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# Higher Education Accountability Report

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2013

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Piedmont Technical College

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Office of Institutional Research, Planning, and  
Effectiveness

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## Section I: Executive Summary

Piedmont Technical College (PTC) continues its quest for student success and economic prosperity by strategically aligning operational planning to attainment of strategic objectives, outlined in the 2009-2014, *New Directions*. The first Strategic Direction of this plan is *Transforming Lives: Everything we do is driven by our commitment to the success of our students*. As a tactic to aid in achievement of this direction, Piedmont Technical College is a participating college in the beta-testing of the Voluntary Framework of Accountability (VFA) sponsored by the American Association of Community Colleges. This project measures student progress and workforce and student learning outcomes. At the time of this report, data files are being prepared for submission.

Having completed the Foundations of Excellence in the First Year Self-Study process through the Gardner Institute, participation in the VFA is a good next step. Student cohort tracking can be strengthened by the institutional knowledge gained from participating in the project.

At the same time, PTC continues its application of the Lean Principles such as value stream mapping and A3 problem solving. Acknowledgement of these efforts was rewarded by the Community Colleges Futures Assembly when the college was selected to receive the prestigious 2013 Bellwether Award in the area of planning, governance and finance.



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

### ❖ **Piedmont receives grants**

- Carl Zeiss Industrial Metrology, a global leader in precision metrology solutions, entrusted \$1 million in software to the Center for Advanced Manufacturing
- \$45,000 was awarded from the Clemson University Center for Workforce Development. The grants, funded with support from Duke Energy, are supporting the establishment of a Mechatronics program on the Newberry Campus, the ZF and PTC partnership at the Center for Advanced Manufacturing (CAM) on the Laurens Campus, and interactive Science, Technology, Mathematics, and Engineering Kiosks.

- \$34,000 in scholarship monies was funded through the Clemson University Center for Workforce Development. For fall 2013, nine scholarships were awarded to students expected to pursue baccalaureate degrees in STEM fields.

❖ **Student Achievements Recognized on State and National Levels**

- Two students, Todd Raugh and Erika Tinsley, were named to Phi Theta Kappa South Carolina All-State Academic Team.



❖ **Piedmont Middle College and Dual Enrollment Program Expansions**

- The middle college program at Ninety-Six High School was expanded
- The full Journeyman Welding Certificate is offered at Clinton High School allowing high school to concurrently graduate with their high school diploma and an employable certificate.
- The middle college program with the McCormick School District continues.

❖ **Program Growth and Articulation Agreements**

- Addition of three new certificate programs as QuickSkills certificate for Workforce development at the Center for Advanced Manufacturing (CAM) in Laurens:
  - Introduction to Manufacturing Assembly Operator
  - Introduction to Quality Assurance
  - Introduction to CNC Operations
- Addition of a Nursing Assistant Certificate
- Addition of an Emergency Medical Technician Certificate
- Addition of a Precision Metrology Certificate
- Implementation of the *Call Me Mister* Program through the Genesis Grant, funded by the Predominantly Black Institution Grant from the U.S. Department of Education.
- An agreement was signed with readySC and ZF Group to provide training for employees of ZF, a new automotive transmissions manufacturer locating in Laurens County.

❖ **College Recognition**

- PTC received a prestigious 2013 Bellwether Award, recognizing outstanding, innovative programs and practices that are successfully leading community colleges into the future.
- PTC was selected to receive an International Economic Development Council (IEDC) Excellence in Economic Development Silver Award for its partnership with

the community and employer, ZF, a top-tiered automotive supplier through the establishment of the Center for Advanced Manufacturing.

- PTC Newberry Campus was awarded the J. Mitchell Graham Award which recognized the new campus as top project of the year by the South Carolina Association of Counties.



#### ❖ Faculty /Staff Recognition and Awards

- David Rosenbaum, Associate Dean of Students was elected to serve on the board of the South Carolina Association of Colleges and Employers (SCACE).
- Chuck McDonnell, an English instructor, was awarded the Bill Doster Distinguished Service Award from the Two-Year College English Association-Southeast (TYCA-SE).
- Two members of the Continuing Education and Economic Development Division were recognized by the South Carolina Association for Higher Continuing Education (SCAHCE). Rusty Denning, Associate Vice President for Continuing Education was named Outstanding Continuing Education Professional while Kassie Hall, Program Manager, received the John J. Duffy Scholarship Award. The Center for Advanced Manufacturing was recognized as an outstanding continuing education program.
- Dean of Health Science, Dr. Jerry Alewine, serves as President of the South Carolina Society of Respiratory care while Ann Allen, respiratory program coordinator serves as junior director for the Piedmont region.
- Christy Nichols, Program Coordinator for Invasive Cardiovascular Technology, is Chairperson of the Board and outgoing President for the South Carolina Society of Radiologic Technologists.
- Lenette Thompson, Surgical Technology Clinical Coordinator, serves on the Board of Directors for the South Carolina Surgical Technology Association.
- Deborah Hoffman, Health and Safety Program Manager, serves on the SC Nurse Aide Advisory Board.
- Clayton Sprouse, Pharmacy Technology Program Coordinator, serves on the SC Society of Health System Pharmacists Board of Directors.
- David Martin, Program Coordinator for Funeral Service was selected to serve on the American Board of Funeral Service Education (ABFSE).
- Dr. Brad Griggs. Biology instructor and chairperson of the Quality Online Review Committee, was selected to participate in the first cohort of instructors with the Faculty Academy for the South Carolina Technical College System.

- Dr. Donna Foster and Lisa Bartanus are co-chairing the Greenwood Women’s Leadership Council for 2012-13 and 2013-14. Becky McIntosh is serving as co-chair of the Women’s Leadership Conference along with Nancy Goplerud from Lander University.
- Dr. Donna Foster is chairing the South Carolina Council of Teachers of Mathematics Nominations Committee for 2013.
- Dr. Dale Smoak was selected by the Southern Association of Colleges and Schools Commission on College to chair visiting teams.



#### ❖ Capital Improvement Projects

- Newberry Campus construction and relocation was completed.
- Abbeville Campus construction and relocation is underway.
- Center for Advanced Manufacturing expansion was approved and in the planning stages.
- Restroom renovations completed on the Greenwood Campus.
- Piedmont Education Network upgrades are underway.
- Multipurpose Building renovations were completed and the building was renamed the James Medford Family Event Center.



#### ❖ Community Service

- Numerous summer camps were held for area youth, including the highly successful GATE engineering camp for high school girls.
- The Early Care and Education Program hosted “Growing Literacy” to promote literacy for preschoolers.

- New programming offered in the James Medford Event Center for community enjoyment including Circus Stella, a one-ring circus featuring husband and wife team Dextre Tripp and Jayna Lee with their performing puppies and a Mother’s Day Weekend event featuring Beth Holloway.
- The HVAC program hosted a seminar for local businesses and program students on repairing A/C compressors.
- A Poetry Jam was hosted during Black History Month in February and featured guest poet, Kimbi “The Goddess” of Unified Sol Poets.
- The ADN Nursing class sponsored a health fair through the Nursing Management and Leadership course to provide community service.
- PTC held a summit to share the Lean Initiative with colleges in the southeast.
- A BBQ dinner was hosted by the college to honor local, state, and federal legislators.
- Author, Lisa Alther, visited the college during the month-long One Book, One College program hosted by the PTC library.

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 service to our communities.



## Section 2: Preface: Organizational Profile

This preface provides an overview of Piedmont Technical College programs and services.

### Organizational Environment

#### Educational Program and Service Offerings

Piedmont Technical College offers associate degrees, diplomas and certificates through traditional classroom instruction and online learning. The Institutional Mission provides the direction for the creation and offering of academic programs. Each program contributes to the educational attainment and economic development of the counties served. Piedmont offers the following academic programs:

<b>Piedmont Technical College Programs</b>	
<b>Certificate Programs</b>	<b>Program Length (credit hours)</b>
<b>Horticulture Landscape Management</b>	26
<b>Basic Diversified Agriculture</b>	35
<b>Office Technician</b>	30
<b>Microcomputer Software Specialist</b>	30
<b>Accounting</b>	33
<b>Entrepreneurship</b>	24
<b>Funeral Service Education</b>	35
<b>Advertising Design</b>	36
<b>Desktop Publishing</b>	36
<b>Digital Rendering and Gaming Development</b>	36
<b>Illustration</b>	36
<b>Photography</b>	36
<b>Professional Clay</b>	33
<b>Advanced Professional Clay</b>	22
<b>Advanced Web Development</b>	27
<b>PC Technician</b>	36
<b>Electronic Engineering Transfer Option Certificate</b>	39
<b>Mechanical Engineering Transfer Option Certificate</b>	39
<b>Automotive Fundamentals</b>	32
<b>Carpentry</b>	22
<b>Construction Management</b>	22
<b>Heating Fundamentals</b>	25
<b>Refrigeration Fundamentals</b>	32
<b>Electrical Maintenance Technician</b>	28
<b>Machine Tool Operator</b>	26
<b>Computerized Numerical Control</b>	27
<b>CNC Operations I</b>	9
<b>Manufacturing Assembly Operator</b>	8
<b>Quality Assurance Certificate</b>	9

<b>Introduction to Gunsmithing</b>	24
<b>Advanced Gunsmithing</b>	27
<b>Mechatronics Technology I</b>	38
<b>Journeyman Welding</b>	19
<b>Massage Therapy</b>	36
<b>Patient Care Technician</b>	37
<b>Phlebotomy Technician</b>	20
<b>Early Childhood Development</b>	30
<b>Infant Toddler</b>	21
<b>Nursing Assistant</b>	9
<b>Emergency Medical Technician</b>	9
<b>Diploma Programs</b>	
<b>Machine Tool</b>	45
<b>Welding</b>	42/43
<b>Medical Assisting</b>	52
<b>Pharmacy Technology</b>	50
<b>Surgical Technology</b>	54
<b>Practical Nursing</b>	45
<b>Associate Degree Programs</b>	
<b>A. A. S., Horticulture Technology</b>	66
<b>A. S., Agriculture Education Articulation Option</b>	66
<b>A. S., Horticulture and/or Turf grass Articulation Option</b>	65
<b>A. A. S., Diversified Agriculture</b>	70
<b>A. A., Associate in Arts</b>	60
<b>A. S., Associate in Science</b>	60
<b>A. A. S., Administrative Office Technology</b>	63/65
<b>A. A. S., Administrative Office Technology, Accounting Concentration</b>	63
<b>A. A. S., Administrative Office Technology, Legal Concentration</b>	63
<b>A. A. S., Administrative Office Technology, Medical Concentration</b>	63
<b>A. A. S., Administrative Office Technology, Medical Coding/Billing Concentration</b>	65
<b>A. A. S., Administrative Office Technology, Spanish Concentration</b>	65
<b>A. A. S., General Business</b>	66
<b>A. A. S., General Business, Accounting Concentration</b>	66
<b>A. A. S., General Business, Management Concentration</b>	66
<b>A. A. S., General Business, Office Management Concentration</b>	66
<b>A. A. S., General Business, Lander University and Newberry College Business Transfer Concentration</b>	66
<b>A. A. S., Funeral Service</b>	67
<b>A. A. S., Computer Technology, Programming Concentration</b>	72
<b>A. A. S., Computer Technology, Network Concentration</b>	72
<b>A. A. S., Computer Technology, Information Technology</b>	72

<b>Concentration</b>	
A. A. S., Electronic Engineering Technology	74/75
A. A. S., Engineering Graphics Technology	74/75
A. A. S., General Engineering Technology	69/70
A. A. S., Mechanical Engineering Technology, Mechanical Engineering Concentration	71/72
A. A. S., Mechanical Engineering Technology, Electro-Mechanical Engineering Concentration	72/73
A. A. S., Mechanical Engineering Technology	71/72
A. A. S., Automotive Technology	77
A. A. S., Building Construction Technology	80
A. A. S., Heating, Ventilation, and Air Conditioning Technology	72
A. A. S., Industrial Electronics Technology	71
A. A. S., Machine Tool Technology	72
A. A. S., Mechatronics Technology	74
A. A. S., Cardiovascular Technology	72
A. A. S., Radiologic Technology	89
A. A. S., Respiratory Care	83
A. A. S., Veterinary Technology	77
A. A. S., Nursing	68
A. A. N. T., Nursing	60
A. A. S., Criminal Justice	64
A. A. S., Early Care and Education	66
A. A. S., Early Care and Education, Infant/Toddler Care Concentration	66
A. A. S., Human Services	66/67
A. A. S., General Technology	60-84
A. A. S., General Technology, Health Science Programs	76

These degrees are divided among five academic divisions: Arts and Sciences, Business, Information Technologies and Public Services, Health Science, Nursing, and Engineering and Industrial Technologies.

Two other divisions provide college preparatory education and community training.

### ***College Preparatory***

This division is responsible for the developmental and transitional courses offered to assist students with remediating skill deficiencies identified through placement testing. Administrative responsibilities for the Tutoring Center, Assessment Center, and the Teaching and Learning Center Open Computer lab are included in this division.

### ***Continuing Education***

Continuing Education is responsible for meeting the needs of the communities served by offering courses or training in the following areas: corporate, health care, community, business and industry, personal interest, professional development, and computers. Training and courses are offered on campus, at an off-campus site, or online.

## **Student and Academic Support Services**

Piedmont Technical College (PTC) supports its **Mission** of providing economic growth and development by offering an array of student support programs and services to meet the developmental, social, and cultural needs of the students and to promote student learning and student success. These programs and services are designed to facilitate a holistic approach to student development and to allow PTC to effectively function as a learning community. PTC supports its Mission of "transforming lives and strengthening communities" by offering an array of student support programs and services to serve the educational needs of all prospects, applicants, and students by promoting student learning and success. These programs and services are also designed to facilitate a holistic approach to student development that allows PTC to effectively function as a learning community. Piedmont Technical College's student support programs, services and activities include the following:

Piedmont Technical College's student support programs, services and activities, provided free to the students, are assigned to the Student Development, Academic Affairs, Business and Finance, and Administrative Divisions of the college. Positions reporting directly to the Vice President for Student Development include: Director of Financial Aid, Dean of Student Services, Dean of Counseling, Dean of Enrollment Services, and Registrar. Other direct reports include the division's administrative assistant and the switchboard operator. The academic support services, tutoring, assessment, and library resources, are assigned to the Academic Affairs Division. Technology services are assigned to the Business and Finance Division. The Administrative Division includes marketing, an area of the college that works closely with admissions to provide recruitment materials and other advertising materials to promote the college and its programs. The programs, services, and activities provided to prospective and enrolled students include:

### ***Admissions***

The Admissions office's goal is "to transform lives by meeting students where they are in life and providing them the opportunity to attain their educational goals." Piedmont Technical College's average student is a Caucasian female in her early twenties from Greenwood County who is receiving financial aid support to attend college part-time. Overall, 65% of the college's students are female. African-Americans make up approximately 40% of the enrolled students, while Caucasians account for approximately 60% of the enrollment. Approximately 90% of the college's students received some financial aid assistance to attend college during the 2012 fall semester. From 2008 - 2012, the college experienced a 31.9% increase in enrollment. The average age of the student population is becoming younger as shown by growth over the last three years in the numbers of 17-21 year olds who are attending the college.

To assist students with completion of the admissions process, the college revised its intake process in 2011 to include a higher degree of customer service through the utilization of Admissions Intake Management (AIM) personnel known as AIM Coaches who reach out through personal contact to potential students with an expressed interest in PTC and to assist applicants with navigating the five-steps of the PTC admissions process. AIM coaches are located on the Greenwood, Newberry, and Laurens Campuses of Piedmont Technical College; where the largest numbers of inquiries are generated and where the larger populations of applicants and students reside. Applicants may contact the AIM Coaches by telephone, email,

or other electronic means. AIM Coaches can assist students regardless of their program of study, selected method of course delivery, or location of attendance.

The five steps of Admissions include:

1. Submission of the Online Admission Application. Included in this step is the submission of high school and college transcripts and attending a Health Science and Nursing Information Session if the applicant desires admission into one of these programs. Students who are unable to attend a face-to-face Health Science or Nursing Information Session may fulfill this requirement by completing the requirement independently at a distance by completing and submitting an electronically delivered quiz after reading and studying written materials.
2. Completion of the Financial Aid Process. This web-based or online process includes completion and submission of the Free Application for Federal Student Aid (FAFSA) and all required documentation.
3. Completion of the college Placement Test, E-Compass (if applicable) and the Technology Readiness Assessment. This service is available in all service area high schools and on all college campuses or through remote proctored testing at ACT approved national testing sites. The Technology Readiness Assessment can be administered from remote locations, too. Piedmont Technical College is a member of the National College Testing Association (NCTA) and works with other members to provide proctored testing services.
4. Completion of Advisement/Registration Process. New students are initially advised for their first semester of courses by an Enrollment Advisor who establishes an academic plan with the student and assists them with the navigation of Pathway, PTC's Student Information Portal. Students unable to meet face-to-face with an Enrollment Advisor can be advised over the telephone or through video-conferencing.
5. Completion of an Orientation Program. This optional step includes a half-day workshop that introduces students their college email, allows for the acquisition of an identification card and parking sticker, introduces students to support programs and services, discusses the methods of course offerings, such as traditional, online, hybrid, and the PEN two-way fiber optic classrooms, and explains the steps required to purchase books and supplies using federal aid or loan monies. It is presented by student development professionals and offers students an opportunity to meet program faculty on the college's main campus, the Lex Walters Campus in Greenwood, South Carolina. New student orientation programs are also offered at the six county campuses. Additionally, an online orientation program option is available.

Applicants desiring more interaction with other applicants while navigating the admissions process may attend Weekly Enrollment Workshops, designed to meet prospects and applicants in a small group setting to explain the admissions process. These sessions are available only on the Greenwood Campus at this time, but frequent references to the County Campuses occur during the presentation. After an energizing group presentation by the admissions staff, AIM coaches are available to meet with prospective students individually to analyze each participant's

progress in the admissions process. During 2012, a total of 908 applicants attended a total of 37 enrollment workshops. The student learning outcomes of enrollment workshops are to enable the applicant to:

1. Name the five steps of the admissions process.
2. Name the important reasons for applying early for federal financial aid.
3. Locate key offices and programs.
4. Express a high degree of comfort with the overall college experience and with Piedmont Technical College in particular.

Further opportunities to complete the admissions process in a "one-stop" format were created by the Admissions office to allow students an opportunity to complete all parts of the admissions process in one location at one time known as Instant Admissions. Initially offered only on the Greenwood Campus, the program was expanded to the Laurens and Newberry Campuses in the 2013 summer term to stimulate additional student attendance and interest in these campuses. So far, seven Instant Admissions events have been held, and the following chart summarizes attendance:

<b>Instant Admission Event Results</b>		
<b>Instant Admissions Event Date</b>	<b>Attendance</b>	<b>Number of attendees who registered for classes</b>
June 17, 2012	143	83
August 9, 2012	168	93
November 29, 2012	88	38
January 3, 2013	161	99
May 2, 2013	101	53
June 26, 2013 (Laurens Campus)	20	NA
June 27, 2013 (Newberry Campus)	30	NA
June 27, 2013	205	145
July 18, 2013	168	120
August 2m 2013	152	114

Two admissions counselors/recruiters and the Dual Enrollment Advisor are available to assist high school guidance counselors and students and their parents with the admissions process. These experienced student development professionals visit the high schools regularly and are invaluable in helping students in the 20 high schools in the college's service area navigate the admissions process.

To provide high school seniors outside of Greenwood County with opportunities to become familiar with their local campuses of the college, the Dean of the County Campuses and the staff of each campus hold Senior Rush Days each spring. These events bring high school seniors to the campuses to familiarize students and their families with the educational opportunities available locally and to encourage potential students to begin the application process.

Promoting admission's five-step enrollment process through Enrollment Workshops, dual enrollment, and Instant Admissions events along with the focused AIM initiative, helped to increase enrollment in the 2011-2012 and 2012-2013 school years. Semester enrollment now averages over 6000 students with approximately 40% African-American and 60% female. In fact, Piedmont Technical College was ranked the 8th fastest growing community college in its

category by Community College Week, which based its rankings on an analysis of enrollment data collected by the U.S. Department of Education (IPEDS).

In 2012, the college conducted three student focus groups to obtain feedback regarding the intake process. Several themes emerged from these meetings: academic and student support, admissions, campus-specific items, scheduling, financial aid, instructional pedagogy, technology, and institutional reputation. This feedback resulted in changes in the printed student schedule, instructions provided for completing the placement test, and in the course search view in Pathway, the student information portal. Adjustments were made in financial aid disbursement dates as a result of student feedback. Students gave favorable feedback on the Instant Admissions Events, Enrollment Workshops and the Health Science Information Sessions.

### **Financial Aid**

The Piedmont Technical College Office of Financial Aid welcomes the opportunity to assist both new and current students with the critical process of funding a college education. Approximately 90% of the 2012 fall student body benefited from the various forms of financial assistance that were available, including federal Title IV grants and loans, South Carolina state programs, Veterans' Educational Benefits, private loans, and independently-funded scholarships. Financial Aid staff members work diligently to provide timely, accurate, and courteous information concerning all of the financial assistance programs, while processing and verifying each application. The office has a focus upon "smart borrowing" to assist with students' success both while attending and after graduating college.

Due to the increase in student enrollment and student loans, a full-time position was added to the Financial Aid staff in June of 2012. Communications to all financial aid applicants are critical and the college created a Processing Center in 2011, separate from the Admissions and Financial Aid offices, to ensure a dedicated focus on timely and necessary communications to keep applicants and current students aware of their financial aid status at all times.

The financial aid office focused on efficiency improvements during the 2012-2013 academic year. By increasing outbound communication to students, focusing on FAFSA importance in various workshops, working with the AIM team to advise students in financial aid completion, creating a Financial Aid Call Center, along with other initiatives, the college realized a 25% decrease in drops for non-payment, a 57% decrease in students withdrawing after federal fund disbursement, and a 27% increase in the completion of the FAFSA by June 1 from the Fall 2011 to the Fall 2012 semesters.

<b>Improvement</b>	<b># in Fall 2011 Semester</b>	<b># in Fall 2012 Semester</b>
Drops for non-payment	693	518
Withdrawals after Federal Funds disbursement	209	89
Completed FAFSA's by June 1	4731	5998

### **Scholarships**

The college offers annual scholarship opportunities to both new and returning students. Recent high school graduates have the opportunity to apply for approximately 30 scholarships totaling

almost \$27,000. These scholarships may only be used for tuition, books, and required educational supplies. In the 2011 - 2012 academic year, 135 scholarships were awarded, totaling \$95,660.49.

The majority of scholarships are based on academic achievement and financial need. Scholarship applicants must undergo a thorough selection process, including personal statements, faculty recommendations and individual interviews. Applications are reviewed by a standing college committee composed of faculty and staff throughout the institution. Students selected for a scholarship are honored each year with a luncheon and the opportunity to meet their individual scholarship donor(s).

Scholarships are made available to students via the college's foundation. Both endowed and general scholarships are available and monitored carefully by the foundation office staff. Scholarship awards may supplement a student's Federal Student Aid to provide the necessary means for a student to meet her/his individual educational, career and personal goals, thus meeting the college's Mission of "transforming lives."

### ***Assessment Center***

The Assessment Center provides placement testing for applicants at all campuses, in public and private high schools in the college's service area, and remotely for students who attend at a distance. The college administers E-Compass, an ACT product, to determine course placement in mathematics, English, and reading. Student computer technology skills are assessed using the Technology Readiness Assessment (TRA) developed from a valid and reliable bank of questions from Findly. All students without credit for college-level mathematics and English courses participate in placement testing. In addition to providing these services the Center offers student make-up testing services for faculty, proctored testing services for online students and faculty, curriculum-specific testing such as HOBET V for the Nursing Division, and general education competency testing, such as the General Technology Assessment (GTA). Assessment Centers are located on all campuses. Assessment Center staff work closely with Student Disability Services to provide accommodations for students receiving Student Disability Services. Additionally, the Assessment Coordinator assists online faculty and students with locating and arranging test proctoring outside the service area. Students are notified at the time of course registration of the possibility of additional fees that may be associated with services provided by remote testing sites.

### ***New Student Orientation***

The transition to college can be challenging, and new students may not be aware of the services and resources available to support their college success. A comprehensive new student orientation is offered at Piedmont for incoming students prior to the start of each semester to better facilitate this transition. Orientations are also offered at the six county campuses and hosted more than 125 students in August of 2012. The learning outcomes of the orientation programs are:

1. Participants will name services that are available to assist them.
2. Participants will name the requirements to maintain good Financial Aid status and persist toward degree completion longer than non-attendees.

3. Participants will provide the purpose of PTC Pathway, the college's portal and be able to access PTC Pathway and other learning support resources.
4. Participants will recommend the orientation program to others.

During the 2010 - 2011 academic year, a total of 1,476 students attended new student orientation. At the end of each orientation, attendees evaluate their experience. Student feedback has been very positive, with 86% indicating they would recommend the orientation to others. Of students who attended, 67.7% were still enrolled one year later, and the average cumulative GPA was 2.58, compared with 44.8% retention and 2.31 GPA of students who did not attend an orientation event.

The results of the 2012 New Student Orientation Surveys, an indirect measure of the program, demonstrate that 84.8% of the 538 students who attended New Student Orientation would recommend the session to other new students. This percentage dropped with only 42% of the 2013 attendees recommending the program to new students. The recommended improvement action is to reassign oversight of New Student Orientation to a specific office in the student development division since the staff member responsible was promoted to a position in another division and to develop an online version for students who would like to attend but are unable. Development of the online version is 75% complete. Further results of the December 2012 graduate survey indicated that 83.7% of the respondents (77 graduates) reported being satisfied or very satisfied with the orientation program. Overall, 2012 graduate survey results demonstrated that 86.9% of the respondents (344 graduates) were satisfied or very satisfied with the program, a noticeable improvement over the 2011 result of 79.45% of the 258 graduates who responded to the survey. The improvement action taken to improve the 2011 results was to shorten the orientation and to make the sessions more interactive.

An online version of New Student Orientation is available on the PTC Website under the Current Student tab. The online version consists of four modules: Introduction, Finances, Support Services, and PTC Pathway. These modules provide an orientation experience for students attending at a distance and are available to provide all students with just-in-time information throughout the academic term. Also, a variety of videos and resources are located on the College website and on the college's YouTube channel to inform and assist students at a distance with the information about students programs, services, and activities.

#### ***Counseling: Career, Personal, Academic, and Disability***

Academic, personal, disability and career counseling services are offered on an on-going basis in the Career Planning and Counseling Center. Professional counselors are available to assist students with concerns such as academic probation, career planning, personal concerns, and to provide tips on study skills, time management and a variety of other topics. All students, including online and County Campus students, have access to counselors through email, telephone, face-to-face appointments, and video conferencing. While most face-to-face appointments are on the Greenwood campus, counselors will travel to county campuses if the need arises. Counseling services and resources are promoted on PTC's website, in the Student Handbook, and during New Student Orientation.

### *Career counseling*

This service provides resources to assist students as they choose a college major, develop career plans and make successful career transitions. Career conquest (an hour-long session offered once each week), individual career counseling, and career planning workshops are offered to all students, including those taking classes online and at County Campuses. One career resource available through the College website is [Career Coach](#). Students can use this online resource to draft resumes, research careers, find wage information, and discover employment opportunities in the region. In addition to the weekly group session, students are seen by appointments and on a walk-in basis.

Career counseling student learning outcomes include the following:

1. Identify personal interests, skills, values, and personality traits through exploration and how each relates to potential career interests.
2. Learn more about career resources available to explore various occupations.
3. Map out a career path.
4. Set short and long term goals to achieve success.
5. Discover the “why” in wanting to achieve success.
- 6.

Career Counseling Service	# of Students Served in 2012
Individual appointments	460
Career assessment/exploration workshops	127

On a scale of 5 (Completely) through 1 (Not at all), students who attended the workshops were asked to evaluate the overall value of the workshop. These surveys indicated a 4.7 overall satisfaction rating, and 100% of the respondents indicated that they would recommend the sessions to other students.

### *Personal counseling*

This service is available to students experiencing issues such as anger, depression, and simply being overwhelmed. Students often struggle with these personal issues outside of their college experience, but within academia, personal issues can affect a student’s ability to study, attend classes, and concentrate during classes. PTC recognizes these issues can be strong factors in determining student success, and the Career Planning and Counseling Center employs counselors with masters’ degrees, and is directed by a licensed counselor, who can provide guidance, direction, or even referral to private agencies, if necessary.

Counseling Service	# of Students Served between July and Dec. 2012
Crisis Intervention	9
TypeFocus Assessment	45
Personal Counseling	77
Other (as reported by the student)	255

### *Academic Counseling*

Academic Counseling is also provided by the Career Planning and Counseling Center. Issues such as test anxiety can surprise many students when they suddenly surface in college. Students wonder what to do, where to go and if there is any way to get back on track. One-on-one academic counseling, academic workshops and resources are available for all students,

regardless of where or how they attend classes. In 2011, the counseling team formed a committee with faculty members to revitalize PTC's Early Alert System. This committee redesigned and updated the Early Alert Referral Form into a web form which is now used to request academic counseling services for struggling students and to document the resulting interventions.

Counseling Service	# of Students Served in 2012
Early Alert Notification	537
Early Alert Outreach	308
Academic Counseling "walk-ins"	89

### *Student Disability Services (SDS)*

SDS also plays a vital role in creating a college environment that maximizes student achievement and is committed to providing equal access to all facilities, programs and services of PTC. Student Disability Services pro-actively works with faculty, staff, administrators, and students to design and implement services that positively affect identified student goals and outcomes. Reasonable accommodations, including additional testing time, assistive technology, large-print materials, and preferential seating arrangements, are provided to students with documented disabilities. The college ensures access to educational opportunities for every student, and information about the services provided by SDS is available on the website and in the Student Handbook as well as in New Student Orientation. Additionally, all students are given the contact information for SDS in their class syllabi. Under the guidelines of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 each student's documentation is on a case-by-case basis to avoid discrimination and to protect the civil rights of the student. The SDS counselor coordinates accommodations, which are then provided regardless of campus, off site location, or course delivery mode. For the 2013 summer semester, services were provided to 52 students with 15 enrolled fully in online courses. Nine students were enrolled in online and traditionally offered courses. The table below provides historical data on the number of returning and new students served by Student Disability Services.

Semester	Returning Students receiving Disability Services	New Students receiving Disability Services
Fall 2011	70	32
Spring 2012	94	15
Summer 2012	43	8
Fall 2012	55	80

### *Academic Advising*

The academic advising process is a high priority at PTC, as evidenced by creation of a full-time position for Director of Academic Advisement. New students are advised during their initial semester of enrollment by Enrollment Advisors who specialize in working with new students to set goals, develop academic plans, navigate financial aid processes and participate in new student orientation. Enrollment Advisors work closely with academic advisors to understand each program's curriculum, including semester course offerings, scheduling configurations, and career options. New enrollment advisors participate in approximately five hours of training, with an

intensive mentoring and shadowing period. Regular advising updates are offered for all enrollment advisors, including advisors at the county campuses, via two-way interactive synchronous delivery through the Piedmont Education Network (PEN). These updates include training on policy and procedural changes, financial aid, new programs and program highlights.

Throughout the advising process, advisors strive to empower students to become advocates of their own academic careers. The ideal advisor/advisee relationship transitions from one of teacher to one of consultant as the students' confidence grows in mapping out a path to graduation, employment and further educational goals. Academic advisors are faculty members; students are assigned an academic advisor within their major. General county campus advisors assist students at the county campuses and are trained as both enrollment and academic advisors. Students on the county campuses are also encouraged to connect with academic program advisors, who may be located on the Greenwood Campus, early in their college experience.

An on-going series of advisor training workshops are offered every term. In 2011, 25 individual and group trainings were offered for new enrollment advisors, new academic advisors and refreshers for experienced advisors. New academic advisors receive a minimum of four hours of training, with additional training for some specialized majors such as nursing and health science. Academic advisors are then typically paired with an experienced advisor for mentoring and shadowing. Seasoned academic advisors participate in training updates that include training on policy and procedural changes, financial aid, new programs and program highlights. Regular e-mail communication to academic, enrollment and county campus advisors during peak advising times includes policy and procedural updates, changes in financial aid regulations affecting advisement, as well as tips for advising special populations, such as online students, who are also assigned academic advisors by major. As a result of training, all advisors are more confident about their roles and are well-prepared for this important student support service. Throughout the advising process, advisors strive to empower students to become stewards of their own academic careers. The ideal advisor/advisee relationship transitions from one of teacher to one of consultant as the students' confidence grows in mapping out a path to graduation, employment and further educational goals.

During 2013 the college implemented Degree Works to improve student and advisor monitoring of degree completion progress. Using Degree Works allows the student and the instructor to view program requirements and student progress toward program completion. This electronic tool integrates with Pathway, the student information portal, and with Banner. It is especially helpful to students who are attending at a distance and who are receiving advising assistance at a distance because it provides a digital copy of program requirements that can be discussed during advising sessions.

According to the 2011 Noel Levitz survey, which measures student satisfaction on a scale of 1 - 6, students are satisfied with their advisors knowledge of their curriculum as well as transfer opportunities (scores of 5.81 and 5.51 respectively). Noel Levitz data also reveals that students are satisfied with their advisor's assistance in helping to set goals (score of 5.41). The student-advisor relationship is influential in students' reaching their academic goals in a timely and cost-effective manner. Again, 2011 Noel Levitz data shows a high degree of satisfaction with advisor

approachability and concern about individual student success (scores of 5.61 and 5.52 respectively).

### *Academic Tutoring*

Individual and small group tutoring is available on all campuses and online and is coordinated through the Tutoring Center located on the Lex Walters Campus in Greenwood. Students request one hour of free tutoring in any enrolled course by completing an online request form. Additional hours are available for a small fee. For students participating in the Student Support Services Program, one of the federally funded TRIO grants, and for some other grant programs the extra charge is covered by grant funds. The Tutoring Center provided individual or small group tutoring sessions for a total of 176 students during the 2013 spring semester. Additionally, students can participate in free, unlimited online tutoring through NetTutor and occasionally tutoring is offered online using college tutors and Elluminate and/or Yahoo Messenger but is limited to one free hour weekly. NetTutor usage averaged 47 students a month for the 2013 spring term. Requests were highest for writing and mathematics. Open writing and mathematics centers are available each semester on the Lex Walters Campus. Students may drop-in to receive assistance with writing and mathematics assignments from adjunct English and Mathematics instructors. Full time faculty members maintain eight office hours each week to assist students with academic needs.

### *Technology Assistance*

Several opportunities exist for students seeking assistance with the college learning management system, Desire 2 Learn (D2L). These include online 24/7 tech support available through a link at the bottom of college website homepage and on the D2L homepage. Assistance with Pathway, D2L, MyLabsPlus, email, Internet searches, online library resources, and course software is available in the Teaching and Learning Center on the Lex Walters Campus, the Information Commons Computer Lab inside the PTC Library, and through the Learning Resource Centers (LRC) on each campus, and through web links or tutorial guides.

### *Library Resources*

The library collection contains approximately 30,000 books and 4,500 audiovisual items. A large number of print titles are also available through PASCAL Delivers, an interlibrary loan system which provides for the circulation and delivery of books among all of South Carolina's colleges and universities. Other student and instructor resources include streaming films available 24/7 from Films on Demand. Also included in the library's resources are approximately 43,500 e-books available 24/7 through EBSCO, as well as smaller, specialized e-book collections such as R2 Nursing Library, Salem Health Collection, Salem History Collection, and Gale Virtual Reference Library. The new 2012-13 DISCUS/EBSCO database package includes 77 databases. According to 2013 usage records maintained by the library, 488 students remotely accessed the Gale databases, 427 remotely accessed EBSCO databases and a total of 13,032 searches were made in Films on Demand.

Library staff members are available on the Lex Walters Campus in Greenwood, the Newberry Campus, and the Laurens Campus to assist students with library resources and services. Students at the four small county campuses in Edgefield, Saluda, McCormick, and Abbeville, as well as online students, have access to a college librarian via an email link and a toll free telephone number. Video tutorials and LibGuides are also available online to assist students in

developing library skills and accessing online library resources. A Library widget is also embedded in all online D2L courses. Library and LRC staff members are available to assist individuals and small groups of students and to provide whole class instruction in library use and research skills, either with a general orientation session or one tailored to address specific assignments or topics, such as online resource tools, copyright and plagiarism avoidance. Orientations conducted by librarians are available to students on all campuses at the request of instructors, at new student orientations, and through online resources. A total of 641 students attended library orientation sessions in 2012. A library brochure is available to share with students. The brochure is given to dual credit students.

Library staff members are also responsible for making student identification cards and for issuing parking decals. The identification cards enable students to check out library resources and to use the Information Commons computer lab. The library served 83,423 duplicated patrons in 2012.

Each year the library hosts a One Book One College program in the fall. The month-long program includes such activities as book readings by the author or others, panel discussions, and photography exhibits. This programming brings together students, faculty, staff and community through these events. Some courses incorporate the book into their semester assignments. The library also provides monthly exhibits of books or other activities that interest students and college employees, such as exhibits commemorating Black History Month, Women's History Month, and National Poetry Month.

### *Student Life*

Approximately 30 student organizations at Piedmont Technical College, including honor societies, academic clubs and special interest groups, meet regularly with the guidance of an advisor. One group, selected from the student body annually, is the Presidential Ambassadors. These second-year students represent the college at various functions on and off campus, speak to visiting groups about their college experience, lead campus tours and serve as new student orientation leaders. The 2011 Presidential Ambassadors represented the 20<sup>th</sup> anniversary of this organization. The Ambassadors are chosen from a variety of backgrounds, representing many program areas and County Campuses. Along with gaining insight on the administrative side of the college, professional development and networking opportunities, each ambassador also receives appropriate clothing with a PTC logo and wears a PTC name badge when in service to the college. The college strives to provide a wide variety of opportunities for students through clubs, organizations, and sponsored events allowing students to gain leadership skills, recreational opportunities, collaboration with other students/faculty/staff, and social and cultural opportunities to enhance and support students' educational experience and learning outcomes. Representatives from all student organizations are members of the Inter-Club Council (ICC) and participate in bi-monthly meetings. The ICC provides students the opportunity to provide input to PTC's administration as well as a voice in the governance of the college. The ICC also discusses club-sponsored student activities and events.

The college offers three major events on the Greenwood Campus annually. In September, the Fall Kick-off and Club Fair helps students learn about opportunities to become involved in campus life. In April, Spring Activities Day, featuring competitive field games, music, and a cook-out, builds a higher level of engagement of the student and provides avenues/opportunities

to develop greater self-understanding, team building skills, self-esteem, rational and logical thinking, and further student learning and development. All students, including online students and students who attend at county campuses, are invited to Greenwood for these events, and alternative Pizza Parties are hosted at the county campuses during the same weeks of these two events. Finally, a third major event occurs in April when distinguished students from each curriculum are recognized in an annual Student Awards Program. Other club-sponsored events, such as fund-raisers and community service projects are scheduled throughout the year.

<b>Student Life Event</b>	<b>Estimated # of participants</b>
Spring Activities Day - April 2012	700
Fall Kick-off - September 2012	800

## *Grants*

### *Student Support Services*

The goal of Student Support Services (SSS), a federally-funded TRIO program, is to increase the retention and graduation rates of its 160 eligible participants. Student Support Services transforms lives and strengthens communities by providing opportunities for intellectual and economic growth regardless of previous educational preparation, socio-economic status, race or gender. SSS increases the percentage of students completing degrees, diplomas and certificates by establishing a culture of trust and respect through open communication.

SSS provides academic tutoring as well as advice and assistance in postsecondary course selection. Additionally, counselors assist students with information on the full range of financial aid programs, benefits and resources for locating public and private scholarships and provide hands-on assistance in completing financial aid applications. Education and counseling services provided by SSS are designed to improve financial and economic literacy and assist students in applying for admission to 4-year programs as well as graduate and professional programs.

In addition to providing individualized counseling for personal, career, and academic information, SSS facilitates activities and cultural events, and provides instruction designed to acquaint students with career exploration and decision making.

<b>2012 Services Rendered</b>	<b>Count</b>	<b>Activity Time</b>
Open Tutoring Lab (MAT, WRT, BIO)	1	not recorded
Tutoring Received (ENG)	13	18:30 hrs
Tutoring Received (SCI)	3	3:00 hrs
Tutoring Received (Other)	95	73:15 hrs
Tutoring Received (MAT)	50	41:00 hrs

### *Journey*

In 2012, PTC was awarded a federally-funded Title III-Strengthening Institutions Grant, *Journey*, which identifies and supports a different cohort of Science, Technology, Engineering and Mathematics (STEM) students each year. Promoting growth in STEM curricula, assisting students in making career choices, and promoting retention in each curriculum is the focus of *Journey*. The grant offers assessment for STEM majors and undecided students to identify the

students' potential strengths and weaknesses for these curricula should they decide to select a STEM major.

During the pilot phase, *Journey* provides students with an individualized educational plan, an extensive support system including: case management, peer mentoring, self-discovery, workshops, financial literacy, tutoring and many other resources. A case management system tracks each service in which the student participates. The tracking system monitors persistence, retention and graduation rates of students attending the College compared with those involved in the grant for the purposes of evaluation and management decision making.

The grant worked with 30 Engineering Technology Students in the fall 2012 semester. The following results were achieved:

- 90% registered for Spring 2013
- One student transferred to Greenville Technical College
- One student decided not to pursue an engineering degree but remained enrolled at the College as a Nursing major.
- One student did not return due to financial reasons
- Average GPA 3.14 – Of the 30 students served, five earned 4.0 grade point averages while 18 students earned grade point averages of 3.0 or better

### ***Genesis***

Project *Genesis*, a federally-funded Predominantly Black Institution (PBI) grant, aligns with PTC's mission to transform lives and strengthen communities by providing college outreach services to promote enrollment growth, retention, graduation and academic and social support for African American males. *Genesis* focuses on easing the transition into college and implementing a case management approach to providing assistance to each participant. Peer-mentoring programs and workshops in success skills, financial literacy, contextual learning, tutoring, health/wellness education and leadership training support participants' access to higher education and academic success. Project *Genesis* serves African-American male students enrolled in Heating Ventilation & Air Conditioning, Computer Technology, Industrial Electronics, Mechatronics, Associate in Arts and Criminal Justice programs.

### ***Student Records***

The vital responsibilities of maintaining the integrity of all student records and protecting students' rights to privacy are major roles of the Student Records office. The office also issues transcripts, reviews transcripts for transfer credit, processes graduation applications, assists with registration, maintains and updates the educational records of students, provides faculty and staff and students training on the use of Pathway, the student portal, and processes all grades in BANNER. Services are performed for all PTC students, including those at the county campuses and other off-campus instructional sites and those who are taking online courses. Many commonly-used forms and instructions about processes are available online to all students and faculty. For their convenience, students can also pick up and deliver documents at the county campuses.

Student Records is in the process of deploying transcript request services for students through the National Student Clearinghouse, which allows students to request transcripts securely, independently, quickly, and as needed. Student Records also implemented Degree Works, an online degree evaluation tool, to assist students in identifying courses needed for completion of their program of study. Degree Works is available to students and advisors as needed. With use, students more clearly understand the requirements for their programs of study, leading to higher rates of graduation.

### **Employment Services**

Piedmont Technical College provides assistance to students and graduates seeking employment, focusing on students nearing graduation and those who have recently completed their program of study. Job opportunities, received from area employers, are posted online in a timely manner. In 2011, 344 listings were added to the Jobs-At-A-Glance webpage, and 461 listings were added during 2012. Faculty is sent copies of the jobs relating to their programs to help publicize the opportunities.

Faculty may also request classroom presentations on the topics of resume writing, interviewing skills, job searching, and professionalism. Individual students may schedule appointments to discuss these issues as well as other concerns they may have about finding employment. Employers Day is an annual job fair which brings together hundreds of students to meet with representatives from employers and agencies located in the college's seven county service area and beyond. Thirty-nine organizations and approximately 250 students attended Employers Day in 2012. Of the students attending the 2012 event, more than 90% rated Employers Day "good" or "excellent" and indicated that the event met their expectations for providing practice with interviewing, marketing themselves, gaining information about potential employers, and learning about specific job openings. Companies are welcome to recruit on campus other times during the year, and visits are coordinated with academic departments. Between 2006 and 2011, the average annual placement rate for the college is 86%.

In summary, PTC provides a wide variety of student support services that are relevant, accessible, and supportive of the institution's mission to "transform lives." These services address academics and student life and meet the needs of our students. Students use the available services and report satisfaction with the services received. The college seeks to inform students of these services via the PTC website, the weekly student newsletter, *Campus Connections*, and the academic catalog.

## **Vision and Mission**

### **Purpose**

Piedmont Technical College provides 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 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. To optimize access to higher education in the rural seven-county service area, Piedmont Technical College offers courses in multiple modes of delivery that include synchronous and asynchronous distance learning. (Approved by the Piedmont Technical College Area Commission on June 18, 2013)

## **Vision**

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

## **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

Each value defines a strategic direction or tactic by which the college realizes its mission. Each

value is represented throughout the *2009-2014 New Directions: a Strategic Plan for Piedmont Technical College*. The core values are ingrained throughout the organization and are the foundation for daily operations.

## Workforce Profile

Piedmont Technical College employs a diverse and highly qualified faculty and staff with a total of 594 for the fall semester of 2012.

Piedmont Technical College			
Faculty and Staff			
Fall 2011	Total	594	Percent
Faculty	Full Time	119	20.03%
	Part Time	237	39.90%
Staff	Full Time	147	24.75%
	Part Time	91	15.32%

IPEDS: Human Resource Report, April 2012

Persons in faculty positions must meet the faculty credential requirements of the Southern Association of Colleges and Schools (SACS), the institution's accrediting agency. All educational requirements are defined by the position descriptions. Some program faculty must also meet the requirements of program accreditation agencies. Faculty and staff are engaged in meeting the mission and vision of the institution by all institutional officers of the college and by the administrative officers of their division. Functional areas are included in the decision-making processes of the College. Some of the channels of involvement include: Dean's Council, Department Head meetings, Division meeting, Department meetings, standing and ad hoc committees, Faculty Senate, Faculty meetings, and Faculty/Staff meetings.

## Assets

### 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 campuses that are located in the six counties of the service area are modern, functionally-designed buildings containing classrooms, laboratories for medical, technology, science, 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 each of the seven Piedmont Technical College's campuses, 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 delivered on site at area business and industry.

**Service Area:**

As an open door, two-year, public, comprehensive, associate degree granting college within the South Carolina Technical College System, the college serves the Lakelands region of South Carolina. Two programs, Cardiovascular Technology and Funeral Services, serve the needs of the state of South Carolina. The college is a leader in distance education offerings that include two-way, closed circuit synchronous transmissions and online asynchronous offerings. Piedmont’s commitment to distance education is evident in the mission of the college and is further illustrated in the PTC Financial budget.

**Facilities:**

Piedmont Technical College (PTC) operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. The college supports seven campus locations that provide space for educational programs and support services: its main campus, the Lex Walters Campus, in Greenwood and six county campuses to serve the needs of the seven-county service area as identified in the Piedmont Technical College Mission Statement. The mission states, "To optimize access to higher education in the rural seven-county service area, Piedmont Technical College offers courses in multiple modes of delivery that include synchronous and asynchronous distance learning." One of the College's Mission Goals focuses on College facilities. Mission Goal 10 states "Provide a safe and accessible learning and working environment."

In the late 1980’S the PTC Area Commissioners and President decided to increase accessibility to higher education throughout the rural service area by providing educational facilities in each of the contiguous counties. The first county campus opened its doors in 1991 and the last of the 6 outlying facilities was completed in 1997. Since this time, three of the county campuses have relocated to provide additional educational programming and services. Today, the college, through its seven locations, serves more than 6,000 credit students each semester.

**County Campuses**

<b>Piedmont Technical College Campuses</b>			
<b>Campus Location</b>	<b>Acreage and Square Footage</b>	<b>Features</b>	<b>Recent Improvements</b>
Lex Walters (Greenwood) Campus Greenwood, SC	72.75 acres and 400,556 sq. ft.	This Main Campus of the college contains a total of 28 buildings. <ul style="list-style-type: none"> <li>• <b>Educational facilities</b> include: 14 educational buildings containing student spaces, Piedmont Educational Network (PEN) and traditional classrooms, laboratories, an assessment center, faculty offices, and meeting space;</li> <li>• <b>Student Support Services</b></li> </ul>	2009 GC Building renovated 2011 Student Center renovation 2012 N Building renovation 2013 Restroom renovations

		<p><b>facilities</b> include: student center/canteen, student success center, library, Teaching and Learning Computer Center, and Barnes and Noble Bookstore;</p> <ul style="list-style-type: none"> <li>• <b>Community Services facilities</b> include: conference center, event center, public computer lab area in library, and continuing education center; and</li> <li>• <b>Administrative facilities</b> include: administrative offices and maintenance facilities.</li> </ul>	
Abbeville County Campus Abbeville, SC	10 acres and 9,500 sq. ft.	<p>This campus provides</p> <ul style="list-style-type: none"> <li>• <b>Educational facilities</b> that include: PEN and traditional classrooms, a computer lab, assessment and proctoring space, library/resource area;</li> <li>• An <b>Administrative office</b>; and</li> <li>• <b>Student Support Services</b> that include: assessment and proctoring space, public broadband computer lab, CMA desktops to enhance face-to-face, multiple campus communications for students and faculty or staff, and vending/student lounge space.</li> </ul>	<p>The campus is to be relocated in 2013. Ten acres located off Hwy 72 were purchased and ground preparations were underway in November 2012. Construction is expected to be completed by the end of 2013.</p>
Edgefield County Campus Edgefield, SC	1.56 acres and 19,000 sq. ft.	<p>This campus includes:</p> <ul style="list-style-type: none"> <li>• <b>Educational facilities</b> consisting of traditional and PEN classrooms, pottery kiln, student study areas, and computer laboratories</li> <li>• <b>Community service facilities</b> include a 72 seat auditorium, a pottery gallery/flexible classroom space, the Center for Creative Economies for Edgefield County; a public Broadband computer lab and</li> <li>• <b>Student Support Services facilities</b> include a student/staff vending area with restrooms, an assessment area, CMA desktops to enhance face-to-face, multiple campus communications for students and faculty or staff, and an admissions/<b>administrative</b></li> </ul>	<p>This campus was painted in 2012. Space was renovated to create a new computer lab with additional computers, a Promethean Board, new carpet and furnishings.</p>

		<b>area.</b>	
Laurens County Higher Education Center Laurens, SC	25 acres and 40,000 sq. ft. (20% of space is leased to University of South Carolina Union and Laurens County Lifelong Learning.)	<p>This two-location campus includes:</p> <ul style="list-style-type: none"> <li>• <b>Educational facilities</b> that contain dedicated and shared traditional classrooms, PEN classrooms, a learning resource and assessment center, faculty offices, work rooms, student study areas, and industrial labs (CNC and CMM) at the Center for Advanced Manufacturing (CAM).</li> <li>• <b>Student Support Services</b> facilities include a break/vending room with student meeting space and CMA desktops to enhance face-to-face, multiple campus communications for students and faculty or staff.</li> <li>• <b>Community Service</b> facilities include large and small conference rooms, an auditorium, and kitchenette.</li> <li>• <b>Administrative space</b> includes space dedicated to Laurens County Lifelong Learning and the University of South Carolina Union at Laurens as well as Piedmont Technical College.</li> </ul>	<p>In 2001 the campus was relocated to this site. In 2012 a Center for Advanced Manufacturing (CAM) was established adding 24,000 total sq. ft. to the Laurens Campus of which 10,000 sq. ft. are occupied. Plans are underway to complete Phase II of this facility in 2013.</p> <p>The CAM was selected to receive an IEDC Excellence in Economic Development Silver Award from the International Economic Development Council.</p>
Newberry County Campus Newberry, SC	8 acres and 73,000 total sq. ft. of which approx. 53,000 sq. ft. are occupied. The remaining 20,000 sq. ft. of space is devoted to industrial and flexible space options. This property is leased through 2020 to the college.	<p>This newly relocated campus includes:</p> <ul style="list-style-type: none"> <li>• <b>Educational facilities</b> that house traditional and PEN classrooms, laboratories, a kennel, library and learning resource room, computer labs, faculty offices, and work rooms;</li> <li>• <b>Student Support Services</b> include a library with public, broadband computer lab, student/staff lounge area, CMA desktops to enhance face-to-face, multiple campus communications for students and faculty or staff, and assessment center; and</li> <li>• <b>Community Services</b> include a future space for development of an auditorium. A public, broadband computer lab is available.</li> <li>• <b>Feasibility study</b> underway for</li> </ul>	<p>2013 Newberry Campus was relocated to its current site.</p> <p>Campus technology includes 230 Thin Clients, Poly Com technology, Promethean Boards, and electronic signage.</p> <p>This campus was a recipient of the J. Mitchell Graham Award from the South Carolina Association of Counties.</p>

		unoccupied space.	
McCormick County Campus McCormick, SC	0.3 acres and 25,704 total sq. ft. of which 8,769 sq. ft. is occupied.	This campus includes: <ul style="list-style-type: none"> <li>• <b>Educational facilities</b> such as traditional and PEN classrooms, computer lab, and a library resource room with public broadband computer lab;</li> <li>• <b>Student Support Services</b> facilities include a student lounge area with vending and CMA desktops to enhance face-to-face, multiple campus communications for students and faculty or staff; and</li> <li>• <b>Administrative areas.</b></li> </ul>	In 2011, the McCormick Campus relocated to current campus. Over 10,000 sq. ft. of space is available for future expansion.
Saluda County Campus Saluda, SC	25 acres and 15,920 sq. ft. of occupied space.	The Saluda Campus includes: <ul style="list-style-type: none"> <li>• <b>Educational facilities</b> such as traditional and PEN classrooms, study rooms, a library/resource center, faculty offices, an agriculture building, barn, and fenced pasture.</li> <li>• <b>Student Support Services</b> include: a student/staff lounge with vending, CMA desktops to enhance face-to-face, multiple campus communications for students and faculty or staff, and an assessment center;</li> </ul>	In 2009, the Saluda Campus was relocated to the current newly constructed site. A new electronic sign was added to this property in 2012.

The college owns a total of 39 buildings totaling approximately 611,392 square feet of space on 145.20 maintained acres. In addition, the college offers courses at several high school sites and at industrial locations.

### Off-Campus Instructional Sites

Maintenance at off-campus instructional sites remains the responsibility of the industry, high school and/or school district served. At Laurens High, where the college operates an evening welding certificate program, the college owns four welding machines and is responsible for their maintenance. Additionally, the college provides its secondary welding teacher a stipend to assist with gas and material shipments and lab organization. The college operates a dual enrollment program in Welding at Clinton High. The equipment is owned by Clinton High School and as such is maintained by the high school. At Eaton Hydraulics in Greenwood, SC, the College offers the lecture portion of the Machine Tool Operator Computerized Numerical Control Certificate in the company's training room maintained by the Eaton Corporation. The laboratory component of this certificate is located on the college's Lex Walters (Greenwood) Campus.

## Facilities Satisfaction

Results from the 2009 and 2011 Noel-Levitz Student Satisfaction Survey indicate a high level of satisfaction with the physical facilities of the college. Several survey items addressed college facility related items. The survey measures, on a seven point Likert Scale, the importance of each item to the student and the student's satisfaction with the item. This information is then averaged and the difference between the level of importance and the level of satisfaction is reported as a gap. Gaps between the importance level and satisfaction level that are greater than 1 are considered significant. Over the two-year period between survey administrations PTC reduced the gap between importance and satisfaction for all questions addressing college facilities.

Student Satisfaction with Campus Facilities		
Noel-Levitz Survey Item	Student Level of Importance/Satisfaction/Gap	
	2009	2011
21. There are a sufficient number of study areas on campus.	6.17/5.58/0.59	6.07/5.54/0.53
24. Parking lots are well lighted and secure.	6.33/5.25/1.08	6.22/5.34/0.88
34. Computer labs are adequate and accessible.	6.47/5.85/0.62	6.31/5.87/0.44
38. The student center is a comfortable place for students to spend their leisure time.	5.82/5.34/0.48	5.84/5.44/0.40
39. The amount of student parking space on campus is adequate.	6.46/5.98/0.92	6.22/5.34/0.88
42. The equipment in the lab facilities is kept up to date.	6.37/5.57/0.80	6.27/5.69/0.58
68. On the whole, the campus is well maintained.	6.46/6.02/0.44	6.32/5.90/0.42
72. The cafeteria/canteen services are fine for this college.	5.31/4.60/0.71	5.17/4.12/1.05
76. The lab space is adequate in size and safe to perform my work.	6.43/5.58/0.85	6.34/5.69/0.65
94. Campus appearance as a factor in decision to enroll.	5.54 level of satisfaction	5.48 level of satisfaction

Additional data was collected from graduates of the college. Over the 2009-2011 period, graduate satisfaction with the college's facilities declined or remained constant. Areas of decreased satisfaction include the cafeteria, the overall physical plant, instructional facilities, and instructional equipment. Areas remaining constant include parking and use of technology in traditional courses. Survey results are presented in the charts below. It should be noted that neither survey distinguished between instructional campuses or the primary method of course delivery accessed by the student. Present construction and renovation activities are expected to produce higher ratings on future surveys.

Graduate Satisfaction with Facilities		
Graduate Survey Question or Comment	Percentage of graduates very satisfied or satisfied	
	2009	2011
Class/shop/lab equipment and facilities	100%	80%
Parking	66%	66%
Cafeteria	55%	42%
Physical Plant	50%	39%
Use of Desire2Learn in PEN courses	62%	59%
Use of Desire2Learn in traditional courses	79%	79%

Employees of the college participate in an annual Climate Survey. One question asks employees to rate their degree of importance and satisfaction with "The extent to which you have the necessary support (equipment, technology, and personal support) to do your job well." The disaggregated satisfaction results are presented in the chart on the next page.

Employee Satisfaction with Equipment, Technology, and Personal Support				
Employee classification	2009 average response (5 pt. scale with 5 being the highest rating)	2010 average response (5 pt. scale with 5 being the highest rating)	2011 average response (5 pt. scale with 5 being the highest rating)	2012 average response (5 pt. scale with 5 being the highest rating)
Staff	3.77/5	3.86/5	4.10/5	3.99/5
Faculty	3.59/5	4.07/5	3.96/5	3.99/5

### Technology and Distance Education

An **inventory** of college smart classroom technology and Piedmont Education Network (PEN) technology is maintained by the Information Technology department. They are responsible for:

- coordination of division or departmental purchases;
- installation, and maintenance of the smart classroom technology;
- maintenance of the PEN system which consists of roughly 30 classrooms; and
- determination of items to purchase and installation of technological infrastructure projects funded by Student Technology Funds.

These funds are received by the SC Technical College System through the SC Education Lottery and allocated to the college.

To manage and maintain technology **resources**, the Information Technology Division uses System Center Configuration Manager (SCCM) for the remote installation of software on designated computers. This manager contains an inventory management system which is used by System Support Technicians to maintain an inventory of all computer hardware and software on the college network. Hardware not accessible through the college network is maintained in the asset management system administered through Facilities Management. In addition, each campus uses NetSupport to monitor classroom computer usage. Each campus administers electronically-delivered college placement tests and two campuses have electronic sign-in scanning capabilities. All campuses utilize video surveillance for safety.

Piedmont Education Network (PEN) delivers course content to the Greenwood, Laurens, Newberry, Edgefield, Saluda, McCormick and Abbeville county campuses. This delivery is accomplished using telepresence, video conferencing. Financial resources and expenses for the PEN system are included in the appropriate budgets of the Chief Information Officer who is part of the Business and Finance Division of the College.

The **network** backbone for the PEN system is comprised of high speed fiber, which is owned by the Piedmont Technical College Foundation or leased from the various third party vendors who support the outlying county campus areas. This fiber supports the PEN video conferencing systems, as well as all voice and data traffic for PTC. All endpoints of this network are supported by CISCO routers and switches which have sufficient maintenance support from the vendor to ensure timely repair or replacement in the event of failure. PTC also has the appropriate network engineering support staff within Information Technology Services (ITS) Department to ensure a sustainable maintenance support program of the PEN Network.

The **core technology** for the PEN system is based upon Video Furnace, Polycom and Tanberg video technologies. These technologies provide the conversion of analog camera video into

industry standard formats and protocols, such as MPEG and H.232, for delivery over the IP based fiber network. Each classroom that is part of the video delivery system, both source and destination is equipped with these technologies, which are capable of interfacing with most classroom technologies such as smart boards, document scanners and PC/Laptop computers.

Distance education infrastructure receives funds under a separate departmental budget. Total expenditures for this department over the last five years have exceeded \$2.6 million. Online, PEN, and hybrid course expenses are funded in the same manner, and at the same level, as traditional course offerings with related expenses embedded within the departmental budgets where the courses originate. Instructor salaries and associated expenses are charged to corresponding departmental budgets.

### Capital Budget

Additionally, the college addresses division and departmental needs through its capital budgeting process. Annually each division submits prioritized capital requests to the Institutional Officers for consideration. As funds are available and priorities are considered, capital requests are addressed. One recent facilities project addressed through capital funds was the remodeling of the Chemistry laboratory on the Lex Walters (Greenwood) Campus. Examples of county campus capital plan funded projects are the addition of a new computer lab on the McCormick County Campus and the expansion of a computer lab on the Edgefield County Campus. A link to the 2013-14 Facilities Capital Plan and worksheet with total annual funding since 2010 is attached.

### Planning and Effectiveness

The PTC Strategic Plan, *New Directions*, recognizes the role that facilities play in fulfillment of the college's mission. Mission Goal VI: *Exercise efficient and responsible stewardship of the College's human, financial, and physical resources to ensure sustainability* and Mission Goal X: *Provide a safe and accessible learning and working environment*. Facilities are also addressed in Strategic Direction 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*. Item 3: *We will ensure campus facilities are modern, safe, and environmentally efficient*.

Achievement of these goals and strategy is measured through the annual Institutional Effectiveness Outcomes Assessment process for administrative support services. Annually the Director of Facilities, who reports to the President, submits an assessment plan which includes appropriate mission goals, program outcomes, expected results, assessment measures, data analysis, and improvement actions. In 2011, the Facilities Management Assessment Plan addressed the updating of the Facilities Master Plan.

Other state and federal reporting requirements address facility utilization. At the state level, through the Enterprise Decision Support System (EDSS), PTC submits an annual update of facilities and each semester submits data on facility utilization. The reported data is submitted to the SC Commission on Higher Education after being verified by the SC Technical College System. At the federal level, the Integrated Postsecondary Education Data System (IPEDS) addresses facilities through the submission of physical plan assets in the annually submitted Finance Survey.

Key tools are used to ensure the facilities serve the mission of the college. These tools include:

1. long range master planning;
2. new construction and capital renovation projects;
3. regular assessments and renovations of existing facilities;
4. ongoing maintenance programs;
5. implementation of safety and security enhancements; and
6. user surveys

PTC utilizes these tools through the following ongoing activities:

1. Long range planning -“Master Plan 2020”(part 1, part 2, and part 3) is Piedmont Technical College’s response to enrollment growth over the past decade. As a response to this growth, the college engaged in planning in 2010-11 for efficient and effective future development of its land and facilities. “Master Plan 2020” provides a general framework to guide campus growth over the next decade. The master plan supports the physical growth of the college in terms of building locations, layout of roads and parking, organization of pedestrian connections and green spaces, and ideas for strengthening campus identity. The plan also addresses potential future educational programs, technology and related infrastructure, effective and efficient use of classrooms and supporting facilities, and student amenities. Each of the seven county campuses was included within the master plan.
2. New Construction and Capital Renovation Projects - Since 2007, the college has completed the following construction projects;
  - Saluda campus main building 2009
  - GC Building on the Lex Walters (Greenwood) Campus (renovation) 2009
  - McCormick campus main building 2011
  - Landscaping 2011
  - Student Center on the Lex Walters (Greenwood) Campus (renovation) 2011
  - Center for Advanced Manufacturing, Laurens County Campus 2012
  - Building N on the Lex Walters (Greenwood) Campus (renovation) 2012
  - Newberry Campus Relocation 2013

These projects, funded by local funds and grants, feature added or renovated classrooms and laboratories, additional parking, offices, student support services. In addition to the above projects there are seven projects that are under construction or in the planning and design stages.

**Projects under construction** include:

- relocation of the Abbeville Campus
- renovation of some restrooms and the physics classroom/laboratory on the Lex Walters (Greenwood) Campus
- construction of Phase II of the Center for Advanced Manufacturing with completion expected in November 2013

3. Projects in the planning and design stage - Several projects are in the planning or design phase. Included in this list are:

- an Auditorium for Newberry County Campus
- James C. Self Conference Center foundation repairs on the Lex Walters (Greenwood) Campus
- health Science/nursing building on the Greenwood Campus
- industrial education building on the Greenwood Campus

### **Annual Assessment of Facilities**

The Facilities Department conducts annual assessments of the facilities and infrastructure on each campus and then prioritizes the needs through the college's deferred maintenance program. Funding for facilities operations and maintenance is provided partially from county appropriations and from student tuition revenues. In addition, surplus funds left in the operating budget at the fiscal year end are transferred by motion of the PTC Area Commission to the Capital Projects Fund. These funding streams provide annual deferred maintenance funding to assist in addressing the needs. The Director of Facilities Management provides the Institutional Officers and the Area Commission regular updates on the progress of capital projects.

### **Routine, Preventative, and Deferred Maintenance**

PTC's preventive and responsive maintenance program helps to ensure a safe, secure, and comfortable environment for its students, visitors, and employees. The maintenance program uses a web-based work request system that all employees can access to submit work requests. Full-time facilities service personnel are available 24/7 to address emergency needs. The college, also, utilizes indefinite delivery contractors to provide specialized maintenance and repair services. The web-based maintenance management system allows the Director of Facilities Management to schedule ongoing maintenance and safety inspections, repairs, and to recommend facility improvements. Further, the college utilizes contractual environmental services to provide daily custodial services ensuring a clean and healthy environment at each campus. The responsibility for the environmental services contract falls under the Director of Facilities Management.

Deferred maintenance and repairs are maintenance and repair activities that were postponed in order to save cost, meet budget funding levels, or align institutional priorities or plans. Maintenance and repairs are activities directed toward keeping fixed assets in an acceptable condition. Activities include preventive maintenance; replacement of parts, systems, or components; and other activities needed to preserve or maintain the asset. maintenance and repairs, as distinguished from capital improvements, exclude activities directed toward expanding the capacity of an asset or otherwise upgrading it to serve needs different from, or significantly greater than, its current use. During the April 2009 meeting of the PTC Area Commission, the Commission voted to charge a Facility Utilization Fee of \$50.00 for full-time students and \$25.00 for part-time students. Since this time, the fees collected have assisted with addressing deferred maintenance needs.

## Regulatory Environment

### Authority of the Area Commission

The Piedmont Technical Education Commission, known as the Area Commission, was established by Act. No. 234 of the General Assembly of the State of South Carolina dated May 24, 1963. The activities of the Commission are conducted to fulfill legislative requirements to make available and operate adequate facilities, and also provide for adequate local supervision and conduct a program of technical education and training.

### Composition of Membership

The Commission shall consist of one member from each of the counties of Edgefield, McCormick, Newberry, and Saluda; two members from the counties of Abbeville and Laurens, and four members from Greenwood County.

### Term of Office

The term of office is four years ending on the appropriate anniversary of July 1, 1973, or as provided by the Governor's appointment, notwithstanding that a delay in making appointments shall lessen the duration of the terms of office. Based on original three appointments, members are appointed to the Area Commission on a differentiated schedule, thereby assuring proper rotation. Not more than four appointments are made in any given year. Continuity in membership is assured by virtue of four year terms and by the opportunity for reappointment.

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, Title IV, EEOC, DOE
- **State government:** CHE, DHEC, SC Technical College System, governed by the State Board of Technical and Comprehensive Education, State Budget and Control Board
- **Regional accreditation:** Southern Association of Colleges and Schools Commission on Colleges (SACS/COC)

Program	Agency	Date of last review
Automotive Technology	National Automotive Technicians Education Foundation	5/2011
Cardiovascular Technology – Invasive Cardiovascular Program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	7/19/2013 Initial accreditation
Early Care and Education	National Association for the Education of Young Children	3/15/2008
Electronic Engineering Technology Engineering Graphics Technology	Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	8/15/2008
Funeral Service	American Board of Funeral Service Education (ABFSE)	3/2007
Associate Degree Nursing	National League for Nursing Accrediting Commission (NLNAC)	7/2006

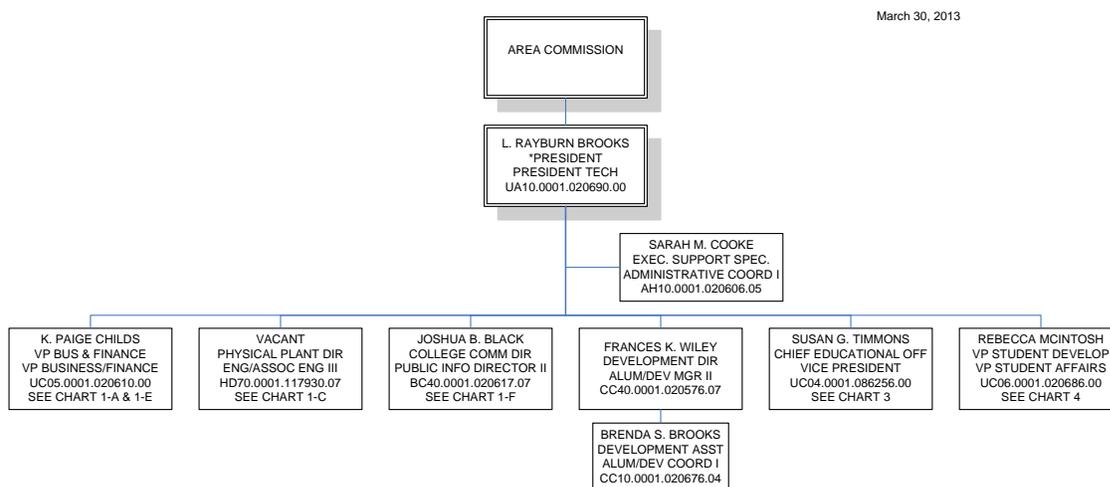
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	6/06/2013
Pharmacy Technology	American Society of Health System Pharmacists	4/13/2013
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	10/31/2007
Respiratory Technology	Commission on Accreditation for Respiratory Care	3/13/2010
Surgical Technology	Commission on Accreditation of Allied Health Programs (CAAHEP)	5/21/2010
Veterinary Technology	American Veterinary Medical Association (provisional accreditation received)	4/27/2009 date of provisional accreditation

- **Program accreditation:** 11 program specific accreditation agencies. These are listed in the table on the next page.
- 

### Organizational Structure

Piedmont Technical College is organized into four divisions: administrative, academic affairs, student development, and business and finance. The College President is solely responsible for the operations of the college and for the administrative division. The Vice President of Business and Finance is responsible for the business, finance, and information technology functions of the College. The Vice President for Student Development is responsible for the student development admissions, and financial aid functions of the college. The Vice President for Academic Affairs is responsible for the academic functions of the college to include institutional research, planning, and effectiveness, and continuing education and economic development. The Administrative Organizational Chart is presented below.

PIEDMONT TECHNICAL COLLEGE  
EXECUTIVE AFFAIRS  
CHART 1



\* EXEMPT FROM STATE  
EMPLOYEE GRIEVANCE ACT

## Students, Other Customers, and Stakeholders:

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 2012	6541
Age	17 or less	11%
	18-21	34%
	22-30	26%
	31-40	16%
	41-50	9%
	51-60	3%
	60 or Over	1%
Gender	Female	66%
	Male	34%
Ethnicity	American Indian	0%
	Asian	0%
	Black, not of Hispanic Origin	39%
	Hispanic	1%
	Other	2%
	White, not of Hispanic Origin	57%
	Student Type	Continuing Tech Ed
2 Year College Transfer		3%
4 Year College Transfer		3%
GED Graduate		3%
High School Graduate		17%
Non Degree Seeking		1%
Non High School Graduate		1%
Readmit		10%
Tech On Line		0%
Transient Student		1%
Dual Enrolled/Early Admit	13%	
Student Status	Full Time	43%
	Part Time	57%

## Customers and Market Segments

Staying abreast of the expectations of employers and the senior institutions to which our students transfer is essential to improve student success and academic excellence. In addition to students, other customers are private citizens, businesses, and industries in the seven-county area. Piedmont serves the largest geographical region of all the technical colleges in the state, therefore our market segments and customers vary. However, all segments and groups expect Piedmont to provide an affordable, employable education so that they are positioned for success in today's job market.

Piedmont has high standards of customer service in the areas of voice, electronic, and face-to-face communications. By providing excellent customer service, our customers realize that Piedmont Technical College is a welcoming place and a place where they feel comfortable.

Requirements and expectations of the market segments are determined by analyzing the demographic data, academic, administrative, and student service assessment, and surveys from students, employees and employers. In addition, the college factors changes in technology, increased globalization, and the impact of an extremely complex economic market on academic programs and college services. The awareness of these requirements, expectation, and factors allows Piedmont to be responsive and flexible in meeting needs of our customers and suppliers. In doing so, we provide the opportunity to equip students with an education of the highest quality, meet the needs of our service region for a highly skilled workforce and promote economic development in our service area.

Key Requirements and Expectations of our Customers
Affordable Tuition
Financial Aid
State of the Art Technology/Equipment
Quality Instruction
Knowledgeable Staff
Available Instructors
Flexible Scheduling Options
Relevant Programs of Study
Convenience/location
Academic Advising
Transferability of Credits

## 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 Recruitment of future students
Business/Industry	Student Internships and apprenticeships Clinical Sites Advisory Committees Credit/noncredit training programs
Colleges/Universities	Bridge programs Transfer students Transient students

Piedmont Technical College	
Key Suppliers	
Budd Group	Custodial Services
American Services	Security Services
Advanced Video CSI Spectrum Industries, Inc.	Promethean Boards
Sharp Cannon Leasing Computer Morris Business	Copiers
Dell, Inc. Apple	Computers (PC's)
Strata Information Group (SIG)	Banner Consulting Services
Ellucian/HP Direct	Hardware/Software

### Additio

nally, PTC partners with over 25 public and private high schools and over 200 industries for credit and non-credit training programs in the service region.

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

Neighboring four-year institutions, online college and universities, and sister technical colleges are competitors in the delivery of educational programs. The following are the factors that Piedmont Technical College monitors to maintain its **competitive position** in today's educational marketplace:

- 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
- Employment rates

The college examines the impact the following strategic challenges have on the competitive standing of the institution:

- *Funding:* State and county funding levels have greatly diminished yet PTC maintains low tuition rates. Piedmont has the lowest tuition costs of any college in the region. Grant funds supplement the college budget and allow the college to meet the needs of special populations of students and some curricula. As state funding declined, the college embraced the Lean Principles. All employees of the college are required to participate in Lean Training through the internal professional development program. The training supports PTC Mission Goal VI: *Exercise efficient and responsible stewardship of the College's human, financial, and physical resources to ensure sustainability.* According the Strategic Plan "Ensuring sustainability and Growth: We will enhance existing revenue streams and identify new sources of funding to expand and improve the college's services." Some of the ways services have improved are through the activation and deployment of Business Process Analysis or BPA, Banner Document Management System or BDMS, and Workflow all add-ons to the college's student information system, Banner. These functions have reduced costs associated with personnel and printing.
- *Facilities:* With assistance from an Economic Development Administration and a sales tax increase approved by the citizens of Newberry County, the Newberry Campus of Piedmont Technical College was relocated to a renovated former retail space. This move provides opportunities for the addition of programs and services for the residents of Newberry County. Plans are underway to expand program offerings to include at least one industrial program and an additional health science program. Additionally, construction of a new Abbeville Campus is underway with the relocation to occur later this year. Also under development are plans for the second phase of the Center for Advanced Manufacturing in Laurens County.
- *Grants:* The college is in the second year of its federally funded Title III Grant: *Journey*. This grant is determining from the implementation of various strategies which strategies are most effective with retaining undecided students and students in STEM related programs. The college is a long time recipient of TRIO program funds which support the Student Support Services program providing programmatic assistance to first generation college students. This program serves 160 students annually. Another grant program, *Genesis*, is federally funded by the Predominantly Black Institution Program. It serves African-American Males enrolled in identified programs. The grant's purpose is to provide mentoring and

academic assistance to help *Genesis* students persist to graduation. The *Call Me Mister* Program is funded through this grant and will be implemented this fall. The nationally recognized, Call Me Mister Program prepares males for careers in teaching.

- *Technology*: Plans for 2014 include the upgrading of our Piedmont Education Network, a two-way, closed circuit synchronous transmission of courses between the campuses of Piedmont Technical College. Academic program needs are addressed through the annual budgeting process and operational plans that address improvement actions noted in annual assessment reporting.

There are many data sources available within the academic community and available to the general public to show what the **college's comparative and competitive position** is currently. Sources include but are not limited to:

*Piedmont Technical College's website* provides tuition costs, retention and graduation rates.

*Piedmont Technical College's Fact Book* is also available on the College website and provides data on fall enrollment trends, dual enrollment data, full time-part time status, gender and ethnicity, student type, retention rates, and graduation rates from the last 5 years. Census data for the counties in the service area is available, too. As is student residency information.

Each year the college publishes an *Annual Report* on its progress toward reaching and exceeding its strategic goals, financial status, student enrollment, financial aid awards, and placement information. Five years of these reports are available from the *About* section of the college website.

*College Navigator* provides students and families information on the cost of attendance and performance information on many colleges and universities including Piedmont Technical College.

*National Center for Education Statistics – NCES* is 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.

*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.

Comparisons can be made on a variety of metrics including admission statistics, degrees and completions, faculty, enrollment, staff, financial aid, 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 by selecting from provided variable. Reports can be generated based on developmental education; enrollment, graduation and licensure pass rates.

Additional information about the college can be found on the South Carolina Commission on Higher Education web site while transfer information is available through CollegeTransfer.net.

Other internally developed reports are generated and emailed or placed in shared folders where college employees can access as needed. The Office of Institutional Research, Planning, and Effectiveness with assistance from the Information Technology Division generates and maintains these reports. Crystal reporting allows the college community to select and generate reports, too.

## **Performance Improvement System**

All college activities are related to the institutional mission to “transform lives and strengthen communities.” Annually each administrative, academic, and support unit assess program and student learning outcomes using the Institutional Effectiveness Framework. The program outcomes of each unit are a subset of the college Mission Goals. Annually, each unit assesses one program and two student learning outcomes through the Institutional Effectiveness Outcomes Assessment Report (IEOAR) and develops improvement actions base on the analysis of assessment results. These improvement actions are implemented and assessed in the next annual cycle thus closing the assessment loop

Other pieces of the college’s performance improvement system include annual faculty and staff performance management system reviews. All full-time college employees participate in the annual performance management process, even the President. All performance ratings for each employee are sent to the South Carolina Technical College System human resource office.

Surveys are also used to garner feedback, students complete the student evaluation of instruction each fall and spring semester. These data are contained in each faculty member’s performance review. The employees of the college provide feedback through the annual employee climate survey. In addition, the college asks a sample of students to provide feedback by completing the Noel-Levitz Student Satisfaction Survey or the Community College Survey of Student Engagement (CCSSE).

The college engages all employees in the Lean Principles and these tools are used to eliminate waste and increase efficiency in college processes. Piedmont received recognition for its application of Lean to higher education when it was selected to receive a 2013 Bellwether Award by the Community College Futures Assembly.

## Section III

### Category 1: Leadership

#### Vision, Values, and Mission

Senior Leadership, consisting of the direct reports of the President, set the vision and values of the institution through inclusion. College employees were heavily involved in the strategic planning process. From time to time, various segments of employees are asked to respond to and propose changes to enhance the services of the college and the success of students. Weekly, the Institutional Officers and President meet with representatives from readySC, Continuing Education, County Campuses, Facilities and Campus Security, Institutional Technology, Human Resources, Institutional Effectiveness, Marketing and Public Relations, and the Piedmont Technical College Foundation. Monthly, the Academic Dean's Council meets with representatives from the following areas of the college: institutional effectiveness, library, distance education, and professional development staff. Monthly faculty meetings allow for the sharing of best practices and accomplishments across the college. These meetings promote transparency and are important communication avenues for the institution. The Student Development Division leaders meet regularly, too, to review, reflect, and plan.

The Institutional Officers carefully analyze the college climate in preparation for a new annual planning cycle. Current data elements driving planning include funding, revenue, student enrollment, graduate, transfer, and placement data, program access, developmental education, financial aid availability, dual enrollment. The following data are major internal and external performance factors used in the data-driven decision making efforts of the Institutional Officers or Senior Leaders:

- Student enrollment
- Student/Faculty Ratio
- Graduation rates
- Retention/Persistence rates
- Placement rates
- Certification and Licensure Exam Pass rates
- Quality programs and services
- Financial Aid
- Regional accreditation
- Financial Reports
- Employer and student satisfaction (internal and external)
- Grants and external funding
- Academic program reviews
- Facilities and permanent improvements
- Annual Assessment Summaries

As a result, the following strategies surfaced:

- 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.
- Explore and pilot new technologies to increase student access to educational programs and services and increase student engagement in the learning process.
- Expand “dual enrollment” offered programs and courses to include the Middle College concept
- Strengthen our partnerships with area businesses and industries by developing new academic and continuing education programs and sites.
- Renovate and expand college facilities to support educational and training needs.
- Align budget with enrollment projections to include setting enrollment targets
- Interpret and implement the Affordable Care Act
- Improve the functionality and efficiency of the college Student Information System, Banner.

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 employees and customers in order to sustain the college as a whole. The college-established institutional core indicators 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. Annually, institutional officers, senior leaders of the college, define the indicators for annual assessment and operational planning. The Institutional Effectiveness Office assists faculty and staff with assessment measurements and communicates the results to the institutional officers in a timely and effective manner. The institutional officers use the information to improve processes and products of the college and to guide future planning sessions.

### **Legal and Ethical Behavior**

Integrity is the basis for all relationships between the institution and its customers. The first principle of accreditation of the Southern Association of Colleges and Schools is “The institution operates with integrity in all matters.” As stated in *The Principles of Accreditation*, “Failure of an institution to adhere to the integrity principle may result in a loss of accreditation or candidacy.” A number of checks and balances are in place to monitor compliance, such as internal and external audits, quarterly budget reviews, procedures for grading, changing grades, and completing graduation requirements, shared governance and organizational structure, by-laws, consultations with legal counsel, compliance with state policy, and state government regulations. Piedmont Technical College Senior Leadership expects participation and compliance with all policies and procedures. All personnel of the college are aware that they represent the college at all times.

### **Sustainability**

PTC leadership focuses on sustaining the institution through a number of intentional activities. First, they include institutional sustainability in the strategic plan of the college. Mission Goal XI: *Develop and support professional development opportunities for all employees*; speaks to the emphasis the College places on growing its human talent. Further, Strategic Direction B of the Strategic Plan addresses the ongoing pursuit of excellence and recognition of college employees

as the institution's most valuable resource. Sustainability is also the goal of Mission Goal VI: *Exercise efficient and responsible stewardship of the College's human, financial, and physical resources to ensure sustainability.* This goal is further defined in Strategic Direction F by committing the college to the enhancement of revenue streams and new sources of funding in order to expand and improve college services. The college has a successful College Foundation, a full time grants writer, and has located three of its seven campuses in order to promote future institutional sustainability.

## Communication and Organizational Performance

Each institutional officer meets regularly with supervised employees. As stated, the Academic Affairs Division holds monthly faculty meetings that promote communication and best practices. College-wide faculty and staff meetings are hosted quarterly by the President to promote communication and to share information. From time to time, the senior leaders send emails to full and part-time employees to communicate information. Meeting minutes are distributed electronically or posted in shared folders for easy reference by employees. In 2013, the college converted the directive system to a policy and procedure format. This new format is posted on the college intranet and is available to all employees. The monthly meetings of the Piedmont College Area Commissioners abide by the Freedom of Information Act and minutes are maintained and available.

The college produces and distributes a Student Calendar and Handbook annually. This handbook and the College Academic Catalog are available on the College website. A revised Faculty Handbook is under review and will be available electronically during the fourth quarter of 2013.

The college engages in continuous performance improvement through a variety of evaluations, organizational learning, and innovation processes, including 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
- Institutional Planning system
- External program and institutional accreditors such as the Southern Association of College and Schools Commission on Colleges (SACSCOC)
- Online Tech support and a staffed help desk
- SERVIS Customer Service Surveys
- Process improvements (LEAN)
- Student Instructional Complaints and Grievances Forms
- Employee Grievance
- Annual Employee Climate Survey
- Student Surveys
- Student Focus Groups
- Graduate Surveys

- Advisory Board Surveys
- Five-year Quality Enhancement Plan

Piedmont Technical College's work to implement Lean methodology in a community college setting won the College national recognition this year. PTC was selected to receive a prestigious 2013 Bellwether Award in the area of Planning, Governance, and Finance. The award recognizes programs or activities that successfully improve efficiency and effectiveness in community college. Grounded in data-driven problem-solving processes and the empowerment of faculty and staff to drive change, the Principles of Lean are increasing efficiency, trimming costs without cutting services and increase responsiveness to students and customers. PTC is undergoing a cultural change with a focus on continuous improvement—a direction vital to the college's future.

Internally, the college rewards high performance of faculty and staff by accepting individual nominations for the Visionary, Staff Excellence, and Adjunct of the Year Awards. These annual awards recognize excellence in teaching and learning and excellence in customer service provided by one full-time and one part-time faculty member and one full-time staff member. The recipients receive a plaque and full-time awardees are funded to attend one national conference. Additionally, each academic division nominates one faculty member to represent the college as the institutional nominee for the South Carolina Governor's Professor of the Year. Piedmont has produced several finalists and one recipient of this statewide honor. Presidential Medallions are selected and distributed at graduation by the College President to deserving employees and community leaders for their service to the college. Press releases are prepared and shared with local newspapers and/or posted online by the Office of College Communications. In addition, special features are prepared to promote the achievements of faculty and staff.

Various other professional organizations present opportunities to recognize and award high performance. Including in this list is the South Carolina Technical College Education Association (SCTEA) which recognizes one staff, one administrator, and one faculty member from each member college annually for their contributions to their institution. This organization also recognizes and awards institutional innovation through the A. Wade Martin Award. Senior leaders of the institution empower the employees of the college to be active participants in the continuous improvement process by promoting and supporting innovation and intelligent risk-taking. Some evidence of this empowerment can be found in recent reorganization efforts, piloting of the flipped classroom teaching pedagogy, creation and use of AIM Coaches in the inquiry-to-enrollee pipeline, use of social media sites to promote the college and library, advancements in distance education, acquisition of federal grants, application and implementation of Lean principles, and the two-way Piedmont Education Network to provide greater access to higher education for the service area.

A strong commitment to continuous learning is reflected in the policies governing professional and staff development. These include, but are not limited to, development programs for credit and non-credit that develop the individual professionally. Professional development is encouraged and supported through the budgeting process, with assistance from the College Foundation and is incorporated on individual Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS) reviews.

An annual Adjunct Faculty training Expo is held each August. More than 180 adjunct faculty members attend the all-day professional development. The expo is an opportunity for all adjuncts to learn about resources and services available at Piedmont, and increase their knowledge of classroom and learning technologies and expand teaching pedagogy.

### **Governance and Societal Responsibilities**

Piedmont's governing board, the Area Commission, operates according to its by-laws and state legislation to establish policies 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 Board for Technical and Comprehensive Education (SBTCE) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Performance of senior leaders at the College is evaluated in numerous ways. All senior leaders participate in the Employee Performance Management System (EPMS) which includes significant accomplishments related to the strategic goals. During the evaluation process, plans for areas of individual focus for the upcoming year are identified. The Area Commission conducts an annual evaluation of the College President and when requested submits an additional evaluation to the South Carolina Agency Head Salary Commission using a prescribed format.

Piedmont Technical College's Area Commission evaluates the board's effectiveness through an annual systematic self-evaluation process. The process includes the review of its governance processes, bylaws, and policies and procedures. As a member of the South Carolina Technical College System, governed by the State Board for Technical and Comprehensive Education, the college abides by the policies and procedures of this group as well as by those established by the State of South Carolina. In addition, the college abides by the specific criteria set forth for effective governance for accreditation established by Southern Association of Colleges and Schools Commission on Colleges (SACS/COC). Additionally, some academic programs must abide by the standards established by their accrediting agencies.

As a recipient of Title IV and Title III funds, the college is governed by federal rules and regulations. From time to time, internal and external audits are conducted to ensure compliance with these rules and regulations. Title IV funds are very important to the college since state appropriations have decreased drastically to approximately \$6,000,000. About 90% of Piedmont's students receive financial aid to attend college.

### **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 outsourced 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 are 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 region to support communities through activities as well as financial gifts.

- *Students:* National scholarship competition winners; participation and assisting with specialized camps for community youth; Building Construction Technology builds a home each year and also assists with other projects to assist the needy 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. Komen Fundraising, Food drive for community food banks, Greenwood Women's Leadership Council, Relay for Life

and are members of civic organizations such as Rotary International and Lions Club;

- *Senior Leaders:* Meeting with County Council Members, Economic Alliance Teams; serve on Community Boards such as United Way; 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 region 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. Examples of responding to community need include the establishment of an Advanced Center for Manufacturing in Laurens County to serve the needs of new employers in the County, the offering of certificate programs at Eaton Hydraulics in Greenwood, and the relocation of the Newberry and Abbeville Campuses to serve the educational needs of the citizens of these counties.

## 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 throughout the college. PTC has completed its fourth year under the 2009-2014 plan.

### Mission Goals

Piedmont Technical College fulfills its mission through a comprehensive planning process focused on annual operational plans in support of the following mission goals:

- I. Promote excellence in teaching, learning, and educational services to ensure that each student has the opportunity to attain his or her fullest potential.
- II. Offer quality credit courses and programs leading to associate degrees, diplomas, and certificates in career and technical fields; university transfer; and developmental education to meet the emerging needs of the communities served.
- III. Promote community and workforce development and economic growth through new and existing partnerships with business, industry, government, community agencies, and educational institutions.
- IV. Provide effective enrollment management systems and student support services to ensure optimal access, retention, enrollment, program completion and student success.
- V. Foster a cooperative and healthy environment that enhances the awareness, understanding and celebration of differences and encourages open communication.
- VI. Exercise efficient and responsible stewardship of the College's human, financial, and physical resources to ensure sustainability.
- VII. Use data and assessment results to make well-informed decisions regarding the continuous improvement of our programs and services.
- VIII. Integrate appropriate technology throughout instructional, administrative, and operational services.
- IX. Ensure public awareness and recognition of the value of the College through public relations activities.
- X. Provide a safe and accessible learning and working environment.
- XI. Develop and support professional development opportunities for all employees.

## Summary of 2009-2014 Strategic Directions and Objective

**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.

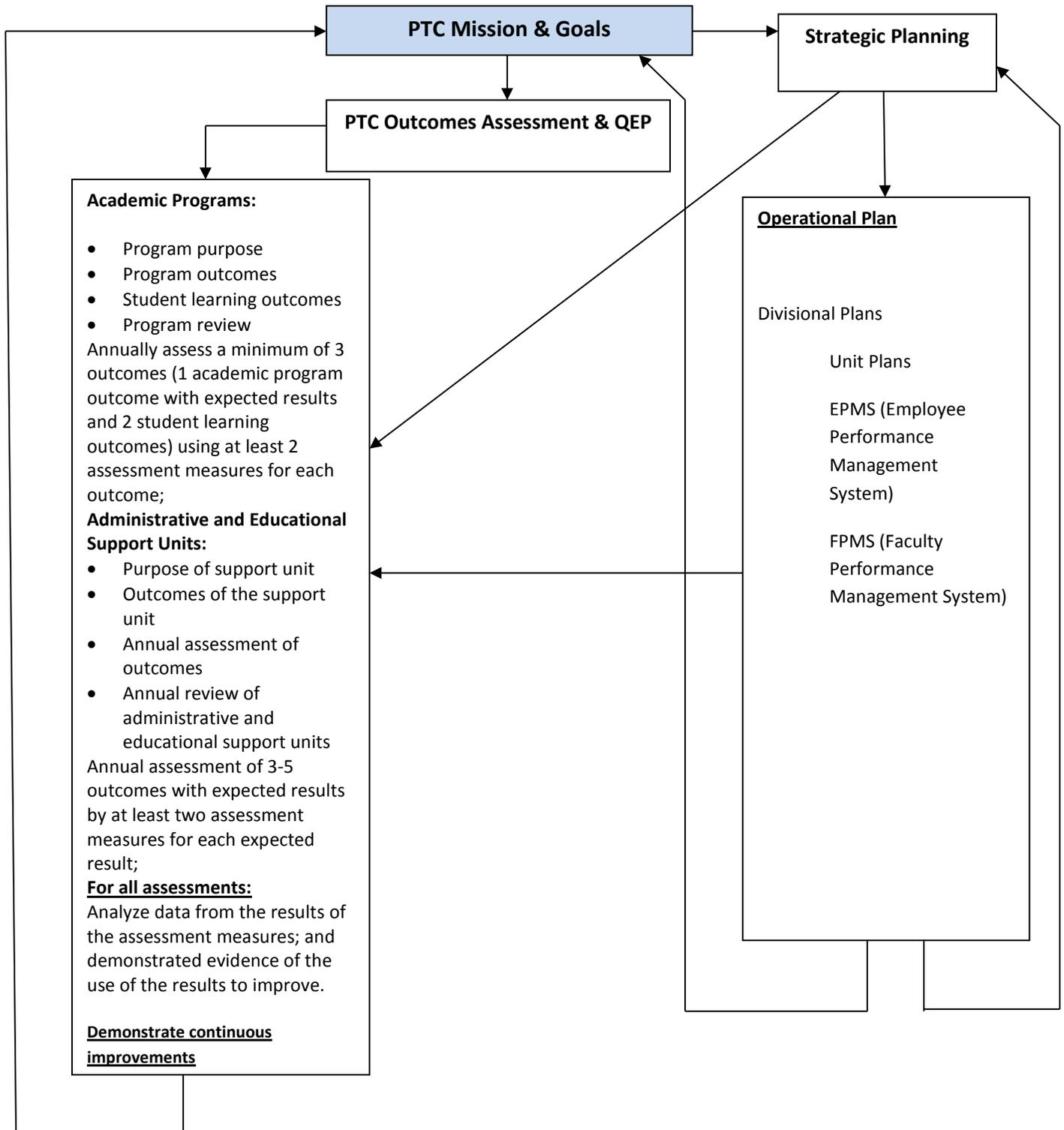
**F.2** We will advance the institution through comprehensive and successful grant writing that is aligned with the overall strategic plan.

**F.3** We will ensure campus facilities are modern, safe and environmentally efficient.

## Action Plan Development and Deployment

The college uses collaborative input and relevant data to inform decisions and support innovative institutional change in order to competitively position itself. Continual quality improvement concepts are applied, strategically reengineering solutions by process and business units.

### Institutional Effectiveness and Strategic Planning Framework



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 related 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 sought or if a priority initiative is identified, budget cuts or adjustments are made to ensure the initiative is met.

The Institutional Effectiveness process is a vital element of institutional assessment, planning and budgeting. 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 planning and budgeting. 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.

Operational plans are developed annually and address the improvement actions and other tactics. The college's Leadership Team provides periodic updates of the achievement of objectives developed through the strategic planning process. The 2009-2014 strategic plan, *New Directions*, is available on the college's website for all customers to view. In addition, year-end results are published and disseminated to each institutional officer, academic dean, academic department head and unit managers.

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 plans and operations 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 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 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 resource allocation. 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 Area Commission. This process gives the Area Commission members the opportunity to evaluate activities and use the information to improve processes and products.

Additionally, each academic program undergoes an academic program review on a five-year cycle. Each year about 20% of the academic programs participate in the review which includes an analysis of program vitality, student persistence, retention, and completion, faculty credentialing and professional development, and a SWOT analysis of program needs. These reviews provide an opportunity to reflect on past success and to plan for even greater accomplishments.

## Category 3

## Customer Focus

Piedmont Technical College's open door admissions policy serves to increase access to higher education for the citizens of the seven-county region and defines the student as our most demanding customer and valued product. Second, businesses and industries rely on the college to produce the skilled workforce they need. As identified in our strategic plan, Piedmont Technical College is the preeminent catalyst for workforce and economic development in our service region.

All academic programs are required to submit an academic program review that includes details on the program enrollment, graduate numbers, and the number of graduates who find employment in their field of study so it is important to consider area needs when developing new programs. When considering a new program offering, a needs assessment is conducted with input from local business and industries. The college maintains ongoing contact with our service area citizenry, industries and county council members in order to receive information on suggested needs and changes for each of the counties in the service region. The college also monitors feedback received from students and employers. Identified needs result in changes in content to program curriculum, methods of instructional delivery or the development of new courses or programs. This is accomplished by building positive working relationships across agencies and organizations through active participation and collaborative projects.

To ensure that college services remain up to date and relevant, the college also continues to review local labor markets, graduate placement data, 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 customers 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.

In 2010, the college was the first in the state to participate in the Foundations of Excellence self-study offered by the John Gardner Institute for Excellence in Undergraduate Education. The results of this study along with recommended improvement actions are found in the final report. The college community was challenged by the President's Leadership Team to select high impact actions for 2012 implementation. This year's efforts focused on marketing, new student orientation, and diversity. As a result, four instructional modules were created to be used in any college course to introduce elements of diversity and respect of different cultures. Additionally, four online new student orientation modules provide an alternative to the face-to-face version of new student orientation. The online orientation provides students attending from a distance an opportunity to participate in the new student orientation experience and will serve as just-in-time reminders for students attending locally since the program's modules are accessible through the web.

### Voice of the Customer

Piedmont Technical College regularly solicits input and feedback on its services. Kiosks are available in most service offices where customers can log in to receive services and to then

evaluate the quality of those services through online surveys. Several online electronic tools are used to solicit feedback and include Survey Monkey, Survey Dig, and Wufoo. Each semester the college seeks feedback from graduates on their educational program and services received.

Another way Piedmont seeks and receives valuable feedback is through focus groups with current and former students and faculty. Focus groups were held with students who enrolled in the late start term, administrative assistants and program administrators on the use of banner as a student registration tool, and full time faculty on the structure of professional development opportunities and meetings. This year's focus group data served to initiate effective changes to the student course search feature, the student schedule, and structure of professional development and faculty meetings.

In 2012, the college launched customer service standards for telephone, email, and face-to-face interactions. These standards were presented to full-time and part-time employees through professional development. In today's climate of readily available proprietary higher education opportunities, good customer service and nationally recognized accredited programs can be important deciding factors for students and their parents.

Faculty makes their voice heard through the Faculty Senate organization. This group meets at least once each semester and its President resides at graduation and attends administrative meetings as invited. All employees are encouraged to complete the annual Climate Survey, which provides the administration insight into the topics of importance to employees and the general morale of the institution. Representative samples of students are asked to participate in a nationally normed survey of satisfaction or engagement. The data received from all surveys is reviewed and included in annual planning and budgeting processes.

### **Student and Customer 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, readySC, constantly monitors the individual training programs for employers' feedback and works 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 program faculty and administration as well as the college leadership team and the instructional development office, to encourage discussion and identify ways to improve services, offerings, or programs.

Regular attendance at monthly county council meetings, school board meetings, SC Commission on Higher Education Commission meetings, LTA rallies, and other local and state meetings helps gain insight on county needs and provides avenues to share successes and needs.

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 and the faculty handbooks available online. The guidelines are clear and available to all who may have a complaint/appeal or grievance against the college. The state policy driven process allows for adequate time for parties to evaluate the situation and resolve the matter promptly. 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.

Another increasingly popular way to communicate with and about customers is social media outlets such as PTC’s YouTube channel, institutional, programmatic, and library Facebook pages, twitter feeds of campus events like the Adjunct Faculty Expo, and text messaging.

### Determination of Student and Other Customer Satisfaction and Engagement

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

- Employer, alumni, student and instructor surveys
- Advisory board communication
- Point of contact communications
- Registration
- General education
- Graduation processes and college services
- Student advisement
- Individual program feedback through the re-accreditation process

The determination methods differ among students and customer 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 of course and instructor Guidance counselor feedback	Every semester Continuous
Transfer/Technical students	Student Satisfaction and Engagement Surveys Results of student evaluation of course and instructor Academic advising Student focus groups	Alternate years Every semester Continuous Periodic
Area High Schools	Guidance counselor feedback Requests for course offerings	Continuous Periodic
Four-year Colleges	Transfer communications	Periodic
Local Employers	Program Advisory Committees Employer Surveys Chamber of Commerce meetings	Periodic Annual Periodic

Key Reference 7.1

Student satisfaction with college services and programs is measured by the Noel-Levitz Student Satisfaction Inventory. 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. This year, the college administered the Community College Survey of Student Engagement, a well-established tool that helps community colleges focus on good educational practice and identify areas in which they can improve their programs and services for students. In summary, the college uses a multitude of assessment processes to determine the satisfaction/dissatisfaction and engagement of students and customers. Through these assessments the college gathers data that is value-based, comparable, reliable, and consistent in order to support decisions for improvement as needed.

Services are provided to students across campuses and are continuously being improved through the use of student feedback. In addition, activities are held outside the classroom to encourage student learning and relationship building with peers, faculty and staff of the college (e.g. committee meetings, club meetings, social events, and informational sessions). High School students are introduced to the college through the dual enrollment program, college fairs, and special presentations hosted by the college and the local school districts.

When complaints do arise, policies and procedures for submitting and responding to complaints are in place. The college abides by the South Carolina Technical College System's Grievance Policy and consistently applies it. For instructional complaints, the College developed its own policy, which is published along with the Grievance Policy in the Student Calendar and Handbook and is available online. Both policies are consistently applied and a log, reviewed by institutional accreditors, is maintained. Appeal processes are available to students.

### **Analysis and Use of Student and Customer Data**

The college reviews and analyzes feedback from students, faculty, staff, and other customers to ensure that we serve their needs. The college 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, data is analyzed before starting new academic programs. These data are incorporated into the strategic planning process when areas are identified that require improvement.

The college constantly assesses the effectiveness of its information gathering methods, adapting to the changing needs and preferences of students and customers. All employees are responsible for staying abreast of changing requirements within their profession including learning about and reacting to changing student, customer, 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.

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 customer 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.

## Program and Service Offerings and Student and Other Customer Support

Piedmont Technical College monitors program and service offerings by a variety of means. Some of these are bulleted below:

- Each of Piedmont Technical College's academic programs maintains an active advisory committee consisting of employers of college programs, four year college and university faculty or administrators, program graduates, and K12 guidance counselors and/or administrators. These committees meet once or twice annually to advise each academic program on its preparation of students for work or for continuing their education.
- Another method used to monitor program viability is the optional graduate survey. This survey monitors graduate response three times annually. Feedback from graduates is used to improve programs and services.
- Semester enrollments comparisons of new and returning students provide an indication of program need and interest.
- Graduate placement data is used to monitor the needs of the workforce.
- Data on employment trends in the ten counties surrounding the College, provide insight into program vitality.
- Transfer student data assists the college with evaluating its transfer opportunities and articulation agreements.

Piedmont Technical College communicates its programs and services through a number of print and online resources as well as through specific recruitment events and literature as noted below.

- The **college web site**, [www.ptc.edu](http://www.ptc.edu), provides information on all programs and services of the College. Tabs are available to assist new and returning students. An online new student orientation is available, too.
- **Billboards** throughout the counties served promote a variety of program offerings and services.
- The printed **Academic Catalog**, which is also available on the web page, provides detailed information about all college programs and services.
- **Program brochures** are available and distributed at recruitment events.
- Several **events** promote college programs to K12 students. These include *PTC in a Box* events at local middle and high schools, career fairs at local shopping malls, community events such as Spring Fling, and Instant Admissions Events on the college campuses. Enrollment Workshops further communicate programs.
- Feature articles and advertisements in **local newspapers** also promote college programs and services.
- Interviews with **local radio stations** are another avenue to inform potential customers of the educational opportunities available at Piedmont Technical College.
- **Faculty and staff** recognize their role in communicating the educational services provided by the college. They often speak to community organizations about college programs.

As mentioned previously, surveys, customer service kiosks, social media pages, complaint and grievance procedures all provide a means for supporting and seeking information from our

customers. State and federal reporting, with national and cohort comparisons, are another means of evaluating the institution's programs and services.

The feedback and comparative data combined with five-year academic program reviews, annual assessment data, operational plans, employment trends, and budget reviews allow the college to effectively evaluate its academic offerings and to plan for program expansion or closures.

### **Building Relationships with Students and Other Customers**

*Relationship building is essential to all service institutions. Piedmont builds relationships through a number of avenues. Included are:*

- Piedmont Technical College Area Commission and its Foundation Board
- Active participation in civic organizations such as Rotary or Lion's Club
- Attendance at county council meetings
- Friend-raising opportunities
- Membership in the Western Piedmont Educational Consortium
- Community programs offered through continuing education
- Advisory Committees
- Use of College facilities to support community events
- Student involvement in community organizations such as Habitat for Humanity
- Hosting health and wellness events
- Hosting summer camps such as Power Puffers for children with asthma
- Dual enrollment offerings with high schools throughout the seven-county area
- Industrial assessments and training
- GED programs
- Scholarships
- Presidential Ambassador program
- Clinical experiences and Internships

### **Complaint Management**

Piedmont manages complaints in a timely and effective manner in order to preserve relationships. Piedmont believes most complaints can be resolved through open communication between the parties involved. When complaints cannot be resolved in this manner, procedures exist for the filing of written instructional and grievance complaints. Written complaints are addressed according to institutional or state policy and procedures in order to protect the parties involved and to preserve relationships. Each of these policies allow for appeals.

Piedmont Technical College (PTC) provides three appropriate and adequate procedures for all students, regardless of the campus or mode of course delivery, to follow when filing written complaints, the Student Grievance Procedure for the South Carolina Technical College System, the Student Code Procedures for Addressing Alleged Acts of Sexual Violence and Sexual Harassment, and the Piedmont Technical College Instructional Complaint Process. All three are printed in the Student Handbook, pages 41 - 55, which is available on all campuses, online and is mailed by request. The college maintains records of the dispensation of student complaints, appeals, and grievances.

### **Student Grievance Procedure**

The Student Grievance Procedure for the South Carolina Technical College System, followed by all 16 colleges within the South Carolina Technical College System, provides a system to channel and resolve student complaints against a college employee concerning decisions made or actions taken. A decision or action can only be grieved if it involves a misapplication of a college's policies, procedures or regulations, or a state or federal law. This procedure is very detailed and includes definitions, procedures, and the make-up, purpose and function of the grievance committee, as well as a timeline for completing each step. Grievance complaints may include these topics: alleged discrimination on the basis of age, gender, race, disability or veteran's status or alleged sexual harassment. Written grievance complaints are submitted to the Vice President for Student Development, who carries out the procedures described in the Student Grievance Procedure for the South Carolina Technical College System. In the event the Vice President for Student Development is not available to respond within the allotted timeframe, the Dean of Students steps in as designee, and if not available, the Associate Dean of Students. A procedure is in place for complaints in which the President is named: "written complaints naming the college's President as the person whose alleged action or decision originated the problem shall be submitted to the President of the South Carolina Technical College System."

A log of submitted complaints is maintained in the Office of the Vice President for Student Development. Further, all records of complaints and follow-up correspondence are maintained in the Office of the Vice President for Student Development and are not recorded in a student's permanent record.

While there have not been many student complaints in recent years, when they are presented, the procedures are carefully followed. All students, regardless of location and mode of instructional delivery, are instructed to follow these same procedures and have access to them on the PTC website. Dual Enrolled students may initiate the process through the Dual Enrollment Advisor. No written grievances have been filed by dual enrolled students.

While most complaints are resolved at the first or second step, within the past five years two complaints have reached the third step, which is the student's request for a grievance hearing. The Student Grievance Procedure for the South Carolina Technical College System includes a section on the appeal process, the final step in the procedure. As stated in the procedure, appeals are submitted to the President of the College who reviews the committee findings, conducts additional inquiries as deemed necessary and renders a decision within the allotted timeframe. The President's decision is final and this decision cannot be the sole reason for filing a grievance against the President.

### **The Student Code Procedures for Addressing Alleged Acts of Sexual Violence and Sexual Harassment**

The second procedure the Student Code Procedures for Addressing Alleged Acts of Sexual Violence and Sexual Harassment sets forth the rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of the college, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. This code applies to behavior or complaints alleging acts of sexual violence or sexual harassment on college property, at college-sponsored events, and to off-campus behavior that adversely affects the

college and/or the college community and Code applies to all students from the time of application through the awarding of a degree.

The Code is very detailed and instructive to the student and the college in terms of steps to follow, possible sanctions to be imposed, the rules and procedures of the Hearing Committee, a timeline, and the appeal process, if needed.

Fortunately, there have been no formal complaints of sexual violence or sexual harassment at the college in the past ten years.

### **Instructional Complaint Process**

The third procedure is the college-established Instructional Complaint Process which provides a clear channel for students to bring forth complaints against instructors, instructional delivery and final grades. As mentioned above the Instructional Complaint Process is available in the Student Handbook which is accessible to all students. This process is strictly academic and follows the chain of command in the Academic Affairs Division from instructor to department head or program coordinator. If there is no resolution, the student may then appeal to the academic dean, and if necessary, to a committee comprised of the Vice President, an instructor, a dean, and the President or his representative. The appeal process is described in the Instructional Complaint Process. Most complaints are satisfied within the first 2 or 3 steps, but occasionally there is an appeal that goes to the dean and eventually to the final committee.

- For nursing and health science students there is a provision to include clinical instructors, if necessary, (who are frequently different from the course instructor) and the Nursing Support Counselor in the process.
- Dual enrolled students and/or parents may initiate the process with the Dual Enrollment Advisor. To date, all complaints have been resolved with the Dual Enrollment Advisor and the instructor of the class.
- Students enrolled in online or telepresence, video-conferencing courses avail themselves of the same forms and processes as traditional students. All forms are available online. To date, all complaints have been resolved at the instructor/dean level.

All records and documentation for Instructional Complaints are maintained in the Office of the Vice President of Academic Affairs.

### **Financial Aid Appeals**

Students may appeal PTC's financial aid award if there are circumstances that warrant a review of their situation. The written Financial Aid Appeal Process is published on the PTC website in the Policies and F.A.Q.s section under the Cost and Financial Aid tab. Information on Student Rights and Responsibilities and withdrawals, return of aid and forms related to financial aid are located on the web site under the Cost and Financial Aid tab. Submitted financial aid appeal forms are reviewed by the Financial Aid Appeals Committee. Once received and reviewed the appeals are scanned and filed electronically by student. The file is maintained in the Financial Aid Office by the Director of Financial Aid. Students are notified of the Committee's decision by an email message in their Pathway, the College's student information portal, account.

### **Students attending at Off-site locations, Dual Enrollment, and Distance Education**

All students have appropriate access to make complaints and submit appeals. In all cases, the required forms and procedures for completing the forms is available online.

## Category 4 Measurement, Analysis, and Knowledge Management

The college is guided by integrity, comprehensive standards, and the core and federal requirements 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

Data is collected on student enrollment, student completions, facilities, courses, and faculty and 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 state, federal and Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) standards and requirements. An example of the process, measure and review frequency of performance measures is provided in 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

Key Reference 7.2

The college's most important function is education; the effectiveness of our academic programs is absolute. The Institutional Effectiveness Office coordinates data analysis activities and works extensively with various college committees and individual departments to ensure that decision-making is evidence-based.

Annual 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 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 data-informed decision-making at all levels of the institution and makes available necessary data to all college decision-makers through varied means in order to facilitate this process.

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 programs, services and continuous improvement initiatives. Piedmont established a baseline for each measure, and all results are compared to the baseline. In addition, the college uses Southern Regional Education Board (SREB), National Center for Educational Statistics (NCES) and internal historical data in analysis for comparability with selected peer institutions in the southern region and the nation for benchmarking. The information 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 Measurement**

The Southern Association of Colleges and Schools Commission on College (SACSCOC) 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 and indirect 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 Commission on Higher Education (CHE) and State Board for Technical and Comprehensive Education (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 toward strategic objectives and improvement actions. 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, State

Board for Technical and Comprehensive Education (SBTCE) 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 Analysis and Review**

### **Performance Improvement**

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

### **Knowledge Management, Information, and Information Technology**

The Institutional Effectiveness Office provides data based on the needs of the users for decision-making and reporting to meet state and federal requirements. Standard reports that are sent to Commission on Higher Education (CHE) and State Board for Technical and Comprehensive Education (SBTCE) 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. Specially requested reports are provided to the requesting unit manager.

### **Knowledge Management**

#### ***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 State Board for Technical and Comprehensive Education (SBTCE) and to Commission on Higher Education (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 through collaboration is paramount to the success of the college. Education, training, and development activities are provided and serve to maintain and transfer organizational knowledge. The college's web site provides information to all college employees, students, suppliers and other customers that includes but not limited to advising guidelines; administrative procedure; software usage guidelines; registration procedures and institutional policies. During New Employee Orientation, pertinent information such as the coverage of employee benefits and college policies and procedures are covered. Professional Development programs provide training to employees to enhance job skills and productivity. Additional resources preserve organizational knowledge within departmental units. Additional online and print information is available and includes 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 forums that allow faculty and staff to share best practices and to learn from one another. Faculty and staff are encouraged and supported to network with other colleges/universities, attend seminars, and conferences to enhance or gain new knowledge to share with peers at the college.

### **Data, Information, and Information 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

### Workforce Environment

#### 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 present need. Members of the Presidents Leadership Team come to a general consensus in support or rejection of the new position requests.

Piedmont is a public, state-supported institution and is mandated by certain guidelines. All applicable state, federal, and State Board for Technical and Comprehensive Education (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 adequacy of the faculty and staff is monitored under the core and comprehensive standards provided the institution's accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges. The capacity of the workforce and the budget are driven by enrollment as South Carolina moves from a state-supported funding model to one of state-assisted.

#### New Workforce Members

The college abides by the hiring regulations that are governed by the State Board for Technical and Comprehensive Education (SBTCE) and Southern Association of Colleges and Schools Commission on Colleges (SACS/COC). The position description must show the minimum education and experience that is required by State Board for Technical and Comprehensive Education (SBTCE) and these requirements incorporate Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) 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.

The college uses the behavioral interviewing technique to ensure the workforce represents the diverse ideas, cultures, and thinking of our students and customers. In addition, the college selects diverse members of the faculty/staff to participate on the interviewing team. Once the interview is complete, the team meets and recommends the candidate for hire. Further interviews maybe conducted with institutional officer(s).

New employees are offered an array of benefits such as annual and sick leave, state retirement, 401K and other retirement programs, and may participate in life, health, vision, dental, long-term care insurance programs.

The college uses the Lean principles to redefine the focus of curriculum, continuing education offerings, and all of business practices that serve the needs of students and customers. Through this initiative, the college has the tools to ensure continuity, prevent or minimize workforce reductions and deliver the needed services.

## Work Accomplishment

The employee review systems not only encourage 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 State Board for Technical and Comprehensive Education (SBTCE) and University of South Carolina 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.

## Workforce Change Management

PTC views 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 Employee Performance Management System (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 placed emphasis on the collection, transfer and maintenance of accumulated employee knowledge. This is done on a priority basis 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 places importance on documentation of processes.

The College is participating with the State Board for Technical and Comprehensive Education (SBTCE) and the University of South Carolina offering of a graduate certificate in Higher Education Leadership. Students who complete this program can apply the 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 administrative positions within the system, allowing the system to maintain a broad knowledge base and effective leadership.

Over the last few years, enrollment grew 39.1%, earning Piedmont designation as the 8<sup>th</sup> most rapidly growing College. Over the same period state funding decreased. To address this growth and funding cuts, the college monitors program enrollment and shifts positions and/or requests additional positions from the state. Prudent budgeting during times of enrollment growth allows the college to expand programs and address staffing and infrastructure needs in order to sustain continued growth and relevant educational programs and services.

## **Workforce Climate**

### **Workplace Environment**

Piedmont Technical College's workplace is modern, comfortable, and organized effectively to allow each functional area to excel. The campuses are openly accessible to the communities served. The campus is compliant with local, state, and federal building codes and laws such as those governing access for the disabled. Some of the items addressed by the maintenance staff in conjunction with local officials such as the Fire Marshall are fire alarms, extinguishers, elevators, and sprinkler systems. These items are regularly checked to ensure good working condition. 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 Emergency Management Operations Plan (EMOP) is published and distributed to employees on all campuses 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 if the employee/ student signs up for this free service. An external tower was installed on the Greenwood campus that is used for sending alerts across campus and throughout the surrounding community.

To protect and assist the workforce the college maintains a Public Safety Office on the Lex Walters Campus in Greenwood whose responsibilities include campus security. The Public Safety Chief and his second in command are certified law enforcement officers. The outsourced staff maintains a presence on campus 24 hours a day/seven days a week. In addition, the college utilizes a closed-circuit monitoring system to further ensure the safety and security of the campus. Strategically-placed emergency telephones that ring directly to a public safety officer, are placed throughout the college. In addition, public safety offers assistance with accident reports, safety escorts, safety tips, and emergency management plans. On the county campuses, the campus directors, specially-trained by the Chief of Public Safety, monitor the campuses and report unusual items to the Chief or local law enforcement in those counties.

Employee wellness is promoted through a number of programs and services available through SC Public Employ Benefit Authority (PEBA) and college policies and procedures. Everyone is encouraged to participate in the state-sponsored wellness and health screening activities that are provided on campus. Full shots are readily available at no-cost to college employees during the fall. Emotional and mental health services are available, too. 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 human resource office.

Maintenance and contracted housekeeping provide a healthy environment by providing attention to detail and maintaining scheduled routine services such as 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-formulated cleaners, and by providing cleaning assistance when the need arises.

The collaborative efforts of public safety, physical plant personnel and janitorial/housekeeping services enable the college to provide 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.

### **Workforce Benefits and Policies**

The benefits available to employees include holiday, annual (or personal) and sick leave, counseling services, vested state retirement, 401K and other retirement programs. Life, health, vision, dental, long-term care insurance programs are available, too. Discounts are available for some memberships and from time to time for visits to parks and other recreational or wellness activities.

## **Workforce Engagement**

### **Workforce Performance**

#### **Elements of Engagement**

Piedmont Technical College by the nature of its mission is an engaging workplace. The elements that affect workforce engagement are tied to the prospect to enrolled student funnel. As prospects convert to applicants who matriculate into the college, the workforce becomes engaged. Faculty, along with admissions staff, is engaged at the prospect level to interest the citizens of our service area in the programs and services that the College offers. As students apply other areas of the college become engaged such as financial aid, the business office, assessment center, and student records. Once admitted, advising becomes engaged and other auxiliary services to fill book orders, make college ids, and distribute parking stickers. All through the funnel process, institutional officers, institutional effectiveness, information technologies and program administrators are engaged whether by providing oversight or data or assisting with the process.

#### **Organizational Culture**

At Piedmont, open communication is welcomed and solicited. Faculty and staff participate in an annual climate survey to assess the level of importance and satisfaction they exhibit with the administration, supervisor, and college services. The College President maintains an “open door” policy; inviting all employees to come in and talk with him regarding concerns, ideas, and questions. This policy promotes a non-punitive culture of open communication and high performance. 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.

Through the implementation of Lean Principles, the college environment continuously improves. Employees are encouraged to work together on projects and to solve problems empowering 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 work together for the benefit of the college. A most recent example is the Retention Committee with representatives from all areas and campuses.

### **Performance Management**

College managers and supervisors use the Employee Performance Management System (EPMS) and the Faculty Performance Management System (FPMS) as a tool in establishing clear performance expectations for employees. The EPMS and FPMS provide a regular and flexible annual evaluation that promotes good communication between employees and their supervisors about agreed upon meaningful objectives directly benefiting the employee and the college. Employees are encouraged during the planning stage to identify and seek higher levels of performance. For example, increased knowledge and productivity are supported through the establishment of individual professional development plans completed at the time of developing the employee's EPMS planning stage. The EPMS and FPMS planning stages not only encourage participation, but clearly define the scope of each employee's responsibilities and expected contributions toward the achievement of the college mission.

During the last quarter of the fiscal year, performance reviews are conducted and each employee is rated on their achievement of their plan. These ratings identify improvement actions that the individual can undertake in the coming year to further serve the college. If performance is substandard, college policies and procedures, as well as those of the South Carolina Technical College System, are implemented to measure performance more frequently, prescribe actions to improve performance, and to communicate the process to all involved.

In addition, the college developed, trained, and then implemented customer service standards. Visitors to all college offices are encouraged to complete an electronic customer service survey detailing their assessment of the services received. These surveys provide supervisors with ongoing feedback on the performance of their workforce and allow corrective feedback of employees.

Students evaluate instruction for each enrolled class each fall and spring semester. This instructor-specific data on direct and indirect engagement of the faculty with students is made available to departmental supervisors, division deans, and the chief academic officer. The feedback obtained is used to reward exceptional performance, design professional development to strengthen areas of weakness, compare methods of instruction, and to gauge student perception of the quality of educational programs.

Graduation surveys are administered three times a year and provide additional information about student preparedness for the workplace and institutional satisfaction as such they provide indirect information about the engagement of the workforce.

## **Assessment of Workforce Engagement**

### **Assessment of Engagement**

Piedmont Technical College is mission-driven. All workforce engagement activities and assessments are tied to the strategic plan whose achievement is annualized in the assessment and operational plans. This process is documented in the Institutional Effectiveness Framework. The framework includes the development of improvement actions using effective problem-solving tools such as the lean principles. Improvement actions are implemented in the upcoming year thus providing a closed loop of continuous improvement.

### **Correlation with Organizational Results**

Workforce engagement is measured annually by the Faculty Performance Management System and the Employee Performance Management System as required by the State Board for Comprehensive and Technical Education policy and procedure. Annual faculty and staff performance results are reported to the SC Technical College System by the Human Resource Department. Workforce engagement is also measured by the assessment and operational reporting of the college, as mentioned above.

## **Workforce and Leader Development**

### **Learning and Development System**

Piedmont Technical College offers a strong program of professional development to support the development of its employees. Newly hired faculty participates in a first-year faculty development course and receives a reduction in teaching load assignment to support their enrollment. Adjunct faculty may elect to participate in a faculty certification course offered each semester as an online course. Piedmont dedicates two full time FTE positions to faculty and staff development.

Credit training reimbursement is supported by the College Foundation. Employees may apply for these funds. If received, the funds require a commitment of employment, if the commitment is broken; recipients are expected to repay the funds received. One example of the use of these funds is to support the Community College Leadership Alliance (CCLA) at the University of South Carolina. This alliance provides a for-credit opportunity for personnel in the South Carolina Technical College System. The Leadership Academy is a non-credit series of leadership sessions for experienced personnel in the South Carolina Technical College System who aspire to become deans, directors, or presidents. The CCLA also undertakes consultation and training programs for two-year colleges, as well as research into community college practices. During the 2013 year, the South Carolina Technical College System offered several opportunities for professional development: SC Plugged-In Technology Conference, a New Faculty Academy, and a series of webinars.

Other avenues for developing faculty and staff include attending local, state, regional, and national conferences. These opportunities afford faculty and staff the ability to tailor professional development around focus areas that may provide solutions to departmental, divisional, or institutional challenges. Piedmont Technical College provides dedicated financial support for these opportunities.

### **Effectiveness of Learning and Development**

The effectiveness of leadership development activities is evaluated by the performance management system. This annual system includes a planning session and an evaluation session. One of the areas assessed is employee professional development. Another avenue for evaluation is through the operational planning. The operational plan serves to inform the institutional officers of the divisional priorities for the year. The plan is submitted during the first quarter of the year and its fulfillment is submitted by divisional deans at the conclusion of the year. The final submission is documentation of the division's annual achievements.

### **Career Progression**

As vacancies occur, openings are announced and distributed to all employees through an online employee newsletter and are posted online. Employees meeting the position qualifications are encouraged to apply. In some cases, potential leaders are identified and presented with opportunities to lead committees, provide input into strategic planning, or train others. Institutional officers frequently examine their divisions and shift personnel to effectively utilize talent and skills. All of the college's current institutional officers previously served the college in other positions before advancing to their current position.

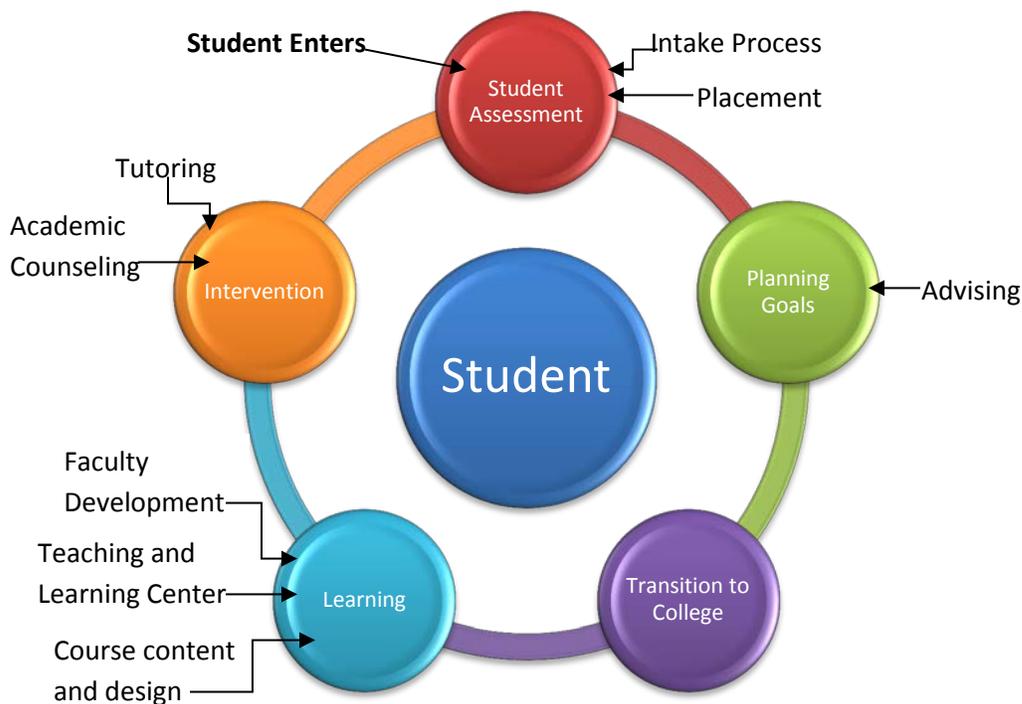
## Category 6      Operations Focus

### Work Processes

The college defines its key work processes as those directly supporting its mission of “transforming lives and strengthening communities by providing opportunities for intellectual and economic growth.” These processes, directly support the delivery of education and training, include but are not limited to the curriculum design, instruction and course delivery, registration, academic advising, and admissions. Additionally, these processes promote student learning and success in the classroom and beyond. Further, the process generates financial return, organizational success, and sustainability through the support of the mission.

Input is solicited from key members of the college community to determine expectations for, requirements of, and progress toward its learning-centered processes. The College conducts a needs assessment that encompasses the review of demographic and labor force trends, focus groups and/or surveys of constituencies from industry, education, and civic and local government. The results of these tools are used in coordination with quantitative measures to determine the most efficient and cost-effective manner to deliver quality educational and support services to the residents of the region.

The college’s most important customer, the student is at the center all efforts. The diagram on the next page offers an illustration of the educational process and its inputs.



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 mission.

Through the Faculty Development program, the college offers training to assist instructors with mastery of varied teaching methods to address the needs of students. Systematic instruction requires performance that is innovative, adaptable, and accountable to address all learning needs, styles and rates. A variety of course delivery methods provide options to the traditional lecture classes. These options include internet-delivered classes, dual enrollment opportunities for service region high school students, closed-circuit, two-way interactive delivery known as the Piedmont Education Network (PEN), contract training for industries, hands-on laboratory and clinical experiences, and hybrid courses combine traditional and internet-based course delivery.

### **Design Concepts**

Institutional effectiveness, Lean Principles, and Work Flow serves as primary mechanisms 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.

### **Process Management**

#### **Process Implementation**

All processes support student learning. Processes are tied to the strategic plan. The strategic plan is the vehicle with which to realize institutional mission. The college is organized to allow for the accomplishment of the Mission. All administrative and support processes are focused on supporting the educational programs. The functions and personnel of each area are reviewed, evaluated, with improvement actions developed annually.

Further, customer input is gathered and used to assess provided services. 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. Lean training, begun in the fall of 2008 for the leadership of the college, is beginning its 6<sup>th</sup> year of faculty and staff training. At least 260 faculty and staff members have participated in this professional development. Numerous employee analyzed A3 projects resulted in changes to college processes.

In this past year, large scale projects affected the college hiring process and the functions of student advisement. Additionally as a result of reviewing processes, the college returned financial aid verification to the financial aid staff, resulting in timely awarding of federal aid and addressed smaller projects such as way-finding, transcript requests, and academic planning.

#### **Cost Control**

The college is highly committed to ensuring that budgetary and financial needs are met. Quarterly budget reviews keep the Finance Division informed of budget needs. These needs are

addressed through existing financial resources or the College works diligently to identify new sources for emerging needs and initiatives. A statewide emphasis on transparency along with internal control measures help to maintain costs.

As state and county appropriations decline, the college examines need and when warranted seeks alternative funding sources, including a greater reliance on local appropriations, partnerships and grants. In 2013 a grants coordinator was hired to focus efforts on the solicitation of available grant resources. One of the challenges to the college is the uncertainty of state funding; therefore, the college seeks to minimize costs whenever possible in order to keep tuition affordable.

### **Supply-Chain Management**

As a state-supported institution, PTC, participates in and abides by state procurement and purchasing guidelines. As needed, the finance department provides budget holders with training on purchasing requirements and guidelines and is readily available to assist budget holders.

Legal disclosures including student consumer information, financial audits, and transparency reports are posted on the web. Further information is accessible through state websites.

### **Safety and Emergency Preparedness**

The college employs a Director of Public Safety and two law enforcement officers. Other officers are supplied by an external contractor. The Director of Public Safety establishes comprehensive emergency operation plans for each college campus. An emergency alert system allows PTC officials to send emergency messages via college computers and through cell phone text messaging. Safety escorts and emergency telephones are readily available. With crime prevention viewed as everyone's responsibility, an Anonymous Online Tip Form is accessible. Students, faculty, and staff are issued identification cards which are expected to be carried at all times. When crimes do occur, they are handled according to law. An annual security report, as required by Title II of Public Law 101-542, is accessible on line.

### **Innovation Management**

Innovation is encouraged and expected. All divisions of the college, as evidence by the application of Lean to higher education, are expected to be innovative. Process improvement is expected and recognized across campus. The Staff Excellence, Visionary Faculty Award, and Adjunct Teaching Excellence Award are a few of the ways the college recognizing and rewards innovation.

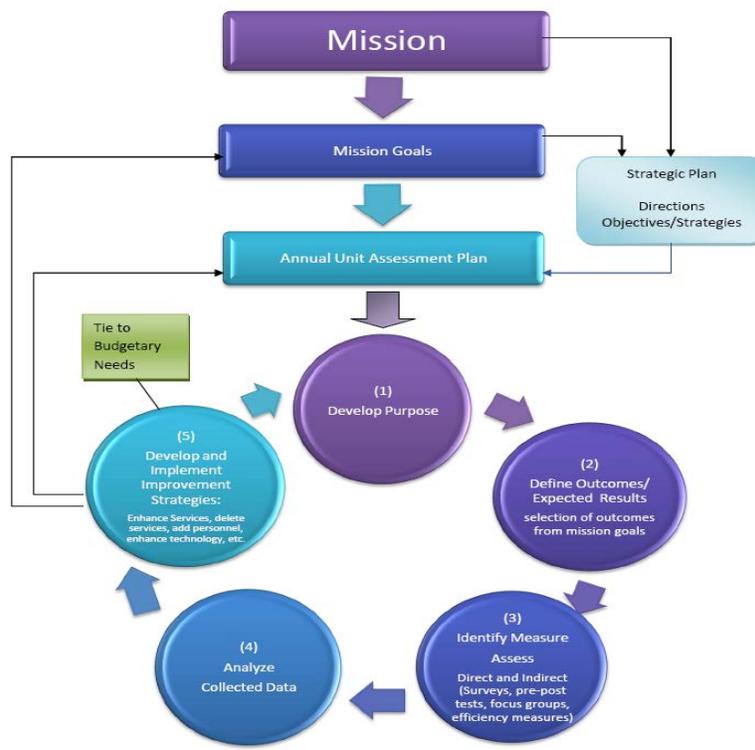
A source of innovation funding is available through the PTC Foundation. The program provides funds of \$1000.00 or less to persons, departments, or divisions seeking to implement an innovative activity in support of student learning. Other ways the college supports innovation is by actively seeking grant funds. The Mechatronics program evolved from initial grant resources.

The SC Technical College System rewards innovation, too, by annually awarding the A. Wade Martin Award during the South Carolina Technical Education Association Conference. South Carolina awards teaching excellence annually by recognizing a Professor of the Year from each of the higher education institutions and by selecting one of these professors to receive the SC Governor's Professor of the Year at the two and four year level. This award includes a monetary award.

**Student Learning and Student-Focused Process Results**

Piedmont Technical College (PTC) uses a variety of quantitative and qualitative methods to evaluate success of student achievement as related to PTC’s *Mission and Mission Goals*. Specifically achievement of Goal I, *Promote excellence in teaching, learning and educational services to ensure that each student has the opportunity to attain his or her fullest potential* and Goal IV, *Provide effective enrollment management systems and student support services to ensure optimal access, retention, enrollment, program completion and student success* is measured in a variety of ways. These methods include but are not limited to course completion rates, state licensing examination results, graduation rates, student retention and persistence data, job placement rates, and achievement of general competencies.

An annual assessment of student learning outcomes is conducted for all academic programs and administrative units. The Institutional Effectiveness Process ensures that student learning outcomes are consistent with program 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.

## Student Success Data

The Office of Institutional Research, Planning and Effectiveness (OIRPE) is responsible for reporting and publishing student success data. Data are reported annually for each academic program and summarized at the division and College level as appropriate. Piedmont Technical College uses various internal and external indicators to measure student achievement and uses the analysis of data to evaluate success in respect to student achievement and to implement strategies for continuous improvement. Additionally, the College is participating as a Beta Test College in AACC's Voluntary Framework of Accountability to continue and broaden its student success outcomes benchmarking.

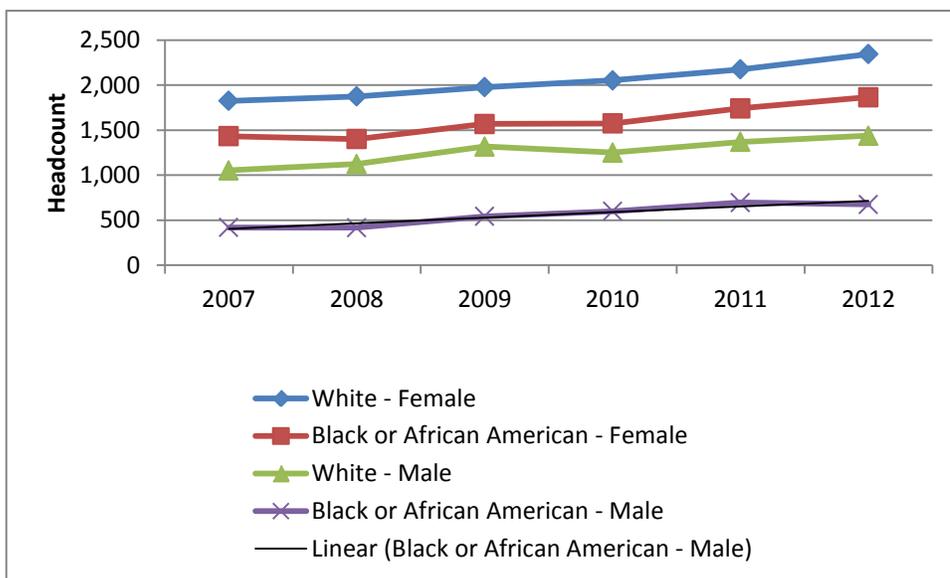
Institutional data are tracked against other technical colleges within the South Carolina Technical College System and data comparisons are available on the system's web site. Much of this data is shared with other state agencies, such as the SC Commission on Higher Education through state reporting efforts and nationally, through reporting to the Integrated Post-secondary Education Data System and National Student Clearinghouse. Regionally and nationally, through profile reports and other accrediting requirements, data is shared with institution and program accreditors. Evidence of institutional and programmatic accreditation can be found on the college web site.

## Enrollment Growth

The faculty and staff of the college understand the connection between college enrollment and the ability of the institution to serve the needs of the service area. As such, the college monitors enrollment daily through dashboards. The President meets with faculty and staff to discuss enrollment during peak times of registration. PTC enrollment data illustrates the overall growth (31.9%) in fall enrollment over the last 6 years.

### Piedmont Technical College

From Opening Fall 2006 Headcount By Ethnicity and Gender



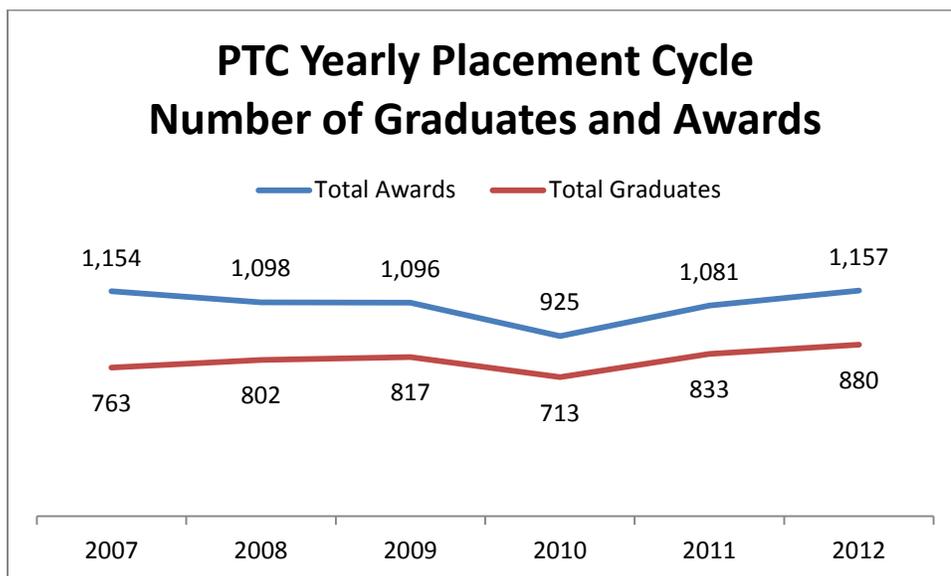
Ethnicity/Gender	2007	2008	2009	2010	2011	2012
White - Female	1,824	1,874	1,976	2,052	2,174	2,344
Black or African American - Female	1,433	1,400	1,568	1,573	1,741	1,865
White - Male	1,053	1,123	1,318	1,250	1,369	1,437
Black or African American - Male	419	417	542	598	696	675

### Number of Graduates and Awards

Number of awards includes students who may have received more than one formal award during the July 1, 20xx – June 30, 20xx period. Awards are unduplicated within HEGIS codes.

Year	2007	2008	2009	2010	2011	2012
Total Awards	1,154	1,098	1,096	925	1,081	1,157
Total Graduates	763	802	817	713	833	880

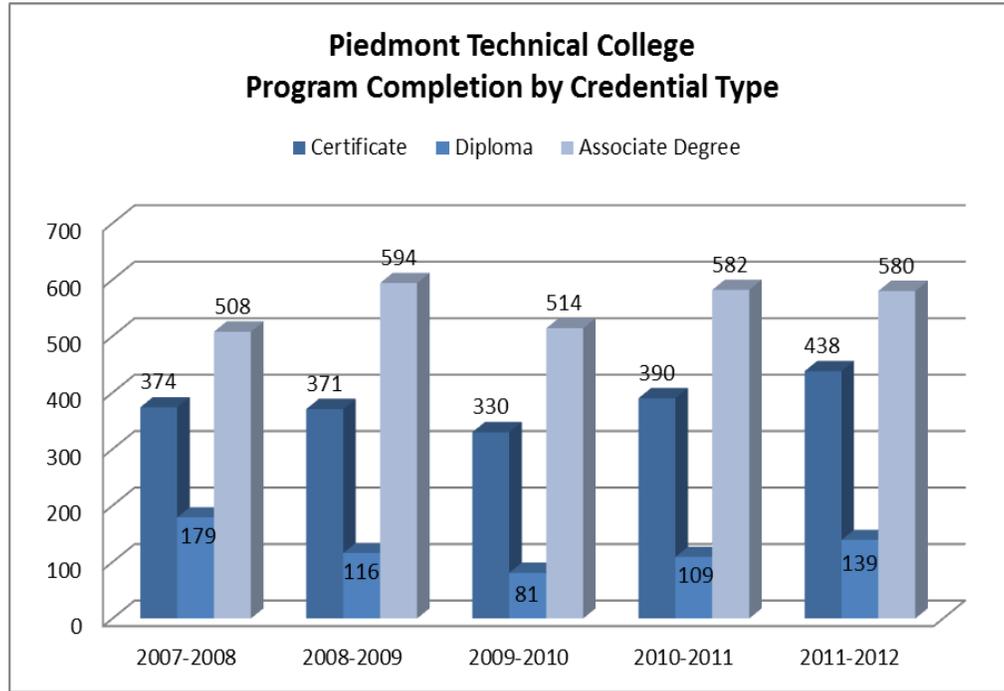
Key Reference 7.3



### Program Completions

During the 2011/2012 Academic Year, 880 graduates earned 580 associate degrees, 139 diplomas and 438 certificates for a total of 1,157 credentials awarded which was the highest

number of awards in a five year period. The number of certificates awarded increased by 12.3% over last year.



Key Reference 7.4

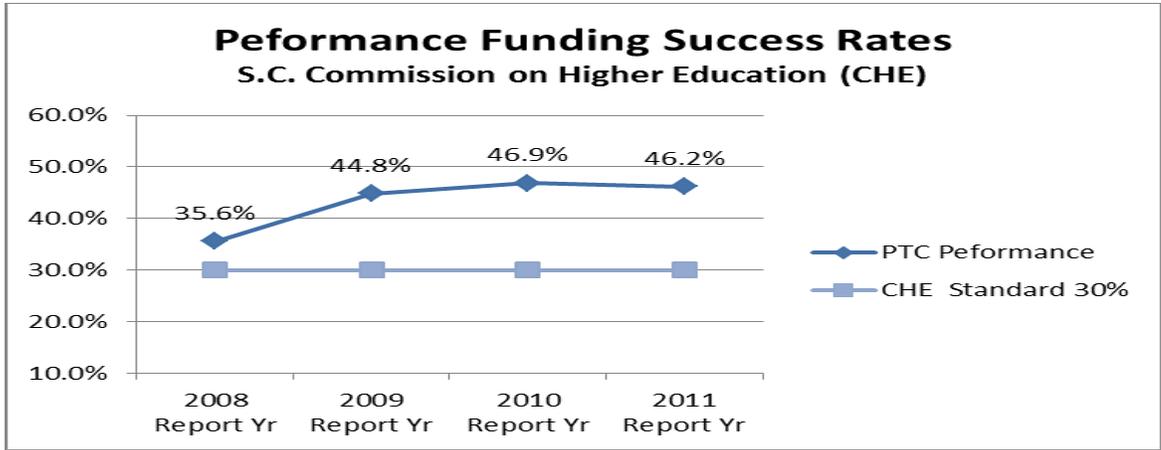
### Graduation Rates

The college monitors two graduation rates. The 150% graduation rate for the first-time, full-time (FTF) cohort as defined by Integrated Postsecondary Education Data System (IPEDS) is one rate that the College uses to measure student success. Like many other 2 year institutions this graduation rate is low. Each term PTC assigns all FTF students to a cohort which allows for additional monitoring and tracking the student to program completion.

Piedmont Technical College			
Fall Full-Time First-Time Freshman Adjusted Cohort			
150% Time Graduates			
Report Year	2009 (2007 Cohort)	2010 (2008 Cohort)	2011 (2009 Cohort)
Number in Fall Cohort	685	684	858
Completers	128	95	145
Graduate Rate	19%	14%	17%

Key Reference 7.5

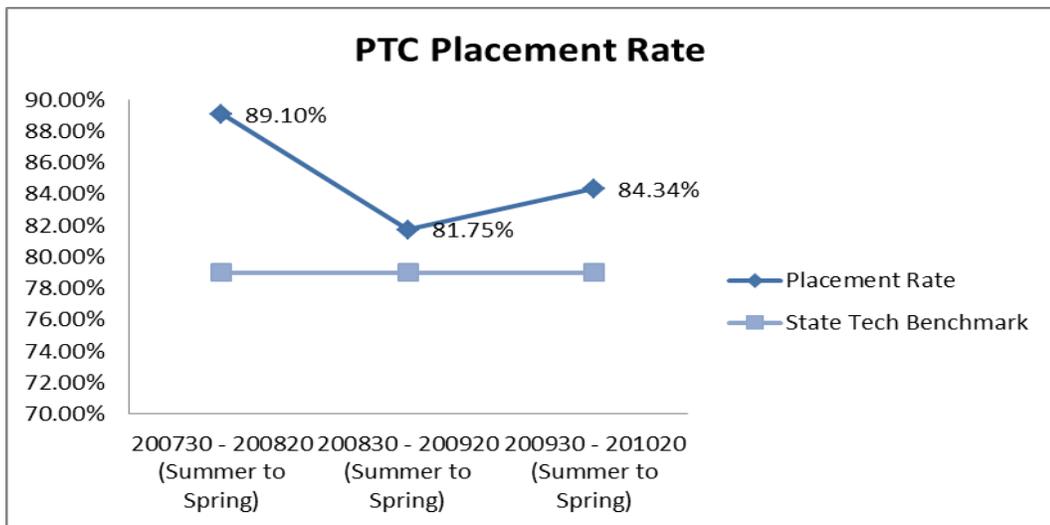
The second rate monitored is the success rate of student achievement calculated by the S.C. Commission on Higher Education (CHE) based on the 1996 South Carolina legislated Performance Funding mandate. The success rate is calculated on the IPEDS FTF cohort and includes graduates within 150% plus the transfer students who are continuing their education. PTC continues to exceed the performance standard of 30% established by CHE. For the 2010 and 2011 reporting years, PTC exceeded the standard by 16%.



Key Reference 7.6

### Job Placement Rates

As one of sixteen colleges within the South Carolina Technical College System, governed by the State Board for Technical and Comprehensive Education (SBTCE), PTC collects data on graduates who are employed or continuing their education in the year following graduation. This data is reported to SBTCE as outlined in the SBTCE Program Evaluation Procedure 3-1-301.1. One criterion for all programs is the number of graduates and job placement rates. Programs that do not meet the established benchmarks outlined in SBTCE Procedure 3-1-301.1 are placed in probationary status. An overall target of 79% placement rate was established by SBTCE. The College continues to exceed this target annually.



Key Reference 7.7

### Licensure Exam Rates

PTC offers a number of programs that require graduates to pass state or national licensure or certification exams in order to gain employment in their respective discipline. The percentage of students passing these exams is an indication of successful achievement of student learning outcomes and of the academic program's effectiveness in preparing students to obtain the necessary credentials for employment. Results are monitored and used for program improvement by the respective departments offering a licensure program. These programs include: Medical Assisting, Practical Nursing, Radiologic Technology, Registered Nursing, Respiratory Care, Surgical Technology, Veterinary Technology, and Funeral Service. Where appropriate, these measures are incorporated into annual Institutional Effectiveness Outcomes and Assessment Report (IEOAR) and academic program reviews.

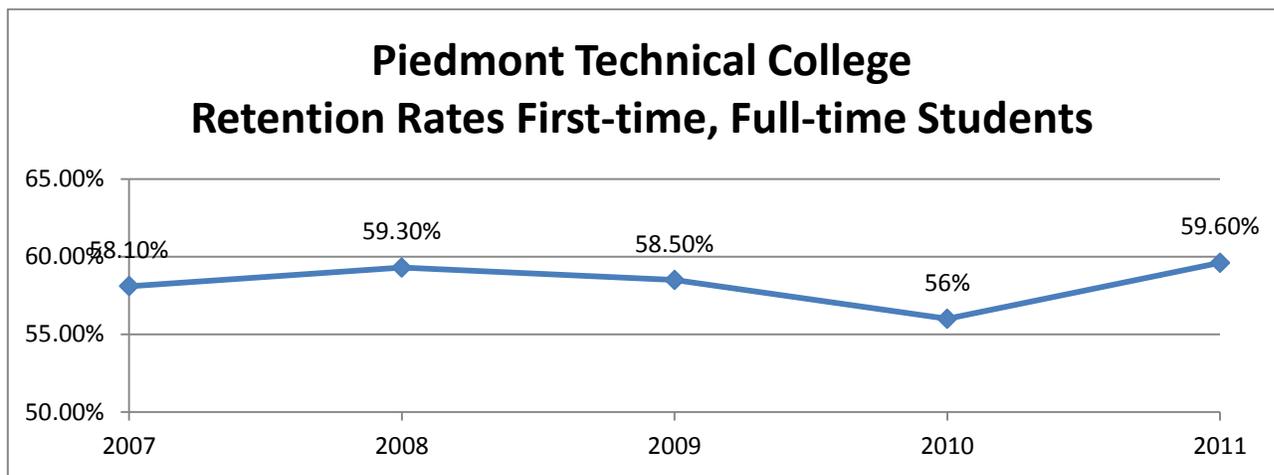
An outcome measure for licensure pass rates of first time test takers for Nursing and Health Programs was established at 88% by the SBTCE. For the past three years, the college has exceeded this desired level.

**PTC Licensure Pass Rates for Nursing and Health Care Programs**

	Desired Level	09/10 Actual	10/11 Actual	11/12 Actual	12/13 Actual
Licensure Exams	88.00%	87.00%	88.07%	90.32%	92.23%

Key Reference 7.8

### Student Persistence and Retention



Key Reference 7.9

The college placed several tactics in place to improve these rates, including participating in the Foundations of Excellence in the First Year Self Study in 2011 and establishing a Retention Committee in 2012. The latest persistence and retention rates show improvement.

### General Competency Achievement

In addition to assessing student achievement through course-embedded assessments, the college measures three of the four general education competencies through *WorkKeys* assessments. For

graduates who are entering employment, many employer's in the College's service area require a score of four on the Applied Math, Locating Information and Reading for Information modules; therefore the College uses the score of four as the benchmark. The five-year average score for each module meets or exceeds the benchmark of 4.

The following *WorkKeys Table* provides the average score of all students taking the *WorkKeys* test during the specified time frame. Additionally, all *WorkKeys* data is disaggregated to the program level and are addressed by programs as demonstrated in the Welding Program Review.

<b>WorkKeys Test Module and Related General Competency</b>	<b>2007 Average Score</b>	<b>2008 Average Score</b>	<b>2009 Average Score</b>	<b>2010 Average Score</b>	<b>2011 Average Score</b>	<b>2012 Average Score</b>
Applied Math <b>Apply Mathematical skills appropriate to an occupation</b>	4.40	4.76	4.89	4.82	4.90	5.03
Locating Information <b>Employ effective processes for resolving problems and making decisions</b>	3.61	4.18	4.10	4.06	4.11	4.11
Reading for Information <b>Communicate Effectively</b>	4.72	5.37	5.50	5.31	5.40	5.24

Key Reference 7.10

To assess the achievement of the general education competencies for the students seeking an Associate in Arts or Associate in Science degree, ACT's Collegiate Assessment of Academic Proficiency (CAAP) is administered biannually to a random sample of students who have earned at least 30 credit hours. The following table provides the CAAP module and related competency and the PTC and national mean score for the 2010 and 2012 administration. This data indicates that PTC students perform equally as well as students nationally, noting a slight increase in the mathematics and critical thinking areas.

CAAP Test Module and Related General Competency	2010 PTC Mean Score	2010 National Mean Score	2012 PTC Mean Score	2012 National Mean Score
<b>Mathematics</b> Apply Mathematical skills appropriate to an occupation	56.4	56.1	57.4	56.1
<b>Critical Thinking</b> Employee effective processes for resolving problems and making decisions	60	60.7	61.7	60.6
<b>Reading</b> Communicate Effectively	59.5	60.3	59.1	60.1
<b>Writing</b> Communicate Effectively	58.1	61.8	60.3	61.5

Key Reference 7.11

Advisory board members, who are typically employers of PTC graduates, were surveyed on their perception of graduates' achievement of these competencies. Additionally, graduates are surveyed about their perception of achievement of the general education competencies. Programs review the survey data and adjust curriculum as needed.

The Office of Institutional Research, Planning and Effectiveness (OIRPE) is responsible for reporting and publishing student success data. Data are reported annually for each academic program and summarized at the division and College level as appropriate. Piedmont Technical College uses various internal and external indicators to measure student achievement and uses the analysis of data to evaluate success in respect to student achievement and to implement strategies for continuous improvement. The college has joined AACC's Voluntary Framework of Accountability as a Beta Tester College to continue and to broaden its benchmarking of student success outcomes.

### Student Satisfaction and Engagement

The college administered the Community College Survey of Student Engagement (CCSSE) in the spring of 2013. The survey measured five areas: active and collaborative learning, student effort, academic challenge, student faculty interaction, and support for learners. PTC outperformed the national cohort in all five areas measures.

The highest scores were received in student-faculty interaction where students reported using email to communicate with instructors, receiving prompt feedback from instructors, and discussing grades or assignments with instructors. The lowest score was in active and collaborative learning where student means were lowest in “tutored or taught other students, participated in a community-based project as part of a regular course, and worked with students outside of class.” The college exceeded the top-performing colleges in the area of student-faculty interaction. Further, 92.8% of PTC students reported being registered for all of their courses before the first day of class compared to 89.5% of students nationally. Forty-eight percent of PTC students reported attending an on-campus orientation prior to beginning class as compared to 41.6% nationally.

Piedmont Technical College recognizes the critical role that the community can make on the college. Within each college there is at 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. In addition, all programs are reviewed annually by the State Board of Technical and Comprehensive Education (SBTCE) to assess program viability.

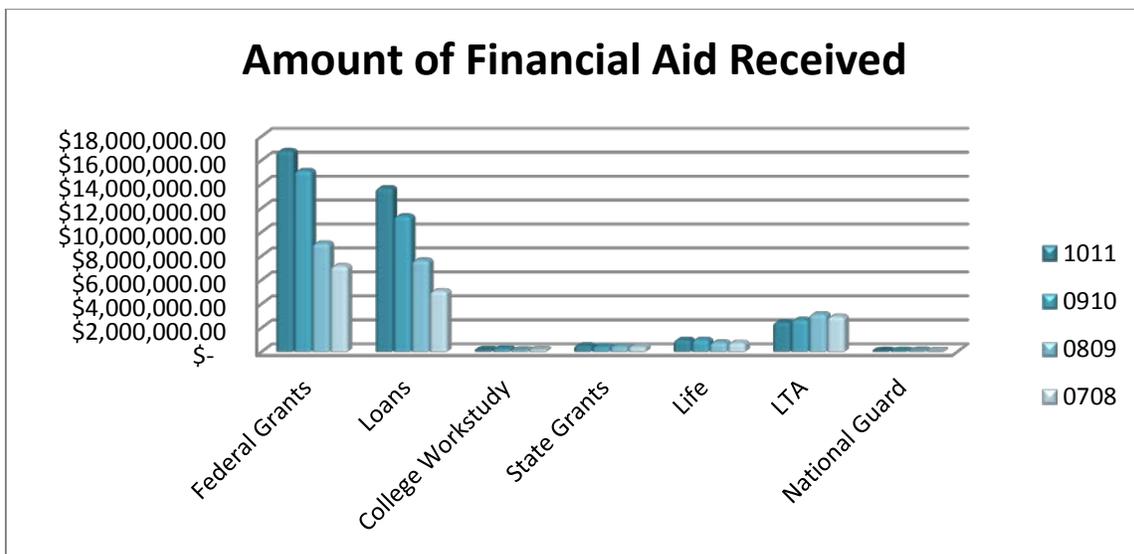
Piedmont Technical College					
Advisory Committee Members General Competencies Summary					
	Weak	Below Average	Average	Good	Excellent
General Ed Student Learning Outcomes (Competencies)	1	2	3	4	5
1. Communicate effectively.				7	18
2. Apply mathematical skills appropriate to an occupation.				8	16
3. Employ effective processes for resolving and making decisions.			1	6	18
4. Demonstrate the basic computer skills necessary to function in a technological world.				3	21

Key Reference 7.12

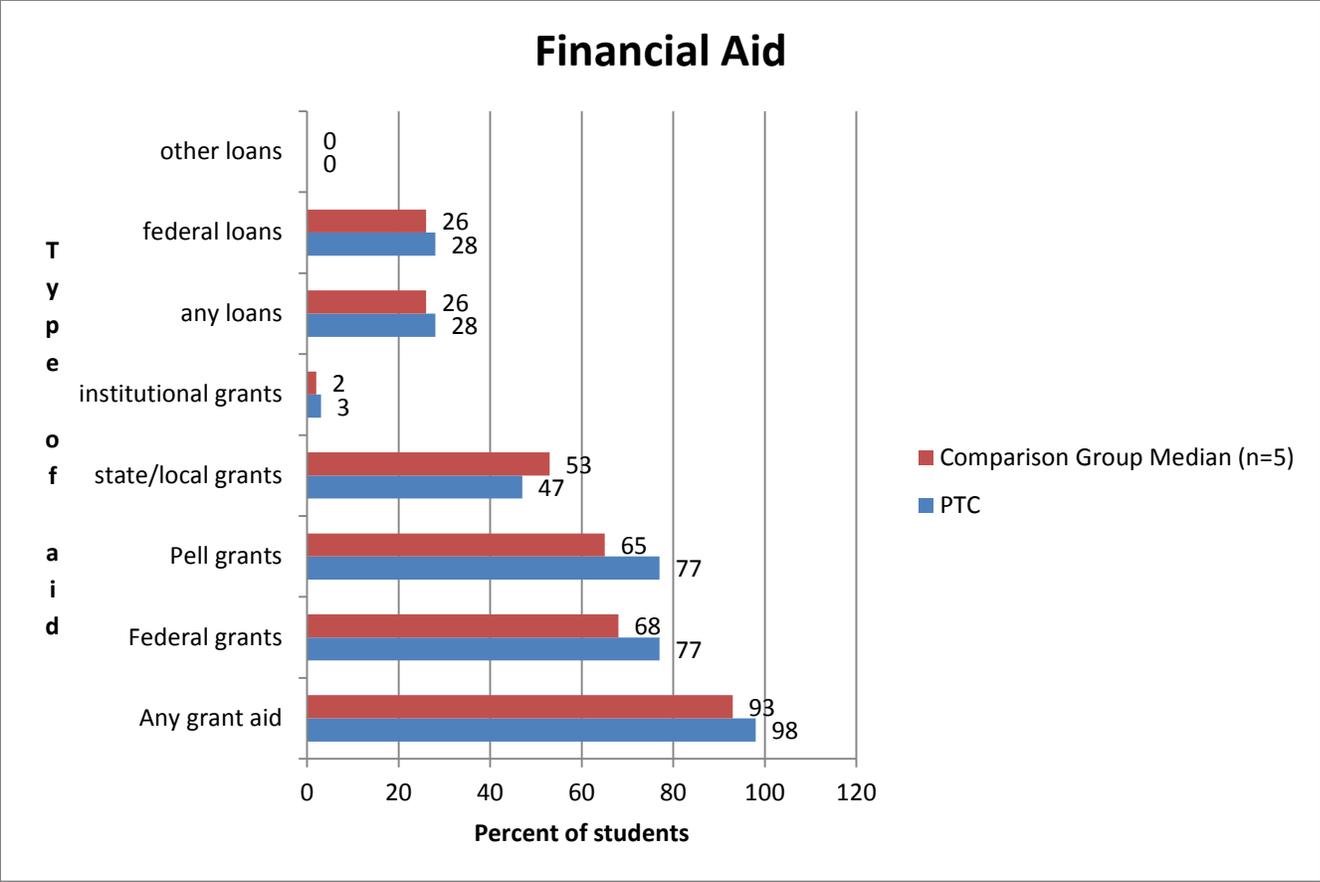
Student Evaluation of Instruction Surveys are administered during the fall and spring semesters to support improvement of instruction. All students have the opportunity to provide anonymous feedback on course/instruction. Results are reviewed by the instructor and supervisor. Ratings are included in the annual performance evaluation of faculty. The cumulative results help influence professional development offerings. In addition, the data gathered are used to support continuous program/course improvement.

Tuition costs are monitored to maintain affordability. Approximately 90% of students receive some form of financial aid. 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.

For fall 2012, 4096 students received a total of \$8.1 million in Pell Grant awards. In addition, 180 students received a total of \$90,000 in Supplemental Educational Opportunity Grant (SEOG) funding. The SC Lottery Tuition Assistance (LTA) provided 2060 students with \$1.6 million to attend college in fall 2012 while 445 students benefitted from receiving \$262,000 in SC Needs-based grant funding. The Life Scholarship provided tuition and a \$300 book allowance to SC high school graduates with a 3.0 GPA and who attend college full time. At PTC, 368 students received \$798,000 through the Life program. Two hundred eighty-five students received VA benefits in fall 2012. The total aid awarded in fall 2012 was \$18.5 million with 90% of the students benefitting. Unfortunately, even with the previously mentioned aid, some students seek loans while attending college. In fall 2012, PTC students borrowed almost \$7 million. The current loan default rate of PTC student attendees is 7.2%, the lowest among 11 of the SC technical colleges. The chart below shows comparative data from 2007-08 to 2010-11.



Key Reference 7.14



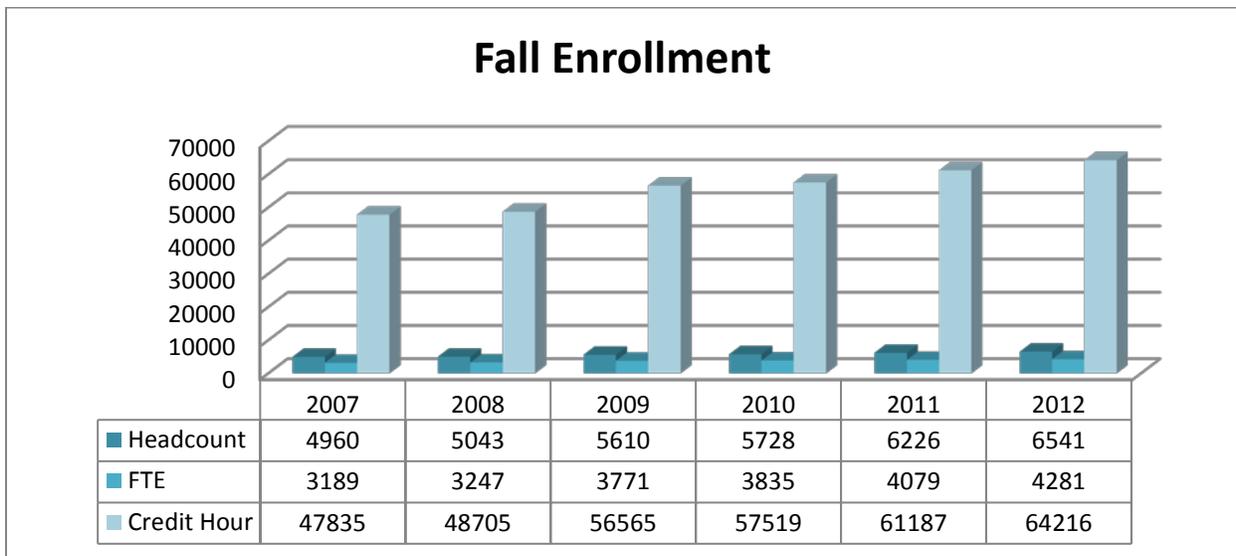
Key Reference 7.13

Source: 2012 IPEDS Feedback Report

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 are offered via Internet and incorporating more Hybrid classes to offer a more flexible schedule for our service region. Over the last 6 years, the college growth in distance education enrollments (duplicated) increased 47.8%, with a 63.73% increase in online student enrollments (unduplicated). Trend data on college enrollment is presented on the next page.

### Enrollment Trends

	200710	200810	200910	201010	201110	201210
<b>Headcount</b>	<b>4960</b>	<b>5043</b>	<b>5610</b>	<b>5728</b>	<b>6226</b>	<b>6541</b>
<b>Method of Delivery - duplicated enrollments</b>	<b># of Students</b>					
Traditional	3900	3960	4598	4500	4874	5028
WEB & TOL	1470	1665	1778	2170	2273	2436
TNT & WHY	78	180	132	198	412	593
PEN	1388	1303	1455	1335	1246	1311
<b>Class Types - duplicated</b>						
Total Students Taking Day Classes	3524	3663	4283	4215	4352	4713
Total Students Taking Night Classes	1440	1442	1542	1416	1406	1479
Total Students Taking Weekend Classes	75	53	15	10	0	0
Total Students Taking Internet Classes	1478	1679	1776	2170	2265	2420
Total Student Taking Other Classes	3	0	37	38	468	194



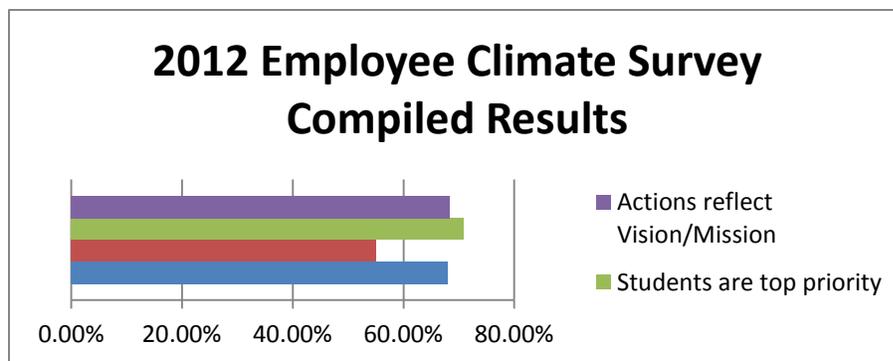
Key Reference 7.15

The college is serving over 600 high school juniors and seniors throughout the seven counties this fall; the dual enrollment program continue to be well received and supported. The program serves 12 public high schools and several private schools including Greenwood Christian School, Laurens Academy, Wyman-King Academy, and the Calhoun Falls Charter School.

Piedmont Middle College, launched in collaboration with Greenwood School District 52, allows high school students to attend classes for college and high school credit in a wing of the Ninety Six Learning Center. Another middle college initiative is underway with McCormick County School District and is offered on the McCormick Campus. The Journeyman Welding Certificate is offered at Clinton High. Automotive courses are offered at Abbeville Career Center.

### Workforce-Focused, Leadership, and Governance Results

The College’s leadership reviews 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 administered annually. Since 2008, several items have been identified and addressed by the College’s Leadership Team. Overall there has been an overall upward trend in most areas with the overall satisfaction maintaining around 80%.



Key Reference 7.16

Other data include a system of rating and review for all employees, faculty and staff, annual performance. The President is evaluated annually by the PTC Area Commission. Lean techniques such as value stream mapping and the A3 and Business Process Analysis are used to review and revise college processes. A wealth of data related to college and program enrollment exists and contributes to the decision-making such as to close or expand program offerings. The Piedmont Technical College Area Commission, established by Act No. 234 of the General Assembly of the State of South Carolina, operates according to established by-laws defining their terms of office and duties. The South Carolina Technical College System provides support and training for the Commission.

### Budgetary, Financial, and Market Results

The State Appropriations have consistently declined each year. As the state funds decline tuition revenues and grant revenue streams are becoming increasingly more important to the viability of the college. The following chart illustrates that over 86% of the college’s revenue comes from sources other than the state.

For fiscal year 2012-13 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 is 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. Application of Lean Principles and business process analysis is critical to enable to the college to function efficiently and effectively. Although not for profit, the college does maintain consistent revenues that exceed expenditures, thus allowing for enrollment and program enhancement as well as to maintain quality academic environments for existing programs. As expected, most of the expenditures are in the areas of instruction, with additional funds expended to provide student services and academic support to student.

<b>2013 Revenues</b>		
Tuition and Fees Net of Scholarship Allowance	\$ 9,060,021	19%
County	\$ 2,156,699	4%
State	\$ 6,380,519	13%
Grants and Contracts	\$29,093,073	61%
Other	\$ 1,297,622	3%
<b>Total</b>	<b>\$47,987,934</b>	<b>100%</b>

<b>2013 Expenses</b>		
Instruction	15,434,385	34%
Academic Support	4,547,316	10%
Student Services	4,756,964	11%
Maintenance of Plant	4,290,124	10%
Institutional Support	4,489,579	10%
Scholarships	9,586,520	21%
Auxiliary Enterprises	276,515	1%
Depreciation	1,700,235	4%
	<u>45,081,638</u>	<u>100%</u>

Accountability Report Appropriations/Expenditures Chart

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 17,926,955	\$ 4,707,298	\$ 18,241,025	\$ 4,849,194	\$ 18,421,065	\$ 4,863,364
Other Operating	\$ 20,673,032		\$ 21,514,671		\$ 22,150,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 4,907,115	\$ 1,400,000	\$ 5,325,941	\$ 1,531,325	\$ 5,360,377	\$ 1,535,799
Non-recurring						
<b>Total</b>	\$ 46,507,102	\$ 6,107,298	\$ 45,081,638	\$ 6,380,519	\$ 45,931,442	\$ 6,399,163

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Key Reference 7.17

Major Program Areas						
Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures		FY 12-13 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:	6,107,298	State:	6,380,519	
		Federal:	2,528,796	Federal:	4,652,480	
		Other:	37,871,008	Other:	34,048,639	
		Total:	46,507,102	Total:	45,081,638	
		% of Total Budget:	100%	% of Total Budget:	100%	
		State:		State:		
		Federal:		Federal:		
		Other:		Other:		
		Total:		Total:		
		% of Total Budget:		% of Total Budget:		
		State:		State:		
		Federal:		Federal:		
		Other:		Other:		
		Total:		Total:		
		% of Total Budget:		% of Total Budget:		
		State:		State:		
		Federal:		Federal:		
		Other:		Other:		
		Total:		Total:		
		% of Total Budget:		% of Total Budget:		

Key Reference 7.17

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

<b>Remainder of Expenditures:</b>	State:		State:	
	Federal:		Federal:	
	Other:		Other:	
	Total:		Total:	
	% of Total Budget:		% of Total Budget:	

## Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY <del>10-11</del> 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, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.16
	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, 7.4, 7.5, 7.15, 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	7.16
	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	7.13, 7.14

\* 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.

Key Reference 7.18