facilities and MIS
1333 Main Street, Suite 200, Columbia, SC 29201, (803) 737-2260, www.chc.sc.gov

Piedmont Technical College

Sector: State Technical and Comprehensive Education System

Lex D. Walters, President
620 N. Emerald Road
PO Drawer 1467
Greenwood, SC 29646-1467
(864) 941-8324
www.piedmont.tcc.sc.us

Founded In 1966



2004-05 Performance Year Score

Exceeds Standards

87%

2.6 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.chc.sc.gov and
select "Performance Funding"

Degrees
Awarded
FY 2003-04
789 Certificates
159 Diplomas
551 Associates

Enrollment
Headcount
Includes full &
part-time students

Full-Time

Continuing
Education
FY 2003-04

4,592
100% of headcount Undergraduate
98% of headcount from SC at entry
39% of headcount Minority
1,887 (41% of headcount)
273,689 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

Full-Time
Faculty

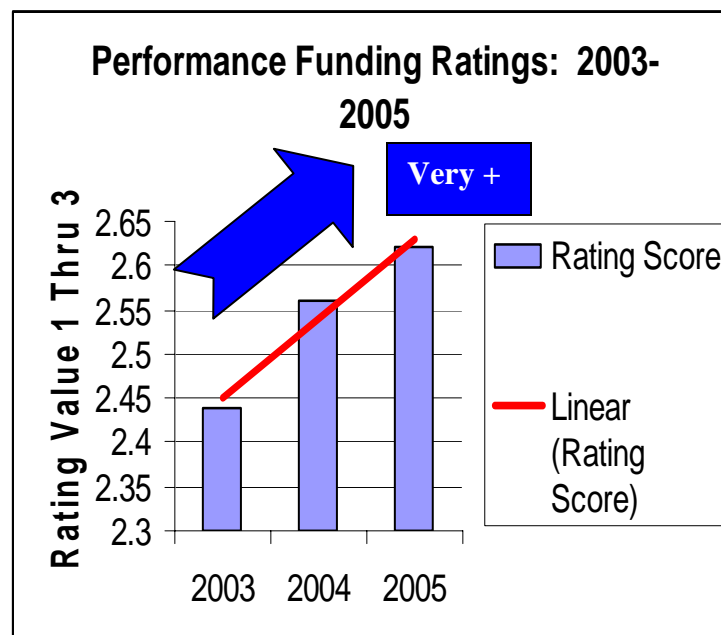
Tuition
Academic Year
2004-05

* Financial
Dollars In Millions
FY2002-03

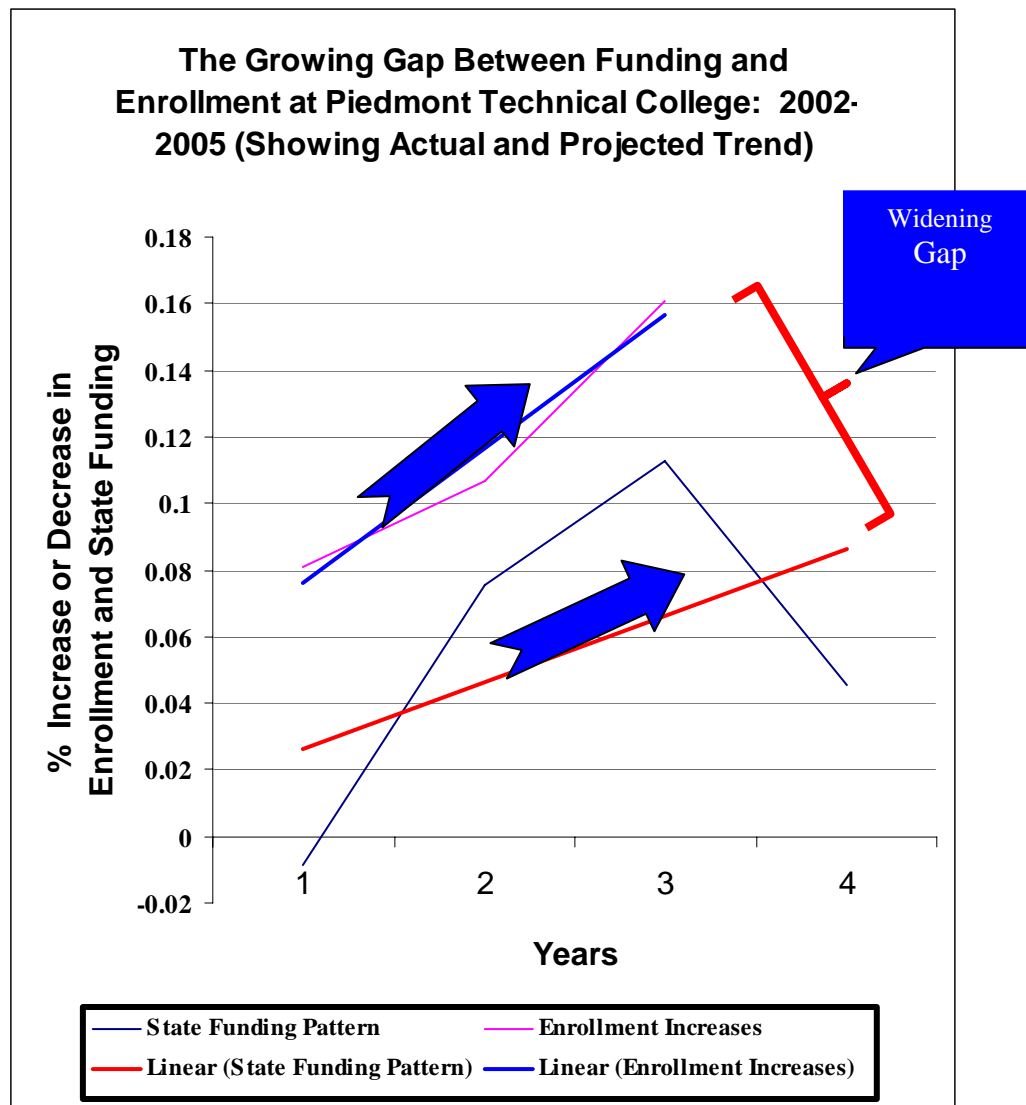
107 Includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)
\$2,740 In-State/In-County (Greenwood), Full-Time
\$4,372 Out-of-State, Full-Time
(Includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regs fees)
\$30.2 Revenue, excl. auxiliary & hospital
\$28.1 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Institutions are given indicator scores of "1" (below standards), "2" (achieving standards) or "3" (exceeding standards). Indicators that have multiple parts are usually averaged for one overall indicator score. Standards are numerical ranges that are set for most indicators based on national peer data whenever possible.

Performance funding is a system for evaluating educational quality and allotting funds to higher education institutions based on their institutional performance. Performance funding has nine critical success areas—mission focus, quality of faculty, classroom quality, cooperation and collaboration, administrative efficiency, entrance requirements, graduates' achievements, user-friendliness, and research funding. Each of these critical success areas has performance indicators which are scored. All indicator scores are averaged to determine an overall institutional score.



7.35 Growing Gaps between State Funding and Enrollment Growth



7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well being, satisfaction and dissatisfaction? All work performance is tied directly to the EPMS review system, of which professional development and learning are essential gradients for performance. As of this time Piedmont has no charts or tables to display such results but will include on the next Baldrige Reporting schedule. The process for employee satisfaction, as noted earlier, is included in the current operational plan of the college and will be integral to the next reporting cycle. The key indicators for Human Resource Results are employee retention and successful affirmative action programs that result in employee satisfaction, diversification and work performance. From 2001-2005 Piedmont has ranked in the top 14 agencies in the state in goal attainment in Affirmative Action Programs. Among agencies employing 101-500 employees, Piedmont ranked 4th out of 29 and also ranked 4th out of the 16 technical colleges in achieving employment goals.

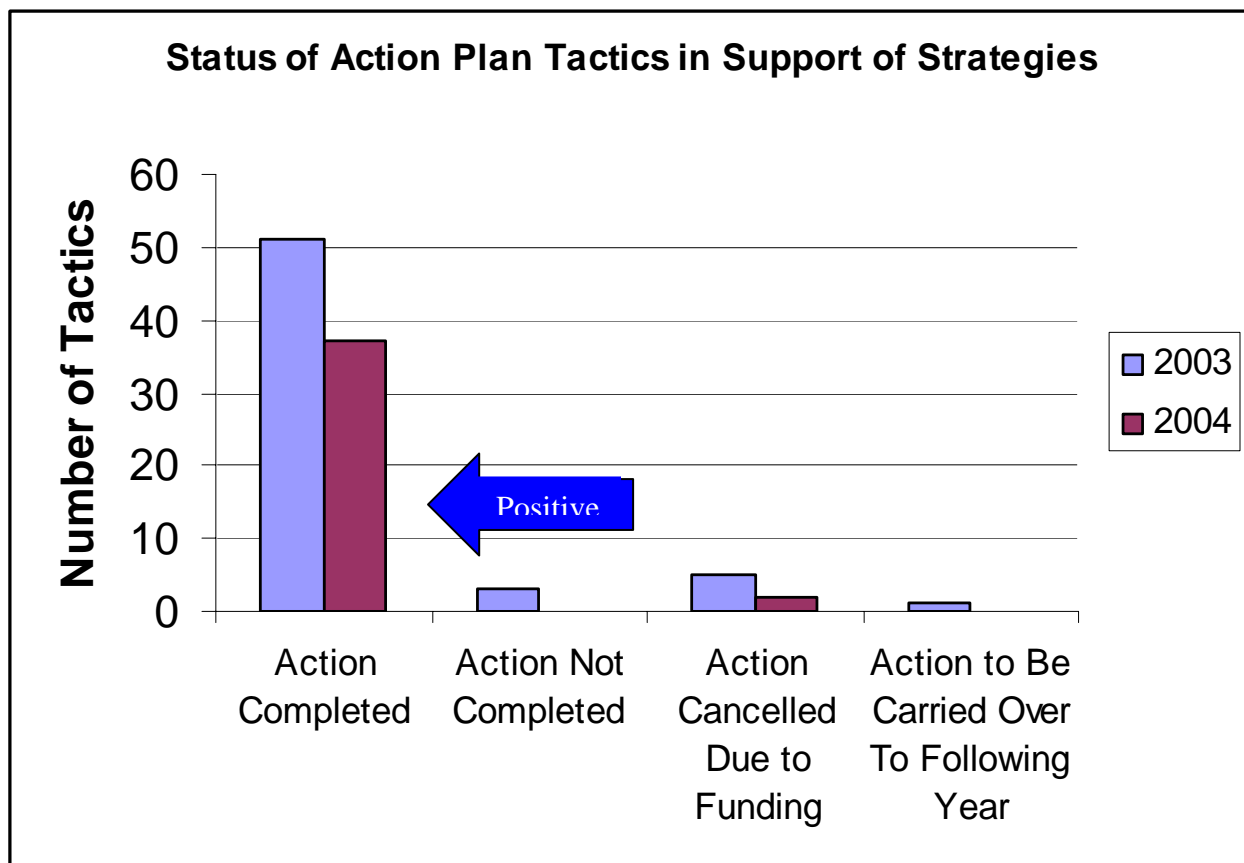
Piedmont also has less than one grievance per year during this same time frame which speaks to the level of employee satisfaction and well-being that the college has been able to maintain for its employees. Piedmont has a formal Diversity Training program that more than 60 full time employees have completed which has served to open avenues of dialogue and enhance collaboration in all areas of the college.

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning centered, and support process performance?

The college has no tables or charts to display the results of this portion.

7.6 What are your performance levels for your key measures related to leadership and social responsibility:

7.6.1. Accomplishment of your organizational strategy and action plan.



7.6.2 Stakeholder trust in your senior leaders and the governance of your organization

The college has incorporated this function/process into the current year Institutional Plan, as mentioned earlier in Section I and will include necessary documentation during the next reporting cycle.

7.6.3 Fiscal accountability, and, regulatory, safety, accreditation, and legal compliance.

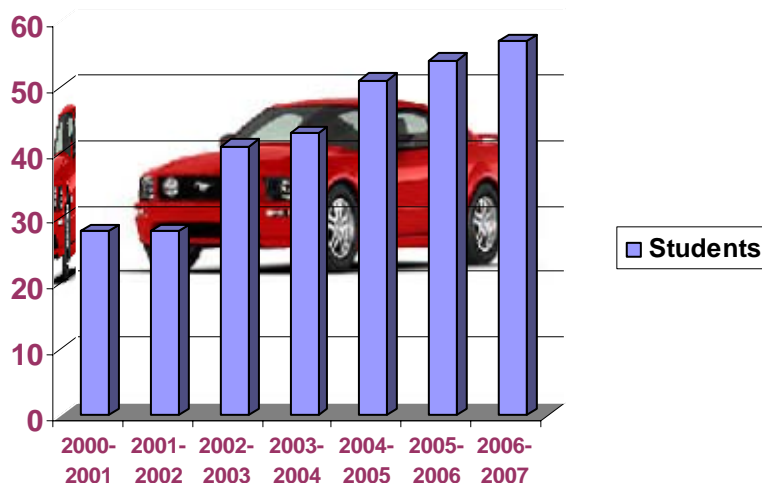
Fiscal Accountability - The College has an external audit performed annually in compliance with state law. The audit is approved by the Piedmont Technical College Area Commission each September. Copies are available through the Office of the State Auditor at: <http://osa.sc.gov/>

Regulatory and Legal Compliance - The College has a full time general counsel who is responsible for regulatory and legal compliance.

Safety - Institutional Directive 4-3 covers issues of employee safety. Safety issues are coordinated through the Senior Vice President and the Office of Public Safety.

Accreditation - The College is fully accredited by the Southern Association of Colleges and Schools.

Automotive Technology Enrollments

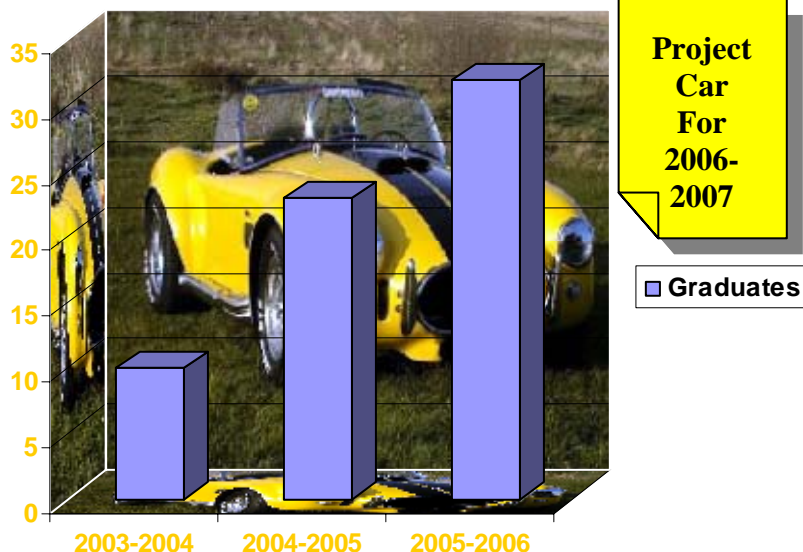


With concern for automotive efficiency, the cost of fuel, vehicle repairs and service growing yearly, the role of the automotive technician increases in importance. The student is trained to perform quality maintenance, diagnosis and repair of complex modern vehicles. Classrooms and shop areas are equipped with the latest tools and equipment for automotive diagnosis and repair.

Students will train in eight areas of automotive service: engine repair, engine performance, electrical and electronic systems, manual drive train and axles, automatic transmission/transaxles, suspension and steering systems, brakes, and heating and air conditioning. Maintenance and repair experience will duplicate those skills needed upon employment. Upon completion of 80 credit hours, a graduate will be awarded an associate's degree in Industrial Technology.

Automotive Technology is accredited by the National Automotive Technicians Education Foundation.

Automotive Technology Graduates



Project Car For 2006-2007



For additional information, please contact:
Mike Rodgers, Department Head Automotive Technology, 941-8468, or
Grayson Jeffries at 941-8498
www.ptc.edu.