



PIEDMONT

COMMUNITY COLLEGE

FOCUSED REPORT | 2022



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Introductory Information for Reviewers

Additional information to accompany the submission.

Narrative

Piedmont Community College thanks the Off-Site Reaffirmation Committee for the time and effort devoted to review our Compliance Certification Report and provide such detailed feedback to us. This focused report is respectfully submitted to address the non-compliance issues cited by the Off-Site Reaffirmation Committee. Additional information and documentation are provided as requested to help the On-Site Reaffirmation Committee understand our institution and further make the case for Piedmont Community College's compliance with SACSCOC *Principles of Accreditation*.

Self Ratings

No Rating

Evidence Attachments

6.1 Full-Time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Narrative

Off-Site Committee Narrative

The institution states that faculty are required to work a 39-hour workweek. All full-time faculty are required to teach within the range of 18-28 contact hours per semester per the institution's Policy 5.22 -Teaching Load.

The institution provides comparison data from several peer institutions and reports that 49.5% of all classes are staffed with full-time faculty and have a 29 to 1 full-time faculty to student ratio. They also provide a breakdown of program specific courses taught by full-time faculty. Faculty are also required to serve on committees and recruit/advise students.

Full-time faculty in the liberal arts, business, education, criminal justice, information technology, physical education/health, and nursing disciplines normally assume an 18-21 instructional contact hours faculty workload per semester, or 36-42 instructional contact hours per academic year. Full-time faculty in other instructional areas, such as Welding, Cosmetology, Allied Health, etc. normally assume a 21-28 instructional contact hour faculty workload per semester or 42-56 instructional contact hours per academic year.

In addition to instruction, some faculty serve as academic advisors and have a large group of advisees—the advising role is in addition to course load and standing committee assignments. The institution states that there are 43 faculty advisors with an average advising load of 14 students for spring 2022, with some loads lower than 10 students.

During the most recent academic year, the average advising load was found to be approximately 18 students. The institution states that during spring 2022, there was no advising caseload greater than 35. However, the table provided shows several faculty members with more than 35 students. In addition, there are several faculty members in AY20-21 with an advising load that is well above 35. The institution provided no explanation as to the imbalance of advising loads for faculty across the institution.

Therefore, the Off-Site Reaffirmation Committee could not determine whether the institution employs a sufficient number of full-time faculty given responsibilities with regards to advising and teaching loads.

Institutional Response

Piedmont Community College's Understanding of the Issues

The Off-Site Reaffirmation Committee could not determine whether the institution employs a sufficient number of full-time faculty given responsibilities with regards to course load, standing committee assignments, and advising. The average advising load was higher than stated, and there are several faculty members in AY20-21 with an advising load that was well above 35. The institution provided no explanation as to the imbalance of advising loads for faculty across the institution.

Additional Narrative

Although we were unable to make a convincing case for compliance, Piedmont Community College does employ an adequate number of full-time faculty members to support the mission and goals of the institution. Regretfully, in the initial submission of the Compliance Certification Report, several individuals submitted on the faculty advising list were actually full-time College staff members, rather than full-time faculty, and should not have been included on the initial list. PCC apologizes for this unintentional error.

Student advisors were assigned based on their program of study; this created the imbalance noted by the Off-Site Reaffirmation Committee. To create equity across the board, the College has adopted a threshold of 15 advisees per full-time faculty member--and no full-time faculty will have more than that number. This will help faculty better balance their time between their courses, standing committee assignments, and advising.

A current and accurate list of PCC's Faculty Advisors and their caseloads can be found [here](#). At the present time, there are support staff who also advise students to help maintain these low faculty/advisee ratios. As is evident in the attached document, no PCC faculty member has more than 15 advisees. In fact, the average number of advisees per advisor is approximately eight students. Newer faculty and ones with lower program enrollment have fewer advisees, but to ensure balance and equity across the board, no full-time faculty has more than 15 advisees.

PCC is currently preparing to launch its QEP, Keep the PACE, which is focused on a paradigm shift in our advising model--moving away from a faculty-centered model to a centralized model led by professional academic advisors (who are not in a faculty role).

As we wait to hire and train the staff necessary to transition to the new advising model, PCC has committed to maintaining the current advising expectations for full-time faculty; they will have no more than 15 academic advisees to be reasonable, equitable, and compliant with standard 6.1. As the College shifts to a new advising model with the forthcoming QEP, all advising will be housed under the auspices of Student Development.

This additional narrative and evidence documentation confirm PCC's compliance with standard 6.2.a.

Self Ratings

Compliance

Evidence Attachments

[22FA Advisee Caseload Report.pdf](#)

6.2.a Faculty Qualifications

For each of its educational programs, the institution:

- a. Justifies and documents the qualifications of its faculty members.

Narrative

Off-Site Committee Narrative

The institution has developed a Faculty Credentialing Manual, which outlines the minimum qualifications for faculty in each program, to ensure that faculty have the proper qualifications for their scheduled teaching assignments. Faculty teaching general education courses or associate degree courses designed for transfer to a baccalaureate degree should possess a doctorate or master's degree with a concentration of 18 graduate semester credit hours in the discipline. Faculty teaching associate degree non-transfer courses should possess a bachelor's degree in the teaching discipline or an associate degree and demonstrated competencies in the teaching discipline. Faculty qualification tables were provided and while most of the faculty were deemed qualified to teach the assigned courses, there were questions on several faculty where the institution failed to provide evidence of qualification. Please see the "Request for Justifying and Documenting Qualifications of Faculty" at the end of this report for more information.

Institutional Response

Piedmont Community College's Understanding of the Issues

The Faculty Roster submitted with the Compliance Certification Report provided insufficient evidence of qualifications for seven faculty members listed on the *Request for Justifying and Documenting Qualifications of Faculty* provided by the off-site committee. The requested information is outlined in Table 1 for your convenience.

Table 1

Request for Justifying and Documenting Qualifications of Faculty

1	2	3	4	5
Name of Faculty Member	Course(s) in Question	Inadequate Academic Qualifications	Insufficient Justification of Other Qualifications	Comments (if needed)
Jason Haskins	BIO 168 BIO 169		X	No evidence shown to justify teaching BIO 168, 169
Cynthia Dixon	COS 112A COS 114 COS 114B COS 116		X	Industry work experience related to Salon.
Crystal Whethers	COS 112A COS 114 COS 114B COS 116		X	Industry work experience related to Salon.
Emily Buchanan	EDU 187 EDU 216 EDU 261 EDU 279 EDU 280	X		No evidence of coursework related to education courses.
Lisa Jones	MAT 3 ENG 2 MAT 3	X		No evidence of course work related to instructing Reading and Mathematics.
Jonathan Evans	SOC 210 SOC 220	X		No evidence of coursework related to instructing Sociology courses.
John Harris	WLD 110, WLD 112 WLD 115 WLD 121 WLD 121BB WLD 131 WLD 141 WLD 141BB WLD 151		X	Include work experience from the portfolio and resume that describes the demonstrated competencies to teach the listed welding courses.

Haskins, Jason

Jason Haskins has a Master's in Biology from North Carolina Central University. Courses within his graduate program include the following:

BIO 5120 Genetics (3)
BIO 5300 Bacteriology (4)
BIO 5310 Cell Biology (4)

BIO 5410 Special Topics in Bioinformatics (3)
BIO 5420 Immunology (4)
BIO 5550 Molecular Biology (4)

Complete course descriptions for the courses listed above can be found [here](#).

Additionally, Mr. Haskins has almost 10 years of experience teaching Biology and Anatomy & Physiology at several peer institutions including Wake Technical Community College, Durham Technical Community College, and Johnston Community College. Course evaluations reviewed indicated that Mr. Haskins was well-organized and easy to learn from. One student said, "He's literally the best teacher I've ever had."

Dixon, Cynthia

Cynthia Dixon has been a stylist and owner of a hair salon since 1990 when she completed her Cosmetology degree at Dudley Cosmetology University. She continues to practice part-time in addition to teaching for the College. Her diploma and resume can be viewed [here](#).

Whethers, Crystal

Crystal Whethers has much experience working in a salon. She has been a stylist at three different salons: JCPenney Hair Salon from 2015-17, Dudley's Hair Salon from 2018-2020, and currently at Sport Clips. Her resume can be viewed [here](#).

Buchanan, Emily

Emily Buchanan has a Master's degree in Educational Administration from High Point University. She has extensive work experience in the K-12 sector, where she has worked as both a teacher and a school administrator. Her graduate coursework includes the following:

EDU 5010 Advanced Instructional Technology (3)
EDU 5040 Diversity in Education (3)
EDU 5060 Developing Leadership in 21st Century Schools (3)
EDU 5070 Trends & Issues in Education (3)
EDU 5171 Strategies for Student Learning and Development (3)
EDU 5174 Organizational Management- 21st Century Schools (3)
EDU 5173 Using Data for School Improvement (3)
EDU 5271 Creating a Culture of School Success (3)

Detailed course descriptions of the above courses are attached [here](#). Ms. Buchanan is consistently ranked highly by students in her course evaluations.

Jones, Lisa

Lisa Jones has a Bachelor of Science degree in Psychology from Virginia Tech. She is currently finishing her Master's in Liberal Studies from Hollins University. ENG 002 and MAT 003 are both developmental courses, which only require a bachelor's degree according to guidelines in the [Faculty Credentialing Manual](#).

Ms. Jones has been teaching Adult Basic Skills at Piedmont Community College since 2005. In this role, she has taught reading, writing, mathematics, social studies, and

science for 17 years. She received the state's highest honor for her work in developmental education/adult basic skills in 2009, where she won the *Outstanding Educator Award for Adult Basic Skills*. The MAT 003 and ENG 002 curriculum covers the same material Ms. Jones has been teaching with the college since she started with the College in 2005 in Adult Basic Skills.

After teaching at the college for 17 years, Ms. Jones has recently transitioned into a non-teaching role at the College (May 2022). She now serves as the College's Coordinator, Tutoring Services.

Evans, Jonathan

Jonathan Evans has both a Master's degree in Social Work and in Global Arts. Within the Master's in Social Work program, Mr. Evans completed the following courses, all of which are grounded in sociology and directly related to the student learning outcomes of PCC's sociology curriculum. These courses include the following:

SOWK 700 Human Behavior and Social Functioning I (3)
SOWK 702 Human Behavior and Social Functioning II (3)
SOWK 704 Social Work with Groups (3)
SOWK 705 Social Work Practice and Human Diversity I (3)
SOWK 708 Social Work Practice with Communities, and Organizations (3)
SOWK 710 Social Work with Families I (3)
SOWK 711 Social Work with Families II (3)

Detailed course descriptions of the above courses are attached [here](#). Coursework descriptions which explicitly tie in with sociology learning outcomes are indicated in bold font. The PCC Faculty Credentialing Manual allows for Social Work as an accepted discipline for Sociology faculty.

Mr. Evans currently works at Danville Community College, where he has served as a full-time Sociology instructor for four years. Course evaluations from both institutions characterize Mr. Evans as an exceptional teacher, with many comments such as "Best professor I've had" and "Wonderful teacher, wonderful class."

Harris, John

John Harris received his Welding Diploma in May of 2009. He worked for Airgas National Welders for 11 years; he provided welding solutions and equipment to welders, installed equipment, and taught welders how to weld using new equipment/technologies. In addition to working at Airgas, he ran his own business, operating Harris Built Welding from 2005 – 2007 where he performed Oxy–Fuel Welding, Stick Plate Welding, Stick Plate/Pipe, MIG, and TIG welding to repair items and fabricate new items. For the academic year, 2015 – 2016, John worked as an assistant instructor. See John's resume [here](#) for additional details.

These additional qualifications confirm PCC's compliance with standard 6.2.a.

Self Ratings

Compliance

Evidence Attachments

[Crystal Whethers Resume.pdf](#)

[Cynthia Dixon Resume.pdf](#)

[Emily Buchanan Courses.pdf](#)

[Jason Haskins Courses.pdf](#)

[John Harris Resume.pdf](#)

[Jonathan Evans Courses.pdf](#)

[PCC Faculty Credentialing Manual.pdf](#)

[Request for Qualifications_2.png](#)

6.2.c Program Coordination

For each of its educational programs, the institution:

c. Assigns appropriate responsibility for program coordination.

Narrative

Off-Site Committee Narrative

Based on a review of organizational charts for the institution's five academic departments, the Off-Site Reaffirmation Committee determined that program coordination duties are generally assigned to appropriate full-time faculty in the program discipline whose formal titles include coordinator and director. A table of coordination assignments and corresponding job descriptions (Table 1, Program Coordinator Job Descriptions) indicated that four active programs—Information Technology, Electrical Power Production, Mechatronics, and Industrial Systems Technology—and one in the process for termination (Electrical Systems Technology) assign formal program coordination to the affiliated department dean. These deans work with program faculty on curriculum development, assessment, advisory committees, recruitment, and retention. A review of the job descriptions provided for the two deans who serve also as program coordinators (Dean, Business Studies and Emerging Technologies and Dean, Technical and Manufacturing), however, do not specify any formal program coordination responsibilities. Also, the academic credentials and qualifications of these deans appear not to align with the educational programs they coordinate. Therefore, the Off-Site Reaffirmation Committee was unable to determine if the institution assigns appropriate program coordinator to individuals qualified for all educational programs.

Institutional Response

Piedmont Community College's Understanding of the Issues

Job descriptions for two of the deans who serve as program coordinators do not reflect those responsibilities. Further, the academic credentials of the deans do not align with the educational programs that they coordinate. Therefore, the Off-Site Reaffirmation Committee was unable to determine if the institution assigns appropriate program coordinator to individuals qualified for all educational programs.

Additional Narrative

Each instructional dean at Piedmont Community College (PCC) oversees and helps coordinate academic programs in their area. This is referenced in their respective job descriptions in Table 1.

Table 1

Job Descriptions for Instructional Deans

Department	Job Description
------------	-----------------

Business Studies and Emerging Technologies	<u>Dean, Business Studies and Emerging Technologies</u>
Health and Wellness	<u>Dean, Health and Wellness</u>
Public Safety and Human Services	<u>Dean, Public Safety and Human Services</u>
Technical and Manufacturing Programs	<u>Dean, Technical and Manufacturing Programs</u>
University Transfer and General Education	<u>Dean, University Transfer and General Education</u>

While instructional deans do help with program coordination, we acknowledge that the academic credentials and qualifications of these deans do not align with the all of educational programs they help coordinate. Therefore, program coordination is spearheaded by senior program faculty to ensure that individuals with the experience and credentials to make program and curriculum decisions are appropriately involved in those determinations.

Several faculty members have program coordination within their respective job titles (e.g. [Agribusiness Technology Instructor/Program Coordinator](#), [Human Services Instructor/Program Coordinator](#), [Healthcare Management Technology Instructor/Program Coordinator](#), [Nurse Aid Instructor/Program Coordinator](#), [Medical Assisting Instructor/Program Coordinator](#)).

Other faculty serve in program coordination roles as well. When faculty are assigned additional [program coordination duties](#) which are not outlined in their primary job description, they are paid annual stipends for this work. Stipend memos for academic year 2022-23 are included [here](#) and [here](#).

The off-site team requested additional information concerning program coordination for the following programs: **Electrical Power Production, Mechatronics Engineering Technology, Industrial Systems Technology, Electrical Systems Technology, and Information Technology.**

While the Dean, Technical and Manufacturing Programs works very closely with the faculty in **Electrical Power Production, Mechatronics, Industrial Systems Technology, and Electrical Systems Technology**, faculty member [Dave Wehrenberg](#), who teaches courses in each of these programs, has been assigned program coordination duties for these programs. Similarly, in collaboration with the Dean, Business Studies and Emerging Technologies, faculty member [Christopher Davis](#) has been assigned program coordination duties for the **Information Technology** program. Credentials for these two faculty coordinators in question are shown in Table 2.

Table 2

Faculty Coordinator Credentials

Faculty Coordinator	Educational Credentials	Other Credentials
Christopher Davis	M.S. Information Technology Management; Certified Associate in Project Management	6+ years IT Industry experience
Dave Wehrenberg	B.S. Mechanical Engineering	NC Licensed Engineer 2003 - 22 OSHA Certified Trainer 10+ years related work experience

Each of PCC's educational programs has a qualified coordinator who runs day-to-day operations, oversees curriculum, and serves as the primary contact for the program. Faculty who serve as program coordinators work closely with their instructional deans, who provide assistance with curriculum, programming, and administrative oversight.

Because PCC assigns appropriate coordination for each of its educational programs, the institution is compliant with standard 6.2.c.

Self Ratings

Compliance

Evidence Attachments

[COORDINATOR, CURRICULUM.pdf](#)
[DEAN BUSINESS STUDIES AND EMERGING TECHNOLOGIES DIRECTOR, ADULT BASIC SKILLS.pdf](#)
[DEAN HEALTH WELLNESS.pdf](#)
[DEAN PUBLIC SAFETY HUMAN SERVICES.pdf](#)
[DEAN TECHNICAL MANUFACTURING PROGRAMS EARLY COLLEGE LIAISON.pdf](#)
[DEAN UNIVERSITY TRANSFER GENERAL EDUCATION.pdf](#)
[INSTRUCTOR-COORDINATOR HEALTHCARE MANAGEMENT TECHNOLOGY.pdf](#)
[INSTRUCTOR-COORDINATOR HUMAN SERVICES TECHNOLOGY.pdf](#)
[Job Description - Agribusiness Technology Instructor Coordinator.pdf](#)
[MEDICAL ASSISTING INSTRUCTOR-COORDINATOR \(2\).pdf](#)
[NURSE AIDE INSTRUCTOR-COORDINATOR.pdf](#)
[Program Coordinator Stipends Memo 2022-2023 Cynthia Dixon_Redacted.pdf](#)
[Program Coordinator Stipends Memo 2022-2023_Redacted.pdf](#)

8.2.b Student Outcomes: General Education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Narrative

Off-Site Committee Narrative

The Off-Site Reaffirmation Committee reviewed two tables, one outlining annual assessment schedule for the five general education competencies (reading, writing, fundamental math, computer use, and oral communication), another summarizing action plans designed to improve student performance. The institution further documented its annual assessment process by providing descriptions of faculty-developed embedded assignments in designated courses (e.g., reading – ENG 111), common rubrics crafted by faculty to evaluate student achievement, and the annual cycle in which reading, fundamental math, and computer use are assessed each fall, while spring assessment focuses on writing, fundamental math, and oral communication. Collection of assessment data is coordinated at the department level, shared with the Office of Research and Institutional Effectiveness (ORIE), and published in table format (see Year-End Results document). Additionally, the Off-Site Reaffirmation Committee reviewed a narrative summary of improvement measures “General Education Assessment: Closing the Loop.” However, the Off-Site Reaffirmation Committee was unable to locate documentation or narrative that illustrated appropriate alignment of assessment data collected and the actions seeking improvement. Additionally, the Off-Site Reaffirmation Committee noted an incomplete assessment cycle for the writing competency, which, according to Table 2 is scheduled for completion during spring 2022.

Institutional Response

Piedmont Community College's Understanding of the Issues

The Off-Site Reaffirmation Committee was unable to locate documentation or narrative that illustrated appropriate alignment of assessment data collected and the actions seeking improvement. Additionally, the Off-Site Reaffirmation Committee noted an incomplete assessment cycle for the writing competency.

Additional Narrative

PCC has five general education competencies: reading, writing, computer use, oral communication, and fundamental mathematics. For reading, oral communication, mathematics, and computer use, the performance target is a cumulative score of 6 or higher for three assessment components each scored on a 0-3 scale. For writing, since there are five rubric components, the target score is 10. These general education competencies are assessed annually, except for math which is assessed each semester; the results of these general education assessments are discussed among faculty, and they use these results to drive improvements within those courses/learning outcomes.

PCC strives to cultivate a culture of continuous improvement, and the tables, analysis and use of results below show how PCC: (a) identifies expected general education outcomes, (b) assesses the extent to which it meets those desired outcomes, and (c) uses and analyzes that assessment data to seek improvements to its general education curricula.

Overall general education outcomes were provided along with information regarding how these data were used for improvement in the Compliance Certification report. The general education outcomes document now contains two complete assessment cycles for all five general education outcomes.

To better demonstrate alignment between the assessment data and the actions seeking improvements, the overall rubric scores were disaggregated by the rubric components to ascertain which specific areas students needed the most improvement. Each of the numbers in the tables below highlight the number of sections where the rubric component was the lowest during that term. Faculty responses to these areas of needed improvement are summarized in Tables 1-5 below and in the additional narrative provided, all of which further demonstrate appropriate alignment between the assessment data and the use of results for improvement.

Table 1

General Education Improvements--Reading

Reading Rubric Component	Fall 2020	Modifications made 2021	Fall 2021	Modifications planned 2022
Communications	9	Additional formative assessments	3	
Comprehension	3		5	Additional formative assessments Utilize updated texts
Analysis	3		5	Share the assessment rubric with students before the

While overall performance for the reading general education outcome remains high, several strategies faculty used to improve student performance in specific areas of reading proficiency are outlined in the next section.

Implemented Strategies for Improving the Reading General Education Outcome

Disaggregation of the data highlighted that fact that most sections (9) had issues with the rubric element pertaining to communications. For an exemplary or proficient rating, the student must be able to engage in substantive discussion about the text (i.e. beyond the superficial). To do this, students must possess a thorough understanding of the text, in such a way that they can discuss it, question the text, and engage in ongoing discussion about the text and its themes. Students were able to repeat the author's claims but were unable to engage in meaningful discussion. Thus, some students earned a fair or poor rating in this area.

To work on this, instructors embedded additional formative assessments in their classes to provide students further practice in critical text discussion. Students also had increased opportunities to practice this with other articles prior to the summative assessment. This had a positive impact on student performance for Fall 2021, as rubric scores on the Communications component increased.

Though improvements were noted in Communications, the 2021 Fall data indicated Analysis and Comprehension components on the rubric were greater issues for this cohort of students. At the end of the assessment cycle, faculty agreed these areas would be focal points for the upcoming assessment cycle. Embedding additional formative assessments worked well for the Communications component, so this will be repeated to work on improving student performance with these rubric components. Faculty agreed that it was also time to choose a different text for the purposes of assessment, as the one they have been using has become a little dated. Students are increasingly uninterested in the topic of the article associated with the assignment. Faculty feel that making it more current and one that is better aligned to student interests will help increase their performance.

Beginning in Fall 2022, faculty also noted that they would begin sharing the General Education rubric with students prior to having them complete the assignment. Until now, this assignment was embedded in the course, and instructors completed these assessments on the back-end. Instructors indicated that by providing students with these expectations and reviewing/explaining the rubric and its components might also help improve student performance. The impact of these course corrections will be assessed during the Fall 2022 semester.

Table 2

General Education Improvements--Writing

Writing Rubric Component	Spring 2020	Modifications made 2020	Spring 2021	Modifications made 2021	Spring 2022	Modifications planned 2022
Main idea, thesis, or purpose					1	
Support of thesis			2		2	Collaborative exercises
Organization and coherence	1					
Grammar, mechanics and syntax	2		4	Embedded grammar lessons		
Use of sources and documentation	1		2		2	Collaborative exercises

Instructors teaching ENG 111 all require students to compose an argumentative paper; that assignment is used to assess students' proficiency with the writing general education outcome. Aside from the slight decrease in performance during AY 20-21, performance with the writing general education outcome has been relatively steady. However, further analysis of data revealed some specific areas for concern.

Implemented Strategies for the Writing General Education Outcome

During AY 19-20, nothing on the rubric stood out as a pressing area of concern. Because performance was relatively high across all areas of the rubric, there were no specific focal points for the next cycle. The goal was to sustain or increase performance on this general education outcome over the next academic year. In the following year, faculty noted the

biggest area of struggle with students was grammar. Thus, beginning in AY 21-22, faculty opted to embed specific grammar lessons into their courses. Topics like pronoun agreement, subject-verb agreement, run-on sentences, fragments, and comma use were all topics instructors incorporated into their lessons. By embedding this direct instruction and mini-lessons into the ENG 111 classes, grammar was not identified as an issue (at all) in the AY 21-22 results.

Use of source material and support of a thesis emerged as the top two issues from the general education writing rubric components. Instructors plan to utilize the technology enhanced classrooms installed during the summer of 2022 to do interactive lessons on the new 75" classroom TVs. Students can look at sample papers and practice adding support for the thesis statement and source material into essay assignments in more engaging, collaborative exercises (in all modalities).

Prior to the upcoming academic year, select classrooms had document cameras, which allowed faculty to display student papers—and, as a class, they could analyze and evaluate papers for support, thesis, source material, grammar, etc. The newly acquired technology will allow more student interaction, and it will provide additional opportunities for faculty and students to engage and collaborate with this content.

Faculty will continue to embed the mini grammar lessons throughout the course, as that had a tremendous impact on student performance when that was implemented in the previous year.

Table 3

General Education Improvements--Oral Communication

Oral Communication Rubric Component	Spring 2020	Modifications made 2020	Spring 2021	Modifications made 2021	Spring 2022	Modifications planned 2022
Delivery of Content	2		1		2	
Eye Contact	6	Faculty development; Extra practice	4	Stay the course with previous modifications	3	Stay the course with previous modifications
Vocal Delivery			5	Extra practice; Embedded videos	2	Stay the course with previous modifications

In reviewing data over the past few assessment cycles, faculty noted that AY 19-20 was a particularly rough year. The assessment is given at the end of the semester once students have learned all major content from the course. During this year, however, the pandemic hit, and of the many disciplines, COM 231 was one of the hardest hit, as students had a hard time adjusting to public speaking in an online format (when they were originally signed up in a different modality).

Once instruction started shifting back to normal and/or students and faculty learned to pivot successfully to modified online instruction, performance with this gen ed outcome increased significantly, as is evident in the AY 20-21 results. Performance improved by 30+% points across all locations and modalities. Overall performance in AY 21-22 was in line with the previous assessment cycle, despite slight decreases in Caswell County, in hybrid, and in blended classes.

Implemented Strategies for the Oral Communication General Education Outcome

The COVID-19 pandemic had one of the most profound impacts on our COM 231 (Public Speaking) students. While the College has traditionally offered this class as an online option, during the Spring 2020 semester, all instruction shifted to an online modality at the beginning of March. The assessment results for this cycle were atypical for this course, but recording speeches and doing public speaking activities online was something for which many students were not prepared. Faculty who had little experience teaching online engaged in professional development and quickly learned how to convert all their face-to-face and hybrid materials into fully online courses, as well as how to utilize virtual meeting platforms. At the time, faculty had no clue how long they would be teaching in that type of environment, therefore they had to adjust all the remaining materials, lessons, and assessments. The results for AY 19-20 reflected the fact that the adjustment was made quickly and many were not prepared to shift online.

In addition to faculty attending significant professional development on online instruction, for the general education assessment, faculty opted to focus on the element of the rubric students struggled with the most, and that was eye contact. Thus, in AY 20-21, faculty worked one-on-one with students in Zoom sessions where they practiced maintaining and sustaining eye contact. There were group activities/breakout groups in Zoom where they could practice with one another. Within the course, opportunities were built in so that students could practice this skill. That way, regardless of how the course was being offered, they had practice with the skill associated with the area in which they scored the lowest on the rubric.

Performance increased significantly in AY 20-21 as instructors made modifications to improve student learning. In this year, vocal delivery became the weakest area on the rubric for students. To address this, faculty adopted a similar strategy they did after AY 19-20 with eye contact. This time faculty embedded videos where they examined vocal delivery of different people giving speeches. They were required to look at different styles of vocal delivery. In addition to this, faculty also embedded opportunities for students to actually use the rubric and critique others' (including their peers') vocal delivery. By implementing this strategy, faculty noticed an improvement as it went from being the weakest area for students to being an issue in only two sections.

Faculty plan to continue working on eye contact and vocal delivery, as they are still the lowest-ranked items (but the number of sections where they are issues has decreased significantly). By continuing to highlight the rubric, having students critique one another and give feedback, and providing opportunities where students can use the rubric to assess things like vocal delivery and eye contact, faculty are hopeful they can continue to make even greater gains with this general education learning outcome.

Table 4

General Education Improvements--Mathematics

Fundamental Mathematics	AY	AY	Modifications planned
Rubric Component	20-21	21-22	AY 22-23
Calculation	1	3	
Analysis/Synthesis	3	4	Group work; peer tutoring added; additional formative assessments incorporated
Communication	7	11	Online discussion boards added; additional formative assessments incorporated

Math is assessed in both MAT 143 and MAT 171 over two semesters. Performance on the math assessments has been inconsistent over the last several academic years. This is due in part to shifts in instructional format within a semester due to COVID-19 and minimal student participation in some of the assessment activities. In AY 21-22, instructors noted a significant deficit in students' basic skills which has impacted their performance on these assessments. This can also be attributed to the COVID-19 impact on education at the K-12 level, as many of our students are dual-enrolled.

Implemented Strategies for the Fundamental Mathematics General Education Outcome

The data shows that of the three attributes assessed, communication is an ongoing issue in math courses for both semesters. This component measures students' ability to give an adequate explanation of the solution as applied to a real-world situation. To aid students with this skill, faculty assigned more written work and asked students to self-evaluate. Online courses added discussion boards that required students to explain their results or find errors in problems and explain correct processes. Instructors added assignments similar to the assessment prior to giving the assessment activity to provide feedback and improve students' understanding of the expectations for the assessment.

The analysis component was an issue for some students as well, which would impact their understanding of the outcome and how it relates to the problem given. Instructors have worked with students throughout the semester to improve student understanding and explanation of processes and analysis again by requiring more written work and asking students to self-evaluate their ability to do this type of analysis. Additional activities involving group work and peer-tutoring were added to increase students' ability in this area. Instructors also added formative assessments prior to giving the assessment activity to provide feedback and improve students' understanding of the expectations for the assessment, similar to those above.

Table 5

General Education Improvements--Computer Use

Computer Use Rubric Component	Fall 2020	Modifications made 2021	Fall 2021	Modifications planned 2022
Perform Email Operations	1		1	
Utilize Internet Applications	1	Self-assessment		Stay the course with previous modifications
Incorporate Software Applications in Area of Study	2	Peer teaching, project-based learning	4	Stay the course with previous modifications

Computer use is assessed in CIS 110 each fall semester. The pandemic likely had an impact on the Fall 2020 semester results, as the overall average was below 70%. Significant improvements were made across all modalities (online, hybrid) and all locations (Person, Caswell) based on interventions that were made from AY 20-21 to AY 21-22, which are further described below.

Implemented Strategies for the Computer Use General Education Outcome

A careful analysis of the data revealed deficiencies in students' mastery of the third rubric component --incorporating software applications-- into area of study) of CIS 110. To address these deficiencies, two teaching strategies were employed by instructors.

Peer teaching--students began working with a partner to share knowledge, help each other, and submit a paired assignment. This collaborative learning approach fosters engagement, interaction, and helps students problem-solve. Students were given the ability to work together in groups of two to support one another and have a safe space to ask questions and fill in any gaps they may have missed in their reading, lecture, or lab work. Stronger students model and demonstrate certain applications and functionalities in which struggling learners are able to understand better by having a someone they can relate to and receive encouragement from within the same setting. This is a learning style that can be carried throughout a student's college career, and it also helps to reiterate the instruction and allows learners to understand the importance of using these software applications throughout their course of study.

Project-based learning --instructors began to utilize the project-based learning strategy in the final project using PowerPoint where students applied what they learned throughout the entire semester, including but not limited to, incorporating software applications into their area of study. The content for this project contributes to both relevant and practical learning.

Each of these strategies helped improve student performance on the general education assignment in CIS 110 from AY 20-21 to AY 21-22. While more students had issues with the rubric item — incorporate software — their performance on the assignment improved significantly over the past assessment cycle. Efforts will be made in the next assessment cycle to highlight this rubric item specifically with students. Faculty will continue all of the strategies used above, which positively impacted student performance, and will add more attention to the rubric and the software application portion to improve performance in the

next assessment cycle.

Self-Assessment--self-assessment is another framework used in teaching objectives in using internet applications. For example, after the initial lecture and question session on the Internet project, students work in a self-paced tutorial from the online companion, Cirrus. This tutorial allows students to learn and practice about navigating and searching the Web. This activity helps students to accomplish better results on the Internet search assignment.

The appropriately aligned assessment data and actions seeking improvement presented in the tables and narrative above confirm PCC's compliance with standard 8.2.b.

Self Ratings

Compliance

Evidence Attachments

[Computer Use Gen Ed Rubric.pdf](#)
[Gend Ed Combined Summary 2021-22 \(final\)_\(1\).pdf](#)
[General Education Closing the Loop \(1\).pdf](#)
[Math Gen Ed Rubric.pdf](#)
[Oral Communication Gen Ed.pdf](#)
[Reading Gen Ed Rubric.pdf](#)
[Table 1 Reading.png](#)
[Table 2 Writing.png](#)
[Table 3 Oral communication.png](#)
[Table 4 Mathematics.png](#)
[Table 5 Computer Use.png](#)
[Writing Gen Ed Rubric.pdf](#)

9.3 General Education Requirements

The institution requires the successful completion of a general education component at the undergraduate level that:

- a. is based on a coherent rationale.
- b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Narrative

Off-Site Committee Narrative

The institution provided an appropriate rationale for its general education program. The Off-Site Reaffirmation Committee's review of ID SBCC 400.10 and the institution's Curriculum Standard for Accounting and Finance and other Program of Study Course and Hour Requirements notes that associate degree programs must contain a minimum of 15 semester hours of general education, including a course from each of the following areas: humanities/fine arts, social/behavioral sciences, natural sciences/mathematics as well as six hours of communications. Completing courses in the various areas ensures that students are exposed to a wide range of knowledge and is based on the rationale that students can pursue opportunities for studying and improving their abilities in communication, social/behavior science, natural science/mathematics, and fine arts/humanities. While 15 semester hours comprise the minimum number of general education credits, students may be required to complete additional general education courses, depending on the associate degree program requirements. For example, the institution's Curriculum Standard for the Associate of Arts/Degree Program outlines 45 semester hours of general education coursework that students must complete. Students gain practical skills while completing the general education requirements that will allow them to build upon these skills and achieve success in other areas and subsequent studies. However, the institution did not adequately describe the mechanism it uses to monitor students' successful completion of these required general education courses.

Institutional Response

Piedmont Community College's Understanding of the Issues

PCC requires the successful completion of a general education component which is based on a coherent rationale, is a substantial component of each program, and ensures a breadth of knowledge. The Off-Site Reaffirmation Committee was unable to determine based on the documents submitted that PCC monitors students' successful completion of these required courses.

Additional Narrative

Students' successful completion of the general education component of their program is monitored through the use of the academic evaluation tool throughout their course of study. Advisors review and track graduation requirements with students using the Academic Evaluation, a summary that outlines the total credit hours earned at PCC, transfer credits awarded from other institutions, and courses remaining to complete the credential--including general education courses.

Graduation Applications are accompanied by the Academic Evaluation which includes a section summarizing the required general education courses needed for each program of study. All coursework for all programs of study, including general education classes, is audited by the Registrar's Office upon receipt of a Graduation Application. The application and/or evaluation document is annotated upon review to note courses that are outstanding so they can be confirmed prior to graduation. Outstanding courses are noted on the evaluation document as either in progress (IP) or preregistered (PR).

The Dean, Enrollment Services and the Vice President, Student Development provide supervision of the Registrar to ensure compliance with graduation requirements. Table 1 provides an example of a graduation application with academic evaluation from each of PCC's five instructional areas.

Table 1

Sample Documents Used to Monitor General Education Requirements

Instructional Area	Graduation Application with Academic Evaluation
Business Studies & Emerging Technologies	<u>Accounting & Finance</u>
Health & Wellness	<u>Medical Assisting</u>
Public Safety & Human Services	<u>Criminal Justice Technology</u>
Technical & Manufacturing	<u>Industrial Systems Technology</u>
University Transfer & General Education	<u>Associate in Science</u>

The additional narrative and evidence documentation provided describe the mechanism the institution uses to monitor all students' successful completion of required general education courses, thereby demonstrating PCC's compliance with standard 9.3.

Self Ratings

Compliance

Evidence Attachments

[Business Grad Application & Eval_redacted.pdf](#)

[Health Grad Application & Eval_redacted.pdf](#)

[Public Safety Grad Application & Eval_redacted.pdf](#)

[Tech_Manufact Grad Application & Eval_redacted.pdf](#)

[Transfer Grad Application & Eval_redacted.pdf](#)

10.3 Archived Information

The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.

Narrative

Off-Site Committee Narrative

The institution makes previous catalogs from 1972-2013 available via the Learning Commons archives and the AY20-21 and current catalog (AY21-22) via the institution's Catalog website. However, the Off-Site Reaffirmation Committee could not find evidence to support access to electronic copies of the catalog from 2014 to 2020.

Institutional Response

Piedmont Community College's Understanding of the Issues

The Off-Site Reaffirmation Committee could not find evidence of access to electronic copies of the catalog from 2014 to 2020.

Additional Narrative

Piedmont Community College (PCC) ensures the availability of all archived official catalogs (digital and/or print) to former and returning students.

PCC has a shared data storage network where documents can be saved and accessed by others on campus. The Information Technology Services department controls access to the files stored on this network, including the [archived catalogs](#) from 2014-2020 which are stored and secured by granting system permissions as appropriate. All employees have permission to access the archived electronic catalogs including the [staff at the Learning Commons](#) (read and execute).

Via the [Catalog web page](#) on the College's website, former and current students, employees, and the general public are directed to the Learning Commons for access to older editions of the catalog. Staff in the Learning Commons have access to the older printed catalogs in the archive collections area, as well as the electronic versions stored on the College's shared data storage network. When a patron requests access to a catalog for which there is only an electronic version, they will be provided a link to the digital file in an Adobe Acrobat Portable Document Format (pdf), or printed pages if the scope of their request is narrow.

By referring students to the Learning Commons as the central repository for official archived catalogs, PCC ensures their availability to former and returning students as needed. This confirms PCC's compliance with standard 10.3.

Self Ratings

Compliance

Evidence Attachments

[10.3 Access to catalog files.png](#)

[10.3 Catalog screenshot.PNG](#)

[10.3 Screenshot of access to PCC Catalogs 2014-2020.png](#)

10.7 Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Narrative

Off-Site Committee Narrative

The Off-Site Reaffirmation Committee's review of 1D SBCCC 400.1 and Section 6.10.1 of the institution's Policy & Procedures Manual sets forth the institution's policy for awarding credit for its classes, clinical practice, experiential laboratory, faculty directed laboratory, and work-based learning. A review of the resumes of various employees suggests that the employees are highly qualified to assess the learning experiences, award appropriate credit, and determine credit equivalencies. Section 6.10 of the institution's Policy & Procedures Manual sets forth the procedure for awarding academic credit for transfer courses between programs at the institution as well as the procedure to substitute one course for another in a student's program of study. Sections 6.12 and 6.12.1 of the institution's Policy & Procedures Manual outline the process for submitting final grades and define each mark of the institution's grading scale for awarding credit for continuing education and curriculum classes. These policies ensure the institution has a basis for evaluating learning experiences and determining credit equivalencies, so students can receive credit for all relevant learning experiences completed via their educational program. However, the Off-Site Reaffirmation Committee is unable to determine if the institution has implemented its policies and procedures for determining the amount and level of credit awarded for its courses.

Institutional Response

Piedmont Community College's Understanding of the Issues

The Off-Site Reaffirmation Committee is unable to determine if the institution has implemented its policies and procedures for determining the amount and level of credit awarded for its courses.

Additional Narrative

The academic programs offered at Piedmont Community College (PCC) provide students with a coherent and effective academic pathway to graduation or transfer. PCC has four policies which contain procedures related to the amount of credit and level of credit awarded for its courses. Below is a description of these policies as they apply to standard 10.7.

PCC Policy 6.2 Programs of Study requires several levels of approval before the institution can offer a program. Programs are designed to comply with the curriculum standards approved by the State Board of Community Colleges and are evaluated based the amount and level of credit awarded, and on their relevance to PCC's service area, the State of

North Carolina, and higher education. Curriculum content and amount of credit awarded is based on the requirements of the North Carolina Community College System (NCCCS); the [curriculum standard for EMS](#) is provided as an example. Table 1 provides documentation of policy implementation at each step of the approval process to offer a new program -- beginning with local curriculum committee approval, continuing with local board and state approval, ending with SACSCOC approval. The NCCCS application demonstrates that the amount and level of credit offered in the new EMS program align with the requirements provided by the state and PCC Policy 6.12 Grading System - Curriculum.

The table also provides an example of a separate substantive change notification which demonstrates implementation of both PCC Policy 6.2 Programs of Study and [PCC Policy 2.28 Substantive Change](#).

Table 1

Implementation of PCC Policy 6.2 Programs of Study

Policy	Procedure	Evidence of Implementation
6.2 Programs of Study	New program approval	PCC Curriculum Committee BOT Curriculum Committee Full Board of Trustees NCCCS New Program Application NCCCS Approval Letter SACSCOC Approval Letter
	Substantive change	Substantive Change Notification (Human Services Technology - Substance Abuse)

PCC has also established procedures for evaluating, awarding, and accepting curriculum transfer credit in PCC Policy 6.10 Credits-Curriculum. This policy ensures that at least 25% of course credits are earned at PCC, and establishes guidelines

for course substitutions and transfer credit. Documents demonstrating implementation of this policy are linked in Table 2 below.

Table 2

Implementation of PCC Policy 6.10 Credits-Curriculum

Policy	Procedure	Evidence of Implementation
<u>6.10 Credits-curriculum</u>	25% Institutional Credits Rule	<u>Graduation Application and Eval with Institutional Credits Confirmation</u>
	Course Substitution	<u>Course substitution request with associated Academic Evaluation</u>
	Transfer of Credit	<u>Transcript--Transfer Credit</u>
	Transfer of credit-noncourse works	<u>Transcript--non-course works</u>

PCC Policy 6.10.1 Non-Credit to Credit outlines procedures governing the awarding of credit for non-course experiences. This covers situations such as Advanced Placement courses, military experience, and continuing education credits among others. Evidence of implementation of this policy is provided in Table 3.

Table 3

Implementation of PCC Policy 6.10.1 Non-Credit to Credit

Policy	Procedure	Evidence of Implementation
<u>6.10.1 Credit for Prior Learning</u>	25% Institutional credits rule	<u>Graduation Application and Eval with Institutional Credits Confirmation</u>
	Apprenticeship	PCC has had no opportunity to award this type of credit.

	State or industry recognized credentials/continuing education to curriculum credit	Course credit crosswalk (health and wellness) EMS Transcript
	Courses listed in high school to community college articulation agreements	PCC has had no opportunity to award this type of credit.
	Military education and training	Transcript-Military Credit
	Standardized examinations	Academic Evaluation - Advanced Placement credit
	Challenge exams/proficiency	Special Conditions Form - successful challenge exam with associated Academic Evaluation
	Portfolio assessment	PCC has had no opportunity to award this type of credit.
	Public Safety Training (PST) prefix courses	Transcript--In-service Fire Training Request for PST credit Academic Evaluation-PST credit

PCC Policy 6.12 Grading System outlines grade designations that indicate student performance on a 10-point scale, grade points, credit hour information, and the grades associated with credit earned at PCC or elsewhere. Example documentation demonstrating the ways in which PCC has implemented this policy are provided in Table 4.

Table 4

Implementation of PCC Policy 6.12 Grading System

Policy	Procedure	Evidence of Implementation
6.12 Grading System- Curriculum	Assignment of Grades for Various Types of Credit	Transcript showing various grades assigned
	Credit Hours	Credit hours align with State Board of Community Colleges Code NCCCS Approved Gunsmithing Curriculum Standard Gunsmithing Section Information

These additional evidence pieces demonstrate that PCC has correctly implemented its policies regarding awarding credit and fully confirms its compliance with standard 10.7.

Self Ratings

Compliance

Evidence Attachments

[12.13.21 HSE.pdf](#)
[1d_sbccc_400.1_1nov17.pdf](#)
[2.28-Substantive-Change.pdf](#)
[6.10.1 Grading Transcripts_Redacted.pdf](#)
[6.10.1-Non-Credit-to-Credit-2022.pdf](#)
[6.10-Credits-Curriculum-4.5.2021.pdf](#)
[6.12-Grading-System-2022.pdf](#)
[6.2-Programs-of-Study-2021.pdf](#)
[a45340_emerg_med_science_sp2019v4.pdf](#)
[AP and Transfer Credit EVAL.pdf](#)
[Application for Graduation and evaluation - packet 1_Redacted.pdf](#)
[Application for Graduation and Evaluation - packet 2_Redacted.pdf](#)
[Approved POS-D302102020FA.pdf](#)
[Board of Trustees Meeting 11.3.20 minutes Approval EMS Program.jpg](#)
[BOT Curriculum Committee Meeting Minutes 10.20.20 EMS Program.jpg](#)
[Course Sub_Redacted.pdf](#)

[Credit by Exam_Redacted.pdf](#)
[Credit for Prior Learning_Crosswalk Health & Wellness.pdf](#)
[Credit for Prior Learning_EMS Transcript.pdf](#)
[Curriculum Committee Minutes 9_10_20.pdf](#)
[Grading Transcripts_Redacted.pdf](#)
[GSM 101A Section information.pdf](#)
[NCCCS - EMS Approval Letter.pdf](#)
[Piedmont CC EMS NCCCS Curr Program Application.pdf](#)
[PST Academic Evaluation_Redacted.pdf](#)
[Request for PST 179_Redacted.pdf](#)
[SACSCOC EMS approval letter 6.18.21.pdf](#)
[Transcript_Military Credit outlined.pdf](#)
[Transcript_noncourse works highlighted.pdf](#)
[Transcript_transfer credit highlighted.pdf](#)

13.1 Financial Resources

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

Narrative

Off-Site Committee Narrative

The Off-Site Reaffirmation Committee could not find adequate evidence that the institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. While the institution provided audited biennial financial statements covering the past six fiscal years, little information was provided in the way of analysis, trends, or financial ratios to support a case for compliance. The institution provided an analysis of the current ratio; however, no other ratio analysis was provided. There was no calculation or analysis of the Unrestricted Net Assets Exclusive of plant and plant-related debt to establish the institution's financial resources. Without trends or analysis of the financial material, the Off-Site Reaffirmation Committee cannot determine if the institution has a stable financial base to support the mission of the institution.

Institutional Response

Piedmont Community College's Understanding of the Issues

The institution provided audited biennial financial statements covering the past six fiscal years. There was no calculation or analysis of the Unrestricted Net Assets Exclusive of plant and plant-related debt to establish the institution's financial resources. However, other than the current ratio data, little information was provided in the way of analysis, trends, or financial ratios to support a case for compliance. Without trends or analysis of the financial material, the Off-Site Reaffirmation Committee cannot determine if the institution has a stable financial base to support the mission of the institution.

Additional Narrative

PCC has a sound financial base from which to support the mission of the College. The following analysis, trends, and financial ratios are provided to further support the case for compliance.

Recent Financial Trends

Each year, PCC Business Office staff members prepare three statements as part of the year-end reports:

- The Statement of Net Position;
- The Statement of Revenues, Expenses, and Changes in Net Position;
- The Statement of Cash Flow;

- Unrestricted Net Assets, Exclusive of Plant Assets

Each of these reports is shown below in a condensed format with four years of data.

Table 1

Condensed Statement of Net Position

CONDENSED STATEMENT OF NET POSITION				
Figures from audited financial statements	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021*
Assets				
Current Assets	\$ 1,305,965.39	\$ 1,214,505.12	\$ 1,482,043.86	\$ 1,706,618.69
Noncurrent Assets	\$ 210,309.55	\$ 206,571.20	\$ 57,043.14	\$ 1,227,372.14
Capital Assets	\$ 13,465,424.81	\$ 15,071,855.87	\$ 14,541,393.69	\$ 14,644,639.97
Total Assets	\$ 14,981,699.75	\$ 16,492,932.19	\$ 16,080,480.69	\$ 17,578,630.80
Deferred Outflows of Resources	\$ 4,657,134.76	\$ 4,738,339.76	\$ 2,735,733.76	\$ 3,342,759.24
Liabilities				
Current Liabilities	\$ 840,480.43	\$ 953,421.65	\$ 939,082.17	\$ 891,757.80
Long-term Liabilities	\$ 18,932,671.94	\$ 17,727,807.41	\$ 18,569,967.83	\$ 16,327,150.03
Total Liabilities	\$ 19,773,152.37	\$ 18,681,229.06	\$ 19,509,050.00	\$ 17,218,907.83
Net Position				
Net Invested in Capital Assets	\$ 13,465,424.81	\$ 14,743,884.85	\$ 14,199,128.03	\$ 14,421,377.78
Restricted	\$ 344,535.29	\$ 292,949.04	\$ 490,106.21	\$ 1,013,637.11
Unrestricted	\$ (23,258,547.48)	\$ (21,963,470.52)	\$ (20,853,537.31)	\$ (18,639,930.68)
Total Net Position	\$ (9,448,587.38)	\$ (6,926,636.63)	\$ (6,164,303.07)	\$ (3,204,915.79)

PCC has had a strong total net position over the past four years, and is financially stable. The increase (decrease) in net position from 2018 to 2021 portrayed in Table 2 are the result of the restatement of net position required to implement Governmental Accounting Standards Board (GASB) Standard 68 (pension related deferred outflow of resources). GASB Standard 68, a new accounting standard effective for fiscal year 2018, created major changes in the reporting of pension liability. GASB 68 transfers the pension liability from the state-level financial statements to the individual financial statements of the colleges. However, as can be seen in the expense section, the operating expenses for PCC have remained relatively consistent over the four years shown.

Table 2

Condensed Statement of Revenues, Expenses, and Changes in Net Position

CONDENSED STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION				
Figures from audited financial statements	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021*
Operating Revenues				
Student Tuition and Fees, Net	\$ 1,039,597.76	\$ 1,186,363.80	\$ 993,410.48	\$ 976,627.33
Sales and Services, Net	\$ 298,883.26	\$ 142,827.01	\$ 121,398.29	\$ 128,712.53
Other Revenues	\$ 17,051.60	\$ 38,936.09	\$ 38,453.59	\$ 34,315.00
Total Operating Revenues	\$ 1,355,532.62	\$ 1,368,126.90	\$ 1,153,262.36	\$ 1,139,654.86
Operating Expenses				
Salaries and Benefits	\$ 12,173,002.94	11,207,029.95	\$ 11,279,242.44	\$ 10,856,007.84
Supplies and Materials	\$ 1,333,785.83	1,430,727.68	1,838,055.67	2,356,625.63
Services	\$ 1,501,046.38	1,629,716.55	1,552,103.51	2,698,398.27
Scholarships and Fellowships	\$ 1,042,196.37	1,008,294.73	1,369,097.05	1,870,755.04
Utilities	\$ 336,501.36	297,613.03	351,785.19	312,933.60
Depreciation	\$ 556,231.77	575,485.45	\$ 684,327.53	\$ 665,476.00
Total Operating Expenses	\$ 16,942,764.65	\$ 16,148,867.39	\$ 17,074,611.39	\$ 18,760,196.38
Nonoperating Revenues (Expenses)				
State Aid	\$ 9,789,069.67	10,176,726.25	\$ 9,937,738.67	\$ 8,765,863.78
State Aid - Coronavirus				\$ 1,171,902.16
County Appropriations	\$ 1,529,246.00	1,574,921.00	\$ 1,623,371.04	\$ 1,630,701.75
Noncapital Grants - Federal Fin. Aid	\$ 1,476,689.43	1,616,950.01	\$ 2,225,929.01	\$ 2,373,052.73
Noncapital Grants - Federal COVID-19			\$ 213,486.00	\$ 989,458.11
Noncapital Grants	\$ 1,910,506.25	1,852,234.61	\$ 1,838,360.00	\$ 3,016,678.56
Investment Income	\$ 4,360.56	4,207.31	\$ 4,142.16	\$ 1,063.97
Other Nonoperating Revenue (Expenses)	\$ 967.00	(87,632.68)	\$ (18,482.57)	\$ (34,007.94)
Federal Pass-through Grant Expenses				
Total Operating Revenues (Expenses)	\$ 14,710,838.91	\$ 15,137,406.50	\$ 15,824,544.31	\$ 17,914,713.12
Other Revenues - Capital Aid	\$ 578,472.63	\$ 2,165,284.74	\$ 859,138.28	\$ 2,665,215.68
Total Nonoperating and Other Revenue (Expenses)	\$ 15,289,311.54	\$ 17,302,691.24	\$ 16,683,682.59	\$ 20,579,928.80
Increase (Decrease) In Net Position	\$ (297,920.49)	\$ 2,521,950.75	\$ 762,333.56	\$ 2,959,387.28
Net Position, July 1	\$ (9,150,666.89)	\$ (9,448,587.38)	\$ (6,926,636.63)	\$ (6,164,303.07)
Net Position, June 30	\$ (9,448,587.38)	\$ (6,926,636.63)	\$ (6,164,303.07)	\$ (3,204,915.79)

PCC also maintains a strong cash position each year. Table 3 below shows that PCC consistently has over \$1 million in cash at fiscal year-end.

Table 3

Condensed Statement of Cash Flow

CONDENSED STATEMENT OF CASH FLOW				
Figures from audited financial statements	FY 2018	FY 2019	FY 2020	FY 2021*
Cash Provided (Used) by				
Operating Activities	\$ (15,227,414.97)	\$ (15,574,404.50)	\$ (16,048,762.43)	\$ (18,279,793.23)
Noncapital Financing Activities	\$ 14,727,115.29	\$ 15,243,678.58	\$ 15,856,469.18	\$ 16,603,701.09
Capital Financing Activities	\$ 208,858.74	\$ 311,493.16	\$ 282,054.81	\$ 1,743,391.99
Investing Activities	\$ 4,238.80	\$ 4,273.61	\$ 4,489.33	\$ 1,063.97
Net Change in Cash	\$ (287,202.14)	\$ (14,959.15)	\$ 94,250.89	\$ 68,363.82
Cash, Beginning of Year	\$ 1,384,948.81	\$ 1,141,810.82	\$ 1,177,121.58	\$ 1,271,372.47
Cash, Ending of Year	\$ 1,097,746.67	\$ 1,126,851.67	\$ 1,271,372.47	\$ 1,339,736.29

A statement of Unrestricted Net Assets, Exclusive of Plant Assets for fiscal years 2018 through 2021 is presented below in Table 4; PCC's unrestricted net assets are affected by the implementation of GASB 68. It should be noted, the state of North Carolina maintains the state's pension fund, and the General Assembly determines the allocation amounts each fiscal year. PCC pays the amount owed each year and has no further liability past that payment. The State of North Carolina is responsible for any liabilities associated with the pension fund. GASB 68 requires state and local governmental agencies providing defined benefit pensions to recognize their long-term obligation for pension benefits as a liability, and to more comprehensively and comparably measure the annual costs of pension benefits.

Table 4

Unrestricted Net Assets Exclusive of Plant and Plant-related Debt

STATEMENT OF UNRESTRICTED NET ASSETS, EXCLUSIVE OF PLANT ASSETS				
Figures from audited financial statements	FY 2018	FY 2019	FY 2020	FY 2021*
Net Investments in Capital Assets	\$ 13,465,424.81	\$ 14,743,884.85	\$ 14,199,128.03	\$ 14,421,377.78
Restricted for Expendable	\$ 344,535.29	\$ 292,949.04	\$ 490,106.21	\$ 1,013,637.11
Unrestricted	\$ (23,258,547.48)	\$ (21,963,470.52)	\$ (20,853,537.31)	\$ (18,639,930.68)
TOTAL NET ASSETS	\$ (9,448,587.38)	\$ (6,926,636.63)	\$ (6,164,303.07)	\$ (3,204,915.79)
Change from Prior Year		\$ 2,521,950.75	\$ 762,333.56	\$ 2,959,387.28
To determine Operational Resources, add back to Unrestricted Net Assets: compensated absences, other post-employment benefits, and pension liabilities, GASB 68				
Unrestricted Net Assets	\$ (23,258,547.48)	\$ (21,963,470.52)	\$ (20,853,537.31)	\$ (18,639,930.68)
Add back Compensated Absences, Current	\$ 219,308.45	\$ 279,397.30	\$ 126,387.66	\$ 139,553.62
Add back Other Post Employment Benefits				
Less Deferred Outflows of Resources, Pensions	\$ (1,326,078.00)	\$ (2,775,188.24)	\$ (2,420,695.24)	\$ (2,305,533.24)
Add Deferred Inflows of Resources, Pensions	\$ 182,954.00	\$ 266,053.00	\$ 97,636.00	\$ 156,384.00
Add Liability, Pension from GASB 68	\$ 4,129,083.00	\$ 4,729,142.00	\$ 4,996,873.00	\$ 5,266,542.00
OPERATIONAL RESOURCES	\$ (20,053,280.03)	\$ (19,464,066.46)	\$ (18,053,335.89)	\$ (15,382,984.30)
Increase (Decrease) in Operational Resources		\$ 589,213.57	\$ 1,410,730.57	\$ 2,670,351.59

Figure 1 depicts how the operational resources available to the College have increased over the past few years.

Figure 1

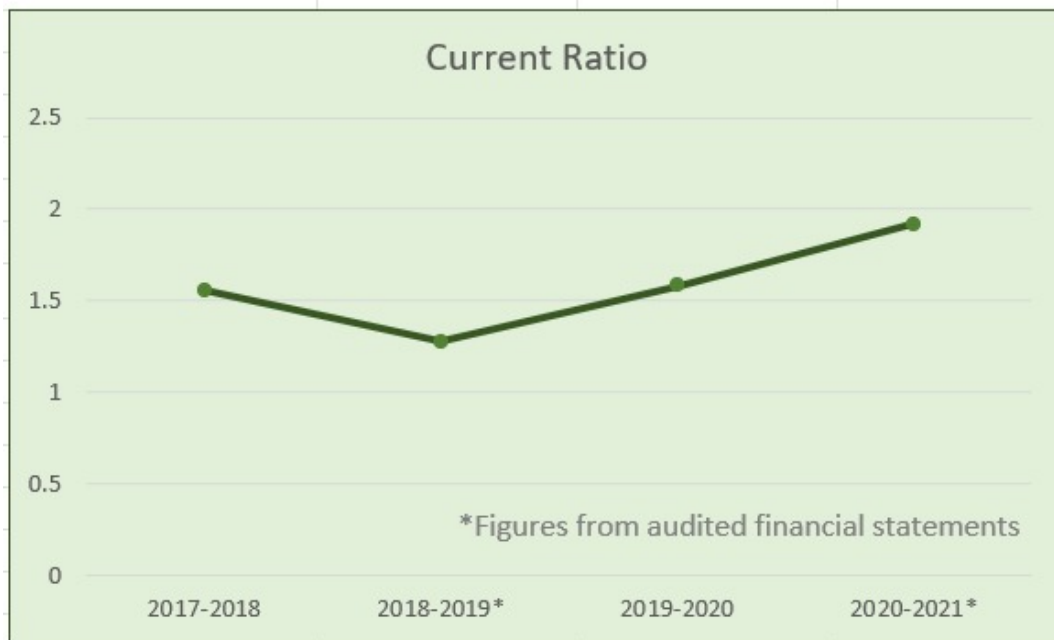
Changes in Operational Resources Over Time



The current ratio, calculated by dividing the current assets by the current liabilities, is used to determine an institution's ability to meet its short-term debt obligations; the higher, the better. A current ratio of less than 1 would indicate the inability to pay for short-term debts. Figure 2 provides the current ratios for PCC for the last four years. PCC's current ratio is consistently above 1, indicating it has sufficient current assets to pay current liabilities.

Figure 2

Current Ratio



These additional trends and analyses of PCC's financial material demonstrate the institution has a stable financial base to support the mission of the College, confirming its compliance with standard 13.1.

Self Ratings

Compliance

Evidence Attachments

[changes in operational resources chart8.19.png](#)

[condensed stmtnt of cash flow.png](#)

[condensed stmtnt of net position.png](#)

[condensed stmtnt of revenues, expenses, and net position.png](#)

[current ratio graph.png](#)

[UNAEP Table .png](#)

13.5 Control of Sponsored Research/ External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Narrative

Off-Site Committee Narrative

While the institution does not have a research branch, its policies for financial control over external funding are the same policies that control other institutional funding. No letters of credit have been required, and there are no funds owed back to an external funding source. The Vice President of Administrative Services and the Controller maintain fiscal control of external funds, reporting monthly through the Enterprise Resource Planning (ERP) system. The institution contracts with a grant consultant who reports to the Vice President of Advancement to ensure that external funds are reported accurately, in a timely manner, and adhere to the mission of the institution. While the institution has policies that guide the performance of external funds and the institution contracts with a grant consultant for reporting requirements, the Off-Site Reaffirmation Committee could not locate evidence that the reporting occurred.

Institutional Response

Piedmont Community College's Understanding of the Issues

The Off-Site Reaffirmation Committee could not locate evidence that grant reports had been submitted as required.

Additional Narrative

For all externally funded grants, the Grants Consultant collaborates as needed with the project director, the appropriate vice president (or designee), the Office of Advancement and Communications, business office staff, and other department representatives to ensure all personnel with responsibility for expenditure and oversight of grant funds are aware of all purchasing, hiring, and reporting requirements of the specific grant. Reports are submitted according to the requirements set by each funding agency. Example reports are provided as evidence of these requirements being met.

[Cannon Foundation Final Report - 2019](#)

[Community Foundation of the Dan River Region - 2021](#)

[Duke Energy Welding Grant Report - 2020](#)

[HEERF Quarterly Student Aid Report - 9.30.2021](#)

[Poole Family Foundation Report - 2021](#)

The provision of these additional pieces of evidence confirms PCC's compliance with standard 13.5.

Self Ratings

Compliance

Evidence Attachments

[Duke Energy Welding Grant Report 2020 - Impact Information.pdf](#)

[PCC Cannon Foundation Final Report_2019 Grant](#)

[109K_Carver_Lengle05132020\[500\].pdf](#)

[PCC-HEERF-Student-Aid-Report-Qtrly-Ending-September-30-2021m.pdf](#)

[Piedmont Community College CFDR Final-Grant-Report-Form-2021 December](#)

[2021.pdfFinal.pdf](#)

[RTI_PCC_Deliv5_FinalReport.pdf](#)

13.7 Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Narrative

Off-Site Committee Narrative

The institution provided an excerpt from its annual facility inventory report to substantiate adequate space utilization. The facilities inventory report becomes part of the State of North Carolina Education Planning Program's Facilities Inventory and Utilization Study. It is the primary bench-marking tool for all North Carolina public and private institutions. The institution's metrics from the excerpt are comparable to similar-sized institutions in the state.

The institution employs facilities staff who are responsible for the operation, maintenance, and housekeeping of facilities and grounds. The institution employs a work order system, and a sample of work orders was provided as evidence the system is utilized. The institution utilizes service contracts to assist in the operations and maintenance of its facilities. Contracts or purchase orders for fire extinguishers and alarms, elevator maintenance, security alarms and cameras, pest control, and kitchen hood were provided as evidence. The faculty and student satisfaction surveys provide evidence of overall and consistent satisfaction with the building and grounds.

The institution participates in planning for future facilities improvements as evidenced by the capital improvement request that is submitted annually to the county manager. The institution has engaged in capital improvements such as roof replacements, upgraded HVAC controls, building generator and interior and restroom improvements each year. Insurance is provided by an independent insurance company. The policy is reviewed for coverage annually. Asset are recorded in the accounting system which handles acquisition, transfer, and disposal of assets. Inventory files were provided as evidence of an annual inventory audit.

Information technology capabilities are sufficient for the institution. The institution's technologies run on a ten (10) Gigabit fiber optic backbone with a one (1) Gigabit burstable link to the Internet. The faculty and student satisfaction surveys provide evidence of overall and consistent satisfaction with the IT capabilities.

The document supplied by the institution as the Facilities Master Plan is a plan for a new 7-million-dollar investment in a Food Hub to support the agricultural aspect of the institution. This document does not demonstrate a plan for the entire facility or address all campuses and distance learning. No narrative information was provided regarding the 16 buildings that make up the two campuses, and without a Facilities Master Plan, it is difficult for the Off-Site Reaffirmation Committee to determine if the facilities adequately serve the needs of the institution. The institution states that the off-site locations are sufficient; however, no evidence could be located to substantiate an on-going review or assessment of the sites.

Institutional Response

Piedmont Community College's Understanding of the Issues

Piedmont Community College inadvertently submitted the plans for a new Food Hub related to the proposed Center for Educational and Agricultural Development instead of the Facility Master Plan. This prevented the Off-Site Reaffirmation Committee from confirming compliance with regard to a plan for the entire facility, including off campus instructional sites and distance learning. There was no evidence provided to substantiate on-going review or assessment of the sites.

Additional Narrative

Piedmont Community College (PCC) ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Regretfully, a document was accidentally submitted that does not support this assertion.

Our current [Facility Master Plan](#) is provided as evidence of planning for our entire facility, including off campus sites and distance education.

The Director, Facility Services contracts with Environmental Health & Safety Institute (EHSI) to do a safety inspection of our campus buildings annually, as evidenced by the recent [2021 Safety Report](#). In addition, monthly campus walk abouts are conducted to inspect buildings for any maintenance/updates that are needed as well as sufficiency and use of campus spaces. The President, Vice President, Administrative Services, Director, Facility Services, and when appropriate the Director, Caswell County Operations are involved in the walk abouts each month. Sample meeting invitations are provided as evidence of these inspections.

[Caswell County 7/14/2021](#)
[Person County 6/2/2021](#)

The maintenance department, led by the Director, Facility Services, meets weekly to discuss priorities for the department, many of which result from the campus walk abouts. A [sample agenda](#) is provided for reference.

The provision of the correct Facility Master Plan document, along with additional evidence of ongoing assessment and updates to the facilities, confirms PCC's compliance with standard 13.7.

Self Ratings

Compliance

Evidence Attachments

[EHSI 2021 safety report.pdf](#)
[Monthly walkabout1.png](#)

[monthly walkabout2.png](#)
[PCC 2016 2021 MASTER PLAN.PDF](#)
[Weekly maintenance meeting agenda 11.22.21.pdf](#)

13.8 Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Narrative

Off-Site Committee Narrative

The institution has a comprehensive safety plan that covers emergency management actions and resources. The plan is accessible to employees and students on the institution's website and on quick reference charts located in all office areas and classrooms. Additional information on the institution's safety efforts is included in the Annual Security and Fire Safety Report which is available on the institution's website.

The institution uses a mass communications system to notify faculty, staff, and students, of emergency situations or other mass notifications; a screenshot of the history was provided as evidence the system has been implemented. The institution employs a full-time safety director and part-time safety specialists. There is also a Memorandum of Understanding (MOU) with local law enforcement to provide a secure environment. Student and employee satisfaction surveys indicate that most respondents are satisfied or very satisfied with the safety provided by the institution.

The institution's annual Clery Act reporting is current and available on the website. Additionally, the institution provided a statement that there were no investigations by the United States Department of Education's Office of Civil Rights for possible violations alleging sexual violence.

The institution has a standing Environment/Safety Committee. The responsibilities and members of the committee were provided; however, no evidence was provided that the committee met. Additionally, the institution states that it provides drills, exercises, and inspections on a routine basis; however, no evidence was found that any drill or exercises were conducted. The institution also stated it has annual inspections by Environmental Health and Safety Institute, but no evidence was found that annual inspections have taken place.

Institutional Response

Piedmont Community College's Understanding of the Issues

The Off-Site Committee found no evidence that PCC's standing Environment/Safety Committee met. Additionally, although PCC stated that it provides drills and exercises on a routine basis, no evidence of the drills or exercises was provided. Further, PCC stated it has annual inspections by Environmental Health and Safety Institute, but evidence of the inspections was not provided.

Additional Narrative

Piedmont Community College (PCC) makes every effort to provide a healthy, safe, and secure environment for our staff, students, and visitors. The three areas which were of

concern to the Off-Site Committee are addressed below.

The Roles and Responsibilities of PCC's Environment/Safety Committee direct the committee to meet at least three times each academic year with additional meetings as needed. Recently, due to the pandemic, many of those meetings have been held virtually. Meeting minutes from [2017 to the present](#) are included as evidence of these meetings.

To provide a healthy and safe environment the College conducts drills and exercises on a routine basis to make sure systems are working properly. The College conducts annual fire and active threat/lockdown drills. A [record of these drills and exercises](#) is provided as evidence that we have conducted the safety drills as expected.

Through a contract with the North Carolina Community College System, the Environmental Health & Safety Institute (EHSI) of Blue Ridge Community College annually inspects PCC's campus and prepares a Safety Compliance Report. Reports submitted in [2019](#), [2020](#), and [2021](#) are provided to confirm these inspections occur as scheduled.

The provision of these additional evidence pieces fully confirms PCC's compliance with standard 13.8.

Self Ratings

Compliance

Evidence Attachments

[13.8 EHSI 2019 safety report.pdf](#)

[13.8 EHSI 2020 safety report.pdf](#)

[13.8 EHSI 2021 safety report.pdf](#)

[13.8 Environment.Safety committee meeting minutes 2017-present.pdf](#)

[13.8 safety drill record.pdf](#)