Piedmont Community College
Serving Person and Caswell Counties

*Strategic Plan 2010 – 2015*

**PCC is Committed to Developing LEADERS**

The Piedmont Community College Strategic Plan is the culmination of the annual planning and assessment process, bringing together information from across the College that includes Program/Service Review, from the community we serve (business and civic) and local, state, and national data and trends. The Strategic Plan reflects the College’s commitment to learning, student development and institutional effectiveness through the continuous improvement of academic programs, student support services and services provided to its community.
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Message from the President

Piedmont Community College’s strategic planning process is important in helping to chart the course for the future---not just for the College but for the communities we serve.

In working through the planning process, we have involved people from within the College and from our local communities because we know that a successful strategic plan depends on the input from a wide base of the institution’s stake holders. We are grateful to all who have provided input in the process.

A successful plan for the College also will be one that aligns with the strategic plans of Person and Caswell Counties. We take seriously our mission to provide opportunities for lifelong learning, education and training for adults in our two-county service region, and our service must complement the directions charted by the counties through their own strategic planning efforts. The participation of both community members and College staff has helped ensure that we keep that goal squarely within our sights.

The strategic plan will be a vibrant working plan that will help Piedmont Community College help the communities and the people we serve. Thanks to all who have had a hand in making this so!
ACKNOWLEDGEMENTS

A special debt of gratitude is owed to the following committees and individuals who supported and participated in the development of the 2010-15 PCC Strategic Plan:

PCC Faculty & Staff
PCC Student Body
PCC Strategic Planning Committee
PCC Program Advisory Committees
QEP Topic Selection Committee
Alan S. Hicks, P.A., Attorney at Law
Lee McCollo, Progress Energy
Carolyn Rattican, Person Memorial Hospital
Gerald Brown, Caswell County Sheriff’s Dept.
James Wilkins, Person County Board of Education
Shirley Deal, Caswell Family Medical Center
Donna Hudson, Assist. Superintendent – Caswell County Schools
Lisa Lassiter, CTE Coordinator /Dept. Chair, Counseling – Bartlett Yancey High School
W.A. “Winkie” Wilkins, NC House of Representatives
John Hill, Director, Person County Recreation Arts and Parks
Todd Boycher, Roxboro Police Dept.
Sam Kennington, Person County Board of Commissioners

PCC Board of Trustees
Gail Stilwell
Tanya Evans
Donovan Harper
Larry Johnson

PCC Foundation Board of Directors
Shady Terrell
Jean Andrews

Person County Partnership for Children
Judy Batten
Ann Garrard
Maynell Harper

Roxboro Area Chamber of Commerce
Marcia O’Neil
Gerry O’Neil

Summit Consulting Enterprises, PLLC
Ernie Wood
Michael Brandon

“Strategic Planning is the means by which an organization constantly recreates itself to achieve extraordinary purpose.” Bill Cook
COLLEGE OVERVIEW

Piedmont Community College (PCC) enriches lives by providing lifelong learning, educational and training programs for today's global workforce, and cultural opportunities for Person and Caswell Counties. The College accomplishes its Mission by embracing the following values: Learning/Teaching, Economic Development, Accessibility, Diversity/Globalism, Ethics, Resources, and Service (LEADERS).

The institution began operation July 1, 1970, with the first full-time students enrolling September 23, 1970 in Person County, NC. Effective July 1, 1985, Piedmont Technical College was additionally designated by the North Carolina General Assembly as the service provider for Caswell County. The Board of Trustees, in September of 1987, unanimously approved changing the name from Piedmont Technical College to Piedmont Community College (PCC). Piedmont Community College is the sole provider of postsecondary education, job training and training opportunities to new and expanding industries in Person and Caswell Counties.

Piedmont Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Piedmont Community College. The Commission is to be contacted only if there is evidence that appears to support an institution’s significant non-compliance with a requirement or standard.

The College’s two-county service area has been negatively affected due to significant industry closings and the consequent layoffs and unemployment. The impact from these economic challenges has caused a 25% increase in the College’s enrollment (2000-2009).
2010-11 College Profile

FACULTY AND STAFF

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tbody>
<tr>
<td>Executive, Administrative, Managerial</td>
<td>5</td>
<td>34</td>
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<tr>
<td>Instructional Faculty</td>
<td>94</td>
<td>21</td>
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<tr>
<td>Professional</td>
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LEARNING RESOURCES CENTER

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<tr>
<th>Type</th>
<th>Volumes Added</th>
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<td>Books</td>
<td>532</td>
<td>213</td>
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<td>Audiovisuals</td>
<td>175</td>
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<table>
<thead>
<tr>
<th>Type</th>
<th>Holdings</th>
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<td>14,143</td>
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<td>Periodical Titles Unduplicated</td>
<td>103</td>
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<tr>
<td>Microfiche/Microfilm Units</td>
<td>80</td>
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FACILITIES

<table>
<thead>
<tr>
<th>Campus Type</th>
<th>Campus Size (Acres)</th>
<th>Buildings</th>
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<tbody>
<tr>
<td>Person Campus</td>
<td>173</td>
<td>15</td>
</tr>
<tr>
<td>Caswell Campus</td>
<td>13.46</td>
<td>2</td>
</tr>
<tr>
<td>Education Opportunity Center</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Business Development &amp; Entrepreneurship Center</td>
<td></td>
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</tbody>
</table>

PROGRAMS WITH ADDITIONAL ACCREDITATION

Medical Assisting

PERSON COUNTY

Population: 37,989
Gender: Male: 38% Female: 62%
Race: Black: 28% White: 70% Other: 2%
Age 20+: 75%

Per Capita Income (2009): $21,775
Unemployment Rate (2010): 9.90%

CASWELL COUNTY

Population: 23,004
Gender: Male: 56% Female: 44%
Race: Black: 34% White: 65% Other: 1%
Age 20+: 77%

Per Capita Income (2009): $19,372
Unemployment Rate (2010): 12.50%

CONTACT INFORMATION

Person Campus: 1715 College Drive, Roxboro NC 27573 336-599-1181
Caswell Campus: 331 Piedmont Drive, Yanceyville NC 27379 336-694-5707
### ENROLLMENT

<table>
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<tr>
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<tr>
<td>Curriculum Programs</td>
<td>3,909</td>
<td>3,941</td>
<td>3,961</td>
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<tr>
<td>Continuing Education</td>
<td>5,494</td>
<td>5,678</td>
<td>5,525</td>
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<td>Overall Unduplicated Headcount</td>
<td>8,906</td>
<td>9,142</td>
<td>9,022</td>
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<td>Curriculum Programs</td>
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<td>2,274</td>
<td>2,398</td>
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<tr>
<td>Continuing Education</td>
<td>96</td>
<td>35</td>
<td>14</td>
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<tr>
<td>FTE Totals</td>
<td>2,714</td>
<td>2,762</td>
<td>2,941</td>
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### STUDENT DEMOGRAPHICS

Curriculum Student Profile:
- Male – 45%
- Female - 55%
- Black – 40%
- Hispanic – 2%
- White – 53%
- Other – 4%

Curriculum Student Residence:
- Person County – 48%
- Caswell County – 35%
- Outside Service Area – 17%

### GRADUATES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Associate</td>
<td>193</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>365</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>607</td>
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</tr>
</tbody>
</table>

### DISTANCE LEARNING

- Curriculum Students Taking an Online Course: 2025
- Curriculum Course Sections Offered Online: 379
- Students Enrolled in Both Online and Seated Classes: 2829 Unduplicated

### CURRICULUM PROGRAMS

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Programs of Study</th>
<th>Number of Awards Available</th>
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</thead>
<tbody>
<tr>
<td>General Education &amp; Development</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Business and Emerging Technologies</td>
<td>13</td>
<td>43</td>
</tr>
<tr>
<td>Media Production</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Health Science and Human Services</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Technical and Occupational</td>
<td>8</td>
<td>30</td>
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</table>

### FINANCIAL PROFILE

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<thead>
<tr>
<th></th>
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<th>Federal: 25%</th>
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<tbody>
<tr>
<td>Total Revenue:</td>
<td>$26,969,900</td>
<td>State: 61%</td>
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<tr>
<td>Total Expenditures:</td>
<td>$26,969,900</td>
<td>Local: 5%</td>
</tr>
<tr>
<td>Students Receiving Financial Aid:</td>
<td>2,507</td>
<td>Other: 9%</td>
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</table>
COLLEGE MISSION & VALUE STATEMENTS

Piedmont Community College enriches lives by providing lifelong learning, educational and training programs for today’s global workforce, and cultural opportunities for Person and Caswell Counties.

The College embraces its Mission as it embraces the following values:

Learning/Teaching

The College enables creative teachers, through critical thought, not only to teach the learner but also to learn from the learner.

Economic Development

The College acts as a catalyst by providing leadership and state-of-the-art education and training for economic and workforce development.

Accessibility

The College provides affordable and accessible education and training.

Diversity/Globalism

The College builds understanding and appreciation of diverse cultures and helps students understand their roles as global citizens.

Ethics

The College values the principles of personal ethics, integrity, academic honesty, civic responsibility, and accountability.

Resources

The College provides lifelong learning, cultural opportunities, youth outreach, civic service, and public spaces.

Service

The College serves the community by supporting its needs and goals.

Adopted Spring 2010

COLLEGE VISION STATEMENT

Piedmont Community College strives to be the leading contributor to the economic, educational and cultural success of our community.

Adopted Summer 2011
STRATEGIC PLANNING TIMELINE

- **Review College Mission Statement**
  - Fall 2009

- **Adoption of New Mission Statement**
  - Internal Data Collection/Faculty&Staff Focus Groups
  - Spring 2010

- **External Data Collection/Community Stakeholders**
  - Student Surveys /Focus Groups
  - Fall 2010

- **Data Analysis**
  - Strategic Goals/Objectives Development
  - Spring 2011

- **Institutional Priorities Established**
  - Fall 2011

- **Strategic Plan Implementation**
  - Spring 2012

- **Update Strategic Plan Achievements**
  - Spring 2013, Spring 2014, Spring 2015
INTERNAL ENVIRONMENTAL SCAN RESULTS

The charts below represent information gathered during focus group sessions, surveys and annual review processes. Responses are grouped in categories based on subject applicability.

Faculty/Staff

The following categories represent summarized responses:

Math/Writing/Reading Skill Development
- Enforce pre-requisite course completion.
- Motivate students by understanding their diverse learning styles.
- Enhance tutoring services (bridge tutoring services w/developmental courses, expand accessibility to services (hours of operation, etc.).
- Align developmental course outcomes with college-level course expectations.
- Subscribe to targeted assistance programs/activities for basic skill development.
- Enhance pre-assessment tools for identifying students’ weaknesses.

Student Services
- Encourage students to seek help by being approachable and accessible.
- Centralize the orientation process to include assessment of “college-ready” skills coupled with strong academic advising to promote student success from the start.
- Implement an early warning process to include follow up with both the instructor and the student.

~241 total responses
~Percentages will not equal 100 due to rounding

Commitment to Quality: 27%
Professional Development: 19%
Student Services: 24%
Math/Writing/Reading Skill Development: 14%

~241 total responses
~Percentages will not equal 100 due to rounding
Provide a clear message to students regarding expectations and assist them in establishing goals for academic success.
Emphasize the importance of orientation by encouraging new students to attend. Enhance the program to that introduces students to the college, its resources, programs, and possible career choices upon admission.

Professional Development
- Expect college personnel to enhance job skills.
- Utilize diverse teaching methodologies.
- Encourage customer service training college-wide.
- Offer local professional development opportunities often.
- Consider a mentor program for new employees.

Commitment to Quality
- All college personnel must work together and stay abreast of college resources.
- Provide a pleasant college environment.
- Show passion for the work we do. Let the students know that we care.
- Provide the best services to the entire college community (internal and external customers).
- Maintain a standard of excellence, college-wide, by hiring the most qualified candidates.
Students

The following categories represent summarized responses:

**Adapt to Student Needs**
- Increase instructor feedback on assignments in online courses.
- Standardize information within Black Board shells.
- Post grades regularly and provide frequent updates regarding student performance.
- Consider the need to increase the frequency of course offerings (more than once a year).
- Consider the need to expand the variety of course offerings (that transfer to 4-year institutions).
- Provide virtual office hours that are conducive to working students’ needs (more hours during the evening).

**Technology Support**
- Provide additional technology support to students as a result of the growing number of courses moving to an online/hybrid platform.
- Expand computer lab hours (weekends) so students can obtain assistance in completing assignments outside of working/class times.

~302 total responses
~Percentages will not equal 100 due to rounding
Professional Development

- Diversify teaching methodologies to accommodate different learning styles.
- Emphasize learning and not training in the classroom.
- Exemplify leadership in the classroom.
- Diversify assessments to gauge student learning.
- Enhance communication skills.
- Encourage consistency as it pertains to course rigor and quality.
- Encourage creative instruction and minimize Power Point presentations.

Provide a Supportive Environment

- Encourage participation in student clubs, organizations and activities.
- Provide mentoring and tutoring opportunities.
- Improve advising process.
- Offer more locations where students can study.
- Enhance safety and security measures.
- Hold students accountable and adhere to consistent guidelines and policies. Uphold college rules.
EXTERNAL ENVIRONMENTAL SCAN RESULTS
The chart below represents information gathered during focus group sessions and surveys conducted during annual review processes. Responses are grouped in categories based on subject applicability.

Community Stakeholders

The following categories represent summarized responses:

Professional Development
- Maintain quality of college personnel.
- Work with community agencies to assist unemployed residents in retooling, retraining and developing skills needed to re-enter the workforce.
- Prepare to train/educate students for jobs that don’t exist.
- Effectively market the college’s resources, training capabilities and benefits to the community and prospective industry.

Life-long Learning
- Support the Person Futures Project by (the same opportunities afforded to Caswell County):
  - Developing systems and strategies to maximize the educational potential of Person County citizens.

~78 total responses
~Percentages will not equal 100 due to rounding
Developing strategies to increase parental and community involvement in the County’s educational activities.

- Capitalizing on opportunities to enhance educational activities that emphasize life-long learning in Person County.
  - Offer life skills education (sewing, gardening, home repair and upgrades, etc.)
  - Promote and participate in health and wellness initiatives.

Partnerships/Collaborations

- Foster relationships with the NC Department of Education (e.g. provide training for teachers, administrators, etc.).
- Continue building relationships and providing training for early childhood, law enforcement, and healthcare facilities.
- Work with local industry to increase job shadowing opportunities for students.
- Increase industry presence on college advisory committees.
- Support the local Arts.
- Continue supporting local community events.
- Maintain strong relationships with both Person and Caswell Counties for industry recruiting purposes.
- Create a bridge between Person and Caswell counties for improving communication and resource sharing.

Diversity

- Provide opportunities for the community to participate in culturally diverse activities.
- Offer courses with the “baby boomer” in mind (e.g. using current technologies).
- Expand language course offerings (e.g. basic communication, Spanish for the workplace, etc.)
STRATEGIC GOALS & OBJECTIVES

GOAL A - *Lifelong Learning*
Provide opportunities that support a culture of lifelong learning by promoting educational activities

➤ **Objectives**

1. Provide comprehensive technical and career assessments, certifications and licensure programs to meet area workforce needs
2. Implement strategies to increase the number of individuals with high school equivalency diplomas, building a foundation for future learning
3. Develop and promote professional development opportunities that are mutually beneficial to the College and its community
4. Provide service-learning opportunities that expose students to a lifestyle of community involvement and the community to lifelong learning
5. Create a college culture in which members engage in lifelong learning
6. Provide accessibility to lifelong learning opportunities to the community
7. Promote career exploration to assist prospective students in choosing educational programs suited to their interests and abilities

GOAL B - *Educational and Training Programs I*
Provide educational and training programs that prepare individuals to succeed in a globally competitive market

➤ **Objectives**

1. Partner with business, industry, and community organizations to ensure that educational programs meet current, future, and entrepreneurial workforce skill requirements
2. Identify and implement new educational and training programs that close gaps in workforce basic skills
3. Respond to service area constituencies in start-up and delivery of educational and training programs
4. Meet the needs of diverse learners through innovative programs and delivery methods
5. Implement strategies that promote and increase learner participation, retention, and completion, particularly in underserved and underachieving populations
GOAL C - *Educational and Training Programs II*
Provide institutional support that fosters and promotes student success

- **Objectives**
  1. Provide professional development opportunities for faculty and staff to ensure that they are current in their field and in instructional methodologies
  2. Advance the College through aggressive pursuit of external resources, opportunities, and partnerships
  3. Acquire and maintain state-of-the-art technology, equipment, and facilities
  4. Provide academic assistance, student support services, financial literacy, and career services that contribute to student success

GOAL D - *Cultural Opportunities*
Provide a broad range of cultural opportunities for the College and communities we serve

- **Objectives**
  1. Create an environment in which College and community members can explore the arts and humanities through critical discourse
  2. Sponsor a variety of cultural and artistic events for the College and community
  3. Provide opportunities to enhance global awareness and broader connectivity to diverse cultures

GOAL E - *Culture of Evidence*
Create and sustain a culture of evidence and continuous improvement

- **Objectives**
  1. Integrate the College’s Core Competencies into the fabric of educational and training programs
  2. Adopt a uniform and technology-based approach to data collection and dissemination
  3. Identify and assess appropriate program and service area outcomes
  4. Use data informed decision-making processes
Appendix 1: ANNUAL INSTITUTIONAL EFFECTIVENESS & BUDGETING PROCESS

January 1st - February 1st  
**Development of Institutional Goals**  
The Executive Council develops the overall institutional goals for the upcoming year based on the previous year’s performance in meeting the College’s Strategic Goals. The President and Vice Presidents develop annual objectives based on the institutional goals affecting their areas. In addition, the President and Vice Presidents develop assessment criteria by which the goals are measured.

February 1st – April 1st  
**Development of Area Objectives**  
Deans, Directors, and Coordinators, in collaboration with staff and faculty, consider the previous year’s results, then develop annual area objectives and the assessment criteria for those annual objectives. These objectives must reflect those of the President or the appropriate Vice President.

April 1st – June 1st  
**Development & Prioritization of Division Budgets**  
Deans, Directors, and Coordinators compile and prioritize their budget requests based on their area objectives and send them to the President and Vice Presidents. The President and Vice Presidents prioritize the budgets within their respective divisions.

June 1st – July 1st  
**Development & Prioritization of Institutional Budget**  
The prioritized budgets developed by each division are discussed in a meeting with the President and Vice Presidents and prioritized collectively based on the institutional goals identified during the development of institutional goals. A proposed institutional budget is then developed. The College budget is not final until the state legislature determines the state budget. This action may require an adjustment of objectives.

Aug 1st – November 1st  
**Assessment & Determination of Achieved Outcomes**  
Program, service area, and divisional assessment of objectives and the use of results to improve programs and services are determined. The information is compiled, and the President and Vice Presidents complete the Annual Planning and Evaluation tool for their respective divisions.

December  
**Review Divisional Outcomes & Assessment Results/ Update Strategic Plan**  
The results are forwarded to the Institutional Effectiveness Committee for review (meeting). Updates to the College’s Strategic Plan are made based on the results.