



INSTITUTIONAL EFFECTIVENESS PLAN

Piedmont Community College

2024-25

Person County Campus
P.O. Box 1197
Roxboro, NC 27573
Telephone: (336) 599-1181
Fax: (336) 597-3817

Caswell County Campus
P.O. Box 1150
Yanceyville, NC 27379
Telephone: (336) 694-5707
Fax: (336) 694-7086

Web: www.piedmontcc.edu

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NOTE: Institutional Effectiveness Plans from 2011 – present are digitally maintained by the Office of Research and Institutional Effectiveness and can be accessed by clicking [this link](#). Related documents and other supporting materials are available by request.

Introduction

Piedmont Community College

Piedmont Community College (PCC), a comprehensive two-year community college that began operating in 1970, is one of 58 colleges that make up the North Carolina Community College System (NCCCS). PCC serves the educational needs of the residents of Person and Caswell counties primarily through two campuses. The Person County campus in Roxboro resides on 178 acres and has 15 buildings totaling 107,000 square feet; the Caswell County campus in Yanceyville resides on 13 acres and has 2 buildings totaling 24,000 square feet. PCC also serves students through 2 additional off-campus instructional sites. During the 2022-23 academic year, PCC served 4402 students¹ in curriculum and continuing education programs. As of the Fall 2022 semester, PCC employed 139 full-time and 101 part-time employees.

Institutional Effectiveness (IE)

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

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

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

¹ This number represents the *unduplicated* head count of students enrolled in one or more programs at the College any time during the 2022 - 2023 academic year (Source: 2022-23 Enrollment Dashboard, North Carolina Community College System).

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

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

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

The calendar provided below at Table 1 summarizes the IE-related activities for the 2024-25 academic year. The approximate completion date for each activity is provided. Also, because the actual timestamp date of data related to IE activities is very important, that information is included. The timestamp dates vary considerably in terms of both recentness and span. In the final "IE Committee's Responsibility" column, the aforementioned three capacities in which the IE Committee is to generally operate are provided.

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

Table 1. Calendar of IE-Related Tasks for 2024-25.

#	IE Task	Task Completion Date	Timestamp of Effectiveness Data Gathered/Reviewed	IE Committee's Responsibility
1	PAO and SAO Annual Assessment Reports Due	June 30, 2025	AY 2024-25	Auditor/Reviewer
2	Graduate Survey	Fall 2024 fielding; reported ~Jan 2025	The collective time period students attended PCC (prior to 2024-25)	Auditor/Reviewer
3	PAO and SAO Annual Assessment Reports Presented to EC	Fall 2024	AY 2023-24	Auditor/Reviewer
4	2025-26 IE Plan finalized	June 30, 2025	N/A	Author
5	IE Committee review of PCC's outcomes on the past Spring's NCCCS Performance Measures	Oct 2024	Cohorts defined at varying points (2019-20 thru 2022-23) as of 2023-24	Reviewer/Evaluator
6	IE Committee review of PCC's goals	January 2025	Current	Reviewer/Evaluator

7	IE Committee review of PCC's Mission, Values, and Vision	January 2025	Current	Reviewer/Evaluator
8	Course and Instructor Evaluations (Fall)	Nov/Dec 2024	Fall 2024 semester	Auditor/Reviewer
9	General Education Outcomes Assessment	June/July 2025	AY 24-25	Auditor/Reviewer
10	Employee Satisfaction Surveys (POS)	Fielding AY 24-25; reported monthly; annual summary April 2025	Unspecified (presumably, the most recent interactions)	Auditor/Reviewer
11	Student Satisfaction Surveys (POS)	Fielding AY 24-25; reported monthly; annual summary April 2025	Unspecified (presumably, the most recent interactions)	Auditor/Reviewer
12	President/VPs/Deans evaluation surveys	Mar 2025 fielding; reported by Mar 2025 (Deans: April 2025)	Unspecified (presumably, currently and/or the most recent year)	Auditor/Reviewer
13	Course and Instructor Evaluations (Spring)	April/May 2025	Spring 2025 semester	Auditor/Reviewer
14	PAR and SAR Five-Year Reviews Due	June 30, 2025	5 AYs 2019-20 thru 2023-24	Auditor/Reviewer
15	Graduation Survey	May 2025 fielding and reporting	The collective time period students attended PCC, including 2024-25	Auditor/Reviewer
16	Course and Instructor Evaluations (Summer)	July 2025	Summer 2025 semester	Auditor/Reviewer

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

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

Mission, Values, and Vision

PCC's Mission, Values, and Vision statements were most recently updated during the development of the 2021 – 2031 College Strategic Plan. These revised statements and the Strategic Plan were approved by the College Board of Trustees on August 3, 2021.

Mission

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

Values

PCC Values:

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

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

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

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

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

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

Vision

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

NCCCS Mission

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

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

- a) Education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs;*
- b) Support for economic development through services to and in partnership with business and industry; and*
- c) Services to communities and individuals which improve the quality of life.*

Goals from the 2021-2031 Strategic Plan

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

Initiative 1: Learning

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

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

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

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

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

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

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

Goal 3: Increase student academic achievement and employability.

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

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

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

Initiative 2: Completion

Goal 1: Strengthen student support services and advising.

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

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

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

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

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

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

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

Initiative 3: Transfer

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

Objective 1: PCC employee devoted to articulation agreements.

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

Initiative 4: Economic Development and Community Partnerships

Goal 1: Align college programs with regional workforce needs.

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

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

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

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

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

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

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

Initiative 5: Institutional Culture

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

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

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

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

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

Objective 2: Update facility master plan.

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

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

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

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

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

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

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

Strategic Implementation Plan (Year 4—2024-25)

21-22 Baseline setting, 22-23 implementation						
	Target	Data source	21-22 Baseline Data	22-23 Assessment Results	23-24 Assessment Results	Primary Responsible Person
LEARNING						
Goal 1: Develop an instructional staff well adapted to the integrated use of new technologies and best practices.						
Objective 1: Ensuring the use of technology in the classroom is current and appropriate while remaining accessible for all student demographics.	50% of active classrooms will be upgraded to a technology enhanced classroom (25% 2022-2023)	Classroom Inventory spreadsheet	5% of our classrooms meet the new standard	39% target met	47% target not met	CIO
	20% increase in the number of faculty who can use technology enhanced classroom competently (offer training 2022-2023)	survey data	Baseline TBD via survey	Training offered at convocation no assessment	Training offered at convocation & others no assessment	CIO
Goal 3: Increase student academic achievement and employability.	Above system mean or NCCCS Excellence level	PM6 – Licensure and certification passing rate	1.12 above excellence level	.98 above average target met	.98 below average target not met	Director, ORIE
Objective 3: Encourage student attendance at civil discourse and global distinction events.	Increase by 10% over previous year	Attendance records	41 (undupl) 62 (dupl)	30 (undupl) ↓27% target unmet 76 (dupl) ↑ 23% target met	118 (undupl) ↑ >100% 183 (dupl) ↑ >100% target met	Director, Student Engagement

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

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

Objective 1: Facilitate community conversations, awareness, and experiences around topics of diversity, equity, justice, inclusion, cultural, and global issues.	5% annual increase in attendance	Community attendance from civil discourse, Kirby events, passport events	24 (undupl)	30 (undupl) ↑ 25% target met	70 (undupl) ↑ >100% target met	Dean, University Transfer & General Education
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INSTITUTIONAL CULTURE

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

Objective 1: Update the college's technology infrastructure to be strategic across the College.	Modernize technology infrastructure via 3 year refresh cycle (33% each year)	Current inventory spreadsheet.	0	60% target met	100% target met	CIO
Objective 3: Develop a cache of free resources for all PCC students.	Develop and maintain a webpage that lists free resources available to students (increase by 5 each year) (2022-2023 – develop webpage)	webpage data; assess student concerns	No consolidated list of free resources exists on the website	Pacer discounts webpage created; 12 resources listed target met	19 resources listed target met	CIO

22-23 Baseline setting, 23-24 implementation

	Target	Data source	22-23 Baseline Data	23-24 Assessment Results	24-25 Assessment Results	Primary Responsible Person
LEARNING						
Goal 1: Develop an instructional staff well adapted to the integrated use of new technologies and best practices.						
Objective 2: Create opportunities for professional development to focus on diversity, equity, inclusion efforts.	100% of employees complete DEI component of Vector training	Vector training report	100%	DEI discontinued on Vector no assessment	NA	Director, College Safety
	Offer at least 2 PD trainings on DEI topics each semester	CETL training events	2 Fall trainings 6 Spring trainings target met	2 Fall trainings 6 Spring trainings target met	NA	Dean, University Transfer and General Education
	Attendance 5% over baseline	Attendance records from related events	291 (dupl) 92 (undupl)	322 (dupl) 218 (undupl) target met	NA	
	Post-hoc survey on value of PD averaging 3.5 (1-5 scale) or better	CETL survey	NA	4.53 target met	NA	
COMPLETION						
Goal 1: Strengthen student support services and advising.						
Objective 1: Provide targeted student support through early alerts and success coaching.	10% increase in number of AVISO faculty/staff-initiated alerts sent.	AVISO data	70 alerts	97 alerts ↑39% target met	NA	Director, Advising / QEP
	20% increase in the number of faculty/staff sending AVISO alerts.	AVISO data	10 faculty/staff users	13 users ↑ 39% target met	NA	
Objective 2: Provide training opportunities focusing on retention efforts and completion.	Meet or exceed NCCCS average for first-year progression	PM4 - FY progression	1.04 above average	1.03 above average target met	NA	Director, HROD

	Meet or exceed NCCCS average for curriculum completion	PM5 - Curriculum completion	.93 below average	.88 below average target not met	NA	
Objective 3: Increase scheduled offerings, including 8-week formats.	5% increase in percentage 8-week courses offered	Colleague	329 sections	309 sections ↓6% target not met	NA	VP, Instruction / CAO
	5% increase in percentage students enrolled in 8-week sections	Colleague	4477 students (duplicated)	4655 students (duplicated) ↑3% target not met	NA	
TRANSFER						
Goal 1: PCC will develop more meaningful articulation agreements to streamline transfer processes for students. (money on the table).						
Objective 1: PCC employee devoted to articulation agreements.	Fund, fill, and maintain position.	HR	position filled	position filled target met	NA	Transfer Articulation Coordinator
	Meet or exceed NCCCS average for College Transfer Performance	PM7 - College Transfer performance	1.01 above average	.99 average target met	NA	
	X increase of students transferring to a 4-year institution	UNC Interactive Data Dashboard	61	64	NA	
ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS						
Goal 1: Align college programs with regional workforce needs.						
Objective 1: Collaborate with P14, advisory committees, workforce development boards, economic development boards, and MyFutureNC.	At least 1 NC workforce board nomination/member	NC Association of workforce development boards	1 workforce board member	2 workforce board members target met	NA	VP, Instruction / CAO

	Diversify membership of community partners involved with advisory committees (type of industry, race, gender, location, owner/employee) and evaluate membership every 2 years	Committee rosters	42% females 58% males 14% black 86% white 5% Agriculture 16% Business 9% Construction and Trades 1% Corrections 15% Education 8% Energy 2% Government 3% Media 34% Medical 5% Public Safety 1% Workforce Development 100% Employees (<i>partial data</i>)	51% females 49% males 2% Asian 13% black 1% Hispanic 85% white 10% Ag 11% Business 3% Construction & Trades 24% Education 3% Energy 1% Health 13% IT 4% Media 32% Medical 1% Non-Profit 95% Employee 5% Owner target met	NA
	2 advisory committee meetings per year, per committee	Committee meeting minutes	3 committees each met once	7 committees each met once target not met	NA
Objective 2: Obtain commitment from regional industry, small business, and organizations representatives to support the college.	15% increase over baseline in number of businesses that financially support the college	Grants money, other donations	61 businesses	56 businesses ↓ 8% target not met	NA
	15% increase over baseline in WBL/service learning partners	Jody, Jonathan report	235 partners	240 partners ↑ 2% target not met	NA
	15% increase in WBL enrollment	Informer - WBL enrollment	38 (dupl) 20 (undupl)	61 (dupl) ↑ 38% 28 (undupl) ↑ 21% target met	NA

23-24 Baseline setting, 24-25 implementation

	Target	Data source	23-24 Baseline Data	24-25 Assessment Results	25-26 Assessment Results	Primary Responsible Person
LEARNING						
Goal 1: Develop an instructional staff well adapted to the integrated use of new technologies and best practices.						
Objective 3: Consider costs of textbooks and learning materials to reduce supply costs and allow for quick pivots to emerging information and literature. Use open educational resources whenever possible.	Decrease average cost per student	Net calculator/bookstore	\$1950 annually	NA	NA	VP, Student Development
	Remain on par with peer colleges average cost per student	Peer college webpage data	Average \$1681 (similar FTE peers)	NA	NA	
Goal 2: Piedmont Community College will support the enhancement of all course offerings (traditional, online, blended, hybrid, and third-party vendors) through continuous quality improvement techniques.						
Objective 2: Courses throughout all programs will undergo a regularly scheduled review using either an internal PCC quality review tool or Quality Matters (QM) certification.	Increase to X QM certified or internally reviewed courses	Count of QM certified courses and internally reviewed courses	3 QM 13 Internal	NA	NA	Dean, Learning Commons
COMPLETION						
Goal 1: Strengthen student support services and advising.						
Objective 2: Provide training opportunities focusing on retention efforts and completion.	100% of employees participate in at least 1 training session in the retention/completion category	HROD tracking	NA - this is not being tracked	NA	NA	Director, HROD
	Attendance 5% over baseline	Attendance records	NA - this is not being tracked	NA	NA	

Objective 5: Improve retention and time to completion through efficient guided pathways.	Maintain and add to credit for prior learning crosswalk	PCC website	53 certification / CE courses	NA	NA	VP, Instruction / CAO
	Streamline program requirements; remove excess credit hours	Curriculum committee meeting minutes	0 reductions	NA	NA	
	Reduce accumulated SHC by first time completers (time to completion) by 5%	Informer data report	69 SHC	NA	NA	
	5% increase in students completing gateway math and English courses in year 1.	Informer data report	Math 24% English 62%	NA	NA	
	Increase Fall-Spring and Fall-Fall retention by 2%	Informer data report	F-S 78% F-F 62%	NA	NA	
	Above system mean or NCCCS Excellence level	PM4 - FY progression	1.03 above average	NA	NA	
INSTITUTIONAL CULTURE						
Goal 2: Provide appropriate College resources to support needs across campus.						
Objective 2: Update facility master plan.	Create and implement CMP	2022-2027 CMP and Facilities utilization and inventory report	CMP created	NA	NA	VP, Administrative Services
Goal 3: Develop a framework that fosters, embraces, and supports a culture and climate that is equitable, diversified, and inclusive.						
Objective 1: Commit to recruitment and retention of diversified, qualified personnel.	Improve employee satisfaction by 5% over baseline.	PACE survey data	Overall mean = 3.871	NA	NA	VP, Administrative Services
	Year over year increase in employee retention.	Retention data from NCCCS dashboard	81%	NA	NA	
	Remain on par with peer colleges FT employee retention.	Retention data from NCCCS dashboard	Similar FTE peers 87% average	NA	NA	

	Applicant pool reflects county demographics (<5% difference)	NeoEd	Gender Δ 8% ↑F Race Δ 15% ↓WH	NA	NA	
	Staff reflects county demographics (< 5% difference)	AA/EEO Officer's annual report of the college's workforce	Gender Δ 10% ↑F Race Δ 10% ↑WH	NA	NA	
Objective 4: Develop expectations for a positive environment stressing diversity, equity, and inclusion for all students and employees.	5% increase in overall mean from the Racial Diversity subscale.	PACE survey data	Mean = 3.98	NA	NA	VP, Administrative Services
	% increase in DEI student activities offered	Student Engagement email announcement	19 events	NA	NA	
	Increased number of globalized courses by X percent annually.	List of globalized courses	29 courses	NA	NA	
	5% increase in overall mean in DEI questions on student satisfaction survey.	Student satisfaction survey	Average of 3 items 3.67	NA	NA	
	Increased number of students completing the global distinction program by X percent annually.	List of global distinction completers	11 students	NA	NA	
	100% of employees participate in at least 1 PD in the DEI category.	Attendance records for PD events	NA - this is not being tracked	NA	NA	

24-25 Baseline setting, 25-26 implementation

No new objectives are selected for baseline setting in 24-25. Instead, the College will concentrate efforts on making further headway with objectives selected in the prior three years.

NCCCS Performance Measures for Student Success

The NCCCS office has developed and annually computes and reports for all 58 NC community colleges seven performance measures. Descriptions of these measures are provided below.

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

State Performance Measures

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

2024 Performance Measures:

A. Basic Skills Student Progress

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

B. Student Success Rate in College-Level English Courses

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

C. Student Success Rate in College-Level Math Courses

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

D. First Year Progression

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

E. Curriculum Completion

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

F. Licensure and Certification Passing Rate

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

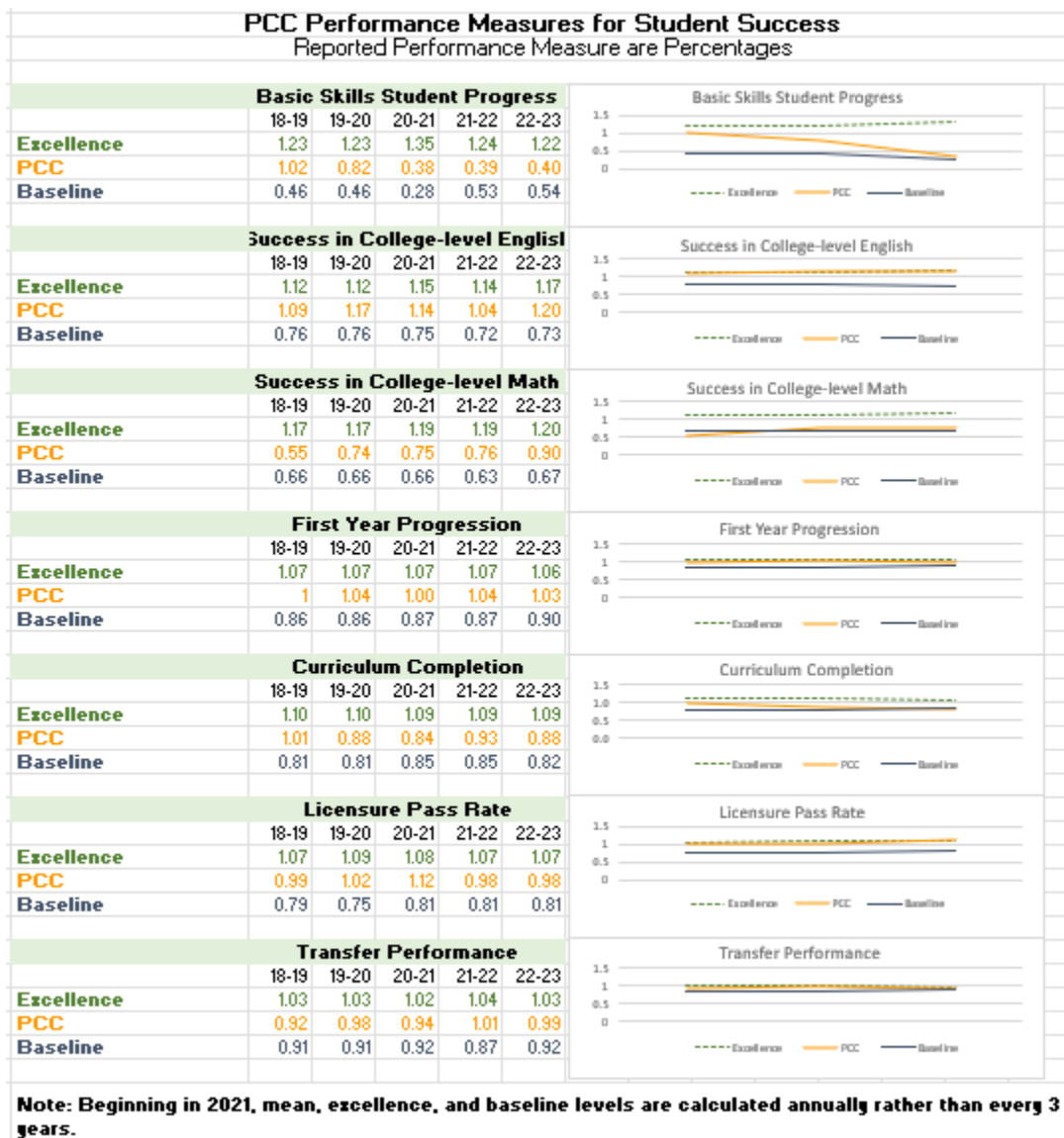
G. College Transfer Performance

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

PCC’s Results on the Seven NCCCS Performance Measures

PCC’s trended results on the performance measures, with the most recent data from the 2024 report, are presented below. The goal is to achieve performance at least above Baseline. For more detailed information on the performance measures, such as detailed cohort definitions or results for other NCCCS colleges, please contact PCC’s Director, Research and Institutional Effectiveness.

Figure 1. Trend Charts for PCC’s Performance Measures as of Spring 2024.



Assessment at PCC

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

Annual PAO/SAO Assessment Reports

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

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

Annual PAO and SAO Assessment Reports are due by the end of June each year. PAO and SAO Assessment Reports from 2019-2020 through the present are available online in the WEAVE accreditation management system. Older PAO and SAO Assessment Reports are found on SharePoint in the **# Assessment** folder.

PAO and SAO Assessment Reports are presented every other year to the Executive Council (EC) during the Fall semester following their submission using the PowerPoint template provided by ORIE.

Five-Year PAR/SAR Assessment Reviews

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

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

Typical Major Content Areas of a PAR Report

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

Typical Major Content Areas of a SAR Report

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

Other IE-Related Evaluation at PCC

Course and Instructor Evaluations

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

Annual Surveys

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

- a. Needs Assessment (ACA 122)
- b. Graduate Survey
- c. Graduation Survey
- d. President/VP's/Deans evaluation surveys

The dates of administration of each of the above surveys can be found in Table 1 in the Introduction section of this document. Results from surveys are disseminated to and used by appropriate College personnel.

Additional measures such as those routinely monitored and/or generated by ORIE (e.g. success data, withdrawal rates, retention and graduation rates) may also be reviewed by College staff and the IE Committee and used in helping the College maintain effectiveness. Data are digitally maintained by the Office of Research and Institutional Effectiveness on the [PCC Data Dashboards](#). Other needed data are available by request.