



INSTITUTIONAL EFFECTIVENESS PLAN

Piedmont Community College

2015-16

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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 digital form by request.

1. 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 6,646 students¹ during the 2013-14 academic year in continuing education and curriculum programs and currently employs approximately 189 full-time and 200 part-time employees.

Office of Research and Institutional Effectiveness (ORIE)

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 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, 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 2013-2014 academic year (*Source: 2013-14 Annual Statistical Report, North Carolina Community College System*). Although *data for AY 2014-15 were not yet available as of this writing, the unduplicated headcounts for fall 2014 and spring 2015 were 3,648 and 3,032 respectively. The unduplicated headcount total is slightly lower than the sum, since some of these students attended both semesters.*

2. Special Topics

Last year's 2014-15 IE Plan devoted "special topics" attention to the College strategic planning process, surveys of students, staff, and faculty administered to evaluate services and programs, and results of a recent economic impact study of the PCC contribution to the local and regional economy.

This annual installment of the College IE Plan continues the "tradition" of including special topics coverage. These subjects complement the annual reporting of service area outcome (SAO) and student learning outcome (SLO) assessment results and other performance data used to identify program and service strengths and weaknesses and guide action plans to ameliorate the latter. Two subjects receive special topics attention this year:

1. On pages 4-8, this IE Plan presents the revised Mission, Vision, and Values as well as new Strategic Themes and Objectives developed in the recently completed 2015-2020 Strategic Plan. *(All of these were approved by the College Board of Trustees in July 2015.)*
2. This document also includes, beginning on page 9, the Executive Summary of the GAP Analysis prepared for the College by Economic Modeling Specialists International. This report examines the extent to which current College program offerings satisfy regional workforce demand and recommends new program development in workforce "gap" segments of unsatisfied demand. The entire report is available upon request.

A summary of the multi-year evolution of the PCC Annual Institutional Effectiveness and Budgeting process to address expanded accreditation standards begins on page 16. The College adopted this new IE process during the reaffirmation of accreditation in 2012 and has been improving execution each year since. This process provides fundamental guidance to College staff and faculty as they evaluate the quality of services, teaching, and learning on the campus and develop explicit plans of action to strengthen the achievement of service and program performance targets as well as key institutional performance indicators.

Continuous refinement of the SAO and SLO assessment processes as well as the accumulation of multiple years of assessment results and plans has substantially increased the length of this IE Plan. To moderate the growing page length of this document, a sample of SLO assessment plans is included this year, rather than all of the plans. One degree program assessment plan from each curriculum department is included:

1. Associate in Arts from Humanities and Social Science;
2. Associate in Science from Mathematics and Science;
3. Electrical Power Production from Technical and Occupational;
4. Film and Video Production Technology from Caswell Curriculum;
5. Healthcare Management Technology from Health Sciences and Human Services.

3. College Mission, Values, and Vision

[College Mission and Values and Vision updated with the 2013-14 IE Plan.]

Mission

Piedmont Community College enriches lives by providing education, training, and cultural opportunities for lifelong learning and professional success in local, regional, and global communities.

Values

Learning-Centered Philosophy

The College embraces a learning-centered instructional environment supporting multiple student learning styles.

Economic Development

The College acts as a catalyst for local and regional economic development by providing education and training to address current and emerging workforce needs.

Accessibility

The College provides affordable and accessible education and training.

Diversity/Global Citizenship

The College promotes understanding and appreciation of diverse cultures and global citizenship.

Ethics/Social Responsibility

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

Resources

The College provides learning resources and student development support designed to address diverse student learning styles and academic needs.

Student Success

The College values individual student success as the single best indicator of institutional effectiveness in the community.

Mission and Values Adopted Spring 2010; Revised July 2015

Vision

Piedmont Community College strives to be the leading contributor to the economic, educational, and cultural vitality of our communities by providing high-quality services and programs that ensure student success in personal development and professional achievement.

Vision Adopted Summer 2011; Reviewed January 2013; Revised October 2014, July 2015.

4. 2015-2020 Strategic Plan

Strategic Theme 1

BRANDING, MARKETING, AND PROMOTION

Objective 1.1: BRANDING MESSAGES

The College will develop branding messages that communicate the mission, vision, values, and program strengths to our multiple community constituencies, including prospective students and their parents, area employers, civic leaders, and elected officials.

Objective 1.2: GENERAL RECRUITMENT

The College will develop a comprehensive marketing plan and general recruitment strategies that address the diverse education and training needs/interests of various prospective student populations using current and emerging communication modes and technologies.

Objective 1.3: HIGH SCHOOL RECRUITMENT

The College will develop and implement a specific marketing plan for recruiting at high schools and with high school students and their parents to achieve the following outcomes:

- Increase the percentage of high school students who complete at least one College course while still in high school;
- Increase the percentage of high school students who earn at least one semester of full-time college credit while still in high school;
- Increase the percentage of high school students who enroll at the College within one year of high school graduation.

Strategic Theme 2

RESPONSIVE PROGRAM DEVELOPMENT

Objective 2.1: CURRICULUM PROGRAMS

The College will expedite development and implementation of new curriculum programs responsive to transfer student interests and employment demand disclosed by the Gap Analysis and other regional education and employment data.

Objective 2.2: CONTINUING EDUCATION PROGRAMS

The College will work closely with local and area employers to create and implement continuing education programs leading to industry-recognized credentials addressing: (1) current and emerging workforce needs and (2) other employment demand identified by the Gap Analysis.

Objective 2.3: PROGRAM RESOURCES

To supplement resources available for new program development, the College will closely monitor operating outcomes to reallocate from programs suffering enrollment decline reflecting limited employment and/or transfer demand.

Objective 2.4: DELIVERY OF SERVICES AND INSTRUCTION

The College will continue developing, monitoring and improving the delivery of instruction and student support services via multiple delivery modes using current and emerging technologies.

Objective 2.5: STUDENT SUCCESS LEARNING INSTITUTE (SSLI) INITIATIVE

The College will actively participate in the SSLI initiative to improve student persistence, progress, completion, and subsequent academic and/or employment success.

Strategic Theme 3

PARTNERSHIPS

Objective 3.1: PUBLIC SCHOOL ARTICULATION

The College will pursue multiple initiatives with traditional and charter public schools and with home school parents to improve student progress and completion rates in PCC programs, including:

- Establishment of a Cooperative Innovative High School for Person County high school students on the Person County Campus enrolling students beginning in fall 2016.
- Establishment of a Cooperative Innovative High School for Caswell County high school students on the Caswell County Campus enrolling students beginning in fall 2016.
- Establishment of a Cooperative Middle School for Person County students at the Timberlake Center beginning fall 2018.

Objective 3.2: TRANSFER ARTICULATION WITH FOUR-YEAR INSTITUTIONS

The College will develop or update existing articulation agreements with the four-year institutions to which the largest numbers of PCC alumni transfer, and will establish additional articulations with other UNC institutions and private four-year institutions within North Carolina and Virginia.

Objective 3.3: HIGHER EDUCATION CENTER

The College will establish a Higher Education Center collaborating with area colleges and universities to offer Bachelor's and Master's degree coursework in selected programs on the Person County Campus.

Objective 3.4: ECONOMIC DEVELOPMENT

The College will work with governmental economic development departments and Workforce Development Boards to create and deliver education and customized training to address explicitly commissioned workforce requirements for attracting at least one major new employer to the College service area.

Strategic Theme 4

EFFECTIVENESS

Objective 4.1: INSTITUTIONAL RESEARCH

The College will implement the Institutional Research Data Solution developed by the Center for Applied Research at Central Piedmont Community College, to strengthen institutional research capacity for monitoring multiple measures of student retention, progress and success, as well as other indicators of operating performance specified in this Strategic Plan.

Objective 4.2: OPERATING EFFICIENCIES

The College will continue work to develop and refine institutional research capabilities for monitoring operating efficiencies among all service areas and educational program areas.

Objective 4.3: OUTCOMES EFFECTIVENESS

The College will continue to strengthen service area and student learning outcomes effectiveness assessment and the uses of assessment results to improve teaching and learning, shorten completion times, and reduce student educational expense.

Objective 4.4: STRATEGIC ACTION PLANS

The College Vice Presidents will direct the development of individual action plans for executing objectives of this Strategic Plan within each College Division, including task lists, target dates, lead and supporting staff and faculty accountable, projected resource requirements, and intended outcomes with performance indicators and targets. The President and Vice Presidents will establish budget priorities for items in these action plans and adjust timelines accordingly.

Strategic Theme 5

CAPITAL NEEDS AND RESOURCE DEVELOPMENT

Objective 5.1: FACILITIES MASTER PLAN

The College will seek support from Person County and Caswell County to contract with a professional consultant for development of an updated Facilities Master Plan, specifically including infrastructure and building construction or acquisition and renovation to accommodate:

- Facilities needs of current and anticipated allied health programs;
- Long-term facilities needs of the Cooperative Innovative High Schools described in Strategic Theme 3;
- Projected instructional facilities needs of Bachelor's and/or Master's degree courses offered on the Person County campus in the Higher Education Center described in Strategic Theme 3;
- Establishment of a second ingress/egress road to improve the convenience and safety of access to and from the Person County Campus;
- New space and facilities needs on the Caswell Campus to address anticipated workforce needs identified by the Gap Analysis.

Objective 5.2: BOND ISSUE

The College will work with appropriate government agencies to develop a bond proposal strategy to secure financing for major capital needs for facilities and equipment identified in the updated Facilities Master Plan described above.

Objective 5.3: CAPITAL FUND-RAISING CAMPAIGN

The College will plan and execute a comprehensive capital fund-raising campaign to support multiple initiatives in this Strategic Plan and the updated Facilities Master Plan, including program start-up expenses as well as facilities and equipment.

5. PCC GAP Analysis Executive Summary

ECONOMIC OVERVIEW AND PROGRAM GAP ANALYSIS

Prepared by EMSI - January 2015

[The complete analysis is available for review in the Office of Research and Institutional Effectiveness.]

INTRODUCTION

Piedmont Community College (PCC) serves the residents of the College Service Area (Person County and Caswell County) from a main campus on the northern border of the City of Roxboro (Person County) as well as from a satellite campus in Yanceyville (Caswell County) and several other off-campus instructional locations in both counties. This report examines data from the geographic region where the largest numbers of PCC Service Area residents find employment, including Person and Caswell counties together with six adjacent counties (Alamance, Durham, Guilford, Orange, Rockingham, and Wake) and the City of Danville (Virginia). This eight-county region plus Danville constitutes the “PCC Employment Region” for this report. This data analysis examining this “PCC Employment Region” provides a “gap” analysis to determine how well the College’s program offerings satisfy regional workforce demand. The report offers recommendations for new program development. The following are some of the findings of the analysis:

OVERVIEW OF REGIONAL ECONOMY

- The economy of the region served by PCC (“the PCC Employment Region”) is primarily driven by the Government, Health Care & Social Assistance, and Retail Trade industries. All three of these sectors added new jobs between 2009 and 2014 and are projected to continue to grow through 2024. Utilities and Agriculture, Forestry, Fishing, & Hunting faced declines and are projected to continue losing jobs over the next decade. Overall the regional job growth is expected to be 15% over the next decade.
- Some high-skill occupational categories are projected to see high job growth over the next ten years, including healthcare practitioners & technical occupations (22% job growth), business & financial operations occupations (18% job growth) and computer & mathematical occupations (17% job growth).
- Between 2014 and 2024, the highest number of average annual job openings for workers with postsecondary certificates and above are projected to occur within sales & related occupations, office & administrative support occupations, and healthcare practitioners & technical occupations.
- Around 19% of residents in the area commute outside the PCC Employment Region for work and roughly 34% of the PCC Employment Region workers reside outside the area, indicating that there are economic links between the PCC Employment Region and the surrounding communities for both in-commuters and out-commuters.

- The educational composition of the adult population in the PCC Employment Region (people age 24 and older) has seen only a small shift in recent years. Between 2009 and 2014, the proportion of adults with less than a high school diploma increased by 0.7 percentage point while the proportion with a high school diploma decreased by 0.4 percentage point. Meanwhile, the proportion of adults with some college or an associate's degree increased slightly and the proportion of adults with a bachelor's degree or higher decreased slightly.

PROGRAM GAP ANALYSIS

- Between both postsecondary certificate level and associate's degree level, there are a total of 18 PCC programs associated with workforce gaps. There are 13 gaps at the certificate level, compared to only five gaps at the associate's degree level. There were 23 programs associated with significant workforce surpluses. Thirteen of these programs had a surplus at the postsecondary certificate level and 10 at the associate's degree level.
- At the postsecondary certificate level the top three significant gaps are in Institutional Food Workers (2,409 median wage, \$8.88), General Business Administration & Management (679, median wage \$37.88), and Accounting Technology/Technician & Bookkeeping (438, median wage of \$17.95).
- While Institutional Food Workers, Child Development, and Cooking and Related Culinary Arts programs have large gaps, due to low associated wages, the returns to education may not be justified, and by extension, expanding the programs may not be warranted. Programs with gaps of 100 or more which pay higher median wages include: the aforementioned General Business Administration & Management (gap of 679, median wages of \$37.88); Office Management & Supervision (gap of 197, median wages of \$24.02); and Electrician (gap of 187, median wages of \$19.14 an hour).
- The top three gaps at the associate's degree level are: General Business Administration & Management (659, median wage of \$37.88), Executive Assistant/Executive Secretary (gap of 434, median wage of \$17.57), and Building/Property Maintenance (gap of 434, median wage of \$18.65).
- At the postsecondary certificate level the top three largest program surpluses are in Medical Office Management/Administrator (263), Early Childhood Education & Teaching (162), and Accounting (126). For the associate's degree analysis, top three surpluses occurred: in Medical/Clinical Assistant (263), Medical Office Management (124), and Criminal Justice/Safety Studies (121).
- For the combined postsecondary certificate level completions and associate's degrees, PCC produces 6% of the regional total completers (688 graduates out of 11,140 three year average). Thirty-one institutions in the PCC Employment Region awarded a yearly average of 6,268 post-secondary certificates over the last three years. Of this 6,268, PCC graduated 498 or 8% of the total. A total of 23 institutions offer associate's degrees in the PCC Employment Region, all of whom together produced a three year average of 4,872 graduates per year. Of these, PCC produced 190 graduates or 4%.

6. 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

7. NCCCS Goals – SuccessNC Performance Measures

The academic year 2014-15 is the third year for which the NC Community College System Office has reported the revised performance-based success measure scores for all 56 institutions in the system. These 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) and the **PCC** score.

Table 1 also reports percentage point changes from last year to this year for PCC:

- The College improved substantially on Measures B and H and improved modestly on Measure E;
- PCC scores declined substantially for Measures C and F and declined modestly on Measures D and G;
- Measure A was essentially unchanged;
- Measure E exceeded the System Goal for the second year in a row, but Measure F dropped below the System Goal for the first time.
- Measure G dropped below the System Baseline. This is the first time PCC has ever earned a score below the baseline.

In Table 1 below and Table 2 on the following page the color codes for the dots identify 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 1

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 UP 0.2 percentage points from previous year]</i>	Goal: 51.2% Mean: 45.1% PCC: 38.2% 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 6.0 percentage points from previous year]</i>	Goal: 82.0% Mean: 79.4% PCC: 79.3% 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 DOWN 7.9 percentage points from previous year]</i>	Goal: 74.9% PCC: 63.4% Mean: 62.4% 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 5.8 percentage points from previous year]</i>	Goal: 75.4% Mean: 63.6% PCC: 62.6% 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 3.2 percentage points from previous year]</i>	PCC: 78.3% Goal: 74.6% Mean: 67.1% 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 DOWN 7.8 percentage point from previous year]</i>	Goal: 45.6% Mean: 43.4% PCC: 38.8% 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 6.5 percentage points from previous year]</i>	Goal: 91.7% Mean: 83.3% Baseline: 71.0% PCC: 66.2%
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 13.2 percentage points from previous year]</i>	Goal: 93.8% PCC: 88.2% Mean: 87.7% Baseline: 71.2%

Table 2 reports the 2014 Performance Measures for all 58 NC Community Colleges. PCC earned one green (exceeding the System Target), two yellows (below the Target but above the System Mean), four reds (below the Mean but above the System Baseline, and one black (below the Baseline).

Table 2
2015 NCCCS Performance Measures
[Based on data from the 2013-14 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 COMPLETION RATE	G. LICENSURE PASS RATE	H. TRANSFER PERFORM				
System Excellence Level	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	45.1%	79.4%	62.4%	63.6%	67.1%	43.4%	83.3%	87.7%				
System Totals (All Students)	44.8%	78.2%	63.4%	63.0%	67.1%	42.9%	84.6%	88.3%				
Alamance CC	37.2%	71.6%	65.3%	57.1%	73.8%	43.3%	80.0%	89.5%	0	3	5	0
Asheville-Buncombe TCC	53.3%	79.2%	69.8%	58.7%	71.8%	41.2%	85.7%	92.1%	1	4	3	0
Beaufort County CC	43.2%	67.7%	36.7%	69.7%	54.5%	41.4%	89.1%	91.3%	0	3	4	1
Bladen CC	59.8%	81.3%	42.4%	54.4%	56.7%	37.6%	78.3%	72.7%	1	1	5	1
Blue Ridge CC	36.1%	89.4%	65.9%	60.2%	68.5%	46.1%	82.7%	89.2%	2	3	3	0
Brunswick CC	58.1%	76.5%	67.2%	73.5%	73.8%	35.9%	81.8%	82.6%	1	3	4	0
Caldwell CC & TI	44.1%	80.6%	68.5%	66.1%	70.4%	43.0%	79.2%	84.2%	0	4	4	0
Cape Fear CC	43.3%	77.8%	62.9%	65.6%	70.2%	50.0%	92.8%	85.0%	2	3	3	0
Carteret CC	42.3%	90.9%	57.0%	70.2%	65.0%	39.5%	79.9%	88.7%	1	2	5	0
Catawba Valley CC	46.0%	86.0%	82.8%	76.9%	76.3%	40.0%	81.8%	91.3%	4	2	2	0
Central Carolina CC	53.6%	70.7%	58.1%	81.8%	67.1%	47.8%	93.6%	81.9%	4	1	3	0
Central Piedmont CC	49.8%	81.8%	76.9%	63.3%	69.8%	41.0%	87.3%	87.5%	1	4	3	0
Cleveland CC	55.5%	80.0%	66.9%	65.8%	61.2%	38.0%	84.9%	90.5%	1	5	2	0
Coastal Carolina CC	52.4%	83.3%	73.6%	67.8%	78.0%	51.7%	91.0%	95.1%	5	3	0	0
College of The Albemarle	43.8%	77.7%	61.1%	67.2%	68.2%	48.1%	90.8%	93.2%	1	4	3	0
Craven CC	49.3%	95.3%	66.5%	62.0%	73.2%	40.8%	75.0%	90.6%	1	4	3	0
Davidson County CC	53.8%	86.0%	69.2%	59.6%	73.7%	42.3%	87.0%	88.5%	2	4	2	0
Durham TCC	42.1%	79.7%	56.0%	63.4%	61.6%	36.5%	88.1%	91.3%	0	3	5	0
Edgecombe CC	64.5%	69.3%	58.2%	43.6%	52.6%	40.9%	87.2%	93.6%	1	2	3	2
Fayetteville TCC	38.7%	90.8%	54.1%	61.0%	50.2%	38.1%	86.8%	90.4%	1	2	4	1
Forsyth TCC	53.1%	79.7%	65.4%	57.8%	73.1%	41.6%	89.4%	90.7%	1	5	2	0
Gaston College	40.4%	83.9%	66.4%	62.3%	74.9%	42.9%	92.6%	84.0%	3	1	4	0
Guilford TCC	28.4%	86.3%	52.9%	60.9%	63.0%	44.0%	85.9%	86.9%	1	2	5	0
Halifax CC	47.4%	48.1%	73.9%	50.0%	61.4%	48.4%	79.5%	88.0%	1	3	3	1
Haywood CC	46.6%	84.2%	60.0%	52.7%	66.0%	43.8%	69.0%	86.0%	1	2	4	1
Isothermal CC	45.1%	80.6%	78.5%	60.3%	70.7%	43.6%	86.9%	90.2%	1	5	2	0
James Sprunt CC	67.6%	81.8%	56.6%	56.9%	73.6%	47.3%	80.7%	85.0%	2	2	4	0
Johnston CC	44.6%	55.2%	76.1%	61.1%	74.1%	48.1%	82.4%	83.5%	2	1	5	0
Lenoir CC	50.5%	81.4%	56.0%	53.8%	60.6%	45.7%	77.7%	88.9%	1	3	4	0
Martin CC	49.2%	75.4%	48.8%	77.3%	62.7%	41.7%	69.0%	83.3%	1	1	5	1
Mayland CC	40.0%	81.8%	59.6%	78.7%	68.9%	53.5%	77.1%	84.2%	2	2	4	0
McDowell TCC	42.4%	87.5%	62.2%	72.7%	66.7%	40.5%	89.5%	83.9%	1	2	5	0
Mitchell CC	43.1%	86.8%	61.8%	63.5%	65.1%	44.5%	81.1%	89.1%	1	2	5	0
Montgomery CC	50.0%	94.1%	72.9%	36.1%	70.3%	52.1%	100.0%	78.6%	3	3	1	1
Nash CC	38.7%	58.2%	56.7%	72.6%	65.5%	42.1%	77.7%	89.4%	0	2	6	0
Pamlico CC	47.9%	87.5%	50.0%	73.7%	76.7%	56.5%	92.3%	100.0%	5	2	1	0
Piedmont CC	38.2%	79.3%	63.4%	62.6%	78.3%	38.8%	66.2%	88.2%	1	2	4	1
Pitt CC	40.9%	68.4%	64.1%	57.6%	60.7%	43.5%	85.3%	85.2%	0	3	5	0
Randolph CC	26.5%	72.7%	75.2%	68.0%	71.6%	39.3%	80.7%	85.6%	1	2	5	0
Richmond CC	48.4%	79.8%	70.5%	69.4%	68.8%	39.3%	72.3%	79.2%	0	5	3	0
Roanoke-Chowan CC	18.2%	55.6%	50.6%	83.3%	67.0%	44.8%	75.0%	89.3%	1	2	4	1
Robeson CC	45.3%	94.6%	51.0%	54.4%	39.2%	34.9%	82.1%	94.2%	2	1	4	1
Rockingham CC	40.0%	89.7%	55.6%	60.6%	66.5%	38.6%	74.4%	89.7%	1	1	6	0
Rowan-Cabarrus CC	32.9%	79.2%	63.2%	58.1%	60.7%	40.7%	82.6%	85.9%	0	1	7	0
Sampson CC	45.6%	87.9%	40.7%	46.4%	70.6%	45.2%	88.0%	76.8%	1	4	1	2
Sandhills CC	30.7%	68.7%	60.9%	63.0%	70.0%	40.7%	87.8%	90.1%	0	3	5	0
South Piedmont CC	47.6%	72.3%	55.7%	66.3%	60.1%	43.4%	78.0%	92.4%	0	4	4	0
Southeastern CC	51.3%	65.6%	66.7%	68.5%	48.7%	40.2%	78.1%	78.0%	1	2	4	1
Southwestern CC	58.6%	82.4%	62.7%	62.4%	67.3%	43.0%	88.7%	95.8%	3	3	2	0
Stanly CC	49.4%	83.8%	73.5%	80.1%	66.9%	48.4%	80.4%	89.7%	3	3	2	0
Surry CC	42.1%	92.9%	72.3%	69.5%	76.5%	47.4%	89.5%	92.5%	3	4	1	0
Tri-County CC	31.6%	82.5%	72.7%	47.8%	71.9%	39.7%	67.9%	89.1%	1	3	3	1
Vance-Granville CC	34.6%	78.1%	62.3%	63.9%	62.7%	39.8%	80.8%	88.1%	0	2	6	0
Wake TCC	49.0%	75.3%	49.5%	60.6%	67.9%	40.4%	91.8%	91.5%	1	3	4	0
Wayne CC	67.5%	80.4%	63.6%	62.4%	70.0%	52.3%	87.0%	84.8%	2	4	2	0
Western Piedmont CC	17.9%	80.2%	65.6%	72.1%	71.0%	49.9%	86.4%	85.7%	1	5	1	1
Wilkes CC	47.5%	92.2%	65.6%	70.5%	75.8%	45.8%	85.6%	87.0%	3	4	1	0
Wilson CC	51.2%	77.3%	59.3%	62.5%	68.3%	43.0%	86.7%	88.4%	1	3	4	0

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

8. Institutional Effectiveness at Piedmont Community College

College Policy 2.30 – Institutional Effectiveness explicitly defines College compliance with principles of the Southern Association of Colleges and Schools Commission on Colleges Core Requirement 2.5 of the same name:

Policy: Piedmont Community College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of the institutional mission, goals, objectives and outcomes; (2) result in continuous improvement in institutional quality; and (3) demonstrate that PCC is effectively accomplishing its mission

Effective: July 2011

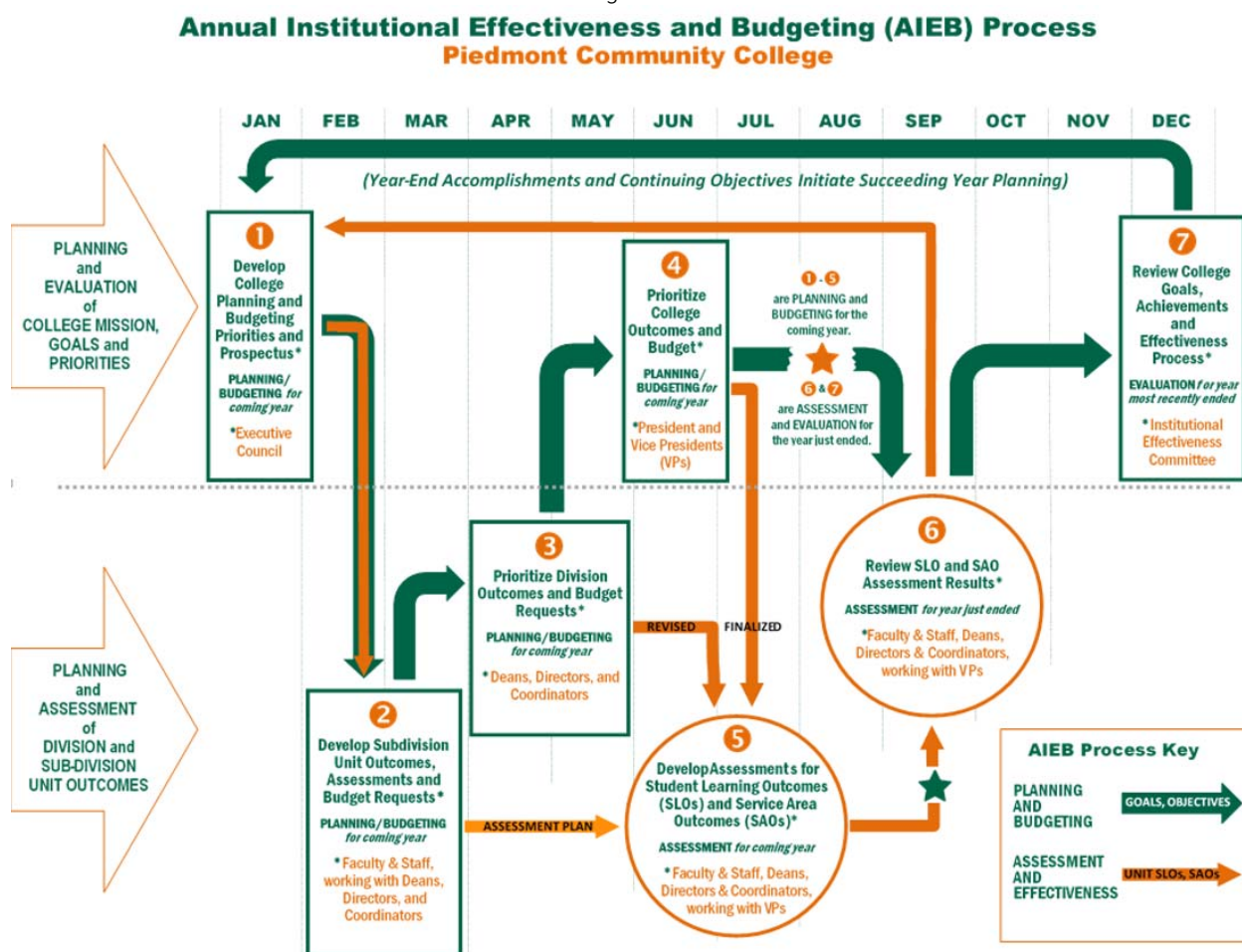
Consistent with this policy, PCC periodically reviews the College mission and vision as an integral component of the strategic planning process to establish long-term goals and objectives for the institution. In addition, the faculty/staff standing committee on Institutional Effectiveness annually reviews the achievement of student learning outcomes and service area outcomes supporting the mission and vision. The IE Committee also makes recommendations regarding adjustments to the mission, vision, and goals or objectives in the strategic plan.

PCC adheres to an Annual Institutional Effectiveness and Budgeting (AIEB) process/schedule to ensure the coordination and integration of planning, operations, and assessment. This annual IE cycle, illustrated in Figure 1, is a multi-process cycle including a strategic planning component, operational planning component, and an outcomes assessment component the results of which are input to the subsequent planning cycle. The annual planning process begins in September with review of student learning outcomes (SLOs) and service area outcomes (SAOs) from the previous academic year (July 1 to June 30) and concludes the following June with functional managers reviewing the completed operational plans and proposed budgets and members of the Executive Council recommending the completed institutional budget to the Board of Trustees for approval in July. Execution of the AIEB components is monitored continuously by the Office of Research and Institutional Effectiveness.

Monitoring and Ensuring Service and Program Quality

College faculty and staff conduct Service Area Reviews (SARs) and Program Area Reviews (PARs) on a five-year cycle. These reviews focus on summative measures of operating effectiveness and formative results of service area outcomes (SAO) assessment and student learning outcomes (SLO) assessment. The SAR and PAR processes include participation by full- and part-time staff and faculty as well as current students, graduates, and program Advisory Committee members (including employers), working with the administrators and the directors and coordinators of individual service and program areas. SAR and PAR reports examine demand for services and programs, personnel qualifications, and operating efficiencies, together with service and program performance including results of outcomes assessments for the most recent three years of operation. This information is incorporated into an explicit evaluation of service and program strengths, weaknesses, opportunities, and threats, to identify recommendations and action plans to improve operating effectiveness and efficiency. Appendix A contains a copy of the current SAR and PAR Guidelines.

Figure 1



Systematic Evaluation of Service Outcomes and Learning Outcomes

PCC identifies SLO Assessment Plans for each educational program and annually assesses the achievement of performance targets for each outcome, to develop action plans for the continuous improvement of teaching and learning. The Director, Office Research and Institutional Effectiveness (ORIE), reviews these Assessment Plans and results annually working with the Program Area Deans and Curriculum Coordinators in each program. These Assessment Plans are reviewed employing the Assessment Plan Checklist contained in Table 3 and the results and action plans for improvement are monitored with at least three years of results contained in the each annual report. SAO Assessment Plans are similarly developed and monitored for non-instructional programs and departments.

The remainder of this document contains copies of a sample of five SLO assessment plans for AY 2015-16, one from each curriculum department, and the latest SAO assessment plans for AY 2015-16. The plans include recent assessment results as well as action plans addressing service and program weaknesses.

Table 3

Program Assessment Plan Checklist

PLAN COMPONENTS	ATTRIBUTES OF THE PLAN		ATTRIBUTE SCORING (Circle one score for each Attribute)			
			NO or not at all!	Some	Mostly	YES or nearly always!
Student Learning Outcomes (SLOs)	Clarity	Are SLOs present, identifiable and understandable?	0	1	2	3
	Specificity	Do SLOs define specific knowledge, skills or attitudes?	0	1	2	3
	Outcomes	Do SLOs describe what students will know, be able to do or think? <i>(Not what instructor will do or course will cover; these are inputs!)</i>	0	1	2	3
	Connections	Are SLOs mapped to program outcomes and to individual courses?	0	1	2	3
Assessment Measures and Methods	Measures	Are the measures clearly described and understandable?	0	1	2	3
	Focus	Do the measures focus on indicators of course effectiveness rather than student grades?	0	1	2	3
	Directness	For SLOs, is at least one of the measures direct? <i>(Other indirect measures are helpful.)</i>	0			3
	Details	Do the measures contain sufficient detail to identify specific instructional strengths and weaknesses? <i>(Also see Details, below.)</i>	0	1	2	3
	Targets	Are performance targets explicit and relevant?	0	1	2	3
	Procedures	Does the plan clearly describe what will be assessed and when?	0	1	2	3
	Quality	Are the validity and reliability of measures <i>just good enough</i> for confident use of results to improve teaching and learning? <ul style="list-style-type: none"> Validity: Are you measuring the right thing? Reliability: Are you measuring it accurately enough? 	0	1	2	3
Use of Results to Improve	Results	Are the results explicitly compared to the performance targets? <i>(e.g., not meeting, approaching, or meeting targets?)</i>	0	1	2	3
	Details	Do the results as reported contain enough detail to reveal specific weaknesses to address when targets are not met?				
	Trends	Is enough trend data reported (~3 years) to reveal whether performance is getting better, getting worse, or staying the same?	0	1	2	3
	Action Plans	Does the plan report on the results of previous actions or say what actions instructors will take to address current weaknesses?	0	1	2	3

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

9. Service Area Outcomes Plan for ADMINISTRATIVE SERVICES Division				
Sub-Division/Service Areas: BUILDINGS & GROUNDS / SAFETY & PREPAREDNESS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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 enjoy clean, aesthetically pleasing study and work conditions reflecting the quality of College facilities and their maintenance.	<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. 	<p>2014-2015 Results</p> <ol style="list-style-type: none"> 1. Two items had a score under 3.0 on the SSS. Exterior lighting scored 2.99 and had no comments; and 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. The comments about Maintenance, Custodial, and Security services remain very positive. <p>2013-2014 Results</p> <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. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. The lighting was upgraded in 2012 to improve nighttime visibility and in 2014 – 2015 the lights bulbs were replaced where needed. Working on improving lighting on the Caswell Campus. 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. Changed HVAC contractors, upgraded equipment where financially feasible; rebalanced the Caswell Campus system; installed new software to better control the HVAC; and the dampers have been readjusted. This is an ongoing process and the maintenance staff will continue to fine tune the system. <p>Use of 2013-2014 Results</p> <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.

Sub-Division/Service Areas: BUILDINGS & GROUNDS / SAFETY & PREPAREDNESS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
2	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.	<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. 	<p>2014-2015 Results</p> <p>The College completed items identified in the OCR visit from 2010. Several items were multi-year projects.</p> <ol style="list-style-type: none"> 2. Means for all items exceeded 3.0 in the 2014-15 ESSS. No faculty shared open-ended comments indicating continuing concerns about security and lighting identified in previous recent surveys. Most classroom doors are lockable from the inside with the recent lock upgrades. 3. Means for all items exceeded 3.0 in the 2013-14 SSS. Students expressed moderate concern about security not wearing a uniform. Lighting on both Campus' <p>2013-2014 Results</p> <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. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. Clery training has been provided to all faculty, staff and students. Web pages are 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. 3. The sidewalks on the Person County campus have been upgraded to improve safety. Staining the sidewalks for aesthetics will be completed this year. 3. Additional security cameras have been installed this year to provide a higher level of security. 4. Person County Sheriff deputies have continued their more visible presence during their regular rounds. <p>Use of 2013-2014 Results</p> <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.

Sub-Division/Service Areas: BUSINESS OFFICE (INCLUDING GRILL & BOOKSTORE)				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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	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.	<ol style="list-style-type: none"> 1. 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. 2. Year-end unexpended funds required to be returned to the State will be less than 1% of State budget funds. 	<p>2014-2015 Results</p> <ol style="list-style-type: none"> 1. Items related to administration of the budget exceeded 3.0 in the 2014-15 ESSS. No open-ended comments addressed this area. 2. Less than 1% was left unspent in the State budget...again! <p>2013-2014 Results</p> <ol style="list-style-type: none"> 1. 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. 2. Less than 1% was left unspent in the State budget. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. No significant actions addressing specific difficulties are anticipated at this time. <p>Use of 2013-2014 Results</p> <ol style="list-style-type: none"> 1. There were no issues revealed in comments from this survey.

Sub-Division/Service Areas: INFORMATION TECHNOLOGY				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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 adequate access to reliable and well-supported information technology in computer labs and smart classrooms.	<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. 	<p>2014-2015 Results NOTE: Students, faculty, and staff tend to blur the differences between items addressing the three outcomes in this section, treating these aspects of IT as one.</p> <ol style="list-style-type: none"> 1. Means all but one IT item continued to exceed 3.0 in the 2014-15 SSS and ESSS. This item noted slow computing speed and out-of-date software in the labs. 2. Several comments addressed the speed of IT equipment in the labs, but many comments about IT continue to be too diffuse and/or vague to guide specific actions for improvement. <p>2013-2014 Results</p> <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. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. There were no actionable comments from the surveys. 2. Both surveys referenced the slow computers. Many have been replaced but PCC still has a lot of older computers that are slow. As funding is available, they will be replaced. 3. The Virtual Machine (VM) software is being upgraded to increase the computer speed in the labs. 4. Projectors are being changed out for LED projectors as funds are available. 5. IT checks all labs on campus twice per week to ensure computers are operational. <p>Use of 2013-2014 Results</p> <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.

Sub-Division/Service Areas: INFORMATION TECHNOLOGY				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	Means of Assessment and Performance Target or Completion Date	Summary of Assessment Results or Completion Status Report	Use(s) of Results to Improve Service or Adjust Service Area Outcome
2	Students, faculty, and staff will have well-supported, reliable, high-speed external access to College IT resources via the Internet.	<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. 	<p>2014-2015 Results (See NOTE in Outcome #1 above)</p> <p>2013-2014 Results</p> <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). 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. The IT Director is pursuing multiple options addressing speed issues, subject to budget constraints.. <p>Use of 2013-2014 Results</p> <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.
3	Faculty and staff will have well-supported, reliable access to College IT resources for administrative functions, teaching preparation and support.	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.	<p>2014-2015 Results (See NOTE in Outcome #1 above)</p> <p>2013-2014 Results</p> <p>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.</p>	<p>Use of 2014-2015 Results (See above)</p> <p>Use of 2013-2014 Results</p> <p>Open-ended comments were received but were of a general nature. These will be followed up and resolution will be sought.</p>

Sub-Division/Service Areas: PERSONNEL / HUMAN RESOURCES				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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	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.	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.	<p>2014-2015 Results Means for items addressing paycheck accuracy and delivery timeliness all exceeded 3.00 in the 2014-15 ESSS. No comments here.</p> <p>2013-2014 Results 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.</p>	<p>Use of 2014-2015 Results No specific actions reportable at this time.</p> <p>Use of 2013-2014 Results There were no issues revealed in comments from this survey.</p>
2	College employees will have convenient access to comprehensive information about employee benefits.	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.	<p>2015-2016: Means for items about benefits all exceeded 3.00 in the 2014-15 ESSS. Comments were mostly quite general.</p> <p>2013-2014 Results 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.</p>	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. The benefits fair is being continued. It has served to increase employee awareness of benefits and procedures. 2. Open-ended comments were received but were of a general nature. These will be followed up and resolution will be sought. <p>Use of 2013-2014 Results The benefits fair is being continued. It has served to increase employee awareness of benefits and procedures.</p>

10. Service Area Outcomes Plan for CONTINUING EDUCATION Division				
Sub-Division/Service Area: ADULT BASIC SKILLS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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. 1.3, 2.2, 2.5	<ol style="list-style-type: none"> 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. 	<p>2014-15 Results</p> <ol style="list-style-type: none"> 1. Did not meet. Definition of HSE graduate redefined to only include students with 12 or more hours of instruction and who place at an ASE High level. 2. Did not meet. HSE graduates decreased to 59 (76% decrease from 2013-14). Attribute decline to new, computer based GED® test that began Jan. 2014. <p>2013-14 Results</p> <ol style="list-style-type: none"> 1. GED® pass rate: 71%. 2. Number of ABS graduates increased by 24% from 199 to 247. 	<p>Use of 2014-15 Results</p> <ol style="list-style-type: none"> 1. Inform ABS employees of new HSE graduate definition and state's goal via workshops and print information. 2. Offer an alternate HSE test in paper/pencil format in addition to GED® test during 2015-16. <p>Use of 2013-14 Results</p> <ol style="list-style-type: none"> 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. 1.3, 2.5	A minimum of 5% of ABS graduates will matriculate in PCC curriculum programs to continue their education.	<p>2014-15 Results</p> <p>NCCCS data for 2014-15 not available until Nov. 2015. Local data: nineteen HSE graduates applied/received PCC Foundation ABS Student Incentive Grant to take one college course upon HSE completion.</p> <p>2013-14 Results</p> <p>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.</p>	<p>Use of 2014-15 Results</p> <p>Despite ABS coding HSE graduates to identify former ABS students in order to track those students through PCC postsecondary education, there remains difficulty in extracting this data per Student Development. ABS will continue to work within PCC to determine how to extract this data. ABS employee, Ashley Stanford, registered for fall semester 2015 Informer training but the class is full. She is on a "wait list" for Informer training so that she can learn to extract data reports from ABS data.</p> <p>Use of 2013-14 Results</p> <p>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.</p>

Sub-Division/Service Area: ADULT BASIC SKILLS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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	ABS students will report satisfaction with the quality of instructional delivery and content in ABS offerings. 2.5	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.)	<p>2014-15 Results Met. For 2014-15, the mean response of fall and spring Student Evaluations of ABS instruction rating was 3.4 which exceeded the minimum standard of 3.</p> <p>2013-14 Results 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.</p>	<p>Use of 2014-15 Results ABS Dean met individually with ABS instructors who scored the lowest student evaluation of instruction score, the minimum score of 3 to discuss instructional strategies that would engage the learners to meet their educational goals. ABS Dean conducted class observations each semester to monitor progress. In addition, ABS Coordinator for instruction, conducted class observations to offer recommendations for improvement.</p> <ul style="list-style-type: none"> ABS Coordinator/Instructor is serving on an ad hoc faculty committee during 2015-16 to develop one student evaluation of instruction that will meet CU and CE needs. <p>Use of 2013-14 Results 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:</p> <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. 4.3	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.	<p>2014-15 Results</p> <p>2013-14 Results The annual ESSS was conducted in January 2013. Mean responses for all Survey items addressing professional development met or exceeded the standard.</p>	<p>Use of 2014-15 Results</p> <p>Use of 2013-14 Results The ESSS results do not require specific actions at this time.</p>

Sub-Division/Service Area: CUSTOMIZED TRAINING PROGRAMS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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. 2.2, 3.4	<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.) 	<p>2014-15 Results</p> <ol style="list-style-type: none"> 1. CTP delivered 3 projects during the 2014/2015 fiscal year. Two of those projects will continue into the new fiscal year. 2. A 5 Excellent rating was achieved in all summary areas of the Continuous Improvement Evaluation instrument for the CTP project that completed. 3. Director completed JP Refresher training August 2015. <p>2013-14 Results</p> <ol style="list-style-type: none"> 4. CTP delivered 4 projects during the 2013/2014 fiscal year. Three of those projects will continue into the new fiscal year. 5. Data no longer available. A 4 rating was achieved in all summary areas of the Continuous Improvement Evaluation instrument for the project that completed. 6. Director completed JP Refresher training August 2014. 	<p>Use of 2014-15 Results</p> <ol style="list-style-type: none"> 1. Continue to market "Job Profiling" and visit with industries. 2. Continue to receive a minimum of 4 on course evaluations. <p>Use of 2013-14 Results</p> <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.

Sub-Division/Service Area: HUMAN RESOURCE DEVELOPMENT AND WORKFORCE INVESTMENT ACT (HRD/WIA)				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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 Workforce Development programs including acquisition of NC Career Readiness Certification (NCCRC) and industry recognized certifications. 2.2, 3.4	<ol style="list-style-type: none"> 1. The Workforce Development service area will assess and issue a minimum of 250 NCCRC's. 2. Workforce Development will issue at least 30 Manufacturing Skills Standards Council (MSSC) certifications for Certified Production Technician (CPT) annually. 3. Workforce Development will issue at least 20 Manufacturing Skills Standards Council (MSSC) Certified Logistics Technician annually. 4. Workforce Development will issue 50 additional certifications annually (may include OSHA, ServSafe, etc.). 	<p>2014-15 Results</p> <ol style="list-style-type: none"> 1. Workforce Development has issued 327 new NCCRCs from July 1 to June 30, 2015. 2. Workforce Development has issued 12 MSSC CPT Certifications from July 1 – June 30, 2015. 3. Workforce Development has issued 12 MSSC CLT Certifications from July 1 – June 30, 2015. 4. Nurse Aide pass rate: 100% <p>2013-14 Results</p> <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. 4. Nursing Assistant pass rate: 85% 	<p>Use of 2014-15 Results</p> <ol style="list-style-type: none"> 1. Local business and industry continue to see the value of the NCCRC assessment. Staff will continue to outline benefits of certificate to local businesses and continue to encourage job seekers to participate in the assessment. 2. MSSC certification attainment dropped significantly. Loss of funding and department restructuring played a big role in this drop. Although the total number of CPT certificates decreased, sub certifications within the CPT program do reflect a slightly higher number. Moving forward, it is imperative the department focus on direct marketing strategies for program recruitment. Additionally, staff will work on student engagement and retention in order to improve full program completion. 3. See response in #2 4. No major changes are currently anticipated for the Nurse Aide program. <p>Use of 2013-14 Results</p> <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. 4. Nursing pass rate 100%.
2	Students completing training through the Workforce Development Department will secure employment related to their training. 2.2, 3.4	70% of students who complete Workforce Development training will secure employment related to the training within six months.	<p>2014-15 Results</p> <p>45% of students who completed Workforce Certification Academy © training have secured employment within 6 months of training.</p> <p>2013-14 Results</p> <p>50% of students who complete Workforce Certification Academy © training have secured employment within 6 months of training.</p>	<p>Use of 2014-15 Results</p> <p>Workforce Development staff will strategize on how to better connect WCA© graduates with relevant job openings. In addition, stronger job coaching will be implemented so students will have better knowledge and access to available external and internal resources that can assist them in gaining employment.</p> <p>Use of 2013-14 Results</p> <p>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. Procedures to track students' employment have been established.</p>

Sub-Division/Service Area: COT: OCCUPATIONAL EXTENSION				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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. 2.2, 3.4	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: 1. EMTs pass rates - 70% or better 2. Paramedic – 70% or better 3. Nursing Assistant – 70% or better 4. BLET – 70% or better (new program)	2014-15 Results 2013-14 Results 1. EMT pass rate: 71%. 2. No Paramedic graduates sat for the examination. 3. Nursing Assistant pass rate: 85% 4. BLET pass rate: 40%	Use of 2014-15 Results 1. Pass rates are in the mid 80's. 2. Paramedic Courses will begin in 2016 3. N/A – Moved to Workforce Development 4. BLET Program was cancelled due to low enrollment. Placed on inactive status. Use of 2013-14 Results 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.

Sub-Division/Service Area: COT: BUSINESS DEVELOPMENT AND ENTREPRENEURSHIP CENTER/Small Business Center				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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. 2.2, 3.4	<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. 	<p>2014-15 Results</p> <p>2013-14 Results</p> <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) 	<p>Use of 2014-15 Results</p> <ol style="list-style-type: none"> 1. Continue to work with new start-up businesses and use others as resources too. 2. Continue to network with existing businesses to keep data current on jobs created/retained. 3. Provide 1-on-1 counseling services and/or reach out to other resources to provide needed counseling services. <p>Use of 2013-14 Results</p> <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.

11. Service Area Outcomes Plan for STUDENT DEVELOPMENT Division				
Sub-Division/Service Area: ADMISSIONS AND RECORDS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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.	<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. 	<p>2014-2015 Results</p> <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. <p>2013-2014 Results</p> <ol style="list-style-type: none"> 1. Mean survey responses for items addressing admissions and records met or exceeded the minimum in all areas except placement testing (2.98). The first year of using Multiple Measures caused confusion about required placement test. 2. Survey response means from staff and faculty met or exceeded the minimum standard for all items addressing admissions and records 	<p>Use of 2014-2015 Results</p> <p>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.</p> <p>Use of 2013-2014 Results</p> <ol style="list-style-type: none"> 1. Additional educational programs are scheduled in 2015-16 to improve the accuracy of information about required placement test. 2. Additional professional development programs are scheduled for 2015-16 to increase faculty and staff knowledge of Admissions and Records processes.
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.	<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. 	<p>2014-2015 Results</p> <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 <p>2013-2014 Results</p> <ol style="list-style-type: none"> 1. More than 99 percent admission applications for Fall 2014 were completed online. 2. For the 2014 fall and 2015 spring semester online registration, payment, and transcript service continued to be available online 	<p>Use of 2014-2015 Results</p> <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. <p>Use of 2013-2014 Results</p> <ol style="list-style-type: none"> 1. Additional changes to the CFNC online application are anticipated for Fall 2015 and Fall 2016 2. Student Development staff continue to remind students about online services.

Sub-Division/Service Area: COUNSELING, ADVISING, AND SPECIAL POPULATIONS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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.	<ol style="list-style-type: none"> 1. The total number of students on Academic Probation will decline 10% from Fall 2011 to Fall 2012 (from 205 to 184). 2. 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. 	<p>2014-2015 Results</p> <ol style="list-style-type: none"> 1. Fall 2012 probation declined to 95; Fall 2013 – 85; Fall 2014 – 113. 2. 2014-15 PCC achieved a First Year Progression rate of 78.3%, exceeding the NCCCS target of 74.6%. <p>2013-2014 Results</p> <ol style="list-style-type: none"> 1. The latest academic probation rates were not available as of this writing. 2. PCC achieved a First Year Progression rate of 75.1%, exceeding the NCCCS target of 74.6%. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. Additional workshop on Academic Probation and Early Warning systems are planned for Faculty and Staff 2015-16. 2. This is a very high First Year Progression rate, the highest rates among all NCCCS institutions <p>Use of 2013-2014 Results</p> <ol style="list-style-type: none"> 1. No actions planned until results are known. 2. 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.	<ol style="list-style-type: none"> 1. 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. 2. 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. 	<p>2014-2015 Results</p> <ol style="list-style-type: none"> 1. The student mean responses for items addressing special needs exceed the standard (3.29). 2. The faculty/staff response mean for satisfaction with disability services failed to meet the minimum standard (Mean: 2.87). Comments about disability services were more positive this year. <p>2013-2014 Results</p> <ol style="list-style-type: none"> 1. The student mean responses for items addressing special needs exceed the standard; however, just barely on the Caswell campus (Mean: 3.00). 2. 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. 3. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. No significant changes are anticipated. 2. The Counselor primarily responsible for providing disability services resigned and responsibility for delivering these services is being shared among other staff on an interim basis. A new disabilities counselor is now in place for 2015-16. Additional professional development workshops are scheduled for 2015-16 to increase knowledge about Disability Services. <p>Use of 2013-2014 Results</p> <ol style="list-style-type: none"> 1. No significant changes are anticipated prior to the appointment of a new Dean of Student Development 2. 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. 3.

Sub-Division/Service Area: COUNSELING, ADVISING, AND SPECIAL POPULATIONS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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.	<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. 	<p>2014-2015 Results</p> <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 advising information provided. The campus faculty/staff response means failed to meet the minimum standard on all 7 items addressing counseling. Response of no assessment on the 7 items ranged from 35% to 55%. <p>2013-2014 Results</p> <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. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. Additional faculty and staff development workshops on advising are scheduled for 2015-16. 2. The Student Development Staff will facilitate professional development series in 2015-16 to better educate faculty and staff on services and issues in the counseling area. <p>Use of 2013-2014 Results</p> <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.

Sub-Division/Service Area: FINANCIAL AID AND VETERANS AFFAIRS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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.	<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. 	<p>2014-2015 Results</p> <ol style="list-style-type: none"> 1. Student mean responses met or exceeded the minimum standard. Comments were more positive this year. 2. Response means for faculty/staff exceeded minimum standard in all categories with no negative comments <p>2013-2014 Results</p> <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 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. Additional Cross training for Student Development staff to help answer simple question faster is scheduled for 2015-16. 2. Additional workshops for faculty and staff on basic financial aid processes is scheduled for 2015-16. <p>Use of 2013-2014 Results</p> <p>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.</p>
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.	<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. 	<p>2014-2015 Results</p> <ol style="list-style-type: none"> 1. & 2. The Fall-to-fall retention measure has not yet been calculated separately for "at risk students," but with the TRiO/SSS grant renewal this measure or other similar ones will be monitored beginning in 2015-16. <p>2013-2014 Results</p> <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. 	<p>Use of 2014-2015 Results</p> <p>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 for the renewed TRiO/SSS grant.</p> <p>Use of 2013-2014 Results</p> <ol style="list-style-type: none"> 1. Counseling staff will work with Financial Aid staff to make contact with FA students on warning. 2. Continue to work on developing a definition of "at risk" students.

Sub-Division/Service Area: RECRUITMENT AND STUDENT ACTIVITIES				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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.	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.	<p>2014-2015 Results</p> <p>1. The mean responses from students for survey items addressing student activities met the standard. Student response for activities students would like to see on campus varied widely.</p> <p>2013-2014 Results</p> <p>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.</p>	<p>Use of 2014-2015 Results</p> <p>1. The student comments were shared with the Student Government Association for use in planning for 2015-16.</p> <p>Use of 2013-2014 Results</p> <p>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.</p>
2	Provide an effective student recruitment process at PCC.	<p>1a. Enrollments of first-time students will increase by 5% in fall 2012 (230 to 242) and spring 2013 (106 to 112).</p> <p>1b. Enrollments of returning ("stop-outs") students will increase by 5% in fall 2012 (617 to 648) and spring 2013 (347 to 364).</p> <p>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.</p>	<p>2014-2015 Results</p> <p>1a. IPEDS New Students Fall 2012 – 284; Fall 2013 – 214; 2014 – 269.</p> <p>1b. Fall 2013 -338; Spring 2014 – 385; Fall 2014- 270; Spring 2015 - 329</p> <p>2. Survey response means from staff and faculty failed to meet the minimum standard for the item addressing the effectiveness of recruiting (2.37)</p> <p>2013-2014 Results</p> <p>1a. Data not reviewed for fall 2014.</p> <p>1b. Data not reviewed for fall 2013 or spring 2014.</p> <p>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.</p>	<p>Use of 2014-2015 Results</p> <p>1. The PCC Enrollment Management Plan 2015 to 2017 was developed to provide a comprehensive recruiting plan.</p> <p>2. The recruitment function has been restructured and includes the new postsecondary transition coach positions at Person High School, Roxboro Community School, and Bartlett Yancey High School as well as a student recruiter. Academic Deans are developing program level enrollment targets for their programs for 2015-16. The PCC Enrollment Management Plan has been shared with all faculty and staff.</p> <p>Use of 2013-2014 Results</p> <p>1. Resumption of regular monitoring these critical enrollment measures will resume under the direction of the new Dean of Student Development.</p> <p>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.</p>

Sub-Division/Service Area: TRiO PROGRAMS				
#	Intended Service Area Outcome and College Strategic Theme/Objective Addressed	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.	<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. 	<p>2014-2015 Results</p> <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. 2014 survey respondents reported 100% satisfaction rate. <p>2013-2014 Results</p> <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. 	<p>Use of 2014-2015 Results</p> <ol style="list-style-type: none"> 1. The SSS Grant was awarded a new 5-year award starting in fall 2015. 2. Result from the survey are being used in the implementation of the new SSS Grant cycle (2015-2020). <p>Use of 2013-2014 Results</p> <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.	<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.) 	<p>2014-2015 Results</p> <ol style="list-style-type: none"> 1. 57% of students who responded to the Student Services Survey reported awareness of the services provided by the EOC. 2. 833 clients for the 2014-15 resided in Caswell or Person counties. <p>2013-2014 Results</p> <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. 	<p>Use of 2014-2015 Results</p> <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 comprehensive review during preparation of the proposal for renewal of the EOC grant. <p>Use of 2013-2014 Results</p> <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.

12. Student Learning Outcomes Plan for ASSOCIATE IN ARTS

GENERAL EDUCATION CORE COMPETENCIES

These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
1. General Education Core Competency: READING	Students will demonstrate competence in reading necessary to comprehend and analyze college-level reading material.	70.0% of students will achieve at least a 6 rating on a quiz based on an assigned reading using the PCC Assessment Rubric for Reading. HIS 131/132 (F 2013)	Fall 2013 Person: 88% met the minimum criterion.
2. General Education Core Competency: WRITING	Students will demonstrate competence in writing necessary to produce unified, coherent, well-developed writings using standard written English.	70.0% of students will score at least a 10 rating on a Research Paper using the PCC Assessment Rubric for Written Communication. PSY 150 (S 2014)	Spring 2014 Overall: 89% met the criterion. Person: 68% met the criterion. Goal not met. Hybrid: 100% met the minimum criterion. Internet: 100% met the minimum criterion. Spring 2013 Overall: 82% met the criterion. Person: 90% met the criterion. Hybrid: 81% met the minimum criterion. Internet: 74% met the minimum criterion.
3. General Education Core Competency: ORAL COMMUNICATION	Students will demonstrate competence in oral communication necessary for effective oral communication in small groups and public settings.	70.0% of students will score at least a 6 rating on the Case Study presentation using the PCC Assessment Rubric Oral Communication. BIO 111/112 (S 2014)	
4. General Education Core Competency: FUNDAMENTAL MATHEMATICS	Students will demonstrate competence in fundamental mathematical skills necessary to solve practical problems and reason and communicate with mathematics.	70% of students will score at least a 6 on the Calculating Descriptive Statistic Assessment using the PCC Assessment Rubric for Math. MAT 155 (F 2013)	Fall 2013 Overall: 95.5% met the criterion. Person: 100% met the criterion. Hybrid: 93.3% met the criterion Fall 2012 Person: 87.5% of students met the criterion.
5. General Education Core Competency: BASIC COMPUTER USE	Students will demonstrate competencies in the basic use of computers necessary to effectively use the most common types of software applications.	70.0% of students will score at least a 6 on the technology portion a Research Paper using the PCC Assessment Rubric for Computer Competency. Students will use Microsoft Word and use MLA or APA format. PSY150 (S 2014)	Spring 2014 Overall: 100% met the criterion. Person: 100% met the criterion. Hybrid: 100% met the minimum criterion. Internet: 100% met the minimum criterion. Spring 2013 Overall: 82% met the criterion. Person: 90% met the criterion. Hybrid: 81% met the minimum criterion. Internet: 74% met the minimum criterion.

PROGRAM OUTCOMES			
<i>Program Outcome</i>	<i>Student Learning Outcome</i>	<i>Measure of Assessment and Criteria for Success</i>	<i>Assessment Results</i>
1) Communicate effectively within the academic community in a written format.	Students analyze significant political, socioeconomic, and cultural developments in American history.	70.0% of students will score a 60% or better on the embedded mid-term essay questions. HIS 131/132 (S 2014)	Results for 2014-15 Total: 93/114=81.6% Person: 44/52=84.6% Hybrid-P/C: 32/43=74.4% Online: 17/19=89.5% Spring 2013 Person: 100% of students met the minimum criterion.
2) Demonstrate critical thinking skills	Students will discuss analysis, evaluation, and synthesis of life span development information.	70.0% of students will score a 70% or better on the Developmental Psychology Application paper. PSY 241 (F 2013)	Results for 2014-15 Hybrid (C/P): 19/22: 86.4% Online: 19/23=82.6% Fall 2013 Overall: 95% of students met the minimum criterion. Person Hybrid: 100% of students met the criterion. Internet: 90% of students met the criterion. Fall 2012 Person: 100% of students met the criterion. Internet: 83% of students met the criterion.
3) Describe mathematical data and test inferences about populations using sample data.	Students will differentiate quantitative variables from qualitative and determine if quantitative variables are discrete or continuous.	2014-15 and After Students in Quantitative Reasoning (QR) math courses will demonstrate mastery of 70% of the QR competencies presented. (NOTE: Scores at right are for 63 different students who were scored on competencies presented in one or more QR activity "exposures.") Prior to 2014-15 70.0% of students will score a 60% or better on the Homework Assignment 1.1 on Qualitative and Quantitative variables. MAT 155 (F 2013)	Results for 2014-15 Overall: 175/226=77.4% (NOTE: 63 students were scored on one or more competencies in one or more QR activities. The total number of scores was 226, of which 175 demonstrated mastery.) Person: 84/97=86.6; Hybrid: 38/67=56.7%; Online: 53/62=85.5% Fall 2013 Overall: 100%; Person: 100%; Hybrid: 100% All F2012 Person: 100% of students met the criterion. Fall 2011 Person: 100% of students met the criterion. Fall 2010 Person: 100% of students met the criterion.
4) Understand societal and global interactions through the lens of behavioral and social sciences.	Students will discuss analysis, evaluation, and synthesis of sociological information.	70.0% of students will score a 70% or better on the Sociology Application paper. SOC 210 (S 2014)	Results for 2014-15 Person: 10/12=83.3% met the criterion. Hybrid (Person): 29/35=82.8% met the criterion. Spring 2014 Overall: 79% met the minimum criterion. Person: 83% of students met the criterion. Internet: 67% of students met the criterion. Person Hybrid: 83% of students met the minimum criterion. Spring 2013

			Person: 80% met the criterion. Hybrid: 82% met the criterion. Internet: 65% met the criterion. Goal not met.
Summary			
General Education Competencies:			
<i>These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.</i>			
Program SLOs			
Strengths: The results reported here do not provide evidence of significant difficulties; however, the reports do not consistently include student headcounts to reveal how many students were included in the outcomes assessments.			
Weaknesses: The SLO assessment process itself needs to be more consistently applied and reported. AY 2014-15 has been somewhat of a transitional year, with significant staff and faculty turnover including the retirement of the dean and restructuring of the department into two departments with two deans.			
Action Plan for Weaknesses: The new deans have indicated interest to review and revise the SLOs for the A.A. and A.S. degree programs, as well as the processes and procedures for conducting outcomes assessments.			
<i>NOTE: Significant revisions to the student learning outcomes for the A.A. Degree program are anticipated for AY 2015-16.</i>			

Curriculum Map

Course	Outcome 1 Students analyze significant political, socioeconomic, and cultural developments in American history.	Outcome 2 Students will discuss analysis, evaluation, and synthesis of life span development information.	Outcome 3 Students will differentiate quantitative variables from qualitative and determine if quantitative variables are discrete or continuous.	Outcome 4 Students will discuss analysis, evaluation, and synthesis of sociological information.
ENG 111	I		I	
ENG 114	D	I	I	
COM 231	I	I, D, M	I	
ENG 261	M		M	
SPA 111	I	I	I	
HIS 121	I	D	I	
PSY 150	I		I	
SOC 210	I	D	I	
ECO 252	M		M	
BIO 111	I		I	I, D, M
BIO 112	D		D	I, D, M
MAT 140				I, D, M
MAT 155				I, D, M
ACA 122	I	I	I	
CIS 110				
PED 111				
HUM 120	I		I	
SPA 112	D	D	D	
REL 110	I	I	I	
HUM 120	I		I	
ENG 253	M		D	
ART 111		I		
HUM 160	I		I	

I = Introduced D = Developed & Practiced w/Feedback M = Demonstrated at the Mastery Level Appropriate for Graduation

13. Student Learning Outcomes Plan for ASSOCIATE IN SCIENCE

GENERAL EDUCATION CORE COMPETENCIES			
<i>These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.</i>			
Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
1. General Education Core Competency: READING	Students will demonstrate competence in reading necessary to comprehend and analyze college-level reading material.	70.0% of students will score at least a 6 on the reading comprehension assessment based on Photosynthesis reading assignment. Using the PCC Assessment Rubric for Reading. BIO111 (S 2014). For BIO 112, students will take an objective style reading quiz on the comparative anatomical differences between boney fish and lamprey to demonstrate the student's comprehension of the reading material.	Spring 2015 BIO 111: 100% met criterion. BIO 112 (Person): 80% met criterion. BIO 112 (Caswell): 100% met criterion. Fall 2014 BIO 111 (Hybrid): 95% met criterion. BIO 111 (Traditional): 75% met criterion. BIO 112 (Hybrid): 70% met criterion.
2. General Education Core Competency: WRITING	Students will demonstrate competence is writing necessary to produce unified, coherent, well-developed writings using standard written English.	70.0% of students will score at least a 10 rating on written responses to the embedded mid-term essay questions using the PCC Assessment Rubric for Written Communication HIS 131/132 (S 2014)	Fall 2014 Person: 88% of students met the criterion.
3. General Education Core Competency: ORAL COMMUNICATION	Students will demonstrate competence in oral communication necessary for effective oral communication in small groups and public settings.	70.0% of students will score at least a 6 rating on the Case Study presentation using the PCC Assessment Rubric for Oral Communication. BIO 111/112 (S 2014). BIO 275, 80% of students will score a minimum total rating of 6 using the PCC Assessment Rubric for Oral Communication.	Summer, 2015 BIO 275: 75% met criterion (6/8). Spring 2015 BIO 111: 100% met criterion. BIO 169 (Caswell): 91% met criterion. BIO 169 (Person): 100% met criterion. BIO 163 (Hybrid): 93% met criterion. Fall 2014 BIO 111 (Hybrid): 94% met criterion. BIO 111 (Traditional): 75% met criterion. BIO 168 (Person and Caswell): 100% met criterion.
4. General Education Core Competency: FUNDAMENTAL MATHEMATICS	Students will demonstrate competence in fundamental mathematical skills necessary to solve practical problems and reason and communicate with mathematics.	70% of students will score at least a 6 or higher on the Calculating Descriptive Statistic Assessment using the PCC Assessment Rubric for Math. MAT 155 (F 2013)	AY 2014-15 See #3 in Program Outcomes, below. This separate GenEd assessment is discontinued. Fall 2013 Overall: 95.5% met the criterion. Person: 100% met the criterion. Hybrid: 93.3% met the criterion Fall 2012 Person: 87.0%5 of students met the criterion.

5. General Education Core Competency: BASIC COMPUTER USE	Students will demonstrate competencies in the basic use of computers necessary to effectively use the most common types of software applications.	70.0% of students will score at least a 6 on the technology portion of the final written lab report using the PCC Assessment Rubric for Computer Competency. BIO 111/112, CHM131/151, PHY110 (Based on Track) (S 2014). BIO 168, students will complete a virtual laboratory on the cell cycle. At least 70% of students will score a 78% or above.	Spring 2015 BIO 111: 100% met the criterion. CHM 131: 94% met the criterion. Fall 2014 BIO 112 (Hybrid): 80% met criterion. BIO 168 (Combined Person and Caswell Sections): 89% met criterion.
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PROGRAM OUTCOMES			
Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
1) Communicate effectively within the academic community in a written format.	Students analyze significant political, socioeconomic, and cultural developments in American history.	70.0% of students will score a 60% or better on the embedded mid-term essay questions. HIS 131/132 (S 2014)	Results for 2014-15 Total: 93/114=81.6% Person: 44/52=84.6% Hybrid-P/C: 32/43=74.4% Online: 17/19=89.5% Spring 2014 Person: 88% of students met the criterion. Spring 2013 100% of students met the criterion.
2) Demonstrate critical thinking skills.	Students will discuss analysis, evaluation, and synthesis of life span development information.	70.0% of students will score a 70% or better on the Developmental Psychology Application paper. PSY 241 (F 2013)	Results for 2014-15 Hybrid (C/P): 19/22: 86.4% Online: 19/23=82.6% Fall 2013 Overall: 95% met the criterion. Person: 100% met the criterion. Internet: 90% met the criterion. Fall 2012 Person: 100% met the criterion. Internet: 83% met the criterion.
3) Solve practical mathematical problems and use appropriate models for analysis and predictions.	Students will solve problems that can be modeled by quadratic functions.	2014-15 and After Students in Quantitative Reasoning (QR) math courses will demonstrate mastery of 70% of the QR competencies presented. (NOTE: Scores at right are for 63 different students who were scored on competencies presented in one or more QR activity "exposures.") Prior to 2014-15 70.0% of students will score a minimum of a 6 on the Quadratics Applied to Area assignment using the PCC General Education Assessment Rubric for Math. MAT 171 (F 2013)	Results for 2014-15 Overall: 175/226=77.4% (NOTE: 63 students were scored on one or more competencies in one or more QR activities. The total number of scores was 226, of which 175 demonstrated mastery.) Person: 84/97=86.6 Hybrid: 38/67=56.7% Online: 53/62=85.5% Fall 2013 Overall: 64% met the criterion. Goal not met. Person: 69.23% met the criterion. Goal not met. Hybrid: 55.6% met the criterion. Goal not met.

		(Method 2—F2012 only) 70% of students will answer an embedded homework question correctly (Section 2.2 #13).	Internet: 66.7% met the criterion. Goal not met. Fall 2012 (Method 1) Internet: 75% met the criterion. (Method 2) Overall: 76%; Person: 92%; Internet 60% met the criterion. Goal not met. Hybrid: 71%
	Students will solve problems involving the slope of a line.	80.0% of students will score at least a 70% or better on the embedded question on homework assignment section 1.5. MAT 171 (F 2013)	Results for 2014-15 See explanation/scores for the new math/QR assessment above. Fall 2013 Overall: 89.3%; Person: 81.8%; Hybrid: 92.3%; Internet: 100% Fall 2012 Overall: 82.9%; Internet: 80.0%; Hybrid: 72.7% met the criterion. Goal not met. Person: 92.8%
4) Understand science concepts in the real world.	Chemistry: Students will demonstrate an understanding fundamental principles and laws of chemistry.	70.0% of students will receive at least a 70.0% on an oral presentation demonstrating a chemical process. CHM131/132/151 (S 2014)	Results for 2014-15 Spring 2015 CHM 132: 3/4=75.0% Fall 2014 CHM 151: 6/8=75.0% CHM 131: 28/33=84.8%
	Biology: Students will demonstrate an understanding of life at the molecular and cellular levels.	70.0% of students will receive at least a 70.0% on the research paper on predator/prey cycles. BIO 111/112 (S 2014). BIO 169, students will complete a reading quiz comparing and contrasting the four categories of hypersensitivities. At least 70% of students will score a 78%. BIO 250, students will research two articles from the internet on the topic of “personalized genomics”, and then answer a set of essay questions. BIO 275, 80% of students will score an 80% or higher when performing a “Gram Stain” and identify gram status of bacterial cells. BIO 168, 80% of students will pass with a 78% or better when assessing and labeling the various stages of mitosis online, using computer technology.	Results for 2014-15 Summer 2015 BIO 275 (Hybrid): 6/8=75.0% BIO 168 (Online): 18/18=100% Spring2015 BIO 112 (Hybrid, Person): 9/12=75.0% BIO 112 (Hybrid, Caswell): 3/4=75.0% BIO 169 (Caswell): 8/10=80.0% BIO 169 (Person): 18/21=85.7% Fall 2014 BIO 169 (Person): 85.7% BIO 250 (Person): 1/2=50% BIO 112 (Hybrid): 7/10=70.0%
	Physics: Students will compare and contrast the various forms of energy found in nature.	70.0% of students will receive at least a 70.0% on the Forms of Energy assessment. PHY 151 (S 2014). PHY 110, 70% of students will receive at least a 70% when composing a written and oral presentation describing a modern application of energy, electricity, heat, or magnetism.	Results for 2014-15 Spring 2015 PHY 110: 9/9=100%. Fall 2014 PHY 110: 5/5=100% PHY 151: 7/7=100%

Curriculum Map

Summary
General Education Competencies:
<i>These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.</i>
Strengths: All measurements in all courses surveyed met the criterion.
Weaknesses: Wide disparity of results in both oral communications and reading between hybrid and traditional BIO 111 (94% and 75%, for example). Perhaps in the hybrid sections, having less direct supervision, allows students to cheat.
Action Plan for Weaknesses: Assure that assessment of SLOs for oral communication and reading are done in the same manner, both in class.
Program SLOs:
Strengths: The science department routinely measures most of the SLOs in any given semester; and so has a lot of data to examine.
Weaknesses: BIO 250 (Genetics) reported an SLO whereby only 50% of students met criteria. The problem with that class and a few others is that the sample size is small (in the case of genetics, only two students). Therefore, drawing firm conclusions from the results is difficult or simply unwise. The SLO assessment process itself needs to be more consistently applied and reported. AY 2014-15 has been somewhat of a transitional year, with significant staff and faculty turnover including the retirement of the dean and restructuring of the department into two departments with two deans.
Action Plan for Weaknesses: If enrollments increase over time, sample sizes for assessing student learning outcomes will become more meaningful. Concerning the assessment process, the new deans have indicated interest to review and revise the SLOs for the A.A. and A.S. degree programs, as well as the processes and procedures for conducting outcomes assessments.
<i>NOTE: Significant revisions to the student learning outcomes for the A.S. Degree program are anticipated for AY 2015-16.</i>

Curriculum Map

Course	Outcome 1 Communicate effectively within the academic community in a written format.	Outcome 2 Demonstrate critical thinking skills.	Outcome 3 Solve practical mathematical problems and use appropriate models for analysis and predictions.	Outcome 4 Understand science concepts in the real world.
ENG 111	I		I	
ENG 114	D	I	I	
COM 231	I	I, D, M	I	
ENG 261	M	M		
SPA 111	I	I	I	
HIS 121	I	D	I	
PSY 150	I		I	
SOC 210	I	D	I	
ECO 252	M		M	
BIO 111	I	I,D	I	I, D, M
BIO 112	D		D	I, D, M
MAT 140				I, D, M
MAT 155				I, D, M
ACA 122	I	I	I	
CIS 110				
PED 111				
HUM 120	I		I	
SPA 112	D	D	D	
REL 110	I	I	I	
HUM 120	I		I	

I = Introduced D = Developed & Practiced w/Feedback M = Demonstrated at the Mastery Level Appropriate for Graduation

14. Student Learning Outcomes Plan for ELECTRICAL POWER PRODUCTION TECHNOLOGY

GENERAL EDUCATION CORE COMPETENCIES

These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
1. General Education Core Competency: READING	Students will demonstrate competence in reading necessary to comprehend and analyze college-level reading material.	80.0% of students will score a minimum rating of a six on the reading assignment pertaining to programming compliance IEC61131-3 using the PCC Reading Rubric. ELC 228 (S)	Spring 2015: 100% of students met the criterion. 10 of 10 students took the assessment with 100% of the ELC 228 students that took it scoring a six or higher on the PCC Reading Rubric. Spring 2014: 89% of students met the criterion. 8 of 9 students took the assessment with 100% of the ELC 228 students that took it scoring a six or higher on the PCC Reading Rubric. Spring 2013: 90% of students met the criterion.
2. General Education Core Competency: WRITING	Students will demonstrate competence in writing necessary to produce unified, coherent, well-developed writings using standard written English.	80.0% of students will score a minimum rating of a ten on the written summary of the programming compliance IEC61131-3 assignment using the PCC Assessment Rubric for Written Communication Skills. ELC228 (S)	Spring 2015: 100% of students met the criterion. 10 of 10 students took the assessment with 100% of the ELC 228 students that took it scoring a minimum rating of 10 or higher on the PCC Written Communication Skills Rubric. Spring 2014: 89% of students met the criterion. 8 of 9 students took the assessment with 100% of the ELC 228 students that took it scoring a minimum rating of 10 or higher on the PCC Written Communication Skills Rubric. Spring 2013: 90% of students met the criterion.
3. General Education Core Competency: ORAL COMMUNICATION	Students will demonstrate competence in oral communication necessary for effective oral communication in small groups and public settings.	80% of students will score at least a six on the oral presentation portion of the EPP 210 research report/presentation #4. (F 2013)	Fall 2013: 90% of the EPP 210 students scored 6 or above on research report/presentation #4. Fall 2012: 100% of students met the criterion.
4. General Education Core Competency: FUNDAMENTAL MATHEMATICS	Students will demonstrate competence in fundamental mathematical skills necessary to solve practical problems and reason and communicate with mathematics.	80.0% of students will receive a minimum rating of a six on determining the amount (length) of material needed to complete a piping project using the PPC Math General Education Competency Rubric. MNT 230 (S)	Spring 2015: 100% of students met the criterion. 8 of 8 students took the assessment with 100% of the students scoring a six or higher using the PPC Math General Education Competency Rubric. Spring 2014: 8 students took the assessment with 100% of the students scoring a six or higher using the PPC Math General Education Competency Rubric. Spring 2013: 100% of students met the criterion.
5. General Education Core Competency: BASIC COMPUTER USE	Students will demonstrate competencies in the basic use of computers necessary to effectively use the most common types of software applications.	80.0% of students will receive a minimum rating of a six on the research of equipment used in power plants using the PCC General Competencies Outcomes Rubric for Computers. Students use Microsoft Word and PowerPoint for the write up and presentation of findings for report #4. EPPT 210 (F 2013)	Spring 2014: 100% of the EPP 210 students scored 6 or above on research report/presentation #4. Spring 2013: Not assessed.

Student Learning Outcomes Plan for Electrical Power Production Technology

PROGRAM OUTCOMES			
Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
1. Demonstrate industry readiness skills.	The student will demonstrate the skills required to work in a power production work environment.	80% of students will score an 80% or better rating on the work experience checklist in COE 111). (Sum 2014)	Summer 2014: This course was not offered due to no enrollment. This course will no longer be required for the program. S 2013: Not assessed. No enrollment.
	The student will demonstrate comprehension of equipment required to operate a power generation facility.	80% of students will score 75% or above on the power plant equipment portion of the final exam in EPP 212. (S)	Spring 2015: 100% of students met the criterion. 14 of 14 students took the assessment with 100% of the students scoring 75% or above on the power plant equipment portion of the final exam in EPP 212. Spring 2014: 9 students took the assessment with 80 % of the students receiving a 77 or higher on the power plant portion of the final exam. Spring 2013: 100% of students met the criterion.
2. Communicate professionally and effectively with members of their work environment.	Students will demonstrate written communication skills that are professional, effective, relevant, accurate, and appropriate for the power generation work environment.	80% of students will score 75% or above on the written portion of the EPP 210 research report/presentation #4. (F 2013)	Fall 2014: Did not offer course due to insufficient enrollment. Fall 2013: 90% of the EPP 210 students scored 70% or above on written research reports. Fall 2012: 100% of students met the criterion. Fall 2011: 66% of students met the criterion. Fall 2010: 90% of students met the criterion.
	Students will demonstrate verbal communication skills that are professional, effective, relevant, accurate, and appropriate for the power generation work environment.	80% of students will score 75% or above on the oral presentation portion of the EPP 210 research report/presentation #4. (F 2013)	Fall 2013: 90% of the EPP 210 students scored 75% or above on presentation portion of report #4. Fall 2012: 100% of students met the criterion.
3. Troubleshoot electrical, electronic, hydraulic, and mechanical systems in a logical and timely manner.	The student will troubleshoot electro-mechanical circuit's faults.	80% of the students will score 80% on the troubleshooting portion of the final exam in ELC 117. (F 2013)	Fall 2013: 84% of the students scored over 80% on the hands-on troubleshooting portion of the final exam in ELC 117. Fall 2012: 30% of students met the criterion. Goal not met.
	The student will demonstrate the ability to safeguard themselves and others while testing and troubleshooting electro-mechanical circuits and components.	95% of the students will score 80% or higher on the safety component of the ELC 213 Lab Stand Experiment #23. (F 2013)	Fall 2014: 100% of students scored 80% or above on the safety component of the ELC 213 Lab Stand Experiment #23 Fall 2013: 100% of students scored 80% or above on the safety component of the ELC 213 Lab Stand Experiment #23 Fall 2012: 100% of students met the criterion. Fall 2011: 92% of students met the criterion. Fall 2010: 100% of students met the criterion.
		95% of the students will score 80% or higher on the safety questions in the ELC 213 Lab Stand Experiment #23. (F 2013)	Fall 2014: 100% of students met the criterion scoring 80% or higher on the safety questions in the ELC 213 Lab Stand. Fall 2013: 100% of students met the criterion scoring 80% or higher on the safety questions in the ELC 213 Lab Stand. Fall 2012: 100% of students met the criterion.
	The student will demonstrate the ability to use test equipment while testing and troubleshooting electro-mechanical circuits and components.	95% of the students will score 80% or higher on the operation of test equipment component of the ELC 213 Lab Stand Experiment #23. (F 2013)	Fall 2014: 100% of students scored 80% or higher on the operation of test equipment component of the ELC 213 Lab Stand Experiment #23. Fall 2013: 100% of students scored 80% or higher on the operation of test equipment component of the ELC 213 Lab Stand Experiment #23. Fall 2012: 100% of students met the criterion.

Student Learning Outcomes Plan for Electrical Power Production Technology

4. Gain the skills necessary to utilize and operate power plant equipment in a power generation facility.	The student will demonstrate comprehension of power plant equipment for control of emissions.	85% of the students will score 80% or higher on the power plant equipment for control of emissions portion of the final exam in EPP 112. (F 2013)	Fall 2013: 100% (10 out of 10) of students scored 80% or higher Fall 2012: 100% of students met the criterion. Fall 2011: 92% of students met the criterion. Fall 2010: 100% of students met the criterion.
	The student will demonstrate comprehension of a power plant water treatment system.	80% of the students will score at least 80% on the plant water treatment system portion of the final exam in WAT 120. (S)	Spring 2015: 100% of students met criterion. 14 of 14 students took the assessment with 95% of the students scoring at least 80% on the plant water treatment system portion of the final exam. Spring 2014: 8 students took the assessment with 80% of students scoring 80% or above on the plant water treatment system portion of the final exam. (Questions 1, 2, 3, 4, 19) Spring 2013: 100% of students met the criterion.

Summary
General Education Competencies:
<i>These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.</i>
Strengths: Faculty was pleased with 100% of students meeting the minimum criteria for all five general education competencies. Students were very creative in creating interactive PowerPoint presentations. Students were very articulated in their delivery of their research presentations.
Weaknesses: Students struggled with technical reading.
Action Plan for Weaknesses: Employ technical manuals from various power plants in classroom discussions using current terminology and updated equipment.
Program SLOs:
Criteria for the 2013-2014 academic year was met for all student learning outcomes that were assessed. One student learning outcome for COE 111 was not assessed because the class was not offered.
Strengths: 2014-15: The strengths continue to be in safety, the operation of test equipment, and plant emissions. The program for this academic year has also started emphasizing different type's equipment found in various types of power plants versus just coal plants. This will aid the student in marketing themselves in a more diverse spectrum of potential job opportunities up graduation. 2013-14: The strengths included competence in safety, the operation of test equipment, and how to control power plant emissions. The largest improvement was seen in electrical troubleshooting and problem solving skills from a 30% pass rate from the fall of 2012 to an 84% in fall of 2013.
Weaknesses: 2014-15: Although all criteria was met, the weaknesses still appear to be in electrical and electronic troubleshooting and water treatment equipment. 2013-14: Weaknesses are still in the area of electrical troubleshooting and water treatment.
Action Plan for Weaknesses: 2014-15: I have created and implemented the use of four Process Control Stations. These stands have more realistic hardware with a better visual concept of electrical systems. Students will receive extra practice on erecting new hardware versus working with prefabricated hardware. Faculty will continue to give the students more hands-on with water treatment equipment and a new assessment will be developed in the ELC 213 Instrumentation class that will include using the new Process Control Stations and pH Analyzer equipment. 2013-14: Create and implement the use of Process Control Stations. These stands have more realistic hardware with a better visual concept of electrical systems. Students will receive extra practice on erecting new hardware versus working with prefabricated hardware. Faculty will give the students more hands-on with water treatment equipment and a new assessment will be developed in the ELC 213 Instrumentation class.

Student Learning Outcomes Plan for Electrical Power Production Technology

Curriculum Map

Course	Outcome 1 Gain entry level employment in the electrical power production field.	Outcome 2 Communicate professionally and effectively with members of their work environment.	Outcome 3 Troubleshoot electrical, electronic, hydraulic, and mechanical systems in a logical and timely manner.	Outcome 4 Gain the skills necessary to utilize and operate power plant equipment in the fossil fuel industry.
EPP 110	I	I	I	I
EPP 112	I	D	I	D,A
BPR 115	I	D	D	D
COE 111	D	D	D	D
ELC 117	I	D	A	D
ELC 128	I	D	I	D
ELC 228	D	A	A	D
ELC 213	A	A	A	A
EPP 210	A	A	A	A
WAT 120	I	D	I	D
MNT 230	I	D	I	D
EPP 212	A	A	A	A
EPP 214	I	D	I	D

I = Introduced

D = Developed & Practiced w/Feedback

A = Demonstrated at the Applied Level Appropriate for Graduation

15. Student Learning Outcomes Plan for FILM AND VIDEO PRODUCTION TECHNOLOGY

GENERAL EDUCATION CORE COMPETENCIES			
<i>These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.</i>			
Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
1. General Education Core Competency: READING	Students will demonstrate competence in reading necessary to comprehend and analyze college-level reading material.	80.0% of students will score a minimum rating of a 6 on the script project in FVP 215 by reading and breaking down a script into elements to produce a schedule and budget using the PCC Assessment Rubric for Reading. (S 2014)	Spring 2015: %100 of FVP students (7 out of 7) scored a 6 or better. Spring 2014: 80% of the students (8 out of 10) scored a 6 or higher. The average score was 6.7. Spring 2013: 100% of the students (9 out of 9) scored a 6 or higher. The average score was 7.
2. General Education Core Competency: WRITING	Students will demonstrate competence in writing necessary to produce unified, coherent, well-developed writings using standard written English.	80.0% of students will score a minimum rating of a 6 on the development of a Career Portfolio that outlines students' career goals and interest as it relates to the film and video industry or academic advancement in FVP 213 using the PCC Assessment Rubric for Written Communication. (S 2014)	Spring 2015: 88% (7 out of 8) of FVP Students scored a minimum of 6. Spring 2014: 89% (8 out of 9) of FVP 213 students scored a 10 or better. Highest score 19, lowest score 9, average score 14. Scores were reduced primarily by incomplete work. Otherwise areas most lacking were Organization Coherence and Grammar, Mechanics and Syntax Spring 2013: 100% of the students (10 out of 10) scored a 10 or higher. The average score was 12.5.
3. General Education Core Competency: ORAL COMMUNICATION	Students will demonstrate competence in oral communication necessary for effective oral communication in small groups and public settings.	80.0% of students will score a minimum rating of a 6 on the presentation of a Career Portfolio that outlines students' career goals and interest as it relates to the film and video industry or academic advancement in FVP 213 using the PCC Assessment Rubric for Oral Communication. (S 2014)	Spring 2015: 100 % (8 out of 8) of FVP Students scored 6 or better. Spring 2014: 100% (7 out of 7) of FVP 213 students scored a 6 or better. Highest score 12, lowest score 6, average score 10. Two students did not make oral presentations and were not counted. Scores were reduced primarily by Oral Delivery of Content and Vocal Delivery. S 2013: 100% of the students (10 out of 10) scored a 6 or higher. The average score was 7.6.
4. General Education Core Competency: FUNDAMENTAL MATHEMATICS	Students will demonstrate competence in fundamental mathematical skills necessary to solve practical problems and reason and communicate with mathematics.	80.0% of students will score a minimum rating of a 6 on the development of a production budget in FVP 238 using the PPC Assessment Rubric for Math. (F 2013)	Fall 2014: 78% (7 of 9) students scored a minimum of rating of 6 on the budget. Average score was 7. Fall 2013: 80% of students (8 out of 10) scored 6 or above. Average score was 7. Fall 2012: 100% of the students scored a 6 or higher the development of a production budget. The average score was 8.
5. General Education Core Competency: BASIC COMPUTER USE	Students will demonstrate competencies in the basic use of computers necessary to effectively use the most common types of software applications.	80.0% of students will score a minimum rating of a 6 on the portion of their practical exam in FVP 220 that requires students to acquire and archive media using the PCC Assessment Rubric for Computer Competency. (F 2013)	Fall 2014: 80% (4 of 5) students scored 6 or above. 4 students scored 9. Fall 2013: 100% of students (11 of 11) scored 6 or above. Average score was 8.8. 9 students scored 9 2 students scored 8 This is the first year this assessment was used.

Student Learning Outcomes Plan for Film and Video Production Technology

PROGRAM OUTCOMES			
Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
1) Knowledge: Demonstrate working knowledge of the film making process from concept to completion.	Students will demonstrate an understanding of how movies are made involving the individual specialty skills.	90% of students will score 80% or more on the creation of an organized production book with accurate information for distribution to film crew in FVP 215. (S 2014)	Spring 2015: 100% of the students generated 1/3 of the required Production Book documents as hard copies (Script Breakdown and Schedule). The rest were presented electronically. Spring 2014: 70% of the students met the minimum score. 2011: 80% of the students met the minimum score and 2012: 83% met the minimum score.
2) Communication: Communicate ideas professionally and connect with their intended audience using visual, oral, and written presentation skills relevant to the film and video industry.	Students will communicate effectively using industry terminology.	95% of students will score 80% or above on use of proper terminology on the vocabulary assessment in FVP 213. (S 2014)	Spring 2015: 88% (7 out of 8) students scored 80% or better on use of proper terminology. Spring 2014: 67% (6 out of 9) students scored 80% or better. Highest score 97%, lowest score 70%, average score 87%. Spring 2013: 91% of students (10 out of 11) scored 80% or above. The average score on the test was 91. 2011: 95% of students met the criterion 2010: 80% of students met the criterion.
		85% of students will score 80% or above on the development of a written production schedule and budget in FVP 238. (F 2013)	Fall 2014: 88% (8 out of 9) scored 80% or higher. Fall 2013: 91% of students (10 out of 11) scored 85% or higher. 2011: 100% of students met the criterion. 2010: 0% of students met the criterion.
		90% of students will score 80% or above on the development and presentation of Career Portfolio that outlines students' career goals and interest as it relates to the film and video industry or academic advancement in FVP 213. (S 2014)	Spring 2015: 88% (7 out of 8) scored 80% or higher. Spring 2014: 78% of the students (7 out of 9) scored 80% or above. Spring 2013: 100% of the students (10 out of 10).scored 80% or above. The average score was 88. 2012: 100% of students met the minimum score of 80% or higher. 2011: 100% of students met the minimum score of 80% or higher.
3) Critical Thinking: identify and problem-solve production problems.	Students will effectively troubleshoot issues by utilizing their technical skills during preproduction, production and post-production.	80% of students will score at least 80% on the troubleshooting portion of PCC produced class projects in assigned task/crew positions evaluated by faculty using competency checklist in FVP 213. (Production) (S 2014)	Spring 2015: Assessment not completed by instructor. Spring 2014: Assessment not completed by lead instructor. Spring 2013: 45% of the students earned 80% or greater with an average score of 79.
		90% of students will score 70% on editing project that requires students to create a comprehensive edit from raw media and defend editing choices using industry standard post-production software as a grade in FVP 220. (Post-Production) (F 2013)	Fall 2013: 91% of students (10 out of 11) scored 70% or higher on editing project. 2012: 95% of students met the criterion. 2011: 88% of students met the criterion.
		95% of students will score 80% or above on project in FVP 215 by reading a script to break down into elements to produce a	Spring 2015: 100% (8 out of 8) scored 80% or higher.

Student Learning Outcomes Plan for Film and Video Production Technology

		schedule and budget using current software (Pre-Production) (S 2014)	Spring 2014: 100% of the students (10 out of 10) scored 80% or higher. Spring 2013: 100% of the students (10 out of 10) scored 80% or higher. 2012: 95% of students met the criterion. 2011: 83% of students met the criterion.
4) Practical Application: Utilize and operate equipment and computer software/hardware used in film and video production.	Students will demonstrate the proper setup, operations, functions, dismantling, packing and transport of production equipment.	80% of students will score at 80% on the demonstration of proper techniques portion of the PCC produced class projects in assigned task/crew positions evaluated by faculty using competency checklist in FVP 213. (S 2014)	Spring 2015: Assessment not completed by lead instructor. Spring 2014: Assessment not completed by lead instructor. Fall 2013: 45% of the students earned 80% or greater with an average score of 79.
		80% of students will score 70% or above on practical exam in FVP 116. (Sound) (S 2014)	Spring 2015: 75% (6 out of 8) scored 70% or higher. Spring 2014: 100% (10 of 10) students scored 70% or better. Highest score 100%, lowest score 95%, average score 99%. Spring 2013: 100% of students (11 of 11) scored 70% or above. The average score was 96. 2012: 95% of students met the criterion. 2011: 78% of students met the criterion.
		80% of students will score 70% or above on practical exam in FVP 212. (Camera) (F 2013) 80% of students will score 70% or above on practical exam in FVP 130. (Grip) (S 2014)	Spring 2015: 75% (6 out of 8) scored 70% or higher. Fall 2013: Not offered Spring 2015: 60% (3 out of 5) scored 70% or higher. Spring 2014: 100% of students (10 of 10) scored 70% or above. Spring 2013: 91% of students (10 of 11) scored 70% or above. The average score was 81. 2012: 90% of students met the minimum criterion. 2011: 87% of students met the criterion.
	Students will demonstrate ability to use editing software.	90% of students will score 70% on editing project that requires students to create a comprehensive edit from raw media and defend editing choices using industry standard post-production software as a grade in FVP 220. (F 2013)	Fall 2014: 100% of students (4 out of 4) scored 70% or higher. Fall 2013: 82% of students (9 out of 11) scored 70% or higher. Fall 2012: 91% of students (10 out of 11) scored 70% or higher. 2011: 95% of students met the criterion. 2010: 88% of students met the criterion.
	Students will demonstrate the ability to use industry standard technology to organize, store, and manage computer based data.	80% of students will receive at least a 70% passing score for hands-on exercise that requires students to acquire and archive media part of their practical exam in FVP 220. (F 2013)	Fall 2014: 100% of students (4 out of 4) scored 70% or higher. Fall 2013: 73% of students (8 out of 11) scored 70% or higher. Fall 2012: 91% of students (10 out of 11) scored 70% or higher.
5) Professionalism: Practice professional skills and behaviors necessary to compete in the film and video industry.	Students will demonstrate the ability to interface with the various production team personnel, and perform duties that are compliant with operational hierarchy, industry protocols and safety regulations when given an assigned task/crew-position with an understanding of the individual specialty skills involved in the industry.	80% of students will complete 160 or more hours on PCC produced class projects in assigned task/crew positions evaluated by faculty using competency checklist with a passing score 80% in FVP 213. (S 2014)	Spring 2015: 0% (8 out of 8) completed 160 or more hours on PCC produced class projects. Highest number of hours completed was 76. Prior competency checklist was no used; it is being re-evaluated. Spring 2014: 0% (0 out of 10) students completed 160 or more hours on PCC produced class projects. Highest hours completed was 77 and the lowest hours completed was 43. Average hours on set this semester was 60. All achieved 80% competency or better.

Student Learning Outcomes Plan for Film and Video Production Technology

			Spring 2013: 45% of the students earned 80% or greater with an average score of 79.
6) Networking: Recognize and utilize opportunities to network, communicate and collaborate with peers, professionals and organizations.	Students will demonstrate the ability to assemble and work effectively within a team.	80% of students will score at least 80% on the working effectively as a team member portion of the PCC produced class projects in assigned task/crew positions evaluated by faculty using competency checklist in	S 2015: Assessment not completed by lead instructor. Prior competency checklist was no used; it is being re-evaluated. Spring 2014: Assessment not completed by lead instructor. Spring 2013: 45% of the students earned 80% or greater with an average score of 79.

Summary**General Education Competencies:**

These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.

Strengths:

1. READING: The current assessment tool for reading is a project that requires our students read and breakdown a narrative script in **FVP 215-Production Management** so that they can create a production schedule and budget. The first leg of that assessment piece is to have students refer to a textbook that, essentially, is a 'manual' for aspiring filmmakers (but used by most film schools to teach production). Students learn in the reading how to analyze a script and determine the best approach to breaking it down and organizing a motion-picture production around it. The process is rigorous because the reading requires the consideration of several variables when creating a production schedule and developing a budget. The process requires in almost every case several revisions to both phases. Current instruction and pedagogical approach leads to a clear understanding of a time-tested and industry-proven process each student should master.

3. ORAL COMMUNICATION: In **FVP 213-Production Techniques**, for the Spring 2015 semester, **students satisfactorily pitched, or presented, an idea for a commercial idea as part of a group project. (This was done and assessed as a replacement to the portfolio work, just for this semester.)** Historically, students are able to represent themselves in a low-threat environment when speaking before the class about their post-graduation plans. They field questions about their plans' feasibility, are offered suggestions as to how to achieve certain career goals, etc. In the future, they will extemporize from the statement of interest (see Action Plan for Writing) when presenting their post-graduation plans before the class. This will continue.

4. FUNDAMENTAL MATHEMATICS: The budgeting software used in **FVP 238-Software Applications** requires students to develop a budget by accurately plugging numbers into formulas to determine that budget. They have to calculate rates per day, rates per unit, work with percentages, etc., when putting together a budget that they have to subsequently defend. Very effective in developing scope and priorities.

5. BASIC COMPUTER USE: In **FVP 220-Editing I**, students are taught data management. The embedded assignment, which includes receiving and sending an email with an attachment, is mirrored in other FVP 220 class assignments when data is sent through the Edit Lab's shared network from computer-to-computer, and to and from the teacher's work station.

Weaknesses:

2. WRITING: Did not think we were specific enough with the assessment for this competency regarding the **FVP 213-Production Techniques** writing assignment – historically, students simply had to collect contact information for industry professionals and companies (that part is still required but is not the main focus; it will be used to support the statement of interest). Not a thorough demonstration of writing ability.

Action Plan for Weaknesses:

2. WRITING: A good demonstration of writing competency will be included in the **FVP 213 Production Techniques** portfolio assignment. Each student will be required to complete a statement of interest that includes the student's academic background, specific areas of training, who they know in the industry and why they are interested in the industry.

Program SLOs:

Strengths:

1. KNOWLEDGE: The production book created in **FVP 215-Production Management** is holistic. It familiarizes students with the filmmaking process through all of its five phases. Creating a production book strengthens each student's knowledge of all of the departments and how to organize them into a working, collaborative filmmaking unit.

Student Learning Outcomes Plan for Film and Video Production Technology

<p>3. CRITICAL THINKING: Each of the classes involved in this program SLO, FVP 215-Production Management, FVP 213-Production Techniques II and FVP 220-Editing I, offer tremendous opportunities to develop critical thinking skills because each class is a primary component in pre-production, production and post-production, respectively. Each component will invariably be confronted with several unforeseen problems that require students to apply techniques and principles they have learned to trouble-shoot and resolve those problems.</p> <p>4. PRACTICAL APPLICATION: That is the strength of the program. Each student has to demonstrate mastery through exams and in context on set. I do not feel there is a weakness per se here; but there is room for improvement on the assessment piece in regards to the FVP 213-Production Techniques II SLO. Beginning this academic year, students will be given a rubric that is to be completed before each production to determine how ready they are. After each production, they will fill out a checklist to determine how well they performed during production. This requires some time for reflection between setups when students are not working and will be able to review their checklists before resuming work.</p> <p>6. NETWORKING: Students are required to contact a number of individuals in the industry, including former FVPT students, in order to create networking opportunities. An additional component might be creating business cards.</p>
<p>Weaknesses:</p> <p>2. COMMUNICATION (oral): More emphasis should be placed on industry jargon and work terminology in FVP 213-Production Techniques. There has been very little to no way to assess this competency in a contextual way.</p> <p>5. PROFESSIONALISM: FVP 213-Production Techniques. This mainly has to do with punctuality, in terms of tardiness and getting to set on time. Other areas of professionalism are satisfactory but could use some improvement.</p>
<p>Action Plan for Weaknesses:</p> <p>2. COMMUNICATION (oral): Scenarios will be included on quizzes and exams. Students have to determine if the correct terminology has been used or applied (scenarios will be presented as commands, confirmations, etc., to determine if the students are clear on what terminology to use, and in the proper context).</p> <p>5. PROFESSIONALISM: Students have to perform a simple activity that can only be done if the student has shown up on time.</p>

Student Learning Outcomes Plan for Film and Video Production Technology

Curriculum Map

Course	Outcome1 Knowledge	Outcome2 Communication	Outcome3 Critical Thinking	Outcome4 Practical Application	Outcome5 Professionalism	Outcome 6 Networking
FVP 111	I	I	I	I	I	I
FVP 112	I	I,D	I,D	I,D	I,D	I,D
FVP 113	I	I,D	I,D	I,D	I,D	I,D
FVP 114	I	I,D	I,D	I,D	I,D	I,D
FVP 115	D	D	D	D	D	D
FVP 116	I	I,D	I,D	I,D,A	I,D	I,D
FVP 120	D	D	D	D	D	D
FVP 130	I	D	D	I,D,A	D	D
FVP 212	I	I,D	I,D	I,D,A	I,D	I,D
FVP 213	D,A	D,A	D,A	D,A	I,D,A	D,A
FVP 220	I,D,A	I,D	I,D,A	I,D,A	I,D	I,D
FVP 215	I	D,A	I,D,A	D,A	D,A	D,A
FVP 221		D,A	D,A	D,A	D,A	D,A
FVP 238	I	I,D	I,D	I,D	I,D	I,D
FVP 117		I,D	I,D	I,D	I,D	I,D
FVP 250	D	D	D	D	D	D
FVP 251	D	D	D	D	D	D
FVP 211	D	D	D	D	D	D

I = Introduced

D = Developed & Practiced w/Feedback

A = Demonstrated at the Applied Level Appropriate for Graduation

16. Student Learning Outcomes Plan for HEALTHCARE MANAGEMENT TECHNOLOGY

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
GENERAL EDUCATION CORE COMPETENCIES			
<i>These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.</i>			
1. General Education Core Competency: READING	Students will demonstrate competence in reading necessary to comprehend and analyze college-level reading material.	80.0% of students will score a rating of 6 or higher on the reading portion of <i>The Immortal Life of Henrietta Lacks</i> Research Paper using the PCC Assessment Rubric for Reading. MED 118 (S 2014)	Spring 2015: (12 out of 19). Four students did not complete the Research Paper and received a ZERO for the assignment. This assignment will be changed to a required assignment in the future. Spring 2014: Not assessed. Course not taught. Spring 2013: 88% of students scored a rating of 6 or higher.
2. General Education Core Competency: WRITING	Students will demonstrate competence in writing necessary to produce unified, coherent, well-developed writings using standard written English.	80.0% of students will score a rating of a 10 or higher on the written portion of the research paper on Henrietta Lacks using the PCC Assessment Rubric for Written Communication. MED 118 (S 2014)	Spring 2015: (12 out of 19). Four students did not complete the Research Paper and received a ZERO for the assignment. This assignment will be changed to a required assignment in the future. Spring 2014: Not assessed. Course not taught. Spring 2013: 73% of students scored a rating of a 10 or higher
3. General Education Core Competency: ORAL COMMUNICATION	Students will demonstrate competence in oral communication necessary for effective oral communication in small groups and public settings.	80.0% of students will score a rating of 6 or higher on the presentation of a current healthcare issue or trend using the PCC Assessment Rubric for Oral Communication. HMT 212 (S 2014)	Spring 2015: 100% (1 of 1) The student scored a rating of 6 or higher. (Independent Study) Spring 2014: 80% of the students scored a rating of 6 or higher. F 2012: 100% of students scored score a rating of 6 or higher.
4. General Education Core Competency: FUNDAMENTAL MATHEMATICS	Students will demonstrate competence in fundamental mathematical skills necessary to solve practical problems and reason and communicate with mathematics.	80.0 % of students will score at least a rating of 6 or higher on the mathematical portion of the case studies using the PPC Assessment Rubric for Math. OST 249 (S 2014)	Spring 2015: 100% (7 out of 7) students scored a 6 or higher. Spring 2014: 88%, (7 out of 8) students scored a rating of 6 or higher. Spring 2013: 98% of students scored at least a rating of 6 or higher
5. General Education Core Competency: BASIC COMPUTER USE	Students will demonstrate competencies in the basic use of computers necessary to effectively use the most common types of software applications.	80.0 % of students will score at least a rating of 6 or higher on the Medical Coding Online Internship using the PCC Assessment Rubric for Computer Competency. OST 249 (S 2014)	Spring 2015: 100% (7 out of 7) students scored a rating of 6 or higher. Spring 2014: 88%, (7 out of 8) students scored a rating of 6 or higher. Spring 2013: Not assessed.

Program Outcome	Student Learning Outcome	Measure of Assessment and Criteria for Success	Assessment Results
PROGRAM OUTCOMES			
1) Apply management principles to the healthcare environment.	Students will identify state and national standards and regulations as they apply to long term care.	80% of the students will score 80% or higher on the final applied research project on state and national standards. HMT 211 (S 2014)	Spring 2015: 100% (1 of 1). The student scored 80% or higher. (Independent Study) Spring 2014: 92% of the students scored 80% or higher. Spring 2013: 50% of the students scored 80% or higher. Spring 2012: 67% of students met the criterion.
2) Demonstrate the ability to work in healthcare	Students will process daily services, generate and interpret management	80% of the students will score 80% or higher on the final Capstone Simulation Project. HMT 225 (S 2014)	Spring 2015: Not assessed. Course removed from curriculum. Starting in AY 2015-16, this assessment will be relocated to OST 137. Development of the exercise and assessment is in progress.

Student Learning Outcomes Plan for Healthcare Management Technology

<i>Program Outcome</i>	<i>Student Learning Outcome</i>	<i>Measure of Assessment and Criteria for Success</i>	<i>Assessment Results</i>
business and financial operations.	reports and utilize key indicators for monitoring practice productivity.		Spring 2014: 100% (6 out of 6) students scored 80% or higher Spring 2013: 100% of students scored 80% or higher.
3) Demonstrate the ability to work in medical and other health care related offices.	Students will recognize the legal and ethical responsibilities of a multi-skilled health professional.	80% of the students will score 80% or higher on a Medical Law & Ethics case research paper. MED 118 (S 2014)	Spring 2015: 63.1% (12 of 19). The remaining students did not attempt/ do the assignment. Spring 2014: Not assessed. Course taught by interim instructor who mistakenly omitted the assessment. Spring 2013: 100% of students scored 78% or higher.
4) Demonstrate administrative and support functions and develop skills applicable to medical environments.	Students will demonstrate proficiency in coding through the use of a virtual medical office.	80% percent of the medical coding students will achieve 75% or higher on the portfolio average using the Medical Coding Online Internship simulation tool to complete case studies and acquire entry level experience. OST 249 (S 2014)	Spring 2015: 100% (7 out of 7) students achieved 75% or higher. Spring 2014: 90% (9 out of 10) students achieved 75% or higher. Spring 2013: Assessment not utilized due to technical issues with the software.
	Students will demonstrate proficiency in coding for reimbursement. MED 232	80% of the students will accurately complete 80% or higher on the mock claim forms using practice management software. MED 232 (S 2014)	Spring 2014: 100% of all students scored 80% or higher. Spring 2013: 70% of all students scored 80% or higher. <i>Internet:</i> 79.1% of students scored 80% or higher. <i>Person:</i> 47.0% of students scored 80% or higher.

Summary
General Education Competencies
<i>These assessments are being gradually phased out starting in 2013-14. GenEd assessments will continue in GenEd courses.</i>
Program SLOs:
Strengths: Performance of business, financial, and administrative functions has been and remains consistently strong.
Weaknesses: The most recent student cohort struggled with the medical law and ethics project, but the previous class did well. Will wait and see if difficulties persist before making major changes to the course.
Action Plan for Weaknesses: MED 232 Person (S2013): Students worked independently in class while utilizing practice software and completing mock claim forms. Students were instructed to notify instructor if assistance was needed. Moving forward, students will be monitored closer and individual assistance will be given to ensure students grasp the task and complete the mock claims correctly. MED 232 Internet (S2013): Online students will be encouraged to meet with instructor during office hours for individual guidance in completing the mock claim forms.

Curriculum Map

Course	Outcome 1 Apply management principles to the healthcare environment.	Outcome 2 Demonstrate the ability to work in healthcare business and financial operations.	Outcome 3 Demonstrate the ability to work in medical and other health care related offices.	Outcome 4 Demonstrate administrative and support functions and develop skills applicable to medical environments.
HMT 110	I		A	
HMT 210		I,D		
HMT 211	I,D			
HMT 212	I,D			
HMT 220		D,A		
HMT 225	A	D,A		
MED 118				I
MED 232				D
OST 247			I,D	
OST 248	A		D,A	A
OST 249	A		D,A	A

I = Introduced D = Developed & Practiced w/Feedback A = Demonstrated at the Applied Level Appropriate for Graduation

Appendix A

SERVICE AREA REVIEW GUIDELINES
and
PROGRAM AREA REVIEW GUIDELINES

Service Area Review (SAR) Guidelines

Piedmont Community College

The descriptions and suggestions provided in this description of a typical SAR process are provided as informal guidelines to increase the likelihood of an effective, productive review.

The Service Area Review should focus on the interpretation of general information and operating data illustrating delivery of high quality service. The SAR concentrates particularly on direct and indirect measures of service area operating effectiveness. The purposes and objectives of SAR are best served via participation by full- and part-time staff who work in the service area, together with service clients (students, faculty, staff, or others) and Service Area Advisory Committee members, working with the Service Area Director or Coordinator.

SAR Committee and Division of Labor

The Service Area Director or Coordinator will direct the SAR process and will chair the SAR Committee, working closely with the supervising Vice President or Dean, unless the VP or Dean chooses to serve as the chair. The chair of the SAR Committee should not execute all or most of the work for the SAR. The VP or Dean and the Director or Coordinator should collaborate with the full-time and part-time staff in the service area to identify and distribute explicit roles and responsibilities in the SAR process.

Recommended SAR Committee Membership (typically 5-7 members):

- Service Area Director or Coordinator
- Supervising VP or Dean
- College staff who work in the service area
- Two or more faculty, staff or students representative of service clients
- ORIE representative

SAR Timeline Example

The College is currently implementing a transition from conducting SARs every three years to conducting SARs every five years with 3-year, 4-year and 5-year intervals assigned to phase in a staggered long-term SAR calendar with reviews distributed so that approximately one-fifth occur each year. *(As a consequence, postponed SARs do not alter this staggered schedule: If a SAR completion is delayed one year, the succeeding SAR will be scheduled four years later, according to the original schedule.)* The suggested SAR timeline presented below describes tasks distributed across the academic year from August to May, specifically to avoid a last-minute rush competing with other year-end activities. Fall semester activities focus on information gathering and service area description. Spring semester activities focus on interpretation and evaluation of service area information to identify specific strategies and recommendations.

August-September	SAR Committee and Service Area VP or Dean: Meet to decide how to divide up subsequent SAR Committee tasks (below).
Early December	Conduct preliminary review of the Student Satisfaction Survey results, Educational Support Services Survey (ESS) results and Service Area Outcome Assessment Plans and achievements since the previous SAR. Review results of Service Area Advisory Committee meetings, if any.
December	SAR Committee: Compose drafts of Section I: <i>Service Area Profile</i> and Section II: <i>Services and Delivery</i>
February	SAR Committee: <ul style="list-style-type: none">• Interpret survey results (above) and SAO Assessment results• Review and interpret the results of the Educational Support Services Survey (<i>typically conducted in January</i>)
Late March-April	SAR Committee: <ul style="list-style-type: none">• Conduct SAR Meeting to do the SWOT analysis and identify Service Area recommendations• Compose drafts of Section III: <i>SWOT Analysis</i> and Section IV: <i>Recommendations to Improve Service</i>• Review, revise and “approve” the final copy for Sections I-IV• Compose a one-page Executive Summary of the SAR
May 1	Service Area Director or Coordinator: Forward Final SAR and Executive Summary to the service area VP or Dean, with a copy to ORIE.

Suggested Content of the SAR Report

I. Service Area Profile

- A. The Mission & Purpose: Describe the services offered and for whom the services are intended
- B. Qualifications of part-time and full-time staff members in this service area
 1. Credentials
You may use an “abbreviated” degree-only credential format.
 2. Staff Member Accomplishments
You may simply insert the list of professional development activities used for personnel evaluations.
- C. Identify external professional associations with which this service area maintains affiliation or membership.

II. Services and Delivery

- A. Identify service objectives for this service area, and outcome measures assessed to monitor the achievement of effective service delivery.

- B. Summarize three years of assessment results to illustrate the degree to which outcome measures are achieved.
- C. Interpret the most important implications of the assessment results, paying particular attention to any outcome deficiencies requiring action to make improvements.

III. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Think of the SWOT analysis this way:

	HELPFUL Attributes	HARMFUL Attributes
INTERNAL to the College	STRENGTHS Examples: High quality service delivery Highly skilled, experienced staff Strong service reputation among clients	WEAKNESSES Examples: Outdated service delivery methods Outdated equipment or facilities Obsolete technologies Weak administrative management Inadequate planning
EXTERNAL to the College	OPPORTUNITIES Examples: Potential new clients or client needs New technologies Grant RFPs for support of service delivery	THREATS Examples: Resource constraints (financial aid) Changing client needs External conditions or circumstances creating greater demand for services

Include SWOT input from the Service Area Advisory Committee meeting in the SWOT discussion by the SAR Committee. Also be sure to include your interpretations of survey results (SSS and ESSS) and service area implications from Sections I and II.

IV. Recommendations to Improve Service

- A. Recommendations addressing service area operating ineffectiveness/inefficiency
For each recommendation, please indicate the source, for example: suggestion from the Advisory Committee, survey results, service area assessment, etc.
- B. Projected/estimated resource requirements outside the current service area budget
Instead of attempting to estimate dollar amounts, simply identify the personnel, equipment, and/or other requirements.
- C. Action Plan with verifiable objectives and timelines for the next three years
- D. Service Area Efficiency
TBD--The framework and guidelines for this section (replacing the former program budget/cost section) are currently under construction. (You will be responsible to review and interpret efficiencies when ORIE provides these revenue/expense data.)

V. Executive Summary

Don't forget to compose a one-page Executive Summary highlighting the most important findings and recommendations of the SAR.

Program Area Review (PAR) Guidelines

Piedmont Community College

The descriptions and suggestions provided in this description of a typical PAR process are provided as informal guidelines to increase the likelihood of an effective, productive review.

The Program Area Review should focus on the interpretation of general information and operating data illustrating program health. The PAR concentrates particularly on summative direct and indirect measures of program operating effectiveness in addition to the formative results of student learning outcomes (SLO) assessment. The purposes and objectives of PAR are best served via participation by full- and part-time faculty who teach the program courses together with program students, graduates, and Advisory Committee members (including employers), working with the Curriculum Area Director or Coordinator responsible for the Program.

PAR Committee and Division of Labor

The Curriculum Area Director or Coordinator responsible for the program will direct the PAR process and will chair the PAR Committee, working closely with the Academic Dean for the Program Area, unless the Dean chooses to serve as the chair. The chair of the PAR Committee should not execute all or most of the work for the PAR. The Dean and the Curriculum Director or Coordinator should collaborate with the full-time and part-time faculty who teach program-required courses to identify and distribute explicit roles and responsibilities in the PAR process.

Recommended PAR Committee Membership (typically 6-8 members):

- Curriculum Area Director or Coordinator responsible for the program
- Academic Dean for the program area
- One or more faculty members who teach required program courses
- One faculty member who does not teach any required program courses
- One staff member from an administrative or educational support service area
- ORIE representative

PAR Timeline Example

Each Program conducts a PAR every five years. These reviews are scheduled on a staggered cycle so that approximately one-fifth of the programs are reviewed each year. *(As a consequence, postponed PARs do not alter this staggered schedule: If a PAR completion is delayed one year, the succeeding PAR will be scheduled four years later, according to the original schedule.)* The suggested PAR timeline presented below describes tasks distributed across the academic year from August to May, specifically to avoid excessive competition with regular faculty teaching and advising responsibilities. Fall semester activities focus on information gathering and program

description. Spring semester activities focus on interpretation and evaluation of program information to identify specific strategies and recommendations.

August-September	PAR Committee and Program Area Dean: Meet to decide how to divide up subsequent PAR Committee tasks (below).
Early December	Conduct preliminary review of program outcome data from Office of Research and Institutional Effectiveness (ORIE), including results of surveys of program students and graduates since the previous PAR. Assemble and review reported observations, recommendations and survey results from annual Program Advisory Committee participants.
December	PAR Committee: Compose drafts of Section I: <i>Program Profile</i> and Section II: <i>Program Content</i>
January-February	PAR Committee: <ul style="list-style-type: none">• Interpret survey results (above) and ORIE data in a written synopsis with program implications• Summarize the most recent three years of SLO assessments• Compose draft of Section III: <i>Program and Student Learning Outcomes</i>.
Early March	Program Advisory Committee: During a year in which a PAR is conducted, the Program Advisory Committee meeting should be scheduled early enough in the spring semester for the meeting results to be included in the PAR SWOT analysis.
Late March-April	PAR Committee: <ul style="list-style-type: none">• Conduct PAR Meeting to do the SWOT analysis and identify program recommendations• Compose drafts of Section IV: <i>SWOT Analysis</i> and Section V: <i>Recommendations to Improve the Program</i>• Review, revise and “approve” the final copy for Sections I-V• Compose a one-page Executive Summary highlighting the most important findings of the PAR
May 1	Program Coordinator: Forward Final PAR and Executive Summary to the program area Dean, who will submit both to the Vice President of Instruction and Student Development with a copy to ORIE.

Suggested Content of the PAR Report

II. Program Profile

- B. For what careers or for what transfer programs does this program prepare students?
- C. What courses required for this program are also required by other programs?
- D. What courses required for this program are also General Education Courses?

E. What other General Education Courses are taught by program faculty?

F. Qualifications of faculty who teach courses required for this program

1. Credentials

You may use the “abbreviated” degree-only credential format from the College Catalog, rather than the extended detail format employed for SACSCOC.

2. Faculty Accomplishments

You may simply insert the list of faculty professional development activities.

G. Students

1. Review of recent course activity data, e.g., headcounts, FTE, retention, successful completers

You are responsible to review and interpret the course activity data provided by ORIE, but you may refer to other data. Do not simply copy the data into your document. Instead, reflect on the data and report your interpretation of implications for the program.)

2. Program student demographics

You are also responsible to review student demographic data provided by ORIE. Do not simply copy them into the PAR document. You should comment on significant implications for the program.

3. Admissions

i. What are the admissions criteria for the program, if any?

ii. What do the enrollment and/or demographic numbers suggest about future enrollment prospects. Are any special recruitment/admission initiatives desirable?

II. Program Content

A. What credentials does this program offer? (degrees, diplomas, certificates, etc.)

B. Does this program achieve any external accreditation (aside from SACSCOC)?

C. LRC Program Holdings

Do not merely attach the list. Instead, review the list and comment on the adequacy and currency of the holdings for support of the program. Any unnecessary items? Any important items missing?

D. Consortial Relationships and Contractual Agreements

Identify formal arrangements with other educational institutions for program delivery.

III. Student Learning Outcomes (SLO) Assessment Plan and Results

A. Attach a copy of the current SLO Assessment Plan as Appendix A, including the curriculum map.

B. Briefly summarize the most important SLO assessment results and uses of results from the past three years.

VI. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Think of the SWOT analysis this way:

	HELPFUL Attributes	HARMFUL Attributes
INTERNAL to the College	STRENGTHS Examples: High quality instruction Skilled staff and faculty Strong attractiveness to prospective students Healthy financial condition and prospects	WEAKNESSES Examples: Outdated program Outdated equipment or facilities Obsolete technologies Weak administrative management Inadequate planning
EXTERNAL to the College	OPPORTUNITIES Examples: Potential new student sources Strong (or weak) area economy Limited or weak competition New technologies Chance to expand student prospect pool or attract a larger percentage of current pool	THREATS Examples: Competing institutions Resource constraints (financial aid) Changing student/workforce needs Competing educational modes (e.g., online for-profits, MOOCs, etc.)

Include SWOT input from the Program Advisory Committee meeting in the SWOT discussion by the PAR Committee. Also be sure to include your interpretations of program data from Sections I-III.

VII. Recommendations to Improve the Program

- B. Recommendations addressing program operating ineffectiveness/inefficiency or knowledge/skill gaps for successful employment or transfer of program graduates
For each recommendation, please indicate the source, for example: suggestion from the Advisory Committee, survey results, program enrollment or completion data, etc.
- C. Projected/estimated resource requirements outside the current program budget
Instead of attempting to estimate dollar amounts, simply identify the personnel, equipment, and/or other requirements.
- D. Action Plan with verifiable objectives and timelines for the next three years
- E. Program Efficiency
TBD--The framework and guidelines for this section (replacing the former program budget/cost section) are currently under construction. (You will be responsible to review and interpret efficiencies when ORIE provides these revenue/expense data.)

VIII. Executive Summary

Don't forget to compose a one-page Executive Summary highlighting the most important findings and recommendations of the PAR.