Accountability Report Transmittal Form

Agency Name __PIEDMONT TECHNICAL COLLEGE_____

Date of Submission _____September 15, 2011_____

Agency Director _____Dr. Brooks_____

Agency Contact Person __Maggie Slimmer_____

Agency Contact's Telephone Number _____864-941-8309_____

Higher Education Accountability Report

2011

Piedmont Technical College

Table of Contents

Section I: Executive Summary

Piedmont Technical College continues its quest for student success and economic prosperity for all stakeholders by strategically aligning operational planning to attainment of strategic objectives. The college has experienced a 22.10% increase in enrollment from Fall 2006 to Fall 2010. This increase has brought many challenges to the college. In the 2010-2011 academic year, Piedmont Technical College participated in a national higher education project known as "Foundations of Excellence®." The project, sponsored by the John N. Gardner Institute for Excellence in Undergraduate Education, utilizes a model of excellence for the first college year student experience. The college will use this model to develop and refine it's overall approach to educating first-year students. The self-study process consisted of nine dimensions to ensure the success and retention of new students. The areas studied were philosophy, organizational structure, learning, campus culture, transitions, all students' needs, diversity, roles and purpose and improvements. All faculty and staff were invited to participate and over 169 employees participated in this self-study. Students were also invited to participate.

Through this self-study process, the college placed all interactions with students under the microscope to identify what improvements were needed to improve the success of its students. The self-study is concluding. The next step is to select priorities from the 128 recommended action items and develop action plans. The Foundations of Excellence self-study is one of many initiatives that the college has taken in the 2010-2011 academic year to improve student success.

During this past year, academic and administrative units completed strategies to support Piedmont Technical College's mission. Significant accomplishments are listed below:

- **Student Achievements Recognized on State and National Levels**
  - Respiratory students receive statewide recognition and scholarships from SCSRC
  - Business students in capstone course invited to participle in an invitation-only tournament on an online global business project after defeating 30,000 students from colleges and universities around the world.
  - Nursing student received the 2010 Palmetto Gold Scholarship

- **Piedmont Middle College and Dual Enrollment Program Grows**
  - Expanded the Middle College program to McCormick County in Fall 2011
  - 14.69% increase in high school students dually enrolled from 2007 to 2010

- **Program Offering Expansion**
  - Computer Technology offered at the Laurens County Center
  - PTC Journeyman Welding Certificate offered in Laurens County
  - New Diversified Agriculture Degree
  - Industrial Technology offerings expanded in Laurens County

- **Faculty /Staff Recognition and Awards**
  - Business Instructor presented Lifetime Achievement in Accounting Education
  - SCTEA Outstanding Educators of the Year
  - International conference presentation on D2L
  - Instructors receive national certification as a Certified Online Instructor from LERN

- **Capital Improvement Projects**
  - New Expanded McCormick County opened for Summer 2011.

- **Academic Program Achievements**
  - Senior nursing project assisted local camp as part of its Nursing Management course for nursing students.
  - Welding instructors received specialized training to incorporate using robotic welders
  - New lab helps the Commercial Art Program keep up with innovations in the workplace

These highlights are just a few of the accomplishments of this past year. Everything the College does is driven by its commitment to student success and transforming lives.

Section II: Organizational Profile

Organizational Environment

Piedmont Technical College offers associate degrees, diplomas and certificates through traditional classroom instruction and online learning. Piedmont offers the following academic programs:

- **Nursing**:   Associate Degree in Nursing and diploma in Practical Nursing
- **Health Science**: Associate degrees in Cardiovascular Technology, Radiologic Technology, Respiratory Care, Veterinary Technology; diploma in Surgical Technology, and certificates in Massage Therapy, Medical Assisting, Patient Care Technology, Pharmacy Technician, Phlebotomy Technician and One plus One programs with other technical colleges.
- **Agriculture**: Associate degree and certificates in Agriculture and Horticulture.
- **Engineering/Industrial Technology**: Associates degrees, diplomas and certificates in Automotive Technology, Building Construction Technology, Engineering Graphics Technology, Electronic Engineering Technology, HVAC Technology, Industrial Electronics Technology, Machine Tool Technology, Mechanical Engineering Technology, Mechatronic Technology, and Welding
- **Business and Public Service**: Associate degrees and certificates in Administrative Office Technology, Business, Commercial Art, Computer Technology, Criminal Justice, Early Care and Education, Funeral Services, and Human Services
- **Arts and Science**: Associate in Arts and Sciences and General Studies certificate

Continuing Education
- Continuing Education: Corporate, Health Care and Community Training Services, Business and Industrial Services, Personal Interest, Professional Development, Computers, and online courses.

Purpose

Piedmont Technical College's stated purpose is 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.

Mission

Piedmont Technical College transforms lives and strengthens communities by providing opportunities for intellectual and economic growth.

The College, a member of the South Carolina Technical College and Comprehensive Education System, is a public comprehensive two-year post-secondary institution. Piedmont Technical College 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 enrolls approximately 5,500 to 6,500 credit students. The college responds

to the academic, training and public service needs of the community through excellence in teaching and educational services. Piedmont Technical College's open admissions policy provides accessibility for individuals with diverse backgrounds and opportunities to acquire the knowledge and skills for employment. The college provides educational opportunities in engineering technology, industrial technology, agriculture, business, health, and public service. Piedmont Technical College graduates develop competencies in written and oral communication, mathematics, problem solving and application of technology.

The college offers university transfer; associate degrees, diplomas and certificates in technical and occupational areas; developmental education programs; student development programs providing academic, career and individual support; and custom-designed Continuing Education programs provide training for business and industry.

Vision
The vision of the college is sharing the commitment to create vibrant communities and economic prosperity for all stakeholders.

Values
We are guided by the practice of these core values:

- Leadership and Innovation
- Integrity, Accountability, and Transparency
- Collaboration and Collegiality
- Inclusivity, Diversity, and Accessibility
- Student Success and Customer Service
- Entrepreneurship and Workforce Development
- Lifelong Learning and Community Improvement
- Data-driven Decision Making
- The Ongoing Pursuit of Excellence
- Commitment to Lean Principles

Workforce Profile

Piedmont Technical College employs a diverse and highly qualified faculty and staff with a total of 591 for the Fall semester of 2010.

Piedmont Technical College			
Faculty and Staff			
Fall 2009	**Total**	**591**	**Percent**
Faculty	Full Time	121	20.1%
	Part Time	217	36.70%
Staff	Full Time	145	24.50%
	Part Time	108	18.2%

IPEDS: Human Resource Report, November 1, 2010

Operating Locations:

Piedmont Technical College serves the counties of Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda. Greenwood's Lex Walter's Campus as well as the county centers that are housed in the six outlying counties of the service area are modern, functionally-designed buildings containing classrooms, laboratories for medical, technology and business programs; industrial shops; media center; student center; conference center; library; and faculty and administrative offices. The very latest in instructional technology is provided and an atmosphere totally conducive to learning is maintained. Free parking is available at all locations.

In addition to offering classes on the Piedmont Technical College's campus, the college offers courses at off-site locations as appropriate. These include courses for dual credit students in area high schools, allied health and nursing clinical courses in area hospitals and medical facilities, internships and work experience courses in area businesses and industries, and courses that are delivered at area business and industry locations.

Regulatory Environment:

Piedmont Technical College's governing body, The Area Commission, is comprised of twelve commissioners. The commissioners are representatives from one 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).* The governing board is the legal body with specific authority over the institution and the active policy-making body for the institution establishing policies for the operation of the College, including mission, budget, and changes for addition or deletion of programs. The President reports to the Area Commission and works with the College's Institutional Officers to manage the overall operation of the College.
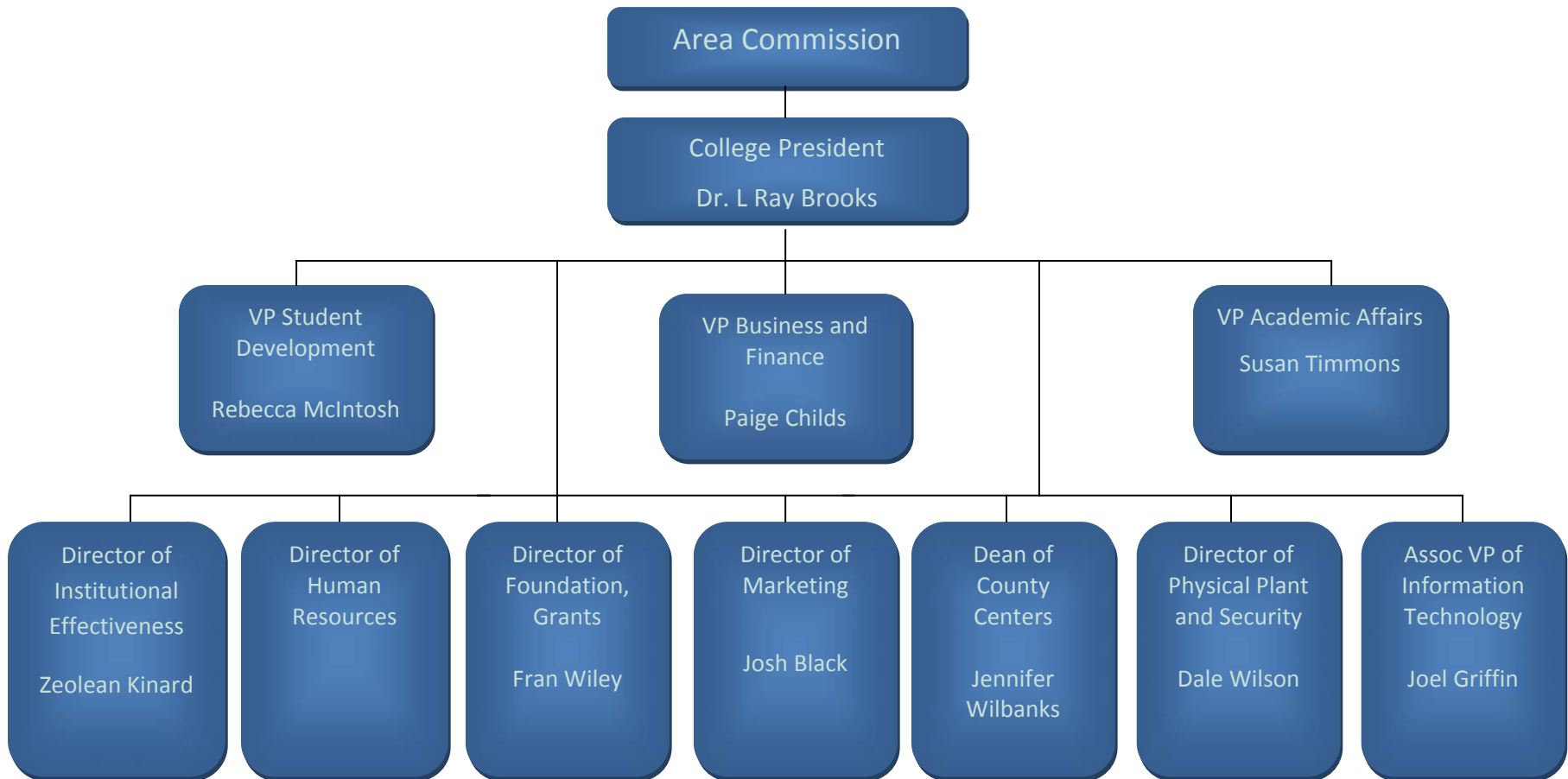
As a public institution of higher learning, the College operates under numerous laws, regulations, rules and guidelines enforced by several agencies and entities. Together, these agencies and entities define Piedmont's regulatory environment:

- **Federal government:** OSHA, FERPA, HIPPA, Federal Department of Education, EEOC
- **State government:** CHE, DHEC, SC State Board of Technical and Comprehensive Education, State Budget and Control Board
- **Regional accreditation:** Southern Association of Colleges and Schools (SACS)
- **Program accreditation:** 13 program specific accreditation agencies

Service Area:

Piedmont has an open door policy to serve the service region of Greenwood, Abbeville, Edgefield, Laurens, McCormick, Newberry and Saluda. However, we have two programs, Cardiovascular Technology and Funeral Services, offered that are serving the needs of the state of South Carolina. With distance education being a permanent part of the Technical College curriculum our services has the potential to reach beyond our specified service region as regulated by the Commission on Higher Education.

Organizational Relationships

Area Commission

College President
Dr. L Ray Brooks

VP Student Development
Rebecca McIntosh

VP Business and Finance
Paige Childs

VP Academic Affairs
Susan Timmons

- Director of Institutional Effectiveness
  Zeolean Kinard
- Director of Human Resources
- Director of Foundation, Grants
  Fran Wiley
- Director of Marketing
  Josh Black
- Dean of County Centers
  Jennifer Wilbanks
- Director of Physical Plant and Security
  Dale Wilson
- Assoc VP of Information Technology
  Joel Griffin

Student Segments:

Piedmont Technical College is an open door state supported college serving the largest region of South Carolina of any of its sister technical institutions, serving individuals, business, and industries in Greenwood, Abbeville, Edgefield, Laurens, McCormick, Newberry, Saluda and surrounding counties. 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. These individuals consist of:

- Part-time or unemployed individuals who are primarily interested in vocational-technical education to maintain a present position, to obtain a promotion, or to obtain a new job
- Those needing retraining or skills upgrade
- A college graduate who needs additional skills
- Traditional high school graduates entering college immediately after high school either to obtain a degree or to transfer to a four-year institution
- Transfer students coming from a four-year college
- Dual-enrollment students that are current high school students taking courses that will allow them to obtain college credit
- Displaced workers due to reduction in workforce or closings
- Non high school graduates that desire to continue his/her education
- Individuals pursuing special interests or hobbies through continuing education programs
- Non-Traditional students that are older than the typical undergraduate (aged 18-25) that had an interruption in their studies or they are of traditional age but are attending college with unconventional schedules.

Piedmont Technical College Student Profile		
Total Enrollment	**Fall 2010**	
Age	17 or less	8%
	18-21	33%
	22-30	27%
	31-40	18%
	41-50	10%
	51-60	4%
	60 or Over	1%
Gender	Female	66%
	Male	34%
Ethnicity	American Indian	0%
	Asian	1%
	Black, not of Hispanic Origin	39%
	Hispanic	1%
	Other	1%
	White, not of Hispanic Origin	58%
Student Type	Continuing Tech Ed	54%
	2 Year College Transfer	2%
	4 Year College Transfer	3%
	GED Graduate	2%
	High School Graduate	13%
	Non Degree Seeking	1%
	Non High School Graduate	1%
	Readmit	11%
	Tech On Line	1%
	Transient Student	1%
	Dual Enrolled/Early Admit	11%
Student Status	Full Time	47%
	Part Time	53%

Stakeholder and Market Segments

Staying abreast of the expectations of our programs, offerings, students and stakeholder support services and operations is essential and a primary goal of the college in order to continue to produce student success and academic excellence. In addition to students, other stakeholders are individuals, businesses, and industries in the seven county areas; therefore, Piedmont is committed to performance excellence as a learning community. Requirements and expectations are determined by analyzing the demographic trends and student results. In addition, the college must factor in the rapid change in technology and increased globalization as well as the economic impacts of the recent downturns creates an extremely complex market. Therefore, the key requirements and expectations would be for Piedmont to be committed to meeting needs of our students, stakeholders and suppliers. In doing so, we would provide the opportunity to equip students with an appropriate education to aid in their success, meet the needs of our service region's workforce and globally with state of the art training for the high wage, high demand occupations all at an affordable amount.

Key Requirements and Expectations
Affordable Tuition
Financial Aid
State of the Art Technology/Equipment
Quality Instruction
Well Informed Staff
Availability of Instructors
Flexible Scheduling of classes
Choice of Programs
Convenience/location
Academic Advising
Transferability of Credits

Piedmont has the largest service region in the state, therefore our market segments, student groups, and stakeholders can vary. However, all segments and groups want basically the same thing and that is for Piedmont to provide an affordable education with state of the art workforce education and training to give our students and stakeholders the best opportunity for success in today's market.

To address the differences in requirement and expectations the college has adapted to the requirements of all parties to include a variety of education programs that include academic and continuing education; delivery methods that are traditional, distance learning, and means to assist with students that are not academically prepared with developmental courses, bridge courses and support services to address students specific needs.

Suppliers and Partners

The College maintains partnerships with many area organizations and relies on the services of the following on a regular monthly basis:

Piedmont Technical College	
Key Partners	
Public/Private High Schools	Dual Credit Program
Business/Industry	Student Internships Clinical Sites Advisory Committees Credit/non-credit training programs
Colleges/Universities	Bridge programs Transfers Transient students

Piedmont Technical College	
Key Suppliers	
Bud Group	Custodial Services
Sizemore Security	Security Services
Cannon Ontario Leasing Ikon, Xerox	Copiers
Dell, Inc. Gateway	Computers (PC's)
SCT/Sunguard HP Direct	Hardware/Software

With programs and services we partner with over 25 public and private high schools and over 200 industries for credit and non-credit training programs in the service region. In addition, we have worldwide partners with students participating thru on line course work. The college's key mechanisms for communication and managing relationships with suppliers, partners and collaborators is to be honest and forthright with the expectations of products or services*.*

The college's key types of suppliers, partners, and collaborators all play an integral role in our organizational innovation process through the technology used, products/services offered, and in the employees and culture of the college.

Competitive Environment

In addition to other Technical Colleges, Piedmont realizes that neighboring four-year institutions also are competitors and recognizes the following as critical success factors:

- Graduation and Job Placement 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
- Regional accreditation

During the past year the College has experienced several changes that impact its competitive standing.

- *Funding:* Uncertainty of funding from year to year, forces the college to increase costs for students. Our funding has not only been cut at the state level but also the county level and we must find alternate ways to compensate
- *Facilities:* In an effort to deliver a richer, more effective instructional experience to students, new Promethean interactive whiteboards have been installed in 35 classrooms on the Piedmont Technical College Greenwood, Saluda, Laurens, Newberry and McCormick campuses.
- *Technology:* As the student population becomes more technologically adept so must our college with the skills to stay abreast of the changes and of the new technology available and introduced.

There are many data sources available within the academic community to show what the college's comparative and competitive perspective is currently. This would include but is not limited to:

Integrated Postsecondary Education Data System (IPEDS)
> *Peer Analysis Tool* – enables the user to compare an institution with a group of peer institutions of the user's choice. The user can compare admission statistics, degrees and completions, faculty data, enrollment to include full-time and part-time, staff consisting of full-time and part-time, financial aid information, graduation rates, and tuition and fees.
> *College Opportunities On-Line* – provides data on institutional characteristics, crime statistics, enrollment, degrees, and financial aid.
> *Peer Analysis System* – allows the user to compare an institution with a group of peer institutions of the user's choice by generating reports using selected variables from the IPEDS variables of interest.

SC State Technical College System – Dashboard Reports - enables the user to compare an institution with other colleges in the state by generating reports using selected variable that are

provided.   Reports can be generated based on developmental education; enrollment, graduation and licensure pass rates.

Piedmont has shown an overall growth in Fall enrollment over the last 4 years.

Piedmont Technical College
From Opening Fall 2006 Headcount By Ethnicity and Gender
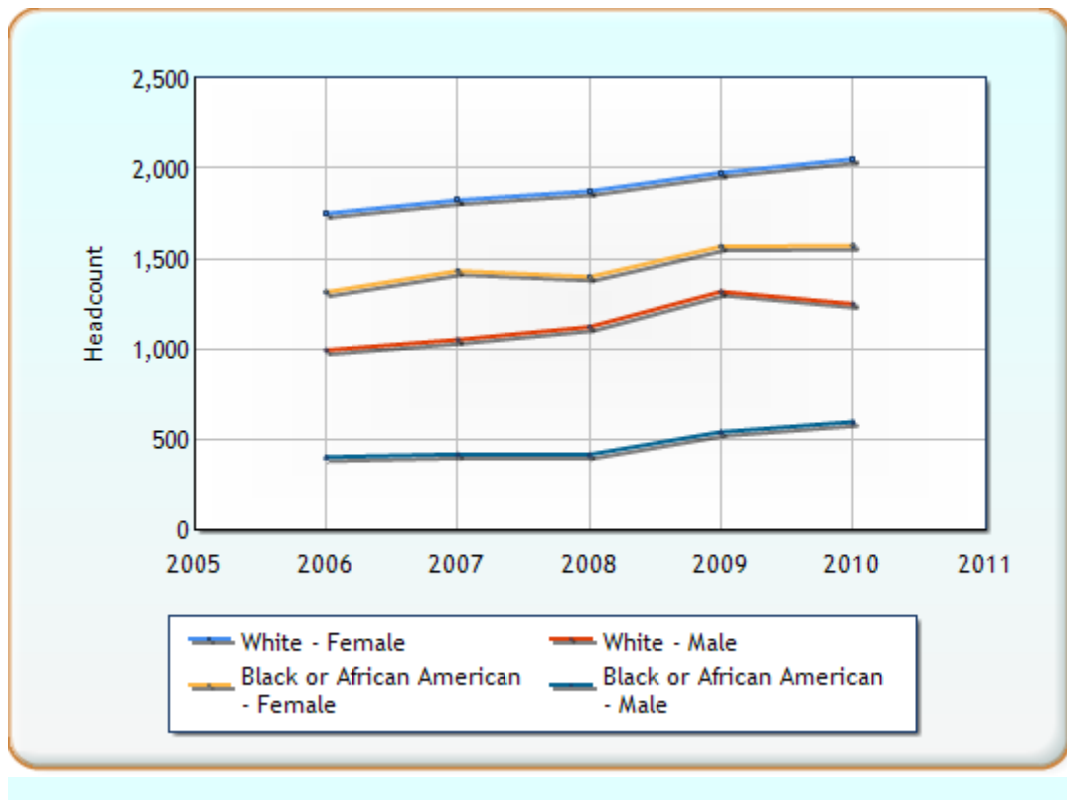
Ethnicity/Gender	2006	2007	2008	2009	2010
White - Female	1,750	1,824	1,874	1,976	2,052
Black or African American - Female	1,316	1,433	1,400	1,568	1,573
White - Male	994	1,052	1,123	1,318	1,250
Black or African American - Male	403	419	417	542	598

National Center for Education Statistics – NCES – the primary federal entity for collecting and analyzing data related to education. Data is analyzed on enrollment, graduates, and finances, federal funds for education, employment and income of graduates, libraries, and technology.

Strategic Context

Senior Leadership has carefully analyzed the College climate in preparation of the new planning cycle. This examination revealed that the college faces several key challenges and advantages as follows:

- To continue to tenaciously pursue alternative funding to offset the decline in state funding in order to maintain the affordability of an education at PTC and to minimize the increase of tuition for students.
- To use new technologies to meet the needs of all students, both those who grew up in the technological age and those with little or no skills in technology, and engage them in the learning process.
- Increased number of enrolled high school students in "dual enrollment" programs presents a positive outlook for the future of educational and economic development within our service region.
- Strengthen our partnerships with area businesses and industries by developing new academic and continuing education programs to address emerging needs.
- The uncertainty within lottery funding to insure that two year college students have equal and affordable opportunities for post-secondary education.

The items listed above are all key strategic challenges and advantages associated with organizational sustainability. The college must stay abreast of the changing climate, needs, and demands of the faculty, staff, students, and stakeholders in order to sustain the college as a whole. The college has established institutional core indicators that will indicate the health of the college by measuring and analyzing key metrics of performance that are vital to long-term sustainability such as enrollment, employment, graduation, and financial data. The Senior Leaders define the indicators and the cycle in which they should be measured. The Institutional Effectiveness Office is responsible for completing the measurements and communicating the results to the Senior Leaders in a timely and effective manner. The Senior Leaders use the information to improve processes and products of the College through the formal planning process and/or through general operational procedures.

Performance Improvement System

The college engages in continuous performance improvement through a multitude of evaluations, organizational learning, and innovation processes. This would include but is not limited to the following:

- Faculty Performance Management System
- Employee Performance Management System
- Internal and External Audits
- College-wide strategic planning and budgeting process
- Environmental scanning, including student, graduate and employer satisfaction
- Academic program assessments
- Administrative units assessments
- Performance Funding Measures on all aspects of the college are viable measures of success
- Institutional Planning system
- 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 25/7 assistance and delivery of training.
- Support Service performance
- Process improvements (LEAN)

Section III: Criteria

Category 1   <u>Senior Leadership</u>

The Leadership Team is comprised of the college President, Institutional Officers, presidential direct reports and the academic deans. This team collaborates annually with the college Area Commission and faculty and staff to review the operational and strategic directions of the college while ensuring they relate to the college's mission.

Senior leaders lead by example. They reflect the values of the organization through the development of policies and procedures that promote the college's values, support the college's mission goals, improve the efficiencies of daily operations while supporting students' success. Senior leadership teams not only participate in college wide training initiatives. In addition at a minimum, yearly sessions are conducted by the Leadership 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.

Senior Leadership has in place a strong system of processes/directives that ensure that fiscal, ethical, legal and regulatory accountability is upheld. The college has clear policies regarding drug use, use of computers, and privacy of records in multiple areas of publication from the college catalog to the website. The college also remains accountable through adherence to State Board for Technical and Comprehensive Education Policies and Procedures as well as the compliance of regular audits for both financial and administrative areas by various independent, federal and state government agencies.

Our economy, social and our natural environment are in a period of fundamental change due to the current economic downturn not just locally but worldwide. In order to sustain the College it must assist in the restoring of the environmental quality, promote stable and healthy communities and be a catalyst for workforce and economic development throughout the service region and state. The ways in which the college accomplishes this is to work with a Rapid Response Team in conjunction with The Upper Savannah Workforce Development Board to present dislocated workers with a variety of options for their future through an array of rapid response programs**.**

Many of the College's faculty and staff serve in community leadership roles that keep the college abreast of the changing needs of the community therefore allowing the college to respond to those needs in a timely manner.

Senior leaders support the ongoing, integrated, data driven planning and evaluation processes which includes but is not limited to the periodic review of all programs and services as well as other internal and external data collections. These processes are designed to produce feedback for continuous improvement and achieving success in the College's mission.

Senior leaders meet weekly to discuss and respond to changing conditions to effectively perform the processes and review the institutional impact in relation to strategic objectives.

The college is strongly committed to continual learning and has policies in place 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's budgetary process and is incorporated on individual performance reviews for both faculty and staff.

Communication and Organizational Performance

The senior leaders of the college communicate with faculty and staff by holding both campus-wide and unit-specific staff meetings on a regular basis. College wide faculty/staff meetings are streamed via internet to the off campus locations and for those that cannot attend but have login access. Information is widely shared by and with senior leaders through open communication college wide. Senior leaders encourage all employees to communicate to one another and to them regarding the issues pertaining to Piedmont Technical College and its stakeholders.

 Senior leaders promote positive employee morale and team spirit by recognizing outstanding employee achievement in various ways. Both individual and team recognition is provided during 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; service awards are given for years of service with the college; and "employee appreciation" luncheons are held periodically by senior leaders. The College also created two "excellence" awards for faculty and staff to initiate the continued emphasis on the College's strategic direction. These awards are the Visionary Award for Faculty and the Staff Excellence Award for Staff.   In addition, sending expressions of concern in case of employee illness or bereavement (with appropriate approval), recognizing employees upon resignation or retirement and sharing other information approved by the employee through in-house publications, memos and email aids in the motivation and support of moral.

Senior leaders review the performance of internal and external factors to identify needed actions. External and internal factors include but are not limited to:

- Student enrollment
- Graduation rates
- Retention rates
- Quality programs and services
- Financial Aid
- Regional accreditation
- Financial Reports
- Employer and student satisfaction
- Grants and external funding
- Academic program reviews
- Facilities and permanent improvements

Organizational Governance

Piedmont's governing board, the Area Commission, operates under its Governance Process Policies and By-laws to establish polices for the operation of the College, including but not limited to the mission, budget, and addition or deletions of programs. In addition, the college abides by the rules and regulations of State Tech and SACS.

Performance of senior leaders at the College is evaluated in numerous ways. All Senior Leaders participate in the Employee Performance Management System (EPMS) which include significant accomplishments related to the strategic goals, and strengths and weaknesses related to job duties. During the evaluation process, plans for areas of individual focus for the upcoming year are stated. The Area Commission conducts an annual evaluation of the College President and then submits an additional evaluation to the South Carolina Agency Head Salary Commission using its prescribed format.

Piedmont Technical College's Area Commission evaluates the board's effectiveness through a systematic self-evaluation process that is conducted yearly.   The process includes the review of its governance processes, bylaws, and policies and procedures. In addition, the College abides by the specific criteria set forth for effective governance for accreditation established by the Southern Association of Colleges and Schools.

Legal and Ethical Behavior

Obtaining feedback from the Academic Program Advisory Committees, conducting community needs assessments, graduate and employer surveys, soliciting input from area businesses and industries and through ongoing environmental scanning and synthesis of assessment data

allows the college the ability to identify current and potential impacts of our programs, offerings, services, and operations on the service region.

The South Carolina budget crisis has had an adverse impact on the college and the services provided to students. The college has been forced to outsource areas of operations and support; limit class offerings; control curricular expansion; and structure ongoing objectives and goals to meet the realities of the irregular changing funding patterns.

Employees of Piedmont Technical College are expected to conduct themselves in accordance with all applicable laws, regulations, and State Board for Technical and Comprehensive Education, institutional, and departmental policies, as well as generally accepted and professional work behaviors. Employees who engage in misconduct shall be disciplined whenever such action is considered necessary by College management or other persons in positions of authority. The discipline is intended to correct job-related behavior that does not meet the College's standards. To determine the disciplinary action that should be taken, the College considers the totality of the circumstances, including but not limited to, the nature, severity, and circumstances surrounding the misconduct, prior instances of the same or other misconduct, prior actions taken against the employee, and any other factors determined relevant by the College.

Misconduct may be handled by one or more of the following actions:

- Informal counseling
- Oral warning
- Written warning
- Reassignment
- Demotion
- Disciplinary suspension
- Investigatory suspension
- Termination

Societal Responsibilities and Support of Key Communities

The college considers societal well-being and benefit as part of our strategy and daily operations as paramount to the success of the college. Through the development and implementation of the new strategic plan, the college will challenge traditional methods while adapting more flexible, client centered processes that will ultimately strengthen the position of the college, its graduates, the communities in which it serves, the state and the globe.   The College recognizes and embraces the impact that it has on the environment, social and economic systems in which it serves and strives to improve all areas for a better future.

The President and senior leaders have established a culture which fosters community involvement that includes opportunities for all employees and students to participate. The college has an extensive record of actively working within our seven county regions to support communities through activities as well as financial gifts.

- *Students:* National Scholarship competition winners; participation and assisting with specialized camps for community youth; BCT builds a home each year and also assists with other projects to assist the needed and elderly; volunteering time in assisted living facilities, day cares, and hospitals;
- *Faculty/Staff:* United Way campaign each year; Red Cross Blood drive and other fund raisers, Humane Society, Susan G. Koman Fundraising, Food drive for community food banks,
- *Senior Leaders:* Meeting with County Council Members, Economic Alliance Teams; serve on Community Boards; conduct media interviews (radio and television); speak to and are members of civic groups.

The College's partnership with business, industry and the local high schools all serve to support the local community. The college's communities are identified by the seven county service regions and the enabling legislation. The legislated mission determines general customer requirements. Through open communication and active listening, the college obtains information on suggested needs and changes. These needs and changes directly relate to the core competencies of the college.

Category 2   Strategic Planning

Strategy Development Process

The College's strategic planning process is coordinated through the President's Office, which serves to underline the critical nature of the planning process throughought the college. For the 2009-20014 Strategic Plan, the College hired the consulting firm, The Slater Group. Piedmont followed a thorough and engaging process led by The Slater Group to develop the strategic plan. The overall implementation will ultimately include seven phases:

- Plan the couse of action
- Analayze the situtation (Environmental Scanning)
- Formulate strategic directions
- Consolidate and publish plan
- Implement the Strategic Plan
- Monitor operations
- Adjust course

The long term planning cycle begins with a review of the mission, vision, and values followed by the development of a three-year strategic plan. The College's Area Commission, executive staff, faculty, and staff provide input. The planning procedures involve a continuous data analysis and input from faculty, staff, and stakeholders. Economic data, current trends in higher education, and historical data are also used to continuously inform the entire planning process.

As an example, through the SWOT analysis, faculty and staff were asked what issues the college faces. Following are the top five concerns identified:

	WHAT ISSUES DO YOU SEE FACING THE COLLEGE?
	ANSWER
1	Funding for the college
2	Cost for students
3	Structures and networks
4	Optimum quality staffing
5	Rapid flexibility

Issues Facing College
The Slater Group, LLC

Summary of

2009-2014 Strategic Directions and Objectives

A. ***Transforming Lives***: Everything we do is driven by our commitment to the success of our students.
(Mission Goals: I, II, III, IV, V, VIII)

A.1 We will be the college of choice for a wider range of students.
A.2 We will meet students where they are and take them where they want to be regardless of previous educational preparation, socio-economic status, race or gender.
A.3 We will increase the percentage of students completing degrees, diplomas, and certificates.
A.4 We will offer educational programs and services that are responsive, flexible and of the highest quality.
A. 5 We will expand course and program delivery through various regional sites, modality methods, partnerships and alliances.

B. ***Ongoing Pursuit of Excellence***: We will only achieve excellence through the growth, development, and nurturing of our most valuable resource, our people.
(Mission Goal: I, IV, V, XI)

B.1 We will recruit and retain exceptional faculty and staff that reflect the global environment in which we live.
B.2 We will establish a culture of trust and respect through open communication.
B.3 We will provide a comprehensive professional development program.
B.4 We will recognize and reward performance based on vision, mission, and values.

C. ***Culture of Continuous Improvement***: We will embrace a culture of data driven decision making to systematically evaluate the effectiveness of our programs and services and use the results for continuous improvement. (Mission Goal: I, IV, VII)

C.1 We will implement strategies to measure outcomes and analyze results to improve the college's effectiveness and excellence.
C.2 We will engage in strategic and operational planning to build a culture of continuous improvement.

D. ***Strengthening Communities***: We will be the preeminent catalyst for workforce and economic development in our service region and the state.
(Mission Goals: I, III)

D.1 We will proactively engage in community development throughout the region through partnerships, coalitions, strategic alliances.
D.2 We will be proactive and responsive to the needs of business and industry.

E. ***Communicating our Mission***: We will establish a strong brand identity to ensure widespread recognition of our role in and value to the communities we serve.
(Mission Goals II, III, V, IX)

E.1 We will develop a consistent and high-quality brand image.
E.2 We will effectively communicate the College's values to all its constituencies.

F. ***Ensuring Sustainability and Growth***: We will enhance existing revenue streams and identify new sources of funding to expand and improve the College's services. (Mission Goals: V, VIII, X)

F.1 We will position the college to maximize all funding sources.
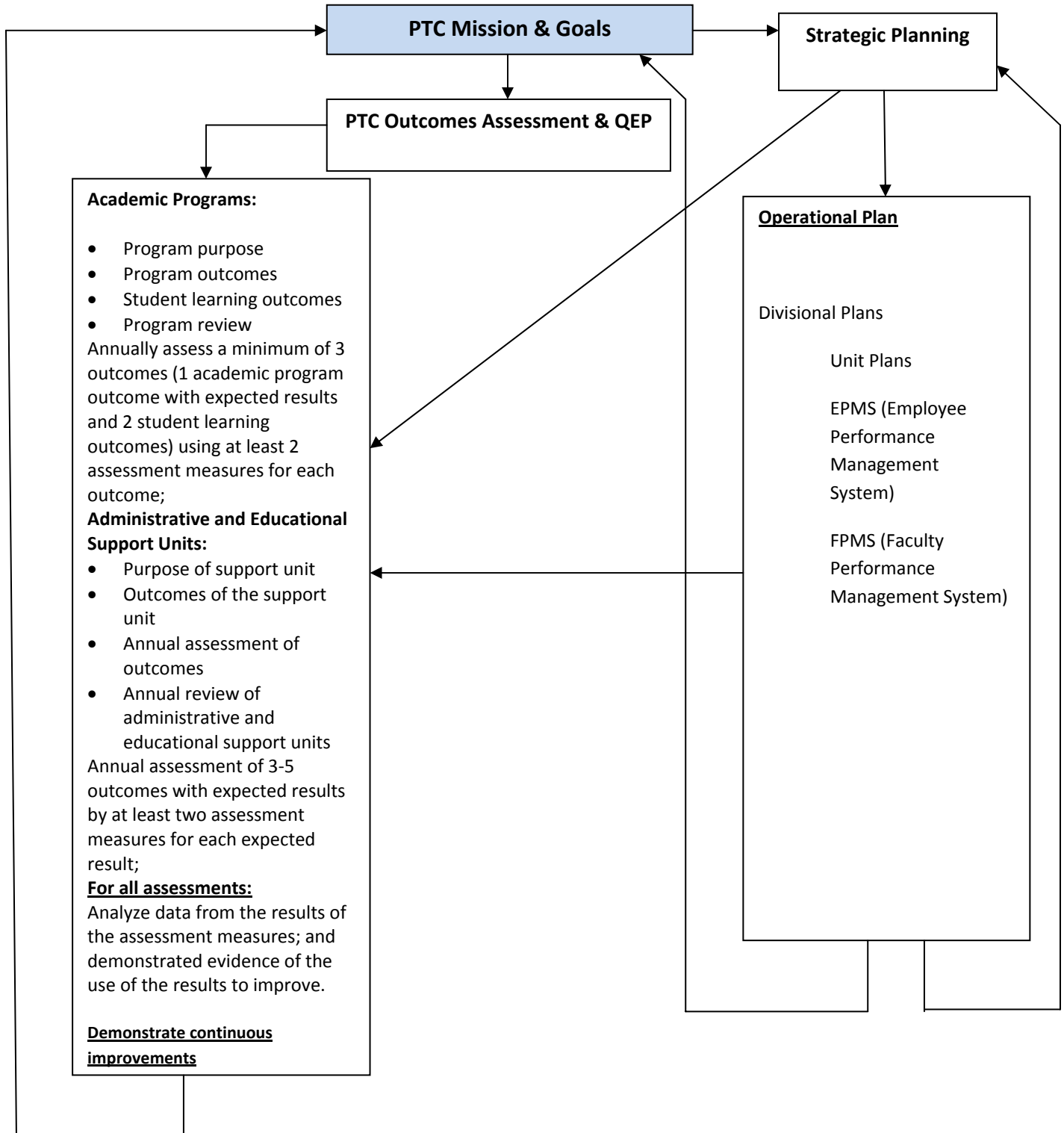**F.2** We will advance the institution through comprehensive and successful grant writing that is aligned with the overall strategic plan.
F.3 We will ensure campus facilities are modern, safe and environmentally efficient.

Action Plan Development and Deployment

The College has re-engineered it operational and assessment planning and reporting processes and actively working together to support changes throughout the institution in order to competitively position itself.

Institutional Effectiveness and Strategic Planning Framework

```
                    ┌─────────────────────────┐        ┌──────────────────────┐
                    │   PTC Mission & Goals   │ ──────▶│  Strategic Planning  │
                    └─────────────────────────┘        └──────────────────────┘
                              │
                    ┌──────────────────────────────┐
                    │  PTC Outcomes Assessment & QEP │
                    └──────────────────────────────┘
```

Academic Programs:

- Program purpose
- Program outcomes
- Student learning outcomes
- Program review

Annually assess a minimum of 3 outcomes (1 academic program outcome with expected results and 2 student learning outcomes) using at least 2 assessment measures for each outcome;

Administrative and Educational Support Units:

- Purpose of support unit
- Outcomes of the support unit
- Annual assessment of outcomes
- Annual review of administrative and educational support units

Annual assessment of 3-5 outcomes with expected results by at least two assessment measures for each expected result;

For all assessments:

Analyze data from the results of the assessment measures; and demonstrated evidence of the use of the results to improve.

Demonstrate continuous improvements

Operational Plan

Divisional Plans

    Unit Plans

    EPMS (Employee Performance Management System)

    FPMS (Faculty Performance Management System)

The Institutional Effectiveness (IE) cycle operates on the calendar year. One of the most important goals of the review process is to ensure that the assessment activities are relative to the College's mission goals. Each administrative unit develops strategies for the accomplishment of strategic objectives which are tied to mission goals.   These strategies create a foundation for the unit's budget requests. Resources are then allocated based upon preliminary and/or anticipated state and local funding during the post development of the strategic plan. If the cost exceeds the budget allocations or funding is less than anticipated, the initiative may be tabled for one year or grant funding may be sought or if a priority initiative is identified, budget cuts or adjustments may be made to ensure the initiative is met.

The IE process is a vital element of the College's Assessment, Planning and Budget Schedule. All are inter-related in the process of accomplishing the mission goals and strategic objectives of the college.   Assessment results ultimately help guide the Strategic Plan and in turn the college's budget. Simultaneous to these other activities, each area must develop its budget requests based on a review of the prior year's performance, including the findings from assessment activities.

The College's Leadership Team provides periodic updates of the achievement of objectives developed through the strategic planning process that occurred in 2008-2009. The strategic plan, New Directions, is available on the college's website for all stakeholders to view. This plan is reviewed when new employees are hired.

The college also takes great care to measure the progress of the action plans with both qualitative and quantitative measures. The measures are reviewed during the update review sessions that are held periodically.

Planning, evaluation, and budgeting are all inter-related processes at the College. Each functional area of the college must align its assessment activities with the college's mission and strategic objectives. The results of the assessment activities, in turn, help guide the Strategic Plan objectives and strategies and ultimately, the College's budget. Budgets are developed at the departmental level and then are forwarded to the division, ultimately ending with institutional approval. All budget requests are considered as they relate to the College's goals as outlined in the Strategic Plan.

As indicated, the college has established institutional core indicators that will indicate the health of the college by measuring and analyzing key metrics of performance that are vital to long-term sustainability such as enrollment, employment, graduation, and financial data. These measures are both qualitative and quantitative and reviewed frequently. The Senior Leaders define the indicators and the cycle in which they should be measured. The Institutional Effectiveness Office is responsible for completing the measurements and communicating the results to the Senior Leaders in a timely and effective manner. The Senior Leaders are responsible for presenting the results of assessment as they relate to the Strategic Plan to the

Commission. This process gives the Area Commission members the opportunity to evaluate the activities of the College relating to its previously stated goals. The Area Commission and Senior Leaders use the information to improve processes and products of the College through the formal planning process and/or through general operational procedures.

Category 3   Customer Focus

Piedmont Technical College has an open door admissions policy to serve the citizens of the seven county regions. With this noted the student is our most demanding customer and valued product. Second being the businesses and industries that rely on the college to produce the skilled workforce they need.   As identified in our strategic plan, Piedmont Technical College will be the preeminent catalyst for workforce and economic development in our service region and the state.

In order to develop a new program offering a need assessment is conducted with input from local business and industries. Our continuing academic programs are required to submit an annual program review that includes details on the program enrollment, graduate numbers, and the number of graduates who find employment in their field of study. In addition, the college maintains constant contact with our service area citizenry, industries and county council members in order to receive information on suggested needs and changes that would be specific for one or more of our counties in the service region. The college also monitors feedback received from students and employers that identify changes in content and methods of delivery. This is accomplished by building positive working relationships across agencies and organizations through active participation and collaboration projects.

To ensure that our services remain up to date and relevant, the college also continues to review local labor markets and demographic data to stay ahead of emerging trends in terms of occupations as well as areas of population growth in the service regions.

The college employs systematic and appropriate methods for soliciting input from our students and stakeholders on a regular basis. This allows the college to analyze the current status and make necessary changes as appropriate to the college's mission, vision, and values.

Last year, the college was the first in the state to participate in the Foundations of Excellence Study. This study will be conducted in throughout the Fall 2010 and Spring 2011 semesters. The final dimension was submitted in August 2011. Currently the College is prioritizing our actions to complete a 3 – 5 year plan. The Foundations of Excellence Study is an exciting new initiative designed to study all aspects of the "new student experience" on a college campus and produce a plan for improving levels of Student Learning and Persistence.

Building a Student and Stakeholder Culture

The College works closely with area high schools and businesses to build positive relationships and partnerships. Students and stakeholders are provided services that are conveniently located and continuously being improved through the use of student and stakeholder feedback. The EPMS and the workforce and leader development systems reinforce this culture through defining how each employee in regards to their responsibilities contributes to the achievement of the college mission. The college continuously strives to do more than is anticipated or expected to foster this culture of caring and learning.

The college participates in regular scheduled visits to High Schools, Businesses and Industries, Civic Groups and church groups to assist in delivering a positive caring verbal mission to all in the service region. The college actively participates in local college fairs held at area high schools and at area job fairs to increase the awareness of services offered. Marketing strategies are also used to provide accurate data about the College using print and other media to effectively communicate with perspective students and stakeholders. In addition, the college actively listens to the results of surveys and feedback from Advisory Boards to keep abreast of the changing needs of the communities in which it serves.

Student and Stakeholder Listening

Academic programs have advisory committees consisting of community members who work in the respective fields that meet throughout the year with the department heads, deans, and faculty to ensure the programs are meeting the needs of the community including the programs themselves as well as other offerings and services. The viability of all programs is reviewed annually by the State Board for Technical and Comprehensive Education. In addition, the college's economic development division, CATT, constantly monitors the individual training programs for employers' feedback. CATT is consistently in touch with the Department of Commerce and local economic development organizations to assist in the job enhancement and development within our service region.

Feedback from employers, boards of visitors and curriculum advisory committees is shared with the internal college leadership team and the curriculum development office, to encourage discussion and identify ways to improve services, offerings, or programs.

The College addresses concerns by internal procedures of due process. The guidelines for complaint/appeal and grievance procedures and forms are outlined in the student handbook, faculty handbook and online. The guidelines are clear and available to all who may have a complaint/appeal or grievance against the college. The process allows for adequate time for both parties to evaluate the situation and resolve it promptly without further incident. However, if this is not satisfactory additional steps are in place to resolve the problem with

discretion for both parties with an allotted time to do a thorough investigation of collecting facts and allowing emotions to recede.

Determination of Student and Stakeholder Satisfaction and Engagement

Piedmont Technical College assesses student and stakeholder satisfaction and engagement through formal surveys of student and stakeholders at multiple points of interaction and other informal communication with all constituents. These assessments consist of but are not limited to:

- Employer surveys
- Alumni surveys
- Student course/instructor surveys each semester
- Advisory board communication
- Point of contact communications
- Registration
- General education
- Graduation processes and college services
- Student advisement
- Individual programs gain feedback through their process for re-accreditation of respective programs.

The determination methods differ among students and stakeholder groups and market segments in the frequency in which the data is collected as shown in the table below.

Piedmont Technical College Satisfaction and Engagement		
Group	**Method**	**Frequency**
High School Students	Results of student evaluation on course and instructor	Every semester
	Guidance counselor feedback	Continuous
Transfer/Technical students	Student Satisfaction Surveys	Every two years
	Results of student evaluation on course and instructor	Every semester
	Academic advising	Continuous
	Student focus groups	Periodic
Area High Schools	Guidance counselor feedback	Continuous
	Requests for course offerings	Periodic
Four-year Colleges	Transfer communications	Periodic
Local Employers	Program Advisory Committees	Periodic
	Employer Surveys	Annual
	Chamber of Commerce meetings	Periodic

Noel-Levitz Student Satisfaction Inventory is used in alternating years to measure student's satisfaction with services and the college. This inventory provides feedback on student satisfaction with the campus environment; academic and support services; safety and security;

and key measures of student engagement. In addition, the inventory provides comparative data in relation to other colleges as requested. Currently we are in preparation to conduct the Noel-Levitz survey during the Fall 2011 semester. However these results will not be available until December 2011.

The College uses a multitude of assessment processes to determine the satisfaction/dissatisfaction of students and stakeholders. Through these assessments the college gathers data that is value based, comparable, reliable, and consistent in order to support decisions for improvement as needed.

Analysis and Use of Student and Stakeholder Data

The College monitors feedback from students, faculty, staff, and stakeholders to ensure that our services remain up to date and relevant. The college also reviews local labor market and demographic data to stay abreast of emerging trends in terms of occupation as well as areas of population growth in the service region. In addition, the college requires that a needs assessment be conducted before starting any new academic degree program.

The college incorporates the data received from feedback from faculty, staff, and stakeholders into its strategic planning process. In doing so, the assessment of the College's performance is made part of the annual planning cycle. The college is able to identify areas that require improvement and includes them as part of the strategic initiative for the coming year.

The college consistently assesses the effectiveness of its information gathering methods, adapting to the changing needs and preferences of students and stakeholders. The college keeps its listening and learning methods current with changing student and stakeholder needs through the continual development of employees. All employees are responsible for staying abreast of changing requirements within their profession including learning about and reacting to changing student, stakeholder and market focus. All academic programs have advisory committees that meet throughout the year with Department Heads and Deans to ensure that they are meeting the needs of the students and community.

Many areas of the college, like the media center, bookstore as well as academic departments rely on social media sites; facebook, twitter and delicious.com to keep lines of communication open between the college and its stakeholders.

Piedmont Technical College believes that employee development is directly linked to institutional agility. This allows the college the ability to change based on student and stakeholder satisfaction, dissatisfaction, engagement, and market requirements, expectations and preferences. In turn, this aids the college in the fulfillment of the institutional needs and directions outlined in our mission and vision statements.

Category 4   Measurement, Analysis, and Knowledge Management

The college is guided by the criteria set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in its reaffirmation of accreditation process. In addition, the college assesses operations and processes in accordance with the requirements of the South Carolina Commission on Higher Education, the State Board for Technical and Comprehensive Education and a number of program accrediting agencies. Assessment at Piedmont encompasses three broad categories that include operational effectiveness, strategic initiative progress and student learning.

In addition, the strategic plan identifies the key measurements used by the college to analyze performance. The college is measured on performance by eight performance indicators within five critical success factions, including the following:
- Mission focus
- Quality of faculty
- Classroom quality
- Institutional cooperation and collaboration
- Graduates achievements

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 the National Center for Educational Statistics (NCES). Key measures are, but not limited to: retention, demographic growth, graduation rates, enrollment/FTE, and growth by program; county support (fiscal and student); Institutional Effectiveness Criteria; Performance Funding Standards and maintaining SACSCOC standards. To give an example of the process, measure and review frequency of performance measures, please see the table below.

Piedmont Technical College Key Organizational Performance Measures		
Process	**Measure**	**Review Frequency**
Admissions	Application Count Application Status	Weekly
Registration	Headcount Enrollment Full-Time Equivalent (FTE) enrollment Daily Registration activity Enrollment Demographics	Daily
Finances	Fund Balance Expenditures Revenue	Monthly

The college's most important function is education; the effectiveness of our academic programs is absolute. Annual academic program assessments are performed. These reports focus upon student learning, outcomes, and action plan performance. During regularly scheduled planning and review meetings the college's Senior Leaders 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.

The college has a sound commitment to information or data based decision making at all levels of the institution. The college makes necessary data available to all college decision makers through varied means in order to facilitate this process.

The Institutional Effectiveness Office is the coordinator for data analysis activities and works extensively with individual departments to ensure that decision making is data based. Weekly and Semester internal reports are provided to divisional leadership teams that focuses on student learning, outcomes and action plan performance.

Comparative data and information are selected according to the College's core indicators and when appropriate the college uses comparative data in the assessment of our programs, services and continuous improvement initiatives. Piedmont has established a baseline for each measure, and all results thereafter are compared to the baseline. In addition, the college uses SREB, NCES and internal historical data in analysis for comparability with selected peer institutions in the southern region and the nation for benchmarking. The information that is gathered in analyzing performance is used to identify strengths and weaknesses to update the strategic plan. The College also routinely scans other information such as the Census Bureau population, high school enrollment, and labor market trends in the service regions and beyond.

Performance Analysis and Review

The Southern Association of Colleges and Schools Commission on College requires that all accredited institutions demonstrate the effectiveness of all organizational units in meeting the College's Mission. Academic programs measure student learning at the program level using direct measures of students' knowledge, cognition, behavior, and values. Administrative units measure the desired quality of key functions and services within the administrative unit. In addition, the Institution's strategic plan identifies new strategies to ensure that the College addresses weaknesses and threats. Analysis of data and measurements of key indicators are used by the college leaders to analyze performance and capabilities. All measures are tied to Piedmont Technical College's mission. Indirect measures such as surveys, focus groups, and advisory boards are used to provide external validity. Piedmont Technical College reports to CHE and SBTCE on critical success factors and performance indicators as required by Act 359 of 1996.

The college uses comparative data in the assessment of organizational success, performance and progress to the strategic objectives and action plans. The college collects comparative data

based on the key indicators set forth in the college's mission and strategic plan. Selected indicators are routinely benchmarked and compared to other SC Technical College similarly situated based on enrollment, demographics, and other two-year colleges in neighboring states. In addition, SC State Tech has a dashboard tool that allows colleges in the state to access information to compare data to one another or multiple colleges in the state.

Performance Improvement

The review of institutional performance is an important part of the Institutional Effectiveness process. During scheduled updates on organizational performance, data summaries and reviews are conducted by the college's leadership team. Upon the reviews, it may be noted that an objective has been met but may require additional expansion and detail so therefore it is placed on a priority for further action list or an objective may not have been met due to time constraints, funding or other reasons so it may be elevated to a higher priority for the upcoming year. Senior leaders communicate these plans to the college community via the College's communication channels.

Data, Information, and Knowledge Management

The Institutional Effectiveness Office provides data based on the needs of the users for decision making and required reporting to meet state and federal requirements. Standard reports that are sent to SBTCE and CHE are available for all to view on the college website. College specific reports are also available on the college website to those with login access. Many specialty reports that are asked for through the Institutional Effectiveness Office are provided to the requesting unit manager.

Integrity/Reliability and Accuracy

The college maintains strict data entry standards and extensive security protocols for its administrative databases to ensure the integrity of critical college data. Internal and external audits of data are also conducted. Great measures are taken to hire employees with the appropriate skills and education for a job. Data collection to be used for decision making is taken from Banner, the college's administrative software system. In addition, data stores have been designed to capture cohorts of data for comparative reporting.

Timeliness

The Institutional Effectiveness Office bears the primary responsibility for producing and making available timely reports and information for the College community. The schedules for publishing data are based on the needs of the users for decision making and required reporting to SBTCE and CHE.

Security

Security is based upon internal policies mandating standards for security and all reporting has backup systems to preserve integrity of data.   Employees are trained to ensure they are knowledgeable about data security issues. The Division of Information Technology designs and administers network security and a data backup protocol that ensures the security of all college data resources.

Employee knowledge

Sharing of employee knowledge is key to the success of the College. The College provides education, training, and development activities that serve to maintain and transfer organizational knowledge.   The College's web site provides information to all college employees, students, suppliers and other stakeholders that includes but not limited to advising guidelines; administrative procedure; software usage guidelines; registration procedures and institutional polices.   During New Employee Orientation, pertinent information such as the coverage of employee benefits; college policies; and sexual harassment prevention are covered. Professional Development programs provide training to employees to enhance job skills and productivity. The college also has other resources that preserve organizational knowledge within departmental units. Additional information is available online and in print that include the academic calendar, general faculty responsibilities, support services available, testing and course placement, employee benefits, leave regulations, employee evaluation process, FTE enrollment, program enrollment, emergency communications, college catalog, and policies and procedures.

The college sponsors many informative forums that allow faculty and staff to share best practices and to learn from one another as well. Faculty and staff are encouraged to network with other colleges/universities, attend seminars, and conferences to enhance or gain new knowledge to share with peers at the college.

__Management of Information Resources and Technology__

Information Services, Banner and Instructional Technology staff work in conjunction with one another to ensure that the hardware and software is reliable, secure and user-friendly. These teams continually verify that firewall systems and virus protection schemes are up to date with the latest technology. All personal computers have a password activated screen saver with a specified time out period. Protected information is secured within applications so only those authorized to see specific data is allowed. All personnel are trained on the use of the college's computers and in safeguarding the data.

Information Services and the College's DBA work to back up all data and that backups are stored in a safe place. A Disaster Recovery Plan delineates the steps needed to restore system information on alternate equipment until the computer center is restored to normal use.

Information Services, Banner and Instructional Technology staff work to stay current with the changing technological advancements by attending workshops, training sessions, and seminars.

Category 5   Workforce Focus

Faculty and staff are surveyed yearly to assess satisfaction with their employment with the college.   The College President has an "open door" policy and invites all employees to come in and talk with him regarding concerns, ideas, and questions. The culture of the college is not punitive for those who express concerns and opinions openly.   In addition to the employee satisfaction survey, leaders review the productivity of the college, the number sick days taken, the retention of employees, and grievances as indicators of satisfaction.

The college provides an environment of continuous improvement that encourages employees to work together on projects and solve problems which empowers faculty and staff at all levels to effect positive change. The college makes use of a number of team and committee structures that cross divisional boundaries. These cross-disciplinary teams promote cooperation among divisions and encourage employee innovation as faculty and staff from different divisions work together for the benefit of the college.

The college encourages managers and supervisors to use the Employee Performance Management System (EPMS) as a tool in establishing clear performance expectations for employees. The EPMS provides a regular and flexible evaluation that promotes good communication between employees and their supervisors for agreed upon meaningful objectives that directly benefit the employee and the College. 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/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.

Workforce and Leader Development

The EPMS review not only encourages participation, but more clearly defines how each employee, in the scope of his/her responsibilities contributes to the achievement of the college mission. The Professional Development Program provides opportunity for continuous training and development.   Professional Development programs address a wide range of topics that cover all aspects of mission goals and strategies. The college has in place a tuition assistance program, participation with the SBTCE and USC to offer a graduate certificate in Community

College Leadership, coaching and mentoring opportunities, and many work-related workshops are held throughout the year.

The college conducts surveys of all training and professional development program participants to evaluate the effectiveness of these activities. The results of these evaluations are used to develop and/or improve future offerings.

The college sees managing effective career progression as a joint responsibility between the college and the employee. The college provides

- Tuition assistance to employees seeking job related educational/training/career development opportunities.
- Using the EPMS to open lines of communication for the employee to give feedback of their desires to advance and also allowing the supervisor to recognize and identify areas of strengths that could be utilized in other areas of the college
- Promoting from within where possible
- Encouraging professional development of employees through the establishment of annual individual professional development plans

In order to prepare for the anticipated retirement of a number of employees over the next few years, the college has placed great emphasis on the collection, transfer and maintenance of accumulated employee knowledge. This is done on a priority bases on projected retirement or division re-organization. The college and the SC Technical College System have recognized the wealth of knowledge possessed by employees and has in place the documenting of 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.

The college abides by the hiring regulations that are governed by SBTCE and SACSCOC. The position description must show the minimum education and experience that is required by SBTCE and these requirements incorporate SACSCOC requirements for Faculty positions. Upon hiring, the employee is required to give a copy of the degree(s) to Human Resources. If a degree is obtained while employed a copy must be submitted to Human Resources as well.

Assessment of Workforce Engagement

The college looks at many different assessments to determine the level of workforce engagement. It recognizes that engaged employees are those that are excited about their work, focused on accomplishing the tasks, willing to work extra hours, not easily distracted, encouraging to their co-workers, and strong advocates for the College. To assess these characteristics, the college conducts satisfaction surveys both from the employee and the student and other stakeholder's perspective. In addition, the college evaluates employee retention, absenteeism, safety records, and grievances filed.

The college regularly monitors the indicators of workforce retention, absenteeism, grievances, safety and productivity in order to assess and improve well-being, satisfaction and motivation for compliance with our strategic plan goal of the ongoing pursuit of excellence. The college participates in

- State sponsored wellness and health screening activities
- Confidential and professional counseling may be arranged through the HR office
- Security cameras are located throughout the campus and key building areas
- Availability of Security personnel
- Development and rehearsal of disaster and/or emergency management plans
- College wide Emergency Alert System via the internet

The assessment findings are used to identify opportunities for improvement in both workforce engagement and organizational results. It allows the College to recognize areas in which it may be weak or off track and realign them with its strategic and operational goals.

Workforce Capability and Capacity

Senior leaders monitor staffing levels within their respective divisions. When a need is identified, it is brought to the Vice Presidents to review the request for new positions based on the need identified by the senior leaders. Members of the Presidents Leadership Team come to a general consensus of support or rejecting the new position requests.

Piedmont is a public, state supported college that is therefore mandated by certain guidelines. All applicable state, federal, and SBTCE guidelines are followed in the recruiting and hiring process. Affirmative Action goals are pursued in support of the strategic initiatives of promoting faculty and staff diversity.

The college continues with the Behavioral Interviewing Technique process to aid in the strategic initiatives as well as ensuring the workforce represents the diverse ideas, cultures, and thinking of our students and stakeholders. In addition, the college has a stringent process of selecting diverse member of the faculty/staff to participate on the interviewing team. Once the interview is complete, the team meets and discusses the candidates and after a second interview with the Vice President, a recommendation is made to the college President.

The college has completed its third year training employees on the tools of LEAN. Employees are empowered with using these tools which are designed to redefine the focus of our credit curriculum, continuing education offerings, and all of our business practices according to the needs of our students and customers.

Workforce Climate

The college's Department of Public Safety is responsible for campus security. The Public Safety Chief is a certified law enforcement officer as well as his second in command. He and his staff maintain a presence on campus 24 hours a day/seven days a week. The college has a closed circuit monitoring system to further ensure the safety and security of the campus. Strategically placed emergency telephones are located throughout the campus that rings directly to a public safety officer. In addition, public safety offers assistance with accident reports, safety escorts, safety tips, and emergency management plans.

Maintenance and housekeeping provide a healthy environment by changing the air filters in the HVAC units on a systematic basis, daily cleaning of restrooms and providing antibacterial hand soap, daily cleaning of offices with antibacterial formulas, and providing extra cleaning when the need arises. The collaborative efforts of public safety, physical plant personnel and janitorial/housekeeping services, the college provides a safe, secure, and healthy environment for all. In addition, the maintenance staff works to ensure an accessible campus environment for persons with disabilities and by ensuring that fire alarms, extinguishers, elevators, and sprinkler systems are regularly checked and in good working condition.

Promoting employee wellness through a number of programs, services, and policies is a driving force of the college. Everyone is encouraged to participate in the state sponsored wellness and health screening activities that are provided on campus. To promote the health of the employee and students, the college went smoke free in the Fall of 2009. To provide employees with a system to effectively deal with difficulties in one's personal life that may affect job performance confidential and professional counseling can be arranged through the HR office.

Category 6   Process Management

Key Work Processes

The College defines its key work processes as those that directly support its mission of transforming lives and strengthening communities by providing opportunities for intellectual and economic growth. These processes would include but are not limited to the curriculum design, instruction and course delivery, registration, and academic advising. Additionally, these processes promote student learning and success, financial return, organizational success and sustainability through the support of the College's mission. These key processes directly support the delivery of education and training thus leading to student success in the classroom and beyond.

Requirements are solicited from key members of the College community to determine expectations, requirements, and College progress on its learning centered processes. The College conducts a needs assessment that encompasses the review of demographic and labor force trends, active listening and brain storming sessions with constituencies from industry, education, and civic and local government. The results of the assessment are used in coordination with direct measures to determine the most efficient and cost effective manner in which to deliver quality educational and support services to the residents of the region.

What are the key requirements for these processes?
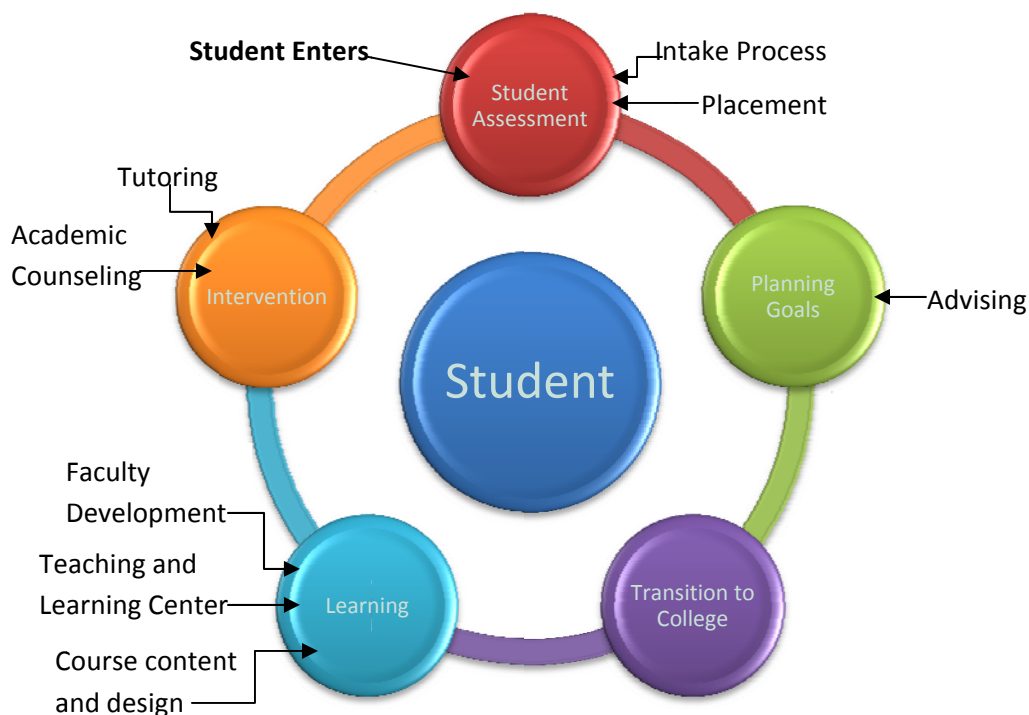
The college considers all process within each operational unit in both educational programs and support departments as key work processes. The core competency is derived from the College's mission statement. Each unit is required to create a purpose statement that indicates how it supports the College's mission.

Through the Faculty Development program, the college offers training to assist instructors on ways of developing varied teaching methods to address the needs of students. Systematic instruction requires performance that is accountable, yet flexible enough to allow for different teaching and learning needs, styles and rates. Varied learning formats have been provided including traditional lecture classes, internet classes, dual enrollment opportunities for service region high school students, streaming video (PEN network), contract training for industries, hands-on laboratory and clinical experiences, and Hybrid courses that are half traditional and half internet based.

Emergency Readiness

Piedmont Technical College is dedicated to providing a safe environment for all faculty, staff, students, and visitors. The Emergency Management Operations Plan (EMOP) is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster. The EMOP is located in a printed version on each campus and is also available online. In addition, the college has implemented a college wide Alert System that notifies each computer about an emergency situation this same system allows text notification is the employee/ student signs up for this free service. An external tower was installed on the Greenwood campus that is used not only for students to be notified but the surrounding community as well.

Work Process Design

Institutional Effectiveness serves as the primary mechanism for identifying efficiency and effectiveness factors that impact process design and delivery. Each unit is required to include efficient and effective processes as an outcome to ensure adequate emphasis on ongoing continuous improvement. Upon assessment of the current processes, each unit provides documentation of needed upgrades which is incorporated into the operational planning and budgeting process which produces recommendations for new technology, additional classroom space, or upgraded procedures. The current process allows for resources to be utilized in the most cost-effective method available. However, with current economic trends and rapid technology changes, the college must continually seek additional funding from outside sources to remain current. In addition, the college strives to continually expand its organizational knowledge through upgrading personnel in the newest and most effective methods of design and delivery.

Work Process Management

Stakeholder input gathered and used as an assessment tool. Results are used to make process improvements. In addition, employees have been empowered through Lean training to review processes and to make improvements based upon peer and process owner workgroups. The Lean training which began in the fall of 2008 for the leadership of the college is beginning its 3rd year of training all faculty and staff. A total of at least 236 faculty and staff members have participated in this professional development. Several students' Lean class projects have brought change to the college. For example the Welding Department determined that welding tanks stored in student labs were not secured properly according to OSHA regulations. With the use of an A3 (a lean tool) it was determined that the installation of a manifold system and a mini Bulk system was the best option. The installation of this equipment eliminated individual tanks within the welding lab. This was not only a cost savings to the college, it provided a safer learning environment for our students.

The College is highly committed to ensuring that budgetary and financial needs can be met through existing financial resources and works diligently to identify new sources for emerging needs and initiatives. As state and county appropriations have declined, the College has sought alternative funding sources, including greater reliance on local appropriations, partnerships and grants. One of the main "threats" to the college is the uncertainty of state funding; therefore, the college seeks bids, conducts cost analysis, and joins alliances to minimize costs whenever possible.

Work Process Improvement

Stakeholder input is gathered to measure satisfaction with college processes; to identify potential barriers and to identify areas of opportunity. This data is reported through the Institutional Effectiveness Process.

Category 7   Results

Student Learning Results

An annual assessment of student learning outcomes is conducted for all academic programs. The Institutional Effectiveness Process ensures that student learning outcomes are consistent with Program Learning Outcomes.
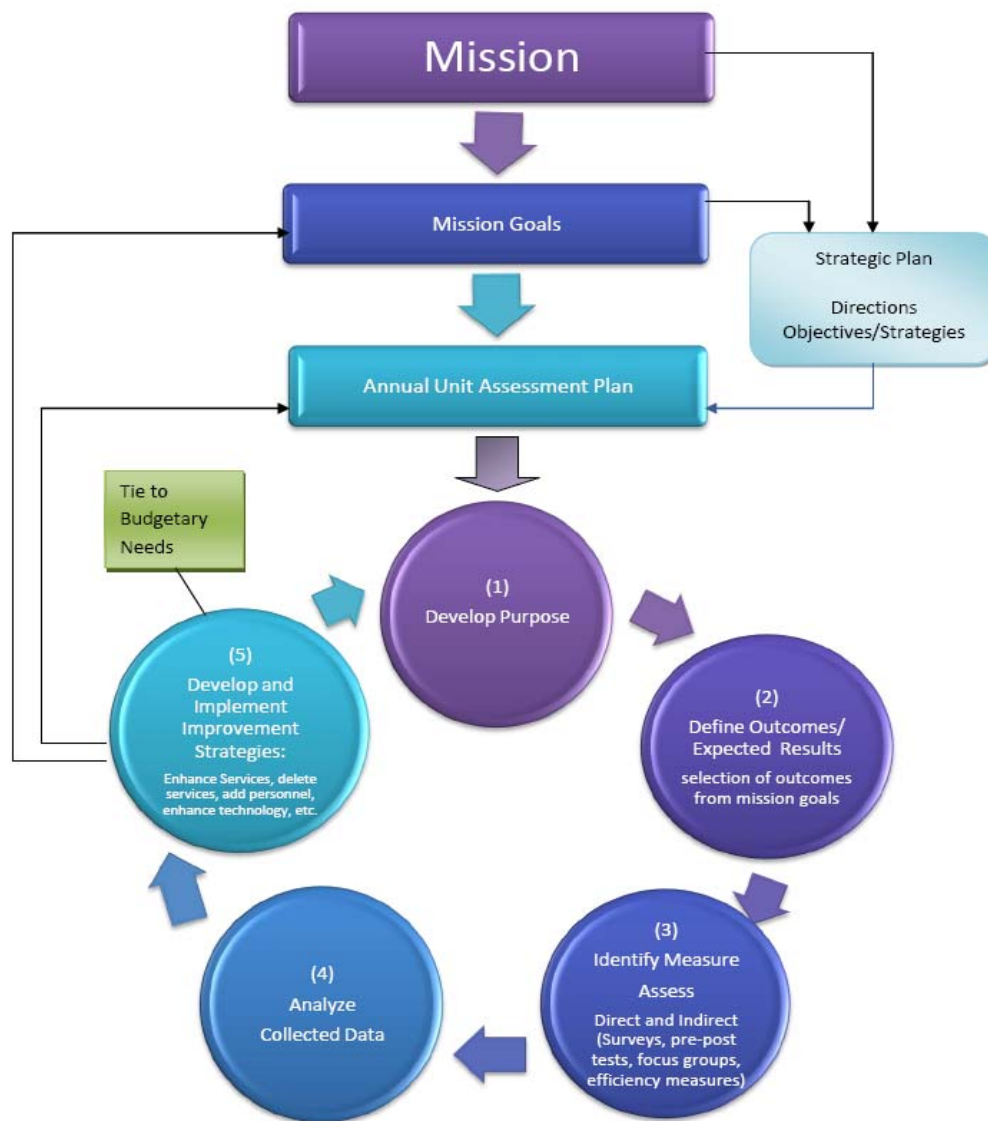
September 2009

In addition to the assessment of student learning outcomes on the program level, key measures and indicators of student learning and improvement consist of but are not limited to graduation rates, licensure pass rates, retention, and placement rates.

As the chart below indicates Piedmont's licensure rates have increased in the Associate of Applied Science in Nursing, Associate of Applied Science in Radiologic Technology and Associate of Applied Science in Respiratory Therapy and in the Diploma of Applied Science in Practical Nursing.

Licensure Pass Rates

	A.D.N	LPN	RAD	RES
2008	70%	95%	94%	71%
2009	74%	98%	100%	89%
2010	92%	100%	100%	37%
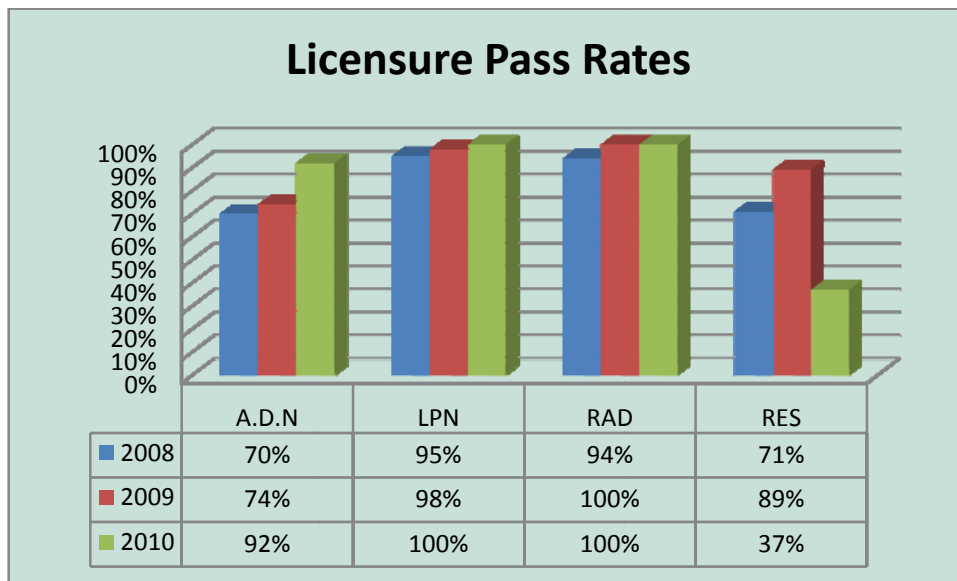
Key Reference 7.3

The college continues its pursuit to produce highly qualified health care professional to help fill the local and regional labor market shortages in these areas.

Student and Stakeholder Focused Results

The College is currently in the process of compiling the 2011 survey results. The 2010 surveys conducted for student and stakeholder satisfaction indicates that in most categories stakeholders are satisfied with services: Bookstore, parking, and cafeteria as well as the facilities.

Students:

Piedmont Technical College					
Advisory Committee Members General Competencies Summary					
	Weak	Below Average	Average	Good	Excellent
General Ed Student Learning Outcomes (Competencies)	1	2	3	4	5
1. Communicate effectively.		4	24	45	28
2. Apply mathematical skills appropriate to an occupation.		4	27	39	30
3. Employ effective processes for resolving and making decisions.	1	3	20	42	34
4. Demonstrate the basic computer skills necessary to function in a technological world.		3	14	49	34

Key Reference 7.4

Piedmont Technical College recognizes the critical role that the community can make on the college. Within each college there is as least one advisory board. These boards are made up of members of the community who advise each program on changes within their discipline. They work in conjunction with department heads and deans to keep the college abreast of the changes occurring with business and industry within the local community.

The college will continue to work to increase the level of satisfaction with students in their program of study, general education courses, instruction, and their overall experience in other areas of the college. In November 2010 focus groups were brought together on campus as well as two off campus locations to discuss: the student registration process, communication within the college, course schedules, technology and several others areas that effected students.

Piedmont Technical College		
Student Satisfaction		
	Satisfied	Dissatisfied
Paying College fees	86%	14%
Purchasing Books	75%	25%
Student Records changes or transcripts	93%	7%
Disability Services	98%	2%
Financial Aid/VA process	85%	15%

Key Reference 7.6

Student satisfaction will continue to be important to the college. We are on an every tw year schedule to conduct the Noel Levitz survey which is the tool the college uses to determine

student satisfaction. The college is currently preparing to conduct this survey October 2011. Results however will not be available for publication until December 2011.

Tuition costs is a concern was not only highlighted through the SWOT analysis as a top concern but also a concern of our student body. Approximately 95% of our student body receives some form of financial aid. The following chart indicates our student body who receive different aid types compared to peers:
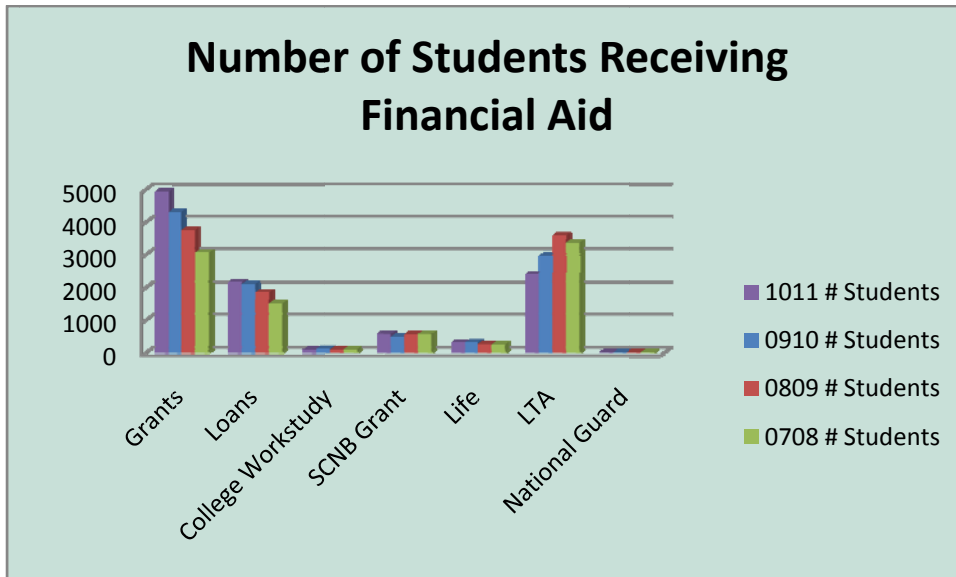

Type of aid

Type of aid	Your institution	Comparison Group Median (N=44)
Any grant aid	94	75
Federal grants	58	53
Pell grants	58	53
State/local grants	63	38
Institutional grants	4	14
Any loans	28	14
Federal loans	28	14
Other loans	0	0

Percent of students

■ Your institution   ■ Comparison Group Median (N=44)
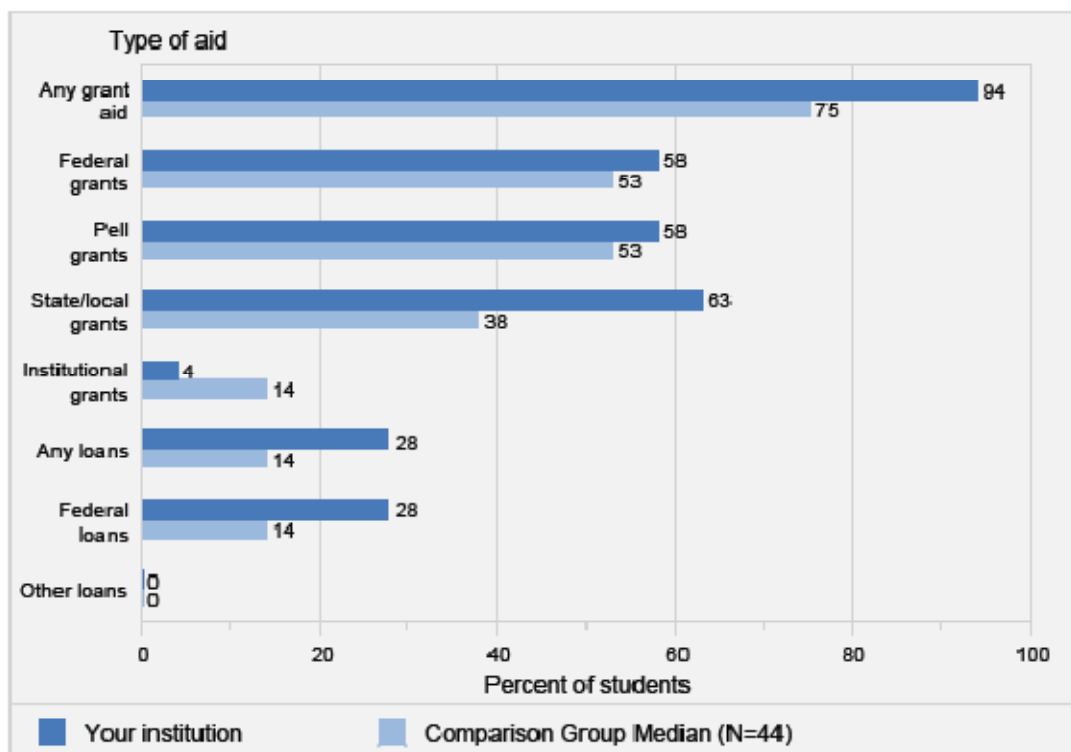
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2010, Student Financial Aid component.

IPEDS Data Feedback Report: October 2010

Key Reference 7.7

The South Carolina Lottery Tuition Assistance (SCLTA) program has been an enormous asset to the College's students. Since its inception, the program has been a beneficial means in recruiting and retaining students. The college will continue to strive to increase satisfaction among all areas of academics.

Number of Students Receiving Financial Aid

Categories: Grants, Loans, College Workstudy, SCNB Grant, Life, LTA, National Guard

Legend:
- 1011 # Students
- 0910 # Students
- 0809 # Students
- 0708 # Students

Key Reference 7.8

Total Financial Aid Dollars Awarded

Categories: Grants, Loans, College Workstudy, SCNB Grant, Life, LTA, National Guard

Legend:
- 1011 Amount
- 0910 Amount
- 0809 Amount
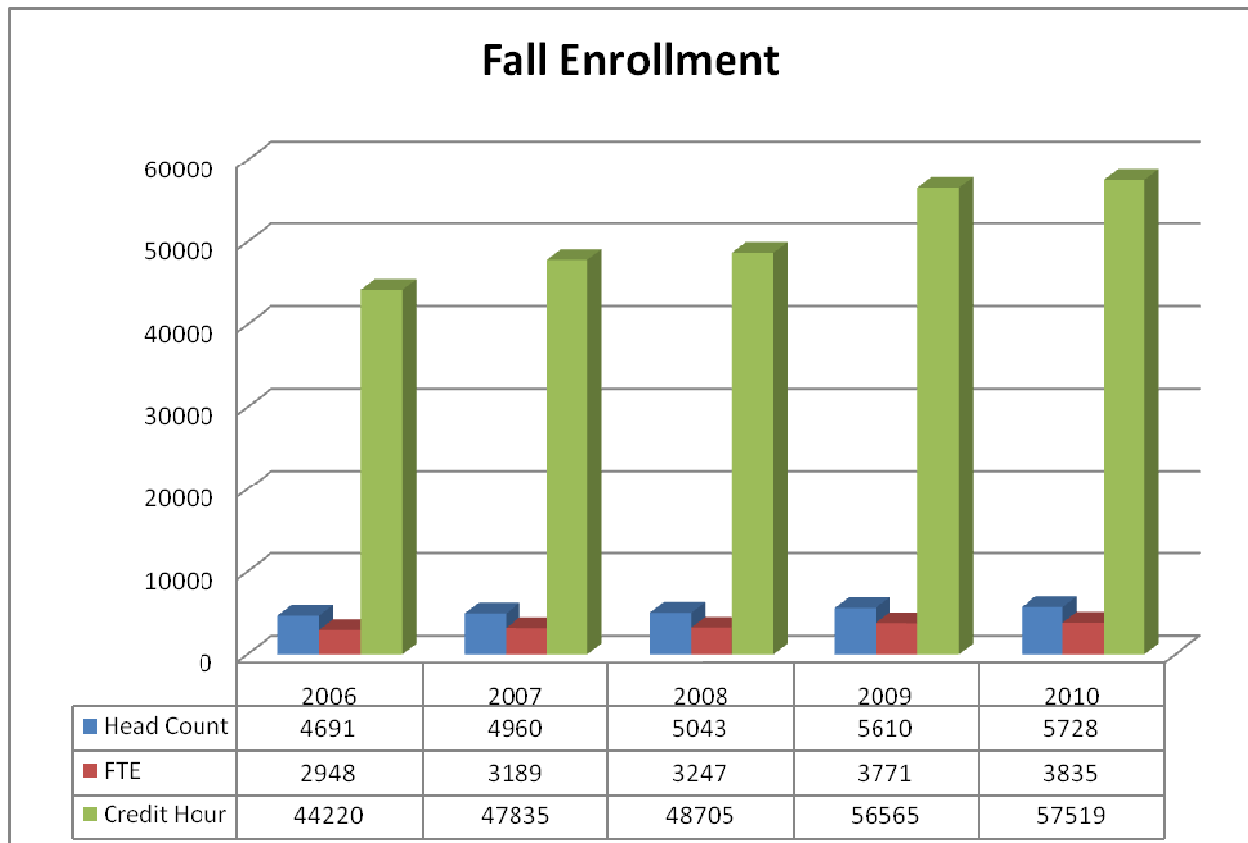- 0708 Amount
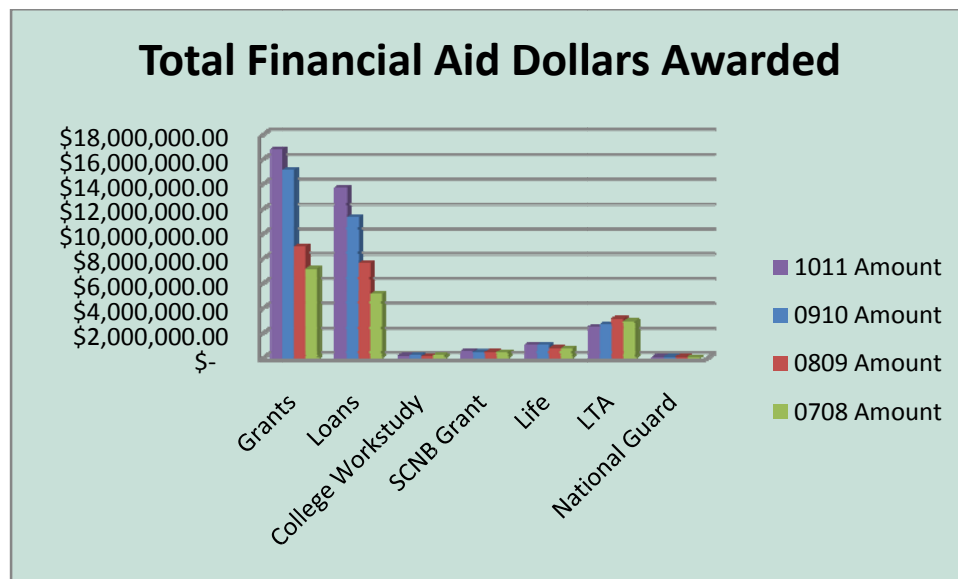
Key Reference 7.9

The college continues to respond to the needs of the service region for increased demands for alternative methods of instruction. As the chart below indicates the most popular method

remains to be traditional day/night classes but strong increases are shown in Internet based classes. The college is increasing the courses that offered via Internet and incorporating more Hybrid classes to offer a more flexible schedule for our service region.   In the last 2 years, the college seen a 37.88% increase in students taking internet classes. All other modes of delivery remained fairly constant.

Piedmont Technical College
Enrollment Summary Comparison

	200610	200710	200810	200910	201010
Method of Delivery - <u>duplicated</u> enrollments	**# of Students**	**# of Students**	**# of Students**	**# of Students**	**# of Students**
Traditional	3775	3900	3960	4598	4500
WEB & TOL	1252	1470	1665	1778	2170
TNT & WHY	108	78	180	132	198
PEN	1277	1388	1303	1455	1335
Class Types - <u>duplicated</u>					
Total Students Taking Day Classes	3273	3524	3663	4283	4215
Total Students Taking Night Classes	1496	1440	1442	1542	1416
Total Students Taking Weekend Classes	100	75	53	15	10
Total Students Taking Internet Classes	1251	1478	1679	1776	2170
Total Student Taking Other Classes	21	3	0	37	38

Fall Enrollment

|	2006	2007	2008	2009	2010
■ Head Count	4691	4960	5043	5610	5728
■ FTE	2948	3189	3247	3771	3835
■ Credit Hour	44220	47835	48705	56565	57519

Key Reference 7.11

The College is now serving over 600 high school juniors and seniors throughout the seven counties; the dual enrollment program is continuing to grow as indicated by the above chart. In addition to serving 12 public high schools, dual credit is now extending into private schools including Greenwood Christian School, Laurens Academy, the Abbeville Career Center, and the Calhoun Falls Charter School.

Piedmont Middle College was launched in collaboration with Greenwood School District 50 to allow high school students to attend morning classes at the high school and come to PTC in the afternoon for courses that are not offered at the District Career Center. This initiative provides additional alternatives for high school students, as the college courses also count as high school credit, providing Welding as a new career cluster for high school students.

Growth in Articulated programs has formed with many of the career centers offering courses in Welding, HVAC, Electronics, Machine Tool Technology, Automotive Technology, Horticulture, Computer Programming, Photography, Medical Terminology, and Building Construction.
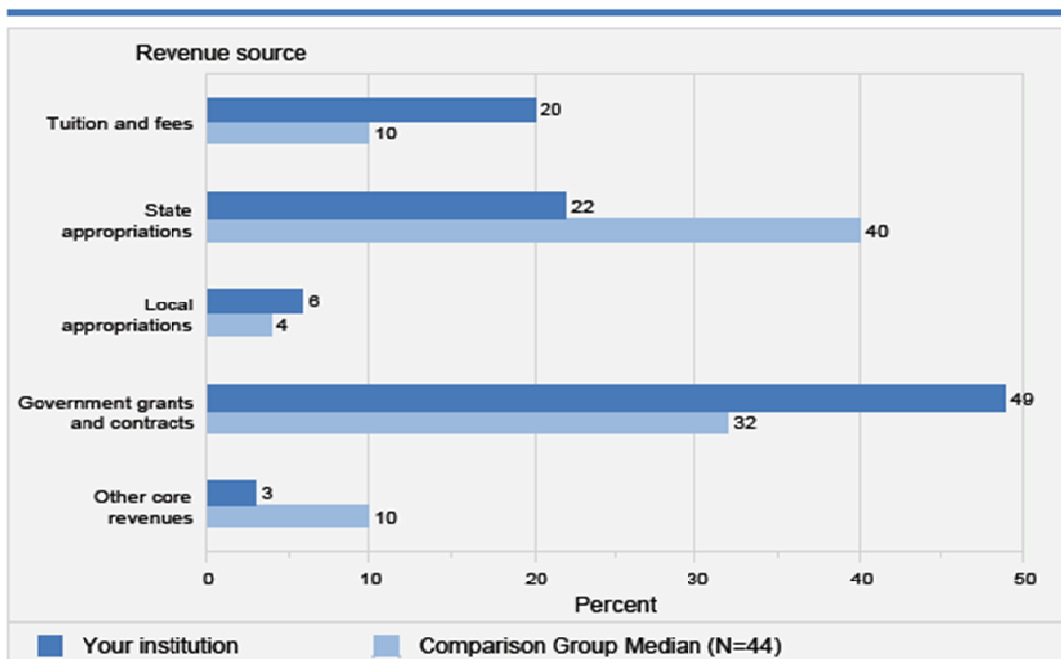
Budgetary, Financial, and Market Results

The State Appropriations have consistently declined each year. As the state funds decline tuition revenues and grant revenue streams becoming increasingly more important to the viability of the college. The following chart illustrates that over 84% of the college's revenue comes from sources other than the state.
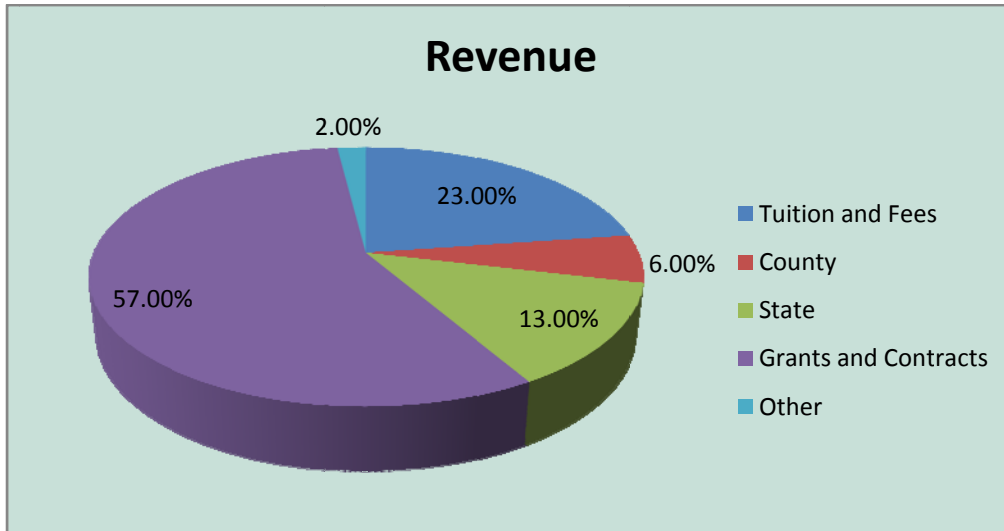
REVENUES

Tuition and Fees net of Scholarship Allowance	10,168,182	23%
County	2,497,957	6%
State	6,073,844	13%
Grants and Contracts	25,550,123	57%
Other	787,592	2%
	45,077,698	

Revenue source

Revenue source	Your institution	Comparison Group Median (N=44)
Tuition and fees	20	10
State appropriations	22	40
Local appropriations	6	4
Government grants and contracts	49	32
Other core revenues	3	10

Percent

■ Your institution   ■ Comparison Group Median (N=44)

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2010, Finance component.

Feedback Report: October 2010

Key Reference 7.13

For Fiscal year 2009-2010 the data shows that state appropriations provide only 13% of Piedmont's revenues. The variance between state appropriations and expenditures continues to increase as indicated with the chart below. Instruction and academic support continues to be the largest non-scholarship expenditure for Piedmont.   It is 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.
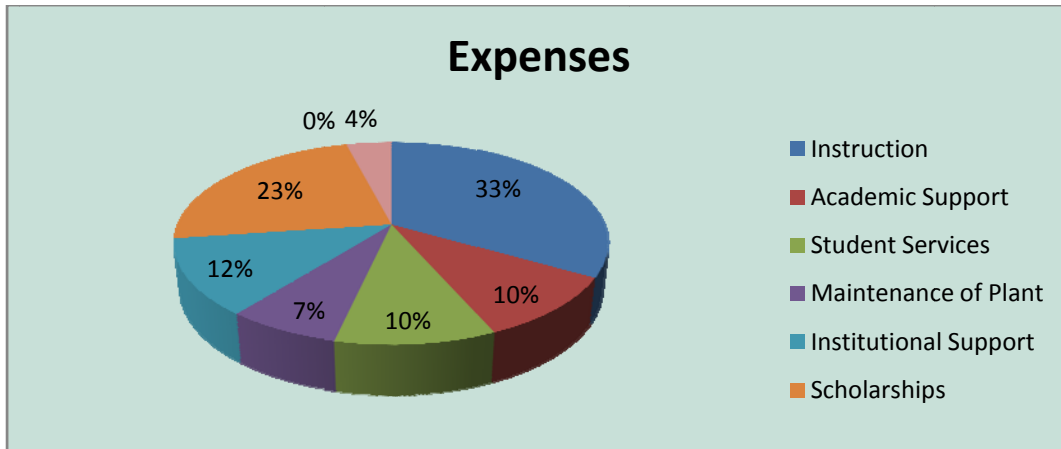
Key Reference 7.14

EXPENSES

Instruction	14,304,086	33%
Academic support	4,362,430	10%
Student Services	4,237,928	10%
Maintenance of Plant	3,016,327	7%
Institutional Support	5,106,638	12%
Scholarships	9,855,745	23%
Auxiliary Enterprises	191,911	0%
Depreciation	1,750,802	4%
	42,825,867	

Key Reference 7.1

Base Budget Expenditures and Appropriations

	Major Budget					
Categories						
Personal Service	**FY 09-10 Actual Expenditures**		**FY 10-11 Actual Expenditures**		**FY 11-12 Appropriations Act**	
Other Operating	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Special Items						
Permanent Improvements	$16,771,218	$5,083,729	17,223,000	4,748,844	$17,187,432	$4,679,845
Case Services	$19,613,721		20,937,212		20,975,426	
Distributions to Subdivisions						
Fringe Benefits						
Non-recurring						
Total						
	$4,426,388	$1,977,005	$4,665,655	$1,325,000	$4,692,965	$1,300,000
	$40,811,327	$7,060,734	$42,825,867	$6,073,844	$42,855,823	$5,979,845

Other Expenditures

Sources of Funds	FY 09-10 Actual Expenditures	FY10-11 Actual Expenditures
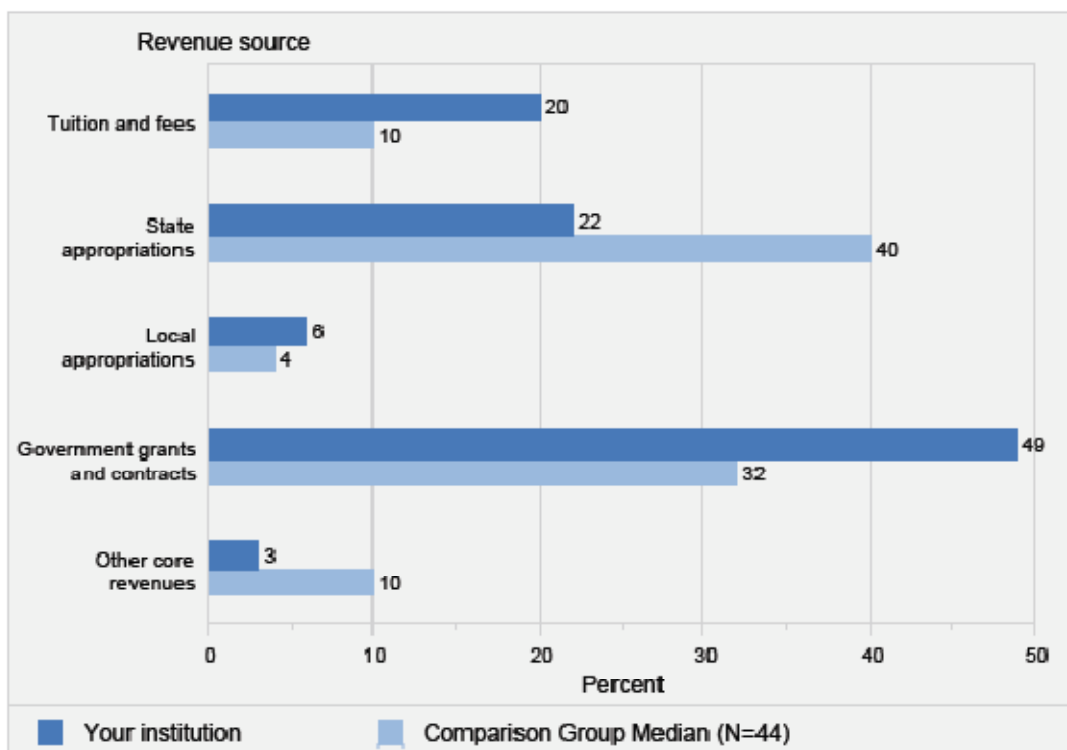
Revenue source

Revenue source	Your institution	Comparison Group Median (N=44)
Tuition and fees	20	10
State appropriations	22	40
Local appropriations	6	4
Government grants and contracts	49	32
Other core revenues	3	10

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2010, Finance component.

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 09-10 Budget Expenditures		FY 10-11 Budget Expenditures		Key Cross References for Financial Results*
Instructional Programs	To transform lives and strengthen communities by providing opportunities for intellectual and economic growth.	State:	7,060,734.00	State:	6,073,844.00	
		Federal:	2,867,126.00	Federal:	2,913,361.00	
		Other:	30,883,467.00	Other:	33,838,662.00	
		Total:	40,811,327.00	Total:	42,825,867.00	
		% of Total Budget:	100%	% of Total Budget:	100%	
		State:		State:		
		Federal:		Federal:		
		Other:		Other:		
		Total:		Total:		
		% of Total Budget:		% of Total Budget:		

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

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

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 08-09 and beyond Key Action Plan/Initiative(s) and Timeline for Accomplishing the Plans()	Key Cross References for Performance Measures*
	Transforming Lives: Everything we do is driven by our commitment to the success of our students.	We will be the college of choice for a wider range of students.	7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.76
	Transforming Lives: Everything we do is driven by our commitment to the success of our students.	We will increase the percentage of students completing degrees, diplomas, and certificates	7.1, 7.2, 7.3, 7.16
	Transforming Lives: Everything we do is driven by our commitment to the success of our students.	We will expand course and program deliver through various regional sites, modality methods, partnerships and alliances.	7.10
	Ongoing Pursuit of Excellence: We will only achieve excellence through the growth, development, and nurturing of our most valuable resource, our people	We will establish a culture of trust and respect through open communication	7.17
	Ensuring Sustainability and Growth: We will enhance existing revenue streams and identify new sources of funding to expand and improve the College's services	We will position the College to maximize all funding sources	7.8, 7.9, 7.13, 7.14, 7.15

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.
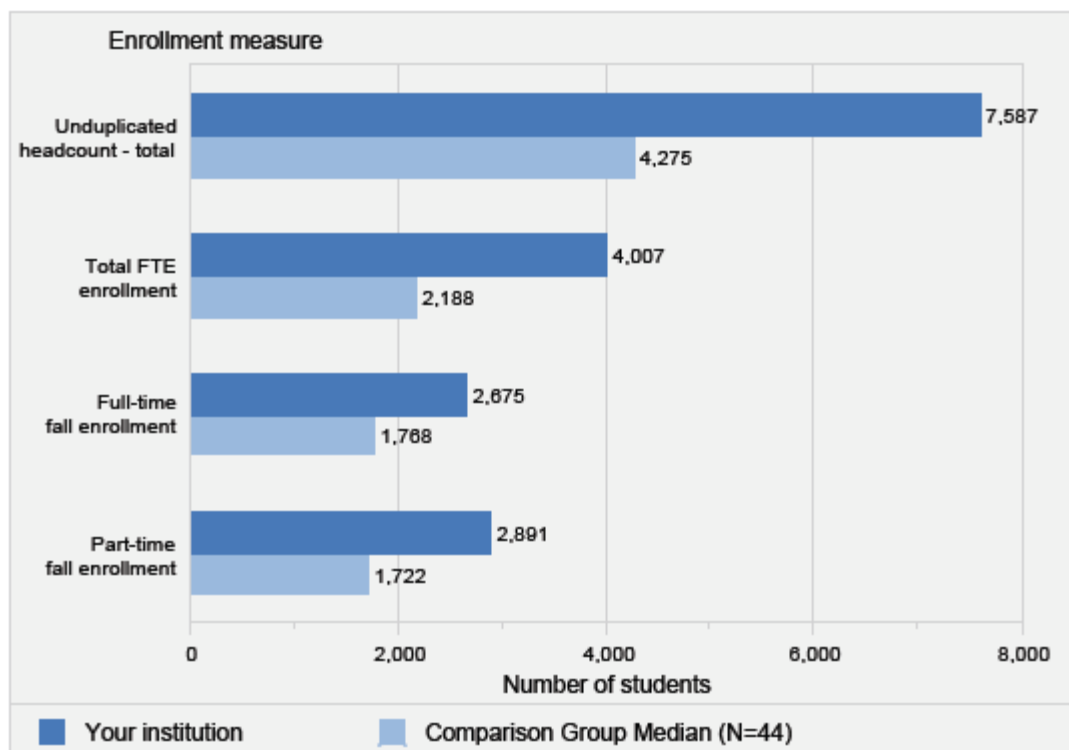
Workforce Results

The College has not received the results at the time of this report for the 2011 Employee Survey Results. However, the 2010 Employee Survey results were positive considering the budgetary constraints placed on the College and personnel. When compared to the 2009 survey, several items have been identified and will be addressed by the College's Leadership Team. These are:

- Clarification of clear and direct communication between employees at each level and location within the organization
- Review of grievance procedures and processes Staff development and retraining procedures
- Training program specific to supervisors.

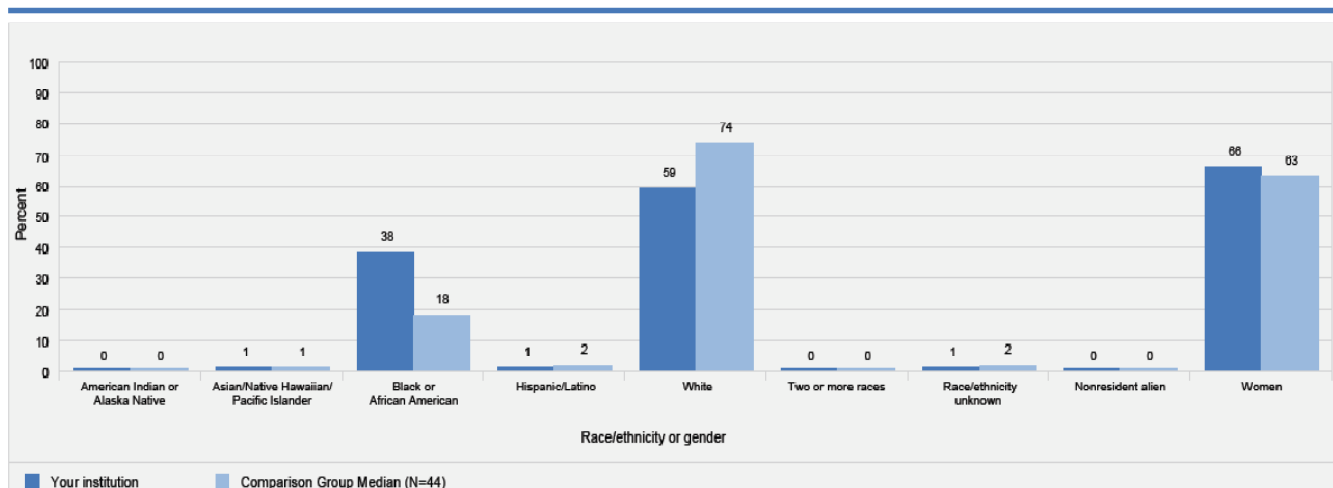# Process Effectiveness Results

In addition to college trend analysis and comparison to the other 15 colleges in the South Carolina Technical College System, the College utilizes NCES Peer Review to track comparative data in key performance areas.

Enrollment measure

Enrollment measure	Your institution	Comparison Group Median (N=44)
Unduplicated headcount - total	7,587	4,275
Total FTE enrollment	4,007	2,188
Full-time fall enrollment	2,675	1,768
Part-time fall enrollment	2,891	1,722

■ Your institution   ▢ Comparison Group Median (N=44)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2009, 12-month Enrollment component and Spring 2010, Fall Enrollment component.

IPEDS Data Feedback Report: October 2010

Percent

| Race/ethnicity or gender | | |

American Indian or Alaska Native: 0, 0
Asian/Native Hawaiian/Pacific Islander: 1, 1
Black or African American: 38, 18
Hispanic/Latino: 1, 2
White: 59, 74
Two or more races: 0, 0
Race/ethnicity unknown: 1, 2
Nonresident alien: 0, 0
Women: 66, 63

■ Your institution   ■ Comparison Group Median (N=44)

NOTE: For this survey year, institutions could report race and ethnicity using both 1977 (old) and 1997 (new) Office of Management and Budget categories. Categories shown in this figure are derived by adding comparable categories from both old and new; however, the "Two or more races" category appears only in the 1997 version. For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.
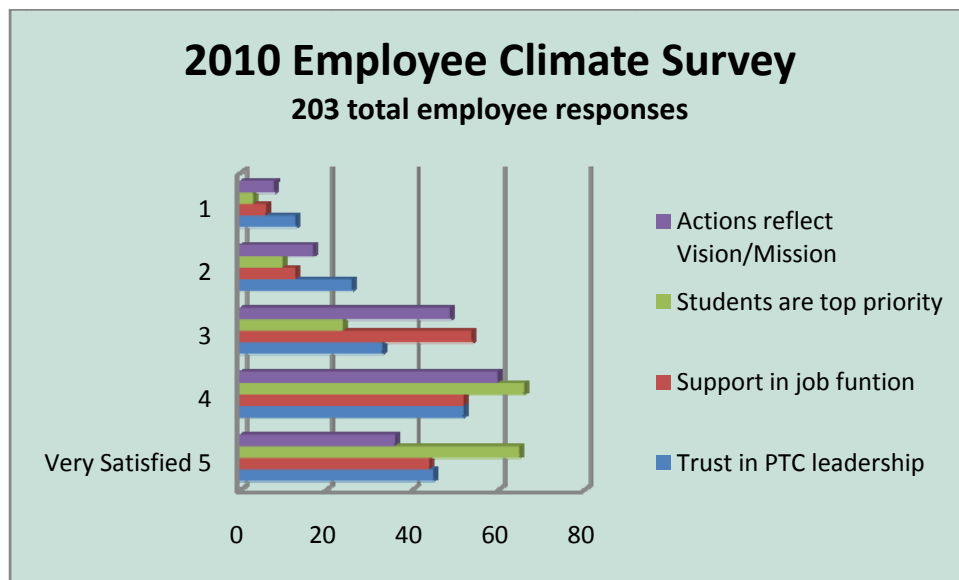
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2010, Fall Enrollment component.

Key Reference 7.16

Leadership and Societal Responsibility Results

The college's leadership is currently reviewing the key indicators to indicate success of the strategic objectives and strategies identified to accomplish the college's mission. One of the key indicators is the Employee Satisfaction as determined through the Annual Employee Climate Survey of 2010. The College has not received the results at the time of this report for the 2011 Annual Employee Climate Survey.

Key Reference 7.17