

Piedmont Community College

Annual Institutional Evaluation
2009-2011

Evaluation	Purpose	Goals/Results	Means of Evaluation	Frequency	Person/ Area Responsible	Use of Evaluation Results
Learning Resource Center User's Survey	To evaluate user satisfaction with LRC facilities and resources.	To provide facilities, equipment and resources that meet the needs of the LRC patrons.	Survey	Annually Spring	Dean of LRC/ Institutional Research	To direct changes in facilities, equipment and resources to better serve students, faculty, staff and the community.
Distance Learning Midterm Assessment.	To evaluate the services provided to students and student satisfaction with a telecourse.	To identify problems students may be having with telecourse services, faculty responsiveness and the class materials.	Survey - at Midterm exam	Midterm each semester	Distance Learning Coordinator/ Institutional Research	To evaluate services being delivered to see that all guidelines are being followed and to make changes when needed.
Distance Learning Overall Evaluation	To evaluate course and instructor organization, content, teaching techniques, evaluation process, and interactions with students.	To improve the quality of instruction.	Survey	Annually	Distance Learning Coordinator/ Institutional Research	To evaluate telecourse material/ courses and as part of the instructor's performance evaluation.
READI (Readiness for Education at a Distance Indicator) Pilot Test Fall 2009	To evaluate students compatibility to distance learning classes.	To properly advise students on their potential for success in distance learning classes. To assess students technology knowledge and level.	Computer-based assessment	Prior to student registering for online course(s)	Distance Learning Coordinator/ Advisors	To improve student success in distance learning classes.
Placement Test - English and Math	Placement test for all new students.	To evaluate the students "readiness" in English and Math at the college level.	ASSET - paper COMPAS - computer generated test	Year-round Continual testing	Admissions	To place students in college level courses or developmental classes.

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Computer Skills Placement	Placement test for all new students to assess computer proficiencies and deficiencies.	Provide faculty and staff with essential information needed for both proper academic advising and accurate course selection.	Computer-based assessment	Year-round Continual testing	Admissions	Assign students to classes that will optimize their opportunity for success ultimately leading to increased student retention.
Developmental Course Assessment	To diagnose entry skills and to test exit skills in reading and writing.	To properly place developmental students and measure progress during the semester.	Pre & Post Assessment Tool	Twice a term Beginning and ending of each semester	Instructor	To properly place of students in English, math, and reading courses (developmental or college level).
DACUM Study	To identify occupational competencies.	To develop and maintain currency in program of study competencies.	Committee of occupational experts	Periodically as needed	Vice President of Instruction and Student Development	To design new programs of study.
Student Support Services - Annual Report to the US Department of Education	To evaluate the performance of the TRIO Student Support Services Grant.	To meet all of the Federal requirements for the Student Support Services Grant.	Report to US Department of Education on performance standards	Annually Fall	Director of Educational Opportunity Center and Student Support Services	To continue funding for the Student Support Services Grant.
Educational Opportunity Center – Annual Report to the US Department of Education	To evaluate the performance of the TRIO Educational Opportunities Center Grant.	To meet all of the Federal requirements for the Educational Opportunities Center Grant.	Report to US Department of Education on performance standards	Annually Fall	Director of Educational Opportunity Center and Student Support Services	To continue funding for the Educational Opportunities Center Grant.
Tutorial Evaluation – Student Success Services	To evaluate tutorial services provided to students as part of the SSS Grant.	To provide quality tutoring services.	Evaluation form	Each term End of term	Coordinator of Tutoring Services	To improve the quality of tutoring services.

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SGA Student Interest Survey	To evaluate the programming needs of students.	To provide programs that will be of interest to the diverse population.	Survey form	Annually Beginning of Fall semester	Student Government Association President	To provide a balanced program for day, evening and weekend students.
PCC Current Student Satisfaction Survey	To evaluate student satisfaction.	To assess student satisfaction in academic and student services, campus climate, campus support services, safety and security, service excellence and student centeredness.	Survey	Annually	Office of Research and Institutional Effectiveness (ORIE)	To improve Administrative and Educational Support Services.
Noel-Levitz Institutional Priorities Survey	To evaluate staff and faculty perceptions of student experiences on campus.	To assess the level of agreement between student and faculty/staff perceptions.	Institutional Priorities Survey - scored and reported with benchmarks from nation-wide data	Periodically Funding Permitting	ORIE	To identify opportunities and set priorities for improving campus programs and services.
Employee Technology Survey	Self-evaluation of faculty and staff technology skills.	To assess the level of computer skills of faculty and staff.	Survey	Periodically	Professional Development Committee	To identify computer skills needs and to develop a professional development plan.
Educational Support Survey	Faculty and Staff evaluation of Administrative and Educational Support Services.	To assess the perception of faculty and staff of Administrative and Educational Support Services.	Survey	Annually Spring	ORIE	To evaluate the effectiveness of the Institutional Research and Effectiveness Office.

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Environmental Scan	Survey of potential employers of graduates of a new program of study.	To assess viability of a new program of study.	Phone/mail Survey	Periodically Planning stage of new program of study	ORIE	To develop a new program of study that will meet the needs of the community and provide jobs for graduates.
Student Evaluation of Instruction - HRD	Evaluation form of student experiences in all classes in HRD.	To provide quality programs that meet the needs of students.	Evaluation - end of class	End of each program	Human Resource Development	To improve the quality of the programs.
Student Follow-up Forms	Used to track progress/ employment of students for 1 year.	To provide students with the skills to get and keep a job.	Phone/personal contact recorded on a log sheet.	On going	Human Resource Development	To adjust programs to make sure that students are getting the skills they need.
Employer Follow-up Forms	Used to track performance of clients/students for 1 year.	To provide students the skills they need to keep a job.	Phone/personal contact recorded on a log sheet	On going 3,6 & 12 month	Human Resource Development	To give students additional skills needed to keep a job.
Evaluation Form/Assessment of Participation Satisfaction	Used to evaluate the effectiveness of most Industry training programs.	To help students reach their goals for taking the class and to improve the quality of instruction.	Evaluation - end of class	End of each program	Customized Training Program	To adjust programs to make sure students are getting the skills they need.
Evaluation Form/ Assessment of Participation Satisfaction - Pre-employment classes	Used to evaluate the effectiveness of pre-employment classes.	To help students reach their goals for taking the class and to improve the quality of instruction.	Evaluation - end of class	End of each program	Customized Training Program	To adjust programs to make sure students are getting the skills they need.
Focused Industrial Training Report	Used to report the Colleges attainment of goals and state standards.	To provide quality programs to a wide variety of students and industry.	Report	Annually Summer	Customized Training Program	To improve the quality of the programs and services provided.
Community Education - Participant Satisfaction	Used to evaluate student satisfaction and goal attainment.	To help students reach their goals for taking the class.	Evaluation - end of class	End of each program	Director of the Small Business Center	To improve the quality of the programs and services provided.

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Seminar/Workshop Evaluation Forms	Used to evaluate student satisfaction and to assess future needs.	To provide quality programs that meet the needs of students/ clients.	Evaluation - end of class	End of each program	Director of the Small Business Center	To improve the quality of the programs and services provided.
Annual Report - Small Business Center	Used to report the Colleges attainment of goals and state standards.	To provide quality programs to a wide variety of students and industry.	Report	Annually Summer	Director the Small Business Center	To improve the quality of the programs and services provided.
Adult Basic Skills Student Evaluation of Instruction	To evaluate instructor performance.	To provide student input in the College's effort to insure and improve the quality of instruction.	Evaluation forms - in class	Fall & spring semesters	Adult Basic Skills Director	To improve instruction and as a part of full-time instructors' annual evaluation process.
ABS Performance Report (LEIS)	To report the Colleges attainment of goals and state standards.	To provide quality programs to a wide variety of students.	Report	Annually Fall	Director of Adult Basic Skills	To improve the quality of the programs and services provided.
ABS Program Monitoring Visit & Report	NCCCS conducts to comply with USDOE accountability standards. Measures local program's compliance with USDOE standards for adult literacy.	To provide quality programs, measure program outcomes, and to serve those most in need of services.	PCC's report to NCCCS ; NCCCS onsite program evaluation; Federal Core Indicators report	Every 5 years	Director of Adult Basic Skills	To improve the quality of the programs and services provided. (Federal Core Indicators are also part of performance based funding for NC Basic Skills programs.)
Marketing Survey In development (2009-10)	To assess how students get information about the College.	To utilize media outlets that will reach the community.	Survey		Public Information Officer	To provide information to all potential users of the College's services.
Curriculum Registration, Completion & Financial Aid Report	Report on curriculum student progress and completion rates.	To help students reach their educational goals. To provide the College with data regarding program and enrollment growth.	Report	Semester Fall	Coordinator of Records	To provide enrollment and completion data that allows the College to monitor its growth in addition to measuring student success outcomes.

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Program Advisory Committees	Each program of study has an advisory board made up of professionals within that program's industry.	To assess the success of the programs of study at meeting the competencies needed in the workplace.	Annual Meeting / Survey	Annually	Academic Deans	To identify areas of weakness and develop plans to strengthen those areas.
Annual Planning & Evaluation Process	Develop and evaluate goals for programs of study and administrative/ educational support services.	Develop goals that support the mission statement of the college and are assessable.	Assessed by each service area	Annually	Deans, Directors and Coordinators	To improve the programs and services provided to students, staff and the community.
Staff Evaluation Process	To increase the effectiveness of personnel in fulfilling the mission of the College.	To identify levels of performance for an employee for continued employment and to award merit increase when merit is available. To encourage professional growth. To communicate performance excellence and/or concerns as they relate to job effectiveness.	Staff Performance Appraisal	Annually	Immediate supervisors, Deans, Directors, Coordinators, Vice Presidents, President	To improve services to students and the community and ensure the goals and the objectives of the College are met.

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

****New faculty are evaluated each semester of their first year.***