

# INSTITUTIONAL EFFECTIVENESS PLAN 2013-2014



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## 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 8,237 students\* during the 2011-12 academic year in continuing education and curriculum programs and currently employs approximately 215 full-time and 220 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 Annual Institutional Effectiveness and Budgeting (AIEB) process at the College. This AIEB process explicitly integrates planning, budgeting and effectiveness evaluation into a closed-loop cycle of continuous improvement to strengthen operations, to refine subsequent annual and strategic goals and objectives, and (periodically) to review the College Mission, Values, and Vision.

The Office of Research and Institutional Effectiveness (ORIE) continuously monitors multiple indicators of institutional effectiveness in addition to the outcomes identified in the Service Area Outcomes (SAO) documents, and Student Learning Outcomes (SLO) documents. Traditional measures of student progress and success, Program Area Reviews (PARs) and Service Area Reviews (SARs), NCCCS Performance Measures (Critical Success Factors), and other indicators of effectiveness are routinely reviewed and reported to the College community through various means, including the ORIE website, individual reports, and other modes. This 2013-14 IE Plan includes, for the first time, a comprehensive illustration of educational assessment activities at the College and introduces the Assessment Progress Audit (APA) rubric employed to guide the development of SLO assessments and evaluate the quality of these assessments.

A new “Research and Institutional Effectiveness” webpage opened on the PCC public website in August 2013, replacing the previous ORIE webpage on the internal College website. Table 1 identifies the current content of this new site.

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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 2011-2012 academic year (*Source: 2012-13 Annual Statistical Report, North Carolina Community College System*)—*data for AY 2012-13 not yet available as of this writing.*

Table 1

## Research and Institutional Effectiveness Webpage

<http://www.piedmontcc.edu/Community/AboutPCC/ResearchInstitutionalEffectiveness.aspx>

1. PCC Performance Benchmarks
  - NCCCS Performance-Based Funding Measures
    - [2013 PCC Performance Measures Summary](#)
    - [2013 NCCCS Performance Measures Report \(All 58 NC CCs\)](#)
    - [Prior Years NCCCS Performance Measures ARCHIVE](#)
  - Other PCC Institutional Effectiveness Indicators
2. College Mission Statement, Values, and Vision Statement
  - PCC Mission, Values, and Vision
3. Institutional Effectiveness Plans
  - 2011-12 IE Plan
  - 2012-13 IE Plan
4. IE Committee Meeting Minutes
  - [02/2011 Minutes](#)
  - [05/2012 Minutes](#)
  - [12/2012 Minutes](#)
  - [04/2013 Minutes](#)
5. College Profile
  - [3 Year Summary](#)
6. Accreditation Documents
  - [Commission Documentation](#)
    - [Process of Accreditation](#)
    - [Principles of Accreditation](#)
    - [Handbook for Institutions Seeking Reaffirmation](#)
  - PCC Reaffirmation Documents (*coming soon!*)
    - Compliance Certification
    - Focused Report
    - College Response
  - QR4U - Quality Enhancement Plan
    - [QEP Overview](#)
    - QR4U - PCC Quality Enhancement Plan
  - PCC-SACS Correspondence
    - [SACS Reaffirmation Letter and Monitoring Report Request](#)

*Table 1 (continued)*

## **Research and Institutional Effectiveness Webpage**

- 7. College Planning Documents**
  - [PCC 2010-2015 College Strategic Plan](#)
  - [Annual Institutional Effectiveness and Budgeting \(AIEB\) Documentation](#)
  - [PCC Strategic Goals and 2012-13 Annual Priorities](#)
- 8. IPEDS Reporting**
  - IPEDS Data Feedback Reports
    - [2012 DFR](#)
    - [2011 DFR](#)
    - [2010 DFR](#)
    - [2009 DFR](#)
    - [2008 DFR](#)
- 9. College Surveys**
  - Blank Surveys
    - Educational Support Services Survey ([ESSS](#))
    - Student Satisfaction Survey ([SSS](#))
  - Annual Results
    - 2013 [ESSS](#) and [SSS](#)
    - 2012 [ESSS](#) and [SSS](#)
    - 2011 [ESSS](#) and [SSS](#)
    - 2010 [ESSS](#) and [SSS](#)

ORIE staff will continue efforts to consolidate and integrate various sources of College operating data and to provide comprehensive access to these data for improving the quality of evidence-based planning, decision making, and problem solving at PCC.

\* \* \* \* \*

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

## 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*

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## 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 of the 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. NCCCS Goals – SuccessNC

From the NCCCS website:

*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 is 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 by 2013, for the System's 50th anniversary.*

Individual goals of the SuccessNC initiative, to: (1) Improve Student Success, (2) Increase Student Access, and (3) Ensure Program Excellence are designed to achieve the singular SuccessNC criterion for success (also from the NCCCS website):

### **Student Success Target**

*Increase the percentage of students who transfer, complete credentials or remain continuously enrolled from a six-year baseline of 45% for the fall 2004 cohort to a six-year success rate of 59% for the fall 2014 cohort. Doing so will double the number of credential completers by 2020.*

Table 2 summarizes PCC first-year performance on the new SuccessNC Performance Measures. The new reporting format includes a System **Baseline** for minimum performance and a System **Goal** for optimal performance, as well as the System **Mean** (average score for all 58 Community Colleges). PCC exceeded the Baseline for every measure, and exceeded the System Mean for three of the eight measures.



The North Carolina Community College System singled out Curriculum Student Completion (Performance Measure F) as a key focus for student success. ***PCC exceeded the System Goal for this key measure in this initial Performance Measures report!***

Table 2

**New SuccessNC Performance Measures**

MEASURE	DESCRIPTION	SCORES
<b>A.</b> Basic Skills Student Progress	Percentage of basic skills students attempting 60 or more contact hours during the year who complete the year at a higher Educational Functioning Level.	Goal: 51.2% Mean: 41.0% <b>PCC: 40.3%</b> Baseline: 20.6%
<b>B.</b> GED Diploma Passing Rate	Percentage of GED students who earn a GED diploma during the year, from all who start with an Educational Functioning Level of ASEL or ASEH, take at least one GED test and have 12 or more contact hours.	Goal: 82.0% <b>PCC: 71.7%</b> Mean: 71.1% Baseline: 49.3%
<b>C.</b> Developmental Student Success Rate in College-Level English Courses	Percentage of recent developmental English course students who earn an A, B, C, or P in their first college credit English course during the year.	Goal: 74.9% Mean: 63.7% <b>PCC: 62.4%</b> Baseline: 45.2%
<b>D.</b> Developmental Student Success Rate in College-Level Math Courses	Percentage of recent developmental math course students who earn an A, B, C, or P in their first college credit math course during the year.	Goal: 75.4% <b>PCC: 71.1%</b> Mean: 64.8% Baseline: 47.5%
<b>E.</b> First Year Progression	Percentage of first-time fall semester cohort of credit-seeking students attempting at least 12 hours of developmental or college credit courses during the year (fall, spring, summer) who successfully complete at least 12 hours with a grade of A, B, C, or P.	Goal: 74.6% <b>PCC: 73.8%</b> Mean: 67.7% Baseline: 53.2%
<b>F.</b> Curriculum Student Completion	Percentage of first-time fall semester cohort of credit-seeking students who, by the fall six years later, either graduate, transfer to a four-year institution, or are still enrolled and have completed at least 36 college credits.	<b>PCC: 46.5%</b> Goal: 45.6% Mean: 41.6% Baseline: 28.6%
<b>G.</b> Licensure and Certification Passing Rate	Percentage of licensure and certification exams passed on the first attempt during the year.	Goal: 91.7% Mean: 85.0% <b>PCC: 74.6%</b> Baseline: 71.0%
<b>H.</b> College Transfer Performance	Percentage of previous year community college graduates and transfers with at least 30 hours of transfer credit who achieve a GPA of at least 2.00 during first year (fall and spring) at a NC four-year institution or another four-year institution with which the community college has an articulation agreement.	Goal: 93.6% Mean: 86.7% <b>PCC: 71.8%</b> Baseline: 71.2%

Table 3 reports the 2013 Performance Measures for all 58 NC Community Colleges, with color codes indicating scores: below the Baseline (●), above the Baseline and below the Mean(●), above the Mean and below the Goal(●), and above the Goal (●).

Table 3

2013 NCCCS Performance Measures

Met Goal Above Mean, Below Goal Above Baseline, Below Mean Below Baseline	A. Basic Skills Progress	B. GED Pass Rate	C. Dev English Subsequent Success	D. Dev Math Subsequent Success	E. Year One Progress	F. Curriculum Completion Rate	G. Licensure Pass Rate	H. Transfer Performance	Met Goal	Above Mean, Below Goal	Above Baseline, Below Mean	Below Baseline
<b>System Goal</b>	51.2%	82.0%	74.9%	75.4%	74.6%	45.6%	91.7%	93.6%				
<b>College Mean</b>	41.0%	71.1%	63.7%	64.8%	67.7%	41.6%	85.0%	86.7%				
<b>System Baseline</b>	20.6%	49.3%	45.2%	47.5%	53.2%	28.6%	71.0%	71.2%				
<b>System Totals</b>	41.5%	69.6%	64.5%	64.1%	67.5%	41.1%	86.9%	87.6%				
Alamance CC	30.8%	72.9%	66.9%	62.9%	69.0%	39.6%	80.5%	90.5%	0	4	4	0
Asheville-Buncombe TC	39.6%	53.7%	61.3%	65.4%	71.0%	40.3%	89.7%	94.9%	1	3	4	0
Beaufort County CC	38.2%	82.5%	65.4%	51.3%	60.3%	48.0%	77.3%	92.3%	2	2	4	0
Bladen CC	45.1%	63.4%	52.1%	61.0%	53.8%	38.1%	72.0%	79.5%	0	1	7	0
Blue Ridge CC	36.0%	65.6%	70.6%	77.9%	75.2%	32.7%	91.8%	98.6%	4	1	3	0
Brunswick CC	46.6%	36.9%	73.8%	59.6%	72.1%	40.2%	85.5%	86.8%	0	5	2	1
Caldwell CC & TI	41.7%	65.5%	65.3%	71.8%	68.2%	46.2%	82.7%	88.0%	1	5	2	0
Cape Fear CC	30.6%	79.2%	63.5%	59.3%	72.0%	49.0%	89.7%	85.6%	1	3	4	0
Carteret CC	27.4%	91.9%	71.9%	68.1%	68.7%	40.6%	78.1%	84.2%	1	3	4	0
Catawba Valley CC	36.9%	67.6%	75.0%	56.3%	69.7%	40.0%	84.9%	94.0%	2	1	5	0
Central Carolina CC	55.2%	69.1%	60.6%	70.8%	65.3%	37.5%	84.5%	90.1%	1	2	5	0
Central Piedmont CC	49.8%	75.1%	77.8%	71.5%	70.3%	36.7%	92.3%	86.9%	2	5	1	0
Cleveland CC	59.8%	73.9%	73.4%	68.9%	64.4%	32.6%	86.8%	81.9%	1	4	3	0
Coastal Carolina CC	37.9%	64.4%	70.0%	62.7%	72.4%	45.1%	94.3%	89.2%	1	4	3	0
College of The Albemarle	48.4%	58.2%	61.0%	75.4%	71.1%	47.2%	82.5%	86.7%	1	3	4	0
Craven CC	31.9%	50.0%	49.6%	72.1%	66.5%	42.5%	86.0%	90.6%	0	4	4	0
Davidson County CC	56.4%	73.3%	61.2%	64.1%	71.7%	49.6%	92.4%	86.6%	3	2	3	0
Durham TCC	36.6%	65.0%	56.0%	68.5%	60.7%	38.2%	90.5%	94.0%	1	2	5	0
Edgecombe CC	51.3%	75.2%	51.0%	42.9%	53.3%	30.7%	84.6%	92.0%	1	2	4	1
Fayetteville TCC	32.6%	82.6%	64.8%	60.4%	58.7%	38.3%	90.6%	87.4%	1	3	4	0
Forsyth TCC	48.8%	75.9%	63.7%	53.6%	68.6%	42.2%	92.9%	88.8%	1	5	2	0
Gaston College	37.3%	76.9%	74.4%	69.8%	73.8%	36.5%	93.4%	85.0%	1	4	3	0
Guilford TCC	26.5%	70.3%	52.8%	66.6%	64.8%	43.2%	88.4%	85.3%	0	3	5	0
Halifax CC	48.4%	55.1%	66.5%	65.3%	58.7%	38.9%	84.9%	63.2%	0	3	4	1
Haywood CC	40.9%	48.9%	70.8%	69.5%	69.2%	38.0%	81.8%	97.1%	1	3	3	1
Isothermal CC	28.9%	69.0%	66.9%	75.5%	68.5%	39.3%	72.4%	89.4%	1	3	4	0
James Sprunt CC	57.8%	70.0%	62.2%	57.1%	75.8%	47.9%	80.9%	92.3%	3	1	4	0
Johnston CC	45.7%	81.8%	80.5%	58.0%	71.3%	44.1%	83.5%	79.7%	1	4	3	0
Lenoir CC	44.8%	67.7%	50.5%	43.1%	66.2%	42.9%	80.2%	86.5%	0	2	5	1
Martin CC	38.2%	67.1%	60.9%	78.6%	72.4%	43.5%	69.4%	100.0%	2	2	3	1
Mayland CC	40.8%	78.7%	64.3%	68.6%	74.5%	49.1%	81.3%	80.0%	1	4	3	0
McDowell TCC	38.3%	70.9%	81.4%	86.7%	70.3%	36.4%	89.8%	83.3%	2	2	4	0
Mitchell CC	41.1%	90.3%	65.1%	60.2%	68.8%	32.7%	90.3%	86.7%	1	5	2	0
Montgomery CC	42.6%	72.7%	79.3%	31.7%	75.6%	50.0%	94.1%	91.7%	4	3	0	1
Nash CC	33.6%	70.1%	52.6%	72.4%	62.7%	29.5%	72.2%	84.6%	0	1	7	0
Pamlico CC	28.1%	53.3%	50.0%	91.3%	60.5%	61.3%	100.0%	*	3	0	4	0
<b>Piedmont CC</b>	40.3%	71.7%	62.4%	71.1%	73.8%	46.5%	74.6%	71.8%	1	3	4	0
Pitt CC	44.1%	68.1%	70.8%	44.1%	64.5%	46.0%	90.8%	88.3%	1	4	2	1
Randolph CC	34.6%	75.8%	76.3%	66.0%	70.1%	42.0%	86.2%	81.0%	1	5	2	0
Richmond CC	46.8%	63.2%	65.8%	64.3%	73.5%	34.7%	83.3%	94.0%	1	3	4	0
Roanoke-Chowan CC	13.1%	72.2%	60.2%	90.0%	66.7%	47.5%	74.5%	*	2	1	3	1
Robeson CC	35.1%	80.6%	52.9%	56.3%	49.0%	37.8%	77.9%	70.0%	0	1	5	2
Rockingham CC	56.0%	76.7%	56.4%	70.6%	69.0%	47.6%	79.5%	98.0%	3	3	2	0
Rowan-Cabarrus CC	37.2%	63.9%	69.4%	67.0%	61.9%	35.0%	79.2%	83.8%	0	2	6	0
Sampson CC	49.0%	82.1%	50.0%	66.3%	68.8%	38.8%	80.5%	74.1%	1	3	4	0
Sandhills CC	26.0%	60.6%	61.6%	54.6%	65.8%	39.5%	92.6%	87.6%	1	1	6	0
South Piedmont CC	48.1%	74.9%	62.5%	51.4%	60.8%	47.4%	82.8%	83.3%	1	2	5	0
Southeastern CC	45.0%	84.2%	55.4%	75.3%	60.2%	42.2%	75.2%	83.9%	1	3	4	0
Southwestern CC	50.8%	81.5%	63.0%	66.8%	74.1%	46.8%	92.4%	93.5%	2	5	1	0
Stanly CC	42.8%	71.8%	67.5%	72.4%	68.4%	46.3%	87.2%	87.7%	1	7	0	0
Surry CC	37.1%	94.5%	65.2%	64.8%	71.2%	44.2%	96.8%	83.0%	2	3	3	0
Tri-County CC	27.3%	79.1%	76.4%	38.6%	77.5%	32.8%	86.8%	77.8%	2	2	3	1
Vance-Granville CC	40.2%	73.6%	58.6%	54.4%	63.8%	34.4%	92.0%	90.3%	1	2	5	0
Wake TCC	38.5%	60.1%	54.7%	63.9%	67.3%	39.1%	91.6%	91.8%	0	2	6	0
Wayne CC	66.5%	71.9%	63.3%	66.4%	73.3%	48.8%	79.6%	80.6%	2	3	3	0
Western Piedmont CC	20.8%	67.0%	66.3%	69.8%	71.8%	45.7%	95.4%	83.9%	2	3	3	0
Wilkes CC	44.6%	91.3%	56.1%	75.7%	73.6%	43.9%	81.4%	89.4%	2	4	2	0
Wilson CC	58.2%	74.5%	46.2%	72.2%	65.8%	39.5%	78.5%	90.9%	1	3	4	0

\* Less than 5 students

#### 4. Annual Priorities and College Goals & Objectives

The current Annual Institutional Effectiveness and Budgeting (AIEB) cycle addresses the 2013-14 Annual Priorities developed by the Executive Council and approved by the Board of Trustees in January 2013 focusing attention to the College Goals included in the 2010-15 PCC Strategic Plan approved by the Board of Trustees in July 2011. Table 4 presents the Annual Priorities and Strategic Goals addressed by the Service Area Outcomes Plans reported later in this IE Plan.

Table 4

##### 2013-2014 - Annual Priorities (AP)

- |                                      |                                             |
|--------------------------------------|---------------------------------------------|
| P1: Student Retention and Completion | P4: Establishment of Performance Benchmarks |
| P2: Student Recruitment              |                                             |
| P3: New Program Development          | P5: Resource Development                    |

##### 2010-2015 - Strategic Goals (SG)

**A: Lifelong Learning:** Provide opportunities that support a culture of lifelong learning by promoting educational activities

##### Objectives

- A1: Provide comprehensive technical and career assessments, certifications and licensure programs to meet area workforce needs
- A2: Implement strategies to increase the number of individuals with high school equivalency diplomas, building a foundation for future learning
- A3: Develop and promote professional development opportunities that are mutually beneficial to the College and its community
- A4: Provide service-learning opportunities that expose students to a lifestyle of community involvement and the community to lifelong learning
- A5: Create a college culture in which members engage in lifelong learning
- A6: Provide accessibility to lifelong learning opportunities to the community
- A7: Promote career exploration to assist prospective students in choosing educational programs suited to their interests and abilities

Table 4 (continued)

**B: Educational and Training Programs I:** Provide educational and training programs that prepare individuals to succeed in a globally competitive market

**Objectives**

- B1:** Partner with business, industry, and community organizations to ensure that educational programs meet current, future, and entrepreneurial workforce skill requirements
- B2:** Identify and implement new educational and training programs that close gaps in workforce basic skills
- B3:** Respond to service area constituencies in start-up and delivery of educational and training programs
- B4:** Meet the needs of diverse learners through innovative programs and delivery methods
- B5:** Implement strategies that promote and increase learner participation, retention, and completion, particularly in underserved and underachieving populations

**C: Educational and Training Programs II:** Provide institutional support that fosters and promotes student success

**Objectives**

- C1:** Provide professional development opportunities for faculty and staff to ensure that they are current in their field and in instructional methodologies
- C2:** Advance the College through aggressive pursuit of external resources, opportunities, and partnerships
- C3:** Acquire and maintain state-of-the-art technology, equipment, and facilities
- C4:** Provide academic assistance, student support services, financial literacy, and career services that contribute to student success

**D: Cultural Opportunities:** Provide a broad range of cultural opportunities for the College and communities we serve

**Objectives**

- D1:** Create an environment in which College and community members can explore the arts and humanities through critical discourse
- D2:** Sponsor a variety of cultural and artistic events for the College and community
- D3:** Provide opportunities to enhance global awareness and broader connectivity to diverse cultures

*Table 4 (continued)*

**E: *Culture of Evidence:*** Create and sustain a culture of evidence and continuous improvement

**Objectives**

**E1:** Integrate the College's Core Competencies into the fabric of educational and training programs

**E2:** Adopt a uniform and technology-based approach to data collection and dissemination

**E3:** Identify and assess appropriate program and service area outcomes

**E4:** Use data informed decision-making processes

## 5. Student Learning Outcomes (SLO) Assessment

The 2012-13 IE Plan devoted attention to refinements introduced to clarify the importance of assessment in the Annual Institutional Effectiveness and Budgeting (AIEB) process. These refinements defined the role of assessment results more explicitly in the planning and evaluation functions at the College, particularly to emphasize reliance on empirical data for planning, operations management and problem solving.

Extensive College involvement with activities devoted to reaffirmation of regional accreditation during the 2012-13 academic year focused intense scrutiny on the quality and content of student learning outcomes (SLO) assessment at the College. This concentrated attention resulted in many improvements to academic assessment, including the refinement of current practices and the introduction of new processes and procedures. These refinements and additions included:

- Introduction of a two-tiered General Education (GenEd) assessment process including (1) College-wide assessment of the College General Education Core Competencies in General Education courses, and (2) program-specific follow-up assessments examining achievement of the Core Competencies within the context of program content;
- Development of an Assessment Progress Audit (APA) Rubric for guiding and evaluating the quality and content of General Education assessments and academic program assessments throughout the College.

### General Education Assessment

Figure 1 illustrates the two-tiered General Education assessment process, using the Business Administration program to illustrate the program-specific GenEd follow-up assessments. The College-wide GenEd assessments in the left column are conducted in the GenEd courses identified, for students in all programs. The program-specific GenEd assessments in the right column are conducted in courses identified by the faculty in each program. Figure 1 shows the courses in which the Business Administration program-specific GenEd follow-up assessments are conducted. (Appendix A identifies the GenEd courses where College-wide GenEd assessments are conducted and the program courses where program-specific GenEd assessments are conducted in each program.)

General Education assessment scores for individual students are reported and recorded with each student's College identification number, to permit sorting and summarizing the results for various demographic and programmatic subgroups based on routine student biographical information the College maintains for each student. For example, GenEd assessment results can be sorted and summarized by program, gender, race/ethnicity, campus location, and mode of instructional delivery (e.g., face-to-face, on-line, hybrid).

The conduct of College-wide GenEd assessments is designed to evaluate the achievement of the College GenEd Core Competencies by degree-seeking students. Delivery of the program-specific GenEd follow-up assessments is designed to include certificate and diploma students as well as degree-seeking students.

Figure 1

**General Education Outcomes Assessment**

**COLLEGE-WIDE GenEd Assessment**

GenEd Faculty conduct College-Wide GenEd assessments in: ENG 111, COM 231, ENG 115, MAT 155, MAT 171 and CIS 110

**College-Wide GenEd Assessment Scores**

Reading ENG 111		Writing ENG 111		Oral Comm. ENG 115, COM 231	
Student ID	Score	Student ID	Score	Student ID	Score
75391	88	138503	77	133994	80
123853	89	104869	66	93265	84
169321	81	170649	84	88573	83
87999	78	85942	69	166492	76
:	:	:	:	:	:
144593	90	122222	76	172944	85

Fund. Math MAT 155, MAT 171		Basic Comp. Use CIS 110	
Student ID	Score	Student ID	Score
151954	80	93921	92
101937	87	147739	87
110444	83	172557	91
160279	89	88222	89
:	:	:	:
88319	91	70999	83

GenEd Faculty, Program Coordinators and Assessment Specialist compile College-wide GenEd assessment results for individual programs and overall total.

**College-Wide GenEd Assessment Report**

PROGRAM	Reading	Writing	Oral Comm.	Fund. Math	Comp. Use
Accounting	88%	86%	81%	93%	89%
Bus. Admin.	91%	83%	85%	89%	96%
:	:	:	:	:	:
Phlebotomy	90%	79%	83%	91%	90%
Web Tech	84%	81%	80%	89%	88%
Welding	86%	82%	78%	83%	81%
<b>PCC Totals</b>	<b>88%</b>	<b>82%</b>	<b>81%</b>	<b>89%</b>	<b>89%</b>

**PROGRAM-SPECIFIC GenEd Assessment  
 (Business Administration Example)**

Program Faculty conduct Program-Specific GenEd follow-up assessments in the program courses in which the assessments are embedded.

**Business Administration Follow-Up Scores**

Reading BUS 115		Writing BUS 153		Oral Comm. BUS 260	
Student ID	Score	Student ID	Score	Student ID	Score
66691	92	136663	93	129994	91
169553	87	133869	86	91775	79
160021	79	178349	83	79973	86
82299	78	81242	77	155892	81
:	:	:	:	:	:
144593	76	122222	88	169244	92

Fund. Math BUS 121		Basic Comp. Use BUS 153	
Student ID	Score	Student ID	Score
169954	78	81521	80
100537	68	138139	78
167744	79	166557	91
169279	80	80012	81
:	:	:	:
89929	77	78339	80

Program Faculty, Program Coordinators and Assessment Specialist compile Program-Specific GenEd assessment results for individual programs and overall total.

**Program-Specific GenEd Assessment Report**

PROGRAM	Reading	Writing	Oral Comm.	Fund. Math	Comp. Use
Accounting	81%	83%	86%	90%	86%
<b>Bus. Admin.</b>	<b>89%</b>	<b>88%</b>	<b>87%</b>	<b>85%</b>	<b>93%</b>
:	:	:	:	:	:
Phlebotomy	91%	77%	84%	92%	88%
Web Tech	85%	84%	82%	87%	85%
Welding	85%	84%	80%	87%	88%
<b>PCC Totals</b>	<b>86%</b>	<b>83%</b>	<b>84%</b>	<b>88%</b>	<b>88%</b>

### **Assessment Product Audit (APA) Rubric**

Table 5 contains the Assessment Progress Audit (APA) Rubric for evaluating the quality and content of outcomes assessment plans and results. This APA Rubric guides the development of effective student learning outcomes and assessment measures, the gathering of useful (and usable) assessment information, and the interpretation of assessment results to identify educational deficiencies and make instructional improvements. This rubric provides definitions and an explicit scale for rating the quality of multiple assessment attributes.

The APA Rubric in Table 5 was adapted from the format and content of several alternative assessment rubrics developed by the individuals and groups identified in the attribution at the bottom of the Table. Mike Dossett (VP of Instruction and Student Development), Walter Montgomery (Curriculum Development and Assessment Specialist) and Jeffry Paton (Director of Research and Institutional Effectiveness) developed a prototype rubric from the various rubrics and used the prototype to evaluate a sample of four academic programs in each of the four PCC academic program areas in February 2013. Dossett, Montgomery and Paton alternated from evaluating four programs, to comparing and discussing scores, then evaluating an additional four programs, in an iterative “norming” process designed to promote inter-rater agreement. The record of this process of norming indicated increasing agreement among the three raters throughout the process. A summary of this preliminary PCC Assessment Progress Audit was included in the College Response to the SACS On-Site Committee submitted to SACS at the final stage of the reaffirmation process in March 2013.

Just after the 2013 spring commencement, Dossett, Montgomery and Paton repeated the previous APA evaluating/norming sessions examining the latest, updated assessment plans and results for all 34 PCC academic programs. This second round of Assessment Progress Audits motivated additional refinements to simplify and clarify the APA Rubric as presented in Table 5. During the 2013 fall semester, Montgomery and Paton are meeting individually with each PCC program coordinator to conduct training/norming sessions introducing this APA Rubric. With nearly one-third of these training sessions completed as of this writing, feedback from the participating program coordinators has suggested additional revisions to improve the rubric.

### **Program Outcomes Assessment**

Figure 2 illustrates the program outcomes assessment process using the Business Administration program assessment as an example. Program outcomes assessment is similar to GenEd assessment, but program assessment devotes more comprehensive attention to identifying explicit performance targets and using assessment results to identify program deficiencies and make program changes to improve teaching and learning. Consequently, the report of program outcomes assessment results (illustrated on the second page of Figure 2) is more extensive than the report of GenEd assessment results. Program assessment reports include interpretation of results of multiple assessment cycles, identification of outcome achievements and deficiencies and the development of action plans to address program outcome deficiencies.



Table 5

**Assessment Progress Audit (APA) Rubric**

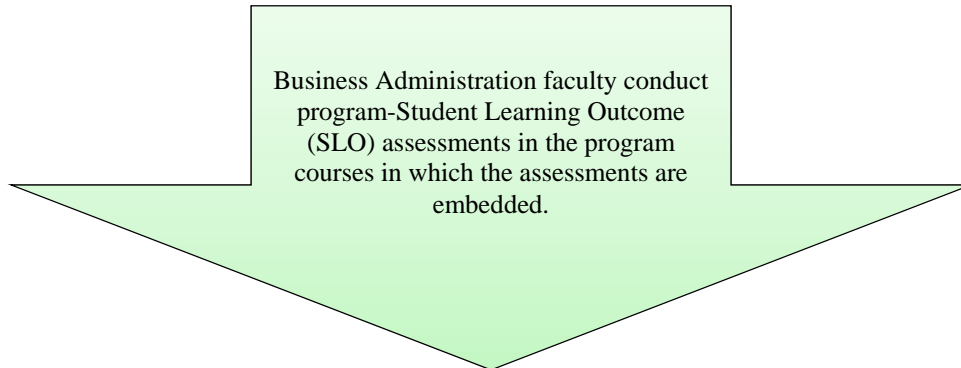
Section/Subsection		Ratings:		0	1	2	3	4
		Assessment Attributes		None	Some fewer than half	Many about half	Most more than half	All or nearly all
I. Student learning outcomes (SLOs)	A. Clarity and specificity	Student learning outcomes (SLOs) are present and verifiable, defining the knowledge, skills, or attitudes students must demonstrate.	None of the SLOs are verifiable, defining knowledge, skills, or attitudes	Some	Many	Most	All or nearly all SLOs are verifiable, defining knowledge, skills, or attitudes	
	B. Outcomes Orientation	SLOs are learning-centered.	None of the SLOs are learning-centered	Some	Many	Most	All or nearly all SLOs are learning-centered.	
II. SLOs mapped to program outcomes and to courses		SLOs are explicitly linked to program outcomes (UP) and to individual course outcomes (DOWN).	None of the SLOs are linked to program outcomes and course outcomes	Some	Many	Most	All or nearly all SLOs are linked to program outcomes and course outcomes	
III. Systematic method for evaluating progress on outcomes	A. Types of measures	Each SLO assessment includes at least one direct measure, as well as additional direct or indirect measures.	None of the SLOs have direct measures	Some	Many	Most	All or nearly all SLOs have direct measures	
	B. Links between measures/SLOs	Disaggregated outcome measures are linked to specific components of the SLOs individually.	None of the measures are disaggregated and linked to individual SLO components	Some	Many	Most	All or nearly all measures are disaggregated and linked to individual SLO components	
	C. Criteria for success	Criteria for success are identified, including explicit targets justified in context of learning deficiencies, progress and improvement.	None of the outcome measures include criteria for success	Some	Many	Most	All or nearly all outcome measures include criteria for success	
	D. Data collection and methods	Assessment data collection methods are clearly described, specific about whom is assessed and when.	None of the methods are clear and specific about whom/when assessed	Some	Many	Most	All or nearly all methods are clear and specific about whom/when assessed	
	E. Validity and reliability	Methods, measures, and samples are sufficiently valid and reliable for confident use of the results to improve teaching and learning.	None of results are sufficiently valid/reliable for use to improve teaching/learning	Some	Many	Most	All or nearly all results are valid/reliable enough to improve teaching/learning	
	A. Summary of results	Results are compared to the criteria for success and clearly classified as meeting, partially meeting, or not meeting the criteria.	None of results are compared to criteria for success and classified	Some	Many	Most	All or nearly all results are compared to criteria for success and classified	
IV. Results of program assessment	B. History of results	Results are presented for multiple assessment cycles (if available) noting trends showing improvement or chronic deficiencies.	None of the results are presented with multiple-cycle results noting trends	Some	Many	Most	All or nearly all results are presented with multiple-cycle results noting trends	
	C. Uses of Results to improve	Improvements or action plans to make improvements are clearly documented and are linked to measures and criteria for success.	None of the improvements or action plans are linked to measures/criteria	Some	Many	Most	All or nearly all improvements or action plans are linked to measures/criteria	

\*The APA is adapted from the Assessment Progress Template (APT) Evaluation Rubric developed by Keston Fulcher, Donna Sundre and Javarro Russell at James Madison University. The APA also reflects substantial additional content adapted from assessment guidelines and assessment evaluation tools presented by Marila Palmer at East Texas Baptist University, Kari Wood Dixon at Texas Tech University and Linda Suskie, an independent consultant formerly Vice President of the Middle States Commission on Higher Education.

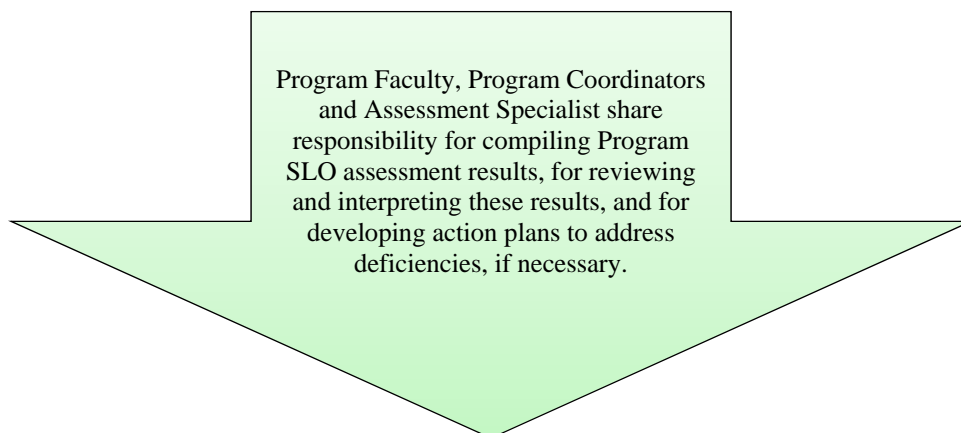
Figure 2

**Program Outcomes Assessment**

**Business Administration Program Example**



Program Student Learning Outcomes Assessments								
<b>Outcomes</b>	1 Demonstrate communication skills that include the abilities to read, comprehend, and analyze information and to express those ideas effectively through written communications.			2 Use computational skills to enhance their understanding of basic business math and accounting principles.		3 Display mastery of computer skills through the use of technology.		4 Demonstrate understanding of basic marketing concepts.
<b>Measures</b>	#1	#2	#3	#4	#5	#6	#7	#8
<b>Courses</b>	<b>BUS 110</b>	<b>BUS 115</b>	<b>BUS 260</b>	<b>BUS 121</b>	<b>BUS 225</b>	<b>BUS 137</b>	<b>BUS 153</b>	<b>MKT 120</b>
<b>Descriptions and Criteria for Success</b>	80% will score 70% or higher on the SWOT analysis	80% will score 70% or higher on case study analysis	80% will score 70% or higher on writing a business memo	80% will score 70% or higher on final exam word problems	80% will score 75% or higher on financial ratios report	80% will score 75% or higher on Blanchard-Hersey project	80% will score 75% or higher on the resume analysis	80% will score 80% or higher on marketing project
<b>Assessment Artifacts and Performance Evaluation</b>	Unlike the General Education assessments, for which student performance scores are merely monitored and reported, the results of Program Student Learning Outcomes Assessments are reviewed and discussed by the program faculty to evaluate the effectiveness of teaching and identify learning deficiencies that require improvement. This review and evaluation of program SLO assessment results incorporates simple descriptive summaries of the performance scores as well as more qualitative interpretation of the implications for improving teaching and learning. Please see the excerpts from the 2012-13 Business Administration Program Assessment on the next page for examples of program assessment reporting.							



Continued—see next page ⇨

**Business Administration**  
**2012-13 Program Assessment Plan and Results**

*Figure 2 (continued)*

**Business Administration Program Example**

Program Outcomes Assessment Results			
Program Outcome	Assessment Measure and Criteria for Success	Assessment Results	Use of Assessment Results
1. Demonstrate communication skills that include the abilities to read, comprehend, and analyze information and to express those ideas effectively through written communications.	1. 80% will score 70% or higher on SWOT analysis	<p><b>Person Campus</b> - 75% (3 out of 4) of the students achieved a score of 70% or higher on the assigned SWOT Analysis for a specific franchise that is in economic distress.</p> <p><b>Caswell Campus</b> - 83% (5 out of 6) of the students achieved a score of 70% or higher on the assigned SWOT Analysis for a specific franchise that is in economic distress.</p> <p><b>Internet</b> – 80% (16 out of 20) of the students achieved a score of 70% or higher on the assigned SWOT Analysis for a specific franchise that is in economic distress.</p> <p><b>Prior Assessments</b> - In 2012, 83% of students achieved a score of 70.0% compared to 94% in 2011.</p>	In 2011 and in 2012, students were allowed to choose a company on their own choosing. Students were choosing large corporations that were successful. This year, faculty required students to perform a SWOT analysis on the same company in financial distress. The overall results are lower (Total of 80% meeting the criterion); however, faculty determined that the revised assessment gives a more accurate assessment of student’s understanding of analyzing a company using SWOT. The assessment will be used again next year to assess this outcome and use this data as a benchmark.
	2. 80% will score 70% or higher on case study analysis	<i>This measure added for AY 2013-14</i>	
	3. 80% will score 70% or higher on writing a business memo	<p><b>Person Campus</b> - 100% (2 out of 2) of the students achieved a score of 70% or higher on the assigned Business Memo assignment.</p> <p>Caswell Campus – no separate results in this assessment cycle</p> <p><b>Internet</b> – 100% (16 out of 16) of the students achieved a score of 70% or higher on the assigned Business Memo assignment.</p> <p><b>Prior Assessments</b> - This assessment was given for the first time in the fall semester. No additional data exists.</p>	Faculty reviewed the assessment and results from the assessment. It was determined that students can compose a memo and follow correct business format. To add additional rigor, next year faculty will create a specific case study for student to address and compose a memo based on their findings.
2. Use computational skills to enhance their understanding of basic business math and accounting principles.	4. 80% will score 70% or higher on final exam word problems	<p align="center">These measures added for AY 2013-14.            See the General Education assessment results for alternative computing and math assessment results</p>	
	5. 80% will score 75% or higher on financial ratios report		
3. Display mastery of computer skills through the use of technology.	6. 80% will score 75% or higher on Blanchard-Hersey project	<i>This measure added for AY 2013-14</i>	
	7. 80% will score 75% or higher on the resume analysis	<p><b>Person Campus</b> - 75% (3 out of 4) of the students achieved a score of 70% or higher on the assigned Resume Comparison Project.</p> <p><b>Caswell Campus</b> - 100% (2 out of 2) of the students achieved a score of 70% or higher on the assigned Resume Comparison Project.</p> <p><b>Internet</b> – 76% (23 out of 30) of the students achieved a score of 70% or higher on the assigned Resume Comparison Project.</p> <p><b>Prior Assessments</b> - This assessment was changed from the previous three years where students where students created a cover letter and a resume for a specific job position; therefore, no additional data exists.</p>	Overall students did not meet the criterion. Faculty determined that the assessment is a good assessment of a student’s ability to compare and contrast resumes to determine candidate viability. They also would like to gather additional data next year. Faculty will require students to make revisions to their personal resumes and cover letters prior to assigning the assessment.
4. Demonstrate understanding of basic marketing concepts.	8. 80% will score 80% or higher on marketing project	<p><b>Person Campus</b> - 100% (5 out of 5) of the students achieved a score of 70% or higher on the assigned Marketing Research Project.</p> <p><b>Caswell Campus</b> - 100% (1 out of 1) of the students achieved a score of 70% or higher on the assigned Marketing Research Project.</p> <p><b>Internet</b> – 77% (7 out of 9) of the students achieved a score of 70% or higher on the assigned Marketing Research Project.</p> <p><b>Prior Assessments</b> - In 2011, 92% of students met the criterion. This was not assessed in 2010.</p>	Faculty determined that since the criterion has been met for the past two years, it will be continued next year. Since the Price, Place, Product and Promotion are key to marketing principles, this project evaluates the student’s knowledge of the Marketing Four P’s.

### **Program Assessment Plan Example: Business Administration**

Digital files containing archive SLO assessments (2010-11 through 2012-13) and current SLO assessments (2013-14) for all College programs are maintained digitally for internal access by program faculty and College staff on the College t:\ drive.

The six pages following contain a complete copy of the Student Learning Outcomes assessment plan and results for the Business Administration program exactly as submitted to SACS with the College submission for reaffirmation of accreditation. The example includes three parts:

- 1. Business Administration Program-Specific GENERAL EDUCATION Assessment Plan addressing the PCC College Core Competencies**

Because the program-specific GenEd assessment follow-up is a first-time addition for 2013-14, the first results for these assessments will be collected during the current semester (2013 Fall).

- 2. Business Administration PROGRAM Student Learning Outcomes Assessment Plan and Results for 2012-13**

This plan and results is a more comprehensive version of the summary included in the example of results in Figure 2, above.

- 3. Business Administration Program Assessment CURRICULUM MAP**

This curriculum map identifies specific program courses in which the SLOs for each program outcome are introduced (I), developed (D), and assessed (A).

**Business Administration  
 2012-13 Program Assessment Plan and Results**

General Education Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results	Use of Assessment Results
<b>General Education Core Competencies</b>				
<b>1. READING</b>	Students will demonstrate competence in reading necessary to comprehend and analyze college-level reading material.	80.0% of students will score a minimum rating of a 6 on reading and understanding of the assigned Case Analysis involving contracts using the PCC Assessment Rubric for Reading. BUS 115 (S)	Will be assessed in S 2014.	
<b>2. WRITING</b>	Students will demonstrate competence in writing necessary to produce unified, coherent, well-developed writings using standard written English.	80.0% of students will score a minimum rating of a 10 on resume and cover letter using the PCC Assessment Rubric for Written Communication. BUS 153 (F 2013)	Will be assessed in F 2013.	
<b>3. ORAL COMMUNICATION</b>	Students will demonstrate competence in oral communication necessary for effective oral communication in small groups and public settings.	80.0% of students will score a minimum rating of a 6 on the class presentation of Business Plan to be presented to Financial organization with the goal of obtaining financial backing using the PCC Assessment for Oral Communication. BUS 260 (F 2013)	Will be assessed in F 2013.	
<b>4. FUNDAMENTAL MATHEMATICS</b>	Students will demonstrate competence in fundamental mathematical skills necessary to solve practical problems and reason and communicate with mathematics.	Students will receive a minimum rating of a 6 on an embedded test question using the PPC Assessment Rubric for Math. BUS 121 (S)	Will be assessed in S 2014.	
<b>5. BASIC COMPUTER USE</b>	Students will demonstrate competencies in the basic use of computers necessary to effectively use the most common types of software applications.	80.0% of students will receive a minimum rating of a 6 on using Microsoft Word to develop a cover letter and resume using the PCC Assessment Rubric for Computer Competency. BUS 153 (F 2013)	Will be assessed in the Fall of 2013.	

**Business Administration  
 2012-13 Program Assessment Plan and Results**

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results	Use of Assessment Results
<b>Business Administration Program Outcomes</b>				
1) Demonstrate communication skills that include the abilities to read, comprehend, and analyze information and to express those ideas effectively through written communications.	Students will analyze a company in financial distress and perform a SWOT analysis. (Strengths, Weaknesses, Opportunities and Threats) analysis. BUS 110	80% of the students will score 70% or higher on the assigned SWOT Analysis for a specific franchise that is in economic distress. (F)	Given a franchise that is in economic distress, students had to determine the strengths and weaknesses of the company, and investigate opportunities and threats faced by the franchise. Faculty graded the assessment using a rubric for written assignments.  <b>Internet</b> – 80% (16 out of 20) of the students achieved a score of 70% or higher on the assigned SWOT Analysis for a specific franchise that is in economic distress.  <b>Person Campus</b> - 75% (3 out of 4) of the students achieved a score of 70% or higher on the assigned SWOT Analysis for a specific franchise that is in economic distress.  <b>Caswell Campus</b> - 83% (5 out of 6) of the students achieved a score of 70% or higher on the assigned SWOT Analysis for a specific franchise that is in economic distress.  In 2012, 83% of students achieved a score of 70.0% compared to 94% in 2011.	In 2011 and in 2012, students were allowed to choose a company on their own choosing. Students were choosing large corporations that were successful. This year, faculty required students to perform a SWOT analysis on the same company in financial distress. The overall results are lower (Total of 80% meeting the criterion); however, faculty determined that the revised assessment gives a more accurate assessment of student’s understanding of analyzing a company using SWOT. The assessment will be used again next year to assess this outcome and use this data as a benchmark.
	Students will apply ethical issues and laws covered to selected business decision-making situations. BUS 115	80% of students will score 70% or higher on the assigned Case Analysis involving contracts. (S)	The structure and function of legal contracts is an integral part of Business Law I. Students were given a “real life” case analysis involving both executed and executory contracts. Faculty graded the assessment using a rubric for written assignments.  <b>Internet</b> – 81% (13 out of 16) of the students achieved a score of 70% or higher on the assigned case analysis for executed and executory contracts  <b>Person Campus</b> - 83% (5 out of 6) of the students achieved a score of 70% or higher on the assigned case analysis for executed and executory contracts.  <b>Caswell Campus</b> - 100% (3 out of 3) of the students achieved a score of 70% or higher on the assigned case analysis for executed and executory contracts.	In 2012 and in 2013, students were given a case analysis involving the sale of a company and the existing contracts within. Students were to analyze and determine whether certain contracts were considered executed or executor. The overall results were almost identical (83% versus 84% meeting the criterion). Since the analysis of contracts through case analysis is such an integral part of Business Law I, faculty determined that the assessment gives an accurate assessment of this course objective. The assessment will be used again next year to assess this outcome.

**Business Administration  
 2012-13 Program Assessment Plan and Results**

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results	Use of Assessment Results
			In 2013, 84% of students achieved a score of 70.0% compared to 83% in 2012.	
	Students will demonstrate how to communicate effectively in the workplace by creating and writing concise memos. BUS 260	80% of the students will score 70% or higher on the writing assignment: Create and Write a Business Memo. (F)	<p>Student created a memo following structure and business format. Faculty graded the assessment using a rubric.</p> <p><b>Internet</b> – 100% (16 out of 16) of the students achieved a score of 70% or higher on the assigned Business Memo assignment.</p> <p><b>Person Campus</b> - 100% (2 out of 2) of the students achieved a score of 70% or higher on the assigned Business Memo assignment.</p> <p>This assessment was given for the first time in the fall semester. No additional data exists.</p>	Faculty reviewed the assessment and results from the assessment. It was determined that students can compose a memo and follow correct business format. To add additional rigor, next year faculty will create a specific case study for student to address and compose a memo based on their findings.
2) Use computational skills to enhance their understanding of basic business math and accounting principles.	Students will apply mathematical concepts to solve practical business problems. BUS 121	80% of students will score 70% or higher on the word problems portion of the final exam. (S)	<p>The ability to use critical thinking within mathematics is an integral part of Business Math, as well as, the college's QEP. Students were given a set of word problems on their final exams. Faculty graded the assessment using the grading key for the exam.</p> <p><b>Internet</b> – 72% (13 out of 18) of the students achieved a score of 70% or higher on the word problem portion of the final exam.</p> <p><b>Person Campus</b> - 75% (12 out of 16) of the students achieved a score of 70% or higher on the word problem portion of the final exam.</p> <p><b>Caswell Campus</b> - 67% (2 out of 3) of the students achieved a score of 70% or higher on the word problem portion of the final exam.</p>	Throughout the semester, students were given many different types of word problems to solve. These problems not only address the need for basic computational skills, but more importantly require the student to think critically and to analyze the problem. The overall results were close to our target of 75%. Critical thinking is also a central component to the college's QEP, therefore, the assessment will be maintained for another year. A comparison of the two year data will reveal better and more accurate results.
	Students will interpret and apply the principles of financial management. BUS 225	80% of students will score 75% or higher on the assigned Financial Ratios Report. (S)	<p>Students were asked to investigate and analyze the most commonly used financial ratios. A summary report was given, including examples of each. Faculty graded the assessment using a rubric for written assignments.</p> <p><b>Internet</b> – 77% (17 out of 22) of the students achieved a score of 75% or higher on the assigned Financial</p>	Faculty reviewed the assessment and results from the assessment. It was determined that students can understand the most used financial ratios. The results were somewhat skewed by low enrollment in two sections. During the upcoming year, faculty will create a problem set that

**Business Administration  
 2012-13 Program Assessment Plan and Results**

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results	Use of Assessment Results
			Ratios Report. <b>Person Campus</b> - 67% (2 out of 3) of the students achieved a score of 75% or higher on the assigned Financial Ratios Report. <b>Caswell Campus</b> - 100% (1 out of 1) of the students achieved a score of 75% or higher on the assigned Financial Ratios Report. In Spring of 2011 and Spring of 2012, 91% of students scored at least a 70% or higher.	includes calculating and analyzing financial ratios. Interpretation of these calculations will also be required.
3) Display mastery of computer skills through the use of technology.	Students will demonstrate how to use Internet research tools and sources when constructing a management research project. BUS 137	80% of students will score 75% or higher on the Blanchard-Hersey Situational Model Research Project. (S)	The categorization and characteristics of various leadership styles is an important aspect of any management course. In BUS 137, students were given several leadership styles and were asked to analyze them using the Blanchard-Hersey Situational Model. Faculty graded the assessment using a rubric for written assignments. <b>Internet</b> – 84% (16 out of 19) of the students achieved a score of 75% or higher on the research assignment utilizing the Blanchard-Hersey Situational Model. <b>Person Campus</b> - 67% (4 out of 6) of the students achieved a score of 75% or higher on the research assignment utilizing the Blanchard-Hersey Situational Model. <b>Caswell Campus</b> - 100% (2 out of 2) of the students achieved a score of 75% or higher on the research assignment utilizing the Blanchard-Hersey Situational Model. 89% of students scored at least a 70% in Spring of 2011 as compared to 80.0% in Spring of 2010.	Faculty reviewed the student results from the assessment. It was determined that students struggled somewhat with the complexity of the assignment. The results were somewhat skewed by low enrollment in two sections. During the upcoming year, faculty will redesign the assignment to make is clearer and more concise. A different analysis model may be employed to yield simpler results.
	Students will compare and contrast resumes to determine an applicants' viability. BUS 153	80% of the students will score an average of 75% or higher on the resume analysis. (F)	Students were given a set of completed resume to review for qualifications to meet a stated position. Faculty graded the assessment using a checklist for errors. <b>Internet</b> – 76% (23 out of 30) of the students achieved	Overall students did not meet the criterion. Faculty determined that the assessment is a good assessment of a student's ability to compare and contrast resumes to determine candidate viability. They also would



**Business Administration  
 2012-13 Program Assessment Plan and Results**

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results	Use of Assessment Results
			<p>a score of 70% or higher on the assigned Resume Comparison Project.</p> <p><b>Person Campus</b> - 75% (3 out of 4) of the students achieved a score of 70% or higher on the assigned Resume Comparison Project.</p> <p><b>Caswell Campus</b> - 100% (2 out of 2) of the students achieved a score of 70% or higher on the assigned Resume Comparison Project.</p> <p>This assessment was changed from the previous three years where students where students created a cover letter and a resume for a specific job position; therefore, no additional data exists.</p>	<p>like to gather additional data next year. Faculty will require students to make revisions to their personal resumes and cover letters prior to assigning the assessment.</p>
<p>4) Demonstrate an understanding of basic marketing concepts.</p>	<p>Students will apply marketing principles in organizational decision making. MKT 120</p>	<p>80% of the students will score 80% or higher on a Four P's (Price, Place, Product and Promotion) Marketing Research Project. (F)</p>	<p>Students researched a product of their choice and researched the Four P's. Faculty graded the assessment rubric.</p> <p><b>Internet</b> – 77% (7 out of 9) of the students achieved a score of 70% or higher on the assigned Marketing Research Project.</p> <p><b>Person Campus</b> - 100% (5 out of 5) of the students achieved a score of 70% or higher on the assigned Marketing Research Project.</p> <p><b>Caswell Campus</b> - 100% (1 out of 1) of the students achieved a score of 70% or higher on the assigned Marketing Research Project.</p> <p>In 2011, 92% of students met the criterion. This was not assessed in 2011.</p>	<p>Faculty determined that since the criterion has been met for the past two years, it will be continued next year. Since the Price, Place, Product and Promotion are key to marketing principles, this project evaluates the student's knowledge of the Marketing Four P's.</p>

**Business Administration  
 2012-13 Program Assessment Curriculum Map**

<b>Course</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
	Demonstrate communication skills that include the abilities to read, comprehend, and analyze information and to express those ideas effectively through written communications.	Use computational skills to enhance their understanding of basic business math and accounting principles.	Display mastery of computer skills through the use of technology and/or by collaborating with others online.	Demonstrate an understanding of basic economic and marketing concepts.
BUS 110	<b>I</b>		<b>I</b>	<b>I</b>
BUS 115	<b>D</b>			
BUS 121		<b>I</b>		
BUS 137	<b>A</b>		<b>D</b>	
BUS 153			<b>A</b>	
BUS 225		<b>D,A</b>		
BUS 260	<b>A</b>			
MKT 120				<b>D,A</b>

**I** = Introduced

**D** = Developed & Practiced w/Feedback

**A** = Demonstrated at the Applied Level Appropriate for Graduation and ASSESSED

## 7. Service Area Outcomes (SAO) Assessment

Last year's 2012-13 IE Plan reviewed the Planning and Evaluation (P&E) Worksheets prepared to document the achievement of outcome objectives in non-academic divisions of the College and indicated that these P&E Worksheets would be replaced by Service Area Outcome (SAO) Assessments in this 2013-14 IE Plan. Participation in the accreditation reaffirmation process during 2012-13 stimulated strict attention to the identification of SAOs, assessment measures, and uses of SAO assessments to make improvements to services delivery. Responding to recommendations received from the Off-Site and On-Site reviews, the Vice Presidents introduced multiple revisions to the SAO assessment plans for each division. The most significant improvements in these SAO assessment plans, compared to the former P&E Worksheets, reflect stricter focus on outcomes and improvements and more explicit reference to evaluation activities upon which the assessments are based:

- The former P&E Worksheets included "process objectives" among the outcomes, identifying intended actions and planned activities as outcomes. The current SAO assessment plans restrict the definition of outcomes to services received by service area clients or customers and the quality of these services (accuracy, completeness, responsiveness, etc.). Process objectives are described among the action plans identified in the uses of assessment results to improve services delivery.
- The SAO assessment plans include explicit references to individual items and groups of related items from the annual Educational Support Services Survey (of faculty and staff) or the Student Satisfaction Survey among the assessment measures for SAOs. These references include the introduction of a College-wide minimum standard for acceptable survey responses. Survey results that do not achieve this minimum standard require action plans to address the conditions or circumstances of the deficient survey results.
- The explicit reference to specific evaluation activities employed as assessment measures within individual SAO assessment plans eliminates the need to identify all the periodic institutional effectiveness and evaluation activities conducted by College faculty and staff. In previous IE Plans, only a tiny handful of all these listed evaluation activities were ever referred to in the P&E Worksheets.

The new SAO assessment plans devote more attention to service improvements reflecting prior actions to address deficiencies and to service weaknesses stimulating action plans to make improvements. The former P&E Worksheets devoted significant attention to reporting multiple accomplishments unrelated to the service area outcomes (or process objectives) as evidence of effectiveness despite deficiencies in the achievement of stated outcomes.

One very apparent result of these numerous content refinements is brevity. The former P&E Worksheets for Administrative Services, Continuing Education and Student Development occupied nearly 40 pages in the 2012-13 IE Plan. The current SAO assessment plans presented in the remainder of this section occupy 20 partial pages for the same three divisions.

### Administrative Services Division

Sub-Division/Service Areas: Buildings & Grounds / SAFETY & PREPAREDNESS				
#	Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target	Summary of Assessment Results	Use(s) of Results to Improve Services
1	<p>Students, faculty, and staff will enjoy clean, aesthetically pleasing study and work conditions reflecting the quality of College facilities and their maintenance. (CG: B5, C3)</p>	<ol style="list-style-type: none"> <li>1. The mean response to the Student Satisfaction Survey (SSS) for each individual item addressing campus cleanliness and aesthetics will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.</li> <li>2. The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing campus cleanliness and aesthetics will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Only one item had a score under 3.0 on the SSS. This item was related to inadequate parking. Students expressed little concern in regards to lighting.</li> <li>2. Means for all items exceeded 3.0 in the 2012-13 ESSS. Most comments in regards to Maintenance and Custodial services were very positive.</li> </ol>	<ol style="list-style-type: none"> <li>1. Since the Fall SSS survey, parking lot 4 has been expanded. Between 40 and 50 spaces were added. In addition, the Facility Master Plan has plans for additional parking in the future.</li> <li>2. An example of a comment that Buildings &amp; Grounds is following up on is in regards to campus lighting being poor at night. All areas of both campuses are being assessed to install additional lighting in poorly lit areas.</li> </ol>
2	<p>Students, faculty and staff will enjoy protection from safety and security hazards afforded by College compliance with safety standards and adherence to accepted security practices. (CG: C3)</p>	<ol style="list-style-type: none"> <li>1. College will successfully comply with ADA, OCR and OSHA regulations and standards, and will comply with state and local codes and inspections.</li> <li>2. The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing campus safety and security will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.</li> <li>3. The mean response to the Student Satisfaction Survey for each individual item addressing campus safety and security will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.</li> <li>4. Campus Incident Reports will be continuously monitored to identify threats to safety or security that require specific action plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. The College is finalizing a response to an OCR visit from 2010. Several items were multi-year projects.</li> <li>2. Means for all items exceeded 3.0 in the 2012-13 ESSS. Many faculty shared open-ended comments indicated continuing concerns about security and lighting identified in previous recent surveys. Faculty also requested that classroom doors be lockable from the inside.</li> <li>3. Means for all items exceeded 3.0 in the 2012-13 SSS. Students expressed moderate concern about security of selected areas.</li> <li>4. Incident reports identified the E Building Lounge as a potential security trouble spot.</li> </ol>	<ol style="list-style-type: none"> <li>1. A list of 40-50 items were improved as a result of the 2010 OCR audit by the System Office.</li> <li>2. Most of the security concerns are nighttime issues and have been forwarded to the evening supervisor who provides nighttime security. Lighting is being upgraded as resources become available. The College has secured a quote for installation of new classroom door locks. These funds are requested from Person County in the 2013-2014 budget.</li> <li>3. The Director of Campus Safety and Preparedness has directed closer monitoring of these problem areas.</li> <li>4. Person County Sheriff deputies are directed to increase their presence and visibility in the E building Student Lounge during their regular rounds.</li> </ol>

### Administrative Services Division

Sub-Division/Service Areas: Business Office (Including Grill & Bookstore)				
#	Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target	Summary of Assessment Results	Use(s) of Results to Improve Services
<b>1</b>	College budget administrators will have basic understanding of budgeting processes and adequate, accurate, timely financial information to manage division and subdivision unit budgets efficiently and in compliance with acceptable practices. (CG: A3, B4)	<ol style="list-style-type: none"> <li>The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing general accounting and budgeting will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.</li> <li>Year-end unexpended funds required to be returned to the State will be less than 0.5% of State budget funds.</li> </ol>	<ol style="list-style-type: none"> <li>Means for all items related to budget administration exceeded 3.0 in the 2012-13 ESSS. There were no open-ended comments regarding this area.</li> <li>Will not be determined until after 6/30/13.</li> </ol>	<ol style="list-style-type: none"> <li>The survey did not reveal any issues that require attention at this time.</li> </ol>
<b>2</b>	College students, faculty, and staff will receive prompt, courteous service from the following customer service units supervised by the Business Office: <ul style="list-style-type: none"> <li>• cashiers office</li> <li>• disbursements area</li> <li>• purchasing office</li> <li>• duplications office</li> <li>• cafeteria/grill</li> <li>• College bookstore (CG:E2)</li> </ul>	<ol style="list-style-type: none"> <li>The mean response to the Student Satisfaction Survey (SSS) for each individual item addressing these customer service units will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.</li> <li>The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing these customer service units will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.</li> </ol>	<ol style="list-style-type: none"> <li>Means for all items related to the Business Office, grill, and bookstore exceeded 3.0 in the 2012-13 SSS. There were no comments regarding these areas.</li> <li>The means of all areas of the Business Office except for purchasing and the grill exceeded 3.0 in the 2012-2013 ESSS. Survey results for purchasing and the grill indicate opportunities for improvement. Open-ended comments also indicate this.</li> </ol>	<ol style="list-style-type: none"> <li>There were no issues revealed in comments from this survey.</li> <li>A division-wide quality improvement team was organized in the Fall of 2012 to study the purchasing area. Members of the team were assigned to examine receiving, placement, and storage/disposal and to develop recommendations for the Spring 2013 division retreat. Improvements will be implemented addressing recommendations that are presented and accepted.</li> <li>A new contract was negotiated in August 2012 for the grill. This contract includes new vendor requirements and will also require the vendor to provide information to the College which will be helpful in competitive bid situations in the future.</li> </ol>

### Administrative Services Division

Sub-Division/Service Areas: Information Technology				
#	Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target	Summary of Assessment Results	Use(s) of Results to Improve Services
1	Students, faculty, and staff will have adequate access to reliable and well-supported information technology in computer labs and smart classrooms. (CG: C3, E2, E4)	1. The mean response to the Student Satisfaction Survey (SSS) for each individual item addressing information technologies in the classrooms will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information. 2. The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing information technologies in the classrooms will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.	1. Means for all items related to Information Technology in labs and classrooms exceeded 3.0 in the 2012-13 SSS. There were no comments reported for this area. 2. Means for all items related to Information Technology labs and classrooms exceeded 3.0 in the 2012-13 ESSS. There were many open-ended comments about information technology, but most lacked sufficient detail to guide specific actions to address the problems.	1. There were no issues revealed from comments in this survey. 2. The IT Director will use Campus-wide emails to invite end-users to provide more specific information about IT difficulties only vaguely and anonymously reported in the ESSS section for open-ended comments.
2	Students, faculty, and staff will have well-supported, reliable, high-speed external access to College IT resources via the Internet. (CG: C3, E2, E4)	1. The mean response to the Student Satisfaction Survey (SSS) for each individual item addressing external Internet access to College IT resources will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher Open-ended comments are reviewed for additional information. 2. The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing external Internet access to College IT resources will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.	1. Means for all items related to Information Technology internet service exceeded 3.0 in the 2012-13 SSS. There were no comments regarding this area. 2. Means for all items related to Information Technology Internet service exceeded 3.0 in the 2012-13 ESSS. Several comments were received addressing external Internet access to the College. These were too general to guide actions to address specific difficulties (as in #2 in the first IT item).	1. No action plans specifically responding to the SSS results are planned at this time. 2. The IT Director will send all user emails to try to identify where problems are so that they can be remedied.

### Administrative Services Division

Sub-Division/Service Areas: Information Technology				
#	Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target	Summary of Assessment Results	Use(s) of Results to Improve Services
3	Faculty and staff will have well-supported, reliable access to College IT resources for administrative functions, teaching preparation and support. (CG: C3, E2, E4)	The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing computer resources in offices and classrooms will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.	Means for all items related to Information Technology resources for administrative functions, teaching preparation and support exceeded 3.0 in the 2012-13 ESSS. There were comments in regards to information technology that will be followed up in the coming months.	Addressing the limitations of open-ended comments received via the surveys reported here, the IT Director is exploring alternative methods to secure more specific feedback about various IT equipment, services, and functions. Revising the survey items and providing other paths for end users to submit suggestions are under consideration.

**Administrative Services Division**

Sub-Division/Service Areas: Personnel / Human Resources				
#	Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target	Summary of Assessment Results	Use(s) of Results to Improve Services
1	College employees will receive accurate paychecks on scheduled pay dates and will have convenient access to reliable information about accrued leave and other payroll benefits. (CG: E2)	The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing payroll and leave will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher.** Open-ended comments are reviewed for additional information.	Means for all items related to accurate and timely paychecks exceeded 3.0 in the 2012-13 ESSS. There were a few comments related to accurate and timely paychecks requiring immediate attention.	An example of a comment from this survey that is being acted upon deals with a delay in an employee's savings withholding going to the bank. This delay was caused by the lack of an automated process. We are implementing an automated process.
2	College employees will have convenient access to comprehensive information about employee benefits. (CG: E2)	The mean response to the faculty/staff Educational Support Services Survey (ESSS) for each individual item addressing employee benefits will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.	Means for all items related to communication of benefits exceeded 3.0 in the 2012-13 ESSS. There were no comments related to communication of benefits.	This is an area that has had comments in the past. The benefits fair introduced in the past year apparently has served to reduce these comments.
3	College employees will have access to a variety of topically relevant, high-quality Professional Development opportunities. (CG: A3, C1)	For each individual item of the HR Professional Development Evaluation, at least 80% of participants will report they are "Satisfied" or "Highly Satisfied" with the training, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied.		



### Instruction and Student Development Division

Sub-Division/Service Area: ADMISSIONS AND RECORDS				
#	Intended Service Area Outcome and College Goal Addressed <i>(e.g., CG: B2)</i>	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
<b>1</b>	<p>Students, faculty, and staff will have access to timely, helpful information and advice, convenient procedures, and accurate records supporting admissions and registration processes at the College. (CG: C4)</p>	<p>1. Student responses to Admissions and Records items on the Student Satisfaction Survey (SSS) will meet or exceed the established College-wide standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.</p> <p>2. Faculty/staff responses to Admissions and Records items on the Educational Support Services survey (ESSS) will meet or exceed the established College-wide standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.</p>	<p>1a. The low response rate for the Survey seriously limits the significance of the results. The 2012 response of 8% is twice the 4% rate of the previous year, but still slightly below the rate of return (10%) desired for making confident use of the results.</p> <p>1b. Mean responses for SSS items addressing the overall quality of admissions and records met the standard of 3.0. There was a concern with use of WebAdvisor on the Caswell Campus (mean of 2.86).</p> <p>2. Faculty and staff are satisfied with records and registration (Mean=3.4) but faculty expressed a concern about recruitment efforts (Mean=2.8).</p>	<p>1a. Executed an action plan to better publicize the Student Satisfaction Survey for Fall 2013 to increase response rate from 8% to 10% or higher.</p> <p>1b. Student Development staff implemented an action plan to conduct workshops for students and faculty on both campuses, providing instruction on using DATATEL and WebAdvisor.</p> <p>2. The concerns about recruiting efforts are addressed in line item #2 of the Recruitment and Student Activities SAO Plan (below).</p>
<b>2</b>	<p>Students will enjoy convenient access to services and information addressing admissions and student records functions supported by effective use of current and emerging technologies designed to simplify communications, transactions, and recordkeeping accuracy. (CG: B5)</p>	<p>1. Students will have the option to complete applications for admission online, and most students will take advantage of this convenience with the support of Student Development staff.</p> <p>2. Students will be able to execute the following transactions online:</p> <ul style="list-style-type: none"> <li>• Register for classes;</li> <li>• Request transcripts;</li> <li>• Make payments to the College.</li> </ul>	<p>1. 987 of the 991 applications for Fall 2012 were completed online. Student Development staff tallied the most common difficulties students encountered with the online application process.</p> <p>2. For the 2013 Spring semester:</p> <ul style="list-style-type: none"> <li>• online registration via WebAdvisor was available (nearly 25% of students used online registration);</li> <li>• Online transcript request capability was implemented;</li> <li>• Online payments capability was implemented.</li> </ul>	<p>1. The Student Ambassadors provided student assistance for the 2013 Spring Semester registrations online. In addition, instructions for online registration are being placed on the PCC website and on the public access computers in Student Development.</p> <p>2. Student Development staff and the Student Ambassadors are reminding students about online registration, transcript requests, and payment options.</p>

**Instruction and Student Development Division**

<b>Sub-Division/Service Area: COUNSELING, ADVISING, AND SPECIAL POPULATIONS</b>				
<b>#</b>	<b>Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)</b>	<b>Means of Assessment and Performance Target or Completion Date</b>	<b>Summary of Assessment Results or Completion Status Report</b>	<b>Use(s) of Results to Improve Service or Adjust Service Area Outcome</b>
1	Students will have access to effective counseling and other support services guiding their progress toward achieving personal educational objectives. (CG: B5)	<ol style="list-style-type: none"> <li>The total number of students on Academic Probation will decline 10% from Fall 2011 to Fall 2012 (from 205 to 184).</li> <li>The Fall-to-Fall retention/completion rate will meet or exceed the NCCCS Performance Standard of 70% for Fall 2012.</li> <li>On the Workshop Survey, 80% of students who attend Student Development workshops addressing student success strategies will “agree” or “strongly agree” that counseling and advising information provided is beneficial and is presented in a clear and precise format.</li> </ol>	<ol style="list-style-type: none"> <li>The number of students on academic probation declined by 53% (from 205 to 96).</li> <li>These Fall-to-Fall rates are calculated by the System Office, and will not be reported until late spring 2013.</li> <li>Although the survey results indicate satisfaction with the quality and content of the workshops, the average attendance was less than 5 each for the 20 workshops conducted during the 2012 fall semester.</li> </ol>	<ol style="list-style-type: none"> <li>This extraordinary result does not suggest any substantial changes.</li> <li>Results expected late spring 2013.</li> <li>For Spring 2013 the number of workshops will be reduced to 10 and the staff will partner with faculty to promote better attendance.</li> </ol>
2	Students with special needs will have access to special services and will receive reasonable accommodations to enable them to achieve their personal educational objectives. (CG: C4)	<ol style="list-style-type: none"> <li>Student responses to Disability Services items on the Student Satisfaction Survey (SSS) will meet or exceed the College-wide standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.</li> <li>Faculty/staff responses to Disability Services items on the Educational Support Services survey (ESSS) will meet or exceed the College-wide standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.</li> </ol>	<ol style="list-style-type: none"> <li>The student mean responses for items addressing special needs exceed the standard; however, more than two-thirds of respondents from the Caswell campus (69%) indicated that they did not know about Disability Services.</li> <li>The faculty/staff response means also exceed the standard, but a handful admitted they were did not know about reasonable accommodations.</li> </ol>	<ol style="list-style-type: none"> <li>Student development staff implemented an action plan including workshop presentations to publicize services to students with special needs.</li> <li>Student Development staff will conduct at least one workshop each year to provide information and updates for faculty and staff about reasonable accommodations and other issues regarding special needs students.</li> </ol>

**Instruction and Student Development Division**

<b>Sub-Division/Service Area: COUNSELING, ADVISING, AND SPECIAL POPULATIONS</b>				
<b>#</b>	<b>Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)</b>	<b>Means of Assessment and Performance Target or Completion Date</b>	<b>Summary of Assessment Results or Completion Status Report</b>	<b>Use(s) of Results to Improve Service or Adjust Service Area Outcome</b>
<b>3</b>	Faculty, staff, and students will receive timely, accurate information and advice about academic programs—supporting students’ development and successful pursuit of individual programs of study. (CG: C4)	<ol style="list-style-type: none"> <li>1. Student responses to Advising items on the Student Satisfaction Survey will meet or exceed the College-wide standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.</li> <li>2. Faculty/staff responses to Advising items on the Educational Support Services survey will meet or exceed the College-wide standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mean student responses met the standard except for disagreement by Caswell Campus respondents that Career Services provide tools needed to gain employment (Mean: 2.90).</li> <li>2. The faculty/staff responses indicate dissatisfaction with services provided for students by the Counseling staff (Mean: 2.95). Survey comments expressed concern about advising, career counseling, and follow-up with faculty about students on probation</li> </ol>	<ol style="list-style-type: none"> <li>1. The Career Counselor will spend at least one day a month on the Caswell campus working with students in the Caswell campus programs. In addition, job seeking and resume workshops are scheduled for Caswell campus each semester.</li> <li>2. Student Development Advisors/Counselors will meet annually with program faculty to insure that they are current on program requirements. Also, Student Development staff will communicate status/progress of students on academic probation with faculty advisors each semester.</li> </ol>

**Instruction and Student Development Division**

Sub-Division/Service Area: FINANCIAL AID AND VETERANS AFFAIRS				
#	Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	Students, faculty and staff will have access to timely, accurate information about financial aid and services to veterans, as well as advice and assistance to document student eligibility and ensure students' receipt of this aid and these services. (CG: C4)	<ol style="list-style-type: none"> <li>1. Student responses to Financial Aid and Veterans Affairs items on the Student Satisfaction Survey (SSS) will meet or exceed the College-wide standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.</li> <li>2. Mean response to Financial Aid items on the Educational Support Services survey (ESSS) by faculty and staff will meet or exceed the established College minimum standard of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student response means met the standard for all items; however, several comments expressed misunderstanding about specific processes and/or communications to and from the Financial Aid and Veterans Affairs office.</li> <li>2. Faculty/staff response means met the standard for all items, but a handful of respondents commented about the criteria for awarding loans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student workshops are scheduled for Spring 2013, to provide additional information about procedures and processes for financial aid, loans, and services to veterans. A document scanning system has been implemented to improve turn-around time for communication with students about financial aid matters.</li> <li>2. The Director of Financial Aid and Veterans Affairs is meeting with faculty and staff to provide information about procedures and processes and to invite feedback about the same.</li> </ol>
2	Financial aid recipients who are identified to be at-risk for educational difficulty and/or other obstacles to student success will have access to additional academic and student support <i>to ensure retention and completion rates that meet or exceed the rates for other students.</i> (CG: B5, C4)	<ol style="list-style-type: none"> <li>1. Annual fall-to-fall retention rates for "at-risk" financial aid recipients will meet or exceed the College-wide rates.</li> <li>2. The percentage of "at-risk" financial aid recipients who are on academic probation at the end of Spring 2013 will be equal to or lower than the College-wide percentage.</li> </ol>	<ol style="list-style-type: none"> <li>1. These Fall-to-Fall rates are calculated by the System Office, and will not be reported until late spring 2013.</li> <li>2. Spring information will be available June 2013.</li> </ol>	

### Instruction and Student Development Division

Sub-Division/Service Area: RECRUITMENT AND STUDENT ACTIVITIES				
#	Intended Service Area Outcome and College Goal Addressed <i>(e.g., CG: B2)</i>	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	Students will enjoy access to a comprehensive program of diverse student activities, comprising sponsored educational activities and sponsored social activities during both semesters. (CG: B5,D2)	1. Mean responses to student activities items on the Student Satisfaction Survey (SSS) will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.  2. The Student Activities Council (SAC) or Student Government Association (SGA) will sponsor one educational activity and one social activity each month from August to May.	1a. The mean responses from Person campus students for Survey items addressing student activities met the standard, but several students commented on the need for more programs for adult and evening students.  1b. The mean response from Caswell campus students expressing overall satisfaction with student activities result was 2.86, below the standard.  2. The SGA and SAC exceeded the target number of activities each month from August to December.	1. The Dean of Student Development and Director of Recruitment and Student Activities review the Survey results and comments with the Student Government Association and the Student Activity Council when both groups meet late in the spring semester to develop the activity calendar for the coming year.  2. Though the number of activities exceeded the minimum each month, SGA and SAC are reviewing for Spring 2013 the variety of activities offered and the dependence on "free food/ gifts" to encourage attendance.
2	Provide an effective student recruitment process at PCC. (CG: A6)	1a. Enrollments of first-time students will increase by 5% in fall 2012 (230 to 242) and spring 2013 (106 to 112).  1b. Enrollments of returning ("stop-outs") students will increase by 5% in fall 2012 (617 to 648) and spring 2013 (347 to 364).  2. Mean faculty/staff responses to items on the Educational Support Services survey (ESSS) addressing recruitment will meet or exceed the established College minimum standard of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied.. Open-ended comments are reviewed for additional information.	1a. Fall and spring enrollments of new students both decreased: Fall 2012 declined by 16% (to 193) and Spring 2013 declined by 12% (to 93).  1b. Fall and spring enrollments of returning student ("stop-outs") both decreased: Fall 2012 declined 12% (to 537) and Spring 2013 declined by 12% (to 303).  2. The mean combined faculty/staff response for the overall effectiveness of recruiting efforts is 2.99, but the faculty-only mean is lower: 2.29. In addition a number of faculty have requested sharing of prospective student information gathered on the student interest cards.	1. The Dean of Student Development and Student Recruiter/Coordinator, Student Activities are evaluating recent recruiting efforts/methods using disaggregated enrollment data and targeted surveying to identify recruiting strengths and weaknesses. They will report this information to the College Recruiting Committee by April 1, 2013 for discussion and SWOT analysis to develop targeted recruiting strategies.  2. The Recruiter/Coordinator, Campus Activities has scheduled area high school subject specific class visit for faculty in targeted program areas to involve more faculty in the recruiting process. In addition, all "interest cards" completed by prospective students are being shared with the Academic Deans.

**Instruction and Student Development Division**

<b>Sub-Division/Service Area: RECRUITMENT AND STUDENT ACTIVITIES</b>				
<b>#</b>	<b>Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)</b>	<b>Means of Assessment and Performance Target or Completion Date</b>	<b>Summary of Assessment Results or Completion Status Report</b>	<b>Use(s) of Results to Improve Service or Adjust Service Area Outcome</b>
3	Students will have access to multiple opportunities for involvement in service learning activities and will be encouraged to participate in these activities. (CG: A4)	<ol style="list-style-type: none"> <li>1. Student Development staff and club advisors will collaborate to identify at least one service learning activity for each club/organization on campus.</li> <li>2. The Student Government Association will sponsor service learning opportunity at least once a semester that is open to all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. 10 of the 11 active clubs/organizations have identified at least one service learning opportunity that they will participate in during the 2012-13 academic year.</li> <li>2. In fall 2013, 12 students participated in the SGA sponsored weekend with Habitat for Humanity. In spring 2013, 25 students participated in the Spring UNC-TV fundraising phone-a-thon.</li> </ol>	<ol style="list-style-type: none"> <li>1. The College hosted a service learning conference on the Caswell Campus in Fall 2012, collaborating with the Danville Regional Foundation Service Learning Initiative to broaden student understanding of service learning opportunities.</li> <li>2. The College has designated the Recruiter/Coordinator of Student Activities to be a central contact point and information source for students interested in a service learning opportunities and for community agencies looking for student volunteers.</li> </ol>

**Instruction and Student Development Division**

Sub-Division/Service Area: TRIO PROGRAMS				
#	Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	Students at Piedmont Community College will receive high-quality services provided by the Student Support Services Grant (SSSG) that contribute to their progress and success. (CG: A4)	<ol style="list-style-type: none"> <li>1. Mean responses to satisfaction with services provided by the SSSG on the Student Satisfaction Survey will meet or exceed the established College-wide standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.</li> <li>2. 80% of SSSG participants who completed the SSSG Participant Survey will report being "satisfied" or "highly satisfied" with the services provided by SSS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Means for all Survey items addressing services provided by the SSS Grant met the standard.</li> <li>2. This survey is conducted in the spring.</li> </ol>	<ol style="list-style-type: none"> <li>1. Even though the Survey items met the standard, staff working on the SSS Grant are expanding communications and activities to publicize services and recruitment efforts among Adult Basic Skills graduates, Workforce Development Program graduates, and graduating area high school students.</li> </ol>
2	Clients of the Educational Opportunity Center (EOC) Grant will have access to high quality academic assistance, student support services, financial literacy, and career services that contribute to their educational progress and success. (CG: C4)	<ol style="list-style-type: none"> <li>1. A minimum of 50 % of students who complete the Student Services Survey will report awareness of the services provided by the EOC.</li> <li>2. At least 450 of the clients provided services annually by the EOC staff will be residents of the College service area. (The College service area, Person and Caswell Counties, constitutes 2 of the 11 counties in the EOC service area. This goal is a proportionate share of the approximately 2,500 clients served annually by the EOC.)</li> </ol>	<ol style="list-style-type: none"> <li>1. 59% of students who responded to the Student Services Survey reported awareness of the services provided by the EOC.</li> <li>2. The EOC service numbers will be available by August 2013.</li> </ol>	<ol style="list-style-type: none"> <li>1. These survey results do not disclose issues requiring action at this time; however, the Dean of Student Development and the EOC staff have concluded that the current Survey item does not adequately evaluate EOC performance. The Survey is being expanded to include multiple items examining the content and quality of services provided to students who receive EOC services.</li> </ol>

**Instruction and Student Development Division**

<b>Sub-Division/Service Area: LEARNING RESOURCES CENTERS</b>				
<b>#</b>	<b>Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)</b>	<b>Means of Assessment and Performance Target or Completion Date</b>	<b>Summary of Assessment Results or Completion Status Report</b>	<b>Use(s) of Results to Improve Service or Adjust Service Area Outcome</b>
<b>1</b>	Students, faculty, and staff will have access to current, authoritative library resources and effective staff advice and assistance making use of these resources. (CG: A3,A6; B1, B5)	1. Responses for the Student Satisfaction Survey (SSS) items addressing services provided by the Learning Resources Center will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree (items worded so agreement is desirable). Open-ended comments are reviewed for additional information.  2. Faculty/Staff Responses for the Educational Support Services Survey (ESSS) items addressing services provided by the Learning Resources Center will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied.. Open-ended comments are reviewed for additional information.	1. Mean responses for each SSS item exceeded the standard minimum of 3.0, in fact, all means were 3.3 or higher.  2. All the means for ESSS items exceeded 3.0; however, the mean for one item was significantly lower than the others. Six of the seven means exceeded 3.3, but the mean for an item addressing audio visual (AV) technical support was 3.17. In addition, some of the open-ended comments were mildly critical of AV support.	2. The AV technical support position has been moved from the Learning Resources Center to the IT Service Area, to improve technical supervision and support for delivery of AV services increasingly dependent on digital communications and media.
<b>2</b>	Students will receive high quality instruction imparting knowledge and skills addressing information literacy, in face-to-face and online classes. (CG: B4)	Mean responses by students who complete the LRC Instruction Evaluation Survey will be 4.0 or higher. The 5-point response scale is: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree. (Items are worded so that agreement is desirable.)	Response means for all six items addressing the quality and content of LRC instruction exceeded 4.0. Four of the six exceed 4.5.	Recent Survey results do not indicate that any specific actions are required at this time.



**Instruction and Student Development Division**

Sub-Division/Service Area: DISTANCE EDUCATION				
#	Intended Service Area Outcome and College Goal Addressed <i>(e.g., CG: B2)</i>	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	Students in Distance Education (DE) courses (online, hybrid and teleclasses) will have convenient access to academic and technical support necessary to ensure educational progress and success similar to students in face-to-face courses. (CG: B5)	Student success (completion) rates in Distance Education courses (online, hybrid and teleclasses) will meet or exceed completion rates for face-to-face courses.	Summary of 2012-13 course success rates (final grade of A, B, or C): <ul style="list-style-type: none"> <li>• Face-to-Face: 76.1%</li> <li>• Teleclasses: 70.3%</li> <li>• Hybrid: 63.2%</li> <li>• Online: 59.0%</li> </ul>	<p>This is the first year for which these course success rates were computed. Responding to the lower rates for DE courses, the DE Coordinator reviews the Smarter Survey results (<i>see below</i>) with individual faculty teaching online and hybrid courses, particularly emphasizing critical pedagogical differences between DE and face-to-face instruction. The Director is incorporating the low agreement scores for faculty on the Smarter Survey into new DE faculty orientation/training.</p> <p>The PCC Distance Learning Committee scheduled later this spring (2013) semester will be the first meeting of the Committee since the course completion data have become available. The DL Committee is charged with developing multiple strategies to address this problem.</p> <p>To strengthen interpretation of these DE course success rates, the college is seeking similar (benchmark) data for successful course completion rates from peer institutions.</p>

### Instruction and Student Development Division

Sub-Division/Service Area: DISTANCE EDUCATION				
#	Intended Service Area Outcome and College Goal Addressed <i>(e.g., CG: B2)</i>	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
2	Distance Education students will report satisfaction with the instructional quality and content online courses. (CG: B4, B5)	1. At least 80% of students completing the Smarter Survey will Agree or Strongly Agree with each of the eight survey items evaluating online courses.*  2. At least 80% of students completing the Smarter Survey will Agree or Strongly Agree with each of the seven survey items evaluating online course faculty.*  * All survey items are worded so that agreement is desirable, where: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree.	1. Agreement exceeded 80% for all eight items evaluating course quality.  2. Agreement was less than 80% for five of the seven items evaluating course faculty: <ul style="list-style-type: none"> <li>• Instructors providing helpful feedback on assignments (75%);</li> <li>• Instructors being available to provide assistance (76%).</li> <li>• Instructor graded promptly (78%);</li> <li>• Instructor was helpful and willing to help (78%);</li> <li>• Instructor encouraged participants' questions (79%).</li> </ul>	1. No specific actions are planned to address specific course quality issues at this time.  2. The Coordinator of Distance Education is emphasizing these results in the orientation/training sessions for faculty teaching online for the first time and in reminders to returning online instructors. Also, each faculty member who teaches online receives the Smarter Survey results for each course they teach.  To promote consistency with the interpretation of other survey results, the Performance Target for the Smarter Survey results is being changed to a mean score of 4.0 or higher on the 5-point scale, where: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree. (Items are worded so that agreement is desirable.)
3	Distance Education faculty will have access to high quality professional development opportunities designed to improve online teaching and learning. (CG: C1)	Faculty/staff response means for individual items addressing Distance Education on the Educational Support Services Survey will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher. Open-ended comments are reviewed for additional information.	Mean scores for all six ESSS items addressing distance education exceeded the 3.0 minimum standard. Open-ended comments did not identify any trouble spots.	The high degree of faculty/staff satisfaction with training and support for DE does not directly address the problem of lower successful DE course completion rates and low student ratings of faculty in DE courses. Action plans are still justified.

### Continuing Education Division

Sub-Division/Service Area: ADULT BASIC SKILLS				
#	Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	ABS students will successfully achieve their educational objective to obtain a high school equivalency credential. (CG: A2,B5)	1. ABS students will meet or exceed the GED® graduation target rate established by the North Carolina Community College System (NCCCS) as part of the SuccessNC Performance Measures. The target rate has not yet been announced by NCCCS.  2. The number of ABS graduates will increase by 2% in 2012-13, to a total of 203 ABS completers.	1. NCCCS reported late spring or early summer.	
2	ABS graduating students will achieve their educational objective of entering postsecondary education or training. (CG: A2, B2, B5)	A minimum of 5% of ABS graduates will matriculate in PCC curriculum programs to continue their education.	This is the first year for this outcome—first results will be for fall 2013 matriculations.	
3	ABS students will report satisfaction with the quality of instructional delivery and content in ABS offerings. (CG: B5)	The MEAN responses to items examining the quality of instructional delivery and content in the ABS Program Student Evaluation of Instruction will meet or exceed a minimum of 3.0. (Evaluation response scale: 1=Very Poor, 2=Needs Improvement, 3=Good, 4=Excellent.)	For Fall 2012, the response means for Evaluation items addressing the quality of ABS instruction met or exceeded the standard.	Although the response means on the Evaluation of Instruction all met or exceeded the standard, discussions among the ABS staff and faculty about the results motivate two changes: <ul style="list-style-type: none"> <li>• move the conduct of the Evaluation from the end of the term to the mid-point, to gather information for making mid-course improvements</li> <li>• develop an online version of the Evaluation replacing the current pencil and paper version, to speed the scoring of results for immediate feedback</li> </ul>
4	College faculty and staff will have access to a variety of topically relevant, high-quality Professional Development opportunities. (CG: A3, C1)	The mean response of faculty and staff on the Educational Support Services Survey (ESSS) for each individual item addressing Professional Development will meet or exceed the established College-wide Standard: MEAN response of 3.0 or higher, where: 1=Highly Dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Highly Satisfied. Open-ended comments are reviewed for additional information.	The annual ESSS was conducted in January 2013. Mean responses for all Survey items addressing professional development met or exceeded the standard.	The ESSS results do not require specific actions at this time.

### Continuing Education Division

Sub-Division/Service Area: CUSTOMIZED TRAINING PROGRAMS				
#	Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	Local business and industry employees will receive high quality training and services provided through Customized Training Programs (CTP) specifically designed to address workforce knowledge and skills the employers identify. (CG: B1; B2, B3, B4)	<ol style="list-style-type: none"> <li>1. CTP staff will deliver a minimum of 3 Customized Training Program projects annually (fiscal year).</li> <li>2. Client satisfaction with CTP offerings will meet or exceed the 90% standard established for the North Carolina Community College System (NCCCS) Critical Success Factors Report.</li> <li>3. The CTP Director will complete 4 Job Profiles (JP) annually by June 30, determining the WorkKeys skill levels and effective performance required for entry-level jobs requested by employers. (The Director may substitute participation in JP refresher training for one JP if fewer than 4 profiles are completed.)</li> </ol>	<ol style="list-style-type: none"> <li>1. CTP delivered 4 projects during Summer 2012, and all 4 continued during Fall 2012.</li> <li>2. CTP achieved a 93% employer satisfaction rate for the 4 projects delivered during summer and fall 2013.</li> </ol>	<ol style="list-style-type: none"> <li>1. Although the goal of 4 CTP projects was achieved; to improve the visibility of Continuing Education (CE) and CTP capabilities, the CE/CTP staff provided the new Person County Director of Economic Development an orientation to CE/CTP programs and discussed development needs with the Director at the November CE Directors' meeting.</li> <li>2. Recently high employer satisfaction rates confirm the effectiveness of extensive face-to-face employer contact in the JP process to determine WorkKeys skill levels. This process is working well, and no substantial changes are indicated at this time.</li> </ol>

**Continuing Education Division**

<b>Sub-Division/Service Area: HUMAN RESOURCE DEVELOPMENT AND WORKFORCE INVESTMENT ACT (HRD/WIA)</b>				
<b>#</b>	<b>Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)</b>	<b>Means of Assessment and Performance Target or Completion Date</b>	<b>Summary of Assessment Results or Completion Status Report</b>	<b>Use(s) of Results to Improve Service or Adjust Service Area Outcome</b>
<b>1</b>	Students will demonstrate progress toward achieving their educational objectives addressed by the HRD/WIA programs including acquisition of NC Career Readiness Certification (NCCRC) and industry recognized certifications. (CG: A1, B1, B3, B4, C4, E4)	<ol style="list-style-type: none"> <li>1. The HRD/WIA service area will assess and issue a minimum of 250 NCCRC's in 2012-13, a 10% annual increase.</li> <li>2. HRD/WIA will issue at least 50 Manufacturing Skills Standards Council (MSSC) certifications in Phase I for Certified Production Technician (CPT) beginning in July 2012 (20 from July 2012 to December 2012 and 30 from January 2013 to June 2013).</li> <li>3. HRD/WIA will issue 20 more MSSC certifications in Phase II for Certified Logistics Technician (CLT) from January 2013 to June 2013.</li> </ol>	<ol style="list-style-type: none"> <li>1. HRD/WIA has issued 237 new NCCRCs from July 1 to December 31, 2012. (The staff has achieved 95% of this annual target in the first six months.)</li> <li>2. HRD/WIA issued 17 CPT certifications during July to December 2012.</li> <li>3. The CLT program issued 12 CLT certifications in January 2013.</li> </ol>	<ol style="list-style-type: none"> <li>1. If this pace continues during January 2013 to June 2013, a more aggressive NCCRC performance target will be adopted.</li> <li>2. The early results for both MSSC programs (CPT and CLT) are not far from the original performance targets. Changes to the content or delivery based on these preliminary results are planned at this time.</li> </ol>
<b>2</b>	Students completing training through HRD/WIA will secure employment related to their HRD/WIA training. (CG: B1)	70% of students who complete HRD/WIA training will secure employment related to the training within six months.	This is a new outcome introduced in 2012-13 for subsequent assessment and follow-up. Initial results will be available in July 2013.	

### Continuing Education Division

Sub-Division/Service Area: OCCUPATIONAL EXTENSION				
#	Intended Service Area Outcome and College Goal Addressed (e.g., CG: B2)	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	Students will achieve their educational objective of obtaining certifications and/or licensures. (CG: A1, B1, B2)	The College will meet or exceed the following individual certification and licensure rates established by the North Carolina Community College System (NCCCS) and included in the Critical Success Factors Report: <ul style="list-style-type: none"> <li>• EMTs pass rates - 70% or better</li> <li>• Paramedics – 70% or better</li> <li>• Nursing Assistant – 70% or better</li> <li>• BLET – 70% or better (new program)</li> </ul>	These results will become available when the new Critical Success Factors Report is issued, in Summer 2013.	

### Continuing Education Division

Sub-Division/Service Area: BUSINESS DEVELOPMENT AND ENTREPRENEURSHIP CENTER				
#	Intended Service Area Outcome and College Goal Addressed <i>(e.g., CG: B2)</i>	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
1	<p>Clients of the Business Development and Entrepreneurship Center (BDEC) and Small Business Center (SBC) will receive high-quality, relevant, up-to-date seminar/workshop training and counseling services addressing their individual needs.                      (CG: B1, B3, B4)</p>	<ol style="list-style-type: none"> <li>1. The response means from clients on five individual items of the Seminar/Workshop Evaluation will be 4.0 or higher. The Evaluation response scale is: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. (Items are worded so that agreement is desirable.) Open-ended comments on the Evaluation are reviewed for additional information.</li> <li>2. The response mean from clients rating their overall satisfaction with counseling services on the SBC Client Survey will meet or exceed a minimum of 4.0. (The Client Survey response scale is: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent.) Open-ended Survey comments are reviewed for additional information about SBC services.</li> </ol>	<ol style="list-style-type: none"> <li>1. The mean response score from the clients for the 2011-12 Seminar/Workshop Evaluation survey was 4.79 on a 5-point scale, virtually unchanged from 4.75 in 2010-11.</li> <li>2. The mean response score from the clients for the 2011-12 Small Business Center Client Survey was 4.57 on a 5-point scale, also essentially the same as 4.5 in 2010-11.</li> </ol>	<ol style="list-style-type: none"> <li>1. Although the workshop Evaluation means met the standard in 2011-12, two new offerings were introduced in response to open-ended survey comments: "eBay Store" and "Advanced Social Media."</li> <li>2. Although the 2011-12 mean response on the Client Survey exceed the standard, materials (books, etc.) in the SBC Resource Center were expanded, responding to the open-ended Survey responses by clients.</li> </ol>

Appendix A

**Program/Course Map of General Education  
Core Competency Assessments**



### Program/Course Map of General Education Core Competency Assessments

<p><b>NOTE:</b> College-wide General Education Core Competency assessments are conducted in the courses indicated and program averages as well as College-wide averages are reported to program coordinators. Program-specific follow-up assessments are conducted by the program faculty in the courses identified for each program and separate averages are reported by program coordinators for Certificates, Diplomas, and Degrees in each program, if applicable, as well as program averages.</p>	<b>Business Studies</b>			<b>Caswell Curriculum Programs</b>				<b>General Education and Developmental Studies</b>				<b>Health Sciences and Human Services</b>										<b>Technical and Occupational Programs</b>																																																
	Accounting	Business Administration		International Business <sup>1</sup>		Digital Effects & Animation Tech		Foodservice Tech		Film and Video Production Tech		Historic Preservation Tech <sup>3</sup>		Associate in Arts		Associate in Fine Arts		Associate in Science		Biotechnology <sup>2</sup>		Associate Degree Nursing		Health Care Tech <sup>3</sup>		Healthcare Management Tech		Human Services Tech		Human Services Social Services		Medical Assisting		Nursing Assistant		Phlebotomy		Carpentry		Criminal Justice		Criminal Justice Latent Evidence		Computer Information Tech <sup>4</sup>		Computer Programming <sup>4</sup>		Cosmetology		Early Childhood Education		Electrical Systems Tech		Electrical Power Production Tech		Gunsmithing		Industrial Systems Tech		Infant Toddler Care		Information Systems Tech <sup>4</sup>		Medical Office Administration		Office Systems Tech		Web Technologies <sup>4</sup>		Welding
DEGREE PROGRAMS	COLLEGE-WIDE General Education Core Competency Assessments																																																																					
	Students are assessed using the PCC Assessment Rubric for Reading for a reading assignment in ENG 111. (Fall)																																																																					
	Students are assessed using the PCC Assessment Rubric for Writing for an Argumentative Paper in ENG 111. (Fall)																																																																					
	Students are assessed using the PCC Assessment Rubric for Oral Communication for a speech assignment in COM 231 or ENG 115. (Fall)																																																																					
	Students are assessed using the PCC Assessment Rubric for Math for an embedded test question in MAT 155 or MAT 171. (Fall)																																																																					
	Students are assessed using the PCC Assessment Rubric for Computer Competency for an assignment in CIS 110. (Fall)																																																																					
ALL PROGRAMS (CERTIFICATES, DIPLOMAS, DEGREES)	PROGRAM-SPECIFIC General Education Core Competency Follow-Up Assessments (These assessments employ the same common PCC Assessment Rubrics used for the College-wide Core Competency assessments.)																																																																					
	ECO 252	BUS 115	INT 210	DEA 214	???	FVP 215	TBD	HIS 131, 132	HIS 131, 132	BIO 111	BTC 288	NUR 114	TBD	MED 118	HSE 110	HSE 110	MED 140	NAS 102	PBT 100	CAR 111	CJC 131	CJC 131	CTS 289	CTS 210	COS 113	EDU 280	ELN 133	ELC 228	GSM 103	MEC 130	EDU 144	SEC 110	OST 148	OST 181	WEB 230	WLD 112																																		
	ECO 251	BUS 153	INT 110	DEA 230	FST 101	FVP 213	TBD	PSY 150	PSY 150	HIS 131, 132	BTC 288	NUR 211	TBD	MED 118	SWK 113	SWK 113	MED 140	NAS 102	PBT 100	CAR 111	CJC 131	CJC 131	CTS C120	CTS 285	COS 117	EDU 280	ELN 135	ELC 228	GSM 103	ISC 128	EDU 144	SEC 110	OST 149	OST 181	WEB 230	WLD 115																																		
	ECO 151	BUS 260	INT 110	DEA 240	FST 102	FVP 213	TBD	BIO 111, 112	???	BIO 111, 112	BTC 288	NUR 212	TBD	HMT 212	SWK 115	SWK 115	MED 140	NAS 102	PBT 101	CAR 112	CJC 213	CJC 114	CTS 210	CTS 210	COS 117	EDU 271	ELN 135	EPP 210	GSM 205	ISC 130	EDU 119	CTS 210	MED 142, 122	OST 181	WEB 120	WLD 151																																		
	ECO 251	BUS 121	ACC 270	DEA 212	FST 101	FVP 238	TBD	MAT 155	MAT 155	MAT 171	BTC 181	NUR 213	TBD	OST 249	SWK 115	SWK 115	MED 272	NAS 101	PBT 101	CAR 113	CJC 213	CSC 222	CTS 130	CSC 115	COS 223	EDU 262	ELC 112	MNT 230	GSM 101	HYD 110	EDU 153	NET 125	OST 243	OST 181	WEB 120	WLD 110																																		
	ACC 150	BUS 153	INT 110	DEA 111	FST 101	FVP 220	TBD	PSY 150	PSY 150	???	BTC 288	???	TBD	OST 240	HSE 210	HSE 210	???	NAS 102	PBT 101	CAR 111	CJC 213	CJC 114	CTS 130	CTS 285	COS 117	EDU 271	ELN 135	EPP 210	GSM 204	ISC 130	EDU 144	SEC 110	MED 142, 122	OST 181	WEB 180	WLD 115																																		

<sup>1</sup>Includes e-Commerce; <sup>2</sup>Includes Laboratory Tech; <sup>3</sup>New program in Fall Semester 2013; <sup>4</sup>These four programs are being consolidated into Computer Technology Integration.