Accountability Report Transmittal Form

Agency Name: Piedmont Technical College

Date of Submission:
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2007

Baldrige National Quality Program

Education Criteria for Performance Excellence

ethics

Piedmont Technical College

Lex Walters Campus, Greenwood

leadership

recognition

BALDRIGE
National Quality Program

PIEDMONT
Technical College

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: During AY 2006-2007 the college planned and developed new curricular offerings for the future while implementing new programs. Those planned for the future are highlighted in orange below while implemented programs are listed after the Healing Species, Cosmetology and Physical Therapy Assistant options. If student interest is adequate for the programs, they will be developed further and approval from State Tech will be sought.

Healing Species - View Video

The Healing Species is an 11-week violence prevention/character education and compassion education outreach to be offered in the Continuing Education Division. Through the assistance of rescued dogs, Healing Species teaches children, usually in grades 4 – 6, a process they can use to understand and overcome abuse, neglect and grief while teaching life skills in self-esteem, conflict resolution, anger management, respect for the feelings of others, and in gaining success through acts of compassion and responsibility instead of returning "violence for violence".

Cosmetology

The planned cosmetology program is designed to meet the requirements necessary to take the state licensure examination.

Physical Therapist Assistant

The Physical Therapist Assistant is a vital part of the health care team. They work under the supervision of a Physical Therapist to provide interventions to reduce physical disabilities, movement dysfunction and pain, and to promote optimal health and body function.

In operation New Programs for 2007:

- **Veterinary Technology**

The Veterinary Technology curriculum prepares graduates to assist large and small animal veterinarians, as well as provide opportunities for careers in research laboratories and pharmaceutical and veterinary supply businesses.

Piedmont Tech's New Gunsmithing Certificate Program Set to Start August 23, 2007

A new lab is being set up at the Greenwood campus of Piedmont Tech to house the gunsmithing certificate program, which will be offered for first time in the fall semester beginning August 23.

Gunsmithing technology for industrial use, as well as for hobbies, will be taught on both a day and evening schedule. The program is a new addition to the machine tool curriculum.

Basic Officer Training

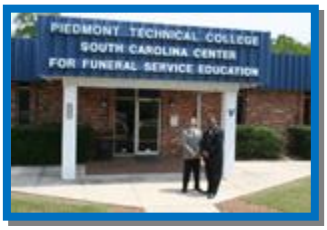
This program is designed to prepare officers for successful completion of the South Carolina Criminal Justice Academy/SCDC Training academy. This program includes an overview of the criminal justice system and the roles and responsibilities of a professional officer. Students will focus on application skills such as report writing, interviewing techniques, legal, and field skills. Special emphasis will be placed on ethics and conduct of the criminal justice professional.

In addition to the new programs above, additional college achievements are listed below:

Piedmont Tech Student Designs Web site for Local Retirement Home, Wins Competition

Piedmont Technical College's Computer Technology department recently held a competition to design a Web site for The Old Home Place retirement home. Several students entered the competition; some as teams, others as individuals, but in the end, the work of Buddy Crittendon stood out among the others. With his user-friendly interactive site, Crittendon's submission impressed both the clients and the judges and he has now been able to establish himself as a professional Web designer.

Piedmont Tech's Funeral Service Program Receives Re-accreditation



In the two years that David Martin and Dedrick Gantt have overseen Piedmont Technical College's Funeral Service Education Program the pair has been tireless in their efforts to improve and expand the department. Their efforts recently paid off when the department received a seven-year re-accreditation through the American Board of Funeral Service Education.

Piedmont Tech Recognizes First Massage Therapy Graduates

Piedmont Technical College recently recognized the first graduating class of the Massage Therapy program. A pinning ceremony was held on the Lex Walters Campus to honor the 13 graduates who were also awarded their certificates of completion.

Eaton Employees Gain Valuable Machine Tool Training

Eaton Hydraulics employees are literally hammering away to enhance their skills. These hammers were crafted by students in the computer numeric control (CNC) machine tool technology program taught by Piedmont Technical College at the Eaton Plant on West Alexander Avenue in Greenwood.

Piedmont Tech Instructors Win National Awards

Two instructors from Piedmont Tech's English department were recently recognized for their submissions to the Townsend Press Writing Contest. Lisa Martin was one of 100 winners across the nation to win a $100

award for her essay. Margaret Wanning was the country's grand-prize winner, receiving a $5,000 award.

Piedmont Technical College Goes Digital

In the world of commercial arts and graphic design, digital is the new direction. Lance Anderson, coordinator for Piedmont Technical College's commercial arts program, knows this all too well and has been at the forefront of keeping the college and its students ahead of the digital divide.

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

Goal I: Prepare a trained and competent work force with a commitment to lifelong learning

Goal II: 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

Goal III: Offer relevant, quality educational programs and services

Goal IV: Expand access to educational opportunity and training through the use of technology

Goal V: Acquire the financial resources necessary to achieve the college mission

Goal VI: Formulate assessment processes for achieving the college mission

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

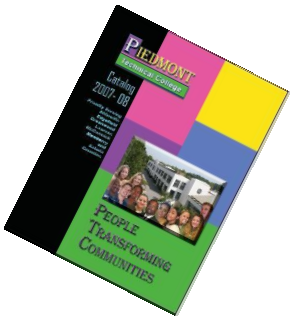
- The decreasing amount of state funding in relation to increased enrollments across the college over the years will drive tuition increases further and further.
- The uncertainty within lottery funding to insure the two year college student has equal and affordable opportunities for a post secondary 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.

- ✶ As objectives and strategies are tied to the Institutional Plan, major achievements for the 2006-2007 Institutional Plan may be found at: http://www.ptc.edu/ie/Planning%20-%202006-2007%20-%20Results%20of%20Plan.pdf

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 45)

AGRICULTURE

Associate Degree
Major in Horticulture **2+2 Transfer Programs with Clemson University** (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
Funeral Services Education Certificate
Illustration Certificate
Internet Certificate
Interior Design Certificate
PC Technician Certificate
Microcomputer Software Specialist Certificate
Office Technician Certificate
Photography Certificate
Professional Clay Certificate
Word Processing Certificate

ENGINEERING TECHNOLOGY

Certificate Programs
Computer Aided Drafting and Design

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 Radio logic 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
Medical Coding & Billing Certificate
Medical Laboratory Technology Certificate
Occupational Therapy Assistant Certificate
Patient Care Technician Certificate
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 Early Care and Education
Major in Criminal Justice
Major in Human Services

Certificate Programs
Certificate
Early Childhood Development
Infant Toddler Certificate

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.

The college currently has the following number of full time employees in support of the Mission: Faculty---117
Staff ---159 Total ---276

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."

The legal authorities for establishing the mission of Piedmont Technical College are found in the South Carolina Code of Laws *see* S.C. Code Ann. 59-103-45(6) (Law. Co-op. 1976, as amended), the policies of the South Carolina Commission on Higher Education *see* Policy and Procedures for Approval of New or Revised Mission Statements dated October 6, 2005, the policies of the State Board for Technical and Comprehensive Education, and Article I of the by-laws established by the Piedmont Technical College Area Commission. The Area Commission is responsible for the oversight and revision of the College mission statement to ensure consistency with the mission of the State Board for Technical and Comprehensive Education. The current mission statement for Piedmont Technical College was reaffirmed by the Area Commission on April 18, 2006 under the authority provided in Article I of its by-laws.

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.

The legislative authority governing the appointment of members of the Area Commission is found in the Piedmont Technical College [PTC] enabling legislation in S.C. Code Ann. §59-53-1220 (Law. Co-op. 1976). The number of commissioners from each participating county is set by law, and the commissioners are appointed by the Governor upon a recommendation of a majority of the members of the legislative delegation from their county. While not provided by statute, legislative delegations will often seek a nomination from the respective county council in which the vacancy occurs. Since county governments are requested to bear the operating costs of the institution, the delegations believe that local government officials should have some input on who sits on the governing board. Legislative delegations, however, are not bound by law to seek this local input.

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.
- Worldwide 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

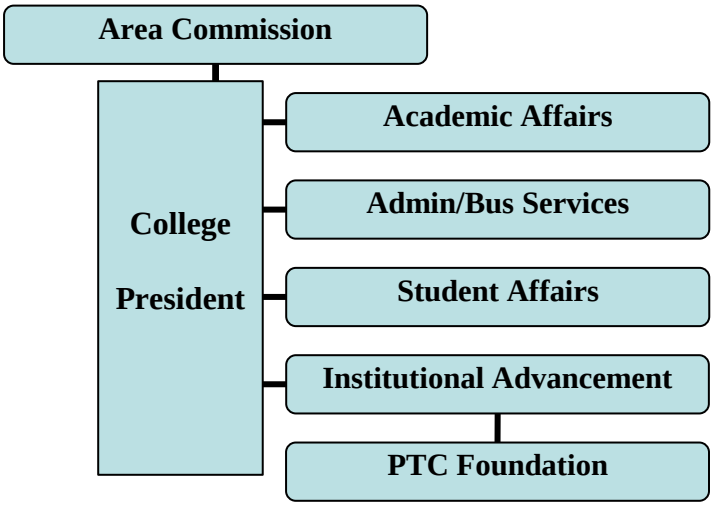
- Academic program reviews are conducted yearly.
- Performance Funding Measures on all aspects of the college are viable measures for success.
- Institutional Effectiveness Measures are documented yearly.
- Programs requiring, or benefiting from, third party accreditation is sought after vigorously.
- 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.
- In addition, the college has developed a substantive list to be blended with existing Indicators that are Piedmont specific and are an integral portion of the current year's institutional plan.(Page 6 of the 2007-2008 Institutional Plan at: http://www.ptc.edu/ie/default.htm

II.11 Expenditures/Appropriations Chart **(see page 17)**

II.12 Major Program Areas Chart **(see page 16)**

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?*

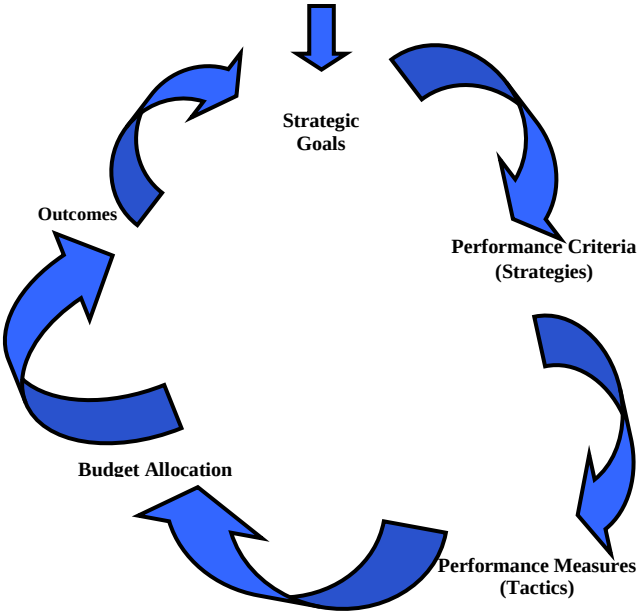
The overriding issues are those objectives and goals which are driven by the Institutional Plan of the college. The College President reviews performance of objectives that support the Institutional Plan, which in turn supports the goals of the college president. These performance objectives are tied 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, outsource 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.

Institutional Purpose

To provide residents within the service region the opportunity to acquire learning experiences for the development of relevant employment skills, while creating a desire for lifelong learning experiences through collegiate credit and non-credit programs.

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 06-07 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

2.4 ***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.

2.5

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

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References For Financial Results*
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:** 9,378,939.00 **Federal:** 1,433,596.00 **Other:** 18,571,653.00 **Total:** 29,384,188.00 **% of Total Budget:** 100%	**State:** 8,937,794.00 **Federal:** 1,819,514.00 **Other:** 18,470,586.00 **Total:** 29,227,894.00 **% 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:**	
		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:**	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 16,123,204	$ 7,513,266	$ 15,735,720	$ 6,982,652	$ 17,309,292	$ 7,392,746
Other Operating	$ 8,734,782		$ 9,791,101		$ 10,182,640	
Special Items	$ 350,000	$ 350,000	$ -	$ -		$ 150,000
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 3,871,581	$ 1,515,673	$ 3,392,942	$ 1,955,142	$ 3,461,858	$ 2,334,551
Non-recurring	$ 314,621		$ 308,131		$ 304,856	
Total	$ 29,394,188	$ 9,378,939	$ 29,227,894	$ 8,937,794	$ 31,258,646	$ 9,877,297

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 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 backup 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 throughout 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.

5.4 ***How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout 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
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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? During 2006 an on line Employee Satisfaction survey was completed by 178
Full time employees of the college. All results were positive in nature. Please refer to:

5.10 How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?
Increased opportunities for participation in Planning; increased faculty/staff recognition; salaries increases when available and heightened communications between administration and employees.

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 outside 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 effective 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 date to initiate change and improvements in educational offerings as well as assess effectiveness of delivery modes.

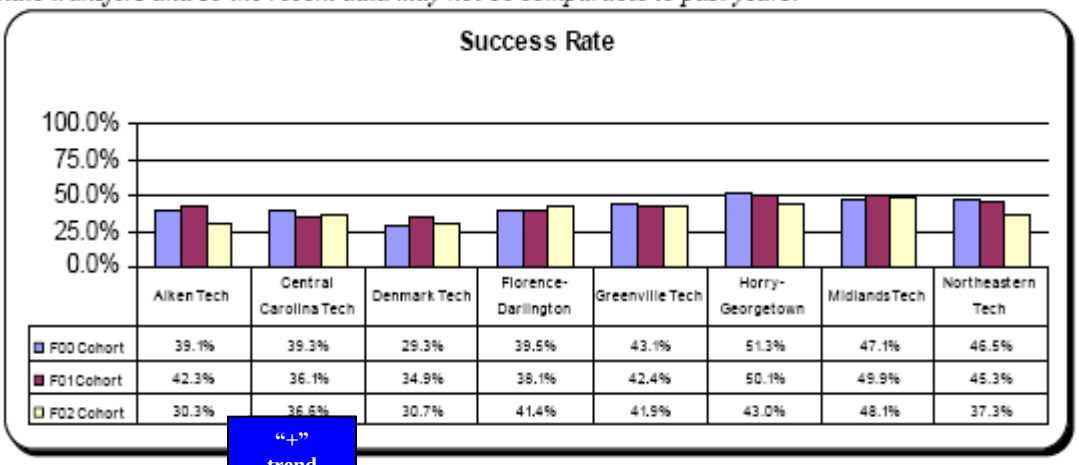
6.6 What are your key support processes, and how do you evaluate, improve, and update these processes to achieve better performance? In reference to the Organizational Chart in 2-13 above, Each area, Student Development, Institutional Advancement, Administrative/Business Services, The Foundation, Institutional 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.

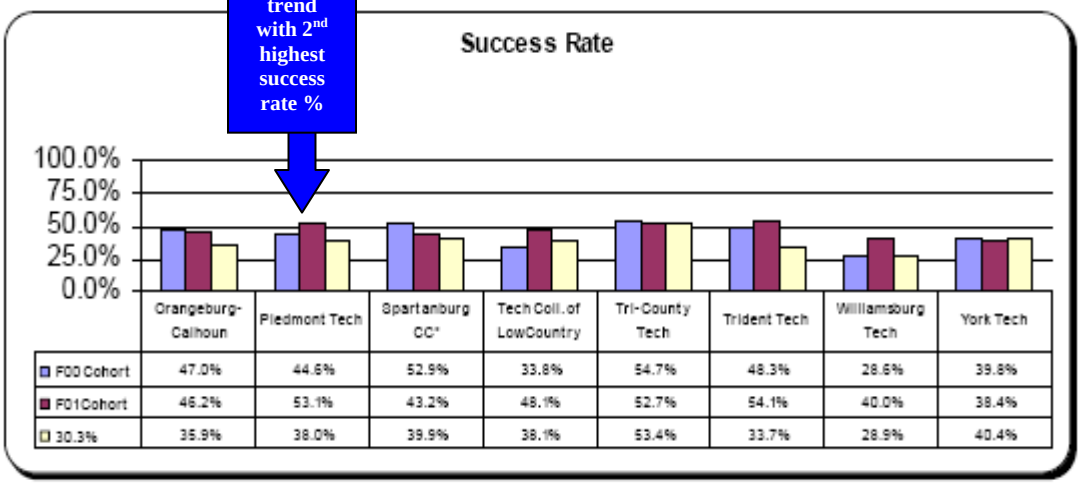
6.7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education related initiatives? During the initial planning stages 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.

7.1What 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 Success Rates:

State Technical and Comprehensive Education System (Success Rate) The figures below represent the percent of first-time, full-time, degree-seeking undergraduate freshmen who graduated within 150% of normal program time, transferred out within 150% of normal program time or continued enrollment following 150% of normal program time. The "Achieves" range for the 2002 cohort for these institutions was 30% to 45%. *Not all institutions reported additional data on out-of-state transfers and so the recent data may not be comparable to past years.*





*Formerly Spartanburg Technical College

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:

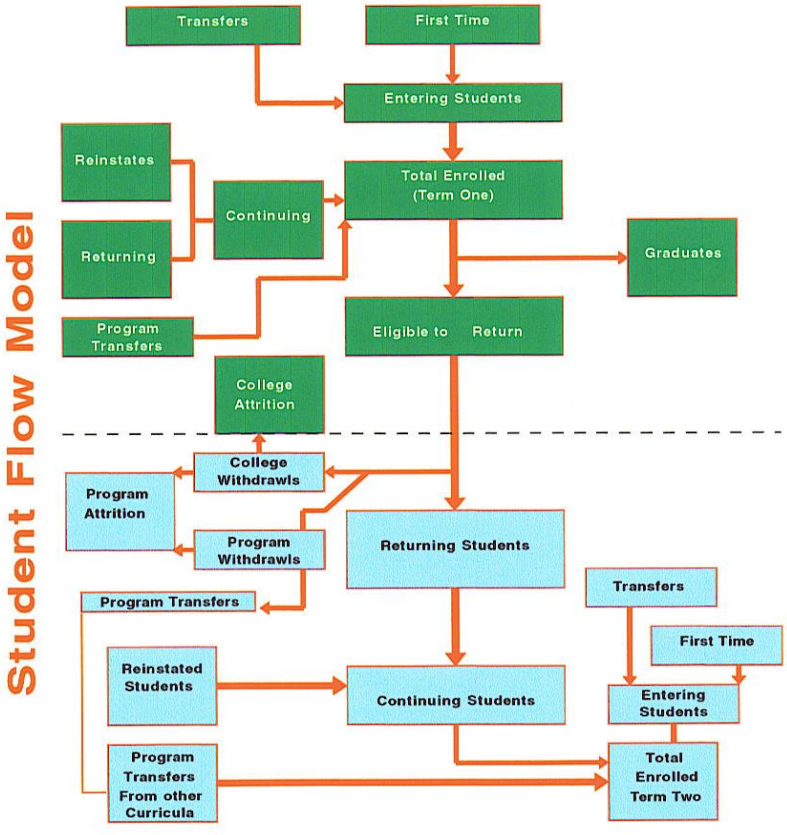
1. There is no single one number which should be used to assess an institution's retention.

2. Retention is a partnership 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.

Fall 2006 IPEDS Data

First-time student retention



Graduation Rates (2003 Cohort)

Percentage of entering class represented by GRS cohort:	44%

For full-time, first-time undergraduates who began program in 2002

Overall graduation rate:	18%
Transfer-out rate:	6%

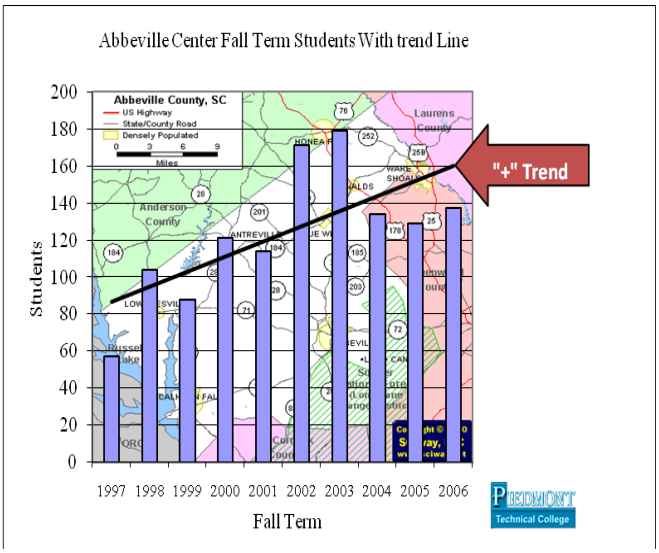
Graduation rate by gender

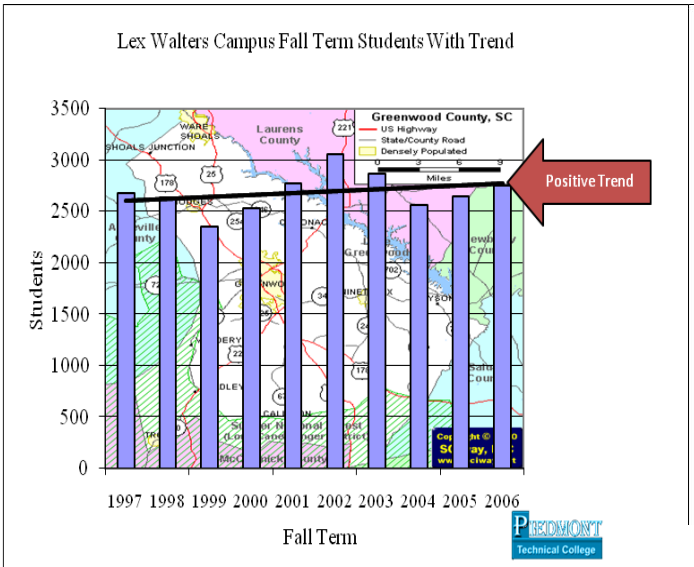
- One or more lines are not present in the gender and race ethnicity categories because of an insufficient number of cases

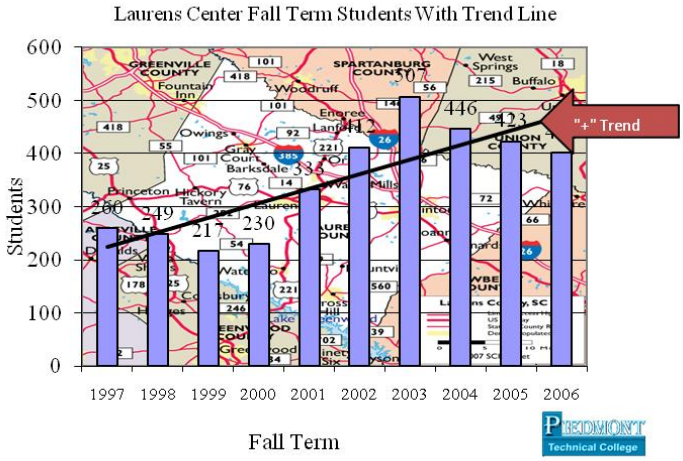
Institute of Education Sciences
U.S. Department of Education

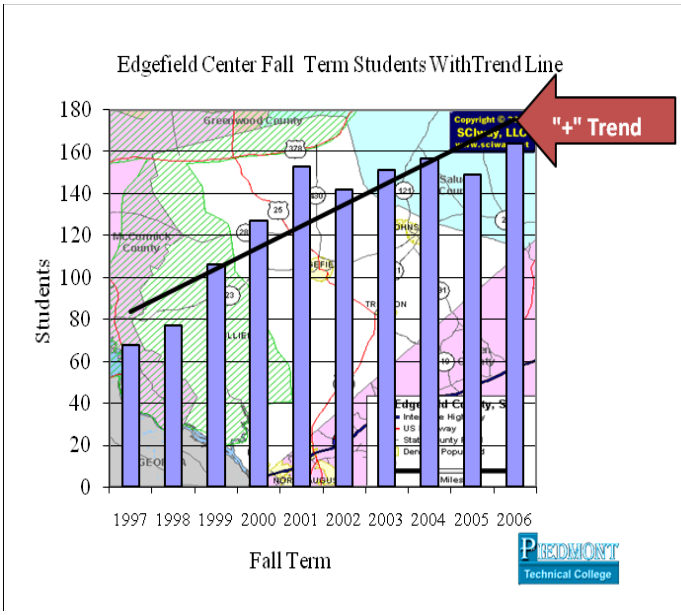
Graduation rate by race/ethnicity

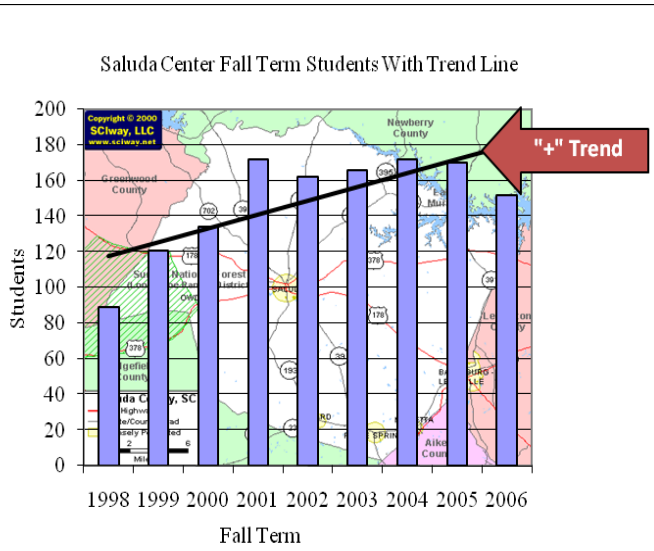
7.12 The Service Region and County Centers of the college

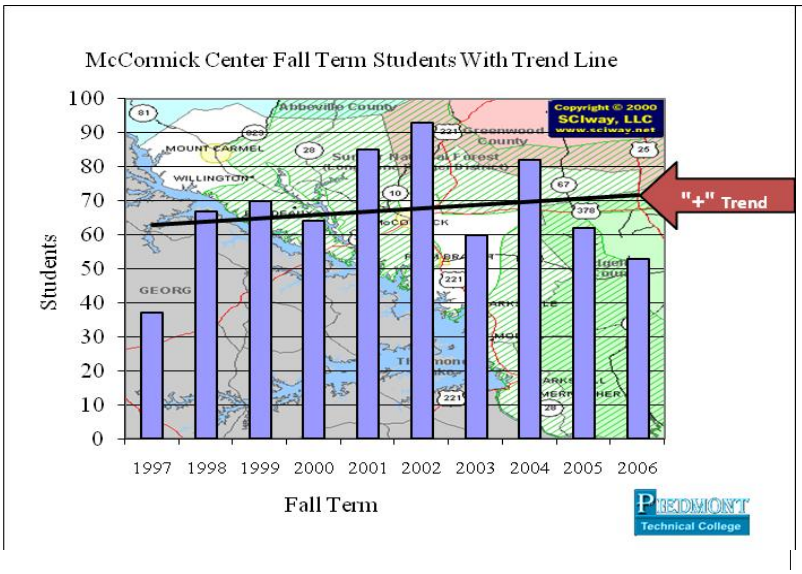


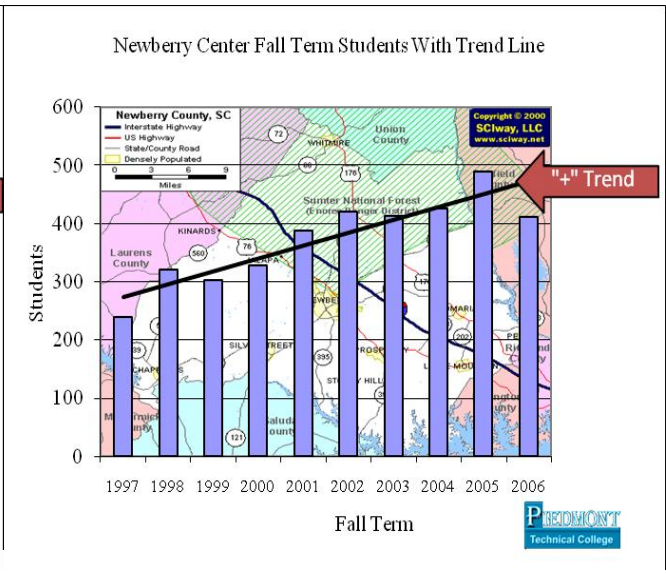




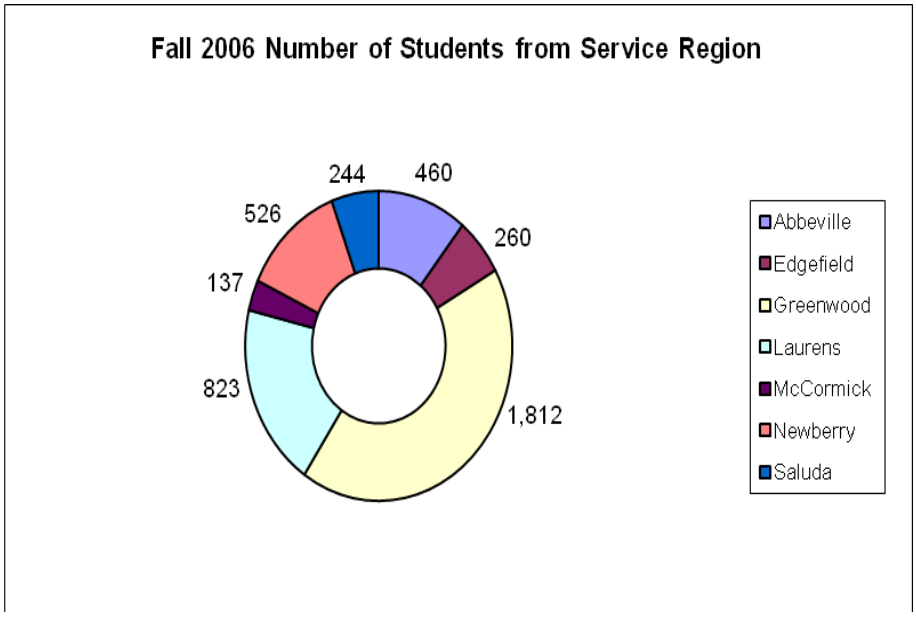


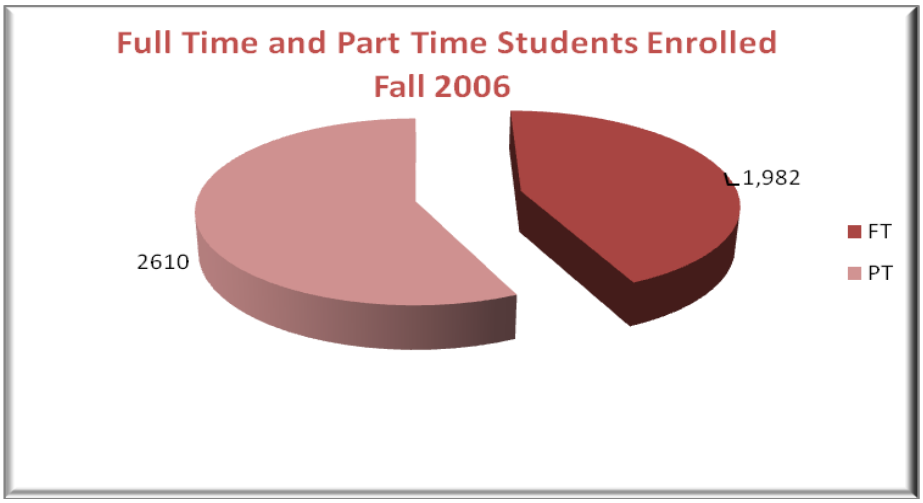




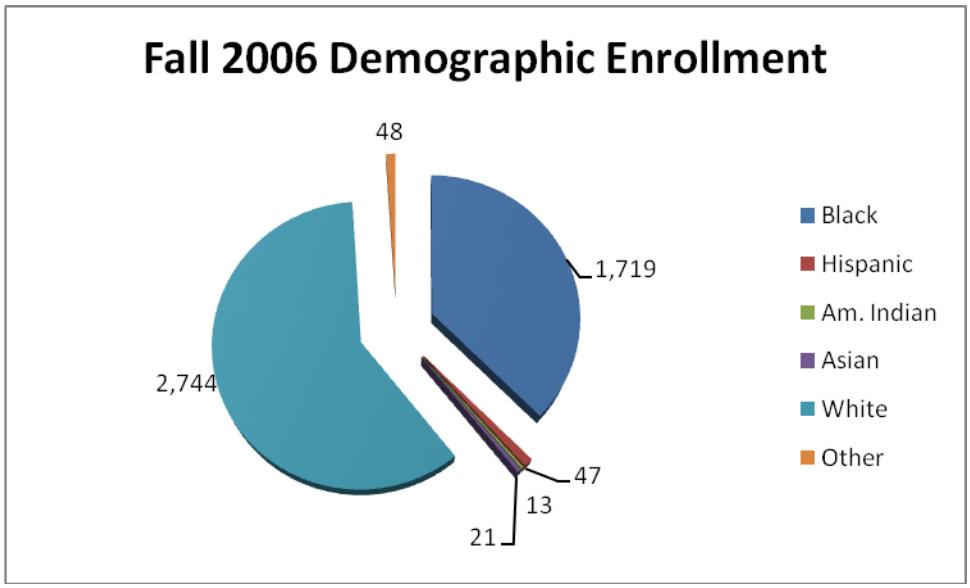


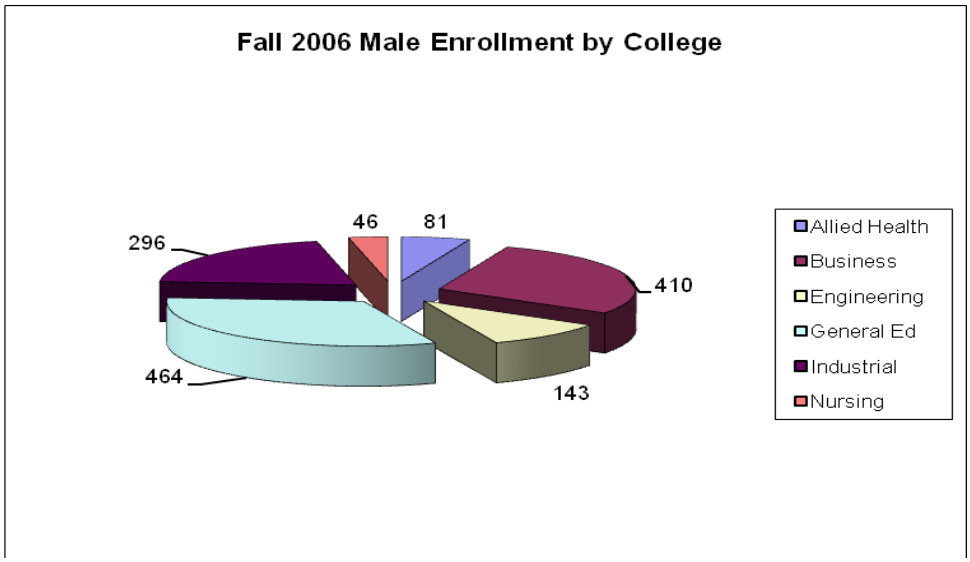
7.12.1 Students Served in7 County Service Region

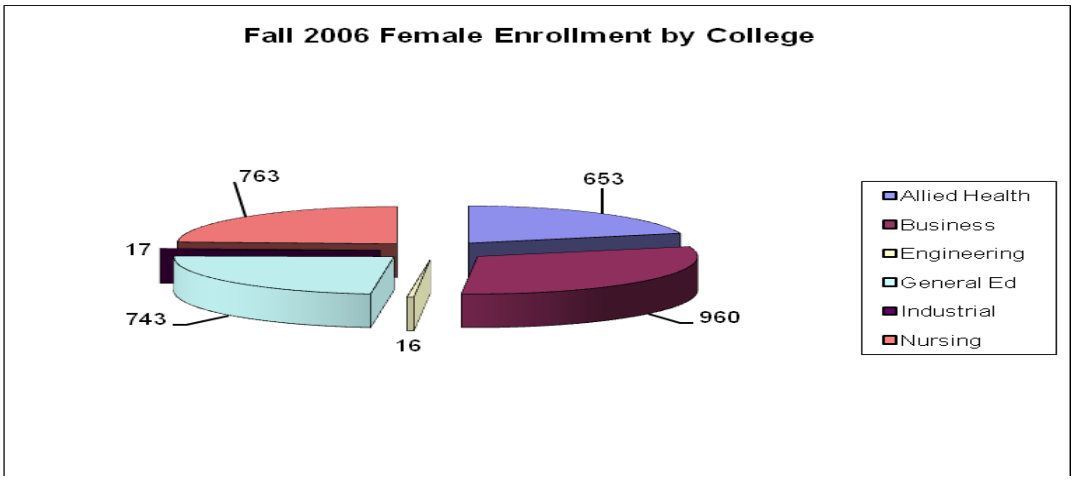




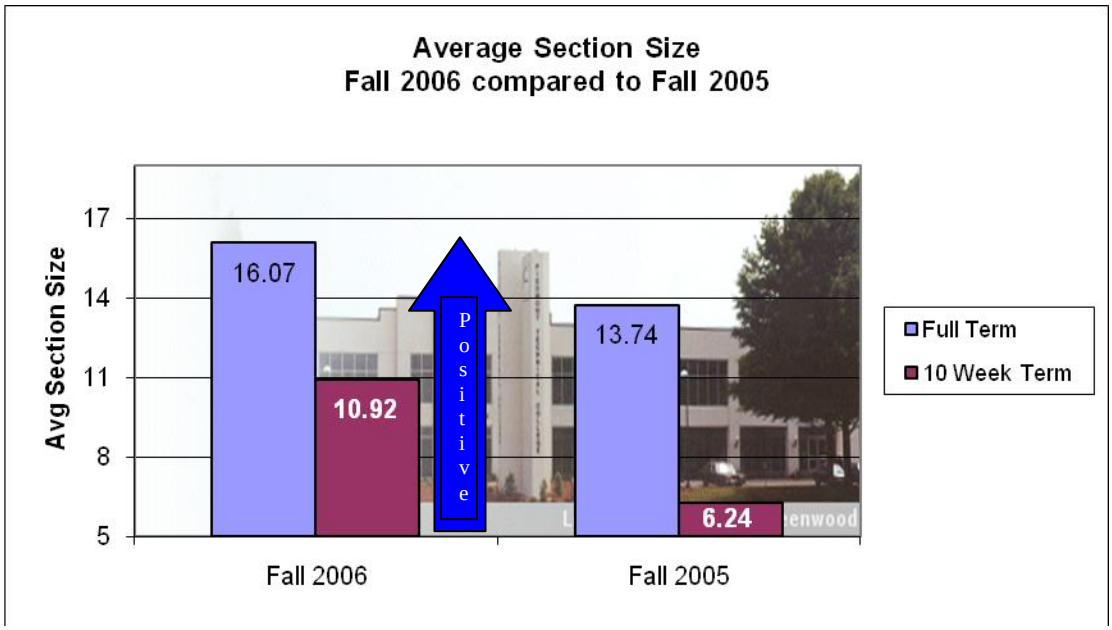
7.12.2 Demographics of the Piedmont Technical College Student Body



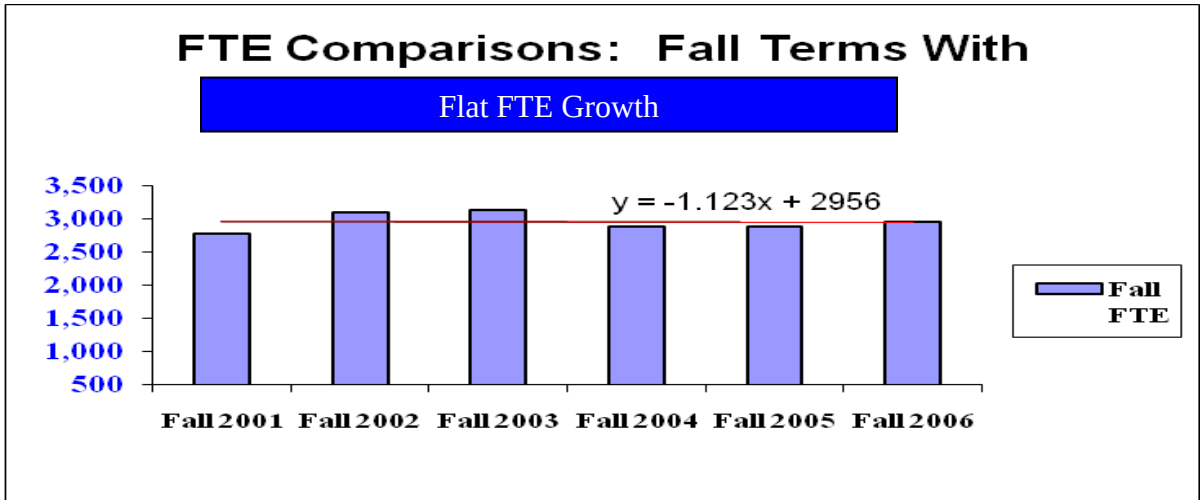




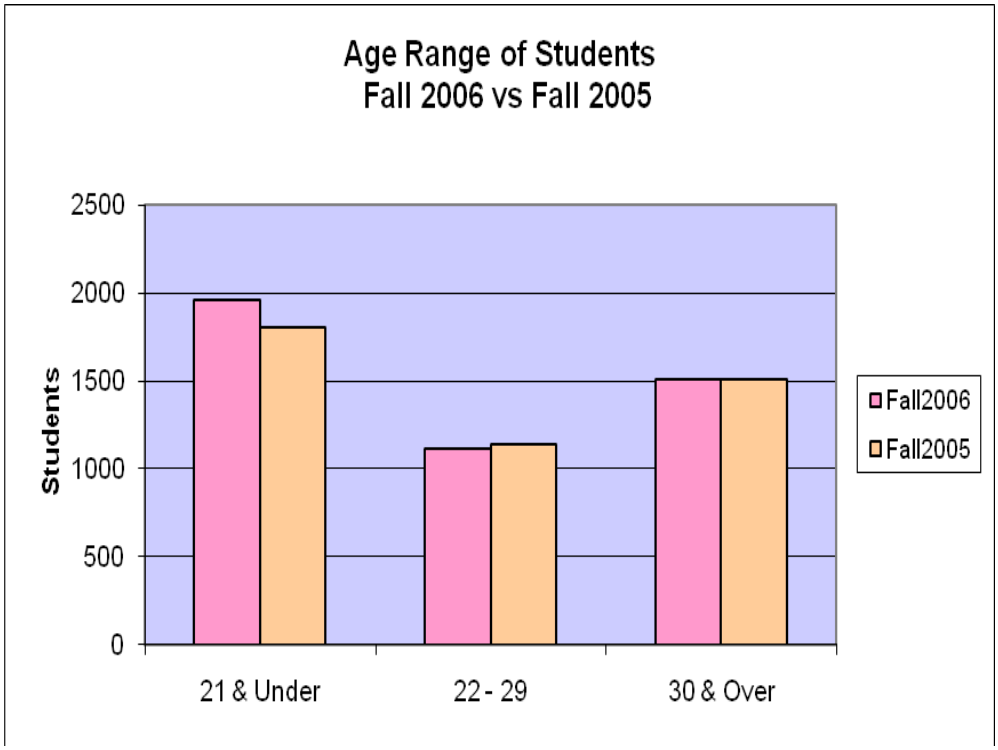
7.12.4 Average Section Size Comparisons (Lecture Classes Only):



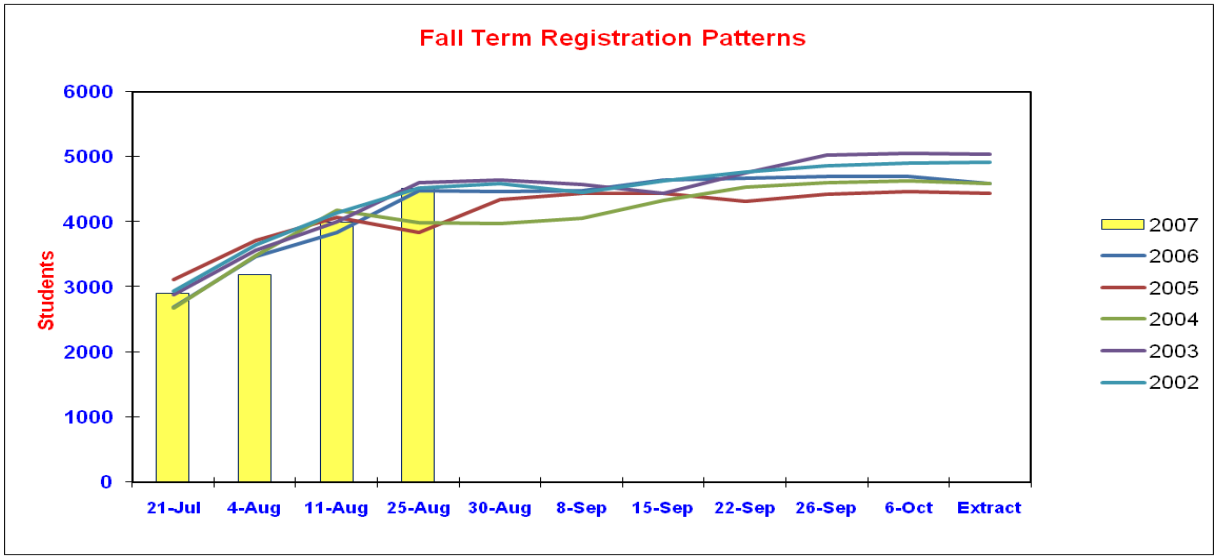
7.12.5 FTE Generation: 2001-2006 Fall Terms



7.12.5 Age of Students



7.12.6 Registration Patterns of Students 2001-2007 Fall Terms



7.12.6 2006 High School Graduates Attending PTC

High School	Graduates	Summer 2006 200530	Fall 2006 200610
Abbeville High School	118	1	17
Batesburg High School	107	0	2
Belton Honea Path High School	208	0	7
Calhoun Falls High School	47	2	11
Cambridge Academy	0	0	0
Clinton High School	182	2	31
Dixie High School	79	0	10
Emerald High School	132	1	22
Greenwood Christian School	26	0	3
Greenwood High School	342	4	53
Hopewood Academy	10	0	3
Laurens District 55 High School	271	1	24
Long Cane Academy	3	0	1
McCormick High School	50	1	7
Mid-Carolina High School	96	1	11
Newberry Academy	12	1	1
Newberry High School	174	5	28

Ninety Six High School	105	4	25
Saluda High School	109	1	21
Strom Thurmond High School	174	0	13
Thornwell High School	33	0	6
Ware Shoals High School	75	2	16
Whitmire High School	34	0	10
Wyman King Academy	23	0	1
Total	**2,410**	**26 (1.1%)**	**323 (13.4%)**

7.13 Total Instructional Hours in The Service Region by County: Three Year Totals

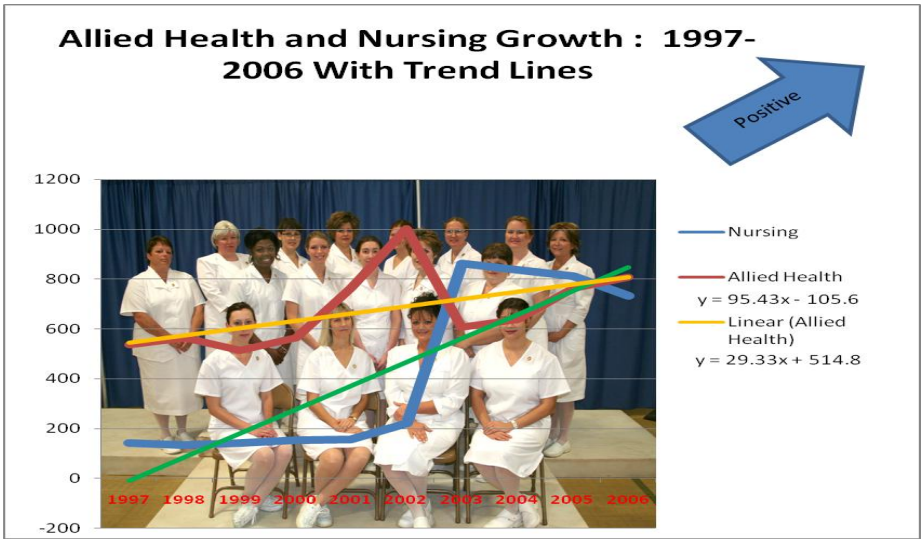
County	Total Contact Hours	3 Yr Avg. Contact Hours	3 Year Avg. %	2003 - 2004	%	2004- 2005	%	2005 to Feb-06	%
Abbeville	595793	198598	10.6	223552	10.8	226857	10.4	145384	10.8%
Edgefield	292306	97435	5.2	83103	4.0	133410	6.1	75793	5.7%
Greenwood	2470469	823490	44.2	920483	44.5	955319	43.9	594667	44.4%
Laurens	1078111	359370	19.3	410221	19.9	423548	19.4	244342	18.2%
McCormick	179489	59830	3.2	75899	3.7	61543	2.8	42047	3.1%
Newberry	681802	227267	12.2	248418	12.0	271981	12.5	161403	12.0%
Saluda	286193	95398	5.1	104379	5.1	104273	4.8	77541	5.8%
Total	**5584161**	**1861387**	**100**	**2066055**	**100**	**2176930**	**100**	**1341177**	**100.0%**

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: (see chart continued on next page)



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 Survey Results of Student Satisfaction 2006

Institutional Summary: Ranked in Order of Student Importance

Piedmont Technical College National Norms

Student Development Area	*Importance*	*Satisfaction*	*Gap Scores*	*Importance*	*Satisfaction*	*Gap Scores*
Registration Effectiveness	6.39	5.64	0.75	6.11	5.30	0.81
Instructional Effectiveness	6.38	5.57	0.81	6.14	5.30	0.84
Academic Advising Counseling	6.34	5.52	0.82	6.08	5.09	0.99
Admissions and Financial Aid	6.31	5.45	0.86	5.95	4.97	0.98
Concern for the Individual	6.26	5.45	0.81	6.04	5.12	0.92
Academic Services	6.25	5.59	0.66	5.98	5.28	0.7
Safety and Security	6.22	5.23	0.99	5.95	4.82	1.13
Campus Climate	6.19	5.5	0.69	5.9	5.17	0.73
Student Centeredness	6.19	5.59	0.60	5.9	5.24	0.66
Service Excellence	6.18	5.42	0.76	5.89	5.12	0.77
Campus Support Services	5.61	5.01	0.60	5.37	4.84	0.53

A second measure of effectiveness of Student Development Services is the Program Completer Survey administered to students each year as they apply for graduation. The graduates rate the area of Admissions and Records, Counseling, Career Services and the like on a scale of 1 to 4 with 1 being "Very Dissatisfied" and 4 being "Very Satisfied". In all areas students rated the services as Satisfactory or Very Satisfactory with average scores ranging from 3.37 to 3.92. See the chart below for details.

7.22 Student Evaluation of Instruction: All Ratings are Positive and reflect Satisfaction with The Instructional Process.

Piedmont Technical College

Program Completer and Graduating Student Questionnaire

Orientation Program			
Choice		Count	Percent
1	Vary Dissatisfied	2	2%
2	Dissatisfied	6	5%
3	Satisfied	57	43%
4	Very Satisfied	36	27%
5	Does not Apply	31	23%
Mean		3.67	

Admissions			
Choice		*Count*	*Percent*
1	*Vary Dissatisfied*	*2*	*2%*
2	*Dissatisfied*	*3*	*2%*
3	*Satisfied*	*72*	*55%*
4	*Very Satisfied*	*51*	*39%*
5	*Does not Apply*	*4*	*3%*
Mean		*3.39*	

Registration Procedures			
Choice		*Count*	*Percent*
1	*Vary Dissatisfied*	*4*	*3%*
2	*Dissatisfied*	*1*	*1%*
3	*Satisfied*	*73*	*55%*
4	*Very Satisfied*	*50*	*38%*

Instructor Evaluations - Lecture Classes
Spring 2007 - Overall Results

	Mean	Total	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. The course requirements, syllabus, and grading policies that I received from this instructor are being followed.	3.74	3338	32	120	518	2626	42
2 . The instructional materials, activities and tests that I received from this instructor clearly relate to the course objectives.	3.73	3338	35	158	471	2634	40
3. The instructor clearly presents material in an effective and interesting way (e.g. examples, illustrations, etc.).	3.58	3338	109	261	538	2391	39
4. The instructor treats students in this class in a respectful manner.	3.78	3338	42	129	342	2783	42
5. I am comfortable discussing, commenting, and asking questions and becoming actively involved in this class.	3.61	3338	85	240	533	2433	47
6. Many types of learning methods such as lecture, groups, tram work and/or special projects are used in this class.	3.48	3338	127	342	619	2149	101
7. The instructor gives feedback and evaluation on my progress in this class.	3.54	3338	122	302	537	2321	56
8. The instructor is available for questions during and after class.	3.72	3338	36	181	446	2608	67
9. My knowledge of this subject area has increased due to the instruction I have received in this class.	3.59	3338	94	248	573	2376	47
10. This class starts on time and the instructor effectively uses the allotted class time.	3.73	3338	49	144	469	2632	44
11. My instructor used technology (computers, Internet, movies, VCR's, etc.) effectively to assist students in understanding course material.	3.45	3338	187	321	509	2118	203
Overall Results:	3.63		918	2446	5555	27071	728

7.23 Student Satisfaction With Availability With Academic Advisors: *94% Satisfaction Rating (n=1082)*

Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below. (In selection your rating, consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interaction, as well as via telephone, e-mail, and other means).			27	34	557	464	

7.24 Alumni Ratings of Satisfaction With Piedmont Technical College:

This was the first year the survey was web based, though the results are very positive, sample Size is limited.

ALUMNI SURVEY

Listed below are the common questions to be used by all public institutions.

1. How satisfied are you with:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfie
1.1 MAJOR Program of Study	13	18	6	2	0	
1.2 INSTRUCTION in the major	12	19	4	3	0	
1.3 GENERAL EDUCATION program of study (non-major requirements)	9	19	8	1	1	
1.4 INSTRUCTION in general education	7	25	3	1	1	
1.5 OVERALL ACADEMIC EXPERIENCE	12	16	8	1	0	

2. How frequently are you involved in each of the following activities (on or off the job)?

	Weekly	Monthly	Annually	Less Often	Never
2.1 Career-related advanced education or training	4	9	8	9	8
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	5	4	10	13	6
2.3 Professional or service organizations	4	7	9	8	9
2.4 Volunteer, public or community service	4	7	10	8	9
2.5 Social/recreational organization	4	8	8	8	11
2.6 Support or participation in the arts	1	1	11	11	13

3. How strongly did your college experience influence your participation in the above activities?

	Strongly	Moderately	Somewhat	None at all
3.1 Career-related advanced education or training	12	17	4	6
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	7	21	5	6
3.3 Professional or service organizations	6	15	11	6
3.4 Volunteer, public or community service	3	18	8	9
3.5 Social/recreational organization	3	14	12	10
3.6 Support or participation in the arts	3	8	12	16

4. I have voted in ___ of the elections since leaving college.

All	Most	Some	Few	None
18	12	4	0	5

All responses were very positive in nature regarding Employee Satisfaction with Piedmont Technical College.

7.25 Employee Satisfaction With the College:

Employee Satisfaction
Results Overview

zoomerang

Date: 8/6/2007 8:06 AM PST
Responses: Completes and Partials
Filter: No filter applied

1. Overall, how do you rate your SATISFACTION with the college as a place to work compared to other places you may have worked previously?

Extremely Dissatisfied	4	2%
Dissatisfied	10	6%
Satisfied	111	62%
Extremely Satisfied	53	30%
Total	178	100%

2. Do the facilities (buildings, grounds and computer infrastructure) of the college assist you in completing your current job assignment?

Yes	163	92%
No	15	8%
Total	178	100%

3. Do you feel the Educational Programs are programs that are viable and needed to develop a student's personal economic growth?

Yes	168	95%
No	9	5%
Total	177	100%

4. If you are aware of the College's Mission statement, how well do you feel it guides the college?

Extremely well	24	14%
Very well	96	55%
Sometimes does, sometimes doesn't	51	29%
Not very well	3	2%
Doesn't abide by Mission at all	0	0%
Total	174	100%

Are you satisfied with the reputation of the college within the region it serves?

5.

Yes	115	65%
No	63	35%
Total	178	100%

6. Do you feel you have the necessary support (equipment and personal support) to do your job well?

Yes	122	70%
No	53	30%
Total	175	100%

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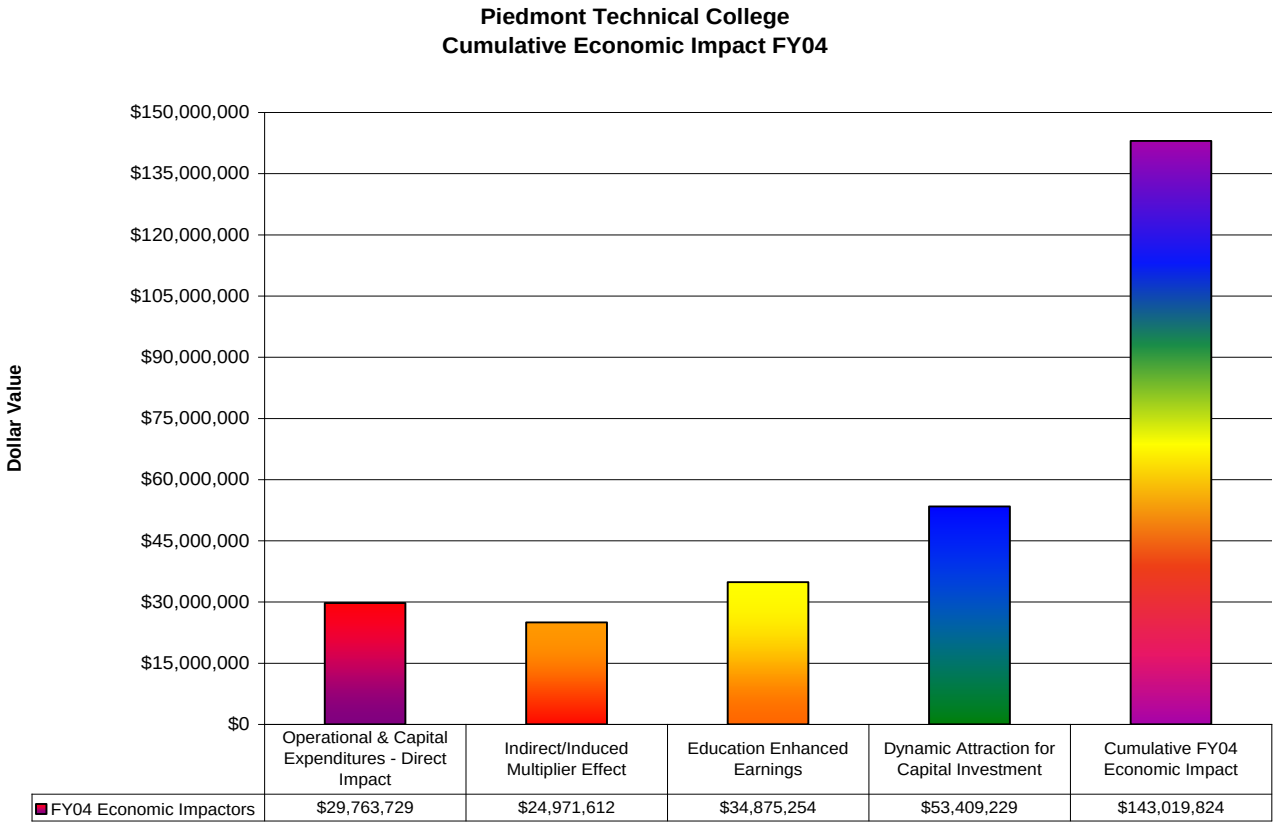
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.31



The procedures and assumptions used to quantify the College's annual economic impact are intentionally conservative and produce a verifiable estimate of cumulative economic impact for

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

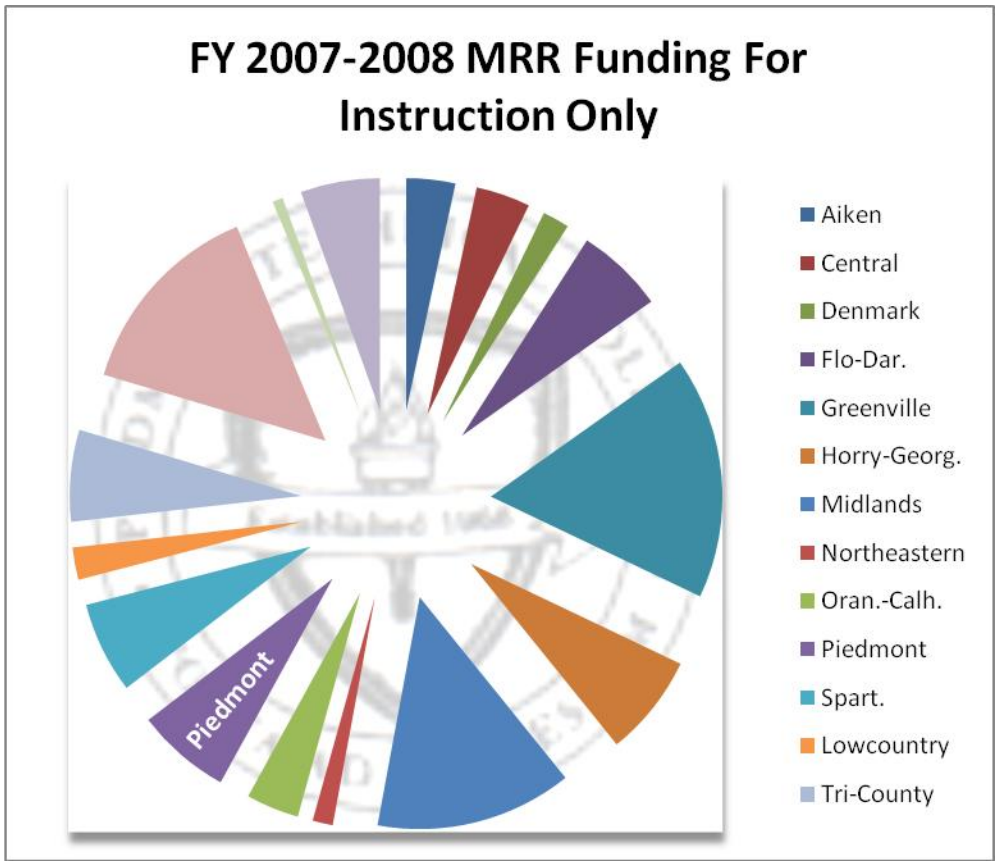
The Instruction step of the MRR uses a three-year rolling average of student credit hours. This information is imported from credit hour data reported by the institutions to the Commission on Higher Education Management Information System (CHEMIS) for academic years Fall 2004, Spring 2005, and Summer 2005; Fall 2005, Spring 2006, and Summer 2006; and Fall 2006, Projected Spring 2007, and Projected Summer 2007.

Average student credit hours per discipline are converted to full-time equivalencies (FTEs) and then to the number of faculty per discipline based on student/faculty ratios. The resulting number of faculty is multiplied by regional average salaries, by discipline, by sector. Also, employer contributions of 28% are added to provide for the employer's share of certain taxes, insurance premiums, and retirement contributions. Instructional support is calculated based on respective percentages for each discipline. The sum of faculty costs and instructional support represents total instructional costs.

Salary data is from the College and University Personnel Association (CUPA) as of Fall 2005 for institutions in the region and SREB Faculty Salary Averages for the Two-Year Regional Campuses and Technical Colleges inflated by the appropriate Higher Education Price Index (HEPI) to bring them to the FY 2007-2008 levels. Student/faculty ratios are consistent with those from the previous funding formula.

Sector IV – Technical College Sector

Aiken
Central Carolina
Denmark
Florence-Darlington
Greenville
Horry-Georgetown
Midlands
Northeastern
Orangeburg-Calhoun
Piedmont
Spartanburg
Technical College of the Lowcountry
Tri-County
Trident
Williamsburg
York



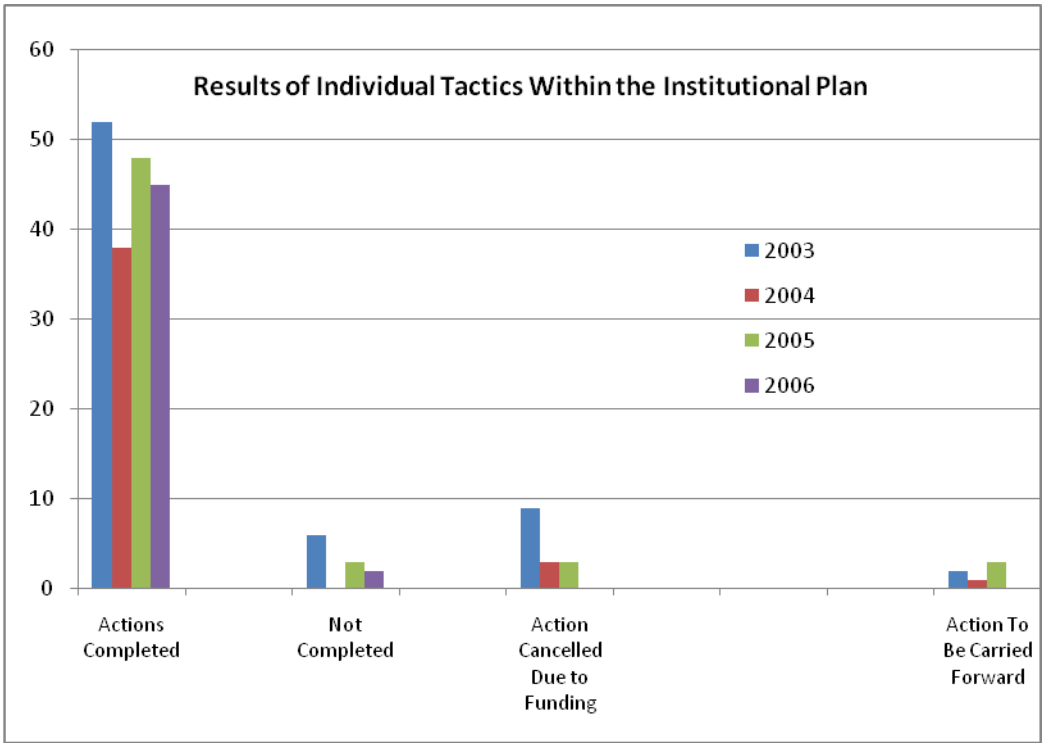
7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well being, satisfaction and dissatisfaction? All work performance is tied directly to the EPMS review system, of which professional development 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 that one grievance per year during this same time frame which speaks to the level of employee satisfaction (refer to 7.25 above) 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: **The college has no charts to display the results of this portion.**

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. **Please refer to 7.25 above for Employee Satisfaction Review.**

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.

PIEDMONT Technical College

Associate in Industrial Technology
Major in Autotmotive Technology

Automotive Technology Student Enrollments: Fall Terms

2006-2007 Project Car

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

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 Foun-