



Higher Education Accountability Report

2012

Piedmont Technical College

Table of Contents

Section I: Executive Summary

Section II: Organizational Profile 8
 Organizational Situation 15

Section III:

Category 1: Leadership..... 20
Category 2: Strategic Planning..... 25
Category 3: Customer Focus 28
Category 4: Measurement, Analysis, and Knowledge Management 32
Category 5: Workforce Focus..... 36
Category 6: Process Management..... 40
Category 7: Results..... 43

Section I: Executive Summary

Piedmont Technical College (PTC) continues its quest for student success and economic prosperity for all stakeholders 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 toward achievement of this direction, Piedmont Technical College participated in a national higher education project known as “Foundations of Excellence®.” The project, sponsored by the John N. Gardner Institute for Excellence in Undergraduate Education, utilizes a model of excellence for the first college year student experience. This model can be used by colleges and universities to develop and refine their overall approach to educating first-year students. The self-study process consisted of nine dimensions to ensure the success and retention of new students. The areas studied were philosophy, organizational structure, learning, campus culture, transitions, all students’ needs, diversity, roles and purpose and improvements. All faculty and staff were invited to participate in this self-study. Students were also invited to participate.

Through this self-study process, the college placed all interactions with students under the microscope to identify what improvements were needed to improve the success of its students. Nine college-wide dimension teams were formed with a total of 98 employees participating in a self-study of the first year experience of students who have not yet earned 30 credit hours. Throughout the 2010-11 academic year, the Dimension committees collected and analyzed evidence to evaluate the first-year student experience at PTC.

As a result of this self-study, 110 improvement actions were identified, grouped in broad categories, and prioritized according to their ability to improve the new student experience. Twelve of the recommended action items were completed during the self-study process. The remaining action items will be implemented over the next three to five years to continue the process of improving the effectiveness of programs for first-year students to improve student success. These action items will be incorporated into the appropriate unit operational and assessment plans.

Through this process, the college adopted a New Student Philosophy Statement:

We believe that the success of our mission to transform lives and strengthen communities hinges on the effectiveness of our efforts with our new students. During the critically important first academic year, we will establish a solid educational foundation and begin building strong relationships that will lay the groundwork for future academic, personal, and professional success.

We will meet each new student where they are in life and provide them with the opportunity to achieve their goals regardless of their social or academic background. From their first point of contact with the college, all the way through graduation, we will provide students with a warm, welcoming environment, and with an individualized education plan that is tailored to their unique needs.

Through a data-driven process of continuous improvement, we will partner with each new student to assess their skills, to understand their needs, and to provide the instruction, tools, resources and support systems enabling them to succeed at our institution. As a result, students will leave us qualified to achieve their career goals, and to become self-directed learners (PTC 2011-2012 Catalog).

This statement, although intentionally directed toward new students, is reflective of the College’s philosophy for all students. In all that it does, the College is committed to the “relentless pursuit of student success”.



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

- **Piedmont receives grants**
 - Awarded nearly \$600,000 from National Science Foundation to launch the HiTech Scholars program.
 - Awarded \$2,000,000 over a 4 year period from the Genesis Grant to recruit, retain, and graduate African American males in high demand academic programs.
 - Awarded ASSIST (Accessible Support Services and Instruction for Sustainable Transition to Work) grant that is funded through the Trade Adjustment Assistance Community College and Career Training grant program of the U.S. Department of Labor.
 - Obtained \$437,000 grant through SC REACH for Success, part of a grant by the U.S. Department of Commerce – National Telecommunications and Information Administration (NTIA). This grant is to establish a statewide network of Public Computer Centers and has allowed the College to provide public computer labs at all locations in all seven counties it serves.
 - Awarded approximately \$1,989,582 over a 5 year period from Journey/Title III supporting opportunities in STEM.

- **Student Achievements Recognized on State and National Levels**
 - Business students in capstone course invited to participate in an invitation-only tournament on an online global business project after defeating 30,000 students from colleges and universities around the world. PTC’s team ranked 26th in the world for overall game performance.
 - Two Piedmont Technical College respiratory care students were awarded scholarships presented by the South Carolina Society of Respiratory Care (SCSRC) and two more were recognized with a honorable mention

- A 2011 funeral service graduate recently completed an internship with The Plastinarium in Guben, Germany, which has developed the internationally known museum exhibit called “Body Worlds.”



- **Piedmont Middle College and Dual Enrollment Program Grows**
 - 37.23% increase in high school students dually enrolled from 2007 to 2011
 - Program has grown to more than 800 students
- **Program Offering Expansion and Articulation Agreements**
 - New A.A.S. Diversified Agriculture Degree
 - New Nursing Associate in Arts Transfer track developed
 - Transfer agreements established with the agriculture programs at Clemson University and Abraham Baldwin Agricultural College
 - Piedmont Technical College and USC Aiken signed two agreements that will make it easier for students to pursue bachelor’s degrees
 - PTC launched two articulated programs with Spartanburg Community College to provide greater access to these two statewide programs. The pre-funeral service and pre-cardiovascular technology certificates at SCC are articulated programs that allow students to complete coursework close to home, and then transfer into the full Piedmont Technical College program for phase II
 - Offer two new full programs at the Laurens County Higher Education Center: Journeyman Welding and PC Technician
 - PTC’s Continuing Education Division partnered with Career Step, an online training provider for medical careers, to offer new online healthcare classes, including: Medical Administrative Assistant; Inpatient and Outpatient Medical Coding and Billing; Medical Transcription; and Medical Transcription Editing. Each program is designed to prepare the student to obtain a marketable certification. These programs are flexible, self-paced, and provide placement assistance upon completion

- Piedmont Technical College and The Citadel signed an articulation agreement that will promote transfer opportunities for students who would like to begin their studies at PTC, and then transfer to The Citadel Evening Undergraduate Studies program

- **College Recognition**

- PTC was selected as a finalist for a prestigious 2012 Bellwether Award, which recognizes outstanding, innovative programs and practices that are successfully leading community colleges into the future
- Piedmont Technical College was selected to participate in a national project that will focus on better preparing students for transfer opportunities. The Community College Undergraduate Research Initiative (CCURI) is designed to support community colleges in their efforts to incorporate an undergraduate research experience into their science curriculum
- The Funeral Service Education department at Piedmont Technical College was recognized for their innovation and dedication to educating funeral directors and students on tissue and organ donation with the LifePoint 2012 Dove Award. LifePoint, the designated Organ Procurement Organization for organ recovery services in South Carolina, actively provides organ, tissue and ocular donor services to 62 hospitals throughout the state



- **Faculty /Staff Recognition and Awards**

- College Communications received the silver award from NCMPR for the view book publication
- SCTEA Innovator of the Year
- SC Campus Law Enforcement Office of the Year by SCCLEA
- Director of Student Support Services at Piedmont Technical College selected as the Innovative Educator of the Month by Cengage Learning
- Lifetime Achievement Award in Accounting Education by the Two-Year Section of the American Accounting Association.
- Piedmont Technical College Continuing Education Healthcare Instructor was presented with the South Carolina Association for Higher Continuing Education (SCAHCE) award for Outstanding Continuing Education Non-Credit Instructor.

- **Capital Improvement Projects**

- Received a grant award from the United States Department of Commerce's Economic Development Administration for \$1.7 million that moved the new Newberry Campus one step closer to construction. In addition to the EDA grant, funding for the project has come from Piedmont Technical College and the citizens of Newberry County. Enrollment is up 30 percent in Newberry over the past three years, from 476 in 2008 to almost 700 students. The project is slated to be complete in September 2012, and will be open in Spring 2013 for classes.
- Multi-purpose Building renovations completed by end of Summer 2012
- Renovations completed for Financial Aid Office, Business Office, Human Resource Office, and Finance Office. Offices were relocated to provide more academic support by providing a more centralized location for students to enter college.
- Completed the Laurens County Center for Accelerated Manufacturing Training which opened in late May
- New barn was completed at the Saluda Campus for the Agriculture program.



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.



Section II: Organizational Profile

Organizational Environment

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

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

Continuing Education

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

Purpose

Piedmont Technical College's stated purpose is to provide residents within the service region the opportunity to acquire learning experiences for the development of relevant employment skills, while creating a desire for lifelong learning experiences through collegiate credit and non-credit programs.

Mission

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

The College, a member of the South Carolina Technical College and Comprehensive Education System, is a public comprehensive two-year post-secondary institution. Piedmont Technical College contributes to the economic growth and development of the largest and most diverse region of the technical college system, Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda counties and to the state. The College enrolls approximately 5,500 to 6,500 credit students. The college responds to the academic, training and public service needs of the community through excellence in teaching and educational services. Piedmont Technical College's open admissions policy provides accessibility for

individuals with diverse backgrounds and opportunities to acquire the knowledge and skills for employment. The college provides educational opportunities in engineering technology, industrial technology, agriculture, business, health, and public service. Piedmont Technical College graduates develop competencies in written and oral communication, mathematics, problem solving and application of technology.

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

Vision

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

Values

We are guided by the practice of these core values:

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

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 housed in the six outlying counties of the service area are modern, functionally-designed buildings containing classrooms, laboratories for medical, technology and business programs; industrial shops; media center; student center; conference center; library; and faculty and administrative offices. The very latest in instructional technology is provided and an atmosphere totally conducive to learning is maintained. Free parking is available at all locations.

In addition to offering classes on one 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 that are delivered at area business and industry locations.

Service Area:

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

Regulatory Environment:

Piedmont Technical College's governing body, The Area Commission, is comprised of twelve commissioners. The commissioners are representatives from one of seven supporting counties. That representation is based upon the number of students enrolled from each county, and the authority of the commission is mandated by **Act 234 of the General Assembly of the State (May 24, 1963)**. The governing board is the legal body with specific authority over the institution and the active policy-making body for the institution establishing policies for the operation of the College, including mission, budget, and changes for addition or deletion of programs. The President reports to the Area Commission and works with the College's Institutional Officers to manage the overall operation of the College.

As a public institution of higher learning, the College operates under numerous laws, regulations, rules and guidelines enforced by several agencies and entities. Together, these agencies and entities define Piedmont's regulatory environment:

- **Federal government:** OSHA, FERPA, HIPPA, Title IV, EEOC
- **State government:** CHE, DHEC, SC State Board of Technical and Comprehensive Education, State Budget and Control Board

- **Regional accreditation:** Southern Association of Colleges and Schools Commission on Colleges (SACS/COC)
- **Program accreditation:** 13 program specific accreditation agencies

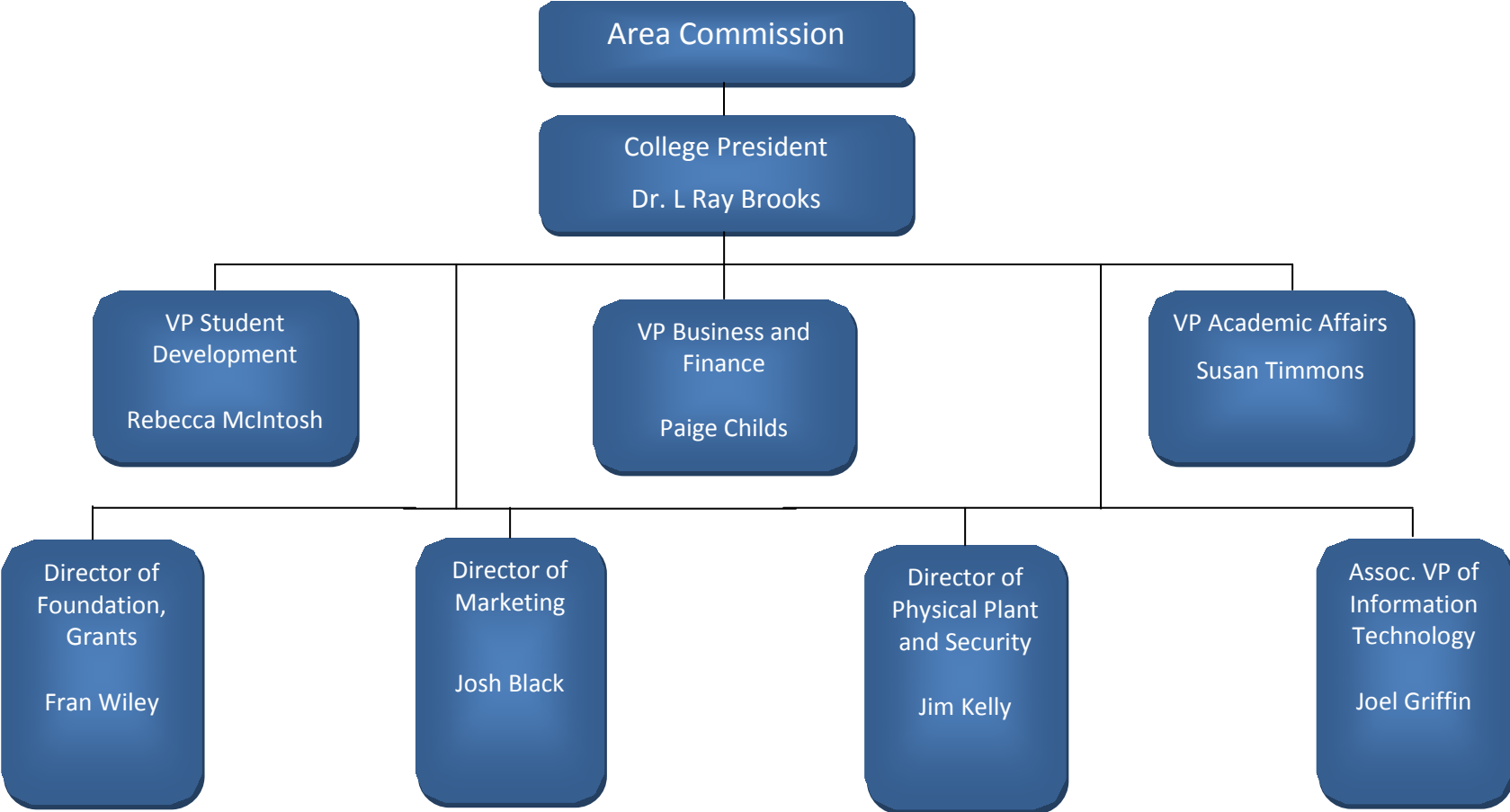
Workforce Profile

Piedmont Technical College employs a diverse and highly qualified faculty and staff with a total of 618 for the fall semester of 2011.

| Piedmont Technical College | | | |
|-----------------------------------|--------------|------------|----------------|
| Faculty and Staff | | | |
| Fall 2011 | Total | 618 | Percent |
| Faculty | Full Time | 117 | 18.93% |
| | Part Time | 245 | 39.64% |
| Staff | Full Time | 140 | 22.65% |
| | Part Time | 116 | 18.77% |
| Gender | Female | 376 | 60.84% |
| | Male | 242 | 39.16% |

IPEDS: Human Resource Report, November 1, 2011

Organizational Relationships



Student Segments:

Piedmont Technical College is an open door state supported college serving the largest region of South Carolina of any of its sister technical institutions, serving individuals, business, and industries in Greenwood, Abbeville, Edgefield, Laurens, McCormick, Newberry, Saluda and surrounding counties. The college actively encourages students of all ages to develop their knowledge and skill base to insure educational opportunity and to further individual economic potential. These individuals consist of:

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

| Piedmont Technical College Student Profile | | |
|--|-------------------------------|------|
| Total Enrollment | Fall 2011 | 6226 |
| Age | 17 or less | 10% |
| | 18-21 | 34% |
| | 22-30 | 26% |
| | 31-40 | 17% |
| | 41-50 | 9% |
| | 51-60 | 3% |
| | 60 or Over | 1% |
| Gender | Female | 65% |
| | Male | 35% |
| Ethnicity | American Indian | 0% |
| | Asian | 0% |
| | Black, not of Hispanic Origin | 39% |
| | Hispanic | 1% |
| | Other | 2% |
| Student Type | White, not of Hispanic Origin | 57% |
| | Continuing Tech Ed | 45% |
| | 2 Year College Transfer | 3% |
| | 4 Year College Transfer | 4% |
| | GED Graduate | 2% |
| | High School Graduate | 18% |
| | Non Degree Seeking | 1% |
| | Non High School Graduate | 1% |
| | Readmit | 12% |
| Tech On Line | 0% | |
| Student Status | Transient Student | 1% |
| | Dual Enrolled/Early Admit | 13% |
| | Full Time | 44% |
| | Part Time | 56% |

Stakeholder and Market Segments

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

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

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

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

Suppliers and Partners

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

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

| Piedmont Technical College | |
|--------------------------------------|-------------------------------|
| Key Suppliers | |
| Budd Group | Custodial Services |
| Sizemore Security | Security Services |
| Cannon Ontario Leasing Ikon | Copiers |
| Dell, Inc. Gateway | Computers (PC's) |
| Strata Information Group (SIG) | Banner Consulting Services |
| Ellucian/HP Direct | Hardware/Software |

W

Through the delivery of programs and services, 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

Piedmont Technical College realizes that neighboring four-year institutions, online college and universities and sister technical colleges are competitors in the delivery of educational programs. PTC recognizes the following as critical factors in order for the college to be competitive especially now that students have the ability to shop for their education.

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

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

- *Funding:* As funding has been cut at the state and county level, PTC has maintained lower tuition rates. For 12-13 academic year, Piedmont has the second lowest tuition costs of the sixteen colleges. The strategic goal to “advance the institution through comprehensive and successful grant writing was achieved when PTC was awarded three new grants, bringing the fiscal year total to more than \$8 million. The three newest grants are the Title III grant totaling \$2 million, the Predominately Black Institutions (PBI) grant from the U.S. Department of Education for \$2.4 million and the Trade Adjustment Assistance Community College and Career Training Grant (TAACCCTG) for \$1.65 million. “One of our strategic goals is to identify new sources of funding to improve the college’s services,” said Dr. Ray Brooks, president. “By pursuing these grant opportunities, we are able to provide tools and programs to achieve our ultimate goal – the success of our students.”
- *Facilities:* In an effort to deliver a richer, more effective instructional experience to students, new Promethean interactive whiteboards were installed in 62 classrooms on the Piedmont Technical College Greenwood, Saluda, Laurens, Newberry and McCormick campuses. The Center for Advanced Manufacturing in Laurens County was established to support the manufacturing sector’s growing training needs in the region. The new Newberry campus, slated for completion in fall 2012, will open for Spring 2013 classes.
- *Technology:* As the student population becomes more technologically adept so must our college with the skills to stay abreast of the changes and of the new technology available and introduced.

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

Piedmont Technical College's [website](#), provides tuition costs, retention and graduation rates.

[College Navigator](#) provides students and families the costs and performance information on colleges.

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

Integrated Postsecondary Education Data System (IPEDS)

Peer Analysis Tool – enables the user to compare an institution with a group of peer institutions of the user's choice. The user can compare admission statistics, degrees and completions, faculty data, enrollment to include full-time and part-time, staff consisting of full-time and part-time, financial aid information, graduation rates, and tuition and fees.

College Opportunities On-Line – provides data on institutional characteristics, crime statistics, enrollment, degrees, and financial aid.

Peer Analysis System – allows the user to compare an institution with a group of peer institutions of the user's choice by generating reports using selected variables from the IPEDS variables of interest.

SC State Technical College System – Dashboard Reports - enables the user to compare an institution with other colleges in the state by generating reports using selected variable that are provided. Reports can be generated based on developmental education; enrollment, graduation and licensure pass rates.

Strategic Context

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

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

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

Performance Improvement System

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

- Faculty Performance Management System
- Employee Performance Management System
- Internal and External Audits
- College-wide strategic planning and budgeting process
- Environmental scanning, including student, graduate and employer satisfaction
- Academic program assessments
- Administrative units assessments
- Performance Funding Measures on all aspects of the college are viable measures of success
- Institutional Planning system

- Programs requiring, or benefiting from, third party accreditation is sought after vigorously.
- Open enrollment centers are established to provide direct student/customer service assistance
- The use of on line (Internet) programs and services provide the college with 25/7 assistance and delivery of training.
- Support Service performance
- Process improvements (LEAN)
- Regional accreditation(SACS)

Piedmont Technical College's work to implement the Lean methodology in a community college setting won the College national recognition this year. PTC was selected as a finalist for a prestigious 2012 Bellwether Award, which recognizes outstanding, innovative programs and practices that are successfully leading community colleges into the future. Grounded in data-driven problem-solving processes and the empowerment of faculty and staff to drive change, Lean methodology is allowing the College to increase efficiency, trim costs without cutting services and to be more responsive to students and customer needs. PTC is undergoing a complete cultural change with a focus on continuous improvement—a direction vital to the College's future.

Section III: Criteria

Category 1

Senior Leadership

The Leadership Team is comprised of the college President, Institutional Officers and Presidential Direct Reports. This team collaborates annually with the college Area Commission and faculty and staff to adopt and review the vision and values of the college while ensuring they relate to the college's mission.

Senior leaders lead by example. They reflect the values of the organization through the development of policies and procedures that promote the college's values and in the development of planning initiatives that realize the college's values in the daily operations. They not only participate in college wide training initiatives, they serve as the pilot group as well. In addition, bi-monthly planning sessions are conducted by the Leadership Team where objectives are reviewed and areas for priority action are identified. Each member of the Leadership Team conducts sessions with their direct reports to insure appraisal evaluations support the vision and values of the college.

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

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

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

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

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

The college is strongly committed to continuous learning. This commitment is reflected in policies governing professional and staff development. These include, but are not limited to, development programs for credit and non-credit level that will enhance and develop the individual professionally. Professional Development is encouraged and supported through the College Foundation and incorporated on individual Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS) reviews.

In 2011, an Adjunct Faculty training Expo was held. More than 180 adjunct faculty members attended the all-day training expo to better prepare them for the classroom. The expo was an opportunity for all adjuncts to learn about resources and services offered at Piedmont Tech and to ensure they were prepared for the students. The morning session consisted of 14 speakers from various areas of the college, including financial aid, testing, tutoring services and library resources. The afternoon offered 24 break-out sessions on Promethean Boards, Pathway, computer labs and departmental meetings. The event was very successful with another Expo planned in 2012.

Communication and Organizational Performance

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

Senior leaders promote positive employee morale and team spirit by recognizing outstanding employee achievement in various ways. Both individual and team recognition is provided during faculty staff meetings; innovation grant funding is available through the college Foundation to support the creative and innovative practices; nominations by the leadership for faculty, staff, and administrator of the year awards and nomination by key leaders for faculty and staff members as Presidential Medallion winners which are awarded by the leadership during

graduation ceremonies; service awards are given for years of service with the college; and “employee appreciation” luncheons are held periodically by senior leaders. The College also created two “excellence” awards for faculty and staff to initiate the continued emphasis on the College’s strategic direction. These awards are the Visionary Award for Faculty and the Staff Excellence Award for Staff. In addition, sending expressions of concern in case of employee illness or bereavement (with appropriate approval), recognizing employees upon resignation or retirement and sharing other information approved by the employee through in-house publications, memos and email aids in the motivation and support of moral.

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

- Student enrollment
- 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

Organizational Governance

Piedmont’s governing board, the Area Commission, operates under its Governance Process Policies and By-laws to establish polices for the operation of the College, including but not limited to the mission, budget, and addition or deletions of programs. In addition, the college abides by the rules and regulations of State Board for Technical and Comprehensive Education and Southern Association of Colleges and Schools Commission on Colleges (SACS/COC).

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

Piedmont Technical College’s Area Commission evaluates the board’s effectiveness through a systematic self-evaluation process that is conducted yearly. The process includes the review of its governance processes, bylaws, and policies and procedures. In addition, the College abides

by the specific criteria set forth for effective governance for accreditation established by Southern Association of Colleges and Schools Commission on Colleges (SACS/COC).

Legal and Ethical Behavior

Obtaining feedback from the Academic Program Advisory Committees, conducting community needs assessments, graduate and employer surveys, soliciting input from area businesses and industries and through ongoing environmental scanning and synthesis of assessment data allows the college the ability to identify current and potential impacts of our programs, offerings, services, and operations on the service region.

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

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

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

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

Societal Responsibilities and Support of Key Communities

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

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

- *Students:* National Scholarship competition winners; participation and assisting with specialized camps for community youth; BCT builds a home each year and also assists with other projects to assist the 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. Koman Fundraising, Food drive for community food banks, and are members of civic organizations;
- *Senior Leaders:* Meeting with County Council Members, Economic Alliance Teams; serve on Community Boards; conduct media interviews (radio and television); speak to and are members of civic groups.

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

Category 2

Strategic Planning

Strategy Development Process

The College's strategic planning process is coordinated through the President's Office, which serves to underline the critical nature of the planning process throughout the college. PTC has completed its third year under the 2009-2014 plan.

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.

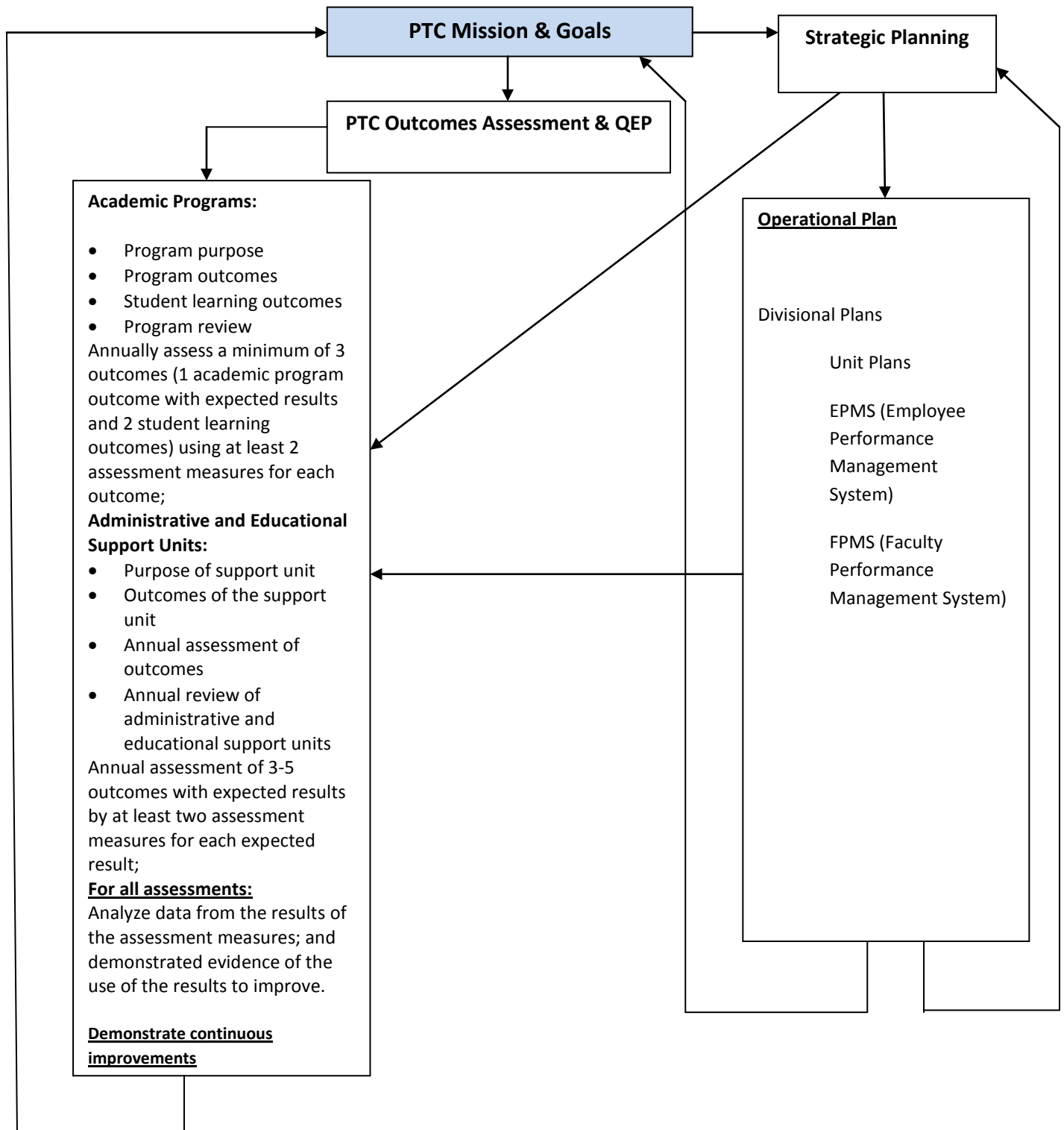
F.2 We will advance the institution through comprehensive and successful grant writing that is aligned with the overall strategic plan.

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

Action Plan Development and Deployment

The College is re-engineering processes and actively working together to support changes throughout the institution in order to competitively position itself. Continual quality improvement concepts will be 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 relative to the College's mission goals. Each administrative unit develops strategies for the accomplishment of strategic objectives which are tied to mission goals. These strategies create a foundation for the unit's budget requests. Resources are then allocated based upon preliminary and/or anticipated state and local funding during the post development of the strategic plan. If the cost exceeds the budget allocations or funding is less than anticipated, the initiative may be tabled for one year or grant funding may be sought or if a priority initiative is identified, budget cuts or adjustments may be made to ensure the initiative is met.

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

The College's Leadership Team provides periodic updates of the achievement of objectives developed through the strategic planning process that occurred in 2008-2009. The strategic plan, *New Directions*, is available on the college's website for all stakeholders to view. 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 activities with the college's mission and strategic objectives. The results of the assessment activities, in turn, help guide the Strategic Plan objectives and strategies and ultimately, the College's budget. Budgets are developed at the departmental level and then are forwarded to the division, ultimately ending with institutional approval. All budget requests are considered as they relate to the College's goals as outlined in the Strategic Plan.

As indicated, the college has established institutional core indicators that will indicate the health of the college by measuring and analyzing key metrics of performance that are vital to long-term sustainability such as enrollment, employment, graduation, and financial data. These measures are both qualitative and quantitative and reviewed frequently. The Senior Leaders define the indicators and the cycle in which they should be measured. The Institutional Effectiveness Office is responsible for completing the measurements and communicating the results to the Senior Leaders in a timely and effective manner. The Senior Leaders are responsible for presenting the results of assessment as they relate to the Strategic Plan to the Area Commission. This process gives the Area Commission members the opportunity to evaluate the activities of the College relating to its previously stated goals. The Area Commission and Senior Leaders use the information to improve processes and products of the College through the formal planning process and/or through general operational procedures.

Category 3

Customer Focus

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

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

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

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

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. This study was conducted throughout the Fall 2010 and Spring 2011 semesters. The final dimension was submitted in August 2011. Nine college-wide dimension teams were formed with a total of 98 employees participating in a self-study of the first year experience of students who have not yet earned 30 credit hours. Throughout the 2010-11 academic year, the Dimension committees collected and analyzed evidence to evaluate the first-year student experience at PTC. This included existing evidence (procedures, programs, services, data, etc.), as well as new evidence developed by the committees (interviews with staff, focus group meetings with students, and surveys via the FoE Student Survey and the FoE Faculty and Staff Survey). 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.

Building a Student and Stakeholder Culture

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

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

Student and Stakeholder Listening

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

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

The Piedmont Education & Business Alliance hosted its ninth annual Guidance Standards and Career Development Workshop at Piedmont Technical College. The event drew more than 100 school counselors and career development professionals from 10 school districts in Abbeville, Clinton, Edgefield, Greenwood, Laurens, McCormick, Newberry, Ninety Six, Saluda and Ware Shoals. The sessions provided a variety of topics on career and technology education, virtual job shadowing opportunities and how to implement school-wide guidance programs. Hot topics included stress management and creative ways to prevent bullying among students. Information on college programs was also shared with the counselors to increase their ability to provide information to college-seeking students.

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

Determination of Student and Stakeholder Satisfaction and Engagement

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

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

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

| Piedmont Technical College Satisfaction and Engagement | | |
|---|---|---|
| Group | Method | Frequency |
| High School Students | Results of student evaluation on course and instructor Guidance counselor feedback | Every semester Continuous |
| Transfer/Technical students | Student Satisfaction Surveys Results of student evaluation on course and instructor Academic advising Student focus groups | Every two 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

In the past, Noel-Levitz Student Satisfaction Inventory has been used and was conducted again in the Fall 2011 semester. 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. The College uses a multitude of assessment processes to determine the satisfaction/dissatisfaction of students and stakeholders. Through these assessments the college gathers data that is value based, comparable, reliable, and consistent in order to support decisions for improvement as needed.

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.

Analysis and Use of Student and Stakeholder Data

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

The college incorporates the data received from feedback from faculty, staff, and stakeholders into its strategic planning process. In doing so, the assessment of the College's performance is made part of the annual planning cycle. The college is able to identify areas that require improvement and includes them as part of the strategic initiative for the coming year. The college consistently assesses the effectiveness of its information gathering methods, adapting to the changing needs and preferences of students and stakeholders. The college keeps its listening and learning methods current with changing student and stakeholder needs through the continual development of employees. All employees are responsible for staying abreast of changing requirements within their profession including learning about and reacting to changing student, stakeholder and market focus. All academic programs have advisory committees that meet throughout the year with Department Heads and Deans to ensure that they are meeting the needs of the students and community.

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

Category 4 **Measurement, Analysis, and Knowledge Management**

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

In addition, the strategic plan identifies the key measurements used by the college to analyze performance. The college is measured on performance by eight performance indicators within five critical success factors, including the following:

- Mission focus
- Quality of faculty
- Classroom quality
- Institutional cooperation and collaboration
- Graduates achievements

The college collects data relating to student enrollment, student completions, facilities, courses, and faculty consistent with data reported to the Commission on Higher Education and the National Center for Educational Statistics (NCES). Key measures are, but not limited to: retention, demographic growth, graduation rates, enrollment/FTE, and growth by program; county support (fiscal and student); Institutional Effectiveness Criteria; Performance Funding Standards and maintaining Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) standards. To give an example of the process, measure and review frequency of performance measures, please see the table below.

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

Key Reference 7.2

The college's most important function is education; the effectiveness of our academic programs is absolute. 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 will undertake the review of the data/informational reports and implement change where needed; expand services/operations or immediately remedy deficient or areas needing improvement.

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

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

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

Performance Analysis and Review

The Southern Association of Colleges and Schools Commission on College (SACS/COC) requires that all accredited institutions demonstrate the effectiveness of all organizational units in meeting the College's Mission. Academic programs measure student learning at the program level using direct measures of students' knowledge, cognition, behavior, and values. Administrative units measure the desired quality of key functions and services within the administrative unit. In addition, the Institution's strategic plan identifies new strategies to ensure that the College addresses weaknesses and threats. Analysis of data and measurements of key indicators are used by the college leaders to analyze performance and capabilities. All measures are tied to Piedmont Technical College's mission. Indirect measures such as surveys, focus groups, and advisory boards are used to provide external validity. Piedmont Technical College reports to 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 to the strategic objectives and action plans. The college collects comparative data based on the key indicators set forth in the college's mission and strategic plan. Selected indicators are routinely benchmarked and compared to other SC Technical College similarly situated based on enrollment, demographics, and other two-year colleges in neighboring states. In addition, 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 Improvement

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

Data, Information, and Knowledge Management

The Institutional Effectiveness Office provides data based on the needs of the users for decision making and required reporting to meet state and federal requirements. Standard reports that are sent to 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. Many specialty reports that are asked for through the Institutional Effectiveness Office are provided to the requesting unit manager.

Integrity/Reliability and Accuracy

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

Timeliness

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

to 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 is key to the success of the College. The College provides education, training, and development activities that serve to maintain and transfer organizational knowledge. The College's web site provides information to all college employees, students, suppliers and other stakeholders that includes but not limited to advising guidelines; administrative procedure; software usage guidelines; registration procedures and institutional policies. During New Employee Orientation, pertinent information such as the coverage of employee benefits; college policies; and sexual harassment prevention are covered. Professional Development programs provide training to employees to enhance job skills and productivity. The college also has other resources that preserve organizational knowledge within departmental units. Additional 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 many informative forums that allow faculty and staff to share best practices and to learn from one another as well. Faculty and staff are encouraged to network with other colleges/universities, attend seminars, and conferences to enhance or gain new knowledge to share with peers at the college.

Management of Information Resources and Technology

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

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

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

Category 5

Workforce Focus

Faculty and staff participate in an annual climate survey to assess the level of importance and satisfaction they exhibit with their positions. The College President has an “open door” policy and invites all employees to come in and talk with him regarding concerns, ideas, and questions. The culture of the college is not punitive for those who express concerns and opinions openly. In addition to the employee satisfaction survey, leaders review the productivity of the college, the number sick days taken, the retention of employees, and grievances as indicators of satisfaction.

The college provides an environment of continuous improvement that encourages employees to work together on projects and 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 from different divisions work together for the benefit of the college.

The college encourages managers and supervisors to use the Employee Performance Management System (EPMS) 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 evaluation that promotes good communication between employees and their supervisors for agreed upon meaningful objectives that directly benefit the employee and the College. Employees are encouraged during the planning stage to identify and seek higher levels of performance.

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

Workforce and Leader Development

The 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.

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

- Tuition assistance to employees seeking job related educational/training/career development opportunities.
- Using the 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 has placed great emphasis on the collection, transfer and maintenance of accumulated employee knowledge. This is done on a priority bases on projected retirement or division re-organization. The college and the SC Technical College System have recognized the wealth of knowledge possessed by employees and has in place the documenting of processes. The College is participating with the State Board for Technical and Comprehensive Education (SBTCE) who has partnered with the University of South Carolina to offer a graduate certificate in Community College Leadership. Students who complete this program can apply credits earned toward a Masters or Doctorate at the University. Additionally, selected individuals participate in leadership sessions where System leaders including presidents and vice presidents teach specific skills in areas such as finance and budget preparation, legal issues, regulatory issues and human resource planning. The purpose is to prepare a ready pool of individuals with institutional knowledge so that they are prepared to advance into higher management.

The college abides by the hiring regulations that are governed by 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.

Assessment of Workforce Engagement

The College looks at many different assessments to determine the level of workforce engagement. It recognizes that engaged employees are those that are excited about their work,

focused on accomplishing the tasks, willing to work extra hours, not easily distracted, encouraging to their co-workers, and strong advocates for the College. To assess these characteristics, the college conducts satisfaction surveys both from the employee and the student and other stakeholder's perspective. In addition, the college evaluates employee retention, absenteeism, safety records, and grievances filed.

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

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

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

Workforce Capability and Capacity

Senior leaders monitor staffing levels within their respective divisions. When a need is identified, it is brought to the Vice Presidents to review the request for new positions based on the 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 college that is therefore 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 college has adapted the behavioral interviewing technique process to aid in the strategic initiatives as well as ensuring the workforce represents the diverse ideas, cultures, and thinking of our students and stakeholders. In addition, the college has a stringent process of selecting diverse member of the faculty/staff to participate on the interviewing team. Once the interview is complete, the team meets and discusses the candidates and after a second interview with the Vice President, a recommendation is made to the college President.

The college has undertaken the Lean Principles Initiative designed to redefine the focus of our credit curriculum, continuing education offerings, and all of our business practices according to

the needs of our students and customers. Through this initiative, the college will have the tools it needs to ensure continuity, prevent or minimize workforce reductions and be able to deliver the services our students and stakeholders need.

Workforce Climate

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

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

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

Category 6

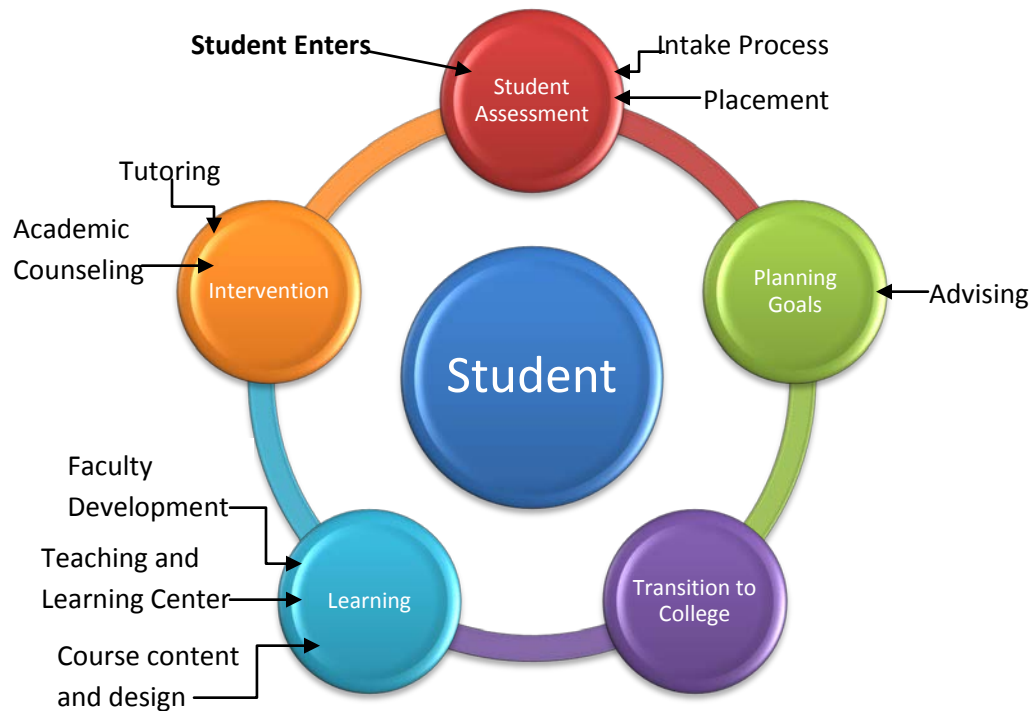
Process Management

Key Work Processes

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

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

What are the key requirements for these processes?



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

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

Emergency Readiness

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

Work Process Design

Institutional Effectiveness, Lean Principles, and Work Flow serves as the 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.

Work Process Management

Stakeholder input is gathered and used as an assessment tool. Results are used to make process improvements. In addition, employees have been empowered through Lean training to review processes and to make improvements based upon peer and process owner workgroups. The Lean training which began in the fall of 2008 for the leadership of the college is beginning its 5th year of training all faculty and staff. A total of at least 260 faculty and staff members have participated in this professional development. Numerous employee Lean projects have brought change to the college. In this past year there have been a few large scale projects that have affected the way the college hires part time faculty members and in addition the way the college conducts the yearly inventory audit. The college has established a Processing Center for all admission applications to be processed without delay. By removing the application processing from the Enrollment Center, the staff is able to respond quickly to all requests for information and is able to assist walk-in requests for assistance. The college has also addressed many smaller projects like: documenting the transfer of equipment, replacing welding booth curtains, and addressing student wait time in several offices across the campus. In the fall of 2011 the college's LEAN initiative was selected as 1 of the top 10 Bellwether award finalists in the Planning, Finance and Governance category.

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

the college seeks bids, conducts cost analysis, and joins alliances to minimize costs whenever possible.

Work Process Improvement

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

Category 7

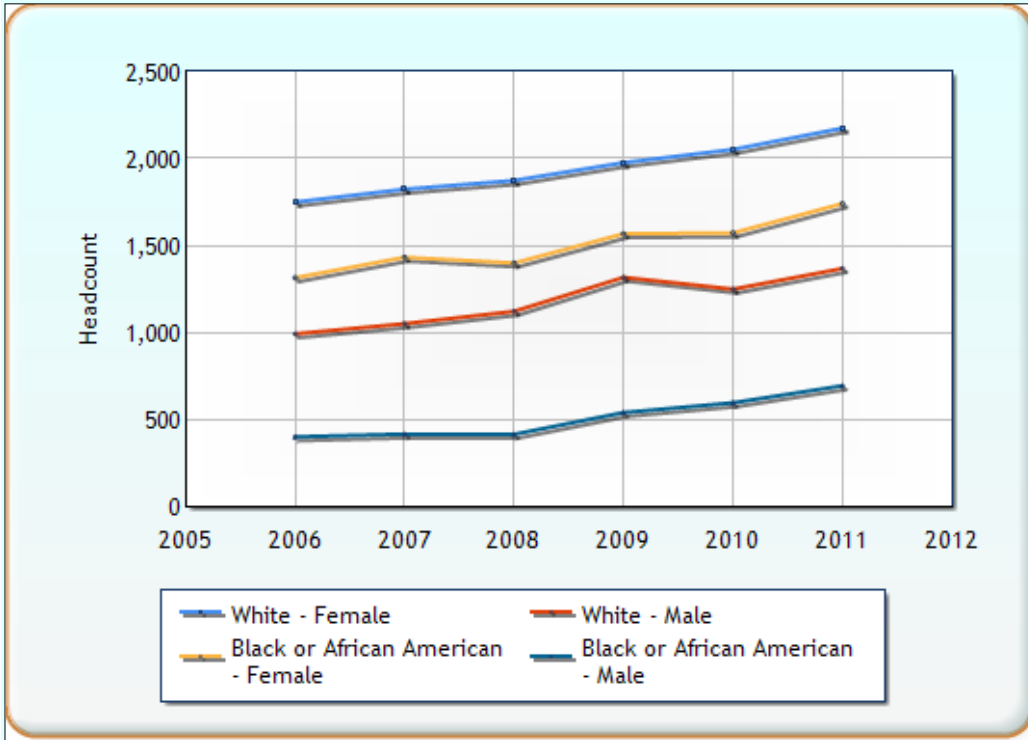
Results

Enrollment Growth

Piedmont has shown an overall growth in Fall enrollment over the last 6 years as seen in the chart below.

Piedmont Technical College

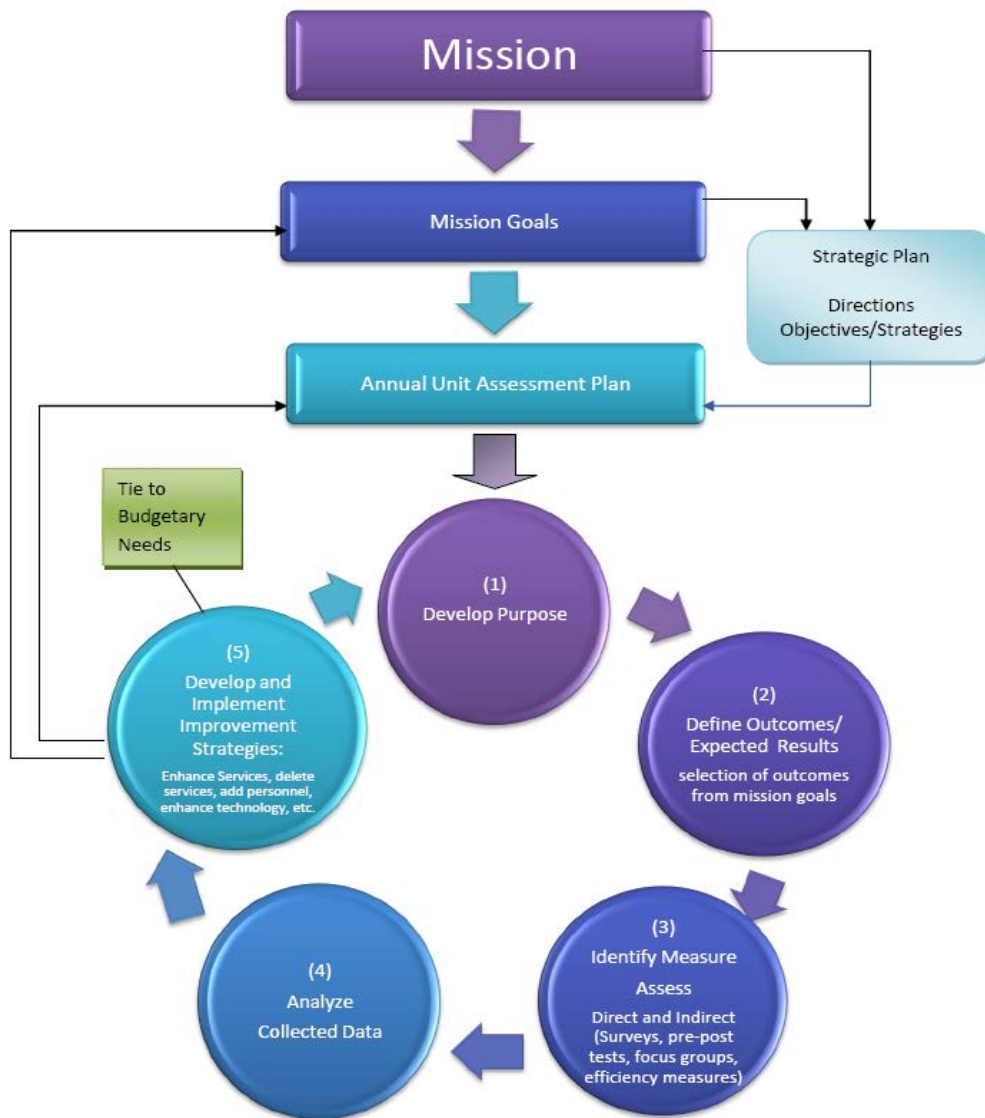
From Opening Fall 2006 Headcount By Ethnicity and Gender



| Ethnicity/Gender | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------------------|-------|-------|-------|-------|-------|-------|
| White - Female | 1,750 | 1,824 | 1,874 | 1,976 | 2,052 | 2,174 |
| Black or African American - Female | 1,316 | 1,433 | 1,400 | 1,568 | 1,573 | 1,741 |
| White - Male | 994 | 1,052 | 1,123 | 1,318 | 1,250 | 1,369 |
| Black or African American - Male | 403 | 419 | 417 | 542 | 598 | 696 |

Student Learning Results

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



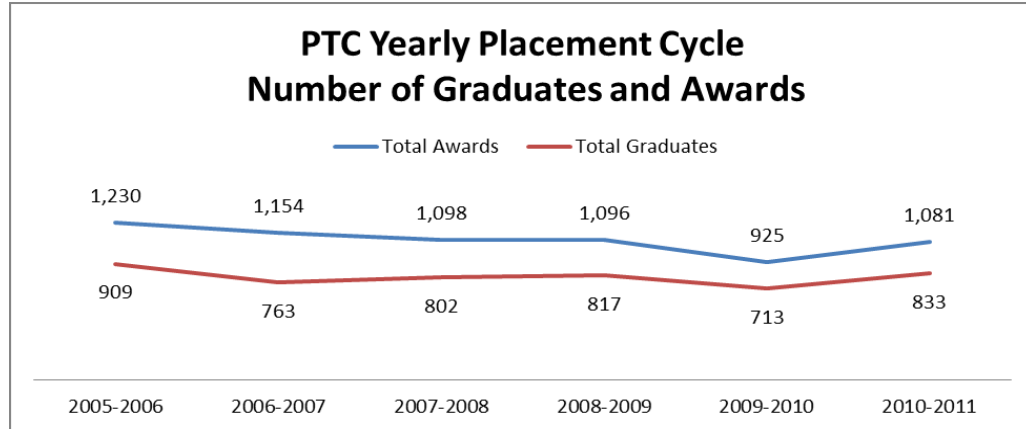
September 2009

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

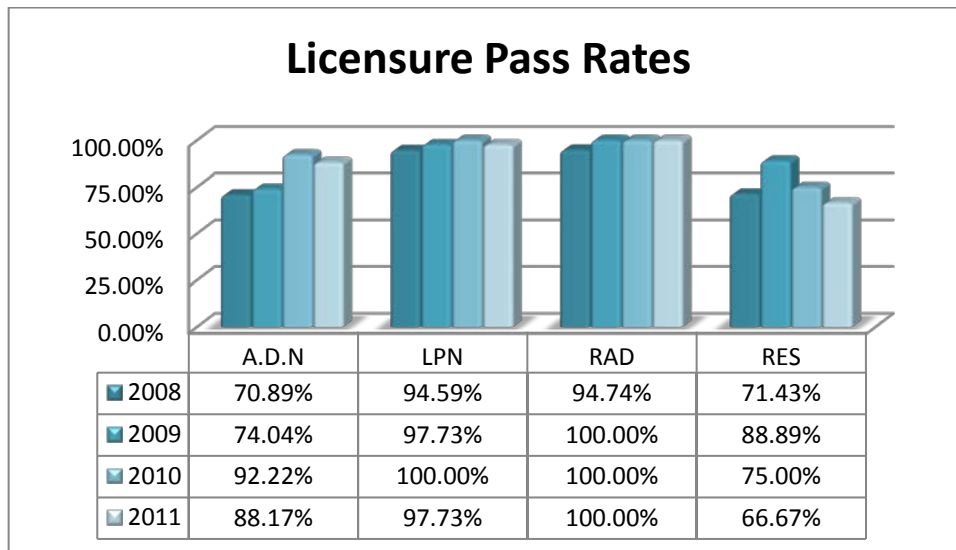
Number of Graduates and Awards

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 the HEGIS code

| Year | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|-----------------|-------|-------|-------|-------|------|-------|
| Total Awards | 1,230 | 1,154 | 1,098 | 1,096 | 925 | 1,081 |
| Total Graduates | 909 | 763 | 802 | 817 | 713 | 833 |



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



Key Reference 7.3

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

| | Proposed | 09/10 | 10/11 | 11/12 | Performance |
|--|----------|-------|-------|-------|-------------|
|--|----------|-------|-------|-------|-------------|

| | Target | Actual | Actual | Actual | |
|-------------------------------------|--------|--------|--------|-------------------------|---|
| Persistence (based on NCCBP) | 71.00% | 77.39% | 73.97% | 74.43 % (unofficial) | ✓ |
| Licensure Exams | 88.00% | 87.00% | 88.07% | 90.32% | ✓ |
| Placement | 79.00% | 89.10% | 81.75% | 84.34% | ✓ |
| Market - Nonwhite Student | | 3.07% | N/A | - | - |
| Market - CE | 1.11% | 3.43% | N/A | - | - |

Key Reference 7.4

Student and Stakeholder Focused Results

The College administered the Noel-Levitz Student Satisfaction Inventory in Fall 2009 and again in Fall 2011. Inventory results for both years indicate that our students are satisfied in most categories with services. The major **strengths** of the College are:

- Classes are scheduled at times that are convenient. **
- Recommendation of the College to friends and relatives.
- Adequate financial aid is available for most students. **
- The quality of instruction received in most classes is excellent.*
- Ability to register for classes needed with few conflicts.*
- Academic advisors are knowledgeable about program requirements. **
- Variety of courses provided.*
- Campus is safe and secure for all students.*
- Availability of faculty after class and during office hours. **
- Students are made to feel welcome.
- Program requirements are clear and reasonable.*
- Computer labs are adequate and accessible.*

*Note: * items ranked higher satisfaction vs National Community Colleges*

*** items ranked higher in satisfaction and higher importance vs National Community Colleges*

Following are the 5 individual questions that students ranked as being most important.

| | |
|--|------|
| Classes are scheduled at times that are convenient for me. | 6.62 |
| I have confidence in obtaining a job upon meeting my educational goals at PTC) | 6.58 |
| Financial aid as factor in decision to enroll. | 6.56 |
| Adequate financial aid is available for most students. | 6.54 |
| Cost as factor in decision to enroll. | 6.53 |

Key Reference 7.5

The College compared the level of Importance and Satisfaction of all categories surveyed in the inventory. The areas that had the highest gaps are being addressed. This would include:

- Notifying students early in the term if they are doing poorly in class.
- Financial aid counselors are helpful.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Security staff responds quickly in emergencies.

Program Student Learning Outcomes are written assessments and plans for improvement of student learning outcomes at the program level. The assessment model is based on a data-driven format, and includes direct and indirect assessment data from students. The data gathered are used to support the implementation of improvement tasks within each academic program.

Academic and Administrative Unit Outcomes are written assessments of improvement in both academic and administrative unit outcomes. The assessment model is based on data-driven format, and includes a purpose stated of the unit, documentation of continuous improvement, data used as the basis for making improvements, analysis of data to assess effectiveness of improvement tasks, and linkages to the budgeting process. Data come from numerous sources including objective quantitative data sets, surveys, and formal discussions.

In the last 5 years, Piedmont Technical College has experienced a 25.5% increase in enrollment. The college recognizes the critical role that academic advising plays in the success of students. Student Services staff strives to continuously improve their products and services and use the information obtained through surveys to assess these services.

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

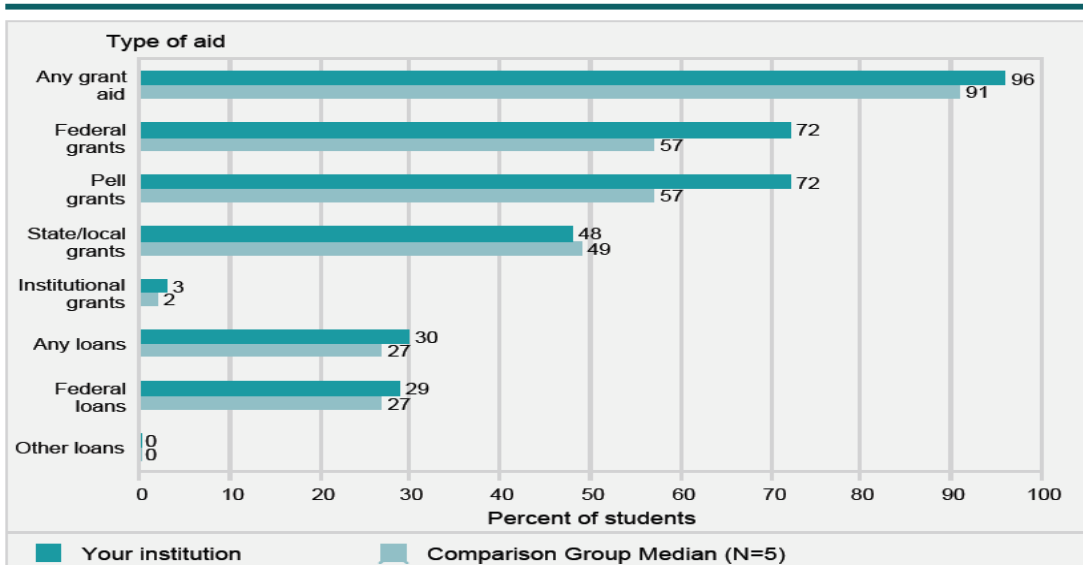
programs are reviewed annually by the State Board of Technical and Comprehensive Education (SBTCE) to assess program viability.

| 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 7.6

Student Course/Instructor Evaluations at Piedmont Technical College includes the development and deployment of survey instruments during the Fall and Spring semesters to support improvement of course offerings. Students in every class each semester have the opportunity to provide anonymous feedback on course/instruction. Results are reviewed by the instructor and appropriate supervisor and used in part for determining goals in the professional development plan for the coming year. In addition, the data gathered are used to support continuous program/course improvement.

Tuition costs are a concern and were not only highlighted through the SWOT analysis as a top concern but also a concern of our student body. Approximately 96% of our student body receives some form of financial aid. The following chart indicates our student body who receive different aid types compared to peers:



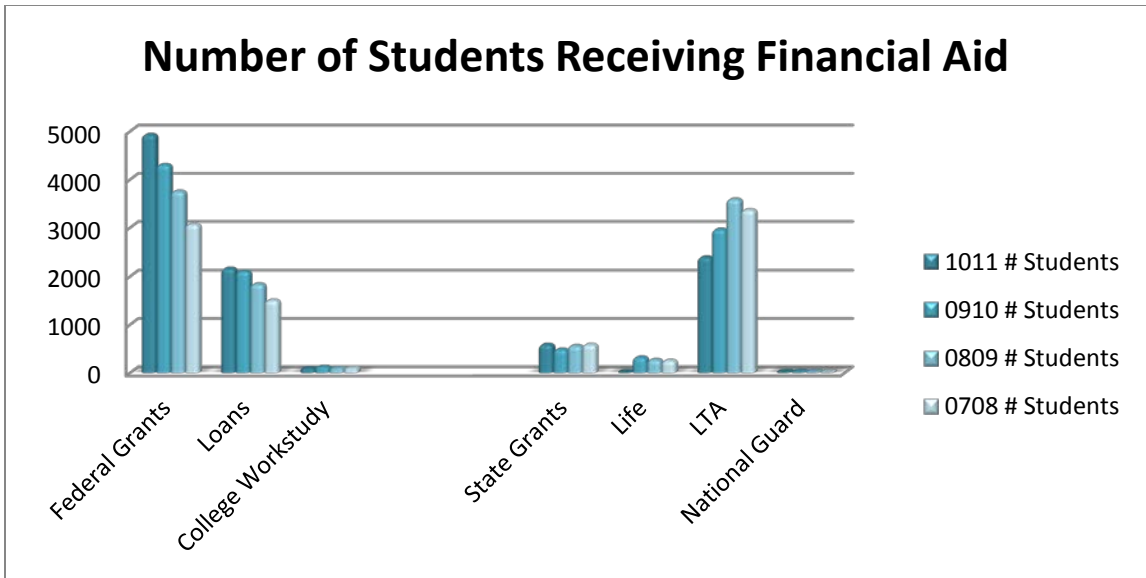
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Student Financial Aid component.

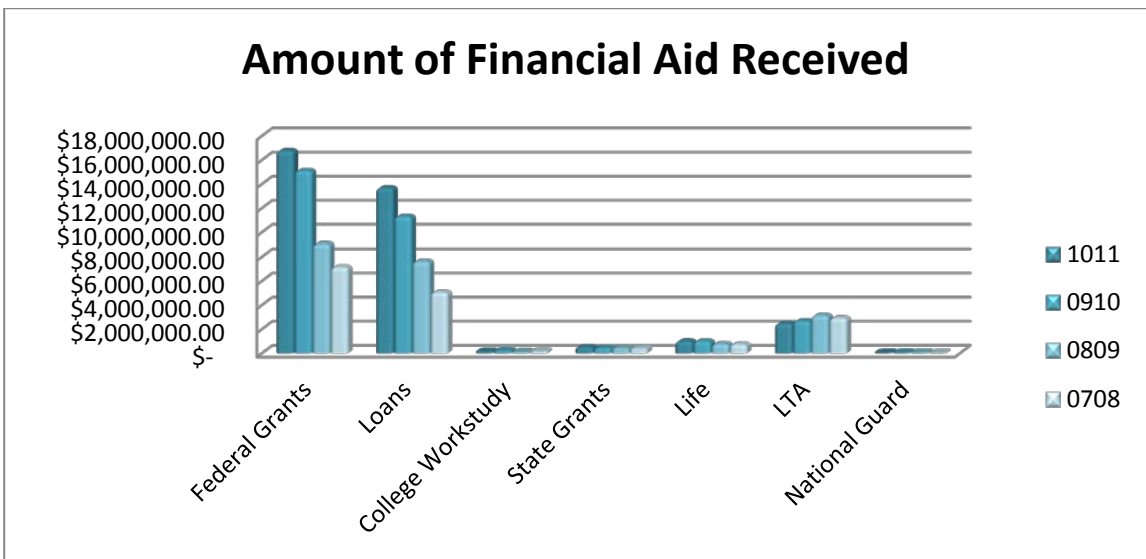
IPEDS Data Feedback Report: October 2011

Key Reference 7.7

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



Key Reference 7.8

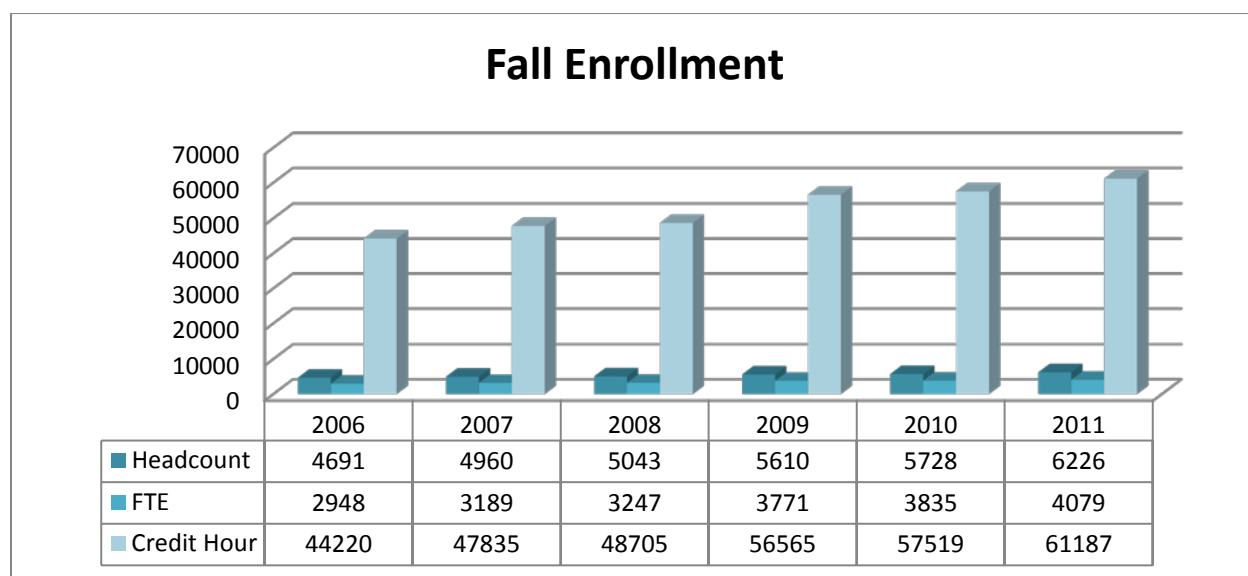


Key Reference 7.9

The college continues to respond to the needs of the service region for increased demands for alternative methods of instruction. As the chart below indicates the most popular method remains to be traditional day/night classes but strong increases are shown in Internet based classes. The college is increasing the courses that are offered via Internet and incorporating more Hybrid classes to offer a more flexible schedule for our service region. In the last 3 years, the college seen a 27.84% increase in students taking internet classes. All other modes of delivery remained fairly constant.

Piedmont Technical College Enrollment Summary Comparison

| | 200610 | 200710 | 200810 | 200910 | 201010 | 201110 |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Headcount | 4691 | 4960 | 5043 | 5610 | 5728 | 6226 |
| Method of Delivery - duplicated enrollments | # of Students | # of Students | # of Students | # of Students | # of Students | # of Students |
| Traditional | 3775 | 3900 | 3960 | 4598 | 4500 | 4874 |
| WEB & TOL | 1252 | 1470 | 1665 | 1778 | 2170 | 2273 |
| TNT & WHY | 108 | 78 | 180 | 132 | 198 | 412 |
| PEN | 1277 | 1388 | 1303 | 1455 | 1335 | 1246 |
| Class Types - duplicated | | | | | | |
| Total Students Taking Day Classes | 3273 | 3524 | 3663 | 4283 | 4215 | 4352 |
| Total Students Taking Night Classes | 1496 | 1440 | 1442 | 1542 | 1416 | 1406 |
| Total Students Taking Weekend Classes | 100 | 75 | 53 | 15 | 10 | 0 |
| Total Students Taking Internet Classes | 1251 | 1478 | 1679 | 1776 | 2170 | 2265 |
| Total Student Taking Other Classes | 21 | 3 | 0 | 37 | 38 | 468 |



Key Reference 7.11

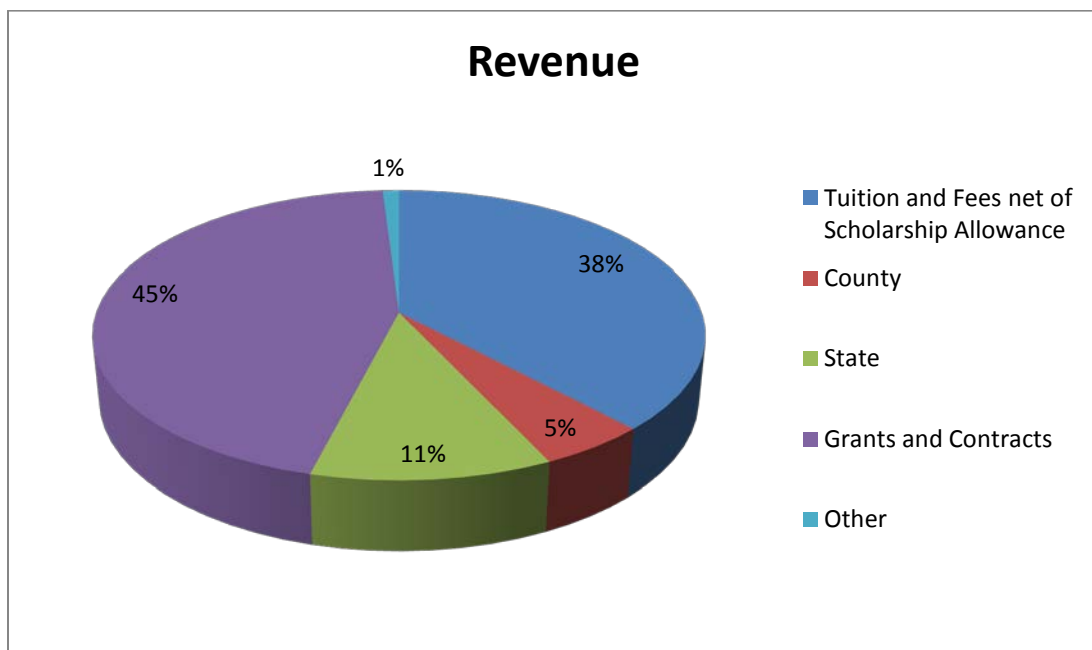
The College is now serving over 800 high school juniors and seniors throughout the seven counties; the dual enrollment program is continuing to grow as indicated by the above chart. In addition to serving 12 public high schools, dual credit is now extending into private schools including Greenwood Christian School, Laurens Academy, Wyman-King Academy, and the Calhoun Falls Charter School.

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

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

Budgetary, Financial, and Market Results

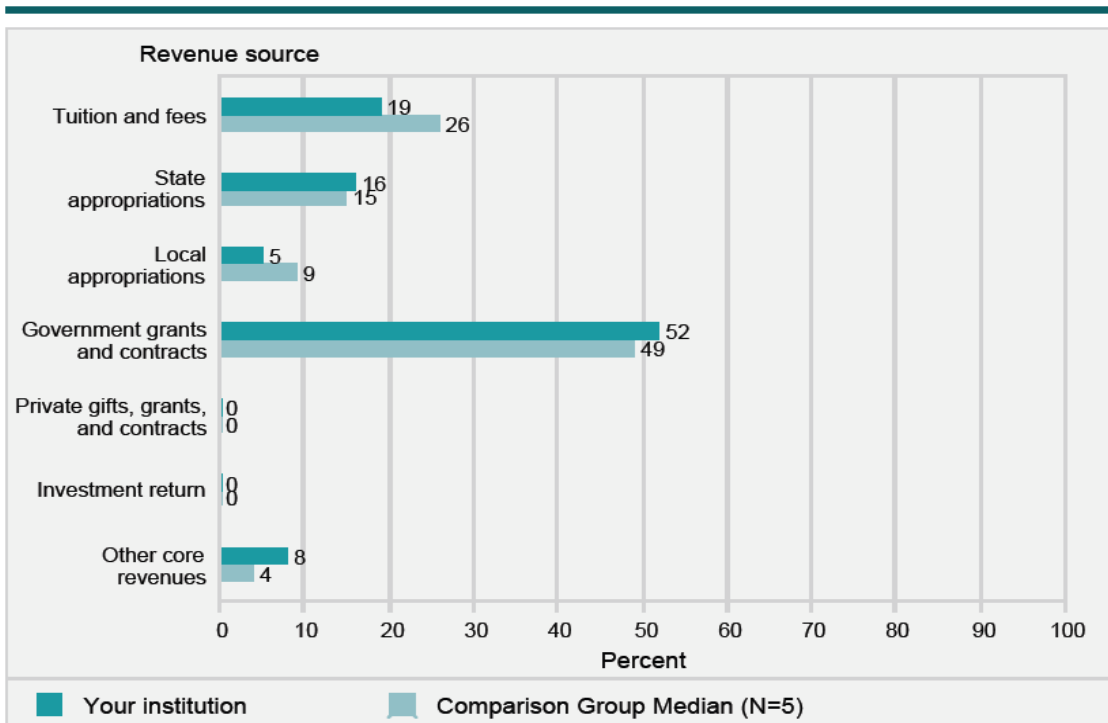
The State Appropriations have consistently declined each year. As the state funds decline tuition revenues and grant revenue streams are becoming increasingly more important to the viability of the college. The following chart illustrates that over 89% of the college's revenue comes from sources other than the state.



REVENUES

| | | |
|---|-------------------|-----|
| Tuition and Fees net of Scholarship Allowance | 20,975,763 | 38% |
| County | 2,497,957 | 5% |
| State | 6,073,844 | 11% |
| Grants and Contracts | 25,550,123 | 45% |
| Other | <u>787,592</u> | 1% |
| | <u>55,885,279</u> | |

Key Reference 7.12

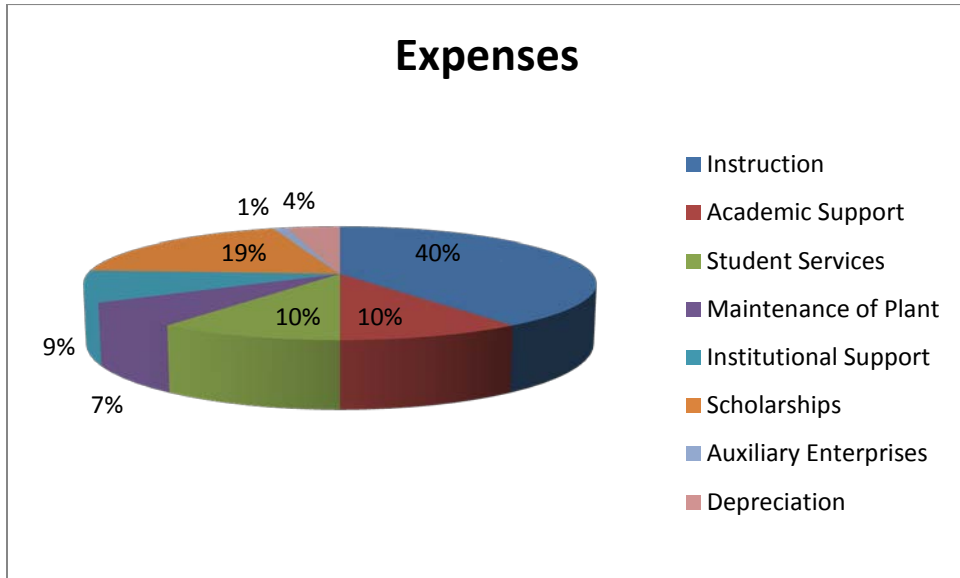


NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Finance component.

Key Reference 7.13

For Fiscal year 2010-2011 the data shows that state appropriations provide only 16% of Piedmont’s revenues. The variance between state appropriations and expenditures continues to increase as indicated with the chart below. Instruction and academic support continues to be the largest non-scholarship expenditure for Piedmont. It is paramount that the college maintains a fund balance that can sustain current levels of enrollment plus build for the future. Although not for profit, the college does have to maintain consistency of revenues exceeding expenditures, thus allowing for enrollment and program enhancement as well as to maintain quality academic environments for existing programs.



Key Reference 7.14

| Expenses | | |
|-----------------------|-------------------|-------------|
| Instruction | 18,436,727 | 40% |
| Academic Support | 4,857,177 | 10% |
| Student Services | 4,586,944 | 10% |
| Maintenance of Plant | 3,244,436 | 7% |
| Institutional Support | 4,422,170 | 9% |
| Scholarships | 9,009,643 | 19% |
| Auxiliary Enterprises | 270,553 | 1% |
| Depreciation | 1,679,455 | 4% |
| | <u>46,507,105</u> | <u>100%</u> |

Key Reference 7.15

Accountability Report
Appropriations/Expenditures Chart

**Base Budget Expenditures and
Appropriations**

| Major Budget Categories | FY 10-11 Actual Expenditures | | FY 11-12 Actual Expenditures | | FY 12-13 Appropriations Act | |
|-------------------------------|------------------------------|---------------|------------------------------|---------------|-----------------------------|---------------|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | \$ 17,223,000 | \$ 4,748,844 | \$ 17,926,955 | \$ 4,707,298 | \$ 17,736,613 | \$ 4,644,885 |
| Other Operating | \$ 20,937,212 | | \$ 23,673,032 | | \$ 23,800,000 | |
| Special Items | | | | | | |
| Permanent Improvements | | | | | | |
| Case Services | | | | | | |
| Distributions to Subdivisions | | | | | | |
| Fringe Benefits | \$ 4,665,655 | \$ 1,325,000 | \$ 4,907,115 | \$ 1,400,000 | \$ 5,005,990 | \$ 1,441,500 |
| Non-recurring | | | | | | |
| Total | \$ 42,825,867 | \$ 6,073,844 | \$ 46,507,102 | \$ 6,107,298 | \$ 46,542,603 | \$ 6,086,385 |

Other Expenditures

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

Key Reference 7.16

Major Program Areas

| Program Number and Title | Major Program Area Purpose (Brief) | FY 10-11 Budget Expenditures | FY 11-12 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: 6,073,844 Federal: 2,913,361 Other: 33,838,662 Total: 42,825,867 % of Total Budget: 100% | State: 6,107,298 Federal: 2,528,796 Other: 37,871,008 Total: 46,507,102 % of Total Budget: 100% | |
| | | State: Federal: Other: Total: % of Total Budget: | State: Federal: Other: Total: % of Total Budget: | |
| | | State: Federal: Other: Total: % of Total Budget: | State: Federal: Other: Total: % of Total Budget: | |
| | | State: Federal: Other: Total: % of Total Budget: | State: Federal: Other: Total: % of Total Budget: | |
| | | State: Federal: Other: Total: % of Total Budget: | State: Federal: Other: Total: % of Total Budget: | |

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

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

* 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.

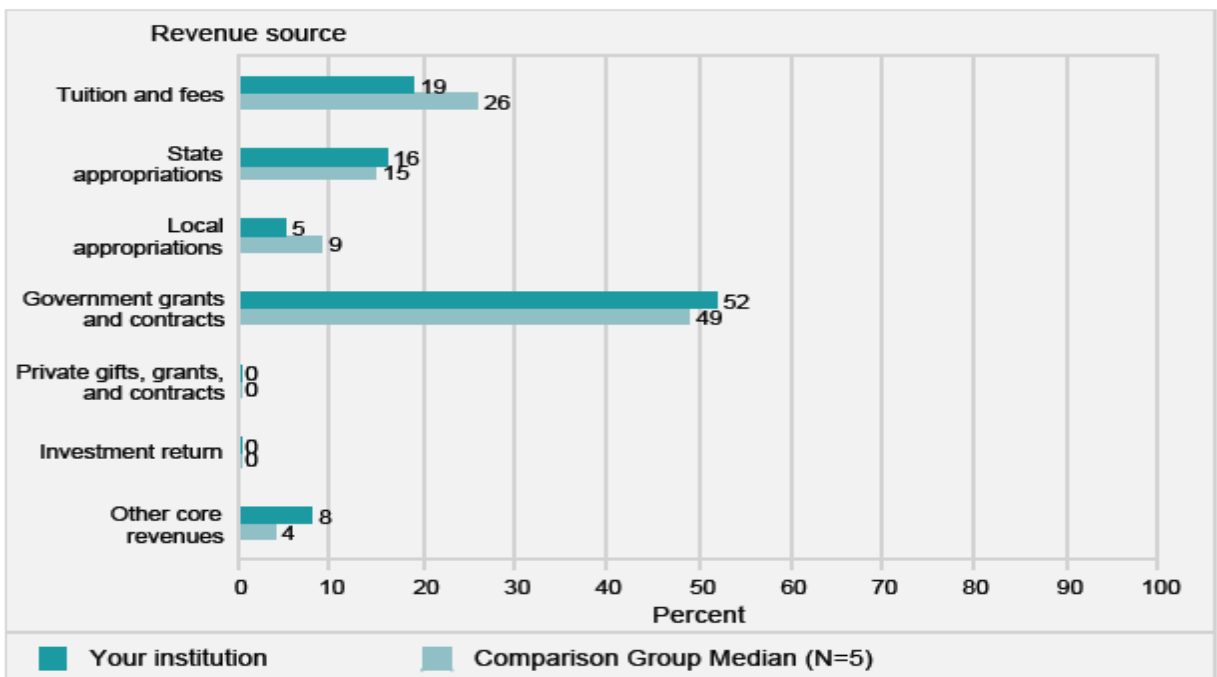
Key Reference 7.17

Strategic Planning

| Program Number and Title | Supported Organization Strategic Planning Goal/Objective | Related FY 10-11 and beyond Key Action Plan/Initiative(s) and Timeline for Accomplishing the Plans() | Key Cross References for Performance Measures* |
|--------------------------|---|---|--|
| | Transforming Lives: Everything we do is driven by our commitment to the success of our students. | We will be the college of choice for a wider range of students. | 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.76 |
| | Transforming Lives: Everything we do is driven by our commitment to the success of our students. | We will increase the percentage of students completing degrees, diplomas, and certificates | 7.1, 7.2, 7.3, 7.16 |
| | Transforming Lives: Everything we do is driven by our commitment to the success of our students. | We will expand course and program deliver through various regional sites, modality methods, partnerships and alliances. | 7.10 |
| | Ongoing Pursuit of Excellence: We will only achieve excellence through the growth, development, and nurturing of our most valuable resource, our people | We will establish a culture of trust and respect through open communication | 7.17 |
| | Ensuring Sustainability and Growth: We will enhance existing revenue streams and identify new sources of funding to expand and improve the College's services | We will position the College to maximize all funding sources | 7.8, 7.9, 7.13, 7.14, 7.15 |

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

Key Reference 7.18



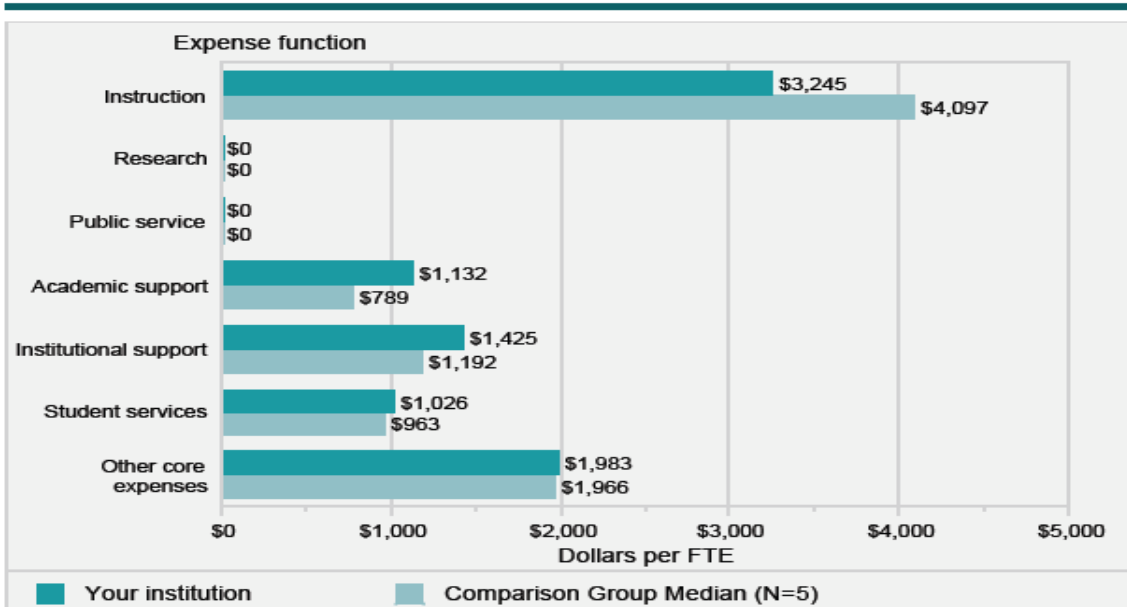
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Finance component.

IPEDS Data Feedback Report: October 2011

Key Reference 7.19

| Revenues | | | |
|---|-------------------|-----|--|
| Tuition and Fees Net of Scholarship Allowance | 8,716,403 | 19% | |
| County | 1,968,467 | 4% | |
| State | 6,107,298 | 13% | |
| Grants and Contracts | 28,851,729 | 62% | |
| Other | 983,911 | 2% | |
| | <u>46,627,808</u> | | |

Key Reference 7.20



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2010, 12-month Enrollment component and Spring 2011, Finance component.

IPEDS Data Feedback Report: October 2011

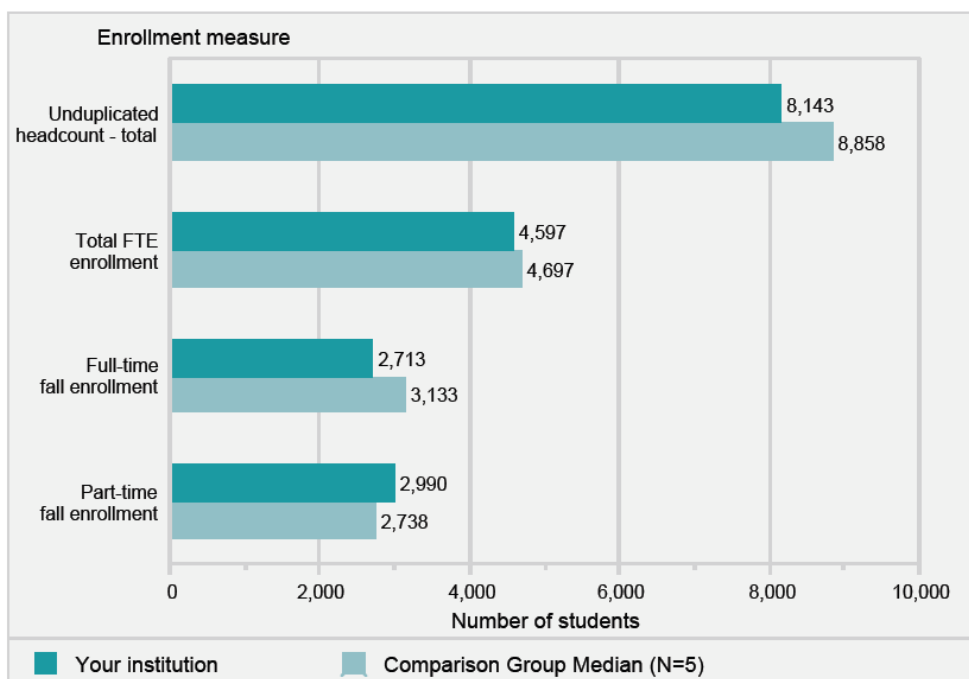
Key Reference 7.21

Workforce Results

The College’s leadership is currently reviewing the key indicators to indicate success of the strategic objectives and strategies identified to accomplish the College’s mission. One of the key indicators is the Employee Satisfaction as determined through the Annual Employee Climate Survey of 2011. 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%.

Process Effectiveness Results

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

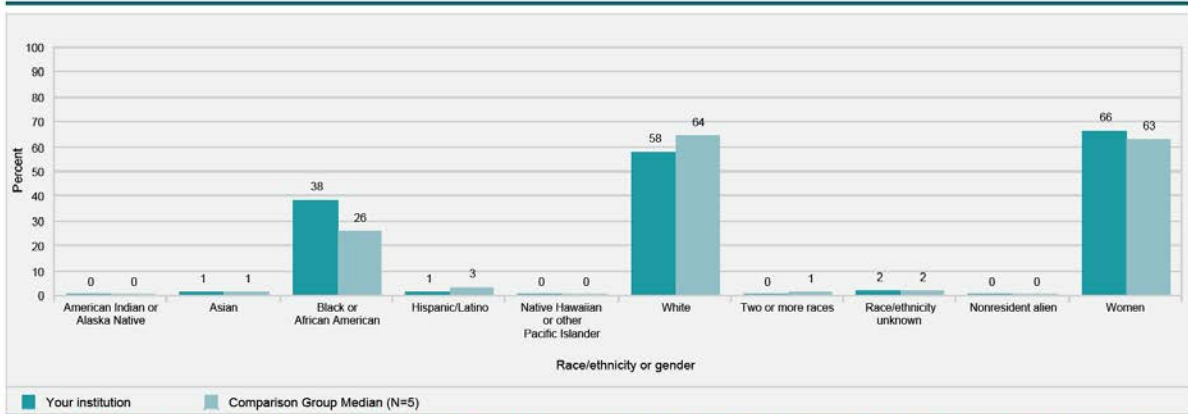


NOTE: For details on calculating full-time equivalent (FTE) enrollment, see [Calculating FTE in the Methodological Notes](#) at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2010, 12-month Enrollment component and Spring 2011, Fall Enrollment component.

IPEDS Data Feedback Report: October 2011

Key Reference 7.22



NOTE: For this survey year, institutions were required to report race and ethnicity using the 1997 (new) Office of Management and Budget categories. For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2011, Fall Enrollment component.

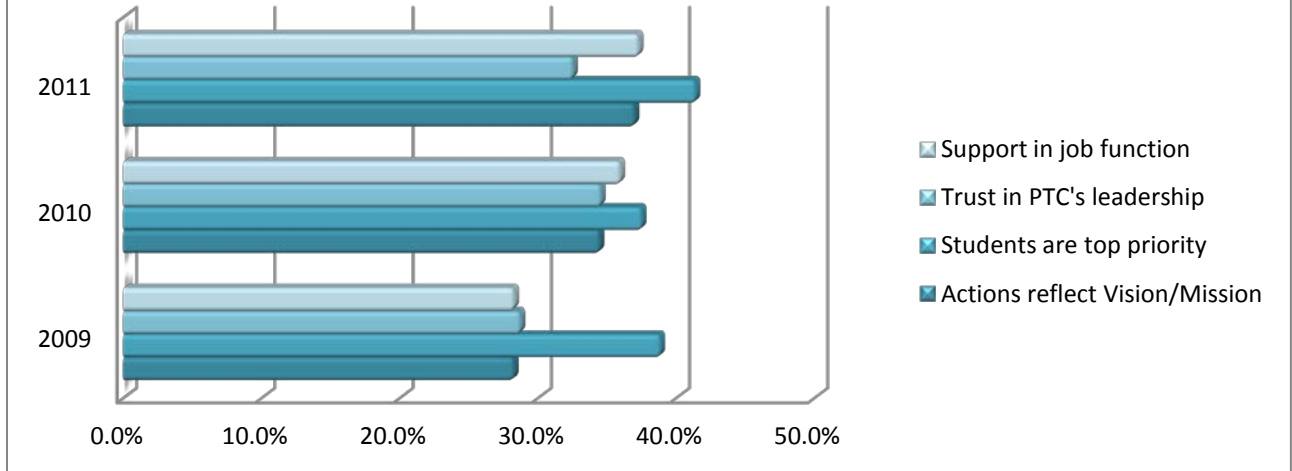
Key Reference 7.23



Leadership and Societal Responsibility Results

The college's leadership is currently reviewing the key indicators to indicate success of the strategic objectives and strategies identified to accomplish the college's mission. One of the key indicators is Employee Satisfaction as determined through the Annual Employee Climate Survey of 2011. The College has not received the results at the time of this report for the 2012 Annual Employee Climate Survey.

Employee Climate Survey Average Satisfied and Very Satisfied 2009 - 2011



Key Reference 7.24