



2009 Monitoring Report – Response to the 5th Year Interim Report (2008)

- College Name:
 - Piedmont Community College

- College Address:
 - P.O. Box 1197, Roxboro, NC 27573

- Date of 5th Year Interim Report Submission:
 - October, 2008

- Type of Report:
 - Monitoring Report

- Name/Contact Information of Persons Preparing Report:
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President

Date

Accreditation Liaison

Date

CS 3.3.1 Institutional Effectiveness – 3.3.1.1 Educational Programs

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assess whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Recommendation: The institution did not provide documentation of student learning outcomes for educational programs, the extent to which student learning outcomes are achieved, and evidence of improvement based on the analysis of the results of student learning outcomes. A further report is requested that provides evidence from a representative sample of educational programs that the institution identifies expected student learning outcomes, demonstrates that it assesses these outcomes, and provides evidence of change based on analysis of the results in the educational programs.

Fifth Year Interim Report Response:

Participation in an annual planning and evaluation cycle is the means by which Piedmont Community College effectively plans and evaluates its programs and operations. This is accomplished by understanding the current institutional mission, vision, goals and objectives and to use this understanding to help facilitate decisions involving both the present and future operation of the college. (A detailed description of how the College's Evaluation & Assessment Plan operates was included in the original report.)

Piedmont Community College follows a clearly defined process by which the curriculum is reviewed and evaluated. Curricular review and evaluation is performed through the College's Program Review Process (an attachment describing this process was attached to the 5th Year Report). A committee consisting of faculty members who teach in the program of study, the respective dean, other College personnel, and the Director of Research & Institutional Effectiveness review each program of study at least once every five years. Through the program review process, student learning outcomes, course offerings, qualifications of faculty, etc. are reviewed. As part of the review process, program goals (based on the assessment of the student learning outcomes) are reviewed and evaluated; new goals are established; strengths and weaknesses of the program are analyzed; and recommendations for program improvement are made. The appropriate dean presents any recommendations that involve changes in curriculum to the College's Curriculum Committee.

Each program of study has associated with it a program advisory committee. The advisory committee is composed of individuals within and outside the College's community who have a vested interest in the success of the program. The committee meets to discuss various aspects of the program and as a result of these discussions, changes in curriculum may be proposed. The respective dean must present any proposed changes to curriculum to the College's Curriculum Committee for approval. Changes are then submitted to the North Carolina Community College System program staff for approval before implementation. The Piedmont Community College Board of

Trustees is not required to approve changes to existing programs of study, however they are required to approve new programs of study.

Monitoring Response:

After careful consideration of the Commission's response to the Fifth Year Interim Report, the College has revisited its evaluation and assessment procedures and agrees that the current tool/process used to gather outcome assessment may not be conducive to collecting and properly measuring outcomes at the student-learning level (Attachment 1). In addition, the College found that all curriculum programs were not monitoring their performance at the administrative, program, and student-learning levels. Institutional efforts are being made to ensure consistency and continuity of quality effecting both the College's program and service areas.

ACTION PLAN:

- **Spring 2009** – Monitoring Report recommendations were shared with the Institutional Effectiveness and Curriculum Committees. During the Curriculum Committee meeting, revisions were proposed for the program review tools regarding collection and assessment of student-learning outcomes. (Attachment 2)
- **Summer 2009** – The program review data collection process and the assessment and reporting tool, used for both program and service related functions of the college, were revised. (Attachment 3a, 3b).
- **Fall 2009** – The Curriculum Committee will review and approve the revised assessment tools and implement them during the 2009-2010 Program Review Process (meeting scheduled for October 2009). The assessment tool will also be disseminated to all educational support service areas in addition to administrative and business service areas to be used during the 2009-2010 year.
- **Spring 2010** – As indicated in the College's Planning and Evaluation Process (Attachment 4 -Step IV & V) – The College will implement the revised assessment and evaluation tool (Attachment 3b) to develop institutional goals and assessment criteria by which they will be assessed.
- **Summer 2010** – The College will determine the achievements of the established objectives (some would have been carried forward from previous years) and review assessment criteria results. (Attachment 4 – Step VII & VIII)

Data reflecting the results of the revisions made to both the program review and annual assessment processes will be available at the conclusion of the 2009-2010 academic year. The results from these processes will be used to enhance the quality of programs and services and "close the loop" regarding planning and evaluation of all areas of the college.

Documentation:

PCC Annual Planning & Evaluation Process
Revised Outcomes & Assessment Tables
Curriculum Committee Meeting Minutes (3/2009, 7/2009)
PCC Planning & Evaluation Process

CS 3.10.7 Physical Facilities

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

Recommendation: The institution did not provide evidence that its physical facilities appropriately serve the needs of its educational programs, support services, and other mission related activities. The additional report should provide evidence that its physical facilities are sufficient to support its mission and the program services it offers.

Fifth Year Interim Report Response:

The College maintains physical facilities, both on and off campus, that appropriately serve the needs of the College's educational programs, support services, and other mission-related activities. An architectural firm prepared a Facilities Master Plan in May, 2008 which assesses the best use of current facilities and projects the College's facility needs for the next five years. In accordance with that plan, an architectural firm was selected in August, 2008 to begin planning for the first project identified in this plan. The College anticipates awarding the contract for construction of a new 12,750 square foot educational building in September, 2008. Thus, the College has provided facilities for future growth in number of students and expanded program offerings, as well as, meeting current needs.

Monitoring Response:

The College operates and maintains adequate physical facilities to meet the needs of the college community. Long-term facilities needs are identified through long range planning activities (Attachment 5 – Methodology of Study, Long Range Plan). Short-term facilities maintenance needs are tracked through maintenance work order requests. Student feedback regarding adequacy of the physical facilities is sought through an annual Student Satisfaction Survey (Attachment 6). This information is utilized by the Administrative Services Division to form the operating budget and capital outlay budget requests for each County for the subsequent fiscal year. It is the County's responsibility to fund the physical facility needs. A five-year capital improvement plan is prepared for the home county of the College (Person County) and a one-year capital request is prepared for the other County served by the College (Caswell County).

To better prepare for future facility needs, the College developed a Facilities Master Plan in June, 2005. The plan, which will be updated every 3-5 years, includes the anticipated programmatic growth and corresponding facility needs for all campus

locations for the defined period of 2005-2015. To develop the plan, the College considered projected enrollments along with long-range community economic trends and educational needs (Attachment 5 – Methodology of Study, Long Range Plan). Input was sought from the campus community, advisory committee members, and community leaders. In May, 2008 the Facilities Master Plan was updated.

The physical resources and equipment for both on and off campus spaces are assigned for use based upon the specific needs and function of the program or service. The decision to deliver programs and services at off-campus sites includes an assessment of the adequacy of buildings and equipment relative to the specific program/service function to be provided. The annual Program Planning and Assessment for each administrative unit of the College includes analysis of space and equipment adequacy with regard to current and future program needs (Attachment 1). An additional tool designed to capture program-specific needs was added to the Program Review Process for the 2009-2010 academic year (Attachment 7).

A major component of the annual budget planning process includes an assessment of facility and equipment needs for all campus locations. As identified through the Program Planning and Assessment process, each division submits requests for facility and equipment needs each year along with their operational budget requests (Attachment 8). These requests are summarized in one document that the Vice President of Administrative Services presents to the Vice Presidents and President for evaluation and prioritization. This provides the basis for the annual spending plan for the College.

Documentation:

PCC Long Range Plan/Facilities Master Plan (*Excerpt*)

Noel-Levitz Student Satisfaction Inventory

Facilities and Equipment Assessment (PCC Program Review)

Facilities/Equipment Request

FR 4.5 Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Recommendation: The institution did not provide documentation that it follows procedures for addressing student complaints. A further report should include examples demonstrating the implementation of procedures when resolving student complaints.

Fifth Year Interim Report Response:

The College has adopted the following policy as it relates to written student complaints and the procedures relating to the resolution of them (the policy was provided in the 5th Year Report).

The College has done a wonderful job of resolving matters without having to implement this process to its fullest extent. Copies of written complaints and the procedures utilized are maintained in the Office of the Dean of Student Development.

Monitoring Response:

An example of how the College's Student Complaint Policy has been executed is attached for your review (Attachment 9). The College found that its most common form of student appeals involves grades and not generic grievance issues. Considering this discovery, the College has decided to review all of its Appeals Policies (student) for applicability and efficiency. The Vice President for Instruction & Student Development, Dean of Student Development and Dir of Research & Institutional Effectiveness will meet during the Fall 2009 semester to discuss recommendations and revisions to the current policy (Attachment 10). One notable revision will include the creation of a grievance committee (composed of SGA representatives and administration) to participate in the grievance/complaint process. This will alleviate the opportunity for any mishandling of the procedures and expedite the process saving valuable time and effort for the student and the institution.

Documentation:

Student Complaint Record
Student Grievance Policy

FR 4.8 Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

Recommendation: In addition to the auditor's report that was provided, the institution should include additional evidence demonstrating that the institution is in compliance with its program responsibilities under Title IV.

Fifth Year Interim Report Response:

The College has an outstanding financial history. It has received an unqualified opinion on its financial statements and no audit findings for the past twelve years with the exception of the year ending June 30, 2007. This finding disclosure regarded the useful lives of the fixed assets and that the capital assets subsidiary ledger did not reconcile to the general ledger. The College relied on the North Carolina Community College System program to calculate its depreciation. This program did not properly account for the useful lives of capital assets. A policy and procedure is now in place to ensure that the financial records reconcile to the underlying subsidiary records.

Piedmont Community College participated in a Special Review process conducted by the North Carolina Office of the State Auditor regarding its Educational Opportunity Center (EOC), funded through Title IV, during the 2007-08 fiscal year. The College is in agreement with all of the findings and recommendations and has responded to all of them to the State Auditor's satisfaction.

Monitoring Response:

Piedmont Community College (PCC) is in compliance with this federal requirement and fulfills its responsibilities under Title IV of the 1998 Higher Education Amendments. It has met the eligibility requirements and has approval to participate in the federal student financial aid programs until June 30, 2011 (Attachment 11). The North Carolina Office of the State Auditor (OSA) selects a sample of college and universities to test for compliance each year under the 1996 Single Audit Act. The OSA selected PCC for fiscal year 2007 and found the College in compliance with the federal guidelines.

Piedmont Community College receives federal funds from the U. S. Department of Education, Title IV. The College has met the eligibility requirements under the Higher Education Act. The College's application for approval to participate in Federal Student Financial Aid Programs was approved on March 14, 2007 and will continue to be valid through June 30, 2011 (Attachment 12).

Funds are provided for financial aid programs, such as Federal Pell, Federal Supplemental Opportunity Grant (FSEOG), and Federal Work Study (FWS) and Academic Competitiveness Grant (ACG). Piedmont Community College does not participate in the Federal Family Educational Loan Program.

Documentation:

US DOE Eligibility and Certification Approval Report (Cover Letter)

US DOE Program Participation Agreement (Cover Letter)