



PIEDMONT

COMMUNITY COLLEGE

COMPLIANCE CERTIFICATION REPORT | 2022



WWW.PIEDMONTCC.EDU

Table of Contents

Part I: Signatures Attesting to Integrity - Accreditation	1
Part II: The “Institutional Summary Form Prepared for Commission Reviews” - Accreditation	3
1.1 Integrity - Accreditation	6
2.1 Institutional Mission - Accreditation	7
3.1.a Degree-Granting Authority - Accreditation	10
3.1.b Coursework for Degrees - Accreditation	11
3.1.c Continuous Operation - Accreditation	12
4.1 Governing Board Characteristics - Accreditation	13
4.2.a Mission Review - Accreditation	18
4.2.b Board/Administrative Distinction - Accreditation	20
4.2.c CEO Evaluation/Selection - Accreditation	24
4.2.d Conflict of Interest - Accreditation	28
4.2.e Board Dismissal - Accreditation	31
4.2.f External Influence - Accreditation	34
4.2.g Board Self-Evaluation - Accreditation	37
4.3 Multiple-Level Governing Structure - Accreditation	39
5.1 Chief Executive Officer - Accreditation	40
5.2.a CEO Control - Accreditation	42
5.2.b Control of Intercollegiate Athletics - Accreditation	45

5.2.c Control of Fund-Raising Activities - Accreditation	46
5.3 Institution-Related Entities - Accreditation	50
5.4 Qualified Administrative/Academic Officers - Accreditation	55
5.5 Personnel Appointment and Evaluation - Accreditation	62
6.1 Full-Time Faculty - Accreditation	74
6.2.a Faculty Qualifications - Accreditation	86
6.2.b Program Faculty - Accreditation	93
6.2.c Program Coordination - Accreditation	107
6.3 Faculty Appointment and Evaluation - Accreditation	116
6.4 Academic Freedom - Accreditation	129
6.5 Faculty Development - Accreditation	132
7.1 Institutional Planning - Accreditation	141
7.3 Administrative Effectiveness - Accreditation	165
8.1 Student Achievement - Accreditation	176
8.2.a Student Outcomes: Educational Programs - Accreditation	189
8.2.b Student Outcomes: General Education - Accreditation	203
8.2.c Student Outcomes: Academic and Student Services - Accreditation	210
9.1 Program Content - Accreditation	223
9.2 Program Length - Accreditation	231
9.3 General Education Requirements - Accreditation	234
9.4 Institutional Credits for an Undergraduate Degree - Accreditation	246

9.5 Institutional Credits for a Graduate/ Professional Degree - Accreditation	250
9.6 Post-Baccalaureate Rigor and Curriculum - Accreditation	251
9.7 Program Requirements - Accreditation	252
10.1 Academic Policies - Accreditation	256
10.2 Public Information - Accreditation	267
10.3 Archived Information - Accreditation	270
10.4 Academic Governance - Accreditation	272
10.5 Admissions Policies and Practices - Accreditation	284
10.6 Distance and Correspondence Education - Accreditation	290
10.7 Policies for Awarding Credit - Accreditation	295
10.8 Evaluating and Awarding Academic Credit - Accreditation	302
10.9 Cooperative Academic Arrangements - Accreditation	308
11.1 Library and Learning/Information Resources - Accreditation	309
11.2 Library and Learning/Information Staff - Accreditation	316
11.3 Library and Learning/Information Access - Accreditation	321
12.1 Student Support Services - Accreditation	328
12.2 Student Support Services Staff - Accreditation	341
12.3 Student Rights - Accreditation	350
12.4 Student Complaints - Accreditation	355
12.5 Student Records - Accreditation	361
12.6 Student Debt - Accreditation	366

13.1 Financial Resources - Accreditation	369
13.2 Financial Documents - Accreditation	376
13.3 Financial Responsibility - Accreditation	380
13.4 Control of Finances - Accreditation	385
13.5 Control of Sponsored Research/ External Funds - Accreditation	396
13.6 Federal and State Responsibilities - Accreditation	401
13.7 Physical Resources - Accreditation	404
13.8 Institutional Environment - Accreditation	416
14.1 Publication of Accreditation Status - Accreditation	424
14.2 Substantive Change - Accreditation	426
14.3 Comprehensive Institutional Reviews - Accreditation	431
14.4 Representation to Other Agencies - Accreditation	440
14.5 Policy Compliance - Accreditation	442

Part I: Signatures Attesting to Integrity - Accreditation

Signature Page for the institution's chief executive officer and the accreditation liaison.

Self Ratings

Compliance

Response

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That *Piedmont Community College* has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the Principles of Accreditation.

2. That *Piedmont Community College* has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That *Piedmont Community College* has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison -- Dr. Michele W. Mathis

Signature

Date 2/25/2022

Chief Executive Officer

Name of Chief Executive Officer -- Dr. Pamela G. Senegal

Signature

Date 2/25/2022

Click here to access signed [Part 1: Signatures Attesting to Integrity](#) form.

Evidence Attachments

[CCR Part 1 signature page.pdf](#)

Part II: The “Institutional Summary Form Prepared for Commission Reviews” - Accreditation

Self Ratings

Compliance

Response

Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED SINCE THE LAST REAFFIRMATION

Date of Approval	Description of Substantive Changes
August 15, 2013	New Program(s) - Computer Technology Integration A.A.S., Historic Preservation Technology A.A.S and Health Care Technology Certificate
October 9, 2013	Program(s) Closure - Business Administration (Electronic Commerce Concentration) A.A.S., Facility Maintenance Technology and School-Age Education
January 9, 2014	New Program(s) - Historic Preservation Technology A.A.S.
August 22, 2014	OCIS - Notification - Roxboro Community School <25%
October 29, 2014	OCIS - Reopen - Timberlake Center
December 17, 2014	OCIS- Approved - Roxboro Community School > 50%

July 7, 2015	Program(s) Closure - Computer Information Technology A.A.S., Computer Programming, Information System Security, Web Technologies, Laboratory Technology, Criminal Justice- Latent Evidence Concentration
October 1, 2015	Program(s) Closure - Biotechnology A.A.S., Business Administration-International Business A.A.S., Gunsmithing A.A.S., Esthetics Technology Certificate, Manicuring Nail Certificate.
December 14, 2015	New Program(s) - Approval Mechatronics Engineering Technology A.A.S., Diploma, Certificate
September 26, 2016	OCIS- Approval - Person Early College High School
February 27, 2018	Close Program(s) - Historic Preservation Technology A.A.S
October 5, 2018	New Program(s) - Approval Agribusiness Technology A.A.S
December 17, 2018	Program(s) Closure Human Services Technology/ Social Services A.A.S.
February 26, 2019	Program(s) Closure - Health Care Technology Certificate, Medical Assisting: Health Science Diploma; Nurse Aide: Health Science Diploma; Phlebotomy: Health Science Diploma and Certificate

July 19, 2019	Program(s) Closure - Film and Video Production Technology A.A.S.
April 3, 2020	Temporary Emergency Relocation of Instruction Face-to-face moved to distance education
August 14, 2020	OCIS Closure - Timberlake Center
June 18, 2021	New Program(s) - Approval - Emergency Medical Science
December 13, 2021	New Program(s) - Notification - Human Services Technology/ Substance Abuse
January 21, 2022	Program(s) Closure - Medical Office Administration
February 4, 2022	OCIS Closure - Orange Correctional Center
February 4, 2022	OCIS Closure - Roxboro Community School
Pending approval	Program(s) Closure - Basic Foodservice and Carpentry

Evidence Attachments

[Part 2 - substantive change report.pdf](#)

1.1 Integrity - Accreditation

The institution operates with integrity in all matters.

Self Ratings

Compliance

Response

Evidence Attachments

2.1 Institutional Mission - Accreditation

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching, learning, and public service. PCC's mission does not include research. Thus, PCC is compliant with Core Requirement 2.1 Institutional Mission.

Overview

PCC reviews and updates the College's Mission Statement in conjunction with the College's Strategic Plan ([see PCC Policy 2.2 Mission Statement Review](#)). As part of the approval of the [2021-2031 Strategic Plan](#), the Board of Trustees approved the mission, vision, and values on [August 3, 2021](#). The College Mission Statement is **published** and widely communicated via the [College's website](#) and in the [2021-2022 General Catalog and Student Handbook](#).

Mission Statement

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

PCC's mission is **clearly defined** and accompanied by a vision of striving to be recognized nationally for achieving exceptional levels of success in student learning and completion, gainful employment, equity, and affordability.

The **comprehensive** nature of PCC's mission is evident when examining the College's core

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.

The PCC mission statement is both **specific** to the College and **appropriate** for higher education as it aligns with the [mission](#) of the North Carolina Community College System, "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 that improve the quality of life."

Through a combination of PCC's mission statement, vision, and values, **teaching and learning**, and **public service** are addressed. As a community college, **research** is not a part of our mission.

Evidence Attachments

[2.2-Mission-Statement-Review-2021.pdf](#)

[Board Meeting 8.3.21 Minutes_approval of strategic plan highlighted.pdf](#)

[Catalog P.16 MVV.pdf](#)

[NCCCS mission statement.png](#)

[PCC Mission, Vision, and Values_Website.png](#)

[StrategicPlan_PCC_2021 - MVV highlight.pdf](#)

3.1.a Degree-Granting Authority - Accreditation

An institution seeking to gain or maintain accredited status:

a. has degree-granting authority from the appropriate government agency or agencies.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) is seeking reaffirmation with no changes to its degree-granting authority, and thus, PCC is compliant with Core Requirement 3.1.a.

Evidence Attachments

3.1.b Coursework for Degrees - Accreditation

An institution seeking to gain or maintain accredited status:

b. offers all coursework required for at least one degree program at each level at which it awards degrees.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) is seeking reaffirmation with no changes to the coursework required for its associate degree, diploma, and certificate programs, and thus, PCC is compliant with Core Requirement 3.1.b.

Evidence Attachments

3.1.c Continuous Operation - Accreditation

An institution seeking to gain or maintain accredited status:

c. is in operation and has students enrolled in degree programs.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) is seeking reaffirmation with no interruption in operation. PCC has operated continuously since it was first established in 1969, and thus, PCC is compliant with Core Requirement 3.1.c.

Evidence Attachments

4.1 Governing Board Characteristics - Accreditation

The institution has a governing board of at least five members that:

- a. is the legal body with specific authority over the institution.
- b. exercises fiduciary oversight of the institution.
- c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
- d. is not controlled by a minority of board members or by organizations or institutions separate from it.
- e. is not presided over by the chief executive officer of the institution.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) has a governing board of at least five members that (a) is the legal body with specific authority over PCC, (b) exercises fiduciary oversight of PCC, (c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in PCC, (d) is not controlled by a minority of board members or by organizations or institutions separate from it, and (e) is not presided over by the chief executive officer of PCC. Thus, PCC is compliant with Core Requirement 4.1 Governing Board Characteristics.

a) The legal body with specific authority over Piedmont Community College

The governing board for PCC is the Board of Trustees, a corporate body for which legal authority is established by North Carolina General Statute ([N.C.G.S. 115D-14](#)). The appointment and composition of the Board complies with [N.C.G.S. 115D-12](#):

- Four members elected by the Person County Board of Education;
- Four members elected by the Person County Commissioners;
- Four members appointed by the Governor of North Carolina;

- Two members elected by the Caswell County Commissioners; and
- Student Government Association president serving as a non-voting, ex officio member
- Emeriti, honorarily designated by the BOT and serving as non-voting members

The powers, duties, and structure of the Board are defined in [N.C.G.S. 115D-20](#), and are reiterated and elaborated in [PCC Policy 1.6 Board of Trustees and Bylaws](#). The Board meets quarterly, as defined in the Bylaws ([Article VII, Section 1](#)). Board of Trustees meeting minutes ([BOT-Feb21](#), [BOT-May21](#), [BOT-Aug21](#) [BOT-Nov21](#)) demonstrate that the Board is an active policy-making body for the College. The College [organizational chart](#) demonstrates the Boards relationship to the College leadership.

(b) Exercises fiduciary oversight of the College

The Board of Trustees exercises fiduciary oversight of the institution by approving and monitoring the revenues and expenses of the College in keeping with its mission. The Board receives budgetary reports from the college president or designee through its Legislative/Finance Committee ([BOT Bylaws, Article VI, Section 4](#)). Finance Reports ([QFR-May21](#), [QFR-Aug21](#)) are provided during quarterly Board meetings for review of the financial status of the College to ensure the financial resources of the institution are adequate to provide for a sound educational program.

(c) Conflict of Interest

The Board of Trustees ensures both the presiding officer of the board and a majority of other voting members of the board are free from any contractual, employment, personal, and familial financial interest in the institution. Members of the PCC Board of Trustees are subject to conflict of interest provisions found in [N.C.G.S. 14-234](#) (Public Officers or Employees Benefiting from Public Contracts). The State Elections and Ethics Enforcement Act also prohibits the use of position for private gain ([N.C.G.S. 138-31](#)), imposes restrictions on receiving gifts ([N.C.G.S. 138A-32](#)), and prohibits the use of information for private gain ([N.C.G.S. 138A-34](#)). This statute requires each individual to “make a due and diligent effort, before taking any action, to determine whether the public servant has a conflict of interest” ([N.C.G.S. 138-35](#)). Trustees must also complete ethics training provided by the State Ethics Commission within six months of their appointment and attend a refresher presentation at

least every 2 years thereafter ([N.C.G.S.138A-14 Ethics Education Program](#); [NC State Ethics Commission Compliance Report](#)).

The Bylaws of the Board of Trustees, [Article III, Section 5](#) state the Board "is subject to the conflict of interest provisions found in N.C.G.S. 14-234." Further, an ethics statement is read at the beginning of each Board of Trustees meeting whereby members affirm they do not have any "conflicts of interests or any appearance of conflicts of interest" with respect to matters coming before the Board ([Ethics Awareness and Conflict of Interest Reminder](#)).

In accordance with the provisions of [N.C.G.S. 14-234](#), employees and Trustees may not benefit from or attempt to influence another individual to enter into a contract with the College. In addition, Bylaws of the Board of Trustees ([Article III, Section 2](#)) state, "No person who has been employed full-time by the community college within the prior 5 years and no spouse or child of a person currently employed full time by the college shall serve on the Board of Trustees of the College." This helps ensure members are free from personal, employment, or familial financial interest in the institution.

(d) Free from Minority Control of the Board

[Article III, Section 2](#) of the Bylaws of the BOT limits the term of office of trustees to four years. [Article IV, Section 1](#) of the Bylaws of the BOT limits any individual board member to no more than 4 consecutive years as chairperson except when the Board feels that a change of the chair would adversely affect the ongoing negotiations or activities involving the Board. All members of the Board have been informed about and are familiar with the requirement of [N.C.G.S. 115D-26](#) incorporating the conflict of interest prohibitions of [N.C.G.S. 14-234](#).

Eight (8) members of the Board in actual attendance at meetings will constitute a quorum for transaction of the business of the Board, except for those noted below.

- A majority vote of all voting members of the Board (eight affirmative votes) will be required for:
 - Determination of policy for the College;
 - Making rules and regulations affecting the College or the Board;

- The election of a president of the College;
- Involvement of the corporate body of the Board (e.g. purchase of property)

The chair will only vote in the case of a tie vote and in such instances where her presence is counted for a quorum and/or a Board majority vote is required.

In committee meetings, a majority of the appointed voting members of the committee will constitute a quorum for the transaction of business of that meeting.

Board of Trustees Bylaws, ([Article III, Section 5](#)) references conflict of interest provisions of [N.C.G.S. 14-234](#), which indicates that no trustee or employee who may derive a direct benefit from a contract with the College may attempt to influence any other person who is involved in making, administering, or awarding of such contracts. Further, trustees and employees are prohibited from soliciting or receiving any gift, favor, reward, or service in exchange for their influence over the awarding of a College contract. No trustee who may benefit from an issue before the board may deliberate or vote, or attempt to influence other voting board members. This ensures the Board is not controlled by organizations or institutions separate from it.

(e) Board not Presided over by the Chief Executive Officer of PCC.

The chair and vice-chair of the Board of Trustees are elected by the trustees from its membership. The President is a non-voting member of the board who serves as the secretary of the Board ([BOT Bylaws, Article IV, Sections 1 and 5](#)). The current chair of the board is Ms. Tanya Evans.

Evidence Attachments

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021_membership and responsibilities highlighted.pdf](#)

[Board Meeting 11.2.21 Minutes.pdf](#)

[Board Meeting 2.2.21 Minutes.pdf](#)

[Board Meeting 5.4.21 Minutes.pdf](#)

[Board Meeting 8.3.21 Minutes.pdf](#)

[BOT Article III Section 5_conflict of interest.pdf](#)

[BOT Bylaws Article III Section 2_former employees.pdf](#)
[BOT Bylaws Article III Section 2_term of office.pdf](#)
[BOT Bylaws Article IV Section 1_term limit of chair.pdf](#)
[BOT Bylaws Article IV Sections 1 and 5_election of chair and vice chair, president as secretary.pdf](#)
[BOT Bylaws Article VI Section 4_budget reports.pdf](#)
[BOT Bylaws, Article VII, Section 1, item 1.1_quarterly meetings.pdf](#)
[bot-ethics-statement-public.pdf](#)
[Conflict of Interest GS_115D-26.pdf](#)
[Employees benefiting GS_14-234.pdf](#)
[ethics commission report 2.2022.PNG](#)
[Finance report 5.4.21.pdf](#)
[Finance report 8.3.21.pdf](#)
[N.C.G.S. 115D-20 Powers and duties of trustees_duties highlighted.pdf](#)
[N.C.G.S. 138A-14\(b\) Ethics Education Program.pdf](#)
[N.C.G.S._138A-31_use of position for private gain.pdf](#)
[N.C.G.S._138A-34_Use of information for private gain.pdf](#)
[N.C.G.S._138A-35_other rules of conduct.pdf](#)
[N.C.G.S._14-234_conflict of interest_gifts_influence_voting.pdf](#)
[NCGS 138A-32.pdf](#)
[NCGS_115D-12.pdf](#)
[NCGS_115D-14.pdf](#)
[President Direct Reports - Titles.pdf](#)

4.2.a Mission Review - Accreditation

The governing board:

- a. ensures the regular review of the institution's mission.

Self Ratings

Compliance

Response

The governing board at Piedmont Community College (PCC) ensures the regular review of the institution's mission, and thus is compliant with Standard 4.2.a Mission Review.

PCC Mission Statement:

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

PCC is governed by a local Board of Trustees, which ensures a regular review of the College's mission. PCC Board of Trustees Bylaws state, "Trustees of the Board have the responsibility to review and approve the College Mission, Vision, and Values and to develop and operate the College in accordance with the provisions of the law and the standards of the State Board of Community Colleges ([BOT Bylaws, Article III, Section 1, item 1.2](#))."

[PCC Policy 2.2 Mission Statement Review](#), ensures that the Mission Statement is reviewed and updated periodically in conjunction with the College strategic planning process. The PCC Board of Trustees has approval authority for this policy. The BOT delegates responsibility for regular review of the mission statement to the President as a part of normal College operations. The Institutional Effectiveness Standing Committee regularly reviews the mission statement and approves any updates that are needed. Minutes from the Institutional Effectiveness Standing Committee demonstrate this regular review ([IEC minutes 1-9-19](#); [IEC minutes 9.26.16](#))

Once the mission statement has been updated, it must be reviewed and approved first by

the PCC Board of Trustees. In 2020 – 2021, the Office of Research and Institutional Effectiveness led the development of the [PCC 2021-2031 Strategic Plan](#). As a part of this process, the mission, vision, and values of the College were [reviewed and updated](#) by the Institutional Effectiveness Standing Committee as described in the roles and responsibilities of the standing committee. The [meeting minutes](#) from the Board of Trustees meeting on August 3, 2021 provide evidence that the current Mission Statement was officially approved in conjunction with the other elements of the 2021-2031 Strategic Plan.

Evidence Attachments

[2.2 Mission Statement Review_EC_11.15.2021.pdf](#)

[Board Meeting 8.3.21 Minutes_approval of strategic plan highlighted.pdf](#)

[BOT Bylaws Article III Section 1_review and approval of mission.pdf](#)

[IE Committee-callout on review of SP and SACSCOC compliance.pdf](#)

[IE-Committee 09.29.16 minutes mission review.pdf](#)

[IECommittee 1-9-19 minutes mission review.pdf](#)

[IE-Committee-2021.6.10.pdf](#)

[PCC Policy 2.2.PNG](#)

[StrategicPlan_PCC_2021.pdf](#)

4.2.b Board/Administrative Distinction - Accreditation

The governing board:

b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

Self Ratings

Compliance

Response

The governing board at Piedmont Community College (PCC) ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy, and thus is compliant with Standard 4.2.b Board/Administrative Distinction.

Overview

There exists a clear and appropriate distinction, in writing and in practice, between the policy-making functions of the PCC Board of Trustees (BOT) and the responsibility of the administration and faculty for administration and implementation of policy. Published PCC policies are available on the [College's website](#) and are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

PCC Board of Trustees

[North Carolina General Statute \(NCGS\) 115D-20: Powers and Duties of Trustees](#) assigns to the local board the authority to make and set policy for the institution. The trustees of PCC have the sole authority for making institutional policy but do not become involved in the administration and operation of the institution. The specific functions of the Board include electing the president; purchasing land; establishing requirements for admission and graduation of students; and receiving and accepting donations, gifts, and bequests. The

relationship between the president and the BOT is clearly stated. Included in [PCC Policy 1.6 Board of Trustees and Bylaws](#), the BOT Bylaws ([Article IV, Section 5, Item 5.5](#)) stipulate "the President shall have full authority and responsibility for the operation of the College under the policies and rules and regulations of the Board and of the State Board of Community Colleges and within the budgets approved by the Board." BOT Bylaws ([Article IV, Section 5, Items 5.6 and 5.8](#)) further define the president's role in administering and implementing policy by stating the President will:

- Be responsible for the employment of all college personnel with subsequent Board confirmation of all those who are intended to become regular faculty of the College;
- Formulate duties and responsibilities of all personnel of the College;
- Appoint advisors to all committees of the Board;
- Approve all advisory committees for curriculum programs;
- Appoint all members of the College's program advisory committees;
- Be responsible for the administrative organization and development of managerial aspects in the operation of the College, including the College's fiscal matters;
- Be responsible for developing and maintaining a chart of organization for the College. The administrative and instructional organization chart should be set up to define functions in the College in terms of line and staff responsibility;
- Discharge any other functions which the Board may delegate to them.

Executive Council

The Executive Council, as the deliberative body representing the college community, consists of a membership that includes the President, vice presidents, and other college leaders. The [responsibilities of the Executive Council](#) are:

- To bring together persons representing each area of activity at the College for status updates;
- To serve in an advisory capacity to the President on matters related to the administration of the College;
- To [review](#) and approve all college policies and procedures;
- To oversee the administration and implementation of the policies approved by the

Board;

- To discuss ways that the College can become a more integral part of the economic development of both Person and Caswell counties;
- To oversee the annual planning, evaluation, and budgeting cycle;
- To oversee implementation of the Strategic Plan, including mission, vision, and values.
- To serve as a conduit for information presented to the PCC Board of Trustees.

Clear and Appropriate Distinction

The division between policy making and implementation of policy is clear in the distinct handling of policy approval versus approval of procedures. As an example, [PCC Policy 2.27 Institutional Standing Committees](#) was approved by the BOT at their [August 2021](#) meeting, and the specific institutional standing committee assignments were approved by the Executive Council at their [September 13, 2021](#) meeting. The College uses Standing Committees to recommend policy, standards, and procedures for functions executed by the college community. These recommendations are forwarded to the Executive Council for approval. When new or revised policies are sent to the Board, they only review and approve the [policy and purpose statements](#); procedures of the policies are excluded to help maintain the distinct functions of the Standing Committees/Executive Council and the BOT.

Together, PCC Policy 2.27 Institutional Standing Committees and the list of Executive Council responsibilities demonstrate a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

Evidence Attachments

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)

[2.27 Institutional Standing Committees__BOT_8.3.2021.pdf](#)

[2021-2022 PCC Executive Council Roster and Roles.pdf](#)

[Board meeting 8.3.2021 minutes_approval of policy 2.27.pdf](#)

[BOT Bylaws Article IV Section 5_operation of the College_item 5.5.pdf](#)

[BOT Bylaws Article IV Section 5_presidential responsibilities_items 5.6 and 5.8.pdf](#)

[EC 10.18.21 Minutes_policy review and approval.pdf](#)

[EC 9.13.21 Minutes_approval of standing committees.pdf](#)

[N.C.G.S. 115D-20 Powers and duties of trustees_duties highlighted.pdf](#)

[N.C.G.S. 115D-20\(2\) Powers and duties of trustees.pdf](#)

[policy 2.27 standing committees.PNG](#)

[Policy 5.12 edited version for BOT.pdf](#)

[policy manual screenshot_sections 1 and 2.png](#)

[policy review process.pdf](#)

4.2.c CEO Evaluation/Selection - Accreditation

The governing board:

c. selects and regularly evaluates the institutions's chief executive officer.

Self Ratings

Compliance

Response

The governing board at Piedmont Community College (PCC) selects and regularly evaluates the institutions's chief executive officer, and thus is in compliance with Standard 4.2.c CEO Evaluation/Selection.

Overview

PCC's Board of Trustees (BOT) selects and regularly evaluates the President who is the institution's chief executive officer in accordance with North Carolina General Statute [N.C.G.S. 115D-20\(1\)](#) Powers and Duties of Trustees and [Policy 1.6 Board of Trustees and Bylaws](#) (see [Article V, Section 1](#)). Final approval of the selection of the President is given by the State Board of Community Colleges (SBCC) in accordance with [1C SBCCC 300.1](#) Presidential Selection Process.

Selection of the President/Chief Executive Officer

In November 2016, Dr. Walter C. Bartlett announced his intention to retire as PCC President, effective July 1, 2017. The College's BOT developed and administered a presidential search and selected Dr. Pamela Gibson Senegal as president. Dr. Senegal received final approval from the State Board of Community Colleges on June 26, 2017, and began her presidency effective July 1, 2017.

Key elements of the presidential search are detailed in the documents below:

- [Letter from BOT](#) accepting Dr. Walter C. Bartlett's letter of retirement

- [Minutes of BOT meeting](#) initiating the presidential search process
- [Minutes of BOT meeting](#) approving the development and selection of the presidential search committee
- Phase 1: [Characteristics](#) the PCC BOT considered imperative in the College's president
- Phase 2: selection of candidates [invited to submit](#) a 12-minute DVD responding to six questions
- Phase 3: [List of questions](#) from personal interviews of six selected candidates conducted by the PCC BOT
- [Letter sent](#) by the PCC BOT to notify the SBCC of their recommendation for PCC president
- [Letter from SBCC](#) approving the election of Dr. Senegal as president of PCC
- [Minutes of BOT meeting](#) wherein the BOT appointed Dr. Senegal to serve as PCC president, effective July 1, 2017

Evaluation of the President

The [1C SBCCC 300.2](#) Evaluation of Presidents states that each local board of trustees shall evaluate the President annually and notify the North Carolina SBCC in writing that the evaluation has been completed by July 1 of each year. The [presidential evaluation](#) instrument was revised in May 2011 to ensure the items being evaluated align with the [SBCC's expectations](#) of the President. The evaluation is done annually according to the following timeline:

- April - Instruments are distributed to the PCC BOT members who complete their assessment.
- May - Evaluation data is provided to the full BOT for review.
- May - Full Board meeting results are reviewed in closed session with the President.
- June - Evaluation results are sent to the Chair of the State Board of Community Colleges.

Table 1. Presidential Evaluation Results presents evidence of completion of Dr. Senegal's evaluations from the two most recent years. Note: the deadline for evaluations was extended by the SBCC in 2020 due to COVID-19.

Table 1. Presidential Evaluation Evidence

Dr. Senegal Evaluation	2020	2021
Request BOT complete evaluation	<u>June 15, 2020</u>	<u>April 23, 2021</u>
Results from evaluation shared with BOT	<u>July 28, 2020</u>	<u>May 3, 2021</u>
Results from the evaluation discussed in BOT closed session	<u>August 4, 2020</u>	<u>May 4, 2021</u>
Evaluation sent to SBCC	<u>August 11, 2020</u>	<u>June 9, 2021</u>

Evidence Attachments

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)

[1c_sbccc_300.1_1feb20_o_presidential selection process_SBCC approval highlighted.pdf](#)

[1c_sbccc_300.2_-_13oct20.pdf](#)

[Board Meeting 5.4.21 Minutes_closed session highlighted.pdf](#)

[BOT Bylaws Article V Section 1_evaluation of president and self-evaluation.pdf](#)

[BOT Minutes - Appointing Dr. Senegal as President.pdf](#)

[BOT Minutes - Approving Development and Selection of Search Committee.pdf](#)

[BOT Minutes - Initiating Presidential Search Process.pdf](#)

[Candidates Selected to Submit DVD.pdf](#)

[Characteristics of PCC's President.pdf](#)

[Letter Accepting Barlett Retirement.pdf](#)

[Letter from SBCC Approving Dr. Senegal as President.pdf](#)

[N.C.G.S. 115D-20\(1\) Powers and duties of trustees.pdf](#)

[Notification to SBCC Recommending Dr. Senegal as President.pdf](#)

[PGS eval letter to SBCC 2020.PNG](#)

[PGS eval letter to SBCC 2021.PNG](#)

[PGS eval request BOT complete eval 2020.PNG](#)

[PGS eval request BOT complete eval 2021.PNG](#)

[PGS eval results to BOT 2020.PNG](#)

[PGS eval results to BOT 2021.PNG](#)

[Presidential Search Interview Questions.pdf](#)

[Presidents Survey.pdf](#)

[signed Board Meeting 8.4.20 Minutes_closed session highlighted.pdf](#)

4.2.d Conflict of Interest - Accreditation

The governing board:

d. defines and addresses potential conflict of interest for its members.

Self Ratings

Compliance

Response

The governing board at Piedmont Community College (PCC) defines and addresses potential conflict of interest for its members, and thus is compliant with Standard 4.2.d Conflict of Interest.

Overview

PCC Policy 1.6 Board of Trustees and Bylaws ensures members of the PCC Board of Trustees (BOT) are aware of their statutory duty to avoid conflicts of interest in their role as public officers. Conflicts of interest for PCC BOT members are well-defined in the North Carolina General Statutes. Expectations regarding conflicts of interest are communicated to BOT members via the *Bylaws of the Board of Trustees of Piedmont Community College*, the NC State Ethics Commission training, and with the reading of a conflict of interest statement that occurs at the start of every meeting of the BOT.

Published PCC policies are available on the [College's website](#) and are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

Compliance

The PCC Board of Trustees (BOT) reviewed and approved revisions to [PCC Policy 1.6 Board of Trustees and Bylaws](#) at the [February 2022 Board meeting](#). The policy addresses conflicts of interest for its members in [Article III, Section 5: Conflicts of Interest](#), in accordance with

[North Carolina General Statute \(N.C.G.S\). 14-234](#) and [N.C.G.S. 115D-26](#).

Furthermore, BOT members are required to be in compliance with the North Carolina State Government Ethics Act, ([N.C.G.S. 138A](#)), which in [N.C.G.S. 138A-14\(b\)](#), requires that every public servant and ethics liaison attend an ethics and lobbying education presentation within six months of the person’s election, re-election, appointment, or employment and attend a refresher presentation at least every two years thereafter.

Table 1. NCACCT Training demonstrates that each PCC BOT member is in compliance with these requirements as of December 2021.

Table 1. NCACCT Training

Board member name	Appointment start date	Appointment end date	Last statement of economic interest received date	Last education received date	Next education due date
Larry Wilkerson	8/22/1995	6/30/2023	3/12/2021	8/28/2020	8/28/2022
Ronald Booker	1/1/2002	6/30/2023	4/11/2021	4/23/2021	4/23/2023
Tanya Evans	7/1/2009	6/30/2025	4/1/2021	4/23/2021	4/23/2023
Maggie Whitt	7/1/2010	6/30/2022	4/2/2021	4/23/2021	4/23/2023
Gordon Allen	8/28/2012	6/30/2024	4/15/2021	9/27/2021	9/27/2023
James Woody	7/1/2015	6/30/2023	4/1/2021	4/23/2021	4/23/2023
Shirley Deal	1/3/2017	6/30/2025	3/19/2021	4/23/2021	4/23/2023
Antonio Foster	9/12/2017	6/30/2025	4/11/2021	9/24/2021	9/24/2023
Constance White	7/1/2018	6/30/2022	3/21/2021	8/28/2020	8/28/2022
Michael Graves	7/1/2018	6/30/2022	4/14/2021	9/24/2021	9/24/2023
Robert Morgan	7/1/2020	6/30/2024	3/16/2021	8/28/2020	8/28/2022
Joel Adler	9/21/2020	6/30/2024	3/11/2021	4/23/2021	4/23/2023
Adam Wolfe	7/1/2021	6/30/2025	12/3/2021	12/1/2021	12/1/2023

In addition, the PCC BOT Chair reads aloud to the other members of the BOT the [Conflict of Interest Statement](#) at the beginning of each quarterly [BOT meeting](#). Members are asked to disclose any ”conflicts of interest or appearance of conflict”, and to refrain from participating in any agenda items related to the conflict.

There have been no conflicts of interest since the College’s last reaffirmation.

Evidence Attachments

- [1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)
- [Board Meeting 2.1.22 Minutes_approval of Policy 1.6.png](#)
- [BOT Article III Section 5_conflict of interest.pdf](#)
- [BOT ethics education.PNG](#)
- [BOT Minutes - Reading Ethics Statement_11.3.2020.jpg](#)
- [BOT Roster.PNG](#)
- [bot-ethics-statement-public.pdf](#)

[Chapter_138A.pdf](#)

[Conflict of Interest GS_115D-26.pdf](#)

[N.C.G.S. 138A-14\(b\) Ethics Education Program.pdf](#)

[N.C.G.S._14-234_conflict of interest_gifts_influence_voting.pdf](#)

[policy manual screenshot_1.6.png](#)

[policy review process.pdf](#)

4.2.e Board Dismissal - Accreditation

The governing board:

e. has appropriate and fair processes for the dismissal of a board member.

Self Ratings

Compliance

Response

The governing board at Piedmont Community College (PCC) has appropriate and fair processes for the dismissal of a board member, and thus is compliant with Standard 4.2.e Board Dismissal.

Overview

The North Carolina General Statutes (N.C.G.S) and the *Bylaws of the Board of Trustees of Piedmont Community College* contain provisions governing and outlining the appropriate reasons and fair process for the removal of a Board of Trustees (BOT) member. Published PCC policies are available on the [College's website](#) and are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

Appropriateness

Appropriate reasons for removal are indicated in the BOT Bylaws ([Article V, Section 6](#)), which align with North Carolina General Statute ([N.C.G.S.](#)) [115D-19](#), and are included in [PCC Policy 1.6 Board of Trustees and Bylaws](#):

- The member “is not capable of discharging, or is not discharging, the duties of the office as required by laws or lawful regulation, or is guilty of immoral or disreputable conduct;”
- The member “does not attend three consecutive, scheduled meetings without

justifiable excuses;" and

- The member “without justifiable excuse does not participate within 6 months of appointment in a trustee orientation session sponsored by the NC Association of Community College Trustees.”

Fair Processes

The fair process to remove a board member requires the following actions indicated in the BOT Bylaws ([Article III, Section 6](#)), which are in alignment with [N.C.G.S. 115D-19](#):

- If the NC State Board of Community Colleges (SBCC) has sufficient evidence for the removal of a PCC BOT member, the SBCC will notify the PCC BOT Chair or another PCC BOT member in the event the PCC BOT Chair is the offending member.
- When the Chair receives the notice from the SBCC, a BOT meeting will be conducted for the purpose of investigating the charges.
- When the meeting is conducted, a SBCC member may appear to present evidence or charges.
- The allegedly offending member shall be given proper and adequate notice of the meeting. The findings of the BOT members shall be recorded, along with the action taken, in the minutes of the BOT.
- If the charges are upheld by an affirmative vote of two-thirds of the members, the BOT members will declare the office of the offending member vacant.
- The BOT will notify the appropriate appointing authority of any vacancy.
- The BOT also has the authority to enact the removal process outlined above in the event it has evidence that a member has reason for removal in accordance with the previously stated reasons for removal.

In the College’s 51-year history, neither the NC SBCC nor the PCC BOT have ever recommended the removal of a PCC BOT member.

Evidence Attachments

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)

[BOT Bylaws Article III Section 6_process of member removal.pdf](#)

[BOT Bylaws Article III Section 6_reasons for removal.pdf](#)

[BOT removal GS_115D-19.pdf](#)

[policy manual screenshot_1.6.png](#)

[policy review process.pdf](#)

4.2.f External Influence - Accreditation

The governing board:

f. protects the institution from undue influence by external persons or bodies.

Self Ratings

Compliance

Response

The governing board at Piedmont Community College (PCC) protects the institution from undue influence by external persons or bodies, and thus is in compliance with Standard 4.2.f External Influence.

Members of PCC's Board of Trustees (BOT) are charged with acting in the best interest of the College and remaining free from undue influence from external bodies. The BOT is composed of 15 members who are selected by a diverse group of entities at the local and state level in accordance with North Carolina General Statute [N.C.G.S. 115D-12](#) and [PCC Policy 1.6 Board of Trustees and Bylaws](#):

- Four members elected by the Person County Board of Education;
- Four members elected by the Person County Commissioners;
- Four members appointed by the Governor of North Carolina;
- Two members elected by the Caswell County Commissioners; and
- Student Government Association president serving as a non-voting, ex officio member
- Emeriti, honorarily designated by the BOT and serving as non-voting members (currently, there are no living emeriti members)

The transparency of the selection process, the number of BOT members, the rules and laws governing their actions, and the diversity of the [BOT members' backgrounds](#) provide a significant level of assurance that the College is protected from undue external influence.

The BOT is governed by its bylaws as presented in Exhibit 1.6 of [PCC Policy 1.6 Board of Trustees and Bylaws](#). These bylaws provide clarity to the roles of the Board and specifically

address influences and conflicts of interest. The bylaws stipulate that the trustees are responsible for the development and operation of the institution in accordance with the provisions of the law and the standards of the State Board of Community Colleges. New BOT members are [oriented](#) to their roles and responsibilities by the BOT chair and the President. All BOT members must also comply with the NC State Government Ethics Act, which requires that every public servant and ethics liaison attend an ethics and lobbying [education presentation](#) within six months of the trustees' appointment and attend a refresher presentation at least every two years thereafter. In addition, the PCC BOT Chair reads aloud to the other members of the BOT the [Conflict of Interest Statement](#) at the beginning of each quarterly [meeting](#). To this date, no accusations of undue influence from political, religious, or other external bodies have been made against the Board or its members.

BOT Bylaws ([Article III, Section 5](#)) references conflict of interest provisions of [N.C.G.S. 14-234](#), which indicates that no trustee or employee who may derive a direct benefit from a contract with the College may attempt to influence any other person who is involved in making, administering, or awarding of such contracts. Further, trustees and employees are prohibited from soliciting or receiving any gift, favor, reward, or service in exchange for their influence over the awarding of a College contract. No trustee who may benefit from an issue before the Board may deliberate or vote, or attempt to influence other voting board members. This provides further evidence that the Board is charged with protecting the institution from undue influence by external persons or bodies.

Evidence Attachments

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021_membership and responsibilities highlighted.pdf](#)

[BOT Article III Section 5_conflict of interest.pdf](#)

[BOT minutes 11.2.21 page 1.pdf](#)

[BOT Roster.PNG](#)

[bot-ethics-statement-public.pdf](#)

[ethics commission report 2.2022.PNG](#)

[N.C.G.S. 115D-12_highlighted.pdf](#)

[N.C.G.S._14-234_conflict of interest_gifts_influence_voting.pdf](#)

[Orientation Checklist New Trustee.pdf](#)

4.2.g Board Self-Evaluation - Accreditation

The governing board:

g. defines and regularly evaluates its responsibilities and expectations.

Self Ratings

Compliance

Response

The governing board at Piedmont Community College (PCC) defines and regularly evaluates its responsibilities and expectations, and thus is compliant with standard 4.2.g Board Self-Evaluation.

The PCC Board of Trustees (BOT) defines its responsibilities and expectations in [PCC Policy 1.6 Board of Trustees and Bylaws](#) which includes the expectation for regular self-evaluation ([BOT Bylaws Article V, Section 1, item 1.1](#)). Published PCC policies are available on the [College's website](#) and are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

In [March of each year, an electronic self-evaluation survey](#) is sent to all Board members for completion. At the Board retreat ([agenda 3.23.21, agenda 8.4.20](#)) at the end of March, members discuss the results from this survey to improve the performance of their responsibilities to the College (see [meeting minutes 3.23.21, meeting minutes 8.4.20](#)). Note: The discussion of the 2020 evaluation was delayed due to the COVID-19 pandemic.

Evidence Attachments

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)

[blank BOT Self Evaluation.pdf](#)

[Board Retreat Agenda 3.23.21.pdf](#)

[BOT Bylaws Article V Section 1_evaluation of president and self-evaluation.pdf](#)

[BOT Meeting Agenda Aug 4 2020.pdf](#)

[BOT Minutes_8.4.2020_self eval discussed.pdf](#)

[BOT self-eval request.PNG](#)

[BOT self-evaluation in minutes_3.23.21.png](#)

[policy manual screenshot_1.6.png](#)

[policy review process.pdf](#)

4.3 Multiple-Level Governing Structure - Accreditation

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

Self Ratings

Compliance

Response

As established in [Chapter 115D-20](#) of the North Carolina General Statutes and in [1B SBCCC 300.1](#) of the State Board of Community Colleges Code, the Piedmont Community College Board of Trustees is the legal body with sole authority over the institution.

Since Piedmont Community College does not operate in a multiple-level governance system, this standard does not apply.

Evidence Attachments

[1b_sbccc_300.1_0 BOT authority.pdf](#)

[GS_115D-20 power and duties of BOT.pdf](#)

5.1 Chief Executive Officer - Accreditation

The institution has a chief executive officer whose primary responsibility is to the institution.

Self Ratings

Compliance

Response

Piedmont Community College has a chief executive officer whose primary responsibility is to the institution, and thus, is compliant with Core Requirement 5.1 Chief Executive Officer.

Dr. Pamela G. Senegal is the President and Chief Executive Officer of PCC whose primary responsibility is to the institution. The President is elected by the Board of Trustees (BOT) in accordance with [Chapter 115D-20\(1\) of the North Carolina General Statutes](#) (NCGS) and reports directly to the Board.

The BOT Bylaws ([Article V, Section 1](#)) describe the powers and duties of the Board to elect a president of the institution. The President's duties are set forth in [Article IV Section 5](#) of the BOT Bylaws and are summarized in the President's [position description](#). In summary, the president of the College has "full authority and responsibility for the operation of the College under the policies, rules, and regulations of the Board and of the State Board of Community Colleges and within the budget approved by the Board ([Article IV, Section 5, item 5.5](#))."

[PCC Policy 5.12 Secondary Employment](#) requires the president to obtain approval from the Board for any secondary employment to ensure that the president's primary responsibility remains with the institution and avoid any potential conflict of interest. Currently, the president has secondary employment as an adjunct faculty member with North Carolina State University, which was approved by the BOT on [August 26, 2021](#).

Other activities of the President include voluntary membership on [Person Memorial Hospital Board of Trustees](#) and the [Roxboro Savings Bank Board of Directors](#), which serve to enhance the College's position in the community. In addition, the President serves as the

[Chair of the Data Governance Committee](#) for the North Carolina Community College System Office. This is a benefit to our institution as this committee proposes new policies and procedures regarding system data at the state level. No conflicts of interest have been noted regarding these voluntary activities of the President.

The President is a non-voting member of the Board and does not serve as the Board chair. The Board elects a presiding officer/board chair from the Board membership in accordance with the BOT Bylaws ([Article IV, Section 1](#)). As stated in [Article IV, Section 2](#) of the BOT Bylaws, "The chair will oversee the Board committee membership assignment process, execute contracts, and other documents of authority by and in the name of the Board, preside at meetings of the Board, call meetings of the Board, and discharge all other functions delegated to them by the Board."

Evidence Attachments

[BOT Bylaws Article IV Section 1_chair from membership.pdf](#)

[BOT Bylaws Article IV Section 2_chair oversight.pdf](#)

[BOT Bylaws Article IV Section 5_item 5.5 highlighted.pdf](#)

[BOT Bylaws Article IV Section 5_presidential duties.pdf](#)

[BOT Bylaws Article V Section 1_election of president.pdf](#)

[Dr. Senegal Request for Secondary Employment.pdf](#)

[N.C.G.S. 115D-20\(1\) Powers and duties of trustees.pdf](#)

[Numbered Memo__CC21-042__from NCCCS Data Governance Committee Chair.jpg](#)

[PCC Policy 5.12 Secondary Employment_item 1.3.1 outlined.pdf](#)

[Person Memorial Hospital Meeting Minutes.pdf](#)

[PRESIDENT.pdf](#)

[Roxboro Savings Bank Board of Directors_screenshot 10.5.2021.jpg](#)

5.2.a CEO Control - Accreditation

The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:

a. The institution's educational, administrative, and fiscal programs and services.

Self Ratings

Compliance

Response

Dr. Pamela G. Senegal is the Chief Executive Officer at Piedmont Community College (PCC). She has ultimate responsibility for and exercises appropriate control over educational, administrative, and fiscal programs and services of the College, and thus PCC is compliant with standard 5.2.a.

Overview

[Article IV, Section 5](#) of the Bylaws of the Board of Trustees (BOT) clearly states that the President has "full authority and responsibility for the operation of the College under the policies and rules and regulations of the Board and of the State Board of Community Colleges, and within the budgets approved by the Board." This is also included in the [President's job description](#).

The President delegates to the 10 members of Executive Council the responsibility of the day-to-day operations of the College's administrative divisions ([Organizational Charts](#)). The President's Executive Council includes:

- *Vice President, Instruction (Chief Academic Officer);
- *Vice President, Administrative Services (Chief Financial Officer);
- *Vice President, Student Development;
- *Vice President, Advancement and Communications;
- *Director, Research and Institutional Effectiveness;
- *Chief Information Officer;

- *Assistant to the President/Faculty;
- *President's Executive Assistant;
- Faculty Association Chairperson ;
- Director, Caswell County Campus Operations.

*Report directly to the President

By directly supervising the Vice President, Instruction/CAO, the President demonstrates ultimate responsibility and appropriate control over **educational programs and services**.

The President demonstrates ultimate responsibility and appropriate control over **student support services** through direct supervision of the Vice President, Student Development.

Through direct supervision of the Vice President, Administrative Services/CFO, the President demonstrates ultimate responsibility and appropriate control over **administrative and fiscal programs and services**.

The President demonstrates ultimate responsibility and appropriate control over **fundraising** through direct supervision of the Vice President, Advancement and Communications.

[Article IV, Section 5](#) of the BOT Bylaws outlines the specific duties of the President. The president will:

- Attend and participate without vote in all meetings of the Board, except where his/her absence is expressly desired when the Board is in executive session, or when his/her absence would be in the best interest of the College;
- Submit recommended policies to the Board when requested to do so by the Board, or when she deems it to be in the best interest of the College;
- Formulate duties and responsibilities of all personnel of the College;
- Appoint advisors to committees of the Board;
- Approve all advisory committees for curriculum programs;
- Appoint all members of the College's program advisory committees;

- Be responsible for the administrative organization and development of managerial aspects in the operation of the College, including the College's fiscal matters;
- Be responsible for developing and maintaining a chart of organization for the College. The administrative and instructional organization chart should be set up to define functions in the College in terms of line and staff responsibility;
- The Board delegates the authority of employing all personnel to the president (G.S.115D-20,(2)), with subsequent Board confirmation of all those who intend to become regular faculty of the College;
- The President or designee will advise the Legislative/Finance Committee and the Board on the financial and budgetary needs of the College;
- The President or designee will advise the Buildings and Grounds Committee and the Board on the planning, construction, and modification of physical facilities;
- The President or designee will advise the Curriculum Committee and the Board in the following broad fields regarding the educational programs and curriculum programs which are deemed to be in the best interest of the citizens of Person County, Caswell County, and the State of North Carolina, which are educationally and financially feasible and are not in conflict with the requirements of the Statutes or the standards of the State Board of Community Colleges:
 - Curricula in vocational, technical, and college transfer areas;
 - Courses and programs in general adult education;
 - Extension courses, in cooperation with the local, state, and/or federal government, or recognized public agencies; and
 - Extension courses and programs for the updating and upgrading of the employed.
- Discharge any other functions, which the Board may delegate to her.

Evidence Attachments

[BOT Bylaws Article IV Section 5_operation of the College_item 5.5.pdf](#)

[BOT Bylaws Article IV Section 5_presidential duties.pdf](#)

[Full College org chart.pdf](#)

[PRESIDENT.pdf](#)

5.2.b Control of Intercollegiate Athletics - Accreditation

The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:

b. The institution's intercollegiate athletics program.

Self Ratings

Compliance

Response

Piedmont Community College does not offer intercollegiate athletic programs; therefore, this standard does not apply.

Evidence Attachments

5.2.c Control of Fund-Raising Activities - Accreditation

The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:

c. The institution's fund-raising activities.

Self Ratings

Compliance

Response

The President of Piedmont Community College (PCC) has ultimate responsibility for, and exercises appropriate control over the institution's fund-raising activities, and thus, is compliant with standard 5.2.c.

Overview

Officers of the Board and their duties are described in [Article IV, Section 5 of the Bylaws of the Board of Trustees](#), which states, "The president will have full authority and responsibility for the operation of the College under the policies and rules and regulations of the Board and of the State Board of Community Colleges and within the budgets approved by the Board."

The [job description](#) for the President of Piedmont Community College (PCC) states the President is responsible for providing "leadership in fund-raising" and has the responsibility to "secure contracts and grants." The President reviews all fund-raising policies and procedures and approves the operating budget of the Advancement department.

In accordance with [N.C.G.S. 115D-20\(9\)](#), the Bylaws of the Board of Trustees, in [Article V, Section 1, item 1.1.9](#), assign the Board the duty "to encourage the establishment of private, nonprofit corporations to support the College." Further, "the president, with approval of the Board, may assign employees to assist with the establishment and operation of such corporation and may make available to the corporation office space, equipment, supplies, and other related resources; provided, the sole purpose of the corporation is to support the

College.” The [organizational chart](#) outlines the President’s ultimate responsibility for and appropriate control over fund-raising. The College’s fund-raising activities are categorized as follows: 1) student fund-raising through the Student Government Association (SGA), 2) external grant applications, and 3) PCC Foundation, Inc. The PCC Foundation is an institution-related entity organized separately from the College and is discussed in the narrative for **Standard 5.3**. As depicted in the organizational chart, the President has delegated the day-to-day oversight of fund-raising to two key vice presidents who report directly to her and serve on the executive council.

Student fund-raising

The President has delegated principal responsibility for the monitoring of all SGA fund-raising activities to the [Vice President, Student Development](#) who accomplishes this through her supervision of the [Director, Student Engagement](#). The Director, Student Engagement functions as the SGA Advisor for the college, and per [PCC Policy 7.9 Student Fundraising](#) has direct oversight of fund-raising activities. The [Vice President, Advancement and Communications](#) provides another level of supervision over SGA fund-raising activities, to ensure that PCC maintains good relationships with key donors.

Student fund-raising must comply with [PCC Policy 7.9 Student Fundraising](#). This policy prohibits solicitation and distribution on the College premises unless authorized by the Vice President, Student Development and Vice President, Advancement and Communications. [Exhibit 7.9](#) of this policy provides a form which must be completed and approved by the SGA advisor and the Vice President, Advancement and Communications. The President relies on these personnel for enforcement and control of student fund-raising activities on behalf of the College. Both vice presidents report directly to the President as indicated by PCC’s Organizational Chart.

External Grant Applications

Additionally, the President has delegated principal responsibility for securing and monitoring all external grants and Foundation activities to the [Vice President, Advancement and Communications](#). The College’s Vice President, Advancement and Communications provides oversight for developing, submitting, and monitoring grant applications. A

contracted grants writer develops grant applications in close coordination with the Vice President Advancement and Communications and the President's Office. The President reviews [grant applications](#) and signs any that require CEO approval before submission. She may also serve as a primary investigator for grant projects. This process ensures that grant activity supports the mission of the College. The President meets monthly with the Vice President, Advancement and Communications to review grants which includes both grant opportunities and post award grants. The Vice President, Advancement and Communications works with the President to prepare and present a report to the Board of Trustees documenting all grant submissions and awards (see [Grants Report](#) and PCC Board of Trustees - Legislative Finance subcommittee [July 20, 2021 minutes](#)).

Foundation

Activities of the Piedmont Community College Foundation are managed and controlled by an independent Board of Directors of up to thirty-two (32) individuals from both counties in the College's service area. Under the supervision of the President, the [Vice President, Advancement and Communications](#) serves as the liaison for the PCC Foundation Board and the Alumni Partnership. She provides oversight of Foundation staff to develop and maintain strong relationships with key donors and to develop strategies to secure major gifts and donations to support the mission of the College. The [Foundation supports](#) the advancement of education of traditional students and lifelong learners in Person and Caswell counties through scholarships, student incentives, ambassador program, and the alumni partnership.

Evidence Attachments

[7.9 Student Fundraising_EC_5.3.2021.pdf](#)

[7-27-21 Foundation Highlights.pdf](#)

[7-27-21 Grants Report.pdf](#)

[BOT Bylaws Article IV Section 5_item 5.5 highlighted.pdf](#)

[BOT Bylaws Article V Section 1_item 1.1.9.pdf](#)

[DIRECTOR, STUDENT ENGAGEMENT.pdf](#)

[Finance Legislative Committee Minutes 7.20.21.pdf](#)

[N.C.G.S. 115D-20\(9\).pdf](#)

[PCC Letter of Assurances - Tobacco Trust Fund Grant.pdf](#)

[Piedmont Community College Student Fundraising Activities Form.pdf](#)

[President Direct Reports - 5.2.c.pdf](#)

[PRESIDENT_jd_fund-raising and grants.pdf](#)

[VICE PRESIDENT, ADVANCEMENT AND COMMUNICATIONS 5.2.c.pdf](#)

[VICE PRESIDENT, STUDENT DEVELOPMENT 5.2.c.pdf](#)

5.3 Institution-Related Entities - Accreditation

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

- a. The legal authority and operating control of the institution is clearly defined with respect to that entity.
- b. The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
- c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Self Ratings

Compliance

Response

The Piedmont Community College (PCC) Foundation is organized separately from PCC and was formed primarily for the purpose of supporting PCC and its programs. The legal authority and operating control of PCC is clearly defined with respect to the PCC Foundation; the relationship of the Foundation to PCC and the extent of any liability arising from that relationship are clearly described in a formal, written manner; and PCC demonstrates that the chief executive officer controls any fund-raising activities of the foundation and the fund-raising activities of the foundation are defined in a formal, written manner which assures that those activities further the mission of the College. Thus, PCC is compliant with Standard 5.3 Institution-Related Entities.

Overview

PCC has one entity, the PCC Foundation, that is separate from the institution. Established in 1978, the PCC Foundation was formed primarily for the purpose of supporting the institution, its programs, and its students.

Published PCC policies are available on the [College's website](#) and are [reviewed by the](#)

[assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

The legal authority and operating control of Piedmont Community College is clearly defined with respect to the Piedmont Community College (PCC) Foundation.

North Carolina General Statute [NCGS_115D-20\(9\)](#) encourages the establishment of private non-profit corporations to support institutions within the North Carolina Community College System. In keeping with this statute, the Piedmont Community College (PCC) Foundation was incorporated in 1979 and is an independent 501 (c)(3) nonprofit corporation ([IRS Determination Letter](#)).

As stated in the Articles of Incorporation ([Article III](#)) of the Piedmont Community College Foundation, Inc. (then the Piedmont Technical Institute Foundation Corporation) signed on December 27, 1978 and the Foundation By-laws ([Article II](#)), the “purpose for which the corporation is organized is for the advancement of the scientific, educational and charitable purposes of Piedmont Community College and its objectives, and for the encouragement and assistance of its students and faculty through the solicitation of private financial support.”

In addition, the Piedmont Community College Alumni Partnership was established by the PCC Foundation in 2004 ([PCC Foundation Board Retreat minutes](#)). A separate cabinet with no more than 17 members directs the actions of Alumni Partnership with approval of the PCC Foundation, including fund-raising activities. The Alumni Partnership encourages alumni to stay involved with the College with its mission to [Serve, Share, and Support](#).

Activities of the Foundation are managed and controlled by an independent Board of Directors of up to thirty-two (32) individuals from both counties in the College’s service area. A formal [Operating Agreement](#) between Piedmont Community College and the PCC Foundation was created in September 2011. The Legislative Committee of the Piedmont Community College Board of Trustees reviewed and approved the Operating Agreement and presented the document to the full PCC Board of Trustees for review and approval during the [January 2012 meeting](#).

The relationship of the PCC Foundation to the College and the extent of any liability arising from that relationship are clearly described in a formal, written manner within the Operating Agreement.

The Operating Agreement ([Section 3](#)) describes the relationship between the two entities, including any related liability. For example, this agreement notes that the Foundation shall be responsible for the satisfaction of its own obligations, debts and liabilities and shall indemnify the College, its governing board, officers, employees from any claims, damages and liabilities. At the same time, the agreement states that the College shall maintain a policy or policies of insurance for the benefit of the Foundation Board, director, and employees. The Operating Agreement mandates that the Foundation conduct an [annual audit](#) of its financial activities ([Operating Agreement, Section 2, item 2.11](#)) and that it assumes responsibility for the audit expense ([Operating Agreement, Section 2, item 2.5](#)).

The institution demonstrates that the chief executive officer controls any fund-raising activities of the foundation and these activities are defined in a formal, written manner which assures they further the mission of the institution.

[PCC Policy 1.6 Board of Trustees and Bylaws](#), includes as Exhibit 1.6 the "Bylaws of the Board of Trustees of Piedmont Community College." In accordance with [N.C.G.S. 115D-20\(9\)](#), the Bylaws of the Board of Trustees assign the Board the duty and power "to encourage the establishment of private, nonprofit corporations to support the College" in [Article V, Section 1, item 1.1.9](#). Further, "the president, with approval of the Board, may assign employees to assist with the establishment and operation of such corporation and may make available to the corporation office space, equipment, supplies, and other related resources; provided, the sole purpose of the corporation is to support the College." The [job description](#) for the President of Piedmont Community College (PCC) states the President is responsible for providing "leadership in fund-raising" and has the responsibility to "secure contracts and grants." The President reviews all fund-raising policies and procedures and approves the operating budget of the Advancement department. The President is actively involved in and monitors all fund-raising activities to ensure that they support the College mission. To further ensure the activities of the Foundation support the College's mission and strategic goals, the President and up to four members of the Board of Trustees, serve as ex-officio

members with voting rights on the Foundation Board ([Operating Agreement, Section 1, items 1.7 and 1.8](#)). Additionally, as seen in the [organizational chart](#), the Vice President, Advancement and Communications is a direct report of the College President.

The Operating Agreement ([Section 2, items 2.1 through 2.4](#)) clearly defines that all funds raised by the Foundation must be used in accordance with the [Mission of the College](#) to transform lives, strengthen community, and inspire individuals to excellence.

The Piedmont Community College Foundation's purpose ([PCC Foundation Corporation Bylaws, Article II](#)), directly speaks to the College's mission by supporting "the advancement of the scientific, educational, and charitable purposes of Piedmont Community College and its objectives, and for the encouragement and assistance of its students and faculty through the solicitation of private financial support." As shown in the [PCC Advancement Update Report](#), much of this support is offered through Scholarship funds (through the scholarship, student incentive and ambassador programs). In addition, lifelong learning of faculty and staff at Piedmont Community College is encouraged by the PCC Foundation with funds specifically designated for this purpose.

Evidence Attachments

[1.6 Board of Trustees and Bylaws_BOT_2.1.2021.pdf](#)

[7-27-21 Advancement-Communications Report.pdf](#)

[Alumni Partnership Bylaws - signed 4.17.18.pdf](#)

[BOT Bylaws Article V Section 1_item 1.1.9.pdf](#)

[BOT Minutes 1.17.2012 approval operating agreement.pdf](#)

[Foundation Board Retreat minutes 2004.PDF](#)

[IRS Determination Letter.pdf](#)

[N.C.G.S. 115D-20\(9\).pdf](#)

[Operating Agreement - PCC and Foundation.pdf](#)

[Operating Agreement - PCC and Foundation_item 2.11.pdf](#)

[Operating Agreement - PCC and Foundation_item 2.5.pdf](#)

[Operating Agreement - PCC and Foundation_items 1.7 and 1.8.pdf](#)

[Operating Agreement - PCC and Foundation_items 2.1 thru 2.4.pdf](#)

[Operating Agreement - PCC and Foundation_section 3.pdf](#)

[PCC articles of incorporation_section III outlined.pdf](#)

[PCC Foundation Bylaws_Section 1_Article II_outlined.pdf](#)

[PDF of Signed Financial Statements.pdf](#)

[policy manual screenshot_1.6.png](#)

[policy review process.pdf](#)

[President Direct Reports - Titles.pdf](#)

[PRESIDENT_jd_fund-raising and grants.pdf](#)

[StrategicPlan_PCC_2021 MVV.pdf](#)

5.4 Qualified Administrative/Academic Officers - Accreditation

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution, and thus PCC is compliant with standard 5.4 Qualified Administrative/Academic Officers.

Overview

The administrative and academic officers of PCC are highly qualified, experienced, and fully capable of leading the College and its programs. Required qualifications of the College's officers are included within each position description; actual qualifications are denoted on the resumes of the person currently holding the position. All personnel members, including administrative and academic officers, are evaluated annually. Position descriptions, resumes, and evaluations are maintained by the Office of Human Resources and Organizational Development.

Hiring Processes at PCC

The Office of Human Resources and Organizational Development maintains current position descriptions for all administrative and academic officers. The position descriptions identify the essential job duties, educational qualifications, and experience required for each position. Each position announcement includes a description of the job duties as well as the minimum educational and work experience requirements. All PCC hiring processes are outlined in [PCC Policy 5.15 Recruitment and Appointment](#). Persons applying for advertised positions must provide proof of academic credentials and work experience related to the position. A hiring team reviews the applicant's documentation of credentials and

experience, and the Office of Human Resources and Organizational Development staff verifies this documentation. This process ensures that the College hires only qualified and competent administrative and academic officers.

Administrative and Academic Officers

The College’s administrative leadership includes the President, members of the executive council, and a few other key positions. *Table 1. Administrative and Academic Officers Roster* (below) provides the academic credentials, links to the resumes, and position descriptions for these individuals.

Table 1. Administrative and Academic Officers Roster

Administrative Position/Name	Academic Credentials	Experience	Position Description
*President Dr. Pamela G. Senegal	EdD, Adult & Community College Education, North Carolina State University	Resume	Position Description
*VP, Instruction/CAO Dr. Barbara Buchanan	PhD, Education, Texas A & M University	Resume	Position Description
*VP, Student Development Dr. Shelly Stone-Moye	EdD, Executive Leadership, Wingate University	Resume	Position Description
*VP, Administrative Services/CFO Beverly Murphy	BS, Business Administration University of North Carolina, Greensboro	Resume	Position Description

*VP, Advancement and Communications Elizabeth Townsend	MA, Public Administration, Framingham State University	Resume	Position Description
*Assistant to the President Lisa Cooley	MS, Mathematics, Virginia Polytechnic Institute and State University	Resume	Position Description
*Director, Research & Institutional Effectiveness Dr. Michele Mathis	EdD, Educational Leadership, UNC Wilmington	Resume	Position Description
*Chief Information Officer (CIO) Jim Tagliareni	MBA, Business Administration Southwest University, Kenner, LA	Resume	Position Description
*Faculty Association Chair, Department Chair, University Transfer & General Education Shannon Turner	MA, Teaching, Averett University Danville, VA	Resume	Position Description
Dean, University Transfer & General Studies Dr. David Townsend	EdD, Adult and Community College Education North Carolina State University	Resume	Position Description
Dean, Health & Wellness Alisa Montgomery	MSN, East Carolina University, Greenville, NC	Resume	Position Description

Dean, Learning Commons Dr. Don Miller	EdD, Higher Education Leadership Wingate University	Resume	Position Description
Dean, Public Safety & Human Services Roy Allen	MJA Methodist University, Fayetteville, NC	Resume	Position Description
Dean, Business Studies & Emerging Technologies Walter Montgomery	MEd, Education Curriculum and Instruction North Carolina Central University	Resume	Position Description
Dean, Enrollment Services Paulita (Tasha) Williams	MAcc, Gardner-Webb University	Resume	Position Description
Director, Federal Programs Rosalind Cross	MBA Franklin University, Columbus, OH	Resume	Position Description
Director, Financial Aid/Veterans Affairs Rachel Johnson	BBA, North Carolina Central University	Resume	Position Description
Controller Laurie Clayton	MHRM and MS, Troy State University, Pensacola, FL	Resume	Position Description

Director, Human Resources & Organizational Development Dr. Julie Gilliam	EdD, Administration & Supervision, Educational Leadership University of Virginia, Charlottesville	Resume	Position Description
*Director, Caswell County Campus Operations Emily Buchanan	MEd in Educational Leadership High Point University, High Point, NC	Resume	Position Description

* Executive Council Member

Evaluation of Administrative and Academic Officers

All personnel members, including administrative and academic officers, are evaluated annually as mandated by [PCC Policy 5.34 Employee Evaluation](#) which is a policy required by the North Carolina State Board of Community Colleges in [1C SBCCC 200.94](#). The President is mandated to have an annual evaluation by the North Carolina State Board of Community Colleges in [1C SBCCC 300.2](#). These processes allow the College to regularly evaluate the job performance of college personnel. Evaluations of administrative and academic officers are conducted annually using the [Staff Performance Evaluation Form](#). The Office of Human Resources and Organizational Development maintains a record of these evaluations.

Twenty-five percent or more of the administrative and academic officers at each level have been sampled. Two years of evaluation examples are provided below.

Evaluation examples:

Vice President - [2021](#), [2020](#)

Dean - [2021](#), [2020](#)

Dean- [2021](#), [2020](#)

Director- [2021](#), [2020](#)

Director- [2021](#), [2020](#)

Director- [2021](#), [2020](#)

Evidence Attachments

[1c_sbccc_200.94_Local College Personnel Policies_employee evaluation highlighted.pdf](#)

[1c_sbccc_300.2__13oct20.pdf](#)

[5.15-Recruitment-and-Appointment-10.2021.pdf](#)

[5.34 Employee Evaluation_EC_11.29.2021.pdf](#)

[A_Montgomery_Resume 2021_Redacted.pdf](#)

[ASSISTANT TO THE PRESIDENT FACULTY.pdf](#)

[BarbaraBuchanan_NCvita_2021 \(1\)_Redacted.pdf](#)

[Beverly Murphy Resume 2021_Redacted.pdf](#)

[CHIEF INFORMATION OFFICER.pdf](#)

[CONTROLLER.pdf](#)

[David Townsend Resume 2021_Redacted.pdf](#)

[Dean 2019 - 2020 Evaluation.pdf](#)

[Dean 2019-2020 Evaluation \(2\).pdf](#)

[Dean 2020-2021 Evaluation \(2\).pdf](#)

[Dean 2020-2021 Evaluation.pdf](#)

[DEAN BUSINESS STUDIES AND EMERGING TECHNOLOGIES.pdf](#)

[DEAN HEALTH WELLNESS.pdf](#)

[DEAN OF ENROLLMENT SERVICES.pdf](#)

[DEAN, LEARNING COMMONS.pdf](#)

[DEAN, PUBLIC SAFETY & HUMAN SERVICES.pdf](#)

[DEAN, TECHNICAL MANUFACTURING PROGRAMS.pdf](#)

[DEAN, UNIVERSITY TRANSFER & GENERAL EDUCATION.pdf](#)

[DEPARTMENT CHAIR, UNIVERSITY TRANSFER & GENERAL EDUCATION.pdf](#)

[Director 2019-2020 Evaluation \(2\).pdf](#)

[Director 2019-2020 Evaluation \(3\).pdf](#)

[Director 2019-2020 Evaluation.pdf](#)

[Director 2020 -2021 Evaluation \(3\).pdf](#)

[Director 2020-2021 Evaluation \(2\).pdf](#)

[Director 2020-2021 Evaluation.pdf](#)

[DIRECTOR OF CASWELL CAMPUS OPERATIONS.pdf](#)

[DIRECTOR RESEARCH AND INSTITUTIONAL EFFECTIVENESS.pdf](#)

[DIRECTOR, FEDERAL PROGRAMS.pdf](#)

[DIRECTOR, FINANCIAL AID AND VETERANS AFFAIRS.pdf](#)
[DIRECTOR, HUMAN RESOURCES & ORGANIZATIONAL DEVELOPMENT.pdf](#)
[Dr. Don Miller Resume 2021_Redacted.pdf](#)
[Dr. Julie Gilliam resume_Redacted.pdf](#)
[Dr. Pamela Senegal Resume_Redacted.pdf](#)
[Elizabeth Townsend resume_Redacted.pdf](#)
[Emily Buchanan resume_Redacted.pdf](#)
[Evaluation-Staff.pdf](#)
[JamesTagliareni_Resume ES_R1_PCC_Redacted.pdf](#)
[L_Cooley_Resume_2021.pdf](#)
[Laurie Clayton Resume 2021_Redacted.pdf](#)
[Michele Mathis resume_Redacted.pdf](#)
[Paulita Williams resume 2021_Redacted.pdf](#)
[PRESIDENT.pdf](#)
[Rachel Johnson resume_Redacted.pdf](#)
[Rosalind Cross Resume 2021_Redacted.pdf](#)
[Roy Allen Resume 2021_Redacted.pdf](#)
[S. Stone-Moye Resume 2021_Redacted.pdf](#)
[Shannon Turner resume 2021_Redacted.pdf](#)
[Vice President 2019-2020 Evaluation.pdf](#)
[Vice President 2020-2021 Evaluation.pdf](#)
[VICE PRESIDENT, ADMINISTRATIVE SERVICES, CFO.pdf](#)
[VICE PRESIDENT, ADVANCEMENT AND COMMUNICATIONS.pdf](#)
[VICE PRESIDENT, INSTRUCTION CHIEF ACADEMIC OFFICER.pdf](#)
[VICE PRESIDENT, STUDENT DEVELOPMENT.pdf](#)
[Walter Montgomery Resume 011.29.21_Redacted.pdf](#)

5.5 Personnel Appointment and Evaluation - Accreditation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel, and thus is compliant with Standard 5.5 Personnel Appointment and Evaluation.

Overview

Institutional policies regarding the appointment, employment, and evaluation of faculty personnel are available to all PCC employees, students, Board members, and the public on the [College's website](#).

Published PCC policies are reviewed by the assigned monitoring authority on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

All PCC policies regarding the appointment, employment, and regular evaluation of personnel apply to all employees, including faculty, staff, and administration. Current employment practices outlined in the PCC policies listed below are consistent with [NCGS 115D-20\(2\)](#) regarding the appointment and employment of non-faculty personnel.

Employment, appointment, and evaluation policies are approved by the Board of Trustees while adhering to the requirements of [State Board Code 1C SBCCC 200.94](#). Procedures are developed by administrative staff to provide guidance for administering policies approved by the Board.

PCC Appointment Practices

As stated in [PCC Policy 2.3 - Affirmative Action and Equal Opportunity Plan](#) Piedmont Community College is committed to equality in employment opportunity and does not discriminate against employees or applicants for employment on the basis of any legally protected status. The College imposes only job-related requirements in all employment and transfer decisions and in all personnel actions. This shall include but not be limited to compensation, benefits, training, social programs, and termination.

As part of the process for each vacancy, the hiring supervisor completes the [Recruitment Requisition Form](#) and the [Position Announcement](#). Both the Request for Personnel and the Position Announcement are forwarded to the appropriate Vice President before submission to the President for approval (full-time only). In circumstances where a position is only internally posted, hard to fill, immediately needed, and/or a result of promotion or reassignment a [Waiver of Recruitment Request](#) must be completed.

The Office of Human Resources and Organizational Development [prepares postings](#) of the employment opportunity. Information regarding current vacancies, job responsibilities, degree requirements, applications, and application submission procedures are available to all employees and the community on the [College's website](#), the [NCCCS website](#), and as appropriate to the position, [job listing websites](#), and [local newspapers](#).

Full-time Staff Appointment Process

The search committee for permanent full-time staff includes the hiring supervisor or their designee (chairperson) and a minimum of three other members. The search committee should be a diverse group of PCC employees or applicable stakeholders with at least one person outside of the position's division.

All committee members are selected by the committee chair and must be approved by the appropriate Vice President and sent to the Office of Human Resources and Organizational Development before the initial review of candidates. Once applications have been received, applications are reviewed by all committee members and each person communicates to

the committee chairperson their [ranking of persons to be interviewed](#). The chairperson completes an [Interview Selection Process Form](#) which identifies candidates to be interviewed.

Once the Interview Committee selects candidates to interview, the Office of Human Resources and Organizational Development arranges an interview date for each candidate. Prior to the interview, the committee chair prepares a list of questions to ask all applicants. Dependent on the position, applicants may also be asked to complete other tasks that verify skills relevant to the position. All interview committee members discuss the qualifications of each candidate, rank each interviewee, and come to an agreement about who will be selected. The candidate selected for hire is noted on the [Interview Selections Process Form](#) and returned to the Office of Human Resources and Organizational Development.

Office of Human Resources and Organizational Development conducts reference checks on the top candidate(s) and provides feedback on any concerns to the interview committee chairperson/hiring supervisor. Upon approval of the President, an [offer of employment](#) is made which includes notification of the required probationary period associated with the position in accordance with [PCC Policy 5.7 Employment Letters and Contracts](#).

Once the approved candidate has accepted the offer, the Office of Human Resources and Organizational Development prepares the appropriate [employment contract](#). New hires are provided an [employment orientation session](#) by the Office of Human Resources and Organizational Development regarding job-related resources and responsibilities in accordance with [PCC Policy 5.26 Orientation for New Faculty and Staff](#). The Board of Trustees is [provided information](#) regarding all newly-hired full-time employees.

Part-time Staff Appointment Process

For part-time and/or temporary faculty, the hiring supervisor may work alone; a search committee is not required. The hiring supervisor or designee reviews all applications and identifies qualified candidates to be interviewed.

Once selected, the hiring supervisor or designee arranges interviews for selected

candidates. Prior to the interview, the hiring supervisor prepares a list of questions to be asked. The candidate selected for hire is approved by the appropriate vice president, noted on the [Part-time or Temporary Hire Recommendation Form](#), and returned to the Office of Human Resources and Organizational Development.

The hiring division conducts reference checks on the selected candidate(s) and provides feedback to the hiring supervisor. A verbal offer of employment is made to the final candidate in accordance with [PCC Policy 5.15 Recruitment and Appointment](#).

Once the approved candidate has accepted the offer, the hiring division prepares the appropriate [employment contract](#). New hires are provided an [employment orientation session](#) by the hiring supervisor or designee regarding job-related resources and responsibilities in accordance with [PCC Policy 5.26 Orientation for New Faculty and Staff](#).

Published Appointment Policies

The PCC Board of Trustees’ policies and supporting procedures regarding the appointment, employment, and evaluation of non-faculty personnel include:

- [PCC Policy 2.3 Affirmative Action and Equal Opportunity Plan](#)
- [PCC Policy 5.6 Salary and Payroll Distribution](#)
- [PCC Policy 5.7 Employment Letters and Contracts](#)
- [PCC Policy 5.15 Recruitment and Appointment](#)
- [PCC Policy 5.26 Orientation for New Faculty and Staff](#)
- [PCC Policy 5.27 Employment of Relatives](#)
- [PCC Policy 5.32 Veterans’ Preference](#)
- [PCC Policy 5.36 Definitions of Employment Categories and Benefits](#)

Table 1. Implementation of Appointment Policies

Policy Number	Evidence Documentation
PCC Policy 2.3 Affirmative Action and Equal Opportunity Plan	Data on race and gender by OCR code

PCC Policy 5.6 Salary and Payroll Distribution	WebAdvisor Pay Advice
PCC Policy 5.6 Salary and Payroll Distribution	Email Regarding Salary Increases
PCC Policy 5.7 Employment Letters and Contracts	Employment Contract
PCC Policy 5.15 Recruitment and Appointment	Recruitment requisition form
PCC Policy 5.15 Recruitment and Appointment	PT Hire Recommendation Form
PCC Policy 5.15 Recruitment and Appointment	Waiver of Recruitment form
PCC Policy 5.15 Recruitment and Appointment	Position Announcement
PCC Policy 5.26 Orientation for New Employees	Completed Orientation Checklist (FT)
PCC Policy 5.26 Orientation for New Employees	Completed Orientation Checklist (PT)
PCC Policy 5.27 Employment of Relatives	Organizational Chart
PCC Policy 5.32 Veterans Preference	Rank Order Sheet
PCC 5.36 Definition of Employment Categories and Benefits	Job Description with Employment Category

PCC Employment Practices

In PCC job postings, potential employees are notified of State Health Plan options, Membership in the Teachers' and State Employees' Retirement System, available types of leave and paid holidays, employee-paid supplemental retirement plans and insurances. Once hired, staff participate in an orientation process which further explains these benefits of employment. Orientation also includes information regarding job expectations, college processes, guidelines, and employee disciplinary procedures used at the College. Staff are expected to participate in professional development activities in order to improve their knowledge and skills.

Published Employment Policies

The PCC Board of Trustees' policies and supporting procedures regarding the employment of faculty members include:

- [PCC Policy 5.3 Compensatory Time Off](#)
- [PCC Policy 5.4.1 Educational Leave](#)
- [PCC Policy 5.4.3 Other Types of Leave without Pay](#)
- [PCC Policy 5.4.4 Military Leave](#)
- [PCC Policy 5.4.5 Annual Leave](#)
- [PCC Policy 5.4.6 Sick Leave](#)
- [PCC Policy 5.4.7 Civil Leave](#)
- [PCC Policy 5.4.8 Workers Compensation and Leave](#)
- [PCC Policy 5.4.9 Institutional Holidays](#)
- [PCC Policy 5.4.12 Funeral Leave](#)
- [PCC Policy 5.5 Other Benefits](#)
- [PCC Policy 5.5.6 Health Insurance](#)
- [PCC Policy 5.7.1 Employee Personnel File](#)
- [PCC Policy 5.8 Resignation or Contract Release](#)
- [PCC Policy 5.12 Secondary Employment](#)
- [PCC Policy 5.14 Political Activities of Employees](#)
- [PCC Policy 5.19 Employee Disciplinary Policy](#)
- [PCC Policy 5.20 Employee Grievance](#)
- [PCC Policy 5.25 Professional Development](#)
- [PCC Policy 5.28 Longevity Pay Plan for College Personnel](#)
- [PCC Policy 5.31 Voluntary Shared Leave](#)
- [PCC Policy 5.33 Reduction in Force](#)

Implementation of Employment Policies

Table 2. Implementation of Employment Policies

Policy Number	Evidence Documentation
PCC Policy 5.3 Compensatory Time Off	Comp Time Record
PCC Policy 5.4.1 Educational Leave	PCC has not had an opportunity to implement this policy since our last reaffirmation.
PCC Policy 5.4.3 Other Types of Leave without Pay	Leave without Pay Request
PCC Policy 5.4.4 Military Leave	PCC has not had an opportunity to implement this policy since our last reaffirmation.
PCC Policy 5.4.5 Annual Leave	Annual Leave Request Form
PCC Policy 5.4.6 Sick Leave	Sick Leave Request Form
PCC Policy 5.4.7 Civil Leave	Civil Leave Request Form
PCC Policy 5.4.8 Workers Compensation and Leave	Worker's Compensation Request Form
PCC Policy 5.4.9 Institutional Holidays	2022-2023 Approved Employee Holidays
PCC Policy 5.4.12 Funeral Leave	Funeral Leave Request Form
PCC Policy 5.5 Other Benefits	Special Bonus Leave
PCC Policy 5.5.6 Health Insurance	Blue Cross Blue Shield Confirmation
PCC Policy 5.7.1 Employee Personnel File	Secure File Location
PCC Policy 5.8 Resignation or Contract Release	Resignation Letter
PCC Policy 5.12 Secondary Employment	Approved Request for Secondary Employment

PCC Policy 5.14 Political Activities of Employees	PCC has not had the opportunity to implement this policy since the last reaffirmation
PCC Policy 5.19 Employee Disciplinary Policy	Employee Disciplinary Process
PCC Policy 5.20 Employee Grievance	Employee Grievance
PCC Policy 5.25 Professional Development	Example PD Events 19-20
PCC Policy 5.28 Longevity Pay Plan for College Personnel	Sample Longevity Pay Report
PCC Policy 5.31 Voluntary Shared Leave	Voluntary Shared Leave Request and Donation
PCC Policy 5.33 Reduction in Force	Reduction in Force Letter

PCC Evaluation Practices

As evidenced below, full-time employees are evaluated annually using a written [Employee Evaluation](#) instrument that assesses eight areas including job knowledge, quality of work, quality of work, initiative, job performance, adaptability/cooperation, sense of responsibility and leadership. For employees whose responsibilities include oversight of others, there is a ninth question to assess supervision skills. As an example, two consecutive years of redacted evaluation forms from employees in eight different areas of the College are provided in *Table 3. Implementation of Evaluation Policies* below.

Published Evaluation Policy

The PCC Board of Trustees' policies and supporting procedures regarding the employment of faculty members includes:

- [PCC Policy 5.34 Employee Evaluation](#)

Implementation of Evaluation Policy

Table 3. Implementation of Evaluation Policies

Department	2019-2020	2020-2021
Business Office	2019-2020 Evaluation	2020-2021 Evaluation
Child Development Center	2019-2020 Evaluation	2020-2021 Evaluation
University Transfer & General Education	2019-2020 Evaluation	2020-2021 Evaluation
Business Studies & Emerging Technologies	2019-2020 Evaluation	2020-2021 Evaluation
Financial Aid & Veterans Affairs	2019-2020 Evaluation	2020-2021 Evaluation
Student Development	2019-2020 Evaluation	2020-2021 Evaluation
Cultural Arts	2019-2020 Evaluation	2020-2021 Evaluation
Advancement	2019-2020 Evaluation	2020-2021 Evaluation

Evidence Attachments

[18-19 FT staff contract.pdf](#)

[19-20 PT staff contract.pdf](#)

[1c_sbccc_200.94_Local College Personnel Policies.pdf](#)

[2.3 Affirm Action-Equal Opportunity_EC approved 8.3.2020.pdf](#)

[2022-2023 EMPLOYEE HOLIDAYS.docx](#)

[5.12 Secondary Employment__BOT_8.3.2021.pdf](#)

[5.14 Political Activities of Employees__BOT_11.2.2021.pdf](#)

[5.15 Recruitment and Appointment__EC_10.4.2021.pdf](#)

[5.15 Recuritment and Appointment_offer section.pdf](#)

[5.19 Employee Disciplinary Policy \(FINAL EC 12.3.2018\).pdf](#)

[5.20 Employee Grievance Policy_EC approved 8.3.2020.pdf](#)

[5.25 Professional Development__EC_11.29.2021.pdf](#)
[5.26 Orientation for New Faculty and Staff__EC_11.29.2021.pdf](#)
[5.27 Employment of Relatives__BOT_11.2.2021.pdf](#)
[5.28 Longevity Pay Plan for College Personnel__BOT_11.2.2021.pdf](#)
[5.3 Compensatory Time Off_EC_6.22.2021.pdf](#)
[5.31 Voluntary Shared Leave__BOT_11.2.2021.pdf](#)
[5.32 Veterans Preference__EC_10.4.2021.pdf](#)
[5.33 Reduction in Force__EC_10.18.2021.pdf](#)
[5.34 Employee Evaluation_EC_11.29.2021.pdf](#)
[5.36 Definition of Employment Categories and Benefits__EC_10.4.2021.pdf](#)
[5.4.1 Educational Leave_EC_3.15.2021.pdf](#)
[5.4.12-Funeral-Leave-4.5.2021.pdf](#)
[5.4.3 Other Types of Leave without Pay_BOT_5.4.2021.pdf](#)
[5.4.4 Military Leave_EC_3.15.2021.pdf](#)
[5.4.5 Annual Leave_BOT_5.4.2021.pdf](#)
[5.4.6 Sick Leave__EC_10.4.2021.pdf](#)
[5.4.7 Civil Leave_EC_4.5.2021.pdf](#)
[5.4.8 Workers Compensation and Leave__EC_10.18.2021.pdf](#)
[5.4.9 Institutional Holidays__ EC_10.4.2021.pdf](#)
[5.5 Other Benefits__EC_8.30.2021.pdf](#)
[5.5.6 Health Insurance__BOT_11.2.2021.pdf](#)
[5.6 Salary and Payroll Distribution__BOT_11.2.2021.pdf](#)
[5.7 Employment Letters and Contracts_EC_12.20.2021.pdf](#)
[5.7 Employment Letters and Contracts_offer letter and probation info_FT.pdf](#)
[5.7 Employment Letters and Contracts_probation info_PT.pdf](#)
[5.7.1 Employee Personnel File_BOT approved 2.2.2021.pdf](#)
[5.8 Resignation or Contract Release_BOT_11.2.2021.pdf](#)
[annual leave-staff.pdf](#)
[BCBS Confirmation.pdf](#)
[birthday leave-staff.pdf](#)
[bonus leave-staff.pdf](#)
[BOT minutes_11.2.2021_personnel.png](#)
[College Website_Chapter 5 policy list_screenshot.png](#)
[comp card.pdf](#)

[completed funeral leave request.pdf](#)
[Courier-Times_12.16.2021_classifieds.png](#)
[DIRECTOR, CENTER FOR EXCELLENCE AD.pdf](#)
[DIRECTOR, CENTER FOR EXCELLENCE PA.pdf](#)
[employee discipline.pdf](#)
[employee grievance.pdf](#)
[Eval BSET Staff 2020.pdf](#)
[Eval BSET Staff 2021.pdf](#)
[Eval business ofc staff 2020.pdf](#)
[Eval business ofc staff 2021.pdf](#)
[Eval CDC staff 2020.pdf](#)
[Eval CDC staff 2021.pdf](#)
[Eval Cultural Arts staff 2020.pdf](#)
[Eval Cultural Arts staff 2021.pdf](#)
[Eval FA staff 2020.pdf](#)
[Eval FA staff 2021.pdf](#)
[Eval SD 2020-2021.pdf](#)
[Eval SD staff 2020.pdf](#)
[Eval staff Advancement 19-20.pdf](#)
[Eval staff Advancement 20-21.pdf](#)
[Eval Staff Occ Tech 2020.pdf](#)
[Eval Staff Occ Tech 2021.pdf](#)
[Eval staff UTGE 2020.pdf](#)
[Eval staff UTGE 2021.pdf](#)
[Eval tech.man staff 2019.pdf](#)
[Eval tech.man staff 2020.pdf](#)
[Evaluation-Staff.pdf](#)
[FT staff offer Letter 12-20-21.pdf](#)
[FT staff offer Letter 12-20-21.pdf](#)
[Hire Recommendation \(PT or Temp or Overload\).pdf](#)
[Hire Recommendation PT staff.pdf](#)
[HR BUSINESS ANALYST PA.docx](#)
[Indeed job listings.PNG](#)
[Interview Selection Process Form.docx](#)

[Job description_FSP position number.pdf](#)
[Jury duty leave form.pdf](#)
[leave without pay request.pdf](#)
[Legislative update - salary bonus information_email sent 12.13.2021.png](#)
[longevity report.pdf](#)
[N.C.G.S. 115D-20\(2\).jpg](#)
[NCCCS job listing staff.PNG](#)
[OCR Report 12.2021.pdf](#)
[Orientation checklists.pdf](#)
[Part Time HR Onboard staff.pdf](#)
[Part Time HR Onboard.pdf](#)
[Pay Advice - Online Access.pdf](#)
[PCC job listings.PNG](#)
[policy review process.pdf](#)
[PT orientation checklist.pdf](#)
[Rank Order Sheet.pdf](#)
[Rank_Order_Staff.pdf](#)
[Recruitment Requisition Form.pdf](#)
[Resignation_Exit_Procedures.pdf](#)
[Screenshot of PD events 19-20.PNG](#)
[Secure files.pdf](#)
[Sick leave request-staff.pdf](#)
[Staff FT Orientation Checklist.pdf](#)
[Staff Recruitment Requisition.pdf](#)
[Staff secondary employment request.pdf](#)
[Staff_RIF.pdf](#)
[Student Development - employment of relatives.pdf](#)
[VSL-staff \(request and donation\).pdf](#)
[Waiver of Recruitment Request Food Service Manager.pdf](#)
[Waiver of Recruitment Request Template.pdf](#)
[Workers Comp Leave Form.pdf](#)

6.1 Full-Time Faculty - Accreditation

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) employs an adequate number of full-time-instructing (FT) faculty to support its mission and goals, and thus, is compliant with Core requirement 6.1 Full-Time Faculty.

Overview

PCC recognizes the importance of full-time faculty in providing instruction, services, and support to students in support of the College's [mission and goals](#). Employing an adequate number of full-time faculty who are available to fulfill the needs of the College and its students is critical. Faculty at PCC teach classes, serve on committees, recruit/advise students, and participate in the planning and evaluation processes. To facilitate understanding of the demands on faculty time, PCC uses comparison data from other community colleges of comparable size/student enrollment.

Faculty Teaching Load

The duties and expectations of full-time faculty are outlined both in [PCC Policy 5.22-Teaching Load](#) and in the [Faculty Handbook](#). Per PCC policy, faculty are required to work a 39-hour workweek. Within each workweek, all full-time faculty are required to teach within the range of 18-28 contact hours per semester. Faculty required to teach 18-21 hours tend to have higher enrollment in their courses and are generally in general education fields, whereas those teaching at the higher end of contact hours are predominantly in CTE areas that have smaller classes which require significant time for labs, clinicals, and/or hands-on learning demonstrations/simulations. For instance, for the Fall 2021 semester, there were

three full-time English faculty, each teaching an average of five 3-hour courses in a semester; 80% (16) of the sections were taught by full-time faculty members, while 20% (4) were taught by adjuncts. Of the 20 credit-bearing English (ENG) sections offered during the Fall 2021 semester, there were 374 students enrolled, for an average of 19 students per section. By comparison, in Fall 2021, there were 18 sections of Cosmetology offered at PCC. In total, 70 students were enrolled across the 18 sections, which approximates an average of 4 students per section. Because of the nature of this discipline, some sections are taught concurrently, and often, when students are working in the salon on their skills, there is a lot of team teaching that occurs. Thus, full-time Cosmetology faculty tend to be at the higher end of contact hours, as they have fewer students, have more lab time, and commonly co-teach with their colleagues. Others, most notably general education faculty, have higher course enrollments and do not utilize labs and co-teaching as some CTE disciplines do, so they teach fewer contact hours.

Along with ensuring PCC employs an adequate number of full-time faculty to meet the mission and goals of the institution, the College makes concerted efforts to ensure full-time faculty have a reasonable workload. As described in the [Faculty Handbook](#), based on enrollment and institutional need, faculty, if they wish to do so, may teach one additional course as an overload. The overload contract is approved by the instructional dean. For faculty who are required to teach 18-21 hours (i.e. general education, business, nursing, etc.), an overload contract would be issued beginning with a twenty-second contact hour. For those who traditionally teach at the higher end of contact hours due to extensive labs and lower-enrollment courses (i.e. Welding, Cosmetology), an overload would be issued beginning with the twenty-ninth contact hour. In extreme extenuating circumstances, a faculty member may teach more than one additional course, but that must get approval from the Vice President, Instruction. The overload policy was put into effect to ensure full-time faculty have a reasonable workload. While there are occasionally opportunities for faculty to teach an additional course, the College tries to limit this to one course, so that: (1) the faculty workload remains reasonable, and (2) academic integrity is maintained across all course sections.

Another mechanism PCC uses to assess the extent to which its full-time faculty is adequate is through benchmarking with peer institutions. *Table 1. Comparison Data* highlights the most recent academic year (AY 2020-21) IPEDS faculty employment data. The table

features all two-year institutions in the North Carolina Community College System (NCCCS) with curriculum enrollment between 1,000 and 2,000 students. These institutions (15 in total, including PCC) have enrollments as low as 1,048 ([McDowell Technical Community College](#)) and as high as 1,922 ([Rockingham Community College](#)). With respect to comparable-sized institutions within the NCCCS, PCC ranks 11th of the 15 schools in *Table 1. Comparison Data* with an unduplicated headcount of 1,329 students. Despite ranking 11th in terms of enrollment, when factoring in all of the colleges with similar enrollment, with respect to full-time faculty, **PCC ranks first**. As shown in *Table 1. Comparison Data*, the IPEDS data highlights that PCC employed 46 full-time faculty and 47 part-time faculty in the 2020-21 academic year; thus, PCC employed just under 50% full-time faculty, making it the highest of all comparable-sized institutions in the NCCCS.

In addition to PCC employing the highest percentage of full-time faculty of all its peer institutions, PCC also makes consistent, concerted efforts to ensure class sizes are small. The most recent IPEDS report denotes that the student-to-faculty ratio at PCC for AY 2020-21 was 13 to 1, which puts us in line with our peer institutions. To better address the standard, PCC used the IPEDS data to calculate the student to full-time faculty ratio. As indicated in *Table 1. Comparison Data (Fall 2020)*, the student-to-full-time faculty ratios for PCC and its peer institutions range from 21 to 1 (Carteret Community College, Edgecombe Community College, and Southeastern Community College) to 41 to 1 (Wilson Community College). PCC’s student-to-full-time faculty ratio of 29 to 1 positions the college in between the high and low ends within the peer group. While some general education course enrollments exceed the 29 to 1 ratio, many courses are well below that ratio (i.e. developmental courses, some Health and CTE courses, etc.).

Table 1. Comparison Data (Fall 2020)

College	Enrollment (Undup. Headcount)	# of Full-Time Faculty	# of Part-Time Faculty	% Faculty Full-Time Status	Student - Faculty Ratio (All)	Student - Faculty Ratio (Full-time)
---------	-------------------------------	------------------------	------------------------	----------------------------	-------------------------------	-------------------------------------

<u>Piedmont Community College</u>	1,329	46	47	49.5%	13 to 1	29 to 1
<u>Beaufort County Community College</u>	1,382	49	215	18.6%	9 to 1	28 to 1
<u>Bladen Community College</u>	1,057	42	70	37.5%	11 to 1	25 to 1
<u>Brunswick Community College</u>	1,553	46	225	17.0%	10 to 1	34 to 1
<u>Carteret Community College</u>	1,347	63	105	37.5%	8 to 1	21 to 1
<u>Edgecombe Community College</u>	1,459	70	92	43.2%	11 to 1	21 to 1
<u>Haywood Community College</u>	1,440	56	175	24.2%	8 to 1	26 to 1
<u>James Sprunt Community College</u>	1,202	36	133	21.3%	9 to 1	33 to 1

<u>McDowell Technical Community College</u>	1,048	41	90	31.3%	8 to 1	26 to 1
<u>Robeson Community College</u>	1,828	78	175	30.8%	16 to 1	23 to 1
<u>Rockingham Community College</u>	1,922	58	145	28.6%	13 to 1	33 to 1
<u>Sampson Community College</u>	1,492	67	94	41.6%	10 to 1	22 to 1
<u>Southeastern Community College</u>	1,271	60	68	46.9%	12 to 1	21 to 1
<u>Western Piedmont Community College</u>	1,792	67	158	29.8%	10 to 1	27 to 1
<u>Wilson Community College</u>	1,862	45	140	24.3%	11 to 1	41 to 1

The data referenced above comes from the most recent IPEDS data. While PCC’s overall full-time faculty employment, as indicated above, hovers around 50%, as further delineated in the narrative for **Standard 6.2b**, at PCC, full-time faculty are responsible for the vast

majority of courses taught at the College. *Table 2. Program Sections by Faculty* further highlights PCC's commitment to ensuring full-time faculty comprise the majority of curriculum instructional offerings at the College.

Table 2. Program Sections by Faculty

Program Area	Total # of Sections	# Taught by FT Faculty	# Taught by PT Faculty	% Taught by FT Faculty
Accounting & Business**	15	14	1	93%
Agribusiness Technology	7	7	0	100%
Associate Degree Nursing	8	8	0	100%
Cosmetology***	18	13	5	72%
Criminal Justice Technology	16	16	0	100%
Digital Effects & Animation Technology	8	8	0	100%
Early Childhood Education	12	5	7	42%
Electrical, Industrial Systems, & Mechatronics**	11	0	0	100%
Gunsmithing***	19***	19	0	100%

Healthcare Management Technology	4	4	0	100%
Human Services Technology	7	6	1	86%
Information Technology	18	9	9	50%
Medical Assisting	13	13	0	100%
Medical Office Administration	1	1	0	100%
Nurse Aide	1	0	1	0%
Office Administration	5	0	5	0%
Public Safety Administration	2	0	2	0%
University Transfer*	134	83	51	62%
Welding***	51	47	4	92%

* denotes all courses within the division are combined.

** denotes degree programs are combined because there are shared faculty among similar programs.

*** denotes classes run concurrently, so the number of sections appears high; several levels are happening within one class/section.

As shown in *Table 2. Program Sections by Faculty*, for the Fall 2021 semester, there were a total of 374 sections of courses offered at PCC across all of its curriculum programs (or 350,

as reflected in the table, when excluding independent studies). Some programs have 100% of their course offerings taught by full-time faculty, while most programs have a majority of the instruction taught by full-time faculty members. Only a select few programs have less than 50% of its instruction generated by full-time faculty, and in these few cases, there is a very strong adjunct pool which consistently provides high-quality instruction in these areas. Of the 350 sections referenced in *Table 2. Program Sections by Faculty*, full-time faculty taught 264-- or 75.5%-- of those courses, while part-time faculty taught the remaining 24.5% (86) of the course sections..

To further illustrate the adequacy of our full-time faculty in supporting the mission of the College, PCC examined a comparison of credit hours associated with full-time versus part-time instructors. Of the curriculum course sections offered at PCC during the Fall 2021 semester, only 27% (2746) of the credit hours delivered weekly were taught by part-time instructors, with the vast majority, 73% (7415 weekly hours) of instruction being delivered by full-time faculty.

Additional Support for the Mission

While teaching is at the core of the faculty's responsibilities, per PCC's [mission](#), "Piedmont Community College transforms lives, strengthens community, and inspires individuals to excellence." The College realizes that, in order to accomplish this, faculty must have roles outside of the classroom. Thus, PCC full-time faculty are required to work a [39-hour workweek](#) and teach 18-28 hours within a semester. (The number of contact hours depends on the discipline/area, as outlined in the section above and as delineated in the [Faculty Handbook](#)). In addition to teaching their courses, full-time faculty are required to engage in other forms of institutional service, which are further described below, and are aligned with the College's mission.

Committee Service

In addition to teaching duties, full-time faculty also are involved in other areas of the College. There are a total of 43 faculty positions distributed throughout the 13 institutional committees. At the beginning of Fall 2021, there were 45 full-time curriculum faculty members ([Fall 2021 Faculty Roster](#)). Of those 45 individuals, 82.2% (37 faculty) served on

one or more institutional committees ([AY 2021-22 Institutional Standing Committee Directory](#)). Coupled with service on institutional standing committees, as outlined in [PCC Policy 6.34- Program Advisory Committees](#), PCC faculty, particularly in the career, technical, and health fields, participate regularly in advisory committees for their programs with local businesses, industries, and other key stakeholders. Sample advisory committee meeting minutes can be found in [Sample 1](#), [Sample 2](#), [Sample 3](#), [Sample 4](#), and [Sample 5](#). With faculty serving on all standing institutional committees, as well as on program advisory committees, this highlights one of several key forms of institutional service they provide outside of their teaching responsibilities.

Curriculum Committee

As referenced in the above section, committee service is one of the key responsibilities, outside of teaching, that faculty are involved in, and one of PCC's most important standing institutional committees is the Curriculum Committee. The Curriculum Committee discusses, reviews, recommends, and approves all curriculum program changes at the College. This committee, which meets monthly, is comprised of at least three faculty members from various disciplines across the College ([Curriculum Committee Membership](#)). Thus, faculty have a voice in all programmatic decisions at the College, several faculty members are on this important College committee.

Assessment

Another important responsibility for full-time faculty outside of teaching concerns assessment. While assessment takes place within each instructor's course, as outlined in [PCC Policy 6.2-Programs of Study](#), faculty are required to take part in Program Area Outcomes (PAOs) each semester (formerly called SLOs) and the College's intensive [Program Area Review \(PAR\) process](#) every five years. Examples of this process can be found below:

[Example PAO - Criminal Justice Technology 2020-2021](#)

[Example PAO - Associate in Fine Arts 2020-2021](#)

[Example PAR - Industrial Systems 2020-2021](#)

[Example PAR - Digital Effects & Animation Technology 2020-2021](#)

Advising, Recruitment, and Outreach

Finally, in addition to teaching, many faculty also serve as academic advisors ([Average Advising Load](#), AY 21-22). Faculty advisors meet with students at various points throughout each semester to talk with students about their academic progress, register for classes, and check to ensure students have all the resources they have to be successful at PCC (and beyond). Advisors then take note of these advising sessions in the College's advising/retention platform, [AVISO](#). For the academic year 2021-22, excluding dual enrollment students who have their own non-faculty academic advisors, there were 43 Faculty advisors for AY 21-22. The average advising load among faculty for the year was between 17 and 18 students; for the Spring 2022 semester, the average caseload is around 14 students. Some advisors have a smaller caseload (fewer than 10 advisees) due to the enrollment in their respective programs, while others have a higher caseload. For the Spring 2022 semester, for instance, no full-time faculty member had an advising caseload higher than 35 students; the vast majority of faculty have caseloads between 10 and 20 students. Many faculty do serve as advisors, but a few do not. Typically, new hires/first-year instructors are not assigned an advising caseload, so they can become acclimated to teaching and the campus environment. Academic deans, in consultation with Student Development, work together to ensure advising caseloads are as equitable as possible, realizing that in some cases, due to program enrollments, some caseloads may be slightly higher than others.

In addition to academic advising, select faculty also have coordination, recruitment, and outreach responsibilities as part of their job descriptions. For example, the [Department Chair, University Transfer and General Education](#); [Coordinator/Instructor, Medical Assisting](#); and [Art Instructor](#) positions are faculty positions but have coordination, recruitment, and/or outreach responsibilities as part of the job descriptions. Whether it be working to recruit students, coordinating and providing oversight for curriculum programs, sponsoring a campus club or organization, or working with external entities and agencies, faculty often have these responsibilities as part of their jobs, and, as is evident in the three examples above, these duties are outlined in their job descriptions.

Summary

PCC is compliant with core requirement 6.1, as the College employs an adequate number of full-time faculty members to support the mission and goals of the institution. While teaching is at the core of faculty's job responsibilities, in order to fulfill the College's mission fully, the College recognizes institutional service (i.e. in institutional standing committees, program advisory committees, assessment, academic advising, recruitment, and outreach) is an integral part of the faculty's role and their 39-hour workweek.

PCC's [faculty roster](#) shows that, as of Fall 2021, the College employed 45 full-time faculty. The faculty members teach their required course loads and engage in various forms of institutional service (as required by their varying positions). The number of faculty is sufficient to meet the needs of students, fulfill the needs of the College, and support PCC's mission. An examination of faculty and their roles in program review, quality, and integrity is further explored in the narrative for **Standard 6.2.b**.

Evidence Attachments

[20.21 Final Report DEAT.pdf](#)

[20.21 Final Report Industrial Sys.pdf](#)

[2021-2022 Institutional Standing Committees__EC_Dec_2021.pdf](#)

[5.22-Teaching-Load-2021.pdf](#)

[6.2-Programs-of-Study-2021.pdf](#)

[6.34-program-advisory-committee-2021.pdf](#)

[Advisory Committee_Business and Accounting.pdf](#)

[Advisory Committee_Criminal Justice.pdf](#)

[Advisory Committee_Gunsmithing.pdf](#)

[Advisory Committee_Health & Wellness.pdf](#)

[Advisory Committee_Welding.pdf](#)

[ART INSTRUCTOR.pdf](#)

[Associate in Fine Arts 2020-2021.pdf](#)

[average advisor load.pdf](#)

[Beaufort County Community College.pdf](#)

[Bladen Community College.pdf](#)

[Brunswick Community College.pdf](#)

[Carteret Community College.pdf](#)

[Coordinator -Medical Assisting Job Description.pdf](#)
[Criminal Justice Technology 2020-2021.pdf](#)
[Curriculum Committee Document.pdf](#)
[DEPARTMENT CHAIR, UTGE.pdf](#)
[Edgecombe Community College.pdf](#)
[Faculty Handbook - AY 21-22- Page 12.pdf](#)
[Faculty Handbook - AY 21-22.pdf](#)
[Full-Time Faculty, Fall 2021.pdf](#)
[Guidelines PAR.pdf](#)
[Haywood Community College.pdf](#)
[James Sprunt Community College.pdf](#)
[McDowell Technical Community College.pdf](#)
[Piedmont Community College.pdf](#)
[Robeson Community College.pdf](#)
[Rockingham Community College.pdf](#)
[Sampson Community College.pdf](#)
[Screenshots from Aviso_Redacted.pdf](#)
[Southeastern Community College.pdf](#)
[StrategicPlan_PCC_2021 MVV.pdf](#)
[Western Piedmont Community College.pdf](#)
[Wilson Community College.pdf](#)

6.2.a Faculty Qualifications - Accreditation

For each of its educational programs, the institution:

- a. Justifies and documents the qualifications of its faculty members.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) justifies and documents the qualifications of its faculty members and follows the guidance provided by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and thus is compliant with Standard 6.2.a Faculty Qualifications.

Overview

PCC recognizes that qualified faculty members are necessary to carry out the College's mission and to maintain quality and integrity of its academic programs. To this end, PCC has developed a comprehensive Faculty Credentialing Manual to ensure that faculty employed at PCC hold the necessary qualifications for their teaching assignments. Such qualifications are included in job postings for both full- and part-time faculty positions. Once selected for hire, a Credentials Review Form is completed and approved at multiple levels.

PCC Faculty Credentialing Manual

To ensure all instructional programs are staffed with qualified faculty, PCC utilizes a [Faculty Credentialing Manual](#), which outlines the minimum qualifications for faculty in each of its programs. Using SACSCOC guidelines, the PCC Credentialing Manual outlines the following requirements for PCC faculty:

- Faculty teaching general education courses should possess a doctorate or a master's degree in the teaching discipline or a master's degree with a concentration in the

teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

- Faculty teaching associate degree courses designed for transfer to a baccalaureate degree should possess a doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses *not* designed for transfer to the baccalaureate degree should have a bachelor's degree in the teaching discipline or an associate's degree and demonstrated competencies in the teaching discipline.

PCC's [Faculty Roster Form](#) further illustrates how PCC utilizes SACSCOC guidelines to ensure its faculty are qualified to teach in their respective areas. Faculty who remain employed with the College and currently teach courses with the same content and on the same level as taught at the time of our 2013 reaffirmation cycle are listed on the [Faculty from Prior Review Form](#).

Job Postings

Whenever a faculty position is available, the College advertises the position on the [College's webpage](#), in [local newspapers](#), and on several [job websites](#). All PCC position advertisements prominently feature the required qualifications on the listing. Over the past year, 8 full-time positions have been advertised at PCC (Most of these were in the general education area and Nursing due to retirements and enrollment growth); each of those job postings, which feature the minimum qualifications, are highlighted below.

[Chemistry Instructor](#)

[Criminal Justice Instructor](#)

[Education Instruction/Articulation Coordinator](#)

[English Instructor \(2 positions\)](#)

[Human Services Technology Instructor](#)

[Nursing Instructor \(9 month\)](#)

[Nursing Instructor \(12 month\)](#)

Part-time faculty positions are advertised on an ongoing basis on the PCC webpage. Like

full-time positions, part-time faculty advertisements also list the required qualifications, which are aligned with SACSCOC guidelines and PCC's Credentialing Manual. Sample part-time postings from the PCC webpage are listed below.

[Art Instructor, Part-Time](#)

[Biology Instructor, Part-Time](#)

[Cosmetology Instructor, Part-Time](#)

[Game Design & Simulation Instructor, Part-Time](#)

[Sociology Instructor, Part-Time](#)

Faculty Applications

Full-Time Faculty

Once a full-time faculty position has been posted for thirty days, the applications are then sent to a hiring committee, which is chaired by either the instructional dean or their designee. The committee reviews the applications and selects candidates to interview (based on their credentials, cover letters, and application packets). The instructional dean is responsible for verifying the candidate's credentials (via transcripts, work experience, the PCC Credentialing Manual).

Part-Time Faculty

Most part-time teaching opportunities are advertised year-round on the PCC website, so there is a continuous pool of applicants. As needs arise within a particular discipline, the instructional dean or their designee will conduct interviews to fill a part-time need. For part-time faculty, the College does not utilize hiring committees, but it remains the dean or their designee's responsibility to verify the credentials of the part-time faculty member prior to hiring an individual.

Credential Review

For both full-time and part-time instructors, once an individual has been selected for hire, a [Credentials Review Form](#) must be completed. This form is approved by the instructional

dean, the Vice President, Instruction/CAO, and a representative from the Office of Human Resources and Organizational Development. To highlight PCC's process, completed Credentials Review Forms for the full-time faculty referenced above, as well as select part-time faculty (representing each of the instructional areas who have hired faculty within the last year), can be found below:

Full-Time Faculty

[Chemistry Instructor](#)

[Criminal Justice Instructor](#)

[English Instructor \(Position 1\)](#)

[English Instructor \(Position 2\)](#)

[Human Services Technology Instructor](#)

[Nursing Instructor \(9 month\)](#)

[Nursing Instructor \(12 month\)](#)

Part-Time Faculty

[Accounting Instructor](#)

[Criminal Justice Instructor](#)

[Biology Instructor](#)

[Human Services Technology Instructor](#)

[Mathematics Instructor](#)

While applicants can submit unofficial transcripts as part of the application process, upon hire, faculty are required, per [PCC's Credentialing Manual](#), to submit official copies of their academic transcripts to the Office of Human Resources and Organizational Development. Official transcripts are reviewed and filed in employee personnel files. To further illustrate PCC's process for justifying and documenting the qualifications of its faculty, redacted copies of transcripts for the employees hired for each of the aforementioned positions are included below.

Full-Time Faculty

[Chemistry Instructor](#)

[Criminal Justice Instructor](#)

[English Instructor, Position 1](#)

[English Instructor, Position 2](#)

[Human Services Technology Instructor](#)

[Nursing Instructor \(9 month\)](#)

[Nursing Instructor \(12 month\)](#)

Part-Time Faculty

[Accounting Instructor](#)

[Biology Instructor](#)

[Criminal Justice Instructor](#)

[Human Services Technology Instructor](#)

[Mathematics Instructor](#)

While the overwhelming majority of faculty have the minimum qualifications set forth in SACSCOC guidelines and in PCC's Credentialing Manual, there is a process outlined in the manual for [credentialing faculty by portfolio](#). For individuals who may lack the recommended degree to teach in a particular discipline but who may otherwise have extensive work experience, relevant industry experience, and/or key professional licenses and/or certifications that would make them well-qualified to teach in that area, PCC allows individuals to highlight their credentials/experience via a portfolio, which can help credential them to teach in that area.

Currently, two faculty (one full-time and part-time) working at PCC have been credentialed via portfolio, and each of them are within the Welding instructional area. Portfolios for these PCC faculty can be found below.

- [Portfolio 1- Welding](#)
- [Portfolio 2- Welding](#)

From the very beginning of PCC's process of recruiting faculty via job advertisements, each position lists minimum requirements, which align with SACSCOC guidelines and PCC's

Credentialing Manual. PCC follows the procedures outlined in its Credentialing Manual for all full-time and part-time faculty, which ensures the qualifications of all faculty are justified and documented. Therefore, PCC is in compliance with 6.2.a.

Evidence Attachments

[Adjunct Instructor_Art.pdf](#)

[Adjunct Instructor_Biology.pdf](#)

[Adjunct Instructor_Cosmetology.pdf](#)

[Adjunct Instructor_Game Design.pdf](#)

[Adjunct Instructor_Sociology.pdf](#)

[Courier-Times_12.16.2021_classifieds.png](#)

[Credential Form - Biology J Haskins.pdf](#)

[Credential Form - Criminal Justice J Howe.pdf](#)

[Credential Form - Human Services K Oakley.pdf](#)

[Credential Form - Math K Cantrel.pdf](#)

[Credential Form Accounting Lefevers.pdf](#)

[Credential Form Chemistry S Calderon.pdf](#)

[Credential Form Criminal Justice H White.pdf](#)

[Credential Form Education Ruffin.pdf](#)

[Credential Form English Fry.pdf](#)

[Credential form Instructor English R Smith.pdf](#)

[Credential form Instructor Nursing SN.pdf](#)

[Credential Form Nursing J Atkins.pdf](#)

[Credential Form Nursing M Papp.pdf](#)

[Credential Form IT R Parker.pdf](#)

[Credentialing by Portfolio.pdf](#)

[Credentialing Form_Human Services.pdf](#)

[Credentials Review Form.pdf](#)

[Faculty from Prior Review2.pdf](#)

[Indeed job listings.png](#)

[INSTR CHEMISTRY PA.pdf](#)

[INSTR CJ PA.pdf](#)

[INSTR EDUCATION-ARTICULATION COORD PA.pdf](#)

[INSTR ENGLISH PA.pdf](#)

[INSTR INFORMATION TECHNOLOGY PA.pdf](#)
[INSTRUCTOR ADN 12-MONTH PA.pdf](#)
[INSTRUCTOR ADN 9 MONTH PA.pdf](#)
[INSTRUCTOR-PROGRAM COORDINATOR HUMAN SERVICES PA \(002\).pdf](#)
[PCC Faculty Credentialing Manual.pdf](#)
[PCC FACULTY ROSTER2.21.22.pdf](#)
[PCC job listings.png](#)
[Portfolio_Redacted_02 \(WLD\).pdf](#)
[Process for Obtaining Faculty Transcripts_FC Manual.pdf](#)
[Transcripts_Redacted_Accounting.pdf](#)
[Transcripts_Redacted_Biology.pdf](#)
[Transcripts_Redacted_Chemistry.pdf](#)
[Transcripts_Redacted_CJC.pdf](#)
[Transcripts_Redacted_Criminal Justice.pdf](#)
[Transcripts_Redacted_English_1.pdf](#)
[Transcripts_Redacted_English_2.pdf](#)
[Transcripts_Redacted_HSE.pdf](#)
[Transcripts_Redacted_Human Services.pdf](#)
[Transcripts_Redacted_Mathematics.pdf](#)
[Transcripts_Redacted_Nursing_1.pdf](#)
[Transcripts_Redacted_Nursing_2.pdf](#)
[Welding Portfolio_Redacted.pdf](#)

6.2.b Program Faculty - Accreditation

For each of its educational programs, the institution:

b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Self Ratings

Compliance

Response

For each of its educational programs, Piedmont Community College (PCC) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review, and thus is compliant with Standard 6.2.b Program Faculty.

Overview

Instructors at Piedmont Community College (PCC) have primary responsibility for ensuring student learning. Beyond employing instructional personnel **who are academically qualified and competent in their field of study**, PCC also tasks instructors with duties beyond teaching such as overseeing and coordinating programs and curricular content, duties that indirectly support and strengthen student learning. These latter, indirect links to student learning are best accomplished by full-time instructors; thus, PCC employs **for each specific program full-time instructors of sufficient number** to ensure that excellence is attained and maintained in the areas of curriculum and program quality, integrity, and review.

Peer Benchmarking

One mechanism PCC uses to assess whether its full-time faculty ratio is adequate is by benchmarking against peer institutions. IPEDS data has been compiled in *Table 1. IPEDS College Comparison Data* (included below), which highlights full-time faculty employment during the most recent academic year (AY 2020-21). This table features two-year institutions in North Carolina with curriculum enrollments between 1,300 and 1,500. PCC ranks 7th of the 7 schools with respect to unduplicated headcount for AY 2020-21. Despite

this ranking in size, PCC ranked first with respect to the ratio of full-time versus part-time instructors with 49.5% of its faculty being full-time. As shown in *Table 1. IPEDS College Comparison Data*, IPEDS data highlights that PCC employed 46 full-time faculty and 47 part-time faculty in the 2020-21 academic year. Of comparable-sized institutions, PCC employed the highest percentage of full-time faculty.

Table 1. IPEDS College Comparison Data

College	Enrollment (Undup. Headcount)	# of Full-Time Faculty	# of Part-Time Faculty	% Faculty Full-Time Status	Student - Faculty Ratio
Piedmont Community College	1,329	46	47	49.5%	13 to 1
Beaufort County Community College	1,382	49	215	18.6%	9 to 1
Brunswick Community College	1,553	46	225	17.0%	10 to 1
Carteret Community College	1,347	63	105	37.5%	8 to 1
Edgecombe Community College	1,459	70	92	43.2%	11 to 1
Haywood Community College	1,440	56	175	24.2%	8 to 1

Sampson Community College	1,492	67	94	41.6%	10 to 1
---------------------------------	-------	----	----	-------	---------

In addition to PCC employing the highest percentage of full-time faculty of all its peer institutions, PCC also makes consistent, concerted efforts to ensure class sizes are small. The most recent IPEDS report denotes that the student-to-faculty ratio at PCC for AY 2020-21 was 13-1, which puts it in line with peer institutions. As indicated in *Table 1. IPEDS College Comparison Data*, the student-to-faculty ratios for PCC and its peer institutions range from 8 to 1 to 13 to 1. PCC's student-to-faculty ratio of 13 to 1 positions the college on the high end within the peer group. While some general education course enrollments exceed the 13 to 1 ratio in class size, many course section averages are well below that ratio (e.g., developmental courses, allied health and CTE courses, etc.).

As further demonstrated in the narrative for **Core Requirement 6.1**, when honing in on the number of sections taught by full-time versus part-time faculty, once again, it is evident that full-time faculty shoulder most instructional responsibility at PCC. Of the 374 curriculum course sections offered at PCC across all of its curriculum programs during the Fall 2021 semester, 77.5% (290) of those were taught by full-time faculty members.

Part-time and Full-time Program Faculty

Student Faculty Ratio and Program Size

Another way to measure the sufficiency of the number and percent of full-time (FT) instructors is to examine each PCC educational program by program area. *Table 2. Program Student-Faculty Ratio and Average Program Size Fall 2021* (below) provides data with a break down by full-time and part-time faculty. What is worthy of note is that all PCC programs have full-time faculty associated with the program, with the exception of 2 (Public Safety Administration and Office Administration). However, in both of these programs, PCC has a full-time College employee who coordinates and provides direct oversight for these programs, which are staffed primarily via a strong pool of adjunct instructors. More details concerning program coordination can be found in the narrative for **Standard 6.2.c**.

Table 2. Program Student-Faculty Ratio and Average Program Size Fall 2021 also highlights the average program size by student to faculty ratio and average class sizes within the program areas. Our highest student-to-faculty ratio is 38-1 in the Business Administration program and our lowest is 3-1 in Electrical Power Production Technology. The average program class size is 9. The median program class size is 8.

Table 2. Program Student-Faculty Ratio and Average Program Size - Fall 2021

Program Area	Enrollment	Full-Time Faculty	Part-Time Faculty	Student-Faculty Ratio	Average Class Size
Accounting & Finance	13	2**	1	13 to 1	12
Agribusiness Technology	8	2	0	4 to 1	2
Associate Degree Nursing	78	7	0	11 to 1	39
Business Administration	76	2**	0	38 to 1	25
Cosmetology	35	2	3	7 to 1	3
Criminal Justice Technology	41	2	1	14 to 1	6
Digital Effects and Animation Technology	27	1	0	27 to 1	7

Early Childhood Education	42	1	3	8 to 1	8
Electrical Power Production	3	1	0	3 to 1	1
Electrical Systems Technology	0****	0****	0****	0 to 0	0
Gunsmithing	17	2	0	9 to 1	3
Healthcare Management Technology	12	1	0	12 to 1	5
Human Services Technology	30	1	1	15 to 1	9
Industrial Systems Technology	13	1	0	13 to 1	6
Information Technology	35	2	2	9 to 1	13
Medical Assisting	32	2	0	16 to 1	7
Medical Office Administration	7	1	0	7 to 1	9

Mechatronics	10	1	0	10 to 1	15
Nurse Aide	30	2	2	8 to 1	8
Office Administration	11	1 ^{***}	1	11 to 1	4
Public Safety Administration	16	1 ^{***}	2	8 to 1	8
University Transfer*	489 [*]	15	21	14 to 1	13
Welding	74	3	1	19 to 1	3

* Includes all Transfer Programs, which include: Associate in Arts, Associate in Science, Associate in Fine Arts, Associate General Education, Associate General Education - Nursing, and General Occupation Technology

** There is cross-over in these programs, as faculty teach in both programs (Accounting & Finance and Business Administration).

*** The program has 1 full-time PCC employee who coordinates and has direct oversight over these programs, but the programs are primarily staffed with a strong adjunct pool.

**** There are no students active in this program.

As shown in *Table 2. Program Student-Faculty Ratio and Average Program Size Fall 2021* above, class sizes across PCC programs are relatively small. Some of the larger classes, like Nursing, for instance, are team-taught, so more than one faculty member is present within those class sessions. The only other program with a class size larger than 20 was Business Administration, but most programs have very small class sizes, further highlighting there are sufficient full-time faculty to meet the needs of their programs.

Also worthy of note are the university transfer programs, where there were a total of 489 students (representing the various transfer degree programs). These 489 students were taking primarily general education courses, which span a much broader array of disciplines

than courses of non-transfer/technical programs. As such, the instructors for general education courses tend to skew slightly higher with adjunct instructors than some of the other areas of the College. It is typical and required that adjuncts be used at a higher rate in general education coursework, where a broad array of disciplines must be offered and taught. Even so, full-time faculty still teach the majority of sections within this area. In Fall 2021, for example, there were 134 sections of general education courses offered at PCC; full-time faculty taught 62% (83) of these courses.

Sections Taught by Full-Time and Part-Time Faculty

The final, and arguably most important and student-centric metric, is provided in *Table 3. Sections Taught by Full-Time and Part-Time Faculty - Fall 2021* (below). This table highlights the number of sections taught by full-time and part-time faculty. In reviewing the data, it is clear that full-time faculty teach the vast majority of course sections at PCC. In fact, during the Fall 2021 semester, there were 374 course sections offered at PCC. (Note: This number reflects all sections, including independent studies; *Table 3. Sections Taught by Full-Time and Part-Time Faculty - Fall 2021* excludes independent studies.) Of the 350 sections referenced in the table, full-time faculty taught 264-- or 75.5%-- of those courses, while part-time faculty taught the remaining 24.5% (86) of the course sections..

When breaking down the data by program, again, it is clear that full-time faculty teach the vast majority of instruction across curriculum programs. A few programs have less than 50% of the instruction carried out by full-time faculty: Early Childhood Education, Nurse Aide, Office Administration, and Public Safety Administration. In Fall 2021, a new [Education Instructor/Articulation Coordinator](#) was hired; this position has a dual role within the College. This faculty member has a reduction in courseload due to other job responsibilities with articulation agreements. Prior to this position, full-time faculty taught more than 50% of program offerings. Most of the students in the Nurse Aide program take the course through Continuing Education and not through curriculum course offerings. Finally, both Office Administration and Public Safety Administration are staffed primarily via strong adjunct instructors. While strong adjuncts teach within these two programs, both programs are coordinated by full-time college employees, and these individuals work closely with adjunct faculty in their respective programs. (More on program coordination can be found in the narrative for **Standard 6.2.c.**)

As is evident in *Table 3. Sections Taught by Full-Time and Part-Time Faculty - Fall 2021*, the overwhelming majority of sections taught at PCC are taught by full-time faculty, and this includes general education courses. When looking, too, at the number of students taught within each program area, again, the majority of students are being taught by full-time faculty. For Fall 2021, across all 374 sections offered at the College, there were 3,284 students enrolled (this includes all sections, including independent studies). Of these students, 70.4% (2,312) were taught by full-time faculty, while the remaining 29.6% (972) were taught by part-time faculty.

To further illustrate the adequacy of our full-time faculty in supporting the mission of the College, PCC examined a comparison of credit hours associated with full-time versus part-time instructors. Of the curriculum course sections offered at PCC during the Fall 2021 semester, only 27% (2746) of the credit hours delivered weekly were taught by part-time instructors, with the vast majority, 73% (7415 weekly hours) of instruction being delivered by full-time faculty.

Table 3. Sections Taught by Full-Time and Part-Time Faculty - Fall 2021

Program Area	# Sections	# Sections Taught by FT Faculty	Students Taught by FT Faculty	# Sections Taught by PT Faculty	Students Taught by PT Faculty	% of Students Taught by FT
Accounting & Business**	15**	14**	297	1	19	94%
Agribusiness Technology	7	7	12	0	0	100%

Associate Degree Nursing	3	6	115	0	0	100%
Cosmetology***	18***	13	49	5	21	70%
Criminal Justice Technology	16	16	75	0	0	100%
Digital Effects & Animation Technology	8	8	45	0	0	100%
Early Childhood Education	12	5	35	7	56	39%
Electrical, Industrial Systems, & Mechatronics**	11	11	64	0	0	100%
Gunsmithing***	19***	19	27	0	0	100%

Healthcare Management Technology	4	4	24	0	0	100%
Human Services Technology	7	6	57	1	6	91%
Information Technology	18	9	113	9	99	53%
Medical Assisting	13	13	80	0	0	100%
Medical Office Administration	1	1	8	0	0	100%
Nurse Aide	1	0	0	1	1	0%
Office Administration	5	0	0	5	11	0%
Public Safety Administration	2	0	0	2	15	0%

University Transfer*	134	83	1,033	51	738	58%
Welding***	51***	47	157	4	11	94%

Source: Informer and the Office Research of Institutional and Effectiveness

* Includes all Transfer Programs, which include: Associate in Arts, Associate in Science, Associate in Fine Arts, Associate General Education, Associate General Education - Nursing, and General Occupation Technology

** There is cross-over in these programs, as faculty teach in both programs (Accounting & Finance and Business Administration and in Mechatronics, Electrical, and Industrial Systems).

*** Courses are taught concurrently, as different levels of the course are taught at the same time.

As is evident in the aforementioned tables, PCC employs an adequate number of full-time faculty to meet the needs of its various programs. When benchmarking its full-time faculty with peer institutions, as seen in *Table 1. IPEDS College Comparison Data*, PCC ranks first with the number of full-time faculty. *Table 2. Program Student-Faculty Ratio and Average Program Size Fall 2021* and *Table 3. Sections Taught by Full-Time and Part-Time Faculty - Fall 2021* reiterate this by highlighting that full-time faculty teach the vast majority of course sections and students across the various programs of the College. Further, based on a comparison of credit hours associated with full-time and part-time instructors, the majority of instruction is being delivered by full-time faculty.

Ensuring Curriculum and Program Quality, Integrity, and Review

Not only does PCC employ an adequate number of full-time faculty across its programs, but as outlined in further detail in the narrative for **Core Requirement 6.1**, PCC also realizes that in order to accomplish its [mission](#), faculty must take an active role in program quality, integrity, and review. In addition to teaching their courses, full-time faculty are required to engage in other forms of institutional service, which are detailed below.

Committee Service

Institutional Standing Committees

One of the primary means through which faculty are involved at the College is through committee service. PCC has [13 standing institutional committees](#), all of which have either direct or indirect ties with their programs and student learning. There are a total of 43 faculty positions distributed throughout the 13 institutional committees. At the beginning of Fall 2021, there were 45 full-time curriculum faculty members ([Fall 2021 Faculty Roster](#)), and 37 of them served on one or more institutional committees. Full-time faculty, therefore, are very involved in PCC's institutional committees.

Curriculum Committee

One of PCC's most important standing institutional committees is the [Curriculum Committee](#). The Curriculum Committee discusses, reviews, recommends, and approves all curriculum program changes at the College. This committee, which meets monthly, is comprised of at least three faculty members from various disciplines across the College. Faculty, therefore, have a voice in all programmatic decisions at the College.

Advisory Committees

Also, as outlined in [PCC Policy 6.34- Program Advisory Committees](#), PCC faculty, particularly in the career, technical, and health fields, participate regularly in advisory committees for their programs with local businesses, industries, and other key stakeholders. Sample advisory committee meeting minutes are included here to provide a sense for the important work faculty and committee members perform on these committees ([Example 1- Business and Accounting](#), [Example 2- Criminal Justice](#), [Example 3- Gunsmithing](#), [Example 4- Health and Wellness](#), [Example 5- Welding](#)). In program advisory committee meetings, faculty meet routinely with business and educational partners to discuss curriculum, equipment, labor market outcomes, etc. They review and assess the program, its offerings, its graduates and their job placement, and work to see if any changes need to be made to the programs to make them stronger. Faculty involvement in program advisory committees is a key way in which PCC faculty work on program quality, integrity, and review.

Assessment

To further ensure program quality, integrity, and review, another important responsibility for full-time program faculty concerns assessment. In addition to the assessments that take place within each instructor's course, as outlined in PCC [Policy 6.2-Programs of Study](#), program faculty, in conjunction with their area dean, work on Program Area Outcomes (PAOs) annually (formerly called SLOs), and [Program Area Review \(PAR\)](#) every five years. The PAO process, which occurs each semester/year, allows faculty to focus on aspects of the program, specifically concentrating on things happening at the course-level. Faculty design the assessments that take place within the courses, administer the assessments, grade/critique the assessments, report on the assessments, and meet with others in their department (and with their instructional dean) to discuss plans for improvement and action items. The PAR allows faculty, as well as other relevant campus stakeholders, to critically review the program and assess its quality, asserting its strengths and making recommendations for improvement. Both the PAO and PAR processes are driven by PCC's full-time program faculty. These assessments are an important way faculty work to ensure the quality, integrity, and review of programs at PCC. A recent example of each type of assessment is provided below. For a complete listing of PAOs and PARs, see the narrative for **Standard 8.2.a**.

Sample PAO [Accounting and Finance 20-21](#)

Sample PAR [Digital Effects and Animation Technology 20-21](#)

PCC employs an adequate number of full-time faculty, and because they actively work to ensure curriculum and program quality, integrity, and review, as described in the aforementioned sections, PCC is compliant with Standard 6.2.b.

Evidence Attachments

[20.21 Final Report DEAT.pdf](#)

[2021-2022 Institutional Standing Committees--List.pdf](#)

[6.2-Programs-of-Study-2021.pdf](#)

[6.34-program-advisory-committee-2021.pdf](#)

[Accounting and Finance 2020-2021.pdf](#)

[Advisory Committee_Business and Accounting.pdf](#)

[Advisory Committee_Criminal Justice.pdf](#)

[Advisory Committee_Gunsmithing.pdf](#)

[Advisory Committee_Health & Wellness.pdf](#)

[Advisory Committee_Welding.pdf](#)

[Curriculum Committee Membership 2021-22.pdf](#)

[Education_Articulation Coordinator_Instructor Job Description.pdf](#)

[FMLA Form Redacted.pdf](#)

[Full-Time Faculty, Fall 2021.pdf](#)

[Guidelines PAR.pdf](#)

[PCC Mission_Strategic Plan.pdf](#)

6.2.c Program Coordination - Accreditation

For each of its educational programs, the institution:

c. Assigns appropriate responsibility for program coordination.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) has assigned responsibility for coordination of each program to either a qualified full-time faculty member, coordinator, director, or dean, and thus is compliant with Standard 6.2.c Program Coordination.

Overview

Since program coordination involves varying duties across disciplines, different job titles and responsibilities exist for those assigned to program coordination. Within PCC's instructional division, there are five departments: Business Studies and Emerging Technologies, Health and Wellness, Technical and Manufacturing Programs, Public Safety and Human Services, and University Transfer and General Education. An instructional dean oversees [each of the five areas](#).

The instructional areas feature different programs, students, and needs; as a result, the organization of each area is slightly different. Despite the fact that each of the five instructional areas is somewhat unique with respect to its organizational structure, all PCC educational programs have a PCC employee who is responsible for its coordination.

Business Studies and Emerging Technologies

The [Business Studies and Emerging Technologies area](#), which is led by an instructional dean, has six curriculum programs: Accounting and Finance, Agribusiness Technology, Business Administration, Digital Effects and Animation Technology, Information Technology, and Office Administration. Each of these programs has a full-time employee

within the department assigned to program coordinator responsibilities. While coordination duties are explicitly a part of the job descriptions for the [Agribusiness Instructor/Coordinator](#) and the [Digital Effects and Animation Instructor/Coordinator](#), in the remaining programs within the department PCC faculty have a secondary assignment, where they take on these very important coordination duties. A program coordinator job description can be found [here](#). PCC employees who take on these important secondary assignments receive a [stipend](#) to complete their work coordinating these programs. In the case of select programs, such as Information Technology, the [Dean of Business Studies and Emerging Technologies](#) serves as the program coordinator, but works very closely with program faculty on tasks such as curriculum development, assessment, budget management, program oversight, advisory boards, job placement, accreditation/compliance activities, and recruitment.

Health and Wellness

The [Health and Wellness department](#) is a little different from Business Studies and Emerging Technologies. Health and Wellness also has six major educational programs under it: Nursing, Medical Assisting, Nurse Aide, Emergency Medical Science (EMS), Healthcare Management Technology, and Cosmetology. Because of the extensive reporting, extensive work with clinical sites and external agencies, each of the coordinator positions within Health and Wellness are built in to the job descriptions. Job descriptions for the [Medical Assisting Instructor/Coordinator](#), [Nurse Aide Instructor/Coordinator](#), [Healthcare Management Technology Instructor/Coordinator](#), and [Cosmetology Instructor/Coordinator](#) have all been included. Both the [Nursing](#) and [EMS](#) programs require director positions; their job descriptions are attached as well. Coordination activities required for these positions include the following:

- ensuring program accreditation and/or state compliance requirements;
- keeping track of and maintaining lab and equipment;
- recruiting for the program;
- focusing on job placement for graduates;
- communicating with advisory committee and prospective employers; and
- working on field or clinical placements.

In addition to the duties referenced above, the Director of Nursing is also responsible for the following:

- creating course schedules;
- maintaining standards required by the North Carolina Board of Nursing; and
- budget and grants management.

The Dean, Health and Wellness works closely with all of the program directors and coordinators and provides oversight for the area as a whole, while the coordinators and directors work on the specifics of their respective programs.

Public Safety and Human Services

The third instructional area is [Public Safety and Human Services](#), and it houses four educational programs: Criminal Justice, Gunsmithing, Human Services Technology, and Public Safety Administration. This department, while smaller than Business Studies and Emerging Technologies, has a similar organizational structure. For Human Services, the [full-time faculty's job description](#) features coordination responsibilities. For both Criminal Justice and Public Safety Administration, full-time faculty are paid a [stipend](#) to take on these secondary assignments. The fourth and final program in this area, Gunsmithing, is directly overseen by the instructional dean. The instructional dean is assigned the role of program coordinator in this instance, but the dean works closely with and relies on senior program faculty with all of the following:

- course scheduling;
- job placement;
- curriculum development;
- assessment and evaluation; and
- communication with program advisory committee and prospective employers.

Technical and Manufacturing Programs

Electrical Power Production, Electrical Systems Technology, Industrial Systems Technology,

Mechatronics, and Welding Technology are the five programs which comprise the [Technical and Manufacturing area](#). As is the case with the other instructional areas, the [Dean, Technical Manufacturing Programs](#) has oversight over the department as a whole, while full-time faculty perform day-to-day coordination tasks within their respective programs. The Electrical Systems Technology program is being considered by College leadership for termination due to lack of student interest. Until such time as a decision is made and approval is received for program termination, the Dean, Technical Manufacturing Programs maintains program coordination duties. In the case of Welding, the [job description](#) explicitly outlines coordination duties and responsibilities, while the instructional dean overseeing the remaining three programs has coordination responsibilities for these programs. In all cases, the program faculty work in concert with the department dean on matters such as curriculum, advisory committees, job placement, scheduling, recruitment, and program retention.

University Transfer and General Education

The final instructional area of the College is [University Transfer and General Education](#). This area, which teaches a variety of general education courses in an array of academic disciplines, features several programs: Associate in Arts, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Education, Associate in General Education, Associate in General Education- Nursing, and Associate in Fine Arts. All of the transfer pathways are directly overseen and coordinated by the department dean. While the dean retains primary coordination responsibilities for all transfer programs, the dean works closely with the [Department Chair, University Transfer and General Education](#) on a variety of tasks, which include course scheduling, oversight of part-time instructors (The Dean oversees all full-time instructors.), curriculum development, and student learning outcomes and program area assessment,

In addition to the aforementioned transfer programs, this area of the College also houses the Early Childhood Education program. These coordination responsibilities are assumed by the program's lead faculty, whose [job description](#) outlines all of these duties. The Education Instructor/Articulation Coordinator, in addition to coordinating the operations of the Early Childhood program, also works with developing and maintaining articulation agreements with four-year institutions. While this position coordinates the day-to-day operations of this

program, this position works closely with and reports to the [Dean, University Transfer and General Education](#).

As outlined in the sections above, each of the College’s instructional areas is unique and has its own specific needs; thus, the organizational structures differ slightly from one area to the next. A copy of all [organizational charts](#) are included here for a complete look at the organizational structure of the Instructional Division in its entirety.

Table 1. Program Coordinator Job Descriptions provides information about the responsibilities of the Program Coordinators for each academic program at PCC. As is evident in the table, PCC assigns appropriate responsibility for program coordination for all of its educational programs and is, therefore, compliant with standard 6.2.c.

Table 1. Program Coordinator Job Descriptions

Academic Program	Coordinator / Responsibility	Job Description
Accounting and Finance	Instructor/Coordinator, Accounting/Finance & Business Administration	Curriculum Coordinator Job Description
Agribusiness Technology / Agribusiness Technology- Plant Science	Instructor/Coordinator, Agribusiness Technology	Instructor/Coordinator Agribusiness Technology Job Description
Associate Degree Nursing	Director, ADN Education	Director, Nursing Job Description

Associate in Arts / Associate in Fine Arts / Associate in Science / Associate in Arts-Teacher Preparation / Associate in General Education / Associate in General Education-Nursing	Dean, University Transfer & General Education	<u>Dean, University Transfer & General Education Job Description</u>
Business Administration	Instructor/Coordinator, Accounting/Finance & Business Administration	<u>Curriculum Coordinator Job Description</u>
Cosmetology	Instructor/Coordinator, Cosmetology	<u>Cosmetology Instructor (Lead Faculty) Job Description</u>
Criminal Justice Technology	Instructor/Coordinator, Criminal Justice/Public Safety Administration	<u>Curriculum Coordinator Job Description</u>
Digital Effects and Animation Technology	Digital Effects and Animation Technology Instructor/Coordinator	<u>Instructor/Coordinator DEAT Job Description</u>
Early Childhood Education / Early Childhood Education-Licensure Transfer / Early Childhood Education-Non-Licensure Transfer / Infant/Toddler Care	Instructor, Education/Articulation Coordinator	<u>Instructor/Coordinator Education/Articulation Job Description</u>
Electrical Power Production Technology	Dean, Technical & Manufacturing Programs	<u>Dean, Technical & Manufacturing Programs Job Description</u>

Electrical Systems Technology	Dean, Technical & Manufacturing Programs	Dean, Technical & Manufacturing Programs Job Description
Emergency Medical Science	Director, EMS	Director, EMS Job Description
Gunsmithing	Dean, Public Safety & Human Services	Dean, Public Safety & Human Services Job Description
Healthcare Management Technology	Instructor/Coordinator, Healthcare Management Technology	Instructor/Coordinator, Healthcare Management Technology Job Description
Human Services Technology / Human Services Technology-Gerontology / Human Services Technology-Substance Abuse	Instructor/Coordinator, Human Services Technology	Instructor/Program Coordinator, Human Services Job Description
Industrial Systems Technology	Dean, Technical & Manufacturing Programs	Dean, Technical & Manufacturing Programs Job Description
Information Technology: Business Support, Computer Programming, Gaming Simulation, Systems Security, Web	Dean, Business Studies & Emerging Technologies	Dean, Business Studies & Emerging Technologies Job Description
Mechatronics Engineering Technology	Dean, Technical & Manufacturing Programs	Dean, Technical & Manufacturing Programs Job Description
Medical Assisting	Instructor/Coordinator, Medical Assisting	Medical Assisting Instructor/Coordinator Job Description

Nurse Aide	Instructor/Coordinator, Nurse Aide	Nurse Aide Instructor/Coordinator Job Description
Office Administration	Director, Center for Excellence in Teaching & Learning/Instructor/Coordinator, Office Administration	Curriculum Coordinator Job Description
Public Safety Administration: Correction Services, / Public Safety, Emergency & Fire Management, Law Enforcement, Public Safety Administration, Security & Loss Prevention	Instructor/Coordinator Criminal Justice/Public Safety Administration	Curriculum Coordinator Job Description
Welding Technology	Instructor/Coordinator, Welding	Instructor/Coordinator Welding Technology Job Description

Evidence Attachments

[Business Studies and Emerging Technologies.pdf](#)

[Cosmetology Instructor.pdf](#)

[DEAN BUSINESS STUDIES AND EMERGING TECHNOLOGIES.pdf](#)

[DEAN Public Safety and Human Services.pdf](#)

[DEAN TECHNICAL MANUFACTURING PROGRAMS.pdf](#)

[DEAN University Transfer and General Education.pdf](#)

[DEPARTMENT CHAIR, UNIVERSITY TRANSFER & GENERAL EDUCATION.pdf](#)

[DIRECTOR, NURSING PROGRAM.pdf](#)

[Education_Articulation Coordinator_Instructor Job Description.pdf](#)

[Health and Wellness.pdf](#)

[Human Services, Instructor-Program Coordinator.pdf](#)

[Instructional Division Organizational Charts.pdf](#)

[INSTRUCTOR-COORDINATOR HEALTHCARE MANAGEMENT TECHNOLOGY.pdf](#)

[Job Description - Agribusiness Technology Instructor Coordinator.pdf](#)

[Job Description - Curriculum Coordinator.pdf](#)

[Job Description - DEAT Instructor Coordinator.pdf](#)

[Job Description - Welding Technology Instructor Coordinator.pdf](#)

[Job Description_DIRECTOR, EMS.pdf](#)

[MEDICAL ASSISTING INSTRUCTOR-COORDINATOR.pdf](#)

[NURSE AIDE INSTRUCTOR-COORDINATOR.pdf](#)

[Public Safety and Human Services.pdf](#)

[Stipend for Program Coordinators.pdf](#)

[Technical and Manufacturing.pdf](#)

[University Transfer.pdf](#)

[VP Instruction Direct Reports - 6.2.c.pdf](#)

6.3 Faculty Appointment and Evaluation - Accreditation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members regardless of contract status. All PCC policies regarding the appointment, employment, and regular evaluation of faculty apply to all employees, including faculty, staff, and administration. Thus, PCC is compliant with standard 6.3 Faculty Appointment and Evaluation.

Overview

Institutional policies regarding the appointment, employment, and evaluation of faculty personnel are available to all PCC employees, students, Board members, and the public on the [College's website](#).

Published PCC policies are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

Current employment practices outlined in the PCC policies listed below are consistent with [N.C.G.S. 115D-20\(2\)](#) regarding the appointment and employment of faculty members. Community Colleges in the North Carolina System do not provide tenure to faculty.

Employment, appointment, and evaluation policies are approved by the Board of Trustees while adhering to the requirements of State Board Code [1C SBCCC 200.94](#). Procedures are developed by administrative staff to provide guidance for administering policies approved

by the Board.

PCC Appointment Practices

As stated in [PCC Policy 2.3 - Affirmative Action and Equal Opportunity Plan](#) Piedmont Community College is committed to equality in employment opportunity and does not discriminate against employees or applicants for employment on the basis of any legally protected status. The College imposes only job-related requirements in all employment and transfer decisions and in all personnel actions. This shall include but not be limited to compensation, benefits, training, social programs, and termination.

As part of the process for each vacancy, the hiring supervisor completes the [Recruitment Requisition Form](#) and the [Position Announcement](#). Both the Request for Personnel and the Position Announcement are forwarded to the Vice President, Instruction before submission to the President for approval (full-time only). In circumstances where a position is only internally posted, hard to fill, immediately needed, and/or a result of promotion or reassignment a [Waiver of Recruitment Request](#) must be completed.

The Office of Human Resources and Organizational Development [prepares postings](#) of the employment opportunity. Information regarding current vacancies, job responsibilities, degree requirements, applications, and application submission procedures are available to all employees and the community on the [College's website](#), the [NCCCS website](#), and as appropriate to the position, [job listing websites](#), and [local newspapers](#).

Full-time Faculty Appointment Process

The search committee for permanent full-time faculty includes the hiring supervisor or their designee (chairperson) and a minimum of three other members. The search committee should be a diverse group of PCC employees or applicable stakeholders with at least one person outside of the position's division.

All committee members are selected by the committee chair and must be approved by the Vice President, Instruction and sent to the Office of Human Resources and Organizational Development before the initial review of candidates. Once applications have been received,

applications are reviewed by all committee members and each person communicates to the committee chairperson their [ranking of persons to interview](#). For faculty positions, the committee refers to the PCC to ensure appropriate qualifications are met. The chairperson completes an [Interview Selection Process Form](#) which identifies candidates to be interviewed.

Once the Interview Committee selects candidates to interview, the Office of Human Resources and Organizational Development arranges an interview date for each candidate. Prior to the interview, the committee chair prepares a list of questions to ask all applicants. Dependent on the position, applicants may also be asked to complete other tasks that verify skills relevant to the position. All interview committee members discuss the qualifications of each candidate, rank each interviewee, and come to an agreement about who will be selected. The candidate selected for hire is noted on the *Interview Selections Process Form* and returned to the Office of Human Resources and Organizational Development. Office of Human Resources and Organizational Development conducts reference checks on the top candidate(s) and provides feedback on any concerns to the interview committee chairperson/hiring supervisor. Upon approval of the President, an [offer of employment](#) is made, which includes notification of the required probationary period associated with the position in accordance with [PCC Policy 5.7 Employment Letters and Contracts](#).

Once the approved candidate has accepted the offer, the Office of Human Resources and Organizational Development prepares the appropriate [employment contract](#). New hires are provided an [employment orientation session](#) by the Office of Human Resources and Organizational Development regarding job-related resources and responsibilities in accordance with [PCC Policy 5.26 Orientation for New Faculty and Staff](#). The Board of Trustees is [provided information](#) regarding all newly-hired full-time employees.

Part-time Faculty Appointment Process

For part-time and/or temporary faculty, the hiring supervisor may work alone; a search committee is not required. The hiring supervisor or designee reviews all applications and identifies qualified candidates to be interviewed.

Once selected, the hiring supervisor or designee arranges interviews for selected candidates. Prior to the interview, the hiring supervisor prepares a list of questions to be asked. The candidate selected for hire is approved by the Vice President, Instruction, noted on the [Part-time or Temporary Hire Recommendation Form](#), and returned to the Office of Human Resources and Organizational Development.

The hiring division conducts reference checks on the selected candidate(s) and provides feedback to the hiring supervisor. A verbal offer of employment is made to the final candidate in accordance with [PCC Policy 5.15 Recruitment and Appointment](#).

Once the approved candidate has accepted the offer, the hiring division prepares the appropriate [employment contract](#). New hires are provided an [employment orientation session](#) by the hiring supervisor or designee regarding job-related resources and responsibilities in accordance with [PCC Policy 5.26 Orientation for New Faculty and Staff](#).

Published Appointment Policies

The PCC Board of Trustees’ policies and supporting procedures regarding the appointment of faculty members include:

- [PCC Policy 2.3 Affirmative Action and Equal Opportunity Plan](#)
- [PCC Policy 5.6 Salary and Payroll Distribution](#)
- [PCC Policy 5.7 Employment Letters and Contracts](#)
- [PCC Policy 5.15 Recruitment and Appointment](#)
- [PCC Policy 5.26 Orientation for New Faculty and Staff](#)
- [PCC Policy 5.27 Employment of Relatives](#)
- [PCC Policy 5.32 Veterans’ Preference Policy](#)
- [PCC Policy 5.36 Definitions of Employment Categories and Benefits](#)

Table 1. Implementation of Appointment Policies

Policy Number	Evidence Documentation
---------------	------------------------

PCC Policy 2.3 Affirmative Action and Equal Opportunity Plan	Data on race and gender by OCR code
PCC Policy 5.6 Salary and Payroll Distribution	Online Access to Pay Advice
PCC Policy 5.6 Salary and Payroll Distribution	Email Regarding Salary Increases
PCC Policy 5.7 Employment Letters and Contracts	Employment Contract
PCC Policy 5.15 Recruitment and Appointment	PT Hire Recommendation Form
PCC Policy 5.15 Recruitment and Appointment	Recruitment Requisition Form 1.3.22
PCC Policy 5.15 Recruitment and Appointment	Waiver of Recruitment Form
PCC Policy 5.15 Recruitment and Appointment	Position Announcement
PCC Policy 5.26 Orientation for New Employees	Completed orientation checklist (FT)
PCC Policy 5.26 Orientation for New Employees	Completed orientation checklist (PT)
PCC Policy 5.27 Employment of Relatives	Organizational chart
PCC Policy 5.32 Veterans Preference	Rank Order Sheet
PCC 5.36 Definition of Employment Categories and Benefits	Job Description with Employment Category

PCC Employment Practices

In PCC job postings, potential faculty are notified of State Health Plan options, Membership in the Teachers' and State Employees' Retirement System, available types of leave and paid holidays, employee-paid supplemental retirement plans and insurances. Once hired, faculty participate in an orientation process which further explains these benefits of employment. Orientation also includes information regarding job expectations, college processes, guidelines, and employee disciplinary procedures used at the College. Faculty are expected

to participate in professional development activities in order to maintain currency in their discipline.

Published Employment Policies

The PCC Board of Trustees' policies and supporting procedures regarding the employment of faculty members include:

- [PCC Policy 5.3 Compensatory Time Off](#)
- [PCC Policy 5.4.1 Educational Leave](#)
- [PCC Policy 5.4.3 Other Types of Leave without Pay](#)
- [PCC Policy 5.4.4 Military Leave](#)
- [PCC Policy 5.4.5 Annual Leave](#)
- [PCC Policy 5.4.6 Sick Leave](#)
- [PCC Policy 5.4.7 Civil Leave](#)
- [PCC Policy 5.4.8 Workers Compensation and Leave](#)
- [PCC Policy 5.4.9 Institutional Holidays](#)
- [PCC Policy 5.4.12 Funeral Leave](#)
- [PCC Policy 5.5 Other Benefits](#)
- [PCC Policy 5.5.6 Health Insurance](#)
- [PCC Policy 5.7.1 Employee Personnel File](#)
- [PCC Policy 5.8 Resignation or Contract Release](#)
- [PCC Policy 5.12 Secondary Employment](#)
- [PCC Policy 5.17 Tenure not Provided](#)
- [PCC Policy 5.19 Employee Disciplinary Policy](#)
- [PCC Policy 5.20 Employee Grievance](#)
- [PCC Policy 5.25 Professional Development](#)
- [PCC Policy 5.28 Longevity Pay Plan for College Personnel](#)
- [PCC Policy 5.31 Voluntary Shared Leave](#)
- [PCC Policy 5.33 Reduction in Force](#)

Table 2. Implementation of Employment Policies

Policy Number	Evidence Documentation
PCC Policy 5.3 Compensatory Time Off	Comp Time Record
PCC Policy 5.4.1 Educational Leave	PCC has not had an opportunity to implement this policy since our last reaffirmation.
PCC Policy 5.4.3 Other Types of Leave without Pay	Leave without Pay Request
PCC Policy 5.4.4 Military Leave	PCC has not had an opportunity to implement this policy since our last reaffirmation.
PCC Policy 5.4.5 Annual Leave	Annual Leave Request Form
PCC Policy 5.4.6 Sick Leave	Sick Leave Request Form
PCC Policy 5.4.7 Civil Leave	Civil Leave Request Form
PCC Policy 5.4.8 Workers Compensation and Leave	Worker's Compensation Request Form
PCC Policy 5.4.9 Institutional Holidays	2022-2023 Approved Employee Holidays
PCC Policy 5.4.12 Funeral Leave	Funeral Leave Request Form
PCC Policy 5.5 Other Benefits	Special Bonus Leave
PCC Policy 5.5.6 Health Insurance	Blue Cross Blue Shield Confirmation
PCC Policy 5.7.1 Employee Personnel File	Secure File Location
PCC Policy 5.8 Resignation or Contract Release	Resignation Letter
PCC Policy 5.12 Secondary Employment	Approved Request for Secondary Employment
PCC Policy 5.14 Political Activities of Employees	PCC has not had an opportunity to implement this policy since our last reaffirmation.

PCC Policy 5.17 Tenure not Provided	Contract Template
PCC Policy 5.19 Employee Disciplinary Policy	Employee Disciplinary Process
PCC Policy 5.20 Employee Grievance	Employee Grievance
PCC Policy 5.25 Professional Development	Example PD Events 19-20
PCC Policy 5.28 Longevity Pay Plan for College Personnel	Sample Longevity Pay Plan Report
PCC Policy 5.31 Voluntary Shared Leave	Voluntary Shared Leave Request and Donation
PCC Policy 5.33 Reduction in Force	Reduction in Force Letter

PCC Evaluation Practices

As evidenced below, full-time faculty members are evaluated annually using a written [Faculty Evaluation](#) instrument that utilizes a five-point scale ranging from unsatisfactory to outstanding. Faculty are rated on qualities such as the ability to build student rapport, classroom management, pedagogy, use of time, goals and objectives, and organization. Additionally, part-time faculty members in all modalities are observed by their supervisor to assess their teaching effectiveness. As an example, two years of redacted evaluation forms (FT) and observation forms (PT) for each instructional department are included in the *Table 3. Implementation of Evaluation Policy* below.

Published Evaluation Policies

The PCC Board of Trustees’ policies and supporting procedures regarding the evaluation of faculty members includes:

- [PCC Policy 5.34 Employee Evaluation](#)

Table 3. Implementation of Evaluation Policy

Instructional Department	Position	2019-2020	2020-2021
University Transfer and General Education	Instructor, Biology (FT)	2019-2020 Evaluation	2020-2021 Evaluation
University Transfer and General Education	Instructor, English (PT)	2019-2020 Observation	2020-2021 Observation
Business Studies and Emerging Technologies	Instructor, Business Administration (FT)	2019-2020 Evaluation	2020-2021 Evaluation
Business Studies and Emerging Technologies	Instructor, Information Technology (PT)	2019-2020 Observation	2020-2021 Observation
Public Safety and Human Services	Instructor, Human Services Technology (FT)	2019-2020 Evaluation	2020-2021 Evaluation
Public Safety and Human Services	Instructor, Criminal Justice Technology (PT)	2019-2020 Observation	2020-2021 Observation
Health and Wellness	Instructor, Nursing (FT)	2019-2020 Evaluation	2020-2021 Evaluation
Health and Wellness	Instructor, Cosmetology (PT)	2019-2020 Observation	2020-2021 Observation
Technical and Manufacturing	Instructor, Industrial Systems Technology (FT)	2019-2020 Evaluation	2020-2021 Evaluation

Technical and Manufacturing	Instructor, Welding (PT)	<u>2019-2020</u> <u>Observation</u>	<u>2020-2021</u> <u>Observation</u>
-----------------------------	--------------------------	--	--

Evidence Attachments

[1c_sbccc_200.94_1jul18.pdf](#)

[2.3-Affirm-Action-Equal-Opportunity_EC-approved-8.3.2020.pdf](#)

[2022-2023 EMPLOYEE HOLIDAYS.docx](#)

[5.12 Secondary Employment__BOT_8.3.2021.pdf](#)

[5.14 Political Activities of Employees__BOT_11.2.2021.pdf](#)

[5.15 Recruitment and Appointment__EC_10.4.2021.pdf](#)

[5.15 Recuritment and Appointment_offer section.pdf](#)

[5.17 Tenure not Provided.pdf](#)

[5.19 Employee Disciplinary Policy \(FINAL EC 12.3.2018\).pdf](#)

[5.20 Employee Grievance Policy_EC approved 8.3.2020.pdf](#)

[5.25 Professional Development__EC_11.29.2021.pdf](#)

[5.26-Orientation-for-New-Faculty-and-Staff-2021 \(1\).pdf](#)

[5.27 Employment of Relatives__BOT_11.2.2021.pdf](#)

[5.28 Longevity Pay Plan for College Personnel__BOT_11.2.2021.pdf](#)

[5.3 Compenstory Time Off_EC_6.22.2021.pdf](#)

[5.31 Voluntary Shared Leave__BOT_11.2.2021.pdf](#)

[5.32 Veterans Preference__EC_10.4.2021.pdf](#)

[5.33 Reduction in Force__EC_10.18.2021.pdf](#)

[5.34 Employee Evaluation_EC_11.29.2021.pdf](#)

[5.36 Definition of Employment Categories and Benefits__EC_10.4.2021.pdf](#)

[5.4.1 Educational Leave_EC_3.15.2021.pdf](#)

[5.4.12 Funeral Leave_4.5.2021.pdf](#)

[5.4.3 Other Types of Leave without Pay_BOT_5.4.2021.pdf](#)

[5.4.4 Military Leave_EC_3.15.2021.pdf](#)

[5.4.5 Annual Leave_BOT_5.4.2021.pdf](#)

[5.4.6 Sick Leave__EC_10.4.2021.pdf](#)

[5.4.7 Civil Leave_EC_4.5.2021.pdf](#)

[5.4.8 Workers Compensation and Leave__EC_10.18.2021.pdf](#)

[5.4.9 Institutional Holidays__ EC_10.4.2021.pdf](#)

[5.5 Other Benefits__EC_8.30.2021.pdf](#)
[5.5.6 Health Insurance__BOT_11.2.2021.pdf](#)
[5.6 Salary and Payroll Distribution__BOT_11.2.2021.pdf](#)
[5.7 Employment Letters and Contracts_offer letter and probation info_FT.pdf](#)
[5.7.1 Employee Personnel File_BOT approved 2.2.2021.pdf](#)
[5.7-Employment-Letters-and-Contracts-2021.pdf](#)
[5.8 Resignation or Contract Release_BOT_11.2.2021.pdf](#)
[Accounting Instructor Observation.pdf](#)
[annual leave-faculty.pdf](#)
[BCBS Confirmation.pdf](#)
[Bonus leave-faculty.pdf](#)
[BOT minutes_11.2.2021_personnel.png](#)
[College Website_Chapter 5 policy list_screenshot.png](#)
[comp card.pdf](#)
[Completed rank order sheet.pdf](#)
[COS118 EVAL 2021_Redacted.pdf](#)
[Courier-Times_12.16.2021_classifieds.png](#)
[Criminal Justice Instructor Observation.pdf](#)
[employee discipline.pdf](#)
[employee grievance.pdf](#)
[EVAL BSET faculty 2020.pdf](#)
[EVAL BSET faculty 2021.pdf](#)
[eval HSE faculty 2020.pdf](#)
[Eval HSE faculty 2021.pdf](#)
[Eval HW faculty 2020.pdf](#)
[Eval HW faculty 2021.pdf](#)
[Eval tech.man faculty 2020.pdf](#)
[Eval tech.man faculty 2021.pdf](#)
[EVAL UTGE faculty 2020.pdf](#)
[EVAL UTGE faculty 2021.pdf](#)
[Evaluation-Faculty.docx](#)
[Faculty obs CJC 2019-2020.pdf](#)
[Faculty obs cos 19-20.pdf](#)
[Faculty Obs IT 2020.pdf](#)

[Faculty obs WLD 141.pdf](#)
[Faculty Secondary Employment Request.pdf](#)
[Faculty_RIF.pdf](#)
[FT Employment Contract.pdf](#)
[FT Faculty Contract_tenure not provided.pdf](#)
[Full Time HR Onboard.pdf](#)
[Full Time Offer Letter of Employment.pdf](#)
[funeral leave-faculty.pdf](#)
[Hire Recommendation \(PT or Temp or Overload\).pdf](#)
[Hire Recommendation PT faculty.pdf](#)
[Indeed job listing.PNG](#)
[INSTR INFORMATION TECHNOLOGY AD.pdf](#)
[INSTR INFORMATION TECHNOLOGY PA.pdf](#)
[Interview Selection Process Form.pdf](#)
[IT Instructor Observation.pdf](#)
[Job description_FFC position number.pdf](#)
[Jury duty leave form.pdf](#)
[leave without pay request.pdf](#)
[Legislative update - salary bonus information_email sent 12.13.2021.png](#)
[longevity report.pdf](#)
[N.C.G.S. 115D-20\(2\) Powers and duties of trustees.jpg](#)
[NCCCS Job Listing .png](#)
[Observation_ENG 2_Redacted.pdf](#)
[Observation_ENG_Redacted.pdf](#)
[OCR Report 12.2021.pdf](#)
[Orientation checklists.pdf](#)
[Part Time Contract of Employment.pdf](#)
[Part Time HR Onboard.pdf](#)
[PART-TIME or TEMP NEW HIRE EMPLOYEE ORIENTATION CHECKLIST.pdf](#)
[Pay Advice - Online Access.pdf](#)
[PCC Faculty Credentialing Manual_11.3.2021.pdf](#)
[PCC Website_Career Opportunities at PCC_screenshot.png](#)
[policy review process.pdf](#)
[Policy Screenshot.png](#)

[POSITION ANNOUNCEMENT_blank.pdf](#)

[PT_Orientation_Checklist.pdf](#)

[Rank Order Sheet.docx](#)

[Recruitment Requisition Form_blank.pdf](#)

[Recruitment Requisition - IT Instructor.pdf](#)

[Resignation Letter faculty.pdf](#)

[Screenshot of PD events 19-20.PNG](#)

[Secure files.pdf](#)

[Sick leave request-faculty.pdf](#)

[VP Instruction Direct Reports - employment of relatives.pdf](#)

[VSL-faculty \(request and donation\).pdf](#)

[waiver of recruitment J Sanders.pdf](#)

[Waiver of Recruitment Request Template.pdf](#)

[Welding Instructor Observation.pdf](#)

[Workers Comp Leave Form.pdf](#)

6.4 Academic Freedom - Accreditation

The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes and implements appropriate policies and procedures for preserving and protecting academic freedom, and thus is in compliance with Comprehensive Standard 6.4 Academic Freedom.

Overview

- PCC has a clear definition of academic freedom and provides grievance procedures to safeguard and protect academic freedom at the College;
- The College's Academic Freedom Policy is available in the [PCC Faculty Handbook](#) on the College's Shared Drive and in the PCC Policies and Procedures Manual on the College's website;
- The College's Academic Freedom Policy applies regardless of instructional site or modality; and
- PCC has had no issues regarding academic freedom; therefore, the College has not had occasion to enforce this policy.

Published PCC policies are available on the [College's website](#) and are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

Commitment to Academic Freedom

PCC is committed to the principle, practice, and protection of academic freedom and this is

clearly defined in [PCC Policy 5.10 Academic Freedom](#) which states, “The major premise of academic freedom is the open inquiry and expression by faculty [and students] that is essential to the College’s mission. Under the concept of academic freedom, discussion and expression of [all] views relevant to the subject matter are recognized as necessary to the educational process.” This freedom carries with it the responsibility to use this freedom with care and full consideration for the rights and freedoms of others.

PCC has an effective grievance process for both employees and students which can be applied to issues related to academic freedom. [PCC Policy 5.20 Employee Grievance](#) and [PCC Policy 7.12 Student Grievance Process](#) outline the process by which employee or student concerns will be resolved.

Publication of PCC Policies

All PCC policies are available in the online version of the [PCC Policy Manual](#) including [PCC Policy 5.10 Academic Freedom](#), [PCC Policy 5.20 Employee Grievance](#), and [PCC Policy 7.12 Student Grievance Process](#). Additionally, academic freedom is addressed in the [PCC Faculty Handbook](#).

Implementation of Policies

PCC sustains an environment that allows for and protects the greatest possible freedom of expression, encourages openness and discourse, and supports rigorous inquiry within a civil and respectful environment.

To encourage and model appropriate expression of opinions, the College hosts periodic [Pacers’ Perspectives](#), a series of civil discourse events in which faculty, staff, students, and community members are encouraged to engage with one another in “difficult” conversations on select topics.

All faculty are provided a copy of the [PCC Faculty Handbook](#), which emphasizes that the expression of views relevant to the subject matter are necessary to the educational process. Though learning outcomes remain consistent across different sections of the same course,

instructors are free to design their courses, assignments, and assessments as they deem appropriate in order to best meet the course learning outcomes. For example, in the most recent semester, Spring 2022, two instructors are teaching ENG 112: Writing and Research Across the Disciplines. The learning outcomes are the same for the course, but the instructors' assignments and approaches are somewhat different. Sample [syllabus 1](#) and [syllabus 2](#) from the ENG 112 sections highlight that instructors use the same syllabus templates, have the same student learning outcomes, and even some common assignments; however, instructors' courses are not the same, as each instructor has autonomy and academic freedom to design their courses as they deem appropriate (so long as they meet all required student learning outcomes).

The College provides due process for any faculty or student who feels their academic freedom has been impinged.

The College shows no record of any allegations of violations of academic freedom since the College's last reaffirmation of accreditation. Therefore, there has not been an opportunity to implement the grievance policies regarding challenges to academic freedom.

Evidence Attachments

[5.10 Academic Freedom_BOT_5.4.2021.pdf](#)

[5.20-Employee-Grievance-Policy_EC-approved-8.3.2020.pdf](#)

[7.12-Student-Grievance-2021.pdf](#)

[Academic Freedom Excerpt_Faculty Handbook \(Highlighted\).pdf](#)

[ENG 112 Syllabus_SP 2022_2.pdf](#)

[ENG 112 Syllabus_SP2022_1.pdf](#)

[Faculty Handbook - AY 21-22.pdf](#)

[Pacers Perspectives screen capture.PNG](#)

[policy manual screenshot_section level.png](#)

[policy review process.pdf](#)

[screenshot of online policy manual.jpg](#)

6.5 Faculty Development - Accreditation

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) is in compliance with standard 6.5. PCC provides ongoing on-and off-campus professional development for faculty.

Overview

PCC has established a comprehensive approach to offering and supporting activities that encourage faculty to pursue professional development. The College has an institutional standing committee focused on professional development, a recently established a Center for Excellence in Teaching and Learning (CETL), and a host of offerings that include both mandatory and optional trainings.

PCC's Mission

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

Underscoring PCC's mission, the [2021-2031 Strategic Plan](#) comprises five initiatives-- Learning, Completion, Transfer, Economic Development and Community Partnerships, and Institutional Culture. PCC is committed to providing a supportive environment that inspires each person to learn at the highest levels of achievement for personal and professional success. A value highlighted in the strategic plan is a commitment to 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." Several objectives in the strategic plan

highlight specific goals related to the professional development of faculty. Thus, PCC offers regular, ongoing professional development to its faculty, which is aligned to both the College's mission and its strategic plan.

Professional Development Standing Committee

To ensure PCC employees have adequate professional development opportunities, one of the standing committees at PCC is the [Professional Development Committee](#) which consists of both faculty and staff. This committee helps steer the selection of professional development offerings during our return to campus convocation, welcome back week and provides input into professional development offered throughout the academic year.

The committee also serves as the Advisory Board for the Center for Excellence in Teaching and Learning (CETL). The roles of the committee are as follows:

- To provide leadership in assisting personnel to fulfill their annual professional development requirements as presented in [PCC Policy 5.25 Professional Development](#) of the PCC Policy Manual.
- To plan, implement, and fund activities that are aligned with the [College's Strategic Plan](#).
- To plan and disseminate information pertaining to faculty and staff [professional development workshops](#).
- To plan and organize [Fall Convocation](#).
- To review [PCC Policy 2.6 Title IX Complaint Process](#) and [Policy 5.25 Professional Development](#) of the PCC Policy Manual and recommend revisions to the Executive Council.
- To promote faculty and staff excellence.
- To partner with public schools to encourage them to take advantage of PCC professional development opportunities.

Professional Development Policy

[PCC Policy 5.25 Professional Development](#) states, "Piedmont Community College (PCC)

ensures that faculty and staff participate in professional development activities relevant to their employment which fosters an environment of educational excellence in accordance with the College's mission, vision, and values.”

Purpose

The purpose of the PCC Professional Development policy is to ensure opportunities for professional development for faculty growth are provided. Faculty are responsible for taking the initiative to promote their own growth by identifying and participating in professional development activities that will enhance their knowledge and job performance. Examples of activities include attendance and presentations at conferences/workshops, classes, divisional planning retreats, return-to-industry experiences, webinars, professional publication reviews, or SACSCOC visits.

The Center for Excellence in Teaching and Learning (CETL)

Many of PCC's professional development opportunities are offered through the Center for Excellence in Teaching and Learning (CETL), which originated and was developed as part of PCC's [Title III grant](#). The director of the Center for Excellence in Teaching and Learning (CETL) continuously offers opportunities to faculty and staff for both in-person and virtual professional development. A [calendar](#) is sent electronically to all PCC users so people are aware of all scheduled trainings. The director also sends [emails highlighting new opportunities](#) from our state system. The [CETL director](#) (chair) and co-chair of the Professional Development Committee are also trained facilitators in ,Talent Smart's Emotional Intelligence Training ([sample 1](#) and [sample 2](#)), Gallup's Clifton [Strengths Builder Training](#), Florida State University's Trauma & Resilience [Level 1](#) and [Level 2 Training](#), and University of South Florida's [DEI Workplace Certification](#) and offer many sessions of these opportunities throughout the year. The CETL lab ([sample 1](#) and [sample 2](#)) also houses a variety of resources and materials ([sample 1](#), [sample 2](#), [sample 3](#), [sample 4](#)) available to faculty staff and includes the following titles:

- *Emotional Intelligence 2.0* by Travis Bradberry & Jean Greaves
- *Teaching College* by Norman Eng, Ed.D.
- *Mindset: The New Psychology of Success* by Carol S. Dweck, Ph.D.

- *Tools for Teaching* by Barbara Gross Davis
- *Small Teaching* by James M. Lang
- *Do Good Design* by David Berman
- *Lead Like A Pirate* by Shelly Burgess & Beth Houf
- *Move Your Bus* by Ron Clark
- *Think Again* by Roger Crawford
- *Clifton Strengths For Students* by Gallup
- *Fred Jones Tools for Teaching: Discipline, Instruction, Motivation* by Fredric Jones
- *The Five Dysfunctions of a Team* by Patrick Lencioni
- *Emotional Intelligence* by Daniel Goldman
- *HBR's 10 Must Reads On Emotional Intelligence* (Harvard Business Review)
- *Why Are All the Black Klds Sitting Together in the Cafeteria? And Other Conversations About Race* by Beverly Daniel Tatum
- *The Naked Roommate: And 107 Other Issues You Might Run Into in College* by Harlan Cohen
- *The Naked Roommate: For Parents Only - A Parent's Guide to the New College Experience* by Harlan Cohen
- *Life Lessons of a Throwaway Kid* by Cordell Farley
- *For White Folks Who Teach in the Hood and The Rest of Yall Too* by Christopher Emdin
- *First In the Family: Advice About College From First-Generation Students* by Kathleen Cushman
- *White Fragility* by Robin D'Angelo
- *Becoming a Student-Ready College* by Tia Brown McNair
- *Total Participation Techniques: Making Every Student an Active Learner* by Persida Himmele & William Himmele

New Faculty/Staff & Adjunct Orientation

In addition to professional development offerings and resources available in the CETL lab, faculty are provided with a [faculty guide](#) with in-depth information specific to instructional areas. As an additional resource, an [IT Quick Start Guide](#) was created and provided to faculty fall 2021. During the return to campus each fall, PCC instructional departments and

our Chief Academic Officer host an adjunct night where all part-time instructors are invited to campus alongside our FT instructors. The [agenda](#) includes information common to all instructional areas; following the main session, individual departments moved to breakout sessions ([sample 1](#) and [sample 2](#)) where discussions regarding specific disciplines are discussed.

Faculty receive ongoing professional development opportunities from CETL throughout the year as well. These are provided to them via the professional development calendar available in [Blackboard](#). Faculty can register and their [attendance is tracked](#) on the professional development spreadsheet.

New Hire Onboarding

CETL established an onboarding program in 2019 that orients employees throughout their first year of employment. An entire cohort of new hires meets monthly for additional [professional development](#), and in-depth information is provided about each area of the college. During this first-year cohort experience, [mentors](#) are named for each new hire. Mentors attend the monthly onboarding meetings to add more information as needed. In addition, we offer a more intensive onboarding for new hires during the first few days of our return to campus where we cover benefits and other applicable information for all.

Other Professional Development for Faculty as Teachers, Scholars, and Practitioners

PCC recognizes that individual programs and faculty need professional development unique to their area, so faculty may attend state workshops and conferences as well. In the health and wellness department, many faculty (e.g., nursing, EMS) require [continuing education units](#) to remain current in their field.

Often faculty and staff attend external training and bring information back to share with colleagues. In some cases, this is funded through faculty excellence awards which support ongoing professional development for teachers, scholars, and practitioners. For example, one faculty member opted to use her faculty excellence award to fund Quality Matters training ([sample 1](#) and [sample 2](#)). She is now working with the Dean, University Transfer and General Education to review and update online courses using the department-adopted

[Online Course Review Rubric](#). At the 2021 NC LIVE Annual Conference, an English faculty member participated in a [round-table discussion](#) on quickly pivoting to online services as a result of the pandemic. Also, Dean, University Transfer and General Education/Faculty member presented at the [2021 SACSCOC Annual Meeting](#).

Another faculty member used funding to attend the [Council for Learning Disabilities Conference](#). Also, PCC's Education Instructor/Articulation Coordinator attended a four-day Learning Outcomes Realignment summit on early childhood education offered by the State. During [a departmental meeting](#), those faculty who attended external professional developments shared out what they learned at their conference and discussed ways in which they will use that information in their teaching. In doing this, faculty have an opportunity to share their professional development opportunities and what they learned with their peers, thereby further disseminating that knowledge to the greater college community.

Because we have focused on quality distance education, PCC has implemented much professional development through Quality Matters and 44 faculty completed training ([example 1](#), [example 2](#)). Our Distance Learning committee has devised a plan to review instructional design for all of our online courses and have trained numerous faculty through upper-level Quality Matters courses, making them qualified to become part of our [internal review team](#). In addition, [other trainings](#) are offered through the distance learning department which includes using VidGrid in the classroom, Aviso, Harmonize software, Zoom, Respondus, and many others to help student engagement in the online environment.

Mandatory Training

PCC also offers [mandatory training](#) through the Office of College Safety. The Director, College Safety [sends](#) out the virtual training modules annually in November. The window to complete these modules ends in December. The modules take approximately two hours to complete. Data is then gathered with a [list of completers](#) being sent to PCC's President and the CETL director for professional development tracking purposes. Training modules consist of the following:

- Title IX Regulations & Roles
- Title IX - Sexual Harassment Prevention for Employees
- Bloodborne Pathogens
- Workplace Injury Prevention
- FERPA: Confidentiality of Records
- Coronavirus 109 (Variants)
- Fire Drills
- Active Shooter Trainings

Convocation and Ongoing Opportunities for Professional Development

A variety of workshops and trainings are also held at [Convocation](#) for all faculty and staff, which include topics such as pedagogical strategies, instructional technology, and teaching diverse student populations. In addition, faculty development workshops and are offered throughout the year. These workshops include a variety of topics of interest to faculty and staff. These events are often [led by faculty members](#).

Incentives for Achieving an Advanced Degree

[PCC Policy 5.25 Professional Development](#) provides an incentive plan for faculty completing a degree, pending availability of approved funding. The degree must enhance the employee's effectiveness and be consistent with the intent of the employee's job specification. The degree must also be from a regionally accredited institution.

Piedmont Community College (PCC) ensures that faculty and staff participate in professional development activities relevant to their employment which fosters an environment of educational excellence in accordance with the College's mission, vision, and values.

Evidence Attachments

[2.6 Title IX Complaint Process_BOT approved 11.3.2020.pdf](#)

[2020-2021 Professional Development Events.png](#)

[2021-2022 Mentee-Mentor List.pdf](#)

[2021-2022 Professional Development Standing Committee Roster.pdf](#)
[5.25 Professional Development_-_EC_11.29.2021.pdf](#)
[Adjunct Night Follow-Up.pdf](#)
[Agenda for Adjunct Dinner August 5 2021.docx](#)
[BSET Agenda Faculty Meeting August 5.2021.docx](#)
[Cert of Completion - Mastering EQ L1_Melissa Robbins.pdf](#)
[CETL email NCCCS offering.PNG](#)
[CETL email.PNG](#)
[CETL Lab materials1.jpg](#)
[CETL Lab materials2.jpg](#)
[CETL Lab materials3.jpg](#)
[CETL Lab physical space2.jpg](#)
[Continuing Competence _ North Carolina Board of Nursing.pdf](#)
[Convocation 2020-Agenda.pdf](#)
[DEI workplace cert.jpg](#)
[DL Trainings 2021.xlsx](#)
[EI Cert - Gilliam.pdf](#)
[Faculty Guide Distributed During Adjunct Night.pdf](#)
[Gallup Clifton Strengths Finder Coach Certification.pdf](#)
[Hester Learning disabilities conference.pdf](#)
[Internal Quality Review Team.docx](#)
[IT Quick Start Guide.pdf](#)
[Job Description-DIRECTOR OF THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING.docx](#)
[Key strategies of Title III grant \(CETL\).pdf](#)
[Mandatory Training via Vector LMS email screenshot_11.1.2021.png](#)
[NC LIVE presentation.pdf](#)
[Onboarding 21-22 Schedule.pdf](#)
[Online Checklist_Rev101021.pdf](#)
[Other DL trainings 2021.PNG](#)
[PCC Convocation Fall 2021 Planning Document.pdf](#)
[PCC Policy 5.25_-_screenshot of incentives info.pdf](#)
[PD attendance tracking.PNG](#)
[PD Convocation weeks 2021.docx](#)

[PD Offerings 2019-2021.xlsx](#)

[QM-Robbins.pdf](#)

[QM-Rouse.pdf](#)

[SACSCOC 2021 Annual Meeting.pdf](#)

[safe colleges mandatory training.PNG](#)

[SafeColleges Compliance Report 11.17.20.xlsx](#)

[sample CETL calendar.PNG](#)

[StrategicPlan_PCC_2021.pdf](#)

[Strengths Training Facilitator Certification.pdf](#)

[TR Level_1_Professional_Certification \(1\).pdf](#)

[TR Level_Two_Professional_Certification \(1\).pdf](#)

[UTGE Minutes 11-29-21.pdf](#)

7.1 Institutional Planning - Accreditation

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission, and thus, is compliant with Core Requirement 7.1 Institutional Planning.

Overview

PCC is committed to an on-going process of continuous, institution-wide improvement that supports the College's mission and serves as a framework for institutional planning. Short- and long-term planning and evaluation processes are employed at the institutional level to discern the degree to which goals are being met and improvements are being made. The comprehensive nature of these processes incorporate all areas of the College, including student and program outcomes, academic planning, enrollment management, financial planning, administrative effectiveness, and facility services.

Piedmont Community College Strategic Plan and Mission

In an effort to ensure institutional effectiveness, the College engages in ongoing, systematic, institution-wide, research based planning and evaluation processes that incorporate all divisions of service areas and program areas. The planning processes rely on input from all levels of the organizational hierarchy, and support the [College's mission](#) through the assessment of outcomes and use of results to make improvements.

Mission

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

The foundation of the College's planning process is the **Strategic Plan**, which defines broad institutional outcomes. The College developed and the Board of Trustees approved the current [2021-2031 Strategic Plan](#) including the updated Mission, Vision, and Values statements on [August 3, 2021](#). Annually, each service and program area develops specific assessment outcomes and defines their connection to the Strategic Plan. This ten-year plan provides the framework on which the College constructs its annual strategic planning and evaluation process.

Prior to Fall 2021, PCC operated under the [2015-2020 Strategic Plan](#), which was a five-year plan focused on growth, development and strength around five themes:

- 1) branding, marketing, and promotion
- 2) responsive program development
- 3) partnerships
- 4) effectiveness
- 5) capital needs and resource development

With this plan as the foundation, 147 outcomes were developed by service areas and program areas at the College to be used in their annual assessments. Specific connections with the strategic plan were identified for 140 of these, details of this **integration** is outlined below.

- 12 Goals linked to Strategic Theme 1 - Branding, Marketing and Promotion;
- 83 Goals linked to Strategic Theme 2 - Responsive Program Development;
- 15 Goals linked to Strategic Theme 3 - Partnerships;
- 22 Goals linked to Strategic Theme 4 - Effectiveness; and
- 8 Goals linked to Strategic Theme 5 - Critical Needs and Resource Development.

Strategic Planning Process

When the time came for a new strategic plan, the Institutional Effectiveness Committee functioned as the Strategic Planning Committee for the College to oversee the strategic planning process. For consistency, the term *Institutional Effectiveness Committee* will be used to refer to this group. In conjunction with the College Leadership Team, the Institutional Effectiveness Committee decided to move the strategic plan to a 10-year cycle. Institutional Effectiveness Committee meeting minutes are included as evidence of the strategic planning process.

[IEC meeting 10.28.19](#)

[IEC meeting 12.16.19](#)

[IEC meeting 1.3.20](#)

[IEC meeting 2.19.20](#)

[IEC meeting 10.15.20](#)

[IEC meeting 3.26.21](#)

In the early stages of planning, the Institutional Effectiveness Committee reviewed the previous strategic plan to determine which of the prior goals had been met, and which should be **ongoing**. Themes and objectives related to learning, student success, and community partnerships are seen throughout both strategic planning documents as these are central to the mission of higher education as a whole. Effectiveness, as a central theme from the old strategic plan, shifted to a more **integrated** component throughout all the current strategic strands. After some research, the committee determined that the model used by the Aspen Institute Community College Excellence Program would be a good starting point for the organization of PCC's next strategic plan. In collaboration, the Aspen Institute College Excellence Program and the North Carolina State College of Education's Belk Center for Community College Leadership and Research have synthesized decades of **research** on student success, so considering Aspen's framework seemed judicious and the process of gathering and examining data began.

Data Sources

To generate broad-based support for the College's initiatives, the Institutional Effectiveness Committee obtained data from a **comprehensive** list of stakeholder groups:

- Students;
- Faculty;
- Staff;
- Business/Industry partners; and
- Board of Trustees.

The Institutional Effectiveness Committee formed five subcommittees to help determine specific goals and objectives for the strategic plan. To ensure **comprehensive** representation in the decision-making process, each subcommittee included one member from the Institutional Effectiveness Committee, several other faculty/staff members, and a student representative. Two members of the business community in PCC's service area volunteered to serve on two of the five subcommittees. These subcommittees met several times to examine data from the following sources (linked to examples of each):

- [Strategic planning survey](#)
- [Annual Student Satisfaction Survey](#)
- [Annual Educational Support Services Survey \(ESSS\)](#)
- [Annual Program Area Outcomes \(PAO\) - Medical Assisting](#)
- [Annual Service Area Outcomes \(SAO\) - Counseling, Retention, and Special Populations](#)
- [Annual Needs Assessment](#)
- Strategic planning focus groups; [Person County Campus](#) and [Caswell County Campus](#)

The work from the subcommittee meetings yielded 22 goals and 71 objectives aligned with each strategic pillar identified by the Aspen Community College Excellence Program. The PCC Institutional Effectiveness Committee convened to narrow the focus, create a prioritized list of objectives, and develop an organizational framework, based on the College's mission, vision, and values. Over the course of many months of conversation and meetings, the committee organized the elements of the emerging strategic plan into five initiatives which will provide the framework for the PCC planning and assessment processes for the next decade:

1) Learning

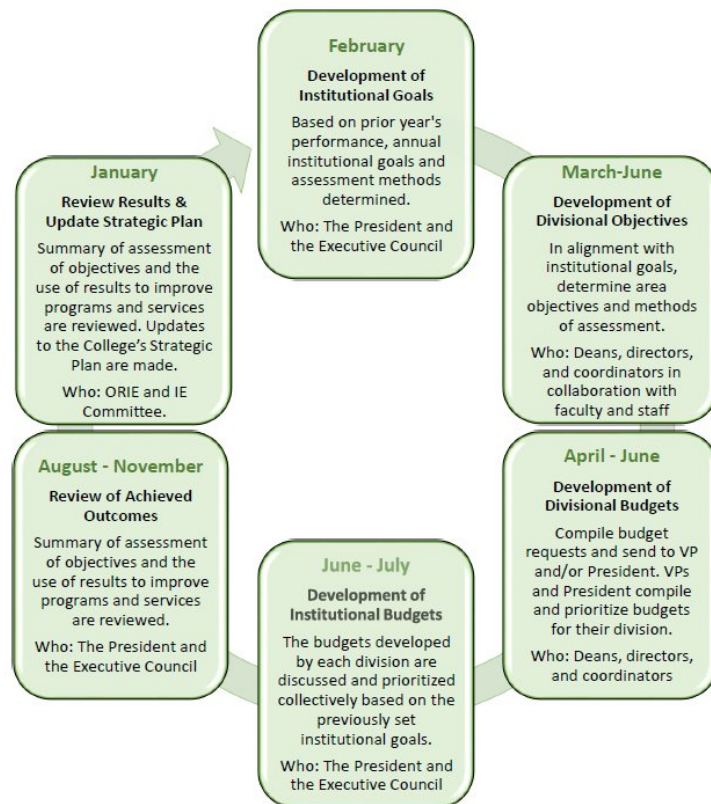
- 2) Completion
- 3) Transfer
- 4) Economic Development and Community Partnerships
- 5) Institutional Culture

With this plan as a foundation, program and service area outcomes currently linked to the old strategic plan will be reevaluated during the 2021-2022 academic year to align with the initiatives in the newly approved [2021-2031 Strategic Plan](#) to be used in their annual assessments. Alignments between the 2021-2031 Strategic Plan and program and service area outcomes will be incorporated into the 2021-2022 year-end assessment reports.

Annual Planning and Evaluation Process

The planning process at PCC is founded on quality, effectiveness and continuous improvement. The process involves a series of integrated relationships between evaluation of progress towards goals, outcomes assessment, awareness of trends, and strategic positioning. The process requires that decisions and plans are based on evidence.

Timeline



- February
 - What: Development of institutional goals
 - Based on the prior year's performance, the President and Executive Council determine annual institutional goals and assessment methods;
 - In conjunction with Institutional Effectiveness Committee, the Director, Research and Institutional Effectiveness drafts an Institutional Effectiveness Plan; and
 - The Institutional Effectiveness Committee reviews and approves Institutional Effectiveness Plan which includes the Strategic Implementation Plan for the following year.
 - Who: The President and the Executive Council

- March-June
 - What: Development of divisional objectives
 - In alignment with previously set institutional goals, deans, directors, and coordinators determine divisional objectives and methods of assessment.
 - Who: Deans, directors, and coordinators in collaboration with faculty and staff

Evidence of divisional objectives aligning with strategic plan/institutional goals:

[Deans Meeting 10/20/21](#)

[University Transfer & General Education department meeting minutes \(excerpt\) 08/25/21](#)

[University Transfer & General Education department meeting minutes \(excerpt\) 11/29/21](#)

[Diversity/Global Awareness Committee Meeting 10/5/21](#)

- April-June
 - What: Development of divisional budgets
 - Vice President Administrative Services/Chief Financial Officer [requests annual funding priorities](#) for each division;
 - Deans and directors compile budget requests and send to Vice Presidents and/or President; and
 - Vice Presidents and/or President compile and prioritize budgets for their division. Because the college has not received additional state funding due to lack of growth, divisions were required to use prior year funding levels. Divisional priorities were identified for 2021-2022 based on available federal [COVID-19 relief funds](#).
 - Who: Deans, directors, and coordinators
- June-July
 - What: Development of institutional budgets
 - The President and Executive Council collectively discuss and prioritize budgets developed by each division based on the previously set institutional goals;
 - [PCC Institutional Budget](#) is set in accordance with the allocations from state and local authorities, grants and auxiliary services; and
 - Under circumstances in which the state fails to pass a budget resolution prior to July 1, the College is authorized to pay salaries and other ordinary College expenses for the interval between the beginning of the fiscal year and the adoption of the budget resolution ([N.C.G.S. 115D-57](#))
 - Who: The President and the Executive Council
- August-November

- What: Review of achieved outcomes
- A summary of the annual assessments and use of results to improve programs and services is presented to Executive Council
 - Executive Council [reviews the assessments](#) and results, as presented.
- Who: The President and the Executive Council

- January
 - What: Review results & update strategic plan
 - Summary of assessment of objectives and the use of results to improve programs and services are incorporated into the Institutional Effectiveness Report;
 - The Institutional Effectiveness Plan is shared with the Institutional Effectiveness Committee for discussion and approval; and
 - [Updates](#) to the College's strategic implementation plan are discussed.
 - Who: Office of Research and Institutional Effectiveness and Institutional Effectiveness Committee.

An example of this process is included here for illustrative purposes. In the Administrative Services division, the Campus Safety department identified a need for improved lighting through our annual [Educational Support Services survey](#). Following, a campus safety walk was conducted by the department and included faculty, staff, and students to clarify the lighting issues that existed on campus. Once it was determined where the areas of greatest concern were (regarding lighting), a plan was put into place to upgrade external lighting on both campuses.

Annual Institutional Effectiveness Plan

Each spring, the Director, Research and Institutional Effectiveness compiles the annual [Institutional Effectiveness Plan](#). The document includes an update on the College's institutional effectiveness activities and provides implementation goals for the following year. The plan is presented to the Institutional Effectiveness Committee as part of its overall college update. As members of the Institutional Effectiveness Committee, all vice presidents use this as the foundation for planning and evaluating in service and academic areas.

The Institutional Effectiveness Plan is also published on the College's [website](#) to share with the entire College community information relevant to their area.

Budget Planning

The goals and objectives set by academic and service areas across the College are aligned with the institution level goals in the institutional strategic plan. Once institutional and divisional priorities have been set, the [FY 2021-22 PCC Budget Summary](#) Vice-President, Administrative Services/CFO sends an [email](#) to other vice-presidents and deans to gather requests for annual funding. [Final budget allocations](#) are determined based on a thorough analysis of available funds. The College's allocation of funds from the NC Community College System is summarized in the [FY 2021-22 PCC State Budget Allocation Sheet](#). State, county, and institutional funds are listed in the [FY 2021-22 PCC Budget Summary](#). Planning, budgeting, and outcomes assessment at the level of individual programs and services contribute to the achievement of College goals and the College mission.

North Carolina Community College System Performance Measures for Student Success

The Performance Measures for Student Success Report is the North Carolina Community College System's (NCCCS) major accountability document. NCCCS-wide performance measures were first introduced by the State Board of Community Colleges (SBCC) in 1993. In 1998, the North Carolina General Assembly directed the SBCC to define standards to ensure that programs and services offered by NCCCS institutions are of sufficient quality. Several iterations and refinements led to the eventual adoption of [North Carolina General Statute §115D-31.3](#) defining the current "Performance Measures for Student Success."

Every three years, a NCCCS committee that is inclusive of college leaders; subject matter experts; and research and assessment professionals are appointed to review the measures and recommend deletions, revisions, and additions. The current list of measures includes the following:

- Basic Skills Student Progress;

- Student Success Rate in College-Level English Courses;
- Student Success Rate in College-Level Math Courses;
- First Year Progression;
- Curriculum Student Completion;
- Licensure and Certification Passing Rate; and
- College Transfer Performance.

Table 1. PCC Performance Measure Data 2018 - 2021 describes in detail the seven performance measures currently in use, including how each is calculated. The NCCCS office computes these performance measures annually for all 58 colleges in the System and disseminates an annual report comparing the results for individual institutions to system-wide results. 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 the 58 NC community colleges.

Performance measure baselines are defined as two standard deviations below the mean for all 58 institutions in the State. PCC has set the baseline level as it's minimum goal for the year, while striving for improvement on each measure from year to year. Excellence levels are defined as one standard deviation above the mean. Prior to 2021, these levels remained static and reset on a three-year cycle. To better respond to external factors influencing the success rates of students, baselines and excellence levels are now changed annually and derived from the most recent results.

Funding for the College is integrated with scores on the seven performance measures.

PCC's Performance

In the 2021 Performance Measure Summary Report, PCC demonstrated improvements in four out of seven of the Performance Measure indices. PCC met or exceeded the system mean in *Success in Credit English, First-year Progression, and Licensure Pass Rate*. Scores in *Curriculum Completion, Transfer Performance, Success in Credit Math, and Basic Skills Progression* all fell above the baseline levels but below the system mean set by the NCCCS.

Table 1. PCC Performance Measure Data 2018 - 2021

PERFORMANCE MEASURES	Level of Performance	2021 (2019-2020 Data)	2020 (2018-2019 Data)	2019 (2017-2018 Data)	2018 (2016-2017 Data)
A. Basic Skills Student Progress	Excellence	42.5	50.6	50.6	68.3
Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).	Baseline	15.7	24.2	24.2	34.5
	Mean	33.5	45.1	41.8	60.1
	PCC	28.0	44.5	43.0	55.1
B. Student Success Rate in College Level English Courses	Excellence	70.4	66.6	66.6	55.9
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.	Baseline	47.1	40.1	40.1	23.8
	Mean	62.6	60.6	61.0	49.9
	PCC	74.1	68.2	66.0	63.0
C. Student Success Rate in College Level Math courses	Excellence	54.5	46.2	46.2	32.5
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.	Baseline	29.9	19.5	19.5	10.1
	Mean	46.3	42.7	41.5	28.6
	PCC	35.7	24.1	44.2	35.5
D. First Year Progression	Excellence	71.8	71.9	71.9	75.0
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).	Baseline	56.8	56.6	56.6	54.1
	Mean	66.8	70.3	68.2	70.9
	PCC	69.9	70.6	67.7	75.3
E. Curriculum Completion	Excellence	61.3	52.7	52.7	51.9
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.	Baseline	43.1	34.1	34.1	35.9
	Mean	55.3	53.4	49.3	43.4
	PCC	51.8	54.0	50.5	38.9
F. Licensure and Certification Passing Rate	Excellence	1.09	1.07	1.07	90.9
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.	Baseline	.75	.79	0.79	69.9
	Mean	.98	.98	0.98	78.4
	PCC	1.02	.99	1.05	69.2
G. College Transfer Performance	Excellence	91.1	89.4	89.4	87.6
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.	Baseline	79.4	74.4	74.4	65.1
	Mean	87.2	85.4	85.2	83.7
	PCC	86.2	79.1	87.9	76.5

Curriculum Program Area Assessment and Evaluation

Annual Program Area Outcomes Assessment

Each year, PCC performs assessments that identify goals and expected outcomes that relate to the goals and initiatives from the [College’s 2021-2031 Strategic Plan](#), which contains the mission, vision and values of the college. This assessment is called a Program Area Outcome (PAO) report and includes the annual assessment plan with associated program area outcomes, student learning outcomes, results, a summary, and action plan. Data collection for the PAO begins in the fall semester, and the final report is due in May when classes are complete. The area dean or director makes a brief presentation to Executive Council the following fall semester to review achieved outcomes, and feedback is

given to enhance the PAO. Presentations were not made in 2020 due to temporary adjustments related to PCC's response to COVID-19. Instead, a higher level review of PAOs was conducted during a monthly [college-wide town hall](#). A sample of an PAO report from each academic division is linked below. Further details and a comprehensive collection of PAO reports from each curriculum program are available in the narrative for **Standard 8.2.a**.

Business Studies and Emerging Technologies - [Accounting and Finance](#)

Public Safety and Human Services - [Human Services Technology](#)

University Transfer General Education - [Associate in Arts](#)

Health and Wellness - [Associate Degree Nursing](#)

Technical and Manufacturing - [Industrial Systems Technology](#)

Program Area Review

To ensure that programs are effective and consistent with the mission, PCC performs an in-depth assessment of curriculum programs every five years, on a staggered cycle. This process is called a Program Area Review (PAR). These assessments begin in the fall semester and the final report is due May 1 of the following year. The PAR document reviews the following program data over the last five years:

- Program enrollment;
- Graduates;
- Full-time Equivalent (FTE); and
- Student Demographics.

In addition, the PAR reviews data about program area outcomes, student learning outcomes, career options, consortial relationships, contractual agreements and faculty credentials. Several surveys are also used to get feedback about the program from students, [graduates](#), [faculty](#), [employers](#), [advisory committee members](#). A strengths, weaknesses, opportunities, and threat (SWOT) analysis is completed for the program of study, which results in an action plan. The following summer an "action plan update" is completed to determine the progress made over the last year. When funding is available, Executive Council discusses and prioritizes the budget to support these action plans based

on the previously set institutional goals. A sample Program Area Review from the [Digital Effects and Animation Technology](#) program is provided for your consideration. Further details and a comprehensive collection of PAR reports from each curriculum program are available in the narrative for **Standard 8.2.a**.

Service Area Assessment and Evaluation

Annual Service Area Outcomes Assessment

PCC performs assessments every year that identify goals and expected outcomes that relate to the goals and initiatives from the [College's 2021-2031 Strategic Plan](#), which contains the mission, vision and values of the College. This assessment is called a Service Area Outcome (SAO) report and includes the annual assessment plan with associated service area outcomes, results, summary, and action plan table. Data collection for the SAO begins in the fall semester and the final report is due the following June. The area dean or director makes a brief presentation to Executive Council the following fall semester to review achieved outcomes, and feedback is given to enhance the PAO. Presentations were not made in 2020 due to temporary adjustments related to PCC's response to COVID-19. Instead, a higher level review of SAOs was conducted during a monthly [college-wide town hall](#). A sample of an SAO report from each service area is linked below. Further details and a comprehensive collection of SAO reports from each service area are available in the narrative for **Standard 8.2.c**.

Administrative Services - [Safety and Preparedness](#)

Advancement and Communications - [Advancement](#)
[Information Technology Services](#)

Instruction - [Distance Education](#)

Student Development - [Financial Aid and Veteran's Affairs](#)

President's Office - [Research and Institutional Effectiveness](#)

Service Area Review

To ensure that service areas are effective and consistent with the mission, PCC performs an in-depth assessment of service areas every five years, on a staggered cycle. This process is

called a Service Area Review (SAR). These assessments begin in the fall semester and the final document is due May 1 of the following year. The SAR document reviews service area performance data with the use of several annual surveys:

- [Educational Support Services Survey](#);
- [Student Satisfaction Survey](#); and
- [Needs Assessment Survey](#).

The SAR reviews the area mission/purpose, services/delivery (SAO) and staff qualifications. A strengths, weaknesses, opportunities, and threat (SWOT) analysis is completed for the service area, which results in an action plan. The following summer an "action plan update" is completed to determine the progress made during the last year. When funding is available, Executive Council discusses and prioritizes the budget to support these action plans based on the previously set institutional goals. A sample Service Area Review from the [Human Resources](#) Department is provided for your consideration. Further details and a comprehensive collection of SAR reports from each service area are available in the narrative for **Standard 8.2.c**.

Continuous Improvement

PCC is committed to a planning and evaluation process that is focused on continuous improvement of programs and services. *Table 2. Evidence of Continuous Improvement* below provides a variety of examples in which use of results from evaluation and assessment activities has been used for continuous improvement.

Table 2. Evidence of Continuous Improvement

Assessment Area	Noted Concern	Action Plan	Impact of Intervention	Assessment Report

Business Administration	Noted deficiencies the analysis of legal cases.	Devise and implement more critical thinking problems involving the analysis of legal cases.	8% increase in students who successfully analyzed a legal case.	2019-2020 SAO
Information Technology	Some students struggled with managing basic desktop and network operating systems.	Additional tutorials and instructions were provided to students on how to utilize the LabConnection software in the NOS 110 class.	Percent of successful students rose from 71% to 90%	2020-2021 SAO
Safety & Preparedness	SAO noted safety concern regarding poor lighting in the parking lots	Lighting on Person County and Caswell County campuses was updated	Survey results regarding external lighting on campus improved by 17%	Educational Support Services Survey 2018 & 2021
Performance measure -- Licensure pass rate	Licensure pass rate below the NCCCS baseline	<ul style="list-style-type: none"> -Improve curriculum -Mandate remediation -Improve teaching strategies -Embedded NCLEX-RN® preparation 	Licensure pass rate improved	Assessment and action plan for low pass rates

Characteristics of PCC Planning and Evaluation

Ongoing

PCC engages in planning and evaluation processes that are ongoing and cyclical in nature.

- Decennial planning and evaluation process - PCC's institutional strategic planning process recently moved from a quinquennial cycle to a decennial cycle to better align with the decennial SACSCOC review schedule. The current [2021-2031 Strategic Plan](#) will be reviewed annually to ensure continuous improvement towards the strategic goals. Strategic goals will be reviewed and updated (if needed) at the mid-point of the decennial cycle. The [Institutional Effectiveness Committee](#) is responsible for conducting these reviews and recommending any revisions.
- Five-year planning and evaluation processes - All [programs](#) and [service areas](#) are further reviewed on a **five-year rotating cycle** utilizing the program and service area review process. This process is a more in-depth assessment which brings additional stakeholders into the evaluation process, both internal and external to the College. Final reports are shared with the vice-presidents of each respective division to close the loop on this process.
- Annual planning and evaluations processes - Program outcomes, supported by student learning outcomes, are assessed and reviewed annually as part of the College's [Institutional Effectiveness Plan](#). Outcomes for each service area of the College are assessed and reviewed annually as well. Annual assessments are presented to the President's Executive Council to ensure that assessment results are used for the continuous improvement of the College.

Comprehensive

PCC's evaluation and planning process is comprehensive involving annual, quinquennial and decennial processes. Input for inclusion into all unit level and institution level planning is sought from students, faculty, staff, deans, directors, employers, and community stakeholders. Both quantitative and qualitative data are collected to assess performance and inform conversations regarding program and service areas across campus, incorporating all areas of the College, including student and program outcomes, academic

planning, enrollment management, financial planning, administrative effectiveness, and facility services.

Integrated

The components of PCC's planning and evaluation process are well-integrated. The strategic plan provides the foundation for the College's annual planning and evaluation cycle. Connections discussed previously between themes in the strategic plan and the annual assessment outcomes exemplify the integrated nature of the planning and evaluation process at PCC. Budget planning is conducted after the annual planning and evaluation cycle has begun to support initiatives as outlined through yearly reviews and development of the annual strategic implementation plan.



Research-based

PCC administers a number of annual surveys to students, faculty, staff, employers, and community stakeholders to gather quantitative and qualitative data to aid the development of goals and outcomes for service and program area assessments. As needed, additional data is gathered using focus groups of stakeholders relevant to the issues at hand. The North Carolina Community College System Office has developed and annually computes and reports for all 58 NC community colleges seven performance measures. The Office of Research and Institutional Effectiveness summarizes these research processes in the annual [Institutional Effectiveness Plan](#).

Additional data monitored and/or generated by the Office of Research and Institutional

Effectiveness (e.g. withdrawal, course success, retention and graduation rates) are also reviewed by College personnel and used in helping the College maintain effectiveness.

Systematic

PCC is focused on institutional quality and effectiveness. The College implements and evaluates its mission, vision, and values through regular and **systematic** planning, assessment, and evaluation of all College program and service areas. As described above, these evaluation and planning processes occur at regular 1-year, 5-year, and 10-year intervals and provide the basis for continuous improvement of the College.

Planning and Evaluation Oversight

A successful planning process requires participation and guidance from appropriate stakeholders and decision makers. The College seeks guidance from various entities or persons, which include the Board of Trustees, President, [President's Executive Council](#), [Institutional Effectiveness Committee](#), and deans and directors of the various divisions of the College.

Board of Trustees

PCC operates under the direction of a Board of Trustees (BOT) which derives its authority from [N.C.G.S. 115D-20](#) of the North Carolina General Statute and certain rules of the State Board of Community Colleges. The BOT is authorized to do all things necessary and proper to organize and operate Piedmont Community College. The Director, Research and Institutional Effectiveness is responsible for [sharing updates](#) regarding the strategic planning process with the BOT as needed. The BOT has the authority and responsibility to approve the final strategic plan in accordance with [Article III, Section 1](#) of the Bylaws of the BOT.

Executive Council

The Executive Council (EC) consists of ten members.

- President (chair);

- Vice President, Administrative Services/Chief Financial Officer;
- Vice President, Instruction/Chief Academic Officer;
- Vice President, Advancement and Communications;
- Vice President, Student Development;
- Chief Information Officer;
- Director, Caswell County Campus Operations;
- Faculty Association Chairperson;
- Assistant to the President/Faculty; and
- Director, Research and Institutional Effectiveness.

Executive Council meets regularly to discuss and manage the operations of the College.

This includes (but is not limited to) the following IE-related functions:

- Reviewing achieved outcomes (SAO & PAO) to monitor institutional planning and continuous improvement;
 - Sample EC minutes are provided as evidence; [10.25.21](#) (weekly meeting minutes showing discussion of achieved outcomes)
- Reviewing the mission, vision, values, and strategic plan for the college;
 - Sample EC agenda is provided as evidence; [7.26.21](#) (retreat agenda showing discussion of SP)
 - Sample EC minutes are provided as evidence; [6.14.21](#) (weekly meeting minutes showing discussion of strategic plan)
- Consider recommendations (e.g., [approval of policy revisions](#)) that arise from the Institutional Effectiveness Committee; and
- Serving as a conduit for information being [presented to the BOT](#).

Institutional Effectiveness Committee

The Institutional Effectiveness Committee engages the College community in a systematic and strategic process of continuous improvement to fulfill the College's mission. This engagement not only supports data-driven decision-making at the College but also facilitates the integration of planning, assessment, and research to improve educational programs and all service areas of the College. The Institutional Effectiveness Committee

has 18 members. The President, Vice-Presidents, and other members Executive Council are also members of the Institutional Effectiveness Committee. This allows for a greater degree of effectiveness in collaboration and decision making regarding planning and evaluation processes at PCC. [Example meeting minutes 10.28.21.](#)

- Director, Research and Institutional Effectiveness (chair);
- Assistant to the President/faculty;
- Controller;
- Dean, University Transfer and General Education;
- Dean, Learning Commons;
- Director/Coordinator Adult Basic Skills;
- Director, Caswell County Campus Operations;
- Director, Federal Programs;
- Institutional Researcher;
- Student Services Data/Outcome Analyst;
- President;
- Vice President, Administrative Services/Chief Financial Officer;
- Vice President, Instruction/Chief Academic Officer;
- Vice President, Advancement and Communications;
- Vice President, Student Development;
- Faculty (3); and
- Student representative.

Deans and Directors

The deans and directors are responsible for ensuring that the evaluation and planning for their respective divisions is done according to the time line (described above) set by the College. In addition, action plans developed during the evaluation and planning process are implemented and/or supervised by deans and directors to ensure that results are effectively used for continuous improvement in their area, evidenced in *Table 2. Evidence of Continuous Improvement* above.

Informing the PCC Community

In the spirit of transparency, all the quantitative data generated from [annual College surveys](#) are posted on the PCC website so that everyone can access the information. Due to the presence of potentially identifiable information, qualitative data from those surveys and from other sources is only shared with appropriate College personnel. Summaries of these data are included in the annual and quinquennial planning and evaluation reports as appropriate. Those reports are available to College personnel on the College's assessment and accreditation [software portal](#).

To keep the College community informed of our performance measure data, and to remain in compliance with [1B SBCCC 400.5](#) of the State Board of Community Colleges, PCC posts the summary performance measure data on the [College website](#) and in the annual [2021-2022 General Catalog and Student Handbook](#).

The annual [2021-22 Institutional Effectiveness Plan](#) provides a summary of data from all of the planning and evaluation processes. The Institutional Effectiveness Committee reviews and approves the report as a part of their regular roles and responsibilities. Once approved, the document is publicly available on the [College website](#).

In 2020, a [Pacer Scorecard](#) segment was added to the PCC bi-monthly newsletter that is distributed to College employees and students. This segment is designed to bring timely information to College personnel to create a culture of assessment and encourage data-driven decision making across campus.

Evidence Attachments

[2.2-Mission-Statement-Review full.pdf](#)

[2021_performance_measures_summary.pdf](#)

[2021-2022 IECommittee Roles.Resp.pdf](#)

[2021-2022 PCC Executive Council Roster and Roles.pdf](#)

[Accounting and Finance 2020-2021.pdf](#)

[Advancement 2020-2021.pdf](#)

[Associate Degree Nursing 2020-2021.pdf](#)

[Associate in Arts 2020-2021.pdf](#)

[Board Meeting 8.3.21 Minutes_approval of strategic plan highlighted.pdf](#)

[Board Retreat Agenda 3.23.21 SP.pdf](#)
[BOT approved SP 8.3.21.PNG](#)
[BOT Bylaws Article III Section 1_review and approval of mission.pdf](#)
[BOT Executive Committee Packet 12.14.21 p1.pdf](#)
[budget email from BM.PNG](#)
[Business Administration 2019-2020.pdf](#)
[Caswell focus group data example.PNG](#)
[Condensed stmt of net position - COVID relief dollars.jpg](#)
[Counseling, Retention and Special Populations 2020-2021.pdf](#)
[Distance Education 2020-2021.pdf](#)
[Diversity_Global Awareness Meeting Minutes 10_5_21 SACSCOC.pdf](#)
[EC 10.25.21 Minutes_PAO discussions.pdf](#)
[EC 11.15.21 Minutes.pdf](#)
[EC 11.8.21 Minutes PAO presentations.pdf](#)
[EC minutes_6.14.2021_strategic pillar_learning.jpg](#)
[EC minutes_6.14.2021_strategic pillar_learning_highlght.jpg](#)
[EC minutes_6.20.2021_strategic pillar_learning.jpg](#)
[email to set SP priorities.PNG](#)
[ESSS2021.pdf](#)
[Executive Council Retreat Agenda 7.26.21.docx](#)
[Financial Aid and Veterans Affairs 2020-2021.pdf](#)
[Framework for next 50.pdf](#)
[FY2021-22 PCC Budget summary.pdf](#)
[GS_115D-57.pdf](#)
[Human Services Technology 2020-2021.pdf](#)
[IE Committee Roster for 2021-2022.jpg](#)
[IE Committee-callout on review of SP.jpg](#)
[IE Meeting 2022|AN21.pdf](#)
[IE plans on website.PNG](#)
[IE Visual.PNG](#)
[IE Webpage_annual college surveys.png](#)
[IE Webpage_performance benchmarks.png](#)
[IE website.PNG](#)
[IE-Committee-10.28.19.pdf](#)

[IE-Committee-12.16.19.pdf](#)
[IE-Committee-2020.1.03.pdf](#)
[IE-Committee-2020.10.15.pdf](#)
[IE-Committee-2020.2.19.pdf](#)
[IE-Committee-2020.3.26.pdf](#)
[IE-Committee-2021.10.28.pdf](#)
[IE-Plan-2020-2021-final.pdf](#)
[Industrial Systems Technology 2020-2021.pdf](#)
[Information Technology 2020-2021.pdf](#)
[Information Technology Services 2020-2021.pdf](#)
[Medical Assisting 2020-2021.pdf](#)
[Minutes from October 20 Deans and Directors Meeting.pdf](#)
[N.C.G.S. 115D-20 Powers and duties of trustees_local administrative board .pdf](#)
[NCGS_115D-31.3 Institutional performance accountability.pdf](#)
[Needs2020.pdf](#)
[Nov 6 Town Hall PAO.SAO review.pdf](#)
[pacer scorecard image.PNG](#)
[PAR Report COS.pdf](#)
[PAR Report DEAT.pdf](#)
[PAR Report EPP.pdf](#)
[PAR Report Fine Arts.pdf](#)
[PAR Report GSM.pdf](#)
[PAR Report ISC.pdf](#)
[PAR Schedule.pdf](#)
[PCC 2021-2022 state budget allocation.pdf](#)
[PCC Program Assessment For Low Pass Rates 2019.pdf](#)
[performance measures SBCCC 400.5.jpg](#)
[performance measures.png](#)
[Person focus group data example.PNG](#)
[pyramid graphic.PNG](#)
[Q2 ESSS 18 and 21.pdf](#)
[Q2 safety ESSS 2018.pdf](#)
[Research and Institutional Effectiveness 2020-2021.pdf](#)
[Safety & Preparedness 2020-2021.pdf](#)

[Safety walk flier_Nov 2018.pdf](#)

[SAR Report DL.pdf](#)

[SAR Report FA and VA.pdf](#)

[SAR Report HR.pdf](#)

[SAR Schedule.pdf](#)

[SP MVV.pdf](#)

[sp survey summary.xlsx](#)

[SSS 2021.pdf](#)

[SSS2021.pdf](#)

[StrategicPlan_PCC_2021.pdf](#)

[StrategicPlan2015-2020.pdf](#)

[Summary Report of 2021 Performance Measures_Catalog.jpg](#)

[Survey advisory.pdf](#)

[Survey employer.pdf](#)

[Survey faculty.pdf](#)

[Survey graduate.pdf](#)

[Survey student.pdf](#)

[UTGE Minutes 11-29-21 SACSCOC.pdf](#)

[UTGE Minutes 8-25-21 SACSCOC.pdf](#)

[weave assessments.PNG](#)

7.3 Administrative Effectiveness - Accreditation

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved, and thus is compliant with Standard 7.3 Administrative Effectiveness.

Overview

PCC identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. PCC's planning and review activities are conducted within the framework and context of the [2021-2031 Strategic Plan](#), which includes the College's mission and goals. The College maintains an institution-wide focus on defining and assessing measurable outcomes and using results to improve the College's administrative support services.

- PCC clearly defines expected Service Area Outcomes (SAO) in measurable terms for each administrative support area. Three to five outcomes per area are targeted for assessment annually.
- Service area supervisors identify appropriate means of assessment and performance targets for all area outcomes.
- For each planning area, the College annually documents and reports evidence of assessment activities, past year use of results, and planned future year use of results.
- Annual outcome reports and five-year comprehensive reviews ensure that outcomes are assessed, reviewed, and used for improvements.
- The budget process is integrated into this annual planning and review process.
- PCC's use of assessment results improves administrative support areas by cultivating a

results-oriented focus with an emphasis on college-wide continuous improvement.

- Annual Service Area Outcome reports and Service Area Review reports are available for each planning unit in *Table 1 Service Area Outcomes (SAO)* below.

Institutional Organization

Administrative effectiveness at PCC is measured through regular and thorough assessments of the college's administrative units, which currently include the following divisions: 1) **President's Office**, 2) **Information Technology Services**, 3) **Administrative Services**, and 4) **Advancement and Communications**. These divisions are clearly outlined in the [PCC organizational chart](#).

1) President's Office - The service area assessment for the President's Office reflects the performance of the administrative function of the Office of Research and Institutional Effectiveness which reports directly to the President. This SAO is not an evaluation of the President's job performance. The College's Board of Trustees evaluates the President's job performance as described in the narrative for **Standard 4.2.c**.

2) Information Technology Services has no separate departments.

3) Administrative Services includes the following departments:

- Facility Services
- College Safety
- Business Office
- Human Resources and Organizational Development
- Child Development Center

4) Advancement and Communication - The service area assessment for the Office of Advancement and Communication is divided into two reports. The report for advancement assesses expected outcomes related to the PCC foundation, grants, and the alumni partnership is considered an academic/student support service and as such will be discussed in narrative for **Standard 8.2.c**. Because the Communications Office is an administrative unit, the report on expected outcomes related to public information will be

discussed here.

The Instructional division includes departments that offer educational programs and service areas which focus on the academic and student support functions of the division. Evaluations of the division's educational programs (Program Area Outcomes) are conducted by Academic Deans or Directors and are discussed in the narrative for **Standard 8.2.a**.

Distance Education and the Learning Commons, departments within the Instructional Division, conduct evaluations of expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of their results. As academic and student support services, these evaluations are discussed in the narrative for **Standard 8.2.c**.

The Student Development division includes Financial Aid & Veterans Affairs, Student Records, Admissions & Recruitment, Student Engagement, and Federal Programs. These departments conduct evaluations of expected outcomes, assesses the extent to which they achieve outcomes, and provide evidence of seeking improvement based on analysis of their results. As academic and student support services, these evaluations are discussed in the narrative for **Standard 8.2.c**.

Annual Service Area Surveys

Each year the Office of Research and Institutional Effectiveness sends out three surveys to assess employee and student satisfaction of the various service areas on campus.

- [Educational Support Services Survey](#) - This survey is administered every Spring semester to all employees on campus. It contains 33 items that allow respondents to rate their level of satisfaction with the services being provided.
- [Student Satisfaction Survey](#) - This survey is administered every Spring semester to all students on campus. It contains 27 items that allow respondents to rate their level of satisfaction with the services being provided.
- [Needs Assessment Survey](#) - This survey is administered to students enrolled in ACA 122 courses in the Fall semester. It contains 16 items that allow students to identify

services which they need to be successful at the institution.

Data from these surveys are used as one means of assessing the outcomes identified on the annual Service Area Outcome Report and the Service Area Review.

Annual Service Area Outcomes Assessment (SAO)

Area Directors use the College's [2021-2031 Strategic Plan](#) which includes the mission, vision, and values of the College to determine their area goals and expected outcomes to ensure alignment across all areas.

At the end of the academic or fiscal year, service areas within each division complete an SAO report that:

- identifies goals and expected outcomes,
- demonstrates the extent to which the outcomes are achieved,
- defines action plans on how the area will reach its goals, and
- summarizes the impact of the action plan to demonstrate continuous improvement.

For example, in the College Safety department, within the Administrative Services division a recent [SAO report](#) noted concerns that were identified through our annual survey data by [faculty and staff](#) related to lighting in campus parking lots. An action plan was developed to upgrade the lighting to better illuminate areas of the campus (especially parking lots) that were dimly lit after dark. When these safety concerns were reviewed in Executive Council, money was allocated through county funds to secure the needed upgrades. We received quotes from three state vendors to complete the project, and chose to contract with the vendor who proposed better quality lighting rather than just choosing the vendor with the lowest bid. The project included replacing old light fixtures on both the Person County and the Caswell County Campuses with upgraded fixtures that offered more wide-spread illumination and brighter, energy-efficient LED light bulbs. The improved illumination and coverage of the parking lots and other external areas yielded a [more positive rating](#) in the subsequent assessment cycle.

Another example from the Office of Research and Institutional Effectiveness (ORIE) within

the President’s Office demonstrates the use of an SAO assessment plan for continuous improvement of administrative processes. During the 2018-2019 assessment cycle, ORIE identified a need “to increase awareness of and compliance with assessment activities on campus” and designed an action plan to “offer a series of professional development workshops, culminating with an open lab session where staff and faculty can come and work on their report with ORIE staff assistance.” To this end, a new outcome of “The College will continue to strengthen service area and student learning outcomes assessment and the uses of assessment results to improve teaching and learning, shorten completion times, and reduce student educational expense” was added to the 2019-2020 Service Area Outcomes Report. The timeliness and accuracy of annual reports was tracked and reported the following year.

During the 2019-2020 academic year, timeliness and accuracy of annual reports had not improved. Although ORIE stayed the course for another assessment cycle to see if the increased communication and professional development offerings would help, the accuracy and timeliness of annual reports continued to be stable. A new action plan was drafted at the end of the 2020-2021 assessment cycle to move “in-house reporting processes into an electronic submission portal (WEAVE) to hopefully ease the process and increase timely submissions.” The impact of this action plan will be assessed at the end of the 2021-2022 year.

Table 1 Service Area Outcomes (SAO) presents the most recent 2 years of completed reports for each administrative area for your review.

Table 1. Service Area Outcomes (SAO)

Administrative Area	Reporting Year	Reporting Year	Reporting Year
President’s Office			
Office of Research and Institutional Effectiveness	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress

Information Technology Services (formerly Management Information Technology)	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress
Administrative Services			
Facility Services (formerly Buildings and Grounds)	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress
College Safety (formerly Safety & Preparedness)	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress
Business Office	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress
Human Resources and Organizational Development (formerly Personnel/Human Resources)	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress
Child Development Center	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress
Advancement and Communications			
Communications	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In progress

In the fall semester of the year following the submission of the Service Area Outcomes report, the service area dean or director attends a scheduled Executive Council meeting with the PCC leadership team to discuss which outcomes are successfully being met and where improvement is needed. This process contributes to the College's use of assessment results to improve administrative support areas and establish college-wide continuous improvement. Minutes from several Executive Council meetings are provided as evidence of this process.

- [Executive Council meeting](#) (11.15.21)
- [Executive Council meeting](#) (11.22.21)
- [Executive Council meeting](#) (12.13.21)

Service Area Review

To ensure that administrative service areas are effective and consistent with the mission, PCC performs an in-depth Service Area Review (SAR) of each area. SAR is a much more intensive, holistic assessment, in which programs reflect on their performance over the past five years. These assessments begin in the fall semester and the final document is due May 1 of the following year.

The SAR document reviews service area performance data with the use of several annual surveys described above. The process uses the direct measures referenced in the annual SAO reports, as well as a series of other direct and indirect measures, which are designed to gauge the overall health and success of administrative support services.

The SAR process seeks input from a committee which includes the service area dean/director, supervising vice president, faculty, staff, and an Office of Research and Institutional Effectiveness representative. The SAR report is divided into five key parts, which are outlined as follows:

I. Service Area Profile: The first part of the SAR summarizes descriptive information about the area, including which services are offered and for whom, qualifications of staff, and any external affiliations maintained by the staff in the area.

II. Services and Delivery: The next section interprets the most recent three years of data, summarizing important implications of the annual SAO assessment results, paying particular attention to any outcome deficiencies requiring action to make improvements.

III. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis: The third section allows service areas to dig even deeper into their results and critically examine what is working well, what merits improvement, and what challenges and opportunities exist. This portion of the SAR requires areas to be both reflective (as they look back on three years' worth of outcomes data) and forward-thinking (as they plan next steps and what to do to improve services to the College).

IV. Recommendations to Improve the Service: Section four is about recommendations to improve services. It features recommendations pertaining to service efficiency, resource allocation, and personnel. Action plans with concrete objectives, a timetable, and persons responsible are required in this section.

V. Executive Summary: To summarize the contents of the report and all of its key components, the SAR concludes with an executive summary of 1-2 pages.

One year after the SAR submission, an "action plan update" is completed to determine the progress made during the last year. The Executive Council discusses and prioritizes the budget to support these action plans based on the previously set institutional goals, contingent upon available funding. Every administrative support service area at PCC undergoes the Service Area Review (SAR) process every five years on a rotating schedule. A copy of PCC's SAR Schedule can be found [here](#). The most recent example from each area is linked in *Table 2 Service Area Reviews (SAR)* for your review.

Table 2. Service Area Reviews (SAR)

Administrative Services Area	Reporting Year
President's Office	

Office of Research and Institutional Effectiveness	2021-2022 In Progress
Information Technology Services (formerly Management Information Technology)	<u>2019-2020</u>
Administrative Services	
Facility Services (formerly Buildings and Grounds)	<u>2017-2018</u>
College Safety (formerly Safety & Preparedness)	<u>2017-2018</u>
Business Office	<u>2019-2020</u>
Human Resources and Organizational Development (formerly Personnel and Human Resources)	<u>2020-2021</u>
Child Development Center	<u>2017-2018</u>
Advancement and Communications	
Advancement (formerly Foundation and Alumni)	<u>2016-2017</u> <u>2016-2017</u>
Communications (formerly Public Information Office)	<u>2018-2019</u>

These evidence documents demonstrate the comprehensive way in which PCC identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. PCC's planning and review activities are conducted within the framework and context of the strategic plan, which includes the College's mission and goals. The College maintains an institution-wide focus on defining and assessing measurable outcomes and using results to improve the College's administrative support services.

Evidence Attachments

[13.14 Final Report IT.pdf](#)

[16.17 Final Report Alumni.pdf](#)

[16.17 Final Report Foundation.pdf](#)

[17.18 Final Report Buldings Grounds.pdf](#)

[17.18 Final Report CDC.pdf](#)

[17.18 Final Report Safety.pdf](#)

[18.19 Final Report Public Information Office.pdf](#)

[19.20 Final Report Business Office.pdf](#)

[19.20 Final Report IT.pdf](#)

[20.21 Final Report Personnel-HR.pdf](#)

[Buildings & Grounds 2019-2020.pdf](#)

[Buildings & Grounds 2020-2021.pdf](#)

[Business Office 2019-2020.pdf](#)

[Business Office 2020-2021.pdf](#)

[Child Development Center 2019-2020.pdf](#)

[Child Development Center 2020-2021.pdf](#)

[Communications 2019-2020.pdf](#)

[Communications 2020-2021.pdf](#)

[EC 11.15.21 Minutes-SAO.pdf](#)

[EC 11.22.21 Minutes_SAOs.pdf](#)

[EC 12.13.21 Minutes-SAO.pdf](#)

[ESSS2021.pdf](#)

[Information Technology Services 2019-2020.pdf](#)

[Information Technology Services 2020-2021.pdf](#)

[Needs2020.pdf](#)

[PersonnelHuman Resources 2019-2020.pdf](#)

[PersonnelHuman Resources 2020-2021.pdf](#)

[President Direct Reports - Titles 7.3.pdf](#)

[Q2 safety ESSS 2018.pdf](#)

[Q2 safety ESSS 2021.pdf](#)

[Research and Institutional Effectiveness 2019-2020.pdf](#)

[Research and Institutional Effectiveness 2020-2021.pdf](#)

[Safety & Preparedness 2019-2020.pdf](#)

[Safety & Preparedness 2020-2021.pdf](#)

[SAR Schedule.pdf](#)

[SSS2021.pdf](#)

[StrategicPlan_PCC_2021.pdf](#)

[Student comments on lighting.PNG](#)

8.1 Student Achievement - Accreditation

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, the nature of the students it serves, and the kinds of programs offered. PCC uses multiple measures to document student success, and thus, is compliant with Core Requirement 8.1 Student Achievement.

Overview

Piedmont Community College (PCC) measures student achievement using a variety of metrics and determines appropriate performance levels for each metric through the use of state performance funding standards and Integrated Postsecondary Education Data System (IPEDS) comparison data. These measures of student achievement success are consistent with the College's mission and analyzed through an Annual Planning and Evaluation Process.

PCC is a member of the North Carolina Community College System (NCCCS) and as such is subject to seven performance funding metrics adopted by the [NCCCS](#): basic skills student progress, course success in English, course success in math, first-year program progression, completion, state licensure pass rates, and the subsequent academic performance of students who transfer to four-year institutions. The 58 colleges in the NCCCS are compared to each other and the system as a whole.

The College also reviews, as an additional perspective on student achievement, the graduation and transfer-out rates as determined by [IPEDS](#). Data provided by IPEDS includes

comparisons to a set of 14 similar colleges (in terms of size and areas served). This data provides a context for interpreting our indicators and reasonable benchmark to gauge our success.

These data are readily available to faculty, staff, students, and the public on the PCC [Office of Research and Institutional Effectiveness webpage](#).

North Carolina Community College System Performance Measures for Student Success

The Performance Measures for Student Success Report is the NCCCS's major accountability document. NCCCS-wide performance measures were first introduced by the State Board of Community Colleges (SBCC) in 1993. In 1998, the North Carolina General Assembly directed the SBCC to define standards to ensure that programs and services offered by the NCCCS institutions are of sufficient quality. Several iterations and refinements led to the eventual adoption of North Carolina General Statute [N.C.G.S. 115D-31.3](#) defining the current "Performance Measures for Student Success."

Every three years, a NCCCS committee that is inclusive of college leaders; subject matter experts; and research and assessment professionals are appointed to review the measures and recommend deletions, revisions, and additions. The current list of measures includes the following:

- Basic Skills Student Progress;
- Student Success Rate in College-Level English Courses;
- Student Success Rate in College-Level Math Courses;
- First Year Progression;
- Curriculum Student Completion;
- Licensure and Certification Passing Rate; and
- College Transfer Performance.

Table 1. PCC Performance Measure Data 2018 - 2021 describes in detail the seven performance measures currently in use, including how each is calculated. The NCCCS office

computes these performance measures annually for all 58 colleges in the System and disseminates an [annual report](#) comparing the results for individual institutions to system-wide results. 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 the 58 NC community colleges.

Performance measure baselines are defined as two standard deviations below the mean for all 58 institutions in the State. PCC has set the baseline level as its minimum goal for the year, while striving for improvement on each measure from year to year. Excellence levels are defined as one standard deviation above the mean. Prior to 2021, these levels remained static and were reset by the NCCCS on a three-year cycle. To better respond to external factors influencing the success rates of students, baselines and excellence levels are now calculated annually by the NCCCS and are derived from the most recent results.

Performance funding for the College is based upon scores on the seven measures.

PCC's Performance

In the 2021 Performance Measure Summary Report, PCC demonstrated improvements in four out of seven of the Performance Measure indices. PCC met or exceeded the system mean in Success in Credit English, First-year Progression, and Licensure Pass Rate. Scores in Curriculum Completion, Transfer Performance, Success in Credit Math, and Basic Skills Progression all fell above the baseline levels but below the system mean set by the NCCCS.

Table 1. PCC Performance Measure Data 2018 - 2021

PERFORMANCE MEASURES	Level of Performance	2021 (2019-2020 Data)	2020 (2018-2019 Data)	2019 (2017-2018 Data)	2018 (2016-2017 Data)
A. Basic Skills Student Progress	Excellence	42.5	50.6	50.6	68.3
Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).	Baseline	15.7	24.2	24.2	34.5
	Mean	33.5	45.1	41.8	60.1
	PCC	28.0	44.5	43.0	55.1
B. Student Success Rate in College Level English Courses	Excellence	70.4	66.6	66.6	55.9
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.	Baseline	47.1	40.1	40.1	23.8
	Mean	62.6	60.6	61.0	49.9
	PCC	74.1	68.2	66.0	63.0
C. Student Success Rate in College Level Math courses	Excellence	54.5	46.2	46.2	32.5
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.	Baseline	29.9	19.5	19.5	10.1
	Mean	46.3	42.7	41.5	28.6
	PCC	35.7	24.1	44.2	35.5
D. First Year Progression	Excellence	71.8	71.9	71.9	75.0
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).	Baseline	56.8	56.6	56.6	54.1
	Mean	66.8	70.3	68.2	70.9
	PCC	69.9	70.6	67.7	75.3
E. Curriculum Completion	Excellence	61.3	52.7	52.7	51.9
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.	Baseline	43.1	34.1	34.1	35.9
	Mean	55.3	53.4	49.3	43.4
	PCC	51.8	54.0	50.5	38.9
F. Licensure and Certification Passing Rate	Excellence	1.09	1.07	1.07	90.9
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.	Baseline	.75	.79	0.79	69.9
	Mean	.98	.98	0.98	78.4
	PCC	1.02	.99	1.05	69.2
G. College Transfer Performance	Excellence	91.1	89.4	89.4	87.6
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.	Baseline	79.4	74.4	74.4	65.1
	Mean	87.2	85.4	85.2	83.7
	PCC	86.2	79.1	87.9	76.5

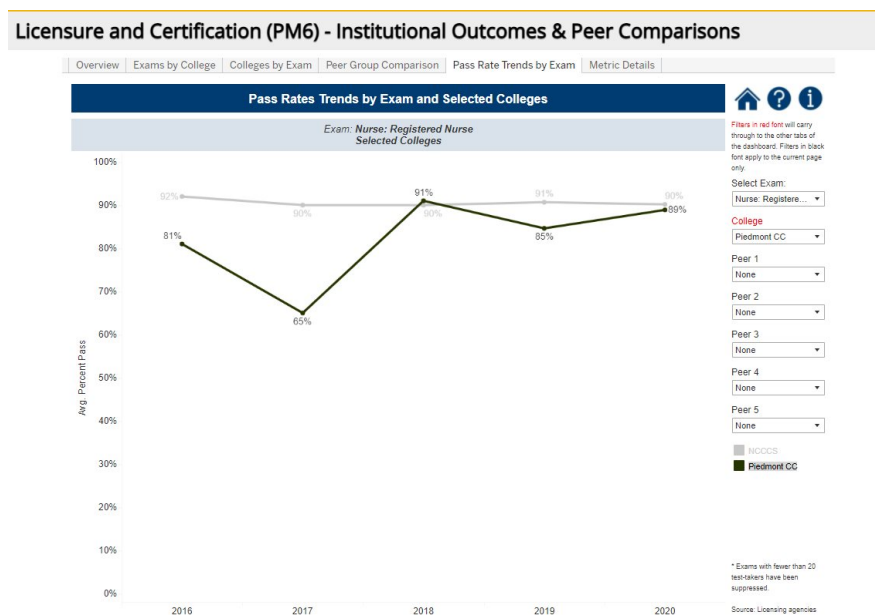
Together these performance measure results provide direct evidence documenting achievement of significant components of the College mission, "Piedmont Community College transforms lives, strengthens community, and inspires individuals to excellence".

PCC Continuous Improvement

PCC leadership uses performance measures data to set priorities across the college. One example of improvement that resulted from NCCS performance measure data is regarding our licensure pass rate. In *Table 1. PCC Performance Measure Data 2018 - 2021*, you can see the licensure pass rate was below the baseline set by the system office (2016-17 data reported in 2018). This was largely due to our students performance on the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). The Health and Wellness department recognized this deficiency and took steps to address the issue. An [action plan](#)

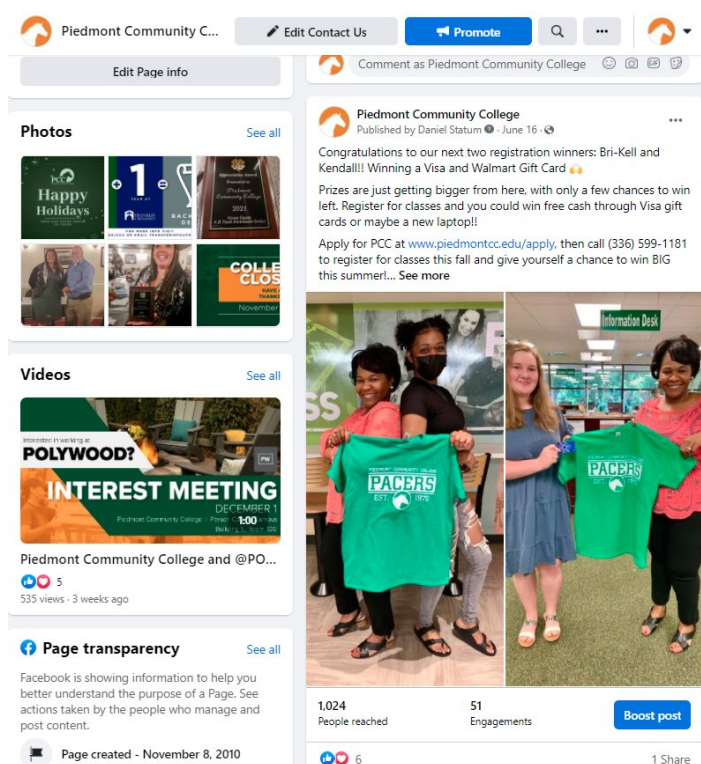
was formed which strengthened teaching strategies to focus on application of knowledge, offered embedded NCLEX-RN® preparation, and required any student who scored less than 80% on an exam to participate in mandatory remediation. In addition, the Director, Associate Degree Nursing conducted an evaluation of exams of students did not pass on their first attempt to see which categories were missed to identify weaknesses in the NCLEX-RN® Test Plan categories thus indicating a need for curriculum improvement. When this action plan was implemented, licensure pass rates increased to a level acceptable to both PCC and the Board of Nursing (see *Figure 1. Licensure and Certifications Over Time*). The Board of Nursing demonstrated their approval of these improvements by reinstating PCC's [full approval status](#). Data continue to show nursing students success with the NCLEX-RN® (see *Figure 1. Licensure and Certifications Over Time*).

Figure 1. Licensure and Certifications Over Time



Another example of improvement stemming from use of data from our NCCCS performance measures is related to student progression data. In 2018, PCC exceeded the NCCCS excellence level for First-Year Progression rates. In the following year, PCC's average dipped below the system mean. Since then the rate has recovered and our First-Year Progression rate has remained above the system mean and is holding steady. Acknowledging there is room for improvement, the [Enrollment Management Standing Committee](#) sought input from the college community regarding ways to improve student

progression along with other enrollment management topics. In December 2020, during one of PCC's monthly town hall meetings, faculty and staff were placed into break-out rooms to brainstorm ideas for improvement. Subsequently, the Enrollment Management Standing Committee met to consider these ideas and form an action plan. The action plan was to offer students an incentive for early registration to encourage students to register early and improve their progression through their program of study. The foundation offered several gift cards to be used as incentives as students registered for classes (image below). Although the impact of this action plan has not yet been determined, PCC will continue to track first-year progression data to assess the benefit of providing incentives in this manner.



Integrated Postsecondary Education Data System

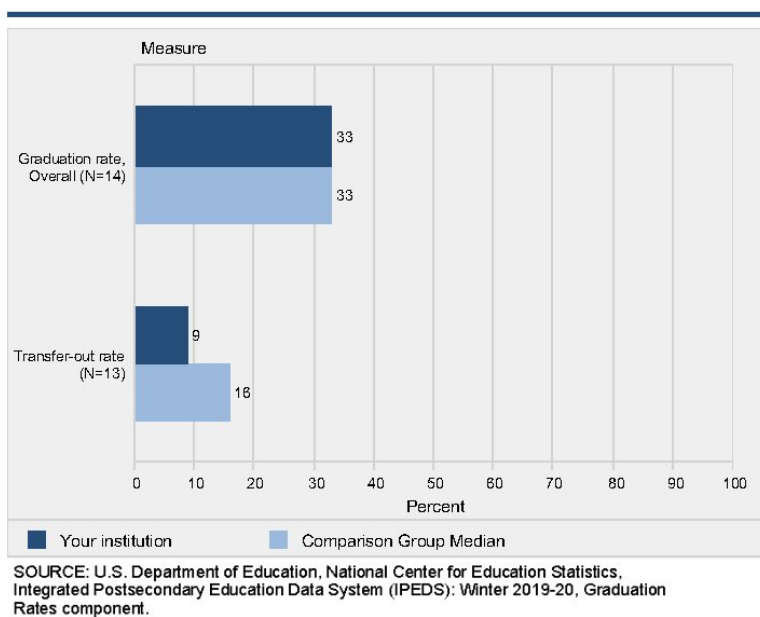
PCC reviews the graduation and transfer-out rates as determined by IPEDS. Because PCC is located in a rural area and enrolls a higher percentage of students of color than observed in the general population in our service area (Person and Caswell Counties) and in North Carolina, we chose to disaggregate these data by race/ethnicity. In our service area, the percentage of people living in poverty exceeds the rate in North Carolina. This led us to disaggregate our data by socioeconomic status as well. Demographic data for PCC students

and [North Carolina](#) are provided for contextual reference.

Graduation Rate

IPEDs defines graduation rate as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking students who completed a degree or certificate within 150% of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking students. PCC's overall graduation rate has shown a fairly consistent trend, and our graduation rate has met or exceeded the comparison group over a five-year period (See Figure 2).

Figure 2. Overall Graduation and Transfer-out Rates for PCC and Comparison Group

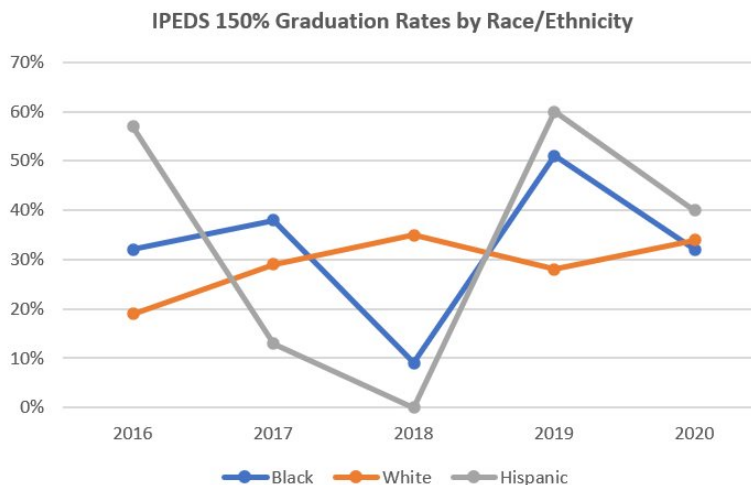


Race/Ethnicity

Data showed Black and Hispanic students' graduation rates grew substantially between 2018-2019 to exceed that of White students (see Figure 3). More recently, Black and Hispanic students' graduation rates have shown a decline and are now very similar to the rate of White students, whose graduation rate has remained fairly stable over time. The [Institutional Effectiveness Standing Committee](#) and College leadership have taken steps to

help improve and stabilize the graduation rates for minority students. The [2021-2031 Strategic Plan](#) intentionally incorporates pieces related to equity throughout its five major initiatives. The [completion initiative](#) is designed to help students complete their educational goals, with specific objectives to provide targeted support for students, and training opportunities for faculty and staff. These data will inform PCC’s student support activities and employee training programs to ensure that our students of color have comparable success. Further, [PCC’s Quality Enhancement Plan](#) is being designed to provide comprehensive advising to promote equity for all students, and will provide an additional data source regarding student success outcomes.

Figure 3. IPEDS 150% Graduation Rates by Race/Ethnicity



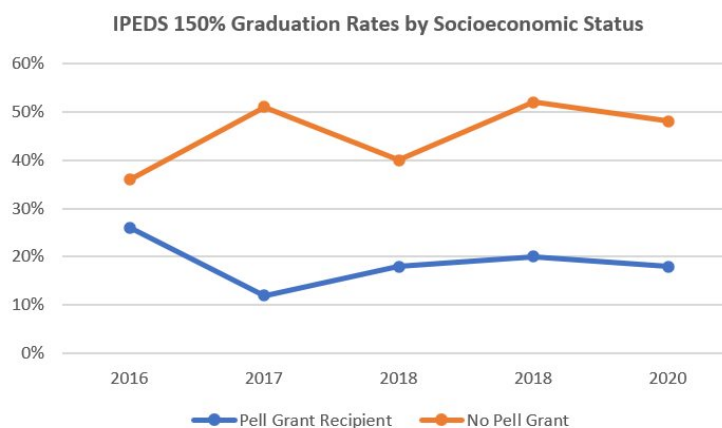
Socioeconomic Status

Data showed graduation rates of Pell grant recipients consistently tracked lower than that of non-Pell grant recipients (see Figure 4). The [Institutional Effectiveness Standing Committee](#) and College leadership have recognized that a lack of financial resources is negatively impacting graduation rate and have designed components of the [2021-2031 Strategic Plan](#) to lessen the financial burden of obtaining an education. Objectives include strategies for providing up-to-date educational resources at a reduced cost, free whenever possible. Further, the PCC foundation has secured private grant funding to offer scholarships to students. One example of this is the [Pacer Promise Program](#) which covers tuition and a stipend for books in most Associate in Applied Science Degree Programs for

eligible students. These initiatives are designed to remove barriers to allow students every chance to complete their degree and meet their educational and career goals.

Coupled with easing students' financial burdens, PCC has also committed to retaining a student body that reflects the demographics of our service area. Objectives in the [2021-2031 Strategic Plan](#) include offering support services to increase degree completion, and developing a more responsive and student-centered environment at PCC. These plans for continuous improvement should enhance the overall PCC student experience.

Figure 4. IPEDS 150% Graduation Rates by Socioeconomic Status



Transfer-out Rates

IPEDs defines transfer-out rate as the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort of students. PCC's overall transfer-out rate has fluctuated over the past five years with most years falling shy of the transfer-out rate of the comparison group (See Figure 2 above).

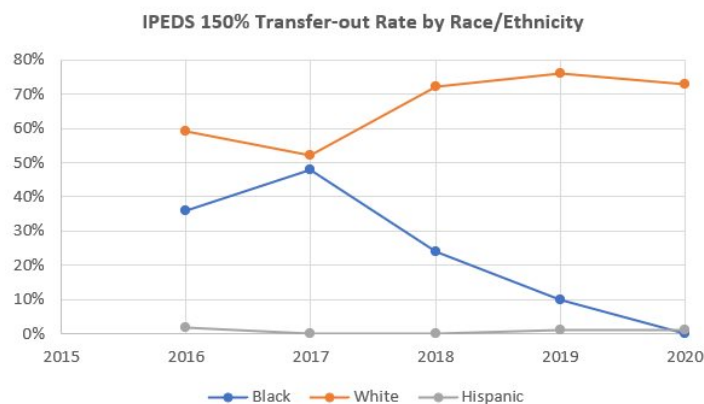
Race/Ethnicity

Data showed Black students' transfer-out rates grew between 2016-2017 to almost align with that of White students (see Figure 5). More recently, Black students' transfer-out rates

have shown a decline and are now very similar to the rate of Hispanic students, whose transfer-out rate has remained low and fairly stable over time. White students' transfer-out rate grew considerably during the same time period. The [Institutional Effectiveness Standing Committee](#) and College leadership have taken steps to help students make successful transitions at the appropriate time. The [2021-2031 Strategic Plan](#) includes [transfer](#) as one of its five major initiatives. Objectives aligned with this initiative include hiring a staff member devoted to helping to streamline the transfer process for our students through articulation agreements with other colleges. This staff member was hired in 2021, and has already had success in securing additional articulation agreements for PCC students who wish to transfer.

IPEDs data will continue to inform PCC's student support activities and employee training programs to ensure that students of all racial groups have comparable success. Interpretation of the transfer-out rate requires PCC to consider students' educational and career goals. For students in transfer programs of study, it may be to their benefit to transfer-out prior to the completion of their degree. Students in career and technical programs of study will typically gain more benefit from staying put and completing their degree at PCC. [PCC's Quality Enhancement Plan](#) is being designed to provide comprehensive advising to all students, which should help ensure that students have the information and support required to meet their educational and career goals -- whether they want to enter the workforce immediately after graduation or transfer to a baccalaureate institution.

Figure 5. IPEDS 150% Transfer-out Rates by Race/Ethnicity

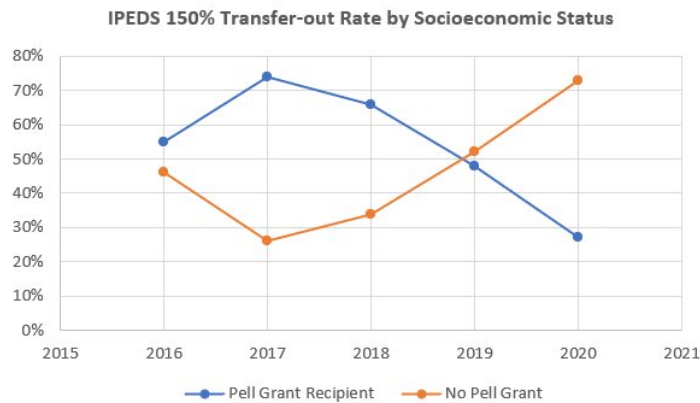


Socioeconomic Status

Data showed a downward trend in transfer-out rates of Pell grant recipients, and an upward trend among non-Pell grant recipients (see Figure 6). The [Institutional Effectiveness Standing Committee](#) and College leadership have recognized that a lack of financial resources may be negatively impacting students and designed components of the [2021-2031 Strategic Plan](#) to lessen the financial burden of obtaining an education. Objectives included strategies for providing up-to-date educational resources at a reduced cost, free whenever possible. Further, the PCC foundation has secured private grant funding to offer scholarships to students. An example of this is the [Pacer Promise Program](#) which covers tuition and a stipend for books in most Associate in Applied Science Degree Programs for eligible students. These initiatives are designed to help remove barriers as much as possible to lessen the financial burden for students at PCC. The [transfer initiative](#) of the strategic plan includes hiring a staff member devoted to helping to streamline the transfer process for our students through articulation agreement with other colleges. These bilateral agreements often include scholarships and other financial resources for transfer students, which should remove barriers to transfer for students. Additionally, articulation agreements include provisions for maximizing the number of credits which will transfer to the four-year institution.

Coupled with easing students' financial burdens, PCC has also committed to retaining a student body that reflects the demographics of our service area. Objectives in the [2021-2031 Strategic Plan](#) include offering support services to increase retention, and developing a more responsive and student-centered environment at PCC. This is especially important for students who benefit most from remaining at PCC to complete their degree.

Figure 6. IPEDS 150% Transfer-Out Rates by Socioeconomic Status



Evidence Attachments

[1B SBCCC 400.5 PM.PNG](#)

[2021_performance_measures_summary.pdf](#)

[202102 BON full approval status PCC.pdf](#)

[2021-2022 Enrollment Management Standing Committee Roster.pdf](#)

[6-21 Registration Drawing.png](#)

[8.1 transfer out rate by race.PNG](#)

[8.1 transfer out rate by SES.PNG](#)

[announce QEP slide.PNG](#)

[Dec town hall enrollment management break-out.PNG](#)

[Enrollment Management Committee Meeting Minutes January 22, 2021.pdf](#)

[Enrollment management update town hall.PNG](#)

[Grad rate ethnicity.PNG](#)

[Grad rate SES.PNG](#)

[GS_115D-31.3.pdf](#)

[IE Committee Roster for 2021-2022.jpg](#)

[IE Webpage_performance benchmarks_2-step.png](#)

[IPEDS graduation rates.pdf](#)

[IPEDS_Graduation and transfer-out rates, 2016 Cohort.png](#)

[IPEDS_Graduation and transfer-out rates, 2016 Cohort.png](#)

[IPEDS_Graduation and transfer-out rates, 2016 Cohort.png](#)

[IPEDS_Graduation and transfer-out rates, 2016 Cohort.png](#)

[Licensure pass rates graph.PNG](#)

[NC Quick Facts_USCensus_7.2019.png](#)

[NCGS_115D-31.3 Institutional performance accountability.pdf](#)

[Pacer Promise_screenshot_11.30.2021.png](#)

[PCC Program Assessment For Low Pass Rates 2019.pdf](#)

[PCC Program Assessment For Low Pass Rates 2019.pdf](#)

[PCC race.ethnicity.PNG](#)

[Performance 2021.pdf](#)

[performance measures.PNG](#)

[StrategicPlan_PCC_2021 completion and transfer.pdf](#)

[StrategicPlan_PCC_2021.pdf](#)

8.2.a Student Outcomes: Educational Programs - Accreditation

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results from the student learning outcomes for each of its educational programs, and thus is compliant with Standard 8.2.a Student Outcomes: Educational Programs.

Overview

PCC's planning and review activities are conducted within the framework and context of the [2021-2031 Strategic Plan](#), which includes the College's mission and goals. The College maintains an institution-wide focus on defining and assessing measurable outcomes and using results to improve the College's educational programs.

Institutional Organization

The effectiveness of educational programs at PCC is measured through regular and thorough assessments of the College's instructional units, which include the following departments: 1) **Business Studies & Emerging Technologies**, 2) **Health & Wellness**, 3) **Public Safety & Human Services**, 4) **Technical & Manufacturing**, and 5) **University Transfer & General Education** programs. These departments are clearly outlined in the [PCC organizational chart](#).

[Please note: PCC employs a one-college model and continuing education programs are included within each instructional area in the organizational chart. This narrative only addresses curriculum programs as required by the standard].

Program Area Outcomes (PAO) Assessment

The process used to document and track student learning outcomes, results, and changes for each program is referred to as the Program Area Outcomes (PAO) Assessment. Each program's outcomes are assessed annually by the end of each academic year (May).

The instructional deans work with program faculty to develop and continuously update PAO assessment plans for each educational program. The assessment plans specifically identify the following components:

1. Program outcomes identifying the broad objectives for the program;
2. Student learning outcomes identifying specific knowledge, skills, and/or attitudes that graduates of the program will know, be able to do, or think;
3. Assessment measures for each learning outcome, with explicit minimum criteria for successful achievement of each outcome;
4. Assessment results; and
5. A summary of Strengths, Weaknesses, and Action Plans (SWAP), particularly including planned actions to address weaknesses or capitalize on strengths to improve teaching and learning.

All PAO reports for credentialed academic programs at the College employ the same format. The PAO for a particular program includes data from all sections of the relevant courses regardless of instructional delivery location or delivery mode (face to face, on-line, blended, or hybrid). For assessments examining courses delivered via more than one location and/or mode, disaggregated results from the multiple delivery modes and/or locations are reported for comparative purposes.

One sample PAO from each department (Business Studies & Emerging Technologies, Health & Wellness, Public Safety & Human Services, Technical & Manufacturing Programs, and University Transfer & General Education) is illustrated in the following paragraphs. A

complete listing of all program PAOs for the last two assessment cycles can be found in *Table 1. PAO Assessments* below.

The most recent PAO for the [Business Administration \(A.A.S. degree\) program \(2020-21\)](#) within the Business Studies & Emerging Technologies department provides an example of a PAO assessment plan, illustrating the report content and layout. The threshold for success for this particular PAO plan varies, depending on the specific student learning outcome. In most cases, the expectation is that, at minimum, 80% of students enrolled in the program will meet the target benchmark; the target benchmarks vary from 70% or 80% depending on the complexity of the assignment and the nature of the course. Data is disaggregated by location and modality so that program faculty can discern if any disparities or issues are present across locations/modalities. In reviewing the 2020-21 results, program faculty noted a few areas of deficiency, namely in the computation of present value, future value, and amortization of loans. To mitigate these concerns, additional emphasis on business math and practical assignments will be placed in subsequent courses. Videos will be added to course sections to supplement students' computational skills for present and future values. The Business Administration PAO for 2020-21 offers a glimpse into how instructional units examine their annual data to hone in on weaknesses and continuously make improvements to best meet students' learning needs.

A second example of a PAO, for the [Associate Degree Nursing \(ADN\) program \(2020-21\)](#), within the Health & Wellness department, provides another example of how programs look at a variety of criteria and indicators to examine the effectiveness of their program. For the 2020-21 year, the nursing program successfully met three of its four target benchmarks. For outcomes one through three, which examine human flourishing, nursing judgment, and professional identity, respectively, different aspects of the clinical evaluation were used to assess students' performance. While all students successfully met each of the aforementioned criteria, the fourth outcome--the spirit of inquiry-- was not met. This particular PAO highlights how the program had to pivot as a result of the COVID-19 pandemic. Rather than offering this course in the spring when it is typically offered, NUR 213 was offered during the summer term to allow for more time for clinical hours in the fall. Due to the challenges brought forth with clinical sites as a result of the pandemic, program faculty were required to move the theory portion of the curriculum to the summer, while offering the clinical portion during the fall (where there was more time and it was safer for

students). The nursing PAO report provides another example of how PCC programs annually reflect on goals they met, explore ways in which to meet challenges and student needs, and strategize methods moving towards continual improvement.

A third example, taken from the [Public Safety Administration \(PSA\) program \(2020-21\)](#) within the Public Safety & Human Services department, highlights how PAOs are useful as newer programs are implemented. One of the newest programs to PCC, the Associate in Applied Science in Public Safety Administration was first assessed in the 2019-20 academic year. From the first to second year, program faculty noted some misalignment with a few of the assessments and the student learning outcomes. As a result, changes were made to a variety of courses so that they better aligned with the student learning outcomes. In addition, concerted efforts to standardize course content will be a focal point moving forward, as will continuing to implement sound instructional design principles (via Quality Matters standards) in PSA courses. The PAO process allows program faculty and administration an opportunity to reflect on the data, examine what is going on at both the course and program level, and note what changes are necessary in order to move forward and maximize student learning.

The fourth PAO example demonstrates how Technical & Manufacturing program faculty utilize PAOs to identify and assess program outcomes and make changes for improvement based on those results; the [Welding program \(2020-21\)](#) PAO illustrates this. For each of the three program outcomes, results were disaggregated by location to highlight performance on both the Person and Caswell campuses. While students did meet all of the required benchmarks, the commentary and qualitative insights supplement the data, providing additional context for what is occurring within the program. While new welding techniques have been embedded into the curricula to meet industry standards, program faculty continued to navigate the intricacies of the COVID-19 pandemic through much of the 2020-21 academic year, and, in some instances, assignments were offered via the Learning Management System (LMS), Blackboard. One weakness noted in the PAO report was having welding and blueprint reading students occupying the same area simultaneously did not work out as well as program faculty had hoped. As a result, additional planning took place to mitigate this concern. Moving forward, the students will be in separate spaces so the sounds from the welding students will not distract those concentrating on blueprint reading. It is through this PAO process that program faculty and the dean have the

opportunity to parcel through their data, look at student performance with respect to the various outcomes, and add other important qualitative insights. Collectively, all of this information helps drive changes at the course and program level, all of which are centered on maximizing student learning.

The fifth PAO example from the [Associate in Arts program \(2020-21\)](#) within the University Transfer & General Education department, demonstrates how results are broken out by location and modality (face-to-face, on-line, and hybrid), and how PAO information is used to make adjustments (via the Action Plans) to course assessments, teaching strategies, and instructional design. For each of the program outcomes, different courses were selected for assessment (i.e. PSY 150, SOC 210, MAT 143, ENG 232), and in each case, the results were disaggregated by location and modality to see if any major disparities were apparent. Because the 2020-21 academic year was still very much operating in the challenges of the pandemic, many of the noted improvements explored what could be done better in the next assessment cycle. Strategies to increase student success included increasing the use of Zoom, allowing students to submit drafts of work to receive feedback (prior to final submission), and providing low-stakes opportunities for students to grapple with course material (prior to a summative assessment). The Associate in Arts PAO report highlights how program faculty not only disaggregate data by location and modality to see if any gaps or discrepancies exist, but also use the data to drive their decision-making as they strategize ways to improve the program to maximize student success.

Table 1. PAO Assessments

Program Title	Reporting Year	Reporting Year	Reporting Year
Accounting and Finance	2019-2020	2020-2021	2021-2022 In Progress
Agribusiness Technology	2019-2020	2020-2021	2021-2022 In Progress
Associate Degree Nursing	2019-2020	2020-2021	2021-2022 In Progress

Associate in Arts	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Associate in Fine Arts - Visual Arts	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Associate in Science	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Business Administration	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Cosmetology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Criminal Justice Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Digital Effects and Animation Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Early Childhood Education	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Electrical Power Production Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Gunsmithing	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Healthcare Management Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress

Human Services Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Human Services Technology - Gerontology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Human Services Technology - Substance Abuse	No Assessment (New program effective August, 2021)	No Assessment (New program effective August, 2021)	2021-2022 In Progress
Industrial Systems Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Infant/Toddler Care	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Information Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Mechatronics Engineering Technology	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Medical Assisting	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Nurse Aide	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Office Administration	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Public Safety Administration	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress

Welding Technology	2019-2020	2020-2021	2021-2022 In Progress
--------------------	---------------------------	---------------------------	--------------------------

Please note: Due to having no students enrolled, the Electrical Systems Technology program has not been assessed since 2017-18. PCC is in the process of evaluating the possible termination of this program due to lack of student interest, and therefore, this program is not included in the above table.

Program Area Review (PAR) Process

In addition to the College’s PAO process, another key component of PCC’s assessment infrastructure for its educational programs is the Program Area Review (PAR) process. Each of PCC’s educational programs undergoes program area review every five years. PAR is a much more intensive, holistic assessment, in which programs reflect on their performance over the past five years. The process uses the direct measures referenced in the annual PAO reports, as well as a series of other direct and indirect measures, which are designed for program faculty, administration, and campus stakeholders to gauge the overall health and success of the program, specifically with respect to student learning.

The PAR process seeks input from a committee which includes full-time and adjunct faculty within the educational program, the program area dean, faculty and staff members outside the program area, personnel from the Office of Research and Institutional Effectiveness, as well as program graduates, advisory board committees, and other relevant stakeholders when possible. The [PAR report](#) is divided into six key parts, which are outlined as follows:

I. Program Profile: The first part of the PAR requires programs to examine courses, including general education classes, that are required for the program of study. Faculty credentials, as well as faculty accomplishments and professional development, are highlighted in this section of the report. To gain a comprehensive view of what is occurring at the program level, the first section of the PAR concludes with student information. Course enrollments, FTE, retention, course-fill reports, completions, student demographics and admissions requirements are reviewed.

II. Program Content: The next section focuses on the actual content of the program. Credentials offered by the program, external accreditations or approval agencies (outside of SACSCOC), consortial relationships/contractual agreements, and adequacy of learning commons (LC) materials are all focal points for this part of the PAR.

III. Program Area Outcomes (PAO) Assessment and Results: One of the core components of the PAR is the third section, which focuses on the past three years' worth of PAO data. In this section, programs hone in on the data, and determine the extent to which they met their respective goals. This section also features program action plans. What, ultimately, did programs do with the results? What improvements were made? How are programs going to use this information to foster continuous improvement? Are they making changes at the course level, within specific program requirements, to a particular assessment? These are the types of questions that are addressed within this section of the report. In looking at PAO reports, programs gain a holistic view of how their programs are faring overall and with respect to particular outcomes. Based on those results, programs make adjustments as needed to maximize student learning.

[Please note the Office of Research and Institutional Effectiveness recently noted user confusion regarding two similarly named assessment processes. In an effort to pursue continuous improvement of our processes, the name "Student Learning Outcomes (SLO)" was changed to "Program Area Outcomes (PAO)". PAR examples offered below include the old naming convention.]

IV. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis: The fourth section allows programs to dig even deeper into their results and critically examine what is working well, what merits improvement, and what challenges and opportunities exist. This portion of the PAR requires programs to be both reflective (as they look back on three years' worth of outcomes data) and forward-thinking (as they plan next steps and what to do to improve student learning and success).

V. Recommendations to Improve the Program: Section five summarizes recommendations to improve the program. It features recommendations pertaining to program efficiency, resource allocation, personnel, and student learning. Action plans with concrete objectives, a timetable, and persons responsible are required in this section.

VI. Executive Summary: To summarize the contents of the report and all of its key components, the PAR concludes with an executive summary of 1-2 pages.

One year after the PAR is submitted to the Office of Research and Institutional Effectiveness, an "action plan update" is completed to determine the progress made during the last year. The Executive Council [discusses](#) and prioritizes the budget to support these action plans based on the previously set institutional goals, contingent upon available funding. Every educational program at PCC undergoes the Program Area Review (PAR) process every five years on a rotating schedule. A copy of PCC's PAR Schedule can be found [here](#). *Table 2. Most Recent Program Area Reviews* highlights the most recent PAR for each PCC educational programs.

Table 2. Most Recent Program Area Reviews

Program Title	Reporting Year
Accounting and Finance	2018-2019
Agribusiness Technology	New 2018-2019 Scheduled for review 2024-25
Associate Degree Nursing	2019-2020
Associate in Arts	2021-2022 In Progress
Associate in Fine Arts - Visual Arts	2017-2018
Associate in Science	2021-2022 In Progress
Business Administration	2018-2019
Cosmetology	2020-2021
Criminal Justice Technology	2017-2018

Digital Effects and Animation Technology	2020-2021
Early Childhood Education	2021-2022 In Progress
Electrical Power Production Technology	2020-2021
Gunsmithing	2020-2021
Healthcare Management Technology	2021-2022 In Progress
Human Services Technology	2017-2018
Industrial Systems Technology	2020-2021
Information Technology	2018-2019
Mechatronics Engineering Technology	New 2017-2018 Scheduled for review 2022-23
Medical Assisting	2018-2019
Nurse Aide	2018-2019
Office Administration	2021-2022 In Progress
Public Safety Administration	New 2019-2020 Scheduled for review 2024-25
Welding Technology	2017-2018

Please note: Due to having no students enrolled, the Electrical Systems Technology program has not been assessed since 2017-18. PCC is in the process of evaluating the possible termination of this program due to lack of student interest, and therefore, this program is not included in the above table.

Evidence Attachments

[17.18 Final Report Criminal Justice.pdf](#)

[17.18 Final Report Fine Arts.pdf](#)
[17.18 Final Report Human Services.pdf](#)
[17.18 Final Report Welding.pdf](#)
[18.19 Final Report Accounting.pdf](#)
[18.19 Final Report Business.pdf](#)
[18.19 Final Report Carpentry.pdf](#)
[18.19 Final Report Foodservice.pdf](#)
[18.19 Final Report Information Technology.pdf](#)
[18.19 Final Report MedAssisting.pdf](#)
[18.19 Final Report NurseAide.pdf](#)
[19.20 Final Report Nursing.pdf](#)
[20.21 Final report Cosmetology.pdf](#)
[20.21 Final Report DEAT.pdf](#)
[20.21 Final report EPower.pdf](#)
[20.21 Final report Gunsmithing.pdf](#)
[20.21 Final Report Industrial Sys.pdf](#)
[Accounting and Finance 2019-2020.pdf](#)
[Accounting and Finance 2020-2021.pdf](#)
[Agribusiness Technology 2019-2020.pdf](#)
[Agribusiness Technology 2020-2021.pdf](#)
[Associate Degree Nursing 2019-2020.pdf](#)
[Associate Degree Nursing 2020-2021.pdf](#)
[Associate in Arts 2019-2020.pdf](#)
[Associate in Arts 2020-2021.pdf](#)
[Associate in Fine Arts 2019-2020.pdf](#)
[Associate in Fine Arts 2020-2021.pdf](#)
[Associate in Science 2019-2020.pdf](#)
[Associate in Science 2020-2021.pdf](#)
[Business Administration 2019-2020.pdf](#)
[Business Administration 2020-2021.pdf](#)
[Cosmetology 2019-2020.pdf](#)
[Cosmetology 2020-2021.pdf](#)
[Criminal Justice Technology 2019-2020.pdf](#)
[Criminal Justice Technology 2020-2021.pdf](#)

[Digital Effects and Animation Technology 2019-2020.pdf](#)
[Digital Effects and Animation Technology 2020-2021.pdf](#)
[Early Childhood Education 2019-2020.pdf](#)
[Early Childhood Education 2020-2021.pdf](#)
[Electrical Power Production Technology 2019-2020.pdf](#)
[Electrical Power Production Technology 2020-2021.pdf](#)
[Executive Council Meeting Minutes 2.17.20.pdf](#)
[Gunsmithing 2019-2020.pdf](#)
[Gunsmithing 2020-2021.pdf](#)
[Healthcare Management Technology 2019-2020.pdf](#)
[Healthcare Management Technology 2020-2021.pdf](#)
[Human Services Technology - Gerontology 2019-2020.pdf](#)
[Human Services Technology - Gerontology 2020-2021.pdf](#)
[Human Services Technology 2019-2020.pdf](#)
[Human Services Technology 2020-2021.pdf](#)
[Industrial Systems Technology 2019-2020.pdf](#)
[Industrial Systems Technology 2020-2021.pdf](#)
[Infant Toddler Care 2019-2020.pdf](#)
[Infant Toddler Care 2020-2021.pdf](#)
[Information Technology 2019-2020.pdf](#)
[Information Technology 2020-2021.pdf](#)
[Mechatronics Engineering Technology 2019-2020.pdf](#)
[Mechatronics Engineering Technology 2020-2021.pdf](#)
[Medical Assisting 2019-2020.pdf](#)
[Medical Assisting 2020-2021.pdf](#)
[Nurse Aide 2019-2020.pdf](#)
[Nurse Aide 2020-2021.pdf](#)
[Office Administration 2019-2020.pdf](#)
[Office Administration 2020-2021.pdf](#)
[PAR Report COS.pdf](#)
[PAR Report DEAT.pdf](#)
[PAR Report EPP.pdf](#)
[PAR Report GSM.pdf](#)
[PAR Report ISC.pdf](#)

[PAR Schedule.docx.pdf](#)

[Public Safety Administration 2019-2020.pdf](#)

[Public Safety Administration 2020-2021.pdf](#)

[StrategicPlan_PCC_2021.pdf](#)

[Updated Guidelines PAR.pdf](#)

[VP Instruction Direct Reports - Titles.pdf](#)

[Welding Technology 2019-2020.pdf](#)

[Welding Technology 2020-2021.pdf](#)

8.2.b Student Outcomes: General Education - Accreditation

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Self Ratings

Compliance

Response

For each of its general education competencies, Piedmont Community College (PCC) identifies expected student learning outcomes, assesses the extent to which those expected outcomes are achieved, and seeks continued improvement based on analysis of outcomes results, and thus is compliant with Standard 8.2.b Student Outcomes: General Education.

Overview

The general education curriculum at PCC is critical in ensuring that students gain the knowledge and experience they need to be successful in both their personal and professional lives. In order to assure PCC students are gaining these key skills, the College conducts annual assessments of these competencies and reports the results. The purpose of general education assessment is two-fold:

- to assess student learning within the general education curriculum in order to provide faculty information that can be used for improvement; and,
- to assess student ability levels on the general education competencies to assure that students leave the College with the knowledge and skills to be successful in the 21st century.

Each year (per the schedule provided in *Table 1. General Education Assessment Schedule* below), student work is assessed in a number of general education courses to ensure that the core competencies are being developed.

Table 1. General Education Assessment Schedule

Fall Semester	Spring Semester
Reading (ENG 111)	Writing (ENG 111)
Fundamental Math (MAT 171)	Fundamental Math (MAT 143)
Computer Use (CIS 110)	Oral Communication (COM 231)

The Office of Research and Institutional Effectiveness (ORIE) sends student rosters to the appropriate faculty and instructional deans at the beginning of each term. The instructional dean or their designee is responsible for organizing the data collection for their department and returning it to ORIE. Data should be submitted no later than the end of the term. The data is compiled and maintained on a shared drive for easy accessibility to all relevant PCC stakeholders.

The five general education competencies are assessed by evaluating student work from a designated assignment using a faculty-developed rubric for each competency. The rubric is standardized across all courses, regardless of location, modality, or assigned instructor. The designated assignment in each course is determined by the department. Scores for each rubric attribute are recorded in the provided spreadsheet. [Guidelines, rubrics, and details on targets](#) for the embedded course assignments are shared with faculty each term. Data from the most recent three academic years are found in the [General Education Competencies Year-End Results Table](#).

The [General Education Competencies Year-End Results Table](#) is provided to instructional deans for use within their departments for continuous improvement. ORIE [shares the data](#) once it has been compiled to inform the campus community of student success with general education competencies. Changes that have been made recently to improve

student performance on general education competencies are summarized in [General Education - Closing the Loop](#) and *Table 2 General Education Competencies Improvement Summary*.

Table 2 General Education Competencies Improvement Summary

General Education Competency	Issue/Concern	Data	Action Plan	Closing the Loop
Reading	For 20-21, online students' performance is lower than those in hybrid and traditional modalities.	Overall: 91% -- (151/166) Person: 97.3% -- (89/92) Caswell: 89.7% -- (52/58) Hybrid: 94% -- (141/150) Blended: NA Online: 62.5% -- (10/16)	Students were assigned articles to summarize and then report via discussion board. Instructors provide feedback to increase understanding and reading comprehension.	For the 21-22 fall semester, reading comprehension in online classes improved significantly as evidenced by the data below. Overall: 90% -- (126/140) Person: 88.8% -- (80/90) Caswell: 95% -- (19/20) Hybrid: 90% -- (99/110) Blended: NA Online: 90% -- (27/30)

<p>Writing</p>	<p>Writing scores dropped slightly from 2019-20 to 2020-21.</p>	<p>2019-20 Overall: 87.5% -- (70/80) Person: 84.7% -- (33/39) Caswell: 94.8% -- (18/19) Hybrid: 88% -- (51/58) Online: 86.4% -- (19/22)</p> <p>2020-21 Overall: 80.9% -- (38/47) Person: 73.4% -- (11/15) Caswell: 88.3% -- (15/17) Hybrid: 81.3% -- (26/32) Blended: NA Online: 80% -- (12/15)</p>	<p>English faculty are having students complete separate assignments that focus on each part of the essay/paper. They submit thesis statements, introductions, outlines, etc. as separate assignments which are then discussed and reviewed in class to provide substantive feedback.</p>	<p>To be assessed Spring 2022.</p>
-----------------------	---	--	---	------------------------------------

<p>Oral Communication</p>	<p>COVID-19 greatly affected students' performance due to lack of face-to-face audience feedback during the speech which allows for self-correction.</p>	<p>Assessed in Spring 2020 Overall: 50.7% -- (41/81) Person: 45.9% -- (22/48) Caswell: 60.9% -- (14/23) Hybrid: 37.5% -- (3/8) Online: 50% -- (5/10)</p>	<p>Faculty added VidGrid as an instructional tool and provided video lectures in lieu of written instructor notes. Faculty also allowed students to present speeches via Zoom so they would have a live audience.</p>	<p>Spring 2021 data show significant improvement in students' performance. Overall: 88% -- (88/100) Person: 84.7% -- (44/52) Caswell: 100% -- (34/34) Hybrid: 100% -- (4/4) Blended: 88.4% - (61/69) Online: 85.2% -- (23/27)</p>
----------------------------------	--	--	---	---

<p>Fundamental Mathematics</p>	<p>COVID-19 and the transition to virtual instruction mid-semester spring 2020 also greatly affected math performance.</p>	<p>2019-20 Overall: 75% -- (15/20) Person: 50% -- (3/6) Caswell: 100% -- (4/4) Hybrid: NA Blended: 100% - (5/5) Online: 80% -- (8/10)</p>	<p>Increase offerings of traditional face-to-face instruction for higher level math courses. Offer summer bridge program for CCP and PECIL students who demonstrate weakness in math. Include more writing assignments to help with topic mastery and increase feedback to students on homework.</p>	<p>Data for 2020-21 improved from 2019-20, however fall results for 2021-22 show a decline. PCC will continue to monitor and assess after spring data is reported.</p> <p>2020-21 Overall: 87.7% -- (78/89) Person: 92.5% -- (52/57) Caswell: 81.9% -- (18/22) Hybrid: 100% -- (5/5) Blended: 87.9% - (65/74)</p> <p>21-22 (fall only) Online: 80% -- (8/10)</p>
---------------------------------------	--	--	--	--

<p>Basic Computer Use</p>	<p>COVID-19 decreased ability for students to have face-to-face instruction and office hours.</p>	<p>2020-21 Overall: 65.8% (46/70) Person: 75% (12/16) Caswell: 57.2% (4/7) Hybrid: 69.6% (16/23) Blended: NA Online: 63.9% (30/47)</p>	<p>Incorporate virtual office hours via Zoom. Added scaffolding to give students more opportunities to grasp content prior to submitting the final graded assignment.</p>	<p>Overall performance improved as evidenced by the data below. 2021-22 Overall: 86% -- (80/93) Person: 95% -- (19/20) Caswell: 84.2% -- (16/19) Hybrid: 95% -- (19/20) Blended: 84.2% - (16/19) Online: 83.3% -- (45/54)</p>
----------------------------------	---	---	---	---

Evidence Attachments

[Gend Ed Combined Summary 2021-22.pdf](#)

[GenEd Guidelines and Rubrics.docx](#)

[General Education Closing the Loop.pdf](#)

[Pacer preview -- gen ed communication.PNG](#)

8.2.c Student Outcomes: Academic and Student Services - Accreditation

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

c. Academic and student services that support student success.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) identifies expected service area outcomes, assesses the extent to which those outcomes are achieved, and seeks continued improvement based on analysis of outcomes results, and thus is compliant with Standard 8.2.c Student Outcomes: Academic and Student Services.

Overview

Student success at PCC is measured through regular and thorough assessments of the College's academic and student support services, which currently include the following divisions: 1) **Instruction**, 2) **Student Development**, and 3) **Advancement and Communications (Advancement department)**. These divisions are clearly outlined in the [PCC organizational chart](#). Assessments at PCC include both annual and quinquennial reviews in the form of Service Area Outcomes (SAO) and Service Area Review (SAR) reports.

The **Administrative Services, President's Office, Information Technology Services, Advancement and Communications (Communications department)** divisions conduct evaluations of expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of their results. As administrative support services, these assessments are discussed in the narrative for **Standard 7.3**.

Service Area Outcomes (SAO) Assessment

The process used to document and track expectations, results, and changes for each service area is referred to as the Service Area Outcomes (SAO) Assessment. At PCC, SAOs are completed on a one-year cycle; each area is assessed in detail annually.

Area supervisors work with their staff to develop and continuously update SAO assessment plans for each service area. The assessment plans specifically include the following components:

1. Intended service area outcomes and associated strategic initiatives;
2. Assessment measures for each outcome, with explicit minimum criteria for successful achievement of each outcome;
3. Annual assessment results;
4. A summary of noted strengths and weaknesses;
5. Action plans to address weaknesses or capitalize on strengths to improve services, including budget source, amount, due date, and status;

One example SAO from each of the College's service areas (Instruction, Student Development, and Advancement) is illustrated here; a complete listing of all SAOs for the last two assessment cycles can be found in *Table 2. SAO Assessments* below.

Instruction

The most recent SAO from [Distance Education](#) within the Instructional division provides another example of an SAO assessment plan. One of the means of assessing outcomes in this report uses data from our annual college surveys. Although the mean scores were above the goal set by the College, qualitative data showed that faculty needed more support and training resources were needed. An action plan was developed and implemented to create new training opportunities and revamp existing ones. The impact of this action plan is that faculty are more prepared to teach distance education courses. One specific component of this was to bring Quality Matters to PCC. We now have three quality Matters certified instructors, and nearly 50 more instructors trained in [Quality Matters](#).

Student Development

The most recent SAO from [Student Engagement](#) within Student Development division provides another example of using an SAO assessment plan for continuous improvement. For two years, data indicated that PCC was below the North Carolina Community College System mean for first-year progression. During the 2019-20 academic year, PCC participated in a pilot of the AVISO Retention software as a way of increasing student success. Qualitative data from the annual surveys indicated that some faculty (especially adjuncts) were not clear on how to use the new AVISO software effectively. Trainings were included in the department's action plan for the year. In addition, faculty were invited to attend training sessions at their [departmental meetings](#) on using AVISO. Departmental deans worked with and encouraged faculty to further familiarize themselves with the platform and encouraged them to increasingly use it. Deans shared [AVISO resources](#) with faculty, showing them ways in which they could further utilize the platform to promote student success. As a result of these actions, the AVISO retention platform has become increasingly visible on campus, faculty are less hesitant about using it, and a lot more people are utilizing the software.

Advancement

The SAO from the [Advancement](#) department in 2019-2020 highlighted the need to retain a recently acquired grant consultant so that they could continue to build and sustain the grants program. In the subsequent 2020-2021 report, the Advancement department noted that grant applications had increased in both number and scope compared with the previous year. Because the COVID-19 has negatively impacted [enrollment numbers](#), PCC's FTE related funding has decreased. Grant funding is helping to fund scholarships, capital projects, and other initiatives. For example, the Poole Family Foundation has provided financial support for our [Pacer Promise Scholarship Program](#). This program provides free tuition for students in most of our career and technical programs, and a stipend for books.

Academic and student support includes a variety of different services. Table 1. Use of Results for Continuous Improvement shows evidence where weaknesses identified during the assessment cycle were followed by an action plan and PCC closed the loop by implementing changes, thereby showing a commitment to continuous improvement.

Table 1. Use of Results for Continuous Improvement

Service Area	Weakness/ Problem	Action Plan	Institutional Effectiveness Evidence	Impact
Tutoring	<u>Few students using WC Online to register for tutoring assistance</u>	Promote through website A promotion to offer students \$50 Amazon gift card	<u>Screenshot for Online Tools</u> <u>E-mail to Students about Tutoring</u>	Appointments increased from 64 in Fall 2020 to 174 (272% increase) in Spring 2021.
Tutoring	<u>Few students using WC Online to register for tutoring assistance</u>	Faculty create "virtual tutoring" link in Blackboard shells	<u>Instructions for Virtual Link for Tutoring</u>	See above.
Advising	<u>Need more training</u>	Increase Advisor training with handouts	<u>Distance Learning Advising Handout</u> <u>AVISO training email</u>	Despite increased trainings, more work is needed in this area; advising QEP under development.

<p>Advising</p>	<p><u>Advising lists were incorrect</u></p>	<p>Admissions work with Deans to correct advisor list</p>	<p><u>Advisor Clean-up List</u></p>	<p>Despite improvements with advising lists, more work is needed in this area; advising QEP under development.</p>
<p>Testing</p>	<p><u>Faculty were unsure about testing procedures and security</u></p>	<p>Clarify testing procedures for faculty</p>	<p><u>Make-up Testing Instructions</u></p>	<p>Related Employee Satisfaction Survey result increased from 3.21 in 2021 to 3.32 in 2022.</p>
<p>Professional Development (for Distance Learning/Engagement)</p>	<p>On the SSS survey, <u>"Learning Activities in my distance education course provide opportunities for interaction that support active learning" scored the lowest of all items.</u></p>	<p>Increase professional development opportunities for faculty on incorporating active learning strategies into the online classroom.</p>	<p><u>Creating Engaging Discussions with Harmonize</u></p>	<p>Harmonize (faculty) users increased from 10 in Spring 2021 to 20 in Fall 2021; VidGrid (faculty) users increased from 47 in Fall 2020 to 52 in Spring 2021.</p>

<p>Admissions and Records</p>	<p><u>Antiquated transcript processing.</u> Students have requested transcripts to be sent electronically.</p>	<p>ITS, the Registrar, and other departmental leads worked with the National Clearinghouse to implement electronic delivery of transcripts.</p>	<p><u>Faculty and staff, student, and community</u> notification of electronic transcript request.</p>	<p>Transcripts now available to students electronically. Since implementation (2021), there have been 556 electronic transcripts processed.</p>
<p>Financial Aid/Veterans Affairs</p>	<p><u>Student, faculty, and staff responses still remain low.</u></p>	<p>Increase student, faculty and staff financial aid awareness by offering workshops and virtual sessions.</p>	<p><u>Professional development opportunity, student information session, and virtual sessions</u></p>	<p>FAFSA assistance given via distance and outside of normal work hours. 4.46% decrease in "no assessment" of Financial Aid Student Satisfaction Survey item. Increase in faculty/staff awareness of Self-Service module.</p>

<p>Student Engagement/Activities</p>	<p>Faculty/staff want more information about how to start new clubs or groups. SGA student executive council was understaffed.</p>	<p>Hire Director of Student Engagement</p>	<p>Spring 2021, hired Director of Student Engagement - (Job Description and Resume)</p> <p>Increased number of faculty/staff notifications- Examples 1, 2, and 3</p>	<p>Added two new clubs, SAGE (Sexuality and Gender Equality Club) and Film Club.</p> <p>Increased participation in SGA - 2021-2022 SGA Officer Roster</p>
<p>Counseling, Retention, and Special Population</p>	<p>Increased number of students on Academic Probation</p>	<p>Success coaches assigned to work with student on academic probation to help them increase their GPA</p> <p>Academic probation policy updated</p>	<p>Academic Probation-Success Coach Assignment</p> <p>PCC Policy 6.14 Standards of Academic Progress- Updated may 2021</p> <p>Example of Educational Contracts for students on Academic Probation</p>	<p>The overall number of students on academic probation has decreased. The number of students on academic probation is 49 for spring 2021 semester.</p>

While PCC responds appropriately to our regularly scheduled annual assessments, our

academic and student support team also stays alert to ongoing student needs. When the college had to shift to an online environment due to COVID-19, many students without technology spoke up about facing the possibility of dropping classes. Our Learning Commons staff quickly responded with a [laptop checkout](#) program where both laptop and hotspots could be checked out at no charge. So many students responded that we actually had a [waiting list](#) for computers. Some students were still in situations where they could not remain in classes, but the loaned computers were a big help. In fact, the impact was so great, that our college leadership has met and decided to use college funds to purchase an additional [200 student laptops](#) for the upcoming academic year.

Table 2. SAO assessments

Academic and Student Support Service	Reporting Year	Reporting Year	Reporting Year
Instruction			
Distance Education	2019-2020	2020-2021	2021-2022 In Progress
Learning Commons (formerly LC Academic Support Tutoring and LC Academic Success Center)	2019-2020 Tutoring 2019-2020 ASC	2020-2021 Tutoring 2020-2021 ASC	2021-2022 In Progress
Student Development			
Financial Aid & Veterans Affairs	2019-2020	2020-2021	2021-2022 In Progress
Admissions & Recruitment	See Student Records (below)	See Student Records (below)	New 2021-2022 In Progress

Student Records (formerly Admissions & Records)	<u>2019-2020</u>	<u>2020-2021</u>	New 2021-2022 In Progress
Student Engagement (formerly Counseling, Retention and Special Populations)	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Federal Programs (formerly TRIO)	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress
Advancement & Communications			
Advancement	<u>2019-2020</u>	<u>2020-2021</u>	2021-2022 In Progress

Service Area Review (SAR)

In addition to the College’s SAO process, another key component of PCC’s assessment infrastructure for its educational programs is the Service Area Review (SAR). To ensure that administrative service areas are effective and consistent with the mission, PCC performs an in-depth Service Area Review (SAR) of each area. SAR is a much more intensive, holistic assessment, in which programs reflect on their performance over the past five years. These assessments begin in the fall semester and the final document is due May 1 of the following year.

The SAR document reviews service area performance data with the use of several annual surveys described above. The process uses the direct measures referenced in the annual SAO reports, as well as a series of other direct and indirect measures, which are designed to gauge the overall health and success of administrative support services.

The SAR process seeks input from a committee which includes the service area dean/director, supervising vice president, faculty, staff, and an Office of Research and

Institutional Effectiveness representative. The SAR report is divided into five key parts, which are outlined as follows:

I. Service Area Profile: The first part of the SAR summarizes descriptive information about the area, including which services are offered and for whom, qualifications of staff, and any external affiliations maintained by the staff in the area.

II. Services and Delivery: The next section interprets the most recent three years of data, summarizing important implications of the annual SAO assessment results, paying particular attention to any outcome deficiencies requiring action to make improvements.

III. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis: The third section allows service areas to dig even deeper into their results and critically examine what is working well, what merits improvement, and what challenges and opportunities exist. This portion of the SAR requires areas to be both reflective (as they look back on three years' worth of outcomes data) and forward-thinking (as they plan next steps and what to do to improve services to the College).

IV. Recommendations to Improve the Service: Section four is about recommendations to improve services. It features recommendations pertaining to service efficiency, resource allocation, and personnel. Action plans with concrete objectives, a timetable, and persons responsible are required in this section.

V. Executive Summary: To summarize the contents of the report and all of its key components, the SAR concludes with an executive summary of 1-2 pages.

One year after the SAR submission, an "action plan update" is completed to determine the progress made during the last year. The Executive Council discusses and prioritizes the budget to support these action plans based on the previously set institutional goals, contingent upon available funding. Every administrative support service area at PCC undergoes the Service Area Review (SAR) process every five years on a rotating schedule. A copy of PCC's SAR Schedule can be found [here](#). The most recent example from each area is linked in *Table 3. Service Area Reviews (SAR)* for consideration.

Table 3. Service Area Reviews

Academic and Student Support Service	Reporting Year
Instruction	
Distance Education	<u>2020-2021</u>
Learning Commons	<u>2020-2021</u>
Student Development	
Financial Aid & Veterans Affairs	<u>2020-2021</u>
Admissions & Recruitment	In Progress 2021-2022
Student Records (formerly Admissions & Records)	<u>2017-2018</u>
Student Engagement	In progress 2021-2022
Federal Programs (formerly TRIO)	Service Area participates in a required external review process that satisfies the requirement of the PCC SAR.
Advancement & Communications	
Advancement	In progress 2021-2022

Evidence Attachments

[17.18 Final Report Admission.Records.pdf](#)

[20.21 Final report DL.pdf](#)

[20.21 Final Report FA and VA.pdf](#)

[20.21 Final report LC.pdf](#)

[200 laptop order.pdf](#)

[5 year enrollment.PNG](#)

[6.14-Standards-of-Academic-Progress-2021.pdf](#)

[Academic Probation Educational Contract.pdf](#)
[Admissions and Records 2019-2020.pdf](#)
[Admissions and Records 2020-2021.pdf](#)
[Advancement 2019-2020.pdf](#)
[Advancement 2020-2021.pdf](#)
[Advising Evidence.pdf](#)
[Advisors Clean Up List.pdf](#)
[Assigned AVISO Academic Probation Tags.pdf](#)
[AVISO training_email.pdf](#)
[Convocation 2020.pdf](#)
[Counseling, Retention and Special Populations 2019-2020.pdf](#)
[Counseling, Retention and Special Populations 2020-2021.pdf](#)
[DIRECTOR, STUDENT ENGAGEMENT.pdf](#)
[Distance Education 2019-2020.pdf](#)
[Distance Education 2020-2021.pdf](#)
[Distance Education_SAO.pdf](#)
[DLAdvisingHandout.pdf](#)
[Doc2.pdf](#)
[E-mail to students about tutoring.pdf](#)
[Faculty and Staff Transcript Notification.pdf](#)
[Film Club Constitution.pdf](#)
[Financial Aid and Veterans Affairs 2019-2020.pdf](#)
[Financial Aid and Veterans Affairs 2020-2021.pdf](#)
[Harmonize training recording.pdf](#)
[Laptop and Hotspot Loan Check-out Forms.pdf](#)
[Lap-top waitlist .pdf](#)
[Learning Commons Academic Support Tutoring 2019-2020.pdf](#)
[Learning Commons Academic Support Tutoring 2020-2021.pdf](#)
[Learning Commons Academic Success Center 2019-2020.pdf](#)
[Learning Commons Academic Success Center 2020-2021.pdf](#)
[Mail - Student Development - Outlook.pdf](#)
[Mail 2 - Student Development - Outlook.pdf](#)
[Mail 3 - Student Development - Outlook.pdf](#)
[Make-up Testing Instructions Sheet.pdf](#)

[Pacer Promise_screenshot_11.30.2021.png](#)
[PHS Information Night.pdf](#)
[President Direct Reports - Titles 8.2.c.pdf](#)
[QM Course Participation.pdf](#)
[RE_ Tutoring Services at PCC .pdf](#)
[Recruitment and Student Activities 2019-2020.pdf](#)
[Recruitment and Student Activities 2020-2021.pdf](#)
[Request a Transcript - Piedmont Community College.pdf](#)
[SAGE_Constitution .pdf](#)
[SAR Schedule.pdf](#)
[Sending an Email to Your Students through Aviso.pdf](#)
[SGA Roster.pdf](#)
[Student Transcript Requests Flyer.pdf](#)
[Testing Center and Transfer Center Evidence.pdf](#)
[Tiffany Boley Skouby resume 2021_Redacted.pdf](#)
[TRIO Programs 2019-2020.pdf](#)
[TRIO Programs 2020-2021.pdf](#)
[Tutoring Services at PCC .pdf](#)
[UTGE Agenda 9-20-21.pdf](#)
[Virtual Session- Signup Genius.PNG](#)
[WOnline Log-In.png](#)

9.1 Program Content - Accreditation

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) offers degrees, certificates, and diplomas that embody coherent courses of study compatible with the College's stated mission and are based on fields of study appropriate to higher education, and thus, is compliant with Core Requirement 9.1 Program Content.

Overview

PCC offers [degrees, certificates, and diplomas](#) that emphasize both breadth and depth of student learning. The goal is to offer curricula which challenges students to develop increasingly complex academic and professional skills in accordance with the College's [mission](#) to "transform lives, strengthen community, and inspire individuals to excellence".

Coherence

Each academic program offered at PCC is designed to provide students with a coherent and effective academic pathway to either graduate and/or transfer to another institution. Curricular content is informed by the mission of the college (see part b. below), by requirements of the [North Carolina Community College System](#), by [external accrediting/approval agencies](#), by the advice of employers in the College's service area, and by the [program area reviews](#). Whether they are preparing for university study or for employment in a technical field, students depend on our instructional departments to structure our academic programs with coherence.

Specific characteristics that make for program coherence vary depending on the purpose of the program. Programs designed to transfer (e.g., [Associate in Arts](#) and [Associate in Science](#)), allow students to select from a menu of general education courses based on freshman and sophomore requirements to prepare students for junior and senior level coursework at their target four-year institution.

By contrast, in the Associate in Applied Science Degrees, which prepare graduates for employment, the curriculum is more tightly structured. Students typically take foundational courses in their first semester of study, then move to more advanced courses, including electives that they select based on their particular career goals. In most cases, Associate in Applied Science degrees at PCC culminate in an advanced capstone course or field experience that requires students to integrate the applications of all their previous coursework.

For example, the Associate in Applied Science Medical Assisting degree requires students take Basic Anatomy and Physiology, Medical Terminology I, and Orientation to Medical Assisting in their first semester, after which they progress to more specialized courses such as Medical Terminology II, Laboratory Procedures I, and Drug Therapy. In their last semester, they apply their skills in a medical clinical externship. Students are guided through the appropriate sequence of courses by academic advisors. [A sample course sequence](#) and a [curriculum map](#), which indicates the courses in which key concepts are introduced, developed, and applied throughout the program, are included for your review.

Compatibility with Mission/Goals

Our Mission

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

In support of its [mission](#), PCC is committed to providing students with educational programs that prepare them effectively for the workforce or that meet the degree requirements of four-year institutions. Faculty members review their curricula regularly and revise them as needed to ensure that students have access to relevant and coherent programs that enable them to meet their educational goals.

Technical Programs

The programs leading to Associate in Applied Science degrees support [PCC's vision](#) to be "recognized nationally for achieving exceptional levels of success in student learning and completion, gainful employment, equity, and affordability." These economical, applied programs are designed to prepare students for employment, professional development, and career advancement. They generate graduates who bring to the workforce up-to-date technical skills along with communication and critical thinking skills.

One goal in the *Learning* initiative of the [2021-2031 Strategic Plan](#) is dedicated to increasing student achievement and employability. To achieve this goal, programs of study will increasingly incorporate [work-based learning experiences](#), soft skills training, and other learning experiences designed to help students succeed in the workplace.

The courses of study for Associate in Applied Science degree programs are based on the needs of employers. Using input from [program advisory committees](#) and [employer surveys](#), members of program faculty revise and improve the curriculum to keep up with the best practices in business and industry. Many [Associate in Applied Science programs](#) are approved or accredited by national and state agencies (not recognized by the DOE), which provides additional guidelines for curriculum design. Student progression and success also influences the course of study. Recent examples of changes to courses within AAS programs of study from the Curriculum Committee include removal of prerequisites to [MAT 110](#) and [BIO 275](#).

University Transfer Programs

The University Transfer Programs support [PCC's mission](#) to "transform lives, strengthen community, and inspire individuals to excellence." The College's open-door admission policy provides a pathway to baccalaureate degrees for students who may not have met university admissions criteria immediately after high school. PCC is less expensive than most four-year institutions, providing access to a four-year degree for students who may not otherwise be able to afford post-secondary education.

The Associate in Arts and Associate in Science programs are structured to allow a high degree of flexibility to align with the North Carolina Comprehensive Articulation Agreement. [This agreement](#) is a statewide agreement governing the transfer of credits between North Carolina Community Colleges and North Carolina public universities. By providing options for each required category of credit, the programs enable students to tailor the associate degree to their transfer goals based on [degree plans provided by each public university](#).

Additionally, one goal in the *Transfer* initiative of the 2021-2031 Strategic Plan is dedicated to creating additional pathways to a baccalaureate degree for PCC students through a number of bilateral agreements. These bilateral agreements add additional incentives for students who wish to transfer to certain institutions. An employee dedicated to the pursuit of [bilateral agreements](#) has been hired and is actively and successfully pursuing such arrangements.

Appropriateness to Higher Education

All PCC degree programs are developed and maintained with guidance from and in compliance with multiple policies, standards, and procedures that serve the purpose of ensuring program content coherency, compatibility, and appropriateness, including:

- North Carolina State Board of Community Colleges Code (SBCCC), including section [1D SBCCC 400.10](#) Curriculum Program of Study
- Curriculum Program Applications at sections [03](#), [03A](#), [03B](#), [03C](#), and [04](#) of the [NCCCS Curriculum Procedures Reference Manual](#)
- Program Termination process via [Section 05](#) (Curriculum and Level III ISA) of the NCCCS Curriculum Procedures Reference Manual
- Piedmont Community College [2021-2031 Strategic Plan](#) and [Program Area Outcomes](#) which reflect service area needs assessments,
- workforce data analysis, and direct business/industry input.

The aforementioned [Curriculum Standards](#) established by the North Carolina Community College System (NCCCS) are used to guide and maintain rigorous, college-level program requirements at PCC. These standards define the minimum and maximum number of semester credit hours required for associate-level, diploma-level, and certificate-level

programs, as well as the core course requirements. Program courses are selected from the [Combined Course Library](#), which contains all courses for all 58 NCCCS colleges. Periodically, NCCCS engages in curriculum improvement or alignment projects, which call on the expertise of professionals in particular fields, as well as representatives from a cross-section of colleges, to evaluate a particular curriculum for relevance, currency, and applicability. In 2015, for example, NCCCS funded an [Information Technology Alignment Project \(ITAP\)](#) to revise and update computer and information technology programs and courses in all 58 community colleges. In addition, colleges may propose minor changes to a curriculum standard upon consultation with industry and advisory committees.

These [NCCCS curriculum procedures](#) require evidence of program need, relevance to institutional mission, and program resource adequacy for both transfer degree programs and workforce-oriented degree programs. The procedures and standards also prescribe additional specific standards for maintaining and terminating degree programs. Continuous monitoring and evaluation of PCC's service area needs guide the [establishment, updating,](#) and [retirement](#) of curricula to preserve program currency and relevance consistent with the College mission to fulfill the educational/training requirements specific to Person and Caswell Counties.

Curriculum procedures established by the NCCCS require that the establishment of occupationally oriented curricula (A.A.S. degree programs) address identifiable Department of Labor job fields with demonstrated student and employer interest. In addition, these standards require participation by business/industry representatives in program development and revision. Representatives work with program faculty to identify course learning objectives and outcomes and advise on the development of realistic program enrollment and employment projections. An example from a [recent NCCCS program application](#) for an Emergency Medical Science program is included for reference.

Approval

Educational programs at PCC must receive several levels of approval before being offered. At each level, consideration is given to the appropriateness of the program to PCC's service area, to the needs of the state of North Carolina, and to higher education. Courses, certificates, diplomas, degrees, and career and technical education partnerships must be

submitted to the [PCC Curriculum Committee](#), to the [Board of Trustees Curriculum Committee](#), and to the full [Board of Trustees](#). Once all local approvals are in place, programs are submitted to the [State](#) for approval and to [SACSCOC](#) when required.

The [North Carolina Community College System procedures](#) and State Board of Community Colleges Code ([1D SBCCC 400.6](#)) also require evidence of program needs, relevance to institutional mission, and program resource adequacy for both transfer degree programs and workforce-oriented degree programs. Continuous college monitoring and evaluation of service area needs to guide the establishment, development, updating, and retirement of curricula to preserve program currency and relevance consistent with the College's mission to fulfill the educational/training requirements specific to Person and Caswell Counties.

Career and Technical Programs

The [North Carolina Community College System procedures](#) and standards require the College to explain the rationale for developing the program, including establishment of occupationally oriented curricula (Associate in Applied Science degree programs) that address identifiable Department of Labor job fields with demonstrated student and employer interest. This may include participation by business/industry representatives in program development, working with prospective program faculty to identify program and course objectives and learning outcomes, and to advise the development of realistic program enrollment and employment projections.

Transfer Programs

The North Carolina Community College System procedures and standards ensure alignment of PCC transfer curricula (Associate in Arts, Associate in Fine Arts, and Associate in Science degree programs) with lower division curricula of four-year institutions in the University of North Carolina System. These [course alignments](#) assure rising junior status for students transferring with a PCC transfer degree to University of North Carolina institutions under the [Comprehensive Articulation Agreement](#). The [independent articulation agreement](#) with [certain private four-year colleges](#) and universities further demonstrates the currency and relevance of transfer course and program content to generally acceptable standards in higher education. In addition, PCC holds [multiple bilateral agreements](#) with four-year

institutions which provide additional incentives for students entering those specific institutions.

Oversight

Once approved, PCC must submit a [Three-year Accountability Report](#) to the North Carolina Community College System, which monitors enrollment, graduation, licensure/accreditation, job placement numbers, and other pertinent information about the program.

Any revision to a program must be presented to the PCC [Curriculum Standing Committee](#) and recommended for approval by members of that committee, which includes faculty. Once approved, these revisions are included the next revision of the College Catalog and Student Handbook and electronic degree audit.

Evidence Attachments

[19.20 PAR Final Report Nursing.pdf](#)

[1d_sbccc_400.10_retrieved 11.12.2021.pdf](#)

[1d_sbccc_400.6_retrieved 11.12.2021.pdf](#)

[2021-2022 Curriculum Standing Committee Roster.pdf](#)

[a10100_associate_in_arts_fa_2019v2 curriculum standard.pdf](#)

[a10400_associate_in_science_fa2019v2 curriculum standard.pdf](#)

[a45400_medical_assisting_fa2017v4 curriculum standard.pdf](#)

[Associate Degree Nursing 2020-2021.pdf](#)

[Board of Trustees Meeting 11.3.20 minutes Approval EMS Program.jpg](#)

[BOT Curriculum Committee Meeting Minutes 10.20.20 EMS Program.jpg](#)

[CAA State Agreement.pdf](#)

[CAA Transfer Course List.pdf](#)

[cc15-027 ITAP.pdf](#)

[Curriculum Action Request Early Childhood.pdf](#)

[Curriculum Committee Action Request BIO 275.pdf](#)

[Curriculum Committee Action Request MAT 110.pdf](#)

[Curriculum Committee Action Request MOA Termination.pdf](#)

[Curriculum Committee Minutes 9_10_20.pdf](#)

[Curriculum Program Application Procedures 21.pdf](#)
[Employer survey.pdf](#)
[Health Sciences Advisory Committee Minutes 2019.pdf](#)
[ICAA Signatory Institutions_appendix_a_08.23.2018.pdf](#)
[ICAA_with_signatures_6.03.20.pdf](#)
[List of Degrees Diplomas and Certificates.pdf](#)
[Medical Assisting CURRICULUM MAP.pdf](#)
[NCCCS - EMS Approval Letter.pdf](#)
[NCCCS AA and AS pathways to UNC System BA and BS degrees_screenshot.png](#)
[NCCCS CCL screenshot_11.5.2021.png](#)
[NCCCS Curriculum Procedures Manual_screenshot.png](#)
[NCCCS Curriculum Standards_screenshot_11.5.2021.png](#)
[PCC Bilateral Agreements with Universitites_screenshot__11.3.2021.png](#)
[PCC Bilateral Agreements with Universitites_screenshot__11.3.2021.png](#)
[Piedmont CC EMS NCCCS Curr Program Application.pdf](#)
[Program Accrediting and Approving Bodies.pdf](#)
[SACSCOC EMS approval letter 6.18.21.pdf](#)
[SACSCOC program list.pdf](#)
[Sample Sequence for Medical Assisting.pdf](#)
[section03_20_apr21 CPRM.pdf](#)
[section03a_9july21_CPRM.pdf](#)
[section03b_9july21_CPRM.pdf](#)
[section03c_08jan2019_CPRM.pdf](#)
[section04_30jul19_CPRM.pdf](#)
[section05_29apr2021_CPRM.pdf](#)
[SP MVV.pdf](#)
[StrategicPlan 2021 Initiative 1.pdf](#)
[StrategicPlan_PCC_2021.pdf](#)
[Three Year Accountability Human Services - Gerontoloty.pdf](#)
[WBL Highlights to the BOT on 11.2.2021_screenshot.png](#)

9.2 Program Length - Accreditation

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) offers 43 Associate Degree programs, all of which meet the minimum threshold of 60 semester credit hours for degree completion at the associate level. PCC does not offer any baccalaureate degrees and does not use instructional units other than semester credit hours. Thus, PCC is compliant with Core Requirement 9.2.

Program Length Guidelines

The [State Program Length Table](#) summarizes the guidelines established by North Carolina State Board of Community Colleges Code [1D SBCCC 400.8 Courses for Curriculum Programs](#), [1D SBCCC 400.9 Curriculum Standards](#), and [1D SBCCC 400.10 Curriculum Program of Study](#). The policy is carried out through the implementation of the [Curriculum Procedures Reference Manual Section 23](#) developed by the North Carolina Community College System (NCCCS). PCC complies with all state-approved program length parameters listed [State Program Length Table](#).

Degrees offered at PCC must adhere to the NCCCS curriculum standards that specify certain elements such as prescribed courses, course prefixes, course numbering, credit hours per course, and acceptable ranges of program length. A table has been created to document [degree credit hours](#) for associate degree program at PCC.

Program Length Changes

Programs of study are reviewed by program faculty and advisory committees to assess various components, including the length of the program as appropriate. For changes within a program, the [Piedmont Community College - Curriculum Committee Action Request form](#) is completed and submitted to the PCC Standing Curriculum Committee. During this meeting, [curriculum committee minutes](#) document how members discuss requested revisions. Courses to be added or deleted along with the total number of hours for completion are included in this discussion. These changes are further submitted to the [Board of Trustees Curriculum Committee](#) for discussion and approval. Minutes from the full [Board of Trustees](#) reflect their approval as well.

New Program Development

New programs must be approved by the North Carolina State Board of Community Colleges using the [curriculum approval process](#) prescribed by the SBCC for all North Carolina Community Colleges. The process includes ensuring that each program follows a prescribed plan of study and follows the state requirements for program length. Each course offered in curriculum programs is selected from the [Combined Course Library](#) of the state.

At the local level, the PCC Standing Curriculum Committee and the Curriculum Committee of the Board of Trustees review all new program of study recommendations prior to seeking approval from the full Board of Trustees. Minutes from the [PCC Curriculum Committee](#), [Board of Trustees Curriculum Committee](#), and the [Board of Trustees](#) show the submission and approval process for the recently added EMS Program of Study. Upon approval, new programs of study are submitted to the State Board of Community Colleges before being submitted to SACSCOC for approval. At the state level, the NCCCS program personnel review the curriculum proposals from the local colleges before presenting them to the State Board of Community Colleges for [final approval](#). Only those programs that have been approved by the PCC Curriculum Committee, the PCC Board of Trustees, and the State Board of Community Colleges are offered at PCC. We ensure that [SACSCOC approval](#) is granted before the program is implemented, if required by SACSCOC Substantive Change

Policy and Procedures.

Evidence Attachments

[1d_sbccc_400.10_1nov17_0.pdf](#)

[1d_sbccc_400.8_01dec18.pdf](#)

[1d_sbccc_400.9_-_1nov18_0.pdf](#)

[Board of Trustees Meeting 11.3.20 minutes Approval EMS Program.jpg](#)

[Board of Trustees Meeting Minutes Approval Revision of Mechatronics Program.jpg](#)

[BOT Curriculum Committee Meeting - Approval of Revision to Mechatronics Program.jpg](#)

[BOT Curriculum Committee Meeting Minutes 10.20.20 EMS Program.jpg](#)

[Combined course library_screenshot.PNG](#)

[Curriculum Committee Action Request - Mechatronics signed.pdf](#)

[Curriculum Committee Minutes - Approval of Mechatronics Revision.jpg](#)

[Curriculum Committee Minutes 9.10.20 EMS Program Approval.jpg](#)

[Curriculum Procedures Reference Manual - Section 23.pdf](#)

[Curriculum Program Application Procedures.pdf](#)

[Degree Credit Hours Revised 12.21.2021.pdf](#)

[NCCCS Approval for EMS Program.pdf](#)

[SACSCOC EMS approval letter 6.18.21.pdf](#)

[State Program Length Requirements.pdf](#)

9.3 General Education Requirements - Accreditation

The institution requires the successful completion of a general education component at the undergraduate level that:

- a. is based on a coherent rationale.
- b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) requires the successful completion of a general education component at the undergraduate level that is based on a coherent rationale, is a substantial component of each undergraduate degree program, and ensures breadth of knowledge, and thus, is compliant with Core Requirement 9.3 General Education Requirements.

Overview

- The [guidelines for assessing general education](#) competencies at PCC provide a **coherent rationale** for the general education component embedded within undergraduate programs of study. General education "ensures that students gain the knowledge and experience they need to be successful in both their personal and professional lives." Assessment of the general education component requires that PCC students demonstrate competence in reading, writing, mathematics, oral communications, and computer use.
- The general education core (of at least 15 hours) is required for associate degree

students at PCC, regardless of campus location and/or course modality (i.e. seated, blended, hybrid, online). All associate degree programs of study offered at PCC are approved by the North Carolina Community College System (NCCCS) and only include courses selected from the [NCCCS Combined Course Library](#). Curriculum Standards are approved by the State Board of Community Colleges (SBCC) ([1D SBCCC 400.8](#); [1D SBCCC400.9](#); and [1D SBCCC 400.10](#)). These standards ensure general education components are an integral and **substantial component** of each program of study.

- Each of the 43 associate degree programs offered at PCC requires completion of a substantial component of general education courses (see Table 1). The general education core requirement for associate degrees is a minimum of 15 semester hours, and will feature at least one course in each of the following areas: (1) humanities/fine arts, (2) social/behavioral sciences, and (3) natural sciences/mathematics. By requiring courses across multiple disciplines, PCC ensures students gain a **breadth of knowledge** during their educational experience.

Coherent Rationale

Student competencies in general intellectual skills are introduced and assessed in general education courses; however, curriculum major courses also teach these skills embedded within program specific content. PCC assesses the extent to which students have obtained these competencies and use the analysis of results to actively seek improvements (see narrative for **Standard 8.2.b**). Piedmont Community College [guidelines](#) establish the following general education competencies for students in all degree programs. These competencies are achieved through instruction in general education core courses. All degree programs of study are designed to ensure that students demonstrate competence in:

- **reading** necessary to comprehend and analyze college level reading material.
- **writing** necessary to produce unified, coherent, well-developed writings using standard written English.
- **oral communication** necessary for effective oral communication in small groups and public settings.
- **fundamental mathematical skills** necessary to solve practical problems and reason and communicate with mathematics at a level found in non-mathematics-intensive

programs.

- **computer use** necessary to effectively use the most common types of software applications found in their area of study and be proficient at the use of e-mail and the Internet.

Additionally, most of the general education courses in which these competencies are assessed at PCC are denoted as Universal General Education Transfer Courses ([UGETC](#)) courses, and all have been approved under the [Comprehensive Articulation Agreement](#) between the North Carolina Community College System and the University of North Carolina System. Such an agreement emphasizes the coherent rationale and suitability of skills levels in these classes.

Substantial General Education Component

A program of study for each program outlines all requirements students must take in order to earn an associate degree. The program of study highlights major requirements, as well as what options they have in order to fulfill general education requirements. The most recent program of study, AY 2021-2022, for each associate degree program is referenced in *Table 1. General Education Requirements*. Each program requires a minimum of 15 semester hours of general education courses out of the 60-76 required for all associate degree programs; this equates to 19.7% or more general education coursework within each program of study. General education is an integral and substantial component of each program of study. For your reference, [course descriptions](#) of general education courses most frequently included in PCC programs of study are provided.

Breadth of Knowledge

To ensure breadth of knowledge, the NCCCS Curriculum Standards require a general education core for all associate degrees. No matter if the program is a college transfer degree or an Associate in Applied Science (A.A.S.) degree, the NCCCS Curriculum Standards clearly outline general education expectations for all programs. Each associate degree program at PCC requires 6 semester hours of English composition (ENG 111, ENG 112) or 3 hours of English composition (ENG 111) and 3 hours of Communications (COM 120 or COM 231). In addition to these requirements, programs require at least 3 semester hours each in

(1) humanities/fine arts, (2) social/behavioral sciences, and (3) natural sciences/mathematics. *Table 1. General Education Requirements* shows the general education requirements for each of the 43 associate degree programs at PCC. Included here are samples for the [Accounting and Finance](#), [Associate in Arts](#), [Associate Degree Nursing \(ADN\)](#), [Criminal Justice Technology](#), and [Mechatronics Engineering Technology](#) programs. Though each of these programs represent different tracks (i.e. Business Studies and Technologies; University Transfer and General Education; Health and Wellness; Public Safety and Human Services Technology; and Technical and Manufacturing; respectively), the NCCCS Curriculum Standards require general education to be a key component of each of the programs of study.

The [Curriculum Standards](#) provide a list of course options students can take to satisfy their general education requirements. Students have a range of courses to choose from across many disciplines, and these courses are taken by students across a variety of programs of study. As a result, these general education courses are designed to provide a broad, fundamental, and less specialized educational experience for students in all degree programs. Moreover, general education course descriptions in the [Combined Course Library](#) are standardized, regardless of the degree program that requires them, so the courses cannot be narrowly focused on skills, techniques, and procedures specific to a particular occupation or profession, as students across various programs of study take these courses.

Table 1. General Education Requirements

Program Name	General Education Hours (Total)	Humanities / Fine Arts Hours	Social / Behavioral Science Hours	Natural Sciences / Mathematics Hours	Total Hours
Accounting and Finance	15	3	3	3 - 4	69
Agribusiness Technology-Agricultural Maintenance	15	3	3	3	65

<u>Agribusiness Technology- Plant Science</u>	15	3	3	3	65
<u>Agribusiness Technology</u>	15	3	3	3 - 4	66
<u>Associate Degree Nursing</u>	16	3	3	4	67
<u>Associate in Arts</u>	45	6	9	7 - 8	60
<u>Associate in Arts in Teacher Preparation</u>	45	6	6	7 - 8	60
<u>Associate in Fine Arts- Visual Arts</u>	25	3	6	7	60
<u>Associate in General Education</u>	15	3	3	3 - 4	64
<u>Associate in General Education- Nursing</u>	52	9	15	22 - 24	60
<u>Associate in Science</u>	45	3	6	16	60

<u>Associate in Science in Teacher Preparation</u>	45	3	3	16	60
<u>Business Administration</u>	15	3	3	3 - 4	65
<u>Criminal Justice Technology</u>	18	3	3	3	68
<u>Digital Effects and Animation Technology</u>	15	3	3	3	64
<u>Early Childhood Education-Career Option</u>	15	3	3	3	69
<u>Early Childhood Education-Transfer Teaching Licensure</u>	15	3	3	3	74

<u>Early Childhood Education-Transfer Non-Teaching</u>	15	3	3	3	74
<u>Early Childhood Education</u>	15	3	3	3	76
<u>Electrical Power Production</u>	16	3	3	4	69
<u>Electrical Systems Technology</u>	15	3	3	3 - 4	69
<u>Emergency Medical Science</u>	15	3	3	3-4	68
<u>General Occupational Technology</u>	15	3	3	3 - 4	64
<u>Health Care Management</u>	15	3	3	3	67
<u>Human Services Technology</u>	19	3	3	4	68

<u>Human Services Technology-Gerontology</u>	19	3	3	4	75
<u>Human Services Technology - Substance Abuse</u>	16	3	3	4	69
<u>Industrial Systems Technology</u>	15	3	3	3	67
<u>Information Technology-Business Support</u>	15	3	3	3	68
<u>Information Technology-Computer Programming</u>	15	3	3	3	68
<u>Information Technology-Gaming Simulation</u>	15	3	3	3	68
<u>Information Technology-Systems Security</u>	15	3	3	3	68

<u>Information Technology-Web Design</u>	15	3	3	3	68
<u>Information Technology</u>	15	3	3	3	68
<u>Mechatronics</u>	16	3	3	4	70
<u>Medical Assisting</u>	15	3	3	3	66
<u>Medical Office Administration</u>	15	3	3	3 - 4	69
<u>Office Administration</u>	15	3	3	3 - 4	66
<u>Public Safety Administration- Correction Services</u>	15	3	3	3 - 4	66
<u>Public Safety Administration- Emergency/Fire Management</u>	15	3	3	3 - 4	70

Public Safety Administration- Law Enforcement Services	15	3	3	3 - 4	70
Public Safety Administration- Security and Loss Prevention	15	3	3	3 - 4	70
Public Safety Administration	15	3	3	3-4	66

Evidence Attachments

[1d_sbccc_400.10_retrieved 11.12.2021.pdf](#)

[1d_sbccc_400.8_01dec18.pdf](#)

[1d_sbccc_400.9_-_1nov18_o.pdf](#)

[a10100_associate_in_arts_fa_2019v2.pdf](#)

[a25800_accounting_and_finance_fa20v6.pdf](#)

[a45110_associate_degree_nursing_fa10vs7.pdf](#)

[a55180_criminal_justice_tech_fa07v12.pdf](#)

[Accounting&Finance.pdf](#)

[ADN.pdf](#)

[AFA-VA.pdf](#)

[AgribusinesTech.pdf](#)

[AgribusinesTech-AgriculturalMaintenance.pdf](#)

[AgribusinesTech-PlantScience.pdf](#)

[AssociateArts.pdf](#)

[AssociateArts-TeacherPrep.pdf](#)

[AssociateGenEd.pdf](#)

[AssociateGenEdNursing.pdf](#)

[AssociateScience.pdf](#)
[AssociateScience-TeacherPrep.pdf](#)
[BusinessAdministration.pdf](#)
[CAA-2020-TAC-approved-10-31-20.pdf](#)
[Combined Course Library.pdf](#)
[CriminalJusticeTech.pdf](#)
[curriculum standards screenshot.PNG](#)
[DEAT.pdf](#)
[EarlyChildhoodEd.pdf](#)
[EarlyChildhoodEd-CO.pdf](#)
[EarlyChildhoodEd-NL.pdf](#)
[EarlyChildhoodEd-TL.pdf](#)
[ElectricalPowerProductionTech.pdf](#)
[ElectricalSystemTechnology.pdf](#)
[EmergencyMedicalScience.pdf](#)
[et_app_auto_mecha_eng_tech_sp2017_v10_0.pdf](#)
[General education guidelines.pdf](#)
[GeneralOccupationalTech.pdf](#)
[HealthcareManagementTech.pdf](#)
[HumanServicesTech.pdf](#)
[HumanServicesTech-Gerontology.pdf](#)
[HumanServicesTech-SubstanceAbuse.pdf](#)
[IndustrialSystemsTech.pdf](#)
[InformationTech.pdf](#)
[InformationTech-BusinessSupport.pdf](#)
[InformationTech-ComputerProgramming.pdf](#)
[InformationTech-GamingSimulation.pdf](#)
[InformationTech-SystemsSecurity.pdf](#)
[InformationTech-Web.pdf](#)
[MechatronicsEngineeringTech.pdf](#)
[MedicalAssisting.pdf](#)
[MedicalOfficeAdmin.pdf](#)
[Most Frequently Used General Education Course Descriptions.pdf](#)
[OfficeAdmin.pdf](#)

[PSA.pdf](#)

[PSA-CorrectionServices.pdf](#)

[PSA-Emergency&FireManagement.pdf](#)

[PSA-LawEnforcement.pdf](#)

[PSA-Security&LossPrevention.pdf](#)

[transfer_course_list_appendixg_2021v6.pdf](#)

9.4 Institutional Credits for an Undergraduate Degree - Accreditation

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

Self Ratings

Compliance

Response

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by Piedmont Community College (PCC), thus PCC is compliant with Standard 9.4 Institutional Credits for an Undergraduate Degree.

Overview

All PCC students are required to complete 25 percent of the credit hours required for a credential through instruction earned at PCC in order to graduate with that credential, per PCC Policy 6.10 Credits - Curriculum. This 25 percent of credit hours may be earned through any of a variety of instructional modalities (distance education, hybrid, seated) and at any of PCC's instructional sites.

Policy and Its Publication

According to [PCC Policy 6.10 Credits - Curriculum](#), all students seeking to earn a degree, diploma, or certificate must successfully earn a minimum of 25 percent of the required credit hours for that credential through instruction offered at PCC. Advisors review graduation requirements with students using the Academic Evaluation. The Academic Evaluation is a summary that outlines the total credit hours earned at PCC and the transfer credits awarded from other institutions. Credentials are audited by the Registrar's Office once a student submits a Graduation Application. Graduation Applications are accompanied by an Academic Evaluation which includes a section calculating the number of institutional credit hours earned. The Registrar uses this information to verify the 25 percent rule has been met, as shown in [Example 1](#) and [Example 2](#).

Published PCC policies are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval. This policy is available for both students and faculty in the [2021-2022 Student Handbook and General Catalog \(p. 54\)](#) and the [PCC online Policies and Procedures Manual](#). Both of these can be accessed via the [College website](#).

Through PCC's online student and faculty portals (online inquiry and registration systems), a student or the student's advisor can access the [student's academic evaluation](#) at any time. This academic evaluation shows the institutional hours required by PCC's policy and the student's progress toward completing those hours.

Policy Implementation

PCC graduates students after each of the three academic semesters (summer, fall, and spring) and holds an annual commencement in May for all graduates of that academic year. Prior to awarding the requested credentials, the Registrar's Office runs each request through the following graduation audit process:

Students who wish to be considered for graduation file a [Graduation Application](#) with the Registrar's Office during their final semester of enrollment.

- Credentials audit is performed by the Registrar under the supervision of the Dean, Enrollment Services and the Vice President, Student Development.
- The student records management system has a degree audit function, which aids the performance of this task.
- Each credential is set up in the system to show which courses are required for completion.
- The degree audit, which matches courses taken by the student to the credential requirements, shows the credit hours, semesters taken, and grade earned for each course.
- The audit lists the number of institutional credit hours required for the credential (at least 25 percent of the required credit hours) and the number of institutional credit

hours earned to verify that PCC's policy has been met.

The Registrar's Office staff reviews a Degree Audit Summary for each potential graduate to determine if they have:

- completed the total hour requirement;
- earned at least a 2.0 grade point average;
- earned at least 25 percent of all credits at PCC; and
- earned the right for honors designation.

Credits earned elsewhere and transferred to the College are designated with the grade of "TC" on the degree audit. These transfer credits, which are shown at the top of the [transcript](#), show the course, number of transfer credits awarded, and the institution from which they were accepted. Other credits excluded from consideration for the 25% institutional credits include AP, CLEP, and other types of prior learning.

The North Carolina Community College System establishes [clear guidelines](#) that limit credits that can be awarded via reverse transfer to ensure the 25 percent requirement is met as part of the reverse transfer process. [PCC Policy 6.10 Credit-Curriculum](#) adheres to these guidelines to maintain compliance with standard 9.4.

PCC does not have any collaborative arrangements to award any joint or dual academic awards.

PCC does not have any exceptions to this policy.

Evidence Attachments

[2021-22 catalog p.54 25% rule.pdf](#)

[Application for Graduation and evaluation - packet 1_Redacted.pdf](#)

[Application for Graduation and Evaluation - packet 2_Redacted.pdf](#)

[Catalog and policy manual online.PNG](#)

[Graduation-Application.pdf](#)

[Policy 6.10 callout from landing page.jpg](#)

[Policy 6.10_ Credits-Curriculum_item 1.2 highlighted.pdf](#)

[policy review process.pdf](#)

[Reverse Transfer NCCCS and universities.jpg](#)

[TRAN_EVAL.pdf](#)

[Transcript_transfer credit outlined.pdf](#)

[WebAdvisor Program Evaluation screenshot.jpg](#)

9.5 Institutional Credits for a Graduate/ Professional Degree - Accreditation

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

Self Ratings

Compliance

Response

As a track A institution, Piedmont Community College does not offer graduate/post-baccalaureate professional degree programs; therefore, this standard does not apply.

Evidence Attachments

9.6 Post-Baccalaureate Rigor and Curriculum - Accreditation

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

Self Ratings

Compliance

Response

As a track A institution, Piedmont Community College does not offer graduate/post-baccalaureate professional degree programs; therefore, this standard does not apply.

Evidence Attachments

9.7 Program Requirements - Accreditation

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes requirements for its undergraduate programs. The requirements conform to commonly accepted standards and practices for degree programs, and thus is compliant with Standard 9.7 Program Requirements. Note: PCC does not offer graduate or post-baccalaureate professional programs.

Overview

Piedmont Community College (PCC) publishes requirements for each academic program in the [PCC College Catalog](#). Students, prospective students, and staff may access published program requirements on the College's website through a link to the [College Catalog](#) or through [PCC's Programs of Study webpage](#). Program requirements for each catalog year also are available to students and advisors through the student's program evaluation in [Ellucian/Colleague](#) and degree audit in [Self Service](#). Any proposed curriculum changes are presented to the Curriculum Standing Committee for approval during the fall and early spring semester in order to be effective for the upcoming academic year. A new catalog is published each academic year which reflects the approved changes.

Several internal and external factors (described below) ensure that PCC's program requirements conform to standards and practices for degree programs.

Internal Factors at PCC

Curriculum Standing Committee

The [Curriculum Standing Committee](#), comprised of faculty and staff members, considers each proposal for a new program or program revision and recommends these changes to the Vice President, Instruction/Chief Academic Officer (CAO). The committee consists of twenty-three voting members, including all academic deans, faculty members from different academic disciplines, and staff members from areas such as Financial Aid, Institutional Effectiveness, Admissions, and the Registrar. The Vice President, Instruction/CAO serves as the Chair of the committee.

Throughout the curriculum development process there are checks to ensure that standards are followed and program requirements are appropriate. Program coordinators and/or the appropriate academic dean complete a Curriculum Committee Action Request Form ([Sample Completed Action Request Form](#)) which includes checking for alignment with the [North Carolina Community College System \(NCCCS\) Curriculum Standards](#) for the program and to ensure whether or not a substantive change request to SACSCOC is needed. The committee reviews the request, considering factors such as adherence to NCCCS standards, relevance to the program and course objectives, institutional mission, alignment with university transfer articulation agreements, and workforce/industry needs, and then [votes to approve or deny the request](#). The Vice President, Instruction/CAO ensures all processes are met and approves the changes before forwarding to the registrar. The registrar send these changes to the NCCCS for approval. When [NCCCS approval](#) and [SACSCOC approval](#) are granted, the change is implemented at the College.

Academic Advisory Committees: Deans, Program Coordinators, and faculty for associate in applied science programs meet at least annually with [academic advisory committees](#) for input into program needs. These committees consist of workforce and industry employers and leaders. Curricula, critical workforce skills, and equipment needs are discussed. The Dean and faculty of the Associate in Science, Associate in Arts, and Associate in Fine Arts programs also meet annually with key stakeholders to seek feedback on the transfer programs. Members include representatives from public schools and university staff. Departmental administrative assistants maintain records of meetings, including [agendas](#) and [minutes](#).

State Agencies

North Carolina Community College System: Each program of study follows [Curriculum Standards](#) of the NCCCS found on [their website](#). The Curriculum Standards define specific program requirements for each program and conform to commonly accepted standards for degree programs, as evident in the following sample programs: [Accounting and Finance](#), [Associate in Arts](#), [Associate Degree Nursing](#), [Criminal Justice Technology](#), and [Mechatronics Engineering Technology](#). Each curriculum standard includes a general description of the program and eligible job opportunities, as well as a course framework divided into general education, major core and concentration requirements, and other required major hours. Courses are chosen by the College that first meet the standard and meet the needs of the service area's workforce. For consistency across the NCCCS, a [Combined Course Library](#) maintains course titles, course descriptions, required co-requisites and/or pre-requisites, and contact and credit hours for each course.

Other Agencies

Accrediting/Licensing Agencies: Several of the College's programs are accredited or approved by state and/or national accrediting agencies or licensing entities. Guidelines from these agencies drive program faculty to maintain quality and currency with industry standards. When a program is due for its self-study and site visit, program faculty, led by the program coordinator, complete a [self-study](#), which is then reviewed by the Dean, the Vice-President, Instruction/CAO, and the President. In addition, these programs complete [annual reports](#) which go through a similar process. These self-studies, annual reports, and recommendations from the site visits help the College determine priority budget requests and program revisions. The [SACSCOC Institutional Summary Form](#) identifies programs that are accredited/approved through an outside agency (whether or not they are DOE recognized accreditors).

PCC ensures adherence to the NCCCS Curriculum Standards for all of its programs. Advisory boards, curriculum updates, industry needs, and other accrediting/licensing requirements may require changes to be made within curricula. Any of these changes that may occur must first go through the College's Curriculum Committee. Once that is complete, updated programs of study are put into the College's Ellucian system each year. The College then publishes these requirements in the PCC College Catalog, on its webpage, on all program-

specific pages, and in programmatic information and marketing materials. PCC, therefore, is in compliance with this standard.

Evidence Attachments

[2020-2021 Curriculum Standing Committee Roster_2.pdf](#)

[a10100_associate_in_arts_fa_2019v2.pdf](#)

[a25800_accounting_and_finance_fa20v6.pdf](#)

[a45110_associate_degree_nursing_fa10vs7.pdf](#)

[a55180_criminal_justice_tech_fa07v12.pdf](#)

[Academic Evaluation Example_AS.pdf](#)

[Advisory Committee Roster Example_EMS.png](#)

[College Catalog on PCC website screenshot.jpg](#)

[Combined Course Library.pdf](#)

[Curriculum Committee Action Request EMS Program Approval.pdf](#)

[Curriculum Committee Minutes 9.10.20 EMS Program Approval.jpg](#)

[Curriculum Standards _ NC Community Colleges.pdf](#)

[Decennial Summary-Form-for-SACSCOC-Off-Site Committee Review - 2022.pdf](#)

[EMS Advisory zoom agenda_May 2021.pdf](#)

[EMS Curriculum Standards.pdf](#)

[EMS Educational Advisory Committee Minutes - May 2021.pdf](#)

[et_app_auto_mecha_eng_tech_sp2017_v10_0.pdf](#)

[MAERB ARF Tracking_2021.pdf](#)

[Medical Assisting Self-study.pdf](#)

[NCCCS \(A45340\) ApprovalLtr - Piedmont March 2021.pdf](#)

[NCCCS Curriculum Standards_screenshot_11.5.2021.png](#)

[Programs of Study - Piedmont Community College Website.pdf](#)

[Programs Of Study- Piedmont Community College Catalog.pdf](#)

[SACSCOC EMS approval letter 6.18.21.pdf](#)

[Self Service Eval Sample_EMS.pdf](#)

10.1 Academic Policies - Accreditation

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes, implements, and disseminates academic policies that adhere to good educational practice and accurately represent the programs and services of the institution and is, therefore, compliant with standard 10.1. All academic policies are available in the online [PCC Policy Manual](#) to faculty, staff, students, and the public. Select policies are available in the [College Catalog](#), [Faculty Handbook](#), [Course Syllabi](#), and the [Student Planner](#) (as noted in *Table 1. Academic Policies* below). Academic policies are [developed or revised](#) by College standing committees, such as the Curriculum Committee or the Student Affairs Committee. These [committees](#) are comprised of faculty and staff from various areas of the college. The Student Affairs Committee [reviews and makes recommendations](#) regarding policies that affect students. The Curriculum Committee provides [crucial input and recommendations](#) on decisions that impact academic policies, procedures, and curriculum. Policies are then reviewed by the [Executive Council](#) and forwarded to the [PCC Board of Trustees \(BOT\) Curriculum Committee](#) (when needed) and finally sent to the [PCC BOT](#) for approval.

Students are made aware of the College's academic policies, programs, and facilities prior to the start of each semester at [New Student Orientation](#).

Table 1. Academic Policies provides evidence of implementation of these policies.

Table 1. Academic Policies

Policy	Audience	Published / Disseminated	Implementation
2.16 Copyright and Fair Use	Students, Faculty	PCC Policy Manual (via PCC website) , PCC Faculty Handbook	PCC has not had an opportunity to implement this policy since our last reaffirmation.
2.16.1 Intellectual Property	Students, Faculty	PCC Policy Manual (via PCC website) , Course Syllabus , PCC Faculty Handbook	PCC has not had an opportunity to implement this policy since our last reaffirmation.
5.10 Academic Freedom	Faculty	PCC Policy Manual (via PCC website) , PCC Faculty Handbook	PCC has not had an opportunity to implement this policy since our last reaffirmation.
5.11 Professional Organizations	Faculty	PCC Policy Manual (via PCC website)	Professional Organization Membership Evidence
5.22 Teaching Load	Faculty	PCC Policy Manual (via PCC website) , PCC Faculty Handbook	Instructor Schedule Weekly Teaching Load Example from Each Instructional Area

<p>5.25 Professional Development</p>	<p>Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC Faculty Handbook</p>	<p>Sample Quality Matters Professional Development</p> <p>Professional Development Sign-In Sheets:</p> <p>Blackboard Training 22 Tools for 2022</p> <p>Professional Development Travel Approval</p>
<p>5.26 Orientation for New Faculty And Staff</p>	<p>Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC Faculty Handbook</p>	<p>Fall 2021 New Hire Employee and Faculty Orientation Agenda</p>
<p>5.34 Employee Evaluation</p>	<p>Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC Faculty Handbook</p>	<p>Faculty Evaluation Example</p> <p>Staff Evaluation Example</p>
<p>6.35 Distance Education</p>	<p>Students, Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC General Catalog, Course Syllabus, PCC Faculty Handbook</p>	<p>Distance Education Emergency Laptop Checkout Procedure Example</p> <p>Online Course Development Checklist</p>

6.36 Library Services	Students, Faculty	PCC Policy Manual (via PCC website), PCC website, PCC General Catalog, PCC Faculty Handbook	Library Checkout Procedure Example
6.4 General Admission	Students	PCC Policy Manual (via PCC website), PCC General Catalog	Nursing Admissions Policy Medical Assisting Admissions Policy EMS Admissions Policy
6.4.4 Placement Testing	Students	PCC Policy Manual (via PCC website), PCC General Catalog	Placement Testing Example 1 Placement Testing Example 2 Placement Testing Example 3
6.5 Tuition/Registration and Fees	Students, Faculty	PCC Policy Manual (via PCC website), PCC General Catalog	Student Registration Examples with Tuition and Fees
6.5.1 Residency Status	Students, Faculty	PCC Policy Manual (via PCC website), PCC General Catalog	NC Residency Determination Status Website
6.6 Registration-Curriculum	Students, Faculty	PCC Policy Manual (via PCC website), PCC General Catalog	Student Registration Examples

<p>6.7 Graduation Requirements-Curriculum</p>	<p>Students, Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC General Catalog</p>	<p>Associate in Arts Degree Completion Example Information Technology Degree Completion Example</p>
<p>6.8 Class Attendance</p>	<p>Students, Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC General Catalog, Course Syllabus, PCC Faculty Handbook</p>	<p>Attendance Example 1 Attendance Example 2 Student Withdrawal for Excessive Absences</p>
<p>6.9 Dropping/Withdrawing from Classes or Withdrawing from the College</p>	<p>Students, Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC General Catalog, Course Syllabus, PCC Faculty Handbook</p>	<p>Student Withdrawal Form</p>
<p>6.10 Credits-Curriculum</p>	<p>Students, Faculty</p>	<p>PCC Policy Manual (via PCC website), PCC General Catalog</p>	<p>Credit for Prior Learning Crosswalk Health & Wellness EMS Credit for Prior Learning Transcript Military Transcript and Eval AP Credit Example</p>

6.12 Grading System- Curriculum	Students, Faculty	PCC Policy Manual (via PCC website) , PCC General Catalog , PCC Course Syllabus , PCC Faculty Handbook	Transcript Examples Demonstrating Various Grades Assigned
6.14 Standards of Academic Progress	Students, Faculty	PCC Policy Manual (via PCC website) , PCC General Catalog , PCC Faculty Handbook	Academic Probation Example
7.5 - Code of Student Conduct	Students, Faculty	PCC Policy Manual (via PCC website) PCC Faculty Handbook , PCC General Catalog	Code of Student Conduct Violation Example
7.5.1- Plagiarism	Students, Faculty	PCC Policy Manual (via PCC website) , PCC Faculty Handbook , PCC General Catalog , Course Syllabus	Sample Plagiarism Protocol
7.12- Student Grievance Process	Students, Faculty	PCC Policy Manual (via PCC website) , PCC General Catalog , PCC Course Syllabus , PCC Faculty Handbook	Student Grievance Example
7.12.1- Residency Appeal and Reconsideration Process	Students, Faculty	PCC Policy Manual (via PCC website) , PCC General Catalog	NC Residency Determination Status Reconsideration and Appeals Instructions
7.12.2- Student Disciplinary Appeals Process	Students, Faculty	PCC Policy Manual (via PCC website)	Student Disciplinary Appeals Process Example

7.12.3- Final Grade Appeal Process	Students, Faculty	PCC Policy Manual (via PCC website), PCC General Catalog, PCC Faculty Handbook	Grade Appeal Example
7.12.4- Financial Aid Suspension Appeal Process	Students, Faculty	PCC Policy Manual (via PCC website), PCC General Catalog	Financial Aid Suspension Appeals Denial Example Financial Aid Suspension Appeals Approval Example

Evidence Attachments

- [10.1 Academic Progress \(FH\).pdf](#)
- [10.1 Admissions.pdf](#)
- [10.1 Attendance \(FH\).pdf](#)
- [10.1 Attendance.pdf](#)
- [10.1 Code Of Conduct.pdf](#)
- [10.1 Curriculum Graduation Requirements.pdf](#)
- [10.1 Curriculum Registration.pdf](#)
- [10.1 Degree Completion AA Redacted.pdf](#)
- [10.1 Degree Completion IT Redacted.pdf](#)
- [10.1 Distance Education.pdf](#)
- [10.1 Distance Learning Checkout Procedure Example.pdf](#)
- [10.1 Drop_Withdraw.pdf](#)
- [10.1 Evaluations \(FH\).pdf](#)
- [10.1 Final Grade Appeal \(FH\).pdf](#)
- [10.1 Final Grade Appeal.pdf](#)
- [10.1 Financial Aid Suspension.pdf](#)
- [10.1 Grade Appeal_Redacted.pdf](#)
- [10.1 Grading Transcripts_Redacted.pdf](#)
- [10.1 Grading.pdf](#)
- [10.1 Library Services.pdf](#)

[10.1 Placement Testing.pdf](#)
[10.1 Plagiarism.pdf](#)
[10.1 RDS Appeal.pdf](#)
[10.1 Residency Status.pdf](#)
[10.1 Satisfactory Academic Progress.pdf](#)
[10.1 Student Grievance \(FH\).pdf](#)
[10.1 Student Grievance.pdf](#)
[10.1 Transfer Credits.pdf](#)
[10.1 Tuition & Fees.pdf](#)
[10.1 Tuition fees redacted.pdf](#)
[10.1 Withdrawals \(FH\).pdf](#)
[2.16 Copyright and Fair Use Policy _EC 3.1.2021.pdf](#)
[2.16 policy manual screenshot.png](#)
[2.16.1 Intellectual Property _EC 3.1.2021.pdf](#)
[2.16.1 policy manual screenshot.png](#)
[22 Tools for 2022 Professional Development Training.pdf](#)
[5.10 Academic Freedom_BOT_5.4.2021.pdf](#)
[5.10 policy manual screenshot.png](#)
[5.11 policy manual screenshot.png](#)
[5.11 Professional Organizations__BOT_11.2.2021.pdf](#)
[5.22 policy manual screenshot.png](#)
[5.22 Teaching Load__BOT_11.2.2021.pdf](#)
[5.25 policy manual screenshot.png](#)
[5.25 Professional Development__EC_11.29.2021.pdf](#)
[5.26 Orientation for New Faculty and Staff__EC_11.29.2021.pdf](#)
[5.26 policy manual screenshot.png](#)
[5.34 Employee Evaluation_EC_11.29.2021.pdf](#)
[5.34 policy manual screenshot.png](#)
[6.10 Credits - Curriculum_EC_4.5.2021.pdf](#)
[6.10 policy manual screenshot.png](#)
[6.12 Grading System_EC 3.1.2021.pdf](#)
[6.12 policy manual screenshot.png](#)
[6.14 policy manual screenshot.png](#)
[6.14 Standards of Academic Progress_BOT_5.4.2021.pdf](#)

[6.35 Distance Education_EC_6.22.2021.pdf](#)
[6.35 policy manual screenshot.png](#)
[6.36 policy manual screenshot.png](#)
[6.36. Library Services_BOT_5.4.2021.pdf](#)
[6.4 General Admission_EC_4.5.2021.pdf](#)
[6.4 policy manual screenshot.png](#)
[6.4.4 Placement Testing_BOT_5.4.2021.pdf](#)
[6.4.4 policy manual screenshot.png](#)
[6.5 and 6.5.1 policy manual screenshot.png](#)
[6.5 Tuition_Registration and Fees_BOT_5.4.2021.pdf](#)
[6.5.1 Residency Status_EC 3.1.2021.pdf](#)
[6.6 policy manual screenshot.png](#)
[6.6 Registration-Curriculum_EC_3.29.2021_2.pdf](#)
[6.7 Graduation Requirements- Curriculum 4.13.2020.pdf](#)
[6.7 policy manual screenshot.png](#)
[6.8 Class Attendance - EC approved 7.27.2020.pdf](#)
[6.8 policy manual screenshot.png](#)
[6.9 D or W from Classes or W from the College EC_5.4.2020.pdf](#)
[6.9 policy manual screenshot.png](#)
[6.9-Dropping.pdf](#)
[7.12 Student Grievance revised_EC_5.3.2021.pdf](#)
[7.12 thru 7.12.4 policy manual screenshot.png](#)
[7.12.1 Residency Appeal and Reconsideration Process \(2.5.2019\).pdf](#)
[7.12.2 Student Disciplinary Appeals Process_EC_5.3.2021.pdf](#)
[7.12.3 Final Grade Appeal Process_EC_7.6.2021.pdf](#)
[7.12.4 Financial Aid Suspension Appeal Process__EC_9.8.2021.pdf](#)
[7.5 and 7.5.1 policy manual screenshot.png](#)
[7.5 Code of Conduct__BOT_8.3.2021.pdf](#)
[7.5.1 Plagiarism__BOT_8.3.2021.pdf](#)
[Academic Probation PERC hold.pdf](#)
[ADN Admission Policy - CO 2024.pdf](#)
[ADN-Admission-Policy-CO-2024.pdf](#)
[AP Credit EVAL and Transcript.pdf](#)
[Attendance Evidence Self-Service.pdf](#)

[Attendance Evidence Web Advisor.pdf](#)
[AY 21-22 Faculty Handbook, Academic Code of Conduct \(7.5\).png](#)
[AY 21-22 Faculty Handbook, Academic Integrity \(7.5.1\).png](#)
[AY 21-22 Faculty Handbook, Copyright Law \(2.16\).pdf](#)
[AY 21-22 Faculty Handbook, Distance Education \(6.35\).pdf](#)
[AY 21-22 Faculty Handbook, Intellectual Property \(2.16.1\).png](#)
[AY 21-22 Faculty Handbook, Library Services \(6.36\).png](#)
[Board Meeting 8.3.21 Minutes.pdf](#)
[BOT Curriculum Committee Meeting Minutes 7.20.21.pdf](#)
[Code of Conduct Example.pdf](#)
[Credit for Prior Learning Crosswalk Health & Wellness.pdf](#)
[Credit for Prior Learning EMS Transcript.pdf](#)
[Curriculum and Student Development Standing Committee 2021-2022.pdf](#)
[Curriculum Committee April 28 2021 minutes.pdf](#)
[Distance Education Use of Laptop.pdf](#)
[EC 5.3.21 Minutes.pdf](#)
[EMS Admissions Policy.pdf](#)
[EMS-Admissions-Policy.pdf](#)
[Eval HW faculty 2020.pdf](#)
[Eval staff UTGE 2020.pdf](#)
[Example Student Grievance.pdf](#)
[Handbook_Academic Freedom.pdf](#)
[Handbook_Curriculum Grading.pdf](#)
[Handbook_Faculty Load.pdf](#)
[Handbook_Orientation.pdf](#)
[Handbook_Professional Development.pdf](#)
[Instructors Weekly Schedules Fall 21.pdf](#)
[Library webpage screenshot_1.4.2022.png](#)
[Medical Assisting Admissions Policy.pdf](#)
[Medical-Assisting-Admissions-Policy.pdf](#)
[Military Transcript and EVAL.pdf](#)
[New Hire Employee and Faculty Orientation Agenda.pdf](#)
[Online Checklist_Rev101021.pdf](#)
[PCC Policies and Procedures Manual_screenshot.png](#)

[Plagiarism Sample_Redacted \(1\).pdf](#)
[policy review process.pdf](#)
[Professional Development Faculty Travel Form.pdf](#)
[Professional Organization Membership Examples.pdf](#)
[QM-Rouse_000.png](#)
[RDS screenshot.PNG](#)
[Residency Determination Service Reconsideration and Appeals.pdf](#)
[SAP Appeal Approved Example.pdf](#)
[SAP Appeal Denial Example.pdf](#)
[Sign In Sheet Blackboard Training August 4 2021.jpg](#)
[Student Affairs Committee Meeting Minutes 10.30.18 Meeting.pdf](#)
[Student Appeal Example 2017.pdf](#)
[Syllabus_Attendance.pdf](#)
[Syllabus_Distance Education.pdf](#)
[Syllabus_Grading Examples.pdf](#)
[Syllabus_Intellectual Property.pdf](#)
[Syllabus_Plagiarism Policy.pdf](#)
[Syllabus_Student Grievance.pdf](#)
[Syllabus_Withdrawal Policy.pdf](#)
[TSUM Placement Testing Example.pdf](#)
[Welcome Weekend Agenda 2020.pdf](#)
[Withdrawal Attendance.pdf](#)
[Withdrawal Example.pdf](#)
[XRISEA Placement Testing Example_Redacted.pdf](#)

10.2 Public Information - Accreditation

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. All are made available online so that students in all modes of instruction and at every location have access. Thus, PCC is compliant with standard 10.2 Public Information.

Overview

PCC understands that making certain information readily available to students, staff, and the public is important. As such, academic calendars, cost of attendance, and policies and procedures of the College are made readily available so that all stakeholders may access critical information, regardless of their location.

Published PCC policies are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

Academic Calendar

The PCC Academic Calendar is available to students, faculty, staff, and the public online in the [2021-2022 PCC Catalog and Student Handbook](#) and on the [College's website](#). It is also available in the printed [2021-22 Student Planner](#) which is provided to students free of charge.

Grading Policies

The College's grading policies are found in [PCC Policy 6.12 Grading System-Curriculum](#) which is located in the online [Policy and Procedures Manual, 2021-2022 PCC Catalog and Student Handbook](#). Every faculty member uses and personalizes the College's syllabi templates ([traditional](#), [online](#), and [hybrid/blended](#)) which includes an area for the course grading policy to be inserted. These are provided to students via paper copies and/or online through [Blackboard Ultra](#), the College's Learning Management System, to further ensure students can access grading policies for their courses.

Cost of Attendance

PCC's curriculum tuition and fees can be found on the College's website on the [Tuition & Fees](#) page, in the online [2021-22 PCC Catalog and Student Handbook](#), as well as in the printed [2021-22 Student Planner](#) which is provided to students free of charge. After registration, students are provided a "[finalizing registration](#)" handout which includes student tuition and fees which must be paid and key dates. Students and the public may access estimated cost of attendance through [PCC's at-a-glance](#) document which is available on the [PCC Institutional Effectiveness website](#).

Tuition Refund Policy

PCC's tuition refund policy is located in the online [2021-22 PCC Catalog and Student Handbook](#). Refund policy information can be found on the College's website under [Tuition & Fees](#) with further details provided in the online [Policy and Procedures Manual](#) under [PCC Policy 6.4.6 Tuition and Registration Fee Refunds](#). The "[finalizing registration](#)" handout provided to students following registration also provides information regarding the time period during which refunds will be issued.

Evidence Attachments

[2021-2022 Academic Calendar...website screenshot.png](#)

[2021-22 Academic Calendar in Student Planner.png](#)

[2021-22 Student Expenses in Student Planner.png](#)

[6.12 Grading System_EC 3.1.2021.pdf](#)

[6.4.6-Curriculum-Refund-2021-1.pdf](#)
[Catalog 21-22 Academic Calendar.pdf](#)
[Catalog 21-22 Grading.pdf](#)
[Catalog 21-22 Refund.pdf](#)
[Catalog 21-22 Tuition and Fees.pdf](#)
[COA at-a-glance.PNG](#)
[Grading policy screenshot--Bb nav_syllabus page_syllabus section.png](#)
[Hybrid-Blended Syllabus Part 1 \(Rev 7-27-21\) .pdf](#)
[IE Webpage_College profile_at a glance.png](#)
[Online Syllabus Part 1 \(Rev 7-27-21\)\(1\).pdf](#)
[Policy 6.12 callout screenshot.png](#)
[Policy 6.4.6 callout screenshot.png](#)
[policy review process.pdf](#)
[SPRING 2022 FINALIZING REGISTRATION.pdf](#)
[SPRING 2022 FINALIZING REGISTRATION-refunds.pdf](#)
[Traditional Syllabus Part 1 Rev. 11-30-20\(1\)\(1\).pdf](#)
[Tuition-Fees at PCC-from website.png](#)
[Withdrawals and Refunds_Website screenshot.png](#)

10.3 Archived Information - Accreditation

The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) ensures the availability of archived official catalogs, with relevant information for course and degree requirements sufficient to serve former and returning students, and therefore is compliant with Standard 10.3 Archived Information.

PCC provides information to students and the public through the PCC Catalog, which is complete, accurate, timely, accessible, clear, and sufficient. It is a critical publication of the College and describes the College mission along with the obligations and responsibilities of both the College and its students, including course and degree requirements. With consideration for ease of access by students and the public, the College publishes a 100% digital Catalog that is posted to the College website, with addenda as needed. Created annually, the current and prior year catalogs are made available electronically on the [PCC website](#).

A request for catalog edits is [emailed to stakeholders](#) who need to review their sections of the catalog for information that needs updating in the spring of each academic year. Each division is responsible for [sending updates](#) to the Office of Advancement and Communications allowing the communications team can make appropriate modifications for the upcoming edition of the catalog.

Due to the Catalog's importance, PCC makes the current version and past versions available to the public. Prior to 2013, the catalog was created and printed for students' access every two years. Beginning in 2013-14, digital copies were created annually and maintained. After 2010, PCC ceased publishing a print copy of the Catalog.

While the current Catalog is the definitive guide for the ongoing planning endeavors of current students and College personnel, former students and other constituents often have the need for information from past catalogs. To meet this need, archived copies are made available as follows:

- Catalog years 1972-74 through 2011-13 - PCC Learning Commons' (LC's) archive collection. The PCC Archive is located on the Person County Campus on the lower level of the Gordon P. Allen Learning Commons (Building H).
 - Catalog copies in the PCC Archive are non-circulating. Copies may be viewed by appointment in the LRC. To make an appointment to view past editions of the catalog, students and the public are instructed to contact the Reference Librarian or Dean, Learning Commons. Instructions for accessing older Catalog editions are included on the [PCC website](#): "Older editions of the PCC Catalog are available in the Learning Commons archive collection. To make an appointment to view the catalogs, students and the public should contact the Reference Librarian or Dean, Learning Commons."
- Catalog years 2013-14 through current - Office of Advancement and Communications. Electronic copies.

Evidence Attachments

[Catalog - Call for edits email 5.2021.png](#)

[Catalog online access.PNG](#)

[Catalog online access_focus on older editions.PNG](#)

[Catalog reply edits email.PNG](#)

10.4 Academic Governance - Accreditation

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Thus, PCC is compliant with Standard 10.4 Academic Governance.

Overview

Faculty at PCC are largely responsible for ensuring the achievement of appropriate student learning and academic program outcomes. As a result, it is important for PCC to clarify the responsibilities and authority of its faculty in academic and governance matters to ensure that faculty are appropriately involved in fundamental aspects of college operations. Published PCC policies are reviewed by the assigned monitoring authority on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

(a) publishes and implements policies on the authority of faculty in academic and governance matters

Faculty responsibility and authority in academic and governance matters at Piedmont

Community College (PCC) is evident in PCC's published and implemented policies. For starters, as outlined in [PCC Policy 2.27- Institutional Standing Committees](#), the College maintains 13 standing committees, all of which have faculty participation. Each year, a PCC representative sends out an [email requesting faculty to sign up for the committee\(s\) of their choice](#). Once faculty (and staff) have had an opportunity to submit their committee preferences, an [Institutional Standing Committees Directory](#) is published and shared with the PCC community.

In each of the College's 13 standing committees, there is faculty representation. For the academic year 2021-22, faculty representation on each of the standing committees is as follows:

- Curriculum Committee (3 faculty members and 5 others with teaching assignments)
- Distance Learning Committee (5 faculty members)
- Diversity/Global Awareness Committee (3 faculty members)
- Employee Resources Committee (4 faculty members)
- Enrollment Management Committee (4 faculty members)
- Environment/Safety Committee (3 faculty members)
- Institutional Effectiveness Committee (3 faculty members)
- Learning Commons Committee (3 faculty members)
- Marketing Committee (4 faculty members)
- Professional Development Committee (3 faculty members)
- QEP Steering Committee (2 faculty members)
- Student Affairs Committee (2 faculty members)
- Technology Committee (4 faculty members)

There are a total of 43 faculty positions distributed throughout the 13 institutional committees. Per [PCC Policy 2.27- Institutional Standing Committees](#), "The College uses Institutional Standing Committees to recommend policy, standards, and procedures for functions executed by the College community." Faculty participation in these committees is critical to their success.

While a few faculty members do serve on several institutional committees due to the

nature of their positions (such as the leader of the Faculty Association), as is evident in the 2021-22 Institutional Standing Committees Directory, most full-time faculty serve on at least one institutional committee. At the beginning of Fall 2021, the [full-time faculty roster](#) shows that there were 45 full-time curriculum faculty members. Of those 45 individuals, 82.2% (37 faculty) served on one or more institutional committees. Not only does this demonstrate a commitment to having faculty serve on all standing institutional committees, but it also highlights the fact that the overwhelming majority of faculty serve on these committees (and not a select few), allowing their collective voices to be heard through their institutional service.

In addition to the College's standing committees, [PCC Policy 6.34- Program Advisory Committees](#) outlines the parameters for another important role for many faculty at the College, which is serving on program advisory committees. As defined in PCC policy, these committees are "organized to advise faculty and staff concerning specific workforce programs and career clusters" and, specifically, they focus on curricula, equipment, and labor market/industry needs. During program advisory committee meetings, faculty have the opportunity to interact with persons outside the educational field that have specific occupational knowledge and expertise related to their program areas. Per PCC policy, these meetings occur once per year and more regularly, if needed. A few sample program advisory committee meeting minutes from different instructional areas can be found below:

- [Business and Accounting Program Advisory Committee Meeting Minutes](#)
- [Criminal Justice Program Advisory Committee Meeting Minutes](#)
- [EMS Program Advisory Committee Meeting Minutes](#)
- [Gunsmithing Program Advisory Committee Meeting Minutes](#)
- [Health and Wellness Program Advisory Committee Meeting Minutes](#)
- [Welding Program Advisory Committee Meeting Minutes](#)

Faculty involvement in program advisory committees is critical to the success of PCC's programs. By working closely with partner agencies and engaging with these key external stakeholders, our faculty help ensure course curricula are up-to-date and are meeting the needs of employers and other relevant stakeholders. Along with this, individuals from industry and various external entities help program faculty assess equipment needs and

understand current and future labor market needs. The substantive dialogue and exchange of ideas within these program advisory committees helps inform and guide faculty as they make decisions at both the course and program-levels for their respective programs.

Faculty responsibility and authority in academic and governance matters are further delineated in the [Constitution](#) and [By-Laws](#) of the PCC Faculty Association, which is open to all faculty members. As outlined in the PCC Faculty Association Constitution, the purpose of this body is "to promote and further the cause of education through example and teaching."

The objectives of the Faculty Association are:

- to continually seek to improve the quality of faculty services to the students, the school, and the community.
- to coordinate and support activities that pursue the path of professional ethics and that assist in the development of individual Faculty Association members.
- to represent the collective concerns, opinions, and suggestions of PCC faculty to the administration. This forum shall not be used to address concerns that should be solved or resolved through normal supervisory channels. The communication link shall supplement, but not supplant, regular organizational channels.
- to promote a spirit of cooperation and unity among the College faculty, administration, staff, and office personnel.
- to raise awareness within the community of the role faculty plays in meeting the education and training needs of the community's residents.
- to share the professional and personal interests of individual faculty members on a voluntary basis with outside professional organizations, business, and academic institutions.

To further ensure faculty have a strong voice in academic and governance matters, the PCC Faculty Association chair is a member of the President's Executive Council; thus, a member of the faculty has a seat at the table during Executive Council meetings. The Executive Council meets weekly to discuss major College issues, formulate proposed policies and practices, and field other recommendations from the College and/or the PCC Board of Trustees (BOT). The Faculty Association chairperson is called upon to give a report directly to the Executive Council without restriction as to content. Sample minutes from the

Executive Council clearly reflect participation by the Faculty Association chair in the decision-making process ([July 27, 2020 EC Meeting Minutes](#), [January 11, 2021 EC Meeting Minutes](#), [February 8, 2021 EC Meeting Minutes](#), [May 17, 2021 EC Meeting Minutes](#); [September 27, 2021 Meeting Minutes](#)). Because the chair of the Faculty Association provides a consistent voice for faculty, they also are included *by title* on 2 standing committees of the College.

Faculty responsibility and authority in academic and governance matters are published in the College's Policy Manual, which can be [accessed via the web](#). In addition, Faculty [workloads and expectations](#), [rights and responsibilities](#), as well as other issues pertaining to academic and governance matters can also be found in the [PCC Faculty Handbook](#), which is available electronically to all full-time and part-time faculty. Evidence of Faculty Association involvement regarding policy and handbook revisions can be found in their meeting [agenda](#) and [minutes](#).

It is evident when examining institutional policies that faculty offer a strong, consistent voice in academic and governance matters. For instance, in [PCC Policy 6.6.1- Student Course Load](#), students must garner approval from a faculty advisor, instructional dean, and Vice President, Instruction in order to register above the maximum credit load. The following [email chain](#) illustrates faculty's involvement in this important (but rare) process. Similarly, in [PCC Policy 6.7- Graduation Requirements, Curriculum](#), faculty advisors must review and approve all graduation applications before the registrar processes them. The following samples highlight faculty's involvement in this important institutional process ([Sample 1- Medical Office Administration](#), [Sample 2- Criminal Justice Technology](#), [Sample 3-Welding Technology](#), [Sample 4-Business Administration](#)). As a final example, [PCC Policy 6.2- Programs of Study](#) highlights faculty involvement in all facets of programs of study, which includes but is not limited to program area outcomes assessment, program area review, and [program changes](#) (which would be discussed and approved through the College's Curriculum Standing Committee). The college-wide assessments and faculty involvement in these processes will be further outlined and explained below in the narrative for 10.4.c.

(b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy

At Piedmont Community College (PCC), each educational program for which academic credit is awarded is approved by the faculty and administration, consistent with [PCC Policy 6.2 Programs of Study](#).

Curriculum Committee

One of PCC's most important institutional standing committees is the [Curriculum Committee](#). The Curriculum Committee discusses, reviews, recommends, and approves all curriculum program changes at the College. This committee, which meets monthly, is comprised of at least three faculty members (from various disciplines across the College). All program changes-- whether they be major or minor-- must go through the Curriculum Committee. In order for any program changes to occur, a Curriculum Committee member must complete a [Curriculum Committee Action Request form](#) to initiate the request. The initiator must first report if it is a programmatic change required by the North Carolina Community College System Office (NCCCS), a minor change (not required by NCCCS), or a major change (i.e. adding a new program, terminating a program). A description of the change, as well as a rationale for why it is being requested, is required on the form. Once the form is filled out and is placed on the Curriculum Committee agenda, where it is discussed and voted upon in a subsequent Curriculum Committee meeting.

New Programs

An example illustrating this process is the addition of the College's most recent curriculum program, the Associate in Applied Science in Emergency Medical Science (EMS). After identifying a need, (Beginning in 2023, paramedics will be required to have an associate's degree.) program faculty began working towards adding this AAS degree to existing offerings at PCC. After program faculty identified the need for the program, the first act was to initiate the request by filling out the Curriculum Committee Action Request form. The request was submitted and put on the agenda for the September 2020 Curriculum Committee meeting. The committee unanimously approved the addition of this program of study, as evident in the September 10, 2010 Curriculum Committee [meeting minutes](#). Following PCC protocol, the next step was to bring the program addition before the Board of Trustees Curriculum Committee ([October 2020](#)). Once approved there, in November 2020, the action was presented and approved at the [Board of Trustees meeting](#). Approval

was granted for the addition of the EMS program from the [North Carolina Community College System \(NCCCS\)](#) in March 2021. A prospectus was submitted to SACSCOC, and official approval was granted via letter by [SACSCOC in June 2021](#). In academic year 2021-22, PCC added the program to its curriculum course offerings.

Program Changes

Curriculum revisions to existing programs originate with the academic dean and lead faculty responsible for the program and go through the Curriculum Committee. Similar to requests for new programs, a [Curriculum Committee Action Request Form](#) justifying a proposed change is submitted to the Curriculum Committee for approval. When considering program changes, the Curriculum Committee looks for solid justification, examining how the proposed changes will impact students, programs, and the service area. The committee seeks to ensure all actions align with the College's mission. The sequence of courses across semesters, course objectives, and course descriptions are also considered before changes are approved. Examples of these include: [adding more math options within the Medical Assisting program of study](#) (December 2021), [adding multiple electives within the Associate in Arts \(AA\), Associate in Science \(AS\), and Associate in Fine Arts \(AFA\) programs of study](#) (October 2021), and [making program revisions to the College's Industrial Maintenance AAS program](#) (February 2020). Faculty help drive these programmatic changes. Instructional deans initiate the requests through the Curriculum Committee, and then the Committee, which is comprised of several faculty, decide whether or not to approve the proposed program changes

(c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty

PCC places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty are the primary drivers of decision-making with respect to curriculum. With respect to their courses, all faculty, regardless of the instructional modality are required to give students a course syllabus, which outlines the expectations and requirements of the class. Faculty fill in either the [Traditional, Online Syllabus](#) or [Hybrid/Blended](#) for their respective courses, and all instructors give students a copy of the [Syllabus, Part II](#), which features pertinent information all PCC students should know.

Though all faculty are required to provide students with a course syllabus, the contents of those syllabi, the instructional strategies used in the classroom, and the manner in which students are assessed are all decided by individual faculty members. [PCC Policy 5.10- Academic Freedom](#) and the [Faculty Handbook](#) both reinforce the fact that PCC encourages faculty to exercise their academic freedom within their classrooms. Provided faculty teach the appropriate content, they have autonomy in selecting textbooks, creating lectures and assessments, and structuring their courses to suit their preferences. Sample course syllabi ([Sample 1- ENG 111 \(Fall 2020\)](#), [Sample 2- BIO 111 \(Spring 2021\)](#), [Sample 3- COM 231 \(Spring 2021\)](#), [Sample 4- MAT 171 \(Fall 2021\)](#), [Sample 5- PSY 150 \(Fall 2021\)](#)) illustrate instructors across various disciplines personalizing the syllabus template for their respective courses.

While instructors are responsible for the content and delivery of their courses, they are also primarily responsible for assessing the quality and effectiveness of their curricula, and that is accomplished at PCC through two key processes-- annual program area outcomes (PAO) assessments and every five years through intensive program area review (PAR).

Assessment

Program Area Outcomes (PAOs)

Program area outcomes are assessed each semester in all academic programs. PAO reports are submitted annually. Faculty design the course assessments used in the student learning outcomes associated with the PAO, then administer the assessment within the appropriate course(s), and compile the data prior to submitting it to either the program coordinator or instructional dean. The final PAO reports, including the strengths, areas to improve, and action plans, are completed by a combination of faculty, the program coordinator and instructional dean.

For example, the PAO report for [Public Safety Administration program \(2020-2021\)](#) within the Public Safety & Human Services department, highlights how PAOs are useful as newer programs are implemented. One of the newest programs to PCC, the Associate in Applied Science in Public Safety Administration was first assessed in the 2019-20 academic year. From the first to second year, program faculty noted some misalignment with a few of the assessments and the student learning outcomes. As a result, changes were made to a

variety of courses so that they better aligned with the student learning outcomes. In addition, concerted efforts to standardize course content will be a focal point moving forward, as will continuing to implement sound instructional design principles (via Quality Matters standards) in PSA courses. The PAO process allows program faculty and administration an opportunity to reflect on the data, examine what is going on at both the course and program level, and note what changes are necessary in order to move forward and maximize student learning, demonstrating that faculty have primary responsibility for the content, quality, and effectiveness of the curriculum.

The [Associate of Arts \(2020-2021\)](#) PAO within the University Transfer & General Education department, demonstrates how results are broken out by location and modality (face-to-face, on-line, and hybrid), and how PAO information is used to make adjustments (via the Action Plans) to course assessments, teaching strategies, and instructional design. For each of the program outcomes, different courses were selected for assessment (i.e. PSY 150, SOC 210, MAT 143, ENG 232), and in each case, the results were disaggregated by location and modality to see if any major disparities were apparent. Because the 2020-21 academic year was still very much operating in the challenges of the pandemic, many of the noted improvements explored what could be done better in the next assessment cycle. Strategies to increase student success included increasing the use of Zoom, allowing students to submit drafts of work to receive feedback (prior to final submission), and providing low-stakes opportunities for students to grapple with course material (prior to a summative assessment). The Associate in Arts PAO report highlights how program faculty are necessary in academic and governance matters to ensure achievement of appropriate student outcomes.

Program Area Review (PAR)

In addition to the PAO process described above, faculty are also integral to the Program Area Review (PAR) process. Every curriculum program is subjected to an intensive Program Review conducted by the program review team at least once [every five years](#). The instructional dean, at least one faculty from the program, one faculty member from another academic department, a staff member from an administrative or educational support area, and a staff member from the Office of Research and Institutional Effectiveness comprise the Program Review Committee. Cross-institutional membership of the review team

ensures that the program review process is thorough and objective. The program review team examines strengths, challenges, opportunities, and threats for each program by looking at issues such as purpose, enrollment, graduation rates, student learning outcomes and assessments, staffing, curriculum relevancy related to the College's mission, facility and equipment requirements, as well as student survey results, graduation surveys, and employer surveys ([Program Area Review Guidelines](#)). Faculty leadership in these program reviews is of critical importance. At PCC, Program Area Reviews are also reviewed by the Institutional Effectiveness Committee, which also has faculty members on the committee roster ([Institutional Effectiveness Committee Membership](#)).

Student Evaluations and Faculty Evaluations

At PCC, faculty are evaluated each semester by students. These evaluations are part of the annual faculty performance appraisal for all full-time faculty, which is performed by their instructional dean; the evaluations are used to provide feedback for faculty regarding their teaching methodologies and classroom management. Faculty evaluations ([Sample 1](#), [Sample 2](#), [Sample 3](#)) and student evaluations of instruction ([Sample 1](#), [Sample 2](#)) are provided as evidence. At the end of each faculty evaluation, there is a section where faculty, in consultation with their instructional dean, set goals for the upcoming academic year, discuss strategies for improvement (where applicable), and strategize ways to improve performance. This process is yet another means through which faculty have an opportunity to reflect and improve upon the content, quality, and effectiveness of their curricula and/or instruction.

Evidence Attachments

[2.27-Institutional-Standing-Committees-2021.pdf](#)

[2021-2022 Institutional Standing Committees...EC_Dec_2021.pdf](#)

[5.10-Academic-Freedom-2021.pdf](#)

[6.18.21 EMS approval.pdf](#)

[6.2-Programs-of-Study-2021.pdf](#)

[6.34-program-advisory-committee-2021.pdf](#)

[6.6.1-Student-Course-Load...EC-approved_1.5.2021.pdf](#)

[6.7-Graduation-Requirements-Curriculum3.pdf](#)

[Academic Freedom.pdf](#)

[Advisor Committee_EMS.pdf](#)
[Advisory Committee_Business and Accounting.pdf](#)
[Advisory Committee_Criminal Justice.pdf](#)
[Advisory Committee_Gunsmithing.pdf](#)
[Advisory Committee_Health & Wellness.pdf](#)
[Advisory Committee_Welding.pdf](#)
[Associate in Arts 2020-2021 \(1\).pdf](#)
[BIO 111 \(Spring 2021\).pdf](#)
[Board of Trustees Meeting 11.3.20 minutes Approval EMS Program.pdf](#)
[BOT Curriculum Committee Meeting Minutes 10.20.20.pdf](#)
[COM 231 \(Spring 2021\).pdf](#)
[Committee Assignment Email.pdf](#)
[Curriculum Committee Action Request DLT 10-26-2021.pdf](#)
[Curriculum Committee Action Request DT Adding Elective to AA, AS,AFA.pdf](#)
[Curriculum Committee Action Request DT Adding Elective to AA, AS,AFA.pdf](#)
[Curriculum Committee Action Request Form.pdf](#)
[Curriculum Committee Action Request Industrial Maintenance.pdf](#)
[Curriculum Committee Action Request Medical Assisting adding MAT 152 MAT 121.pdf](#)
[Curriculum Committee Action Request Medical Assisting adding MAT 152 MAT 121.pdf](#)
[Curriculum Committee Document.pdf](#)
[Curriculum Committee Minutes 9_10_20 EMS Program Approval.pdf](#)
[Curriculum Committee November 18 2021 MINUTES.pdf](#)
[Curriculum Committee Request_EMS.pdf](#)
[EC 1.11.21 Minutes.pdf](#)
[EC 2.8.21 Minutes.pdf](#)
[EC 7.27.20 Minutes.pdf](#)
[ENG 111 \(Fall 2020\).pdf](#)
[Eval1_Redacted.pdf](#)
[Eval2_Redacted.pdf](#)
[Eval3_Redacted.pdf](#)
[Eval4_Redacted.pdf](#)
[Faculty Association Agenda Fall 2021.pdf](#)
[Faculty Association By-Laws.pdf](#)
[Faculty Association Constitution .pdf](#)

[Faculty Association Minutes 11_29.pdf](#)
[Faculty Handbook - AY 21-22- Page 12.pdf](#)
[Faculty Handbook - AY 21-22- Rights and Responsibilities.pdf](#)
[Faculty Handbook - AY 21-22.pdf](#)
[FacultyEval1_Redacted.pdf](#)
[FacultyEval2_Redacted.pdf](#)
[FacultyEval3_Redacted.pdf](#)
[Full-Time Faculty, Fall 2021.pdf](#)
[Full-Time Faculty, Fall 2021.pdf](#)
[Full-Time Faculty, Fall 2021.pdf](#)
[Guidelines PAR.pdf](#)
[Hybrid Blended, Syllabus Part I.pdf](#)
[Institutional Effectiveness Committee Membership.pdf](#)
[MAT 171 \(Fall 2021\).pdf](#)
[NCCCS Approval for EMS Program.pdf](#)
[Online Syllabus, Part I.pdf](#)
[PAR Schedule.pdf](#)
[PCC Executive Council Minutes_051721.pdf](#)
[PCC Executive Council Minutes_092721.pdf](#)
[PCC Policies and Procedures Website.pdf](#)
[PetitionForOverload_Redacted.pdf](#)
[policy review process.pdf](#)
[PSY 150 \(2021 Fall\).pdf](#)
[Public Safety Administration 2020-2021.pdf](#)
[StudentEvals1_Redacted.pdf](#)
[StudentEvals2_Redacted.pdf](#)
[Syllabus Part 2.pdf](#)
[Traditional Syllabus Part 1 Rev. 11-30-20\(1\)\(1\).pdf](#)

10.5 Admissions Policies and Practices - Accreditation

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the College, and thus PCC is compliant with standard 10.5. PCC does not use independent contractors or agents in recruiting students.

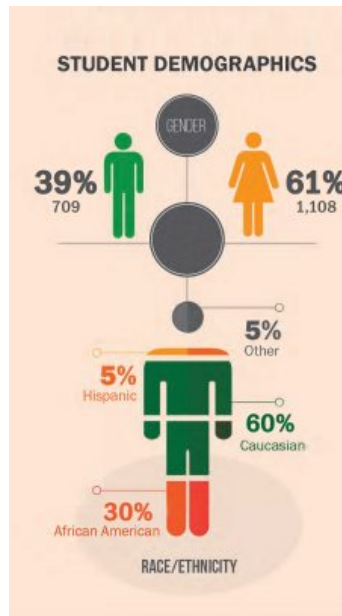
Overview

PCC has reasonable admission policies based upon generally accepted principles of good practice which align with the mission of the College. Policies and procedures are applied consistently and fairly to all potential students. These published PCC policies are reviewed by the assigned monitoring authority on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval. Admission policies are published broadly in a manner that ensures all interested parties can access the accurate and appropriate information.

Mission

The Office of Admissions supports the College's mission to "*transform lives, strengthen community, and inspire individuals to excellence.*" In support of the College's open-door policy, the Office of Admissions stresses the importance of providing these opportunities to

all individuals in PCC's service region. The College actively recruits and enrolls a diverse student body, providing access to certificates, diplomas, and associate degrees.



The Office of Admissions supports student enrollments in the following program areas:

- Transfer programs which prepare students for admission to four-year institutions in pursuit of a baccalaureate degree;
- Workforce programs which prepare students for employment in a career and assists in the development of a skilled regional workforce;
- Career and College Promise (CCP) pathways provide opportunities for dual enrolled students; and
- Pre-college courses which develop academic skills for students in preparation for their selected course of study.

General Admissions for Curriculum Programs

PCC subscribes to the open-door policy established by the North Carolina State Board of Community Colleges. The framework for the State Board policy can be viewed in [1D SBCCC 400.2](#). PCC requires all potential students, who are a high school graduate or equivalent, to submit a PCC application through the College Foundation of North Carolina which provides

a [universal application process](#) for prospective North Carolina college and/or university students. The application includes a link to the Residency Determination Service (RDS) application which is a service used statewide by all applicants to verify they are in compliance with residency requirements mandated by [N.C.G.S. 116-143.1](#). Each applicant submits official high school/high school equivalency transcripts and/or official college transcripts along with results of recognized assessments as defined by the North Carolina Community College System (NCCCS) such as SAT, ACT, ASSET, ACCUPLACER, COMPASS, NC DAP. The [Reinforced Instruction for Student Excellence \(RISE\)](#) initiative provides guidelines for using these recognized assessments in placing students into gateway math or English courses. Admission information and RISE guidelines can be found on the *Get Started* page on the [College's website](#).

Due to their special circumstances, there are additional admission requirements and documentation required of international students. This information is available to students on the [PCC website](#) and from the Office of Admissions.

All prospective curriculum students receive communication (physical and electronic) regarding their [acceptance](#) or if there are [components of their application which are outstanding](#). Admission to the College does not guarantee admission to certain programs which may have other specific requirements. These additional requirements are noted in the [2021-2022 General Catalog and Student Handbook](#) and can be obtained on request from the Office of Admissions.

Selective Admission

Health and Wellness Programs

Three health programs have limited enrollment and, as a result, have a selective admission process. These include Medical Assisting, Emergency Medical Science, and Associate Degree Nursing. Once applicants have successfully completed the College's general admission criteria, they must meet program specific application deadlines and admission criteria to be considered for enrollment. For example, the ADN program utilizes a selective admission criteria based on a point system. These criteria and admission applications are available in the [Admissions Office](#) and on the [Associate Degree Nursing webpage](#).

Career and College Promise

High school students who meet the credit and grade point average (GPA) requirements may be eligible for enrollment in the Career and College Promise program which establishes them to receive dual credit. [Section 14: Career and College Promise](#) within the North Carolina Community College System's Curriculum Procedures Reference Manual establishes the early admission requirements. Applicants complete a [dual enrollment application](#) which requires the same information as other college applicants, as well as the approval of their high school principal or guidance counselor. Potential students [meet](#) with the high school liaisons to complete the application and enrollment process.

PCC also offers an early college high school option called Person Early College for Innovation and Leadership (PECIL). PECIL requires prospective students to complete a [separate application](#). The selection process takes place with Person County Schools and PCC's Dean, Business Studies and Emerging Technology as the liaison.

Recruiting

Recruitment Materials

PCC [recruitment materials](#) and [presentations](#) represent the College's practices and policies and are consistent with the College's mission. The College's Office of Advancement and Communications coordinates updates to published recruiting materials with all college divisions to ensure accuracy, appropriate representation of PCC's policies and procedures, and accuracy of the SACSCOC accreditation statement (example from the [2021-2022 General Catalog & Student Handbook](#)). Print materials, such as the [College brochure](#), accurately represent the practices, policies, and accreditation status of the institution, and are mailed to prospective students and are available at several locations on the main campus and off-campus instructional sites. Distance learning students and students at off-campus instructional sites have online access to the [2021-2022 General Catalog & Student Handbook](#) and the [Policy and Procedures Manual](#) both of which also accurately represent policies, practices, and accreditation status of the institution. Interested parties may request that the College mail materials to them.

Recruitment Personnel

PCC does not use independent contractors or agents in recruiting students. The [Director, Admissions and Recruitment](#); [Student Recruiter/Advisor](#); Coordinator, College High School Programs; and [Career Coach, Person County](#) collaborate with student services and student success staff, the Office of Advancement and Communications, faculty, and college administrators to provide accurate information to prospective students. The Coordinator, College High School Programs and the Career Coach, Person County serve as liaisons and are assigned particular high schools to which they are responsible for disseminating information and enrolling qualified students. The Student Recruiter/Advisor ensures [FAFSA recruitment days](#), [campus tours](#), and [other recruiting events](#) are scheduled and carried out as requested. They also participate in Carolinas Association of Collegiate Registrars and Admissions Officers [recruiting events](#). Counselors / Advisors provide guidance in helping prospective students move through the admissions process.

Evidence Attachments

[1d_sbccc_400.2 Admission to Colleges_open-door highlighted.pdf](#)

[2021-2022 PHS New Application.pdf](#)

[2021-Fall-brochure-v2.pdf](#)

[21-22-Catalog Page 2 accreditation.pdf](#)

[ADN admissions requirements_website screenshot.png](#)

[ADN-Admission-Policy-CO-20221.pdf](#)

[Blank Admissions.pdf](#)

[Blank Missing Info.pdf](#)

[campus tour web screen shot.PNG](#)

[CAREER COACH.pdf](#)

[Catalog online access.PNG](#)

[CFNC screenshot with residency determination.png](#)

[DIRECTOR, ADMISSIONS AND RECRUITMENT.pdf](#)

[Extra admission requirements in catalog - nursing.PNG](#)

[Get Started - PCC.pdf](#)

[International Students website screenshot_1.4.2022.jpg](#)

[N.C.G.S._116-143.1.pdf](#)

[N.C.G.S._116-143.1_with residence authority highlighted.pdf](#)
[PCC Early College APPLICATION form Person Co08.29.18.pdf](#)
[PCC Facebook_Graduate and Go event post.png](#)
[PCC Facebook_Summer FAFSA Days post.png](#)
[PCC ProgramFlyers.pdf](#)
[PHS Night.pdf](#)
[Policy Manual online.PNG](#)
[policy review process.pdf](#)
[recruiter calendar.png](#)
[RISE Placement Guide.pdf](#)
[Sample High School Student meetings.pdf](#)
[section14_2020fa-_final_version-_2-4-21.pdf](#)
[selective admissions requirements_catalog.pdf](#)
[StrategicPlan_PCC_2021 MVV.pdf](#)
[student demographics.PNG](#)
[STUDENT RECRUITER - ADVISOR.pdf](#)

10.6 Distance and Correspondence Education - Accreditation

An institution that offers distance or correspondence education:

- a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) ensures that the student who registers in distance education is the same student who participates in and completes the course or program and receives the credit, has a written procedure for protecting the privacy of distance education students, and thus is in compliance with Standard 10.6 Distance and Correspondence Education. Note: PCC does not charge students any additional fees associated with verification of student identity.

(a) Verification of Student Identity

Secure Account and Password Creation Process

- [Section 5 of PCC Policy 2.24 Information Access Security](#) highlights that students applying to the College are automatically assigned [unique usernames and passwords](#).
- Students must [present valid identification](#) in order to register for classes.
- After initial registration, students may access their student portal, e-mail and learning management system accounts using the [username and password conventions](#) set by the College.
- Students are strongly encouraged to change their assigned passwords to one of their

own choosing using a "[reset password](#)" link for additional security.

- Students are responsible for keeping their usernames and passwords secret and confidential, and to notify the College if they believe their log-in information has been compromised or might be misused.
- Students can only [access Blackboard](#), the College's Learning Management System (LMS), with their valid username and password.
- The student portals and [other online tools](#) also require a unique username and password combination for access.

Proctored Exams

- In addition to the secure username and password method, faculty often use proctored exams to authenticate the work of distance education students. According to the [syllabus template](#), PCC uses a tool called [Respondus](#), which locks down students' browsers while they take a test and has a video monitoring option.
- According to the [syllabus template](#), PCC Nursing faculty use [ExamSoft](#), another online proctoring tool.

Plagiarism Checker

- PCC faculty use a tool called [SafeAssign](#), which is a plagiarism checker. [The syllabus template](#) that is used in every PCC class states, "Any written assignment created in this course may be submitted for review to SafeAssign and become a searchable document with the SafeAssign institutional or global database."

Each of the aforementioned mechanisms are in place to ensure the students enrolled in distance education courses are the ones doing the work and receiving the credit. Thus, PCC is compliant with 10.6.a.

(b) Protection of Privacy

Family Educational Rights and Privacy Act

- The College adheres to the Family Educational Rights and Privacy Act (FERPA) to protect the confidentiality of distance education students, just as it does its traditional students ([See PCC Policy 7.6 Family Educational Rights and Privacy Act](#)) . Written confirmation of this commitment is published in the [2021-2022 College Catalog](#) and [PCC Policy 6.35 Distance Education Policy](#), both of which are available to all students on PCC’s website ([Catalog TOC](#) and [Policy Manual](#)).
 - Published PCC policies are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.
- To ensure faculty working with distance education students are informed of the commitment to protect students’ privacy, a section titled *FERPA* is included in the [Distance Education Handbook](#), which is made available to faculty. This section includes statements about [FERPA and the Internet](#) and [FERPA and Blackboard](#), specifying privacy issues particular to distance education. FERPA and the Internet discusses which websites are and are not FERPA compliant. FERPA and Blackboard specifies that “Only instructors of record and enrolled students should have access to individual courses in Blackboard.” Additionally, the statement indicates that “activities conducted within the LMS will be FERPA compliant.”
- In order to share any information with individuals other than the student or instructor of record, a student must complete a [FERPA release form](#) granting permission for release of information, which is then retained and noted on the student’s record in the College’s [electronic system](#).
- [PCC’s syllabus template](#) also includes a statement about FERPA to remind students and faculty of the importance of student privacy.
- The College may disclose student directory information without prior written consent, unless notified in writing to the contrary. Students may request their directory information not be disclosed to any outside organization by completing a [non-disclosure form](#).
- [PCC Policy 6.35 Distance Education](#) contains a section on *Student Privacy* which says “Piedmont Community College must protect the security, confidentiality, and integrity of the records related to students enrolled in DE courses and programs. The College maintains security measures to protect and back up student records. The privacy of

students in DE courses and programs must always be secure from public access or unauthorized college employees.”

- The College has [processes in place](#) that ensure the users seeking assistance provide identifying documents or information such as but not limited to student ID number, date of birth, student address, and last four digits of student’s social security number verifying their identity before troubleshooting. This practice ensures that only the actual student of record is given access to the course content.
- PCC’s information systems have many physical and logical controls in place to protect personally identifiable information (PII), data and systems ([PCC Policy 2.14 Computer Information Systems](#), [PCC Policy 2.25 Electronic Surveillance](#), [PCC Policy 2.24 Information Access Security](#)). Transmission of information utilizes [secure socket layer](#) (SSL) encryption. The physical protections include using [redundant hardware](#) to prevent loss of availability or integrity due to hardware failure and [restricting physical access](#) to the data centers that house information systems to only those personnel who need to access the hardware.

All of the strategies referenced above highlight the various written procedures that PCC implements which protect the privacy of distance education students; therefore, PCC is compliant with 10.6.b.

(c) Notification of Charges

The College does not charge students a fee for identity verification and does not plan to do so. Students are informed in the [syllabus template](#) that if they take a distance education course, they may have tests proctored and will not be charged for this service; therefore, PCC is in compliance with 10.6.c.

Evidence Attachments

[2.14-Computer-Information-Systems-2021.pdf](#)

[2.24 Information Access Security--Section 5.pdf](#)

[2.24-Information-Access-Security-2021.pdf](#)

[2.25-Electronic-Surveillance-2021.pdf](#)

[21-22-Catalog - FERPA.pdf](#)

[6.35-DE student authentication.pdf](#)

[6.35-DE student privacy.pdf](#)
[7.6-FERPA-12.2021.pdf](#)
[Authenticate Students_v3.pdf](#)
[Bb login screen.PNG](#)
[Cluster Manager.png](#)
[Colleague-Self-Service-Username-and-Password.pages.pdf](#)
[College Catalog on PCC website screenshot.jpg](#)
[DE Manual FERPA.pdf](#)
[ExamSoft Screenshot.png](#)
[FERPA and Blackboard.png](#)
[FERPA and the Internet.png](#)
[FERPA Screenshot.jpg](#)
[FERPA statment from Syllabus.png](#)
[FERPA-Release-Form-10.2021_fillable.pdf](#)
[Information-Non-Disclosure-Request_fillable-10.2021.pdf](#)
[online resources screenshot.PNG](#)
[Online Test Proctoring Policy from Syllabus.png](#)
[password reset pic.PNG](#)
[Policy Manual screenshot for Policy 6.35.jpg](#)
[policy review process.pdf](#)
[Respondus Screenshot.png](#)
[SafeAssign Policy from Syllabus Template.png](#)
[SafeAssign Screenshot.png](#)
[screenshot of online policy manual.jpg](#)
[SERVER DOOR LOCK.png](#)
[SSL Certificate.png](#)
[Unique username.PNG](#)

10.7 Policies for Awarding Credit - Accreditation

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) has in place, publishes on the College website, and implements across all modes of instructional delivery, policies and procedures for determining the credit hours awarded for its courses and programs, and thus is in compliance with Standard 10.7 Policies for Awarding Credit.

Defining a Semester Credit Hour

The College's unit of credit is a semester credit hour as defined by State Board of Community Colleges Code [1D SBCCC 400.1](#). Both the North Carolina Community College System (NCCCS) and PCC follow the U.S. Department of Education policy of using the semester credit hour to award credit.

Credit hours for defined approved courses are determined and awarded using the following procedures:

- (a) Class: Credit of one semester hour is awarded for each 16 hours of lecture and other instruction provided in a class under the supervision of an instructor.

- (b) Clinical Practice: Credit of one semester hour is awarded for each 48 hours of clinical practice. Clinical practice provides an opportunity for health science students to

apply knowledge and skills in their delivery of care in a health care setting. A qualified faculty member, clinical instructor, or preceptor, as defined by the program related approving or accrediting body, shall supervise clinical practice to provide the student with learning experiences related to the program and to monitor and assess the student's application of skills. Clinical practice may utilize experiences that simulate realistic clinical experiences to meet the curriculum and course objectives. The percentage of simulation experiences substituting for traditional clinical practice and the qualifications of faculty providing the simulation experience must comply with the guidelines of the applicable health science accrediting and approving bodies.

(c) **Experiential Laboratory:** Credit of one semester hour is awarded for each 32 hours of experiential laboratory work. Experiential laboratory work means instruction given to a student by an instructor to increase the student's knowledge and skills without immediate student application.

(d) **Faculty Directed Laboratory:** Credit of one semester hour is awarded for each 48 hours of faculty directed laboratory. Faculty directed laboratory means instructional activities are demonstrated or conducted by an instructor with immediate student application.

(e) **Work-Based Learning:** Credit of one semester hour is awarded for each 160 hours of work-based learning (WBL curriculum prefix courses). Work-based learning is the development of job skills by providing the student with employment that is directly related to the educational program and coordinated by a college representative.

Most courses at PCC are taught on a 16-week or 8-week schedule for fall and spring semesters; however, some courses are taught on a 13-week schedule. Most summer courses are taught over an eight-week period but can be four weeks in length also. Regardless of the length of the semester, instructional modality or location, a course receives the same amount of credit. Distance education courses are equivalent to traditional seated courses in the amount and level of credit awarded to students. As a member of the NCCCS, PCC adheres to the NCCCS regulations regarding courses and standards for curriculum programs found in the State Board of Community Colleges Code [1D SBCCC 400.1](#).

Published Policies for Awarding Credit

PCC publishes and implements policies for determining the amount and level of credit awarded for its courses. Published PCC policies are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval. All PCC policies are available to employees, students, and the community on the [College website](#).

[PCC Policy 6.12 Grading System - Curriculum](#) includes a clear institutional credit hour definition which aligns with the US Department of Education and NCCCS to ensure consistency and appropriateness of credits regardless of format or mode of delivery. PCC has established procedures for evaluating, awarding, and accepting transfer credit and awarding academic credit for non-course experiences in [PCC Policy 6.10 Credits - Curriculum](#) and [PCC Policy 6.10.1 Credit for Prior Learning](#). [PCC Policy 6.12 Grading System - Curriculum](#) outlines grade designations that indicate student performance on a 10-point scale, grade points, credit hour information, and the grades associated with credit earned at PCC or elsewhere.

The North Carolina General Statute [N.C.G.S. 115D-5\(a\)](#) directs the State Board of Community Colleges to establish curriculum standards for both [technical](#) and [transfer](#) programs, which further define degree program content and length, and directs compliance with these standards by all North Carolina community colleges. Included in these curriculum standards is the establishment of the semester hour for granting curriculum course credit. The North Carolina State Board of Community Colleges Code ([1D SBCC 400.8](#)) also directs the establishment of a [Combined Course Library](#) (CCL), which standardizes NCCCS course characteristics such as credits awarded. When determining the amount and level of course credit, PCC adheres to and is required to conform to the CCL. For all courses in the CCL, PCC follows the standard amounts of credit awarded for classroom, lab, clinical, and work-based learning experience. Courses in the CCL are [approved and maintained](#) by a curriculum review committee, comprised of representatives from chief academic officers and community college presidents appointed by the NCCCS Office; any changes to courses in the CCL must be submitted to this committee for approval. The curriculum review

committee is responsible for ensuring that all designated course credit meets the federal definition of a credit hour as specified in the [SACSCOC Credit Hours Policy Statement](#).

Policy Implementation

The College's [2021 NCCCS Compliance Review report](#) covering adherence to state credit hour policies revealed no material findings. This shows evidence that local policies and procedures regarding the awarding of academic credit align with US Department of Education and NCCCS standards and have been implemented consistently. Additional evidence showing implementation of policies regarding the amount and level of credit awarded for PCC courses is included in the next section regarding qualifications of PCC faculty and staff who provide oversight (examples of work products created by these employees).

Oversight by Academically Qualified Personnel

The [PCC Curriculum Standing Committee](#) oversees the awarding of credit locally. This committee reviews proposed program additions, deletions, and revisions to ensure all programs of study maintain academic integrity. The Curriculum Committee is composed of faculty and staff representing all areas of the campus who review all curriculum proposals for compliance with state and local requirements and purposes. Upon the Curriculum Committee's approval of curricular changes, the Curriculum Committee of the Board of Trustees reviews the documents and presents the request to the PCC Board of Trustees for its approval. After approval by the PCC Board of Trustees, substantive changes are also sent to the NCCCS and to SACSCOC (as per [PCC Policy 2.28 - Substantive Change](#)) for their review and approval.

Example minutes from PCC's Curriculum Committee, the Curriculum Committee of PCC's Board of Trustees, and from PCC's Board of Trustees are provided as evidence of this curriculum oversight. The first example follows the approval process to update the Digital Effects and Animation Technology program ([PCC Curriculum Committee approval](#), [PCC BOT Curriculum Committee approval](#), and [full PCC BOT approval](#)). The second example follows the approval process to revise the Mechatronics program ([PCC Curriculum Committee approval](#), [PCC BOT Curriculum Committee approval](#), and [full PCC BOT approval](#)). The third

example illustrates the process to approve a new program, Emergency Medical Science ([PCC Curriculum Committee approval](#), [PCC BOT Curriculum Committee approval](#), and [full PCC BOT approval](#)).

PCC’s departmental chairs and deans verify all credit courses meet the minimum number of hours required by the NCCCS to award the associated course credit. An administrative assistant for each departmental area then builds the course in the College’s administrative system based on required class, lab, and/or clinical hours. Once grades are submitted at the end of a term, the appropriate credit is awarded to the student’s academic transcript by the College’s registrar. *Table 1. Academic Qualifications and Job Descriptions* provides the job descriptions and resumes demonstrating the academic qualifications of personnel making judgments about the amount and level of credit awarded for its courses.

Table 1. Academic Qualifications and Job Descriptions

Position	Position Description	Resume
Vice President, Student Development	Position Description	Resume
Registrar	Position Description	Resume
Vice President, Instruction	Position Description	Resume
Dean, Business Studies and Emerging Technologies	Position Description	Resume
Dean, Health and Wellness	Position Description	Resume
Dean, Public Safety and Human Services	Position Description	Resume
Dean, Technical and Manufacturing Programs	Position Description	Resume
Dean, University Transfer and General Education	Position Description	Resume

Evidence Attachments

[1D SBCCC 400.1 Curriculum Definitions.pdf](#)

[1d_sbccc_400.8_01dec18.pdf](#)

[2.28-Substantive-Change.pdf](#)

[2021-2022 Curriculum Standing Committee Roster.pdf](#)

[6.10.1-Non-Credit-to-Credit-2021.pdf](#)

[6.10-Credits-Curriculum.pdf](#)

[6.12.1-Grading-System-Continuing-Education.pdf](#)

[6.12-Grading-System.pdf](#)

[A_Montgomery_Resume 2021_Redacted.pdf](#)

[BarbaraBuchanan_NCvita_2021 \(1\)_Redacted.pdf](#)

[Board of Trustees Meeting 11.3.20 minutes Approval EMS Program.jpg](#)

[Board of Trustees Meeting Minutes Approval Revision of Mechatronics Program highlighted.png](#)

[BOT Curriculum Committee Meeting - Approval of Revision to Mechatronics](#)

[Program_4.21.2020.png](#)

[BOT Curriculum Committee Meeting Minutes 10.20.20 EMS Program.jpg](#)

[BOT Curriculum Committee Minutes DEAT Approval highlighted_1.15.2019.png](#)

[BOT Minutes Feb 5 2019 Approval of DEAT highlighted_2.5.2019.pdf](#)

[Combined course library_screenshot.PNG](#)

[Curriculum Committee Minutes - Approval Revision of Mechatronics Program highlighted_2.4.2020.pdf](#)

[Curriculum Committee Minutes 9.10.20 EMS Program Approval.jpg](#)

[Curriculum Committee_DEAT update_11.27.2018.png](#)

[David Townsend Resume 2021_Redacted.pdf](#)

[DEAN BUSINESS STUDIES AND EMERGING TECHNOLOGIES.pdf](#)

[DEAN HEALTH WELLNESS.pdf](#)

[DEAN, PUBLIC SAFETY & HUMAN SERVICES.pdf](#)

[DEAN, TECHNICAL MANUFACTURING PROGRAMS.pdf](#)

[DEAN, UNIVERSITY TRANSFER & GENERAL EDUCATION.pdf](#)

[N.C.G.S. 115D-5\(a\)_curriculum standards.png](#)

[NCCCS Curriculum Standard Associate in Applied Science- Human Service Technology.pdf](#)

[NCCCS Curriculum Standard Associate in Arts.pdf](#)

[numberedmemo_cc19-026_curriculum course review committee course approvals.pdf](#)

[PCC Policies and Procedures Manual_screenshot.png](#)
[Piedmont CC Final Clean Report FY 2020-21.pdf](#)
[policy review process.pdf](#)
[REGISTRAR.pdf](#)
[RESUME - MGRuse.pdf](#)
[Roy Allen Resume 2021_Redacted.pdf](#)
[S. Stone-Moye Resume 2021_Redacted.pdf](#)
[SACSCOC Policy_Credit Hours.pdf](#)
[Swanita L. Fuller resume 2021_Redacted.pdf](#)
[VICE PRESIDENT, INSTRUCTION CHIEF ACADEMIC OFFICER.pdf](#)
[VICE PRESIDENT, STUDENT DEVELOPMENT.pdf](#)
[Walter Montgomery Resume 011.29.21_Redacted.pdf](#)

10.8 Evaluating and Awarding Academic Credit - Accreditation

The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The College ensures the academic quality of any credit or coursework recorded on its transcript, utilizes an approval process with oversight by persons academically qualified to make the necessary judgments, and awards credit comparable to a designated credit experience consistent with the College's mission. Thus, PCC is compliant with standard 10.8 Evaluating and Awarding Academic Credit.

Overview

As part of PCC's [mission](#) to *transform lives, strengthen community, and inspire individuals to excellence*, students may receive transfer credit, advanced placement, credit by examination, military training credit, high school credit, and credit for prior learning.

The College's Registrar is responsible for ensuring the accepted courses are at the collegiate level and are comparable to coursework in the College's degree programs ([Registrar Job Description](#)). By accepting official transcripts, test scores, and other identified documentation, PCC takes responsibility for the academic quality of any coursework or credit recorded on the College's transcript.

The College is required to award the amount and level of credit for courses as specified by

the [NCCCS Combined Course Library](#). The Combined Course Library provides the description of each course and specifies the required number of class contact hours to be spent for instruction, laboratory work, clinical practice, and/or cooperative work experience activities, as well as credit hours derived by formula.

PCC's Policy 6.12 Grading System-Curriculum ([section 6](#)) defines credit hours in accordance with the credit hours and related terms as stated in [1D SBCCC 400.1 Curriculum Definitions](#) which includes one semester hour credit for each:

- 16 hours of instruction;
- 32 hours of experiential laboratory work;
- 48 hours of faculty-directed laboratory work;
- 48 hours of clinical practice in health programs;
- 160 hours of cooperative education work experience.

Published PCC policies are reviewed by the assigned monitoring authority on a [cyclical basis](#). Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

Credit by Transfer

The Registrar evaluates all official transcripts and [awards credit](#) only for those courses that students have received a grade of "C" or higher and such courses must parallel the content of courses offered at PCC. PCC Policy 6.10 Credits-Curriculum ([section 1](#)) and [2021-2022 General Catalog and Student Handbook](#) detail the processes and procedures by which transfer credits will be awarded. Courses and earned credits transferred from other institutions are denoted on the [Academic Evaluation](#) of the student's program of study with a grade of TE and displayed in the "courses transferred from other institutions" section on the student's [PCC transcript](#). When considering credits that may be allowable from regionally accredited institutions, the Registrar consults with appropriate faculty to determine allowable transfer credits. As part of this process, students may be required to secure a course syllabus so that course content can be evaluated.

Credit by Examination

Students may also receive academic credit for certain courses by successfully completing a comprehensive examination encompassing the course content as outlined in PCC's Policy 6.12 Grading System-Curriculum ([section 1, item 1.4](#)). The request for taking a proficiency examination is initiated by the student with the appropriate instructional dean and may be assigned to a subject matter expert. Once proficiency has been confirmed via the exam, a [Special Conditions Report](#) is [completed](#) and sent to the registrar to ensure the credit is [properly awarded](#). Additional information concerning credit by examination is located in the [2021-2022 PCC General Catalog and Student Handbook](#). Credit by Examination is denoted on the [Academic Evaluation](#) of the student's program of study with a grade of CE and displayed in the "noncourse works" section on the student's [PCC transcript](#).

Standardized Examinations

Students may receive academic credit based on standardized examinations as stated in PCC Policy 6.10.1 Credit for Prior Learning ([section 7](#)). Details on these standardized examinations are also noted in the [2021-2022 PCC General Catalog and Student Handbook](#). To ensure course equivalency, PCC accepts the following nationally recognized standardized tests when awarding academic credit:

- Advanced Placement (AP);
 - Credit is awarded to students who receive scores of 3 or higher on the AP examinations.
- Cambridge Assessment International Education Examination;
- College Level Examination Program (CLEP);
 - College credits may be awarded to students who have satisfactorily passed a College Level Examination Program®.
- International Baccalaureate (IB) Diploma Programme; and
- Defense Activity for Non-traditional Educational Support (DANTES).

Official scores submitted from testing agencies are reviewed by the Director, Admissions and Recruitment, and appropriate course credit is [awarded](#) based on the score and the student's program of study. Credit by standard examinations is denoted on the [Academic](#)

[Evaluation](#) of the student's program of study with a grade of AP or CE and displayed in the "noncourse works" section on the student's [PCC transcript](#). AP credit is awarded for advanced placement and CE is awarded for the other standardized examinations. The College has not had the opportunity to award CE credit for standardized examinations other than advanced placement exams.

Military Training Credit

In addition to DANTES credit (above), academic credit may be awarded to veterans for military training courses taken while serving in the United States Armed Forces, upon receipt of proper documentation showing successful completion of the training. The Registrar reviews documentation and [awards credit](#) based on recommendations from the American Council on Education Guide to the Evaluation of Education Experiences in the Armed Services. Military credit is denoted on the [Academic Evaluation](#) of the student's program of study with a grade of TE and displayed on the student's [PCC transcript](#) in the "courses transferred from other institutions" section. Information concerning credits for military training courses is detailed in PCC Policy 6.10.1 Credit for Prior Learning ([section 6](#)).

High School Credit

The College honors the [North Carolina High School to Community College Articulation Agreement](#). This agreement developed between the North Carolina Department of Public Instruction and the North Carolina Community College System allows PCC students to receive college credit for certain classes completed in high school. In order to be eligible to receive credit, the student must meet the criteria outlined in the agreement. Also, to support the statewide efforts to award community college credit for classes completed in high school, PCC has developed an articulation agreement with the Public Schools of Person County and Caswell County. In order to receive credit for identified courses, students must meet the criteria outlined in the agreement. PCC Policy 6.10.1 Credit for Prior Learning addresses high school credit in [section 5](#). While PCC is prepared to do so, the College has not had the opportunity to award credit for high school courses.

Prior Learning

PCC awards applicable credits earned for nontraditional prior learning; however, credit is not awarded simply for experience but for measurable college-level learning including knowledge, skills, and competencies students have obtained as a result of their prior learning experiences. College credit may be granted on a case-by-case basis for prior learning only when it can be documented and falls within PCC regular credit course offerings. The PCC Prior Learning policy is detailed in [PCC Policy 6.10.1 Credits for Prior Learning \(section 1\)](#).

Many courses offered in continuing education mirror content in the College's curriculum coursework, and can therefore be articulated into specific curriculum programs. Two examples are provided below, which align with [PCC Policy 6.10.1 Credit for Prior Learning \(section 4\)](#).

1. Students who have taken continuing education courses and subsequently earned state or national certification in Nurse Aide, Cosmetology, Emergency Medical Science, and Medical Coding may be awarded articulated credit for specific courses on their [PCC transcript](#). This allows the student the opportunity to complete a certificate or degree using credit for prior learning. A [crosswalk](#) which provides specific guidelines for articulating credit was developed and approved through the College's Curriculum Committee in Fall 2021.
2. In PCC's Public Safety Administration Program, credits are awarded for learning prior to enrollment in the program. The program recognizes the value of previously earned skill sets and credentials within the public safety sector and provides a streamlined pathway to award credit for appropriate training through a variety of public safety training courses taken with an accredited agency. Students submit requests in accordance with [PCC Policy 6.10.1 Non-Credit to Credit \(section 10\)](#) to earn college credit. Awarded credit will be limited to nine semester hours within the Public Safety Administration program and reflected on the [PCC transcript](#). For example, a student who has achieved the North Carolina Correctional Officer Certification could request eight hours of credit towards completion of the Public Safety Administration degree program.

Evidence Attachments

[1d_sbccc_400.1.pdf](#)

[2021-2022 PCC Catalog p 57_CE.jpg](#)
[2021-2022 PCC Catalog_pp53-56.pdf](#)
[Academic Evaluation_AP credit highlighted.pdf](#)
[Academic Evaluation_CE credit highlighted.pdf](#)
[Academic Evaluation_Military \(TC\) credit highlighted.pdf](#)
[Academic Evaluation_TC credit highlighted.pdf](#)
[Awarding Credit_Military.pdf](#)
[Awarding Credit_Transfer_AP_CE.pdf](#)
[CBE_2016_Redacted.pdf](#)
[CLEP_catalog.pdf](#)
[Combined Course Library.pdf](#)
[Credit for Prior Learning Crosswalk Health & Wellness.pdf](#)
[EMS_transcript eval_outlined.pdf](#)
[High School Credit for Prior Learning.PNG](#)
[PCC Policy 6.10 Credits_Curriculum_transfer credit.pdf](#)
[PCC Policy 6.10.1 CPL_Continuing Education_section 4.png](#)
[PCC Policy 6.10.1 CPL_Curriculum_General Provisions_section 1.png](#)
[PCC Policy 6.10.1 CPL_Curriculum_Military Education and Training_section 6.png](#)
[PCC Policy 6.10.1 CPL_Curriculum_Standard Examinations_section 7.png](#)
[PCC Policy 6.10.1 CPL_High School to CC_section 5.jpg](#)
[PCC Policy 6.10.1 CPL_Public Safety Training_section 10.png](#)
[PCC Policy 6.12 Grading System_Curriculum_credit hour_section 6.png](#)
[PCC Policy 6.12_section 1_item 1.4.png](#)
[policy review process.pdf](#)
[PSA_transcript eval_outlined.pdf](#)
[REGISTRAR.pdf](#)
[SpecCondRpt.pdf](#)
[SpecCondRpt_Redacted \(1\).pdf](#)
[StrategicPlan_PCC_2021 MVV.pdf](#)
[Transcript_Military Credit outlined.pdf](#)
[Transcript_noncourse works highlighted.pdf](#)
[Transcript_transfer credit highlighted.pdf](#)
[Transfer credit_catalog.pdf](#)

10.9 Cooperative Academic Arrangements - Accreditation

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) does not have any active consortial relationships or contractual arrangements with other institutions or entities for the purposes of credit instruction. PCC provides instruction for all coursework required for all the College's degrees and is in full control of all aspects of its educational programs, and thus, is compliant with Standard 10.9 Cooperative Academic Arrangements.

Evidence Attachments

11.1 Library and Learning/Information Resources - Accreditation

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) provides adequate and appropriate library and learning/information resources, services, and support for its mission, and thus, is compliant with Core Requirement 11.1 Library and Learning/Information Resources.

Overview

The Learning Commons (LCs) at Piedmont Community College (PCC) located in Person and Caswell Counties support the mission of the College with quality educational resources and services intended to develop individual skills and abilities, to provide for intellectual development, and to meet the needs of business and industry. The LCs provide adequate print and electronic collections and services that support all of the College's programs. In addition to owning and providing electronic access to library collections, the LCs have established **reciprocal borrowing agreements** and inter-library loan procedures to support educational research and public service programs. PCC's LCs provide students, faculty, staff, and the community access to adequate library collections and services and to other learning and information resources consistent with the College's educational programs.

Learning Commons Evaluation

LC staff annually assess the effectiveness of the LCs using a wide variety of performance indicators and data sources. The 2021 [Educational Support Services Survey](#) and [Student Satisfaction Survey](#) indicated overall satisfaction with library (LC) services. Additionally, the LCs embed an [internal library survey](#) for students in all ACA 122 classes. The Fall 2020 internal library survey shows that only 2% (n = 143) of respondents rated library training as

"Poor" in the internal library survey; 83% of respondents rated their satisfaction with the training as "Excellent" or "Good."

Adequacy of Resources

The College provides financial resources (as detailed in the narrative for **Core Requirement 13.1**) adequate to maintain, expand, and improve the resources described below, which meet the needs of the College community. The 2021 [Employee Satisfaction Survey](#), [Student Satisfaction Survey](#), and the Fall 2020 [internal library survey](#) indicate strong satisfaction with library resources. In a recent survey, 100% (n = 42) of the employees who rated the statement, "Learning Commons resources...are adequate," either agreed or strongly agreed. In the student survey, 39 out of 41 (95.1%) of the students who rated the statement, "Library materials...are sufficient to meet my needs," were either satisfied or very satisfied.

Support for PCC's Mission

The LCs provide learning opportunities that enable students to achieve their potential and serve the needs of different social, economic, and cultural/ethnic groups in support of PCC's [Mission](#):

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

The [goals of the LCs](#) are the following:

1. To serve Piedmont Community College and its community by organizing, managing, and delivering information resources and services;
2. To provide innovative library services that support information literacy for curriculum, career, and personal development;
3. To collaborate with College and community partners to serve a wide range of educational needs; and
4. To partner with other academic institutions and consortia to promote and enhance access to library resources and services.

These goals help ensure that PCC offers adequate and appropriate library collections, services, and other related learning resources to all students regardless of location or course modality in support of the mission of the College.

Learning/Information Resources

The LCs support the College’s mission by offering access to audiovisual media, print, and electronic resources. All PCC students, faculty, staff, and alumni can access these holdings with a current library card. *Table 1. Library Collection* outlines the breadth of resources available at the LCs. These collections provide support for students with classroom and research needs in all degree, diploma and certificate programs.

Table 1. Library Collection

Format	# of items
Books (in print)	8,979
Media (e.g., DVDs)	1,229
Periodicals (print and online)	22
Online Databases (e.g., NC LIVE, GAP)	141
Electronic Books	248,000+

Consortium Memberships

The LCs supplement their resources by providing access to additional collections. All PCC students, faculty, and staff have access to Community College Libraries in North Carolina (CCLINC). CCLINC is a consortium of community college libraries in North Carolina that has a shared catalog with more than a million learning resources available through an online catalog. PCC’s LCs provide access to the online catalogs of CCLINC libraries. CCLINC fosters cooperation on a broad range of issues, including shared licensing of online resources, universal borrowing, and inter-library loan services. Book requests can be made through the

LCs' online catalog on campus or remotely from any computer with Internet access. Through this consortium, PCC students, faculty, and staff also have physical access to and checkout privileges at the academic libraries of these institutions by producing a current PCC library card. Host libraries provide assistance and services, including reference assistance, to visiting patrons.

[NC LIVE](#) provides on-site and remote access to academic databases. The [LC web page](#) clearly identifies databases provided through NC LIVE, a statewide virtual library that provides a core group of online resources, as well as databases licensed locally. NCLIVE provides access to 91 databases, 248,514 e-books, 26,291 full-text journals, 46,356 streaming videos, and 2,126 audiobooks. [Additional digital resources](#) are provided by the NC Community College System, including Teton Data System (TDS Health), which is a platform for nursing, medical, and health information. TDS Health connects students to STAT!Ref, Stedman Medical Dictionary, Anatomy.tv, BoardVitals, and EBMcalc. LC staff provide instruction and assistance on the use of these digital resources, including online tutorials. For some, remote access requires a username and password provided by public and academic libraries, which can be obtained by either calling the LC circulation desks or providing their information online to have it emailed to their account.

In the fall of 2020, the Library increased the databases by subscribing to the [Gale Access Program](#) which includes access to forty-nine Gale academic databases.

The Learning Commons provides many digital resources to ensure that students needs are met even when students are not able to visit the LC in person. LC users can learn about the online resources available to them on-campus and online [information literacy orientation sessions](#), through online tools such as tutorials and the [Blackboard Orientation](#).

Collection Development

The LCs build and weed their collections based on the demands of the instructional programs offered at PCC. Faculty members [work with librarians](#) assigned to their division to ensure that acquisitions are current and appropriate for students in the program. Each campus LC maintains holdings relevant to the programs offered on its campus. For example, the Early Childhood program holdings are located at the Person County Campus

where the Early Childhood program is offered while the nursing assistant program holdings are located at the Caswell County Campus where that program is offered.

Support Services

Reference and Circulation

LC librarians provide comprehensive reference services to meet the information research needs of the college community and enable patrons to learn strategies for information research and the use of information retrieval tools available through the LCs. [Reference services](#) are available face-to-face, through live online chat, by e-mail, and by phone. The LCs also process a high volume of [circulation transactions](#).

Library Instruction

Librarians [work with faculty](#) from various disciplines in a variety of ways to ensure that resources meet instructional needs and that the LCs' collection meets current program accreditation requirements. The Dean, Learning Commons, is a member of [PCC's Curriculum Standing Committee](#), a group charged with oversight of curriculum development in all academic programs. Learning Commons representation on this committee helps to anticipate needed resources for programs under development. Librarians also serve as liaisons to faculty who are revising existing programs and creating new programs. Librarians provide a full complement of instructional sessions to meet the needs of students and faculty. These [sessions include](#) library orientation, information literacy instruction and a variety of [faculty professional development sessions](#). The LCs also offer access to [tutoring](#), in-person or online.

Computer Labs

PCC has nine computer labs with a total of 165 computers at the Person and Caswell County Campuses. Also, there are classrooms on the Person County Campus with a total of 111 computer workstations available for students; the Caswell County Campus has one classroom with 23 workstations. All of these labs are open for student use when classes are not scheduled. In addition to classroom access, PCC provides students access to

technology in the LCs and other areas with high student traffic. The College maintains [computer workstations](#) at the LCs on both the Person and Caswell County campuses. On the Person County Campus, the LC has a total of 50 computer workstations available for students. The Caswell County Campus's LC has a total of 12 computer workstations available to students. Additionally, students have access to laptops and hot-spots, which are available for check-out. These items are cataloged just like other holdings, so they can be tracked. In keeping with the best practices of industry, [PCC Policy 4.11 Information Technology Equipment Replacement Policy](#) recommends replacement of technology equipment on a regular schedule. Requests for new equipment are [submitted to the Vice President, Instruction](#) for consideration. Open computer labs allow campus-wide access to all course materials and online learning resources. LC staff also provides training and support for instructors in the use of technology.

Support for Off-Campus Instructional Sites and Distance Education

All PCC students at all PCC locations and those in distance education are welcome at the LCs at the Person or Caswell County Campuses. The LC staff ensures that students who are unable to come to campus have access to adequate learning resources and reasonable library services. The College's [online LC resources](#) are substantial. The LC staff have created [research guides](#) for students that consolidate resources, access, and instruction in one location. An [information literacy module](#) is embedded in every ACA 122 online course as well as in the Blackboard Basics online course. Additionally, the LC on the Person County Campus has a [help desk](#) in which students can receive assistance with Blackboard, WebAdvisor or e-mail. This help desk is open from 8 a.m.- 8 p.m. Monday-Thursday and 8 a.m.-4 p.m. Friday. Much of the assistance is provided via phone or email, and is open to all students regardless of the location or modality of their course(s). Through the LCs and the College's Website, students have access to the LCs' [electronic databases and e-books](#). In addition, the LC reference desks on both campuses provide face-to-face and telephone support of instruction, and [ChatStaff](#), an interactive chat, allows students and faculty to ask questions of librarians who provide instructional support 24 hours a day, Monday-Friday. Users may request a library card online, to be mailed to them within the next few business days. The LC provides the same level of support for distance education students as it does face-to-face students.

Evidence Attachments

[2020-2021 LC stats.pdf](#)

[2021 SSS Q13 Library resources.pdf](#)

[4.11-Information-Technology-Equipment-Replacement-Policy-2021.pdf](#)

[cclinc.PNG](#)

[ChatStaff.png](#)

[Curriculum Standing Committee.pdf](#)

[DLAdvisingHandout.pdf](#)

[Electronic Holdings .png](#)

[ESS LC.pdf](#)

[ESS_Q15_part j highlighted.pdf](#)

[FW_ Cost for Green Screen Room .pdf](#)

[Fw_ Weeding Psychology Library Collection.pdf](#)

[Gale Access.pdf](#)

[Help Desk.png](#)

[LC goals.pdf](#)

[LC technology support.png](#)

[LibGuides.png](#)

[Library 2020FA\(1\).pdf](#)

[Library 2020FA_Q2 highlighted.pdf](#)

[Library Instruction.pdf](#)

[Library Liaison.pdf](#)

[Module 3A Screenshot.jpg](#)

[NC Live Collections data.png](#)

[open computer lab.PNG](#)

[Other LC databases_screenshot_12.7.2021.png](#)

[Reference Services.PNG](#)

[SSS LC.pdf](#)

[StrategicPlan_PCC_2021 MVV.pdf](#)

[Syllabus Template-Virtual Tutoring Statement.png](#)

[tutoring.PNG](#)

11.2 Library and Learning/Information Staff - Accreditation

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

Self Ratings

Compliance

Response

PCC ensures a sufficient number of qualified staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the College, and thus, is compliant with Standard 11.2 Library and Learning/Information Staff.

Overview

The Learning Commons (LC) at Piedmont Community College (PCC) located on the [Person](#) and [Caswell](#) County Campuses support the [mission of the College](#) with quality educational resources and services designed to develop individual skills and abilities, to provide for intellectual and career development, and to meet the needs of business and industry. PCC employs a sufficient number of well-qualified LC staff members to provide face-to-face and online library instruction, reference support, learning management system support (e.g., Blackboard), tutoring, and technology training to enhance instruction.

Learning Commons Evaluation

LC staff annually assess the effectiveness of the LCs using a wide variety of performance indicators and data sources. The 2021 [Educational Support Services Survey](#) and [Student Satisfaction Survey](#) indicated overall satisfaction with library (LC) services. Additionally, the LCs embed an [internal library survey](#) for students in all ACA 122 classes. The Fall 2020 internal library survey shows that only 2% (n = 143) of respondents rated library training as "Poor" in the internal library survey; 83% of respondents rated their satisfaction with the

training as "Excellent" or "Good." These data demonstrate that the LC staff is perceived as knowledgeable and helpful by patrons, and are sufficient to accomplish the [mission of the College](#).

Learning Commons

The Learning Commons staff is portrayed in the [organizational chart](#). Full-time staff job descriptions and credentials are presented in *Table 1. Learning Commons Staff* for your review. A number of part-time staff positions provide additional support to ensure adequate coverage.

The PCC job descriptions below clearly show the qualifications needed for librarian and other positions, aligning with industry standards. All PCC librarians hold master's degrees and certification from American Library Association (ALA) accredited programs. In addition to their academic credentials, the librarians have a combined total of 25 years of academic library experience.

These qualifications, along with [ongoing professional development](#), ensure that the staff members provide services and resources to meet the needs of all library users. A librarian is on duty during the hours of operation for the LCs, which are:

- Monday-Thursday -- 8 a.m. – 8 p.m.
- Friday -- 8 a.m. – 4 p.m.

Table 1. Learning Commons Staff

Position	Name	Academic Credentials	Experience	Position Description
Dean, Learning Commons	Dr. Don Miller	Doctorate, Higher Education Leadership	Resume	Position Description
Coordinator, Library Services	Vanessa Bass	Master's degree, Adult Education	Resume	Position Description

Reference Librarian	Joey Sanders	Master's degree, Library Science	Resume	Position Description
Distance Education Instructional Design Specialist	Donna Whitlow	Master's Degree, Instructional Technology	Resume	Position Description
Administrative Assistant to Dean, Learning Commons	Teri Mocarsky	Associate degree, Administrative Support Technology	Resume	Position Description
Coordinator, Tutoring Services	Ryan Holloway	Master's degree, Education	Resume	Position Description

Evaluation of LC Staff

Per [PCC Policy 5.34 Employee Evaluation](#), all full-time LC staff members participate in the College's annual evaluation process conducted by their supervisor. The College's evaluation process provides the framework for developing a performance improvement plan for each employee. This process provides an [excellent tool](#) to allow supervisors to discuss strengths and weaknesses, professional development, and future goals and objectives with each employee. All completed evaluations are on file in the Human Resources Office ([example evaluation](#)).

Professional Development

As evidenced by [PCC Policy 5.25 Professional Development](#), the College is committed to providing professional development for the librarians. During 2020-2021, the LC full-time staff [participated](#) in a total of 120 hours of professional development activities including conferences and webinars.

LC full-time staff also serve on a variety of institutional standing committees: [Curriculum Committee](#), [Distance Learning Committee](#), [Enrollment Management Committee](#), [Institutional Effectiveness Committee](#), [Learning Commons Committee](#), [Professional Development Committee](#), [Student Affairs Committee](#), and [Technology Committee](#). Participation on these committees provides an invaluable service to the College, but also serves as additional professional development for LC staff.

Community Outreach

LC Full-Time Staff hold memberships in a number of national, state, and local organizations and share their expertise through participation in community organizations including those listed below:

- North Carolina Community College Learning Resources Association
- North Carolina Community College Association of Distance Learning
- Friends of the Person County Public Library
- Friends of the Gunn Memorial Public Library

PCC's LCs actively collaborate with Person County Public Library and Gunn Memorial Public Library. PCC's Caswell LC shares resources and training with Gunn Memorial Public Library. PCC's Person LC is collaborating with Person County Library on a [Library Services and Technology Act \(LSTA\) grant](#) that provides digital literacy classes to residents of Person County.

Evidence Attachments

[2020-2021 Institutional Standing Committees-12.7.2020.pdf](#)

[5.25-Professional-Development-2021.pdf](#)

[5.34 Employee Evaluation_EC_11.29.2021.pdf](#)

[ADMINISTRATIVE ASSISTANT TO DEAN, LEARNING COMMONS.pdf](#)

[Caswell LC.jpg](#)

[COORDINATOR, LIBRARY SERVICES.pdf](#)

[COORDINATOR, TUTORING SERVICES.pdf](#)

[Curriculum Committee11.2.pdf](#)

[DEAN, LEARNING COMMONS.pdf](#)
[DISTANCE EDUCATION INSTRUCTIONAL DESIGN SPECIALIST.pdf](#)
[Distance Learning & Learning Commons- Titles.pdf](#)
[Distance Learning Committee11.2.pdf](#)
[DL - Resume - Donna Whitlow - updated 2022_Redacted.pdf](#)
[Dr. Don Miller Resume 2021_Redacted.pdf](#)
[Enrollment Management Committee11.2.pdf](#)
[ESS LC.pdf](#)
[Evaluation-Staff \(3\).pdf](#)
[IE Committee11.2.pdf](#)
[Joey Sanders Resume 2022_Redacted.pdf](#)
[LC Committee11.2.pdf](#)
[LC PD 2020-2021.pdf](#)
[LC Person County.jpg](#)
[Letter of Participation.pdf](#)
[Library 2020FA_Q2 highlighted.pdf](#)
[PCC Mission, Vision, and Values_Website.png](#)
[PCCLearningCommons.png](#)
[PD Committee11.2.pdf](#)
[REFERENCE LIBRARIAN.pdf](#)
[Ryan Holloway Resume 2021_Redacted.pdf](#)
[SSS LC.pdf](#)
[SSS Survey.png](#)
[Staff Evaluation Coordinator Tutoring Services_Redacted.pdf](#)
[StrategicPlan_PCC_2021 MVV.pdf](#)
[Student Affairs Committee11.2.pdf](#)
[Technology Committee11.2.pdf](#)
[Teri Mocarsky-Resume_Redacted.pdf](#)
[Vanessa Bass Resume 2022_Redacted.pdf](#)

11.3 Library and Learning/Information Access - Accreditation

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources, and thus, is compliant with Standard 11.3 Library and Learning/Information Access.

Overview

Students, faculty, and staff are able to make full use of the resources and services offered in the Learning Commons (LCs) either online or in-person. In addition, the staff in the LCs provide appropriate instruction in the use of these resources and services. Access is provided to all students regardless of location or course modality. The LCs offer day and evening hours to best meet the needs of all patrons.

User Privilege Access

PCC's LCs on both campuses support the College's [mission](#) by offering access to print and electronic resources. The LC staff provides support for instructional technology in classrooms. All of PCC's administrative and academic computers have high-speed, broadband Internet access. In addition to housing the College's administrative servers, the data center houses academic servers that run software applications for specific academic programs. This helps to ensure students, faculty, and staff have reliable access to a [variety of digital resources](#) such as books, magazines, journals and online databases. Patrons have automatic access to the LCs databases from both the Person County and Caswell County

campuses via Internet Protocol recognition.

When students, faculty, and staff are off-campus, clicking on the LCs' learning resources link will bring users to a [landing page](#), where they are prompted to enter their Blackboard username and password in order to log-on to the Learning Commons' NC LIVE-hosted proxy server. If patrons do not have a Blackboard account, they can access online resources by typing in their library card number. In this way, students, faculty, and staff are connected seamlessly to the LCs' subscription databases from anywhere with an Internet connection. This broad access to digital resources provides easy access for all students faculty, and staff, regardless of location or course modality.

For physical access to resources, the LCs on both campuses are [open 8 a.m.- 8 p.m., Monday through Thursday and 8 a.m.- 4 p.m. on Friday](#). The LCs are closed on Saturday and Sunday. During the summer semester, the LCs on both campuses are open 8 a.m.- 5 p.m., Monday through Thursday and closed on Friday, Saturday and Sunday. [Door count statistics](#) indicate 11,800 patrons used the Learning Commons facilities on both campuses in the 2020-2021 academic year.

LC staff also take advantage of a variety of college-sponsored events to educate faculty, staff, and students about the availability of library resources, including the [onboarding cohort meetings](#), [counselor's breakfast](#) and [student orientation](#). To ensure access to all, students and faculty can contact librarians in a variety of ways. The LCs' [reference desks](#) provide face-to-face and telephone support of instruction at both the Person and Caswell County Campuses. [Ask-a-librarian: Chat Now](#) provides an interactive chat which allows students and faculty to ask questions of a state librarian who provides instructional support on an as-needed basis.

Computer Lab Access

PCC has nine computer labs with a total of 165 computers at the Person and Caswell County Campuses. Also, there are classrooms on the Person County Campus with a total of 111 computer workstations available for students; the Caswell County Campus has one classroom with 23 workstations. All of these labs are open for student use when classes are not scheduled. In addition to classroom access, PCC provides students access to

technology in the LCs and other areas with high student traffic. The College maintains [computer workstations](#) at the LCs on both the Person and Caswell County campuses. On the Person County Campus, the LC has a total of 50 computer workstations available for students. The Caswell County Campus's LC has a total of 12 computer workstations available to students. Additionally, students have access to laptops and hot-spots, which are available for check-out. These items are cataloged just like other holdings, so they can be tracked. In keeping with the best practices of industry, [PCC Policy 4.11 Information Technology Equipment Replacement Policy](#) recommends replacement of technology equipment on a regular schedule. Requests for new equipment are [submitted to the Vice President, Instruction](#) for consideration. Open computer labs allow campus-wide access to all course materials and online learning resources. LC staff also provide training and support for instructors in the use of technology.

Student Help Desk

To help ensure that students can access all the important tools available to them, LC staff provide assistance on accessing student e-mail, Blackboard, and the student portal through the Student Help Desk. The Student Help Desk is staffed by full-time LC staff and part-time support staff. The Student Help Desk is open 8 a.m.- 8 p.m., Monday-Thursday and 8 a.m.- 4 p.m., Friday during the Spring and Fall semesters. Students can walk-in, call 336-322-2138, or e-mail studenthelpdesk@piedmontcc.edu to get assistance with Blackboard, student e-mail, or the student portal.

Library Instruction

Students

The PCC LCs offer a comprehensive program of course-related instruction in information literacy and individual instruction in the use of learning resources. The objective of the LCs is to provide comprehensive and timely instruction in the use of information resources. Librarians tailor the content and format of information literacy instruction to match the needs of course-related disciplines, individuals, specialized academic research questions, and the backgrounds of diverse users. In 2020-2021 Librarians taught 35 classes and 426 students about [information literacy](#), covering basic skills such as locating library materials using the online catalog, Boolean searches, citing sources, interlibrary loan, asking reference

questions, and accessing and searching North Carolina Libraries in Virtual Education (NC LIVE) and other databases.

ACA 122 Course

Librarians provide [learning modules in ACA 122](#), College Transfer Success. These courses are taken by students who are also enrolled in developmental courses or college transfer courses that introduce foundational skills for academic success. The [Library module](#) for ACA 122 consists of an Internet and library skills component that provides a basic guide to the Internet, an overview of library services, an introduction to the LC catalog and electronic databases, introduction to LC electronic forms and instruction for student access to PCC's student e-mail and **student portal**. The course [syllabus](#) for ACA 122 is provided as evidence.

To demonstrate their understanding of the material taught, ACA 122 students take "[How to Use Online Catalog](#)" and "[How to Use Online Databases](#)" [video quizzes](#) and assignments at the end of the module. The [average grade](#) for the "How to Use Online Catalog" video quiz was 78%. The [average grade](#) for "How to Use Online Databases" quiz was 75%. In the [Fall 2020 Library Instruction Evaluation Survey](#), 83% of respondents rated library instruction as "Good" or "Excellent," and 91% of respondents agreed or strongly agreed that the presentation gave them the information needed to effectively use the library resources and services. 143 students responded to the Fall 2020 Library Instruction Evaluation Survey, up from 131 last year. 89% of respondents said the presentation was clear, while 89% thought that an appropriate amount of time was allotted for the presentation, and 86% of respondents agreed or strongly agreed that the librarian communicated clearly.

Other Courses

Librarians also work with faculty to design information literacy instruction to support specific courses. Conversely, instructors of courses such as *Introduction to Communications* and *Writing and Inquiry* encourage students to attend [an information literacy instruction session](#). Some instructors provide librarians with a specific research assignment for their class; librarians use the assignment to design the instructional session. The focus of each session includes methods to find reliable, authoritative information in the subject area. The librarian demonstrates use of the library catalog, appropriate electronic databases, citation

styles, and other library services. Face-to-face library instruction is held in the library instruction classroom, computer lab, or curriculum classroom.

For students at off-campus instructional sites, [the LC webpage](#) allows students to access all digital resources. Students enrolled in ACA 122 who desire to go beyond the materials provided in Blackboard [may request a face-to-face session](#). [Research guides](#) are available to faculty at the Learning Commons website. These [guides](#) provide helpful, course-specific information about completing research and using library resources. Additionally, [help videos](#) have been created to assist students with such subjects as *CCLINC-Online Catalog*, *Library Card Form and More*, *Using Boolean Operators*, *APA Formatting*, *MLA Formatting and Citing Sources*.

Librarians design a variety of materials for students offering basic instruction on access to LC resources, including subject-specific databases and library services, how to use OneDrive, how to use Writing Center Online, an online tutoring scheduling program, and efficient use of resources (e.g., citation styles, CCLINC, [student portal](#), and student e-mail). Information guides, subject guides, and brochures are available at both LCs and online.

Faculty and Staff

Per [PCC Policy 5.26 Orientation for New Faculty and Staff](#), new full-time faculty members participate in an orientation session which covers a variety of information including access to databases and faculty handbook. Information about the LC resources is available in the [Faculty Handbook](#). The Dean, Learning Commons also provides [a general orientation](#) to the organization of the library its resources, and services that support instructors and their students. This session launches the relationship between new faculty members and librarians, a relationship that is critical to providing excellent and relevant resources and services.

The LCs offer supplemental information literacy instruction by informing faculty and staff of the availability of statewide websites such as [openNCCC](#), which is a resource for Open Educational Resources. This site offers a collection of free quality learning resources for all teachers in North Carolina.

Various synchronous and asynchronous professional enrichment opportunities are continually available. Additionally, [scheduled training](#) provides the faculty with hands-on experience to provide the most current technology use and best practices for optimum student learning and retention.

Faculty are provided instruction on the Blackboard Learning Management System through [The Basics of Blackboard](#) course. Before teaching online and/or hybrid courses, it is recommended faculty complete The Basic of Blackboard course, which is available online and face-to-face. Other instructional sessions on Blackboard functions offered in Fall 2021 included “Providing Student Feedback using In-Line Grading & Audio/Video files;” “Quality Matters - Online Course Evaluation;” “Full Gradebook Explained;” “Using Journals, Blogs, Wikis and Discussions;” and “Converting a MS Word file to a Blackboard test using a Test Generator.” Online and hybrid faculty have student access to a course shell in Blackboard entitled, “Distance Learning Faculty Resources.” Instructors may contact and request support at any time through the [Distance Education office](#).

A variety of workshops are also offered during [convocation](#). These workshops included Blackboard Basics I, Blackboard Basics II and Using Harmonize for Your Online Course.

Evidence Attachments

[2020-2021 LC stats.pdf](#)

[4.11-Information-Technology-Equipment-Replacement-Policy-2021.pdf](#)

[5.26-Orientation-for-New-Faculty-and-Staff-2021.pdf](#)

[ACA Assignments Spring 2021.pdf](#)

[ACA Library Module Key Concepts.png](#)

[ACA122 Library Module.png](#)

[ACA122 Library Quizzes.png](#)

[Ask a Librarian.png](#)

[Blackboard Basics.png](#)

[Caswell County Counselor Appreciation Breakfast 2021 \(1\).pdf](#)

[DLTraining20-21.pdf](#)

[Donna Whitlow email.PNG](#)

[FA2021 ACA 122 Syllabus Part 1 \(1\).pdf](#)

[FW_ Cost for Green Screen Room .pdf](#)

[Information Literacy Classes.png](#)
[LC Hours.png](#)
[LC Resources.PNG](#)
[Learning Commons WebPage.png](#)
[Learning Commons_Faculty Handbook_p. 19-20.pdf](#)
[Library 2020FA_Q2 and Q3 highlighted.pdf](#)
[Library Course Instruction.png](#)
[Library Course Instruction--Faculty.png](#)
[Library Guides.png](#)
[Library Help Videos.png](#)
[NCLive_off-campus access.png](#)
[New to WebAdvisor.png](#)
[Onboarding E-mail.png](#)
[open computer lab.PNG](#)
[openNCCC.png](#)
[PD Schedule August 2021.pdf](#)
[Reference Services.png](#)
[Research Guide.png](#)
[SP MVV.pdf](#)
[Spring Orientation.pdf](#)
[Student e-mail.png](#)
[Student Help Desk.png](#)
[WebAdvisor.png](#)
[WelcomeWeekendFA21.pdf](#)

12.1 Student Support Services - Accreditation

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) provides appropriate academic and student support programs, services, and activities consistent with its mission, and thus, is compliant with Core Requirement 12.1 Student Support Services.

Overview

In order to fulfill its [mission](#) to “transform lives, strengthen community, and inspire individuals to excellence” Piedmont Community College (PCC) provides academic and student support services appropriate and complementary to its educational programs. Responsibility for these services primarily resides within the [Instructional](#) and [Student Development](#) divisions.

Organization

The Student Development Division contributes to the academic, personal, and social development of the College’s diverse student population through extensive programs, services, and activities designed to promote student success and student learning. The Student Development Division leadership team includes the [Vice President, Student Development](#); [Dean, Enrollment Services](#); [Director, Student Development \(Caswell County Campus\)](#); [Director, Student Engagement](#); [Director, Federal Programs](#); [Director, Admissions and Recruitment](#); and [Director, Financial Aid & Veterans Affairs](#). (See the [Student Development Organizational Chart](#))

Student Development is advised by the College’s [Student Affairs Standing Committee](#). The

committee is comprised of students, faculty, and staff from various areas of the College and meets a minimum of three times a year to:

- Review and make recommendations to Section 7 (Students) of the PCC Policy Manual to the Executive Council;
- Research and evaluate student-related issues and make recommendations that support student achievement;
- Monitor student access to programs and activities;
- Monitor [PCC Policy 7.12 Student Grievance Process](#) of the PCC Policy Manual;
- Ensure that the College continues to maintain an Open-Door Policy by identifying possible barriers to attain a quality education and effectively using resources to eliminate or minimize the barriers identified.

Academic support services are also handled through the Instructional Division. The instructional division contributes additional programs, services, and activities designed to promote student success and student learning. The Instructional Division leadership team includes the [Vice President, Instruction/CAO](#); [Dean, University Transfer & General Education](#); [Dean, Health & Wellness](#); [Dean, Distance Learning & Learning Commons](#); [Dean, Public Safety & Human Services](#); [Dean, Technical & Manufacturing](#); and [Dean, Business Studies & Emerging Technologies](#). (See the [Instructional Division Organizational Chart](#))

The Instructional Division is advised by the College's [Curriculum Standing Committee](#). The committee is comprised of students, faculty, and staff from various areas of the College and meets a minimum of three times a year to:

- list roles here

Recognizing that many of the students who are being served at PCC need extensive, equitable support services, programs and activities, PCC staff design such services to assist the College's diverse student body and underrepresented populations in achieving academic success.

Student Body Profile

PCC's service areas include Caswell and Person Counties. These areas are economically

distressed, resulting in the North Carolina Department of Commerce assigning Caswell County a Tier 1 and Person County a Tier 2 designation. County Tier designations are based on average unemployment rate, median household income, percentage growth in population, and adjusted property tax base per capita. The unemployment rate for Caswell County in 2019 was 7.1% and 6.0% for Person County.

In the 2018-2019 academic year, PCC served 1,671 curriculum students. Dual enrolled students who are enrolled in high school and PCC are classified as Career and College Promise (CCP) students. These students can be enrolled in one College Transfer Pathway and one Career and Technical Education Pathway or two Career and Technical Education Pathways. Students enrolled in the Early College are also classified as CCP students. Characteristics of curriculum students are presented in *Table 1. Student Body Profile* below.

Table 1. Student Body Profile

<p>Gender</p> <p>Female 62%</p> <p>Male 38%</p> <p>Race/Ethnicity</p> <p>White, Non-Hispanic 62%</p> <p>Black, Non-Hispanic 29%</p> <p>Hispanic 5%</p> <p>Other 5%</p>	<p>Status</p> <p>Full-time 28%</p> <p>Part-time 72%</p> <p>Student Residence</p> <p>In-State 99%</p> <p>Out of-state 1%</p> <p>Average Age 25</p> <p>Dual Enrolled 39%</p>
<p>Program Enrollment</p> <p>Arts and Sciences 46%</p> <p>Career/Tech Ed 53%</p> <p>Special Credit 2%</p> <p>Distance Education (Some or Only) 46%</p>	

All academic and student support programs, services, and activities are available to all students regardless of location or course modality, including special credit, certificate, diploma, associate degree, and dual enrolled students. Full and part-time students are equally able to access all student support programs, services, and activities.

Admissions and Enrollment Services

Recruitment

The Enrollment Services unit supports the mission of the College and the commitment to the open-door policy. PCC's open-door policy reflects its commitment to reach out to all individuals in the service region. As a result, the College actively recruits and enrolls a diverse student body. Recruiting activities include visits to elementary schools, [middle schools](#), and [high schools](#) (public, charter, and private), participation in community activities, coordinating campus tours, college fairs, local Chamber of Commerce events, counselor workshops, and the [Carolina Association of Collegiate Registrars and Admissions Officers tours](#).

Interested students may visit the College individually, in groups, or by attending scheduled open community information sessions. Faculty members also conduct targeted recruiting activities. These activities allow prospective students to visit departments of interest to gain knowledge about PCC's various programs of study. During every recruitment opportunity, the College shares academic resources through printed and online catalogs, [flyers](#), brochures, and [information packets](#) with prospective students.

Admissions

The Admissions Office is the initial entry point for students seeking to attend PCC. It provides support and guidance for prospective students throughout the application process by:

- Tracking the submission of the application once it is received;
- Maintaining communication with applicants;
- Providing applicants with instructions on accessing their student emails and their student portal.

Admission steps to apply for enrollment, along with policies and procedures, are available in the [2020-2021 PCC General Catalog and Student Handbook](#) and the [college website](#). Application documents are managed by the unit, and college acceptance is communicated electronically and by mail.

The Office of Admissions provides prospective students with information and guidance concerning the State of North Carolina Residency Requirements. The State of North Carolina has implemented a [Residency Determination Service \(RDS\)](#) to determine residency status for all traditional students. RDS does not apply to CCP students who are currently enrolled in high school and taking college courses.

All applicants, with the exception of the CCP applicants who complete a paper application ([CCP application](#)), complete the application process electronically through [the College Foundation of North Carolina \(CFNC\)](#), an online free service for residents of North Carolina to assist in planning, applying, and paying for college.

The Admissions Office is responsible for all admissions to PCC, including international, out-of-state, and applicants with special admissions requirements.

Orientation Services

Orientation Services provides incoming students with essential information about college resources and information which helps to facilitate student success by training students on the use of various technology platforms such as the PCC email system, student portal, and the Blackboard course management systems ([Orientation Agenda](#)). Student Orientation informs new students on how to successfully navigate the various avenues of college life.

Testing Services

PCC offers three types of testing services to assist applicants, students, and the community: placement testing, instructional testing, and community testing. Placement testing, if required, is provided in the Student Development area on both campuses. Students are allowed to complete make-up tests in the Learning Commons. Testing services are also made available to students who have approved testing accommodations by PCC's Disability Services Counselor.

Financial Aid/Veterans Affairs

More than 37% of PCC students receive some form of financial assistance. During the 2019

academic year, the College disbursed more than \$ 2,049,417 million in federal, state, and local financial aid. Students gain financial literacy skills from the process of applying and [receiving financial aid](#). The financial aid staff offers workshops each semester to assist both students and prospective students with their applications for a variety of federal, state, and local financial aid opportunities. The Veterans Affairs director certifies veteran students for veterans' benefits and helps as needed.

Funding Source	Financial Aid Programs
Federal	Pell Grant Supplemental Educ. Opportunity Grants College Work Study Veterans Education Benefits
State	Golden Leaf Scholarships North Carolina Lottery Scholarships NCCCS
Local	PCC Foundation and External Scholarships

Records Office

Students use the services of the Records Office throughout their College careers and learn to become more independent in managing their educational records. The registrar coordinates the evaluation of advanced standing credit, communicates with students about their academic standing, and processes and evaluates applications for graduation. The Records Office also provides special services, such as verifying enrollment, verifying degrees granted, calculating GPA, and responding to transcript requests. Both students and academic advisors can monitor progress toward graduation through the Degree Audit in the PCC student portal.

Student Engagement

Student Activities

Student activities provide opportunities for students to develop leadership skills; experience new cultures; and participate in student organizations, community service programs, and leisure and recreational activities. Each semester the [Student Government Association](#) offers diverse activities, including many co-curricular, service, and leadership events. The active clubs and organizations on campus conduct community service and fundraising events. The SGA is composed of six Executive Officers and a Senate, which is comprised of two representatives from each terminal program of study. The SGA Executive Officers meet monthly [SGA Minutes](#).

Counseling and Career Development Services

Counseling and Career Development Services provides support and resources for students who are struggling to identify academic majors or complete classes. The counseling area offers [career development services](#); skill development workshops, both academic and interpersonal; limited personal counseling; and disability services, including the coordination of accommodations for students with disabilities. The staff coordinates a notification process for faculty who wish to refer students to these services through [AVISO Retention](#), an early student alert system.

Students seeking accommodations for a disability receive appropriate educational services at the College in an inclusive and welcoming environment. The disabilities counselor works with faculty to provide reasonable accommodations based on the students' diagnoses. Students with disabilities have access to curricular and co-curricular opportunities. PCC counselors also serve as academic advisors to first-semester students and students who have not selected a program of study.

Through the [Office of Disability Services](#), the College seeks to meet individual needs by coordinating accommodations and implementing policies regarding programs, services, and activities for individuals with disabilities. The office serves as a source of information for students, faculty, and staff, and as a link between students, departments, and other associated agencies. The goal of PCC is to promote programs and practices that are accessible to all individuals.

Student Satisfaction Survey/Assessment

The PCC Student Development Department conducts an annual evaluation of two key components of its student support services: service efficacy and student satisfaction of these services. PCC assesses student satisfaction with an internally developed **Student Satisfaction Survey**. The survey results for the [Student Satisfaction Survey \(Spring 2020\) and Needs Assessment \(Spring 2020\)](#) indicate that students are generally satisfied with student support services received. Those areas with concerns are addressed and action plans are developed as part of the Services Area Review.

Federal Funded Programs

Educational Opportunity Center

[EOC](#) is a student-centered program supported by a United States Department of Education grant and is designed to assist a selected number of students at PCC to initiate, resume, or continue their post-secondary education. The program is housed in Building G on the Person County Campus; services are also provided for eligible students on the Caswell County Campus with the following components:

- Academic Tutoring;
- Academic Advising;
- Transfer Services;
- Assessments;
- Financial Aid Information;
- Financial and Economic Literacy;
- Individualized Counseling (personal and academic);
- Career Exposure;
- Peer-Assisted Learning Groups; and
- Cultural Enrichment.

Title III

The [Title III grant](#) is meant to tackle a number of challenges faced by the College, particularly with the student completion and retention rates. The grant provides funds that go toward First Year Experience activities and events for students, professional

development opportunities for faculty and staff, increased instructional support for underserved students, and perhaps most importantly, strategies that will improve the academic advising process by implementing a holistic advising approach that focuses on the "whole" student. This advising model promotes a "smoother transition in college, more independent and confident learners, along with increased retention and success rates" (Boylan 2008).

The Title III program funding provides a 3-prong approach to improving student success as part of a mission to ensure equal access to education and to promote educational excellence for all students, especially the underserved populations. They include:

First Year Experience	Transition Center	Center for Excellence in Teaching & Learning
<ul style="list-style-type: none"> • Workshops and seminars • Student Leadership Academy • Service-learning opportunities • Mentoring programs • Learning Communities • Summer Bridge Academy • Student Engagement and Retention 	<ul style="list-style-type: none"> • Tutoring and supplemental instruction • Support for students placed in transition and co-requisite courses • Computer lab and Computer Based Instruction • Holistic counseling and academic advising 	<ul style="list-style-type: none"> • Professional development opportunities • Training with new technology Learning Platforms • Advisor training • Onboarding first-year employees by cohort • Faculty/Staff Leadership Development • ADA compliance and Quality Matters (QM) for online instruction

Academic Supports Services

Learning Commons

The Learning Commons (LC) located in Person and Caswell counties supports the mission of the College with quality educational resources and services designed to develop individual skills and abilities, to provide for intellectual and career development, and to meet the needs of business and industry. The LC is a welcoming space that incorporates distance

learning, collaborative work-spaces, resources for research, tutoring and testing, a writing center, meeting and study areas, and library instruction. The goal of the Learning Commons is to be a one-stop shop to meet student needs and encourage diversity in an academic setting.

LC employs well qualified staff who provide face-to-face and online library instruction, reference support, learning management system support (e.g., Blackboard), tutoring, and technology training to enhance instruction for students, faculty, and staff at the College's .

Computer Labs

PCC has nine computer labs with a total of 169 computers at its two campuses. Also, there are classrooms on the Person County Campus with a total of 111 computer workstations available for students; the Caswell County Campus has one classroom with 23 workstations. All of these labs are open for student use when classes are not scheduled. In addition to classroom access, PCC provides students access to technology in the Learning Commons and other areas with high student traffic. The College maintains computer workstations on the Person and Caswell County campuses. On the Person County Campus, the Learning Commons has a total of 50 computer workstations available for students. The Caswell County Campus's LC has a total of 12 computer workstations available to students. Additionally, students have access to lap-tops and hot-spots, which are available to check-out.

Tutoring (face-to-face or virtual)

PCC students can schedule either eTutoring (real-time) or online (via e-mail) tutoring appointments at piedmontcc.mywconline.com. PCC tutors are available to help students 8 a.m.-8 p.m., Monday thru Thursday, and 8 a.m.- 4 p.m. on Friday. Additionally, students can use [Smarthinking](#), which is an online tutoring resource available for free to Piedmont Community College students, where they can submit papers for review or receive live help in various subjects up to 24/7. To log in, students click on the [Smarthinking](#) tab in their Blackboard account.

Online Resources

Through the [Learning Commons' website](#), students and faculty have 24/7 access to North Carolina Libraries in Virtual Education (NC LIVE), the Gale Access Program (GAP), TDS Health Platform, and other online resources. NC LIVE includes 91 databases, 248,515 electronic books, 26,291 full-text journal titles, 46,356 streaming videos, and 2,126 audiobooks. The GAP includes 48 databases, and the TDS Health Program includes STAT!Ref database, BoardVitals, Primal Pictures, Protocol Builder, Osmosis, and MedCram. Other online resources include LibGuides, online forms, chat services with a librarian, and email reference services. Learning Commons users can learn about the online resources available to them on both campuses and online through information literacy orientation in courses, groups, or individual sessions. The Learning Commons offers additional online tools such as virtual and in-person, tutorials, Blackboard, [24/7 online student tutoring services](#).

Evidence Attachments

[2020-21 Career and College Promise Application.pdf](#)

[2021-2022 PHS New Application.pdf](#)

[2021-2022 Student Affairs Standing Committee Roster.pdf](#)

[7.12-Student-Grievance-2021.pdf](#)

[7.4-Student-Government-Association-Bylaws-1.2021.pdf](#)

[Apply on website.PNG](#)

[AVISO- ALERT System.pdf](#)

[Catalog - admissions.pdf](#)

[CFNC Web Page PCC Online Application.pdf](#)

[Counseling Services_Fall 2020.pdf](#)

[Curriculum Standing Committee.pdf](#)

[DEAN BUSINESS STUDIES AND EMERGING TECHNOLOGIES.pdf](#)

[DEAN HEALTH WELLNESS.pdf](#)

[DEAN OF ENROLLMENT SERVICES.pdf](#)

[DEAN, LEARNING COMMONS.pdf](#)

[DEAN, PUBLIC SAFETY & HUMAN SERVICES.pdf](#)

[DEAN, TECHNICAL MANUFACTURING PROGRAMS.pdf](#)

[DEAN, UNIVERSITY TRANSFER & GENERAL EDUCATION.pdf](#)

[DIRECTOR, ADMISSIONS AND RECRUITMENT.pdf](#)

[DIRECTOR, FEDERAL PROGRAMS.pdf](#)
[DIRECTOR, FINANCIAL AID AND VETERANS AFFAIRS.pdf](#)
[DIRECTOR, STUDENT DEVELOPMENT, CASWELL CAMPUS.pdf](#)
[DIRECTOR, STUDENT ENGAGEMENT.pdf](#)
[disability services.PNG](#)
[DLAdvisingHandoutRev12-4-19.pdf](#)
[EOC.PNG](#)
[Financial Aid Documents.pdf](#)
[FLYER_Career Development_Workshop Series_Fall 2020.pdf](#)
[FLYER_Job Fair_May 2020.pdf](#)
[Key strategies of Title III grant \(CETL\).pdf](#)
[Lakisha CACRAO.png](#)
[LC resources - smarthinking.PNG](#)
[NC Live Log-In.png](#)
[NC Residency Determination Service.pdf](#)
[Needs Survey -2020.pdf](#)
[Online Tutoring-Website.pdf](#)
[PCC ProgramFlyers.pdf](#)
[PCC Summer Camps screenshot.png](#)
[PHS Night.pdf](#)
[PRESS RELEASE_Job Fair_May 2020.pdf](#)
[PRINT_PCCTrifold_8.5inx11in.pdf](#)
[SGA activities example.pdf](#)
[SGA Meeting 2021.pdf](#)
[SmartThinking.PNG](#)
[StrategicPlan_PCC_2021 Mission, Vision, Values.pdf](#)
[Student Affairs Committee Meeting Minutes 022219 October 30, 2018 Meeting.pdf](#)
[Student Development - Titles.pdf](#)
[Student Development Annual Evaluation 2019-20.pdf](#)
[Student Satisfaction Survey -2020.pdf](#)
[Title III Social Dilemma Flyer.png](#)
[Title III-Cyber Security Awareness JGGarcia - Made with PosterMyWall.jpg](#)
[Title III-Virtual mental health week May 11-15.pdf](#)
[tutoring online.PNG](#)

[VICE PRESIDENT, INSTRUCTION CHIEF ACADEMIC OFFICER.pdf](#)

[VICE PRESIDENT, STUDENT DEVELOPMENT.pdf](#)

[VP Instruction Direct Reports - Titles.pdf](#)

[Welcome Weekend Agenda 2020.pdf](#)

12.2 Student Support Services Staff - Accreditation

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) employs an adequate number of personnel with appropriate education and experience in student support service areas to accomplish the mission of the college, and thus is compliant with Standard 12.2 Student Support Services Staff.

Overview

The College's [Organizational Chart](#) and [Student Development Organizational Chart](#) provide a graphical depiction of the College's organizational structure. The Vice President, Student Development leads the Student Development division. The Student Development staff reporting directly to the Vice President include the Dean, Enrollment Services; Director, Student Development Caswell Campus; Director, Student Engagement; and Director, Federal Programs. Additional academic support programs are included in the [Instructional Division](#), under the leadership of the Vice President, Instruction and the Vice President, Instruction. The leadership in the instructional division includes the Dean, University Transfer & General Education, Dean, Health & Wellness, Dean, Distance Learning & Learning Commons, Dean Public Safety & Human Services, Dean Technical & Manufacturing, and Dean, Business Studies & Emerging Technology.

Academic and Student Support Staff

The staff in the Divisions of Student Development and Instruction are adequate in number and appropriately qualified to support students at PCC in accordance with the mission of

the College. *Table 1. Academic and Student Support Staff* provides documentation regarding the job duties and qualifications of these support staff persons.

Table 1. Academic and Student Support Staff

Name	Position	Job Duties	Qualifications
Student Development			
Dr. Shelly Stone-Moye	Vice President, Student Development	Position Description	Resume
Mary Jo Barlett	Executive Administrative Assistant to the Vice President, Student Development	Position Description	Resume
Edna Brown	Director, Student Development-Caswell County Campus	Position Description	Resume
Enrollment Services			
Paulita Tasha Williams	Dean, Enrollment Services	Position Description	Resume
Rachel Johnson	Director, Financial Aid/Veterans Affairs	Position Description	Resume
Mona Snead	Financial Aid Specialist	Position Description	Resume
Tracey Brandon	Accountability and Compliance Officer	Position Description	Resume

Swanita Fuller	Registrar	Position Description	Resume
Sherrie Clayton	Student Records Technician	Position Description	Resume
Patricia Hatchett	Director, Admissions and Recruitment	Position Description	Resume
Lakisha Farrar	Student Recruiter/Advisor	Position Description	Resume
Student Engagement			
Tiffany Skouby	Director, Student Engagement	Position Description	Resume
Christina Perry	Counselor/Advisor, Disabilities Services	Position Description	Resume
Vacant	Counselor/Advisor	Position Description	
Dr. Kimberly Bowen	Coordinator, Work-Based Learning	Position Description	Resume
Vacant	FYE Coordinator/Career Coach MMSI Coordinator	Position Description	
Federal Programs			
Rosalind Cross	Director, Federal Programs	Position Description	Resume

Rokeia Stephens	Administrative Assistant, TRiO/Educational Opportunity Center	Position Description	Resume
Vacant	Academic Outreach Consultant, EOC	Position Description	
Angela Bullock	Academic Outreach Consultant, EOC	Position Description	Resume
Vacant	Academic Outreach Consultant, EOC	Position Description	
Lisa Neely	Academic Consultant Assistant, EOC	Position Description	Resume
Venessa Williams	EOC Program Coordinator/Data Manager	Position Description	Resume
Vacant	Transition Center Coordinator-Title III	Position Description	
Richard Albright	Student Success Counselor -Title III	Position Description	Resume
Dr. Patricia Alghali	Student Success Counselor-Title III	Position Description	Resume
Hunter Ashworth	Student Services Data/ Outcome Analyst-Title III	Position Description	Resume
Jeannette Duncan	Administrative Assistant, Title III	Position Description	Resume

Academic Support			
Dr. Barbara Buchanan	Vice President, Instruction	Position Description	Resume
Dr. Don Miller	Dean, Distance Learning & Learning Commons	Position Description	Resume
Vanessa Bass	Coordinator, Library Services	Position Description	Resume
Joey Sanders	Reference Librarian / Ed2Go	Position Description	Resume
Ryan Holloway	Coordinator, Tutoring Services	Position Description	Resume

Enrollment Services

- *Admissions & Recruitment* - General admission services, enrollment services, placement, residency, recruiting, new student orientation
- *Financial Aid* - Financial aid counseling, need-based aid, grants, scholarships, state and federal reporting
- *Records and Registration* - Maintenance of academic records, registration, graduation, grading, academic standing, transcripts, state and federal reporting
- *Student Development Caswell Campus*- Provides enrollment and support Services at the Caswell County Campus.

Student Success Services

- *Support Services* - Confidential counseling (personal, academic, transfer, career), tutoring, cultural enrichment, collaborative work-space, library resources, writing center, veteran's services
- *Student Engagement* - First-year experience, student activities, work-based learning,

student Clubs, leadership activities

Federal Funded Programs

- *TRiO Educational Opportunity Center*- Academic tutoring, academic advising, transfer services, assessments, financial aid information, financial and economic literacy, individualized counseling (personal and academic), career exposure
- *Title III*- Provides professional development opportunities for faculty and staff, increased instructional support for under-served students, and academic advising

Additional Academic Support

- *Learning Commons* - tutoring, collaborative work spaces, writing center, library instruction, reference assistance, and technology help.
- *Open computer labs* - Computer stations available for student use

Employment Practices

The College has established policies and procedures to follow when a vacancy occurs. In the event of a vacancy, PCC follows [Policy 5.15 Recruitment and Appointment](#). As part of the process for each vacancy, job descriptions are reviewed and updated if necessary, needed academic requirements are reviewed, and relevant work experiences are evaluated.

Employee Evaluation

The College's evaluation process for all full-time faculty and staff is completed annually. The evaluation process is implemented in accordance with the established [Policy 5.34 Employee Evaluation](#). Completed evaluations document implementation of the Employee Evaluation Policy. [[Sample 1: Completed Performance Evaluation](#)]

Professional Development

Professional development activities are critical to the success of the Student Services program. Student Development staff members participate in a variety of professional

development opportunities, workshops and meetings, as well as on-the-job trainings both in-person and through web based training. It is the expectation of the College that faculty and staff attend relevant professional development activities as described in [PCC Policy 5.25 Professional Development](#). Each employee provides a listing of professional development activities completed during each evaluation period and submits as part of the employee evaluation process. [[Sample 2: Completed Performance Evaluation](#)]

Evidence Attachments

[5.15-Recruitment-and-Appointment-10.2021.pdf](#)

[5.25-Professional-Development-2021.pdf](#)

[5.34-Employee-Evaluation-1-23-12.pdf](#)

[5.34-Employee-Evaluation-2021.pdf](#)

[ACADEMIC CONSULTANT ASSISTANT-EOC.pdf](#)

[ACADEMIC OUTREACH CONSULTANT.pdf](#)

[ACCOUNTABILITY AND COMPLIANCE OFFICER.pdf](#)

[ADMINISTRATIVE ASSISTANT - EOC.pdf](#)

[ADMINISTRATIVE ASSISTANT-TITLE III.pdf](#)

[Angela Bullock resume 2021_Redacted.pdf](#)

[BarbaraBuchanan_NCvita_2021 \(1\)_Redacted.pdf](#)

[Christina Perry resume 2021_Redacted.pdf](#)

[COORDINATOR, LIBRARY SERVICES.pdf](#)

[COORDINATOR, TRANSITION CENTER.pdf](#)

[COORDINATOR, TUTORING SERVICES.pdf](#)

[COORDINATOR, WORK-BASED LEARNING.pdf](#)

[COUNSELOR ADVISOR, DISABILITY SERVICES.pdf](#)

[COUNSELOR ADVISOR.pdf](#)

[DEAN OF ENROLLMENT SERVICES.pdf](#)

[DEAN, LEARNING COMMONS.pdf](#)

[DIRECTOR, ADMISSIONS AND RECRUITMENT.pdf](#)

[DIRECTOR, FEDERAL PROGRAMS.pdf](#)

[DIRECTOR, FINANCIAL AID AND VETERANS AFFAIRS.pdf](#)

[DIRECTOR, STUDENT DEVELOPMENT, CASWELL CAMPUS.pdf](#)

[DIRECTOR, STUDENT ENGAGEMENT.pdf](#)

[Dr. Don Miller Resume 2021_Redacted.pdf](#)
[Edna H Brown resume 2021_Redacted.pdf](#)
[EOC COORDINATOR DATA MANAGER.pdf](#)
[Eval FA staff 2021.pdf](#)
[Eval SD staff 2020 - PD callout.pdf](#)
[Evaluation-Staff.docx](#)
[EXECUTIVE ADMINISTRATIVE ASSISTANT TO VP, STUDENT DEVELOPMENT.pdf](#)
[F.Y.E. COORDINATOR CAREER COACH MMSI COORDINATOR.pdf](#)
[FINANCIAL AID SPECIALIST.pdf](#)
[Hunter Ashworth resume 2021_Redacted.pdf](#)
[Jeannette Duncan resume 2021_Redacted.pdf](#)
[Joey Sanders Resume 2022_Redacted.pdf](#)
[Kimberly Bowen resume 2021_Redacted.pdf](#)
[LaKisha Maria Farrar resume 2021_Redacted.pdf](#)
[Lisa Neely resume 2021_Redacted.pdf](#)
[Mary Jo Bartlett resume 2021_Redacted.pdf](#)
[Mona Snead resume 2021_Redacted.pdf](#)
[Patricia Alghali resume 2021_Redacted.pdf](#)
[Patricia Hatchett resume 2021_Redacted.pdf](#)
[Paulita Williams resume 2021_Redacted.pdf](#)
[President Direct Reports - Titles.pdf](#)
[Rachel Johnson resume 2021_Redacted.pdf](#)
[REFERENCE LIBRARIAN.pdf](#)
[REGISTRAR.pdf](#)
[Richard Albright resume 2021_Redacted.pdf](#)
[Rokeia Stephens resume 2021_Redacted.pdf](#)
[Rosalind Cross resume 2021_Redacted.pdf](#)
[Ryan Holloway Resume 2021_Redacted.pdf](#)
[S. Stone-Moye Resume 2021_Redacted.pdf](#)
[Sherrie Clayton resume 2021_Redacted.pdf](#)
[Student Development - Titles.pdf](#)
[STUDENT RECORDS TECHNICIAN.pdf](#)
[STUDENT RECRUITER - ADVISOR.pdf](#)
[STUDENT SERVICES DATA OUTCOME ANALYST.pdf](#)

[STUDENT SUCCESS COUNSELOR.pdf](#)

[Swanita L. Fuller resume 2021_Redacted.pdf](#)

[Tiffany Boley Skouby resume 2021_Redacted.pdf](#)

[Tracey Brandon resume 2021_Redacted.pdf](#)

[Vanessa Bass Resume 2022_Redacted.pdf](#)

[Venessa Williams resume 2021_Redacted.pdf](#)

[VICE PRESIDENT, INSTRUCTION CHIEF ACADEMIC OFFICER.pdf](#)

[VICE PRESIDENT, STUDENT DEVELOPMENT.pdf](#)

[VP Instruction Direct Reports - Titles.pdf](#)

12.3 Student Rights - Accreditation

The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes clear and appropriate statements of student rights and responsibilities and disseminates the statements to the campus community, and thus is compliant with Standard 12.3 Student Rights.

Overview

Published PCC policies are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

PCC is committed to the fundamentals of due process. As a result, the College's policies and procedures clearly outline student rights and responsibilities. The means through which students may resolve complaints are clear, reasonable, and equitable. These procedures are administered in a professional manner are published and disseminated annually to the campus community through the [2021-2022 PCC General Catalog & Student Handbook](#), the [2021-2022 Student Planner](#), and the [College's website](#).

PCC's online Policies and Procedures manual contains student rights and responsibilities, defines code of conduct expectations, details responsibilities of college officials, and describes disciplinary procedures, appeal options, and the range of sanctions. The Family Educational Rights and Privacy Act of 1974 (FERPA), and other College policies regarding student rights and responsibilities are also detailed in the online [2021-2022 PCC General Catalog & Student Handbook](#) and [2021-2022 Student Planner](#), which is accessible to all

students through the [College's website](#).

During [orientation](#), new students learn about student rights and requirements, including FERPA and the Code of Student Conduct. Additionally, information on intellectual property and student rights and responsibilities are included in the syllabus template(s) used by faculty ([traditional syllabus part 1](#), [hybrid-blended syllabus part 1](#), [online syllabus part 1](#), [syllabus template part 2](#)).

The College recognizes a student's right to due process, in accordance with typical educational practices. Due process is outlined in the following college policies and procedures:

Family Educational Rights and Privacy Act (FERPA)

[PCC Policy 7.6 The Family Educational Rights and Privacy Act of 1974](#) provides students the following explicit rights with respect to their education records:

- To inspect and review information contained in records maintained by PCC;
- To challenge the content of the records.
- To a hearing if necessary, for fair consideration of a challenge;
- To submit an explanatory statement for inclusion in the record if the outcome of the hearing is satisfactory unsuccessful;
- To prevent disclosure, with certain exceptions, of personally identifiable information.
- To secure a copy of the Piedmont Community College policy on education records which lists the locations of all education records maintained.

Student Grievance Procedure

[PCC Policy 7.12 Student Grievance](#) directs students to contact the Vice President, Student Development for additional information, including a copy of the procedure and the necessary forms to complete when attempting to resolve all non-discipline related disputes. The complete procedure is available on the College's website. The procedure details the purpose, a broad description of grievances to be considered, steps, and timelines for filing a

written grievance. The Vice President, Student Development is responsible for maintaining a record of student grievances, as evidenced by the [2021-2022 Student Grievance and Conduct Record](#).

Code of Student Conduct

[PCC Policy 7.5 Code of Conduct](#) provides information and procedures regarding students' code of conduct, which are also covered in the online [2021-2022 PCC General Catalog & Student Handbook](#). The Code of Conduct provides the foundation for establishing a safe and orderly educational environment. The procedures detail enforcement, notification, due process, conference/hearing processes, appeal options, and a description of sanctions. The Vice President, Student Development is responsible for maintaining the records. Documentation of the process is provided by a recent student [Code of Conduct incident](#).

Title IX

Title IX of the Educational Amendments Act of 1972 is a federal civil rights law prohibiting discrimination on the basis of sex in federally funded education programs and activities which can include: Rape, Sexual Violence, Sexual Assault, Sexual Harassment, Dating Violence, Stalking, Sexual Exploitation, Sexual Coercion, and Pregnancy. Information about Title IX and how to file a complaint are published annually in PCC's [General Catalog & Student Handbook](#), the [Student Planner](#), and [College website](#). Grievances arising from Title IX policies should follow the procedures outlined in [PCC Policy 2.6 Title IX Complaint Process](#). The Title IX Coordinator is responsible for maintaining a record of Title IX grievances, as evidenced by the [Title IX Grievance Record](#). Documentation of the process is provided by a recent [Title IX complaint](#).

Additional Appeal and Resolutions

All PCC students, faculty, and staff can also report a concern to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) ([SACSCOC Complaint Policy](#)) and The University of North Carolina System Office ([Student Complaint Form](#)) by accessing the website links to these agencies and completing the appropriate forms. These documents can be located on the [PCC website](#).

Applicability of Rights and Responsibilities

The rights and responsibilities discussed above are available and apply to all students at all PCC locations regardless of whether they are traditional, dual-enrolled, or distance learning students. Online and dual enrolled students have access to the College's [online staff directory](#) and all necessary forms and information online.

Evidence Attachments

[2.6-Title-IX-Complaint-Process-.2020-1.pdf](#)

[2021-2022 Student Grievance and Conduct Record.pdf](#)

[20-21-Catalog-Final-2-19-21-update.pdf](#)

[20-21-Catalog-Final-pg 46-47 Student rights and responsibilities.pdf](#)

[7.12-Student-Grievance-2021 .pdf](#)

[7.5 Code of Conduct__BOT_8.3.2021.pdf](#)

[7.6-FERPA-12.2021.pdf](#)

[Catalog - Code of Conduct.pdf](#)

[Catalog - Title IX.pdf](#)

[College Catalog on PCC website screenshot.jpg](#)

[College Website_Student Grievance Links.png](#)

[College Website_Title IX.png](#)

[Example 1 Code of Conduct.pdf](#)

[Example 1-Hybrid-Blended Syllabus Part 1.pdf](#)

[Example 2-Online Syllabus Part 1.pdf](#)

[Example 3-Hybrid-Blended-Online Syllabus Part 2.pdf](#)

[Online Faculty-Staff Directory.pdf](#)

[PCC Student Planner 2021-2022.pdf](#)

[Planner - Title IX.pdf](#)

[Policies - PCC_StudentPlanner.pdf](#)

[Policy Manual screenshot_Sections 6 and 7.png](#)

[policy review process.pdf](#)

[SACSCOC Complaint Policy.pdf](#)

[Student Complaint Form.pdf](#)

[Student rights and responsibilities_catalog.pdf](#)

[Title IX Complaint.pdf](#)

[Title IX Report Log.pdf](#)

[Traditional Syllabus Part 1 Rev. 11-30-20\(1\)\(1\).pdf](#)

[Welcome Weekend Agenda 2019_College 101 highlight.pdf](#)

12.4 Student Complaints - Accreditation

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC, and thus is compliant with Standard 12.4 Student Complaints.

Overview

At PCC, the [Student Development division](#) is responsible for handling student complaints. PCC provides appropriate and adequate processes for student complaints, publicizes complaint processes to students through appropriate means, adheres to published complaint processes, and maintains logs of student complaints and the disposition of those complaints. The College communicates complaint procedures to students through dedicated Student Complaints and Title IX web pages, the PCC Student Handbook, and the student planner. The College is committed to the fundamentals of due process for all students at all locations and course modalities, including online and dual-enrolled.

a-b) PCC Publishes and Implements Appropriate and Clear Procedures for Addressing Written Student Complaints

PCC publishes appropriate and clear policies and procedures to address written student complaints as detailed in its Student Grievance Process, Residency Appeal and Reconsideration Process, Student Disciplinary Appeals Process, Final Grade Appeal Process, Financial Aid Suspension Appeal Process, and Title IX Complaint Process. Published PCC

policies are [reviewed by the assigned monitoring authority](#) on a cyclical basis. Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval.

PCC is committed to the fundamentals of due process for students; policies apply to all students regardless of location or course modality. The College's policies and procedures for resolving student complaints are reasonable, equitable, and administered in a professional manner.

The College publishes notice of the student grievance and appeal policies in the [2021-2022 General Catalog and Student Handbook \(pp. 48-49\)](#), [2021-2022 Student Planner \(pp. 15-24\)](#), and on the College [website](#) so that all students, faculty, and staff can access them.

Student Grievance

PCC encourages the resolution of all non-discipline related disputes involving students through open and informal communication between the affected parties. If a non-discipline dispute remains unresolved, students are provided due process to seek a resolution.

Students may submit a written statement indicating that they believe that they have been adversely affected by a violation, misapplication, or misinterpretation of the NC General Statutes or the College policies, rules, or regulations. A grievance must specify the statute, policy, rule, or regulation in question, and the details of the alleged violation, misapplication, or misinterpretation of the same. [PCC Policy 7.12 -Student Grievance Process](#) details a process that begins with informal communication between the affected parties. There has not been a formal student grievance filed under the current policy. ([Example 1: Student Grievance, PCC Policy 7.12-Student Grievance Process 2019](#))

Student Appeals

Residency Appeal and Reconsideration

The in-state tuition rate applies to students determined by the [North Carolina Residency](#)

[Determination Service \(NCRDS\)](#) to be residents. Students classified as nonresidents must pay the out-of-state rate. Students who have been initially classified as nonresidents for tuition purposes have the right to [appeal](#) to NCRDS. PCC redirects students to the NCRDS website. The procedure is outlined in [PCC Policy 7.12.1 Residency Appeal and Reconsideration Process](#). Since these appeals are handled through NCRDS, the College does not maintain these records.

Student Disciplinary Appeal

Failure to abide by the Code of Student Conduct may result in disciplinary action, including suspension or expulsion of students by the Vice President, Student Development. Students may request for reconsideration of a suspension, expulsion, probation, or any other action taken by the College administration against a student as a result of a violation of the Code of Student Conduct. A disciplinary appeal must specify the action from which appeal is taken and must state the reason for the disciplinary action. The procedure is outlined in [PCC Policy 7.12.2 Student Disciplinary Appeals Process](#), updated in 2021. There has not been a disciplinary appeal since 2017, so PCC has not had an opportunity to implement the current version of this policy. ([Example 2: Student Disciplinary Appeal 2017](#), [PCC Policy 7.12.2 Student Disciplinary Appeals Process-2011](#))

Final Grade Appeal

Piedmont Community College encourages the resolution of all grade-related disputes. If a grade-related dispute remains unresolved, students are provided due process to seek a resolution. The procedure is to be used only for final grade issues. The procedure is outlined in [PCC Policy 7.12.3 Final Grade Appeal Process](#) updated in 2021. The last final grade appeal was prior to the most recent update, so PCC has not had an opportunity to implement the current version of this policy. ([Example 3: Final Grade Appeal](#), [PCC Policy 7.12.3 Final Grade Appeal Process-2016](#))

Financial Aid Suspension Appeal

Students on financial aid suspension, based on their failure to meet satisfactory academic progress (SAP), may appeal their suspension if they have mitigating circumstances.

Students may submit the Satisfactory Academic Progress Appeal Request form, along with their documentation to the Financial Aid office. The Appeals Committee reviews students' appeals and notifies students in writing of its decision. If an appeal is denied, the student may follow the College's Student Grievance Process. The procedure is outlined in [PCC Policy 7.12.4 Financial Aid Suspension Appeal Process](#). [[Example 4](#) and [Example 5](#) : Financial Aid Suspension Appeal]

All PCC students, faculty, and staff can also report a concern to SACSCOC ([Complaints Against SACSCOC or Its Accredited Institutions](#)) and to the [UNC General Administration \(Student Complaint Form\)](#) by accessing the website links to these agencies and completing the appropriate forms. To the best of our knowledge, no complaints against PCC have been submitted to SACSCOC or the NCCCS.

Title IX Complaint Process

Title IX of the Educational Amendments Act of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities which can include: Rape, Sexual Violence, Sexual Assault, Sexual Harassment, Dating Violence, Stalking, Sexual Exploitation, Sexual Coercion, and Pregnancy. Grievances arising from Title IX policies should follow the procedures outlined in [PCC Policy 2.6 Title IX Complaint Process](#). Documentation of the process is provided by a recent [Title IX complaint](#).

c) maintains a record of student complaints

The Vice President of Student Development maintains a [record](#) and appropriate documents for general student complaints, grievances, grade appeals, and violations to the student code of conduct. Depending upon the type of complaint, records that are archived include but are not limited to required forms, letters of correspondence, and final resolutions, (see examples provided above). The files are [securely stored in a centralized office area](#), Files are also securely stored electronically in the College's electronic information management system in the [disciplinary folder](#), with only the vice president and designated staff having access. Information is shared only when relevant to the operation of the College. Documents related to student complaints are retained and archived according to the [North](#)

[Carolina Community College System Records Retention and Disposition Schedule.](#)

The Title IX Coordinator is responsible for maintaining a record of Title IX grievances, as evidenced by the [Title IX Grievance Record](#). Files are securely stored in a [shared document](#) with only the vice president and designated staff having access. Information is shared only when relevant to the operation of the College.

Evidence Attachments

[2.6-Title-IX-Complaint-Process-2020-1.pdf](#)

[2021-2022 Student Grievance and Conduct Record.pdf](#)

[2021-22 Catalog grievance policies.pdf](#)

[7.12 Student Grievance Process 2019.pdf](#)

[7.12 thru 7.12.4 policy manual screenshot.png](#)

[7.12.1-Residency-Appeal-and-Reconsideration-Process.pdf](#)

[7.12.2 Student Appeal Procedure 2011.pdf](#)

[7.12.2-Student-Disciplinary-Appeals-Process.pdf](#)

[7.12.3-Final-Grade-Appeal-Process.pdf](#)

[7.12.4-Financial-Aid-Suspension-Appeal-Process-2021.pdf](#)

[7.12-Student-Grievance Process.pdf](#)

[Disciplinary Folder Teamia.pdf](#)

[Example 1 Student Grievance \(1\).pdf](#)

[Example -2-Student Appeal 2017.pdf](#)

[Example 3 Grade Appeal.pdf](#)

[Example 4--SAP Appeal Denial.pdf](#)

[Example 5--SAP Appeal Approved.pdf](#)

[NCCCS Records Retention and Disposition Schedule \(p.32,36\).pdf](#)

[Policies - PCC_StudentPlanner.pdf](#)

[Policy 7.12.3 - Final Grade Appeal Process 2016.pdf](#)

[policy review process.pdf](#)

[Residency Determination Service \(RDS\).pdf](#)

[Residency Determination Service- Website.pdf](#)

[SACSCOC Complaint Policy.pdf](#)

[Student Development - Titles.pdf](#)

[Title IX Complaint.pdf](#)

[Title IX Report Log.pdf](#)

[Title IX Shared Drive.pdf](#)

[UNC General Administration \(Student Complaint Form\)-Website.pdf](#)

[VP Secure Office Area.pdf](#)

12.5 Student Records - Accreditation

The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data, and thus is compliant with Standard 12.5 Student Records.

Overview

PCC adheres to regulations set by the Federal Educational Rights and Privacy Act, the North Carolina Community College System (NCCCS), and the College's policies and procedures. Quality information technology systems and well-trained staff ensure the security, confidentiality, and integrity of student academic records in all programs and services provided by the College.

The Federal Educational Rights and Privacy Act (FERPA), governing the release and access to education records, is summarized in the [2021-2022 PCC General Catalog & Student Handbook \(p.48\)](#), and [PCC Policy 7.6 The Family Educational Rights and Privacy Act of 1974](#) is accessible on the [PCC website](#). Additional policies and procedures regarding the security and integrity of student records are available on the College's website in PCC Policies [2.14 Computer Information Systems](#), [2.23 Technology Resources Acceptable Use](#), [2.24 Information Access Security](#), and [3.14 Identity Theft Prevention Program](#). The [NCCCS Records Retention and Disposition Schedule](#) addresses the minimum length of time student records must be retained and the methods of archiving records.

Although maintaining the security, confidentiality, and integrity of academic records is a college-wide endeavor, the Student Development and Information Technology Services

divisions are jointly responsible for enforcing the above policies and disseminating appropriate information to faculty, staff, and the public ([Dean of Enrollment Services](#), [Registrar](#), [Chief Information Officer](#) Job Descriptions). PCC Policy 2.14 Computer Information Systems provides governance to meet the requirements of legitimate access to information systems, including student educational records. Accordingly, data custodians of students' educational records are detailed in PCC Policy 7.6 The Family Educational Right to Privacy Act (FERPA) as [exhibit 1.1A](#).

[Mandatory FERPA training](#) is required of all PCC personnel concerning the security, confidentiality, and integrity of student records. The [completion data](#) shows that over 90% of employees completed the mandatory training. [Per the Director, College Safety](#), the few who did not complete the training either had left the College or were on extended leave. Relevant workshops are also offered by the [College](#) through the Center for Excellence in Teaching and Learning. As defined by FERPA, directory information for students may be released to the general public unless otherwise requested in writing by the student. Information that may be disclosed includes student name, city, program of study, dates of attendance, and credentials and awards received. Parents of students can only gain access through written permission of the student or proof of dependency which is denoted in their [electronic student record](#).

Student Records

All curriculum student permanent records are maintained and stored electronically. Student permanent records from 1975 to present are stored in the College's [electronic information management system](#). These files include applications, high school and college transcripts, transcript evaluations, placement test scores, financial aid records and any other documents pertaining to a student's academic status.

The College maintains policies and procedures related to accessibility, storage, and emergency recovery contingencies for student records in accordance with federal and state laws and regulations. To maintain compliance with these standards, the Information Technology Services at PCC maintains an [Information Security Plan](#). The key components of the PCC Information Security Program include [risk assessment](#), technology tools that focus on security, processes to support these tools, and campus awareness and training

initiatives [[Example 1](#) and [Example 2](#)]. The security tools and processes provide a layered defense of PCC's information resources to minimize any single point of vulnerability.

PCC's information systems have many physical and logical controls in place to protect the data and systems. The physical protections include using [redundant hardware](#) to prevent loss of availability or integrity due to hardware failure and restricting physical access to the data centers that house information systems to only those personnel who need to access the hardware. An example of a logical control is PCC's application of the principle of "least privilege" to the Colleague system—only those with a business need to access the data are granted privileges to the system as outlined in [PCC Policy 2.24 Information Access Security](#)

A regular [backup schedule](#) is in place to protect PCC's mission-critical data and systems. Backups are tested to ensure they can be used to restore systems in the case of hardware failure or disaster. Backups are sent off-site daily so that a local disaster will not affect recovery of data [[Example 3](#)].

Permanent curriculum records prior to 1975 are stored in a fireproof vault in Student Development. Work study students who work in the office and have access to students' records are trained on acceptable access to the information and must sign a [Work Study Confidentiality Statement](#) prior to being allowed to work in the vault or with student records. There is limited access to the records vault. The room is either attended or locked at all times, yet with the transition to electronic records, the vault is largely empty of student records and the records vault is almost obsolete.

All requests for curriculum transcripts are processed in Student Records or via the [National Student Clearinghouse](#), our third party provider for electronic transcripts. Procedures for requesting academic records are available on the PCC website ([Transcript Request Procedures](#)). Should a student select the option to have their transcript mailed or held for pick-up, these requests are processed locally. A picture identification is required when a student picks up a transcript.

Other Records

The Health Sciences Division stores student files that contain grades, personal identification

information, and health information. These files are securely stored in a [double lock system](#), which includes an outer locked door and an internal locked filing cabinet. Files are also securely stored electronically on a [shared drive](#) that, outside of Information Technology Services staff, is only accessible by health sciences program faculty, administrative assistants, the instructional dean, and the president. Personal identification information and health information such as immunizations that is required by clinical sites is stored in a [third-party database](#) that is password protected and accessible by health sciences program faculty, the instructional dean, and affiliated clinical site managers.

The Vice President of Student Development maintains appropriate documents including general student complaints, grievances, grade appeals, and violations to the student code of conduct. The files are [securely stored in the office area](#). Files are also securely stored electronically in the College's electronic information management system in the [disciplinary folder](#), with only the vice president and designated staff having access. Information is shared only when relevant to the operation of the College.

Disability Services records are kept in hard copy form in [locked filing cabinets](#) in the Counselor's office. Access to these records is restricted to the Counselor and other employees who need the information to perform their job duties.

Evidence Attachments

[2.14-Computer-Information-Systems-2021.pdf](#)

[2.23-Technology-Resources-Acceptable-Use-2021-1.pdf](#)

[2.24-Information-Access-Security-2021.pdf](#)

[2021-2022 PCC Catalog p.48_FERPA outlined.pdf](#)

[3.14-Identity-Theft-Prevention-Program-2021.pdf](#)

[7.6-FERPA-12.2021_p.7_Custodial Listing of Education Records.pdf](#)

[7.6-FERPA-2021.pdf](#)

[A.Irby email regarding FERPA non-completers.PNG](#)

[Awareness and Training Example 1.pdf](#)

[Awareness and Training Example 2.pdf](#)

[CHIEF INFORMATION OFFICER.pdf](#)

[Consolidated Risk Report.pdf](#)

[DEAN OF ENROLLMENT SERVICES.pdf](#)

[Disciplinary Folder Teamia.pdf](#)
[double lock system in H&W.pdf](#)
[Example - mandatory FERPA training highlighted.png](#)
[FERPA face-to-face training handout.pdf](#)
[FERPA Mandatory Training.pdf](#)
[FERPA release in colleague.png](#)
[FERPA Website.pdf](#)
[Health and Wellnes T drive folder access info_labeled.png](#)
[HS secure files online.png](#)
[National Student Clearinghouse Website.pdf](#)
[NCCCS Records Retention and Disposition Schedule-student records.pdf](#)
[PCC Backup Process.pdf](#)
[PCC Backup-Example 3.pdf](#)
[PCC Information Security Plan.pdf](#)
[REGISTRAR.pdf](#)
[Request a Transcript - Piedmont Community College Website.pdf](#)
[secure disability files.pdf](#)
[SERVER DOOR LOCK \(1\).png](#)
[TEAMia Folders.pdf](#)
[VP Secure Office Area.pdf](#)
[Work Study Confidentiality Agreement.pdf](#)

12.6 Student Debt - Accreditation

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans, and thus is compliant with Standard 12.6 Student Debt.

Overview

PCC recognizes the importance of informing students regarding challenges they may face when incurring debt. PCC has initiated financial literacy strategies designed to help students, regardless of enrollment status, location, or instructional delivery, manage and understand their debt and repayment of loans. Strategies include:

Instruction

For all associate degree programs at PCC, students are required to take [ACA 122](#) College Transfer Success, an active course in the [North Carolina Combined Course Library](#) that addresses topics such as financial literacy, the costs of college, and financial aid throughout its curriculum. One course objective emphasizes students developing a strategic plan for completing their degree. One of the key components ensuring students have a sound plan is making sure students have a firm understanding of the degrees they need for their prospective career paths and the overall costs of a college education. Although PCC does not offer student loans, many students will transfer to institutions that do, so this will help those students be more savvy borrowers when the time comes.

Another course offered at PCC that many students take is [MAT 143](#) Quantitative Literacy, an

active course in the [North Carolina Combined Course Library](#) that includes a financial literacy module. The course covers topics such as saving, investing, and borrowing. One specific assignment at PCC which highlights this is the [Buying My Car](#) activity which requires students to analyze the costs involved in purchasing and maintaining a car of their choice. Students consider factors such as price, gas mileage, taxes, fees, insurance, down payment, terms of a loan, and monthly payment. Students also determine how many hours they would need to work to meet their expenses, given different hourly rates, to determine the feasibility of their car choice. This activity allows them to develop an understanding of the expenses related this hypothetical purchase, and the responsibility associated with borrowing in general.

Online Resources

By way of the College's [Financial Aid webpage](#), links are provided to assist families with planning for financial expenses associated with attending college. Information is also provided to encourage [financial literacy](#). For example, the [College Foundation of North Carolina website](#) (CFNC) provides a comprehensive overview of ways to pay for college. Online services include videos, guides, and publications designed to help college students make informed decisions. As evidence of the comprehensive level of the online services offered by CFNC, the following documents are available for review: a) [Student Financial Aid for North Carolinians / 2022-2023](#) and b) [20 Things you Need to Know About Financing College](#).

Guidance

For all students, financial aid administrators in the Financial Aid Office provide [information and assistance](#) concerning the types of financial aid available to students. Even though PCC does not currently participate in the Federal Direct Loan program or with various private loan programs, the College's staff in the Financial Aid Office are available to answer questions pertaining to loans and direct students to [loan repayment brochures](#) that are available online.

As [outreach](#), financial aid counselors talk with students in ACA 122 courses about financial aid regulations, satisfactory academic progress, and other pieces of information students

need to know about paying for college. Students are also made aware of scholarship opportunities which can also help offset some of the costs of college via [email](#) and the [PCC website](#).

As part of the required [Welcome Weekend](#) activities, Financial Aid personnel provide an overview of services available to students. Additionally, in partnership with College Foundation of North Carolina (CFNC) and area high schools, the Financial Aid Office participates in Free Application for Federal Student Aid (FAFSA) Application workshops scheduled in area high schools and on campus ([Example 1](#), [Example 2](#), [Example 3](#)).

Evidence Attachments

[20-things-about-financing-college_10_17_CFNC_.pdf](#)

[ACA 122 Course Description.png](#)

[ACA 122 Syllabus.pdf](#)

[Average Cost of College \[2021\].pdf](#)

[Buying My Car Lab.pdf](#)

[Career Coach - Piedmont Community College.pdf](#)

[College Foundation of North Carolina.pdf](#)

[College Foundation of North Carolina-Handbook.pdf](#)

[FA2021 ACA 122-72 \(Revised 082421\).pdf](#)

[FAFSA week_Oct2021.pdf](#)

[Financial Aid - Piedmont Community College.pdf](#)

[Financial Aid Zoom Flyer April 26.pdf](#)

[Financial Aid_ACA.pdf](#)

[Financial Literacy opening from the Financial Aid webpage_screenshot.png](#)

[How to Pay for Your Education.pdf](#)

[MAT 143 Course Description_CCL.png](#)

[MAT 143 Syllabus_Buying a Car call out.png](#)

[repaying-your-loans.pdf](#)

[Scholarship Opportunity Email.pdf](#)

[Scholarships - Piedmont Community College.pdf](#)

[Virtual FAFSA Nigt PHS.pdf](#)

[Welcome Weekend Agenda.pdf](#)

13.1 Financial Resources - Accreditation

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services, and thus, is compliant with Core Requirement 13.1.

Overview

- PCC has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services, including distance education and multiple campuses and instructional sites. The College's financial stability is evidenced by its funding, the budget process, financial statement audits, recent financial history, and unrestricted net assets.
- The Board of Trustees annually approves the College's budget ([2020-2021](#), [2021-2022](#)) and bi-annually receives and reviews the financial statement audit ([2016-2017](#), [2018-2019](#), [2020-2021](#)).

Note: At the time of submission, only a draft of the 2021 audit was available. We anticipate having a completed audit report submitted prior to April 1, 2022.

Funding

PCC is one of the 58 community colleges in the North Carolina Community College System. North Carolina General Statutes provide guidance as to who is responsible for funding various portions of a college's operations. [North Carolina General Statute §115D-31](#) indicates the State Board of Community Colleges shall be responsible for providing funds to meet the

financial needs of institutions as determined by policies and regulations of the State Board of Community Colleges for the following items:

- Current expenses for general administration, instructional services, and support services;
- Funding for multi-campus center;
- Furniture and equipment for administrative and instructional purposes; and
- Learning resources including library books.

[North Carolina General Statute §115D-32](#) indicates the tax-levying authority (county governments) of each institution shall be responsible for providing adequate funds to meet the financial needs of the institution for the following budget items:

- Acquisition of land;
- Erection of all buildings;
- Alterations and additions to buildings;
- Accreditation purchase of vehicles; and
- Current expense funding for plant operation, maintenance, and support services.

PCC also has institutional funds which include vending operations, various grants, and financial aid for students. Additional information about each of these funding sources is detailed below in the discussion of the budget process.

In recent years, PCC has also received significant funding for capital projects. Person County Commissioners approved the funding for the repair and renovation of several buildings and the purchase of a modular building to support the College's Early College initiative. Caswell County provides funding for the repair and renovation of roofing projects for our Caswell Campus. North Carolina voters were asked to approve a [statewide bond](#) that provided funding for all public community colleges and universities in North Carolina. As a result of this vote, PCC was allocated \$5.8 million in funding for new construction and repair and renovation projects.

Budget Process

The mission, "Piedmont Community College transforms lives, strengthens community, and inspires individuals to excellence," is supported by budget priorities at both the institutional and departmental levels. Departmental budget requests are made through the [planning and evaluation process](#), which requires each department to demonstrate alignment with the institutional mission. All budgeted funds must support the mission.

A summary of PCC's total budget is provided in *Table 1. Initial Budget Allocations*. As seen over the past five years, state funding has declined due to decreases in student enrollment. County funds have continued to be stable. These funding sources have been able to support the College's mission as well as the scope of its programs and services. Institutional funds have seen an increase in funding associated with a variety of grants received in recent years.

Table 1. Initial Budget Allocations

INITIAL BUDGET ALLOCATIONS				
	2017-2018	2018-2019	2019-2020	2020-2021
STATE	\$ 11,407,669	\$ 11,780,286	\$ 11,625,478	\$ 12,307,332
COUNTY	\$ 1,899,643	\$ 2,086,900	\$ 2,133,468	\$ 2,037,387
INSTITUTIONAL	\$ 5,231,319	\$ 4,753,758	\$ 4,818,669	\$ 5,253,272

State Budget

For the state of North Carolina, the NC General Assembly approves a bi-annual budget, which includes funding for a variety of activities of the state, including the NC Community College System. The bi-annual budget is often modified after the first year, based on tax collections for the state as well as new priorities. Once the state budget is approved, the NC Community College System allocates funding to College's based on an enrollment-driven formula for state funding. Colleges are funded based on the higher of 1) their prior year full-time equivalent enrollment or 2) the average of their two past years' full time equivalent enrollment. The primary function of this formula is to ensure the equitable distribution of available state funds among community colleges.

As *Table 2. FTE Enrollment by Academic Year* indicates, PCC has experienced an increase in total full time equivalent enrollment in curriculum and continuing education programs over the past four years, except for the most recent year in which enrollment declined due to COVID-19.

Table 2. FTE Enrollment by Academic Year

Type	2017-2018	2018-2019	2019-2020	2020-2021
Curriculum	989	934	1080	989
Workforce CE	437	556	495	247
Basic Skills	93	102	91	14
Total	1519	1592	1666	1250

PCC has maintained a sound financial base with no major cutbacks, layoffs, or other dramatic changes in delivery of services.

Institutional Budget Process

The annual process for establishing a budget includes sound financial planning to ensure the College can meet its objectives and goals for the year with the resources that are provided. The goals and objectives set by academic and service areas across the College are aligned with the institution level goals in the institutional [strategic plan](#). Once institutional and divisional priorities have been set, the Vice President of Administrative Services/CFO sends an [email](#) to other vice presidents and deans to gather requests for annual funding. Final budget allocations are determined based on a thorough analysis of available funds. Planning, budgeting, and an outcomes assessment, at the level of individual programs and services, contribute to the achievement of college goals and the college mission.

The vice presidents and President examine college goals and prioritize requests based on available funding allocated from the North Carolina Community College System, Person County, Caswell County, and other institutional revenues per Table 1 Initial Budget Allocations. The Annual College Institutional Budget Resolution ([June 30, 2019](#), [June 30, 2020](#) and [June 30, 2021](#)) is approved by the [Board of Trustees](#) as an action item from the [Board Legislative/Finance Committee](#).

In light of pandemic related system-wide enrollment declines, the North Carolina General Assembly has provided [budget stabilization](#) funding for Fiscal Year 2021-2022.

County Budget

PCC is provided funding from Person and Caswell counties for plant operation and maintenance. A budget request is submitted to each county. This budget request is discussed by the PCC Board of Trustees during its annual [March retreat](#). After each Board of County Commissioners determines the college's allocation, PCC is then notified of the award amount.

Institutional Funds Budget

PCC prepares a budget for institutional funds each fiscal year. This budget is based on:

- The number of grants received;
- Projections of earnings from the vending operations;
- Projections of earnings and expenses associated with self-supporting programs; and
- Projections of financial aid that will be available to students.

Budget Approval

Once all funding for PCC is determined and approved by the NC General Assembly and various Boards of County Commissioners, a College Fiscal Year Budget Report is prepared and presented to the Board of Trustees for approval ([BOT minutes, February 2022](#)). This document contains information from all of the funding sources of the College. The [approved 2-1 form](#) signed by the Chair of the Board of Trustees is submitted to the North Carolina Community College System. Budget updates are provided at each Board of Trustees meeting throughout the year.

Financial Analysis

[North Carolina General Statute 115D-58.16](#) requires that each community college be subject to a financial statement audit a minimum of once every two years. PCC's financial

statements are audited bi-annually by the private firm, Cherry Bekaert, Inc. Copies of the three most recent financial statements are attached ([2017](#), [2019](#), and 2021).

Note: At the time of submission, only a draft of the 2021 audit was available. We anticipate having a completed audit report submitted prior to April 1, 2022.

The objective of Cherry Bekaert’s audit is to express an opinion on the College’s financial statements and to identify any significant deficiencies or weaknesses that would adversely affect the College’s ability to function. PCC has had no material weaknesses in the period under review, thus demonstrating that it is managing its funds per GASB accounting standards and is financially stable.

Ratio Analysis

There are a variety of methods available to analyze the financial condition of an institution. The current ratio, calculated by dividing the current assets by the current liabilities, is used to determine an institutions’ ability to meet its short-term debt obligations; the higher, the better. A current ratio of less than 1 would indicate the inability to pay for short-term debts. *Table 3. Current Ratio* provides the current ratios for PCC for the last four years. PCC’s current ratio is consistently above 1, indicating it has sufficient current assets to pay current liabilities. For more information, see the narratives for **Core Requirement 4.1** and **Standard 13.3**.

Table 3. Current Ratio

	CURRENT RATIO			
Figures from audited financial statements	2017-2018	2018-2019	2019-2020	2020-2021
Current Assets	\$ 1,305,965.39	\$ 1,214,505.12	\$ 1,482,043.86	\$ 1,706,618.69
Current Liabilities	\$ 840,480.43	\$ 953,421.65	\$ 939,082.17	\$ 891,757.80
	1.5538	1.2738	1.5782	1.9138

Evidence Attachments

[2021-2022 Fund Budget Stabilization.pdf](#)

[Board meeting 11.3.2020_approval of budget.png](#)

[Board Meeting 2.1.22 Minutes_approval of 2021-2022 budget.png](#)

[Board Minutes 2.4.2020_highlighted \(1\).png](#)

[Board minutes_11.6.2018_receipt of financial audit_2017.pdf](#)

[Board Retreat Minutes 3.23.21 - budget update.pdf](#)

[BOT Meeting Minutes 11.5.19.pdf](#)

[BOT receipt of 2019 financial audit.pdf](#)

[Budget email from BM.pdf](#)

[ConnectNC Bond.pdf](#)

[Finance Committee Minutes 1-21-20_budget outlined.pdf](#)

[FY2018-19 DCC 2-1 Piedmont CC.pdf](#)

[FY2019-20 DCC2-1 Piedmont CC.pdf](#)

[FY2020-21 DCC2-1...pdf](#)

[FY2021-22 DCC2-1 Final.pdf](#)

[GASB 68.pdf](#)

[IE Visual.PNG](#)

[NCGS 115D-32.pdf](#)

[NCGS 115D-58.16.pdf](#)

[NCGS_115D-31.pdf](#)

[Piedmont Community College - 6.30.17 - Financial Statements.pdf](#)

[Piedmont Community College 6-30-19 Financial Statements.pdf](#)

[StrategicPlan_PCC_2021.pdf](#)

[tbl1.jpg](#)

[tbl2.jpg](#)

[tbl3.jpg](#)

13.2 Financial Documents - Accreditation

The member institution provides the following financial statements:

- a. an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.
- b. a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.
- c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) has (a) an institutional audit, (b) a statement of unrestricted net assets (exclusive of plant assets and plant-related debt), (c) an institutional budget process that is subject to sound fiscal procedures, and an annual budget approved by the Board of Trustees, and thus, is compliant with Core Requirement 13.2 Financial Documents.

(a) Institutional Audit

The College annually prepares financial statements in accordance with generally accepted accounting principles and Governmental Accounting Standards Board standards (GASB). A private accounting firm, Cherry Bekaert, Inc., audits PCC every two years in accordance with [NCGS 115D-58.16](#). The statute does not require the College to submit to a state-wide or system-wide audit. The [Financial Statement Audit Report for the year ended June 30, 2017](#), [Financial Statement Audit Report for the year ended June 30, 2019](#) and the [Financial Statement Audit Report for the year ended June 30, 2021](#) are audited financial statements.

Note: At the time of submission, only a draft of the 2021 audit was available. We anticipate having a completed audit report submitted prior to April 1, 2022.

The financial statements include a Statement of Net Position; Statement of Revenues, Expenses and Changes in Net Position; Statement of Cash Flows; Managements Discussion and Analysis; and accompanying footnotes.

(b) Statement of Unrestricted Net Assets

Included in the College’s financial statements is a Statement of Net Position. Unrestricted net assets, exclusive of plant and plant-related debt (UNAEP), show an increase each year over a 3 year period of \$589,214 \$1,485,626, and \$2,595,456 for fiscal years ending June 30, 2019, June 30, 2020, and June 30, 2021, respectively. The College adjusts for pension obligations, compensated absences, and other post-employment benefits which significantly affects the transactions resulting from the recognition of deferred outflows of resources, deferred inflows of resources, and related long-term liabilities.

STATEMENT OF UNRESTRICTED NET ASSETS, EXCLUSIVE OF PLANT ASSETS				
<small>*Figures from audited financial statements</small>	FY 2018	FY 2019*	FY 2020	FY 2021
Net Investments in Capital Assets	\$ 13,465,424.81	\$ 14,743,884.85	\$ 14,199,128.03	\$ 14,421,377.78
Restricted for Expendable	\$ 344,535.29	\$ 292,949.04	\$ 490,106.21	\$ 1,013,637.11
Unrestricted	\$ (23,258,547.48)	\$ (21,963,470.52)	\$ (20,853,537.31)	\$ (18,639,930.68)
TOTAL NET ASSETS	\$ (9,448,587.38)	\$ (6,926,636.63)	\$ (6,164,303.07)	\$ (3,204,915.79)
Change from Prior Year		\$ 2,521,950.75	\$ 762,333.56	\$ 2,959,387.28
<small>To determine Operational Resources, add back to Unrestricted Net Assets: compensated absences, other post-employment benefits, and pension liabilities, GASB 68</small>				
Unrestricted Net Assets	\$ (23,258,547.48)	\$ (21,963,470.52)	\$ (20,853,537.31)	\$ (18,639,930.68)
Add back Compensated Absences, Current	\$ 219,308.45	\$ 279,397.30	\$ 201,283.20	\$ 139,553.62
Add back Other Post Employment Benefits				
Less Deferred Outflows of Resources, Pensions	\$ (1,326,078.00)	\$ (2,775,188.24)	\$ (2,420,695.24)	\$ (2,305,533.00)
Add Deferred Inflows of Resources, Pensions	\$ 182,954.00	\$ 266,053.00	\$ 97,636.00	\$ 156,384.00
Add Liability, Pension from GASB 68	\$ 4,129,083.00	\$ 4,729,142.00	\$ 4,996,873.00	\$ 5,266,542.00
OPERATIONAL RESOURCES	\$ (20,053,280.03)	\$ (19,464,066.46)	\$ (17,978,440.35)	\$ (15,382,984.06)
Increase (Decrease) in Operational Resouces		\$ 589,213.57	\$ 1,485,626.11	\$ 2,595,456.29

(c) Institutional Budget Process

The annual process for establishing a budget includes sound financial planning to ensure the College can meet its objectives and goals for the year with the resources that are provided. The goals and objectives set by academic and service areas across the College

are aligned with the institution level goals in the institutional [strategic plan](#). Once institutional and divisional priorities have been set, the Vice President, Administrative Services/CFO sends an [email](#) to other vice presidents and deans to gather requests for annual funding. FY 2021-2022 [final budget allocations](#) (excluding capital projects) are determined based on a thorough analysis of available funds. Planning, budgeting, and outcomes assessment, at the level of individual programs and services, contribute to the achievement of college goals and the college mission.

The vice presidents and President examine college goals and prioritize requests based on available funding allocated from the [North Carolina Community College System, Person County, Caswell County](#), and other institutional revenues. The Annual College Institutional Budget Resolution ([June 30, 2019](#), [June 30, 2020](#), and [June 30, 2021](#)) is approved by the [Board of Trustees](#) as an action item from the [Board Legislative/Finance Committee](#).

A [quarterly expenditure report](#) is prepared by the Controller, reviewed by the Vice President of Administrative Services/CFO, and presented to the Board of Trustees at their quarterly meetings. All department heads and vice presidents have immediate and current access to their respective budgets by way of [Ellucian Colleague](#) application which requires a [username and password for login](#).

Evidence Attachments

[2nd quarter financial report 2021-22.pdf](#)

[Board Minutes 2.4.2020_highlighted.png](#)

[Budget email from BM.pdf](#)

[Caswell County 2020 Budget Allocation.pdf](#)

[colleague financials access.pdf](#)

[Ellucian Colleague username.JPG](#)

[Finance Committee Minutes 1-21-20_budget outlined.pdf](#)

[Financial Auditor Statements 2016-2017.pdf](#)

[Financial Statements 2018-2019.pdf](#)

[FY2018-19 DCC 2-1 Piedmont CC.pdf](#)

[FY2019-20 DCC2-1 Piedmont CC.pdf](#)

[FY2020-21 DCC2-1_.pdf](#)

[FY2021-22 PCC Budget summary.pdf](#)

[GS_115D-58.16.pdf](#)

[NC Community College 2020 Budget Allocation.pdf](#)

[Person County 2020 Budget Allocation.pdf](#)

[Statement of Unrestricted Net Assets, Exclusive of Plant Assets.jpg](#)

[StrategicPlan_PCC_2021.pdf](#)

[tbl6.jpg](#)

[Unaudited Financial Statements 2019-2020.pdf](#)

13.3 Financial Responsibility - Accreditation

The institution manages its financial resources in a responsible manner.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) manages its financial resources in a responsible manner, and thus is compliant with Standard 13.3 Financial Responsibility.

Overview

PCC recognizes its responsibility to the public, government entities, and current and future students in its management of finances. PCC is operating within its means and its fiscal activities are sustainable.

The College derives income from state appropriations, county appropriations, grants, institutional fees and revenues. PCC's primary funding is through state appropriations distributed by the North Carolina Community College System (NCCCS), based on the full-time equivalency formula. During the times when the College experiences a decrease in enrollment, the College is still able to manage operations and sustain fiscal activities adequately.

Managing Operations

PCC consistently manages operations within a budget built upon various funding sources (outlined below). On an annual basis, College leadership analyzes available funds from all sources and prioritizes the allocation of these funds. A [final budget proposal](#) is presented to the PCC Board of Trustees for approval. Upon [approval by the Board of Trustees](#), the proposed budget is submitted to the North Carolina Community College System for [approval by the State Board of Community Colleges](#).

State Budget Allocation

The state budget allocation is provided on an annual basis, and is used for general administration, instructional services, support services, PCC's multi-campus center, furniture, equipment, and instructional resources. The College received state appropriations of \$11,780,286, \$11,625,478 and \$12,307,332 for fiscal years ending June 30, [2019](#), [2020](#), and [2021](#) respectively. Budget allocations not spent prior to June 30 of each fiscal year are then subject to deallocation by the State Board of Community Colleges. Some allocations, based on state guidelines, may be carried forward into the subsequent budget year. The carry forward amounts for June 30, 2019, 2020, and 2021 were \$336,007 and \$530,599, and [\\$818,476](#) respectively.

County Budget Allocations

Person and Caswell Counties provide funding to the College to operate and maintain facilities within county service area boundaries. The College received county appropriations which include funds for capital outlay and current expenses of \$2,086,900, \$2,133,468, and \$2,037,387 for fiscal years ending June 30, [2019](#), [2020](#), and [2021](#) respectively. Current expenses and capital outlay include maintenance and security equipment, motor vehicles, small construction items, and low-scale repair projects.

Grant Funding

PCC receives funding from various grants as well. Examples include Dan River Regional Foundation \$2,647,200; Educational Opportunity Center Grant \$2,789,415 and Golden Leaf \$500,000. PCC contracts with a grants consultant who manages the processes for grant applications under the supervision of the Vice President, Advancement and Communications. Grants housed under the PCC Foundation are managed by the Vice President, Advancement and Communications. Grants awarded to the college are managed by the Vice President of Administrative Services/CFO. This process ensures that the financial aspects and guidelines of all grants are being followed. Some grant allocations are carried forward into the subsequent budget year due to varying fiscal year periods. The carry forward amounts for June 30, 2019, 2020, and 2021 were \$558,274 and \$427,183, and 413,138 respectively.

Individual grants are [managed day-to-day by College staff](#) whose assigned job duties correspond with the scope of the grant. PCC uses a Foundation product called [GrantHub](#) to manage the grant and reporting pipeline, ensuring all deadlines are met. Additionally, GrantHub tracks the amount of dollars applied for, awarded, and denied.

Investment Funds

A conservative investment strategy is exercised by the College using the Short-Term Investment Fund (STIF) of the North Carolina State Treasurer's Office. The primary objectives of the STIF are safety and liquidity, followed by providing maximum interest income per [N.C.G.S. 147-69.1](#).

Endowment Funds

The Piedmont Community College Foundation, Inc. (Foundation) manages all endowment funds. The Foundation [endowment amount](#) was \$2,212,293.40 as of June 30, 2021.

Sustainment of Fiscal Activities

Based on the fiscal years [2019](#), [2020](#), and [2021](#) Statement of Revenues, Expenses, and Changes in Net Position, the College's revenues were \$16,505,533, \$16,977,805 and \$19,054,367 respectively. Total expenses were \$16,148,867 for fiscal year 2019, \$17,074,611 for fiscal year 2020 and \$18,760,196 for fiscal year 2021. Expenses exceeded revenues in two of the aforementioned years due to grant funds received in 2019 whose expenses were not incurred were expensed in 2020 due to staffing challenges. The College's revenues and expenses remained steady during 2019 and 2020. During the 2021 fiscal year, revenues were augmented with federal coronavirus relief funds to help cover college expenses.

The PCC Board of Trustees receives a budget update through the [quarterly financial report](#) at each board meeting ([November 2, 2021](#)). The budget update provides the board with the percentage of the budget expended to date as compared to the portion of the budget year completed. On July 1, 2018, the State Board of Community Colleges implemented [1A SBCCC 200.4](#) Sound Fiscal and Management Practices. This code provides guidance for local

boards regarding fiscal and management practices. The College has financial policies in place to guide decision-making and oversight as detailed in the narrative for **Standard 13.4**. The College regularly provides updates to the board to ensure that sound fiscal practices are followed by the College. Meeting minutes from the [October 19, 2021 BOT Legislative/Finance Committee](#) are included here as evidence of this process.

PCC's archived financial statements demonstrate that the College manages its financial resources in a responsible manner to sustain fiscal activities of the College. ([Financial Statement Audit Report for Year Ending 2019](#), [Unaudited Financial Report for the Year Ending 2020](#), and [Financial Statement Audit Report for Year Ending 2021](#)).

Note: At the time of submission, only a draft of the 2021 audit was available. We anticipate having a completed audit report submitted prior to April 1, 2022.

Evidence Attachments

[1a_sbccc_200.4_-_sound_fiscal_and_management_practices_1jul18.pdf](#)

[BOT Minutes_11.3.2020_approval of 2020-2021 budget.png](#)

[Carryforward amount 2021.JPG](#)

[Caswell and Person County appropriations FY 2018 - 2019.pdf](#)

[Caswell and Person County appropriations FY 2019-2020.pdf](#)

[Caswell and Person County appropriations FY 2020-2021.pdf](#)

[Caswell and Person County appropriations FY 2021-2022.pdf](#)

[Endowments Balance.pdf](#)

[Financial Statements 2018-2019.pdf](#)

[Flrst Quarter Financial Report 2021-2022 pg. 2.pdf](#)

[GRantHub Screen.PNG](#)

[legislative finance minutes 101921.pdf](#)

[N.C.G.S._147-69.1.pdf](#)

[PCC BOT Meeting 11.2.21 minutes_budget update.pdf](#)

[PCC Foundation Grant Pipeline Report November 20 2021.pdf](#)

[Piedmont CC 2020-2021 BOT approved budget \(2-1\).pdf](#)

[State Budget Allocation 2018-2019.png](#)

[State Budget Allocation 2019-2020.pdf](#)

[State Budget Allocation 2020-2021.pdf](#)

[State Budget Allocation 2021-2022.pdf](#)

[Statement of Revenues, Expenses, and Changes in Net Position 2019.pdf](#)

[Statement of Revenues, Expenses, and Changes in Net Position 2020.pdf](#)

[Unaudited Financial Statements 2019-2020.pdf](#)

13.4 Control of Finances - Accreditation

The institution exercises appropriate control over all its financial resources.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) exercises appropriate control over all its financial resources, and thus is compliant with Standard 13.4 Control of Finances.

Control Environment

Through its core values, goals, and policies, PCC establishes the tone supporting a strong control environment. Senior-level management and employees demonstrate commitment to integrity and ethical behavior.

- Integrity is a core value in the [Mission, Vision, and Values](#) of the College.
- PCC policies [3.5 Preparation and Submission of Institutional Budget](#), [3.6 Budget Management](#), [3.7 Final Adoption of the Budget](#), [3.8 Interim Budget](#), [3.9 Amendments to Budget; Budget Transfers](#), and [3.9.3 Accounting System](#) provide direction to protect and control financial resources.
- The Board of Trustees, President, and Vice President, Administrative Services/CFO complete the North Carolina State Ethics Commission - Statement of Economic Interest annually and [complete ethics training](#) every two years.

[Business Office staff members](#) perform finance activities, such as financial reporting, grants accounting, student receivables, accounts payable, and payroll. *Table 1. Business Office Staff* presents resumes and job descriptions of business office staff documenting the qualifications and duties of each position.

Table 1. Business Office Staff

Business Office Staff	Job Title	Qualifications	Job Description	Professional Experience
Beverly Murphy	Vice President, Administrative Services/CFO	BS, Business Administration University of North Carolina, Greensboro, NC	Job Description	Resume
Lisa Thibault	Executive Administrative Assistant to the Vice President, Administrative Services/CFO	BA, English University of Vermont, Burlington, VT	Job description	Resume
Laurie Clayton	Controller	MHRM and MSM, Troy State University, Pensacola, FL	Job description	Resume
Surkeithus Thomas	Systems Accountant	AA, Accounting and Business Management Piedmont Community College	Job description	Resume
Jan Davis-Winstead	Accounting Technician	AAS, Early Childhood/Teacher Concentration Piedmont Community College	Job description	Resume

Brittany Winstead	Accounts Payable/Payroll Technician	BBA University of North Carolina, Greensboro, NC	Job description	Resume
Anita Lunsford	Administrative Services Technician	Cert. Medical Office Administration, Piedmont Community College	Job description	Resume

Control Activities

PCC controls financial resources through various operating procedures, outlined below. The College’s administrative software, [Ellucian/Colleague](#), integrates the finance, purchasing, student registration, and personnel systems.

Budget Controls

The North Carolina State Board of Community Colleges establishes the College’s [annual state budget](#). County funds are established by the [Person County](#) and [Caswell County](#) Boards of Commissioners. Institutional funds are supported by financial aid for students, vending operations, self-supporting classes, and various grants. Monitoring of budget to actual expenditures takes place at the department and division level. The College divides budget oversight responsibilities, including restricted funding, among its division vice presidents. The vice presidents may delegate a portion of these responsibilities to their department directors, deans, and supervisors as they deem necessary. Each department or budgeting unit is responsible for the [monthly expenditure to budget](#) review. The Business Office staff and a designee in each division monitors the account’s available budget balance and ensures the accuracy of the recorded transactions. Oversight is provided by the individual’s supervisor and, ultimately, by the individual’s division vice president. The Controller and a designee in each division monitor budgets through the Ellucian/Colleague Finance system. [Transfers between budget accounts](#) must be approved by the Controller

and the appropriate vice president.

Budget monitoring of state funds is also provided by the North Carolina Community College System. The financial statements package contains a year-to-date budget to a year-to-date expenditure comparison, which the controller reviews for reasonableness on a monthly basis. The [budget-to-expenditure report](#) is provided to the Legislative/Finance Subcommittee of the Board of Trustees at each of its regularly scheduled quarterly meetings. The report compares budgeted amounts to the year-to-date expenditures. After its review, the subcommittee recommends the report be forwarded to the full [Board of Trustees as an information item](#).

Purchasing Controls

Piedmont Community College has a centralized purchasing office to ensure that effective buying practices and economy of resources and procedures are in place to manage this process. The Business Office provides employees with [information](#) regarding Business Office purchasing requirements. Employees, supervisors, and purchasing officials use NC E-Procurement System (PCC's procurement system) to manage requisitions. Employees identify a general ledger account with each requisition to fund the purchase. The general ledger account number entered and the requestor's access restrictions within the Colleague security profile determine authorization for the expenditure. The vice president in each division must [approve each request](#) for their area, and the Vice President, Administrative Services/CFO approves all requests as well. Encumbrances are recorded in [NC E-Procurement](#) and in [Colleague](#).

The following PCC policies outline procedures for purchasing:

- [PCC Policy 3.9.3 Accounting System](#)
- [PCC Policy 3.11 Purchasing](#)
- [PCC Policy 4.10 Equipment Purchases](#)

Once the Vice President, Administrative Services/CFO and the Controller [approves a purchase request](#), the Systems Accountant converts the requisition into a [purchase order](#).

Purchasing Cards

The College [authorizes](#) certain employees to use a purchasing card as a convenience to the employee, the College, and its vendors. At a minimum, the purchasing card allows the card holder to purchase supplies. Procedures are in place to manage and control this process ([PCC Policy 3.15 Employee Use of Credit Cards](#)).

All purchases are [reviewed and approved](#) by the employee's supervisor. The card holder may use the card for official college purchases only. Bank of America issues the purchasing card in the card holder's name with "Piedmont Community College" clearly indicated on the purchasing card. Cardholders must attend a [training](#) session before they receive a purchasing card. The Business Office provides employees with [information](#) regarding the terms and conditions of purchasing card use.

Payment/Expenditure Controls

For regular purchase orders, the Accounts Payable/Payroll Accountant and/or the Accounting Technician perform a three-way match between the purchase order, receiving copy, and the invoice. The [three-way match](#) compares the quantity ordered, the quantity received and the quantity billed. If the quantities received and billed agree, the invoice is paid. The Ellucian E-procurement system will not allow accounts payable to create a voucher unless receipt of the item is posted. The three-way match ensures that amounts posted to expense represent goods or services received.

To ensure that disbursements are paid to the appropriate suppliers, the Accounts Payable/Payroll Accountant and/or the Accounting Technician review all [voucher package](#) copies and invoices. The Controller approves all checks. Their initials at the top of the invoice in the voucher package notes their approval. [PCC Policy 3.9.1 Provisions for Disbursement for State Money](#) and [PCC Policy 3.9.2 Provisions for Disbursement for Local Money](#) define who has authority to sign checks.

Check Requests

Check requests require the [approval](#) of the requisitioning department by the supervisor

and/or vice president through the e-procurement system. Allowable check requests include professional development registrations, academic accreditations, continuing education licenses, continuing education instructor contract payments, subscriptions, student stipends and childcare expenses allowed under grants, employee benefits, and memberships. Supervisor-approved check requests are forwarded electronically to the Vice President, Administrative Service/CFO for final approval, and then to the Business Office for processing in accordance with [PCC Policy 3.9.1 Disbursement of Local Funds](#), and [PCC Policy 3.9.2 Disbursement of State Funds](#).

Cash Management

Amounts due to the College are paid in cash, by check, or with currently accepted charge cards, and managed according to [PCC Policy 3.9.7 Daily Deposits](#), and [PCC Policy 3.9.11 Credit Card Use Authorization](#). The Business Office is located on the Person County Campus. The Business Office Systems Accountant creates receipts for all payments received. The Systems Accountant adheres to the [Cash Management Plan](#) and [Business Office Procedures Manual](#). Funds are deposited daily as required by [N.C.G.S. 147-77](#) and [PCC Policy 3.9.7 Daily Deposits](#). The Systems Accountant is responsible for collections and reconciling the collections to the system-generated transactional reports. Personnel who handle cash are bonded for \$100,000.

Petty Cash

PCC Vice President, Administrative Services/CFO has [authorized](#) petty cash funds in the Business Office as well as in Continuing Education, the Learning Commons, Shipping and Receiving, the Pacer Cafe, and the Cosmetology Department. Petty cash funds are used to handle emergency purchases and purchases which must be paid for immediately. Individual petty cash transactions are limited to \$10. The custodian of the fund is responsible for the fund and its safekeeping. The Controller [audits](#) petty cash funds periodically (as per [PCC Policy 3.13 General Accounting Procedures](#)).

Investments

The College's deposits and investments are governed by the North Carolina General

Statute, [N.C.G.S. 115D 58.6](#), and [PCC Policy 3.9.4 Investment of Idle Cash](#). Investments are limited to obligations of the United States and its agencies, obligations of the State of North Carolina and its political subdivisions, collateralized or federally insured certificates of deposits, and collateralized repurchase agreements. The College's [investments](#) are exclusively held by the State Treasurer's Investment Fund. The Vice President, Administration Services/CFO authorizes all investment transactions. Processing investment transactions requires [input](#) from the Board of Trustees Legislative/Finance subcommittee, the Vice President, Administration Services/CFO, and the Controller.

Travel

The College maintains control over all PCC employee travel expenditures. [Travel requisitions](#) are approved by the immediate supervisor and the vice president over each division. The Accounting Technician [audits](#) each travel reimbursement form for compliance with the [Business Office Procedures Manual](#).

Auxiliary Income

Auxiliary income from sources such as [vending facilities](#), the [PCC Child Development Center](#), and the [Pacer Cafe](#), are managed in accordance with [N.C.G.S. 58.13](#), NC State Board Code [1H SBCCC 300.4](#), [PCC Policy 3.13 General Accounting Procedures](#), and [PCC Policy 3.9.9 Vending Facilities](#), all of which help ensure control over these funds.

Federal Funds

Grant awards are made to the institution, not to an individual project director; therefore, PCC assumes full responsibility for ensuring that all funds received through the award are used for the purposes and intent outlined in the conditions of the contractual agreement.

Once all applicable parties sign a grant award agreement, the agreement becomes a legally binding contract. This contract is based on the grant proposal, as well as the statutes, regulations, policies, and procedures of the funding agency. Grants and contracts carry administrative responsibilities involving strict accountability. The project director, [Director of Federal Programs](#), must familiarize herself with all pertinent regulations and contact the

Business Office if they have questions.

The purpose of grants management is to ensure that the College meets all terms and conditions of a grant award, both programmatically and financially. Grants management processes comply with the applicable statutes, regulations, policies, and procedures. The project director is primarily responsible for managing the grant. The project director's supervisor, the [Vice President, Student Development](#), and the Business Office provide administrative support. Together these parties ensure that grant projects expend funding in accordance with the grant award notification.

Expenditures of federal funds are made in accordance with Education Department General Administrative Regulations and [2CFR part 200](#) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards which are included in the grant award notifications ([Title III](#) and [Educational Opportunity Center/TriO](#)).

It is essential that sound management practices and prudent fiscal policies be followed in administering grant programs. The Vice President, Student Development, and the Business Office provide oversight in the management of grants and contracts; however, the successful operation of the program is primarily the responsibility of the project director.

The Vice President, Student Development has ultimate responsibility for project oversight and reports any project challenges to the President. Vice presidents communicate regularly with the project director to support effective grants administration and to ensure vice presidents remain aware of project standing.

In the event that a project director does not exercise primary responsibility for, and/or is not administering the grant in accordance with the US Department of Education or the College's written policies, procedures, and regulations, the Vice President, Student Development will report the status of the project to the President with recommended action. If the lapse in responsibility is of a financial nature, the Controller will report the situation to the Vice President, Administrative Services/CFO who then consults with the Vice President, Student Development and the project director to resolve the situation.

All externally funded programs are accounted for separately as restricted funding, and

follow all of the controls and processes described above.

Physical Resources

The College follows capitalization guidelines established by the State of North Carolina. The College capitalizes movable personal property with a unit value of at least \$5,000. The Systems Accountant and the Administrative Services Technician are responsible for recording all data on equipment, [tagging](#), and [inventorying](#) annually. PCC maintains information on equipment in the [Ellucian/Colleague Fixed Asset module](#). The Business Office reconciles the fixed asset information to the general ledger. The responsibility for control of equipment is shared throughout the College. The equipment inventory accountability and control system for the College is documented in the [Purchasing & Equipment Procedures Manual](#) of the Business and Finance Division Procurement Services Section of the North Carolina Community College System, which is cited in [PCC Policy 4.10 Equipment Purchases](#).

Evidence Attachments

[1h_sbccc_300.4.pdf](#)

[3.11 Purchasing_BOT_5.4.2021.pdf](#)

[3.13 General Accounting Procedures_EC_5.17.2021.pdf](#)

[3.15 Employee Use of Credit Cards__BOT_8.3.2021.pdf](#)

[3.5 Preparation and Submission of Institutional Budget_BOT_5.4.2021.pdf](#)

[3.6 Budget Management_BOT_5.4.2021.pdf](#)

[3.7 Final Adoption of Budget_EC_3.1.2021.pdf](#)

[3.8 Interim Budget_EC 3.1.2021.pdf](#)

[3.9 Amendments to Budget, Budget Transfers_BOT_5.4.2021.pdf](#)

[3.9.1 Provisions for Disbursement of State Money__EC_9.8.2021.pdf](#)

[3.9.11 Credit Card Use Authorization_BOT_11.2.2021.pdf](#)

[3.9.2 Provisions for Disbursement of Local Money_EC_6.22.2021.pdf](#)

[3.9.3 Accounting System_EC_7.19.2021.pdf](#)

[3.9.4 Investment of Idle Cash_EC_7.19.2021.pdf](#)

[3.9.9 Vending Facilities_BOT_5.4.2021.pdf](#)

[4.10 Equipment Purchases_EC_7.6.2021.pdf](#)

[ACCOUNTING TECHNICIAN.pdf](#)

[ACCOUNTS PAYABLE PAYROLL TECHNICIAN.pdf](#)
[ADMINISTRATIVE SERVICES TECHNICIAN.pdf](#)
[Anita_Lunsford_Resume \(2021\)_Redacted.pdf](#)
[ASST Inventory.pdf](#)
[Beverly Murphy Resume 2021_Redacted.pdf](#)
[BOT Agenda_2.1.2022_bylaws and budget approval.png](#)
[BRITTANY D. WINSTEAD RESUME 2021_Redacted.pdf](#)
[Budget Transfer.pdf](#)
[Bus Ofc QUICK REFERENCE - p-card section.pdf](#)
[Bus Ofc QUICK REFERENCE - purchasing section.pdf](#)
[Bus Ofc QUICK REFERENCE - travel section.pdf](#)
[Business Office Staff_emphasized in org chart.pdf](#)
[cafe.pdf](#)
[Cash Management Plan 2020-2021.pdf](#)
[Caswell and Person County appropriations FY 2021-2022.pdf](#)
[Caswell County appropriations FY 2021-2022.pdf](#)
[CERTIFICATION OF PETTY CASH FUNDS.pdf](#)
[CFR part 200 TOC.PNG](#)
[check request.pdf](#)
[Colleague Encumbrance Screenshot .PNG](#)
[CONTROLLER.pdf](#)
[daycare receipt.pdf](#)
[DIRECTOR, FEDERAL PROGRAMS.pdf](#)
[EXECUTIVE ADMINISTRATIVE ASSISTANT, VICE PRESIDENT ADMINISTRATIVE SERVICES CFO.pdf](#)
[fixed asset.pdf](#)
[GAN _TRIO EOC_FULL VERSION.pdf](#)
[GLTB Production.jpg](#)
[Grant Award Notification - Title III.pdf](#)
[inventory tag.jpg](#)
[Inventorying.pdf](#)
[Investments.pdf](#)
[Janice Davis-Winstead resume 2021 _Redacted.pdf](#)
[Laurie Clayton Resume 2021_Redacted.pdf](#)

[Lisa Thibault resume 2021_Redacted.pdf](#)
[monthly actual-to-budget.PNG](#)
[N.C.G.S._147-77.pdf](#)
[NC E - Procurement.pdf](#)
[NCCCS Purchasing & Equipment Procedures Manual_2021.pdf](#)
[NCGS 115D-58.6.pdf](#)
[NCGS_115D-58.13.pdf](#)
[PCARD Package.pdf](#)
[p-card training email.PNG](#)
[PCC BUSINESS OFFICE QUICK REFERENCE GUIDE December 2021.pdf](#)
[PCC employees SEI compliance report 2021.PNG](#)
[PCC Policy 3.9.1 Provisions for Disbursement of State Money_signatures required.pdf](#)
[PCC Policy 3.9.2 Provisions for Disbursement of Local Money_signatures required.pdf](#)
[PCC Policy 3.9.7-Daily-Deposits-2021.pdf](#)
[PCC State Budget 2021-22.pdf](#)
[Person County appropriations FY 2021-2022.pdf](#)
[Petty Cash Audit.pdf](#)
[PO.pdf](#)
[Procurement Card authorization.pdf](#)
[Requisition.pdf](#)
[Second Quarter Financial Report 2021-2022.pdf](#)
[STIF bank stmt 6.30.21.pdf](#)
[StrategicPlan_PCC_2021 MVV.pdf](#)
[Surkeithus Thomas resume 2021_Redacted.pdf](#)
[SYSTEMS ACCOUNTANT.pdf](#)
[Three-way match clean harbors.pdf](#)
[Travel request form for SACS.pdf](#)
[Travel Request with approvals.pdf](#)
[vending - coffee fund.pdf](#)
[VICE PRESIDENT, ADMINISTRATIVE SERVICES, CFO.pdf](#)
[VICE PRESIDENT, STUDENT DEVELOPMENT.pdf](#)
[Voucher package.pdf](#)

13.5 Control of Sponsored Research/ External Funds - Accreditation

The institution maintains financial control over externally funded or sponsored research and programs.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) maintains financial control over externally funded or sponsored research and programs, and thus, is compliant with Standard 13.5 Sponsored Research/ External Funds.

All the controls described in the narrative for **Standard 13.4** apply to externally funded programs, which are accounted for separately as restricted funding.

Financial Controls

Piedmont Community College (PCC) maintains financial control over externally funded grants or sponsored programs, but it is not a research institution. Externally funded grants follow the same financial and purchasing guidelines as all other College funds. All financial activities follow the same budgetary and financial controls regardless of funding sources ([Cash Management Plan](#)). As required by [N.C.G.S. 147-86.13](#) (Cash management for Community Colleges) and [N.C.G.S. 147-86.11](#) (Cash management for the State) , the College has received [approval](#) of its cash management plan from the Office of the State Controller.

PCC has several local policies (listed below), which align with guidance received from the State Board of Community Colleges and North Carolina Statutes, that help ensure that we maintain proper control over externally funded programs.

- [PCC Policy 3.5 Preparation and Submission of Institutional Budget](#)
- [PCC Policy 3.7 Final Adoption of Budget](#)
- [PCC Policy 3.9.3 Accounting System](#)

- [PCC Policy 3.11 Purchasing](#)
- [PCC Policy 3.13 General Accounting Procedures](#)
- [PCC Policy 3.15 Employee Use of Credit Cards](#)
- [Policy 3.16 Indirect Cost](#)
- [PCC Policy 4.10 Equipment Purchases](#)

Externally funded grants are accounted for individually and are established within institutional funds. Each fund tracks the assets, liabilities, revenues, and expenditures for each grant through unique general ledger accounts ([TRiO, Title III, CARES Act](#)). Financial reports are available to the appropriate budget manager and granting agencies in a timely manner. Transactions for externally-funded programs are included in the College's bi-annual audit. PCC has received no material management letter recommendations in regards to its handling of external funds as a result of its bi-annual audit ([2017](#) and [2019](#), (Audit Management Letter).

In accordance with [PCC Policy 3.16 Indirect Cost](#), the College sets the amount of indirect costs within limits established by the grantor and in alignment with the [maximum allowable indirect cost](#) on federal grants and contracts.

The PCC [Controller](#) and [Vice President, Administrative Services/CFO](#) have fiscal responsibility for the control of funds of external programs. Each area that is assigned external funds has management responsibility of the use of such funds. Each area manager has [access](#) to monthly activity on external programs via Ellucian/Colleague [budget reports](#).

PCC Processes

PCC's processes for strategic grant planning and proposal development ensure that the College's grant programs are consistent with the College's [mission](#). PCC maintains strict financial control over externally funded programs. The College contracts with a Grants Consultant, who reports to the [Vice President, Advancement and Communications](#) and is responsible for monitoring grant funds awarded to the College ([organizational chart](#)). [Project directors](#) are primarily responsible for managing the grants, and the Controller is responsible for the accounting for all grants. The project directors, the Office of Advancement and Communications, and the business office provide administrative support.

Together these parties ensure that grant projects have successful outcomes and achieve their goals.

For all externally funded grants, the Grants Consultant collaborates as needed with the project director, the appropriate vice president (or designee), the Office of Advancement and Communications, business office staff, and other department representatives. This is to assure all personnel with responsibility for expenditure and oversight of grant funds are aware of all purchasing, hiring, and reporting requirements of the specific grant.

[PCC Policy 3.13 General Accounting Procedures](#) directs PCC to follow the same general accounting procedures which governs the expenditure and control of federal funds. The project director follows all college procurement and fiscal procedures ([PCC Business Office Quick Reference Guide](#)). The Controller is responsible for the accuracy of all [documentation](#) submitted to the Grants Director for inclusion in required annual and interim reports. The Controller serves in a secondary review capacity to the project director in monitoring the propriety of grant expenditures. The Controller also reviews accounting records to detect obvious errors of account coding, improper expenditures, and expenditures in expired grants.

Auditors' Reports

Independent certified public accountants, Cherry Bekaert, Inc. audited the financial statements of the College for fiscal years ending June 30, [2017](#), [2019](#) and 2021.

Note: At the time of submission, only a draft of the 2021 audit was available. We anticipate having a completed audit report submitted prior to April 1, 2022.

For the two audits included above, the *Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards* did not identify any material deficiencies in internal controls over financial reporting.

The State of North Carolina Office of the State Auditor conducted a federal compliance audit of the major federal programs of the State of North Carolina for the year ended [June](#)

[30, 2017](#) to ensure that PCC maintains adequate control over its federally funded programs. The audit confirmed compliance with the requirements of the uniform guidance and laws, regulations, and provisions of contracts and grant agreements related to each of our federal programs. The audit did not identify any material weaknesses in internal controls over financial reporting or instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Evidence Attachments

[3.11 Purchasing_BOT_5.4.2021.pdf](#)

[3.13 General Accounting Procedures_EC_5.17.2021.pdf](#)

[3.15 Employee Use of Credit Cards__BOT_8.3.2021.pdf](#)

[3.16-Indirect-Cost-2021.pdf](#)

[3.5 Preparation and Submission of Institutional Budget_BOT_5.4.2021.pdf](#)

[3.7 Final Adoption of Budget_EC_3.1.2021.pdf](#)

[3.9.3 Accounting System_EC_7.19.2021.pdf](#)

[4.10 Equipment Purchases_EC_7.6.2021.pdf](#)

[Access - budget reports.pdf](#)

[Audit Management Letter 2017.pdf](#)

[Audit Management Letter 2019.pdf](#)

[CARES ACT.pdf](#)

[Cash Management Plan 2021.pdf](#)

[CMP Cert Form_.pdf](#)

[CONTROLLER.pdf](#)

[Federal Compliance Audit 2017.pdf](#)

[Final Audit Determination 2020.pdf](#)

[Financial Auditor Statements 2016-2017.pdf](#)

[Financial Auditor Statements 2018-2019.pdf](#)

[Grants documentation.pdf](#)

[Indirect Cost Rate agreement.pdf](#)

[N.C.G.S._147-86.11.pdf](#)

[N.C.G.S._147-86.13.pdf](#)

[PCC BUSINESS OFFICE QUICK REFERENCE GUIDE December 2021.pdf](#)

[PCC Foundation Grant Pipeline Report November 20 2021.pdf](#)

[Sample Budget Reports.pdf](#)

[StrategicPlan_PCC_2021 Mission, Vision, Values.pdf](#)

[Title III.pdf](#)

[TRIO.pdf](#)

[VICE PRESIDENT, ADMINISTRATIVE SERVICES, CFO.pdf](#)

[VICE PRESIDENT, ADVANCEMENT AND COMMUNICATIONS.pdf](#)

[VP Advancement & Communications Direct Reports - Titles.pdf](#)

13.6 Federal and State Responsibilities - Accreditation

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) (a) complies with program responsibilities under Title IV of the most recent Higher Education Act as amended, and (b) audits financial aid programs as required by federal and state regulations, and thus is compliant with Standard 13.6 Federal and State Responsibilities.

(a) Program Responsibilities

PCC receives federal funding from the U.S. Department of Education (USDOE), thus satisfying the definition of an eligible institution under Title IV of the Higher Education Act. The College's most recent [Eligibility and Certification Approval Report](#) and [Program Participation Agreement](#) demonstrate authorization from the USDOE for the College's continued participation in the federal financial aid program. Funds are provided for the following financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study. This financial assistance plays a significant role in the recruitment and retention of students and largely affects the College's efforts to assist students with their educational expenses. Therefore, continuous compliance of federal regulations is critical to the institution's integrity as it dictates how government funds are accepted and administered at PCC.

The College began offering student loans in the fall of 2011 and exited the program at the end of summer 2013. PCC's [default rates](#) were 18.9% in 2016, 18.3% in 2017, and 14.2% in

2018. The College continues to decrease its cohort default rate and promote financial literacy to address default rate concerns.

PCC does not have any issues impacting the status, compliance, or delivery of Title IV programs. The College has not been placed on reimbursement method for Title IV funding. Additionally, PCC has not been required to obtain a letter of credit on behalf of the USDOE or other financial aid regulatory agencies. There have not been any financial aid related complaints submitted to USDOE, and there has been no adverse communication from the USDOE. Finally, there are no impending litigation issues related to financial aid activities, and there are no unpaid dollar amounts due back to USDOE.

(b) Audits

Several audit and review mechanisms are in place. The Federal Pell Grant program is reconciled between PCC and the Department of Education's Common Origination Disbursement (COD) System by September 30 of each year by the Director, Financial Aid & Veterans Affairs. All other Title IV programs are reconciled annually between the PCC Financial Aid Office, which operates under the supervision of the Director, Financial Aid & Veterans Affairs, and the College's Controller. The duties of the Financial Aid Office include but are not limited to evaluating processes for administration of financial aid programs, developing programs within federal and state guidelines, accounting for fund disbursements, and supervising financial aid administrators and student workers. The Financial Aid Office is part of the College's Student Development division and is staffed by full-time personnel on both campuses of the College.

PCC, a component unit of the State of North Carolina, audits financial aid programs as required by federal and state regulations. PCC provides financial statements annually to the North Carolina Office of State Auditor (OSA) and the North Carolina Office of State Controller (OSC). These statements are audited by OSA and reviewed by OSC for inclusion in the NC Statewide Single Audit Report and the NC Comprehensive Annual Financial Report (CAFR). The Student Financial Assistance Cluster is one of the programs included in the single audit. This cluster details the schedule of expenditures for federal (Title IV) funds awarded by USDOE.

Audit procedures are performed under the authority of [Article 5A of Chapter 147 of the North Carolina General Statutes](#) and conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

During the 2019 and 2020 fiscal years, financial aid audits were conducted by the OSA to ensure PCC's compliance with all requirements in the administration of financial aid. There were no deficiencies or instances of noncompliance noted in the report (Final Audit Determination Letter [2019](#) and [2020](#)).

Evidence Attachments

[Article 5A of Chapter 147 of the North Carolina General Statutes.pdf](#)

[CONTROLLER.pdf](#)

[Department Of Education Report- No debt.pdf](#)

[DIRECTOR, FINANCIAL AID AND VETERANS AFFAIRS.pdf](#)

[Eligibility and Certification Approval Report 2021.pdf](#)

[Final Audit Determination 2019 PCC.pdf](#)

[Final Audit Determination 2020.pdf](#)

[NC Comprehensive Annual Financial Report 2020 PCC.pdf](#)

[Participation Agreement--Expiration Date 2023.pdf](#)

[School Default Rates.pdf](#)

[Statewide Single Audit Report PCC pdf.pdf](#)

[Student Development - Titles.pdf](#)

13.7 Physical Resources - Accreditation

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the PCC's educational programs, support services, and other mission-related activities, and thus is compliant with Standard 13.7 Physical Resources.

Overview

PCC has **one** main campus and three off-campus instructional sites serving Person and Caswell counties. PCC owns, operates, and maintains the 172-acre main Roxboro campus in Person County and the 15-acre Yanceyville site in Caswell County. The [main campus in Person county](#) has 14 buildings and the [Caswell County Campus](#) has two buildings. Together, facilities at the two main sites represent 129,812 square feet of assignable space and a replacement cost of \$34,412,471. PCC's [2018 Buildings Characteristic Report](#) is the source document for this information and includes data for each individual building.

The college also maintains, operates, and offers courses at the Kirby Theater / Kirby Learning Studios under a [Memorandum of Agreement](#) with Person County, which owns the building. College-level courses are taught at [Bartlett-Yancey High School](#) in Yanceyville through the Career and College Promise program. Bartlett Yancey High School is responsible for the operation and maintenance of this off-site facility, but the classroom equipment is supplied by PCC.

Adequacy of Facilities

PCC has adequate facilities to support its programs and service and takes steps to ensure the efficient and effective use of these facilities. The College submits facilities data to the University of North Carolina General Administration office, which generates the State of North Carolina Higher Education Comprehensive Planning Program’s *Facilities and Utilization Study*.

Table 1. *Facilities and Utilization Study (2018)* shows PCC had a [Capacity/Enrollment ratio](#) of 12.02, and a [Square Feet of Academic Facilities per Full Time Equivalent \(FTE\) Student](#) of 191. These ratios are comparable to North Carolina Community Colleges of similar enrollment and demographics and indicate there is a capacity for growth within our existing facilities.

Table 1. Facilities and Utilization Study (2018)

Capacity Indicator	Piedmont Community College	Rockingham Community College	Southeastern Community College	Wilson Community College
Capacity/Enrollment	12.02	11.39	10.71	9.23
Square Feet/FTE	191	162	239	240

Although PCC does not own the classroom space utilized at Bartlett Yancey High School or Kirby Learning Studios, our process of regular classroom observations, open communication between faculty and instructional deans, and ongoing planning and evaluation processes allow the College to ensure the appropriateness and sufficiency of the physical resources at these locations.

Facilities Services Department

PCC ensures adequate facilities maintenance and management through the employment of a skilled and experienced staff that provides oversight and maintenance of the college’s facilities and resources. Under the supervision of the [Vice President, Administrative Services/CFO](#), the Facilities Services Department employs a [Director, Facility Services](#) and

staff members who are responsible for the operation, maintenance, and housekeeping of all college facilities and grounds. Additionally, the Facilities Maintenance Department assists in the coordination and set-up of graduation and other events the college hosts.

Operations and Maintenance of Facilities

PCC operates and maintains its facilities with an effective combination of an in-house workforce and a variety of service contracts for its campus and instructional sites. A small, capable workforce is maintained in-house to complete routine repairs and small projects, perform preventative maintenance on buildings and grounds, and respond to urgent and safety-related repairs. The in-house workforce is also responsible for landscaping and cleaning of common areas during daytime hours.

A written [work-order](#) system is used to manage all maintenance requests and repairs. All PCC departments have access to the [work order form](#) and can submit work requests and check statuses by contacting the Facilities Maintenance clerk from 7:00 a.m.-4:00 p.m. Emergencies after 4:00 p.m. are reported to Public Safety, and staff is called to respond, as necessary.

More extensive repair work and renovations are handled through the state’s e-procurement process. For large projects, PCC contracts architects and engineers to prepare plans and specifications which require a [competitive bidding](#) process through the state’s e-procurement processes.

Service Contracts:

PCC utilizes service contracts to assist in the operations and maintenance of its facilities and systems. These contracts, presented in *Table 2. Service Contracts*, include preventative maintenance and repairs as appropriate.

Table 2. Service Contracts

Service Contract	Contractor
------------------	------------

HVAC	Comfort Services, Inc
Fire Alarm	Johnson Controls (Person), Piedmont Fire and Security (Caswell)
Elevator Maintenance	Abell Elevator International of NC, LLC
Security Alarms	Absolute Security and Lock (Person), Piedmont Fire and Security (Caswell)
Security Cameras	A3 Communications
Pest Control	Cleggs Termite and Pest Control, LLC
Kitchen Hood Cleaning and Repair	Bushy Fork Services
Fire Extinguishers	Bushy Fork Services

Funding

PCC Facilities Management operational budget is funded by the two counties the college serves ([2020-21 PCC Departmental Budget-Plant Operations](#)). Funding for capital projects may be funded by the county, grants, and/or state funds. Funding is stable and adequate for PCC to operate fully and maintain physical resources to support the mission of the College.

Planning for Adequate Facilities and Resources

PCC engages in strategic planning to ensure that facilities and resources are available to meet the requirements of its educational programs, services, and mission-related activities. Each year the President, Vice President of Administration/CFO and Director of Facility Services discuss capital improvement and renovation projects to address significant maintenance needs (greater than \$50,000) and those items outlined in our Facility Master Plan. These projects, presented in *Table 3. Projects completed or in progress, identified in the 2016-2021 Campus Master Plan* are vetted and prioritized by the Office of the President,

the Vice President of Administrative Services/CFO and the Buildings and Grounds Committee, before a [Capital Improvement Request \(CIR\)](#) is submitted to the County Manager’s Office.

Table 3. Projects completed or in progress, identified in the [2016-2021 Campus Master Plan](#)

Project Description	Cost	Completed
Emergency Communication System	\$117,000	Fall 2018
D Building (Roof)	\$150,000	Spring 2019
D Building (Auditorium)	\$675,000	Fall 2019
E Building (Student Commons)	\$655,000	Fall 2019
S-Building Generator	\$120,000	Spring 2021
Upgrade HVAC (Controls)	\$300,000	Fall 2022 (projected completion)
A Building (ADA Restroom)*	\$110,000	Fall 2022 (projected completion)

*Renovation of the restrooms in building A, is part of a larger \$1.8 million American with Disabilities Act (ADA) compliance renovation that is currently underway at both the Person and the Caswell County Campuses. In Spring of 2020, MHA Architecture conducted a Safety and ADA assessment to identify and prioritize renovations including access from parking lots and sidewalks to building entries, handrails and guardrails, bathrooms, and areas of egress. Funding is being provided through NC Connect Bonds.

In the Fall of 2019, PCC commissioned a feasibility study for an Advanced Technology Center in Person County. This study represented a pivot from the proposed Allied Health Building, to align with the county’s desire to attract higher paying manufacturing jobs. Budget proposals include the cost of the new Advanced Technology Center building as well as the renovation of existing campus buildings to enhance our Nursing and Medical

Assistant programs. This project is currently unfunded.

Capital requests to Person County were put on hold in 2020-2021, due to a cyber-security attack and restrictions associated with the COVID-19 pandemic. We are submitting capital requests for a new Facility Master Plan in both Caswell and Person Counties for 2022 and 2023.

Physical Facilities Satisfaction

On an annual basis the College surveys faculty, staff, and students to determine their satisfaction with PCC's physical facilities. The College-wide goal for these annual surveys is an average for each item above 3.0. *Table 4. Student Satisfaction Survey* shows a consistently positive measure of satisfaction with only a slight decline in 2021. *Table 5. Educational Support Services Survey (Faculty and Staff)* shows the same consistency with an increase in 2021, possibly the result of several beautification projects completed by facility services while on campus during COVID-19 school closures. All the ratings from the two surveys are well-above the College-wide minimum, indicating general satisfactions with campus facilities.

Table 4. Student Satisfaction Survey

Survey Item	Spring 2019	Spring 2020	Spring 2021
The maintenance staff is friendly and helpful.	3.55	3.82	3.61
The campus grounds are kept clean and neat.	3.48	3.81	3.70

Table 5. Educational Support Services Survey (Faculty and Staff)

Survey Item	Spring 2019	Spring 2020	Spring 2021
-------------	-----------------------------	-----------------------------	-----------------------------

Maintenance problems are resolved satisfactorily.	3.26	3.24	3.31
Overall, I am satisfied with the physical facilities.	3.20	3.17	3.34

Technological Resources and Infrastructure.

Under the leadership of the [Chief Information Officer](#), PCC maintains a robust technology infrastructure and support system which enables the academic endeavors of faculty and students and meets the business requirements of administrative staff. To meet this commitment, PCC has created and maintains a scalable, converged, and [secure telecommunications network](#) leveraging many enterprise standard technologies which deliver network services 24 hours a day across the entire campus. All of these technologies traverse the network over a Gigabit Ethernet infrastructure at the edge and a 10 Gigabit fiber optic backbone and an enterprise class [switch](#) at its core. The College has a 1GB burstable [link](#) to the Internet. This infrastructure allows the connectivity of over 1100+ college-owned nodes consisting of computers, [IP Phones](#) , and printers. These connect mainly through the College’s wired Ethernet network. The College supports student-owned wireless devices on the network ([BYOD](#)) which primarily connect through the 95 [Aruba access points](#) (APs) providing wireless to faculty, staff, students, and guests when on campus. Using [voice over IP technology](#), our network allows hundreds of incoming and outgoing telephone calls to be routed and connected each day.

In the data center, we manage approximately [40+ virtual servers](#) and 4 physical servers. Our ERP, Ellucian Colleague is hosted in the AWS cloud. We utilize Dell for storage area network (SAN). We also provide secure [VPN access](#) for faculty and staff, to access college resources easily and remotely.

Creating such a robust, integrated network enables us to provide the best technology-integrated learning environment possible for our faculty and students. As our minimum standard, each classroom at PCC is equipped with an [LCD projector](#) and computer for

faculty lectures and student presentations. Many rooms are technology enhanced classrooms (TEC) and they are equipped with additional technology: [Extron controller](#), [projector or HDTV](#), [integrated speakers](#), [video camera](#) and [microphones](#) for collaborative and interactive learning. We also have a [classroom with a Polycom Telepresence \(ITV\)](#) system for students to use while taking courses from other sites. Many of our faculty utilize [Blackboard and other web technologies](#) which allow our students to easily access a multitude of multimedia educational content from anywhere they have Internet connectivity in support of distance education.

Technology Infrastructure Satisfaction

Table 6. Student Satisfaction Survey and Table 7. Educational Support Services Survey (Faculty and Staff) show great strides PCC has made in customer satisfaction from 2019-2020, with only a minor decline in 2021. This setback can be attributed to the switch to a virtual instructional environment and associated learning curves and workloads of faculty, students, and staff (including IT) during COVID.

Table 6. Student Satisfaction Survey

Survey Item	Spring 2019	Spring 2020	Spring 2021
Classroom and lab technology is fast, reliable, and up to date.	3.35	3.52	3.45
The help desk staff are responsive and courteous.	3.44	3.71	3.54
Web-based services are available when needed for registration.	3.55	3.67	3.55

Table 7. Educational Support Services Survey (Faculty and Staff)

Survey Item	Spring 2019	Spring 2020	Spring 2021
Speed and reliability of the Internet is satisfactory.	2.66	3.42	3.15
The Colleague system (Datatel, WebUI, Webadvisor) is effective and reliable.	3.14	3.38	3.19
The It staff resolves help desk tickets in a timely manner.	2.55	3.29	2.75

Physical Inventory

The responsibility for control of physical resources resides primarily with the [Administrative Services Division](#). The [Systems Accountant](#) is responsible for assigning inventory control numbers for all equipment. The Administrative Services Technician places Bar-code tags on equipment items costing \$5000 or more, and on certain high-risk items like laptop computers. The Systems Accountant records acquisitions, transfers, and disposal of equipment in the [Fixed Assets module in Ellucian Colleague](#).

Each year the Administrative Services Technician conducts an [inventory audit](#). Each department is responsible for locating and checking-off their assigned equipment on a provided inventory worksheet. The Administrative Services Technician verifies a sample of items assigned to the responsible department. The Systems Accountant is responsible for keeping the [completed reports](#) and files accessible in the event they are needed for audit purposes.

Property Insurance and Risk Management

PCC contracts locally with [The Carver Agency](#) for our property insurance policy. This policy provides blanket building and content coverage with no coinsurance. The Vice President of Administration/CFO has an annual meeting with the insurance agent to review policy limits and discuss claim management. In 2021 it was determined that our cyber-security insurance rider was insufficient and it has been adjusted accordingly. Additionally, each year PCC has a walk-through inspection by risk mitigation employees from the insurance company, ensuring that, on an ongoing basis, minimum levels of risk exist.

Evidence Attachments

[A3 Block quote DEC 2021.pdf](#)

[Absolute Alarm 2021.pdf](#)

[academicfacilities per FTE.jpg](#)

[Administrative Services - Titles 13.7.pdf](#)

[Administrative Services - Titles.pdf](#)

[Building Characteristics 2018.pdf](#)

[Bushy Fork Exhaust Hood 2021.pdf](#)

[Bushy Fork Fire Extiguisher 2021.pdf](#)

[Campus Master Plan 2016.2020.pdf](#)

[capacityenrollment ratio.jpg](#)

[Carver Insurance Policy Cover 2021.pdf](#)

[Caswell Facilities Map.jpg](#)

[Caswell_PCC and CCS Career and College Promise Agreement 2020.2021.pdf](#)

[CHIEF INFORMATION OFFICER.pdf](#)

[CIP Worksheet_2022_PCC.jpg](#)

[Cleggs.PCC PC Roxboro 9.24.21.pdf](#)

[D1 bandwidth.png](#)

[D10 ITV classroom1.jpg](#)

[D11 Camera.jpg](#)

[D12 Extron Controller.jpg](#)

[D13 VoIP.png](#)

[D14 - Virtual environment.png](#)

[D2 Online Tools.jpg](#)

[D3 PCC-Network.pdf](#)

[D4 Aruba wireless management console.PNG](#)

[D5 Core Switch.PNG](#)
[D6 BYOD.jpg](#)
[D7 globalprotect.pdf](#)
[D9 Projector.jpg](#)
[Data Projector.jpg](#)
[DIRECTOR, FACILITY SERVICES.pdf](#)
[ESS.BG 2019.jpg](#)
[ESS.BG 2021.jpg](#)
[ESS.BG. 2020.jpg](#)
[ESS.IT 2019.jpg](#)
[ESS.it 2020.jpg](#)
[ESS.it 2021.jpg](#)
[fixed asset application.pdf](#)
[HVAC pm.pdf](#)
[Inventory Request 2021.pdf](#)
[Invoice 18263.pdf](#)
[IT.Quick Assist.jpg](#)
[ITV Classroom k118.jpg](#)
[Johnson Controls 2021.pdf](#)
[new capitalized asset report.pdf](#)
[Operations Budget XDBR_MORRAHE_27519.pdf](#)
[PCC competitive bid for design services 9.29.20.pdf](#)
[PCC Maintenance Request.pdf](#)
[PCC MOA Kirby.pdf](#)
[PCC Work Order.pdf](#)
[Person Campus Map.jpg](#)
[Piedmont Fire and Security 2021.pdf](#)
[Server Room Generator.jpg](#)
[Server Room HVAC.jpg](#)
[SSS.BG 2019.jpg](#)
[SSS.BG 2020.jpg](#)
[SSS.BG 2021.jpg](#)
[SSS.it 2019.jpg](#)
[SSS.it 2020.jpg](#)

SSS.it 2021.jpg

SYSTEMS ACCOUNTANT.pdf

VICE PRESIDENT, ADMINISTRATIVE SERVICES, CFO.pdf

13.8 Institutional Environment - Accreditation

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) is in compliance with standard 13.8. PCC is committed to taking reasonable steps to provide and maintain a healthy, safe, and secure environment for all members of the campus community. These efforts, fully supported by the administration, are implemented, and maintained through several policies, services, and programs.

Student Perceptions of Campus Safety

Students are at the center of PCC's attention; it is of utmost importance that PCC students truly feel safe. In the [2021 Student Satisfaction Survey](#), a majority of students who responded indicated they were either satisfied or very satisfied regarding each aspect of campus safety. This high level of satisfaction suggests that students feel very safe and secure at PCC.

Employee Perceptions of Campus Safety

Similarly, employee perceptions of campus safety are largely positive. In the [2021 Educational Support Services Survey](#), a majority of employees who responded indicated they either agree or strongly agree with statements regarding aspects of campus safety; agreement indicates a positive perception of campus safety. These results suggest that employees feel safe and secure at PCC.

College Safety Leadership and Staff

The College ensures a safe environment through an organizational structure designed to provide sufficient oversight and accountability to campus safety, security, and health. The [Vice President, Administrative Services/CFO](#), a direct report to the President, is charged with oversight of these areas. The Vice President carries out this function through the supervision of the [Director, College Safety](#) and the [Director, Facility Services](#). ([Organizational Chart](#))

PCC's [Director, College Safety](#) researches, plans, and recommends safety procedures for the College; conducts training for employees; and is an active part of all safety, preparedness, and planning activities.

To provide adequate safety coverage, the College employs eight [Campus Safety Specialists](#) on a part-time basis, who report to the Director, College Safety. Additionally, the College has outsourced Deputy Sheriffs through a [Memorandum of Understanding](#) with Person County Sheriff's Office.

Safe and Healthy Environment

[PCC Policy 2.11 College Safety Plan](#) serves as a guide for all College personnel in the event of an emergency located on or near a PCC facility. While no plan can cover every possible situation or emergency, the [PCC Safety Plan](#) describes basic actions necessary to protect personnel, property and to enhance the capability of college response in coordination with local emergency agencies responding. Specifically, this plan outlines emergency management actions and resources required to:

1. Minimize loss of life and property damage.
2. Care for the health and safety needs of personnel.
3. Maintain a safe working environment.
4. Restore essential services.
5. Provide for continuity of operations.
6. Provide recovery operations to expedite the return of normal College operations.
7. Provide timely and accurate information to the public and the media.

All college personnel and students have access to the Safety Plan through the [College website](#) and via [quick reference charts](#) located in all office areas and classrooms that outline emergency procedures.

Reportable incidents are documented using the College's [Incident Report Form](#) and submitted to the Director, College Safety.

Environment/Safety Standing Committee

The [PCC Environment/Safety Committee](#) works closely with the Vice President, Administrative Services/CFO and the Director, College Safety. The committee is comprised of members serving one-year memberships with representation from all areas of the College. The committee meets at least three times each academic year with additional meetings as needed. The roles of the committee are to:

- Promote a healthy and safe environment for employees, students, and visitors consistent with state and federal guidelines.
- Develop and review, annually, the College's Emergency Response Plans - Safety and Pandemic Plans.
- Review and refine the College's communications systems.
- Make recommendations to address safety concerns expressed by the College community.
- Plan and establish regular safety programs to ensure that faculty and staff are trained in the proper use of emergency equipment and procedures.
- Make recommendations as appropriate to address air quality issues to improve the working environment.
- Improve the quality of campus life by promoting recycling and green initiatives.
- Monitor and make recommendations to the College's Energy and Water Management Plan.
- Monitor and address building and grounds maintenance issues.
- Review the Facility Master Plan and make recommendations to the Executive Council.
- Monitor and recommend revisions to Section 4 (Plant Management) of the [PCC Policy Manual](#).

Crisis Communication Plan

Many situations exist in which the College needs to contact the members of the faculty, staff, students, and community. These situations range from campus being closed due to inclement weather to an emergency crisis that requires immediate information. PCC's [Emergency Alert System](#) (EAS) is used to communicate vital information to students and employees as quickly as possible before, during and after a campus incident. The President or designee in collaboration with the Director, Facility Services and other key College leadership determines when a message is to be broadcast and [instructs the authorized employee to proceed](#). Notifications are communicated via [Blackboard Connect](#) (via text message, voice recorded calls, email), Voice/IP speaker phones, the College website, social media platforms, and verbally via college officials. As of February 16, 2022, 1430 individuals (1,178 students, 179 employees, and 73 others) have registered with Blackboard Connect. An extremely important component of the crisis communication plan is that all faculty and staff assist with disseminating announcements of emergency information, as all visitors and students may not hear or understand the emergency message or procedures.

New students and employees receive information on this program during orientations, having the option to opt-in. Any person may access the sign-up form via the College website to update or alter their contact information.

Health and Safety Reviews

To provide a healthy and safe environment the College conducts drills, exercises, and inspections on a routine basis to make sure systems are working properly. The College conducts annual fire and active threat/lockdown drills. The College also works in concert with the Environmental Health and Safety Institute (EHSI) of Blue Ridge Community College, through a contract with the North Carolina Community College System. ESHI annually inspects the campus and prepares a [Safety Compliance Report](#). ESHI also assists the College with safety training for faculty and staff. Based on the ESHI reports, the College takes the necessary steps to address any concerns raised. For example, in 2020 numerous complaints were made by staff of concerns about the air quality in Building E. An indoor air quality assessment was performed throughout the Person and Caswell campuses. Issues

identified through this assessment were addressed and resolved.

Employees also receive training for various situations and topics through [Safe Colleges / Vector Solutions](#) online training platform and [face-to-face instruction](#).

Building Access

Access to buildings is provided at 7:30 a.m., Monday through Friday, at which time the Maintenance Department unlocks all buildings in use. Buildings remain open until 10:00 p.m., at which time campus safety staff secures all buildings. Access to buildings on the weekends is provided by campus safety.

Campus Safety

Person County Campus Safety Personnel:

- One full-time PCC employee (Monday – Thursday: 8 a.m. – 5 p.m.) (Friday: 8 a.m. – 4 p.m.)
- Four part-time PCC employees (Monday – Friday: 8 a.m. – 10 p.m.) (Saturday: 8 a.m. – 6 p.m.) (Sunday: 1 p.m. – 6 p.m.)
- Outsourced Person County Sheriff’s Office Deputy (Monday – Friday: Five hours per day)

Caswell County Campus Safety Personnel:

- Four part-time PCC employees (Monday – Friday: 8 a.m. – 10 p.m.) (Saturday: 8 a.m. – 6 p.m.)

Off-Campus Instructional Sites

Off-campus sites are an important component of PCC; these educational facilities are in different locations in Caswell and Person Counties. Each facility houses workspace for college employees who work with different populations of the community and public services. With the exception of the Caswell County Campus, these facilities do not have

switchboard operators; therefore, their safety plans are location specific. PCC personnel, who in the course of their work for PCC visit those sites, are made aware of all relevant safety and security policies before their visits begin.

1. Bartlett Yancey High School (BYHS) - 466 Main St. Yanceyville, NC
2. Kirby Learning Studio - 217 N Main St. Roxboro, NC
3. Caswell County Campus - 331 Piedmont Drive Yanceyville, NC

For college-controlled emergencies, each site is required to report through their chain of command. Emergencies that cannot be controlled by college employees should be reported to 911 for Person or Caswell County Emergency Services to respond. BYHS and Caswell County Campus are in the jurisdiction of the Caswell County Sheriff's Office. The Kirby Learning Studio is in the jurisdiction of the City of Roxboro, which requires response by the Roxboro Police Department.

Annual Reports and Clery Compliance

The College publishes and distributes the Campus Safety and Security Survey ([Person County Campus](#) and [Caswell County Campus](#)). This document, available on the [College website](#) and as a printed document at campus locations, answers frequently asked questions about the College's safety, including how the College complies with requirements of the Clery Act concerning sexual offenses. The report also includes an annual report of crimes reported on the College's campuses.

PCC has no open or closed investigations by the U.S. Department of Education's Office of Civil Rights concerning possible violations alleging sexual violence since our last reaffirmation.

The College also publishes the [Annual Security and Fire Safety Report](#). This report, available on the [College website](#) and in printed format upon request from the Safety Department, contains useful information to students, parents, and employees about the College's stance on safety, crime, violence, and methods of prevention.

To ensure students, employees, and visitors are provided a safe and secure environment, the College complies with the guidelines of the Title IX regulations which is outlined in [PCC Policy 2.6 Title IX Complaint Process](#). The College has designated one [Title IX Coordinator](#) (Vice President, Student Development), and one [Deputy Title IX Coordinator](#) (Director, Caswell County Campus Operations). Information regarding Title IX and the procedure for reporting Title IX complaints is published on the [College's website](#).

Evidence Attachments

[2.11 College Safety Plan__BOT_8.3.2021.pdf](#)

[2.6-Title-IX-Complaint-Process-.2020-1.pdf](#)

[Administrative Services - Titles 13.8.pdf](#)

[Annual-Security-and-Fire-Safety-Report-2020.pdf](#)

[Campus-Alert-System-Sign-Up.pdf](#)

[Campus-Safety-Security-Caswell-County-Campus-2021.pdf](#)

[Campus-Safety-Security-Person-County-Campus-2021.pdf](#)

[Clery Act website.PNG](#)

[College Safety Plan__ 8.10.2021.pdf](#)

[DE25682C-25E2-45FC-A031-38EAE18DC2AF.png](#)

[DEPUTY TITLE IX COORDINATOR.pdf](#)

[DIRECTOR COLLEGE SAFETY.pdf](#)

[DIRECTOR, FACILITY SERVICES.pdf](#)

[EHSI Safety compliance report.pdf](#)

[Env safety standing committee roles 2021-22.pdf](#)

[ESSS 2021 campus safety.PNG](#)

[Example face-to-face safety training.png](#)

[Incident Report Template.pdf](#)

[Mandatory Title IX training completion data 2020.PNG](#)

[MOU Sheriff Dept 2021.pdf](#)

[PCC safety plan on website screenshot.png](#)

[PCC website screenshot of section 4 of the policy manual.png](#)

[PGS email inclement weather.PNG](#)

[safety quick reference chart.jpg](#)

[SAFETY SPECIALIST.pdf](#)

[SSS 2021 campus safety.PNG](#)

[TITLE IX COORDINATOR.pdf](#)

[Title IX website.PNG](#)

[VICE PRESIDENT, ADMINISTRATIVE SERVICES, CFO.pdf](#)

14.1 Publication of Accreditation Status - Accreditation

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy, and thus is compliant with standard 14.1. Note: PCC does not have any branch campuses.

Overview

The North Carolina State Board of Community Colleges [1B SBCCC 400.1](#) requires all NC Community Colleges to maintain accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as reflected in [PCC Policy 1.3 Accreditation and Professional Affiliations](#). The PCC Policy Manual is available on the [Piedmont Community College Website](#).

a) Piedmont Community College (PCC) accurately represents its SACSCOC accreditation status and publishes the following statement in accordance with SACSCOC's requirements and federal policy

Piedmont Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas, and certificates. Questions about the accreditation of Piedmont Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by

using information available on SACSCOC's website (www.sacscoc.org).

On PCC's [homepage](#) under the *About* menu is an easily visible *Accreditation & Publications* link. The link takes the user to the webpage that has the detailed [SACSCOC accreditation information](#). Additionally, the same SACSCOC accreditation information is included in the annually published [2021-2022 College Catalog and Student Handbook](#), on page 2, and in the [Student Planner](#).

b) Branch Campuses

Piedmont Community College does not have any branch campuses, therefore this part of the standard does not apply.

Evidence Attachments

[1.3-Accreditation-and-Professional-Affiliations-2021.pdf](#)

[1b_sbccc_400.1.pdf](#)

[accreditation link on home page.jpg](#)

[Accreditation page in catalog.pdf](#)

[Accreditation Statement on the Web.png](#)

[Policy manual screenshot.PNG](#)

[student planner accreditation statement.jpg](#)

14.2 Substantive Change - Accreditation

The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy, and thus is compliant with Standard 14.2 Substantive Change.

Overview

Published PCC policies are reviewed by the assigned monitoring authority on a [cyclical basis](#). Any policy title or statement changes are approved by the assigned college standing committee, executive council, and the Board of Trustees. Changes to procedures associated with policies do not require Board approval. One such policy is PCC Policy 2.28 Substantive Change.

Substantive Change Policy

PCC regularly notifies SACSCOC of substantive changes in accordance with the substantive change policy. PCC's recent changes fall into one of three categories: new programs, significant departure changes, or closing program/sites. To maintain compliance with substantive changes, PCC has a specific policy designed to ensure that no lapse of notification to SACSCOC occurs. This policy was most recently updated in October 2020 and approved by the PCC Board of Trustees in accordance with [PCC guidelines](#).

As stated in [PCC Policy 2.28 Substantive Change](#)

- The President, vice presidents, deans, and directors have a fundamental responsibility to ensure compliance with the SACSCOC substantive change policy.

- The President, vice presidents, deans, and directors inform the PCC Standing Curriculum Committee as soon as possible of actions or proposals that may be considered a substantive change. The Accreditation Liaison is a standing member of the curriculum committee to ensure that SACSCOC requirements regarding substantive change are met.
- During PCC Standing Curriculum Committee meetings, all program changes are proposed using a [PCC Curriculum Committee Action Request form](#) to determine if the changes are substantive. [Curriculum committee meeting minutes](#) reflect this decision-making process.
- All information, data, and/or prospectus necessary to comply with SACSCOC policy must be provided to the Accreditation Liaison.
- The institutional liaison will monitor course offerings at existing sites and ensure the President, vice presidents and appropriate personnel are aware of those locations nearing the next threshold for notification.
- The President sends completed substantive change documents to SACSCOC.

Table 1. Substantive Change Log includes all substantive changes since our last reaffirmation in 2013. The **summary table** also includes general correspondence for reference. As the correspondence shows, PCC has submitted all documents for substantive changes in accordance with both SACSCOC and local PCC policies.

Table 1. Substantive Change Log

Correspondence Date/Link	Type of Change	Short Summary
August 15, 2013	New Program(s) - Notified	Computer Technology Integration A.A.S. and Health Care Technology Certificate.
October 9, 2013	Program(s) Closure	Business Administration (Electronic Commerce Concentration) A.A.S., Facility Maintenance Technology and School-Age Education

<u>January 9, 2014</u>	New Program(s) - Approved	Historic Preservation Technology
<u>August 22, 2014</u>	New OCIS - Approved	Roxboro Community School <25%
<u>October 29, 2014</u>	Reopen OCIS	Timberlake Center
<u>December 17, 2014</u>	New OCIS - Approved	Roxboro Community School >50%
<u>July 7, 2015</u>	Program(s) Closure	Computer Information Technology A.A.S., Computer Programming A.A.S., Information System Security A.A.S., Web Technologies A.A.S., Laboratory Technology A.A.S., Criminal Justice- Latent Evidence Concentration A.A.S..
<u>October 1, 2015</u>	Program(s) Closure	Biotechnology A.A.S., Business Administration-International Business A.A.S, Gunsmithing A.A.S, Esthetics Technology Certificate, Manicuring Nail Certificate.
<u>December 14, 2015</u>	New Program(s) - Approved	Mechatronics Engineering Technology
<u>September 26, 2016</u>	New Early College High School Program	Person Early College High School (PECIL)
<u>February 27, 2018</u>	Program(s) Closure	Historic Preservation Technology A.A.S

<u>October 5, 2018</u>	New Program(s) - Approved	Agribusiness Technology A.A.S.
<u>December 17, 2018</u>	Program(s) Closure	Human Services Technology/ Social Services A.A.S.
<u>February 26, 2019</u>	Program(s) Closure	Health Care Technology Certificate, Medical Assisting: Health Science Diploma; Nurse Aide: Health Science Diploma; Phlebotomy: Health Science Diploma and Certificate
<u>July 19, 2019</u>	Program(s) Closure	Film and Video Production A.A.S.
<u>April 3, 2020</u>	Temporary Emergency Relocation of Instruction	Face-to-face to distance education due to COVID
<u>August 14, 2020</u>	OCIS Closure	Timberlake Center
<u>June 18, 2021</u>	New Program(s) - Approved	Emergency Medical Science A.A.S.
<u>December 13, 2021</u>	New Program(s) - Notification	Human Services - Substance Abuse Technology A.A.S.
<u>January 21, 2022</u>	Program(s) Closure	Medical Office Administration
<u>February 4, 2022</u>	OCIS Closure	Orange Correctional Center
<u>February 4, 2022</u>	OCIS Closure	Roxboro Community School
request pending	Program(s) Closure	Basic Foodservice Technology, Carpentry

Evidence Attachments

[1.21.22 MOA termination approval letter.pdf](#)

[1.9.14 Approval Historic Preservation.pdf](#)

[10.1.15 Program closures.pdf](#)

[10.29.14 Reopen Timberlake.pdf](#)

[10.5.18 Approval Agribusiness.pdf](#)

[10.9.13 close 3 programs.pdf](#)

[12.13.21 HSE.pdf](#)

[12.14.15 Mechatronics Approval.pdf](#)

[12.17.14 New OCIS RCS.pdf](#)

[12.17.18 Close HST Social Svcs.pdf](#)

[2.26.19 Closure 5 Programs.pdf](#)

[2.27.18 Historic Preservation Closure.pdf](#)

[2.28-Substantive-Change.pdf](#)

[2.4.22 OCIS closure OCC.pdf](#)

[2.4.22 OCIS closure RCS.pdf](#)

[4.3.20 emergency relocation.pdf](#)

[6.18.21 EMS approval.pdf](#)

[7.19.19 FVP Closure.pdf](#)

[7.7.15 Program closures.pdf](#)

[8.14.20 Timberlake closure.pdf](#)

[8.15.13 approve 2 programs.pdf](#)

[8.22.14 New OCIS.pdf](#)

[9.26.16 PECIL.pdf](#)

[Curriculum Committee Action Request EMS Program Approval.pdf](#)

[Curriculum Committee Minutes 9.10.20 EMS Program Approval.jpg](#)

[policy review process.pdf](#)

14.3 Comprehensive Institutional Reviews - Accreditation

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) ensures all appropriate standards and policies are applied to distance learning programs and off-campus instructional sites, and thus is compliant with Standard 14.3. Note: PCC does not have any branch campuses.

Overview

PCC's Although PCC has no branch campuses, it does have three instructional sites apart from its main Person County Campus: Caswell County Campus, Kirby Learning Studios, and Bartlett Yancey Senior High School. More information on these three off-campus instructional sites is provided elsewhere in this report in the [Institutional Summary Form Section 3](#) as well as in the narratives for **Standards 13.7 and 13.8**.

Functions of the Distance Learning Standing Committee

The [PCC Distance Learning Standing Committee](#) meets a minimum of three times per year with the goal of improving distance education under the oversight of the Dean, Distance Learning & Learning Commons; additional members include deans, directors, faculty members, and other staff members. The roles of the Distance Learning Standing Committee are wide-ranging and include making recommendations to improve the distance learning program, engaging in the review of related policies, and ensuring the quality and integrity of distance education course offerings matches that of other programs with other course modalities.

In particular, the Distance Learning Committee provides oversight for [PCC Policy 6.35](#)

[Distance Education](#), which provides a thorough guide for ensuring that student learning via distance education is similar to that via the face-to-face modality. This policy addresses the procedures of quality expectations, requirements and expectations for faculty, faculty qualifications, training, approval process for delivery, course design, syllabus templates, course design practices for accessibility, course assessment, course load, copyright/ownership of material, student orientation, student authentication, student support, and student privacy.

The Distance Learning Committee also oversees issues relevant to distance learning courses in conjunction with PCC Policies [2.23 Technology Resources Acceptable Use](#), [2.24 Information Access Security](#), [6.6 Registration](#), and [6.8 Class Attendance](#). In order to maintain a high level of distance education course and program offerings, the committee collaborates with and makes recommendations to the [PCC Curriculum Standing Committee](#) and the [PCC Technology Standing Committee](#).

For example, the Curriculum Standing Committee recently discussed and approved changes to [PCC Policy 6.35 Distance Education](#) that were recommended by the Distance Learning Committee on the most effective way to record census dates in an online environment to maintain compliance with North Carolina Community College System auditing requirements. This assures these policies are applied equitably to all students enrolled in an online course. [Curriculum committee meeting minutes](#) are provided as evidence of this process.

Off Campus Instructional Sites

Faculty

All PCC faculty, regardless of their teaching assignment location or the modality in which courses are delivered, are held to the same expectations including [faculty credentials](#), [course design](#), [classroom management](#), and performance [evaluations](#). Courses follow their state-approved course description and students receive information about course details and college services via their instructor and the course syllabus. The [two-part syllabus](#) provides information which is specific to the course, instructor, and its modality ([traditional syllabus part 1](#), [hybrid-blended syllabus part 1](#), [online syllabus part 1](#)) as well as information

that is consistent across the College ([syllabus template_part 2](#)). Faculty follow the same process to report academic data such as student [census information and grades](#).

PCC recognizes the importance of having full-time faculty available to all students regardless of location or course modality. Data provided in *Figure 1. Course Sections Taught by Full-time and Part-time Faculty by Location* below show that among all PCC locations, the percentage of full-time faculty is 75% or greater for both Spring and Fall of 2021, and is comparable to the percentage of full-time faculty on the main campus which was used as a benchmark. For online courses, the percentage of full-time faculty is trending lower, at 58.9% for Spring and 49.5% for Fall. There is some intentionality around this, because in order to fulfill our mission, PCC recognizes that faculty must have roles outside of the classroom participating on committees, advising students, and assessment. Placing well-qualified adjuncts in the online courses helps to accomplish this. We ensure the continued quality and integrity of online courses by making sure all faculty are properly trained, using well-presented courses (several of which have been evaluated using quality matters or similar [rubrics](#) developed locally), and [oversight](#) by the instructional deans.

Beginning in September 2020, PCC implemented professional development through Quality Matters to help ensure the quality of online courses. Currently, 45 trainings have been completed ([23 FT and 22 PT](#)) by faculty, and the opportunity to participate is ongoing. In addition, [other trainings](#) are offered through the distance learning department which includes using VidGrid in the classroom, AVISO, Harmonize software, Zoom, Respondus, and many others to help student engagement in the online environment. In particular, new faculty are [invited](#) to work with the Distance Education Instructional Design Specialist to help them become acquainted with resources at PCC, design their courses, and engage in continuous improvement of courses. Full-time faculty teach a majority of the courses and play a significant role among all PCC students regardless of location or course modality.

Figure 1. Course Sections Taught by Full-time and Part-time Faculty by Location

Spring 2021	Sections Taught by Full-time Faculty		Sections Taught by Part-time Faculty		TOTAL
	N	%	N	%	
Off-Campus Instructional Sites					
Bartlett Yancey High School	2	100			2
Caswell County Campus	50	78.1	14	22	64
Kirby Learning Studios	5	100		0	5
Distance Education					
Online Courses	53	58.9	37	41	90
Main Campus (benchmark)					
Person County Campus	168	84.4	31	16	199
Grand Total	278	77.2	82	22.8	360

Fall 2021	Sections Taught by Full-time Faculty		Sections Taught by Part-time Faculty		TOTAL
	N	%	N	%	
Off-Campus Instructional Sites					
Bartlett Yancey High School	5	100			5
Caswell County Campus	62	75.6	20	24	82
Kirby Learning Studios	5	83.3	1	17	6
Distance Education					
Online Courses	50	49.5	51	50	101
Main Campus (benchmark)					
Person County Campus	174	87.9	24	12	198
Grand Total	296	75.5	96	24.5	392

Facilities and Resources

PCC ensures adequate facilities maintenance and management through the employment of a skilled and experienced staff that provides oversight and maintenance to the college's facilities and resources at all (except Bartlett Yancey High School as discussed below) off-campus instructional sites. Under the supervision of the Vice President, Administrative Services/CFO, the Facilities Services Department employs a [Director, Facility Services](#) and staff who are responsible for the operation, maintenance, and housekeeping of all college facilities and grounds.

PCC maintains a robust technology infrastructure and support system which enables the academic endeavors of faculty and students and meets the business requirements of administrative staff. Information technology resources are provided and maintained the Information Technology Services (ITS) Division led by a [Chief Information Officer](#) (CIO) who reports directly to the President. The CIO has a staff of professionals who support the technology infrastructure on all campus and off-campus instructional sites.

Day-to-Day Oversight

Caswell County Campus

The [Caswell County Campus](#) is an off-campus instructional site located in Yanceyville, NC. Courses needed for many different programs of study [are available](#) on the Caswell County Campus.

Leadership and oversight for the daily operations at the Caswell County Campus is provided by [Director, Caswell County Campus Operations/Title IX Deputy Coordinator](#), who reports directly to the [Vice President, Administrative Services/CFO](#) of the College. Both of these individuals are on the College's Executive Council. The reporting structure within the [instructional division](#) is the same regardless of location and course modality, with additional support for faculty provided by the Director, Caswell County Campus Operations/Title IX Deputy Coordinator at this off-campus instructional site.

Kirby Theater / Kirby Learning Studio

The off-campus instructional site, [Kirby Learning Studio](#) in Roxboro, NC, is used as a physical setting for any students enrolled in the Associate in Fine Arts program. Leadership and oversight for the daily operations at the Kirby Theater / Kirby Learning Studios is provided by [Director/Instructor, Cultural Arts Program](#) under the supervision of the [Vice President, Advancement and Communications](#). The Vice President, Advancement and Communications is an active member of Executive Council. The reporting structure within the [instructional division](#) is the same regardless of location and course modality, with additional support for faculty provided by the Director/Instructor, Cultural Arts Program at this off-campus instructional site.

Bartlett Yancey High School

The off-campus instructional site at [Bartlett Yancey Senior High School](#) in Yanceyville, NC is used as a physical setting for some [Career and College Promise](#) (i.e. dual enrollment) classes. This PCC off-campus high school site allows qualified high school students to dually enroll in community college courses through one of two pathways, the College Transfer pathway or the Career & Technical Education (CTE) pathway. PCC's Career and College Promise courses, when taught at any instructional site, are in compliance with N.C. State Board approved [curriculum standards](#) of core courses listed in the current PCC

catalog to ensure quality and integrity of [Career and College Promise](#) classes.

Leadership at the Bartlett Yancey High School OCIS is provided by the Principal and other staff employed by the Caswell County Board of Education. In collaboration with the [Director, Caswell County Campus Operations/Title IX Deputy Coordinator](#), these administrators manage the day-to-day operations of the school, including all spaces utilized by Piedmont Community College instructors. The welding lab and classroom are equipped by PCC, and are held to the same standards as equipment in other PCC classrooms. The reporting structure within the [instructional division](#) is the same regardless of location and course modality, with additional support for faculty provided by the Director, Caswell County Campus Operations/Title IX Deputy Coordinator at this off-campus instructional site.

Classes held off-site are held to the same instructional standards as classrooms and equipment on PCC's [Person County Campus](#). The College provides off-site students with the same resources as students on the main Person County Campus as described below. All PCC policies and procedures apply to students, faculty, and staff regardless of their physical location or course modality.

Assessment

As described in the narrative for **Standard 8.2.a**, PCC has a comprehensive evaluation process for Program Area Outcomes (PAO's). Coursework at all off-campus instructional sites and distance learning coursework are incorporated into the PCC Program Area Outcomes evaluation process.

The instructional deans work with program faculty and advisory committee members to develop and continuously update PAO assessment plans for each educational program, which specifically identify the following six components:

1. Program outcomes identifying the broad objectives for the program;
2. Student learning outcomes identifying specific knowledge, skills, and/or attitudes that graduates of the program will know, be able to do, or think;
3. Assessment measures for each learning outcome, with explicit minimum criteria for

successful achievement of each outcome;

4. Assessment results for each outcome;

5. A summary of Strengths, Weaknesses, and Action Plans, particularly including planned actions to address weaknesses or capitalize on strengths to improve teaching and learning; and

All the reports of assessment plans and results for credentialed academic programs at the College employ the same PAO layout and format. The PAO for a particular program incorporates data from all instructional delivery locations and delivery modes (face-to-face, online, and hybrid). For assessments examining courses delivered via more than one location and/or mode, disaggregated results from the multiple delivery modes and/or locations are reported for comparative purposes. Attached are the recent PAO's for two programs that demonstrate this disaggregation: [Accounting and Finance](#) and [Business Administration](#).

Accessibility of Resources

PCC realizes that one challenge for distance learning students and students at off-campus sites is readily accessing academic and student support services. In response, three strategies are employed to ensure equitable access to these resources.

1. The PCC website has been constructed and is maintained to be as user-friendly as possible, making it easy to access information and obtain answers to typical questions via the chat bot available on each web page. The PCC website informs all students, including distance learning/off-campus students about [PCC online studies](#) and access to [student support services](#) many of which are available virtually.
2. As many services as possible are available virtually via phone, Zoom, or the use of other technologies. For example, [online tutoring](#) is available, library resources are available through the use of the [NC Live database](#) and the [electronic library](#), and PCC offers [virtual job fairs](#) for students to learn about jobs in the area.
3. Because the Caswell County Campus meets the [criteria set by the State](#) for a multi-campus center, additional funding is received to provide services for students at that location. On the Caswell County Campus, there is a [learning commons](#) for students to receive tutoring, check out learning materials, and have quiet study time. There is also

a [student development representative](#) to assist students with advising, financial aid, registration, and other student services as needed.

Evidence Attachments

[2.23-Technology-Resources-Acceptable-Use-2021.pdf](#)

[2.24-Information-Access-Security-2021.pdf](#)

[6.35-Distance-Education-2021.pdf](#)

[6.8-Class-Attendance-1.2021.pdf](#)

[Accounting and Finance 2020-2021 PAO.pdf](#)

[Business Administration 2020-2021 PAO.pdf](#)

[BYHS pics.pdf](#)

[Caswell Campus photo.jpg](#)

[Caswell Course Offerings.pdf](#)

[Caswell LC.jpg](#)

[CCP screenshot.PNG](#)

[CHIEF INFORMATION OFFICER.pdf](#)

[College Website_High School Programs_1.13.2022.png](#)

[Curriculum Committee Minutes_8.27.2021_approval of policy 6.35.png](#)

[curriculum standards screenshot.PNG](#)

[Curriculum Standing Committee.pdf](#)

[D. Whitlow training calendar.pdf](#)

[DE Institutional Standing Committee.pdf](#)

[DIRECTOR OF CASWELL CAMPUS OPERATIONS.pdf](#)

[DIRECTOR, FACILITY SERVICES.pdf](#)

[DIRECTOR-INSTRUCTOR, CULTURAL ARTS PROGRAM.pdf](#)

[DL training offer_email.png](#)

[Faculty Handbook - AY 21-22_census and grades.pdf](#)

[Faculty Handbook - AY 21-22_class management.pdf](#)

[Faculty Handbook - AY 21-22_course design.pdf](#)

[Faculty Handbook - AY 21-22_credentials.pdf](#)

[Faculty Handbook - AY 21-22_evals_observations_QM.pdf](#)

[Faculty Handbook - AY 21-22_syllabi.pdf](#)

[FT PT faculty by location FA21.PNG](#)

[FT PT faculty by location SP21.PNG](#)

[Hybrid-Blended Syllabus Part 1 \(Rev 7-27-21\) .pdf](#)
[Institutional Summary form section 3.pdf](#)
[Instructional Division \(multi-page\).pdf](#)
[kirby.jpg](#)
[library online search tool.PNG](#)
[MCC 1b_sbccc_200.3_-_01oct19_0.pdf](#)
[NCLive and other database access.PNG](#)
[Online Checklist_Rev101021.pdf](#)
[Online faculty oversight.pdf](#)
[Online Syllabus Part 1 \(Rev 7-27-21\)\(1\).pdf](#)
[online tutoring sign-up.PNG](#)
[PCC Person County Campus photo.jpg](#)
[PCC Website_Resources for Your Success_1.13.2022.png](#)
[Policy 6.6-Registration-Curriculum-3.29.2021.pdf](#)
[POS landing page screenshot \(online learning\).PNG](#)
[QM Course Participation.pdf](#)
[SD services available in caswell Ag student.jpg](#)
[Syllabus Part 2 \(Rev. 12-1-21\) .pdf](#)
[Technology Standing Committee.pdf](#)
[Traditional Syllabus Part 1 Rev. 11-30-20\(1\)\(1\).pdf](#)
[VICE PRESIDENT, ADMINISTRATIVE SERVICES, CFO.pdf](#)
[VICE PRESIDENT, ADVANCEMENT AND COMMUNICATIONS.pdf](#)
[virtual job fair.PNG](#)

14.4 Representation to Other Agencies - Accreditation

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Self Ratings

Compliance

Response

Piedmont Community College (PCC) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions, and thus is compliant Standard 14.4.

a) Accurate Representation

- The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the only U.S. Department of Education recognized accrediting body which accredits the entire institution, last reaffirmed Piedmont Community College (PCC) in [2013](#).
- As evidenced by the US Department of Education database, neither [PCC](#) nor any of its [programs](#) are accredited by any other U.S. Department of Education recognized accrediting agency.
- PCC completed its 5th year report and resolved all requests for monitoring by SACSCOC in [January, 2020](#).
- No accrediting agency has terminated PCC's accreditation.
- PCC has not withdrawn accreditation with any agency.

Accreditation-related information is accurately represented and readily available to employees, students, and the community on the [PCC website](#), in [PCC Policy 1.3 Accreditations and Professional Affiliations](#) of the [Policies and Procedures Manual](#), the [2021-22 General Catalog and Student Handbook](#), and the [student planner](#).

The [SACSCOC liaison](#) is responsible for communicating to SACSCOC with transparency and integrity to ensure that PCC is accurately represented to the Commission regarding all matters.

b) Informing Other Accreditors

Because PCC is not accredited by any additional U.S. Department of Education recognized accrediting agencies, part b of this standard does not apply.

Evidence Attachments

[1.3 Accreditation and Professional Affiliations--BOT_8.3.2021_accred statement.pdf](#)

[Accreditation stmnt on the web.PNG](#)

[DIRECTOR ORIE - SACSCOC highlighted.pdf](#)

[DOE website regarding PCC accreditation 2021.PNG](#)

[No DOE approved progrmmatic accreditors_retrieved 11.30.2021.pdf](#)
[page 2 accreditors.pdf](#)

[Policy Manual screenshot for Policy 1.3.png](#)

[Reaffirmation letter January 2013.pdf](#)

[SACSCOC monitoring report resolution 2020.pdf](#)

[student planner accreditation statement.jpg](#)

14.5 Policy Compliance - Accreditation

The institution complies with SACSCOC’s policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation.

a. “Reaffirmation of Accreditation and Subsequent Reports”

Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role with in that system.

b. “Separate Accreditation for Units of a Member Institution”

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.)

Self Ratings

Compliance

Response

Piedmont Community College (PCC) complies with SACSCOC policy statements that pertain to new or additional instructional obligations that may arise that are not part of the standards in the current principles by monitoring for changes and taking action when necessary, and thus is compliant with standard 14.5.

Overview

The College's SACSCOC Accreditation Liaison regularly monitors the SACSCOC website to check for edits, revisions, and/or new policies not detailed in the current *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement*. Additionally, the liaison maintains a file of SACSCOC correspondence. These responsibilities are described in the SACSCOC liaison's [job description](#). The College's liaison informs the campus community of SACSCOC policy updates and any additional pertinent information as evidenced by the [December 15, 2020](#) minutes from a "reflections from SACSCOC" meeting, where participants met to discuss key takeaways from the 2020 Annual Meeting which included points regarding the new SACSCOC substantive change policy. Participants at the Annual Meeting are expected to share any new policy information and other important SACSCOC information with their colleagues as appropriate. [Minutes](#) from a QEP topic selection committee are provided as an example of this.

In addition, the [March 16, 2020 minutes](#) from the College's Executive Council meeting are included, in which Michele discussed with the leadership team of the SACSCOC Emergency Temporary Location of Instruction procedure. Executive Council meeting minutes are posted in a [centralized location](#) for all employees to access so they can stay informed about college leadership activities including SACSCOC policy changes.

a. Reaffirmation of Accreditation and Subsequent Reports

Piedmont Community College (PCC) is one of 58 community colleges within the North Carolina Community College System (NCCCS). In accordance with the Commission Policy "Reaffirmation of Accreditation and Subsequent Reports," PCC provides the following description of the NCCCS mission, governance, operating procedures, and PCC's role within the System.

NCCCS Mission

[NCCCS Mission Statement](#): "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.”

The NCCCS mission statement is derived from the statutory mission. The State Board of Community Colleges defines the working mission statement as part of its responsibility to focus system resources on North Carolina’s current and future educational, economic, and societal needs. Within the requirements of [N.C.G.S.115D-1](#) and [N.C.G.S. 115D-4.1](#), the working mission is dynamic, changing as needed, to reflect changing priorities.

The purpose of the 58 community colleges within the NCCCS is to offer courses of instruction in one or more general areas of two-year college parallel, technical, vocational, and adult education programs. In carrying out this role, the system delivers credit instruction, leading toward associate degrees, diplomas, and certificates; non-credit instruction, leading to workforce skills enhancement and certifications; and a progression of non-credit literacy instruction, leading toward an adult high school diploma or GED certificate.

Governance

The NCCCS was [designated in law](#) as the primary lead agency in delivering workforce development training, adult literacy training, and adult education programs in the state. It serves as a resource agency and an administrative arm of the State Board and the colleges. The NCCCS Office, headed by the System President, provides state-level administration and leadership of the Community College System under the direction of the State Board of Community Colleges. The State Board has three major functions:

1. equitable distribution of funds and fiscal accountability;
2. establishment and maintenance of state priorities; and
3. educational program approval and accountability.

The State Board has full authority to adopt all policies, regulations, and standards it may deem necessary for the operation of the System subject to NC General Statutes. The State Board is responsible solely for the Community College System and is not under the domain of any other board or commission. Members of the State Board are selected by the Governor and the General Assembly. Members represent business, industry, education, and government.

The State Board consists of 21 members. The Lieutenant Governor and the State Treasurer are ex officio members. The Governor appoints 10 members, four from the state at large and one from each of the six trustee [association regions](#). The State Senate and the House each elect four members to this Board. The president or vice president of the North Carolina Comprehensive Community College Student Government Association serves as an ex officio member. Terms are staggered and expire every odd-numbered year. No person may be appointed or elected to more than two consecutive six-year terms.

Seven standing committees carry out the bulk of the Board's work: Accountability and Audit, Finance, Legislative Affairs, Personnel, Programs, Policy and Governance, and Strategic Planning, with ad hoc committees appointed by the Chair as needed.

The State Board meets at least 10 times per year to evaluate the recommendations of the System Office, to set policy for the System, and to oversee its operation. Members elect a board chair to serve as the Board's leader, spokesperson, and presiding officer. A vice-chair and other officers are also elected as deemed necessary by the board.

The System President's staff assists colleges by helping to develop and implement curricula and other programs and by providing technical assistance in a range of areas. The System Office provides other services for the System that would be difficult for an individual institution to initiate, such as statewide data collection.

At the local level, each of the colleges operates under a board of trustees. Each board is composed of a minimum of thirteen members, including twelve citizens from the service area in which the college is located. The president or chairperson of the executive board of the student body serves as an ex officio member. Local board members are appointed for

staggered four-year terms. Four members each are elected by the local school board and the board of commissioners of the administrative area of the institution. Four members are appointed by the Governor. [N.C.G.S. 115D-14](#)

The board of trustees sets local policy. The local board elects and the State Board approves the selection of each college's president. The president operates the college within state policies and policies adopted by the local trustees. Administrative decisions, such as the employment of faculty members, may be made by the president. All personnel employed at the colleges are employees of the college and not of the State of North Carolina.

Operating Procedures for the System

The NCCCS Office assists the community colleges in a wide range of functional areas including, but not limited to, leadership, assistance, and consultation in:

- Academic Programs;
- Analytics and Reporting;
- Career and Technical Education;
- College and Career Readiness;
- College Finance and Operations;
- Compliance and Accountability;
- Data Collection and Analysis;
- Information Technology Resources and Services;
- Legal Affairs;
- Library Services;
- Student Services;
- Systems and Technical Support; and
- Workforce Continuing Education;

The System Office is divided into [five divisions](#): Economic Development, Executive, Business and Finance, Programs and Student Services, and Technology Solutions and Distance Learning.

The [NCCCS Economic Development team](#) "provides education, training, and support services for new, expanding, and existing business and industry in all 100 North Carolina counties through our network of 58 community colleges." The Economic Development Division includes:

- [ApprenticeshipNC](#) -- A system put in place to help current high school students, recent graduates, experienced workers, or military veterans receive job-related education and training from a master-level supervisor.
- [BioNetwork](#) -- Provides high-quality economic and workforce development for the biotechnology and life science industries across North Carolina through education, training, and laboratory resources. BioNetwork also supports the future biotechnology and life science workforce through teacher training and outreach.
- [Customized Training](#) -- "provides education, training, and support services for new, expanding, and existing business and industry in North Carolina through our network of 58 community colleges, serving all 100 counties of the state." Customized training fosters and supports three key aspects of a company's well-being: job growth, technology investment, and productivity enhancement.
- Small Business Center Network -- 58 small business centers throughout North Carolina which "support the development of new businesses and the growth of existing businesses by being a community-based provider of training, counseling, and resource information."

The purpose of the [Executive Division](#) of the NCCCS is to provide leadership and support under the policies, regulations, and instructions of the State Board, to the System Office and to the 58 community colleges charged with preparing North Carolina's workforce for the global economy. Led by the President, the Executive Division advocates for essential resources for the statewide community college system from public and private sources; spearheads the effort to recruit and retain world-class business and industry; provides professional services, including guidance on legal and policy issues, to colleagues in the community colleges and in the System Office; ensures planning, performance management, and accountability for ethical uses of public funds and other resources; signals the value of

North Carolina's community colleges to key constituencies, inside and outside North Carolina; staffs the State Board of Community Colleges; plans and manages system-wide events; and directs overall operations of the System Office.

The [Business and Finance Division](#) advocates, on behalf of the System, "providing fiscal and human resource services and guidance, as well as ensuring accountability to promote good stewardship of public resources." The Business and Finance Division facilitates the procurement and equitable distribution of state financial resources; the reporting of all revenues and expenditures; the establishment of special and capital projects; and the distribution of budget and policy information and subsequent consultations within both the System Office and to the 58 colleges. This is accomplished through the execution of budgeting, accounting, cash management, fixed asset, capital improvements, internal systems, and auxiliary services functions. The division also provides fiscal reports and budget information to numerous federal, state, and local government entities.

The [Programs and Student Services Division](#) "provides leadership, assistance, and consultation to the 58 community colleges in the areas of academic programs, adult basic education, workforce development, continuing education, student success initiatives, financial aid, national post-secondary education policy research, institutional research, and performance management. Staff within the Division develops and administers state-level policies and strategies to improve student access, enhance program quality, and increase student success. In addition, the staff engages college faculty and administrators to develop, field test, evaluate, and disseminate best practices that support student success. The Division is the point of contact for consultation and professional development related to the implementation of academic programs, career technical education, dual enrollment, industry-recognized credentials, employability skills development, career readiness certifications, college completion strategies, and data analysis."

The [Technology Solutions and Distance Learning Division](#) "provides leadership to the 58 institutions in the North Carolina Community College System through policy development, development and coordination of information and reporting systems, negotiation and brokerage of goods and services, and technical assistance. The Division supports the staff of the System Office through information and technology resources and project management planning and organization. The Division engages in implementing information

technology, distance learning technologies and programs, library resources, and project management services. A commitment to customer service and the use of information for improving policies, practices, and programs unifies this work unit with diverse functions.”

The System Office utilizes numbered memorandums as the official method of communication with the 58 colleges. This process ensures operational consistency across the system. An example is the Numbered Memorandum [CC21-018 Amendment of 1G SBCCC 200.1 - General Provisions](#). This memo provided information to colleges regarding an amendment to State Board Code that added flexibility for colleges to make up instructional hours for “other emergency events.” This amendment was designed to mitigate challenges created by COVID-19 restrictions.

Individual College’s Role in the System

One of 58 constituent institutions of the NCCCS, PCC is a public, two-year educational institution operating under the control of a local Board of Trustees (BOT). PCC’s BOT consists of 14 voting members and serves as a body corporate as established by an act of the North Carolina General Assembly and cited in [Chapter 115D-14](#) of the North Carolina General Statutes. The establishment, authority, and operation of the local BOT are described in the narrative for **Core Requirement 4.1** as well.

PCC supports the System’s efforts in creating hope, opportunity, and jobs for students and for the communities in which they live and work. In accordance with NCCCS expectations, PCC provides services to the College’s assigned region (Person and Caswell Counties) as described below.

PCC offers a comprehensive range of educational programs and services designed to meet the needs of the College’s local communities for workforce preparedness, higher academic education, basic educational skills, job retraining, personal growth and development, and community and economic development. These programs and services are organized under several broad categories, described below and portrayed in the College [organizational chart](#).

Curriculum Programs

Curriculum programs are made up of credit courses leading to certificates, diplomas, or associate degrees, which range in length from one semester to two years. Most of the programs offered are designed to prepare individuals for entry-level technical positions in business and industry with an Associate of Applied Science Degree. PCC also offers credit courses in the arts and sciences leading to an associate degree designed to transfer at the junior level into a senior college or university.

Developmental Education

Developmental education is available for students who need to improve their skills so they can perform at the level required for college programs. Students who do not meet the requirements for college-level English and mathematics courses at PCC have several options depending on their level of readiness. Students can take developmental math and English courses through continuing education at no cost to the student or as a curriculum course if Financial Aid is needed. These courses do not earn credit toward a degree, diploma, or certificate but provide the student with courses for academic readiness. Once students have completed at least one tier in these courses, they are eligible to take a gateway curriculum English and math course. A corequisite support math course may be required depending on the student's program of study, the math course required for the program, and the number of completed tiers in the developmental math course. Students only completing the first tier of developmental English will be required to take a corequisite support course along with the gateway curriculum English course. In addition, students may be placed into a gateway curriculum course with a corequisite support course for English and math based on the student's high school GPA.

Continuing Education

Continuing education (non-credit) courses may be occupational, academic, or avocational in nature. Some are offered as self-supporting courses. Others are designed to upgrade occupational skills and are funded through enrollment-driven formulas. Because PCC has adopted a one-college model, continuing education courses are embedded within each instructional area rather than having a separate continuing education division. PCC also offers instruction in basic academic skills, which includes Adult Basic Education (K-8 and basic literacy skills) and high school equivalency (9-12 academic preparation), and

Compensatory Education.

Specialized Programs

Specialized programming, targets the economic development of the community. This programming includes the [Employability Lab](#) which provides services and training specifically targeted to the unemployed and disadvantaged. A variety of other programs connect the College uniquely to the needs and aspirations of the service area. A local example is the [Advanced Manufacturing Enhancement](#) (AME) Grant from the Golden LEAF Foundation. PCC was awarded almost \$200,000 to provide students with pathways to employment in advanced manufacturing, Certified Logistics Technician ([CLT](#)) training, and other short-term courses that fulfill the needs of local industries.

Student Services

Student services play an especially important role in the life of the College. Students receive academic, personal, and career counseling services; and other services essential to student success described below.

Academic

In addition to library services offered within the [Learning Commons](#), students receive other academic support and services. In the Learning Commons, staff members host academic workshops and offer computer and online course assistance. [Tutors](#) are available for both face-to-face and virtual tutoring. PCC's Learning Commons offers access to [computer workstations](#), configured for research. Word processing and other applications may be accessed during library hours.

Personal and Career Counseling Services

Student Development provides services to help all students make the most of their years spent at the institution. The mission of Student Development is to influence and support student success through the delivery of programs, resources, and services designed to enhance student engagement and success. Support assistance provided by the Office of

Student Development includes:

- [Minority Male Success Initiative](#) designed and funded by the NCCCS to increase the progression and completion rate of minority males, and increase the utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.
- [Academic Advising/Coaching](#) provides students with information to help them make appropriate choices as they work through their academic programs.
- [Disability Services](#) seek to meet individual student needs by coordinating accommodations and implementing policies regarding programs, services, and activities for individuals with disabilities.
- [Counseling Services](#) assist students facing challenges prohibiting them from being successful in their academic, social, and personal life. Counseling sessions are short-term, on a limited basis, and confidential.
- [Career Services](#) provide resources and support services to help students prepare for careers, learn job skills, and identify employment opportunities.

Additional Services

- **Student Government Association (SGA)** serves as the [official student body organization](#) representing the best interest of the students and the college. The SGA provides opportunities for students to engage in professional development activities and serve as a liaison to the administration of the College. The SGA acts as the coordinating body for all student clubs and organizations and implements yearlong activities for students.
- **Federal Programs** Each federally funded grant program has a prescribed set of goals and objectives. The programs and services offered by both TRIO and Title III funding align with the overall mission of the College and Student Development and support students' social, academic, and career development.
 - [TRIO Educational Opportunity Center](#) (EOC) provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education.
 - [Title III](#) strives to increase the success, retention, persistence, and completion

rates of at-risk students utilizing a three-pronged approach.

- **First-Year Experience** (FYE) Program provides centralized and immediate support services for all first-year students that include: mentoring, orientation, the first-year seminar, learning communities, and a summer bridge academy.
- **Center for Excellence in Teaching and Learning** (CETL) provides faculty and staff with ongoing training on advising, specific approaches to improving student retention, and academic integration strategies.
- **Transition program** provides support for at-risk students who are placed in one or more developmental courses so that they can transition into credit-bearing programs of study in a timelier manner.

b. Separate Accreditation for Units of a Member Institution

Piedmont Community College (PCC) does not have any branch campuses which are separate autonomous units which would require a separate accreditation. No further response is required for part b.

Evidence Attachments

[apprenticeshipNC.PNG](#)

[career coach.PNG](#)

[cc_21-018_-_amendment_of_1g_sbccc_200.1_-_general_provisions.pdf](#)

[cc21-015_amendment_of_1a_sbccc_300.3_service_area_assignments.pdf](#)

[Continuing Education Course List_Website.png](#)

[Counseling Center_Website.png](#)

[CPT.PNG](#)

[CTP.PNG](#)

[Curriculum Program List_Website.png](#)

[DIRECTOR RESEARCH AND INSTITUTIONAL EFFECTIVENESS.pdf](#)

[disability services website.PNG](#)

[ec minutes file location.PNG](#)

[Employability Lab_Website.png](#)

[EOC - Piedmont Community College.pdf](#)

[Executive Council Meeting Minutes 3.16.pdf](#)

[Full College org chart.pdf](#)
[Golden Leaf Foundation grant - PCC.jpeg](#)
[GS_115D-14.pdf](#)
[GS_115D-62 Association Regions.pdf](#)
[learning commons.PNG](#)
[Minority Male Success Initiative - Piedmont Community College.pdf](#)
[N.C.G.S. 115-1_NCCCS as primary lead.pdf](#)
[N.C.G.S. 115D-1_Statement of purpose.pdf](#)
[N.C.G.S. 115D-4.1_College transfer program approval; standards for programs.pdf](#)
[NCBioNetwork.PNG](#)
[NCCCS Business Finance.png](#)
[NCCCS Economic Development.png](#)
[NCCCS Executive Division.png](#)
[NCCCS Mission.PNG](#)
[NCCCS Organization.PNG](#)
[NCCCS Programs and Student Services.png](#)
[NCCCS Technology Solutions and DL.png](#)
[NCCCS_five divisions.png](#)
[open computer lab.PNG](#)
[Reflections from SACSCOC annual meeting 2020.pdf](#)
[RISE placement guide.pdf](#)
[SD services available in caswell Ag student.jpg](#)
[SGA website.PNG](#)
[Small Business Center_Website.png](#)
[TITLE III - Piedmont Community College.pdf](#)
[TSC Meeting 5 minutes 1.21.21.pdf](#)
[tutoring online.PNG](#)