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# **INSTITUTIONAL EFFECTIVENESS PLAN**

## **Piedmont Community College**

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**2016-17**

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The hardcopy archive of Piedmont Community College Institutional Effectiveness Plans is located in the Office of Research and Institutional Effectiveness, Room B-115 on the Person County Campus. Related documents and other supporting materials are available via hardcopy or in digital form by request.

## 1. Introduction

### **Piedmont Community College**

Piedmont Community College (PCC), a comprehensive two-year community college, is one of 58 colleges that make up the North Carolina Community College System. The College, which began operation on July 1, 1970, serves the educational needs of the residents of Person and Caswell Counties. The Person County Campus in Roxboro comprises 12 buildings totaling 123,000 square feet located on 178 acres. The Caswell County Campus in Yanceyville includes two buildings totaling 25,000 square feet located on 13 acres. The College served 5,692 students<sup>1</sup> during the 2014-15 academic year in continuing education and curriculum programs and currently employs approximately 168 full-time and 127 part-time employees.

### **Institutional Effectiveness (IE)**

Piedmont Community College employs a continuous, systematic cycle of planning, budgeting, operations management, and evaluation to guide achievement of the College Mission, Values, and Vision, within the wider context of the mission and goals of the North Carolina Community College System. Collectively, these activities constitute the Annual Institutional Effectiveness and Budgeting (AIEB) process at the College. This AIEB process explicitly integrates planning, budgeting and effectiveness evaluation into a closed-loop cycle of continuous improvement to strengthen operations, to refine subsequent annual and strategic goals and objectives, and (periodically) to review the College Mission, Values, and Vision.

The Office of Research and Institutional Effectiveness (ORIE) continuously monitors multiple indicators of institutional effectiveness in addition to the outcomes identified in the Service Area Outcomes (SAO) documents, and Student Learning Outcomes (SLO) documents. Traditional measures of student progress and success, Program Area Reviews (PARs) and Service Area Reviews (SARs), NCCCS Performance Measures, and other indicators of effectiveness are routinely reviewed and reported to the College community through various means, including the ORIE website and individual reports.

This IE Plan includes the usual annual review of fundamental principles and processes guiding current operations and long-range planning at the College, comprising three components:

1. Review of the College Mission, Values, and Vision, demonstrating consistency with the mission of the North Carolina Community College System;
2. Review of the College goals and objectives identified in the recently approved 2015-2020 College Strategic Plan;

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<sup>1</sup> This number represents the *unduplicated* head count of students enrolled in one or more programs at the College any time during the 2014-2015 academic year (*Source*: 2014-15 Annual Statistical Report, North Carolina Community College System).

3. Review of continuous service area outcome (SAO) assessment processes and student learning outcome (SLO) assessment processes, complying with standards of the College regional accreditor, the Southern Association of Schools and Colleges Commission on Colleges;

As was noted last year, the accumulation of multiple years of assessment results has substantially increased the length of this IE Plan. The current Plan includes *examples* of the 2015-16 SAO and SLO assessments. The SAO assessment example is from Buildings and Grounds / Safety and Preparedness area from the Administrative Services division. The SLO assessment example is from the Associate in Science Degree program from the Mathematics and Science program area.

The faculty in the Mathematics and Science program area have devoted significant effort to development of extensively revised learning outcomes for students in the Associate in Science degree program during the 2015-16 academic year. The new A.S. degree program assessment plan shows the product of this hard work by the math and science faculty. The assessment plan also illustrates the latest refinements to the format and layout of the SLO assessment plans, designed to emphasize multi-year results and action plans designed to address specific strengths and weaknesses disclosed by ongoing assessments.

## **Special Topics**

Last year's 2015-16 IE Plan devoted "special topics" attention to the updated Mission, Vision, and Values statements and the new 2015-2020 Strategic Plan as well as the GAP analysis examining area workforce demand and PCC program development. This 2016-17 IE Plan includes special attention to the report, *2016 NC Community Colleges Creating Success: Performance Measures for Student Success*. This special topic treatment includes a comprehensive description of revised performance measures recently approved by the State Legislature together with updated benchmarks identifying baselines and targets for the performance measures. This description also includes a detailed explanation of the calculations for performance-based budget allocations and an analysis of the 2016 allocations earned by PCC.

## 2. PCC Mission, Values, and Vision

The Mission, Values, and Vision statements were updated during the development of the 2015-2020 College Strategic Plan. These revised statements and the Strategic Plan were approved by the College Board of Trustees in July 2015.

### Mission

Piedmont Community College enriches lives by providing education, training, and cultural opportunities for lifelong learning and professional success in local, regional, and global communities.

### Values

#### **Learning-Centered Philosophy**

The College embraces a learning-centered instructional environment supporting multiple student learning styles.

#### **Economic Development**

The College acts as a catalyst for local and regional economic development by providing education and training to address current and emerging workforce needs.

#### **Accessibility**

The College provides affordable and accessible education and training.

#### **Diversity/Global Citizenship**

The College promotes understanding and appreciation of diverse cultures and global citizenship.

#### **Ethics/Social Responsibility**

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

#### **Resources**

The College provides learning resources and student development support designed to address diverse student learning styles and academic needs.

#### **Student Success**

The College values individual student success as the single best indicator of institutional effectiveness in the community.

*Mission and Values Adopted Spring 2010; Revised July 2015*

### Vision

Piedmont Community College strives to be the leading contributor to the economic, educational, and cultural vitality of our communities by providing high-quality services and programs that ensure student success in personal development and professional achievement.

*Vision Adopted Summer 2011; Reviewed January 2013; Revised October 2014, July 2015.*

The Piedmont Community College Mission and Vision resonate closely with the Mission of the North Carolina Community College System:

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## North Carolina Community College Mission

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.

*Adopted by the State Board of Community Colleges, October 1993; revised March 1994, April 1994; reaffirmed January 1998; revised and adopted June 1998; revised and adopted September 2006*

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## 3. PCC Strategic Goals and Objectives

### STRATEGIC PLAN 2015-2020 Piedmont Community College

#### Strategic Theme 1

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#### BRANDING, MARKETING, AND PROMOTION

##### Objective 1.1: BRANDING MESSAGES

The College will develop branding messages that communicate the mission, vision, values, and program strengths to our multiple community constituencies, including prospective students and their parents, area employers, civic leaders, and elected officials.

##### Objective 1.2: GENERAL RECRUITMENT

The College will develop a comprehensive marketing plan and general recruitment strategies that address the diverse education and training needs/interests of various prospective student populations using current and emerging communication modes and technologies.

### **Objective 1.3: HIGH SCHOOL RECRUITMENT**

The College will develop and implement a specific marketing plan for recruiting at high schools and with high school students and their parents to achieve the following outcomes:

- Increase the percentage of high school students who complete at least one College course while still in high school;
- Increase the percentage of high school students who earn at least one semester of full-time college credit while still in high school;
- Increase the percentage of high school students who enroll at the College within one year of high school graduation.

## **Strategic Theme 2**

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### **RESPONSIVE PROGRAM DEVELOPMENT**

#### **Objective 2.1: CURRICULUM PROGRAMS**

The College will expedite development and implementation of new curriculum programs responsive to transfer student interests and employment demand disclosed by the Gap Analysis and other regional education and employment data.

#### **Objective 2.2: CONTINUING EDUCATION PROGRAMS**

The College will work closely with local and area employers to create and implement continuing education programs leading to industry-recognized credentials addressing: (1) current and emerging workforce needs and (2) other employment demand identified by the Gap Analysis.

#### **Objective 2.3: PROGRAM RESOURCES**

To supplement resources available for new program development, the College will closely monitor operating outcomes to reallocate from programs suffering enrollment decline reflecting limited employment and/or transfer demand.

#### **Objective 2.4: DELIVERY OF SERVICES AND INSTRUCTION**

The College will continue developing, monitoring and improving the delivery of instruction and student support services via multiple delivery modes using current and emerging technologies.

#### **Objective 2.5: STUDENT SUCCESS LEARNING INSTITUTE (SSLI) INITIATIVE**

The College will actively participate in the SSLI initiative to improve student persistence, progress, completion, and subsequent academic and/or employment success.

## **Strategic Theme 3**

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### **PARTNERSHIPS**

#### **Objective 3.1: PUBLIC SCHOOL ARTICULATION**

The College will pursue multiple initiatives with traditional and charter public schools and with home school parents to improve student progress and completion rates in PCC programs, including:

- Establishment of a Cooperative Innovative High School for Person County high school students on the Person County Campus enrolling students beginning in fall 2016.
- Establishment of a Cooperative Innovative High School for Caswell County high school students on the Caswell County Campus enrolling students beginning in fall 2016.
- Establishment of a Cooperative Middle School for Person County students at the Timberlake Center beginning fall 2018.

#### **Objective 3.2: TRANSFER ARTICULATION WITH FOUR-YEAR INSTITUTIONS**



The College will develop or update existing articulation agreements with the four-year institutions to which the largest numbers of PCC alumni transfer, and will establish additional articulations with other UNC institutions and private four-year institutions within North Carolina and Virginia.

**Objective 3.3: HIGHER EDUCATION CENTER**

The College will establish a Higher Education Center collaborating with area colleges and universities to offer Bachelor's and Master's degree coursework in selected programs on the Person County Campus.

**Objective 3.4: ECONOMIC DEVELOPMENT**

The College will work with governmental economic development departments and Workforce Development Boards to create and deliver education and customized training to address explicitly commissioned workforce requirements for attracting at least one major new employer to the College service area.

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## **Strategic Theme 4**

### **EFFECTIVENESS**

**Objective 4.1: INSTITUTIONAL RESEARCH**

The College will implement the Institutional Research Data Solution developed by the Center for Applied Research at Central Piedmont Community College, to strengthen institutional research capacity for monitoring multiple measures of student retention, progress and success, as well as other indicators of operating performance specified in this Strategic Plan.

**Objective 4.2: OPERATING EFFICIENCIES**

The College will continue work to develop and refine institutional research capabilities for monitoring operating efficiencies among all service areas and educational program areas.

**Objective 4.3: OUTCOMES EFFECTIVENESS**

The College will continue to strengthen service area and student learning outcomes effectiveness assessment and the uses of assessment results to improve teaching and learning, shorten completion times, and reduce student educational expense.

**Objective 4.4: STRATEGIC ACTION PLANS**

The College Vice Presidents will direct the development of individual action plans for executing objectives of this Strategic Plan within each College Division, including task lists, target dates, lead and supporting staff and faculty accountable, projected resource requirements, and intended outcomes with performance indicators and targets. The President and Vice Presidents will establish budget priorities for items in these action plans and adjust timelines accordingly.

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## **Strategic Theme 5**

### **CAPITAL NEEDS AND RESOURCE DEVELOPMENT**

**Objective 5.1: FACILITIES MASTER PLAN**

The College will seek support from Person County and Caswell County to contract with a professional consultant for development of an updated Facilities Master Plan, specifically including infrastructure and building construction or acquisition and renovation to accommodate:

- Facilities needs of current and anticipated allied health programs;
- Long-term facilities needs of the Cooperative Innovative High Schools described in Strategic Theme 3;
- Projected instructional facilities needs of Bachelor's and/or Master's degree courses offered on the Person County campus in the Higher Education Center described in Strategic Theme 3;

- Establishment of a second ingress/egress road to improve the convenience and safety of access to and from the Person County Campus;
- New space and facilities needs on the Caswell Campus to address anticipated workforce needs identified by the Gap Analysis.

### **Objective 5.2: BOND ISSUE**

The College will work with appropriate government agencies to develop a bond proposal strategy to secure financing for major capital needs for facilities and equipment identified in the updated Facilities Master Plan described above.

### **Objective 5.3: CAPITAL FUND-RAISING CAMPAIGN**

The College will plan and execute a comprehensive capital fund-raising campaign to support multiple initiatives in this Strategic Plan and the updated Facilities Master Plan, including program start-up expenses as well as facilities and equipment.

## **4. Outcomes Assessment**

As was noted in the Introduction this IE Plan includes one example of a Service Area Outcomes (SAO) assessment plan and one example of a Student Learning Outcomes (SLO) assessment plan. The examples provided in this section demonstrate the ongoing refinement of assessment plans to foster continuous improvement of services to students and staff and the quality of teaching and learning at PCC. The SAO assessment plan example from *Buildings & Grounds / Safety and Preparedness* illustrates the explicit connections between service area outcomes and the goals and objectives of the 2015-2020 College Strategic Plan. The SLO assessment plan example from the *Associate in Science Degree* program illustrates the explicit connections between learning outcomes in individual courses and broader program outcomes. Both examples summarize at least three years of assessment results and uses of these results to improve services, teaching, and learning.

The SLO example from the A.S. Degree program introduces a significant change to the assessment plan format. Instead of including the summary of uses of results embedded in the rows reporting the outcomes, assessment measures and three years of results, the uses of results are relocated to the end of the report with separate subsections summarizing strengths, weaknesses, and action plans for the most recent three years. A similar refinement to the SAO assessment plan layout is likely for next year.

At the time of this writing the Dean and faculty in math and science are still incorporating final additions and revisions to the SLO assessment plan and compiling results for the new assessments. As is the case with all outcomes assessments, the formal plan is a living document subject to continuous improvement. The SAO and SLO assessment plans presented here are current snapshots of these assessment processes whose evolution will continue responding to changing internal and external opportunities and challenges.

### Service Area Outcomes Assessment Example

| Administrative Services Division: BUILDINGS & GROUNDS / SAFETY & PREPAREDNESS |  |  |   |  |
|---|--|--|---|--|
| #   | Intended Service Area Outcome and College Strategic Theme/Objective Addressed  | Means of Assessment and Performance Target or Completion Date  | Summary of Assessment Results or Completion Status Report   | Use(s) of Results to Improve Service or Adjust Service Area Outcome  |
| 1   | Students, faculty, and staff will enjoy clean, aesthetically pleasing study and work conditions reflecting the quality of College facilities and their maintenance. (2.4, 4.2) | <ol style="list-style-type: none"> <li>The mean response to the Student Satisfaction Survey (SSS) for each individual item addressing campus cleanliness and aesthetics will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.</li> <li>The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing campus cleanliness and aesthetics will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.</li> </ol> | <p><b>2015-2016 Results</b></p> <ol style="list-style-type: none"> <li>Mean responses on the SSS exceed 3.00 and only one comment addressed the age of buildings and need for renovating and updating, not cleanliness.</li> <li>Mean ESS responses all exceed 3.00, but a handful of comments addressed deferred maintenance and age of some older College facilities.</li> </ol> <p><b>2014-2015 Results</b></p> <ol style="list-style-type: none"> <li>Two items had a score under 3.0 on the SSS. Exterior lighting scored 2.99 and had no comments; and the HVAC system creating too much heat or cooling to everyone on the campus.</li> <li>Means for all items exceeded 3.0 in the 2013-14 ESSS. The comments about Maintenance, Custodial, and Security services remain very positive.</li> </ol> <p><b>2013-2014 Results</b></p> <ol style="list-style-type: none"> <li>Three items had a score under 3.0 on the SSS. Exterior lighting and campus security were related in the survey as it addresses feeling safe. The other item is the HVAC system creating too much heat or cooling to everyone on the campus.</li> <li>Means for all items exceeded 3.0 in the 2013-14 ESSS. Most comments in regards to Maintenance, Custodial, and Security services were very positive.</li> </ol> | <p><b>Use of 2015-2016 Results</b></p> <p>Immediate and longer-term priorities for renovation and updating of College buildings via the recent State bond issue are a major focus of the College Facilities Master Plan update. In the meantime, cosmetic improvements (minor repairs/painting) will continue with available current resources.</p> <p><b>Use of 2014-2015 Results</b></p> <ol style="list-style-type: none"> <li>The lighting was upgraded in 2012 to improve nighttime visibility and in 2014 – 2015 the lights bulbs were replaced where needed. Working on improving lighting on the Caswell Campus. The lights will be checked regularly to make sure all are working. In addition, all areas of both campuses will be assessed to improve lighting in poorly lit areas.</li> <li>Changed HVAC contractors, upgraded equipment where financially feasible; rebalanced the Caswell Campus system; installed new software to better control the HVAC; and the dampers have been readjusted. This is an ongoing process and the maintenance staff will continue to fine tune the system.</li> </ol> <p><b>Use of 2013-2014 Results</b></p> <ol style="list-style-type: none"> <li>The lighting was upgraded in 2012 with LED lights to improve nighttime visibility. The lights will be checked regularly to make sure all are working. In addition, all areas of both campuses will be assessed to improve lighting in poorly lit areas.</li> <li>The server computer has been replaced on the HVAC system and the dampers have been readjusted. This is an ongoing process and the maintenance staff will continue to fine tune the system.</li> </ol> |

### Service Area Outcomes Assessment Example

| Administrative Services Division: BUILDINGS & GROUNDS / SAFETY & PREPAREDNESS |  |   |  |   |
|---|--|---|--|---|
| #   | Intended Service Area Outcome and College Strategic Theme/Objective Addressed  | Means of Assessment and Performance Target or Completion Date   | Summary of Assessment Results or Completion Status Report  | Use(s) of Results to Improve Service or Adjust Service Area Outcome   |
| 2   | Students, faculty and staff will enjoy protection from safety and security hazards afforded by College compliance with safety standards and adherence to accepted security practices. (2.4, 4.2) | <ol style="list-style-type: none"> <li>College will successfully comply with ADA, OCR and OSHA regulations and standards, and will comply with state and local codes and inspections.</li> <li>The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing campus safety and security will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.</li> <li>The mean response to the Student Satisfaction Survey for each individual item addressing campus safety and security will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.</li> <li>Campus Incident Reports will be continuously monitored to identify threats to safety or security that require specific action plans.</li> </ol> | <p><b>2015-2016 Results</b></p> <ol style="list-style-type: none"> <li>No new compliance deficiencies have been identified for ADA, OCR, or OSHA requirements.</li> <li>The mean responses for two ESSS items (addressing the adequacy of external campus lighting and campus safety personnel at night) remain marginally below 3.00 (2.95 and 2.96, respectively).</li> <li>Mean responses on the Student Satisfaction Survey addressing campus safety all exceed 3.00. Most of the handful of written comments recommended more campus lighting and more visible security personnel presence for night students.</li> </ol> <p><b>2014-2015 Results</b></p> <ol style="list-style-type: none"> <li>The College completed items identified in the OCR visit from 2010. Several items were multi-year projects.</li> <li>Means for all items exceeded 3.0 in the 2014-15 ESSS. No faculty shared open-ended comments indicating continuing concerns about security and lighting identified in previous recent surveys. Most classroom doors are lockable from the inside with the recent lock upgrades.</li> <li>Means for all items exceeded 3.0 in the 2013-14 SSS. Students expressed moderate concern about security not wearing a uniform, and evening outdoor lighting.</li> </ol> <p><b>2013-2014 Results</b></p> <ol style="list-style-type: none"> <li>The College is completing items identified in the OCR visit from 2010. Several items were multi-year projects.</li> <li>Means for all items exceeded 3.0 in the 2013-14 ESSS. Many faculty shared open-ended comments indicating continuing concerns about security and lighting identified in previous recent surveys. Faculty also requested that classroom doors be lockable from the inside.</li> <li>Means for all items exceeded 3.0 in the 2013-14 SSS. Students expressed moderate concern about security of selected areas.</li> </ol> | <p><b>Use of 2015-2016 Results</b></p> <p>College staff and students remain critical of outside campus lighting and perceived evening campus safety, despite equipment upgrades (lighting, cameras, emergency notification system, etc.) and increased visibility by the County Sheriff Deputies. Campus safety staff and others will communicate the provisions of safety upgrades and current Clery data demonstrating campus safety. In addition, the staff will continue close monitoring of staff and student survey results.</p> <p><b>Use of 2014-2015 Results</b></p> <ol style="list-style-type: none"> <li>Clery training has been provided to all faculty, staff and students. Web pages are updated to provide clear information to anyone on campus who is harassed.</li> <li>Most of the security concerns are nighttime issues and have been forwarded to the evening supervisor who provides nighttime security. The sidewalks on the Person County campus have been upgraded to improve safety. Staining the sidewalks for aesthetics will be completed this year.</li> <li>Additional security cameras have been installed this year to provide a higher level of security.</li> <li>Person County Sheriff deputies have continued their more visible presence during their regular rounds.</li> </ol> <p><b>Use of 2013-2014 Results</b></p> <ol style="list-style-type: none"> <li>Clery training will be provided to all faculty, staff and students. Web pages are being updated to provide clear information to anyone on campus who is harassed.</li> <li>Most of the security concerns are nighttime issues and have been forwarded to the evening supervisor who provides nighttime security. The ongoing project upgrading to door hardware lockable from the inside without a key will continue. About one-third of all locks have been upgraded. Classroom locksets were scheduled first and are done. Approximately 150 other locks remain to be replaced.</li> <li>Person County has appropriated funds to repair the sidewalks on campus to improve safety.</li> <li>Additional security cameras will be installed this year to provide a higher level of security.</li> <li>Person County Sheriff deputies are directed to increase their presence during their regular rounds.</li> </ol> |

### Student Learning Outcomes Assessment Example

| ASSOCIATE IN SCIENCE DEGREE  |   |   |  |   |  |
|--|---|---|--|---|--|
| Program Outcome  | Student Learning Outcome  | Measure of Assessment and Criteria for Success  | Assessment Results   |   |  |
|  |   |   | AY 2015-16   | AY 2014-15  | AY 2013-14                                 |
| 1. <b>2015-16:</b> Engage in effective oral discourse in a scientific context.<br><br><b>2013-14 and 2014-15:</b> Communicate effectively within the academic community in a written format. | <b>2015-16:</b> Students will analyze significant scientific developments on a planetary level.                                   | 70% of students will score 70% or higher in a debate of ecological or environmental issue with classmates in BIO 111.   | <b>Fall, 2015</b><br>Person: 100% (19/19)<br><b>Spring, 2016</b><br>Person: 100% (11/11)<br>Hybrid: 100% (15/15)   |   |  |
|  |   | 70% of students will score 70% or higher in an oral presentation describing how, where, and when chemistry is applied in other fields for CHM 131 or CHM 151.   | CHM 131: 100% (14/14)  |   |  |
|  |   | 70% of students will achieve a cumulative score of 6 or higher on the oral presentation portion of the debate assignment in BIO 111 using the PCC Assessment Rubric for Oral Communication, to score three attributes, each on a 0-3 scale. | 100% (19/19)   |   |  |
|  | <b>2013-14 and 2014-15:</b> Students analyze significant political, socioeconomic, and cultural developments in American history. | 70.0% of students will score a 60% or better on the embedded mid-term essay questions. HIS 131/132.   |  | Overall, 82% (93/114)<br>Person: 85% (44/52)<br>Hybrid: : 74% (32/43))<br>Online: 89% (17/19) | Person: 88%                                |
| 2. Demonstrate effective critical thinking skills.   | <b>2015-16:</b> Students will demonstrate understanding and application of the scientific method.                                 | 70% of students will score 70% or higher on an assignment requiring conduct of a scientific experiment and analysis of experimental data in selected science courses: BIO 111, BIO 112, BIO 168, BIO 169, or CHM 151                        | <b>Fall, 2015</b><br>Person: BIO 168 F2F: 93% (39/42)<br>BIO 111 F2F: 90% (18/20)<br>CHM 151 F2F: 84% (16/17)<br>Note: no BIO 111 internet offered this semester<br><b>Spring 2016:</b><br>BIO 168.01P: 100% (26/26) |   |  |
|  |   | <b>2013-14 and 2014-15:</b> Students will discuss analysis, evaluation, and synthesis of life span development information  | 70.0% of students will score a 70% or better on the Developmental Psychology Application paper. PSY 241  |   | Hybrid: 86% (19/22)<br>Online: 83% (19/23) |
| 3. Students will solve practical mathematical  | <b>2015-16:</b> Students will solve problems that can be modeled by quadratic functions.  | 70% of students will score 6 or higher on the "Quadratics Applied to Area" assignment in MAT 171 using the PCC General Education  | <b>Fall, 2015</b><br>Overall: 67% (29/43)<br>Online: 71% (5/7)   |   |  |

### Student Learning Outcomes Assessment Example

| ASSOCIATE IN SCIENCE DEGREE  |  |  |  |   |   |
|--|--|--|--|---|---|
| Program Outcome  | Student Learning Outcome   | Measure of Assessment and Criteria for Success   | Assessment Results   |   |   |
|  |  |  | AY 2015-16   | AY 2014-15  | AY 2013-14  |
| problems and use appropriate models for analysis and predictions.  |  | Assessment Rubric for Math to score three assessment components on a 0-3 scale.  | Person:<br>Hybrid: 71% (12/17)<br>Caswell:<br>Hybrid: 63% (12/19)            |   |   |
|  | <b>2014-15 Only:</b> Students will solve quantitative reasoning (QR) problems in math courses containing QR activities as part of the QEP. | Students in Quantitative Reasoning (QR) math courses will demonstrate mastery of 70% of the QR competencies presented. (NOTE: Scores at right are for 63 different students who were scored on competencies presented in one or more QR activity "exposures.")<br><br><b>NOTE: Some of the activities and outcomes assessments from this pilot experiment with QR activities will be continued, but scores will be averaged for individual activities/competencies rather than aggregated for the selected SLO competencies.</b> |  | Overall: 77% (175/226)<br>NOTE: 63 students were scored on one or more competencies in one or more QR activities. The total number of scores was 226, of which 175 demonstrated mastery.<br>Person: 84/97=87%<br>Hybrid: 38/67=57%<br>Online: 53/62=85% |   |
|  | <b>2013-14 Only:</b> Students will solve problems involving the slope of a line.   | 70% of students will score 6 or higher on the "Data Assignment" in MAT155 using the PCC General Education Assessment Rubric for Math to score three assessment components on a 0-3 scale;<br>OR<br>80.0% of students will score 70% or better on the embedded question on homework assignment section 1.5 "Quadratics Applied to Area" in MAT 171.   |  |   | <b>MAT 155 (Data)</b><br>Overall, 96% (21/22)<br>Person: 100% (7/7)<br>Hybrid: 93% (14/15)<br><b>MAT 171 (Quadratics)</b><br>Overall: 89.3%<br>Person: 81.8%<br>Hybrid: 92.3%<br>Internet: 100% |
| 4. Students will demonstrate conceptual understanding and practical application of scientific concepts Biology, Chemistry, or Physics. | <b>Biology:</b> Students will demonstrate an understanding of life at the molecular, cellular and planetary levels.                        | 70.0% of students will score 70.0% or higher on the <b>knowledge content</b> portion of a research paper on predator/prey cycles. BIO 111/112  | <b>Spring 2016</b><br>F2F Person: 100% (26/26)                               | <b>Fall 2014</b><br>Hybrid: 70% (7/10)<br><b>Spring 2015</b><br>Hybrid: 75% (9/12)<br>Online: 100% (3/4)  |   |
|  |  | <b>Added 2015-16:</b> (predator/prey assignment): 70% of students will achieve a cumulative score of 10 or higher on the <b>written</b> portion of the predator/prey cycles assignment in BIO 112 using the PCC Assessment Rubric for Written Communication to score five attributes, each on a 0-3 scale  | <b>Spring 2016</b><br>Person Hybrid: 89% (8/9)<br>Caswell Hybrid: 100% (2/2) |   |   |
|  |  | 70% of students will score 78% or higher on a reading quiz comparing and contrasting the four categories of hypersensitivities in BIO 169.   | <b>Spring 2016</b><br>F2F Person: 82% (37/45)<br>F2F Caswell: 100% (2/2)     | <b>Fall 2014</b><br>Person: 86%<br><b>Spring 2015</b><br>Caswell: 80% (8/10)<br>Person: 86% (18/21)   |   |

### Student Learning Outcomes Assessment Example

| ASSOCIATE IN SCIENCE DEGREE |  |   |  |  |            |
|-----------------------------|--|---|--|--|------------|
| Program Outcome             | Student Learning Outcome   | Measure of Assessment and Criteria for Success  | Assessment Results   |  |            |
|                             |  |   | AY 2015-16   | AY 2014-15   | AY 2013-14 |
|                             |  | 80% of student will score 80% or higher performing a "Gram Stain" and identifying the gram status of bacterial cells in BIO 275.  | <b>Spring 2016</b><br>F2F Person: 94%<br>(16/17)   | <b>Summer 2015</b><br>Hybrid: 75% (6/8)  |            |
|                             |  | 70% of students will score 78% or higher in an online exercise assessing and labeling the various stages of mitosis in BIO 168.   | <b>Fall 2015</b><br>Person:<br>BIO 168 F2F: 100%<br>(38/38)  | <b>Summer 2105</b><br>Online: 100% (18/18)   |            |
|                             | <b>Chemistry:</b> Students will demonstrate an understanding fundamental principles and laws of chemistry. | 70% of students will receive at least a 70% on the <b>content</b> of a comprehensive written assignment regarding their knowledge of the interactions of matter and energy in CHM 152.<br>Data collected: S   | <b>Spring 2016</b><br>Person:<br>CHM 152 F2F: 42%<br>(3/7)   | <b>Spring 2015:</b><br>CHM 132: 75% (3/4)<br><b>Fall 2014:</b><br>CHM 151: 75% (3/3)<br>CHM 131: 85% (28/33) |            |
|                             |  | <b>Added 2015-16:</b> 70% of students will achieve a cumulative score of 10 or higher on the <b>written</b> assignment above in CHM 152 using the PCC Assessment Rubric for Written Communication to score five attributes, each on a 0-3 scale.<br>Data collected: S                     | <b>Spring 2016</b><br><b>CHM 152</b> F2F PCC<br>Rubric: 42% (3/7)                                  |  |            |
|                             | <b>Physics 2015-16:</b> Students will compare and contrast the various forms of energy found in nature     | <b>Revised 2015-16:</b> 70% of students will score 70% or higher on the Mechanical Energy assessment in PHY 151.<br>Data collected: F   | <b>Fall 2015</b><br>Person:<br>F2F: 85% (6/7)  |  |            |
|                             |  | <b>Revised 2015-16:</b> 70% of students will score 70% or higher on the Electrical and Magnetic Energy assessment in PHY 152.<br>Data collected: S  | <b>Spring 2016:</b>  |  |            |
|                             |  | <b>2015-16:</b> 70% of students will score 70% or higher on the <b>content</b> of an oral presentation, fact sheet and demonstration describing a modern application in PHY 110/110A.<br>Data collected: F or S   | <b>Fall 2015</b><br>Person:<br>F2F: 80% (5/6)  |  |            |
|                             |  | <b>Added 2015-16:</b> 70% of students will achieve a cumulative score of 6 or higher on the oral presentation portion of the assignment in PHY 110/110A using the PCC Assessment Rubric for Oral Communication, to score three attributes, each on a 0-3 scale.<br>Data collected: F or S | <i>This measure of assessment was added after the deployment of this assignment in Spring 2016</i> |  |            |
|                             |  | <b>2014-15:</b> 70% of student will score 70% or higher on the Forms of Energy assessment in PHY 151.   |  | <b>Fall 2014:</b><br>Person: 100% (7/7)  |            |
|                             |  | <b>2014-15:</b> 70% of student will score 70% or higher on a written composition and oral presentation describing a modern application of energy, electricity, heat, or magnetism in PHY 110.   |  | <b>Fall 2014</b><br>Person: 100% (5/5)<br><b>Spring 2015</b><br>Person: 100% (9/9)                           |            |
|                             |  |   |  |  |            |

## Student Learning Outcomes Assessment Example

### SUMMARY and ACTION PLANS

| ASSOCIATE IN SCIENCE DEGREE   |   |  |
|---|---|--|
| <b>STRENGTHS</b>  |   |  |
| <p><b>Based on 2015-16 Results:</b><br/>BIO 111 students exceeded the goal of 70% in both content and oral presentation in Program Outcome #1; BIO 112 and BIO 168 students also exceeded the goal of 70% in Program Outcome #4.</p>  | <p><b>Based on 2014-15 Results:</b> Oral and written communication and critical thinking assessments demonstrate generally strong performance. Specialty assessments in biology and physics mostly reflect similarly strong performance.</p>  | <p><b>Based on 2013-14 Results:</b><br/>The majority of SLO assessments met or exceeded the performance targets, except as noted below. The general observation that PCC students typically encounter difficulty recognizing the practical application of quantitative tools to real-life circumstances is the basis for the ongoing QEP addressing quantitative reasoning.</p>  |
| <b>WEAKNESSES</b>   |   |  |
| <p><b>Based on 2015-16 Results:</b><br/>Targets were not reached in two areas of assessment:<br/>1) MAT 171 students did not reach the goal of 70% achieving a 6 or higher on the PCC Assessment Rubric in Math. However, this group did get close with an overall rate of success of 67.4%. The Person campus hybrid section (70.6%) and online section (71.4%) both met the goal and Caswell just fell short with 63.2%. In this course, this activity occurs early in the semester, which may have some bearing on how well the students do.<br/>2) The target of 70% was not reached by CHM152 for the SLO [Students will demonstrate an understanding of the fundamental principles and laws of chemistry] under program outcome #4 [Students will demonstrate conceptual understanding and practical application of scientific concepts in Biology, Chemistry, or Physics.</p>  | <p><b>Based on 2014-15 Results:</b><br/>Students encountered minor difficulty with the math assessments: students in the online and Person campus hybrid course barely met the target, but students in the Caswell campus hybrid course did not meet the target. The complexity of scoring for quantitative reasoning activities complicates interpretation of these outcomes.<br/>The biology assessment based on the Gam Stain lab just missed the performance target, but<br/>The specialty science SLO assessments for chemistry students were far short of the performance target, both for chemistry content and for effective written communication about chemistry.</p> | <p><b>Based on 2013-14 Results:</b><br/>The results of the Quadratics assignment in MAT 171 appears to be an anomaly, as these same students demonstrated much better performance in the course than demonstrated by the quadratic exercise assessment.</p>  |
| <b>ACTION PLAN(S)</b>   |   |  |
| <p><b>Addressing 2015-16 Results:</b><br/>MAT 171: Because of the timing of this assignment the instructors will focus earlier on the skills of answering “why” and “explain” type questions, highlighting appropriate responses so students will have a better grasp of what is expected in their responses. The assessed activity is good, so we will continue to use the same activity and keep the goal of 70% scoring a 6 or better on the rubric. Since we have seen improvement in the past couple of assessment cycles, we are confident that the trend will continue and this year we will achieve our goal.<br/>CHM 152: Instructor will conduct an organized review with the class during the lab meeting before the assessment is made.<br/>BIO 111/112/168: Student learning outcomes that had a 100% success rate on the assessment will be monitored for another year. If this level of success continues, another outcome will be chosen on which to focus.</p> | <p><b>Addressing 2014-15 Results:</b><br/>Responding to the complexity of interpreting the QR4U activity scores, the math faculty recommended restoration of the previous SLO assessments employing the PCC General Education Assessment Rubric for Math.<br/>The small number of students is not a substantial basis for significant changes to the biology curriculum. Moreover the faculty are reviewing why the performance target for the Gram Stain lab assessment was higher than targets for other biology SLOs.</p>  | <p><b>Addressing 2013-14 Results:</b><br/>Significant changes addressing the low Quadratic assessment results in MAT 171 are not anticipated based on this single anomalous outcome.<br/>The math faculty anticipate employing the results of the QEP quantitative reasoning activities scoring for the SLO assessment in 2014-15. This change means that a common measure of the math SLO will be employed across different math courses in which math outcomes are assessed.</p> |



### Student Learning Outcomes Assessment Example

#### CURRICULUM MAP

| ASSOCIATE IN SCIENCE DEGREE |  |  |   |   |
|-----------------------------|--|--|---|---|
| Course                      | Outcome 1<br>Engage in effective oral discourse in a scientific context.   | Outcome 2<br>Demonstrate effective critical thinking skills. | Outcome 3<br>Solve practical mathematical problems and use appropriate models for analysis and predictions. | Outcome 4<br>Demonstrate conceptual understanding and practical application of scientific concepts in one of three scientific disciplines |
| BIO 111                     | I, D   | I, D   |   | I, D  |
| BIO 112                     |  | D, A   |   | D, A  |
| BIO 168                     |  | D, A   |   | I, D, A   |
| BIO 169                     |  | D, A   |   | I, D, A   |
| BIO 275                     |  |  |   | I, D  |
| CHM 151                     |  | I, D, A  |   |   |
| CHM 152                     |  |  | D, A  | I, D, A   |
| MAT 143                     |  |  | I, D  |   |
| MAT 152                     |  |  | I, D, A   |   |
| MAT 171                     |  |  | D, A  |   |
| MAT 172                     |  |  | A   |   |
| MAT 271                     |  |  | A   |   |
| MAT 272                     |  |  | A   |   |
| PHY 110,110A                | I, D   |  | I, D  | I, D  |
| PHY 151                     |  | I, D   | D, A  | I, D  |
| PHY 152                     |  | A  | D, A  | D, A  |
|                             |  |  |   |   |
|                             |  |  |   |   |
|                             | *Associate in Science students are introduced to problem-solving techniques either in their developmental math courses completed at the College or in prior high school courses, evidenced by their exemption of developmental math courses via placement testing or multiple measures guidelines. |  |   |   |
|                             |  |  |   |   |
|                             |  |  |   |   |

**I** = Introduced    **D** = Developed & Practiced w/Feedback    **A** = Applied at Appropriate Level for Graduation

## 6. NCCCS 2016 Performance Measures for Student Success

### Performance Measures

*In 2010, a Performance Measures Committee was established to develop new performance-based student success measures to go into effect in 2013. During the development of these measures, it was determined that it was important to establish a three-year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success.*

*To facilitate the first three-year review of the measures, the Performance Measures Adjustment Committee was appointed to review the current set of measures and recommend deletions, revisions, and additions. This included individuals representing college leadership and research. The Committee formally presented the following seven measures to the State Board in March 2015:*

Excerpted from 2016 Performance Measures Report  
 North Carolina Community College System (NCCCS)

### 2016 Performance Measures for Student Success

[With Changes from 2015 Definitions]

| Measure   | Current (2016) Definition  | Changes from Previous (2015)  |
|---|--|---|
| <b>Basic Skills Student Progress</b>                          | <b>Numerator:</b> Of those in the denominator, the number of students completing the program year at a higher educational functioning level  | <b>Denominator:</b> was students attempting 60 or more contact hours  |
|   | <b>Denominator:</b> Basic skills students who have post-tested and have accumulated 12 or more contact hours during program year. Excludes High Adult Secondary Education initial placements |   |
| <b>GED Pass Rate</b>  | This performance measure has been removed.   | <b>Numerator:</b> Of the students in the denominator, number who complete the program year at a higher educational functioning level<br><b>Denominator:</b> Basic skills students attempting 60 or more contact hours during program year |
| <b>Student Success Rate in College-Credit English Courses</b> | <b>Numerator:</b> Of those in the denominator, the number earning a grade of "C" or better in at least one credit-bearing English course during their first two academic years               | <b>Denominator:</b> was students in first credit-bearing English course who were developmental English and/or reading students during the same or previous academic year.   |
|   | <b>Denominator:</b> First-time fall curriculum students who have an Associate Degree primary curriculum program or are in a Career and College Promise College Transfer Primary Pathway      |   |

*continued*

| Measure  | Current (2016) Definition  | Changes from Previous (2015)  |
|--|--|---|
| <b>Student Success Rate in College-Credit Math Courses</b> | <b>Numerator:</b> Of those in the denominator, the number earning a grade of "C" or better in at least one credit-bearing Math course within their first two academic years.   | <b>Denominator:</b> was students in first credit-bearing English course who were developmental math students during the same or previous academic year. |
|  | <b>Denominator:</b> First-time fall curriculum students who have an Associate Degree primary curriculum program or are in a Career and College Promise College Transfer Primary Pathway.   |   |
| <b>First Year Progress</b>                                 | <b>Numerator:</b> Of those in the denominator, the number who complete at least 12 hours (including developmental) with a "P", "C" or better within their first year   | <b>Denominator:</b> was credential-seeking students only (program code A, C, or D only)   |
|  | <b>Denominator:</b> First-time fall curriculum students attempting at least 12 hours (includes developmental courses and course withdraws) within their first academic year  |   |
| <b>Curriculum Completion</b>                               | <b>Numerator:</b> Of those in the denominator, the number of students who by the fall that occurs 6 years after original cohort designation either graduate, transfer to a four-year institution, or are still enrolled and have previously completed 36 non-developmental hours                                 | <b>Denominator:</b> was credential-seeking students only (program code A, C, or D only)   |
|  | <b>Denominator:</b> First-time fall curriculum students  |   |
| <b>Licensure and Certification Passing Rate</b>            | <b>Numerator:</b> Of those in the denominator, the number passing exam on first attempt during the licensure agency's most recent reporting year   | No change   |
|  | <b>Denominator:</b> All licensure and certification exams taken for the first-time during the licensure agency's most recent reporting year. Only includes state mandated exams which candidates must pass before becoming active practitioners  |   |
| <b>College Transfer Performance</b>                        | <b>Numerator:</b> Of those in the denominator, the number of students earning a GPA of 2.25 or better aggregated over the fall and spring semesters at the transfer institution  | <b>Numerator:</b> GPA threshold at transfer institution was 2.00.   |
|  | <b>Denominator:</b> Students with an Associate Degree or at least 30 articulated transfer credits enrolled during the fall and spring semesters at a four-year institution who were enrolled at a community college during the previous academic year. Only includes North Carolina based four-year institutions |   |

## Baselines and Excellence Levels

*As previous performance measures were being finalized in 2012, a Performance Funding Committee was appointed to develop a performance funding model incorporated into colleges' regular formula budget allocations. One of the outcomes of this committee was the establishment of system-wide baseline and excellence levels for each measure. The committee recommended using consistent, statistically-defined levels to promote transparency, simplicity, and objectivity. This utilization of the levels is a departure from the System's historical use of "standards."*

*Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above the system mean. These levels remain static for three years and are reset every three years.*

**Performance Measures for Student Success**  
 Piedmont Community College Results: 2015 versus 2016

**2015 Performance Summary**

| Met or Exceeded Goal<br>Above College Avg, Below Goal<br>Above Baseline, Below Avg<br>Below Baseline | BASIC SKILLS PROGRESS | GED PASS RATE | DEV ENGLISH SUBSEQUENT SUCCESS | DEV MATH SUBSEQUENT SUCCESS | FIRST YEAR PROGRESS | CURRICULUM COMPLETION RATE | LICENSURE PASS RATE | TRANSFER PERFORM | Met or Exceeded Excellence Level | Below Excellence Level, Above College Average | Below College Average, Above Baseline Level | Below Baseline Level |
|--|-----------------------|---------------|--------------------------------|-----------------------------|---------------------|----------------------------|---------------------|------------------|----------------------------------|---|---|----------------------|
| System Excellence Level  | 51.2%                 | 82.0%         | 74.9%                          | 75.4%                       | 74.6%               | 45.6%                      | 91.7%               | 93.8%            | Met or Exceeded Excellence Level | Below Excellence Level, Above College Average | Below College Average, Above Baseline Level | Below Baseline Level |
| System Baseline  | 20.6%                 | 49.3%         | 45.2%                          | 47.5%                       | 53.2%               | 28.6%                      | 71.0%               | 71.2%            |                                  |   |   |                      |
| Average College Percentage   | 45.1%                 | 79.4%         | 62.4%                          | 63.6%                       | 67.1%               | 43.4%                      | 83.2%               | 87.7%            |                                  |   |   |                      |
| System Totals (All Students)   | 44.8%                 | 78.2%         | 63.4%                          | 63.0%                       | 67.1%               | 42.9%                      | 84.4%               | 88.3%            |                                  |   |   |                      |
| Piedmont CC  | 38.2%                 | 79.3%         | 63.4%                          | 62.6%                       | 78.3%               | 38.8%                      | 66.2%               | 88.2%            | 1                                | 2   | 4   | 1                    |

**2016 Performance Summary**

| Met or Exceeded Goal<br>Above College Avg, Below Goal<br>Above Baseline, Below Avg<br>Below Baseline | BASIC SKILLS PROGRESS | GED PASS RATE | CREDIT ENGLISH SUCCESS | CREDIT MATH SUCCESS | FIRST YEAR PROGRESS | CURR COMPLETION RATE | LICENSURE PASS RATE | TRANSFER PERFORM | Met or Exceeded Excellence Level | Below Excellence Level, Above College Average | Below College Average, Above Baseline Level | Below Baseline Level |
|--|-----------------------|---------------|------------------------|---------------------|---------------------|----------------------|---------------------|------------------|----------------------------------|---|---|----------------------|
| System Excellence Level  | 68.3%                 |               | 55.9%                  | 32.5%               | 75.0%               | 51.9%                | 90.9%               | 87.6%            | Met or Exceeded Excellence Level | Below Excellence Level, Above College Average | Below College Average, Above Baseline Level | Below Baseline Level |
| System Baseline  | 34.5%                 |               | 23.8%                  | 10.1%               | 54.1%               | 35.9%                | 69.9%               | 65.1%            |                                  |   |   |                      |
| Average College Percentage   | 56.1%                 |               | 46.9%                  | 26.9%               | 68.4%               | 46.5%                | 82.3%               | 82.7%            |                                  |   |   |                      |
| System Totals (All Students)   | 55.7%                 |               | 48.4%                  | 27.6%               | 67.6%               | 43.7%                | 84.4%               | 82.4%            |                                  |   |   |                      |
| Piedmont CC  | 48.7%                 |               | 55.8%                  | 26.7%               | 72.4%               | 42.7%                | 60.3%               | 75.6%            |                                  |   |   |                      |

**Color indicators are based on the precise percentages and not the rounded percentages displayed.**

This table compares the System benchmarks (baselines, excellence levels, averages, and totals) with PCC results for 2015 (based on the original performance measures) and for 2016 (based on the revised/updated performance measures). Changes to the performance measure calculations summarized in the table on pages 18-19 introduce changes to several of the results. The largest differences occur for the Basic Skills Progress, Credit English Success, and Credit Math Success measures. Modest differences occur for First Year Progress, Curriculum Completions, and Transfer Performance. The Licensure Pass Rate definition is unchanged, so the small differences are the result of updating the benchmarks using the most recent three years of data to calculate new baselines, excellence levels, and averages. The original benchmarks were based on data for three years prior to the 2013 Report. The updated benchmarks for 2016 are based on the most recent three years of data and the revised definitions. The table on the following page shows the 2016 results for all 58 NC Community Colleges.

## 2016 Performance Summary

[Based primarily on 2014-15 data for individual institutions]

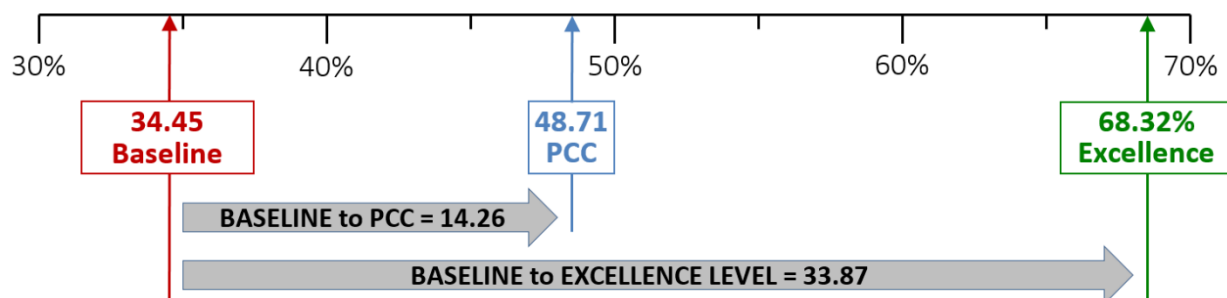
|                                     | BASIC SKILLS PROGRESS | CREDIT ENGLISH SUCCESS | CREDIT MATH SUCCESS | FIRST YEAR PROGRESSION | CURR COMPLETION RATE | LICENSURE PASSING RATE | TRANSFER PERFORMANCE | Met or Exceeded Excellence Level | Below Excellence Level | Below College Average | Below Baseline Level |
|-------------------------------------|-----------------------|------------------------|---------------------|------------------------|----------------------|------------------------|----------------------|----------------------------------|------------------------|-----------------------|----------------------|
| <b>System Excellence Level</b>      | 68.3%                 | 55.9%                  | 32.5%               | 75.0%                  | 51.9%                | 90.9%                  | 87.6%                |                                  |                        |                       |                      |
| <b>System Baseline</b>              | 34.5%                 | 23.8%                  | 10.1%               | 54.1%                  | 35.9%                | 69.9%                  | 65.1%                |                                  |                        |                       |                      |
| <b>Average College Percentage</b>   | 56.1%                 | 46.9%                  | 26.9%               | 68.4%                  | 46.5%                | 82.3%                  | 82.7%                |                                  |                        |                       |                      |
| <b>System Totals (All Students)</b> | 55.7%                 | 48.4%                  | 27.6%               | 67.6%                  | 43.7%                | 84.4%                  | 82.4%                |                                  |                        |                       |                      |
| Alamance CC                         | 46.2%                 | 57.5%                  | 33.5%               | 71.1%                  | 40.6%                | 82.9%                  | 83.2%                | 2                                | 3                      | 2                     | 0                    |
| Asheville-Buncombe TCC              | 53.8%                 | 37.6%                  | 29.2%               | 73.7%                  | 46.1%                | 90.6%                  | 88.9%                | 1                                | 3                      | 3                     | 0                    |
| Beaufort County CC                  | 51.1%                 | 33.6%                  | 29.4%               | 63.8%                  | 38.6%                | 77.3%                  | 82.3%                | 0                                | 1                      | 6                     | 0                    |
| Bladen CC                           | 62.1%                 | 39.8%                  | 22.2%               | 68.7%                  | 33.7%                | 77.2%                  | 65.9%                | 0                                | 2                      | 4                     | 1                    |
| Blue Ridge CC                       | 54.4%                 | 41.4%                  | 26.1%               | 77.3%                  | 35.8%                | 80.8%                  | 91.3%                | 2                                | 0                      | 4                     | 1                    |
| Brunswick CC                        | 69.0%                 | 62.8%                  | 42.5%               | 73.3%                  | 41.9%                | 74.7%                  | 72.7%                | 3                                | 1                      | 3                     | 0                    |
| Caldwell CC & TI                    | 42.1%                 | 48.7%                  | 47.2%               | 70.4%                  | 43.0%                | 76.3%                  | 83.1%                | 1                                | 3                      | 3                     | 0                    |
| Cape Fear CC                        | 56.0%                 | 58.0%                  | 39.3%               | 71.7%                  | 46.0%                | 89.4%                  | 81.5%                | 2                                | 2                      | 3                     | 0                    |
| Carteret CC                         | 69.3%                 | 55.2%                  | 27.6%               | 66.0%                  | 36.5%                | 78.8%                  | 80.0%                | 1                                | 2                      | 4                     | 0                    |
| Catawba Valley CC                   | 50.5%                 | 64.5%                  | 30.3%               | 74.4%                  | 47.1%                | 84.0%                  | 88.3%                | 2                                | 4                      | 1                     | 0                    |
| Central Carolina CC                 | 68.2%                 | 37.7%                  | 29.1%               | 73.4%                  | 45.2%                | 86.5%                  | 84.3%                | 0                                | 5                      | 2                     | 0                    |
| Central Piedmont CC                 | 54.5%                 | 54.1%                  | 34.5%               | 68.7%                  | 40.3%                | 88.2%                  | 78.1%                | 1                                | 3                      | 3                     | 0                    |
| Cleveland CC                        | 80.6%                 | 31.7%                  | 26.2%               | 71.1%                  | 51.9%                | 84.8%                  | 83.3%                | 2                                | 3                      | 2                     | 0                    |
| Coastal Carolina CC                 | 82.3%                 | 63.8%                  | 35.1%               | 74.2%                  | 51.6%                | 94.7%                  | 88.1%                | 5                                | 2                      | 0                     | 0                    |
| College of The Albemarle            | 52.9%                 | 45.3%                  | 23.7%               | 69.5%                  | 44.1%                | 84.5%                  | 89.8%                | 1                                | 2                      | 4                     | 0                    |
| Craven CC                           | 52.8%                 | 54.5%                  | 24.8%               | 72.1%                  | 44.9%                | 82.7%                  | 86.2%                | 0                                | 4                      | 3                     | 0                    |
| Davidson County CC                  | 63.0%                 | 65.2%                  | 30.1%               | 74.2%                  | 50.1%                | 87.0%                  | 82.5%                | 1                                | 5                      | 1                     | 0                    |
| Durham TCC                          | 53.4%                 | 47.7%                  | 27.6%               | 62.6%                  | 37.0%                | 88.4%                  | 82.4%                | 0                                | 3                      | 4                     | 0                    |
| Edgecombe CC                        | 64.0%                 | 42.9%                  | 16.1%               | 63.8%                  | 36.5%                | 70.3%                  | 90.6%                | 1                                | 1                      | 5                     | 0                    |
| Fayetteville TCC                    | 53.6%                 | 34.4%                  | 17.6%               | 55.7%                  | 44.0%                | 89.7%                  | 89.5%                | 1                                | 1                      | 5                     | 0                    |
| Forsyth TCC                         | 53.9%                 | 55.2%                  | 27.4%               | 68.3%                  | 47.3%                | 89.8%                  | 79.8%                | 0                                | 4                      | 3                     | 0                    |
| Gaston College                      | 57.1%                 | 54.9%                  | 25.4%               | 71.1%                  | 40.5%                | 90.7%                  | 79.7%                | 0                                | 4                      | 3                     | 0                    |
| Guilford TCC                        | 38.4%                 | 44.2%                  | 19.4%               | 59.0%                  | 40.3%                | 85.2%                  | 75.7%                | 0                                | 1                      | 6                     | 0                    |
| Halifax CC                          | 49.2%                 | 45.9%                  | 12.3%               | 57.0%                  | 40.6%                | 74.1%                  | 69.2%                | 0                                | 0                      | 7                     | 0                    |
| Haywood CC                          | 66.4%                 | 45.7%                  | 24.7%               | 69.9%                  | 37.4%                | 78.4%                  | 92.0%                | 1                                | 2                      | 4                     | 0                    |
| Isothermal CC                       | 39.8%                 | 58.4%                  | 18.8%               | 75.1%                  | 41.9%                | 86.2%                  | 84.5%                | 2                                | 2                      | 3                     | 0                    |
| James Sprunt CC                     | 73.0%                 | 30.9%                  | 21.2%               | 73.6%                  | 54.7%                | 80.3%                  | 80.0%                | 2                                | 1                      | 4                     | 0                    |
| Johnston CC                         | 69.3%                 | 50.9%                  | 33.1%               | 73.0%                  | 41.4%                | 83.7%                  | 80.2%                | 2                                | 3                      | 2                     | 0                    |
| Lenoir CC                           | 64.1%                 | 30.0%                  | 16.5%               | 64.0%                  | 42.2%                | 78.3%                  | 79.4%                | 0                                | 1                      | 6                     | 0                    |
| Martin CC                           | 49.1%                 | 28.6%                  | 27.5%               | 72.6%                  | 42.6%                | 66.7%                  | 78.9%                | 0                                | 2                      | 4                     | 1                    |
| Mayland CC                          | 44.9%                 | 39.6%                  | 27.6%               | 65.0%                  | 44.7%                | 89.2%                  | 86.2%                | 0                                | 3                      | 4                     | 0                    |
| McDowell TCC                        | 63.0%                 | 55.5%                  | 40.3%               | 78.4%                  | 38.9%                | 92.4%                  | 86.1%                | 3                                | 3                      | 1                     | 0                    |
| Mitchell CC                         | 38.5%                 | 44.6%                  | 27.5%               | 71.1%                  | 47.1%                | 83.1%                  | 80.7%                | 0                                | 4                      | 3                     | 0                    |
| Montgomery CC                       | 56.6%                 | 47.3%                  | 26.4%               | 66.7%                  | 43.6%                | 78.7%                  | 90.9%                | 1                                | 2                      | 4                     | 0                    |
| Nash CC                             | 45.0%                 | 39.3%                  | 33.4%               | 62.6%                  | 44.1%                | 73.4%                  | 77.9%                | 1                                | 0                      | 6                     | 0                    |
| Pamlico CC                          | 66.7%                 | 32.4%                  | 29.7%               | 78.1%                  | 53.2%                | 76.9%                  | 100.0%               | 3                                | 2                      | 2                     | 0                    |
| Piedmont CC                         | 48.7%                 | 55.8%                  | 26.7%               | 72.4%                  | 42.7%                | 60.3%                  | 75.6%                | 0                                | 2                      | 4                     | 1                    |
| Pitt CC                             | 56.5%                 | 41.5%                  | 23.0%               | 55.1%                  | 44.0%                | 83.9%                  | 80.1%                | 0                                | 2                      | 5                     | 0                    |
| Randolph CC                         | 47.5%                 | 59.1%                  | 27.8%               | 72.1%                  | 45.9%                | 84.3%                  | 83.8%                | 1                                | 4                      | 2                     | 0                    |
| Richmond CC                         | 57.1%                 | 44.3%                  | 30.4%               | 62.3%                  | 49.1%                | 73.8%                  | 66.7%                | 0                                | 3                      | 4                     | 0                    |
| Roanoke-Chowan CC                   | 41.3%                 | 28.9%                  | 8.7%                | 59.5%                  | 55.5%                | 66.7%                  | 58.8%                | 1                                | 0                      | 3                     | 3                    |
| Robeson CC                          | 59.9%                 | 32.7%                  | 17.3%               | 52.8%                  | 42.3%                | 74.5%                  | 75.8%                | 0                                | 1                      | 5                     | 1                    |
| Rockingham CC                       | 66.8%                 | 54.2%                  | 27.7%               | 63.0%                  | 44.1%                | 82.6%                  | 83.5%                | 0                                | 5                      | 2                     | 0                    |
| Rowan-Cabarrus CC                   | 48.0%                 | 56.2%                  | 21.2%               | 61.7%                  | 38.1%                | 79.4%                  | 81.4%                | 1                                | 0                      | 6                     | 0                    |
| Sampson CC                          | 53.8%                 | 37.8%                  | 28.0%               | 66.9%                  | 53.7%                | 84.4%                  | 80.6%                | 1                                | 2                      | 4                     | 0                    |
| Sandhills CC                        | 38.1%                 | 45.1%                  | 22.5%               | 64.6%                  | 47.1%                | 92.1%                  | 79.4%                | 1                                | 1                      | 5                     | 0                    |
| South Piedmont CC                   | 53.0%                 | 41.0%                  | 15.9%               | 67.4%                  | 44.0%                | 84.1%                  | 88.7%                | 1                                | 1                      | 5                     | 0                    |
| Southeastern CC                     | 58.7%                 | 33.1%                  | 17.9%               | 63.0%                  | 37.1%                | 77.2%                  | 87.5%                | 0                                | 2                      | 5                     | 0                    |
| Southwestern CC                     | 63.6%                 | 44.1%                  | 27.5%               | 72.5%                  | 44.3%                | 89.4%                  | 88.6%                | 1                                | 4                      | 2                     | 0                    |
| Stanly CC                           | 58.0%                 | 46.3%                  | 33.3%               | 69.3%                  | 48.7%                | 86.7%                  | 90.4%                | 2                                | 4                      | 1                     | 0                    |
| Surry CC                            | 43.0%                 | 53.9%                  | 34.5%               | 72.8%                  | 44.2%                | 93.0%                  | 85.4%                | 2                                | 3                      | 2                     | 0                    |
| Tri-County CC                       | 46.0%                 | 64.5%                  | 17.3%               | 67.9%                  | 50.0%                | 73.2%                  | 89.1%                | 2                                | 1                      | 4                     | 0                    |
| Vance-Granville CC                  | 57.3%                 | 40.9%                  | 9.6%                | 71.2%                  | 37.6%                | 79.6%                  | 83.2%                | 0                                | 3                      | 3                     | 1                    |
| Wake TCC                            | 61.8%                 | 48.9%                  | 28.9%               | 67.8%                  | 42.8%                | 93.8%                  | 85.3%                | 1                                | 4                      | 2                     | 0                    |
| Wayne CC                            | 68.9%                 | 53.0%                  | 28.3%               | 72.7%                  | 55.1%                | 86.9%                  | 80.0%                | 2                                | 4                      | 1                     | 0                    |
| Western Piedmont CC                 | 58.5%                 | 61.6%                  | 36.4%               | 74.4%                  | 43.4%                | 87.5%                  | 82.8%                | 2                                | 4                      | 1                     | 0                    |
| Wilkes CC                           | 49.5%                 | 58.0%                  | 44.8%               | 71.0%                  | 44.7%                | 86.3%                  | 85.3%                | 2                                | 3                      | 2                     | 0                    |
| Wilson CC                           | 65.0%                 | 39.7%                  | 27.9%               | 65.5%                  | 50.2%                | 77.7%                  | 90.0%                | 1                                | 3                      | 3                     | 0                    |

Note: Color indicators are based on the precise percentages and not the rounded percentages as displayed.

## Performance-Based Budget Allocations

The performance-based funding allocations comprise two components for each individual performance measure: (1) Quality component, based on the percentage of students who succeed with each standard compared to the Excellence Level; and (2) Impact component, based on the absolute number of students who succeed with each standard. The calculation of these components proceeds as outlined below, using Basic Skills Progress as the example.

1. Each performance measure is a percentage derived from the number of eligible PCC students who succeed in the measure (the NUMERATOR) divided by the total number of PCC students eligible to succeed in the measure (the DENOMINATOR).
  - For the Basic Skills measure PCC has 271 students who have post-tested and completed 12 or more contact hours during the program year. This is the DENOMINATOR of students eligible to succeed.
  - Of these eligible Basic Skills students at PCC, 132 succeed by completing the program year at a higher educational functioning level. This is the NUMERATOR of eligible students who succeeded.
  - The Basic Skills performance measure for PCC is:  $132/271 = 48.71\%$ .
2. The total Basic Skills performance-based allocation for all 58 institutions is \$3 million. The potential share of this allocation PCC can earn for the Quality component is based on the PCC percentage of all eligible Basic Skills students among all 58 institutions.
  - PCC has 271 eligible Basic Skills students. The 58 CCs have 39,068 eligible students altogether.
  - PCC's potential share of the Quality component is  $271/39,068 = 0.6937\%$  of the \$3 million, or \$20,810.
3. The amount of this potential Quality component that PCC earns depends upon the position of the PCC performance measure in the range from the Baseline to the Excellence Level. For example: (1) If the PCC measure is less than the Baseline, PCC earns no Quality allocation; (2) If the PCC measure is half way between the Baseline and the Excellence Level, PCC earns  $\frac{1}{2}$  of the Quality allocation; (3) If the PCC rate is three-quarters of the way from the Baseline to the Excellence Level, PCC earns  $\frac{3}{4}$  of the Quality Allocation.
  - For Basic Skills, the Baseline is 34.45% and the Excellence Level is 68.32%. Recall from above, the PCC value is 48.71. The PCC percentage is located slightly less than half way from the Baseline to the Excellence Level.



- More precisely the value is located  $14.26/33.87 = 42.10\%$  of the way from the Baseline to Excellence.
  - PCC earns 42.10% of the potential share for Quality, or  $42.10\% \times \$20,810 = \mathbf{\$8,760}$ .
4. Subtracting all the earned Quality allocations from the original \$3 million leaves \$1,119,319 for the Impact component of the Basic Skills allocations. The PCC share of the Impact allocation is calculated as the percentage of all successful Basic Skills students that are PCC students.
    - PCC has 132 Basic Skills successes. The 58 CCs have 21,754 Basic Skills successes altogether.
    - PCC's share of the Impact component is  $132/21,754 = 0.60678\%$  of \$1,119,319, or **\$6,792**.
  5. PCC earns  $\$8,760 + \$6,792 = \mathbf{\$15,552}$  for Basic Skills performance-based funding.
  6. These calculations are repeated for the other six Performance Measures for Student Success.

The table below summarizes the performance-based funding allocations for the College reported in the 2016 Performance Measures report. These allocations are included in the 2016-17 State Aid Allocations the College will receive during the year.

### Performance-Based Funding Summary

| Performance Measure           | Total                                     | Total                                   | PCC RATE     | Quality Component |                      |              |                   | Impact Component |            | Total Allocation | Percent of Potential Earned |
|-------------------------------|---|---|--------------|-------------------|----------------------|--------------|-------------------|------------------|------------|------------------|-----------------------------|
|                               | "Eligibles"<br><small>DENOMINATOR</small> | "Successes"<br><small>NUMERATOR</small> |              | Potential Share   | Potential Allocation | Earned Share | Earned Allocation | Share            | Allocation |                  |                             |
| <b>Basic Skills Progress</b>  | 271                                       | 132                                     | <b>48.7%</b> | 0.7%              | \$20,810             | 42.1%        | \$8,760           | 0.6%             | \$6,792    | \$15,552         | 74.7%                       |
| <b>English Credit Success</b> | 120                                       | 67                                      | <b>55.8%</b> | 0.3%              | \$9,130              | 99.9%        | \$9,124           | 0.4%             | \$2,434    | \$11,558         | 126.6%                      |
| <b>Math Credit Success</b>    | 120                                       | 32                                      | <b>26.7%</b> | 0.3%              | \$9,130              | 74.1%        | \$6,769           | 0.3%             | \$1,926    | \$8,695          | 95.2%                       |
| <b>First Year Progress</b>    | 203                                       | 147                                     | <b>72.4%</b> | 0.7%              | \$19,774             | 87.7%        | \$17,332          | 0.7%             | \$7,472    | \$24,804         | 125.4%                      |
| <b>Curriculum Completo</b>    | 644                                       | 275                                     | <b>42.7%</b> | 1.3%              | \$37,966             | 42.5%        | \$16,145          | 1.2%             | \$18,971   | \$35,116         | 92.5%                       |
| <b>Licensure Pass Rate</b>    | 68  | 41                                      | <b>60.3%</b> | 0.6%              | \$17,323             | 0.0%         | \$0               | 0.4%             | \$3,771    | \$3,771          | 21.8%                       |
| <b>Transfer Performance</b>   | 45  | 34                                      | <b>75.6%</b> | 0.4%              | \$12,644             | 46.5%        | \$5,876           | 0.4%             | \$2,661    | \$8,537          | 67.5%                       |
| <b>Grand Total</b>            |   |   |              |                   | \$126,778            |              |                   |                  |            | \$108,034        | 85.2%                       |

The method employed by the NCCC System Office to calculate the Percent of Potential Earned (in the last column) is potentially confusing. The Potential Quality Component is the denominator for this calculation. If each institution earned 100% of their Quality Component, no funds would remain for the Impact Component and the Percent of Potential Earned would be exactly 100% for everybody. But, because only a very small handful of institutions earn 100% of their Quality Component, all institutions have potential to earn an Impact Component share of the unearned Quality Potential in addition to their earned Quality Component.