

2002 IE REPORT TRANSMITTAL FORM

This form should be completed and returned with your data tables and summary report by August 1, 2002

The information included here is current and correct to the best of my knowledge.

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Institutional web address of
Summary Report: http://www.piedmont.tec.sc.us/ie/CHE_Performance_Rating.htm

Summary reports will be expected on institutional websites by August 1, 2002

Check list of IE Reports due August 1, 2002

- Summary Report
- Accreditation Table
- Students in Developmental Education Table
- Sponsored Research Table
- Professional Examinations Table
- Transfer Success Tables (Two-year Institutions)

Date Submitted: July 30, 2002

Submit electronically to:
Saundra Carr – scarr@che400.state.sc.us

Should you have trouble with electronic submission, you can mail a hard copy to:
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SC Commission on Higher Education
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1. General Education: Not reported on in this reporting period.

2. Majors/Concentrations

Most Associate Degree programs are normally completed in a period of two academic years - an academic year for degree programs being interpreted to mean two 15-week terms and a 10-week summer term. Since Piedmont Technical College recognizes transfer credit from other institutions of higher learning and gives advanced standing to approved high school graduates, students may complete their education program in less time than normal schedule requires.

Piedmont Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate's Degree and holds membership in the American Association of Community and Junior Colleges and in American Technical Education Association.

Method:

The college has developed a process for reviewing effectiveness issues in the Associate Degree programs. During the summer of 1999, a detailed student warehouse data system was developed to prepare quantifiable "Program Review" data summaries. These summaries, prepared each academic term, present a snapshot of each associate degree program in terms of:

- Headcount
- Average Credit Hours/Student
- Retention
- Average Course Load/Student
- Demographic Profiles
- Enrollment Status (FT/PT)

In addition to the above "review" data, academic program coordinators, with their academic deans, prepare a capsulated profile that not only considers the program review data but also includes survey trends (employers and students), graduation rates, and improvement or recommendations. This summary is reviewed and discussed with the Academic Dean, the Vice President for Educational Affairs, and the Office of Institutional Effectiveness.

The end result of this activity is to prescribe an action plan for each academic program that will build on successes and attempt to remedy areas needing improvement.

Instructional and Assessment Plan Findings:

For the programs completing this process, the college finds the plans to be well defined, measurable and oriented towards the needs of the student. The college also finds this process to be educationally sound for the purpose of delivery and assessment for competency mastery within an educational environment.

The college feels the merging of quantifiable program review data summaries with technical and general competency evaluations will lead to an overall assessment of the effectiveness and quality of Associate Degree programs. These detailed summaries will be evaluated/reviewed by the Institutional Officers and the Council of Deans. From these two administrative bodies, a list of recommendations, if needed, will be made. These recommendations will be operationally defined and implemented by the appropriate Academic Dean.

The academic programs to be reviewed during this reporting period are in the Industrial Technology Cluster. The Associate Degree Programs in this area are:

Automotive Technology - With concern for automotive efficiency, the cost of fuel, vehicle repairs and service growing yearly, the role of the automotive technician increases in importance. The student is trained to perform quality maintenance, diagnosis and repair of complex modern vehicles. Classrooms and shop areas are equipped with the latest tools and equipment for automotive diagnosis and repair. Students will train in eight areas of automotive service: engine repair, engine performance, electrical and electronic systems, manual drive train and axles, automatic transmission/transaxles, suspension and steering systems, brakes, and heating and air conditioning. Maintenance and repair experience will duplicate those skills needed upon employment. Upon completion of 83.0 credit hours, a graduate will be awarded an associate's degree in Industrial Technology.

Building Construction Technology - Concern about building costs, home maintenance and repair, and energy efficient dwellings has elevated job market demands for skilled construction workers in practically every area of the building industry. A comprehensive program that offers practical training in the entire range of residential and light commercial building techniques, Building Construction Technology puts classroom knowledge to work in hands-on projects both on the Lex Walters Campus and outside the college community. Students get practical training in estimating building costs, carpentry, cabinet making, residential wiring, blueprint reading, brick masonry, construction, building codes and safety. A good background in economics and communications combines with a high level of skills in building techniques to prepare graduates for general construction, specialty work or supervision of construction projects. Upon completion of 83.0 credit hours, a student will be awarded an associate's degree in Industrial Technology.

HVAC Technology - One of the fastest-growing service occupations, Heating, Ventilation and Air Conditioning is a field that has seen major changes over the past years as a result of the national emphasis on fuel conservation and environmental concerns. Every private residence, business, industry and agency needs the skill of technicians trained in the installation, maintenance and repair of air conditioning, refrigeration and heating systems. Students are trained to diagnose and repair malfunctions; size, fabricate and install air duct systems; and estimate cooling and heating loads for selection of the most efficient systems for a given building. Practical training in a well-equipped shop and outside installation of service projects gives students' on-the-job experience before they graduate. EPA technician certification is taught and the test is offered to all curriculum students.

Industrial Electronics Technology - A broad program designed to prepare graduates for employment in the manufacture, merchandising, testing, installation, maintenance, modification or repair of electrical and electronic equipment and systems, Industrial Electronics Technology offers both classroom instruction and hands-on experience. Instruction covers DC and AC voltages; basic hydraulics and machine shop practice; motor control; and the generation, distribution and utilization of electrical power. Practical training in troubleshooting, monitoring, operation and maintenance of mechanical, electrical and electronic equipment provides experience this graduate needs for a successful career.

Machine Tool Technology - Because of the rapid advances made in industrial technology over the past decade, few career fields have grown as much as metalworking. Students in this program get a full introduction to the field and practical experience in machining operations used in practically every manufacturing industry. The graduate, highly skilled in the use of precision machines and instruments, is capable of making intricate parts meeting precise specifications.

With practical experience in bench work, floor work, assembly layout, selected milling machine operations, lathe, shaper, drill press, numerical control programming and machining, machine tool maintenance and inspection, the graduate is prepared to handle a wide range of responsibilities in the metalworking industry. This curriculum offers a certificate in Machine Tool Operator. Upon completion of 76 credit hours, a student will be awarded an associate's degree in Industrial Technology. A student may elect to receive a diploma in Machine Tool after completion of 45 credit hours.

There are also options for Diplomas and Certificates. These are:

- Machine Tool Diploma
- Welding Diploma
- Carpentry Certificate
- Computerized Numerical Control Certificate
- Construction Management Certificate
- Electrical Maintenance Technician Certificate
- Grounds Maintenance Certificate
- Heating Fundamentals Certificate
- Industrial Maintenance Mechanics Certificate
- Industrial Mechanics/Mechanical Engineering Certificate
- Journeyman Welding Certificate
- Machine Tool Operator Certificate
- Manufacturing Operations Certificate
- Railway Signal Electronics Certificate
- Refrigeration Applications Certificate

Refer to: www.piedmont.tec.sc.us/coll_comm/pres_rel_1.htm
 For a news release on “Women Experience The Magic of Welding”

A. Program Review Summaries

Each of the above academic areas reviewed program data with the appropriate Academic Dean, Department Head, and the Vice President for Academic Affairs. General trends and suggestions were made based upon the historical data. Capsulated findings from each program area are provided below.

Industrial Technology Cluster - Enrollment Trends

1. Fall Term Headcounts

	1998	1999	2000	2001
Automotive Technology (AUT3)	21	23	28	28
Building Construction Technology (BCT3)	30	18	20	36
HVAC Technology (HVA3)	33	22	32	47
Industrial Electronics Technology (IEE3)	77	108	108	119
Machine Tool Technology (MTT3)	54	44	58	45
Total	215	215	246	275

2. Students Enrolled for their initial college experience

	1998	1999	2000	2001
Automotive Technology (AUT3)	5	8	14	11
Building Construction Technology (BCT3)	7	4	8	10
HVAC Technology (HVA3)	2	4	9	16
Industrial Electronics Technology (IEE3)	7	18	20	20
Machine Tool Technology (MTT3)	7	6	15	9
Total	28	40	66	46

3. Fall Term Demographic Enrollments: Male and Female

	1998		1999		2000		2001	
	M	F	M	F	M	F	M	F
Automotive Technology (AUT3)	16	5	22	1	28	0	28	0
Building Construction Technology (BCT3)	28	2	17	1	20	0	34	2
HVAC Technology (HVA3)	33	0	22	0	32	0	47	0
Industrial Electronics Technology (IEE3)	73	4	99	9	108	0	113	6
Machine Tool Technology (MTT3)	47	7	4	2	58	1	42	5
Total	197	18	202	13	246	1	264	13
Percent	91.6%	8.4%	94%	6%	99.6%	0.4%	95.3%	4.7%

General Findings:

A preliminary view of the Industrial Technology Degree programs indicates several areas of note: (1) The Machine Tool Technology (MTT3) program has decreased overall enrollment by 16% since 1998 – a total of 9 students; This may be attributed to a special increase in students from a local industry in 1998. 2) the number of students enrolling directly from high school has increased by 40%; and (3) male enrollment within the total cluster has steadily increased each fall term since 1998 while female enrollment, which had a drop from 13 students to one in the Fall of 2000, has increased again to 13 students.

4. Fall Term Ethnic Enrollment

	1998		1999		2000		2001	
	Af/Am	Am	Af/Am	Am	Af/Am	Am	Af/Am	Am
Automotive Technology (AUT3)	3	18	9	13	10	17	8	18
Building Construction Technology (BCT3)	7	23	5	13	5	15	6	30
HVAC Technology (HVA3)	9	24	7	15	10	21	10	36
Industrial Electronics Technology (IEE3)	21	56	23	85	26	81	23	94
Machine Tool Technology (MTT3)	7	47	35	9	11	46	8	36
Total	47	168	49	13	62	180	55	214
Percent	21.9%	78.1%	22.8%	62.8%	25.6%	74.4%	20.4%	79.6%

General Findings:

With the exception of fall 2001, the African-American enrollments have remained fairly linear. The percent of African-Americans enrolled in each of the fall terms, still exceed the school age (18 or over) African-American population in the college's seven county service region. The college should continue their efforts in the recruitment and retention of all its students.

B. Graduation Rates

To view program success, the college-reviewed students enrolled in the fall of 1998 and determined their graduation rates in three years or less.

Program	Student' s Enrolled	% Graduating in 3 yrs or less
Automotive Technology (AUT3)	21	57%
Building Construction Technology (BCT3)	30	57%
HVAC Technology (HVA3)	33	48%
Industrial Electronics Technology (IEE3)	77	53%
Machine Tool Technology (MTT3)	54	93%

The college has been fortunate to have above average graduation rates based on Performance Funding Cohort calculations. The Industrial Technology Programs exceed the colleges average as well as the tech system average. The only concern would fall within the Heating, Cooling, and AC program since they haven't yet reached a 50% graduation rate. With 67% of the college's population being part-time, the three-year Cohort model for graduation rate is not as indicative of a program or college's success.

C. Retention Rates

Program	Fall 2001 to Spring 2002 Retention Rates
Automotive Technology (AUT3)	78.5%
Building Construction Technology (BCT3)	88.8%
HVAC Technology (HVA3)	71.1%
Industrial Electronics Technology (IEE3)	74.0%
Machine Tool Technology	92.6%

The college views retention as a significant factor in the assessment of program quality. With 90% of student attrition occurring between fall and spring semesters, the Retention Rates above reflect that philosophy in the calculation of Retention Rates. Each of the programs above exceeds the colleges overall retention rate of 67.8%. The college will continue its efforts in the retaining of all students at the college.

Industrial Technology Cluster

Overall Findings

1. The college is developing promotional and marketing information to assist in the focus of program recruitment of all students but will target females during 2002.
2. The programs in the area have steadily improved their environments since 1998.
3. With the exception of Fall 2001, which was an overall smaller graduating high school class, the number of students entering Piedmont Technical College directly from high school has been increasing.
4. Job placement and employer satisfaction, as per advisory committee feedback and through employer surveys, remains very positive with high job placement rates, (in excess of 85%.)

3. Academic Advising

The ACT Survey on Academic Advising has become the instrument of choice for Piedmont Technical College in the assessment and improvement of Academic Advising. Since 1993, the instrument has been utilized every two years to determine strengths of academic advising and areas in which improvement could be made to assist students more efficiently and accurately. In conjunction with this survey, the Commission on Higher Education (CHE) mandated question focusing upon academic advising has been used during each semester. The ACT Survey is scheduled to be implemented in the fall of 2002. The 2001-2002 CHE advising summary is below:

“Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below.”

	Fall Semester		Spring Semester		Total	
	Students	%	Students	%	Students	%
Very Dissatisfied	196	4	151	4	347	4
Dissatisfied	242	5	201	5	443	5
Satisfied	2330	51	1942	50	4272	50
Very Satisfied	<u>1832</u>	<u>40</u>	<u>1610</u>	<u>41</u>	<u>3442</u>	<u>41</u>
Total	4600	100%	3904	100%	8504	100%

In additional student surveys, students told us to find ways to reduce their personal loss of time and energy, or to at least allow them to do their college business at times convenient to them. They pointed out that other South Carolina colleges (including some almost as close to them as Piedmont Technical College) were implementing telephone registration, Internet registration, and/or computer kiosk registration. Our research led us to resources such as studies and reports, our peers at such colleges as Lexington Community College and Trident Technical College, our telecommunications consulting firm (Telesystem Associates: Detroit, MI), and our MIS department.

We discovered that all three electronic modes are technically feasible (and that it is almost as easy to do all three as to do one); that our emerging telecommunications connections to the six county centers will be able to handle the data load; that many students do use such options; that these options increase retention among them; and that in several areas that reduce staff paperwork and errors. As a result, we have chosen to implement these alternatives (including an electronic bookstore) as a retention strategy.

The first strategy is to personalize our intake and advising processes. The electronic modes will be ideal for many students, but not for such students as: first-time students (some 18% of our enrollment); undecided students; students with unusual needs or problems; students who need the reassurance of personal contact and advice (a large proportion of our students, with their rural, first-generation-college backgrounds); students without the ability to pay by check or credit card (a surprising number), and the like. Those students will still walk in the door, and will still face all the delays and inconveniences they now experience.

Selecting the best strategy to serve such students was harder than choosing to implement electronic systems, and occurred through two breakthroughs. First, the college explored models, colleges, and modifications before our first breakthrough; accepting the reality that we were still tinkering around the edges; those alterations still required student wait time, inconvenience, and office-shuffling. Visits and discussion with peers at Central Piedmont Community College, the Technical College of the Low Country, and elsewhere suggested two alternative models; single-person, and single-visit. With the first, one facilitator does it all for a student, and only calls for help with special problems. With the other, students glide from step to step in a reconstructed system featuring integrated communications channels, staff assignments, procedures, and resources. Everything is focused on student-rather than administrative-efficiency. Each would comprehensively change the way we do business.

Our second breakthrough occurred when we realized that *both* models were best for Piedmont Technical College. The single-person model (which we will call an Educational Services Coordinator) is ideal for our county centers, with small student populations, smaller staffs, and no specialization of roles. The single-visit model is ideal for our Greenwood center, with large student numbers and large, specialized staff offices. A companion set of decisions was that, if the Greenwood single-visit system was to work, we had to consolidate advising into a single system (Advising Center) and create new assessment resources (e.g. for undecided students).

The second strategy is to directly address the unique needs of our minority male students, ELS students, and students with learning disabilities. Research and discussions with communication devices, and procedures so that each student can walk swiftly and effectively through all necessary processes in whatever way is best for her or him.

The third, related strand of activity will be to support the one-visit and ESC systems by creating single advising/assessment system and central facilitation on the Greenwood campus. The first focus (during all five years) will be on clarifying and differentiating advising procedures and roles at the Greenwood center (e.g. new student advising will become a more intensive, staff-focused responsibility, while faculty continue to provide much of the ongoing advisement in conjunction with a new Advising Center). A second focus (during years 2 and 3) will be to create systems and resources to help entering students either make the best curriculum choice (if undecided) or confirm that choice (if 'partly decided' a large percentage). This will require both structured instruments and specially designed screening questionnaires. The final activity (during years 4 and 5) will be to create much stronger systems of career assessment and planning services to help both students and faculty tailor coursework, instruction, career preparation activities (e.g. internships), and the like. This thread will rely primarily on internal resources and on the full-time (100%) intake/advising facilitator, whose role will shift from electronic to this thread during the project.

Thread 3:

Services for special populations

This thread will focus on developing, implementing, and institutionalizing initiatives to help make minorities (during years 2-5) will emphasize; creating internal faculty specialists in male minority needs, styles, and retention strategies; using those faculty to conduct both focused (e.g. teaching tips) and broad (e.g. cultural understanding) workshops for faculty.

Timeline for Goal Implementation:

2000 – 2001

Specific Tasks to be Completed	Methods Involved	Tangible Results
1. Establish a physical location for a centralized Advising	Study campus facilities, space utilization and future plans; make recommendations to Institutional Officers	Physical location determined
2. Equip the Advising Center with furniture and supplies (from local funds)	Submit requests for available furniture to physical plant director; set up equipment	Furniture and supplies obtained
3. Staff the Advising Center	Half-time Intake Facilitator and half-time split among faculty and counselors (non Title III)	Center staffed full-time
4. Offer centralized advising to all new Engineering Technologies students	Engineering faculty scheduled to advise as needed	New Engineering students are advised in the Advisement Center
5. Develop advising manual for first-term advising	Discussions with academic department heads; outlines written	Advising manual completed

2001-2002

Specific Tasks to be Completed	Methods Involved	Tangible Results
1. Offer Centralized Advising to all Health Science applicants	Meetings scheduled with Health Science counselor and Health Science Dean	All students advised
2. Health Science advising outlines developed	Meetings with Health Science faculty held	Outlines produced
3. Advisement center staffed ¾ time by Intake Facilitator	Schedules adjusted	Center staffed ¾ time
4. Advisement center provides returning student advisement during add/drop period	Meetings with department heads (optional program); outlines developed for those programs opting to use this service; staffing adjusted to accommodate needs.	Advisement Center processes add/drop by summer term

Summary

1. The Office of Academic Advising is available to all day and night students, and the Director of Academic Advising has worked closely with all academic departments to insure the Assigned Advisor system and list is continually updates, as is the advising website. There is on-going advisor training every term.

The Enrollment/Advising Center will open June 3, 2002, and all new students at the Greenwood campus, day and evening, will be advised in this central location.

2. The ACT Student Advising Survey will be administered during fall term 2002 and summary results will be viewed in two distinct areas:
 - A. The impact of centralized advising
 - B. Comparative summaries based upon the year 2000 advising results.

4. Achievement of Students Transferring from two-year to four-year institutions.

The purpose of this report is to review and discuss the progress of Piedmont Technical College students transferring to four-year institutions. With nearly eighty per cent of PTC students matriculating to Lander University, this report will focus upon these students. (Refer to chart 2.0 below for composite of all transfers)

During the Fall term of 2001, 57 Piedmont Technical College students transferred to Lander University. Of these 57, twenty- three had received Associate Degrees from Piedmont Technical College; 15 received certificates (General College Studies certificate) and 19 had received no degree, diploma or certificate prior to transferring to Lander University. In Lander University's Academic Performance Report submitted to CHE, 57 students were PTC students and 1116 were native Lander students. Of these two sample sizes, Lander provided "withdrawal" status of the students. Lander lost 7 of the PTC students (12.3%) and 23, (2.1%), of their native students.

In reviewing the PTC students who had withdrawn from Lander University during their first semester, a direct correlation was found to these students while attending PTC. Of the 7 withdrawn students, all 6 of the 7 had also withdrawn from PTC prior to attending Lander University. A more significant fact on these 7 students is that none of the students had acquired an Associates degree prior to transfer. (Refer to chart 3.0: Associate Degree Transfers.)

Chart

1.0 Demographic Summary of PTC Transfers to Lander University

	<u>PTC Sample</u>	<u>PTC Withdrawals</u>	<u>GPA of PTC At Lander</u>	<u>Lander GPA</u>	<u>Lander Sample</u>	<u>Lander Withdrawals</u>
<i>Non-white Males</i>	9	1	2.36	2.36	46	0
<i>White Males</i>	15	1	2.8	2.36	356	11
<i>Subtotal</i>	24	2			402	11
<i>Non-white Females</i>	13	0	2.28	2.37	137	2
<i>White Females</i>	20	5	2.01	2.72	554	10
<i>Subtotal</i>	33	5			691	12
<i>Overall Total</i>	57	7	2.4	2.53	1093	23
<i>Unspecified gender</i>	0	0	0	3.07	23	0

Five of the 7 PTC transfers were white females, while Lander’s withdrawal rate was evenly distributed between Males and Females but white males and white females, as with the PTC transfers, were the target attrition group for FTFS losses.

In viewing the success of students transferring to Lander the over all GPA success of PTC students is in a range of variance with the Lander University native students. (A fall term GPA of 2.40 for PTC transfers with a 2.53 for Lander transfers.) As with any statistical view, sample size is relevant for further discussion. If viewing only Associate degree transfers, the GPA is higher but the sample size, as discussed previously, is smaller. To accurately, view success of transfers, CHE should consider viewing students transferring with a degree only. A transient student perhaps taking 6 credit hours or less in a non-degree program (i.e. Career Development), may create a high-risk experience upon transfer. Further considerations for CHE, may be to rule transfers from non-degree areas void from this study.

Chart 1.0: First Time Fall Transfers With Fall 2001 Student GPA's

	<u>PTC N/(GPA)</u>	<u>Lander N/(GPA)</u>	<u>GPA Var.</u>	<u>GPA Variation With Other Postsecondary Institutions & PTC Sample Size</u>				
				<u>USC Aiken</u>	<u>Winthrop</u>	<u>Clemson</u>	<u>Coastal</u>	<u>College of Charleston</u>
0-29 Credit Hours								
Non-White Male	2/2.71	24/2.17	0.5			1/-1.12		
Non-White Female	4/1.28	54/2.27	-0.99					
White Male	2/3.25	167/2.09	1.15		1/+41	1/-2.73		1/+ .84
White Female	2/1.00	236/2.61	-1.6	1/+1.00				
Unspecified	0	8/3.13	-3.13					
<i>Withdrawals</i>	2	15						
30-59 Credit Hours								
Non-White Male	3/2.00	15/2.32	-0.32	1/+ .79				
Non-White Female	6/2.50	43/2.37	0.13	1/-2.34		1/+2.50	1/- .17	
White Male	4/2.74	104/2.38	0.36				3/-1.17	1/+2.4
White Female	10/2.44	172/2.62	-0.18					
Unspecified	0	10/3.07	-3.07			1/+ .40		
<i>Withdrawals</i>	4	2						
60+ Credit Hours								
Non-White Male	4/2.45	7/2.61	0.16					
Non-White Female	3/3.07	40/2.48	0.59					
White Male	9/2.40	85/2.61	-0.21			1/- .7	1/+ .38	
White Female	8/2.60	146/2.95	-0.35	1/- .80				

Unspecified	0	5/3.00	-3					
<i>Withdrawals</i>	1	6						
Totals/Avg. GPA	57/2.40	1116/2.53		4/- .37	1/- .03	5/- .71	5/- .65	2/+ .18
Total Withdrawals	7	23						
PTC Students GPA		2.4		2.34	2.73	2.17	2.17	2.89
University Students GPA		2.53		2.71	2.76	2.88	2.82	2.71

The **Yellow highlights** above indicate those categories in which Piedmont was equal to or did better than all two-year technical college students transferring into Lander University. Of the 108 two year technical college students coded as transfer to Lander, Piedmont accounted for 57 of the sample. Again, the summary table below indicates the longer a student progresses at a technical college in a degree seeking program, the more likely the student is to have a successful tenure at Lander University.

Transfers from All Technical Colleges to Lander University / Fall 2001

Student Credit Hours Transferred/Earned	Two-Year College Transfer Students Fall Term 2001		Senior Institution First-time Native Students Fall Term 2001		Difference in G.P.A. (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student)
	Number	G.P.A.*	Number	G.P.A.*	
0 to 29 Hours					
Non-White Male	3	2.81	24	2.18	(0.63)
Non-White Female	4	1.28	52	2.27	0.99
White Male	6	2.46	161	2.09	(0.37)
White Female	4	1.40	229	2.61	1.21
Unspecified	0	-	8	3.14	3.14
30 to 59 Hours					
Non-White Male	4	2.40	15	2.32	(0.08)
Non-White Female	10	2.14	43	2.37	0.23
White Male	14	2.57	103	2.39	(0.18)
White Female	16	2.59	171	2.63	0.04
Unspecified	0	-	10	3.08	3.08
60 and Above					
Non-White Male	4	2.45	7	2.62	0.17
Non-White Female	9	3.06	40	2.48	(0.58)
White Male	14	2.40	81	2.62	0.22
White Female	20	2.98	144	2.96	(0.02)
Unspecified			5	3.00	3.00
Lander University TOTAL	108	2.53	1,093	2.53	-

Note: Number columns reflect 9 transfer student withdrawals and 23 native student withdrawals.

In viewing the further break out of credit hours attempted at Piedmont, the following students transferred to Lander University with the following number of credit hours: 0-6 credit hours: 6; 7-15 credit hours: 3; 16-29 credit hours: 1; 30-59 credit hours: 23 and 60 and above credit hours had 24 students. The initial premise in viewing the data above was that the students with 60 and above credit hours were all graduates. In viewing individual data, once student did withdraw with over 60 credit hours but did not have a degree from PTC. The remaining 23 students, based on only Fall 2001 data, remain at Lander University. (Refer to the chart below.)

# Of Graduates with Associate Degrees	Lander GPA	PTC GPA
Associate in Business	3	3.282
Associate in Business	3.48	2.980
Associate in Business	1.66	3.330
Associate in Business	2.25	3.090
Associate in Business - Acc	1.53	3.500
Associate in Business - Gen. Bus	Same as above	3.500
Associate in Computer Tech.	3	3.870
Associate in Industrial Tech.	4	3.000
Associate in Public Service	1.51	2.430
Associate in Public Service	2.75	3.600
Associate of Arts	1	2.471
Associate of Arts	3	3.900
Associate of Arts	3.48	3.630
Associate of Arts	2.3	2.450
Associate of Arts	2	2.060
Associate of Arts	1.5	2.510
Associate of Arts	2.4	2.650
Associate of Arts	1.75	2.380
Associate of Arts	3.26	3.260
Associate of Arts	3.52	3.530
Associate of Science	2.46	2.810
Associate of Science	3	3.900
Associate of Science	3.16	3.730
Average GPA	2.43	3.124

Overall Summary:

Based upon the data provided, Piedmont is comfortable knowing the degree students transferring are performing at or near an above average level similar to the native students at Lander University. The college would like to see all students succeed significantly upon transfer. To be able to graduate from Piedmont and transfer to a four year institution may be a “significant” accomplishment for some and not be in a qualitative base for measurement. With Piedmont’s student body now composed of nearly two-thirds part time students and female, the college would like to view additional success data in it’s graduates at Senior institutions. As with any summarized report, the data encourages questions to be asked:

- ?? Are the students full or part time?
- ?? Do the students continue to work while attending classes?
- ?? In what areas would Piedmont and Lander need to collaborate on to improve academic success?
- ?? How many of our transfers graduate from Lander University?
- ?? What is the result of our students that took less than 60 credit hours at Piedmont and then transferred?

Though many questions may be asked, it is fortunate the Piedmont students have the access to a four-year institution. The college through many of its newly implemented academic support programs will attempt to increase the probability for student success in future years at senior institutions across the state.

5. Procedures For Student Development

The mission of the Student Development Division is to design and implement support systems that foster the growth and development of the whole student and enable the college to become a more effective educational community. In collaboration with faculty, staff and administration, the division is responsible for providing valuable programs and services to complement the educational process and meet life skill needs of students.

Piedmont Technical College is an "open door" institution serving the educational needs of a seven-county area. It is the mission of the college to assist students in achieving their personal and professional educational goals. Piedmont's faculty and administration are dedicated to helping all applicants chart pathways that will lead them from where they are to where they wish to be.

Although Piedmont is an "open door" college, prospective students still must fulfill certain general entrance requirements to be admitted. Students wishing to enroll in health science programs and students requesting special types of admission must meet additional requirements.

All applicants for admission to associate's degree, diploma, and certificate programs must meet the following requirements:

- ✎ Be at least 18 years of age.
- ✎ Possess a high school diploma, GED or acceptable scores on the college placement test, or on the SAT or ACT.
- ✎ Demonstrate the ability to benefit from formal education.
- ✎ Students now have the option of taking either the ASSET or the COMPASS placement test. The ASSET is a traditional, timed, paper and pencil placement test measuring skills in reading, English, and mathematics. COMPASS is a computer-adaptive placement test measuring skills in reading, English and mathematics. This test is not timed. The computer program selects questions for you based on your answers to previous questions.

Assessment Overview

Starting in the Spring of 2001, the college implemented a new process for assessing the effectiveness of Student Development Services for the college. The college elected to use on a bi yearly basis the Noel-Levitz Student Satisfaction Inventory, developed in 2000. This normative instrument compares the piedmont student to college students in other two year technical and community colleges. This inventory does not replace existing departmental student satisfaction instruments but will provide the college with a "blueprint for improving the institution's effectiveness". As with any normative instrument, comparison over time is the best process for assessing effectiveness and the year 2001 will provide base line data for that purpose. In addition, in the short term, the results will give direction and purpose for adjusting or strengthening student development services.

There are basically three distinct scores provided for each inventory item:

1. **Importance Score**: reflect how strongly students feel about a pre-described expectation. (The higher the score, the more important it is to the student.)
2. **Satisfaction Rating Score**: reflects how satisfied students are that Piedmont has met their expectations. (The higher the score equates the more satisfied students are.)
3. **Performance Gap Scores**: The importance Score minus the Satisfaction Score shows how well the college is meeting student expectations. (A large Performance Gap score for an item (i.e. 1.5 or higher) indicates the institution is not meeting student expectations, whereas a small or zero score (i.e. .5) indicates the college is meeting student expectations and a negative gap score (i.e. -.25) indicates the institution is exceeding student expectations.

The Inventory Items

- ✎ 70 items of expectations for two-year community and technical colleges.
- ✎ 6 items to assess the institutions commitment to specific student populations.
- ✎ 9 items focusing upon pre-enrollment factors.
- ✎ 3 summary items to assess overall satisfaction.
- ✎ 13 demographic for identification of student characteristics.
- ✎ Optional items which may be added by the institution.

Each given item on the inventory is rated on a seven-point scale for level of importance and level of satisfaction. The scale is from 1-7 with a one being the lowest ranking, “not important at all” and “not satisfied at all” to a high range of 7, which includes “very important” and “very satisfied”. Therefore, the mean, or average scores reported in the results sections will fall within a range of 1 to 7.

Item Categories

Statistical analysis of the above items provide the following twelve composite scales:

- ✎ Academic Advising and Counseling Effectiveness
- ✎ Academic Services
- ✎ Admissions and Financial Aid Effectiveness
- ✎ Campus Climate
- ✎ Campus Support Services
- ✎ Concern For The Individual
- ✎ Instructional Effectiveness
- ✎ Registration Effectiveness
- ✎ Responsiveness to Diverse Populations
- ✎ Safety and Security
- ✎ Service Excellence
- ✎ Student Centeredness

Sample Size and Demographic Summary for Spring 2001 Assessment

Sample Size: 822 students

Chart 1: Gender Sample Summary			
<u>Females</u>	<u>Males</u>	<u>Total</u>	<u>No Response</u>
530	271	801	21
66.17%	33.83%	100%	

Chart 2: Ethnicity/Race of Sample						No
<u>Af. American</u>	<u>Am. Indian</u>	<u>Asian</u>	<u>White</u>	<u>Hispanic</u>	<u>Other</u>	<u>Response</u>
325	3	7	429	4	14	40
40.60%	0.38%	0.88%	53.60%	0.50%	1.80%	5%

Chart 3.0: Current Enrollment Status			
<u>Day</u>	<u>Evening</u>	<u>Total</u>	<u>No response</u>
638	147	785	37
81.27%	18.73%	100%	

Chart 4.0: Current Class Load			
<u>Full time</u>	<u>Part Time</u>	<u>Tot.</u>	<u>No Resp.</u>
554	237	791	31
70.04%	29.96%	100%	

Chart 5.0: Current GPA of Sample					
<u>No credits</u>	<u>1.0-1.99</u>	<u>2.0-2.49</u>	<u>2.5-2.99</u>	<u>3.0-3.49</u>	<u>3.5 & Above</u>
83	19	82	207	197	194
10.60%	2.40%	10.49%	26.47%	25.19%	24.81%

Chart 6.0: Educational Goals of Sample			Chart 7.0: Employment of Student Sample		
	N	%		N	%
Associate Degree	533	66.88%	Full Time Off Campus	329	41.07%
Voc./Technical Program	15	1.88%	Part Time Off Campus	269	33.58%
Transfer To Other Institution	135	16.94%	Full Time On Campus	15	1.87%
Certification	54	6.78%	Part Time On Campus	16	2.00%
Self Improvement/Pleasure	15	1.88%	Not Employed	172	21.47%
Job-related Training	23	2.89%	Total	801	100%
Other Educational Goal	22	2.76%	No response	21	
Total	797	100%			
No Response	25				

Chart 8.0: Class Level of Sample		
	N	%
1 Year or Less	482	59.14%
2 Years	292	35.83%
3 Years	23	2.82%
4 or more years	18	2.21%
Total	815	100%
No Response	7	

Chart 9.0: Age Ranges of Sample		
	N	%
18 and under	55	6.88%
19 to 24	420	52.50%
25 to 34	191	23.88%
35 to 44	91	11.38%
45 and over	43	5.38%
Total	800	100.00%
No response	22	

The above demographic tables reflect a sample size for this assessment process that was representative of the college's student body in the Spring of 2001. The above summary sample does provide insight into assumptions that were sometimes generalized but often not substantiated, an example being, from chart 7.0 above, based on the 822 student sample 79% of the students work part or full time while attending Piedmont Technical College.

General Summary of Findings

The complete statistical report may be reviewed by calling the Associate Vice President of Student Development, Becky McIntosh at 941-8358. The report provides and item by item ranking of the students' views of importance and satisfaction of specific Student Development functions. The summary below will focus upon the overall scores and Performance Gap measures of the twelve basic subsets outlined previously for Student Development.

In viewing the individual items on the inventory, the single most important item for students, was that "classes be scheduled at times that are convenient for me". This item had a 6.49 rating of Importance but yet received a 5.63 Satisfaction rating (Performance Gap of .86). In using the interpretation guidelines, this GAP measure is approaching the borderline of "not satisfied". (Interpretation based upon GAP score of remaining inventory items, in section 2-7 of Results Manual.)

The individual inventory items of which may be viewed as borderline or from which students GAP measures indicate a level of dissatisfaction are:

- ✂ Classes are scheduled at times convenient for me. (.86)
- ✂ The equipment in lab facilities is kept up to date. (.91)
- ✂ Students are notified early in the term if they are not doing well. (.94)
- ✂ Financial aid awards are announced to students in time to be helpful in college planning. (.94)
- ✂ The amount of student parking space on campus is adequate. (1.61)

Chart 10, below, indicates Academic Advising/Counseling is most important to students, with Registration Effectiveness and Concern for the Individual, closely behind. In each of the three areas, the “performance gap score” is .64 or less, far below the national gap scores for those areas. The highest Gap score among the nine

Chart 10: Institutional Summary: Ranked in Order of Student Importance

Student Development Area	<i>Piedmont Technical College</i>			National Norms	
	<i>Average</i>	<i>Rankings</i>	GAP Score	Satisfaction	GAP Score
	Importance	Satisfaction			
Academic Advising/Counseling	6.3	5.66	0.64	5.06	1.03
Instructional Effectiveness	6.28	5.64	0.64	5.26	0.89
Registration Effectiveness	6.27	5.68	0.59	5.25	0.87
Concern For The Individual	6.23	5.58	0.65	5.08	0.98
Admissions and Financial Aid	6.19	5.5	0.69	4.94	1.01
Academic Services	6.17	5.57	0.6	5.18	0.82
Safety and Security	6.15	5.38	0.77	4.81	1.15
Campus Climate	6.14	5.62	0.52	5.13	0.79
Student Centeredness	6.14	5.68	0.46	5.19	0.72
Service Excellence	6.1	5.53	0.57	5.07	0.83
Campus Support Services	5.69	5.16	0.53	4.8	0.59
Responsiveness to Diverse Populations		5.73		5.31	

National group means are based upon 292,877 student responses

Student Development subset scales was found within the Admissions and Financial Aid subset. Though the lowest gap measure, it still falls significantly below the National Norm standards for this instrument, again demonstrating the higher degree of satisfaction of the Piedmont student over the national norm.

Refer to Chart 12 below on Student Centeredness.

Chart 12: Student Centeredness

Item	Gap Score	National Gap Score	Mean Difference
Most students feel a sense of belong here	0.11	0.19	.41***
College shows concern for students as individuals	0.71	1.12	.61***
Campus staff are caring and helpful	0.48	0.74	.46***
Enjoyable experience to be a student on this campus	0.44	0.71	0.48***
Students are made to feel welcome	0.48	0.69	.42***
Administrators are approachable to students	0.54	0.86	.57***

*** difference statistically significant at the .001 level

An additional and ongoing “Student Satisfaction” measure is the Registration Survey, which is randomly administered. During 2002, Spring term, an additional 1559 students completed the Registration Satisfaction Survey after the registration period had been completed. Significant Highlights of this survey summary were:

1. 96% of students were satisfied/very satisfied with the College Application Process.
2. 52% of the students were satisfied to very satisfied with the orientation program but it is worthy to note 45% of the students did not attend the program.
3. Per-cent satisfied to very satisfied with each of the services below and % not utilizing the service.

Area	% Satisfied/Very Satisfied	% Did Not Utilize
Counseling	40%	59%
Financial Aid	61%	26%
Disability Services	13%	86%
Overall Registration Process	94%	NA

Student Development Recommendations and Suggestions

Based upon the results of the Noel-Levitz Inventory of Student Satisfaction, the Student Development Division of the colleges offers the following suggestions and recommendations for improving the overall Effectiveness of the division.

Admissions and Financial Aid Effectiveness

The college has completely transformed the intake process on main campus to include admissions, assessment, financial aid applications, career counseling, advisement, and registration all into one process. The new Enrollment Center houses professional enrollment advisors and student orientation leaders who assist each student with enrollment and financial aid process. This new system will be closely monitored and evaluated on a regular basis. Students are encouraged to apply for financial aid earlier, which will in turn provide them with the needed award information earlier.

Registration Effectiveness

This is always very important to students, and for that reason the college continues to implement new and innovative processes for the students. This past year the college implemented online registration and also online orientation. Both processes will provide new methodologies for students who choose to use them.

Student Centeredness

The student development division will continue to offer the leadership development and personal development programs that are now in place, while continuing to improve and expand them whenever possible. The most recent development has been the creation of Student Orientation Leaders program. Through this program many more students have the opportunity to participate in training and development initiatives. Another strong factor at Piedmont is the care and commitment of the faculty and staff who lend their time and expertise to student groups and organizations by serving as advisors and leaders. This student-centered activity promotes student engagement, which leads to student satisfaction and retention in college.

Academic Advising and Counseling Effectiveness

This rated as the most important to the Piedmont student and continues to be a focal point for the student development division. Within the past year the college adopted a new "Assigned Advisor" program that guarantees each student will have one specifically assigned advisor who will track that student until his or her completion or graduation. This coupled with the new enrollment advisor program for new students should earn continued high marks in the areas of academic advising.

6. Library Resources:

Not reported on in this reporting period.

7. New Data Requirement

Policies and procedures to insure a "technological skilled workforce" are integral functions of Piedmont's mission and academic base. The college's mission statement, goals, beliefs and core values are centered about the ability and need to train a qualified workforce for the seven county region. To support this mission, and in collaboration with county governments, the college has established county satellite centers in each of the 6 counties bordering Greenwood County. This is a direct result of county and business/industry requests to increase educational and training opportunities. As with all academic programs, the curriculum is competency based and monitored and revised, as needed, by Advisory Committees from the business, community and industrial sectors. The college has numerous collaborative efforts with area industry for continued training, both on the non-credit and credit functions of the college. The college has in place a series of Institutional Directives and Procedures, which outline in detail the support of the college's academic program:

- A-1 Institutional Mission
- A-2 Institutional Goals
- 2-B Institutional Effectiveness and Planning
- 7-8 Return To The Field
- 8-1 Development and Revision of Academic Programs
- 8-12 Instructional Services Projects
- 8-16 Recognizing Occupational Advancement Courses
- 8-30 Program Advisory Committee Policy
- 8-31 Academic Programs in Contact Industry Training

8. Data Tables

Institution:

**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						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
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 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						
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						
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 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 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						
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)	
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						
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
ACCREDITING AGENCIES AND AREAS	Accredita ble Progra m	Fully Accredi ted Progra m	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/a rea added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
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 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)						
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)	
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 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						
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)	
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:

Courses Taught by Faculty

APPLICABLE FOR FOUR- AND TWO-YEAR INSTITUTIONS – MEASURED FOR FALL 2001

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 2003 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

DUE AUGUST 1, 2002

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 COURSE 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 2000 (INCLUDE FIRST-TIME FRESHMEN WHO ENROLLED EITHER PART-TIME OR FULL- TIME IN THE SUMMER 2000 IF THEY RETURNED FULL-TIME IN THE FALL 2000)	NUMBER OF STUDENTS IN ITEM (1) WHO WERE ENROLLED IN ONE OR MORE DEVELOPMENTAL COURSES IN SUMMER OR FALL 2000	NUMBER OF THOSE STUDENTS IN EACH DEVELOPMENTAL COURSE WHO SUCCESSFULLY COMPLETED THE APPROPRIATE ENTRY LEVEL COURSE BY THE END OF SPRING 2002
ITEM (1)	ITEM (2)	ITEM (3)
493	157	99

BREAKDOWN OF ITEMS (2) AND (3)

LIST BELOW THE DEVELOPMENTAL COURSES TAUGHT IN SUMMER AND FALL 2000 (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 2002.

COURSE TITLE	TOTAL ENROLLMENT	NUMBER EXITING COURSE	NUMBER EXITING ENTRY-LEVEL
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			COURSE
ENG 041 – DEV ENG	71	71	38
MAT 041 – DEV MATH	73	73	41
RDG 041 – DEV RDG	33	33	17

INSTITUTION:

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Student Involvement in Sponsored Research

APPLICABLE TO FOUR-YEAR INSTITUTIONS – MEASURED FOR FALL 2001

DUE AUGUST 1, 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 2001 IPEDS ENROLLMENT FORMS.

	NUMBER OF STUDENTS PARTICIPATING IN SPONSORED RESEARCH (EXCLUDE FIRST PROFESSIONAL STUDENTS)
UPPER DIVISION, UNDERGRADUATE STUDENTS	0
GRADUATE STUDENTS	0

INSTITUTION

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Results of Professional Examinations

APPLICABLE TO ALL SECTORS – MEASURED FOR APRIL 1, 2001-MARCH 31, 2002

DUE AUGUST 1, 2002

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, 2001 through March 31, 2002**. 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 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
RESEARCH SECTOR					
<u>ACC National Certification Exam in Nurse Midwifery</u>					
<u>American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)</u>					
<u>Clinical Laboratory Scientist/Generalist, NCA</u>					
<u>Council on Certification of Nurse Anesthetists Exam.</u>					
<u>Medical Technology, ASCP</u>					
<u>Multi-State Pharmacy Jurisprudence Exam (MPJE)</u>					
<u>National Board Dental Exam, Part I</u>					
<u>National Board Dental Exam, Part II</u>					
<u>National Council Licensure Exam. - Registered Nurse</u>					
<u>National Physical Therapist Licensing Exam. (PT)</u>					
NATIONAL CERTIFICATION CORPORATION FOR THE OBSTETRIC, GYNECOLOGICAL AND NEONATAL NURSING SPECIALTIES : NEONATAL NURSE PRACTITIONER EXAM.					
<u>North American Pharmacist Licensure Exam. (NAPLEX)</u>					
<u>Occupational Therapist, Registered (OTR)</u>					
<u>Physician Assistant National Certifying Exam. (PANCE)</u>					
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE					
PRAXIS SERIES II: PRINCIPLES OF					

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
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					
<u>South Carolina Bd. of Law Examination</u>					
<u>Specialist in Cytotechnology</u>					
<u>State Board Dental Exam-SRTA Exam.</u>					
<u>US Medical Licensing Exam. - Step I</u>					
<u>US Medical Licensing Exam. - Step II</u>					
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					
REGIONAL SECTOR					
(USC-LANCASTER ONLY)					
Council Licensure Exam-Registered Nurse					
Technical Sector					
Accredited Record Technician (ART)					
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	2001	8	8	6	75%
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	2001	23	22	17	77.3%
National Council Licensure Exam. (NCLEX) - Registered Nurse	2001	37	34	34	91.9%

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
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					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical	2001	3	3	3	100%
SIMULATION AND WRITTEN REGISTRY	2001	3	3	2	67%
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

DUE AUGUST 1, 2001

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				

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)
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

DUE AUGUST 1, 2002

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

DUE AUGUST 1, 2002

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				
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

1. General Education:

Not reported on in this reporting period

2. Majors/Concentrations

Most Associate Degree programs are normally completed in a period of two academic years - an academic year for degree programs being interpreted to mean two 15-week terms and a 10-week summer term. Since Piedmont Technical College recognizes transfer credit from other institutions of higher learning and gives advanced standing to approved high school graduates, students may complete their education program in less time than normal schedule requires.

The college has developed a process for reviewing effectiveness issues in the Associate Degree programs. During the summer of 1999, a detailed student warehouse data system was developed to prepare quantifiable "Program Review" data summaries. These summaries, prepared each academic term, present a snapshot of each associate degree program in terms of:

- Headcount
- Average Credit Hours/Student
- Retention
- Average Course Load/Student
- Demographic Profiles
- Enrollment Status (FT/PT)

The college is developing promotional and marketing information to assist in the focus of program recruitment of all students but will target females during 2002.

The programs in the area have steadily improved their environments since 1998.

With the exception of Fall 2001, which was an overall smaller graduating high school class, the number of students entering Piedmont Technical College directly from high school has been increasing.

Job placement and employer satisfaction, as per advisory committee feedback and through employer surveys, remains very positive with high job placement rates, (in excess of 85%.)

3. Academic Advising

The ACT Survey on Academic Advising has become the instrument of choice for Piedmont Technical College in the assessment and improvement of Academic Advising. Since 1993, the instrument has been utilized every two years to determine strengths of academic advising and areas in which improvement could be made to assist students more efficiently and accurately. In conjunction with this survey, the Commission on Higher Education (CHE) mandated question focusing upon academic advising has been used during each semester. The ACT Survey is scheduled to be implemented in the fall of 2002.

The Office of Academic Advising is available to all day and night students, and the Director of Academic Advising has worked closely with all academic departments to insure the Assigned Advisor system and list is continually updates, as is the advising website. There is on-going advisor training every term.

The Enrollment/Advising Center will open June 3, 2002, and all new students at the Greenwood campus, day and evening, will be advised in this central location.

The ACT Student Advising Survey will be administered during fall term 2002 and summary results will be viewed in two distinct areas:

The impact of centralized advising

Comparative summaries based upon the year 2000 advising results.

4. Achievement of Students Transferring From Two-year to Four-year institutions.

Based upon the data provided, Piedmont is comfortable knowing the degree students transferring are performing at or near an above average level similar to the native students at Lander University. The college would like to see all students succeed significantly upon transfer. To be able to graduate from Piedmont and transfer to a four year institution may be a “significant” accomplishment for some and not be in a qualitative base for measurement. With Piedmont’s student body now composed of nearly two-thirds part time students and female, the college would like to view additional success data in it’s graduates at Senior institutions. As with any summarized report, the data encourages questions to be asked:

~~///~~ Are the students full or part time?

~~///~~ Do the students continue to work while attending classes?

~~///~~ In what areas would Piedmont and Lander need to collaborate on to improve academic success?

~~///~~ How many of our transfers graduate from Lander University?

~~///~~ What is the result of our students that took less than 60 credit hours at Piedmont and then transferred?

5. Procedures For Student Development

The mission of the Student Development Division is to design and implement support systems that foster the growth and development of the whole student and enable the college to become a more effective educational community. In collaboration with faculty, staff and administration, the division is responsible for providing valuable programs and services to complement the educational process and meet life skill needs of students.

The complete statistical report may be reviewed by calling the Associate Vice President of Student Development, Becky McIntosh at 941-8358. The report provides and item by item ranking of the students’ views of importance and satisfaction of specific Student Development functions. The summary below will focus upon the overall scores and Performance Gap measures of the twelve basic subsets outlined previously for Student Development.

In viewing the individual items on the inventory, the single most important item for students, was that “classes be scheduled at times that are convenient for me”. This item had a 6.49 rating of Importance but yet received a 5.63 Satisfaction rating (Performance Gap of .86). In using the interpretation guidelines, this GAP measure is approaching the borderline of “not satisfied”. (Interpretation based upon GAP score of remaining inventory items, in section 2-7 of Results Manual.)

6. Library Resources:

Not reported on in this reporting period

7. New Data Requirement

Policies and procedures to insure a “technological skilled workforce” are integral functions of Piedmont’s mission and academic base. The college’s mission statement, goals, beliefs and core values are centered about the ability and need to train a qualified workforce for the seven county

region. To support this mission, and in collaboration with county governments, the college has established county satellite centers in each of the 6 counties bordering Greenwood County. This is a direct result of county and business/industry requests to increase educational and training opportunities. As with all academic programs, the curriculum is competency based and monitored and revised, as needed, by Advisory Committees from the business, community and industrial sectors. The college has numerous collaborative efforts with area industry for continued training, both on the non-credit and credit functions of the college. The college has in place a series of Institutional Directives and Procedures, which outline in detail the support of the college's academic program:

- A-1 Institutional Mission
- A-2 Institutional Goals
- 2-B Institutional Effectiveness and Planning
- 7-9 Return To The Field
- 8-2 Development and Revision of Academic Programs
- 8-12.1 Instructional Services Projects
- 8-17 Recognizing Occupational Advancement Courses
- 8-32 Program Advisory Committee Policy
- 8-33 Academic Programs in Contact Industry Training