

2003 IE REPORT TRANSMITTAL FORM

This form should be completed and returned with your data tables and summary report by August 1, 2003

The information included in the attached reports is current and correct to the best of my knowledge.

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Institutional web address of
Summary Report: <http://www.ptc.edu/IE/Reports.htm>

Institutional web address of
Title II Report (Four-year institutions only):

Summary reports will be expected on institutional websites by August 1, 2003

Check list of IE Reports due **August 1, 2003**

-
- Summary Report
 - Accreditation Table
 - Students in Developmental Education Table
 - Sponsored Research Table
 - Professional Examinations Table
 - Alumni/Placement Survey Summary Reports (2)

Date Submitted: _____

Submit electronically to:

Sandra Carr – scarr@che.sc.gov

Should you have trouble with electronic submission, you can mail a hard copy to:

Sandra Carr

SC Commission on Higher Education

1333 Main St., Suite 200

Columbia, SC 29201

Phone: 803-737-2274 Fax: 803-737-2297

Updates and/or revisions to any IE information will be posted on the website at
www.che400.state.sc.us/web/Perform/IE/IEPage.htm

YEAR 2003 IE REPORTING REQUIREMENTS

Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, requires that the Commission on Higher Education submit an annual report to the Governor and to the General Assembly with information on the public four- and two-year institutions in this state “so as to easily compare with peer institutions in South Carolina.” Some of the required information is narrative information that describes an institution’s overall efforts to improve in a variety of educational areas and other requirements are quantitative data, displayed in table format.

All institutions will submit an annual report on the assessment of their institutional effectiveness no later than **August 1st** of this year. Some of this information will be in table form, while other elements will be reported in summary form with a copy of the summary report being placed on the institution’s home page by **August 1st**. Each institution will send the Commission a copy of all materials including those placed on the home page as well as the URL address for the **posted material**. The institution should send this material via electronic mail and only send a hard copy if electronic mail is not available for transmission purposes.

When possible, the Commission has tried to alleviate reporting requirements of the institutions by using previously-reported information. In these instances, the institution will have an opportunity to proof the information used before the publication of the January 2004 report to the Legislature.

INSTITUTIONAL SUMMARY REPORTS

An institution’s summary report constitutes the narrative information of the Institutional Effectiveness reports that describes an institution’s efforts to improve. An institution should focus its summary report on the *outcomes of its assessment efforts* - that is, changes made to improve or maintain the quality of the institution. Description of the process by which the changes were made, (e.g., faculty discussion, choice of assessment methods used, committee and policy review processes, etc.) should be kept at a minimum in the summary report. The summary should begin with a list of the components being reported on in the summary for this year.

At one point in the development of summary reports for institutional effectiveness, each institution was asked to determine it’s own reporting cycle for the various components of the summary reports. Each institution will report on its agreed upon area (as stated in the 2002 IE report) and is encouraged to check the Commission’s website to ensure that the schedule is correct for this year. That address is:
<http://www.che400.state.sc.us/web/Perform/IE/SummaryReports2002.htm>.

For each component being summarized, the institution should identify the component, give a sentence or two about the assessment of the component including the measurements and findings used, and for the remainder of the summary describe how the findings were used to improve the component. The summary should center on results of assessment and changes made or not made due to assessment. The summary report should be kept to a minimum of eight to ten pages.

Based on the institution’s scheduled reporting component(s) for 2003, elements of the following institutional effectiveness topics will be included in the summary reports and submitted to the Commission for reporting to the General Assembly and posted on the institution’s web site:

??Procedures for student development – Each public institution must have a plan to assess student development in a manner that is meaningful and applicable to the services and curriculum of the institution. All institutions will evaluate student services and are encouraged to conduct studies of the effect of non-academic experiences on student academic and career success. Per the revised common reporting schedule, all institutions will report on this area.

??Majors/Concentrations

Associate in Business

Piedmont Technical College's business students can prepare for the specific aspect of business that they wish to pursue. (Contingent on sufficient student interest and enrollment, elective courses are available that lead to a degree in General Business with electives in Accounting, Business Management, Office Management or General Business.) Students can pursue their studies in either day or night classes, on- or off-campus or on-line.

Transfer opportunities exist for business students upon completion of the two-year degree. Written transfer agreements have been reached with Lander University, Newberry College, Clemson University, Limestone, Southern Wesleyan, Franklin University, as well as USC-Aiken in an attempt to provide maximum transferability of course work.

The Association of Collegiate Business Schools and Programs (ACBSP) recently accredited the college's Business Program. This is granted through the academic year 2011 and includes Accounting, Management, Office Management, General Business and the Business Transfer Track (go to http://www.piedmont.tec.sc.us/coll_comm/press_rel_1.htm for a news release on ACBSP Accreditation

A. Headcount Enrollment: Within General Business

Fall Terms

Program	1998	1999	2000	2001	2002
General Business	117	124	134	148	169
Accounting	105	88	82	113	105
Office Management	51	40	36	39	27
Management	57	56	62	68	69
Business Transfer	47	29	32	42	31
Totals	377	337	346	410	401

B. The Enrollment Within Service Regions

2000 Fall Term - 20001

County	Business	%	Accounting	%	Business Transfer	%	Management	%	Totals	%
Greenwood	43	33%	37	45%	12	38%	27	42%	119	38%
Laurens	28	21%	15	18%	3	9%	12	19%	58	19%
Abbeville	18	14%	11	13%	3	9%	7	11%	39	13%
Edgefield	5	4%	2	2%	2	6%	3	5%	12	4%
McCormick	3	2%	3	4%	2	6%	1	2%	9	3%
Newberry	19	14%	7	8%	2	6%	9	14%	37	12%
Saluda	9	7%	8	10%	5	16%	4	6%	26	8%
Out of Region	6	5%	0	0	3	9%	1	2%	10	3%
Totals	131	100%	83	100%	32	100%	64	100%	310	100%

2001 Spring Term - 20002

County	Business	%	Accounting	%	Business Transfer	%	Management	%	Totals	%
Greenwood	49	35%	44	47%	11	39%	23	40%	127	40%
Laurens	30	21%	13	14%	2	7%	12	21%	57	18%
Abbeville	16	11%	9	10%	3	11%	7	12%	35	11%
Edgefield	9	6%	3	3%	3	11%	3	5%	18	6%
McCormick	2	1%	5	5%	1	4%	1	2%	9	3%
Newberry	20	14%	8	9%	0	0%	7	12%	35	11%
Saluda	7	5%	10	11%	5	18%	4	7%	26	8%
Out of Region	7	5%	2	2%	3	11%	1	2%	13	4%
Totals	140	100%	94	100%	28	100%	58	100%	320	100%

C. Total Business Program Credit Hours

Fall 2000 vs Fall 2001

	Credit Hours	Term	Credit Hours	Term
Business Program	3485	20001	4167	20011
Total College	36557	20001	41668	20011

Total Business Credit Hours for Fall 2000: 3,485
 Total College Credit Hours for Fall 2000: 36,557
 Business Program as a % of College total: 9.60%

Total Business Credit Hours for Fall 2001: 4,167
 Total College Credit Hours for Fall 2001: 41,668
 Business Program as a % of College total: 10.0%

D. Graduation Rates within the General Business Degree Programs:

(three years or less, 1998 Cohort)

Program	Graduation Rate in 3 years or less
Accounting	60%
Business	88%
Management	56%
Office Management	49%

The majority (63%) of our students are part-time and part-time students tend to matriculate at a slower pace than full-time students, mainly due to work schedules. In addition, a majority of Business Transfer students will transfer prior to course completion, as do the General Business students.

Retention Rate for these students from Fall to Spring Terms, using the 1998 Cohort were:

Program	Retention Rate
Accounting	78%
Business	70%
Business Transfer	74%
Management	81%
Office Management	84%

These figures show the retention rate in the Business Division is at or above the College retention rate of 70%.

Program Strengths:

The overall strengths for the General Business Program are reflective of a program, which is a constant and flexible program that adapts to change and maintains easily through out their instructional and visionary process. The itemized summary below reflects the comments of the Association of Collegiate Business Schools and Programs (ACBSP). Accrediting team's visit in 2000:

The team conducted a thorough review to validate the data and summaries submitted by Piedmont Technical College. In the role of observers, we found the following:

Institutional Strengths

1. The Division of Business has developed a mission statement and goals that reflect the overall mission of the college. The long-range goals are within the college and Division of Business mission and the financial ability of the college.
2. The strength of the Division of Business rests in their faculty, staff, and administration. The business faculty is dedicated, professional and well qualified. They are actively involved in building an excellent relationship with the business community. Their faculty members are motivated, enthusiastic, and concerned for their students.
3. Piedmont Technical College has clean, functional, and well-maintained facilities.
4. The Business Division enjoys the full support of the administration as well as the business communities from the seven county service areas.
5. The faculty evaluation procedures and format are very complete and encourage faculty development and community involvement. The faculty and students are pleased with the process.
6. The Library Media facilities are excellent and easily accessible for students, faculty, and community. Materials from other libraries and institutions are made available to students and faculty electronically.
7. The institution actively encourages faculty to pursue scholarly and professional development opportunities on a local, state and national level. This is evidenced by the reports submitted as part of the faculty portfolios.
8. The Division of Business has state-of-the-art classrooms and computer laboratories. The business faculty actively prioritizes the need for hardware and software upgrades and rotation. The new computer laboratories and multi-media classrooms have leading edge equipment.
9. The Division of Business is to be commended on its WebCT development and its utilization of the compressed video classrooms for course delivery.

10. The division's program review is transparent. The document spells out what is meant by the continuous review process. In addition, the document identifies how student learning is incorporated and the time horizon for the reviews (cycle for review).

Divisional Strengths

1. The Business Division has diversified their course offerings to include courses offered on-line, over the PEN and ETV networks, and at all six campus off-campus sites.
2. Students can obtain a Business Degree at one of the off-campus sites. An Accounting Degree can be obtained at the two larger centers, Laurens and Newberry.
3. The Business Division's enrollment has increased steadily over the last three years and while showing signs of future increases.

Divisional Challenges

1. Faculty member's schedules should be restricted to no more than three separate course preparations, and no more than two basic disciplines each academic term.
2. The Division of Business needs to complete its competency exit criteria, which should be inclusive of specific outcomes assessment tools.
3. An endeavor by the Division of Business to incorporate a WebCT component is recommended for all its business courses.
4. At the request of students, the Business Department should consider including an internship or co-op work experience course in the curriculum.
5. A business student organization should be made available to the business students of Piedmont Technical College.

Divisional Tactics for 2003 - 2004

1. The Business Division is working to expand the number of courses offered through the Weekend College program.

2. They are also planning to expand the number of on-line courses offered during the upcoming academic year.
3. Make sure all web pages are up-to-date and are consistent in format/design elements and contain all pertinent information students need.
4. Incorporate the recommended life skills needed by students into the academic programs.
5. Train all faculty, full and part-time, to teach on-line courses and to incorporate effective on-line communication methods into these courses in order to improve retention rates.

**PIEDMONT TECHNICAL COLLEGE
ASSESSMENT OF GENERAL EDUCATION**

INTRODUCTION

Since 1990, when the college adopted the Seven General Competencies as part of its educational mission, the college further defined the goals of general education with the five core competencies. A task force, appointed in 1993, to develop the core competencies in general education, also developed procedures to assess the five competencies. As a result, multiple measures have been initiated across curricular to ensure the infusion, rather than isolation, of the competencies of general education.

This document details an action plan that builds on existing methods but also requires the development or revision of other methods and the 2002-2003 annual review. The schedule for implementing the plan is shown in the “Annual Cycle for Evaluation of General Education Core Competencies,” contained below.

**ANNUAL CYCLE FOR EVALUATION
OF
GENERAL EDUCATION CORE COMPETENCIES**

<u>MONTH</u>	<u>ACTION</u>
August	Tests for entering skills
September	General Education faculty review of curriculum Implementation of math tests in key courses
November	Student evaluation of instruction
December	Discipline assessments Competency testing for Developmental/Transitional exit Collect portfolio samples in key courses
January	Placement tests for entering skills Developmental/Transitional Enrollment/Completion Report General Education faculty review of strategies for

	curriculum improvement Course evaluation analyses for fall courses
March	Student evaluation of instruction
May	Discipline Assessments Developmental/Transitional exit competency tests Collect portfolio samples in key courses Faculty assessment of general education courses Developmental/Transitional enrollment/completion Report
June	Course evaluation analyses for spring courses PTC graduation/alumni follow-up survey Employer satisfaction surveys General Education faculty review of strategies for Curriculum improvement end of year report
July	Graduate survey of General Education courses

The evaluation process outlined is a systematic approach based on multiple measures and indicators. The courses of data include standardized tests, student's evaluation of Instruction, discipline assessments, competency tests, portfolios, grade distribution reports, surveys of students, graduates, faculty and employers.

Data collected according to the annual cycle for the various measures cuts across all five core competencies and is used by the college's faculty and academic administration as part of the "General Education Faculty Review of Curriculum." The review and recommendations are then incorporated into the college's annual planning process related to changes in curriculum requirements for general education and course content, completing the general education review cycle.

GENERAL EDUCATION FACULTY REVIEW OF CURRICULUM JUNE 20, 2003

ENGLISH AND HUMANITIES DEPARTMENT:

The strengths of the faculty and the curriculum are:

- ?? Portfolio assessment continues to be an integral part of the curriculum review process.
- ?? Faculty developed web-based versions of six English and six humanities courses that are now available for students, providing students more accessibility and flexibility.
- ?? The faculty is competent and knowledgeable.
- ?? The faculty has a deep concern for students.
- ?? The faculty has a real desire to improve teaching.
- ?? The faculty work well as a team.
- ?? Ninety-three percent of graduates (2002) surveyed were satisfied or very satisfied with the quality of instruction in English courses.

- ?? Eighty-seven percent of graduates surveyed were satisfied or very satisfied with the effectiveness of English courses in meeting their needs.
- ?? Ninety-two percent of graduates surveyed were satisfied or very satisfied with the quality of instruction in Humanities/Fine Arts courses.
- ?? Ninety-three percent of graduates were satisfied or very satisfied with the effectiveness of the humanities courses in meeting their needs.
- ?? Seventy-three percent of PTC faculty responding to a survey of general education rated the effectiveness of English courses in meeting the needs of students as good or very good.

The following areas were identified for improvement this year:

- ?? Technology development.
- ?? Student access to help outside the classroom
- ?? Assessment of competencies
- ?? Humanities development
- ?? Online courses
- ?? Student success rates

The recommendations for improvement are:

- ?? Continue to develop from a technological standpoint by taking pertinent WebCT training and LERN courses.
- ?? Merge the Writing Center with the ESL lab and have them accessible to students during day and evening hours.
- ?? Continue to work through portfolio review to establish standards for course content, departmental policies and procedures, assessment, and improved pedagogy.
- ?? Revise course requirements for HSS 205.
- ?? Assure that all courses taught on the Internet adhere to the quality indicators.
- ?? Work with faculty to improve student success rates.

The results to date are:

- ?? ENG 165 was developed and offered as an Internet course in the fall and spring semesters. ENG 182 was also offered as a hybrid course. The department head revised all English and humanities course guides in a standard format to prepare for uploading to WebCT for hybrid courses.
- ?? The faculty participated in a combined total of 111.5 hours of **WebCT** training and 30 hours of **LERN Training**.

Adkins	19.5 hours (WebCT); 10 hours (LERN)
Beck	57 hours (WebCT); 0 hours (LERN)
Boyles	8.5 hours (WebCT); 0 hours (LERN)
Cushing	3.5 hours (WebCT); 0 hours (LERN)
Holder	3.5 hours (WebCT); 0 hours (LERN)
McDonnell	12 hours (WebCT); 10 hours (LERN)
Sumerel	7.5 hours (WebCT); 10 hours (LERN)
- ?? The Writing Center was merged with the ESL lab. D.Holder and M. Wanning were responsible for the Writing Center and recruited adjunct faculty who manned the lab. These adjunct faculty members were available during the day and at night. Unfortunately, the Writing Center is now defunct because of a lack of funding. Students will rely on the Tutoring Center for help in the future.

?? Portfolio assessment has accomplished most, but not all, of the assessment goals. Nearly all instructors are using portfolios as an assessment tool. Most turn in their copies, although complications involving classroom management, printing and copying costs, and ownership of portfolios are still a concern. The portfolios turned in indicate that course content has been standardized. Improvements in the area of pedagogy could best be measured by student evaluation of instruction; however, the fall workshop materials document the type of pedagogical strategies that are being targeted: helping students develop metacognitive skills through reflective writing, working more closely in one-on-one situations with instructors through goal-setting practices and conferencing techniques and embracing technology as a writing tool.

Much work remains to be done in the area of standardizing grading; however, if one looks at the components of grading, it becomes clear that some of the work has been accomplished. For instance, if the components of grading are the following: document design, organizational and rhetorical patterns, content, documentation skills, and mechanical/grammatical skills, it seems that the first four have been introduced and are widely standardized already. It is the fifth area where we must now focus. On grading mechanical and grammatical correctness, we need to develop a departmental strategy. The following elements should be considered, all in keeping with current theory of linguistic acquisition:

- a. A standard grammar handbook (which has been selected);
- b. Faculty training (fall workshop) to introduce standard proofreading marks and to encourage all faculty to use them in order to establish a common vocabulary throughout the curriculum. If students hear an error called by the same name, regardless of instructor, they more quickly learn the nature of the error. [For instance, what one instructor may call a “run-on” sentence may be called a “fused” sentence or a “comma splice” by others. It is critical that a standard vocabulary be established. Best theory holds that non-traditional learners who have not mastered grammar by the college level learn best working one-on-one with instructors and acquiring mastery through a process of “mentioning” – the more they hear the name of the weakness, the sooner they acquire the skills to master it.
- c. Faculty training (spring workshop) to develop a dialogue on acceptability standards (what is and is not an acceptable student paper). This is grading in its broadest sense – not micromanagement. Our first goal should be for instructors to be able to say to a student, with reasonable confidence of administrative support, that “This paper is not acceptable college-level work.” If, working together as a collegial team, we can find a reasonable standard, then we can start improving student writing through student and peer editing.
- d. Develop strategies for using the ESL lab as a resource for students most needful of those opportunities. A referral form for instructors might be a strategy.
- e. Once a standard handbook is in place, a common jargon is being used, standards of acceptability are agreed upon, and suitable intervention strategies are created, then a more specific focus can be made on standardizing instructors’ individual grading policies.

?? D. Holder has made portfolios more than just a grade. She has developed the portfolios in 101, 102, 209, 201, and 202 to reflect what would be expected in a university curriculum. The portfolios in 165 are designed as professional presentations instead of “just” a graded project. The students create these portfolios as tools to use in the job-finding process.

?? S. Cushing revised the HSS 205 course guide and the content of this course.

- ?? Internet courses were evaluated for effectiveness in meeting quality standards. Faculty were given the results of those evaluations and either revised their courses themselves or were assisted in the revision by members of the Distance Learning staff. Revision of Internet courses is an ongoing process.
- ?? Full-time faculty acted as mentors for other faculty. K. Adkins shared ENG 165 materials and ideas. D. Holder and E. Beck shared materials for ENG 102. Beck also shared ENG 201, ENG 202, and ENG 209 materials. Holder also shared ENG 101 materials. McDonnell shared ENG 102 and ENG 209 materials; he also served as portfolio liaison. S. Cushing shared ENG 101, ENG 102, and HSS 205 materials. J. Boyles shared SPA 101, SPA 102, and SPA 105 materials. D. Sumerel shared ENG 101 and SPC 205 materials. Pedagogical improvement is an ongoing process for all who teach.

?? The institutional Diversity Team met with classes and provided diversity training.

HISTORY/POLITICAL SCIENCE DEPARTMENT:

The strengths of the faculty and the curriculum are:

- ?? Fulltime and adjunct faculty are highly competent and knowledgeable in their respective disciplines. They are also committed to the institutional goals of Piedmont Technical College.
- ?? Fulltime and adjunct faculty are committed to developing the intellectual abilities and moral character of all Piedmont Technical College students.
- ?? All fulltime and some adjunct faculty have demonstrated the ability to use non-traditional methods of instruction. These methods include using the Internet, Teleweb, PEN, and ETV. In addition, the department has worked with local high schools to develop dual credit high school courses.
- ?? Faculty members have demonstrated the willingness to take graduate courses and attend lectures and seminars in their areas of scholarly interest. The department believes that keeping current with the scholarship and intellectual developments in the fields of history and political science is essential in making our instructors effective in the classroom.
- ?? Retention in history/political science courses is 97%.
- ?? Ninety-three percent of graduates surveyed (2002) were satisfied or very satisfied with the quality of instruction in social science courses and the effectiveness of the courses in meeting their needs.
- ?? Faculty participated in Black History month activities and voter registration.
- ?? Eighty-one percent of faculty responding to a survey of general education rated the instruction of social sciences as good or very good.

The recommendations for improvement are:

- ?? To improve our ability to hire more qualified people, we need to be able to increase the compensation for adjunct faculty to be more competitive with area institutions.
- ?? A reduction in administrative required assignments would provide the faculty more time for course and curriculum development and improve morale.
- ?? There is a need for more support staff to aid the department in the technical aspects of the new Internet technology. The technical difficulties involved with delivering and receiving courses over the Internet interferes with the learning process.

The results to date are:

- ?? Due to statewide budget cuts, adjunct faculty rates will not be increased.
- ?? The Instructional Technology and Support Division has hired and made arrangements with the TLC to provide more technical support for the faculty and students taking Internet courses.

?? All fulltime and adjunct faculty are recommended to participate in professional development opportunities.

DEVELOPMENTAL AND TRANSITIONAL STUDIES

Departmental Strengths:

- ?? The developmental and transitional studies department is a separate department within the General Education and Transitional Studies Division of the college. This allows for collaboration among department members teaching various reading, English, and math courses. Examples of collaborative efforts include providing support services to students, addressing student needs, supporting new full time and adjunct faculty, and designing classroom activities.
- ?? Department members place students at the center of the learning process, using teaching and learning strategies to promote each student's academic and social success.
- ?? Department members are actively involved in the work of the college and the state system. Members serve as mentors, writing center coordinators, curriculum project specialists, ATE faculty, academic advisors, peer group representatives, state taskforce representatives, and college committee members. The department is diversified in its participation in committee work.
- ?? The department is fully credentialed, allowing members to teach credit courses as well as developmental and transitional courses and to assist curriculum students when needed. Many have graduate hours in education as well as in a curriculum area, providing knowledge of learning styles, behavioral objectives, and teaching strategies. Some department members are pursuing advanced degrees or taking graduate courses.
- ?? Members of the department want to teach developmental and transitional studies students. Student evaluation of instruction indicates that students are satisfied with their instruction.
- ?? The addition of an ESL course allows the department to serve an ever growing adult population previously served through traditional course offerings or not served due to literacy level and lack of ESL expertise.
- ?? The department is flexible in course offerings. Courses are offered day, evening, weekend, mini terms, full terms, and Internet (including C term).
- ?? Experienced coordinators and instructors are within the department. Members understand the developmental studies philosophy as it applies to the mission of the college.
- ?? Course materials allow for some self-pacing of students based on their learning needs. Instructors identify and work individually with students who need extra time and allow students who only need a brush up to advance more quickly.
- ?? The Writing Center is fully functioning. A Developmental and Transitional Studies Instructor and a curriculum English Instructor manage the Center jointly.
- ?? The department offers several technology based academic resources to its students and to the college faculty and students. These include Skills Tutor and Academic.com.
- ?? The TLC teaching assistant is a full time employee dedicated to providing technology, faculty, and general assistance to students. The teaching assistant works across departments and divisions. She administers make up testing, assessment testing (when needed), internet testing, electronic testing for science classes, conducts classroom workshops, provides support to full time and adjunct faculty in the developmental and transitional studies department and reports equipment failure.
- ?? A member of the department, Deidre Stidom, worked in the Enrollment Center during the summer term. Deidre is such a visible person on campus, having her in the Enrollment Center has given new students someone to connect with when they are becoming oriented to classes and the college.

NOTE: The Developmental and Transitional Studies teaching assistant applied and was hired for another position at the college, due to budget cuts this position remains vacant. The loss of this position affects the last two program strengths. The Writing Center was closed due to budget cuts.

Departmental Weaknesses:

- ?? Expanding job duties, i.e. ATE involvement, web course development, taskforce participation, increased section offerings, and writing center management.
- ?? Increase in time spent advising students.
- ?? Use of adjunct instructors is high.
- ?? There is a need for additional full time faculty in the department.
- ?? Technology equipped classrooms are needed for Developmental English, College Skills and Reading courses.
- ?? With current responsibilities and the size of its adjunct faculty, it is hard to provide necessary training for adjunct instructors.

The recommendations for improvement and results are:

- ?? Department members are actively involved in the above areas. Department members are sharing responsibilities helping each other out with traditional duties (i.e., course development and class coverage) and new duties (ATE course teaching).
- ?? The department is making process toward becoming knowledgeable Associate of Arts advisors. All department members realize the importance of attending advising updates, assisting each other, keeping an up to date list of advisees, maintaining close contact with advisees, and the need for continuous training in this area.
- ?? As the county centers become a more visible part of their communities interest in teaching for the college is increasing but there is still a great need for additional adjunct instructors who can teach in their county of residence. Continuous ads for instructors have been placed on the college website and have generated some response.
- ?? Curriculum faculty teach in the department when possible providing additional full time faculty instruction in the department.
- ?? The addition of a wireless computer lab, shared use of available technology based classrooms, and upgrades to the TLC have allowed for increased use of technology during classes.
- ?? The department held a workshop in the spring to inform adjunct faculty of the fall 2003 changes in the developmental curriculum. The department will try to host an in-service workshop for adjunct faculty members in the fall.

DVS CURRICULUM RECOMMENDATIONS AND RESULTS:

Reading 100/COL 103

- ?? Incorporate multimedia into text-based class.
 1. Using Internet research for career development in COL 103.
 2. Strengthening the use of finding main ideas, supporting details, and author's patterns of organization in articles and research on the web.
 3. Learning to distinguish facts from opinions in articles found on the web.
 4. Strengthening the ability to read from computer-based text.

Results: Reading and college skills students were introduced to the TLC lab and its resources early each semester. Throughout the semester various assignments were developed allowing students to practice reading and research skills using web-based materials.

- ?? Use Campus Pipeline for communication, homework postings, and classroom chats.

1. Campus Pipeline will be used like a hybrid to RDG 100 and COL 103 classes.

Results: instructors use Pipeline as an electronic message board.

- ?? Develop real-world reading extension activities to compliment textbook-covered skills.
 1. Learning to read memos, E-Mails, articles posted on the web.

Results: Students practiced and applied skimming and scanning skills while reading email and web-based materials. In addition students learned to send, receive, and prioritize email.

?? Continue to strengthen correlative links between reading and English courses.

1. Provide daily reading and writing activities in class.
2. Teaching language-arts strategies to all reading students.

Results: Using an assigned reading selection, students were required to write a paper using a topic generated from the selection. Students were taught and encouraged to use the writing process to create their documents.

?? Increase study strategy practice to accommodate students already enrolled in reading-intensive curriculum classes.

1. Incorporate study skills taught in COL into the reading classes.
2. Incorporate reading strategies into the college skills classes.

Results: The SQ3R method of studying, mapping, outlining, self-testing, and active reading strategies were taught to reading students.

?? Invite student support personnel to classes.

1. Invite personnel from the Tutoring Center, The Writing Center, and Academic Advantage.

Results: Personnel from the Writing center and Academic Advantage spoke to classes. Student Success Center staff instructed Col 103 classes on career guidance.

?? Attend professional conferences as money and schedules permit.

1. Attend all in-services provided at Piedmont Tech. for faculty.
2. Complete the 2002-2003 Professional Development plan for full-time faculty as stated on their MBOs.
3. Encourage new adjuncts to participate in PTC's Instructional Development Program for adjuncts.

Results: Instructors attended SCADE and SCIRA conferences, participated in college faculty development workshops. The department had five adjunct instructors complete PTC 102.

?? Develop technology-based lessons by using information gleaned from workshops and graduate courses.

1. Creating a hybrid COL 103 and RDG 100 course.

Results: Rick Barbare continues to develop a hybrid-reading course. His students are currently using the course.

?? Explore possibility of using Academic.com with Health Sciences students currently enrolled in RDG100 and COL 103 courses.

1. Provide opportunities for students to engage not only in efferent reading, but also aesthetic reading as well.

Results: Instructors used a variety of reading materials to demonstrate reading skills and to encourage students to read.

?? Explore the Compass Diagnostic Test for Reading.

Results: The reading coordinator has taken the Compass Diagnostic Test for Reading. Possible uses are being explored. It is generally thought that the in-class pretests do an excellent job of exempting students from RDG 041 and RDG 100.

Developmental/Transitional English:

?? *Manage the writing center.*

1. Define the training process for the Writing Center's new staff members

Results: Training process established for the Writing Center.

?? Develop a Writing Center Procedure Manual

Results: Within the Writing Center Resource Manual is a section on Managing a Writing Center; sections in the manual cover procedures for working with all levels of students from ESL to those with learning disabilities, and working with faculty members to "write across the curriculum."

?? Train new Writing Center staff members

Results: An instructor training in-service was held to review procedures used by staff in the center.

?? Advertise the writers@ptc.edu Outlook account

Results: The Writing Center Web Page does exist; however, this account was never actually put to use.

?? Manage the writers@ptc.edu Outlook account

Results: See above.

?? Revamp the Internet ENG 100 course to meet the College's "Quality Components of Online Courses" Guidelines as defined by Piedmont Technical College's Office of Distance Learning

Results: Academic System's Interactive English helps us meet many of the recommended *Quality Components of Online Courses (QCOC)*. The course has also been "revamped" in a number of other ways in order to meet significant requirements of the *QCOC*. The following components are now incorporated into the online course: (1) syllabus tool, (2) calendar, (3) interactive assignments, and (4) goals and objectives. A link to "Student Online Evaluations" was provided by the Distance Learning Department and was sent to students via WebCT email. Study helps (such as grammar helps and sample documents) are being and will continue to be incorporated as appropriate.

?? Explore the Compass Diagnostic Test for Writing

Results: The English coordinator took the Compass Diagnostic Writing Test and would find it helpful in pinpointing specific needs of students early in the semester. Used in conjunction with the diagnostic (in-class) writing exams already in use, this type of test feedback would be a great benefit to instructors as well as students.

?? Through department-wide analysis and feedback from both full-time and adjunct faculty members, consider adopting a "Grammar Handbook" for all ENG 041 sections

Results: Full-time faculty members reviewed Mastering the Paragraph. The department decided not to add an additional text.

?? Retention

1. Study D/T English Department grade distribution data
2. Program Coordinator will share Retention Committee minutes with faculty
3. Review current "retention" literature on live and online courses
4. Consider various retention strategies
5. Implement various retention strategies

Results: The department realizes and appreciates the complexity of retention. The department will continue to discuss retention strategies and possibly adopt some strategies to implement.

?? Enhance academic, personal, and professional support for adjunct faculty members

1. Print and distribute Developmental and Transitional English Resource Guide

Results: The first edition of the resource guide (tentatively titled, Teaching Tips: A Resource Guide for Developmental English Instructors) has been compiled and printed. Each full-time faculty member has a copy, and some adjunct faculty members have copies as well. All adjunct faculty members will be given a copy at the next D/T English workshop.

?? Seek adjunct faculty contributions to and feedback on the Resource Guide

Results: All full-time and many part-time D/T English faculty have contributed to the resource guide; several curriculum English instructors have contributed as well.

?? Explore the possibility of a January 2003 D/T English Workshop, the agenda of which would include items specific to the needs of Developmental and Transitional English instructors: (1) The Developmental and Transitional English Portfolio, (2) academic.com, (3) skillstutor.com, (4) Sample papers, (5) Syllabi, (6) Course guides, (7) "How Can We Help Each Other, as Colleagues, as a Supervisor, as a College?" (8) "What Are We as Teachers Doing Right?" (9) "What Can We as Teachers Do Better?" (10) Alternative assessment, (11) Procedure for advancing students to higher-level courses, (12) The 048 screen, (13) Retention strategies, (14) College policies applying to instruction, (15) Web-enhancement for ENG 041 and ENG 100 classes, (16) Explore alternative ways to determine course competency, (16) "Helping Students Help Themselves—Proofing, Revision, Peer Editing" (17) D/T ENG Resource Guide

Results: Workshop was not held. Opportunities for future workshops will be investigated.

Developmental/Transitional Mathematics:

?? Align developmental mathematics courses with the state exit competencies. Work will be completed on the alignment of the math courses to the state competencies (high school exit exam competencies) this year. Implementation of the changes will be made at the local level.

Results: Alignment has been completed and fall implementation is planned.

?? The Math 100 competency mastery plan was continued in fall and spring semesters with strategies developed for improving competencies with less than 75 percent mastery. Mat 100 syllabus changes will be implemented and revised. The focus of these changes is to cut down on the amount of review material in Mat 102, increase student understanding by covering fewer topics, and to allow topics to be covered in greater detail. Input into the revision of Mat 102 will be given.

Results: Mat 100 changes were implemented and monitored, students performed well. Adopted curriculum changes will remain in force for the upcoming year.

?? Technology will continue to be incorporated into classes.

Results: Textbook CD's were packaged with student textbooks; instructors were encouraged to suggest student use. A correlation of CD topics to course topics will be completed and included in student course materials. A web enhancement for Math 100 is being developed.

?? Improve retention. Current retention in developmental mathematics is around 70%. While this statistic is average or above average in General Education, improvements can be made.

Information on retention strategies will be shared throughout the year with the instructors of mathematics to increase awareness of the importance of retention.

Results: Retention increased to 75% in fall and spring of 2002-2003. Continued work is needed in this area.

?? Examine the information collected by the Diagnostic Compass test to determine if it warrants any change in course offerings, course placement and other issues related to student placement into math 041

?? **Results:** Compass diagnostic information was reviewed. Data does not support the need for changes in course offerings, however; a jumpstart program will be introduced in the fall 2003 term.

Department: Math**The strengths of the department are:**

- ?? Faculty members work well as a team.
- ?? Faculty members treat our students fairly and with respect.
- ?? Faculty members are loyal to the college and its mission.
- ?? Faculty members are competent, prepared, and well credentialed.
- ?? Faculty members are enthusiastic teachers.
- ?? Eighty-six percent of graduates surveyed (2002) were satisfied or very satisfied with the quality of instruction in math courses and 84% were satisfied with the effectiveness of the courses in meeting their needs.
- ?? Eighty-five percent of faculty responding to a survey of general education rated the quality of instruction in math courses as good or very good.

The following areas will be focused on for improvement:

- ?? Improve online classes.
- ?? Access WebCT training.
- ?? Assessment of competencies.
- ?? Retention in high-risk courses.

The recommendations for improvement are:

- ?? We will update our online courses to meet quality standards.
- ?? Faculty members will take advantage of relevant WebCT training sessions.
- ?? We will continue to refine the competency mastery plan.
- ?? We will focus on improving retention in the algebra-sequence courses and other high-risk courses.

Results:

- ?? All of the online math courses have been updated to meet the quality standards developed by the Instructional Technology Department. Also, Patty Griffin developed and piloted MAT 160; Math for Business and Finance, for the Internet and Lisa Crawford began development of MAT 170, Algebra, Geometry and Trigonometry I. This will bring the number of online courses offered by the Math Department to nine.
- ?? Representatives of the Math Department participated in all Internet and Web-CT training, including the LERN online course, offered by the college.
- ?? The Math Department competency mastery plan was updated to include strategies for improving competencies with less than 75 percent mastery. Collection and analysis of data were performed as follows: MAT 181, Integrated Mathematics I, and MAT 182, Integrated Mathematics II, by Sherrie Holland; MAT 130, Elementary Calculus, and MAT 140, Analytical Geometry and Calculus I, by Fernando Rincon; MAT 120, Probability and Statistics, by Sherry Taylor; MAT 102, Intermediate Algebra, by Carolyn Marsh; MAT 123, Contemporary College Mathematics, by Lebbie Ligon; MAT 122, Finite College Mathematics, by David Sumerel; and MAT 155, Contemporary Mathematics, by Patty Griffin.
- ?? Although our efforts to improve the algebra sequence courses have not yet translated into significantly better success rates in those courses, we will continue that work next year, including

major revamping of the developmental and transitional courses. There may also be some advising issues since the largest group of unsuccessful students was withdrawals. Our success rates (defined as A, B, or C) in higher level and applied courses continued to be good: 85 percent for MAT 140, 78 percent for MAT 170, 80 percent for MAT 160, 77 percent for MAT 181, and 91 percent for MAT 183.

Department: Natural Sciences

Strengths in the curriculum/course:

- ?? Faculty members are competent and knowledgeable.
- ?? Faculty members are adaptable to a range of situations.
- ?? Faculty members have a real desire to improve student-learning processes.
- ?? Faculty members work well independently to reach common goals.
- ?? Courses have been developed for students in traditional and online formats.
- ?? Seventy-nine percent of graduates (2202) who responded to a survey were satisfied or very satisfied with the quality of instructors in science courses.
- ?? Eighty-one percent of faculty who responded to a survey of general education rated the effectiveness of instruction in science

Weakness in curriculum/course for focus during the year:

- ?? Integration of technology into the classroom.
- ?? Assessment of competencies.
- ?? Online course development (hybridization).
- ?? Student success rates.

The recommendations for improvement are:

- ?? Continue to develop from a technological standpoint by taking pertinent WebCT training and LERN courses.
- ?? Conduct internal and external surveys of competency standards.
- ?? Continue to add web enhancements for courses offered by the department.
- ?? Conduct research on the causes of low success rates and comparisons with other similar courses.
- ?? Item analysis of tests.

Results:

- ?? Faculty in the department participated in WebCT training as possible given our individual schedules. Given that this faculty typically does teach during the usual times when this training is offered (typically Friday mornings), the faculty individually pursue their training in this area. Some faculty took LERN courses including streaming video. Three of four full time faculty actively use WebCT either for entire courses or as web enhancements. In addition four of our adjuncts use this program in one capacity or another.
- ?? Internal discussions of competency standards includes dialog within the department and with departments whose degrees include natural science courses. The engineering technologies curricula are actively involved in the physics offerings through the team approach utilized by the ATE model. Health sciences faculty consistently report that the competencies addressed in the biological sciences are essential to the success of their students. Many recommend and prefer that

their students complete their science requirements prior to beginning their curriculum studies. External surveys of competencies (with faculty at other colleges) have not as yet been implemented.

- ?? Web enhancements are now associated with AST 101, AST 102, BIO 100, BIO 101, BIO 102, BIO 210, BIO 211, BIO 112, BIO 230, CHM 110, CHM 111, and FSE 170. It remains a priority to add similar enhancements to other course offerings of the department. The addition of chat rooms has increased students' willingness to ask questions. Quizzes were also given through WebCT in Bio 210 and 211 with the advantage of immediate feedback.
- ?? While no formal research was done to evaluate causes of low success, discussions among the faculty reveal common concerns of the faculty. Students' level of preparation is a common concern, particularly for the BIO 100 course where students may be enrolled in developmental education concurrent with the BIO 100 course. Faculty are concerned that these students are at particular risk due to low reading comprehension skills.
- ?? To improve retention and success in BIO 210 and 211, several new programs were piloted. One lab instructor served as a Supplementary Instruction Tutor, with study sessions available five hours per week in the fall semester. A special retention program (APE, Anatomy and Physiology Enhancer) was developed as a "how to succeed in science" twenty-hour study course for students entering the BIO 210 course that has shown great promise, although numbers of participants has so far been fairly small.
- ?? Test item analysis remains a goal, but has not as yet been performed.

Alumni/Placement Surveys:

The following information is due August 1, 2003

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution: Piedmont Technical College

Academic Year Surveyed Students Graduated: 1999 - 2000

Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://

How many graduates did you survey? 642 **What percent of the graduating cohort does this represent?** _____

How many surveys were returned? 642 **Survey response rate:** 100.0%

Survey Based on (Place "X" in one): **Sample** **Total Group**

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	321	50.0%
b. Less than one month		-
c. 1 to 3 months	161	25.1%
d. 4 to 6 months		-
e. 7 to 12 months	160	24.9%
f. Over 12 months		-
g. Have not obtained a full-time job		-
h. Did not seek a full-time job		-
<i>Total</i>	<i>642</i>	

2. Indicate which single category best describes the student's current status.

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	275	42.8%
b. Employed and continuing my education		-
c. Employed full-time	360	56.1%
d. Employed part-time		-
e. Self-employed		-
f. Serving in Armed Forces		-
g. Caring for a home/family		-
h. Unemployed, seeking work	1	0.2%
i. Unemployed, not seeking work		-
j. Other	6	0.9%
<i>Total</i>	<i>642</i>	

3. Indicate the relationship between the student's college major their first full-time job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related		-
b. Moderately related	343	95.0%
c. Slightly related		-

d. Not related	17	4.7%
e. Not employed	1	0.3%
<i>Total</i>	361	

4. Indicate the relationship between the student's college major and their full-time job.

<i>Currently</i>	# of Responses	% of Total
a. Highly related	0	
b. Moderately related	343	95.0%
c. Slightly related		
d. Not related	17	4.7%
e. Not employed	1	0.3%
<i>Total</i>	361	

5. Indicate the location of the student's first job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	642	100.0%
b. Southeast, outside of South Carolina		-
c. Outside the Southeast		-
d. Not employed		-
<i>Total</i>	642	

To access our Alumni Survey Summary report, visit

http://www.ptc.edu/ie/Reports/Alumni_Survey_Placement_Data_July_2003.htm

Library Resources and Service



The college opened its new Library ten years ago. The facility is 20,000 square feet with a seating capacity for 300+ students; a 22,000 volume collection and has had over 8000 circulation transactions since 1998. A weekly sample found (Monday-Thursday), on average, 500 students entering the Library daily. With limited class offering and hours of operation on Fridays, this number declined to an average of 125.

Library Hours

Monday -Thursday 8:00 a.m. - 9:00 p.m.

Friday 8:30 a.m. - 4:00 p.m.

Saturday 8:30 a.m. - 1:00 p.m.

Sunday Closed

About the Library Collection

Books - The library's computer catalog allows users to learn about the 22,000+ circulating and reference books and audiovisual materials in the library.

Audio-visual (AV) Materials - The AV collection includes hundreds of videotapes and audiocassettes. While some of these items are restricted for use in the library only, the library users may check out most of these materials. The library also provides viewing and listening rooms.

Journals, Magazines & Newspapers - The library subscribes to 300+ magazines and journals and 18 area and national newspaper. Numerous online and print indexes are available to help you locate articles within these other periodicals.

Online Resources - Search the library's catalog, use full-text, online e-book collection, article databases and encyclopedias, and visit web sites suggested by Piedmont Technical College librarians.

Library Services - The library offers the following equipment and services for student's convenience

Photocopier - A vending card is necessary to use the library's photocopier. Cards worth 10 copies may be purchased at the library's circulation desk.

Microfilm Reader - This machine allows a user to view information stored on microfilm and to print microfilm images.

Study & Listening Rooms - The library provides two equipped rooms for groups or individuals wishing to view or listen to audiovisual materials.

Courier Delivery to County Centers - Students may request library materials from the off campus Centers. If available, items usually arrive within three business days.

Health Wellness Reference Center

The Health & Wellness Resource Center is a new article database that expands the amount and type of health & medical information available to students. HWRC is appropriate for student users through professionals.

Career & Technical Education Database

Search this database of full-text vocational and technical articles. Please note: At this time, this service is only available via PTC computers.

Online Encyclopedias

A set of three encyclopedias that includes the *New Book of Knowledge Online*, *Grolier Multimedia Encyclopedia Online* and *Encyclopedia Americana Online*

GALILEO - Provided by the **Southern Regional Education Board**

An Array of web resources pertaining primarily to the state of Georgia. Also contains online databases that cover topics of interest to non-Georgia residents.

By agreement with the providers of GALILEO, Piedmont Technical College can only offer this resource to its Distance Learning students.

SIRS Knowledge Source

Search full-text articles on social issues, health, business, science, government topics, the arts and humanities.

Biography Resource Center

Biography Resource Center is a database of biographical information on more than one million people from throughout history and around the world. It combines approximately 250,000 biographies from respected sources with nearly one million biographies from *The Complete Marquis Who's Who*®. Students will also find full-text articles from nearly 250 periodicals.

Since the construction of the new library, the college has faced many new educational ventures, which impacted the quality of services to the students. To meet these challenging needs, the following services have been implemented into library operations over the past three years:

Searching the Library Catalog & Article Databases

The Piedmont Technical College Library offers computer databases that provide students with articles from various journals, magazines, and newspapers.

Piedmont Technical College Library Catalog

Our web catalog allows users to find information about books and audiovisual items in the PTC Library.

E-Book Collection - New to the PTC Library

Full-text access to 10,000+ books online. Students can create an account to “check out” e-books for up to two hours at a time.

InfoTrac Web

Choose from periodical databases that cover various subject areas to acquire abstracts and/or texts of articles.

During the 2002-2003 academic year, the college's Library Committee surveyed a sample of 141 students on a detailed 3 page survey instrument. This was the same survey utilized in 1999-2000 which was designed to assess student satisfaction and usage of the major changes in services and operations of the college library. This survey was administered on a random sample basis to students utilizing the library over a four-week period. Of the 141 surveys randomly administered, 5100% were completed and returned. The survey, 62 questions, and three pages in length yielded the following capsule results: Of the library services listed below only one received a lower rating of “awareness” of service: it was the availability of the “Pamphlet File”, 55% responded not aware of this service in both 1999 and again in 2002. “Service to request material from other libraries”, rose from 47% unaware in 1999 to 62% in 2002. The remaining services were all above 70% awareness of availability to the students:

Service to reserve books

[Pamphlet File](#)

Personal or group library instruction

Electric typewriter

Photocopier

Newspapers

Microfilm reader/printer

Study Rooms

Fax Machine

Listening & viewing rooms

Student ID card production

[Service to request material from other libraries](#)

Internet access to library catalog (on & off campus)

Internet access to articles databases (on & off campus)

Library Resource Centers at the County Centers

Career Center

College Information Center

To insure students are aware of the services available to them within the library, the predominant response of students (93%) - "I ask for help as I need it" while 72% viewed workshop presentations as the next best procedure while the least popular method was a "one-on-one visit with a librarian". The college has undertaken the process during orientation and a student's first semester in an English class to present tours and overviews of library services. This along with a thorough web site offering overviews of services is available to all students.

General Findings:

- ✍✍ By an overall margin 50% of the students preferred to use the Internet for research in 1999 and this figure increased to 75% by 2002.
- ✍✍ 80% of the students have a Piedmont Technical College Library card while only 67% stated they were assigned any research projects within the library.
- ✍✍ Students with disabilities rated library personal assistance as 81% favorable in helping with required research
- ✍✍ The single lowest ranking appeared in the statement "The book I needed was checked out". Fifty-seven percent of the 1999 sample felt this was a concern while only 36% in 2002 felt concern on this service.
- ✍✍ The overall f ratings for the library averaged below 50% positive in relation to temperature in 1999; since that date corrective measures were made in the the glass dome structure of the building and now only 14% feel temperature settings within the library environment is a concern.
- ✍✍ 30% of students enrolled in off-campus centers utilized the library at least once per week to once a month in 1999 while increasing to 38% during this reporting period.
- ✍✍ With the college serving six off campus centers, PEN classes and the Les Walter Campus in Greenwood, the library has made significant and very positive use of technology to insure "all" students have access and opportunity to services that will support their academic endeavors. In a matter of two to three years, the library and its staff have become an integral function to the academic life of a Piedmont Technical College student.

Suggestions For Continuous Improvement:

- ✍✍ Administer the Library Satisfaction Survey to random samples of students each academic term to insure services are consistent from term to term.

As enrollment increases and computer laboratories become more available, it is possible that student research will be on the rise via the internet. It is assumed many faculty do require basic research in all or most of their classes and assign topics via the internet (college computer labs or personal home computers). The Library needs to become increasingly prominent in visiting classrooms or conducting more orientation of the research capabilities via the internet.

In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report:

Include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

PIEDMONT TECHNICAL COLLEGE
MISSION STATEMENT
November 19, 2002

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

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

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

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

Learning is a diverse and fundamental need for all residents of the seven county areas; **Excellence** is a process inherent to the college within instruction, support services, administration, and resource allocation. **Accessibility and Affordability** to higher education by all who have a desire to learn is crucial for continuous growth and improvement by communities and individuals. **Quality and Innovation** is fundamental to the continuous improvement of instruction, learning opportunities, support services, and management practices. **Community** partnerships with other educational entities, industries, and businesses are crucial for quality of life and economic development.

(Reaffirmed by The Area Commission, November 19, 2002.)

*PIEDMONT TECHNICAL COLLEGE INSTITUTIONAL GOALS
2001-2005*

Goal I: Prepare a highly trained and competent work force

Goal II: Demonstrate accountability for achieving the college mission

Goal III: Provide relevant, quality programs and services

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

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

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

Due August 1, 2003

This form includes a list of accrediting bodies for which one or more academic programs are currently creditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://www.che400.state.sc.us/web/affairs.htm>) that is creditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an creditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. The **National Association of Schools of Public Affairs and Administration** was approved as an accrediting agency in 2002. For a complete set of policies and procedures regarding this process, see the Commission’s website at:

<http://www.che400.state.sc.us/web/Academic/accreditation%20guidelines.htm>.

Institution:

Piedmont Technical College

**LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES
RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

These agencies and areas may also be found on the CHE's website at:

<http://www.che400.state.sc.us/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG) -Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	1	1				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments	1	1				
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
programs in business and business-related fields	1	1				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	1	1				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)	1	1				
Respiratory Therapy Technician (RESTT)	1	1				
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	1	1				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	1	1				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	1	1				
Nursing (ADNUR) - Associate degree programs	1	1				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

10 10

THIS INFORMATION TO BE USED AS A BASE FOR PERFORMANCE INDICATOR 3D

Institution:

Piedmont Technical College

COURSES TAUGHT BY FACULTY*Applicable for Four- and Two-Year Institutions – Measured for Fall 2002*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2004 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES*Applicable to Four-Year Colleges and Universities*

According to Section 59-101-350, the Commission is responsible for collecting “the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses” from four-year institutions to be included in the annual report to the General Assembly. The following information will be collected from the four-year colleges and universities, but excludes the research universities, as these institutions do not offer these types of courses.

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student in more than one developmental course and completing more than one entry level course should be counted once for each developmental courses he/she exits and once for each entry level course he/she completes. Appropriate entry-level courses for which successful completion is determined will be defined by the developmental instructor as the course for which the student is being prepared.

Number of first-time, full-time entering freshmen enrolled in Fall 2001 (include first-time freshmen who enrolled either part-time or full-time in the Summer 2001 if they returned full-time in the Fall 2000) Item (1)	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2001 Item (2)	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2003 Item (3)
575	594	238

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2001 (combine all sections for each course). For each course indicate the number of students included in Item (2) above who enrolled; the number who completed the course, and the number who successfully completed the entry level course by the end of Spring Semester 2003.

Course Title	Total Enrollment		Number Exiting Course		Number Exiting Entry-Level Course
	00-3	01-1	00-3	01-1	
ENG 041	6	101	5	77	No Course
ENG 100	4	73	3	60	181
RDG 041	1	30	1	19	No Course
RDG 100	7	112	6	91	No Course
MAT 041	10	88	9	61	No Course
MAT 100	8	154	7	106	57

Institution:

Piedmont Technical College

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Measured for Fall 2002

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2002 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	0
Graduate Students	0

Institution:

Piedmont Technical College

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Measured for April 1, 2002-March 31, 2003

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2002 through March 31, 2003**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. The process for including and removing examinations from this table is currently being considered by Commission staff and CAPA. You will be notified of any changes in examinations included in this table, should they occur.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
<i>RESEARCH SECTOR</i>					
<i>ACC National Certification Exam in Nurse Midwifery</i>					
<i>American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)</i>					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
<i>National Physical Therapist Licensing Exam. (PT)</i>					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
<i>North American Pharmacist Licensure Exam. (NAPLEX)</i>					
<i>Occupational Therapist, Registered (OTR)</i>					
<i>Physician Assistant National Certifying Exam. (PANCE)</i>					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
<i>South Carolina Bd. of Law Examination</i>					
<i>Specialist in Cytotechnology</i>					
<i>State Board Dental Exam-SRTA Exam.</i>					
<i>US Medical Licensing Exam. - Step I</i>					
<i>US Medical Licensing Exam. - Step II</i>					
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
<i>REGIONAL SECTOR</i>					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
TECHNICAL SECTOR					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician - NREMT					
Basic, Intermediate and Paramedic Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/1 – 6/1/02 7/1 – 9/1/02 10/1 – 12/31/02 1/1 – 3/31/03	3 4 8 <u>20</u> 35	2 0 6 <u>18</u> 26	1 0 4 <u>17</u> 22	50% 67% <u>94%</u> 85%

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
National Council Licensure Exam. (NCLEX) - Registered Nurse	4/1 – 6/1/02	4	1	1	100%
	7/1 – 9/1/02	5	4	1	25%
	10/1 – 12/31/02	4	0	0	
	1/1 – 3/31/03	<u>27</u>	<u>26</u>	<u>22</u>	<u>85%</u>
		40	31	24	77%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	2002	10	10	9	90%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory					
Therapy Practitioners (RRT) – Clinical	2002	8	8	7	87.5%
Simulation and Written Registry	2002	8	8	7	87.5%
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					
SRTA Regional Exam. for Dental Hygienists					

Additional Examinations - In addition to this information, the Commission is interested in collecting supporting data for other exams that **may** be used in the IE and performance funding processes. These exams were identified in a meeting with institutional, Commission staff, and State Tech Board representatives in 1999 for possible inclusion in these data collection efforts. As we continue to look closer at performance indicator 7D and through data verification efforts, we are interested in more detailed information that could affect the inclusion of these exams, or others. Please provide the information on the additional exams as requested below. Should you have suggestions for other exams to include here, please add those to the list with the appropriate information.

Additional Examinations - Research Sector

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
American Academy of Nurse Practitioners National Certification Exam (AANP) – Adult Nurse Practitioner				
AANP - Family Nurse Practitioner				
AANP - Pediatric Nurse Practitioner				
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB - Intermediate Level				
AASSWB - Advanced (Independent) Level				
American Nurses Credentialing Center National Exam. (ANCC) – Acute Care Nurse Practitioner				
ANCC - Gerontological Nurse Practitioner				
ANCC - Pediatric Nurse Practitioner				
ANCC - School Nurse Practitioner				
ANCC - Psychiatric Clinical Nurse Specialist				
Athletic Training				
Examination for the Professional Practice of Psychology				
Fundamentals of Engineering				
Fundamentals of Geology				
National Certification Board of Pediatric Nurse Practitioners and Nurses				
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties – Women’s Health Nurse Practitioner Exam.				

Additional Examinations – Teaching Sector

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB – Intermediate Level				
AASSWB – Advanced (Independent) Level				
Fundamentals of Engineering				
Fundamentals of Geology				

Additional Examinations – Technical Sector

The exams below represent additional examinations identified through the July 1999 institutional and State Tech meeting. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s)/Diploma(s)/ Certificate(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
National Conference of Funeral Services National Exam	Associate in Business Major in Funeral Services	11	8	8/30/01 1/24/02
National Cosmetology Exam.				
National Registry First Responder				
SC Brokers License				
SC Contractors License				
SC Master Hair Care Specialist				
SC Registered Barber Exam				
SC Specialty Contractor				
SC State Law Examination-Funeral Services				

Summary Report

Piedmont Technical College's business students can prepare for the specific aspect of business that they wish to pursue. (Contingent on sufficient student interest and enrollment, elective courses are available that lead to a degree in General Business with electives in Accounting, Business Management, Office Management or General Business.) Students can pursue their studies in either day or night classes, on- or off-campus or on-line.

Transfer opportunities exist for business students upon completion of the two-year degree. Written transfer agreements have been reached with Lander University, Newberry College, Clemson University, Limestone, Southern Wesleyan, Franklin University, as well as USC-Aiken in an attempt to provide maximum transferability of course work.

The Association of Collegiate Business Schools and Programs (ACBSP) recently accredited the college's Business Program. This is granted through the academic year 2011 and includes Accounting, Management, Office Management, General Business and the Business Transfer Track (go to http://www.piedmont.tec.sc.us/coll_comm/press_rel_1.htm for a news release on ACBSP Accreditation

C. Total Business Program Credit Hours

Fall 2000 vs Fall 2001

	Credit Hours	Term	Credit Hours	Term
Business Program	3485	20001	4167	20011
Total College	36557	20001	41668	20011

Total Business Credit Hours for Fall 2000:	3,485
Total College Credit Hours for Fall 2000:	36,557
Business Program as a % of College total:	9.60%

Total Business Credit Hours for Fall 2001:	4,167
Total College Credit Hours for Fall 2001:	41,668
Business Program as a % of College total:	10.0%

Graduation Rates within the General Business Degree Programs:

(three years or less, 1998 Cohort)

Program	Graduation Rate in 3 years or less
Accounting	60%
Business	88%
Management	56%
Office Management	49%

The majority (63%) of our students are part-time and part-time students tend to matriculate at a slower pace than full-time students, mainly due to work schedules. In addition, a majority of Business Transfer students will transfer prior to course completion, as do the General Business students.

Retention Rate for these students from Fall to Spring Terms, using the 1998 Cohort were:

Program	Retention Rate
Accounting	78%
Business	70%
Business Transfer	74%
Management	81%
Office Management	84%

Divisional Strengths

4. The Business Division has diversified their course offerings to include courses offered on-line, over the PEN and ETV networks, and at all six campus off-campus sites.
5. Students can obtain a Business Degree at one of the off-campus sites. An Accounting Degree can be obtained at the two larger centers, Laurens and Newberry.
6. The Business Division's enrollment has increased steadily over the last three years and while showing signs of future increases.

Divisional Tactics for 2003 - 2004

6. The Business Division is working to expand the number of courses offered through the Weekend College program.
7. They are also planning to expand the number of on-line courses offered during the upcoming academic year.
8. Make sure all web pages are up-to-date and are consistent in format/design elements and contain all pertinent information students need.
9. Incorporate the recommended life skills needed by students into the academic programs.
10. Train all faculty, full and part-time, to teach on-line courses and to incorporate effective on-line communication methods into these courses in order to improve retention rates.

Since 1990, when the college adopted the Seven General Competencies as part of its educational mission, the college further defined the goals of general education with the five core competencies. A task force, appointed in 1993, to develop the core competencies in general education, also developed procedures to assess the five competencies. As a result, multiple measures have been initiated across curricular to ensure the infusion, rather than isolation, of the competencies of general education.

This document details an action plan that builds on existing methods but also requires the development or revision of other methods and the 2002-2003 annual review. The schedule for implementing the plan is shown in the "Annual Cycle for Evaluation of General Education Core Competencies," contained below.

ANNUAL CYCLE FOR EVALUATION OF GENERAL EDUCATION CORE COMPETENCIES

MONTH

ACTION

August

Tests for entering skills

September

General Education faculty review of curriculum

	Implementation of math tests in key courses
November	Student evaluation of instruction
December	Discipline assessments Competency testing for Developmental/Transitional exit Collect portfolio samples in key courses
January	Placement tests for entering skills Developmental/Transitional Enrollment/Completion Report General Education faculty review of strategies for curriculum improvement Course evaluation analyses for fall courses
March	Student evaluation of instruction
May	Discipline Assessments Developmental/Transitional exit competency tests Collect portfolio samples in key courses Faculty assessment of general education courses Developmental/Transitional enrollment/completion Report
June	Course evaluation analyses for spring courses PTC graduation/alumni follow-up survey Employer satisfaction surveys General Education faculty review of strategies for Curriculum improvement end of year report
July	Graduate survey of General Education courses

The college opened its new Library ten years ago. The facility is 20,000 square feet with a seating capacity for 300+ students; a 22,000 volume collection and has had over 8000 circulation transactions since 1998. A weekly sample found (Monday-Thursday), on average, 500 students entering the Library daily. With limited class offering and hours of operation on Fridays, this number declined to an average of 125.

During the 2002-2003 academic year, the college's Library Committee surveyed a sample of 141 students on a detailed 3 page survey instrument. This was the same survey utilized in 1999-2000 which was designed to assess student satisfaction and usage of the major changes in services and operations of the college library. This survey was administered on a random sample basis to students utilizing the library over a four-week period. Of the 141 surveys randomly administered, 5100% were completed and returned. The survey, 62 questions, and three pages in length yielded the following capsule results: Of the library services listed below only one received a lower rating of "awareness" of service: it was the availability of the "Pamphlet File", 55% responded not aware of this service in both 1999 and again in 2002. "Service to request material from other libraries", rose from 47% unaware in 1999 to 62% in 2002. The remaining services were all above 70% awareness of availability to the students.

General Findings:

- ✍✍ By an overall margin 50% of the students preferred to use the Internet for research in 1999 and this figure increased to 75% by 2002.
- ✍✍ 80% of the students have a Piedmont Technical College Library card while only 67% stated they were assigned any research projects within the library.
- ✍✍ Students with disabilities rated library personal assistance as 81% favorable in helping with required research
- ✍✍ The single lowest ranking appeared in the statement “The book I needed was checked out”. Fifty-seven percent of the 1999 sample felt this was a concern while only 36% in 2002 felt concern on this service.
- ✍✍ The overall f ratings for the library averaged below 50% positive in relation to temperature in 1999; since that date corrective measures were made in the the glass dome structure of the building and now only 14% feel temperature settings within the library environment is a concern.
- ✍✍ 30% of students enrolled in off-campus centers utilized the library at least once per week to once a month in 1999 while increasing to 38% during this reporting period.
- ✍✍ With the college serving six off campus centers, PEN classes and the Les Walter Campus in Greenwood, the library has made significant and very positive use of technology to insure “all” students have access and opportunity to services that will support their academic endeavors. In a matter of two to three years, the library and its staff have become an integral function to the academic life of a Piedmont Technical College student.

Suggestions For Continuous Improvement:

- ✍✍ Administer the Library Satisfaction Survey to random samples of students each academic term to insure services are consistent from term to term.
- ✍✍ As enrollment increases and computer laboratories become more available, it is possible that student research will be on the rise via the internet. It is assumed many faculty do require basic research in all or most of their classes and assign topics via the internet (college computer labs or personal home computers). The Library needs to become increasingly prominent in visiting classrooms or conducting more orientation of the research capabilities via the internet.