



INSTITUTIONAL EFFECTIVENESS PLAN

Piedmont Community College

2014-15

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

Web: www.piedmontcc.edu

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

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TABLE OF CONTENTS

2014-15 Institutional Effectiveness Plan Special Topics.....	3
Introduction.....	4
1. College Mission, Values, and Vision.....	5
2. Mission of the North Carolina Community College System	6
3. NCCCS Goals – SuccessNC.....	6
4. Annual Priorities and College Goals & Objectives.....	9
5. Service Area Outcomes (SAO) Assessment.....	12
Divisional Service Area Outcomes Assessment Plans and results	
Administrative Services Division.....	13
Instruction and Student Development Division.....	18
Continuing Education Division	24
6. PCC 2016-2020 Strategic Planning Update.....	29
7. Multi-Year College Survey Results.....	32
Appendix A Piedmont Community College Impact Analysis.....	51

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.

2014-15 IE PLAN SPECIAL TOPICS

Last year's 2013-14 IE Plan devoted "special topics" attention to student learning outcomes (SLO) assessment for College-wide General Education outcomes and for program-specific outcomes. This 2014-15 Plan also addresses some special topics.

Beginning on page 29, this IE Plan includes a description and update of the 2016-2020 Strategic Planning process currently underway at the College, including the updated schedule for completion of the new Strategic Plan in the spring of 2015. ***During long-range planning discussions by the Executive Council subsequently reviewed in the Board of Trustees strategic planning retreat, a modest change to the College Vision statement was recommended:***

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

RECOMMENDED: Piedmont Community College strives to be the leading contributor to the economic, educational, and cultural **vitality** of our community.

The current Vision was approved by the Board of Trustees in the summer of 2011. The recommended revision to the Vision (worded as above and on page 5) was approved by the Board in October 2014.

This 2014-15 IE Plan also includes, beginning on page 32, multi-year summaries of two annual surveys examining perceptions of the content and quality of College facilities, services and programs:

1. The Student Satisfaction Survey (SSS) and
2. The Educational Support Services (ESS) Survey of staff and faculty.

These two surveys are primary sources of input to the Service Area Outcomes (SAO) assessments conducted annually in non-instructional divisions. The compilation and presentation of results across multiple years provide a broader perspective from which to interpret operating patterns and trends as well as the impacts of action plans to address specific conditions and issues.

In December 2013 the ORIE staff submitted institutional data for preparation of an economic impact report for PCC prepared by Economic Modeling Specialists International. The Executive Summary of that analysis is attached as Appendix A. The Full Report and handouts highlighting special perspectives are all posted on the ORIE webpage at the PCC website, together with other research and effectiveness reports and related documents:

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

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 178 acres. The Caswell County Campus in Yanceyville includes two buildings totaling 25,000 square feet located on 13 acres. The College served 7,467 students¹ during the 2012-13 academic year in continuing education and curriculum programs and currently employs approximately 192 full-time and 200 part-time employees.

Institutional Effectiveness

Piedmont Community College employs a continuous, systematic cycle of planning, budgeting, operations management, and evaluation to guide achievement of the College Mission, Values, and Vision, within the wider context of the mission and goals of the North Carolina Community College System. Collectively, these activities constitute the 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 and individual reports.

¹ This number represents the *unduplicated* head count of students enrolled in one or more programs at the College any time during the 2012-2013 academic year (*Source:* 2012-13 Annual Statistical Report, North Carolina Community College System)—*data for AY 2013-14 not yet available as of this writing.*

1. COLLEGE MISSION, VALUES and VISION

[The College Mission and Values are unchanged from the 2013-14 IE Plan.]

Mission – 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.

Values - *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.

Mission and Values Adopted Spring 2010

[The Vision below was revised and approved October 2014.]

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

Vision Adopted Summer 2011; Reviewed January 2013; Revised October 2014.

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 Performance Measures

From the NCCCS website:

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.

The goal to implement performance-based System-wide student success measures has been achieved. The first-year results for the new performance measures were reported in last year's IE Plan. The second-year performance measure results are summarized in Table 1. For each measure this table shows the 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).

Table 1 also reports percentage point changes from the first year to the second year for PCC:

- The College improved substantially on Measure C and improved modestly on Measures B, E and H;
- PCC scores declined modestly for Measures A, D, and G;
- Measure F was unchanged, exceeding the System Goal for the second year in a row;
- The modest improvement for Measure E in year two also exceeded the System Goal;
- For the second year in a row PCC had no results below the System Baseline, that is—no black marks.

Table 2

New SuccessNC Performance Measures in 2014

[Based on data from the 2012-13 academic year]

MEASURE	DESCRIPTION	SCORES
A. 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. <i>[PCC DOWN 2.3 percentage points from previous year]</i>	Goal: 51.2% Mean: 41.3% PCC: 38.0% Baseline: 20.6%
B. GED Diploma Passing Rate	Percentage of GED students who earn a GED diploma during the year, from all who start with an EF Level of ASEL or ASEH, take at least one GED test and have 12 or more contact hours. <i>[PCC UP 3.5 percentage points from previous year]</i>	Goal: 82.0% Mean: 73.6% PCC: 73.3% Baseline: 49.3%
C. 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. <i>[PCC UP 8.9 percentage points from previous year]</i>	Goal: 74.9% PCC: 71.3% Mean: 64.4% Baseline: 45.2%
D. 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. <i>[PCC DOWN 2.7 percentage points from previous year]</i>	Goal: 75.4% PCC: 68.4% Mean: 64.4% Baseline: 47.5%
E. Year One Student Progress	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. <i>[PCC UP 1.3 percentage points from previous year]</i>	Goal: 74.6% PCC: 75.1% Mean: 68.3% Baseline: 53.2%
F. 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. <i>[PCC UP 0.1 percentage point from previous year]</i>	PCC: 46.6% Goal: 45.6% Mean: 43.6% Baseline: 28.6%
G. Licensure and Certification Passing Rate	Percentage of licensure and certification exams passed on the first attempt during the year. <i>[PCC DOWN 1.9 percentage points from previous year]</i>	Goal: 91.7% Mean: 83.3% PCC: 72.7% Baseline: 71.0%
H. 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. <i>[PCC UP 3.2 percentage points from previous year]</i>	Goal: 93.8% Mean: 87.8% PCC: 75.0% Baseline: 71.2%

Table 3 reports the 2014 Performance Measures for all 58 NC Community Colleges, with color codes indicating scores: below the System Baseline (●), above the Baseline and below the System Mean(●), above the Mean and below the System Goal(●), and above the Goal (●).

Table 3

2014 NCCCS Performance Measures
[Based on data from the 2012-13 academic year]

	A. BASIC SKILLS PROGRESS	B. GED PASS RATE	C. DEV ENG SUBSEQ SUCCESS	D. DEV MATH SUBSEQ SUCCESS	E. YEAR ONE PROGRESS	F. CURR COMPLET- ION RATE	G. LICENSURE PASS RATE	H. TRANSFER PERFORM	Met or Exceeded Goal	Below Goal	Above College Baseline	Below College Baseline
System Goal	51.2%	82.0%	74.9%	75.4%	74.6%	45.6%	91.7%	93.8%				
System Baseline	20.6%	49.3%	45.2%	47.5%	53.2%	28.6%	71.0%	71.2%				
Average College Percentage	41.3%	73.6%	64.4%	64.4%	68.3%	43.6%	83.3%	87.8%				
System Totals (All Students)	42.0%	71.7%	64.3%	63.6%	68.3%	43.0%	85.0%	87.8%				
Alamance CC	24.5%	80.5%	72.3%	63.2%	69.3%	45.8%	82.2%	87.5%	1	3	4	0
Asheville-Buncombe TCC	45.8%	51.5%	63.0%	55.8%	72.1%	44.3%	87.2%	92.5%	0	5	3	0
Beaufort County CC	36.0%	60.0%	69.1%	57.0%	63.0%	47.7%	85.5%	91.5%	1	3	4	0
Bladen CC	50.7%	64.9%	53.3%	50.9%	51.4%	37.5%	69.5%	72.9%	0	1	5	2
Blue Ridge CC	34.4%	61.1%	68.9%	71.8%	67.5%	43.6%	86.5%	90.8%	0	5	3	0
Brunswick CC	50.1%	48.5%	68.5%	84.3%	76.0%	40.0%	78.3%	86.4%	2	2	3	1
Caldwell CC & TI	46.3%	71.8%	62.3%	65.4%	69.4%	47.6%	78.4%	85.4%	1	3	4	0
Cape Fear CC	37.7%	69.9%	65.9%	59.8%	69.7%	47.6%	91.0%	87.5%	1	3	4	0
Carteret CC	24.3%	78.9%	68.6%	71.2%	54.7%	38.0%	83.9%	89.4%	0	5	3	0
Catawba Valley CC	38.4%	74.7%	75.5%	62.0%	69.2%	38.4%	79.7%	89.6%	1	3	4	0
Central Carolina CC	53.9%	69.7%	63.6%	68.6%	68.2%	45.7%	85.6%	91.5%	2	3	3	0
Central Piedmont CC	52.9%	79.5%	78.2%	65.1%	71.7%	39.8%	91.5%	85.3%	2	4	2	0
Cleveland CC	56.0%	87.1%	71.1%	60.7%	61.8%	36.7%	86.5%	90.2%	2	3	3	0
Coastal Carolina CC	48.6%	64.9%	66.1%	63.3%	74.1%	51.4%	91.5%	92.2%	1	5	2	0
College of The Albemarle	45.7%	71.6%	62.3%	69.3%	71.2%	46.9%	89.1%	83.7%	1	4	3	0
Craven CC	33.7%	72.7%	60.1%	63.2%	69.4%	44.2%	79.7%	89.4%	0	3	5	0
Davidson County CC	52.1%	76.1%	67.6%	63.8%	80.0%	44.9%	88.8%	87.8%	2	5	1	0
Durham TCC	40.3%	71.2%	52.7%	67.7%	62.2%	38.9%	87.5%	90.0%	0	3	5	0
Edgecombe CC	47.6%	75.9%	62.5%	34.6%	57.8%	46.9%	77.8%	86.0%	1	2	4	1
Fayetteville TCC	33.7%	85.7%	55.0%	54.3%	59.5%	36.7%	88.1%	88.5%	1	2	5	0
Forsyth TCC	50.8%	74.9%	66.9%	61.6%	72.4%	45.2%	93.2%	88.7%	1	6	1	0
Gaston College	35.9%	75.5%	74.6%	71.7%	72.7%	38.4%	91.2%	85.4%	0	5	3	0
Guilford TCC	29.9%	67.3%	50.8%	64.7%	63.2%	43.5%	86.5%	85.9%	0	2	6	0
Halifax CC	45.5%	48.5%	66.7%	64.2%	65.7%	46.2%	83.3%	90.9%	1	4	2	1
Haywood CC	49.7%	77.1%	73.2%	59.4%	75.1%	51.8%	79.1%	86.8%	2	3	3	0
Isothermal CC	22.0%	83.7%	74.9%	71.0%	67.8%	38.6%	81.3%	94.2%	2	2	4	0
James Sprunt CC	68.7%	80.6%	64.7%	56.8%	68.7%	50.3%	84.2%	84.6%	2	4	2	0
Johnston CC	38.4%	68.4%	78.6%	65.6%	76.2%	47.9%	81.7%	87.1%	3	1	4	0
Lenoir CC	47.5%	66.1%	59.1%	49.7%	65.8%	46.0%	77.3%	87.4%	1	1	6	0
Martin CC	31.9%	86.4%	65.6%	77.8%	64.4%	46.6%	64.4%	60.0%	3	1	2	2
Mayland CC	40.4%	80.2%	66.7%	65.3%	63.3%	54.4%	76.6%	96.3%	2	3	3	0
McDowell TCC	35.8%	76.4%	81.1%	83.1%	56.1%	35.6%	89.7%	79.4%	2	2	4	0
Mitchell CC	41.4%	90.8%	65.7%	66.3%	72.2%	41.6%	86.8%	87.9%	1	6	1	0
Montgomery CC	41.1%	77.4%	73.2%	36.2%	84.1%	44.2%	88.9%	100.0%	2	4	1	1
Nash CC	25.7%	66.2%	56.3%	73.6%	61.4%	44.0%	73.1%	90.0%	0	3	5	0
Pamlico CC	38.8%	82.6%	60.0%	78.9%	86.1%	54.7%	81.0%	100.0%	5	0	3	0
Piedmont CC	38.0%	73.3%	71.3%	68.4%	75.1%	46.6%	72.7%	75.0%	2	2	4	0
Pitt CC	42.8%	69.3%	65.0%	53.0%	64.5%	45.6%	87.3%	86.6%	0	4	4	0
Randolph CC	42.0%	69.4%	71.8%	75.1%	70.1%	41.6%	81.9%	92.9%	0	5	3	0
Richmond CC	47.3%	65.5%	62.4%	63.8%	73.5%	42.7%	67.4%	90.9%	0	3	4	1
Roanoke-Chowan CC	14.3%	63.3%	58.3%	80.0%	67.2%	42.2%	73.8%	93.8%	1	1	5	1
Robeson CC	41.8%	95.7%	53.3%	51.2%	47.3%	38.6%	89.7%	86.4%	1	2	4	1
Rockingham CC	45.0%	67.6%	56.9%	65.4%	72.1%	43.3%	68.0%	82.5%	0	3	4	1
Rowan-Cabarrus CC	31.8%	70.5%	67.8%	67.9%	60.2%	37.4%	83.6%	87.0%	0	3	5	0
Sampson CC	50.5%	90.2%	36.7%	41.2%	81.0%	47.0%	85.2%	76.8%	3	2	1	2
Sandhills CC	26.6%	62.7%	62.7%	58.7%	68.9%	41.8%	86.6%	83.7%	0	2	6	0
South Piedmont CC	47.0%	72.2%	59.5%	61.1%	64.0%	41.2%	84.8%	92.8%	0	3	5	0
Southeastern CC	44.9%	73.6%	50.9%	88.4%	52.6%	43.7%	74.8%	87.7%	1	3	3	1
Southwestern CC	49.0%	75.4%	55.6%	70.7%	73.2%	44.3%	91.8%	91.4%	1	6	1	0
Stanly CC	50.4%	76.1%	70.3%	80.0%	74.9%	38.8%	88.3%	89.8%	2	5	1	0
Surry CC	42.1%	87.5%	65.8%	71.9%	66.2%	46.9%	91.5%	88.8%	2	5	1	0
Tri-County CC	24.2%	75.6%	72.9%	42.6%	66.7%	33.1%	79.5%	92.1%	0	3	4	1
Vance-Granville CC	43.6%	76.1%	59.0%	55.1%	70.2%	37.1%	88.3%	82.9%	0	4	4	0
Wake TCC	35.1%	68.3%	51.7%	63.6%	71.6%	42.2%	90.6%	90.1%	0	3	5	0
Wayne CC	69.8%	74.0%	64.7%	60.3%	71.9%	51.3%	83.1%	90.1%	2	4	2	0
Western Piedmont CC	23.0%	76.4%	61.4%	70.0%	75.5%	48.5%	94.4%	85.5%	3	2	3	0
Wilkes CC	47.1%	94.7%	70.0%	76.2%	74.6%	40.6%	86.4%	84.0%	2	4	2	0
Wilson CC	43.6%	71.3%	62.8%	73.5%	69.4%	41.1%	72.3%	97.1%	1	3	4	0

Note: Color indicators are based on the precise percentages and not the rounded percentages displayed.

4. Annual Priorities and College Goals & Objectives

The current Annual Institutional Effectiveness and Budgeting (AIEB) cycle addresses the 2014-15 Annual Priorities developed during the Executive Council Retreat in October 2013. Table 4 presents the Annual Priorities and the 2010-2015 Strategic Goals addressed by the Service Area Outcomes Plans reported later in this IE Plan.

Table 4

2013-2014 - Annual Priorities (AP)

- | | |
|---|---|
| P1: Articulation to Piedmont Community College | P2: Retention for Associate Degree programs |
| • From traditional and charter public schools | P3: Succession Planning designed to promote PCC internal personnel development |
| • From continuing education programs to curriculum programs | P4: Responsiveness to Community Needs |

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: <i>Culture of Evidence:</i> 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. Service Area Outcomes (SAO) Assessment

The 2013-14 IE Plan introduced the new SAO Assessment plans replacing the Planning and Evaluation (P&E) Worksheets previously used to direct and monitor the effectiveness of service delivery for three College divisions: (1) Student Development, (2) Continuing Education, and (3) Administrative Services. In this second year with the SAO plans the advantages of the “new and improved” layout and condensed content are apparent, particularly with respect to:

- The stricter focus on service delivery outcomes;
- More explicit references to evaluation activities and sources.

These changes have shifted the assessment focus away from lengthy accounts of numerous activities and accomplishments whether or not they affect outcomes in the SAO plans. Instead, the new plans focus explicit attention to the achievement of performance targets identified for the outcomes. This redirection of focus on outcomes rather than activity encourages the substitution of alternative initiatives and activities for ineffective ones when the intended outcomes are not accomplished.

As observed in the 2013-14 IE Plan, this attention to achievement of SAO performance targets rather than comprehensive recounting of activities regardless of outcomes introduces the additional benefit of shorter IE Plans. This transition from the focus and format of the old P&E Worksheets to the SAO Plans reduced this section of the IE Plan from 40 pages to 20 pages. The same section remains significantly shorter in this 2014-15 IE Plan.

The College began the 2014-15 academic year with an Interim Vice President of Instruction and Student Development and an Interim Dean of Student Development. This transitional leadership immediately preceded modest restructuring and turnover within the Student Development division. These transitions precipitated a handful of discontinuities among the SAO assessments and action plans within the division. Resumption of comprehensive SAO planning and service area assessments, likely including redesign of selected outcome assessments, will proceed expeditiously when the new Vice President of Instruction and Student Development and Dean of Student Development positions are hired.

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	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)	<ol style="list-style-type: none"> 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. 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. 	<ol style="list-style-type: none"> 1. Three items had a score under 3.0 on the SSS. Exterior lighting and campus security were related in the survey as it addresses feeling safe. The other item is the HVAC system creating too much heat or cooling to everyone on the campus. 2. Means for all items exceeded 3.0 in the 2013-14 ESSS. Most comments in regards to Maintenance, Custodial, and Security services were very positive. 	<ol style="list-style-type: none"> 1. The lighting was upgraded in 2012 with LED lights to improve nighttime visibility. The lights will be checked regularly to make sure all are working. In addition, all areas of both campuses will be assessed to improve lighting in poorly lit areas. 2. The server computer has been replaced on the HVAC system and the dampers have been readjusted. This is an ongoing process and the maintenance staff will continue to fine tune the system.
2	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)	<ol style="list-style-type: none"> 1. College will successfully comply with ADA, OCR and OSHA regulations and standards, and will comply with state and local codes and inspections. 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. 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. 4. Campus Incident Reports will be continuously monitored to identify threats to safety or security that require specific action plans. 	<ol style="list-style-type: none"> 1. The College is completing items identified in the OCR visit from 2010. Several items were multi-year projects. 2. Means for all items exceeded 3.0 in the 2013-14 ESSS. Many faculty shared open-ended comments indicating continuing concerns about security and lighting identified in previous recent surveys. Faculty also requested that classroom doors be lockable from the inside. 3. Means for all items exceeded 3.0 in the 2013-14 SSS. Students expressed moderate concern about security of selected areas. 	<ol style="list-style-type: none"> 1. Clery training will be provided to all faculty, staff and students. Web pages are being updated to provide clear information to anyone on campus who is harassed. 2. Most of the security concerns are nighttime issues and have been forwarded to the evening supervisor who provides nighttime security. The ongoing project upgrading to door hardware lockable from the inside without a key will continue. About one-third of all locks have been upgraded. Classroom locksets were scheduled first and are done. Approximately 150 other locks remain to be replaced. 3. Person County has appropriated funds to repair the sidewalks on campus to improve safety. 3. Additional security cameras will be installed this year to provide a higher level of security. 4. Person County Sheriff deputies are directed to increase their presence during their regular rounds.

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
1	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"> 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. Year-end unexpended funds required to be returned to the State will be less than 1% of State budget funds. 	<ol style="list-style-type: none"> Means for all items related to budget administration exceeded 3.0 in the 2013-14 ESSS. There were no open-ended comments regarding this area. Less than 1% was left unspent in the State budget. 	<ol style="list-style-type: none"> There were no issues revealed in comments from this survey.
2	<p>College students, faculty, and staff will receive prompt, courteous service from the following customer service units supervised by the Business Office:</p> <ul style="list-style-type: none"> cashiers office disbursements area purchasing office duplications office cafeteria/grill College bookstore (CG:E2) 	<ol style="list-style-type: none"> 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. 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. 	<ol style="list-style-type: none"> Means for all items related to the Business Office and bookstore exceeded 3.0 in the 2013-14 SSS. There were no comments regarding these areas. The means of all areas of the Business Office except for the grill exceeded 3.0 in the 2013-2014 ESSS. Survey results for purchasing and the grill indicate opportunities for improvement. Open-ended comments also indicate this. The Bookstore now has a wider selection of material. 	<ol style="list-style-type: none"> There were no issues revealed in comments from this survey. Purchasing will be transitioned to E-Procurement this year to streamline the purchasing process. A new contract was negotiated in August 2014 for the Grill. The Grill contract specified no price increases from the current year. The contract with Classic Coke, now Canteen, Inc., will be addressed to add healthy alternatives. The contract is vital for the provision of food to the CDC.

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)	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Means for all but one item related to Information Technology in labs and classrooms exceeded 3.0 in the 2013-14 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 2013-14 ESSS. There were many open-ended comments about information technology, but most lacked sufficient detail to guide specific actions to address the problems. 	<ol style="list-style-type: none"> 1. There were no issues revealed from comments in this survey. 2. A new IT Director has been employed. This was the only item below 3.0 and is attributed to the position being vacant.
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)	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Means for all items related to Information Technology internet service except one exceeded 3.0 in the 2013-14 SSS. 2. Internet speed was an issue that will be addressed. 3. Several comments were received addressing internal and 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). 	<ol style="list-style-type: none"> 1. The IT Director will follow up on the issues and seek a resolution within funding limitations. 2. More details will be obtained on the specific issues of speed and resolutions will be explored.

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 2013-14 ESSS. There were general comments in regards to information technology that will be followed up in the coming months.	Open-ended comments were received but were of a general nature. These will be followed up and resolution will be sought.

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 2013-14 ESSS. There were no comments related to accurate and timely paychecks requiring immediate attention.	There were no issues revealed in comments from this survey.
	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 2013-14 ESSS. There were no comments related to communication of benefits.	The benefits fair is being continued. It has served to increase employee awareness of benefits and procedures.

Instruction and Student Development Division

Sub-Division/Service Area: ADMISSIONS AND RECORDS				
#	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, helpful information and advice, convenient procedures, and accurate records supporting admissions and registration processes at the College. (CG: C4)	<ol style="list-style-type: none"> 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: 4=Very Satisfied, 3=Satisfied, 2=Dissatisfied, and 1=Very Dissatisfied. Open-ended comments are reviewed for additional information. 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. 	<ol style="list-style-type: none"> 1. Mean survey responses for items addressing admissions and records met or exceeded the minimum standard for the Person campus, the Caswell campus, and online. Comments were evenly split between negative and positive—most negative comments addressed the perceived quality of information and advice about the admissions process. 2. Survey response means from staff and faculty on both the Person and Caswell campuses met or exceeded the minimum standard for all items addressing admissions and records. Few survey replies included comments about this area and the handful received were positive. 	Appointment of the former Director of Records and Registration to the Interim Dean of Student Development position preceded significant restructuring and some subsequent personnel turnover in the division.
2	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)	<ol style="list-style-type: none"> 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. 2. Students will be able to execute the following transactions online: <ul style="list-style-type: none"> • Register for classes; • Request transcripts; • Make payments to the College. 	<ol style="list-style-type: none"> 1. More than 95 percent admission applications for Fall 2013 were completed online. 2. For the 2014 fall and 2015 spring semester online registration, payment, and transcript service continue to be available online 	<ol style="list-style-type: none"> 1. Additional changes to the online application are not anticipated at this time. 2. Student Development staff continue to remind students about these online services.

Instruction and Student Development Division

Sub-Division/Service Area: COUNSELING, ADVISING, AND SPECIAL POPULATIONS				
#	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 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"> The total number of students on Academic Probation will decline 10% from Fall 2011 to Fall 2012 (from 205 to 184). The Fall-to-Fall retention/completion rate will meet or exceed the NCCCS Performance Standard of 70% for Fall 2012. This measure was redefined as First Year Progression: the 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 complete at least 12 hours with a grade of A, B, C, or P. 	<ol style="list-style-type: none"> The latest academic probation rates were not available as of this writing. PCC achieved a First Year Progression rate of 75.1%, exceeding the NCCCS target of 74.6%. 	<ol style="list-style-type: none"> No actions planned until results are known. This is a very high First Year Progression rate, one of the 10 highest rates among all NCCCS institutions!
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"> 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: 4=Very Satisfied, 3=Satisfied, 2=Dissatisfied, and 1=Very Dissatisfied. Open-ended comments are reviewed for additional information. 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. 	<ol style="list-style-type: none"> The student mean responses for items addressing special needs exceed the standard; however, just barely on the Caswell campus (Mean: 3.00). The faculty/staff response mean for satisfaction with disability services failed to meet the minimum standard (Mean: 2.79). Comments about disability services were quite critical. 	<ol style="list-style-type: none"> No significant changes are anticipated prior to the appointment of a new Dean of Student Development The Counselor primarily responsible for providing disability services recently resigned and responsibility for delivering these services is being shared among other staff on an interim basis.

Instruction and Student Development Division

Sub-Division/Service Area: COUNSELING, ADVISING, AND SPECIAL POPULATIONS				
#	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
3	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"> 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. 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. 	<ol style="list-style-type: none"> 1. Means for student survey responses met or exceeded the minimum standard for all counseling items. Comments were split between negative and positive. Most negatives addressed accuracy of information provided and the quality of advice dispensed. 2. The Person campus faculty/staff response means failed to meet the minimum standard on all 7 items addressing counseling. Caswell means met or exceeded the standard for all counseling items except one. Most of the numerous comments addressed inaccuracies in counseling/advising information and bad advising. 	<ol style="list-style-type: none"> 1. No specific actions are planned at this time 2. The unacceptably low responses to the ESS Survey items addressing counseling by the Student Development staff is a sharp contrast to the acceptable responses from students. This dramatic discrepancy reflects personnel and policy issues and differences reflected in recent personnel turnover in Student development as well as the understandable limitations of interim leadership in the division. No doubt, these issues and differences will be subjects of critical attention and action by the new Vice President of Instruction and Student Development as well as the new Dean of Student Development.

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"> 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: 4=Very Satisfied, 3=Satisfied, 2=Dissatisfied, and 1=Very Dissatisfied. Open-ended comments are reviewed for additional information. 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. 	<ol style="list-style-type: none"> 1. For Person campus and online students, mean responses met or exceeded the minimum standard. Mean responses from Caswell students failed to meet the minimum standard for three items addressing the quality of financial aid services. Negative open-ended comments mostly addressed the accuracy of financial aid information and rudeness of the staff. 2. Response means for faculty/staff met on the Person campus failed to meet the standard for effectiveness of financial aid services, but all other means on both campuses met or exceed the standard for items addressing financial aid. Five out of eight critical comments referred to rude treatment by financial aid office staff. 	The quality of financial aid services and the treatment of students and staff by financial aid staff on both campuses will receive significant attention from the new Vice President of Instruction and Student Development.
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 to ensure retention and completion rates that meet or exceed the rates for other students. (CG:B5, C4)	<ol style="list-style-type: none"> 1. Annual fall-to-fall retention rates for "at-risk" financial aid recipients will meet or exceed the College-wide rates. 2. The percentage of "at-risk" financial aid recipients who are on academic probation will be equal to or lower than the College-wide percentage. 	<ol style="list-style-type: none"> 1. The Fall-to-fall retention measure was replaced with a first year progression measure (see #2 above in Counseling, Advising, and Special Populations). The new measure was not calculated separately for "at risk" students. 2. A definition for "at risk" students is being developed for this measure (see above), in conjunction with development of the proposal for renewal of the TRIO/SSS grant. 	At this time no new actions are planned prior to the transition of leadership in the division and implementation of the "at risk" definition for calculating these outcomes.

Instruction and Student Development Division

Sub-Division/Service Area: RECRUITMENT AND STUDENT ACTIVITIES				
#	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 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: 4=Very Satisfied, 3=Satisfied, 2=Dissatisfied, and 1=Very Dissatisfied. Open-ended comments are reviewed for additional information.	1. The mean responses from Person campus students for survey items addressing student activities met the standard, but the mean response from Caswell campus students did not; moreover, this is the 2nd year in a row for the low score from Caswell students.	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	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. Data not reviewed for fall 2014. 1b. Data not reviewed for fall 2013 or spring 2014. 2. Survey response means from staff and faculty on both the Person and Caswell campuses failed to meet the minimum standard for the item addressing the effectiveness of recruiting (Means: 2.53 and 2.78, respectively). Person campus responses were also low for admission staff knowledge and for admission staff response time for requests, contributing to a low mean for overall satisfaction with admissions staff. The majority of comments attributed recent enrollment declines to ineffective efforts of two admissions staff members no longer employed by PCC.	1. Resumption of regular monitoring these critical enrollment measures will resume under the direction of the new Dean of Student Development. 2. The former recruitment function has been restructured and assigned to new postsecondary transition coach positions at Person High School, Roxboro Community School, and Bartlett Yancey High School. Specific performance targets for the new positions are being developed.

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"> 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: 4=Very Satisfied, 3=Satisfied, 2=Dissatisfied, and 1=Very Dissatisfied. Open-ended comments are reviewed for additional information. 2. 80% of SSSG participants who completed the SSSG Participant Survey will report being "satisfied" or "highly satisfied" with the services provided by SSS. 	<ol style="list-style-type: none"> 1. Means from Person, Caswell, and online students for all Survey items addressing services provided by the SSS Grant met or exceeded the minimum standard. 2. Results from the spring 2014 survey were not made available for preparation of this SAO assessment. 	<ol style="list-style-type: none"> 1. No new initiatives are planned prior to the appointment of new leadership for the division. 2. Development of action plans, if necessary, have been postponed at this time.
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"> 1. A minimum of 50 % of students who complete the Student Services Survey will report awareness of the services provided by the EOC. 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.) 	<ol style="list-style-type: none"> 1. 56% of students who responded to the Student Services Survey reported awareness of the services provided by the EOC. 2. No new EOC data have been reported. 	<ol style="list-style-type: none"> 1. These survey results do not disclose issues requiring action at this time. 2. The data monitoring and reporting plan for EOC and for SSS is undergoing a comprehensive review during preparation of the proposal for renewal of the SSS grant.

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 graduation target rate of 64% established by the North Carolina Community College System (NCCCS). 2. The number of ABS graduates will increase by 2% in 2012-13, from 199 to 203 ABS completers.	1. GED® pass rate: 71%. 2. Number of ABS graduates increased by 24% from 199 to 247.	1. No major GED® program adjustments are planned at this time. 2. No major ABS program adjustments are planned at this time; however, the selection process for a new program staff person will emphasize research and assessment skills to manage and evaluate the complex performance measures for ABS programs
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.	NCCCS Desk Monitoring Report for 2012-13 (received March 2014) indicates that 35% of ABS students from PCC enrolled in post-secondary education within NC. Data to identify ABS graduates enrolled in PCC curriculum programs are not currently monitored.	PCC Student Development staff will confirm that coding changes implemented in summer 2013 to identify former ABS students in PCC curriculum programs have been maintained and will establish data queries to report these results to the ABS staff.
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 2013-14, the mean responses of the Student Evaluations addressing the quality of ABS instruction rating was 3.6% which 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"> • Student Evaluations of Instruction timeline was modified to conduct evaluations in the mid-point of the semester, effective 2013-14, so that instructors could make adjustments as needed. • Plan to work with Institutional Research and Development to transition from paper Student Evaluation of Instruction to an online version during 2015-16 to expedite the process.
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"> 1. CTP staff will deliver a minimum of 3 Customized Training Program projects annually (fiscal year). 2. Client satisfaction with CTP offerings will meet or exceed an overall 4 rating in the summary of the Continuous Improvement Evaluation Instrument clients complete when a project is closed. 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.) 	<ol style="list-style-type: none"> 1. CTP delivered 4 projects during the 2013/2014 fiscal year. Three of those projects will continue into the new fiscal year. 2. Data no longer available. <p>A 4 rating was achieved in all summary areas of the Continuous Improvement Evaluation instrument for the project that completed.</p> <ol style="list-style-type: none"> 3. Director completed JP Refresher training August 2014. 	<ol style="list-style-type: none"> 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 is participating in the 1000 in 100 initiative to visit a minimum of 10 companies each in Caswell and Person counties in partnership with WDB, DWS, and economic developers. 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.

Continuing Education Division

Sub-Division/Service Area: HUMAN RESOURCE DEVELOPMENT AND WORKFORCE INVESTMENT ACT (HRD/WIA)				
#	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 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"> 1. The Workforce Development service area will assess and issue a minimum of 250 NCCRC's in 2013-14. 2. Workforce Development will issue at least 30 Manufacturing Skills Standards Council (MSSC) certifications I for Certified Production Technician (CPT) beginning in July 2013 to June 30, 2014. 3. Workforce Development will issue at least 20 Manufacturing Skills Standards Council (MSSC) Certified Logistics Technician from July 1 – June 30th, 2014. 	<ol style="list-style-type: none"> 1. Workforce Development has issued 522 new NCCRCs from July 1 to June 30th, 2014. 2. Workforce Development has issued 19 MSSC CPT Certifications from July 1 – June 30th 2014. 3. Workforce Development has issued 17 MSSC CLT and 17 CLA certifications from July 1 – June 30th 2014. 	<ol style="list-style-type: none"> 1. The benchmark was substantially exceeded due to area employers recognize the positive effectiveness of potential employees in obtaining the NCCRC. 2. The benchmark for issuing MSSC's was less than anticipated due to the loss of the WIA contract. Aggressive marketing and community outreach have been developed and established within the service area. 3. The benchmark for CLT certifications was less than anticipated due to establishing the new course.
2	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.	50% of students who complete Workforce Certification Academy © training have secured employment within 6 months of training.	<ol style="list-style-type: none"> 1. The benchmark was less than anticipated due to lack of student reporting of gainful employment. Additionally, the loss of WIA impacted the tracking of participants securing employment. 2. Developing procedures to track students' employment have been established.

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)	<p>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:</p> <ul style="list-style-type: none"> • EMTs pass rates - 70% or better • Paramedic – 70% or better • Nursing Assistant – 70% or better • BLET – 70% or better (new program) 	<ol style="list-style-type: none"> 1. EMT pass rate: 71%. 2. No Paramedic graduates sat for the examination. 3. Nursing Assistant pass rate: 85% 4. BLET pass rate: 40% 	<ol style="list-style-type: none"> 1. No major changes are currently anticipated for the EMT program. 2. Paramedic course offerings will start in late summer 2015 when an adequate number of EMT students are available to enroll. 3. No major changes are currently anticipated for the EMT program. 4. BLET program offering has been put on hold until 2015. During this time an assessment will be conducted to evaluate faculty quality and to identify other strategies for program improvement.

Continuing Education Division

Sub-Division/Service Area: BUSINESS DEVELOPMENT AND ENTREPRENEURSHIP CENTER				
#	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	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>Turnover of BDEC leadership contributed confusion about the SAOs. The Center had a new Director for a partial year, now departed, who substituted these three outcomes for those in the 2013-14 IE Plan:</p> <ol style="list-style-type: none"> 1. Assist businesses to start-up status 2. Jobs created/retained 3. Provide counseling services to businesses <p>These original SAOs in the 2013-14 IE Plan will be reinstated for 2014-15:</p> <ol style="list-style-type: none"> 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. 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. 	<ol style="list-style-type: none"> 1a. Assisted with the start-up of 5 new businesses (167% increase of the last 3 years) 1b. Assisted 2 new business start-ups in Caswell County (none the previous year) 2. Created/retained 10 jobs (11% increase on prior year) 3. Provided counseling services to 37 individuals (12% increase) 	<ol style="list-style-type: none"> 1. Assess needs of local community for industry sectors that have the most interest and increase resources in these areas. 2. Provide additional hours for counseling due to growth in demand for these services. 3. Provide additional hours for counseling due to growth in demand for these services.

6. PCC 2016-2020 Strategic Planning Update

The President's Executive Council comprising senior administrative staff of the College initiated the 2016-2020 strategic planning process via discussions at a planning retreat in early October 2013. Issues and recommendations from this Executive Council retreat were reviewed and addressed by members of the College Board of Trustees in a similar strategic planning retreat just ten days later.

The discussions in both of these planning retreats concentrated primarily on two related topics:

1. Timing, participation, and logistics of the strategic planning process;
2. Desired scope and focus of the 2016-2020 Strategic Plan.

Both retreats generated valuable observations and insights to guide the strategic planning agenda and activities summarized here.

Timeline

The timeline for the strategic planning process leading to approval of the PCC 2016-2020 Strategic Plan accommodates the start of the 2016-2017 annual planning cycle in fall 2015:

2016-2020 Strategic Planning Timeline

October 4, 2013	Executive Council Strategic Planning Retreat
October 15, 2013	Board of Trustees Strategic Planning Retreat
May 2, 2014	External Community Stakeholder Input Workshop
August 12, 2014	Internal Faculty/Staff Input Workshop
September-October 2014	Preparation of Strategic Plan Draft
November-December 2014	Circulation of Strategic Plan Draft for Feedback
January-March 2015	Revise Draft/Compose Final Strategic Plan
April 2015	Board of Trustees Approval of 2016-20 Strategic Plan

Participation

Effective development of a strategic plan reflecting community needs as well as institutional resources and capabilities requires external input from local and area business and civic leaders as well as internal input from College staff and faculty. Two strategic planning workshops have been conducted to gather this input. The first workshop comprising external business and civic leaders was conducted in May 2014. Thirty executives and owners providing leadership to local and area businesses, education and non-profit organizations, and city/county government agencies participated in this half-day planning workshop. The second workshop, to gather internal input from College staff and faculty, was conducted in August 2014, immediately prior to the start of the fall semester. Nearly 90 percent (178 invitees, 160 attendees) of all full-time staff and faculty participated in the general workshop and eight break-out sessions for gathering internal input to the strategic planning process.

Logistics

The external planning workshop and internal planning workshop followed quite similar procedures. Each constituent group attended a common session describing the strategic planning process, defining the scope and focus of the planning activity (see below), and reviewing general information depicting demographic and economic conditions in the College service area as well as educational attainment data. At the end of the common session, both groups dispersed to smaller break-out groups of 15-20 participants. Each of these break-out groups was guided by a group facilitator to identify and prioritize issues and opportunities the College will address during 2016-2020. In addition to the facilitator, a scribe was provided to each breakout group to record the issues and ideas generated in each break-out. At the end of each break-out session the participants individually assigned importance/priority to the recorded items by affixing small dots to the items from a fixed number of dots provided to each participant for this “voting.” Each break-out group member received 14 dots. Participants were instructed to affix no more than four dots to any single item.

Scope and Focus

The Executive Council retreat that launched the strategic planning process in October 2013 provided important guidance about the scope and focus of the process but stopped short of explicitly recommending specific issues or opportunities to be addressed. The Council suggested reviewing the College Mission and Vision statements before starting the strategic planning process and recommended scheduling the completion and approval of the 2016-2020 Plan prior to the start of the 2016-17 annual College planning cycle in fall 2015. During the strategic planning retreat the Executive Council also updated the 2014-15 annual priorities for guiding the pursuit of goals and objectives from the 2010-2015 PCC Strategic Plan. These annual priorities were communicated to members of the Board of Trustees at the beginning of the Board retreat for strategic planning.

The Board of Trustees strategic planning retreat contributed directly to defining the strategic planning themes communicated to external stakeholders and to staff and faculty during the strategic planning workshops. Dr. Bartlett commented on the significantly changed conditions and circumstances affecting enrollment prospects and capital needs at the College. These comments prompted significant discussion about external circumstances directly impacting enrollment, particularly: (1) the shrinking school age population and (2) reduced availability of student financial aid. Acknowledging these circumstances prompted recognition of the importance of College strategies to recruit an increasing percentage of high school graduates and the need to implement program strategies to accelerate student progress to completion of degrees and other credentials. Substantial Trustee discussion focused on strengthening articulation with the traditional and charter public schools in Person and Caswell counties. Dr. Bartlett's comments about changing capital needs provoked discussion about the desirability of updating the College Facilities Master Plan most recently updated in 2008. This discussion underscored the importance of considering the capital needs implications of new College initiatives and identifying resource development strategies to address these capital needs. Four strategic planning themes emerged from this unvarnished review of circumstances confronting the College. A "catch-all" fifth theme was developed for recording issues and opportunities not directly related to one of the four themes.

2016-2020 Strategic Planning Themes

1. Articulation and recruitment with traditional and charter public school populations;
 2. New Curriculum and Continuing Education program initiatives;
 3. Broader, more aggressive College resource development;
 4. Corollary Theme: *capital needs* implications of new initiatives (facilities and equipment).
 5. Other initiatives unrelated to one of the four strategic planning themes.
-

These four themes and the catch-all theme were posted as headings used by the scribes for recording the issues and opportunities identified in the strategic planning break-out sessions for internal and external constituents. Providing these categories as prompts to the stakeholders sharpened the focus of observations and ideas generated.

Status Update: At the time of this writing (late September 2014) all of the strategic planning issues and opportunities generated in the external and internal workshops, together with the priorities "voted" by the workshop participants, have been transcribed and tallied, and composition of the first draft of the PCC 2016-2020 Strategic Plan is in progress. The strategic planning process is proceeding on schedule.

7. Multi-Year College Survey Results

In addition to multiple surveys conducted to evaluate the content and quality of individual programs and services, PCC conducts two College-wide surveys annually. The Student Satisfaction Survey (SSS) has been conducted in the middle of the fall semester each year since fall semester 2010. The Educational Support Services (ESS) Survey has been conducted early in the spring semester since 2007. These surveys provide results used in assessment of the service area outcome (SAO) plans reported in Section 5 of this IE Plan (p. 12).

Both surveys request participants to rate College services by indicating satisfaction (SS Survey) or agreement (ESS Survey) on a four-point rating scale. The individual survey items are worded so that a rating of “1” is the worst (lowest) rating and a rating of “4” is the best (highest) rating. Frequency distributions or frequency percentages and average (mean) ratings for each survey item are reported. For the assessment of SAOs for individual departments and programs reported in Section 5 of this Plan, any average (mean) rating less than 3.00 requires the development of an action plan to address the low rating. These action plans are recorded in the last column of the SAO plans, titled “Use(s) of Results to Improve Service.”

Until recently the annual results of the SS and ESS Surveys for each individual year were reported to College staff and faculty. In 2013-14 the Research and Institutional Effectiveness staff compiled a multi-year summary of the results from both surveys, to provide a broader perspective revealing the trends among student and staff/faculty perceptions of the content and quality of College services over time. The multi-year summaries for 2014-15 are presented here to illustrate the specific content of the two surveys and to reveal the recent trends and current perceptions about College services.

The presence or absence of frequencies or means for a particular items reveals the addition or deletion of items in the survey during the time frame summarized. Results for five years are reported for the ESS survey. Since the fifth-year administration of the SS Survey will not occur until the 2015 spring semester, only four years of results are reported here.

STUDENT SATISFACTION SURVEY																															
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																															
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																														
	2010						2011						2012						2013						2014						
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	
ADMISSIONS & RECORDS																															
Information on registration and course selection is clear and available to students.	29%	54%	15%	1%	3.13	115	33%	56%	10%	0%	3.22	76																			
Procedures regarding the admission process are clear and easy to follow.	30%	60%	8%	1%	3.20	113	36%	58%	4%	0%	3.32	74																			
The application process was easy to understand and complete.													46%	46%	4%	4%	3.34	136	48%	50%	1%	2%	3.44	132							
Information about scheduling and preparing for placement testing was easy to access and understand.													42%	48%	7%	2%	3.31	130	40%	52%	4%	3%	3.30	126							
Class schedules and program information is easy to access online through WebAdvisor.													38%	45%	11%	6%	3.15	129	38%	48%	8%	6%	3.17	128							
Staff in Admissions is knowledgeable and helpful.													44%	45%	4%	7%	3.25	134	49%	41%	7%	3%	3.36	129							
Staff in Registration and Records is knowledgeable and helpful.													45%	46%	4%	4%	3.31	134	49%	42%	4%	5%	3.36	128							
I am satisfied with the services provided by the Admissions Staff.													43%	48%	4%	5%	3.29	132	52%	39%	5%	5%	3.38	130							

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
	2010						2011						2012						2013						2014					
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N
I am satisfied with the services provided by the Registration and Records Staff.													41%	47%	7%	4%	3.26	135	50%	42%	3%	5%	3.36	129						
STUDENT ACTIVITIES																														
There are adequate student activities offered on campus.	24%	47%	13%	4%	3.05	101	20%	46%	16%	3%	2.98	63																		
There is a variety of activities offered on campus.													30%	55%	12%	3%	3.12	120	29%	56%	11%	4%	3.10	108						
COUNSELING																														
Academic counselors are knowledgeable about programs and see students in a timely manner.	27%	46%	14%	5%	3.03	106	27%	43%	16%	7%	2.99	71	41%	48%	5%	5%	3.25	114	36%	57%	3%	4%	3.24	112						
The Counseling Center provides adequate services to students dealing with academic & personal concerns.							31%	30%	12%	4%	3.15	59	38%	50%	6%	7%	3.18	103	36%	54%	5%	5%	3.22	102						
The Career Counseling Center has adequate services available to help me decide on a career.	21%	33%	6%	3%	3.15	72	15%	41%	5%	1%	3.11	47	44%	43%	7%	6%	3.24	96	35%	52%	9%	4%	3.17	92						
The Career Counseling Center provides students with the tools needed to gain employment.	15%	28%	6%	2%	3.10	58	15%	25%	4%	3%	3.11	35	38%	48%	8%	6%	3.19	86	35%	53%	7%	5%	3.17	81						

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
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Transfer counselors are knowledgeable about the transition to four year universities.	16%	25%	4%	3%	3.13	55	13%	24%	4%	1%	3.13	30	42%	43%	8%	8%	3.18	77	37%	56%	3%	4%	3.26	73						
Transfer counselors are knowledgeable about the transfer program requirements.	16%	26%	6%	2%	3.14	58	15%	24%	4%	3%	3.12	34																		
Disabilities Services provide adequate services.													38%	56%	4%	2%	3.31	52	41%	55%	2%	3%	3.33	64						
I am satisfied with the services provided by Disabilities Services staff.													36%	56%	4%	4%	3.25	55	40%	57%	0%	3%	3.34	65						
FINANCIAL AID & VETERANS AFFAIRS																														
Financial Aid counselors are helpful.	35%	34%	9%	8%	3.13	100	38%	43%	9%	0%	3.32	69	45%	43%	5%	7%	3.26	116	45%	42%	6%	6%	3.27	113						
There is an adequate number of Financial Aid workshops offered for students to learn about the financial aid process.	20%	32%	10%	5%	3.00	77	20%	46%	9%	1%	3.10	58	39%	46%	8%	7%	3.18	104	36%	51%	8%	5%	3.19	102						
Adequate financial aid is available for most students.	26%	39%	4%	6%	3.14	86	33%	44%	7%	3%	3.25	65	38%	52%	4%	6%	3.21	114												
Adequate financial aid was available to me for this academic year.																			41%	44%	6%	9%	3.18	114						

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
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Financial Aid awards are announced to students in time to be helpful in college planning.	26%	35%	9%	7%	3.05	88	27%	43%	7%	3%	3.19	58	30%	53%	10%	7%	3.07	115	36%	50%	6%	7%	3.15	111						
I am satisfied with services provided by Financial Aid.													40%	47%	8%	5%	3.21	118	40%	44%	9%	7%	3.16	111						
Personnel in the Veteran's Services program are helpful.	7%	9%	0%	1%	3.30	20	7%	16%	0%	0%	3.29	17																		
I am satisfied with services provided by Veteran's Affairs.													42%	45%	8%	6%	3.23	53	46%	44%	2%	8%	3.29	52						
ACADEMIC SUPPORT CENTER																														
Tutoring services are readily available and offered at times that fit my schedule.	26%	43%	3%	1%	3.28	85	27%	46%	7%	3%	3.19	63	47%	47%	5%	2%	3.38	105	53%	40%	3%	4%	3.41	99						
The Academic Success Center adequately meets the needs of students.	34%	43%	3%	1%	3.37	93	32%	47%	4%	0%	3.33	63	45%	49%	4%	3%	3.36	113	55%	41%	2%	3%	3.47	110						
TRIO PROGRAMS																														
I am satisfied with the services provided by Student Support Services (SSS) staff.													48%	47%	1%	4%	3.39	96	46%	45%	3%	6%	3.31	89						
I am aware of the services provided by the Educational Opportunity Center (EOC).													49%	47%	0%	4%	3.42	85	48%	43%	4%	4%	3.34	90						

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
	2010						2011						2012						2013						2014					
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N
LRC AND DISTANCE LEARNING																														
Library resources and services are adequate.	37%	50%	5%	0%	3.34	108	30%	60%	1%	1%	3.28	71	46%	51%	2%	1%	3.42	124	51%	45%	2%	2%	3.46	119						
There are a sufficient number of study areas on campus.	29%	49%	9%	2%	3.19	103	23%	55%	10%	3%	3.09	70	37%	51%	10%	2%	3.22	123	44%	45%	7%	3%	3.30	121						
There are sufficient distance education support services.	25%	49%	5%	3%	3.18	94	25%	53%	4%	3%	3.19	64	39%	54%	4%	3%	3.30	115	44%	50%	4%	2%	3.36	107						
PCC FOUNDATION																														
The Foundation Office communicates to students what scholarships are available through their office and how to apply for them.	19%	37%	7%	5%	3.03	79	24%	45%	5%	4%	3.14	58	42%	46%	6%	5%	3.26	97	43%	52%	3%	2%	3.35	96						
The Alumni Partnership reaches out to students with information about FREE membership.																			38%	56%	3%	2%	3.30	87						
Alumni Partnership activities, such as Exam Break, have been beneficial to students.																			39%	55%	1%	4%	3.30	76						

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
	2010						2011						2012						2013						2014					
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N
PUBLIC INFORMATION																														
PCC visibly promotes the college and its programs to students and the community.	34%	44%	9%	3%	3.22	103	29%	51%	7%	1%	3.22	67	39%	49%	11%	2%	3.25	123												
The PCC website is designed so that information is easy to find.							29%	47%	13%	5%	3.06	71	36%	50%	11%	4%	3.17	135												
PCC’s Facebook page is a good way to find out about College activities and news.							20%	37%	4%	1%	3.21	47	36%	52%	5%	7%	3.18	85	45%	48%	5%	2%	3.36	86						
PCC’s printed schedule booklet is a helpful tool for registering for classes.																			46%	48%	4%	2%	3.38	116						
PCC’s website makes it convenient to view the online class schedule.																			42%	50%	5%	3%	3.31	127						
INSTITUTIONAL EFFECTIVENESS																														
I am given the opportunity to provide adequate input about the college, services offered, and programs.	21%	54%	8%	4%	3.07	99	24%	42%	11%	7%	3.00	63																		
I am given the opportunity to provide adequate input about the College.													31%	50%	13%	6%	3.08	127	33%	50%	12%	5%	3.12	109						

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
	2010						2011						2012						2013						2014					
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N
I am given the opportunity to provide adequate input about the services offered at the College.													28%	54%	12%	6%	3.06	127	33%	52%	11%	4%	3.15	108						
I am given the opportunity to provide adequate input about the programs offered at the College.													28%	54%	12%	6%	3.04	121	32%	50%	11%	7%	3.06	110						
BUSINESS OFFICE																														
Tuition and fees billing practices are reasonable.	13%	52%	7%	3%	3.01	86	12%	47%	5%	4%	2.98	51	36%	53%	7%	4%	3.20	98	33%	56%	8%	3%	3.20	120						
There are convenient ways of paying my school tuition and fees billing.	18%	49%	8%	3%	3.07	89	13%	57%	3%	3%	3.07	57	36%	56%	4%	4%	3.24	101	36%	58%	3%	3%	3.27	116						
The Business Office is open during hours which are convenient for most students.	26%	49%	4%	3%	3.20	95	16%	58%	8%	4%	3.00	64	34%	59%	3%	4%	3.24	108	36%	60%	3%	2%	3.30	114						
SAFETY & PREPAREDNESS																														
Safety Officials are helpful.	27%	28%	5%	4%	3.20	74	20%	35%	3%	1%	3.25	44	39%	51%	5%	5%	3.24	97	48%	47%	2%	3%	3.39	90						
Safety Officials respond quickly to emergencies.	18%	20%	5%	4%	3.13	54	13%	21%	4%	1%	3.17	30	39%	53%	5%	4%	3.27	83	47%	47%	4%	2%	3.38	81						

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
	2010						2011						2012						2013						2014					
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N
The campus is safe and secure for all students.	25%	49%	8%	6%	3.06	102	24%	51%	13%	1%	3.09	67	39%	52%	6%	3%	3.27	113	46%	42%	7%	5%	3.29	109						
BUILDINGS & GROUNDS																														
The parking lots are well lit and secure.	19%	49%	13%	6%	2.93	101	20%	45%	15%	8%	2.88	66	28%	62%	8%	2%	3.16	131	37%	49%	12%	2%	3.20	126						
The amount of student parking space on campus is adequate.	12%	43%	23%	20%	2.46	110	13%	35%	22%	25%	2.38	73	22%	51%	17%	10%	2.85	132	35%	44%	15%	6%	3.07	126						
The classrooms and eating facilities are clean and free of trash.	22%	57%	8%	4%	3.06	104	28%	57%	4%	5%	3.14	71	33%	59%	5%	2%	3.23	130	44%	50%	2%	3%	3.35	125						
The bathrooms are kept clean and stocked with needed supplies.	28%	54%	4%	6%	3.13	108	35%	48%	5%	5%	3.21	72	34%	58%	5%	4%	3.22	130	44%	48%	2%	5%	3.33	126						
The campus grounds are kept clean and neat.																			50%	48%	1%	2%	3.46	128						
The maintenance staff are friendly and helpful.																			56%	40%	1%	3%	3.49	121						
On a whole, the campus is well-maintained.	37%	53%	6%	1%	3.30	113	38%	54%	4%	1%	3.32	74	44%	50%	3%	1%	3.40	134	51%	45%	2%	2%	3.44	130						

STUDENT SATISFACTION SURVEY																														
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																														
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																													
	2010						2011						2012						2013						2014					
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N
INFORMATION TECHNOLOGY																														
Computer labs are adequate and accessible.	34%	42%	8%	0%	3.32	98	25%	58%	8%	3%	3.13	71	44%	51%	3%	3%	3.36	119												
The equipment in the computer labs are kept up to date.	31%	44%	4%	2%	3.30	92	27%	49%	11%	3%	3.12	66	41%	52%	6%	2%	3.31	116												
Internet access is available when needed for web registration, to view my records in WebAdvisor, and to work on distance learning classes.	35%	50%	5%	3%	3.27	108	30%	54%	7%	3%	3.20	71	40%	57%	2%	1%	3.36	125												
Classroom and lab technology is fast, reliable, and up to date.																			35%	50%	11%	4%	3.15	123						
The helpdesk staff are responsive and helpful as well as polite and courteous.																			43%	51%	3%	3%	3.34	116						
Wireless access speed and coverage are adequate.																			37%	49%	9%	5%	3.18	121						
Webadvisor provides a secure and convenient way for me to pay my tuition online.																			40%	55%	1%	4%	3.31	95						

STUDENT SATISFACTION SURVEY																															
(This summary includes survey items addressing the PERCEIVED QUALITY of instruction, services and campus environment.)																															
QUALITY ASSESSMENTS	[SATISFACTION Rating Key: 4-VS = Very Satisfied, 3-S = Satisfied, 2-D = Dissatisfied, 1-VD = Very Dissatisfied]																														
	2010						2011						2012						2013						2014						
	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	4 VS	3 S	2 D	1 VD	Mean	N	
Web-based services are available when needed for registration, communication, and distance learning classes.																				38%	54%	3%	5%	3.26	125						
The technology services provided are sufficient to meet my educational needs.																				41%	53%	2%	4%	3.30	125						
BOOKSTORE																															
Bookstore staff is helpful.	48%	44%	3%	1%	3.44	113	47%	44%	1%	0%	3.49	69	47%	52%	0%	2%	3.44	128	48%	45%	3%	5%	3.35	130							
	30%	56%	9%	2%	3.18	113	37%	51%	7%	0%	3.32	72	43%	50%	6%	2%	3.33	129	42%	49%	4%	5%	3.27	130							
The Bookstore carries a variety of merchandise.																				42%	50%	4%	5%	3.29	129						
The Bookstore staffing level is adequate.																				45%	50%	2%	3%	3.36	127						

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
01. General College Environment										
College leaders clearly communicate the future direction of the College	3.26	3.07	2.84	2.98	2.92	77	98	100	115	99
Faculty and staff are allowed to express their opinions, ideas and feedback on college issues	3.01	3.15	2.75	2.86	2.91	76	102	102	110	101
Faculty and staff are treated as valued members of the College team	2.96	2.98	2.66	2.84	2.83	76	100	103	114	100
College policies (evaluations, salaries, promotions, grievances) are administered fairly	2.82	2.55	2.17	2.57	2.65	76	94	92	107	94
My immediate supervisor is an effective communicator	3.01	2.57	2.42	2.61		75	96	97	111	
Work loads are assigned in a fair and equitable manner	2.70	.	.	.	2.67	76	.	.	.	97
I have adequate developmental opportunities to improve/enhance my knowledge and skill base	3.13	3.30	3.04	3.11	3.05	76	102	101	109	100
I believe the College is fulfilling its mission	3.29	3.19	2.97	3.02	2.95	72	98	98	112	100
My job affects PCC enrollment					3.40					92
My job security is affected by PCC enrollment					3.50					90
Overall, I am satisfied with the work environment at PCC	3.22	3.09	2.78	3.00	3.00	77	101	103	113	99
02. Admin Services: Physical Facilities and Security										
Housekeeping staff are courteous and accessible	3.57	3.48	3.63	3.62	3.51	77	101	104	112	101
Classrooms are clean	3.26	3.16	3.43	3.34	3.31	68	85	83	92	85
Offices are clean	3.23	3.11	3.41	3.33	3.31	77	101	101	112	101
Restrooms are clean	3.25	3.13	3.35	3.29	3.34	77	102	103	113	101
Restrooms are stocked regularly with towels and paper	3.43	3.27	3.41	3.39	3.36	77	102	104	113	100
Lobby and lounge areas are clean	3.42	3.25	3.47	3.44	3.40	73	99	98	112	101
Maintenance problems are resolved in a timely manner	3.25	3.32	3.30	3.17	3.27	76	97	101	112	100
Maintenance problems are resolved satisfactorily	3.26	3.34	3.36	3.27	3.36	74	96	101	112	100
Campus grounds are free of litter and debris	3.32	3.31	3.38	3.32	3.34	77	102	104	115	101
Landscaping is maintained satisfactorily	3.43	3.37	3.34	3.40	3.32	77	102	101	114	100
Overall, I am satisfied with the Physical Facilities Services	3.29	3.30	3.31	3.37	3.36	76	102	100	114	98
Interior lighting is adequate	3.24	3.29	3.33	3.31	3.34	76	102	102	114	101
Exterior lighting is adequate	2.81	2.94	2.91	2.91	2.93	74	102	101	109	99
I am aware of evacuation procedures in case of fire or other similar emergencies	3.17	3.18	3.02	3.26	3.33	76	101	102	111	101
I feel safe on campus	3.00	2.98	2.96	3.09	3.22	76	101	103	112	100
Campus Security is adequate	2.71	2.70	2.85	2.94	2.99	76	100	99	109	99
Overall, I am satisfied that PCC provides a safe environment	2.95	.	.	.		77	.	.	.	
Overall, I feel that PCC provides a safe environment	.	2.94	2.95	3.12	3.13	.	101	103	113	101
Classroom space is adequate for classes held	2.64	3.07	2.95	3.03	3.13	67	87	83	96	86
My office space is adequate	2.96	3.07	3.07	3.20	3.15	77	99	97	112	99
The cooling and heating of classrooms and common areas is adequate					2.24					99
03. Administrative Services: Business Office										
The Cashier responds promptly and courteously to requests from Faculty and Staff	3.32	3.26	3.38	3.26	3.12	66	85	87	94	85
The Cashier responds promptly and courteously to requests from students	3.29	3.18	3.36	3.22	3.09	58	68	74	78	66
Overall, I am satisfied with the services provided by the Cashier	3.33	3.24	3.34	3.29	3.16	66	82	89	93	86

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Travel requests and reimbursements are processed accurately and in a timely manner	3.47	3.40	3.44	3.39	3.27	70	90	90	99	88
If a problem occurs with budget accounts, the staff responds quickly to correct it	3.47	3.42	3.40	3.29	3.21	64	79	75	78	78
Overall, I am satisfied with Accounting services	3.46	3.41	3.43	3.30	3.26	72	90	92	99	90
Purchase order requests are processed accurately	3.14	3.05	3.06	3.00	3.13	65	84	79	91	78
Purchase order requests are processed in a timely manner	3.00	2.89	2.86	2.95	3.10	63	84	79	92	77
I am informed when purchase orders are delayed or backordered	2.78	2.64	2.75	2.82	3.01	64	77	69	79	69
Overall, I am satisfied with Purchasing services	3.03	2.93	2.98	3.00	3.11	66	84	82	89	79
Copy and printing resources are adequate	3.12	3.26	3.16	3.20	3.22	.	.	.	.	97
Copiers function properly with little down time	3.07	3.04	3.06	3.11	3.17	75	98	101	106	95
Overall, I am satisfied by the services provided by the Business Office	3.30	3.21	3.28	3.25	3.26	74	101	98	105	97
04. Administrative Services: Budget Process										
I have participated in the process of Budget Planning for my program area	3.32	.	.	.		57	.	.	.	
I have participated in the budget planning process for my area	.	3.04	.	.		.	75	.	.	
I have ample time to develop my budget request for submission	3.30	3.03	.	.		53	63	.	.	
Budget Planning is driven by College Goals and Objectives	3.21	3.04	.	.		57	71	.	.	
Allocated funds are available when needed	3.03	2.95	.	.		62	74	.	.	
Budget accounts are maintained accurately	3.24	3.16	.	.		58	67	.	.	
The Budget Planning Process allocates funds in a fair and equitable manner	3.05	2.88	.	.		59	64	.	.	
Overall, I am satisfied with the Budget Process	3.21	3.03	.	.		62	74	.	.	
05. Administrative Services: Personnel										
My payroll statement is prepared correctly and received in a timely manner	.	.	.	.		.	.	.	.
My check/advice is prepared correctly and received in a timely manner	3.61	3.42	3.53	3.49	3.49	76	99	103	114	101
My leave, retirement, and other benefits are maintained accurately	3.59	3.35	3.48	3.44	3.42	74	95	93	107	97
If a problem occurs with my payroll statement or benefits statement, personnel corrects it immediately	.	.	.	.		.	.	.	.
If a problem occurs with my check/advice or benefits statement, personnel corrects it immediately	3.54	3.34	.	.		67	87	.	.	
Payroll issues are handled promptly and efficiently	.	.	3.46	3.48	3.46	.	.	98	105	87
I have a clear understanding of all PCC benefits available to me	3.29	3.12	.	.		75	99	.	.	
I have an opportunity to get information on PCC benefits available to me so I will have a clear understanding	.	.	3.25	3.29	3.28	.	.	100	105	99
Personnel Services communicates changes and additions to benefits in a timely manner	3.55	3.25	3.35	3.37	3.38	76	97	96	107	100
Overall, I am satisfied with Personnel services	3.54	3.28	3.33	3.39	3.43	76	100	100	111	100
06. Administrative Services: Human Resources										
The Director, Human Resources responds promptly and courteously to requests from faculty and staff					3.03					79
The Director, Human Resources is accessible within a reasonable timeframe					3.03					79

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
The Director, Human Resources works well with Vice Presidents and Interview Committee Members to facilitate a positive process and advantageous hiring decision					3.03					64
The Director, Human Resources communicates information about benefits such as the Employee Assistance Program and related newsletters in a timely manner					3.13					86
The Director, Human Resources communicates information about the Unlawful Harassment Prevention Program as appropriate					3.20					93
If a complaint or concern is reported, the Director, Human Resources responds quickly and appropriately to correct the problem					2.92					51
Overall, I am satisfied with the service provided by the Director, Human Resources					3.09					87
07. Administrative Services: Bookstore										
Bookstore staff is courteous	3.68	3.63	3.62	3.56	3.64	75	96	101	106	99
Communication between the Bookstore staff and Faculty/staff is satisfactory	3.65	3.63	3.61	3.55	3.58	72	91	95	102	95
Book orders are processed satisfactorily	3.63	3.57	3.54	3.58	3.50	59	69	71	80	68
Office supplies are available when I need them	3.51	3.48	3.42	3.48	3.50	75	92	99	104	90
There is an adequate supply of campus memorabilia	3.36	3.33	3.24	3.36	3.51	70	87	89	98	88
Overall, I am satisfied with the Bookstore services	3.63	3.56	3.50	3.53	3.57	76	95	102	108	96
08. Administrative Services: MIS/Academic Computing										
The IT staff are responsive and helpful as well as polite and courteous.					3.16					101
IT systems and services are essential to my daily duties.					3.58					100
Speed and reliability of the internet is satisfactory.	3.22	3.18	2.91	3.18	3.25	76	99	103	114	101
Wireless access, speed, and coverage are adequate.					3.24					97
The VPN provides a convenient way to connect to college resources from off campus (Colleague and T drive files).					3.22					81
The employee email system (Groupwise before 2014, then Outlook) is effective and reliable.	3.09	3.20	3.01	3.22	3.27	75	100	102	113	100
The Colleague system (Datatel, WebUI, Webadvisor) is effective and reliable.	3.15	3.10	3.09	3.26	3.22	75	93	97	100	98
The learning management system (Blackboard) is effective and reliable.					3.19					80
The VOIP phone system is effective and reliable.					3.25					95
Computer resources at my work station are satisfactory.	3.37	3.25	3.28	3.18	3.20	73	93	100	110	100
The IT staff helps me use technology effectively.					3.13					99
Classroom and lab technology is fast, reliable, and up to date.					2.91					76
Computer programs/resources are installed and available when I need them.	3.34	3.25	3.16	3.30	3.07	71	96	92	101	96
Audio visual equipment in classrooms is effective and reliable.					3.04					73
The balance between information security and ease of use is acceptable.					3.19					93
The IT staff delivers requested new services on a timely basis.					3.01					95
The IT staff initially responds to technology issues in a timely manner.	3.44	3.22	3.03	3.22	3.13	71	94	97	99	99
The IT staff resolves help desk tickets in a timely manner.					3.09					99

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
The IT staff provides communication and follow-up on problem resolution.					3.04					98
I find the IT support website to be helpful and informative.					3.02					84
The Help Desk provides a simple and convenient way for me to submit a ticket.					3.18					97
Overall, I am satisfied with the quality and reliability of services provided.	3.18	3.15	3.03	3.24	3.10	76	97	101	115	97
The response time to problems with administrative computing is satisfactory	3.20	3.06	3.01	3.22		75	98	101	113	
I have adequate access to student records on the College computer system	3.36	3.23	3.15	3.36		70	86	89	89	
Access to college internal resources by internet is satisfactory	3.22	3.18	3.07	3.22		74	94	94	108	
Computer resources in the classroom are satisfactory	3.32	3.23	3.20	3.05		63	80	80	85	
Academic Computing satisfactorily maintains classroom computers and equipment	3.42	3.16	3.15	3.18		64	79	82	84	
Overall, I am satisfied with Academic Computing	3.41	3.29	3.21	3.28		73	94	97	104	
10. Administrative Services: Food Service										
The snack bar provides food and beverages courteously and in a timely manner	3.27	3.06	3.00	2.81	3.04	56	72	78	74	69
The snack bar provides a satisfactory selection of food and beverages	2.89	3.03	2.69	2.59	2.65	57	75	77	78	69
The snack bar prices are reasonable	3.05	3.01	2.91	2.71	2.84	56	75	78	75	69
The snack bar provides healthy and nutritious alternatives	2.75	2.69	2.54	2.41	2.40	56	71	74	73	68
Vending services are satisfactory	2.86	2.88	2.82	2.86	2.79	64	78	87	84	81
Overall, I am satisfied with Food Services	3.02	3.05	2.80	2.69	2.74	60	74	82	78	76
11. Student Development: Admissions & Recruitment										
Admissions staff respond to request promptly	3.21	3.00	3.19	3.15	3.00	62	77	77	87	80
Admissions staff are knowledgeable	3.11	2.99	3.08	3.13	2.98	63	81	78	87	85
Placement testing information provided for advising is satisfactory	3.15	3.06	3.09	3.16	3.04	55	71	70	74	67
Recruiting efforts are effective	3.15	2.88	2.75	2.26	2.56	62	76	68	87	72
Overall, I am satisfied with the services provided by the Admissions staff	3.17	2.98	3.07	2.99	2.97	63	82	82	87	86
11a. Student Development: Student Activities										
Student Activities opportunities are satisfactory	3.16	3.07	3.00	2.88	2.91	58	73	76	86	81
12. Student Development: Records and Registration										
The Records and Registration Office provides accurate information	3.21	3.29	3.08	3.39	3.26	62	76	74	84	82
The Records and Registration Office provides timely information	3.08	3.27	3.08	3.39	3.23	63	75	72	84	82
I have satisfactory access to student records to help me better advise students	3.24	3.28	3.15	3.40	3.25	54	65	68	73	72
Overall, I am satisfied with the services provided by the Records and Registration staff	3.19	3.27	3.13	3.38	3.27	62	74	70	84	84
13. Student Development: Financial Aid										
The Financial Aid staff provides accurate information to students	3.28	3.12	3.25	3.09	3.06	58	69	68	80	67

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Financial Aid services are effective	3.28	3.12	3.25	3.08	3.04	58	69	69	80	71
Overall, I am satisfied with the services provided by the Financial Aid staff	3.29	3.12	3.27	3.11	3.07	59	69	70	79	70
14. Student Development: Counseling										
Counselors provide accurate advising and program information to students	2.90	2.77	2.67	2.73	2.48	58	74	66	77	65
Career counseling services are satisfactory	3.10	.	.	.		52	.	.	.	
Career Counseling Services provide information to promote career development	.	2.92	2.87	2.87	2.59	.	66	55	69	61
Job Placement services are satisfactory	3.04	.	.	.		45	.	.	.	
Transfer student services are satisfactory	3.08	.	.	.		52	.	.	.	
College Transfer Services provide adequate information on the transfer process	.	3.05	2.85	3.10	2.75	.	62	59	67	61
Retention counseling services are satisfactory	2.92	2.87	2.76	.		51	61	54	.	
Counselors provide referral resources to students needing additional services	.	3.08	2.81	3.03	2.76	.	59	54	64	46
Disability Services are satisfactory	.	3.11	2.92	3.01	2.82	.	70	60	72	67
Appropriate services are in place for students on academic probation (i.e. workshops, contracts, meetings, etc.)	.	.	.	3.14	2.81	.	.	.	64	48
Faculty are provided adequate follow up on students in their program on probation	.	.	.	2.82	2.59	.	.	.	57	54
Overall, I am satisfied with Counseling services	3.05	3.00	2.85	2.95	2.67	60	70	62	73	69
15. Academic Success Center (ASC)										
Tutoring services provided to the SSS grant students is satisfactory	3.28	.	.	.		53	.	.	.	
Retention counseling services provided to the SSS grant students is satisfactory	3.30	.	.	.		50	.	.	.	
Transfer student services provided to the SSS grant students is satisfactory	3.27	.	.	.		49	.	.	.	
Overall, I am satisfied with the services provided by Student Support Services	3.33	.	.	.		57	.	.	.	
The ASC hours of operation are sufficient	.	3.18	.	.		.	73	.	.	
ASC drop-in tutoring hours are convenient for students	.	.	3.33	3.39		.	.	57	67	
The ASC drop-in-tutoring hours meet the student's academic needs	.	3.15	.	.		.	62	.	.	
The ASC offers appropriate and diverse course support for students enrolled in curriculum programs	.	3.19	.	.		.	69	.	.	
The ASC professional and peer tutors are adequately trained	.	3.08	.	.		.	60	.	.	
ASC staff are personable	.	.	3.15	3.37	3.42	.	.	75	86	78
ASC staff are knowledgeable	.	.	3.28	3.38	3.44	.	.	69	81	72
ASC resources (computers, software, testing stations) are adequate	.	.	3.29	3.36	3.31	.	.	68	73	67
ASC facilities (physical space) are adequate	.	.	3.19	3.24	3.28	.	.	69	79	72
ASC testing procedures are easy to follow	.	3.33	3.29	3.42	3.40	.	57	58	62	57
ASC testing center provides adequate test security	.	.	3.29	3.40	3.38	.	.	55	67	55
ASC promotes successful student learning outcomes	.	.	3.29	3.32	3.28	.	.	65	75	67
16. Learning Resources Center (LRC)										
LRC staff are courteous	3.50	3.28	3.37	3.40	3.40	74	96	97	109	93

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
LRC staff are knowledgeable	3.55	3.29	3.38	3.43	3.36	73	94	94	108	92
LRC staff respond to request promptly	3.51	3.28	3.35	3.46	3.39	73	89	91	105	89
Library resources (collections, databases, equipment, etc.) are adequate	3.42	3.21	3.23	3.36	3.38	71	92	88	97	85
Library facilities (physical space) are adequate	3.57	3.32	3.40	3.41	3.38	74	95	94	106	91
Audio Visual technical support is satisfactory	3.26	3.00	3.02	3.17		72	91	91	96	
Overall, I am satisfied with LRC services	3.46	3.29	3.33	3.41	3.35	74	94	96	107	92
17. Learning Resources Center: Distance Learning (DL)										
Resources are available to teach distance-learning classes	3.54	3.26	3.45	3.38	3.35	54	74	69	73	69
Resources and training opportunities for using Blackboard are satisfactory	3.36	3.20	3.35	3.35	3.32	56	74	71	78	71
I have adequate input into the selection of distance-learning classes/resources taught in my area	3.22	3.08	3.14	3.19	3.27	46	51	49	53	55
Support for distance-learning classroom classes is satisfactory	3.36	3.17	3.27	3.31	3.29	50	66	62	72	69
Distance Learning personnel respond to requests in a timely manner	3.45	3.24	3.34	3.38	3.33	56	68	65	71	70
Overall, I am satisfied with the Distance Learning services	3.33	3.22	3.32	3.30	3.35	58	77	69	77	72
18. Continuing Education										
Continuing Education staff and faculty are courteous	.	.	.	3.21	3.27	.	.	.	90	75
Continuing Education staff are knowledgeable	.	.	.	3.30	3.26	.	.	.	88	70
Continuing Education faculty are knowledgeable	.	.	.	3.29	3.30	.	.	.	75	66
Continuing Education provides a good selection of courses for Continuing Education students	.	.	.	3.22	3.19	.	.	.	83	62
Continuing Education provides enough facility space to meet the educational needs of its students					3.19					62
Continuing Education provides enough student support services to meet the needs of its students					3.20					54
Continuing Education counselors provide accurate career counseling information to CE students	.	.	.	3.32		.	.	.	53	
Continuing Education faculty are provided adequate professional development opportunities	.	.	.	3.28		.	.	.	58	
Continuing Education staff are provided adequate professional development opportunities	.	.	.	3.27		.	.	.	56	
Overall, I am satisfied with the services of the Continuing Education Division	.	.	.	3.25	3.25	.	.	.	84	67
18. Office of Research and Institutional Effectiveness										
I am familiar with the PCC Institutional Planning Process	3.19	.	.	.		69	.	.	.	
I have had an opportunity to review the College Mission and Statement of Principles	3.40	.	.	.		70	.	.	.	
There are opportunities to provide input regarding the College's Institutional Effectiveness (etc. policies/procedures, mission/value statements, planning/budgeting)	.	3.37	3.13	3.14	3.16	.	84	67	81	67
I am familiar with my program or service area Program Objectives	3.40	.	.	.		70	.	.	.	
I have adequate access to institutional data and publications	3.30	.	.	.		69	.	.	.	
The Director of Research and Institutional Effectiveness responds promptly to planning, research, and evaluation request	.	.	.	.		.	.	.	.

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
I am provided opportunities to learn about the College's accreditation/reaffirmation process					3.32					73
ORIE staff respond promptly to my requests	3.41	3.42	3.33	3.35	3.38	58	76	61	68	64
The Director of Research and Institutional Effectiveness is knowledgeable about planning, research, and evaluation.	.	.	.	.		.	.	.	.
ORIE staff are knowledgeable about planning, research, and evaluation	3.41	3.40	3.30	3.32	3.35	61	84	67	76	75
The ORIE Website provides access to College data and resources I need	.	3.43	3.22	3.24	3.28	.	82	68	66	61
Assessment and evaluation of effectiveness impact how I currently do my job at PCC					3.40					70
In the last year or two I have learned how to develop program/service area assessment plans					3.25					64
In the last year or two I have learned how to use assessment results to improve program/service area effectiveness.					3.31					65
I believe the assessment activities we conduct in my program/service area improve student learning or the delivery of services to students and staff.					3.38					69
Overall, I am satisfied with the services ORIE provides.	3.41	3.41	3.20	3.27	3.30	64	88	76	83	73
20. Public Information										
The Public Information Office effectively communicates College information to students, faculty/staff, and the community	3.12	3.04	2.98	3.07	3.10	75	93	94	102	90
The Public Information Office is responsive to requests for assistance	3.06	2.94	2.87	3.01	3.16	68	86	75	89	81
Public Information Office staff are knowledgeable about design, graphics, marketing, printing, and media relations	3.34	3.13	3.14	3.25	3.38	71	90	87	99	89
Communications produced by the Public Information Office are professional and represent the College well	3.24	3.11	3.08	3.18	3.21	75	91	92	102	89
Overall, I am satisfied with the services provided by the Public Information Office	3.20	3.05	3.02	3.16	3.21	75	92	92	99	89
21. PCC Foundation										
The PCC Foundation is effective in raising funds to supplement College resources	3.47	3.27	3.20	3.26	3.20	73	93	83	96	85
The PCC Foundation is responsive to requests for assistance	3.46	3.30	3.36	3.39	3.35	65	89	78	90	86
Fund Raising events are well organized	3.39	3.34	.	.		70	89	.	.	
The PCC Foundation provides beneficial information about funding opportunities (professional development, mini-grants. Faculty and staff excellence)	.	.	3.39	3.37	3.40	.	.	88	99	90
The PCC Foundation furnishes an adequate amount of time and information about scholarship opportunities for PCC students	.	.	3.34	3.35	3.27	.	.	83	95	86
The PCC Foundation presents useful material about giving opportunities	.	.	3.29	3.37	3.30	.	.	86	99	88
PCC Foundation staff are knowledgeable	3.46	3.34	3.37	3.43	3.40	70	88	86	98	88
Overall, I am satisfied with the PCC Foundation	3.43	3.32	3.32	3.38	3.31	72	90	88	97	88
22. Alumni Relations										
The Alumni Relations office effectively communicates alumni relations information to students and faculty/staff	3.55	3.40	3.33	3.34	3.29	65	78	78	80	82

EDUCATIONAL SUPPORT SERVICES SURVEY OF FACULTY AND STAFF										
SECTION and SURVEY ITEM	Mean of Responses					Number of Responses				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
The Alumni Relations office is effective in developing relationships with the College's alumni	3.52	3.40	3.32	3.28	3.33	61	75	72	75	72
The Alumni Relations office effectively solicits volunteer service and financial contributions from alumni	3.50	3.41	3.44	3.30	3.32	60	73	66	77	72
Alumni Relations events are well organized	3.52	3.44	.	.		60	73	.	.	
I am aware of the Alumni Relations program	.	.	3.30	3.35	3.28	.	.	82	89	88
The Alumni Relations office effectively communicates alumni relations information to the community	.	.	3.30	3.31	3.36	.	.	67	77	73
I have been involved in an Alumni Relations event (Exam Breaks, Reunion, Social, etc.) and I believe the event was well organized (If you were not involved in an event, please answer "No Assessment".)	.	.	3.48	3.57	3.42	.	.	48	56	57
I have successfully completed a curriculum or continuing education course at PCC and am a member of the PCC Alumni Partnership (If you have not taken a class, please answer "No Assessment")	.	.	3.41	3.39	3.42	.	.	56	62	57
As a PCC alumnus, I receive useful information on how to join/support the PCC Alumni Partnership	.	.	3.38	3.38	3.38	.	.	55	66	63
I am aware of how to encourage current and former curriculum or continuing education students to become an Alumni Partner	.	.	3.27	3.27	3.25	.	.	60	75	72
Overall, I am satisfied with the Alumni Relations office	3.48	3.43	3.34	3.30	3.34	63	75	73	83	82
23. Grants										
The Director of Grants is effective in identifying available grants	3.49	3.24	.	.		61	70	.	.	
The Director of Grants is responsive to requests for assistance	3.46	3.27	.	.		59	66	.	.	
I am aware that PCC grant activity has been reduced during the SACS reaffirmation process	.	.	2.71	3.02		.	.	82	87	
Overall, I am satisfied with the Office of Grants	3.50	3.25	.	.		62	68	.	.	
24. Accreditation										
I am provided opportunities to learn about the College's accreditation/reaffirmation process	.	3.48	3.29	3.33		.	86	82	87	
I know the topic chosen for PCC's Quality Enhancement Plan (QEP)	.	.	3.24	3.44		.	.	89	98	
I read the SACS news on the PCC Webpage	.	.	2.79	3.16		.	.	82	89	
I know where to find PCC's SACS Compliance Certification narrative for review	.	.	3.01	3.16		.	.	86	92	
Which one of the following statements most closely approximates your thoughts about the Quality Enhancement Plan (QEP)?										
I'm pleased we selected the QEP topic we did because effective writing is a critical skill for all PCC students regardless of their educational objective.					17.9%	%/N choosing this <i>wrong</i> answer				17
I believe a QEP addressing quantitative reasoning would have been more helpful to PCC students than the topic we selected.					2.1%	%/N choosing this <i>wrong</i> answer				2
I'm pleased we selected the QEP topic we did because quantitative reasoning is a critical skill for all PCC students regardless of their educational objective.					66.3%	%/N choosing this <i>right</i> answer				63
I thought I knew the QEP topic, but now I'm not sure.					3.2%	%/N choosing this answer				3
I'm not familiar with the QEP topic.					10.5%	%/N choosing this answer				10

Appendix A

Piedmont Community College Impact Analysis

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Demonstrating the Value of Piedmont Community College

FEBRUARY 2014

ANALYSIS OF THE ECONOMIC IMPACT & RETURN ON INVESTMENT OF EDUCATION

Piedmont Community College (PCC) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. It provides students with the skills they need to have a fulfilling and prosperous career. Further, it supplies an environment for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

However, the contribution of PCC consists of more than just influencing the lives of students. The college serves a range of industries in the PCC Service Area and supports local businesses. Society as a whole in North Carolina benefits from an expanded economy and improved quality of life. The benefits created by PCC extend as far as the state and local government, in the form of increased tax revenues and public sector savings.

The purpose of this study is to investigate the regional economic impacts created by PCC on the local business community and the benefits that the college generates in return for the investments made by its key stakeholder groups—students, society, and taxpayers. The following two analyses are presented:

- **REGIONAL ECONOMIC IMPACT ANALYSIS**
- **INVESTMENT ANALYSIS**

All results reflect student and financial data for Fiscal Year (FY) 2012-13. Impacts on the local business community are reported under the regional economic impact analysis, and the return on investment to students, society, and taxpayers are reported under the investment analysis. Both analyses are described more fully in the following sections.

REGIONAL ECONOMIC IMPACT ANALYSIS

PCC promotes economic growth in the PCC Service Area in a variety of ways. The college is an employer and a buyer of goods and services which benefit local businesses. In addition, PCC is a primary source of education to local residents and a supplier of trained workers to local industry.



The regional economic impact analysis examines the impact of PCC on the local business community through increased consumer spending and enhanced business productivity. Results are measured in terms of added income and are organized according to the following effects:

1. Impact of college operations;
2. Impact of the increased productivity of former students that were employed in the regional workforce during the analysis year.

IMPACT OF COLLEGE OPERATIONS

PCC is an important employer in the PCC Service Area. In FY 2012-13, the college employed 369 full-time and part-time faculty and staff. Of these, 73% lived in the PCC Service Area. Total payroll at PCC was \$16.2 million, much of which was spent in the region for groceries, eating out, clothing, and other household expenses.

PCC is itself a large-scale buyer of goods and services. In FY 2012-13 the college spent \$8.6 million to cover its expenses for facilities, professional services, and supplies.

The total income that PCC created during the analysis year as a result of its day-to-day operations was \$18.2 million. This figure represents the college's payroll, the multiplier effects generated by the spending of the college and its employees, and a downward adjustment to account for funding that the college received from local sources.

JOB EQUIVALENTS BASED ON INCOME

Job equivalents are a measure of the average-wage jobs that a given amount of income can potentially support. They are calculated by dividing income by the average income per worker in the region. Based on the added income created by PCC, the job equivalents are as follows:

- Effect of college operations = **530** job equivalents
- Effect of student productivity = **3,830** job equivalents
- Overall, the added income created by PCC and its students supported **4,360** job equivalents.

IMPACT OF STUDENT PRODUCTIVITY

PCC’s greatest impact results from the education and training it provides for local residents. Since the college was established, students have studied at PCC and entered the workforce with new skills. Today thousands of former students are employed in the PCC Service Area.

During the analysis year, PCC’s former students generated \$131.4 million in added income in the region. This figure represents the higher wages that students earned during the year, the increased output of the businesses that employed the students, and the multiplier effects that occurred as students and their employers spent money at other businesses.

INCOME CREATED BY PCC IN FY 2012-13 (ADDED INCOME)

\$18.2 MILLION Effect of college operations
\$131.4 MILLION Effect of student productivity
\$149.6 MILLION Total effect

TOTAL IMPACT

The overall effect of PCC on the local business community during the analysis year amounted to \$149.6 million, equal to the sum of the college operations effect and the student productivity effect. This added income was equal to approximately 11.1% of the region’s Gross Regional Product.

INVESTMENT ANALYSIS

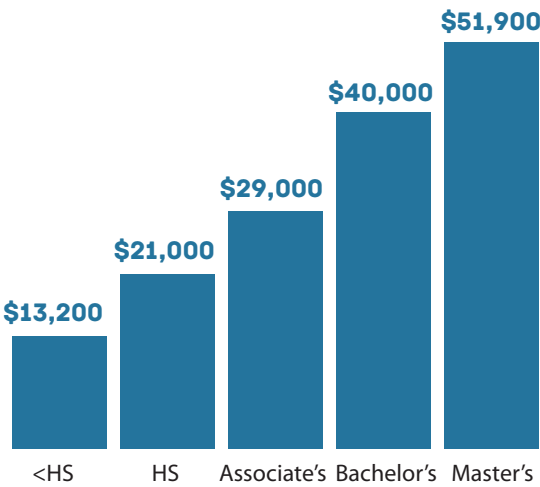
Investment analysis is the process of evaluating total costs and measuring these against total benefits to determine whether or not a proposed venture will be profitable. If benefits outweigh costs, then the investment is worthwhile. If costs outweigh benefits, then the investment will lose money and is considered unprofitable. This study considers PCC as an investment from the perspectives of students, society, and taxpayers. The backdrop for the analysis is the entire North Carolina economy.

STUDENT PERSPECTIVE

In 2012-13, PCC served 2,343 credit students and 5,358 non-credit students. In order to attend college, students paid for tuition, fees, books, and supplies. They also gave up money that they would have otherwise earned had they been working instead of attending college. The total investment made by PCC’s students in FY 2012-13 amounted to \$50.8 million, equal to \$5.0 million in out-of-pocket expenses plus \$45.8 million in forgone time and money.

In return for their investment, PCC’s students will receive a stream of higher future wages that will continue to grow through their working lives. As shown in Figure 1, mean income levels at the midpoint of the average-aged worker’s career increase as people achieve higher levels of education. For example, the average associate’s degree completer from PCC will see an increase in earnings of \$8,000 each year compared to someone with a high school diploma or equivalent. Over a working lifetime, this increase in earnings amounts to an undiscounted value of approximately \$248,000 in higher income.

FIGURE 1. ANNUAL INCOME BY EDUCATION LEVEL AT CAREER MIDPOINT IN THE PCC SERVICE AREA





The present value of the higher future wages that PCC's students will receive over their working careers is \$201.9 million. Dividing this value by the \$50.8 million in student costs yields a benefit-cost ratio of 4.0. In other words, for every \$1 students invest in PCC in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of \$4.00 in higher future wages. The average annual rate of return for students is 23.9%. This is an impressive return compared, for example, to the less than 1% return per annum that is generally expected from saving money in today's standard bank savings accounts.

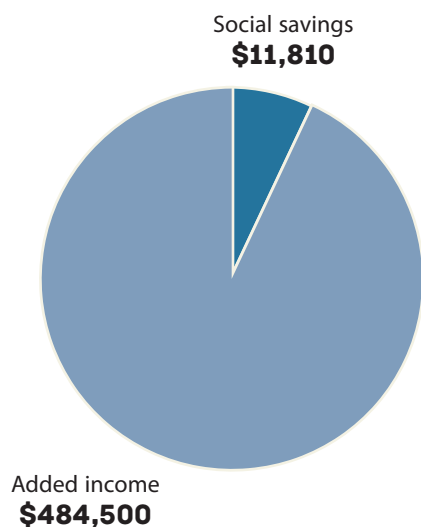
SOCIAL PERSPECTIVE

Society as a whole in North Carolina benefits from the presence of PCC in two major ways. The first and largest benefit that society receives is the added income created in the state. As discussed in the previous section, students earn more because of the skills they acquire while attending PCC. Businesses also earn more because the enhanced skills of students make them more productive. Together, higher student wages and increased business output stimulate increases in income across the state, thereby raising prosperity in North Carolina and expanding the economic base for society as a whole.

Benefits to society also consist of the savings generated by the improved lifestyles of students. Education is statistically correlated with a variety of lifestyle changes that generate social savings across three main categories: 1) health, 2) crime, and 3) unemployment. Health savings include avoided medical costs associated with smoking, alcoholism, obesity, drug abuse, and mental disorders. Crime savings include reduced security expenditure and insurance administration, lower victim costs, and reduced criminal justice system expenditures. Unemployment savings include the reduced demand for income assistance and welfare benefits.

Figure 2 shows the present value of the added income and social savings that will occur in North Carolina over the working lifetimes of PCC's 2012-13 students. Added income amounts to a present value of \$484.5 million due to the increased lifetime incomes of students and associated increases in business output. Social savings amount to \$11.8 million, the sum of health, crime,

FIGURE 2. PRESENT VALUE OF ADDED INCOME AND SOCIAL SAVINGS IN NORTH CAROLINA (THOUSANDS)





and unemployment savings in North Carolina. Altogether, total benefits to society equal \$496.3 million (in present value terms).

State and local taxpayers invested \$14.5 million in PCC during the analysis year. For every dollar of this investment, society as a whole in North Carolina will receive a cumulative value of 34.2 in benefits, equal to the \$496.3 million in benefits divided by the \$14.5 million in costs. These benefits will occur for as long as PCC's 2012-13 students remain employed in the state workforce.

TAXPAYER PERSPECTIVE

From the taxpayer perspective, benefits consist primarily of the taxes that state and local government will collect from the added income created in the state. As PCC's 2012-13 students earn more, they will make higher tax payments. Employers will also make higher tax payments as they increase their output and purchase more supplies and services. By the end of the students' working careers, state and local government will have collected a present value of \$45.4 million in added taxes.

A portion of the savings enjoyed by society also accrues to state and local taxpayers. Students are more employable, so the demand for welfare and unemployment benefits reduces. Improved health habits lower the students' demand for national health care services. Students are also less likely to commit crimes, so the demand for law enforcement services reduces. All of these benefits will generate a present value of \$4.0 million in savings to state and local taxpayers.

Total benefits to taxpayers equal \$49.4 million, equal to the sum of the added taxes and public sector savings. Comparing this to the taxpayer costs of \$14.5 million—equal to the funding that PCC received from state and local government during the analysis year—yields a benefit-cost ratio of 3.4. This means that for every \$1 of public money invested in PCC, taxpayers receive a cumulative value of \$3.40 over the course of the students' working lives. The average annual rate of return is 13.4%, a solid investment that compares favorably with other long-term investments in both the private and public sectors.

TABLE 2. SUMMARY OF INVESTMENT ANALYSIS RESULTS

STUDENT PERSPECTIVE	
\$201,864	Benefits (thousands)
\$50,782	Costs (thousands)
\$151,082	Net present value (thousands)
4.0	Benefit-cost ratio
23.9%	Rate of return*

SOCIAL PERSPECTIVE	
\$496,310	Benefits (thousands)
\$14,525	Costs (thousands)
\$481,785	Net present value (thousands)
34.2	Benefit-cost ratio
N/A	Rate of return*

TAXPAYER PERSPECTIVE	
\$49,404	Benefits (thousands)
\$14,525	Costs (thousands)
\$34,879	Net present value (thousands)
3.4	Benefit-cost ratio
13.4%	Rate of return*

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

SUMMARY OF INVESTMENT ANALYSIS RESULTS

Table 2 presents the results of the investment analysis for all three of PCC’s major stakeholder groups—students, society, and taxpayers. As shown, students receive great value for their educational investment. At the same time, the investment made by state and local taxpayers in the college creates a wide range of benefits to society and returns more to government budgets than it costs.



CONCLUSION



The results of this study demonstrate that PCC creates value from multiple perspectives. The college benefits local businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers into the workforce. It enriches the lives of students by raising their lifetime incomes and helping them achieve their individual potential. It benefits society as a whole in North Carolina by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students. Finally, it benefits state and local taxpayers through increased tax receipts across the state and a reduced demand for government-supported social services.

ABOUT THE STUDY

Data and assumptions used in the study are based on several sources, including the 2012-13 academic and financial reports from the college, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of EMSI's Social Accounting Matrix (SAM) model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of investment effectiveness and economic impact. For a full description of the data and approach used in the study, please contact the college for a copy of the technical report.