



INSTITUTIONAL EFFECTIVENESS PLAN

Piedmont Community College

2021-22

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NOTE: 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 that began operating in 1970, is one of 58 colleges that make up the North Carolina Community College System (NCCCS). PCC serves the educational needs of the residents of Person and Caswell counties primarily through two campuses. The Person County campus in Roxboro resides on 178 acres and has 15 buildings totaling 107,000 square feet; the Caswell County campus in Yanceyville resides on 13 acres and has 2 buildings totaling 24,000 square feet. PCC also serves students through 3 additional off-campus instructional sites. During the 2020-21 academic year, PCC served 4067 students¹ in curriculum and continuing education programs. As of the Spring 2021 semester, PCC employed 146 full-time and 99 part-time employees.

Institutional Effectiveness (IE)

PCC employs a continuous, annual cycle of planning and evaluation to guide and gauge the achievement of the College Mission, Values, and Vision within the wider context of the mission and goals of the NCCCS as governed by the State Board of Community Colleges. Planning and evaluation activities are dictated primarily by PCC policies, are implemented primarily through the Office of Research and Institutional Effectiveness (ORIE) and are governed by the PCC Institutional Effectiveness Committee.

IE-related activities at the College generally fall into five areas:

1. The IE Committee's annual review of strategic goals of most recent **Strategic Plan** recommend changes to College's Strategic Plan as needed.
2. The IE Committee's annual review of and possible recommendations for amendments to the College's stated **Mission, Values, and Vision**, which should:
 - a. demonstrate consistency with the mission of the North Carolina Community College System and
 - b. be appropriate for the current needs of PCC's service area.
3. PCC's annual results on the seven **NCCCS Performance Measures for Student Success**. The IE Committee formally reviews these results each year.
4. Reporting of the most recent **Assessment outcomes**, a process which the IE Committee oversees and whose final results are reviewed by the IE Committee. There are generally two types of Assessment reports:
 - a. Annual assessment reports of Program Areas and Service Areas (i.e. PAO and SAO Assessment Reports)
 - b. Five-year assessment reviews of Program Areas and Service Areas (i.e. PAR and SAR Reviews)
5. **Other PCC evaluations**, the completion of which the IE Committee oversees.
 - a. Course and instructor evaluations (currently, using CoursEval)
 - b. Student Satisfaction Survey (SSS)
 - c. Educational Support Services Survey (ESSS)

¹ This number represents the *unduplicated* head count of students enrolled in one or more programs at the College any time during the 2020 - 2021 academic year (Source: 2020-21 Enrollment Dashboard, North Carolina Community College System).

- d. Graduate Survey
- e. Graduation Survey
- f. Other internal surveys (e.g. President/VP's/Deans satisfaction surveys)
- g. Additional measures of effectiveness such as those routinely monitored and/or generated by ORIE (e.g. retention and graduation rates) might at times also be reviewed by the IE Committee, depending on the specific year's goals and circumstances.

The IE Plan serves as a guide to help ensure all IE-related tasks of the College are accomplished each year. As the IE Committee provides oversight, it serves in three somewhat different capacities:

- Auditor/Reviewer: primary responsibility is to ensure task completion; secondary responsibility is to review the actual level of performance (effectiveness) on each task.
- Reviewer/Evaluator: primary responsibility is to review annually the College's mission, goals, and performance levels on the NCCCS Performance Measures for Student Success; secondary responsibility is to propose and manage the implementation of any appropriate amendments to mission and goals.
- Author: responsible for updating this IE Plan document annually.

The calendar provided below at Table 1 summarizes the IE-related activities for the 2020-21 academic year. The approximate completion date for each activity is provided. Also, because the actual timestamp date of data related to IE activities is very important, that information is included. The timestamp dates vary considerably in terms of both recentness and span. In the final "IE Committee's Responsibility" column, the aforementioned three capacities in which the IE Committee is to generally operate are provided.

Note that the official sequence of semesters of an academic year is Summer, Fall, Spring; however, the calendar below follows the more typical sequence of semesters used by PCC's standing committees, which is Fall, Spring, Summer. Data for an academic year is aggregated using the Summer, Fall, Spring sequence and so does not precisely match up to the academic year of a typical PCC committee calendar. Those who review and evaluate academic-year data, such as PCC IE Committee members, should take note that the academic-year data contains data for the Summer semester *preceding* the Fall.

Table 1. Calendar of IE-Related Tasks for 2021-22.

#	IE Task	Task Completion Date	Timestamp of Effectiveness Data Gathered/Reviewed	IE Committee's Responsibility
1	PAO and SAO Annual Assessment Reports Due	June 30,2022	AY 2021-22	Auditor/Reviewer
2	Graduate Survey	Fall 2021 fielding; reported ~Jan 2022	The collective time period students attended PCC (prior to 2021-22)	Auditor/Reviewer
3	PAO and SAO Annual Assessment Reports Presented to EC	Fall 2023	AY 2021-22	Auditor/Reviewer
4	2020 – 21 IE Plan finalized	October 2021	N/A	Author
5	IE Committee review of PCC's outcomes on the past Spring's NCCCS Performance Measures	Oct 2021	Cohorts defined at varying points (2017-18 thru 2020-21) as of 2020-21	Reviewer/Evaluator

6	IE Committee review of PCC's goals	Oct 2021	Current	Reviewer/Evaluator
7	IE Committee review of PCC's Mission, Values, and Vision	Oct 2021	Current	Reviewer/Evaluator
8	Course and Instructor Evaluations (Fall)	Nov/Dec 2021	Fall 2021 semester	Auditor/Reviewer
9	Educational Support Services Survey (ESSS)	Jan 2022 fielding; reported by Feb 2022	Unspecified (presumably, the most recent year)	Auditor/Reviewer
10	Student Satisfaction Survey (SSS)	Mar 2022 fielding; reported by Apr 2022	Unspecified (the collective time period students attended PCC (up to Mar 2022) and presumably heavily the most recent year)	Auditor/Reviewer
11	President/VP's/Deans evaluation surveys	Mar 2022 fielding; reported by Mar 2022 (Deans: April 2022)	Unspecified (presumably, currently and/or the most recent year)	Auditor/Reviewer
12	Course and Instructor Evaluations (Spring)	April/May 2022	Spring 2022 semester	Auditor/Reviewer
13	PAR and SAR Five-Year Reviews Due	May 2022	5 AY's 2017-18 thru 2021-22	Auditor/Reviewer
14	Graduation Survey	May 2022 fielding and reporting	The collective time period students attended PCC, including 2021-22	Auditor/Reviewer
15	Course and Instructor Evaluations (Summer)	July 2022	Summer 2022 semester	Auditor/Reviewer

Coinciding with the three "Reviewer/Evaluator" activities of the IE Committee, distinct chapters in this IE Plan provide the College's:

- Statements of Mission, Values, and Vision.
- Goals from the most recent Strategic Plan.
- Performance results on the most recent NCCCS Performance Measures for Student Success.

2. Mission, Values, and Vision

PCC's Mission, Values, and Vision statements were most recently updated during the development of the 2021 – 2031 College Strategic Plan. These revised statements and the Strategic Plan were approved by the College Board of Trustees in August 2021.

Mission

Piedmont Community College transforms lives, strengthens community, and inspires individuals to excellence.

Values

PCC Values:

Learning by committing to PCC's core competencies -- writing, reading, communication, math, and computer skills -- and engaging instruction and training in a supportive environment that inspires each person to learn at the highest levels of achievement for personal and professional success.

People by creating a caring, inclusive, and safe environment that inspires all people to achieve their goals, express their creativity, share their successes, and encourage others.

Diversity by fostering understanding and appreciating the dimensions it adds to our quality of life.

Access by reaching out to our communities and inviting and supporting all learners and partners to achieve their goals thereby improving the economic prosperity of our students, our community, and the surrounding regions.

Integrity by respecting the ideals of freedom, civic responsibility, academic honesty, personal ethics, and courage to act.

Continuous Improvement by ensuring that all employees engage in ongoing meaningful professional development that will produce ever evolving, data-driven policies, procedures, and practices to ensure excellence in every area of the College.

Vision

Piedmont Community College strives to be recognized nationally for achieving exceptional levels of success in student learning and completion, gainful employment, equity, and affordability.

NCCCS Mission

The Piedmont Community College Mission and Vision resonate closely with the Mission of the North Carolina Community College System (adopted by the State Board of Community Colleges, September 1993; revised July 1995, August 2000, and August 2016):

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:

- a) Education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs.*
- b) 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.*
- c) Services to communities and individuals which improve the quality of life.*

Goals from the Strategic Plan

PCC's goals (objectives) from the current PCC Strategic Plan for 2021-2031 are provided below

Strand 1: Learning

Goal 1: Develop an instructional staff well adapted to the integrated use of new technologies and best practices.

Objective 1: Ensuring the use of technology in the classroom is current and appropriate while remaining accessible for all student demographics.

Objective 2: Create opportunities for professional development to focus on diversity, equity, inclusion efforts.

Objective 3: Consider costs of textbooks and learning materials to reduce supply costs and allow for quick pivots to emerging information and literature. Use open educational resources whenever possible.

Goal 2: Piedmont Community College will support the enhancement of all course offerings (traditional, online, blended, hybrid, and third-party vendors) through continuous quality improvement techniques.

Objective 1: Enhance or redevelop courses to address diversity in curriculum and/or for inclusion in global distinction.

Objective 2: Courses throughout all programs will undergo a regularly scheduled review using either an internal PCC quality review tool or Quality Matters (QM) certification.

Goal 3: Increase student academic achievement and employability.

Objective 1: Faculty and staff will include activities that address soft skills based on input from advisory committee and others.

Objective 2: Increase experiential learning experiences equitably for all students.

Objective 3: Encourage student attendance at civil discourse and global distinction events.

Strand 2: Completion

Goal 1: Strengthen student support services and advising.

Objective 1: Provide targeted student support through early alerts and success coaching.

Objective 2: Provide training opportunities focusing on retention efforts and completion.

Objective 3: Increase scheduled offerings, including 8-week formats.

Objective 4: Develop and implement standard advising protocols (recommended road maps for 2, 3, and 4-year completion).

Objective 5: Improve retention and time to completion through efficient guided pathways.

Goal 2: PCC will increase the rate of students completing high school credentials.

Objective 1: Implement an adult high school program partnering w/ service-area high schools.

Strand 3: Transfer

Goal 1: PCC will develop more meaningful articulation agreements to streamline transfer processes for students. (money on the table).

Objective 1: PCC employee devoted to articulation agreements.

Objective 2: Communicate information to students about articulation agreements through transfer workshops and marketing.

Strand 4: Economic Development and Community Partnerships

Goal 1: Align college programs with regional workforce needs.

Objective 1: Collaborate with P14, advisory committees, workforce development boards, economic development boards, and MyFutureNC.

Objective 2: Obtain commitment from regional industry, small business, and organizations representatives to support the college.

Objective 3: Develop a full-service career center responsible for outreach and job placement assistance.

Goal 2: Strategically partner with community organizations in ways that support the mission of the college.

Objective 1: Facilitate community conversations, awareness, and experiences around topics of diversity, equity, justice, inclusion, cultural, and global issues.

Objective 2: Encourage volunteer service within the community (board service, student activities, coaching, mentoring, etc.).

Objective 3: Embed cultural (Kirby Cultural Arts Center) and entrepreneurial (Small Business Center) facets into instructional areas where appropriate.

Strand 5: Institutional Culture

Goal 1: Recruit and retain a student body that reflects the demographics of our service area.

Objective 1: Offer support services (on-campus & virtual) to increase student retention.

Objective 2: Develop a more responsive and student-centered environment at PCC.

Goal 2: Provide appropriate College resources to support needs across campus.

Objective 1: Update the college's technology infrastructure to be strategic across the College.

Objective 2: Update facility master plan.

Objective 3: Develop a cache of free resources for all PCC students.

Goal 3: Develop a framework that fosters, embraces, and supports a culture and climate that is equitable, diversified, and inclusive.

Objective 1: Commit to recruitment and retention of diversified, qualified personnel.

Objective 2: Enhance employee recruitment advertising to target populations of color locally, regionally, nationally.

Objective 3: Assess areas of potential implicit and explicit bias on PCCs campus.

Objective 4: Develop expectations for a positive environment stressing diversity, equity, and inclusion for all students and employees.

Objective 5: Conduct ongoing training for faculty and staff on a variety of current best practices on improving institutional culture.

3. Year 1 Strategic Implementation Plan (2021-2022)

Each year, the ORIE will produce an implementation plan as a part of the IE plan document. The President, Executive Council, and the IE Committee will choose several strategic plan objectives to focus on for implementation during the upcoming year. This is to ensure that each year we outline specific resources, roles, responsibilities, outcomes, and budgets for items to implement within the ten-year plan.

Strand 1: Learning

Goal 1: Develop an instructional staff well adapted to the integrated use of new technologies and best practices.

Primary Responsible Person: Jim Tagliareni

Objective	Target	Data Source
Ensuring the use of technology in the classroom is current and appropriate while remaining accessible for all student demographics.	100% “classroom readiness” by first day of classes each term.	Tracking sheet – Classroom Readiness Report

Strand 1: Learning

Goal 3: Increase student academic achievement and employability.

Primary Responsible Person: Tiffany Skouby

Objective	Target	Data Source
Encourage student attendance at civil discourse and global distinction events.	Increase student attendance by 10% over previous year	Attendance records from related events

Strand 4: Economic Development and Community Partnerships

Goal 2: Strategically partner with community organizations in ways that support the mission of the college.

Primary Responsible Person: David Townsend

Objective	Target	Data Source
Facilitate community conversations, awareness, and experiences around topics of diversity, equity, justice, inclusion, cultural, and global issues.	Increase attendance by 10% over previous year	Attendance records from related events

Strand 5: Institutional Culture

Goal 2: Provide appropriate College resources to support needs across campus.

Primary Responsible Person: Jim Tagliareni

Objective	Target	Data Source
Update the college's technology infrastructure to be strategic across the College.	5 updated business processes each year	Inventory of automated business processes
Develop a cache of free resources for all PCC students.	<ul style="list-style-type: none">• All students who need a device have a low-cost tablet or hotspot.• Purchase virtual desktop software	<ul style="list-style-type: none">• Record of tablets and hotspots provided to students.• Usage data

4. NCCCS Performance Measures for Student Success

The NCCCS office has developed and annually computes and reports for all 58 NC community colleges seven performance measures. Descriptions of these measures are provided below (taken directly from the NCCCS website August 2021).

The NC Community Colleges System Office facilitates and supports college and system fulfillment of national, regional, and state reporting requirements. Associated reporting efforts help colleges identify institutional strengths and weaknesses by providing access to historical trends and peer comparisons.

State Performance Measures

The Performance Measures for Student Success Report is the North Carolina Community College System's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges.

2021 Performance Measures:

A. Basic Skills Student Progress

Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).

B. Student Success Rate in College-Level English Courses

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within two years of their first term of enrollment.

C. Student Success Rate in College-Level Math Courses

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within two years of their first term of enrollment.

D. First Year Progression

Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer).

E. Curriculum Completion

Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours.

F. Licensure and Certification Passing Rate

Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

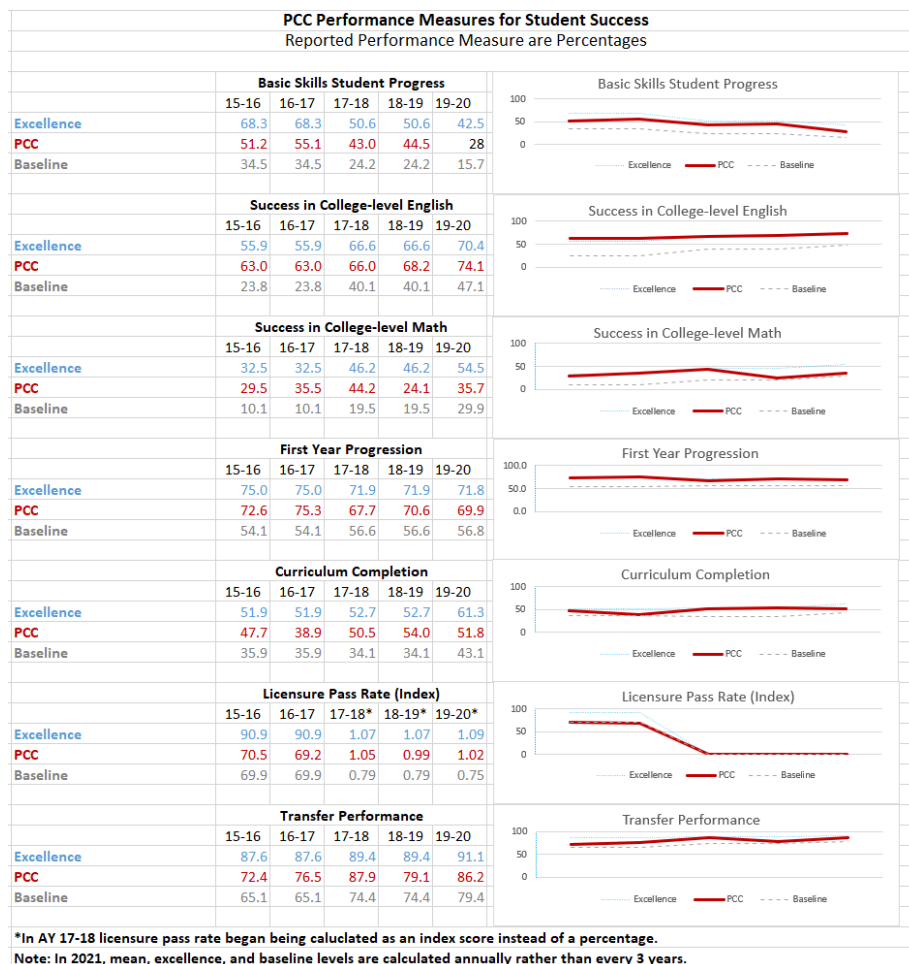
G. College Transfer Performance

The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

PCC’s Results on the Seven NCCCS Performance Measures

PCC’s trended results on the performance measures, with the most recent data from the 2021 report, are presented below. The implied goal is to achieve performance at least above Baseline. For more detailed information on the performance measures, such as detailed cohort definitions or results for other NCCCS colleges, please contact PCC’s Director, Research and Institutional Effectiveness.

Figure 1. Trend Charts for PCC’s Performance Measures as of Spring 2021.



5. Assessment at PCC

PCC's thorough, well-structured assessment of teaching units (i.e. curriculum and continuing-education programs) and non-teaching units is at the heart of institutional effectiveness. Each year all teaching and non-teaching IE units prepare a thorough assessment on pre-selected measures of effectiveness to gauge how well they have performed in the past year. These measures are reported via either a Program Area Outcomes (PAO) Assessment Report (teaching units) or a Service Area Outcomes (SAO) Assessment Report (non-teaching units). In addition, once every five years each unit also conducts a more comprehensive self-review, including input from parties outside of PCC; the results are reported through either a Program Area Review (PAR) report (teaching units) or a Service Area Review (SAR) report (non-teaching units).

Annual PAO/SAO Assessment Reports

All PAO/SAO Assessment Reports follow a set format that includes:

- A table of desired broad goals (for the program for PAO's and for the College or unit for SAO's), desired unit outcomes, and performance levels on each outcome for the most recent academic year plus historical performances for two more years.
- A table of unit strengths, weaknesses, and action plans for the future.
- Additional useful information such as a Curriculum Map.

Annual PAO and SAO Assessment Reports are due by the end of June each year. PAO and SAO Assessment Reports are available online in the WEAVE accreditation management system. Older PAO and SAO Assessment Reports are found on the T drive at: **T:\# Assessment**

All PAO and SAO Assessment Reports are presented in person to the Executive Council (EC) during the Fall semester.

Five-Year PAR/SAR Assessment Reviews

More comprehensive assessments, Program Area Review (PAR) and Service Area Review (SAR) reports, are completed once every five years by each unit. As these are rotated, each year approximately 20% of College units complete a PAR or SAR report. Current and older PAR and SAR reports are found on the T drive at:

T:\Program Area and Service Area Reviews

The Program Area Review uses general and operating data to illustrate program health. Similarly, the Service Area Review uses data to provide evidence of delivering high quality service. The PAR concentrates particularly on summative direct and indirect measures of program operating effectiveness in addition to the formative results of Program Area Outcomes (PAO) assessment whereas the SAR uses direct and indirect measures of service area operating effectiveness. PAR authors and input providers are typically full- and part-time faculty who teach the program courses together with program students, graduates, and Advisory Committee members (including employers) who work with the Curriculum Area Directors or Coordinators responsible for the Program. Authors and input providers to a SAR are typically the full- and part-time staff who work in the service area together with service clients (students, faculty, staff, or others).

Typical Major Content Areas of a PAR Report

- I. Program Profile (including faculty qualifications and student demographics)
- II. Program Content
- III. Program Area Outcomes (PAO) Assessment Plan and Results
- IV. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis
- V. Recommendations to Improve the Program
- VI. Executive Summary

Typical Major Content Areas of a SAR Report

- I. Service Area Profile (including full-time and part-time staff qualifications)
- II. Services and Delivery
- III. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis
- IV. Recommendations to Improve Service
- V. Executive Summary

6. Other IE-Related Evaluation at PCC

Course and Instructor Evaluations

At PCC, 100% of Curriculum courses and instructors are evaluated each semester. PCC's Office of Research and Institutional Effectiveness (ORIE) administers the process. PCC employs the CoursEval instrument and online data collection methodology. Results are disseminated to the appropriate Deans, VP's, and faculty.

Annual Surveys

PCC's Office of Research and Institutional Effectiveness (ORIE) administers the following surveys on an annual basis.

- a. Student Satisfaction Survey (SSS)
- b. Educational Support Services Survey (ESSS)
- c. Graduate Survey
- d. Graduation Survey
- e. President/VP's/Deans evaluation surveys

The dates of administration of each of the above surveys can be found in Table 1 in the Introduction section of this document. Results for the Student Satisfaction Survey (SSS), the Educational Support Services Survey (ESSS), and the Graduation Survey can be found on the PCC website. Results from the other surveys are disseminated to and used by appropriate College personnel.

Additional measures such as those routinely monitored and/or generated by ORIE (e.g. retention and graduation rates) might at times also be reviewed by the IE Committee and used in helping the College attain effectiveness.