Piedmont Technical College is committed to the integration of institutional effectiveness into strategic and operational planning at all levels of operation. The College incorporates the fiscal resources to carry out assessment, data collection, research and planning processes that demonstrate that the College is effectively accomplishing its mission and continuously improving institutional quality.

Administrative Responsibilities
The Associate Vice-President for Institutional Assessment and Compliance is responsible for reviewing and revising the Institutional Effectiveness and Research procedure.

Procedure

A. Assessment

1. Systematic and ongoing assessment at Piedmont Technical College supports continuous improvement in all major areas of the College. These processes include broad-based participation of faculty, staff, students, administration and external stakeholders as illustrated on the Institutional Effectiveness and Strategic Planning Framework.
2. Educational programs, academic support services, student support services and administrative support services participate annually in institutional effectiveness outcomes assessment activities to measure achievement of program outcomes and student learning outcomes, including general education competencies that result in the formation of improvement plans.

3. The annual assessment cycle follows the calendar year to ensure improvement actions requiring funding can be included in the upcoming budget cycle. The yearly assessment and operational planning process is administered by the Office of Institutional Research, Planning and Effectiveness (OIRPE) with support from Institutional Officers and the President. The annual reporting and assessment calendar is established by the OIRPE.

4. The annual assessment activities are reported on the Institutional Effectiveness Outcomes Assessment Report (IEOAR) Template (Attachment C) (Attachment D). The IEOAR documents the contribution of each educational program, academic and student support unit, and administrative unit to the achievement of the College’s mission. All outcomes are linked to the appropriate Mission Goal and Strategic Direction. Disaggregation of data is expected during the assessment process to include distance education and site when applicable.

5. All completed IEOARs are available to employees of the College. An annual report is compiled by Mission Goal documenting all improvement actions in achievement of the College’s Mission. The report is shared with the President's Leadership Team, the Area Commission, and employees.
   a. Educational Programs
      Deans, Department Heads/Academic Program Directors under the auspices of the Vice President for Academic Affairs and in coordination with the OIRPE are responsible for the annual assessment of program and student learning outcomes for programs. The assessment of program and student learning outcomes and improvement actions is documented for each program on the Institutional Effectiveness Outcome and Assessment Report (IEOAR). Approval of each program’s assessment plan rests with the assigned Dean and the OIRPE. Deans and Department Heads/Academic Program Directors are responsible for following the process and for making improvements to programs based on use of results.
b. Administrative, Academic, and Student Support Services
Administrative Support Services and Academic and Student Support Services Unit managers, under the auspices of the associated Institutional Officer and in coordination with the OIRPE, are responsible for the annual assessment of program outcomes. The assessment of outcomes and improvement actions is documented for each program on the IEOAR. Approval of each program’s assessment plan rests with the Institutional Officer and the OIRPE. All managers are responsible for following the process and for making improvements to programs and services based on use of results.

6. Quality Enhancement Plan (QEP)
The QEP is treated as a program and is assessed annually as part of the institutional effectiveness outcomes assessment process. The OIRPE participates in the assessment of the QEP’s program and student learning outcomes.

7. General Education Competency Assessment
   a. The general education competencies of the College are:
      1) Communicate effectively
         a) Read with comprehension.
         b) Write with standard English.
      2) Apply mathematical skills appropriate to an occupation
         a) Apply mathematical skills to solve problems.
         b) Perform computational skills.
         c) Read and interpret and draw conclusions.
      3) Employ effective processes for resolving and making decisions
         a) Integrate information to solve problems.
         b) Summarize information and draw conclusions.
      4) Demonstrate the basic computer skills necessary to function in a technological world
         a) Located and retrieve information in digital environments.
         b) Adapt, apply, and construct information in electronic environments (Word, Excel, PowerPoint, etc.).

b. General Education competencies are assessed as a part of the annual IEOAR process. The general education competencies of the College are the student learning outcomes of the Associate in Arts and Associate in
Science programs. Annually these programs assess all four competencies. The remaining College programs assess at least one competency annually with all four competencies assessed over the five-year academic program review cycle.

c. The assessment measures used to assess student attainment of the general education competencies include course specific assignments, ACT Work Keys assessment, the General Technology Assessment (GTA), and the ACT Collegiate Assessment of Academic Proficiency (CAAP).

B. Operational Planning

1. Each College unit within each College division is required to develop an annual operational plan that identifies all tactics to be addressed during the calendar year.

2. Tactics support specific Mission Goals and are linked to a strategic objective.

3. Budget requests are identified and listed on the operational plan.

4. When appropriate, improvement actions from the IEOAR are included on the unit operational plan to note budget allocations made in support of improvement actions, further demonstration of a closed assessment/improvement process.

5. The OIRPE is responsible for establishing the yearly assessment and reporting calendar, ensuring that all plans are developed and completed.

6. All completed plans are posted for college employees to review.

C. Institutional Performance Indicators

1. The President’s Leadership Team is responsible for defining the key institutional performance indicators and the cycle on which they should be measured.

2. The OIRPE is responsible for gathering and analyzing the data for the indicators and communicating the results to the President’s Leadership Team.

3. The President’s Leadership Team is responsible for using the information to mark achievement of the College’s mission, the strategic plan and for assuring continuous improvement of services and achievement of student success.
D. Student Course/Instructor Evaluation

1. The OIRPE is responsible for the administration and compilation of results of the course/instructor evaluation survey instrument, and for providing training on use of the instrument and its results.

2. Summary student evaluation data is included in the Faculty Performance Management System, the annual faculty evaluation instrument.

3. Data on both fulltime and adjunct instructors is reviewed each semester by Deans, Department Heads/Academic Program Directors to measure student perception of instruction.

E. Academic Program Review

1. The OIRPE is responsible for coordinating the formal academic program review process. Department Heads/Academic Program Directors are responsible for using the process to conduct a critical review of program status, for identifying needed changes, and for creating a plan for improvement based on the results of the review.

2. This process requires gathering, analyzing and summarizing relevant internal and external data on each program within a five year cycle.

3. The Vice President for Academic Affairs and Academic Deans are responsible for reviewing written program reviews, evaluating planned changes and providing formal feedback to Department Heads/Academic Program Directors.

F. Surveys and Focus Groups

1. Surveys
   a. The OIRPE is responsible for coordinating institution wide surveys. The College participates in a student satisfaction survey and in the alternate year, a student engagement survey. Annually, a climate survey is given to full-time employees to assess the culture of the College. Results of these surveys are shared with the President’s Leadership Team. All survey results are made available to College employees.

   b. The OIRPE coordinates or at a minimum provides guidance for surveys. Surveys distributed externally within the community and internally within the College are a direct reflection of the quality of the institution.
Therefore, particular care is given in preparing, distributing and collating all surveys conducted under the auspices of the College to use proper techniques of survey research.

2. Focus Groups
   a. Focus groups are conducted by various trained college personnel to find in-depth information on specific topics.
   b. All notes from the focus group are sent to the OIRPE and made available to college employees.

G. Research

1. The OIRPE is responsible for assisting individuals and committees by gathering external and internal data appropriate to the need. The office is responsible for presenting the data in a useful format and posting the results for employees, if appropriate. Requestors for information are encouraged to provide ample lead time for the development of reports, studies, surveys, and other institutional research projects.

2. Internal data is extracted from the College’s ERP system, Banner. Data integrity and data standards are of utmost importance to this process; therefore, the OIRPE is represented on PTC Information Technology Advisory Committee (PTC ITAC). To insure quality and validity of all reports, common College data standards and data definitions are used in all business processes. Federal and State data requirements are reflected in the College’s definitions and standards.

3. Regular Reports—The OIRPE prepares summary reports on a regular weekly, semester and yearly basis as required. The summary reports focuses upon those issues, which may have an impact upon the decision-making processes at the College, as well as, serves as a baseline for future comparative evaluative studies. These reports include, but may not be limited to, applicant, enrollment, retention, persistence, student achievement, and completion data. These reports are made available to all college employees.

4. Ad Hoc and Special Studies—Ad Hoc studies are those requested outside of the routinely produced reports. These may include follow up reports that aid in the interpretation of regularly produced reporting or are requested to address a current issue. Special studies are those reports which would be a one-time endeavor to review, finalize, or research a topic or concern which is relevant to the decision-
making process of the College. Ad Hoc or special studies may be requested by administrators or staff. Results of ad hoc and special study requests are disseminated to the appropriate college personnel with a copy filed in the OIRPE.

H. Confidentiality
All data and information contained in surveys and studies of college operations and programs do not include the names or social security numbers of individual students and College personnel. The OIRPE adheres to a confidential structure that protects and provides the reliability for conducting and analyzing operational data.

I. Policy Review
The OIRPE is responsible for determining a three year cycle for the review and revision of institutional policy. Institutional Officers are notified by the OIRPE of policies under review. Once policies are revised and approved, the OIRPE coordinates the electronic posting of the revisions with College Communications.