

# INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012



**Updates as of April 2012\***

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*\* This is a transitional Institutional Effectiveness Plan, reviewing initiatives supporting 2010-11 goals updated from priorities first identified in the 2007-12 Long Range Plan and introducing Strategic Goals and Objectives developed in the Strategic Plan 2011-15 approved in July 2011.*

*Revised: 27APR2012*

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**Introduction****INTRODUCTION****Piedmont Community College**

Piedmont Community College, a comprehensive two-year community college, is one of 58 colleges that make up the North Carolina Community College System. The College, which began operation on July 1, 1970, serves the educational needs of the residents of Person and Caswell Counties. The Person County Campus in Roxboro comprises 12 buildings totaling 123,000 square feet located on 173 acres. The Caswell County Campus in Yanceyville includes two buildings totaling 25,000 square feet located on 13 acres. The College served 8,561 students\* during the 2010-11 academic year in continuing education and curriculum programs and currently employs approximately 220 full-time and 200 part-time employees.

**Institutional Effectiveness**

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

This Institutional Effectiveness Plan contains six components:

1. The revised College Mission, Values and Vision as well as the current NCCCS Mission and SuccessNC 2010-13 goals;
2. Description of updated AIEB process at the College, aligned to County and State budgeting processes for operating and capital purposes;
3. College strategic goals and objectives updated from the 2010-2015 Strategic Plan;
4. A summary of College accomplishments from the 2010-11 Evaluation and Planning worksheets;
5. Current (2010-11) and prospective (2011-12) Evaluation and Planning worksheets for the three major divisions of the College;
6. PCC results for the NCCCS Performance Measures and an inventory of annual and other periodic evaluation activities illustrating institutional effectiveness.

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\* This number represents the *unduplicated* head count of students enrolled in one or more programs at the College any time during the 2010-2011 academic year. (Source: 2011-12 Annual Statistical Report, North Carolina Community College System)

**Introduction**

The Office of Research and Institutional Effectiveness (ORIE) continuously monitors multiple indicators of institutional effectiveness in addition to the outcomes identified in the Planning and Evaluation worksheets employed in the AIEB process. Traditional measures of student progress and success, Program Area Reviews and Service Area Reviews, NCCCS Performance Measures (Critical Success Factors), and other indicators of effectiveness are routinely reviewed and reported to the College community through various means, including the College Fact Book, individual reports, and other modes.

ORIE will devote explicit attention during the coming year to consolidating and integrating various sources of College operating data and providing access to these data for improving the quality of evidence-based planning, decision making, and problem solving.

\* \* \* \* \*

The archive of Institutional Effectiveness Plans, with accompanying related documents and materials, is located in the Office of Research and Institutional Effectiveness, Room B-115 on the Person County Campus.

## 1. COLLEGE MISSION, VALUES and VISION

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

*The College accomplishes its Mission as it embraces the following Values:*

**Learning/Teaching**

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

**Economic Development**

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

**Accessibility**

*The College* provides affordable and accessible education and training.

**Diversity/Globalism**

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

**Ethics**

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

**Resources**

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

**Service**

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

*Adopted Spring 2010*

### **COLLEGE VISION STATEMENT**

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

*Adopted Summer 2011*

## 2. MISSION for North Carolina Community College System

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

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

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

## 3. SuccessNC 2010-2013 North Carolina Community College System

The State Board of Community Colleges, working in association with leaders from the North Carolina Association of Community College Presidents and the North Carolina Association of Community College Trustees, endorsed a significant planning initiative to foster guiding goals that will positively impact student success. The goal of SuccessNC will be to facilitate the sharing of best practices, initiate statewide policies to foster student success while removing those that inhibit student success, and develop new performance-based student success measures between now and 2013, the year of our System's 50th anniversary.

**Increasing Student Access** – Develop policies & practices that provide increased opportunities for students to successfully navigate through post-secondary education & training programs.

**Ensuring Program Excellence** – Examine the rigor & quality of all learning opportunities to ensure that successful completion equates to a rewarding job or more education.

**Improving Student Success** – Increase the number of NC students with a credential or degree leading to successful employment, and improved quality of life and continued educational attainment.

**Determining Success:** Completion, job ready credentials, double the number of low income student graduates

## 4. Annual Institutional Effectiveness and Budgeting (AIEB) Process

### January 1 – February 1

#### ***Development of Institutional Goals***

The Executive Council develops the overall institutional goals for the next year based on the previous year's performance in meeting the College's Strategic Goals. The President and Vice Presidents develop annual objectives based on the institutional goals affecting their areas. In addition, the President and Vice Presidents develop assessment criteria by which the goals are measured.

### February 1 – April 1

#### ***Development of Area Objectives***

Deans, Directors, and Coordinators, in collaboration with staff and faculty, develop annual area objectives (w/consideration of the previous year's results) and the assessment criteria directly related to the annual objectives. These objectives must reflect those of the President or their respective Vice President. Deans, Directors, and Coordinators, in collaboration with staff and faculty, develop and submit prioritized budget requests based on their objectives to the President or their respective Vice President.

### April 1 – June 1

#### ***Development & Prioritization of Division Budgets***

Deans, Directors, and Coordinators compile and prioritize their budget requests based on their area objectives and send them to the President and Vice Presidents. The President and Vice Presidents prioritize the budgets within their respective divisions.

### June 1 – July 1

#### ***Development & Prioritization of Institutional Budget***

The prioritized budgets developed by each division are discussed in a meeting with the President and Vice Presidents and prioritized collectively based on the institutional goals identified during the development of institutional goals. A proposed institutional budget is then developed. The College budget is not finalized until the state legislature determines the state budget. This may require adjustment of objectives after the budget is finalized.

### August 1 – November 1

#### ***Assessment & Determination of Achieved Objectives***

Program, service area, and divisional assessment of objectives and the use of results to improve programs and services are determined. The information is compiled and the President and Vice Presidents complete the Annual Planning and Evaluation tool for their respective divisions.

### December 1 – December 31

#### ***Review Divisional Objectives & Assessment Results/ Update Strategic Plan***

The results are reported to the Institutional Effectiveness Committee by the President and Vice Presidents for their respective areas. Updates to the College's Strategic Plan are made based on these results.

### **Illustration of the AIEB Process**

Figure 1, on the next page, illustrates the AIEB Process. The box at the top left (1) in this figure illustrates the development of annual College-wide goals, objectives, and evaluation criteria guiding the development of area objectives for individual programs and support services, which are illustrated in the bottom half of the figure. (These annual College goals and objectives are guided by and closely follow the strategic goals and objectives of the College Strategic Plan 2010-2015, described immediately following this section.) The top center box (4) illustrates final priority-setting for area objectives (and budgets), and the top right box (6) illustrates the evaluation of annual College goal achievement and review of mission and goals for initiating the planning process for the succeeding year, indicated by the long right-to-left arrow at the top looping back to the start of the process.

The procedures and timing of institutional effectiveness and budgeting processes reflect external requirements and constraints (County and State budgeting schedules) as well as internal College planning needs. Person and Caswell County funds cover capital improvements and general maintenance and operation of facilities. The College prepares county budgets, which include the current operating budget and capital budget for projects that can be funded on an annual basis. The list of projects for the capital budget is updated annually with input from the College community.

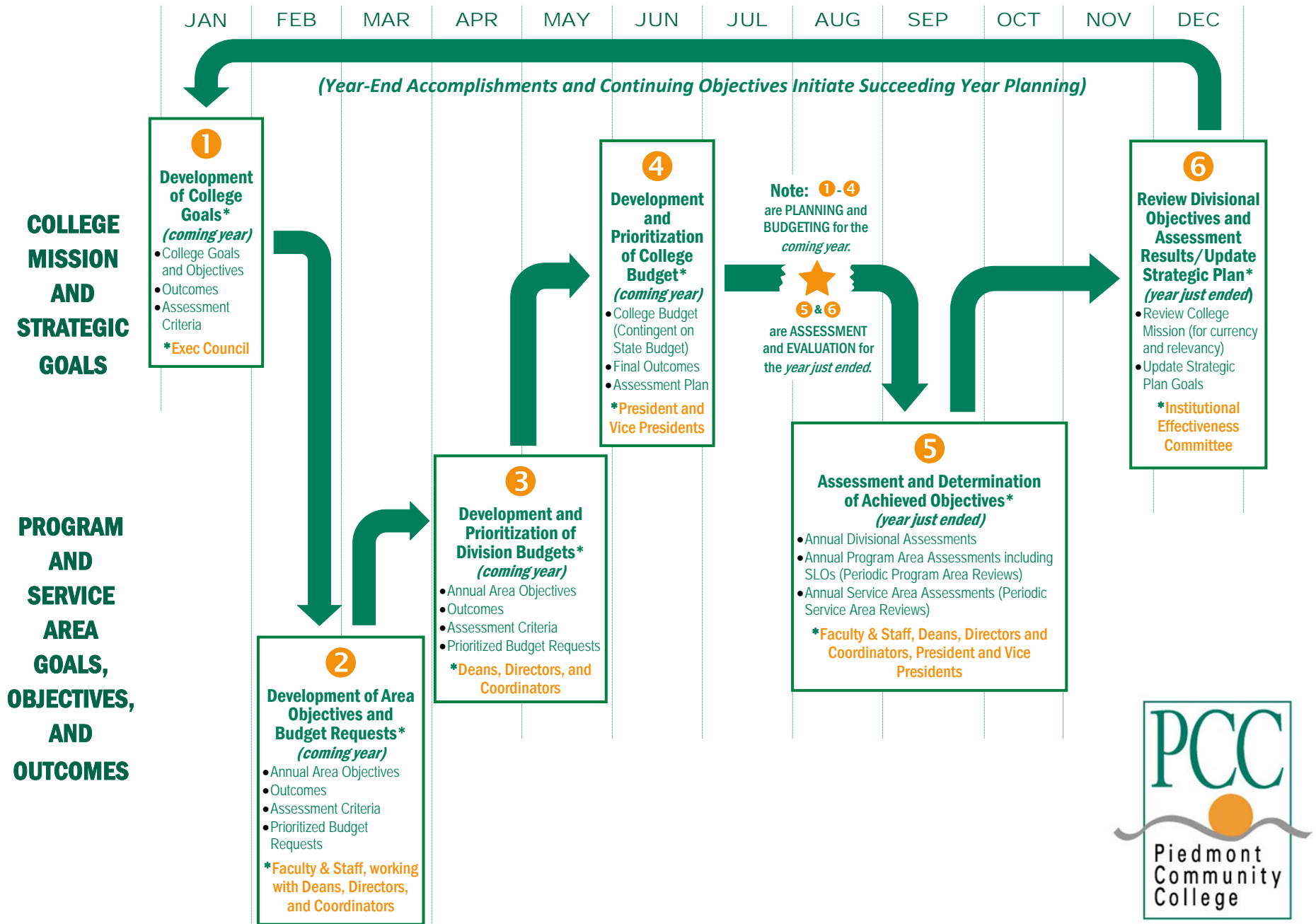
The vast majority of operating revenues for instruction, administration, and support services is distributed to the College from the State of North Carolina. College planning for state funds begins with budget requests from all units. Deans, directors and coordinators develop budget requests based on their area objectives and submit their area objectives along with their budget requests to their respective vice-presidents. The vice-presidents submit their budget requests to the Vice-President for Administrative Services who compiles all requests. The President and Vice-Presidents determine the final budget, contingent upon appropriations by the North Carolina General Assembly. The Board of Trustees approves the final budget. If the General Assembly has not determined the state budget allocation by July 1 of each fiscal year, then the Board of Trustees authorizes the President to expend appropriate and necessary funds to sustain the operation of the College until state budget allocations become available.

### **Facilities Planning/Budgeting Process**

The College maintains a five-year facilities master plan which is reviewed and updated annually. Input about facility needs for the plan is solicited from the College community. The information and requests are compiled and reviewed by the President and Vice Presidents and by the Buildings and Grounds Committee of the Board of Trustees. Requests are matched with available funding primarily from Person and Caswell Counties, but also from the North Carolina Community College System, the Piedmont Community College Foundation, and other Federal and State providers of grant support.



# Annual Institutional Effectiveness and Budgeting Process



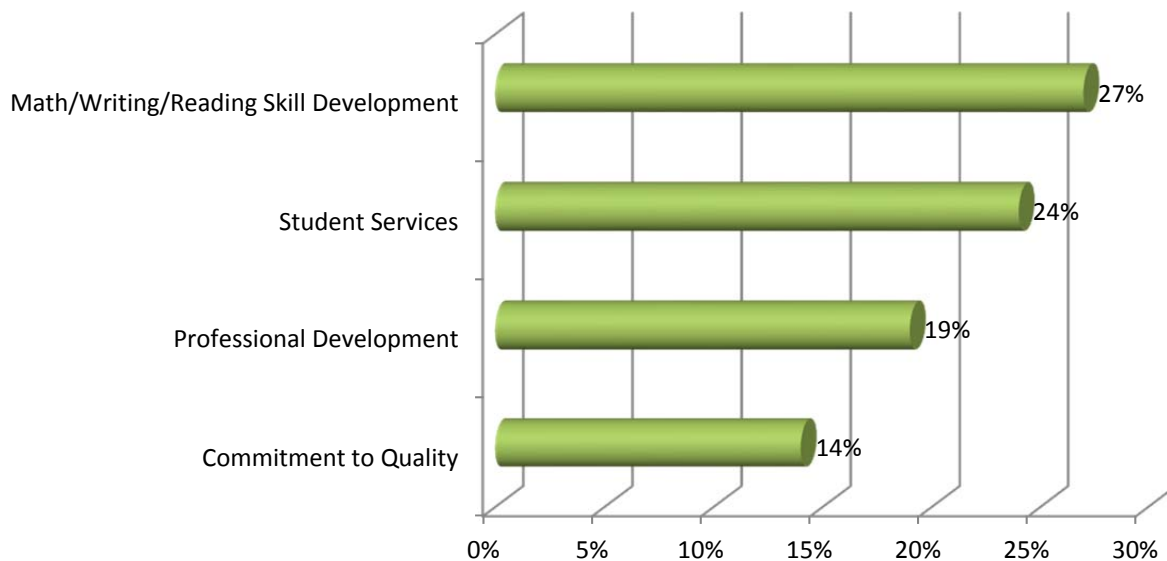
## 5. Strategic Planning Initiative - 2009

### INTERNAL ENVIRONMENTAL SCAN RESULTS

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

#### *Faculty/Staff*

##### Summary of Faculty/Staff Focus Group Results



~241 total responses

~Percentages will not equal 100 due to rounding

#### *Faculty/Staff*

The following categories represent summarized responses:

##### Math/Writing/Reading Skill Development

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

##### Student Services

- Encourage students to seek help by being approachable and accessible.

- Centralize the orientation process to include assessment of “college-ready” skills coupled with strong academic advising to promote student success from the start.
- Implement an early warning process to include follow up with both the instructor and the student.
- Provide a clear message to students regarding expectations and assist them in establishing goals for academic success.
- Emphasize the importance of orientation by encouraging new students to attend.  
Enhance the program to that introduces students to the college, its resources, programs, and possible career choices upon admission.

### Professional Development

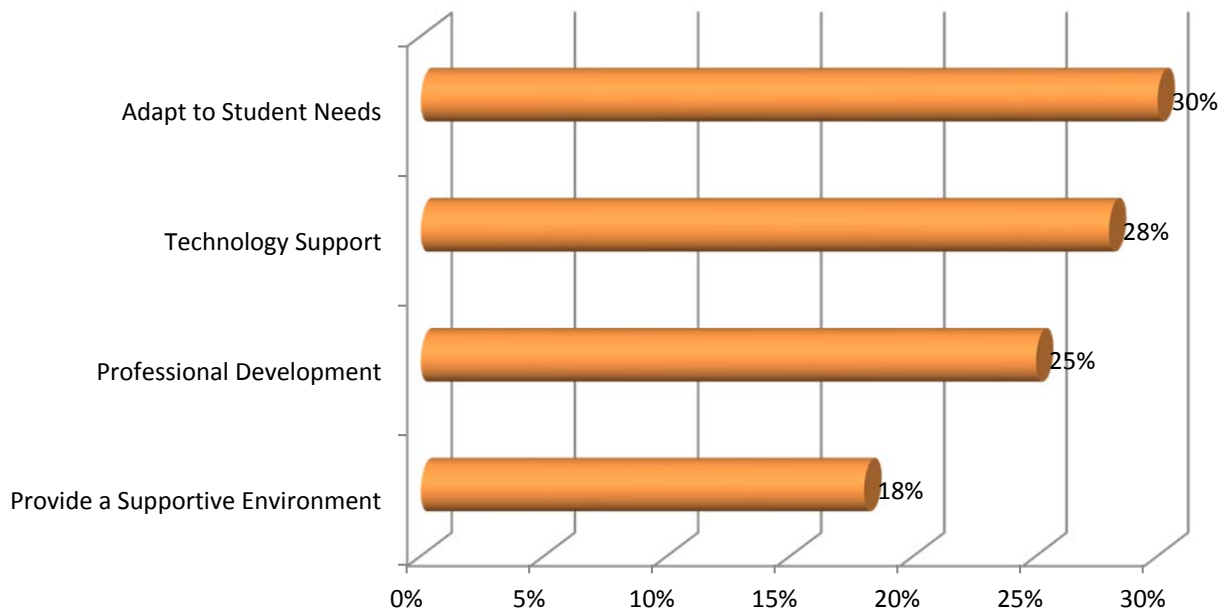
- Expect college personnel to enhance job skills.
- Utilize diverse teaching methodologies.
- Encourage customer service training college-wide.
- Offer local professional development opportunities often.
- Consider a mentor program for new employees.

### Commitment to Quality

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

## *Students*

### Summary of Student Focus Group Results



~302 total responses

~Percentages will not equal 100 due to rounding

### ***Students***

The following categories represent summarized responses:

#### Adapt to Student Needs

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

#### Technology Support

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

#### Professional Development

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

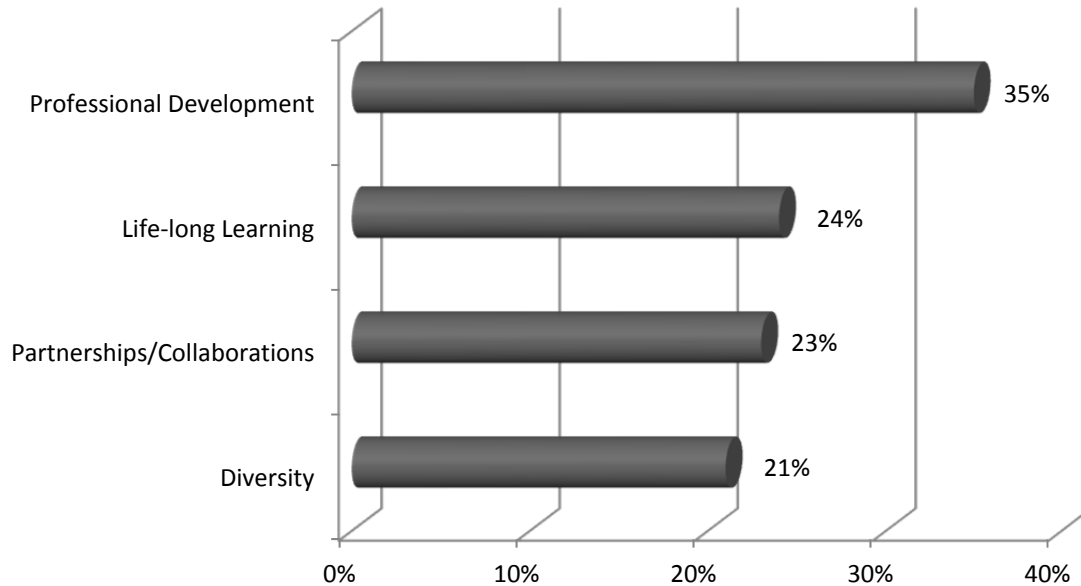
#### Provide a Supportive Environment

- Encourage participation in student clubs, organizations and activities.
- Provide mentoring and tutoring opportunities.
- Improve advising process.
- Offer more locations where students can study.
- Enhance safety and security measures.
- Hold students accountable and adhere to consistent guidelines and policies. Uphold college rules.

## **EXTERNAL ENVIRONMENTAL SCAN RESULTS**

*The chart below represents information gathered during focus group sessions and surveys conducted during annual review processes. Responses are grouped in categories based on subject applicability.*

***Community Stakeholders***  
Summary of Community Stakeholder Focus Group Results



~78 total responses

~Percentages will not equal 100 due to rounding

***Community Stakeholders***

The following categories represent summarized responses:

Professional Development

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

Life-long Learning

- Support the Person Futures Project by (the same opportunities afforded to Caswell County):
  - Developing systems and strategies to maximize the educational potential of Person County citizens.
  - Developing strategies to increase parental and community involvement in the County's educational activities.
  - Capitalizing on opportunities to enhance educational activities that emphasize life-long learning in Person County.
- Offer life skills education (sewing, gardening, home repair and upgrades, etc.)
- Promote and participate in health and wellness initiatives.

Partnerships/Collaborations

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

Diversity

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



**Piedmont Community College  
Strategic Plan 2010-2015**

**6. STRATEGIC GOALS & OBJECTIVES 2010-2015**

**GOAL A - *Lifelong Learning***

Provide opportunities that support a culture of lifelong learning by promoting educational activities

➤ *Objectives*

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

**GOAL B - *Educational and Training Programs I***

Provide educational and training programs that prepare individuals to succeed in a globally competitive market

➤ *Objectives*

1. Partner with business, industry, and community organizations to ensure that educational programs meet current, future, and entrepreneurial workforce skill requirements
2. Identify and implement new educational and training programs that close gaps in workforce basic skills

**Strategic Goals and Objectives 2010-2015**

3. Respond to service area constituencies in start-up and delivery of educational and training programs
4. Meet the needs of diverse learners through innovative programs and delivery methods
5. Implement strategies that promote and increase learner participation, retention, and completion, particularly in underserved and underachieving populations

**GOAL C - Educational and Training Programs II**

Provide institutional support that fosters and promotes student success

➤ *Objectives*

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

**GOAL D - Cultural Opportunities**

Provide a broad range of cultural opportunities for the College and communities we serve

➤ *Objectives*

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

**GOAL E - Culture of Evidence**

Create and sustain a culture of evidence and continuous improvement

➤ *Objectives*

1. Integrate the College's Core Competencies into the fabric of educational and training programs
2. Adopt a uniform and technology-based approach to data collection and dissemination
3. Identify and assess appropriate program and service area outcomes
4. Use data informed decision-making processes



## 7. Accomplishments from 2009-2010 Goals/Objectives

**These are legacy Goals/Objectives updated annually from the 2007-2012 Strategic Plan**

- I. **Increasingly Competitive Market:** *To be actively involved with Person and Caswell County businesses, industries and citizens in growing the economy in the College's service area and enhancing the level of workforce preparation.*
  - A. Partner with business and industry to ensure that today's educational programs meet current and future workplace skill requirements.
  - B. Develop and support entrepreneurship in the College's service area.
  - C. Partner with economic development efforts that affect the service area.
  - D. Identify the gaps in workforces training and develop programs to meet those needs.
    - *Established Global Education Initiative.*
    - *Implemented the Healthcare Management Technology AAS program.*
    - *Developed nineteen (19) new Continuing Education courses including: courses for correction education, Medical Transcription and Editing, Inpatient/Outpatient Medical Coding and Billing, Success for Ex-Offenders, AIM for Work, and Thinking for a Change.*
    - *Partnered with Business and Industry to deliver Customized Training Program services to P & A, Spuntech, Royal Park, Eaton Corporation, and CertainTeed.*
    - *Issues 443 NC CRC (total awarded to date: 1731).*
    - *Implemented "Women in Business" seminar series, in partnership with the Roxboro Area Chamber of Commerce.*
    - *Through the Pathways for Success grant (Danville Regional Foundation funded), the College provided training, coaching, and opportunities for entrepreneurs to start new businesses.*
    - *Continuing Education personnel participated on over 25 committees.*
    - *Partnered with Person County Government to improve the delivery of services for citizens through projects such as Kirby Learning Studios, EOC move to Barden Street, planning of installation of VOIP for the Person County campus.*
- II. **Address Changing Demographics:** *To meet the needs of diverse learners through innovative programs, services, and delivery methods.*
  - A. Continue to be responsive to all constituencies in program start-up and delivery.
  - B. Utilize local, regional, statewide, and national partnerships to address the educational and skill-development needs of learners.
  - C. Implement strategies that promote and increase learner participation, retention, and success especially in underserved and underachieving populations.

- D. Identify changing population segments and provide services and programs to meet their needs.
- *Medical Assisting Program attained national accreditation from CAAHEP through 2014.*
  - *Continue to meet the needs of students via distance learning and weekend programs, and by providing block scheduling for traditional face-to-face courses.*
  - *Reviewed and revised recruitment plans for selected programs.*
  - *Implemented changes in instructional delivery as indicated by student satisfaction and instructor/course evaluations, including offering more hybrid courses.*
  - *Continuing Education worked collaboratively with Instruction and Student Development and the North Carolina Department of Corrections to transition curriculum programs to Continuing Education programs as a result of legislative changes.*
  - *Through strategic planning, multiple internal partnerships were developed in order to maximize learning opportunities for students.*
  - *Information on industry clusters were examined in order to assess trends for future workforce development initiative.*
  - *Continuing Education provided professional development opportunities for faculty and staff for online instruction training (i.e. Blackboard).*
  - *Continuing Education increased online learning opportunities for students.*

**III. Institution Wide Accountability:** *To identify expected outcomes; assess the achievement of the outcomes; and provide evidence of improvement based on the results.*

- A. Ensure accountability in the use of College resources through an active planning and assessment process.
- B. Assess and develop strategies to meet the State of North Carolina accountability initiatives (Performance Measures, Business Continuity Plan, expanded auditing functions, etc...).
- *Participated in the NCCCS-Office of Civil Rights visit process and submitted action plan to improve college resources.*
  - *Compiled Student Learning Outcomes (SLO's) and Curriculum Maps for every curriculum program. SLO's are to be assessed annually the results used to continually improved programs.*
  - *Continuing Education met the performance measures for passing rate of licensure and for Adult Basic Skills progress measures.*
  - *Participated in statewide initiative called EAGLE – Enhancing Accountability in Government through Leadership and Education. This accountability plan focuses on strengthening internal controls throughout the College by identifying areas of greatest risk and subsequent documenting of processes.*

**IV. Fiscal and Human Resource Accountability:** *To account for and equitably distribute resources and continuously analyze allocations in order to fulfill the College's Mission*

- A. Develop supplemental funding through aggressive pursuit of grant opportunities and partnerships.
- B. Equitably allocate available funds to the faculty and staff to achieve a competitive level of compensation.
- C. Provide professional development opportunities for faculty and staff to meet the needs of the College now and in the future.
- D. Continue sufficient enrollment to support the growth of the College.
- E. Collaborate with Person County Government to operate the Kirby Complex, including the Kirby Learning studios.
- F. Secure adequate funding to implement the Facility Master Plan in a timely manner.
- G. Secure adequate local funding to better support operation of campus facilities.
  - *Reacted positively to changing regulations and rules regarding high school students. Prepared to offer the new Career and College Promise program which will replace current High School programs.*
  - *Increased enrollment in Nursing and Electrical Power Production Programs.*
  - *Received the Disadvantaged Nursing ,Green Force Initiative , and TRiO (Educational Opportunity Center) grants to support program operations.*
  - *The College implemented a formal process for delivering professional development opportunities. This process is managed through members of the Professional Development Standing Committee.*
  - *Continuing Education was provided with adequate funding for operations. Due to the decline in enrollment of the Truck Driving program, it was discontinued.*
  - *Adequate funding was provided so that an additional 19 courses could be developed and offered to students; in addition to implementing Continuing Education courses for correction education.*
  - *Created and recruited for the position of Human Resources Manager. This person will work with supervisors college wide to facilitate the staffing process including hiring, retention, evaluation and exiting of employees. Oversee the full recruitment and hiring cycle including placement of job vacancy announcements, screening of candidates, participation in job interviews, assistance in selection process, and the hiring of new employees. Assists in the development of job descriptions and personnel policy. Ensures compliance with various regulatory bodies as it relates to human resources. Facilitate communication with employees and community in regards to human resource matters including basic benefit questions.*

**VI. Technology:** *To assure the effective and efficient use of technology in instruction and support services*

- A. Acquire and maintain state-of-the-art equipment and facilities to support educational programs.
- B. Develop a comprehensive long range Technology Plan that addresses infrastructure and technology needs.
- C. Support the Datatel Colleague System to maintain fully operational level and migrate to version UI 4.3. Also, implement E-commerce applications into Datatel and Web Advisor.
  - *Implemented the Quality Matters distance learning program to standardize the rigor and quality of courses.*
  - *Constructed a Simulation Laboratory (SimLab) for Health Sciences programs.*
  - *Purchased and implemented the Alternative Energy Trainer for Power Careers programs.*
  - *Continuing Education faculty and staff have actively sought training on Blackboard in order to develop online curriculum and to more effectively assist WIA students taking curriculum online courses.*
  - *Continuing Education increased online learning opportunities for students by providing online learning the JER, Ed2Go, and developing occupational extension courses (i.e. Orientation to Online Learning, GED online, and BioWorks (hybrid format)).*
  - *Began implementation of Voice Over IP phone systems on the Person County campus.*
  - *Recruited and hired a new IT Director. Began merging of the MIS area with Academic Computing Support to gain efficiencies in workspace and manpower.*

8. Annual Planning and Evaluation Worksheets — 2010-2011

Planning Unit: INSTRUCTION & STUDENT DEVELOPMENT							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
1	<b>Develop new education and training programs and ensure that continuing programs meet current workforce needs</b> that assist in growing the local and state economy, and promote personal and student success in life and work.	a. yes #1 b. continuing	College Goals I & II  Performance Measure #8	- Advisory Committee review/revision of programs. - Program revisions resulting from assessment. -Information from NCCC System Office on incorporating “Green” concepts in existing programs and starting new programs that focus on the environment. - Program enrollments. - Results of Student Satisfaction surveys.	- personnel - operating funds - equipment funding - space needed for new programs - start up funds for new programs	- Healthcare Management AAS program started Spring 2011.  -Green carpentry Certificate started Spring 2011.  -All program advisory committees have scheduled meetings.	- New programs will offer opportunities for students  -Input from program advisory committee will be used to ensure PCC graduates meet the needs of the workforce.
2	<b>Monitor enrollment in curriculum programs to ensure that current offerings are viable</b> , and to guide efficient use of recruitment efforts and other college resources.	a. yes #2 b. continuing	College Goals III & V  Performance Measure #7	- Program reviews. - Program revisions. - Program enrollments. - Student satisfaction. - Student classroom assessments. - Recruitment plans developed as needed.	- personnel - operating funds - equipment funding - space needed for new programs	-Program Reviews for this year are on track.  -Curriculum Committee met regularly to approve changes to programs.	-Results used to maintain program viability and keep programs up to date.
3	<b>Deliver programs and courses through the most effective means possible</b> in terms of: time, location, subject matter, pedagogy, learner	a. yes #3 b. continuing	College Goals II, IV & V	- Program and/or course enrollment. - Student Satisfaction Survey. - Student Evaluation of	- personnel - operating funds - equipment funding - professional development funds	-Smarter Measures and Quality Matters initiatives have begun.  -Ongoing professional	- More professional development si being scheduled for faculty.  -Quality Matters peer

Planning Unit: INSTRUCTION & STUDENT DEVELOPMENT							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
	diversity, and the use of teaching/learning technology.			Instruction - Multi-dimensional course offering analysis. - Quality Matters initiative	- technology	development is available for DL faculty.  -Semester schedules developed in a collaborative manner.  -Student evaluation of instruction completed.	training will be held during summer 2011.  -More hybrid classes will be scheduled during 2011-12.
4	<b>Provide effective planning and assessment for all areas of learner support and assistance,</b> (including Student Development, SSC, and SSS activities) to best utilize College resources in support of student success.	a. yes #4 b. continuing	College Goals II, III & IV  Performance Measure #6	- Student assessments of satisfaction, courses, faculty, and support services. - Effective utilization of budget by review, revision, and use of all funds. - Success/fail rate of students by courses taken. -SSS Renewal grant	- personnel - operating funds - equipment funding - physical space	SMARTHINKING online tutoring made available to students at the start of spring semester 2011.  -EOC renewal grant being developed.	SMARTHINKING will be retained for 2011-12.  -COMPASS delivered to all PHS juniors.  -Waiting on word about the EOC grant.
5	<b>Collaborate with all sources of support in securing financial and other resources available in furthering the College's mission</b> of improving the quality of life and expanding economic opportunity to citizens of the College's service area. These include grant sources and all appropriate agencies and	a. yes #5 b. continuing	College Goals I, II, III & IV	- Number of grant applications/number of grants awarded. - Review of partnerships in service area. - Use of College assets by individuals and groups/agencies in service area. - Number of "partnering" grants.	- personnel - operating funds - equipment funding - physical space - grant opportunities	- Tech Prep grant received summer of 2010 -SSS Grant received fall of 2010. -EOC grant submitted spring of 2011 -UNC Kidney Center Grant received spring of 2011.	-Tech Prep grant being used to fund several STEM summer camps.  -Waiting on word about EOC and TAA grant.

Planning Unit: INSTRUCTION & STUDENT DEVELOPMENT							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
	organizations						
6	Secure and effectively utilize financial and other resources to <b>provide professional development opportunities, monetary compensation, and professional growth for all faculty and staff in the I&amp;SD area.</b>	a. yes #6 b. continuing	College Goals III, IV	-Use of PCC Foundation funds - Use of state funds for professional development. - Professional Development “Hours” documented by faculty/staff. -New employee evaluation system that recommends merit.	- personnel - operating funds - professional development funds - increase in state funding - enrollment growth - possible grant funding	- No faculty upgrade funds available. PCC Foundation funds, grant funds, and institutional funds were used to maximize professional development.	-State and grant funds used to provide professional development.  -More internal professional development is being offered.
7	<b>Ensure the most efficient and effective use of all College resources through planning and assessment processes</b> that include periodic review of the effectiveness of all I&SD operations and resource allocation based on verifiable results.	a. yes #7 b. continuing-combined elements-expanded scope	College Goals III & IV	- Planning and Assessment process completed. - Degree to which the needs for ISD met with adequate resources. - Budget reviews and revisions conducted. - Complete utilization of state funding.	- personnel - planning and assessment costs - technology for assessment efforts	-Equipment funds used to upgrade technology and equip programs with a “green” emphasis.	-Alternative energy trainer is in place.  -Plan to use the Kirby Theater is underway.  -Budget emphasis next year will be on instructional supplies and critical equipment needs.

Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
CE#1	CE-Expand Occupational Extension course offerings to meet the employment needs of service area citizens with an increased focus on entrepreneurship and workforce and economic development.  Implement a minimum of three new occupational extension courses/programs each year 2010-11. All except ABS	Yes.	CG – I-A,B,C,D  II-A,B,C,D, E  IV-A,D	Will review the semester FTE reports to determine progress toward increasing annual OE FTE by 3%.	Funding for salaries for full and part-time instructors.	In total, CE added 19 new courses/classes.	The CE Division will continue to assess the demands of students, business, industry, and workforce development trends in order to provide relevant training opportunities.
CE# 2	CE-Assure that the minimum standards on the 8 mandatory PERFORMANCE MEASURES of State Board of Community Colleges that apply to the EMT Continuing Education program. EMT	Yes	CG III-A,B	Maintain vigilant attitude toward EMT. Progress and review interim and annual reports as they are generated to determine progress toward standards.	Costs will be carried by CE program area funds.	The Division met the performance measure EMT licensures at a rate of 89%.	Continue to evaluate course content, instructional competency, and agency requirements for compliance.
CE # 3	CE-Work to develop integrated program/course offerings by partnering with 2-3 internal CE program areas or external partners. All	No	CG I-A, B,C,D  II-C, D, E	Identify programs offerings that involve 2-3 areas of CE (i.e. HRD+OE, OE+BDC+HRD, HRD+ABS)	Costs will be carried by CE program area funds.	The CE Division developed multiple internal collaborative opportunities which included: HRD and CTP (provided WorkKeys assessments and KeyTrain remediation for area businesses and industry. HRE, CTP, and OE partnered to deliver welding training and certification testing. HRD and	The CE Division will seek ways that produce synergy within and between the various divisions and departments at the College.



Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
						BDEC partnered to provide entrepreneurial opportunities for Caswell residents through a Danville Regional Foundation grant—one new business was started.	
CE# 4	CE-Leverage technology to streamline online contract availability for C.E. ALL	Yes Assure continuous update of processes and assure technology is used to the maximum possible in Academic Year 2008-2010.	CG V-A,B,C	Assure that processes are updated and that Continuing Education is prepared for changes and updates to Datatel system. Design/Update forms before training begins. Train users.	Costs for CE processes to be updated will be responsibility of program area. Costs for implementation of new Information System will be a College costs.	Personnel within the Division have actively sought training in delivering courses on Blackboard. Many departments within the Division have been successful at increasing online learning opportunities for students.	The Division will continue to support learning opportunities for faculty and staff. Also, the Division will seek the purchase and installation of equipment that supports the learning environment (smart boards, electronic podiums, 350 video lecturing, etc.).
CE # 5	CE-Expand Advisory Committees ALL	No	CG- I-A,B,C,D,E  II-A,B,C,D,E  III-A,B	Develop Advisory Committees.	Costs will be carried by CE program area funds.	CE Division personnel have been veery actively engaged with participating on College committees, community organizations, economic development efforts, community college system committees, and national committees, as stated below: BDEC (Randy Reynolds)- Small Business Committee- Meets monthly through the Roxboro Area Chamber of Commerce; Biotechnology (Randy Reynolds & Debra	The CE Division will continue to be actively engaged in supporting organizations that provide a means for enhancing student learning, College operations, and lifelong learning efforts

Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
						Seamster) - Meets annually; Welding (Debra Seamster)- Meets annually; Facility Maintenance (Debra Seamster) Meets annually; Electrical Power Careers Programs (Debra Seamster) Meets annually; SBC- Caswell Campus (Randy Reynolds)-In Process of implementing; Caswell Joblink Leadership Team (Angela Webb) - Meets quarterly year; Caswell Joblink Management Team meets monthly (Angie Webb); Person Joblink Leadership Team meets quarterly (Kelly Schelin); Corrections Education (Debra Harlow, Angela Webb, Randy Reynolds, Doris Carver)- Meets annually; -NCCCS- Workforce Development Leadership (Doris Carver)- Meets monthly; NCCCS Non- Credit to Credit (Doris Carver); DUKE EMT (Phyllis Gentry); Debra Harlow: Institutional Effectiveness Committee, PCC; Job Link Leadership Team- Caswell Co.; ACE (Adult and Children in Ed.) Advisory Committee - Person Co.; ABS Piedmont	

Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
						Regional Directors; Phyllis Gentry- Curriculum Committee, PCC; Continuing Education personnel serve on the College's Standing Committees and a variety of advisory committees.	
CE#6	CE-Assure effective usage of all Continuing Education budgets. Seek external funding where possible to expand the College's ability to deliver training and educational programs. ALL	Yes  Continuing Education staff must assure continuing effectiveness in monitoring their budgets, by using the technology available to monitor and control expenditures.	CG – II-E III-A,B,C IV-A,B,C,D V-B	Analyze budget needs and seek external funding where appropriate and then review monthly budget printouts to assure budgets are being used wisely. Review end of year reports to assure funds were used effectively and wisely. Assure that all Directors and Coordinators submit their Budget Requests on time.		The CE Division has been very active at budget management efforts.	The CE Division will continue to develop and monitor budgets that best meet the needs of student learning and the mission of the College.
CE#7	BDEC-Expand course offerings to meet the needs of local citizens with a focus on entrepreneurship, and economic development. Implement a minimum of two new courses/programs in 2010-2011. BDEC	Yes – on-going	CG- I-B,C,D II-B,D,E	Document new courses/program(s) offered.	Funding for salaries for full and part-time instructors and advertising	The BDEC implemented the delivery of two new online courses (Medical Transcription and Editing and Inpatient/Outpatient Medical Coding and Billing; plus the availability of several hundred Ed2Go courses.	The BDEC will continue to assess the needs of the community and deliver training that meets the needs of the community as reflected in the PCC mission.

Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
CE# 8	Customized Training Programs- Increase by 3% the number of manufacturing industries and employees of those industries served within Piedmont Community College's service area. CTP	Yes	CG- I-A,C,D II-A,B,D,E	Run a report at the end of each semester showing which industries have been served to determine progress toward goal.  Quality training determined by maintaining a 90% plus satisfaction rating on student evaluations for overall quality of program.	Industries to serve.  Satisfied students.	The Customized Training Program (CTP) increased the number of projects by 50% (served 4 industries on projects).	The CTP will continue to assess the needs of business and industry and work to support area economic development efforts and Chamber of Commerce efforts.
CE # 9	Customized Training Programs -Maintain contact with Businesses and Industries to assure compliance with PERFORMANCE MEASURES and standards set by the NCCCS are met. CTP	Yes As Director of Customized Training must help ensure employers are satisfied with completers of College programs and services offered by the College.	CG- I-A,C,D III-A,B	Meet performance measure of 90% of respondents will rate services provided as "Very Good" or "Excellent"	Program expenses to ensure quality programs are delivered and industries satisfied.	The CTP met the performance measure related to employer satisfaction with a score of 93%.	The CTP will continue to develop partnerships with area business and industry in order to promote CTP services.
CE# 10	Customized Training Programs -Complete 4+ WorkKeys Job Profiles each year or be recertified to perform Job Profiles. CTP	No	CG- I-A,C,D II-B	Report of all profiles completed.	Market to businesses and industries. Travel expenses and supplies.	Completed one job profile and CTP Director was recertified as a Job Profiler.	CTP will continue to meet the requirements for delivering job profiling services.
CE # 11	Customized Training Programs-Effectively	Yes. On-going.	CG- I-A,B,C,D	An 86+% participant satisfaction rate.	Funding for instruction and	CTP discontinued the truck driving program due to low	CTP Director obtained additional certification

Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
	facilitate/instruct training classes through Customized Training Programs and Occupational Extension, while maintaining a proper balance with administrative duties. CTP		II-C,E	96+ participate goal obtainment rate (i.e. students self-report that they are completely or partially satisfied).  Increased course offerings.	operations.	enrollment and high costs.	in order to better meet the needs of business and industry (e.g., Six Sigma Certification and Blackboard training)
CE # 12	HRD/WIA-Increase BFTE by a minimum of 5% each program year. HRD	Yes – on-going	CG-I-D II-B,C,D,E III-A IV-D	Calculate BFTE at end of each year to determine enrollment growth.	Funding for salaries for full and part-time instructors and advertising	HRD enrollment decreased (17% for 2010-11), in part due to reduction in WIA funding, changes in Corrections Education (instruction delayed due to legislative changes), and reduction in staff/faculty positions.	HRD will work to develop new courses, update current courses, and develop strategies that result in increasing enrollment and meeting training needs of students.
CE # 13	HRD/WIA- successfully delivery Pathways for Success grant. HRD	No. New grant money	CG-I-D II-B,C,D,E III-A	Enrollment goals Fully utilize funds Evaluate program	Funding for salaries for full and part-time instructors and advertising	HRD successfully met the goals set forth in the Pathways for Success grant. Over 100 students were enrolled into training and one new business was created in Caswell County (i.e., Little’s Garage)	The Pathways for Success model will be used to develop best practices for serving trade eligible individuals. This model was presented at the 2011 Governors Conference.
CE # 14	HRD/WIA-Meet enrollment and performance goals in all WIA programs. HRD	Yes – on-going	CG-I-D II-B,C,D,E III-A	Meet PERFORMANCE MEASURES.	Continued funding for salaries	HRD met the performance goals that were set by the College and Kerr-Tar.	HRD holds monthly faculty/staff meetings the third Friday of each month, in addition to BRIED meetings on Thursday afternoon for

Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
							review of weekly program duties, goals, and schedule coverage.
CE# 15	HRD/WIA-Maintain Level II status and continue continuous improvement of Center by obtaining offsite location to allow for further growth. HRD	Yes – on-going	CG-II-A,B III-A	Identify and list services and partners of the Level II JobLink (Caswell County). Identify off-site locations.	Continued funding for salaries	HRD—the Caswell JobLink Career Center was successfully rechartered.	HRD will gather rechartering information monthly for upcoming rechartering requirements. Recommend larger space allocation for JobLink Center.
CE# 16	HRD/WIA-Increase number of NC CRCs awarded by the College by 250 NC CRCs yearly. HRD	Yes – on-going	CG-I-A,C,D II-B,C,D,E	Calculate NC CRC increase.	Continued funding for salaries. May need to hire additional part-time clerical assistance.	HRD exceeded the goal of awarding 250 NC CRC, with the awarding of 443 NC CRC for PY 2010. To date, a total of 1,731 CRCs have been awarded.	Increase marketing of NC CRCs and their benefits to area employers and students.
CE # 17	HRD/WIA-Implement Hybrid /online instructional method for targeted HRD classes during 10-11 program years. HRD	No	CG-II-C,D,E III-A V-B	Identify achievement in this area.	Continued funding for salaries	HRD developed and implemented Orientation to Online Learning and a hybrid BioWorks course.	Increase marketing of these courses in order to increase enrollment work with curriculum to promote demand for these courses.
CE # 18	HRD/WIA-Deliver three new HRD classes. HRD	Yes – on-going	CG-II-A,B,C,D,E	Identify the three new courses offered.	Funding for salaries for full and part-time instructors	HRD developed three new courses: Success for Ex-Offenders, Aim for Work, and Thinking for a Change.	HRD will assess current course offerings in order to determine new course development needs and revision of current course content. HRD will also work with the

Planning Unit: CONTINUING EDUCATION							
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							court system in order to provide new opportunities for enrollment.
CE# 19	ABS-Increase ABS program annual FTE 4% over each CY. ABS	Yes-on going	CG-II-B,C,D,E	Measure enrollment growth.	Funding for salaries for part-time instructors	ABS generated 169 BFTE for calendar year 2010 (1.7% decrease).	ABS will analyze source of decrease for FTE and determine what factors may have made a difference.
CE# 20	ABS-Increase number of GED graduates 5% each PY (March –March). ABS	Yes-on going	CG-II-B,C,D,E	Measure enrollment growth.	Funding for salaries for part-time instructors	Only 137 students graduated with a GED for PY 2010-11	Goal not met. Decrease in online GED graduates and campus graduates. Data is to be evaluated and a strategic action plan is to be developed, which includes prof. dev. with instructors. 137 GED grads.
CE# 21	ABS-Meet the first of the eight mandatory PERFORMANCE MEASURES for all NC community colleges: 75% of ABS students will make progress each PY (May 15-May 16). ABS	Yes	CG-III-A,B	Met or not met	Costs will be carried by ABS program area funds.	ABS met and exceeded for 2009-2010 with a progress rate of 92%	Attempts to improve student data & performance were addressed in professional development meetings. ABS generated better results than expected for 2010-11.
CE#	Determine the success of GED	No	CG-	Measure enrollment	Costs will be	ABS implemented a pre-GED	Examine the

Planning Unit: CONTINUING EDUCATION							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
22	online learners by examining completion rates. ABS		II-C V-B	growth.	carried by ABS/GED program area funds.	online program in 2008-09 and continues to monitor its enrollment and student success.	relationship of GED online participants' completion rates verses students' completion rates in traditional classes. Plan to employ F/T instructor on P/T overload contract 2010-11 to teach ESL.
CE # 23	OE-Implement HVAC, Building, and Plumbing Code Enforcement classes (See CE1). OE	Yes-on going	CG- II-A,D	Class started or not started.	Funding for Salaries for part-time instructors.	OE did not implement an HVAC, Building and Plumbing Code Enforcement course. OE did work with HRD to gather curriculum development information for this course.	OE will add one Introduction to Plumbing course and one HVAC course for 2011-12.
CE # 24	OE-Develop PCC approved Public Safety Website for course announcements and other public safety information. OE	Yes	CG- II-C,E III-A,B	Website will be up and running by July 30, 2011.	Costs will be carried by CE program area funds.	The Public Safety website was moved to the PCC website.	The instructor/- coordinator of EMS will work with the College's website developer to more fully integrate the Public Safety webpage information on the PCC website.



Planning Unit: ADMINISTRATIVE SERVICES							
Obj. #	Intended Objective	Is this objective tied to a previous year's objective(s)? a) (yes/no # and year) b) how is it related?	Goal/Objective Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/Unit Service
#1	Receive minimal audit findings in the financial audit. Receive no repeat findings	Yes, Adm. Services #1, 2008-2011  Continuation of similar goal from prior year	PCC #3A, 3B	"Clean audit" letter from State Auditor's Office	Professional Development	2010-11 audit report will be issued early 2012	Some findings were noted. Steps to fix deficiencies taken.
#2	Match budget requests to available funds and allocate funds to meet College goals	Yes, Adm. Services #2, 2008-2011  Continuation of similar goal from prior year	PCC #4B, 4D, 4E, 4F	Survey results	Effective communication between Admin Svcs and rest of college	This will be accomplished in the budget process.	Done
#3	Annually update and modify budget planning process; involve and inform campus community when updating/developing financial policies	Yes, Adm. Services #3, 2008-2011  Continuation of similar goal from prior year	PCC #4B & 3A	Survey results	Effective communication between Admin Svcs and rest of college	This will be done.	Done
#4	Solicit input from and advise/lead College community in efficiently utilizing College resources through monthly budget monitoring process; modify and adjust College budget throughout the year as cash availability changes	Yes, Adm. Services #4 from 2008-2011  Continuation of similar goal from prior year	PCC #4B, 4C & 3A	Evaluation of final expenditures and revenues following YE 6/30/11 and YE 6/30/12		This will be done.	Done. State budget spent with only \$50K leftover

Planning Unit: ADMINISTRATIVE SERVICES							
Obj. #	Intended Objective	Is this objective tied to a previous year's objective(s)? a) (yes/no # and year) b) how is it related?	Goal/Objective Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/Unit Service
#5	Implementation of Microsoft Exchange Email	No	PCC #9	Timely completion of implementation of Microsoft Exchange	Licensing fees and IT time.	This is in process.	In process
#6	Continue to provide a safe, clean and aesthetically pleasing campus	Yes, Adm. Services #6 from 2008-2011  Continuation of similar goals from prior year	PCC #4F	Review of surveys conducted; review of Incident Reports filed		This will be done.	Ongoing. Changes made in security services seeking improvement.
#7	Continue efficient, customer-oriented auxiliary enterprises (Bookstore, Food Service, Child Development Center)	Yes, Adm. Services #7 from 2008-2011  Continuation of similar goals from prior year	PCC #2D	Review of surveys conducted; continued 5 Star Rating for CDC; increased commission checks from vending		This will be done.	Ongoing
#8	Protect the College from a legal standpoint	Yes, Adm. Services #8 from 2008-2011  Continuation of goal from prior year	PCC #3B	Legal action regarding non-compliance with state, federal, local and NCCCS policies and procedures		This will be done.	Ongoing. Work with College insurer and attorney to stay on top of possible issues.
#9	Maintain integrity and reliability of all computer systems	Yes, Adm. Services #9 from 2008-2011 – expanded to include Academic Computing Support as of 1/1/12	PCC #5B	Performance evaluation of Director, IT		This will be done.	Ongoing
#10	Participate in the College's long-range Technology Plan	Yes, Adm. Services #10 from 2008-2011  Continuation of similar goal from prior year	PCC #5A	Minutes of Technology Committee Meetings		This will be done.	Done. Quarterly Technology Committee meetings held.

Planning Unit: ADMINISTRATIVE SERVICES							
Obj. #	Intended Objective	Is this objective tied to a previous year's objective(s)? a) (yes/no # and year) b) how is it related?	Goal/Objective Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/Unit Service
#11	Plan for first project under the updated Facilities Master Plan (Allied Health Building)	Yes, Adm. Services #11 from 2008-2011	PCC #4E, 5B	Progress of Project in process at year end	State Funding or Other New Sources	This is in process.	Planning in process.
#12	Replacement of Roofs on campus per County plan	Yes, Adm. Services #1 from 2008-2011  Continuation of similar goal from prior year	PCC #4F	Completion of Re-roofing projects	County Funding	Project began September 2010 and will be continuous	Last year's project was completed but there will be projects ongoing.
#13	Install new telephone system (Voice over IP)	Yes, Adm. Services #13 from 2008-2011  Continuation of similar goal from prior year	PCC #5A, 5B	Completion of migration to new telephone system	County Funding	This project is funded and began in Fall 2011. To be completed in Spring 2012.	Project begun. Will be ongoing through the coming year.
#14	Participate in Staff Evaluation Process	Yes, Adm. Services #14 from 2010	PCC #3A	Completion of Staff Evaluations		Participate in annual staff evaluations	Done.

9. Annual Planning and Evaluation Worksheets — 2011-2012

Planning Unit: INSTRUCTION & STUDENT DEVELOPMENT							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
1	<b>Partner with business, industry, and community organizations to ensure that educational programs meet current, future, and entrepreneurial workforce skill requirements.</b>	a. yes #2 b. continuing	College Goal 1	- Advisory Committee review/revision of programs. - Program revisions resulting from assessment. -Information from NCCC System Office on incorporating “Green” concepts in existing programs - Program enrollments. - Results of employer and student surveys.	- personnel - operating funds - equipment funding - space needed for programs - funds for programs	-All program advisory committees have scheduled meetings for 2011-12.	
2	<b>Identify and implement new educational programs that are needed.</b>	a. yes #1 b. continuing	College Goal 1	- Environmental scan - Advisory Committee meetings - Student focus groups - Recruitment plans developed as needed.	- personnel - operating funds - equipment funding - space needed for new programs		

Planning Unit: INSTRUCTION & STUDENT DEVELOPMENT							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
3	<b>Deliver programs and courses through the most effective means possible in terms of: time, location, subject matter, pedagogy, learner diversity, and the use of teaching/learning technology.</b>	a. yes #3 b. continuing	College Goal 1	- Program and/or course enrollment. - Student Satisfaction Survey. - Student Evaluation of Instruction - Multi-dimensional course offering analysis. - Quality Matters initiative	- personnel - operating funds - equipment funding - professional development funds - technology		
4	<b>Provide effective planning and assessment for all areas of learner support and assistance, (including Student Development, SSC, and SSS activities) to best utilize College resources in support of student success.</b>	a. yes #4 b. continuing	College Goal 2	- Student assessments of satisfaction, courses, faculty, and support services. - Effective utilization of budget by review, revision, and use of all funds. - Success/fail rate of students by courses taken. -SSS Renewal grant	- personnel - operating funds - equipment funding - physical space		

Planning Unit: INSTRUCTION & STUDENT DEVELOPMENT							
Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
5	<b>Collaborate with all sources of support in securing financial and other resources available in furthering the College's mission of improving the quality of life and expanding economic opportunity to citizens of the College's service area. These include grant sources and all appropriate agencies and organizations.</b>	a. yes #5 b. continuing	College Goal 2 Objective C-2	- Number of grant applications/number of grants awarded. - Review of partnerships in service area. - Use of College assets by individuals and groups/agencies in service area. - Number of "partnering" grants.	- personnel - operating funds - equipment funding - physical space - grant opportunities		
6	<b>Secure and effectively utilize financial and other resources to provide professional development opportunities, monetary compensation, and professional growth for all faculty and staff in the I&amp;SD area.</b>	a. yes #6 b. continuing	College Goal 2 Objective C-1	-Use of PCC Foundation funds - Use of state funds for professional development. - Professional Development "Hours" documented by faculty/staff. -New employee evaluation system that recommends merit.	- personnel - operating funds - professional development funds - increase in state funding - enrollment growth - possible grant funding		
7	<b>Ensure that technology, equipment, and facilities remain current so that graduates are prepared to enter the workforce.</b>	a. yes #7 b. Commitment to remain current.	College Goal 2 Objectives B-1, C-3	- Budget planning and Assessment process. - Degree to which the needs for ISD met with adequate resources. - Budget reviews and revisions conducted. - Complete utilization of state funding.	- personnel - planning and assessment costs - technology for assessment efforts		

Planning Unit: CONTINUING EDUCATION

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
CE#1	<p>CE-Continue to expand Occupational Extension course offerings to meet the employment needs of service area citizens with an increased focus on entrepreneurship and workforce and economic development.</p> <p>Implement a minimum of three new occupational extension courses/programs each year 2011-2013.  <b>All except ABS</b></p>	Yes.	<p>CG – I-A,B,C,D</p> <p>II-A,B,C,D, E</p> <p>IV-A,D</p>	Will review the semester FTE reports to determine progress toward increasing annual OE FTE by 2%.	Funding for salaries for full and part-time instructors.		
CE# 2	<p>CE-Assure that the minimum standards on the 8 mandatory <b>PERFORMANCE MEASURES</b> of State Board of Community Colleges that apply to the EMT Continuing Education program are met .  <b>EMT</b></p>	Yes	<p>CG III-A,B</p>	Maintain vigilant attitude toward EMT. Progress and review interim and annual reports as they are generated to determine progress toward standards.	Costs will be carried by CE program area funds.		
CE #3	<p>CE-Work to develop integrated program/course offerings by partnering with 2-3 internal CE program areas.  <b>All</b></p>	No	<p>CG I-A, B,C,D</p> <p>II-C, D, E</p>	Identify programs offerings that involve 2-3 areas of CE (i.e. HRD+OE, OE+BDC+HRD, HRD+ABS)	Costs will be carried by CE program area funds.		
CE#4	CE-Assure effective usage of all Continuing Education budgets. Seek external funding where possible to expand the	<p>Yes</p> <p>Continuing Education</p>	<p>CG – II-E III-A,B,C IV-A,B,C,D</p>	Analyze budget needs and seek external funding where appropriate and then			

Planning Unit: CONTINUING EDUCATION

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
	College's ability to deliver training and educational programs.  <b>ALL</b>	staff must assure continuing effectiveness in monitoring their budgets, by using the technology available to monitor and control expenditures.	V-B	review monthly budget printouts to assure budgets are being used wisely. Review end of year reports to assure funds were used effectively and wisely. Assure that all Directors and Coordinators submit their Budget Request for FY08-10. Final question – did budget increase, were there sufficient funds to deliver educational programs and were all funds effectively utilized			
CE#5	BDEC-Expand course offerings to meet the needs of local citizens with a focus on entrepreneurship, and economic development. Implement a minimum of two new courses/programs in 2011-2013. <b>BDEC</b>	Yes – on-going	CG- I-B,C,D II-B,D,E	Document new courses/program(s) offered.	Funding for salaries for full and part-time instructors and advertising		
CE#6	Customized Training Programs- Seek opportunities to utilize CTP funding and services. t CTP	Yes (modified due to economic situation in community).	CG- I-A,C,D II-A,B,D,E	Review annual CTP reports	CTP funding. Allocated by the NCCCS.		



Planning Unit: CONTINUING EDUCATION

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
CE #7	Customized Training Programs -Maintain contact with Businesses and Industries to assure compliance with <b>PERFORMANCE MEASURES</b> and standards set by the NCCCS are met. <b>CTP</b>	Yes As Director of Customized Training must help ensure employers are satisfied with completers of College programs and services offered by the College.	CG- I-A,C,D III-A,B	Meet performance measure of 90% of respondents will rate services provided as “Very Good” or “Excellent”	Program expenses to ensure quality programs are delivered and industries satisfied.		
CE#8	Customized Training Programs -Complete 4+ WorkKeys Job Profiles each year or attend workshop in order to remain credentialed. <b>CTP</b>	No	CG- I-A,C,D II-B	Report of all profiles completed or training attended for certification	Market to businesses and industries. Travel expenses and supplies.		
CE #9	HRD/WIA-Increase BFTE by a minimum of 3% each program year. <b>-HRD</b>	Yes – on-going	CG- I-D II-B,C,D,E III-A IV-D	Calculate BFTE at end of each year to determine enrollment growth.	Funding for salaries for full and part-time instructors and advertising		
CE#10	HRD/WIA- successfully delivery Pathways for Success grant. <b>HRD</b>	No. New grant money	CG- I-D II-B,C,D,E III-A	Enrollment goals Fully utilize funds Evaluate program	Funding for salaries for full and part-time instructors and advertising		
CE#11	HRD/WIA-Meet enrollment and performance goals in all WIA programs. <b>HRD</b>	Yes – on-going	CG- I-D II-B,C,D,E III-A	Review by Kerr-Tar Workforce Development Board reports	Continued funding for salaries		
CE#12	HRD/WIA-Increase number of NC CRCs awarded by the	Yes – on-going	CG- I-A,C,D	Calculate NC CRC increase.	Continued funding for salaries. May need to		

Planning Unit: CONTINUING EDUCATION

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
	College by 250 NC CRCs yearly.  <b>HRD</b>		II-B,C,D,E		hire additional part-time clerical assistance.		
CE#13	HRD/WIA-Review/Revise Course Outlines bi-annually to focus on Workforce Trends, Entrepreneurship and Lifelong Learning. <b>HRD</b>	Yes – on-going	CG-II-C,D,E III-A V-B	Identify achievement in these areas.	No additional funds.		
CE#14	Seek new opportunities to expand course offerings through grant funding <b>HRD</b>	No	CG-II-C,D,E III-A V-B	Identify achievement in this area.	Grant funds		
CE#15	HRD/WIA-Deliver five new HRD classes. <b>HRD</b>	Yes – on-going	CG-II-A,B,C,D,E	Identify the three new courses offered.	Funding for salaries for full and part-time instructors		
CE#16	HRD/WIA: Develop a collaborative partnership with ABS to serve ESL students with HRD services. <b>HRD</b>	Yes – on-going	CG-II-C V-B	Measure enrollment growth.	Funding for salaries for part-time instructors		
CE#17	ABS-Increase ABS program annual FTE 2% over each CY. <b>ABS ( 168 FTE for 2010)</b>	Yes-on going	CG-II-B,C,D,E	Measure enrollment growth.	Funding for salaries for part-time instructors		

Planning Unit: CONTINUING EDUCATION

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
CE#18	ABS-Increase number of GED graduates 2% each PY (March –March). <b>ABS (163 GED’s for 2010-11)</b>	Yes-on going	CG-II-B,C,D,E	Measure enrollment growth.	Funding for salaries for part-time instructors		
CE#19	ABS-Meet the first of the eight mandatory <b>PERFORMANCE MEASURES</b> for all NC community colleges: 75% of ABS students will make progress each PY <b>ABS</b>	Yes	CG-III-A,B	Met or not met	Costs will be carried by ABS program area funds.		
CE#20	OE-Implement HVAC, Building, and Plumbing Code Enforcement classes (See CE1). <b>OE</b>	Yes-on going	CG-II-A,D	Class started or not started.	Funding for Salaries for part-time instructors.	In process of developing carpentry and plumbing (HRD doing).  Fire inspection classes were held regarding code enforcement.	
CE#21	OE-Develop Public Safety Website for course announcements and other public safety information, starting with EMS website.. <b>OE</b>	Yes	CG-II-C,E III-A,B	Website will be up and running by July 30, 2008.	Costs will be carried by CE program area funds.		

Planning Unit: ADMINISTRATIVE SERVICES

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
#1	Receive minimal audit findings in the financial audit. Receive no repeat findings	Yes, Adm. Services #1, 2008-2011  Continuation of similar goal from prior year	PCC #3A, 3B	“Clean audit” letter from State Auditor’s Office	Professional Development		
#2	Match budget requests to available funds and allocate funds to meet College goals	Yes, Adm. Services #2, 2008-2011  Continuation of similar goal from prior year	PCC #4B, 4D, 4E, 4F	Survey results	Effective communication between Admin Svcs and rest of college		
#3	Annually update and modify budget planning process; involve and inform campus community when updating/developing financial policies	Yes, Adm. Services #3, 2008-2011  Continuation of similar goal from prior year	PCC #4B & 3A	Survey results	Effective communication between Admin Svcs and rest of college		
#4	Solicit input from and advise/lead College community in efficiently utilizing College resources through monthly budget monitoring process; modify and adjust College budget throughout the year as cash availability changes	Yes, Adm. Services #4 from 2008-2011  Continuation of similar goal form prior year	PCC #4B, 4C & 3A	Evaluation of final expenditures and revenues following YE 6/30/12 and YE 6/30/13			
#5	Implementation of Microsoft Exchange Email	Yes, Adm. Services #5 from 2011  Delayed in 2011.	PCC #9	Timely completion of implementation of Microsoft Exchange	Licensing fees and IT time.		

Planning Unit: ADMINISTRATIVE SERVICES

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
#6	Continue to provide a safe, clean and aesthetically pleasing campus	Yes, Adm. Services #6 from 2008-2011  Continuation of similar goals from prior year	PCC #4F	Review of surveys conducted; review of Incident Reports filed			
#7	Continue efficient, customer-oriented auxiliary enterprises (Bookstore, Food Service, Child Development Center)	Yes, Adm. Services #7 from 2008-2011  Continuation of similar goals from prior year	PCC #2D	Review of surveys conducted; continued 5 Star Rating for CDC; increased commission checks from vending			
#8	Protect the College from a legal standpoint	Yes, Adm. Services #8 from 2008-2011  Continuation of goal from prior year	PCC #3B	Legal action regarding non-compliance with state, federal, local and NCCCS policies and procedures			
#9	Maintain integrity and reliability of all computer systems	Yes, Adm. Services #9 from 2008-2011 – expanded to include Academic Computing Support as of 1/1/12	PCC #5B	Performance evaluation of Director, IT			
#10	Participate in the College's long-range Technology Plan	Yes, Adm. Services #10 from 2008-2011  Continuation of similar goal from prior year	PCC #5A	Minutes of Technology Committee Meetings			
#11	Plan for first project under the updated Facilities Master Plan	Yes, Adm. Services #11 from 2008-2011	PCC #4E, 5B	Progress of Project in process at year end	State Funding or Other New		

Planning Unit: ADMINISTRATIVE SERVICES

Obj. #	Intended Outcome	Is this outcome tied to a previous year (s) outcome? a. yes/no # & year b. how is it related?	Goal/Outcome Supported	Means of Assessment	Resources Needed	Summary of Assessment Data Collected	Use of Results to Improve Program/ Unit Service
	(Allied Health Building)				Sources		
#12	Replacement of Roofs on campus per County plan	Yes, Adm. Services #1 from 2008-2011  Continuation of similar goal from prior year	PCC #4F	Completion of Re-roofing projects	County Funding		
#13	Install new telephone system (Voice over IP)	Yes, Adm. Services #13 from 2008-2011  Continuation of similar goal from prior year	PCC #5A, 5B	Completion of migration to new telephone system	County Funding		
#14	Participate in Staff Evaluation Process	Yes, Adm. Services #14 from 2010	PCC #3A	Completion of Staff Evaluations			

**9. Summary Report of 2011 NCCCS Performance Measures**

**Piedmont Community College  
 (Data collected from Fiscal Year 2009-2010\*)**

<b>Measure</b>	<b>Standard</b>	<b>2009-2010</b>
1. Progress of basic skills students	75% of students will progress in level, complete level, advance in level or complete goal	Met Standard 88%
2. Performance of college transfer students at UNC institutions	83% of students completing the college transfer associate degree of 24 hours will have an overall GPA of 2.0 or higher after completing one academic year at UNC	Standard Not Met 66%
3. Passing rates for licensure & certification exams	An aggregate institutional pass rate of 80% for all first-time takers, plus no passing rate falling below 70% for any single exam	Standard Not Met 76%
4. Passing rates of students in developmental courses	75% student pass rate for developmental courses	Met Standard 77%
5. Success rate of developmental students in subsequent college-level courses	No statistically significant difference in the proportion of developmental students compared to non-developmental students who obtain cumulative GPAs of 2.0 or higher in subsequent college-level courses	Met Standard 96%
6. Satisfaction of former students who did not complete their program.  Satisfaction of graduates	90% of respondents to the survey will report satisfaction with the college's programs and services  95% of respondents to the survey will report achievement of goals (Met Standard 98%)	Met Standard 98%
7. Curriculum student retention, graduation and transfer.	65% of cohort will graduate or be enrolled (curriculum or extension) the following Fall Semester	Met Standard 66%
8. Business/Industry Satisfaction with Services Provided	90% of Business and Industry surveyed will report satisfaction with services provided	Met Standard 93%

*\*Delayed 2010-2011 Performance Data not yet available as of this writing.*

Inventory of Annual and Other Periodic Institutional Effectiveness Evaluation Activities

2011-2012

Evaluation	Purpose	Goals/Results	Means of Evaluation	Frequency	Person/ Area Responsible	Use of Evaluation Results
Learning Resource Center User's Survey	To evaluate user satisfaction with LRC facilities and resources.	To provide facilities, equipment and resources that meets the needs of the LRC patrons.	Survey	Annually Spring – Students Fall - Faculty	Dean of LRC/ Institutional Research	To direct changes in facilities, equipment and resources to better serve students, faculty, staff and the community.
SmarterSurvey	To evaluate course and instructor organization, content, teaching techniques, evaluation process, and interactions with students.	To improve the quality of instruction.	Survey	End of each semester	Distance Education Coordinator/ Institutional Research	To evaluate Internet courses and as part of the instructor's performance evaluation.
SmarterMeasure	To evaluate students compatibility to distance learning classes.	To properly advise students on their potential for success in distance learning classes. To assess students technology knowledge and level.	Computer-based assessment	Prior to student registering for online course(s)	Distance Education Coordinator/ Advisors	To improve student success in distance learning classes.
Placement Test – English, Reading, Math, and Computer Skills	Placement test for all new students.	To evaluate the students "readiness" for college level courses.	ACT-COMPASS (Reading, English, Math) Cengage Learning SAM 2010 (Computer Skills)	Year-round  Continual testing	Admissions	To place students in college level courses or developmental classes.
Developmental Course Assessment	To diagnose entry skills and to test exit skills in reading and writing.	To properly place developmental students and measure progress during the semester.	Pre & Post Assessment Tool	Twice a term Beginning and ending of each semester	Instructor	To properly place of students in English, math, and reading courses (developmental or college level).



<b>Evaluation</b>	<b>Purpose</b>	<b>Goals/Results</b>	<b>Means of Evaluation</b>	<b>Frequency</b>	<b>Person/ Area Responsible</b>	<b>Use of Evaluation Results</b>
Student Support Services - Annual Report to the US Department of Education	To evaluate the performance of the TRIO Student Support Services Grant.	To meet all of the Federal requirements for the Student Support Services Grant.	Report to US Department of Education on performance standards	Annually Fall	Director of Educational Opportunity Center and Student Support Services	To continue funding for the Student Support Services Grant.
Educational Opportunity Center – Annual Report to the US Department of Education	To evaluate the performance of the TRIO Educational Opportunities Center Grant.	To meet all of the Federal requirements for the Educational Opportunities Center Grant.	Report to US Department of Education on performance standards	Annually Fall	Director of Educational Opportunity Center and Student Support Services	To continue funding for the Educational Opportunities Center Grant.
Tutorial Evaluation – Student Success Services	To evaluate tutorial services provided to students as part of the SSS Grant.	To provide quality tutoring services.	Evaluation form	Each term End of term	Coordinator of Tutoring Services	To improve the quality of tutoring services.
PCC Student Needs Assessment/ Satisfaction/Interest Surveys	To evaluate students' college success skills needs, satisfaction with current services and programs, and gather interest for future programs.	To assess student satisfaction in academic and student services, campus climate, campus support services, safety and security, service excellence and student centeredness.	Survey forms	Annually Fall semester  Interest survey – as needed	ORIE/ Student Government Association President	To enhance services and programs and improve student success.
Educational Support Survey	Faculty and Staff evaluation of Administrative and Educational Support Services.	To assess the perception of faculty and staff of Administrative and Educational Support Services.	Survey	Annually  Spring	ORIE	To evaluate the effectiveness of the Institutional Research and Effectiveness Office.
Environmental Scan	Survey of potential employers of graduates of a new program of study.	To assess viability of a new program of study.	Phone/mail Survey	Periodically  Planning stage of new program of study	ORIE	To develop a new program of study that will meet the needs of the community and provide jobs for graduates.

<b>Evaluation</b>	<b>Purpose</b>	<b>Goals/Results</b>	<b>Means of Evaluation</b>	<b>Frequency</b>	<b>Person/ Area Responsible</b>	<b>Use of Evaluation Results</b>
Student Evaluation of Instruction - HRD	Evaluation form of student experiences in all classes in HRD.	To provide quality programs that meet the needs of students.	Evaluation - end of class	End of each program	Human Resource Development	To improve the quality of the programs.
Evaluation Form/Assessment of Participation Satisfaction and Industry Satisfaction	Used to evaluate the effectiveness of most Industry training programs.	To help ensure courses are delivered according to industry specifications and students obtain quality instruction to gain required knowledge.	Evaluation - end of class	End of each program	Customized Training Program	To adjust programs to make sure students are getting the skills they need and to ensure industries are satisfied with services of the College.
Business and Industry Base Allocations	Used to report the Colleges attainment of goals and state standards.	To provide quality programs to a wide variety of students and industry.	Report	Annually Summer - June	Customized Training Program	To improve the quality of the programs and services provided.
Community Education - Participant Satisfaction	Used to evaluate student satisfaction and goal attainment.	To help students reach their goals for taking the course.	Evaluation - end of course.	End of each course.	Director of the Small Business Center	To improve the quality of courses, programs, and services provided.
Seminar/Workshop Evaluation Forms	Used to evaluate student satisfaction and to assess future needs.	To provide quality programs to meet the needs of students/clients.	Evaluation - end of seminar/workshop	End of each seminar/workshop	Director of the Small Business Center	To improve the quality of the courses, programs, and services provided.
Annual Report - Small Business Center	Used to report the Colleges attainment of goals and state standards.	To provide quality programs to a wide variety of students and industry.	Report	Annually Summer	Director the Small Business Center	To improve the quality of the programs and services provided.
Adult Basic Skills Student Evaluation of Instruction	To evaluate instructor performance.	To provide student input in the College's effort to insure and improve the quality of instruction.	Evaluation forms - in class	Fall & spring semesters	Adult Basic Skills Director	To improve instruction and as a part of full-time instructors' annual evaluation process.
ABS Performance Report (LEIS)	To report the Colleges attainment of goals and state standards.	To provide quality programs to a wide variety of students.	Report	Annually Fall	Director of Adult Basic Skills	To improve the quality of the programs and services provided.

<b>Evaluation</b>	<b>Purpose</b>	<b>Goals/Results</b>	<b>Means of Evaluation</b>	<b>Frequency</b>	<b>Person/ Area Responsible</b>	<b>Use of Evaluation Results</b>
ABS Program Monitoring Visit & Report	NCCCS conducts to comply with USDOE accountability standards. Measures local program's compliance with USDOE standards for adult literacy.	To provide quality programs, measure program outcomes, and to serve those most in need of services.	PCC's report to NCCCS ; NCCCS onsite program evaluation; Federal Core Indicators report	Every 5 years	Director of Adult Basic Skills	To improve the quality of the programs and services provided. (Federal Core Indicators are also part of performance based funding for NC Basic Skills programs.)
Marketing Survey In development	To assess how students get information about the College.	To utilize media outlets that will reach the community.	Survey	Shortly after start of each semester	Public Information Officer	To provide information to all potential users of the College's services.
Curriculum Registration, Completion & Financial Aid Report	Report on curriculum student progress and completion rates.	To help students reach their educational goals. To provide the College with data regarding program and enrollment growth.	Report	Semester  Fall	Coordinator of Records	To provide enrollment and completion data that allows the College to monitor its growth in addition to measuring student success outcomes.
Program Advisory Committees	Each program of study has an advisory board made up of professionals within that program's industry.	To assess the success of the programs of study at meeting the competencies needed in the workplace.	Annual Meeting / Survey	Annually	Academic Deans	To identify areas of weakness and develop plans to strengthen those areas.
Annual Planning & Evaluation Process	Develop and evaluate goals for programs of study and administrative/ educational support services.	Develop goals that support the mission statement of the college and are assessable.	Assessed by each service area	Annually	Deans, Directors and Coordinators	To improve the programs and services provided to students, staff and the community.
Staff Evaluation Process	To increase the effectiveness of personnel in fulfilling the mission of the College.	To identify levels of performance for an employee for continued employment and to award merit increase when merit is available. To encourage professional growth. To communicate performance excellence and/or concerns as they relate to job effectiveness.	Staff Performance Appraisal	Annually	Immediate supervisors, Deans, Directors, Coordinators, Vice Presidents, President	To improve services to students and the community and ensure the goals and the objectives of the College are met.

Evaluation	Purpose	Goals/Results	Means of Evaluation	Frequency	Person/ Area Responsible	Use of Evaluation Results
Faculty Evaluations:						
Classroom visits	To assess faculty instructional skills. professional development and community service.	To improve teaching and student learning.	Dean's observations	Annually	Academic Deans	To identify areas of weakness and develop plans to strengthen those areas.
Objectives	Faculty develop objectives consistent with Program Area Goals.	Faculty develop objectives and ways to assess completion and document use of results.	Review with Deans	Annually	Instructor/ Academic Deans	To develop goals that will strengthen any areas of weakness and continue professional growth.
Student Evaluations of Instruction	To evaluate the course and instructor performance.	To provide student input in the Colleges effort to insure and improve the quality of instruction.	Scantron Evaluation forms in class	Each term Middle of term	Academic Deans	To identify areas of weakness and develop plans to strengthen those areas.
Professional Development	To evaluate the instructor's continual professional development.	To improve teaching and student learning through classes, workshops, conferences, etc.	Professional Development form	Annually	Instructor/ Academic Deans	To foster continual professional growth.
Community/ Professional Service	To evaluate the instructor's involvement in the community/ college.	To provide service to the community/college.	Community Service form	Annually		To foster community involvement.