2006 IE REPORT TRANSMITTAL FORM

This form must be completed and returned with your data tables and summary report by August 1, 2006

Fill in boxes and submit electronically with IE Report data

Name of person submitting information: Dick Shelton

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 Mission Statement: http://www.ptc.edu/About_PTC/Mission.htm

Date approved by Board of Trustees or Area Commission: 4-18-2006

Date approved by Commission on Higher Education: June, 2004

Institutional web address of Summary Report: http://www.ptc.edu/ie/Reports.htm

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

Check list of IE Reports due **August 1, 2006**

_x__ Summary Report (Posted on website and electronic copy to CHE)
_x__ Accreditation Table
_x__ Students in Developmental Education Table
_x__ Sponsored Research Table
_x__ Professional Examinations Table
_x_ Transfer Success Report (Two-Year Institutions)

Date Submitted: July 19, 2006

Submit electronically to: Saundra Carr – scarr@che.sc.gov

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

Saundra Carr, SC Commission on Higher Education
1333 Main St., Suite 200,Columbia, SC 29201
Phone: 803-737-2274 Fax: 803-737-2297

PIEDMONT TECHNICAL COLLEGE
ASSESSMENT OF GENERAL EDUCATION

INTRODUCTION

In 1990, the college adopted the "General Competencies" as part of its educational mission. The "General Competencies" for graduates of all college curricula are to:

1. Communicate effectively through reading, writing, speaking, and listening.
2. Apply those mathematical skills appropriate to the occupations.
3. Employ effective processes for resolving problems and making decisions.
4. Apply knowledge of computers on a level compatible with job demands.
5. Deal effectively and appropriately with others.
6. Exhibit professionalism through observance of a code of ethics, a sense of responsibility, good habits, and a positive attitude.
7. Demonstrate ability to function an independent lifelong learner in appropriate career situations.

The achievement of these educational competencies is a collaborative effort among the college, the students, and the workplace. The competencies serve to link the collaborative effort by providing structure for curricula and instructional processes, an academic "roadmap" for student participation, and the criteria for assessing the quality of the educational preparation received by the college's graduates.

This document details an action plan that builds on existing methods but also requires the development or revision of other methods and the 2005-2006 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 REQUIREMENTS

MONTH	ACTION
August	Tests for entering skills
November	Student evaluation of instruction
December	Discipline assessments Competency testing for Developmental/Transitional Exit
January	Placement tests for entering skills Developmental/Transitional Studies 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 Competency testing for Developmental/Transitional

	Exit Collect and analyze 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
July	Graduate survey of General Education courses

The evaluation process outlined is a systematic approach based on multiple measures and indicators. The sources of data include standardized tests, student evaluations of instruction reports, discipline specific assessments, competency tests, portfolios, grade distribution reports, and 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 Review of Curriculum." The review and resulting recommendations are 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.

Using the results of student, faculty, graduate, and employer surveys; summaries of student evaluation of instruction; departmental final exams and other competency assessments; and grade distribution reports, the faculty respond to how these results are used to improve the teaching and learning of the desired competencies.

ENGLISH AND HUMANITIES DEPARTMENT:

The strengths of the faculty and the curriculum are:

From the various instruments listed above, faculty exhibits the following strengths:

- Faculty members are competent and knowledgeable;
- Faculty members have a deep concern for students;
- Faculty members have a real desire to improve teaching;
- Faculty members work well as a team;
- Portfolio assessment continues to be an integral part of the curriculum-review process;
- Faculty members have developed web-based versions of seven English and six humanities courses that are now available for students, providing students more accessibility and flexibility.

The following areas were identified for improvement this year:

From the various instruments listed above, the following areas will be focused on for improvement:

- Technology development;
- Student access to help outside the classroom;
- Assessment of competencies;
- Humanities development;
- Online courses;
- Student success rates;
- Banner training;
- Formalizing the mentoring process for adjunct instructors.

The recommendations for improvement are:

- Continue to develop from a technological standpoint by keeping abreast of current technological trends.
- Use portfolios for curriculum review, course standardization, and improved pedagogy.
- Examine the need for the redevelopment of HSS 205.
- Monitor all courses taught on the Internet adhere to the quality indicators.
- Assign full-time instructors to be contact persons for specific adjunct instructors.
- Examine the possibility of using online services to improve students' grammar skills and to discourage plagiarism.
- Explore possibilities for creating an open writing lab.

The results to date are:

- Faculty members have attended in-service training sessions

- Faculty members have maintained office hours.
- Portfolios have been examined to determine that all instructors are meeting the minimum requirements for courses.
- Examination of the needs for redevelopment of HSS 205 has shown that the course does, indeed, need to be redeveloped. This course will also transfer to Clemson University.
- Developed ENG 205 as an online course that is being offered for the first time this summer. SPA 101 was redeveloped after a change in textbook. SPA 102 is in the process of being redeveloped. SPC 205 was developed as an Internet course. It was first offered during the fall semester. Other online courses have been updated each semester. A full-time instructor informally monitored an adjunct as he taught his first online class and the faculty member also presented a workshop for faculty on using games in online classes. A presentation to area high school guidance counselors about online courses was given. Articles were published about essay grading software, the role of online courses after Hurricane Katrina, dealing with difficult online students, time saving tips for teaching online, tips for how to think ahead to avoid technology problems when teaching online, and using chat in online courses.
- Faculty were actively involved in service to the college and students. Formal out-of-class study sessions were offered. Drop-in essay workshops on discussion boards in online classes were conducted. A faculty member served as advisor to Phi Theta Kappa (which was named a national Top 100 chapter) and as faculty representative for several national scholarships (and we had a national and state winner this year in the All-USA Academic Team competition), as well as, the college scholarship committee. An article on Best Practices in better preparing students to graduate was published by a faculty member. Several faculty members served on the Library Committee.
- Each full-time faculty member went through Banner training. Training sessions are currently being set up for adjunct instructors.
- Faculty members mentored adjunct faculty by conferencing with and observing their classes.
- Faculty members attended a teleconference on using online resources to help students with the process of writing and avoiding plagiarism. Students will purchase handbooks that will give them access to online services beginning with the coming fall term.
- Faculty members are in the discussion stage with regard to the creation of an open writing lab.

SOCIAL/BEHAVIOR SCIENCES:

The strengths of the faculty and the curriculum are:

- Fulltime and adjunct faculty are competent and knowledgeable in their respective disciplines.
- Fulltime and adjunct faculty are committed to developing the intellectual abilities and moral character of all Piedmont Technical college students.
- All fulltime and most adjunct faculty have demonstrated the ability to use nontraditional methods of instructions. These methods include using the internet, Web-enhanced courses, and PEN. In addition, the department has worked with local high schools to develop dual credit high school courses.
- Faculty members demonstrated the willingness to take graduate courses and attend lectures and seminars in their areas of scholarly interest.
- Faculty members have participated in various campus activities or served on campus committees that are relevant to the department and welfare of the students and the college. Such as voter registration drives, the Diversity Team, the Library Committee, and others.
- Faculty collaborate and share ideas to foster creativity in instructional design and delivery.
- Faculty work together to treat students fairly.
- Faculty are loyal to the college and its mission.
- Faculty are aware of psychology curriculum taught in high schools and universities in upstate South Carolina.

- Faculty include curriculum suggested by the American Psychological Association's Education Directorate in General Psychology courses.
- Faculty members continually seek ways to improve student learning.

The recommendations for improvement are:

- 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.
- Increase Internet access and computer availability in classrooms.
- Enhance existing courses as new textbooks are adopted.
- Include online technology as appropriate in the delivery of General Psychology courses.
- Attend WebCT training sessions as needed.
- Attend regional psychology conferences to network with peers from other colleges and universities and to share best practices.
- Incorporate critical thinking into daily classroom activities and assessment.

The results to date are:

- The college is considering the improvement of adjunct compensation.
- The Instructional Technology and Support Division is continuously updating and purchasing new equipment to keep up with the fast paced technology age.
- All fulltime and adjunct faculty are recommended to participate in professional development opportunities.
- Psychology instructors attended a June 2006 conference to share best practices among high school, technical college, and university psychology instructors in upstate South Carolina. Critical thinking activities and assessment ideas were shared with plans made to incorporate the ideas into the classroom. A speaker from the APA's Education Directorate shared national curriculum standards at the conference.
- Web CT components of classes are being updated and added to some PSY 201 lecture courses. Online activities related to new textbook are currently being added and revised.
- Critical thinking activities and assessment tools are being added to General Psychology classes.
- A new textbook was adopted summer 2006 (Psychology, 4th ed., Hockenbury & Hockenbury) that better addresses students' learning needs as well as meets the guidelines recommended by the American Psychological Association for General Psychology course content.

MATHEMATICS DEPARTMENT:

The strengths of the faculty and the curriculum 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.
- Faculty members seek opportunities to enhance their teaching skills.

The recommendations for improvement are:

- Update existing online courses and expand our online course offerings.
- Access WEB CT training, as needed.

- Standardize assessment of competencies.
- Improve student retention in high-risk courses.
- Increase use of technology in the classroom.

Plan of action to address weakness/improvement noted:

- Monitor and adjust existing online courses for improvements.
- Enhance existing courses as new textbooks are adopted.
- Participate in Web CT training sessions, as needed.
- Refine the competency mastery plan.
- Begin to construction of end-of-term common course exams.
- Improve retention in the algebra-sequence courses and other high-risk courses.
- Share best practices and gain exposure to new technology.

The results to date are:

- All of the online math courses have been updated to meet the quality standards developed by the Instructional Technology Department. Also, the department developed and piloted MAT 140 and MAT 141, Calculus and Analytical Geometry I and II, for the Internet and MAT 122 and MAT 155, Finite Mathematics and Contemporary Mathematics, were developed as new textbooks were adopted. MAT 110, College Algebra and Mat 111, College Algebra and Trigonometry were developed for Web-based delivery and new textbooks were adopted. These actions bring the number of fully online courses offered by the Mathematics department to 13. Web enhancements for live classes are included MAT 120 (Probability and Statistics) and MAT 140 and 141 (Analytical Geometry and Calculus I and II). MAT 242 (Differential Equations) was offered as a hybrid course in conjunction with York Technical College.
- Representatives of the Mathematics Department attend WebCT training when updates or refreshers are needed. Some members share their courses as models at training sessions.
- The department examined its competence mastery plan and matched assessments to the appropriate competencies. The department is discussing and researching the use of end-of-term exams. Planning stages include developing common final exams for MAT 102 (Intermediate Algebra), MAT 120 (Probability and Statistics), and MAT 123. The Math Department continues to reach out to adjunct and dual credit instructors by providing materials, tests, and support.
- The math department is studying new course trends for algebra sequence courses. We have attended presentations by Hawkes Learning Systems, Eduspace©, and My Math Lab as possible considerations. An instructor led the search for a new sequence that will provide an option for software use by instructors and students. Minutes of all meetings are on file in the department head's office.
- All faculty members now have a TI-89 graphing calculator. Department members presented the following workshops "Differences between the TI-83 Plus and TI-89" "Changing from Minitab to Excel" to all members. A department member also presented an overview of Eduspace©.

DEVELOPMENTAL AND TRANSITIONAL STUDIES DEPARTMENT:

The strengths of the faculty and the curriculum are:

- 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 in the various developmental and transitional curriculum areas. Examples of the collaborative efforts include providing support services to students, addressing student needs, support for adjunct faculty, and lesson design.

- Department members understand and support the developmental philosophy of the National Association of Developmental Education. They place the student at the center of the learning process, using teaching and learning strategies to strengthen each student's chances for academic and social success.
- Department members are actively involved in the work of the college and the state system. Members serve as mentors, curriculum specialists, peer group representatives, professional organization members and officers, and college committee members.
- Department members meet or exceed credentialing requirements. This allows instructors to teach curriculum level courses; they understand the prerequisite skills needed to be successful in college-level work. Many of the instructors have graduate-level work in education as well as content areas, providing knowledge of learning styles, behavioral objectives, and teaching strategies. Some department members are pursuing advanced degrees or taking graduate courses.
- Students give the instruction received high rankings, indicating their satisfaction with the instruction they receive.
- The department continues to offer technology-based academic resources to its students and faculty. These include SkillsTutor, Interactive Mathematics, and Academic.com
- The department continues to collaborate with the staff of the open computer lab and assessment center to ensure that student needs are met.
- The overall departmental student retention rate exceeds the general college retention rate.

Developmental and Transitional Mathematics:

The strengths of the faculty and the curriculum are:

- A common final exam is administered in MAT 032 to assess student learning of state system exit competencies.
- Mat 031 was developed to address basic skills deficiencies of nursing students and taught during the Fast Forward session in the fall of 2005. Material developed included applications to clinical computations.
- A common test bank is used to create assessments for MAT 100/101 to assess student learning of course competencies
- A competency plan is administered, results are tallied, and shared with faculty teach MAT 100 to improve student learning and identify areas of the curriculum and teaching that need strengthening.
- Mat 100/101 syllabi revised for use in Fall 2006to reflect changes in new edition of the textbook.
- Course guide demonstrates a linkage between the college's general competencies and the course competencies.
- New developmental adjunct faculty hired and trained in mediated learning format used in Mat 032/012 course.
- Adjunct faculty training was conducted during Fall 2005 in-service period to update part-timers on departmental procedures and to share best practices.
- Updates for Interactive Mathematics software installed and used successfully by students to re-enforce course competencies.
- Computer lab used for Mat 032/012 was upgraded with new machines allowing for more efficient use of class time.
- An adjunct instructor was trained and mentored to facilitate online MAT 032/012 and MAT 100 courses. Increasing the department's knowledge of online course design, delivery, and assessment.

- Curriculum materials were reviewed for possible adoption in MAT 100 (Hawkes Learning, Addison Wesley's MYMATHLAB, and Houghton Mifflin's EDUSPACE).
- After reviewing the MAT 100 competency plan summaries, MAT 100 was subdivided into 6 modules of instruction to lessen the amount of material per unit to improve student achievement of course competencies.
- All mathematics courses textbooks contain supplemental materials to help students master the course content.
- To assist students with course options, the department successfully offered MAT 032/012 and MAT 101 in condensed formats during the Jumpstart and Fast Forward terms of the college.

The recommendations for improvement are:

- Expanding job duties continue to limit the ability of the department's faculty to teach developmental and transitional courses. The department is teaching only 50% of their teaching load in the department. The other 50% is spent teaching curriculum level courses.
- A new student registration system is requiring increased time in advising students.
- Use of adjunct instructors continues to be high indicating the need for additional full-time instructors.
- Technology equipped classrooms are needed for English and Reading courses.
- Limited financial resources lead to increased section size and smaller offerings.
- The Writing Center needs to be re-instated to provide students with a drop-in resource for their language related questions.
- Continuous training and mentoring of adjunct instructors is needed.

The results to date are:

- Credentialed faculty are needed to meet SACS requirements and to develop crucial degree required courses, the college is fortunate to be able to rely on the developmental and transitional college faculty for assistance in this area while still maintaining a supportive link for adjunct instructors teaching the non-degree credit courses. Little increase in full-time faculty for general education is expected.
- The department members are becoming comfortable in their relatively new roles as AA/AS and Allied Health Advisors. They, along with the entire college community, are learning and implementing a new student registration system. Advising update are included in monthly divisional meetings to ensure knowledgeable and accurate advising.
- While some of the county center campuses are experiencing enrollment growth, resulting in increased interest from the teaching community, the need for adjunct instructors is still high in some locations.
- A Smart classroom with full multi-media capabilities has been installed and is being used to instruct students, lessening the need for additional labs.
- An annual workshop is held to discuss department updates and to share departmental information with adjunct instruction. The line between the expectations of full-time faculty and adjunct faculty continues to blur as the college becomes more reliant on part-timers for instructional delivery.

<u>Developmental and Transitional Reading and College Skills:</u>

The strengths of the faculty and the curriculum are:

- The instructors bring a wealth of teaching and industry experience to their positions.
- The Reading Coordinator has a Master of Education in Reading from USC and has certification in Cooperative Learning Training from the University of Minnesota.
- The department stresses the use of engaging active learning strategies in its courses.

- Course objectives address the general core competencies of the college.
- The department offers COL 103 in a web-based format to provide additional flexibility for students.
- Instructors teach on multiple campuses, allowing students at a County Center to benefit from instruction delivered by a full-time instructor.
- Instructors are involved in statewide and national developmental education organizations.

The recommendations for improvement are:

- The department would like to increase the use of technology in its courses.
- Adjunct faculty need to become involved in technology training.
- Gain expertise in the area of divergent learning to help students in COL 103 adapt to the college environment.

The results to date:

- Instructors are beginning to use the SMART classroom technology and laptop computers in courses.
- Faculty web pages contain homework assignments and tips for improved learning.
- Faculty use Campus Pipeline to communicate with students.
- COL 103 is online and has strong enrollment.
- One full-time instructor is enrolled in Columbia College's Divergent Learning masters program.

Developmental and Transitional English:

The strengths of the faculty and the curriculum are:

- Use of portfolio assessments to measure student learning outcomes.
- Qualified, credentialed faculty
- Ability of the faculty to operate as a highly functioning team.
- Availability of Developmental English Online Resource Guide for faculty and students.
- Use of computer-assisted software to strengthen mechanics, grammar, and punctuation skills.
- Convenience of course offerings, online and traditional delivery with TBA lab support.
- Students gain necessary computer skills through the writing requirements of developmental and transitional English.
- Common course exit competencies for developmental and transitional English have been developed statewide and implemented into departmental courses.

The recommendations for improvement are:

- Develop consistency in use of portfolio assessment
- Refining of standards in English 032 and 100
- Students need more experience with literature and film.
- Students need one-on-one time with the instructor to discuss their writings and course progress.

The results to date are:

- Full-time instructors mentored adjunct faculty towards uniformity among all of PTC English portfolios, not just developmental English, according to training guidelines.
- Full-time and adjunct instructors attended fall 2005 Portfolio Workshop.

- Students are held to the MLA formatting guidelines in the development of their portfolios.
- Departmental discussions on course objectives and course competencies to incorporate the statewide exit competencies.
- Include in-class timed writings as part of course assessments in developmental and transitional English courses.
- Incorporated literature, short story and novel and modern film into courses as a vehicle to help students make the transition from the personal/confessional writing to the expository writing style, to help students make connections between film/fiction and their real lives and to help students make the transition from spoken/visual analysis to written literary analysis.
- Required formal and informal in-class and in-office conferences with developmental students.
- Used faculty web pages to improve students' access to instructors and to course-specific information.

Lab Sciences:

A decision was made in 2005 to move the science department to two other divisions of the college. Physics and physical science became part of the Engineering and Industrial division while the biological, chemical, and astronomical sciences became part of the Allied Health division. The purpose of this move was to align the courses with the programs served. Since this time, the decision has been made to move physics and physical science back to the General Education and Transitional Studies Division. The Advanced Technical Education Integrated Curriculum will no longer be taught in the Engineering and Industrial division due to the adoption of Project Lead the Way. Even with the realignment of the division, communication between the Lab Sciences and the General Education and Transitional Studies Division of the college remains strong.

The strengths of the faculty and the curriculum are:

- Faculty members are competent and knowledgeable (fully credentialed).
- Faculty members adaptable to a range of situations.
- Faculty members have a real desire to improve student learning processes.
- Faculty members work well independently and collectively to reach common
- goals.

The recommendations for improvement are:

- Objective assessment of competencies,
- Student success rates.
- Need to offer more sections at various sites.

The recommendations for improvement are:

- Conduct internal and externals surveys of competency standards.
- Continue to add web enhancements for courses offered by the department.
- Reorganization of the human anatomy and physiology sequence into three courses rather than two. Tracking of efficacy and success rates will follow implementations.
- Conduct research on the causes of low success rates and comparisons with other similar courses.

The results to date are:

- Web-enhancements are added each semester.

- Reorganization of human anatomy and physiology sequence complete and assessment data is being gathered.
- Conducting research on the success rates of courses.

Majors and 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. In addition to the degree programs, the college offers occupational specific diploma and certificate programs within the academic clusters, i.e., machine tool diploma, welding diploma, heating fundamentals certificate, refrigeration applications certificate, etc. The purpose of these programs is to support the college mission in providing residents of the service region with increased opportunity for economic self development and to support the basis for "life long learning" opportunities.

Data Collecting:
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 and reviewed by 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.

Part II: Academic Program Profiles of Majors and Concentrations to Be Reviewed:

Associate in Industrial Technology Degree Program
Major in 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 80 credit hours, a graduate will be awarded an associate's degree in Industrial Technology.

Automotive Technology is accredited by the National Automotive Technicians Education Foundation.

Associate in Industrial Technology Degree Program
Major in 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 80 credit hours, a student will be awarded an Associate's Degree in Industrial Technology.

Associate in Industrial Technology Degree Program
Major in Heating, Ventilation & Air Conditioning Technology

One of the fastest-growing service occupations, Heating, Ventilation and Air Conditioning 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.

Two certificate programs are offered: Refrigeration Fundamentals and Heating Fundamentals.

Associate in Industrial Technology Degree Program

Major in 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.

Course work and many of the laboratory exercises are available via the Internet. Students working in the field may arrange for the required hands-on laboratory exercises to be monitored by qualified technicians at their workplace while students new to the field may need to complete these modules on site at the college or a technical college near their home location. Please contact Kevin Boiter, department head, at (864) 941-8467 or email boiter.k@ptc.edu. The Electrical maintenance Technician Certificate is also available via the Internet. This program requires three years of maintenance experience for enrollment and provides a pathway toward the Associate in Industrial Technology degree described above.

Associate in Industrial Technology Degree Program

Major in Machine Tool Technology

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.

Associate in Engineering Technology Degree Program

Major in Electronic Engineering Technology

With electronic and computer circuits now being used in everything from the most complex industrial equipment to the simplest of household appliances, the engineering technician in this field is prepared to work in an extremely wide variety of businesses and industries.

Skilled in the operation, troubleshooting, calibration and repair of electronic instruments and systems found in process control, communications, computers, manufacturing, programmable logic controllers and microprocessors, the graduate is not limited to one specific area of employment. Practical, hands-on experience on sophisticated electronic equipment provides the student with the skills necessary to assist in the basic design, construction, analysis, modification, inspection and calibration of electronic circuits and systems.

Accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202. This program offers a comprehensive introduction both to the theoretical principles governing electronic systems and the practical application of those principles.

Associate in Engineering Technology Degree
Major in Engineering Graphics Technology
(With Computer Aided Drafting)

All phases of manufacturing or construction require the conversion of new ideas and design concepts into the basic line language of graphics. Therefore, there are many areas (civil, mechanical, electrical, architectural and industrial) in which the skills of the graphics technician play major roles in the design and development of new products or construction.

Students prepare for actual work situations through practical training in a new state-of-the-art computer designed CAD laboratory using AutoCAD, and other advanced CAD software.

Specific skills mastered by Engineering Graphics Technology majors include the production of mechanical, architectural, electrical and civil drawings both with traditional drafting machines and state-of-the-art computer aided drafting (CAD) systems; the selection and design of architectural and mechanical systems and the basic techniques of land surveying. The senior year includes advanced CAD techniques using solid modeling, wire frame and assembly techniques. Internship opportunities may also be available with local industries for senior EGT students.

This program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 71202

Associate in Engineering Technology Degree
Major in General Engineering Technology

The broad flexibility built into this program allows students to gain a comprehensive background in instrumentation, electronics, programmable logic controllers, computers, calibration systems, Auto-CAD and manufacturing systems. This technician is truly equipped to work in any environment from the most complex manufacturing industrial plant to a small local business.

Utilizing the most modern and sophisticated instrumentation and calibration laboratory, the student will be equipped to troubleshoot, maintain, operate, calibrate and repair process control equipment, computers, manufacturing systems and industrial equipment of a wide variety. A graduate of this program will be thoroughly knowledgeable about metrology, ISO-9000 standards, NIST and the quality control necessary to maintain certification by the manufacturing industries. Statistical process control and the technology to implement the necessary process control and instrumentation are fundamental to this program

Associate in Engineering Technology Degree
Major in Mechanical Engineering Technology

The Mechanical Engineering Technology curriculum equips the graduate for: performing a key role in the mechanical design process; installing, troubleshooting and repairing mechanical and electro-mechanical equipment; programming CNC machine tools, computers, programmable controllers and robots; performing general maintenance functions.

Students may choose straight mechanical electives or electro-mechanical electives
Most industrial products are mechanical in nature, and almost nothing can be made without the use of machines and structures. There will always be a need for the Mechanical Engineering Technology specialist.

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

A. Enrollment Trends

1. Fall Term Headcounts

	1998	1999	2000	2001	2002	2003	2004	2005
Automotive Technology (AUT3)	21	23	28	28	42	44	51	55
Building Construction Technology (BCT3)	30	18	20	36	32	33	30	34
HVAC Technology (HVA3)	33	22	32	47	63	56	39	39
Industrial Electronics Technology (IEE3)	77	108	108	119	100	87	50	55
Machine Tool Technology (MTT3)	54	44	58	45	34	21	23	39
Total	**215**	**215**	**246**	**275**	**271**	**241**	**193**	**222**

2. Students Enrolled for their initial college experience

	1998	1999	2000	2001	2002	2003	2004	2005
Automotive Technology (AUT3)	5	8	14	11	10	19	20	25
Building Construction Technology (BCT3)	7	4	8	10	10	16	2	13
HVAC Technology (HVA3)	2	4	9	16	10	8	5	10
Industrial Electronics Technology (IEE3)	7	18	20	20	18	15	11	10
Machine Tool Technology (MTT3)	7	6	15	9	9	4	3	4
Total	28	40	66	46	57	62	41	62

3. Fall Term Demographic Enrollments: Male and Female

	1998		1999		2000		2001		2002		2003		2004		2005	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Automotive Tech (AUT3)	16	5	22	1	28	0	28	0	40	2	43	1	47	4	50	5
Building Construction Tech (BCT3)	28	2	17	1	20	0	34	2	30	2	32	1	26	4	30	4
HVAC Tech (HVA3)	33	0	22	0	32	0	47	0	62	1	54	2	37	2	0	39
Industrial Electronics Tech (IEE3)	73	4	99	9	108	0	113	6	95	5	80	7	46	4	51	4
Machine Tool Tech (MTT3)	47	7	4	2	58	1	42	5	30	4	21	0	23	0	36	3
Total	197	18	202	13	246	1	264	13	257	14	230	11	179	14	167	55
Percent	91.60%	8.40%	94%	6%	99.60%	0.40%	95.30%	4.70%	94.80%	5.20%	95.40%	4.60%	92.75%	7.25%	75.23%	24.77%

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, continues to remain a non traditional career choice not only for Machine Tool but for all Industrial based Academic Programs. The advent of the FasTrack programs and short term certificate programs within the Industrial programs continues to remain high with an above average graduation rate and retention rate which supports the college's premise for developing such programs "training individual quickly to meet industrial needs within the region".

Fall Term Ethnic Enrollment

	1998		1999		2000		2001		2002		2003		2004		2005	
	AF/AM	AM	AF/AM	AM	AF/AM	AM	AF/AM	AM	AF/AM	AM	AF/AM	AM	AF/AM	AM	AF/AM	AM
Automotive Technology (AUT3)	3	18	9	13	10	17	14	28	8	18	16	30	16	36	15	40
Building Construction Technology (BCT3)	7	23	5	13	5	15	8	27	6	30	5	27	7	23	6	28
HVAC Technology (HVA3)	9	24	7	15	10	21	10	47	10	36	13	51	6	33	8	31
Industrial Electronics Technology (IEE3)	21	56	23	85	26	81	16	67	23	94	20	77	10	40	12	43
Machine Tool Technology (MTT3)	7	47	35	9	11	46	5	19	8	36	4	28	3	20	6	33
Total	47	168	49	13	62	180	53	188	55	214	58	213	42	152	47	175
Percent	21.9%	78.1%	22.8%	62.8%	25.6%	74.4%	22%	78%	20.4%	79.6%	21.4%	78.6%	21.6%	78.4%	21%	79%

General Findings:

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 will continue their efforts in the recruitment and retention of all its students.

Retention Calculations For Majors and Concentrations

Fall to Spring Term Retention Rates

The college views the most essential aspect of retention as the number of students who remain in their primary curriculum of their first semester (Fall Term) and re-enroll for their second term (Spring Semester). The computerized calculations identify graduates, deceased students and subtract them from the base of students are eligible to return for Spring Semester. Therefore, the calculations below reflect "Academic Program Retention". A student transferring to another curriculum does impact Program retention but not the overall retention of the college.

Academic Program (Degree)	*1998/1-1998/2*	*1999/1-1999/2*	*2000/1-2000/2*	*2001/1-2001/2*	*2002/1-2002/2*	*2003/1-2003/2*	*2004/1-2004/2*	*2005/1-2005/2*
Automotive Technology AUT3	71%	74%	85%	79%	76%	80%	64%	61%
Building Construction Tech. BCT3	79%	73%	90%	89%	87%	77%	93%	79%
HVAC Tech HVA3	63%	86%	67%	71%	87%	75%	76%	71%
Industrial Electronics Tech. IEE3	81%	82%	74%	74%	79%	76%	80%	78%
Machine Tool Tech. MTT3	59%	77%	63%	93%	77%	85%	71%	80%
Engineering Graphics Tech. EGT3	75%	67%	69%	67%	80%	75%	67%	75%
Electronics Engineering Tech. EET3	70%	71%	63%	71%	63%	57%	77%	64%
General Engineering Tech. EGR	100%	0%	100%	0%	53%	29%	50%	60%
Mechanical Engineering Tech. MET3	69%	69%	67%	69%	70%	62%	61%	63%

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 meets or exceeds the colleges overall retention rate. The college will continue its efforts in the retaining of all students at the college through activities and processes developed by the College Retention Task Force. By the identification of factors which lead to attrition, through the Noel-Levitz Survey system, the college will implement new policies and student assisted systems to insure increased retention.

Overall Findings

1. The college has developed promotional and marketing information to assist in the focus of program recruitment for all students both for dual enrolled High School students and the traditional student seeking Industrial based training opportunities.
2. The programs in the area have steadily improved their facility 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 %.) (Please Refer to Attachments 1.0 for Job Placement Summaries for Both Industrial and Engineering Programs.)

II. Engineering Technology Cluster

A. Enrollment Trends

1. Fall Term Headcounts

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Electronic Engineering Technology (EET3)	108	107	103	98	84	72	67	56	57
Engineering Graphics Technology (EGT3)	66	64	69	60	65	70	51	48	45
General Engineering Technology (EGR3)	3	2	1	3	5	3	7	6	10
Mechanical Engineering Technology (MET3)	44	57	50	42	42	49	51	37	32
Total	**221**	**230**	**223**	**203**	**196**	**194**	**176**	**147**	**144**

2. Students Enrolled for their initial college experience

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Electronic Engineering Technology (EET3)	19	15	25	26	21	18	19	13	12
Engineering Graphics Technology (EGT3)	8	10	15	17	20	12	10	5	3
General Engineering Technology (EGR3)	0	0	1	2	1	1	3	1	4
Mechanical Engineering Technology (MET3)	8	5	10	8	4	12	12	3	6
Total	**35**	**30**	**51**	**53**	**46**	**43**	**44**	**22**	**14**

3. Fall Term Demographic Enrollments: Male and Female

	1997		1998		1999		2000		2001		2002		2003		2004		2005	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Electronic Engineering Tech (EET3)	85	23	89	18	87	16	82	16	72	12	61	11	58	9	49	7	52	5
Engineering Graphics Tech (EGT3)	40	26	42	22	50	19	47	13	47	18	52	18	38	13	38	10	39	6
General Engineering Tech (EGR3)	2	1	1	1	1	0	2	0	5	0	3	0	6	1	6	0	9	1
Mechanical Engineering Tech (MET3)	140	4	48	9	42	8	36	6	37	5	41	8	43	8	35	2	27	5
Total	**267**	**54**	**180**	**50**	**180**	**43**	**167**	**35**	**161**	**35**	**157**	**37**	**145**	**31**	**128**	**19**	127	17
Percent	**83%**	**17%**	**78%**	**22%**	**81%**	**19%**	**83%**	**17%**	**82%**	**18%**	**81%**	**19%**	**82%**	**18%**	**87%**	**13%**	**88%**	**12%**

General Findings:

A preliminary view of the Engineering Technology Degree programs indicates several areas of note: (1) The Electronic Engineering Technology (EET3) program has a linear decrease in Fall term enrollment by since 1997; (2) the General Engineering Degree (EGR3) program requires a view of increased enrollment through active promotion or to meld the program option into another degree program within the cluster; and (3) male enrollment within the total cluster has steadily increased by 2% each fall term since 1997 while female enrollment has decreased at a similar rate of 2%.

4. Fall Term Ethnic Enrollment

	1997		1998		1999		2000		2001		2002		2003		2004		2005	
	Af/ Am	Am	Af/ Am	Am	Af/ Am	Am	Af/ Am	Am	Af/ Am	Am	Af/ Am	Am	Af/ Am	Am	Af/ Am	Am	Af/ Am	Am
Electronic Engineering Tech (EET3)	43	65	35	72	43	93	42	87	29	55	28	44	30	37	22	34	21	36
Engineering Graphics Tech (EGT3)	17	49	20	44	16	53	20	40	19	46	28	42	20	31	13	35	11	34
General Engineering Tech (EGR3)	0	0	0	1	0	1	0	3	0	5	1	2	1	6	3	3	6	4
Mechanical Engineering Tech (MET3)	9	24	8	49	12	38	11	39	13	29	18	31	22	29	10	27	14	18
Total	69	138	63	166	71	185	73	169	61	135	75	119	73	103	48	99	52	92
Percent	33 %	67 %	28 %	72 %	28 %	72 %	30 %	70 %	31 %	69 %	39 %	61%	41 %	59%	33 %	67 %	36 %	64 %

General Findings:

With the exception of fall 1998, the African-American enrollments have remained fairly linear but with fall term 2000 increasing. 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.

Attachment 1.0

2003 - 2004 GRADUATE OUTCOME REPORT

DIVISION: ***Industrial/Engineering Technologies***

Certificate: ACR7 - Refrigeration Applications

Number of Graduates:	15	Number Available:	15
Working Related:	0	Continuing Education:	14
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	93%

Salary: non applicable

Certificate: ATS6 – Transmission Specialist

Number of Graduates:	1	Number Available:	1
Working Related:	0	Continuing Education:	1
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary: non applicable

Certificate: BCT7 – Construction Management

Number of Graduates:	4	Number Available:	4
Working Related:	1	Continuing Education:	3
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary: non applicable

Certificate: BCT8 – Carpentry

Number of Graduates:	1	Number Available:	1
Working Related:	0	Continuing Education:	1
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary: non applicable

Certificate: CNCA – Computerized Numerical Control

Number of Graduates:	1	Number Available:	1
Working Related:	0	Continuing Education:	1
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary: non applicable

Certificate: ELM7 - Electrical Maintenance Technician

Number of Graduates:	39	Number Available:	39
Working Related:	5	Continuing Education:	33
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	97%

Salary : non applicable

Certificate: HTGA - Heating Fundamentals

Number of Graduates:	16	Number Available:	16
Working Related:	1	Continuing Education:	14
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	93%
Salary:	non applicable		

Certificate: HRTB - Horticulture/Landscape Management

Number of Graduates:	9	Number Available:	9
Working Related:	3	Continuing Education:	5
Working Non-related:	0	Unemployed:	1
Unknown:	0	Placement:	88%
Salary:	non applicable		

Certificate: IMM7 – Industrial Maintenance Mechanics

Number of Graduates:	1	Number Available:	1
Working Related:	0	Continuing Education:	1
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	non applicable		

Certificate: MTO7 - Machine Tool Operator

Number of Graduates:	12	Number Available:	12
Working Related:	2	Continuing Education:	10
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	non applicable		

Certificate: MTA7 - Machine Tool Technician

Number of Graduates:	2	Number Available:	2
Working Related:	1	Continuing Education:	1
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	non applicable		

Certificate: WLJ7 - Journeyman Welding

Number of Graduates:	15	Number Available:	15
Working Related:	5	Continuing Education:	9
Working Non-related:	0	Unemployed:	1
Unknown:	0	Placement:	93%
Salary average:	non applicable		

Diploma: MTT1 - Machine Tool

Number of Graduates:	10	Number Available:	8
Working Related:	1	Continuing Education:	7
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	non applicable		

Diploma: WLD1 - Welding

Number of Graduates:	11	Number Available:	8
Working Related:	6	Continuing Education:	2
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary average: 27,250 per year (based on 4 salaries)
Salary range: 21,000-31,000 per year

Degree: AUT3 - Automotive Technology

Number of Graduates:	7	Number Available:	7
Working Related:	7	Continuing Education:	0
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary range: 18-29,000 per year (based on instructor assessment)

Degree: BCT3 - Building Construction Technology

Number of Graduates:	8	Number Available:	8
Working Related:	6	Continuing Education:	2
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary range: 25-30,000 (based on instructor assessment)

Degree: EET3 - Electronic Engineering Technology

Number of Graduates:	11	Number Available:	11
Working Related:	3	Continuing Education:	6
Working Non-related:	2	Unemployed:	0
Unknown:	0	Placement:	81%

Salary average: 32,000 per year (based on 2 salaries)
Salary range: 30,000-34,000 per year

Degree: EGT3 - Engineering Graphics Technology

Number of Graduates:	13	Number Available:	13
Working Related:	4	Continuing Education:	3
Working Non-related:	3	Unemployed:	3
Unknown:	0	Placement:	53%

Salary average: 30,500 per year (based on 2 salaries)
Salary range: 15-45,000 per year

Degree: HVA3 - Heating, Ventilating & Air Conditioning

Number of Graduates:	14	Number Available:	14
Working Related:	13	Continuing Education:	0
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	92%

Salary average: 27,875 per year (based on 8 salaries)
Salary range: 19-38,000 per year

Degree: IEE3 - Industrial Electronics Technology

Number of Graduates:	33	Number Available:	29
Working Related:	24	Continuing Education:	0
Working Non-related:	5	Unemployed:	0
Unknown:	0	Placement:	82%

Salary average: 33,694 per year (based on 18 salaries)
Salary range: 17-50,000 per year

Degree: MTT3 - Machine Tool Technology

Number of Graduates:	10	Number Available:	9
Working Related:	7	Continuing Education:	0
Working Non-related:	1	Unemployed:	1
Unknown:	0	Placement:	77%

Salary average: 28,000 per year (based on 5 salaries)
Salary range: 20-30,000 per year

Degree: MET3 - Mechanical Engineering Technology

Number of Graduates:	6	Number Available:	6
Working Related:	5	Continuing Education:	0
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	83%

Salary average: 33,333 per year (based on 3 salaries)
Salary range: 27,500-42,500 per year

Attachment 1.0A

2004 - 2005 GRADUATE OUTCOME REPORT

DIVISION: ***Industrial/Engineering Technologies***

Certificate: ACR7 - Refrigeration Applications
Number of Graduates: 14 Number Available: 14
Working Related: 2 Continuing Education: 11
Working Non-related: 1 Unemployed: 0
Unknown: 0 Placement: 92%
Salary: non applicable

Certificate: ATS6 – Transmission Specialist
Number of Graduates: 6 Number Available: 6
Working Related: 0 Continuing Education: 6
Working Non-related: 0 Unemployed: 0
Unknown: 0 Placement: 100%
Salary: non applicable

Certificate: AUTE – Engine Specialist
Number of Graduates: 6 Number Available: 6
Working Related: 0 Continuing Education: 6
Working Non-related: 0 Unemployed: 0
Unknown: 0 Placement: 100%
Salary: non applicable

Certificate: AUTU – Undercar Specialist
Number of Graduates: 3 Number Available: 3
Working Related: 0 Continuing Education: 2
Working Non-related: 1 Unemployed: 0
Unknown: 0 Placement: 66%
Salary: non applicable

Certificate: BCT7 – Construction Management
Number of Graduates: 1 Number Available: 1
Working Related: 0 Continuing Education: 1
Working Non-related: 0 Unemployed: 0
Unknown: 0 Placement: 100%
Salary: non applicable

Certificate: BCT8 – Carpentry
Number of Graduates: 1 Number Available: 1
Working Related: 0 Continuing Education: 1
Working Non-related: 0 Unemployed: 0
Unknown: 0 Placement: 100%
Salary: non applicable

Certificate: CNCA – Computerized Numerical Control
Number of Graduates: 2 Number Available: 2

Working Related:	0	Continuing Education:	2
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	non applicable		

Certificate: ELM7 - Electrical Maintenance Technician

Number of Graduates:	20	Number Available:	20
Working Related:	1	Continuing Education:	18
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	95%
Salary :	non applicable		

Certificate: HTGA - Heating Fundamentals

Number of Graduates:	14	Number Available:	14
Working Related:	2	Continuing Education:	11
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	92%
Salary:	non applicable		

Certificate: HRTB - Horticulture/Landscape Management

Number of Graduates:	11	Number Available:	11
Working Related:	3	Continuing Education:	8
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	non applicable		

Certificate: MTO7 - Machine Tool Operator

Number of Graduates:	4	Number Available:	4
Working Related:	0	Continuing Education:	4
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	non applicable		

Certificate: MTA7 - Machine Tool Technician

Number of Graduates:	1	Number Available:	1
Working Related:	1	Continuing Education:	0
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary:	not available		

Certificate: WLJ7 - Journeyman Welding

Number of Graduates:	16	Number Available:	16
Working Related:	3	Continuing Education:	12
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	93%
Salary average:	non applicable		

Diploma: MTT1 - Machine Tool

Number of Graduates:	4	Number Available:	4
Working Related:	0	Continuing Education:	4
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%

Salary: non applicable

Diploma: WLD1 - Welding

Number of Graduates:	12	Number Available:	12
Working Related:	8	Continuing Education:	2
Working Non-related:	2	Unemployed:	0
Unknown:	0	Placement:	83%

Salary average: not yet available
Salary range: not yet available

Degree: AUT3 - Automotive Technology

Number of Graduates:	7	Number Available:	7
Working Related:	6	Continuing Education:	0
Working Non-related:	0	Unemployed:	1
Unknown:	0	Placement:	85%

Salary range: not yet available

Degree: BCT3 - Building Construction Technology

Number of Graduates:	17	Number Available:	17
Working Related:	14	Continuing Education:	1
Working Non-related:	2	Unemployed:	0
Unknown:	0	Placement:	88%

Salary range: not yet available

Degree: EET3 - Electronic Engineering Technology

Number of Graduates:	12	Number Available:	12
Working Related:	6	Continuing Education:	4
Working Non-related:	2	Unemployed:	0
Unknown:	0	Placement:	83%

Salary average: 35,250 per year (based on 5 salaries)
Salary range: 23,000-42,500 per year

Degree: EGT3 - Engineering Graphics Technology

Number of Graduates:	7	Number Available:	7
Working Related:	4	Continuing Education:	2
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	85%

Salary average: not yet available
Salary range: not yet available

Degree: HVA3 - Heating, Ventilating & Air Conditioning

Number of Graduates:	13	Number Available:	13
Working Related:	13	Continuing Education:	0
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary average:	not yet available		
Salary range:	not yet available		

Degree: IEE3 - Industrial Electronics Technology

Number of Graduates:	19	Number Available:	19
Working Related:	13	Continuing Education:	2
Working Non-related:	4	Unemployed:	0
Unknown:	0	Placement:	78%
Salary average:	not yet available		
Salary range:	not yet available		

Degree: MTT3 - Machine Tool Technology

Number of Graduates:	4	Number Available:	4
Working Related:	4	Continuing Education:	0
Working Non-related:	0	Unemployed:	0
Unknown:	0	Placement:	100%
Salary average:	not yet available		
Salary range:	not yet available		

Degree: MET3 - Mechanical Engineering Technology

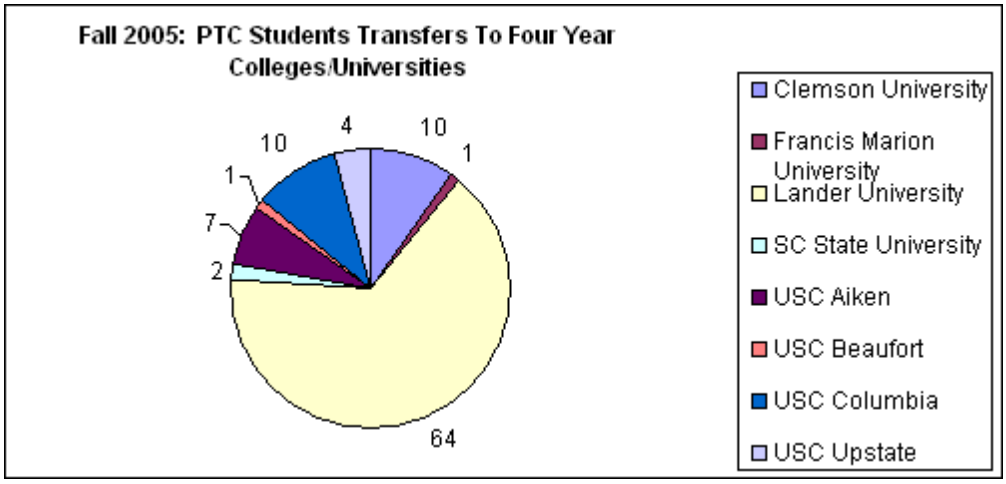
Number of Graduates:	8	Number Available:	8
Working Related:	6	Continuing Education:	1
Working Non-related:	1	Unemployed:	0
Unknown:	0	Placement:	87%
Salary average:	32,500 per year (based on 4 salaries)		
Salary range:	22,500-42,500 per year		

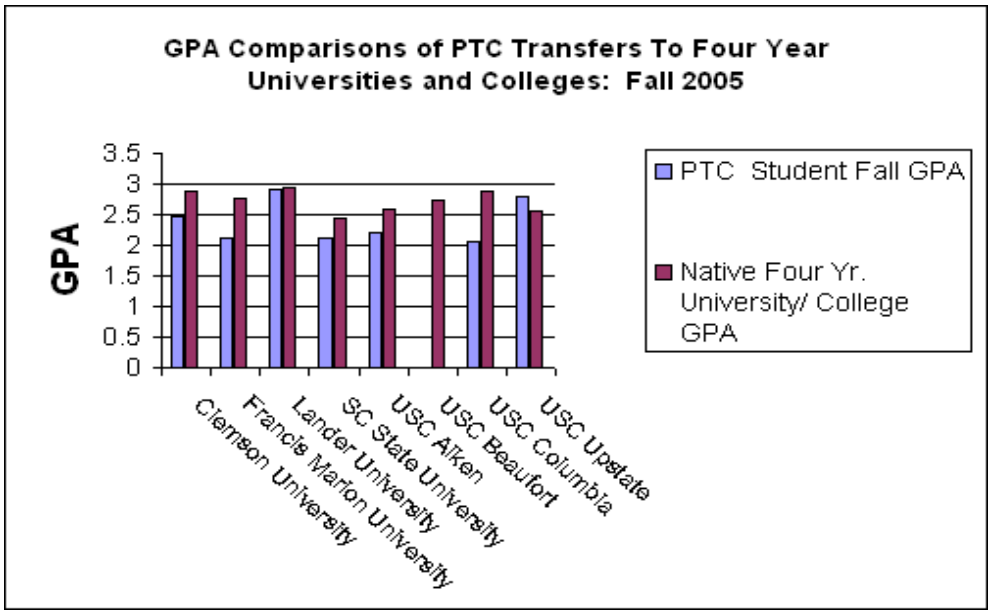
Achievement of Students Transferring From Two-year to Four-year Institutions.

The purpose of this report is to review and discuss the progress of Piedmont Technical College students transferring to four-year institutions. With nearly sixty-five percent (65%) of PTC students matriculating to Lander University, down from eighty percent in 2003, this report will focus upon student transfers to Lander University, while summarizing additional transfers to other four year colleges/universities.

First Time Fall Transfers From Piedmont Technical College: Fall 2005

Four Year College/ University	Number of PTC Students	PTC Student Fall GPA	Native Four Yr. University/ College GPA	PTC AA/AS Graduates/ GPA
Clemson University	10	2.48	2.88	no graduates
Francis Marion University	1	2.13	2.76	no graduates
Lander University	**64**	**2.92**	**2.93**	**18/2.89**
SC State University	2	2.12	2.45	no graduates
USC Aiken	7	2.2	2.58	no graduates
USC Beaufort	1	0	2.75	no graduates
USC Columbia	10	2.05	2.88	no graduates
USC Upstate	4	2.78	2.57	no graduates





During the fall term of 2001, 57 students transferred to Lander University; 71 students in the Fall of 2003 and 64 in Fall 2005. Since 1984, nearly 1500 students have matriculated to Lander University from Piedmont Technical College. In Lander University's Academic Performance Report submitted to CHE, in 2003, 1116 native Lander students were included along with the 71 PTC students. In the latest transfer report submitted to CHE, 64 Piedmont Students were compared with 1668 native Lander students. Along with these two sample sizes, Lander also provided the progress of AA/AS graduates enrolled in Lander University for Fall of 2005. These 18 graduates had a GPA of 2.89 at the conclusion of Fall term 2005.

To view the transfer data more thoroughly, the following summary of the students transferring to Lander University in Fall 2005 is provided.

- Of the transfers to Lander University in 2003, 19, (27%), were Males and 52 or 73% were Females as compared to 33% Males and 67% Females in the Fall of 2005.

- Five percent, (5%), of the transfers in 2005 had less than 30 credit hours when transferring to Lander University and their performance at Lander was far from exceptional, with an average GPA of .26. Piedmont Technical College does not encourage students to actively transfer to any four year college or university until such time that academic readiness is evident and predictive for a student to succeed. In reviewing the previous IE reports on transfer, students leaving PTC without a degree and/ or enough academic readiness, performance at a four year university/college will be dismal at best.

- Year after year PTC views the success of it's transfers students as a vital part of it's Mission in providing the opportunity for personal and economic development. It is very evident, since tracking and monitoring transfers, students transferring with 50 credit hours or more, and preferably with a degree, perform equal to the progress of native four year college students in their first semester and with similar credit hour backgrounds.

- In viewing the PTC graduates transferring to Lander in the chart above, it is evident that transferring 60 or more credit hours into Lander University students achieved an average GPA of 2.92 (19 students) as compared to a 2.93 GPA of the Native Lander students. (644 students with an average GPA of 2.93).

- In taking this summary one step further, 18 students graduated from PTC with an AA/AS degree and had an average GPA of 2.89 in their first term (Fall 2005) at Lander University. As in the previous years these two groups of students, graduates and students with 60 and above credit hours continue to perform at the level of the Native Lander students with similar credit hour production.

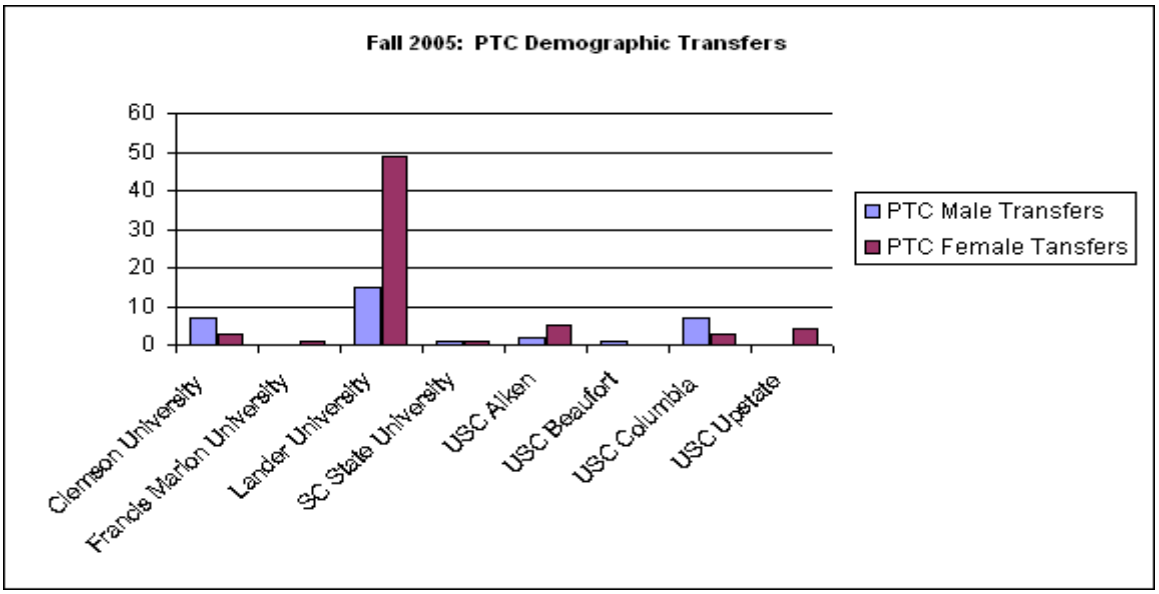
- 24% of the transfers to all four year colleges/universities were minority students. This percentage continues to be similar from year to year, with an average from the past three reporting years of 24.6%.

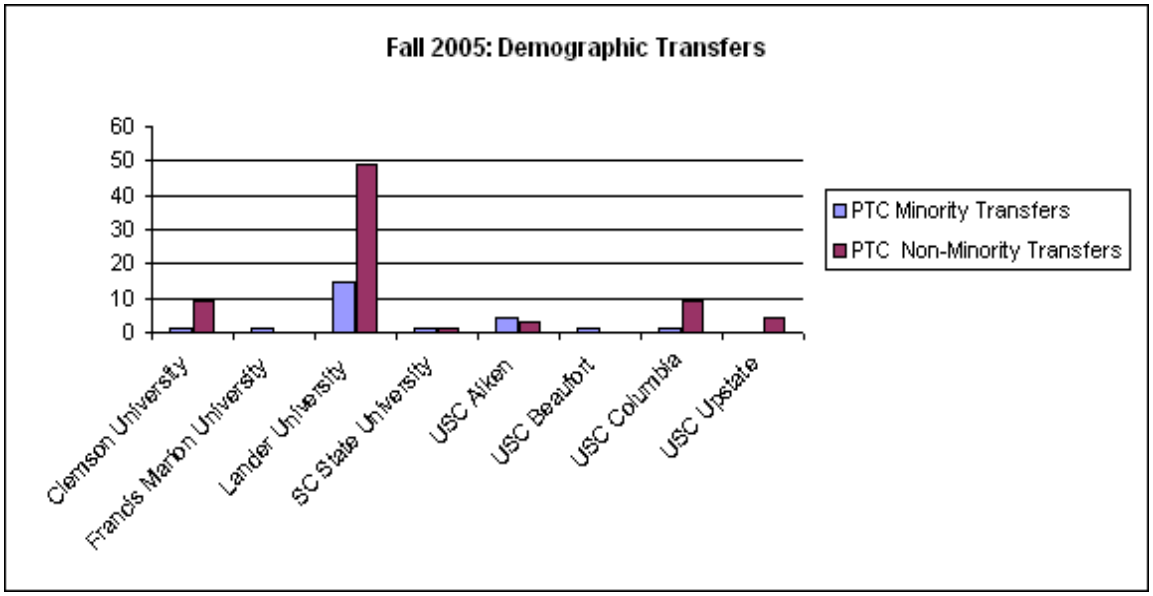
- The female transfers continue to mirror the student body composition of the college with females accounting for nearly two-thirds of PTC's enrollment and with two-thirds, or 67%. Of our transfers to four year colleges/universities being female.

- The summaries below provide the data for each college and the importance of GPA of transfers based upon credit hour production

PTC Transfers To Four Year Universities/Colleges by Sex/Race and Hours Transferred

Colleges/Universities	PTC Male Transfers	PTC Female Transfers	PTC Minority Transfers	PTC Non-Minority Transfers	Total
Clemson University	7	3	1	9	**10**
Francis Marion University	0	1	1	0	**1**
Lander University	15	49	15	49	**64**
SC State University	1	1	1	1	**2**
USC Aiken	2	5	4	3	**7**
USC Beaufort	1	0	1	0	**1**
USC Columbia	7	3	1	9	**10**
USC Upstate	0	4	0	4	**4**
Totals	33	66	24	75	**99**

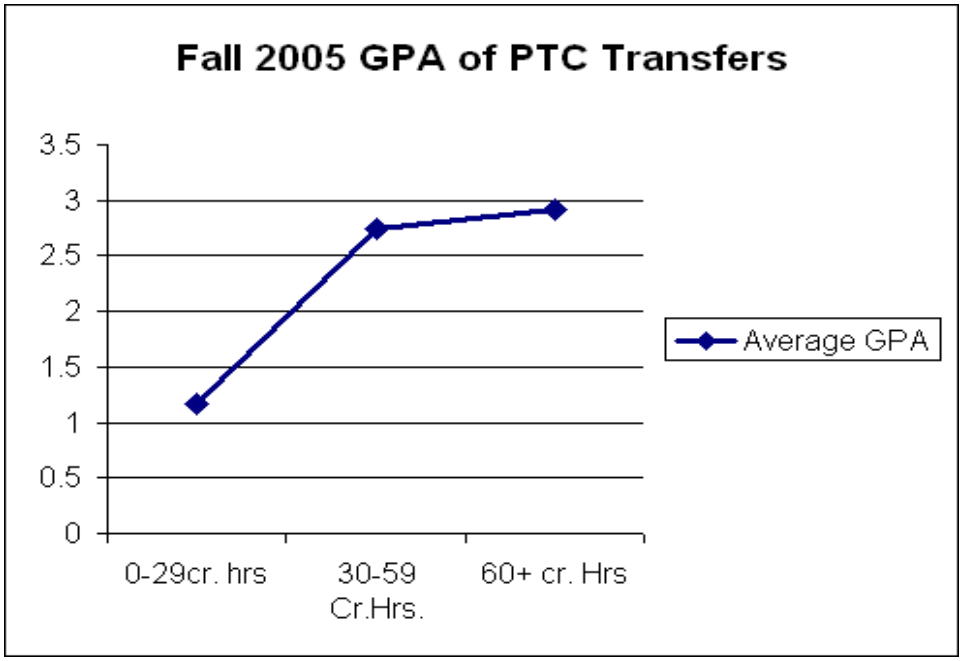




Fall 2005: PTC Transfers based upon Number of Credit Hours Taken At PTC and Their Fall Term GPA At The Host Four Year College/University

College/University	0-29 credit hours: Number of Students 0-29 Cr.Hrs.	0-29 credit hours: Average GPA	30-59 credit hours: Number of Students 30-59 Cr.Hrs.	30-59 credit hours: Average GPA	60+ credit hours: Number of Students 60+ Cr. Hrs	60+ credit hours: Average GPA
Clemson University	1	2.00	5	2.16	4	3.00
Francis Marion University	0		0		1	2.13
Lander University*	5	0.26	22	2.72	19	2.93
SC State University	2	2.22	0		0	
USC Aiken	3	2.20	4	2.31	0	
USC Beaufort	1	0.00	0		0	
USC Columbia	2	1.10	4	2.54	4	2.50
USC Upstate	1	0.33	1	4.00	2	4.00
Total	**15**		**36**		**30**	

***=does not include AA/AS graduates. (18 graduates with an average GPA of 2.89)**



Conclusions and Findings:

The college views the overall success of students transferring to four year college and universities as very positive in nature and feels confident in stating that graduates within AA/AS programs will perform at or equal to native students at four year colleges/universities. The college does not encourage students to transfer prior to adequate academic skill preparation is evident and will continue this proactive counseling methodology to insure students do not have negative experiences within their four year college/university experience.

LIBRARY RESOURCES AND SERVICES

The Piedmont Technical College Library's vision is to assist each student in achieving his greatest potential within the educational programs of the college while stimulating and nurturing a lifelong thirst for knowledge, learning, and understanding within each person.

The Library staff selects, purchases, processes, catalogs, maintains, and disseminates information resources and provides library instruction to students, faculty and staff on the Lex Walters Campus in Greenwood. They also manage the resources at staffed Library Resource Centers (LRCs) at the Laurens and Newberry County Centers and non-staffed Library Resource Rooms at the Abbeville, Edgefield, McCormick and Saluda County Centers. Online students are served via an extensive Library Web site that provides 24-hour access to information about library services and materials, the library catalog and online resources, and instructional materials as well as by links embedded in online courses and the student intranet portal.

Main Library Information

Headquartered in the Marion P. Carnell Library / Learning Resources Building on the Greenwood campus, the Main Library is a 20,000 square foot modern facility that houses most of the college's physical resource collection and offers comfortable seating for over 300 visitors. In addition to the library collection, visitors will find private study carrels, group study rooms, two conference rooms, audiovisual rooms, and a "smart" electronic classroom for library instruction. During the 2005-2006 fiscal year, 4,361 people (average) have visited the Main Library each month.

Eight public computers, networked to a shared printer, provide access to the Library's Web-based catalog, the Internet, and Microsoft Office applications. A ninth computer, designated as an ADA-accessible work station, is equipped with assistive software, its own printer, and a scanner.

The Main Library is typically open 59.5 hours per week as follows:

Monday through Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:30 a.m. – 4:00 p.m.
Saturday & Sunday	Closed

Library Resource Centers (Laurens & Newberry)

The Library Resource Centers at the Laurens and Newberry County Centers have been designed to combine the functions of the Library, academic computing, and various other learning support services. LRC users will find circulating and reference books, popular magazines and newspapers, audiovisual materials, and access to Internet computers that connect them to the same online resources that are available on the Greenwood campus. Part-time LRC Coordinators either assist students on site or connect them to staff at the Main Library who can help satisfy their research needs. The Library Resource Centers at the Laurens and Newberry County Centers are typically open Monday through Friday.

Library Staff

The Main Library is staffed by a professional team consisting of the following:

- Dean of Learning Resources / Library Director (Master of Library & Information Science)
- Circulation Manager (Master's degree in another field)
- Library Technical Assistant
- Two part-time support staff members (one with Master of Library & Information Science)
- One or two student workers

Four additional part-time employees, who report to the County Center Deans, operate the Library Resource Centers at the Laurens (2) and Newberry (2) campuses. While the Library Resource Rooms at the four remaining County Centers are not regularly staffed, Center managers have been trained to assist students and faculty in finding and using information resources; and members of the Main Library staff also travel to the Centers for group instruction as needed.

Library Collection

The library collection includes a variety of print, audiovisual, and computer media as well as access to a wide array of Web-based resources. The Library of Congress Classification System is generally used to organize the collection. Periodical holdings do not appear in the catalog at this time. The following table gives a general overview of the collection:

Media Type	Total Titles
LOCALLY-OWNED, PHYSICAL FORMATS Books (Print), including: • Circulating Collection • Reference Collection • Lease Plan Books • Paperbacks • Career Center Books • Children's Books • ESL Resources	31,599
Magazines & Journals (Current Print Subscriptions)	405
Newspapers (Current Print Subscriptions)	18
Video Cassettes (VHS)	2,195
DVDs	254
Compact Disks, including: • Music CDs • Books on CD	220
Audio Cassettes	352

Computer Software	397
Vertical File Topics (Pamphlet File)	637
Other Media (ex. Booklets, Slides, Filmstrips, Maps, Globes)	171
REMOTELY-ACCESSIBLE, ONLINE FORMATS Books (Electronic)	23,526
Periodical Databases & Online Encyclopedias, including: • Academic Search Premier • Biography Resource Center & The Complete Marquis Who's Who • Business & Company Resource Center • Business Source Premier • CINAHL • Clinical Pharmacology • Computer Source • CultureGrams Online • Custom Newspapers • EBSCO Animals • Encyclopedia Americana • ERIC • Expanded Academic ASAP • Funk & Wagnall's New World Encyclopedia • GALE Virtual Reference Library • GALE Business File ASAP • General Reference Center • Grolier Encyclopedia Online • Health & Wellness Resource Center • Health Reference Center Academic • Health Source: Nursing / Academic Edition • InfoTrac One File • Junior Edition • Kid's InfoBits • LegalTrac • Lexis-Nexis Academic • Literature Resource Center • MAS Ultra • MedLine • Military & Government Collection • MLA Directory of Periodicals • MLA International Bibliography • New Book of Knowledge Encyclopedia • NewsBank • Pre-CINAHL • Primary Search • Psychology & Behavioral Sciences Collection • Regional Business News • Scribner Writer's Series • SIRS Knowledge Source (with SIRS Discoverer) • Student Edition • What Do I Read Next?	42
Cataloged Web Sites	538

Library Support Services

Support services provided by the Library staff include circulation, reference assistance (in-person, phone, chat, and email), group library instruction, interlibrary loan, faculty reserves, photocopier and fax services, as well as various special programs.

A daily courier service delivers circulating library resources to any of the college's campuses at the request of students and/or faculty. Students may request that items be sent via courier by talking to a library or LRC staff member or by submitting an online request form that is provided on the library's Web site.

Librarians publicize services and resources and offer research tips through two monthly newsletters – each customized for either students or faculty. The Library staff also hosts a number of displays, programs, and open house events throughout the year to promote all that is offered in the library. Descriptions of library services, resources, and policies also appear in the college catalog, on the Web site, and on various printed promotional materials such as bookmarks and brochures.

Assessing Library Services and Resources

Library users and potential users have a few ways to provide anonymous feedback about services and resources from the Library and the County Center LRCs. At any time, users may deposit written praise, complaints, or suggestions into a designated suggestion box near the Main Library entrance; the Library also offers an online suggestion form on its Web site. At least yearly, the Library also works with various instructors to administer a "scannable" survey to students in the classroom.

Interdepartmentally, the Library staff tracks usage for total visitors, meeting room usage, library instruction sessions, general information questions, reference questions, in-house resource usage, and fine collection. Third-party online tools allow the Library staff to determine usage of the Library Web site, Web catalog, online databases, and electronic book collection. Finally, the Library is also working to integrate a "clicker-response" system into library instruction sessions that will help gage how well students grasp key concepts.

The Piedmont Technical College Library Survey was administered in the spring of 2006 to a population of approximately 96 students. This

population consisted of six first-year English classes with the majority of students attending classes on the main campus and the remaining

students attending PEN classes at one or more of the county centers located within the seven county service areas. Of the 96 students who were

surveyed, 75 (78%) of those students responded. Below is a brief summary of the results:

- 48% of the student's surveyed attend Piedmont Technical College full-time while 52% attend part-time. A student is considered full-time if they are enrolled 12 credit hours or more.
- 47% of the students surveyed were under 25 years of age.
- 78% were aware that the Piedmont Technical College Library offers Internet access to the library catalog both on and off campus.
- 75% were aware that the Piedmont Technical College Library offers Internet access to article databases both on and off campus.

- 56% were aware that they could request/borrow materials from other libraries through an Inter-library loan.

- 44% of students surveyed responded that the best way to tell students about Piedmont Technical College's Library services and resources is through in-class announcements, 31% choose through printed campus newsletters/flyers, 22% through the College Web Site or portals i.e., Campus Pipeline, PTC Pathway, and WebCT, while the remaining 4% said the best way to tell students is through e-mail.

- 43% of students surveyed said they have borrowed materials from the Piedmont Technical College Library or from one of the County Center's, while 57% responded that they have never borrowed materials from the PTC Library or a County Center.

- 70% of students surveyed said they have never experienced a total lack of information in either print or online when researching a topic for a course from the Piedmont Technical College Library.

- 95% of students surveyed responded that the PTC Library is suitable for studying.

Students were asked to define their personal comfort level when using the following library resources:

Library Catalog
28% - I can do advance searches for all types of resources
32% - I can search for a resource when I know the title, author, or short subject
38% - I ask librarians to help me find resources
2% - Instead of asking for help, I go without the information that I need

Internet
38% - I can do advance searches for all types of resources
45% - I can search for a resource when I know the title, author, or short subject
9% - I ask librarians to help me find resources
2% - Instead of asking for help, I go without the information that I need

Online Database

27% - I can do advance searches for all types of resources
25% - I can search for a resource when I know the title, author, or short subject
39% - I ask librarians to help me find resources
8% - Instead of asking for help, I go without the information that I need

- 24% of students surveyed stated they visit the Piedmont Technical College Library at least once a week, 24% visit at least once a month, 24% visit at least once a semester, 26% never visit the library, and 2% responded that they do not visit the library due to not taking classes on the main campus.

The overall data collection on library usage is not limited to surveys and classroom evaluations but library staff does collect and review monthly summaries of data are beneficial in assessing student need and fulfilling their Mission focus. The previous years, data collection summary is provided below and will serve as baseline for future reports to determine Mission focus and impact upon student need and learning. Please refer to attached pages for a review of the new data collection process.

Library Usage Statistics
FY 2005-2006

No Data Available

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	2004-2005	2003-2004
SYSTEM - WIDE															
Initial Circulation	417	431	741	863	912	338	631	751	874	509	456		6,923	7,792	7,765
Renewals	216	235	267	378	399	171	312	307	396	352	264		3,297	3,430	3,126
Fines Collected	114.35	93.90	48.25	37.40	36.20	31.50	70.15	54.10	47.75	31.40	102.25		667.25	292	
New Patrons Added	31	64	186	139	116	19	88	61	62	37	20		823	1,062	
Interlibrary Loans Loaned	0	2	4	0	1	1	3	3	4	1	0		19	13	14
Interlibrary Loans Borrowed	0	2	4	1	2	3	2	7	4	1	2		28	28	15
EBSCO Databases															
Campus Sessions	46	153	517	211	462	85	736	666	307	459			3,642	875	
Campus Average Session Time (min)	34	33	33	29	3	18	22	23	30	27			252	203	
Campus Total Searches	182	1,102	2,491	1,323	1,349	148	1,056	1,277	1,052	846			10,826	2,473	
Campus Total Full Text	114	192	674	422	1,037	310	516	613	445	344			4,667	3,426	
Remote Sessions													0	0	
Remote Average Session Time													0	0	
Remote Total Full Text													0	0	
Remote Total Searches													0	0	
Gale Databases															
Campus Sessions	50	52	296	125	323	60	606	747	328	265			2,852	1,611	2,609
Campus Connect Time (min)	303	331	2,137	1,142	1,598	253	2,664	5,072	2,359	1,433			17,292	11,462	20,662
Campus Average Session Time (min)	6	6	7	9	5	4	4	7	7	5			6	7	8
Campus Total Full Text	64	53	455	391	2,057	369	1,572	985	639	488			7,073	2,505	5,107
Campus Total Retrievals	80	80	599	507	2,841	503	1,985	1,395	899	675			9,564	6,694	11,044
Campus Total Searches	88	173	1,044	553	717	180	3,451	8,066	3,616	4,703			22,591	3,617	7,096
Campus Total Turnaways	0	0	0	0	0	0	0	0	0	0			0	0	0
Remote Sessions															
Remote Connect Time															

Remote Average Session Time															
Remote Total Full Text															
Remote Total Searches															
Remote Total Retrievals															
Remote Total Turnaways															
NetLibrary Ebooks															
New Accounts	5	17	41	24	28	2	6	8	3	4	12		150	84	54
Books Used	18	26	96	115	93	23	43	59	34	90	32		629	449	565
Times Accessed											40		40		
Web Site Usage															
Visits to Home Page	794	1,291	2,061	1,436		826	4,505	4,674	5,531	4,964			26,082	12,595	
Visits to Athena Web Catalog	240	421	791	734	796	526	847	920	908	710			6,893	33,412	104,979
MAIN LIBRARY															
Initial Circulation	371	374	675	784	832	309	575	683	814	457	407		6,281	6,804	6,838
Renewals	211	224	251	353	368	167	265	292	379	330	215		3,055	3,108	2,753
Reserve Shelf Usage	4	12	45	52	23	2	37	21	67	17	20		300	584	635+
Door Count Reading (8AM-5PM)	4,282	6,753	8,607	10,311	8,668	5,360	8,095	9,437	10,695	8,022	6,364		86,594	29,738	
Door Count Reading (5-9PM)	422	82	1,056	2,612	1,124	367	753	954	970	640	356		9,336	4,829	
Total Visitors (Total Readings / 2)	2,352	3,418	4,832	6,462	4,896	2,864	4,424	5,196	5,833	4,331	3,360		47,967	37,685	
General Information	231	171	423	485	384	239	395	363	375	367	235		3,668	1,221	
Reference Questions	115	127	270	326	289	114	227	258	273	205	149		2,353	814	
In-House Resource Usage	164	36	170	282	262	89	204	254	236	138	149		1,984	439	
ID Cards Made/Replaced	147	986	216	160	73	56	373	132	87	59	165		2,454	742	
Library Instruction Visits	0	4	12	5	5	0	4	3	3	0	0		36	11	
Library Instruction Students	0	81	241	99	51	0	81	80	30	0	0		663	208	
Class Visits	3	0	9	14	9	2	5	6	3	5	0		56	45	
Class Visits Students	38	0	115	250	94	22	56	78	33	65	0		751	553	
Room 205K Usage	1.00	37.50	32.00	41.75	19.50	16.00	26.75	81.00	113.50	63.50	103.00		535.50	78.25	
Room 214K Usage	2.50	6.50	10.00	0.00	2.00	10.50	0.00	6.50	7.00	7.00	3.50		55.50	49.50	
Room 216K Usage	0.00	15.50	9.50	14.00	11.25	16.50	10.00	12.50	25.75	19.00	16.75		150.75	32.25	
LAURENS LRC															
Initial Circulation	13	30	34	42	41	10	29	23	26	17	22		287	333	443

Renewals	3	3	8	20	17	3	2	7	12	7	15		97	136	193
Reserve Shelf Usage													0	0	
Door Count	366	456	1,311	1,403	1,338	567	1,028	1,064	1,113	837	433		9,916	5,359	
General Information													0	0	
Reference Questions													0	0	
In-House Resource Usage													0	0	
ID Cards Made/Replaced	0	0	0	0	0	0	0	0	0	0	0		0	36	
Library Instruction Visits	0	0	1	0	0	0	1	1	0	0	1		4	0	
Library Instruction Students	0	0	16	0	0	0	30	15	0	0	5		66	0	
Class Visits	0	0	0	0	0	0	0	0	0	0	0		0	0	
Class Visits Students	0	0	0	0	0	0	0	0	0	0	0		0	0	

NEWBERRY LRC

Initial Circulation	14	4	10	6	9	0	1	11	4	3	1		63	182	56
Renewals	1	2	0	3	8	0	0	2	1	0	0		17	44	49
Reserve Shelf Usage													0	0	
Door Count	414	357	788	848	999	433	620	1,064	1,140	644			7,307	2,094	
General Information	5	1	1	8	11	4	12	22	7	1			72	86	
Reference Questions	3	7	0	13	0	0	2	1	0	0			26	69	
In-House Resource Usage													0	0	
ID Cards Made/Replaced	0	0	45	15	0	0	0	2	0	0	0		62	101	
Library Instruction Visits	0	0	0	0	0	0	0	0	0	0			0	0	
Library Instruction Students	0	0	0	0	0	0	0	0	0	0			0	0	
Class Visits	0	0	0	0	0	0	0	0	0	0			0	12	
Class Visits Students	0	0	0	0	0	0	0	0	0	0			0	0	

The college is pleased with the direction and focus of the Library services of the college. With new procedures and systems in place, students will, and do, have increased opportunity for learning and the development of lifelong skills that will enhance their personal growth and economic well being in the future.

INSTITUTIONAL EFFECTIVENESS TABLES

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions **Due August 1, 2006**

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable 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://connect.che.sc.gov/AS400/Inven/Default.asp) that is accreditable 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 accreditable 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 at least five years prior to to the current date. For a complete set of policies and procedures regarding this process, see the Commission's website at:
http://www.che.sc.gov/AcademicAffairs/Accreditation%20Guidelines.doc.

Institution: Piedmont Technical College **Piedmont Technical College**

Please type institution name in box.

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.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.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	*An institution may be accredited by the AACSB **or** the ACBSP*					
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 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)	
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						
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						

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 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 MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL						

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)	
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						
Veterinary Medicine - 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)	
leading to a D.V.M. or D.M.V. degree						
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	*An institution may be accredited by the ACBSP **or** the AACSB*					
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						
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)						
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)						

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)	
Nursing - Baccalaureate-degree nursing education programs						
Nursing - Graduate-degree nursing education programs						
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)						
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.						
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)						
Rehabilitation Counseling						
COUNCIL ON SOCIAL WORK						

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)	
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						

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)	
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 Administraton (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 FOR PERFORMANCE INDICATOR 3D

Institution: Piedmont Technical College

COURSES TAUGHT BY FACULTY

Applicable for Four- and Two-Year Institutions – Measured for Fall 2005

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 2007 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 2004 (include first-time freshmen who enrolled either part-time or full-time in the Summer 2004 if they returned full-time in the Fall 2004) **Item (1)**	**Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2004 Item (2)**	**Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2006 Item (3)**
496	415	153

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2004 (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 2006.

Course Title	Total Enrollment	Number Exiting Course	Number Exiting Entry-Level Course
ENG 032	84	52	33
ENG 100	42	34	25
MAT 032	105	76	39
MAT 100	49	25	14
RDG 032	37	27	18
RDG 100	81	52	24

Institution: Piedmont Technical College

STUDENT INVOLVEMENT IN SPONSORED RESEARCH
Applicable to Four-Year Institutions – Measured for Fall 2005

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 2005 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, 2005-March 31, 2006

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, 2005 through March 31, 2006**. 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. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

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."

(NEXT PAGE)

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
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					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
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					
South Carolina Bd. of Law Examination					
Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
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)					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
PRAXIS Series II: Specialty Area Tests					
REGIONAL SECTOR					
(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)	Varying	12	12	12	100%
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	Varying	85	70	65	92.86%
National Council Licensure Exam. (NCLEX) - Registered Nurse	Varying	76	54	47	87.04%
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	Varying	16	16	14	87.5%
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory					
Therapy Practitioners (RRT) – Clinical Simulation and Written Registry	Varying	2	2	2	100%
SRTA Regional Exam. for Dental Hygienists					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					