Paul D. Camp Community College

Institutional Effectiveness

2012-2013

Educational Support Services

Section III of III

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EDUCATIONAL SUPPORT SERVICES

The mission of educational support units at the College is to provide the essential services in support of the academic mission of the College. The goal is to contribute significantly and directly to students’ education and development. Student services share three main expectations in carrying out its mission. The first expectation pertains to access and entry services. Through a collaborative effort, student services continually identify and reduce barriers encountered by students in meeting their educational goals.

The second expectation focuses on providing a high-quality learning environment (directly or indirectly) through educational support services. These services include counseling, career planning and exploration, student activities, student support services, and student development courses and workshops. The final expectation pertains to transition services or student outcomes. These services focus on assisting students and graduates to transfer successfully or to compete successfully for employment. This includes providing academic transcripts to students and other agencies, as well as assisting in job placement.

The educational support units are housed in the Instruction and Student Development Department. There are nine educational support units: Counseling, Advising, and Recruitment; Learning Resource Center (LRC); Student Support Services; Admission, Registrar, and Registration; Learning Assistance and Testing Center (LATC); Computer Laboratories; Student Activities; Dual Enrollment and Tech Prep; and, Distance Education. The Educational Support Units identify expected outcomes, assess the extent to which outcomes are achieved, and make data-driven adjustments as needed based on results and analysis of those outcomes. The following format illustrates the basic format used by the Educational Support Units of the College to document this process.
<table>
<thead>
<tr>
<th>Outcome (Administrative Objective)</th>
<th>Assessment Methods &amp; Analysis Methods</th>
<th>Results Of Assessment</th>
<th>Use Of Evaluation Results (Action Taken to improve service)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What assessment tools &amp;/or methods will you use to determine achievement of the outcome? Describe how the data from these tools &amp;/or methods will be collected. Identify the procedure to analyze the data.</td>
<td>What were the findings of the Analysis (actual assessment results)?</td>
<td>What changes in process or procedures were made as a result of the outcome assessment process?</td>
</tr>
</tbody>
</table>

This format will be used throughout this section of the report to document the College’s compliance with this requirement for each of its units.

The next section will present a few unit-specific objectives for the Counseling and Recruitment Services.
COUNSELING, ADVISING AND RECRUITMENT UNIT

The Counseling, Advising and Recruitment Unit of the College is comprised of two full-time professional counselors and a Student Support Services counselor, who provides ten percent of her time to general college needs. The counselors are supported in their duties by the two academic deans and admissions staff members as needed. Program advising is the responsibility of faculty advisors. The Counseling Unit is primarily responsible for recruitment of new students, counseling first-semester students, overseeing student activities, conducting career counseling, community outreach efforts, dissemination of information about the College, counseling students with academic and personal issues to increase student success, and teaching student development courses.

Academic counseling is provided to all students. The College counselors place all students in curricula and are available throughout the semester for scheduled and unscheduled counseling sessions. Curriculum placement is based on the scores of placement tests, an analysis of high school and other college transcripts, and the assessment of the students’ interests and goals.

Academic advising is initially conducted by a College counselor after the student has completed his/her Virginia Placement Test (VPT). Thereafter, the student is assigned a program advisor who is a full-time faculty member. The role of the faculty program advisor is to assist students by helping them plan a class schedule, provide career information, refer students to correct sources for information, and encourage academic endeavors. Students retain their advisors for the duration of enrollment at the College. Students wishing to change their program advisor may discuss such a change with the campus dean.
Advising and attendance interventions have been initiated by the College to promote student engagement, which has resulted in better student test scores. Faculty interventions resulting in higher course completion rates include, but are not limited to, more personal face-to-face contact with students; referral of students, during the semester for counseling or student support services using the Student Assistance Intervention for Learning Success (SAILS) Early Alert System; referral of students to Student Support Services (SSS) for tutoring; phoning students to see how things are going; giving points for attendance on course syllabus; and requiring students to contact their instructor. In addition, these activities also closed the completion rate gap for minority students. The advising process was reengineered and as a result, the student satisfaction rating went from 3.99 to 4.15 (2007-2008) to 4.15 (2008-2009).

Career counseling is provided on each campus. Counselors complete a counseling contact log sheet that records name, counseling code, and time. Counselor codes include academic, transfer, early alert, Americans with Disabilities Act (ADA), personal, and career. The career area is inclusive of placement services that often include referral services. In Suffolk during 2006, the counselor provided career and placement services for 220 students for a total counseling time of 139 hours. The College has an Opportunity Incorporated (OppInc) One-Stop Workforce Center at both the Franklin location and the Workforce Center in downtown Suffolk. Clients sign in and record the time of arrival. The Franklin OppInc Center has one full-time career counselor. The Center's staff members provide computers, fax machine access, copying services, newspapers for job searching, and a job information board that is updated weekly. They provide workshops in interviewing skills, job searching, and computer basics. The Virginia Employment Commission staffs the office every Tuesday so clients can complete their intake processes to access their services. The Suffolk location provides similar services, and the
Virginia Employment Commission is located about six miles from the Hobbs Suffolk Campus. The College provides career opportunities through an annual career fair. In addition, the College conducts career fairs for industries in response to identified industry needs.

Job search strategies, including career and job placement guidance and instructional activities, are an integral part of the Colleges SDV 100: College Success Skills, and SDV 108: College Survival Skills. Enrollment in one of these classes is required during the first semester for all students who are enrolled in degree or certificate programs. Offered both online and face-to-face, these courses focus on assisting students with planning their career and education. As part of the classes, students complete Virginia Wizard. They are also instructed about the College’s website that includes many links related to career counseling and job placement. The site, established and maintained by a counselor, includes career one stop, United States (U. S.) Department of Labor Occupational Outlook Handbook, Virginia State Occupational Projections, Virginia Employment Commission, Virginia Health Careers, Vital Information for Education and Work (VIEW), America’s Job Bank, State of Virginia Cool Works, and Summer Jobs Location search. In addition, local city and county employment links are included for Chesapeake, Hampton, Virginia Beach, Suffolk, Franklin, Portsmouth, Norfolk, Newport News, and Southampton County. Many SDV sections require that students write a paper and create an oral presentation on a career in which they are interested.

The VCCS and the State Council of Higher Education for Virginia (SCHEV) partnered to create an online tool delivering easy access to information that students and families want to know about career paths, educational offerings, and college costs. This web portal, called Virginia Wizard, is a comprehensive website that allows students to explore careers by taking interest and values assessments or browsing careers by name or cluster. Students can search for
key information about programs across Virginia Community Colleges, including the College. College cost calculators and financial aid award estimators are available to help students plan for college costs. A frequently-asked-question list and use of a transfer planner tool are also available to students. Users can explore different career paths, learn about what those jobs pay in the local market, and map out the college courses that assists them in achieving their goals.

Job Placement initially begins with the College’s job opening boards, which are updated weekly at all three campus locations. Recruiters for jobs are invited on campus to conduct interviews with students, mostly in the spring of the year. In the SDV classes, students are taught about job search tools and their usage as well as interviewing techniques and resume writing. Students also receive these services through individual counseling services. The Technical Preparation (Tech Prep) Program of the College provides an annual job fair in which over fifty employers participated in last year. This fair has a dual focus as a career fair in that six different workshops are given throughout the day related to job hunting, interviewing skills, health careers, and related subjects. The College also conducts an Annual Health Career Fair, sponsored by the Nursing Program, in response to that specific industry’s needs.

A review of reports verifies, as depicted in the following matrices, that the College documents the use of assessment results and records follow-up information relating to unit improvement based on analysis of results and actions taken.

<table>
<thead>
<tr>
<th>COUNSELING, ADVISING, &amp; RECRUITMENT UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong> (Administrative Objective)</td>
</tr>
<tr>
<td>Improve retention &amp; satisfaction by increasing accessibility to students &amp; working collaboratively across departments.</td>
</tr>
</tbody>
</table>
Analysis Procedure:
Review Retention Data.
Review Student Survey based on a 5-point scale with 1 being low showed value added.

2010-2011 retention rate of 67.9%.

2011-12:
The fall 2010-to-spring 2011 retention rate for PDCCC was 67.9% vs. 68.5% for the VCCS. This was a slight decrease of 0.6% when compared to the VCCS and 0.7% from PDCCC’s 2009-2010 rate of 68.6%.

2010-11:
In 2009-2010 the VCCS Fall-Spring Retention Summary Report was 68.4%; vs. PDCCC 68.6%. This compares to the VCCS 64.6% vs. PDCCC 67.9% in 2006-07.

Student Satisfaction Survey ratings of registration was 4.24 in 2009-10 vs. 4.03 in 2007-2008. This was an increase of +0.21 on a 5-pt. scale.

2008-09:
In the 2008-2009 VCCS Retention Summary Report. The VCCS was 66.5% vs. PDCCC 66.5% This compares to the 2007-2008 retention rates with the VCCS at 65.2% and PDCCC with 70.9%

Counselors will help new students to transition to college through teaching SDV classes.

Assessment Methods
Student Class Surveys.
New Student Surveys.
Pre-Post LASSI Results Analysis Procedure:

2012-13:
The New Student Survey in 2012-13 rated SDV classes at 4.43 on a 5-pt. scale vs. 4.34 in 2011-12. This is an increase of 0.09%. Also, 88.4% of students

2012-13 Actions:
Continued to require that students enroll in SDV classes within the first 15 attempted credit hours.

2011-12 Actions:
Continue to improve the advising process and maintained an open door policy to see students who needed assistance as well as holding after hours appointments.

2010-11 Actions:
Worked collaboratively with Bookstore, Admissions & Business Offices & fellow Counselors to hold extended hours during registration.
Maintained an open door policy to see students who needed assistance as well as holding after hours appointments.
Communicated with students via telephone, email, & face-to-face.

2008-09 Actions:
Conducted interventions identified by the Early Alert system.
Provided training in utilizing the Virginia Wizard tool.

Mirrored hours of operations with other departments that provided student services (Bookstore, Financial Aid, etc.) during high volume registration.
Review Student Class Surveys based on a percentage.

Review Pre-Post LASSI.

Surveyed indicated that the SDV course was beneficial in helping them reach their goals.

**2011-12:**
New Student Survey rated overall quality of SDV courses in 2011 -2012 at 86.8% vs. 85.2% in 2010-11. This is an increase of +1.6%.

For 2011-12, SDV course was rated 4.34 on a 5-pt. scale vs. 4.26 in 2010-11.

**2010-11:**
New Student Survey rated SDV Course was beneficial in helping to reach students' goals—strongly agree and agree (93.1%).

New Student Survey rated overall quality of SDV courses in 2010 -2011 at 85.2%.

**2008-09**
SDV class surveys rated helped you to reach your goals—yes response 2008-09: 52.1% vs. 2007-08: 31.0%.

**2007-08:**
In 2007-2008 95% of students reported that LASSI was helpful. This compares to 2006-2007 with 92% of students felt LASSI was helpful.

**2011-12 Actions:**
Continued to require that students enroll in SDV classes within the first 15 attempted credit hours.

**2010-11 Actions:**
SDV work group organized a personalized textbook & established common student learning objectives for all SDV classes.

All SDV classes required students to complete the Learning & Study Strategies Inventory (LASSI).

**2008-09 Actions:**
Developed & implemented college policy that requires students to enroll in SDV classes within first 15 attempted credit hours.

Increase the participation of faculty to submit Early Alert forms by 25%.

**Assessment Methods**
Number of Alerts submitted.

**Analysis Procedure:**
Weekly report was given to the Deans to follow up.

**2008-09:**
More full and part-time faculty (15% more) participated during Fall 2008 compared to Fall 2007.

**2008-09 Actions:**
Based on faculty input, Early Alerts were sent two weeks earlier beginning in Spring 2009.

Faculty members were
<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment Method</th>
<th>Analysis Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student responses to Early Alert notices in order to increase retention by 45%.</td>
<td>Assessment Methods Number student contacts.</td>
<td><strong>Analysis Procedure:</strong> Review follow-up data to provide appropriate interventions.</td>
</tr>
<tr>
<td>Review, revamp, &amp; reinstitute the advising process.</td>
<td>Assessment Methods Committee Minutes Completed document.</td>
<td><strong>Analysis Procedure:</strong> Review minutes.</td>
</tr>
<tr>
<td>Invite an outside recruitment consultant to evaluate our recruitment efforts &amp; recommend strategies for improvement</td>
<td>Assessment Methods Report from Consultant.</td>
<td><strong>Analysis Procedure:</strong> Review the report for doable strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Fall 2009</td>
<td>Counseling – 43 students, Tutoring – 10 students, Study skills &amp; time management – 12 students (Total 65). Spring 2010: Counseling – 64 students, Tutoring – 22 students, Study skills &amp; time management – 27 students (Total 113).</td>
</tr>
<tr>
<td>2010-11</td>
<td>The Educational Support Committee worked on reviewing, revamping &amp; reinstituting the advising process.</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>PDCCC’s Enrollment Management Team (EMT) was formed. The EMT’s initial charge is to work with the Strategic Plan &amp; incorporate other plans &amp; strategies</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>EMT began meeting in Spring 2008. EMT reviewed &amp; supported the current recruitment &amp; retention plan.</td>
<td></td>
</tr>
</tbody>
</table>
Increase awareness & enrollment by providing community events & outreach.

**Assessment Methods**
- Number & kind events attended.
- Enrollment data.

Data was reviewed to ensure that letters sent from the database had fewer than 25% returned as incorrect addresses.

**Analysis Procedure:**
- Maintain & analyze roster of events & distribution lists.
- Review student enrollment data & FTEs.

### Year | FTEs
---|---
2011-12 | 1095
2010-11 | 1098
2009-10 | 982
2008-09 | 915
2007-08 | 869
2006-07 | 820

**2009-10 Actions:**
- Participated in community events such as: Job Fair, Open House, College Nights, & Super Saturday.
- Participated in all Parent Information Night events at all area high schools yearly.
- Delivered promotional information to 75 organizations & businesses.
- Enrollment increased by 5%. Mailed letters to prospective students annually.

Increase awareness of Guaranteed Admission Agreements (GAA) for high school students & current transfer majors.

**Assessment Methods**
- Communicate GAA information to 80% of target group.

**Analysis Procedure:**
- Review process for distribution of information.
- Submit PDCCC awareness plan to VCCS.

### Year | FTEs
---|---
2012: | 1095
2011-12 | 1098
2009-10 | 982
2008-09 | 915
2007-08 | 869
2006-07 | 820

**2012-13 Actions:**
- Continued to add to the College (GAA) awareness plan submitted to the VCCS that included the distribution of brochures and transfer information to increase awareness of transfer opportunities, both paper and electronically.

**2011-12 Actions:**
- Added to the College (GAA) awareness plan submitted to the VCCS that included the distribution of brochures and transfer information.
Classes as needed. Also, Career Coaches distributed the same to high school students.

2009-10: In 2010, faculty advisors & counselors distributed GAA information to all new & returning students as needed.

In 2009, brochures were distributed to 100% of faculty advisors & GAA information was delivered via email to all current students.

Career Coach shared information with 100% of cohort students.

Information was shared with students attending the Fall.

In 2006-07, the most recent year available, 30 graduates, or 46% of transfer graduates, transferred to senior institutions. Increase up from 15 graduates in 2002-03.

to increase awareness of transfer opportunities.

2009-10 Actions:
The College (GAA) awareness plan submitted to the VCCS includes the following action completed this year:

- counselors & career coaches distributed information at each high school during college nights & other informational sessions,
- career coaches distributed brochures to students during their sessions,
- counselors & faculty advisors distribute brochures to current PDCCC students.
- all students have been sent an email about GAA.

The previous matrices provide evidence that shows improvement in student retention, satisfaction, and how faculty and staff are working together to help students remain in school and improve academic performance. The outcomes have been successfully met, based on the data analysis presented. Overall, students’ perceptions of the work of this unit reflect positive growth trends. The actions taken by the members of this unit also show strong collaboration within and across units, which are vital components of improvement at a small institution. Since the Counseling Unit is small, it is critical that faculty, other staff such as the career coaches, and administrators work as a team to implement the actions listed above. The creation of the
Enrollment Management Team (EMT) is an excellent example of varied units coming together to increase enrollment and student success. The use of Early Alert was increased to address the academic problems or difficulties early in semester so that students can successfully complete courses.

The next section will present a few unit-specific objectives for the Learning Resources Center (LRC).
LEARNING RESOURCE CENTER UNIT

The Learning Resource Center (LRC) Unit purpose is to provide and support student, faculty, staff, and community access to its library collections in addition to other learning and information resources consistent with all of the education, training, and community service aims embodied in the College's mission. The Learning Resources Center (LRC) is evolving into the Library Learning Commons. In preparation for the merger of the Library, computer lab and the Learning Assistance and Testing Center, emphasis was put upon weeding and updating the collection. Digital resources (databases and e-books) were added to accommodate students’ research needs, in consideration of the following factors:

- There was a 9.3% decrease in the percentage of students who indicated they had a computer at home, from 91.90% during 2011-2012 to 82.50% during 2012-2013;
- There was a 1.2% increase in the percentage of students who indicated they had a high-speed internet connection (ex. DSL, Cable, Air Card) at home, from 74.70% during 2011-2012 to 75.90% during 2012-2013;
- Most courses have a Blackboard component

In addition to the need for digital resources, the decrease in students with a computer at home indicated that more students might have a need for computer resources on-campus. The computer lab had Saturday hours, so adding library services on Sunday accommodated students’ computer needs seven days a week.

Objectives or target outcomes for the current cycle included

- Students' usage of library resources and services will increase.
- Library collections will receive at least 80% satisfaction ratings.
- Students' information literacy skills will increase.
Students’ library service satisfaction was also reassessed to determine if the level of satisfaction continued to exceed 80%.

The following matrices give assessment results and follow-up information relating to unit improvement based on analysis of results and actions taken.

<table>
<thead>
<tr>
<th>LEARNING RESOURCE CENTERS (LRC)</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome</strong>&lt;br&gt;(Administrative Objective)</td>
</tr>
<tr>
<td>Students’ usage of library resources &amp; services will increase.</td>
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<tr>
<td></td>
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<tr>
<td>Year</td>
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<tr>
<td>------</td>
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<tr>
<td>2008</td>
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<td>2010</td>
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<tr>
<td>2011</td>
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<tr>
<td>2012</td>
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</tbody>
</table>

2012-2013:
Library Survey: Most respondents continued to use the library one to three times per semester, with an increase from 26.0% during 2011 to 32.4% during 2012 (increase of 6.4%). However, the next frequency of respondents’ use increased from 20.0% for those who used it one to three times a month to 21.6% (increase of 1.6%) for those who used it more than once a week. Along with this increase in the frequency of use, there was a 4.6% increase in students who used the library once a week during 2012 to 2013.

Library Survey; The Student Survey indicated increases in the percentage of respondents who used library materials online and in person for the following courses during 2012-2013:
- English, from 57.5% during 2011-2012 to 60.0% during 2012-2013 (increase of 2.5%).
- Psychology, from 23.0% during 2011-2012 to 30.0% during 2012-2013 (increase of 7.0%).
- Health, from 10.3% during 2011-2012 to 13.3% during 2012-2013 (increase of 3.0%).
- Practical Reasoning, from 6.9% during 2011-2012 to 10.0% during 2012-2013 (increase of 3.1%).

The Faculty and Staff Survey - 3.47 (72.8%) for 2012-2013 vs. 3.35 (67.0%) for 2011-2012 indicated most courses have at least one library assignment (increase of .12 or 5.8%).
2011-12:  
Most respondents used the library more than once a week or one to three times a semester during 2010. However, the frequency of use for 2011 was one to three times a semester (26.0%) and one to three times a month (20.0%).

The Student Survey showed increases in retrieved articles and books from resources on the library web page for the following courses:
- English, from 44.4% during 2010 to 57.5% during 2011 (13.1% increase).
- Psychology, from 9.8% during 2010 to 23.0% during 2011 (13.2% increase).
- Business, from 7.8% during 2010 to 12.6% during 2011 (4.8% increase).
- Speech, from 3.9% during 2010 to 12.6% during 2011 (8.7% increase).
- Health, from 5.9% during 2010 to 10.3% during 2011 (4.4% increase).

Library Survey: Research for courses in the Franklin Campus Library was 39.0% during 2011 versus 26.6% during 2010 (12.4% increase).

The Suffolk Campus Library had an increase in research for courses from 10.9% during 2010 to 35.0% during 2011. (24.1% increase)

Library Survey: Showed increase in the use of materials in the PDCCC libraries in the following areas
- Business - 12.6% during 2011 versus 7.8% during 2010 (4.8% increase)
- English 57.5% during 2011 versus 37.3% during 2010 (20.2% increase)
- Health 10.3% during 2011 versus 5.9% during 2010 (4.4% increase)
- History 25.3% during 2011 versus 19.6% during 2010 (5.7% increase)
- Marketing 3.4% during 2011

2011-12 Actions:
- Redesigned the library web page to provide easier navigation and helpful resources such as
  - Popular databases
  - Frequently Asked Questions (FAQs)
  - Forms
  - Information Literacy Materials
  - Tutorials
  - Featured Links
- Collaborated with faculty to familiarize students with library resources on the web page and the use of the Help Button in Blackboard courses by
  - Revising the customized Help Button to reflect web page and database revisions for their courses.
  - Recruiting faculty to install the Help Button in their Blackboard courses.
versus 2.0% during 2010 (1.4% increase)
- Psychology 23.0% during 2011 versus 9.8% in 2010 (19.1% increase)
- Speech 12.6% during 2011 versus 3.9% during 2010 (8.7% increase)
- Philosophy 5.7% during 2011 versus 3.9% during 2010 (1.8% increase)
- Practical Reasoning 6.9% during 2011 versus 2.0% during 2010 (4.9% increase)

Statistics for Fall 2010 showed 40 Blackboard courses had Library Help Buttons installed, with 1,182 views. There was an increase during Spring 2011 to 69 Library Help Buttons installed, with 2,383 views; more than double the views.

The Faculty, Administrators and Staff Survey indicated 76.7% or more than three-fourths agreed or strongly agreed the Library Help Button on Blackboard to access resources is adequate and appropriate to the college’s mission.

Student Survey: There was an increase of 1.9%, from 21.6% to 23.5% of respondents who indicated instructors required them to use the library more than 5 times a semester during 2011.

2010-11:
Student Survey: an increase of 19.0% to 21.6% of respondents indicated instructors required use of library for assignments more than 5 times a semester.

Library Survey: increased retrieved articles & books from resources on the LRC web page for the following courses:
- English, from 23.2% during 2008 to 44.4% during 2010 (21.2% increase).
- History, from 8.4% during 2008 to 31.1% during 2010; (22.7% increase)

2010-11 Actions:
Identified & implemented measures to encourage students to use library resources.
Actions taken include the following:
- Collaborated with faculty to introduce the new databases to students in their courses.
- Collaborated with faculty to add a customized Library Help Button on their Blackboard sites & familiarize students with the resources available on
increase). the Library Help Button to support their courses. This makes library resources easier for students to access when they are working on the Blackboard site.

- Revised the materials for the SDV courses to provide a Guided Practice to acquaint students with basic library resources.

- Faculty required students to retrieve articles & e-books (electronic books) from databases.

<table>
<thead>
<tr>
<th>LEARNING RESOURCE CENTERS (LRC)</th>
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<tbody>
<tr>
<td><strong>Outcome (Administrative Objective)</strong></td>
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<tr>
<td>Faculty &amp; Staff Survey: indicated that 53.4% of the respondents agreed or strongly agreed that most courses had at least 1 library assignment during 2008 versus 55.9% during 2010. Library Faculty Survey: agreed or strongly agreed they required students use electronic resources &amp; subscription databases provided by LRC were 53.3% during 2008 versus 84.3% during 2010. Library Survey: most of research for courses in Library was 26.6% for Franklin Campus in 2010 versus 13.0% for all Libraries in 2008; those who did most of their research at home from 52.8% in 2008 to 26.6% in 2010. Library Survey: using Library for research reference materials from 45.2% in 2008 to 56.7% in 2010</td>
</tr>
</tbody>
</table>
(11.5% increase); use Blackboard from 31.6% in 2008 to 46.7% in 2010 (15.1% increase); to check out or return materials from 24.5% in 2008 to 38.7% in 2010 (14.2% increase). Using Library for research reference materials occurred most frequent during 2008-2010.

A shift in use of Library from using Internet being the 2nd most frequent use in 2008 to using Blackboard being the 2nd most frequent use in 2010.

<table>
<thead>
<tr>
<th>Library collections will receive at least 80% satisfaction ratings to indicate their adequacy to support curriculum.</th>
<th>Assessment Methods</th>
<th>Library Survey.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Surveys.</td>
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<td></td>
<td>Graduate Survey.</td>
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</tr>
<tr>
<td>Analysis Procedure:</td>
<td>Data was compared &amp; contrasted to identify differences.</td>
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<tr>
<td>Review Student Survey based on a 5-point scale with 1 being low showed value added.</td>
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<td></td>
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<tr>
<td>Review Graduate Survey based on a 5-point scale with 1 being low showed value added.</td>
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<td></td>
</tr>
<tr>
<td>Review Library Survey based on a 4-point scale with 1 being low.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13: Library Survey: Indicated respondents were able to always or usually find the information needed 90.0% of the time.</td>
<td>Library Survey: Strongly agreed or agreed the extent to which the library collection is sufficient to support the education, research, and public service programs at PDCCC was 96.3%.</td>
<td></td>
</tr>
<tr>
<td>Student Survey: Indicated the adequacy of the library collections to support the curriculum by a five-point Likert scale rating of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 4.30 (86.0%) agreed the library provided convenient, effective access to electronic bibliographic databases, whether on-site or remote to support the academic programs.</td>
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</tr>
<tr>
<td>- 4.17 (83.4%) were able to find the information they needed in the library.</td>
<td></td>
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</tr>
<tr>
<td>- 4.29 (85.8%) indicated access to the library collection was sufficient to support the educational, research, and public service programs of the College.</td>
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</tr>
<tr>
<td>Library Survey: Respondents indicated their satisfaction exceeded 80.0% for the following resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2012-13 Actions:
STEM-H e-book content was added to the library collection, providing a wealth of current electronic resources. Other e-book, multimedia and periodical content were added.

Older resources were weeded from the collections.

Gaps in the history collection were filled and new digital resources added by subscribing to the History Reference Center database.
| Library webpage – 90.9% |
| Library webpage resources – 97.0% |
| Book/eBook collection – 90.5% |
| QuickSearch @ PDCCC – 95.0% |
| Magazine collections – 80.0% |
| Library collection – 100.0% |
| VCCS Electronic Resources – 96.0% |
| Virtual Library of Virginia (VIVA) Collection – 93.4% |

**2011-12:**
Library Survey: Indicated an increase in students being able to always or usually find the information needed from 80.9% for the Suffolk Campus and 62.7% at all the libraries to 87.6% for the Franklin and Suffolk Libraries. An increase of 12.3% for both campuses.

Student Survey: Showed 94.3% of the respondents during 2011 versus 90.0% during 2010 were always or usually able to find the information they needed at the Library. This represents an increase of 4.3%.

The Institutional Effectiveness Student Survey for 2011 showed 99.4% of respondents agreed or strongly agreed that access to the library collection is sufficient to support the educational, research and public service programs of the College. This was another increase of 1.7% from 97.7% during 2010.

The Graduate Survey also showed 96.6% of respondents during 2011 versus 95.3% during 2010 agreed or strongly agreed that access to the Library was sufficient to support the educational, research and public service programs of the College. This was an increase of 1.3%.

**2011-12 Actions:**
The Library collection was diversified by adding the Films on Demand multimedia resources.

The EbscoHost e-Book collection, formerly the NetLibrary Collection, was emphasized for its
- redesigned interface
- easier navigation
- new features

Marketing involved
- the creation of a display
- circulation of flyers
- distribution of an email to students, faculty and staff

Popular databases were identified on the Library web page to provide access to reputable books and articles which support research in various disciplines.
The Library Survey showed 99.6% agreed or strongly agreed access to library collections was sufficient to support educational, research and public service programs. This was a 1.9% increase from 2010.

Statistics for the Institutional Effectiveness Faculty Survey indicated 88.1% agreed or strongly agreed students were provided convenient, effective access to electronic bibliographic databases, whether on-site or remote to support their academic programs. This is an increase of 2.8% from 2010.

2010-11:
Library Survey: indicated an increase in students able to always or usually find the information needed. 80.8 % for the Suffolk Campus Library versus 62.7% at all the libraries (18.1% increase).

Student Survey showed 90% of the respondents during 2010 versus 82.2% during 2009 were always or usually able to find the information they needed at the Library, an increase of 7.8%.

It also showed that 97.7% of the respondents during 2010 versus 93.9% during 2009 agree or strongly agreed that access to the Library was sufficient to support the educational, research & public service programs of the College. This is an increase of 3.8%.

Similar results were shown for the Graduate Survey. 95.3% of the 2010 respondents versus 91.2% of 2009 respondents agreed or strongly agreed that access to the Library was sufficient to support the education, research and public service programs of the College. This is an increase of 4.1%.

2010-11 Actions:
Instructed students about the value of databases for current & reputable information across the curriculum by emphasizing:
- the research process, from narrowing the topic to creating a research question or statement
- Setting up a Boolean search strategy.
- How to create search.
- Strategies for best results.
- How to locate & search the databases.
- How to determine which databases are suitable for their research.
- Facilitated individual & group exercises to provide hands-on application of research steps.

Sessions were tailored to the course content.
When considering the collections, the Library’s Faculty Survey indicated 78.9% of 2008 respondents agreed or strongly agreed that students were provided convenient, effective access to electronic databases, whether on-site or remote to support their academic programs. During 2010, 85.3% agreed or strongly agreed. This is an increase of 6.6%.

Student, graduate & faculty surveys indicated that faculty & student satisfaction levels exceeded 80% in each category during 2010, ranging from 5.3% to 17.7% increased satisfaction.

<table>
<thead>
<tr>
<th>LEARNING RESOURCE CENTERS (LRC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong> (Administrative Objective)</td>
</tr>
<tr>
<td>Library services will receive at least 80% satisfaction ratings.</td>
</tr>
</tbody>
</table>
The Graduate Survey showed an increase in the respondents who agreed or strongly agreed evening students' library service needs were being met. This was indicated by 90.5% of respondents during 2011 versus 86.8% during 2010. This represents an increase of 3.7%.

Library Survey respondents indicated that 94.3% were satisfied with the assistance they received at the PDCCC libraries during 2011. This was an increase of 3.8% more than 90.5% for 2010.

Graduate Survey respondents indicated that 92.4% rated library services good to excellent during 2011 versus 90.9% during 2010. This represents an increase of 1.5%.

2010-11: Library Survey results: 90.5% of respondents were satisfied with the assistance they received during 2010 versus 70.2% during 2008. This is an increase of 20.3% satisfaction.

Graduate Survey: 83.7% of

to the library webpage and services.

Prepared promotional materials for new library hours in collaboration with Institutional Advancement staff, including signs, bookmarks, flyers and electronic slides.

Distributed flyers to the Franklin and Courtland public libraries about new library hours.

Created and posted banners on the college website about changes in library services.

2011-12: Library staff focused on assisting students with the use of resources on the redesigned Library web page.

FAQs and Library Help Buttons were revised to reflect the changes on the Library web page.

2010-11 Actions:
Staff members were assigned customer service videos to view for professional development.

Part-time staff hours were increased.

The Policies and Procedures
respondents agreed or strongly agreed evening students’ library service needs were being met. This was depicted by 86.8% of respondents during 2010 versus 83.7% during 2009, a 3.1% increase.

Satisfaction ratings for the library survey & the graduate survey exceeded 80% satisfaction, ranging from a 3.7 % to a 10.5% increase.

Manual was revised to provide more consistency & help new staff be more informed.

Part-time staff member hired to increase one-on-one assistance.

Policy was changed to accommodate students having snacks & drinks during study sessions in the library.

| Student’s information literacy skills will increase. | **Assessment Methods** | **2012-2013:** Student Learning Outcomes by Program Survey: Indicated 75.0% of the respondents rated their information literacy skills (i.e. their ability to recognize when information is needed and their ability to locate, evaluate, and use it effectively) good to excellent before they entered PDCCC and 90.4% after taking classes. This was a 15.4% increase/added value.

The value-added information literacy competency increased 0.71 (14.2%) from 3.62 (72.4%) to 4.33 (86.6%) for graduates.

Faculty and Staff Survey: Indicated the information literacy proficiency rate increased from 3.83 (76.6%) during 2011-2012 to 3.91 (78.2%) during 2012-2013. This was an increase of .08 (1.6%).

The Capstone Course (PHI 115) core competencies assessments of graduates indicated a 13.0% proficiency increase from 80.0% during 2011-2012 to 93.0 % during 2012-2013. |
| Assessment Methods | Graduate Survey. | **A&R Student Survey.** |
| Analysis Procedure: | Compare & contrast from surveys. | **Library Survey.** |
| Review Student Survey based on a 5-point scale with 1 being low showed value added. | **2011-12:** Students indicated their ability to apply information literacy and library skills increased from 95.7% before to 99.9% after (4.2% increase.) The increase from 2010 to 2011 was 69.3%. |
| Review Graduate Survey based on a 5-point scale with 1 being low showed value added. | **2012-2013:** Revised the Blackboard site for information literacy instruction, especially the PHI 115 capstone course. |
| Review Library Survey based on ten subject areas that are not ranked beyond frequency. | Worked with developmental, English and student development faculty to increase/enhance students’ information literacy skills and support the developmental education revision. |
| **2011-12 Actions:** | Updated the Library Help Button to include QuickSearch and other digital resources additions and changes. |
| SDV Library instructional materials were redesigned to orient students to the resources on the redesigned Library web page. This included | Worked with faculty to promote the Library Help Button. |
Graduate Survey respondents had a value added information literacy competency of 0.69 during 2011, from 3.94 to 4.63, during 2011. Respondents during 2010 had a value-added information literacy competency of 0.56, from 3.75 to 4.31. This is an increase of 0.13.

The question concerning courses in which information literacy sessions were taught was deleted from the survey. Statistics for information literacy skills increase and added-value are being used instead. They are better measures of students’ information literacy skills.

2010-11:
51.3% graduates indicated skill levels of their ability to apply information literacy & library skills before entering PDCCC were good to excellent during 2009 versus 66.6% for 2010. This is a 15.3% increase from 2009 to 2010.

Respondents who indicated skill levels of their ability to apply information literacy & library skills were good to excellent were 88.7% for 2009 versus 97.2% for 2010. This is an increase of 8.5%.

Respondents who indicated their skill level for applying information literacy & library skills had improved from their

2010-11 Actions:
Focused upon helping students & faculty to understand what resources are available for them & how to use them via the following activities
- Conducted sessions to familiarize students with resources available on Library Help Button.
- Revised materials for the SDV courses to provide a Guided Practice & acquaint students with basic resources.
- Developed & added FAQs & tutorials to the Library web page & Library Help Button, for use within Blackboard.
- Emphasized the value of

Handbook
- Revision of the SDV worksheet
- Posting of the revised materials in the online SDV Blackboard course
- Posting of the SDV Handbook on the Library web page.

Information literacy sessions focused on orienting students to the revised Library web page.

The PHI-115 information literacy module was revised to incorporate the redesigned Connect for Success tutorial modules. This provided additional information literacy materials for those students. Graduate students were encouraged to review the Connect for Success modules for the information literacy assessment.

The Library Survey was shortened to take less time and encourage students to respond. Some questions were deleted and some were reworded.
entry to PDCCC to their graduation were 37.4% during 2009 & 30.6% during 2010.

There were increases in the courses in which students received information literacy or library instruction.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Use</th>
<th>Inc/D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2009</td>
<td>6.0%</td>
<td>Inc</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>12.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>English</td>
<td>2009</td>
<td>36.8%</td>
<td>Inc</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>40.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>2009</td>
<td>0.0%</td>
<td>Inc</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>8.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>History</td>
<td>2009</td>
<td>11.6%</td>
<td>Inc</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>22.0%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Sociology</td>
<td>2009</td>
<td>1.9%</td>
<td>Inc</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>14.0%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

The total percentage increase in information literacy or library instruction represented by these courses is 39.7%.

The previous matrices present evidence that the library resources and services are adequate to support all of the College’s educational, research, and public service programs, as reflected in recent student and faculty surveys.

For 2012-13, all outcomes were met or exceeded; however, there was one inconsistency. For the first outcome, students’ usage of the libraries increased 3.4%, but students’ usage of library resources on the webpage decreased 2.4%. This resulted in an overall increase of 1.0% for these two usage outcomes. Although there was a decrease in students’ usage of library resources on the webpage, 90.9% of respondents rated the library webpage good or excellent and 97.0% rated the resources on the library webpage good or excellent. Factors that might have contributed to the decrease include

- QuickSearch was added to the library webpage, significantly simplifying research and eliminating the need for students to search specific databases;
QuickSearch was added to the Library Help Page, eliminating the need for students to access resources from the library webpage;

- The seamless interface of QuickSearch has a tendency to make the original source of information inconspicuous to less savvy researchers;
- The question specifically asks about using the library resources on the webpage while off-campus, students using library resources while on-campus are not included in the results.

The use of resources question would probably provide more accurate usage results if revised to include students’ use of resources on the library webpage and/or the Library Help Button.

The Library Survey indicated QuickSearch @ PDCCC played a significant role in students’ research. 95.6% of library respondents rated QuickSearch @ PDCCC good or excellent.

Results for the frequency of use showed a significant change. During 2011-2012, 32.6% of library survey respondents indicated they did not use the library. The results for 2012-2013 showed a decrease in the percentage that did not use the library to 10.8% (decrease of 21.8%). Usage also showed the following increases:

- More than once a week – from 20.7% to 21.6% (increase of 0.9%)
- Once a week – from 10.9% to 16.2% (increase of 5.3%)
- One to three times a month – from 10.9% to 18.9% (increase of 8.0%)
- One to three times a semester – from 25.0% to 32.4% (increase of 7.4%)

The following courses experienced a total library usage increase of 15.6%:

- Psychology – 7.0%
- Practical Reasoning – 3.1%
- Health – 3.0%
- English – 2.5%

78.2% of faculty respondents (increase of 5.8%) indicated that most courses had at least one library assignment.

The following databases were used most frequently for research:
- Academic Search Complete – 48.4%
- eBook Collection (EBSCO) – 32.4%
- Psychology and Behavior Sciences Collection 19.4%
- Opposing Viewpoints in Context – 16.1%
- VCCSLinc (Library Catalog) – 16.1%
- Education Research Complete – 16.1%

Satisfaction ratings exceeded 80.0% for the adequacy of the collection to support the curriculum. Respondents indicated ratings that ranged from 83.4% to 96.3% on the library and student surveys. They also indicated they were always or usually able to find the materials they needed 90.0% of the time (an increase of 2.4%).

Library services exceeded the 80% satisfaction rating, ranging from 86.0-94.7%. Other services which exceeded this rating included:
- Evening students’ needs being met – 86.6%
- Satisfaction with assistance – 96.6%

Students indicated they used the library for the following top four reasons:
- To do research using reference materials – 55.9%
- To study – 55.9%
- To use Blackboard – 52.9%
- To use the Internet – 52.9%
These reasons slightly deviated from the results for 2011-2012, although all of them were in the top five.

Student, graduate, faculty and staff surveys or assessments substantiated increases for all outcomes; however, the more substantial gains were

- A 21.8% decrease in the percentage of respondents who did not use the libraries;
- An increase or added-value of 15.4% of students who rated their information literacy skills good or excellent; from 75% before coming to PDCCC to 90.4% after taking classes;
- A 13.0% increase in the core competencies assessment of graduates’ proficiency for the Capstone Course (PHI 115); from 80.0% during 2011-2012 to 93.0 % during 2012-2013.

Overall, all outcomes were met or exceeded.

For 2011-12, all but one of the outcomes were met or exceeded. The outcome not met involved students frequency of Library use. There was a decrease in this area. Some of the reasons students gave for not using the library included

- the resources from the library’s web page were sufficient
- they used the computer lab
- they used other libraries
- they used other online resources,
- they did not need to use the Library.

Although there was a decrease in the frequency of use, there was a continual increase in the use of the Library and the web page from 2008-2011. Surveys indicated

- a 4.4%-13.2% increase in articles retrieved from the web page (a total of 44.2%)
• 12.4% (26.6%-39.0%) and 24.1% (10.9%-35.0%) increases for research conducted at the Franklin and Suffolk libraries, respectively.

• An increase in the use of materials in a cross-section of disciplines, (Business, English, Health, History, Marketing, Psychology, Speech, Philosophy and Practical Reasoning) ranging from 1.4%-20.2%. The total increase was 71.0%.

Students’ primary purposes for using the Library were

• To do research using reference materials, 61.5% during 2011 versus 56.7% during 2010 (4.8% increase)

• To make copies, 51.6% during 2011 versus 21.7% during 2010 (29.9% increase)

• To use Blackboard, 45.1% during 2011 versus 21.7% during 2010 (23.4% increase).

Their top five reasons for using the Library were

1. to study
2. to do research using reference materials
3. to make copies
4. to use Blackboard
5. to use the Internet

These uses indicate more academic use of the library by students than recreational use.

Students and faculty validated their satisfaction with the Library collections and services. Both outcomes exceeded 80% satisfaction. Surveys indicated

• collection satisfaction increases ranged from 1.3%-2.8%.

• service satisfaction increases ranged from 1.5%-3.8%.

The final outcome showed a significant increase in information literacy skills. There was a 69.3% gain in the skill levels for applying information literacy and library skills.
The next section will present a few unit-specific objectives for the Student Support Services (SSS) Program.
STUDENT SUPPORT SERVICES PROGRAM UNIT

The SSS at the College is a federally-funded program designed to assist select college students. The goal of the program is to increase the probability that students will successfully complete their educational goals. To equip students with the necessary college survival skills, the program offers free tutoring, counseling, cultural and educational enrichment, and assistance for students desiring to transfer to a four-year institution. The SSS staff is a liaison between students and the various college offices to ensure that students have access to all appropriate college and community services. Participation in the SSS Program is voluntary, and acceptance into the program is based on criteria established by the U.S. Department of Education. Students may refer themselves to this program or be referred by a counselor, instructor or other staff member. Applications for SSS are available in the SSS offices at the Franklin and Suffolk Campuses. A review of SSS reports verifies that the College documents the use of results and records follow-up information relating to program improvement based on analysis of results and actions taken. The following matrices demonstrate this process.

<table>
<thead>
<tr>
<th>Outcome (Administrative Objective)</th>
<th>Assessment &amp; Analysis Methods</th>
<th>Results Of Assessment</th>
<th>Use Of Evaluation Results (Action Taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase tutoring for at-risk students.</td>
<td>Assessment Methods: SSS Records, Surveys</td>
<td><strong>2012-2013:</strong> For 2012-2013, approximately 90 students received tutoring. This is slightly less than 2011-2012 due to a decrease in enrollment. Also, the new Math redesign also has had an effect on students not seeking out a math tutor. The grades for students who received tutoring this time period were above average, According to the SSS survey (Fall 2012), 90% of students (SSS and NONSSS) strongly agreed that tutoring is worthwhile. This has increased from the 81% of tutors continued to be selected based on academics and faculty recommendations. Since we have a small population of students and tutors, the tutors receive individual training on how to work with students from the Tutor Coordinator.</td>
<td><strong>2012-2013 Actions:</strong> Tutor Coordinator visited developmental classes, orientation classes and other classes that</td>
</tr>
</tbody>
</table>
students who were asked in the Fall 2011. In the Fall of 2012, 55% (72% Fall 2011) of Developmental Math students who received tutoring passed their math class. Also in the Fall of 2012, 67% (50% Fall 2011) of Developmental English students who were tutored successfully passed their class.

Based on the 2012-2013 graduate survey, our graduates rated tutoring services 3.75 on a 5-pt. Likert scale (75%) vs. 3.55 (71%) in 2010-2011 in meeting their needs.

2011-12: For 2011-2012, 106 students received tutoring. This is slightly less than 2010-2011 because of the new redesign math. Because of the new redesign math students did not need as much tutoring. There was an above average success rate in grades.

According to the SSS survey (Fall 2011), 81% of the students (SSS and NONSSS) agreed that tutoring is worthwhile. This is a 2% increase as compared to the Fall of 2010. In the fall of 2011, 72% of Developmental Math students (40% Fall 2010) who received tutoring passed their math class. In the Fall of 2011, 50% of the Developmental English students (38% Fall 2010) who were tutored passed their class. There was an increase in student success from 2010-2011. Based on the 2011 graduate survey, our students felt that the tutoring services were above average (80%).

2011-12 Actions: Tutor Coordinator continued to select tutors based on instructor recommendations and train tutors on how to help students. Obtain national certification as a Tutor Coordinator to better train tutors especially in developmental math and English.
### 2010-11:
- **Fall 2006:** 52 SSS students & 12 non-SSS students 2007 had 22 SSS & 7 non-SSS.
- **Fall 2008:** 37 SSS students & 14 non-SSS students.
- Student Survey satisfaction rating went from 3.75 in 2007 to 4.08 in 2009.
- Graduate Survey Satisfaction went from 3.48 in 2007 to 3.57 in 2009.

#### 2010-11 Actions:
- Visited classes to inform students about SSS services.
- Encouraged faculty to send students to SSS for services by contacting them one-on-one & small groups.
- Additional tutoring was provided for At-Risk Students.

| Set up visits to regional transfer institutions to promote transfer to senior institutions. | Assessment Methods | 2012-13:
| 7 senior institutions along with 46 students were visited to promote transfer. |
| Number Institutions visited. | Number student served. | 17 senior institutions visited PDCCC, serving 117 students. Meeting SSS objective |
| Number Institutions visiting PDCCC. | 2011-12:
| Transfer coordinator and 38 students visited 6 colleges. Also in 2011-12, 16 institutions visited PDC serving 109 students, meeting our objective by 50%. |
| 2009-10:
| Transfer rate in 2008-09 was 29.2% vs. 2007-08 rate of 30.1% vs. 2006-07 rate of 26.3%. |
| 2012-2013: Actions: Transfer will schedule visits with senior institutions and invite senior institutions to visit PDCCC. Institution and student contacts are made via email, letters, hall monitors and phone calls. |
| 2011-2012 Actions: Continue to schedule visits to other institutions and have these and other institutions visit PDCCC. Made better use of hall monitors and email to inform students of visits. |
| 2009-10 Actions: students visited the following colleges & these college visited PDCCC for SSS college day: Chowan Univ., Norfolk State Univ., ODU, Virginia Wesleyan College, Strayer Univ., Regent Univ., Christopher Newport Univ., & Averett College |
| 2008-09 Actions: SSS students visited the
following colleges: Old Dominion University (Univ.), Virginia Wesleyan College, Strayer Univ., Averett College & Christopher Newport Univ.

STUDENT SUPPORT SERVICES UNIT (TUTORING & DISABILITY SERVICES)

<table>
<thead>
<tr>
<th>Outcome (Administrative Objective)</th>
<th>Assessment &amp; Analysis Methods</th>
<th>Results Of Assessment</th>
<th>Use Of Evaluation Results (Action Taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send letters &amp; hold information meetings at each college location for students in transfer majors &amp; current high school students to learn more about successful transfer students to senior colleges &amp; the articulation agreements available to them.</td>
<td>Assessment Methods Number events hosted. Number attendees at events. Analysis Methods: Review Number events hosted. Review Number attendees at events.</td>
<td>Letters were not sent, but other outreach was completed.</td>
<td>2012-2013 Actions: 13 transfer meetings were hosted with 20/25 students attending. Transfer will continue to hold meetings to keep students informed of articulation agreements, transfer process and new regulations.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2011-12 Actions: Hosted 10 meetings with 20/25 students attending, meeting our objective by 50%. Continued communicating with transfer students about articulation agreements and how to be successful in transferring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2010-11 Actions: SSS Counselors participated in College Night sessions sponsored by area high schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SSS hosted campus-based sessions with five area senior institutions (Norfolk State Univ., Old Dominion Univ., Regent Univ., Strayer Univ., &amp; Virginia Wesleyan College.</td>
</tr>
</tbody>
</table>
Student evaluations of the College’s tutoring program are conducted each semester by the program staff. Graduate evaluations of the College’s tutoring program are conducted each spring through the Office of Institutional Research and Assessment. Analysis of student evaluations indicated a high level of satisfaction with tutoring assistance. The 2007 to 2013 Tutoring Program Evaluation results are presented in the following table.

<table>
<thead>
<tr>
<th>PAUL D CAMP COMMUNITY COLLEGE</th>
<th>STUDENT SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TUTORING SERVICES UNITS QUALITY OF SERVICES</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
</tr>
<tr>
<td>Student Survey</td>
<td>3.75</td>
</tr>
<tr>
<td>Graduate Survey</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>3.48</td>
</tr>
</tbody>
</table>

Note: The ratings are based on a five point scale with 1 being the lowest and 5 being the highest.

The previous matrix presents evidence that students received assistance from SSS and they were satisfied with these services. The table further substantiates this by demonstrating that student and graduate satisfaction with the tutoring program has increased from 2007 to 2013. The SSS program provides assistance to students that could not otherwise be provided. The matrix demonstrates actions taken to ensure students are aware that tutoring services are available and how to access the services as needed. In addition, the College provided opportunities for potential transfer students to visit other colleges and universities. The effectiveness of SSS staff actions are confirmed in the increased numbers of students seeking
tutoring services. Additionally, the increased percentage of students transferring to four-year institutions further supports SSS effectiveness.

The next section will present a few unit-specific objectives for the Admissions and Records Office.
The **Admissions** and Records Office manages applications for admission to the College, student academic records, transcripts of college work, and applications for graduation. All students who meet the admission requirements are admitted to the College. All services and benefits are awarded without regard to race, creed, color, sex, national origin or disability. The institution admission process permits students to enter the College. However, the admission may not admit all applicants to all programs, since some programs have additional admission requirements.

A review of Admissions and Records reports verifies that the College documents the use of results and records follow-up information relating to program improvement based on analysis of results and actions taken. The following matrices depict this process.

<table>
<thead>
<tr>
<th>Outcome (Administrative Objective)</th>
<th>Assessment &amp; Analysis Methods</th>
<th>Results Of Assessment</th>
<th>Use Of Evaluation Results (Action Taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving the registration process &amp; providing enrollment assistance.</td>
<td>Assessment Methods</td>
<td>2012-13: The Graduate Survey rated the registration process at 3.95 in 2012-13 on a 5-point scale vs. 3.88 in 2011-12. This is an increase of 0.07%.</td>
<td>2012-13 Actions: Increased notifications of Early Bird Registration.</td>
</tr>
<tr>
<td></td>
<td>VCCS annual enrollment data.</td>
<td>New Student Survey rated the registration process at 4.36 in 2012-13 on a 5-point scale vs. 4.05 in 2011-12.</td>
<td>Additional staff was available to assist with registration.</td>
</tr>
<tr>
<td></td>
<td>Student Satisfaction Surveys.</td>
<td>2011-12 The Graduate Survey rated the registration process of 3.88 for 2011-12 vs. 3.89 for 2010-11 graduates. There was virtually no change. This rating has</td>
<td>Made student computers available to help reduce the wait time during registration.</td>
</tr>
<tr>
<td></td>
<td>Analysis Procedure: Review Student Surveys based on a 5-point scale with 1 being low showed value added.</td>
<td>2011-12 Actions: Planned for the SP’13 registration to create a Hospitality Hub for students during registration. This included having snacks, drinks,</td>
<td>Provided snacks, drinks and comfortable seating area while students waited to be served.</td>
</tr>
</tbody>
</table>
been very consistent over the past 5-years.

2009-10:
2009-10 PDCCC had an annual enrollment increase to 4.19%.

Student Satisfaction Survey rating of admissions was 3.85 in 2007-2008 & increased to 4.19 in 2009-10.

Student Satisfaction Survey rating of the registration process was 4.03 in 2007 to 4.24 in 2009.

2008-09:
2008-09 PDCCC surpassed the VCCS enrollment average by 0.3%.

2007-08 PDCCC had an annual enrollment 3.85% increase.

<table>
<thead>
<tr>
<th>Develop data tracking capability to identify &amp; communicate with prospective students, students who enroll, those who withdraw during the 2008-09 term using SIS.</th>
<th>Assessment Methods Data Collection Tool. Search database for new students. Analysis Procedure Identify Data to be tracked.</th>
<th>2009-10: People-Soft query completed.</th>
<th>2009-10 Actions: People-Soft query has been developed to identify new students &amp; their e-mail addresses. Messages were sent to welcome them &amp; provide notification about upcoming events such as games to make students comfortable while waiting to be served. Planned for the SP’13 registration to have additional staff to assist with the actual registering of students. Student computers will be available for use to complete admissions and financial aid applications.</th>
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</table>
Customer service will receive ratings above 80%. The goal is to provide overall quality service to students.

<table>
<thead>
<tr>
<th>Assessment Methods: Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records of Complaints</td>
</tr>
<tr>
<td>Analysis Procedures:</td>
</tr>
<tr>
<td>Departmental Student Survey (Departmental Student Survey based on a 4-point scale).</td>
</tr>
</tbody>
</table>

New Student Survey (New Student Survey based on a 5-point scale).

Number of complaints.

**2012-13:**
The Graduate Survey rated the Admissions Office Services at 3.92 in 2012-13 on a 5-point scale vs. 3.91 in 2011-12. This is a slight increase.

The New Student Survey rated the Admissions Office Services in 2012-13 at 4.32 (86%) on a 5-point scale vs. 3.99 (79.8%) in 2011-12. This is an increase of 0.33%.

The overall customer service rating for Student Development Services in 2012-13 is 4.44 vs. 2011-12 is 4.11. This is an increase of 0.33%.

**2011-12:**
During the fall 2011 semester, a random sample of students was given a departmental student survey to complete after services were rendered.

**2012-13 Actions:** Installed doorbell as a tool to alert that a customer has entered and needs assistance.

Continued to work toward providing excellent customer service to internal and external customers by providing updated information about new College program offerings and services.

**2011-12 Actions:** Work toward continuous improvement. Staff are required to treat each customer courteously and with respect. Consistently work to provide excellent service in meeting the
Departmental Student surveys rated prompt acknowledgment when students visited the Office of Admissions and Records at 3.90 or 98%; rated being greeted warmly and made to feel welcome at 3.92 or 98%; rated being treated courteously throughout the visit at 3.94 or 99%; rated handled students’ request promptly at 3.94 or 99%; rated handled students’ request accurately at 3.90 or 98%; rated answered students’ questions to satisfaction at 3.90 or 98%; rated exceeded students’ overall expectations at 3.88 or 97%. The above rating was based on the responses being in the category of "strongly agree". The remaining responses included the category of "agree". There were no responses in the categories of "disagree" and "strongly disagree".

The comment section of the surveys was consistent with the ratings.

New Student surveys rated prompt acknowledgment when students visited the Office of Admissions and Records at 4.35 or 87%; rated being greeted warmly and made to feel welcome at 4.38 or 88%; rated being treated courteously throughout the visit at 4.41 or 88%; rated handled students’ request promptly at 4.26 or 85%; needs of students. Departmental Student surveys and New Student surveys are used to continuously monitor the services that are rendered.
rated handled students' request accurately at 4.35 or 87%; answered students' questions in a professional manner at 4.36 or 87%; rated exceeded students' overall expectations at 4.11 or 82%; rated answered the phone quickly at 4.11 or 82%.

2009-10: Critical areas were covered for 100% of operating hours.

Franklin & Suffolk Campuses received a combined total of one formal complaint.

Students & staff input recommended change in extended registration.

Two staff members were cross-trained in needed critical areas in admissions.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment &amp; Analysis Methods</th>
<th>Results Of Assessment</th>
<th>Use Of Evaluation Results (Action Taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve quality of admissions services by: making students &amp; guests feel welcomed; when answering the switchboard connect callers accurately; assist walk-ups in timely &amp; courteous manner to answer their specific questions.</td>
<td>Assessment Methods Student Surveys. Graduate Surveys. Incident Reports. Analysis Procedure: Review Student Survey based on a 5-point scale with 1 being low showed value added. Review Graduate Survey based on 5-point scale with 1 being low showed value added.</td>
<td>2012-13 The Graduate Survey showed the admissions office services quality rating of 3.92 in 2012-12 vs. 3.91 in 2011-12 vs. 3.74 in 2010-2011. This was an increase of 0.18 points over the past 3 years. 2011-12 The Graduate Survey showed the admissions office services quality rating of 3.91 in 2011-12 vs. 3.74 in 2010-2012.</td>
<td>2012-13 Actions: Moved the Financial Aid office next to Admissions to allow students one-stop access to services. Renovated the Admission area to better serve students and access. 2011-12 Actions: Continued to escort potential students to the appropriate office &amp; assisted customer with his or her request. Provided</td>
</tr>
</tbody>
</table>
Review Incident Reports.

This was an increase of 0.17 points.

2009-10:
Student Satisfaction Survey had a 3.72% increase in 2007-08 and had a 4.06% increase in 2009-10.

Student surveys: 63% of students were satisfied with quality of service received in 2008-09.

Student surveys: 40% of students were satisfied with quality of service received in 2007-08.

In 2009-10 there was only one formal complaint vs. no formal complaints in 2008-09.

2009-10 Actions:
Escorted potential students to the appropriate office & assisted customer with his or her request. Provided prompt assistance & handouts.

Answered phone calls & maintained current instructor contact information. Counselors regularly helped cover switchboards when Workforce needed assistance.

Maintained up-to-date directory of services to expedite correct transfer of calls. Returned missed calls in a timely manner to increase service satisfaction. Reduced wait time at the window by employing & training work-study student assistants.

The previous matrices provide evidence that supports continuous progress in the Admissions and Records unit at the College. The outcomes have been successfully met based on the data analysis presented. Overall, the students’ perceptions of the work of this unit reflect positive growth trends. The actions taken by the members of this unit also show strong
collaboration within and across units, which is a vital component to improvement at a small institution.

The next section will present a few unit specific objectives for the Learning Assistance and Testing Center (LATC).
LEARNING ASSISTANCE and TESTING CENTER UNIT

The Learning Assistance and Testing Center (LATC) provides a critical service for the College. Its purpose is to manage all placement testing services, which include testing of all new students, retesting of current students as needed, and the management of numerous other tests. Those testing administration include the TEAS test for nursing applicants, monitoring and proctoring tests for students enrolled in SSDL or ELI, monitoring and proctoring tests for students testing at other VCCS colleges and other colleges e.g. Western Governors University (WGU). A hard copy placement score reports are maintained for three years. Records of testing sessions for other proctoring sessions are kept.

Placement testing is managed through the LATC with the new placement test delivered by McCann in which there are three levels of access and four roles that are part of test administration. The full-time LATC test administrator was designated in 2011 as the Institutional Administrator (IA), who is responsible for the following:

- Testing sites
- Users
- Placement rules
- Custom reports
- Background and local questions

The Institutional Administrator has set up eleven sites for placement testing. Three sites include the Franklin campus, the Suffolk campus and the Smithfield Center where new or returning students are tested. The other eleven sites encompass the dual enrollment high schools. Currently, there are two PDC site managers who administer the placement tests: one full time test administrator and one part-time test administrator. The Institutional Administrator has set up
two site managers who are employed by the high schools for two dual enrollment sites: Louisa County High School and Isle of Wight public schools. The Institutional Administrator can set up the placement rules and create the background and local questions as needed. However, currently, the two PDC test administrators are the site managers for the three PDC campuses and ten of the eleven dual enrollment sites. The full-time and part-time test administrators help support the Isle of Wight proctor for the three Isle of Wight testing sites—Smithfield High School, Windsor High School, and the Pruden Center. The Institutional Administrator also reviews and analyzes placement test data for purchasing units, confirming dual enrollment eligibility and resolving placement issues for Admission counselors. Various custom reports are also necessary to confirm class placement and numbers. Additionally, the Institutional Administrator is also the liaison in LATC for the Coordinator of Student Affairs and the Director for Student Services in Richmond. In this way, the full-time test administrator keeps current on policy changes regarding placement testing.

The LATC functions as a student success hub for developmental students. LATC oversees the facility to serve developmental math and English instructors and classes. LATC also provides learning assistance for students on an as need basis. The full-time LATC facilitator maintains a connective, learning, and conversational relationship with the learning assistance peer group to ensure Achieve 2015 success and access for developmental students.

In the past the LATC has been the source of assessing general education skills for students entering the community college. However, because of the developmental education redesign, the LATC has taken on an increased and vital importance for college readiness. In 2009, the Chancellor created the Virginia Community College’s Re-Engineering Taskforce “to examine and rethink every aspect of our organization and operations other than governance, in
order to afford us the resources and opportunities needed to serve our students in a continued
tradition of excellence and innovation.” The planned PDCCC Actions from Instruction and
Student Development include implementing student success in developmental math and English
using VCCS strategies which have involved a redesign of placement testing to support the re-
designed developmental classes. Training, piloting, integration testing, delivery, reporting, and
troubleshooting have been part of the LATC support of the developmental education redesign.

Score reports have taken on an additional importance for counseling new students.
Students are no longer scored with minimum cut-scores, but are provided a binary based
placement in math and English classes. The Institutional Administrator in LATC can provide
more descriptive score reports for counselors or administrators upon request.

Placement testing for PDCCC also includes the READI test. All college classes at
PDCCC have some degree of technology as part of the course whether through a Blackboard
component, online Library Resource Center databases and searches, or assignment delivery.
Online classes continue to be added each year for our student population and the shared services
distance learning system (SSDL) program increased the online class options for the community
in our service area. Therefore, assessing student technology proficiencies is critical for the
success of the student. Developmental ITE courses are offered for students needing training in
basic computer skills to assure student success.

Remote-site and on-site testing for dual enrollment students is organized through the LATC
for all participating high schools. On-site testing for dual enrollment students is offered primarily for
retesting or for students who missed the testing dates at their high schools. As of the academic year
2012-2013, Franklin High School was added as a remote testing site. Once dual enrollment testing
sessions are completed, all score reports from all high schools are compiled into excel spreadsheets
by the full-time LATC facilitator. The full-time LATC facilitator lists all student names, placement,
and eligibility on the spreadsheet according to each high school. She then sends the spreadsheet to
the respective high school counselors who inform students of their eligibility in the dual enrollment
program and advise. In the 2012-2013 year, increased attention was given to supporting and
establishing testing, eligibility information, and class rosters in testing for Smithfield High School,
Windsor High School and Pruden Center.

In addition to managing all placement testing services, additional test offerings have been
added. One of the recommendations of the Reengineering Task Force was to implement shared
services. As a result, the VCCS has piloted a shared services distance learning system (SSDL)
also referred to as Extended Learning Initiative (ELI). Our SSDL liaison provides the LATC
with testing information in order to proctor students in our service area participating in SSDL.

Proctoring in the LATC for SSDL began in fall 2011. The numbers of SSDL proctored exams
continue to grow substantially.

A second test that increased additional testing sessions for offerings is the TEAS test. The
TEAS test is used by the Nursing Department for students to be admitted into the nursing
program at PDCCC. LATC works closely with the Nursing Department in coordinating testing
and score reports. The LATC offers the TEAS test on the Franklin campus and the Suffolk
campus during the fall and spring semesters.

A review of the LATC reports verifies that the College documents the use of results and
records follow-up information relating to program improvement based on analysis of result, and
actions taken. The following matrices depict this methodology.

<table>
<thead>
<tr>
<th>LEARNING ASSISTANCE &amp; TESTING CENTER (LATC)</th>
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<tbody>
<tr>
<td><strong>Outcome</strong></td>
</tr>
</tbody>
</table>
| Learning Assistance and Testing Laboratory (LATC) will provide support for student success for enrolled students by | Assessment Methods  
Student Survey  
Graduate Survey  
Analysis Procedure: | 2012-13:  
For 2012-13, the LATC lab was rated 4.41 vs. 4.08 by students compared to 4.08 in 2011-12 vs. 3.80 in | 2012-13 Actions:  
Conducted workshops on adult learning and VARK an attitudinal assessment of learning modality. |
<table>
<thead>
<tr>
<th>Manage placement testing to increase student access at the Franklin and Suffolk</th>
<th>Review Student Survey based on a 5-pt. scale from 1-5 with 1 representing the lowest score. Review Graduate Survey based on a 5-pt. scale from 1-5 with representing the lowest score.</th>
<th>2007-08. The Graduate Survey has also indicated improvements in quality with a rating of 4.04 in 2012-13 vs. 3.99 in 2011-12 vs. 3.67 in 2010-11. This is above the benchmark set at 3.00 on a 5-pt. scale. Provided workshop with the Career Coaches for ENF 2 students in creating their career portfolio—a requirement for ENF 2 students.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>2011-12: For 2011-12, the LATC lab was rated 4.08 by students compared to the 3.80 in 2007-08. The 2012 graduates rated the LATC lab 3.99 on a 5-pt. scale compared to 3.67 for 2011 graduates vs. 3.58 for 2010 graduates.</td>
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<td>2008-09: Learning lab was rated 3.80 by students in 2007-08 on student satisfaction survey. Learning lab was rated 4.18 by students in 2008-09. This growth reflects a .53 increase from 2006-07. Learning lab was rated 3.68 in 2007 &amp; 3.72 in 2008 &amp; 2009 on the Graduate Survey.</td>
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<tr>
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<td>2011-12 Actions: Promoted the use of Virginia Education Wizard in developmental classrooms to help students obtain their career goals. Coordinated room usage of math modules and MySkills Lab classes. Continued to provide support for student success for enrolled students through proctoring and tutoring on an as need basis.</td>
</tr>
<tr>
<td>Manage placement testing to increase student access at the Franklin and Suffolk</td>
<td>Assessment Methods Placement Records. Student Surveys.</td>
<td>2012-13: In Fall 2012 began VPT-English completed pilot</td>
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<tr>
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<td></td>
<td>2012-13 Actions: Continued to manage placement testing and</td>
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<tr>
<td>Analysis Procedure</td>
<td>2011-12</td>
<td>2009-10</td>
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<tr>
<td>Review placement schedule during testing peak usage.</td>
<td>Placement testing peak for fall semester is in July for all three sites. July 2013 had 20 sessions, July 2012 had 19 sessions, and July 2011 had 14 sessions.</td>
<td>Testing at each site was only one event instead of multiple events.</td>
</tr>
<tr>
<td>Review Student Survey based on a 5-pt. scale from 1-5 with 1 representing the lowest score.</td>
<td>Placement testing peak for spring semester is in November. November 2012 had 15 sessions and November 2010 had 10 sessions.</td>
<td>Students from these four schools no longer need to be bused to campuses.</td>
</tr>
<tr>
<td>testing and integration testing.</td>
<td>2011-12 Actions: Continued to increase testing times, evening testing, Saturday testing, and off-site testing. Added placement test as a separate item on the student survey. Maintained up-to-date testing schedules on the PDC Placement Testing website. Added five additional testing times. Added three additional evening testing times. Publicized testing through three deliveries: fliers, hall monitors, &amp; college website.</td>
<td>2009-10 Actions: Added three more high schools for on-site web-based testing. Increased testing times by 20% from 2009 to 2010. Increased evening testing times.</td>
</tr>
<tr>
<td>meet VCCS standards and deadlines in testing. Added five additional testing times, evening testing, Saturday testing, and off-site testing. Added placement test as a separate item on the student survey. Maintained up-to-date testing schedules on the PDC Placement Testing website. Added five additional testing times. Added three additional evening testing times. Publicized testing through three deliveries: fliers, hall monitors, &amp; college website.</td>
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2008-2009:
On-site dual credit testing increased from one high school to four.

Number of tests given in 2009 was 2,384. Number of tests given in 2010 was 2,569. This is an 8% increase.

Total FTEs in 2008-09 were 915. Total FTEs in 2009-10 were 982.

2008-09 Actions:
- Added six additional testing times.
- Added three additional evening testing times.
- Publicized testing through three deliveries: fliers, hall monitors, & college website.

Manage dual enrollment placement testing to increase student access by providing services to all dual enrollment locations.

Assessment Methods:
- Placement Records
- Unit Reports
- Off-site testing locations

Analysis Procedure:
- Currently, nine off-site testing locations are providing placement testing. Eight are web-based.
- *IOWA is given ASSET test

2012-13:
Recorded all dual enrollment students in SIS. Set up new school-proctor for LCHS and school-proctor for IOW high schools as remote sites. Set up remote site testing support with passwords, tech support in COMPASS. Trained IOW proctor. Provide spreadsheet with student names, scores and eligibility for dual enrollment courses for high school counselors and PDC records. Enter all students placement scores into SIS. Increased off-site testing locations for dual enrollment high schools. In 2012-13, ten off-site testing sites were proctored: LHS, NRHS, KFHS, SHS, IOWA, LCHS, SmHS, WHS, Pruden, and FHS vs. nine off-site testing sites in 2011-12: LHS, NRHS, KFHS, SHS, IOWA, LCHS, SmHS, WHS, Pruden vs. six in 2009-10.

2012-13 Actions:
- School proctored remote sites do not provide score reports to LATC. Therefore, testing information has to be queried at the end of the semester to attain student results. Further, coordination with others responsibility for these sites seems in order. IOW school-proctored site completed. LCHS school-proctored site not completed. Continue completing LCHS spreadsheet of tested students’ scores and eligibility.
<table>
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<tr>
<th><strong>2011-12:</strong></th>
<th><strong>2011-2012 Actions:</strong></th>
<th>Increased number of dual enrollment high schools by three locations for Isle of Wight public high schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 2011-12, 918 testing COMPASS units were administered for dual enrollment. This was a 18% increase from 08-09 and a 10% increase from 10-11. Increased off-site testing locations for dual enrollment high schools. For 2011-2012, there were nine off-site testing sites LHS, NRHS, KFHS, SHS, IOWA, LCHS, SmHS, WHS, Pruden)</td>
<td><strong>2009-10 Actions:</strong></td>
<td>Added three more high schools for on-site web-based testing.</td>
</tr>
<tr>
<td>Remote testing has meant savings for high schools and PDCCC. Students from these four schools no longer need to be bused to campuses decreasing the number of testing session events and liability. Number of tests given in 2009 was 2,384. Number of tests given in 2010 was 2,569. This is an 8% increase. Total FTEs in 2008-09 were 915. Total FTEs in 2009-10 were 982.</td>
<td><strong>2009-10 Actions:</strong></td>
<td>Increased testing times by 20% from 2009 to 2010. Increased evening testing times by 100% from 2009 to 2010. Created reports in COMPASS to assist the College in data collections, counselors &amp; assist faculty in course interventions.</td>
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</tbody>
</table>

**Help students make informed decisions as to their readiness for online classes based on benchmark student rating of 3.75 for the Compute Readiness Test (REDI).**

**Assessment Methods:** Placement Test Records. Student Survey Completion Rates for online courses

**Analysis Procedure:** Review Student Survey based on a 5-pt. scale from 1-5 with 1 representing the lowest score. Compare

**2012-13:**

After placement testing session, future students leave with score reports for math, English, and READI for counselor advising. Students rated the usefulness of the Computer Readiness Test (REDI) in helping them decide if they should take

**2012-13 Actions:**

Continued to provide READI testing to secure student proficiency with technology in the classroom. Compiled retention rates for online courses at the end of fall term. Continued to proctor the SSDL online testing.
### Completion Rates for Online Courses

- **2011-12**: Students rated the usefulness of the Computer Readiness Test (REDI) in helping them decide if they should take an online course 3.95 on a 5-pt. scale. The completion rates or on-line classes has improved (Fall 2012 was 73% vs. Fall 2011 was 74.6% vs. 72.4% for Fall 2010 vs. 71.2% for Fall 2009).

- **2010-11**: For 2010-11, students rated the usefulness of REDI as 4.15 which was similar to 2009-10’s score of 4.16.

### 2011-12 Actions:
- Compiled retention rates for online courses at the end of fall term. Continued to proctor the SSDL online testing.

### 2010-11 Actions:
- Began surveying REDI test for helping students make informed decisions about their readiness for on-line classes.

The previous matrices provide evidence that supports continuous improvement in the LATC. Based on the data analysis presented, the unit-specific outcomes have been successfully met. Further analysis supports that the LATC functioned as a student success hub for developmental students. The laboratory facilitators and faculty use the Center for tutoring, small-group instruction and homework assistance; and the data illustrates the continuous improvements of this center. Overall, the students’ perceptions of the Center reflect positive growth trends.

The next section will present a few unit-specific objectives for Student Activities Unit.
STUDENT ACTIVITIES UNIT

Student Government, Clubs and Organizations afford students the opportunity of participation in institutional decision making via the Student Government Association. Student Government serves as an effective and responsible link between the student body and the College administration in changing student policies when the need for such becomes apparent.

The College’s leadership is committed to the ideal that total education involves more than the pursuit of a course of study. Therefore, the College provides a variety of extra-curricular activities to supplement the course of study. Student organizations and clubs offer students an opportunity to train in the processes of democracy and personal relationships. Students are encouraged to become active participants in one or more clubs. All college clubs and organizations are coordinated through the campus deans with a faculty or staff member acting as an advisor or sponsor for each club. Although the number of active clubs or organizations varies from year to year, the College generally has an average of at least four to seven active clubs. The following are some of the clubs or organizations at the College: African-American History Club; International Association of Administrative Professionals (IAAP, student chapter); Literary Club; Newsletter Club; Phi Theta Kappa (PTK); Student Government Association (SGA); Nursing Student Association (NSA); and Science Club.

Community engagement is encouraged for students to actively participate in community building and development projects. For example, the Student Government Association (SGA) regularly assists with the Adopt a Highway project on the Franklin Campus. Since 2005, the nursing faculty and students have participated in the Franklin Southampton Relay for Life as the Nightingale Racers. Their major fundraiser to support this effort was a yearly Bike-A-Thon held in the City of Franklin. In addition, the nursing students participated in fairs in Suffolk and
Franklin to conduct blood pressure screening and provide health information in the form of pamphlets and leaflets. Since 2009, the Literary Club has sponsored a community Literary Festival each Spring semester. This event draws published poets, authors and storytellers from around the region and state. This club also sponsors several community-service drives for books, coats and food. To celebrate Earth Day, the Science Club has planted trees in the community.

College-wide programs that are designed to enhance the student’s understanding of culture and society (see Transfer Program SLOs), include a lecture series that is geared to a variety of topics including wellness, African-American culture, Celebration of the Arts, global awareness and political issues. A review of Student Activities reports and committee and club minutes verifies that the College documents the use of assessment results and records follow-up information relating to unit improvement based on analysis of results and actions taken.

<table>
<thead>
<tr>
<th>STUDENT ACTIVITIES UNIT</th>
<th>Outcome (Administrative Objective)</th>
<th>Assessment &amp; Analysis Methods</th>
<th>Results Of Assessment</th>
<th>Use Of Evaluation Results (Action Taken)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SGA &amp; student clubs will expand programs &amp; activities.</td>
<td>Assessment Methods: SGA minutes.</td>
<td>2012-13: Graduate survey rated extracurricular activities on a 5-point scale: Class of 2012 rated 3.71 vs. Class of 2013 rated 3.41.</td>
<td>2012-13 Actions: Accessed through surveying students to determine more efficient and effective methods to engage students in extra-curricular activities through: SGA reconfiguration through enhanced leadership and training. Continued to utilize social media, local newspapers, digital monitors, College-wide email blasts, stall talk, student activities online calendar, and postings in the building. Maintained partnerships with other businesses and non-profit organizations. Promoted movie night and engage more students in extra-curricular activities.</td>
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<td>SGA minutes &amp; reports.</td>
<td>The Student Survey rated that 23.80% students participated in various student activities in 2012-13 vs. 8.50% in 2011-12. This is an increase of 15.3%.</td>
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<td>Student Surveys.</td>
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<td>Graduate Surveys.</td>
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<td>Analysis Procedure: Review minutes &amp; reports.</td>
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<td>Student Survey based on a 5-point scale with 1 being low showed value added.</td>
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<td></td>
<td></td>
<td>Graduate Survey based on a 5-point scale with 1 being low showed value added.</td>
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<td>Year</td>
<td>Actions</td>
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<tr>
<td>2011-12</td>
<td>Graduating student surveys rated extra-curricular activities on a 5-point scale: Class of 2011 rated 3.37 or 67% vs Class of 2012 with 3.71 or 74.2% approval.</td>
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<tr>
<td>2011-12</td>
<td><strong>2011-12 Actions:</strong> Increased the number of ways to engage students in extra-curricular activities through: Social Media, local newspapers, digital monitors, College-wide email blasts, stall talk, student activities online calendar, and postings in the building. Established partnerships with other businesses and non-profit organizations. Launched new initiatives such as Movie Night, Women's Summit, etc.</td>
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<td>2010-11</td>
<td>Student surveys rated extra-curricular activities from good to excellent: 2010-2011: 94.5% 2009-2010: 93.4%</td>
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<td>2010-11</td>
<td><strong>2010-11 Actions:</strong> Continue to promote extracurricular activities and clubs.</td>
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<tr>
<td>2009-10</td>
<td>Student surveys rated extracurricular activities at 4.08 in 2009 vs. 3.50 in 2008. Student surveys rated clubs at 3.72 in 2009 vs. 3.47 in 2008. Student survey rated extra-curricular activities from good to excellent: 2009-2010: 93.4%</td>
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<tr>
<td>2009-10</td>
<td><strong>2009-10 Actions:</strong> Started new Faith Unleashed in Everyday Life (FUEL) &amp; Science clubs. Initiated a new mini grant club funding process. Initiated a new student leadership selection process. Purchased &amp; installed new video announcement system to help promote activities associated with the theme, Women's Summit, etc. Increased cultural awareness and activities associated with the arts.</td>
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<td>2009-10</td>
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<td>Outcome (Administrative Objective)</td>
<td>Assessment &amp; Analysis Methods</td>
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<tr>
<td>Promote activities that provide diverse cultural and social exposure, awareness, and engagement.</td>
<td>Assessment Measure Student Survey Analysis Procedure Review Student Survey.</td>
<td><strong>2012-13:</strong> Student survey rated extracurricular activities from good to excellent: 2011-2012: 3.71 and 2012-13: 4.10 using a 5-point scale. This is an increase of 0.39%.</td>
<td><strong>2012-13 Actions:</strong> Personal contact information is utilized to encourage continued support of activities. Support from colleagues to encourage their students to participate in activities has aided in increasing student participation. Special events such as: Crime and Violence: Citizen Rights and Responsibilities Holiday Socials Community Service Community Leaders Breakfast Martin Luther King March Concerts and partnerships within the community has fostered greater participation in events and activities. Diversity in student involvements has provided enhanced opportunities to meet the needs of the diverse make-up of the student activity planned events and activities.</td>
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<td><strong>2011-12:</strong> Student survey rated extracurricular activities from good to excellent: 2010-2011: 94.5%</td>
<td><strong>2011-12 Actions:</strong> Contact information received was used to make personal contact with participants to encourage continued support of</td>
<td></td>
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</table>
| 2009-2010: 93.4% This is an increase of +1.1 % from 2009-10. | Held special events such as:
Crime and Violence: Citizen Rights and Responsibilities
Holiday Socials
Community Service
Community Leaders Breakfast
Martin Luther King March |
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<tr>
<td>In 2010-2011 student survey, the percentage declined by 2.1%. Even with a decline, the rating was above 90%, 92.6%.</td>
<td>In 2010-2011 student surveys, the percentage declined by 2.1%. Even with a decline, the rating was above 90%, 92.6%.</td>
</tr>
<tr>
<td>In the 2009-10 survey, the percentage rose to 94.7%, (combined ratings of strongly agree and agree). This was an increase from 93.3% in 2008-09.</td>
<td>For each semester during n 2008-2010, NSO participants evaluated the on-site event at 4.80-5.00.</td>
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<td>For each semester during n 2008-2010, NSO participants evaluated the on-site event at 4.80-5.00.</td>
<td>For each semester during n 2008-2010, NSO participants evaluated the on-site event at 4.80-5.00.</td>
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<tr>
<td>In 2008-09 student satisfaction survey, 93.3% (combined ratings of strongly agree and agree) of students agreed that the NSO day was very helpful in acclimating them to the College &amp; was successful in reaching their academic goals.</td>
<td>All new students were called and/or sent announcements about the event.</td>
</tr>
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</table>

**Assessment Methods**
- Student Surveys.
- NSO Evaluations.

**Analysis Procedure**:
- Review Student Survey based on a 5-point scale with 1 being low showed value added.
- Review NSO on-site evaluations based on a 5-point scale with 1 being low showed value added.

**2010-11 Actions**:
The survey data was used to craft a framework to foster greater diversity among student participants and to broaden opportunities for student activities.

**2009-10 Actions**:
- Better promoted NSO using posters, monitors, and calling new students.
- All new students were called and/or sent announcements about the event.
- Varied members of the College staff & faculty participated in each NSO.
- Counselors & deans actively evaluated the program annually & made changes based on student & staff comments from the on-site evaluations.
The previous matrix presented evidence that programs, services, and activities provided to students by the College are assessed annually to determine their effectiveness through surveys that are completed by students, faculty, and staff members across the campus. All of the services identified are indicative of the College’s commitment to supporting the mission and goals of the institution to meet the educational needs of the student. In addition, the College annually budgets funds to support student activities. The Student Activities Calendar was added to the College’s website to make the student activities schedule more visible.

The next section will present unit-specific objectives for Dual Enrollment Program.
DUAL ENROLLMENT PROGRAM

Students in their junior and senior years of high school may be offered college admission concurrent with their high school attendance. The classes may be taught either at the high school or at the College in a specially-scheduled college course that is open to the public. Through dual enrollment, the student may receive both high school credit and college credit. Dual enrollment classes are offered at all nine high schools in the service region, serving approximately 250 annually.

Virginia’s community colleges have worked with local school divisions to establish articulation agreements that provide collaborative development, support, and promotion of programs of study, also known as Career Pathways. The College uses dual enrollment as the primary means for high school students to earn college course credits.

Dual enrollment courses provide an instructional environment commensurate with that of a community-college-based class. Teacher credentials for high-school-based instructors must meet the same criteria as those of community college faculty in the identified discipline. Additionally, community college faculty members review syllabi, lesson plans, student outcomes, and assessment instruments for all dual enrollment courses. Dual Enrollment processes and outcomes are systematically evaluated by both local colleges and the VCCS. The processes are also appraised by universities with whom the VCCS has guaranteed admissions agreements. In addition, dual enrollment allows the VCCS to collect and report required Perkins performance measures. Therefore, the VCCS prioritizes dual enrollment to ensure rigor and relevance of high school programs.

Career Coaches are employees of the College, who are based in each of our service area public schools to help high school student define their career aspirations and to recognize higher
education institutions and services that can help them achieve their educational goals. The fundamental purpose of the career coach is to empower students to make informed decisions about their careers and educational plans and thus prepare students for success in postsecondary education and training. Their major responsibilities include facilitating the development of individual career plans and portfolios; relating information on careers and career pathways; connecting students into early college programs such as Dual Enrollment; and easing the transition of students from high school to postsecondary education and training and the skilled workforce. The College currently has four career coaches that are located in each of our service-area public schools.

A review of reports verifies that the College documents the use of results and records follow up information relating to program improvement based on analysis of results, and action taken to improve the Dual Enrollment Program.

<table>
<thead>
<tr>
<th>Outcome (Administrative Objective)</th>
<th>Assessment &amp; Analysis Methods</th>
<th>Results Of Assessment</th>
<th>Use Of Evaluation Results (Action Taken)</th>
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<tbody>
<tr>
<td>Offer career &amp; technical dual enrollment with the Southampton County, Franklin City, Suffolk City, Isle of Wight, Louisa County &amp; other private School.</td>
<td>Assessment Methods Number of classes taught in Public School Divisions &amp; private schools. Analysis Procedure: Compare kinds &amp; number of courses offered at each school.</td>
<td>2012-13: Held three informational sessions to explain dual enrollment. Meet with IOW officials to discuss more DE classes. Meet with Suffolk Division parents to discuss more what DE is. Added five dual enrollment classes at Pruden Center in Modeling and Simulation. Two dual enrollment classes added at Southampton Academy. More sections of Biology added at Franklin High School. Meet with Nansemond Suffolk Academy to discuss offering dual enrollment in fall 2014</td>
<td>2012-13 Actions: Continue to meet with high school officials and offer more dual enrollment transfer and CTE classes. Implemented HB1184 Implementation Plan. Continue to have informational sessions, parents sessions and individual school sessions.</td>
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<tr>
<td>2011-12: Isle of Wight County added ENG111 class in addition to the CTE classes already offered.</td>
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<td>2011-12 Actions: Continued meetings with school officials to increase...</td>
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</table>
Louisa County added Culinary Arts class. Pruden Center added CHD class. All other school divisions’ enrollment remained the same.

2010-2011:
Isle of Wight County added seven CTE course in teacher preparation & Louisa County added Industrial Technology. All school divisions increased or remained the same. Pruden Center added one class.

2010-2011:
Franklin – 12 classes
Southampton – 11 classes
Suffolk – 2 classes
Isle of Wight – 11 classes
Louisa County – 10 classes.

2009-2010:
Isle of Wight – 7 classes
Louisa County – 11 classes
Franklin- 12 classes
Southampton – 11 classes
Isle of Wight Academy 12 classes.

number of classes. Also submit plan to implement HB1184.

2010-11 Actions:
Continued meeting with school officials to increase the number of offerings.

Classes taught:
- English
- Math
- History
- Biology
- Psychology

Met with parents to explain program & encouraged them to permit their child to enroll.

DUAL ENROLLMENT PROGRAM

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</thead>
</table>
| Create a focus group of home schooled students & parents who have used PDCCC & with their input devise a plan to reach out to other prospective students. | Assessment Methods
Conduct meeting.
Analysis Procedure:
Review meeting recommendations. | 2012-13: Invited home schooled students and parents to attend DE informational sessions. | 2012-13 Actions: Continue to invite home schooled to attend informational sessions. Creating a web site to focus on home schooled students. Designated a faculty member to focus on recruiting home school students and teaching a class for home schooled. |

2011-2012
Meet with Isle of Wight County to increase dual enrollments. This meeting included parents, and PDC indicated that dual enrollment option is available for the home schooled student.

2011-2012 Actions: We followed up with a specific meeting for just the home schooled parents after Dual Enrollment implementation plan was finalized.
<table>
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<tr>
<th></th>
<th>Assessment Methods</th>
<th>Analysis Procedure</th>
<th>2008-09: Franklin Campus Dean held a meeting with parents on April 24, 2008 &amp; worked with the Enrollment Management Team (EMT) to devise the plan for 2008-2009. Plan continues to be used.</th>
<th>2008-09 Actions: The EMT infused the home school goals &amp; plan into the EMT College Plan. Plan continues to be used. Focus group meeting was held in Spring 2008 &amp; a plan was created.</th>
</tr>
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<tbody>
<tr>
<td>Implement strict quality procedures for dual enrollment courses. The written manual is <em>Dual Enrollment Procedures and Quality Assurance</em>.</td>
<td>Assessment Methods</td>
<td>Meeting minutes.</td>
<td>2012-13: Developed guidelines for students to enroll into dual enrollment classes and enforced adherence to guidelines. Reviewed all dual enrollment faculty credentials to insure that they met the academic requirements needed to teach the course.</td>
<td>2012-13 Actions: Revised current dual enrollment guidelines and enforced them. Completed dual enrollment handbook that can be posted online and distributed to high schools.</td>
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<td>Analysis Procedure:</td>
<td>Discussions that led to updating of the Quality Assurance Procedures.</td>
<td>2011-2012: Developed guidelines for students to enroll into dual enrollment classes and enforced adherence to guidelines.</td>
<td>2011-2012 Actions: Students must meet enrollment guidelines (taking placement exam, getting school and parent permission, completing application, etc.) before being allowed to register for classes.</td>
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<td>2008-09: Regular meetings are held in with the College &amp; high school faculty &amp; staff on dual enrollment &amp; adhering to the <em>Dual Enrollment Procedures &amp; Quality Assurance</em>.</td>
<td>2008-09 Actions: Staff met &amp; shared procedures for dual enrollment; discussed how procedures enhanced dual enrollment. Developed dual enrollment handbook for distribution to schools.</td>
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<tr>
<td>Establish General Studies Associate Degree programs for high school students. Presented to Franklin High School, &amp; Suffolk &amp; Southampton school divisions.</td>
<td>Assessment Methods</td>
<td>Number enrolled.</td>
<td>2012-13: The HB1184 mandate requiring PDC to develop an implementation plan for high school students to earn General Studies Certificate (one year) and/or Associates Degree (two years) was completed on time. The plan has been approved and implemented with the local high</td>
<td>2012-13 Actions: Continued working with the local high schools to promote the awards and communicate with the public of its availability.</td>
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<td>Analysis Procedure:</td>
<td>Number of students completing courses for degree requirements.</td>
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<td>2011-2012:</td>
<td>The HB1184 mandate requires PDC to develop an implementation plan for high school students to earn General Studies Certificate (one year) and/or Associates Degree (two years) while simultaneously completing high school course requirement. This plan must be finalized April 15, 2013.</td>
<td>2011-2012 Actions: Met with school division superintendents in March to present Dual Enrollment implementation plan.</td>
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<td>2008-09:</td>
<td>Still working with school divisions in to adopt this program. Continue to inform Franklin High of the importance of an Associate degree for high school students.</td>
<td>2008-09 Actions: Associate Degree adopted by Suffolk &amp; Southampton School Divisions. Preliminary discussions have been held with Franklin High School administrators. Franklin High School is awaiting approval from superintendent.</td>
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<td>Articulate &amp; promote Career Pathway Programs with assistance of PDCCC community partners &amp; school. Career Pathways are created &amp; promoted by the college.</td>
<td>Assessment Methods Number of programs established. Analysis Procedure: Number of students enrolled and graduation in program.</td>
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<td>2011-2012:</td>
<td>Continued to successfully recruit students into the dual enrollment classes. Continued to offer General Studies Certificate and the Associates Degree to high school students.</td>
<td>2011-2012: Career Studies Certificate awarded to almost 80 students; several dual enrollment students enrolled in the Associates degree in Suffolk and Franklin schools.</td>
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<td>2010-11:</td>
<td>Continue to enroll students in program.</td>
<td>2010-11 Actions: Career Studies Certificate to become a certified nursing assistant (CNA), a Pre-Nursing certificate, &amp; CNA-Associate Degree in Nursing implemented &amp; students enrolled. Greatest progress is between the Career Studies Certificate to become a CNA to the Pre-Nursing Certificate &amp; the Associate Degree in Nursing.</td>
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<tr>
<td>Outcome</td>
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</table>
| As Franklin City School goes to four by four block scheduling, coordinate with Southampton County Schools to increase CTE offerings to serve both school divisions. | **Assessment Methods**  
Number of students enrolled in class in each school division.  
**Analysis Procedure:**  
Class was able to make for both school divisions at the same time. | **2011-2012:**  
Isle of Wight added one transfer class; Pruden added CHD class; Louisa County added Culinary Arts class. All other school divisions’ classes remain the same.  
**2010-11:**  
Franklin added one CTE class (Fire Science), & these courses include students from both school divisions together. | **2011-2012 Actions:**  
Meeting with Dual Enrollment Coordinators to discuss adding more classes to schedule. This discussion included classes for the entire academic year.  
**2010-11 Actions:**  
CTE offerings were increased by one class. |
| Make firm plans to expand dual enrollment offerings by a total of 10 classes in public & private school systems. | **Assessment Methods**  
Number of expanding offerings.  
**Analysis Procedure:**  
Classes were offered. | **2012-13:**  
The HB1184 mandate required PDC to develop an implementation plan for high school students to earn General Studies Certificate (one year) and/or Associates Degree (two years) while simultaneously completing high school course requirement.  
**2011-2012:**  
New class offerings at Isle of Wight County Schools, Pruden Center and Louisa County | **2012-13 Actions:**  
Provide additional course selections to each public school division and private schools. Recruit Nansemond Suffolk Academy to add four classes for fall 2014; expand course offering for Southampton Academy to include two more classes; expand course offering for Isle of Wight County Schools to include four more classes.  
**2011-2012 Actions:**  
Meeting with all school divisions representative to increase class offerings and |
Use the Virginia Education Wizard (VA Wizard) for students to do career planning and career assessment, among other things. The students in SDV classes taught at the college and high school students are completing VA Wizard profiles.

Close to 100% of students in SDV classes have a profile.

NOTE: The VA Wizard replaces Kuder, which was used previously.

**Assessment Methods**

- Updates to VA Wizard allow Career Coaches and students to review their profile and assess which college major course work, financial aid, career pathway and other areas of interest

**Analysis Procedure:**

- The high schools and produce reports and share with the college, the students that have indicated attending PDCCC.

The previous matrix presented evidence that the Dual Enrollment Program has an established plan in place with regional public and private high school participation. A variety of classes are offered at the area high schools. Strategies have been implemented to connect the high school students and their parents with information about career pathways and beginning their career path while in high school. The result of responding to community needs and successfully targeting potential student populations has been an increase in enrollment in these programs. The College has increased Dual Enrollment FTEs from 122 in 2003-2004 to 139 in 2008-2009. This represents 15.2% of the College’s annual FTEs of 915. Fall dual enrollment has increased from 120.7 FTE in fall 2009, to 127.6 FTE in fall 2010, to 132.3 FTE in fall 2011 (3.7% increase from fall 2010). Dual enrollment for fall term has been between 14-15% of the total FTE enrollment for the college for the past five years.
For year 2012-1013, the annual H-count was 2,213; the annual FTEs was 922; the Dual Credit Student FTEs was 162; the percent of Annual FTEs was 17.6%; the Dual Credit H-count was 528; and the percent of Annual H-Count was 23.9%.

House Bill (HB) 1184 is requiring all 23 Community Colleges to have a Dual Enrollment Implementation Plan so that each school division in their service area will offer a General Studies Certificate (one year) and an Associated Degree (2 years) to high school students. This plan will allow high school students to earn the General Studies Certificate and/or the Associates degree simultaneously while completing high school graduation requirements. The plan was completed by April 15, 2013. Implementation started with high school students enrolling in course work in the summer 2013.

The next section will present a few unit-specific objectives for Distance Education Unit.
DISTANCE EDUCATION UNIT

The Distance Education Unit at the College uses the Blackboard (BB) course management system to host course instruction, assignments, discussions, and examinations. The College grants each student the use of e-mail through the Outlook Web Application (OWA) upon course enrollment. The use of both of these technologies allows the College to offer classes in an on-line format. Additionally, many traditionally taught courses also make use of the BB course management system in a hybrid delivery format, making them BB enhanced. A review of reports verifies that the College documents the use of results and records follow-up information relating to program improvement based on analysis of results and actions taken. The following matrices depict the process used by this unit.

<table>
<thead>
<tr>
<th>Outcome (Administrative Objective)</th>
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<th>Use Of Evaluation Results (Action Taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase online course offerings over the 2009 section numbers.</td>
<td>Assessment Methods Number of course offered. Analysis Procedure: Review number &amp; type (online or hybrid) courses offered yearly.</td>
<td>2012-13: For fall 2012, the number of online sections was 85 compared to fall 2011 with 68 sections vs. fall 2010 with 47 sections vs. fall 2009 with 26 sections.</td>
<td>2012-13 Actions: Continued to increase the number of online courses gradually to improve the quality of online courses. Provided training to faculty teaching online course.</td>
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<td>2011-12: For fall 2011 there were 68 sections of online course offerings compared to 47 sections for fall 2010 and 26 sections for fall 2009.</td>
<td>2011-2012 Actions: Continued to increase the number of online courses gradually to improve the quality of online courses. Provided training to faculty teaching online course.</td>
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<td>2010-11: For fall 2011 there were 47 sections of online courses compared to 26 sections for fall 2009.</td>
<td>2010-11 Actions: Continued to increase gradually to improve the quality of online courses. Provided training to faculty teaching online course.</td>
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### DISTANCE EDUCATION UNIT

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<thead>
<tr>
<th><strong>Outcome</strong> (Administrative Objective)</th>
<th><strong>Assessment &amp; Analysis Methods</strong></th>
<th><strong>Results Of Assessment</strong></th>
<th><strong>Use Of Evaluation Results (Action Taken)</strong></th>
</tr>
</thead>
</table>
| Implement and review of online courses adherence to the Quality Matters (QM) standards for online teaching and computer competency as it relates to PDCCC’s QEP. | Assessment Methods  
QEP Core Team Minutes  
Educational Support Committee approval of Quality Matters (QM) Standards  
QM Guidelines & Scores. Number of Blackboard courses reviewed and scored.  
Number of Blackboard courses that had revisions completed and reevaluated.  
Analysis Procedure: Review of minutes for approvals.  
Peer Review process approved & committee established.  
Compare & Contrast pre- & post-QM assess scores.  
Course review and scoring. Committee review and scoring. | **2012-13:** Nine online courses were reviewed to assure compliance with Quality Matters Standards as they relate to the college's QEP. | **2012-13 Actions:** Continue QM training on a needs bases among full-time faculty and require all New faculty teaching online courses to participate in QM and Blackboard training prior to teaching an online course |
| **2008-09:** Fall 2008 (61 sections) & Spring 2009 (54 sections) Transfer online offerings for 2008-09 included 37 sections. This compared to the Fall 2006 online offerings of 26 sections. | **2011-12:** In Spring 2011, Tiers 1 and 2 of the QM standards were used to review an online class offering from each full-time faculty member that taught online. | **2011-12 Actions:** Continue with Tier 3 standards in a future semester. New faculty teaching online courses introduced to QM and required to adhere to all three tiers. | **2008-09 Actions:** Inservice held with certified QM Trainer. |
| **2008-09:** Spring 2008 online offerings was 57 sections compared to 47 sections in Spring 2007. That is a 21% increase for Spring. | **2008-09:** In 2008-09, Developed training modules, selected On-line Course Review Committee and prepared faculty to utilize QM guidelines for their online courses. A workshop was held with a certified QM Trainer. The trainer introduced faculty to the forty QM standards & reviewed each in an existing course in Blackboard. | **2008-09 Actions:** Each faculty member received course-specific recommendations for improvement. Faculty made further improvements (such as functional links, copyright, corrections, & color & text) based on input from |
| Implementation of the SmarterMeasure (formerly READI) test to assess student's computer readiness skills. (This is to be taken at the same time as the placement test to advise student who want to take online courses). | Assessment Methods | Analysis Procedure: Review assessments. Number of SM placement tests completed. Review of the students’ scores (Those that did not meet the cut score are placed in ITE 101). |
| | The SM (READI) Assessment for online students. | 2012-13: Approximately 605 SmarterMeasure assessments were completed. A review of students’ scores indicated that 55 failed the computer Competency section, with only 20 of those being enrolled in sections of ITE 101. |
| | 2012-13 Actions: Continue to track the number of students taking the SmarterMeasure assessment. Those that do not meet the cut score are placed in the college's ITE 101 class. The test is given again at the end of the ITE 101 courses to show student improvement. | 2011-12: In Spring 2011, 300 SmarterMeasure assessments were completed as part of placement testing. In Fall 2011, 316 SM tests were completed. In Spring 2012, 177 SM tests were completed as part of placement testing. Spring is considered 01/01-05/31; Fall counts 08/01-12/31; |
| | 2011-12 Actions: Continue to track the number of students taking the SmarterMeasure assessment. Those that do not meet the cut score are placed in the college's ITE 101 class. The test is given again at the end of the ITE 101 courses to show student improvement. | 2008-09: In 2008-09, piloted READI computer literacy assessment administered to the review committee. The Blackboard administrator & Deans made a final review using checklist to ensure improvements & course postings for student use. |
| | 2008-09 Actions: READI cut scores have been established. Determined actions based | |
Provide offering of Shared Services Distance Learning (SSDL) classes with a success rate of 60% or higher.

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<tr>
<th>Year</th>
<th>Action</th>
<th>Assessment Methods</th>
<th>2012-13:</th>
<th>2012-13 Actions</th>
</tr>
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<tbody>
<tr>
<td>2012-13</td>
<td>Better informed students as to the requirements of the SSDL course and required computer skills needed at the beginning of the course. Modified the assessment to include number of students enrolled and success rates.</td>
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<tr>
<td>2011-12</td>
<td>Continued to offer new SSDL courses that are not otherwise offered at the college and better inform students of course requirements and computer skills needed for success.</td>
<td>For fall 2012, there were 17 SSDL classes that made with 46 students and a success rate of 67% with a grade of C or better. This compares to 9 SSDL classes that made with 28 students and a success rate of 36% in fall 2011. This represented an increase of 8 classes that made, an increase of 18 students, and an increase success rate of 61% from fall 2011.</td>
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The previous matrices provide evidence that the Distance Education Unit establishes outcomes, assesses and analyzes data, and use results to improve its offerings. There has been an increase in on-line course offerings and Quality Matters Standards are used to ensure course
quality. Faculty have received training on these standards to assist them in course development and awareness of the criteria used to evaluate their courses. The student survey rating (based on a 5-pt. Likert scale with 1 being low) showed Distance Learning Courses being 3.96 in 2007-2008 and 3.97 in 2010-2011, and 4.14 in 2012-13. This represents a steady increase in Distance Learning quality and student satisfaction. The graduates rated Distance Learning Courses as 3.77 in 2007, 3.78 in 2010, 3.87 in 2011, 3.99 in 2012 and 4.04 in 2013. These results indicate that students are satisfied with the quality of the Distance Education courses offered at this time.
Section Summary

The College has presented trended data supporting a systematic and data-driven decision making process that is evident for its programs and units from 2007-2008 to 2011-2012. When reviewing documentation, it is evident that the College is following an Institutional Assessment model. Data drawn from the College’s program and unit reports document the identification of objectives along with assessment methods and analysis procedures used to obtain results and take action to improve quality.

As evidenced by data presented in this section, all of the educational support units took action to improve the quality of their unit. Improvements mentioned in this section include the following: the Admissions and Records Unit improved customer services and began tracking student data in PeopleSoft, an electronic system; the College provides resources for students and the community in the LRC and evidence was presented that reinforces students are using the Center and are satisfied with their offerings; and career coaches are available to assist high school students ascertain career aspirations and when possible to guide them into Dual Enrollment offered by the College.

The Counseling, Advising and Recruiting Unit of the College has presented evidence that student retention has increased, students are satisfied with advising services, and faculty and staff are working together to help students remain in school and improve their academic performance. Advising and attendance interventions were initiated by the College to promote student engagement, which has resulted in better student test scores. Other actions that helped improve retention include improving the college success (SDV) courses and establishing the New Student Orientation. Creation of the Enrollment Management Team was presented as an example of how units at the College work together to increase enrollment and student success. The use of Early
Alert by faculty to address academic issues or difficulties early in the semester so that students can successfully complete courses increased (15% more faculty used it). Tutoring use was up 76% from Fall 2007 to Fall 2008. The improvement in retention was evident, up to 49% for the most recent fall to fall data available. The advising process was reengineered, and as a result, the student satisfaction rating went from 3.99 (2007-2008) to 4.15 (2008-2009).

The LRC seeks educational excellence for all members of the College community by striving to meet the regional and national standards and guidelines. The LRC has presented evidence that its facilities and resources are appropriate to support its teaching, research, and service mission. The SSS Unit at the College presented evidence that students and graduates who received assistance from SSS were satisfied with these services. This satisfaction is based on the actions taken to improve services.

The LATC provided admission testing and retesting to potential and current students. With its remediation activities, it has become a hub for developmental students. Activities are provided for students in SGA, clubs and other community, social and civic activities. Dual enrollment and Tech prep FTEs have increased, and more courses are being offered at more area high schools. Distance Education instituted the Quality Matters Standards, which has increased the quality of on-line courses.

The College used direct and indirect measures to assess its programs, administrative support and educational support units. Research from 2007 through 2012 documents a generally positive student and graduate perception of the College’s programs, administrative support and educational support units. Research from CCSSE reinforces these results, since the College scores were above the national scores.
Conclusion

The Institutional Effectiveness Report (1) summarizes the institution’s assessment of the outcomes (including student learning outcomes) of its educational programs (Section I). The report focuses on the extent to which the intended outcomes have been met and provide evidence of institutional or program improvement based on an analysis of the results of the assessments, and actions taken; and (2) summarizes the institution’s assessment of the outcomes of its administrative support (Section II) and educational support programs (Section III). The report focuses on the extent to which the intended outcomes have been met and provide evidence of institutional or program improvement, based on an analysis of the results of the assessments and actions taken.

The Institutional Effectiveness Report provides many general items that reflect the culture of assessment present at the College and also provides evidence of its continued commitment to both student learning outcomes and the assessment and analysis of student learning. More importantly, the report shows the College’s commitment to the use of data analysis for action steps to improve the institution as a whole, thereby enhancing its effectiveness.

The backmap of institutional goals shows how the college’s educational programs, educational support services, and administrative services are aligned with its institutional goals.
To achieve the college’s mission of providing diverse learning opportunities to enhance the quality of life for students and the community, the college has the following goals:

Goal 1: The college provides access to higher education for students and promotes their success and goal attainment.

Goal 2: The college provides curricula in university parallel programs that facilitate transfer to senior institutions.

Goal 3: The college provides career and technical programs that are responsive to the needs of students and employers.

Goal 4: The college provides a developmental studies program to help students meet college-level learning expectations.

Goal 5: The college provides workforce training, services, and lifelong learning opportunities.

Goal 6: The college provides skills and values students need to function effectively in their world.

Goal 7: The college provides support for partnerships for the development, growth, and renewal of the service region.

Goal 8: The college provides adequate personnel, financial resources, facilities, and technology to support its programs and services.

Goal 9: The college provides emergency preparedness planning, training, and promotion.
As stated in the opening of this report, the College is committed to enhancing its academic excellence. The College’s commitment to excellence begins with its academic programs. The College’s systems for assuring excellence in student learning continue to evolve and mature. The College has committed significant resources to this end and will continue to do so.

This document shows evidence that the College is using assessment results to improve the overall quality and effectiveness of the institution. In addition, the report provides evidence that positive progress has been realized. Students are clearly recognizing the value that they see in all of the College’s operations. The College believes that its graduates say it best, as evidenced by the following comments taken from our graduate surveys:

<table>
<thead>
<tr>
<th>GRADUATE STUDENT SURVEY RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUL D. CAMP COMMUNITY COLLEGE IS LIKE….</td>
</tr>
<tr>
<td>“…the Harvard of Hampton Roads,”</td>
</tr>
<tr>
<td>“…a first date, you don’t know the person but later you begin to fall in love,”</td>
</tr>
<tr>
<td>“…a college with a desire to serve and better their community,”</td>
</tr>
<tr>
<td>“…home away from home. Like one big family,”</td>
</tr>
<tr>
<td>“…a shot of vitamin B for the brain,”</td>
</tr>
<tr>
<td>“…a stairway leading to a better future.”</td>
</tr>
<tr>
<td>“…getting a quality education right at your back door.”</td>
</tr>
<tr>
<td>“…the light that leads the way to your dreams.”</td>
</tr>
<tr>
<td>“…an old Chevy truck. It’s not too complicated, very reliable, and is a valuable tool that prepares you for work.”</td>
</tr>
<tr>
<td>“…your first baby steps. You may start off a bit wobbly, but with much practice and hard work, you are able to stand tall and walk independently.”</td>
</tr>
<tr>
<td>“…a mountain. The climb may be long and difficult at times, but it is all worth it when you reach the top.”</td>
</tr>
<tr>
<td>“…the missing piece to the puzzle I have struggled to complete.”</td>
</tr>
<tr>
<td>“…Paul D. Camp Community College is like coke. It is the real thing.”</td>
</tr>
</tbody>
</table>

The assessment audit of all academic, educational support, and administrative support units further demonstrate that PDCCC’s assessment is comprehensive.
# Paul D. Camp Community College Assessment Audit

## Master List of All Assessment Units (in Alphabetical Order)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice ASS</td>
<td>Academic Program</td>
<td>Yes 9, 2 2, 4, 9</td>
<td>2009-10</td>
</tr>
<tr>
<td>Administrative Support Tech. AAS.</td>
<td>Academic Program</td>
<td>Yes 9, 2 2, 3, 11</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Admissions and Records Office</td>
<td>Educational Support</td>
<td>Yes J B,D,H,K</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Assessment &amp; Institutional Research</td>
<td>Administrative</td>
<td>Yes K, J L B, E, K</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Bookstore Office</td>
<td>Administrative</td>
<td>Yes A NA NA</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Buildings and Grounds</td>
<td>Administrative</td>
<td>Yes E Yes E</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Business Administration AA&amp;S</td>
<td>Academic Program</td>
<td>Yes 9, 3 Yes 2</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Business Office</td>
<td>Administrative</td>
<td>Yes A, K Yes A</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Computing Services</td>
<td>Administrative</td>
<td>Yes K, J Yes K</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Counseling, Advising, &amp; Recruitment</td>
<td>Educational Support</td>
<td>Yes B, J, L A, B, L</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Distance Education</td>
<td>Educational Support</td>
<td>Yes A, D, J B, D, F, J</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Division of Workforce Development</td>
<td>Administrative</td>
<td>Yes A Yes A</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Dual Enrollment Program</td>
<td>Educational Support</td>
<td>Yes D Yes D</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Early Childhood Development AAS</td>
<td>Academic Program</td>
<td>Yes 5, 2, 9 Yes 2, 9</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Education AA&amp;S</td>
<td>Academic Program</td>
<td>Yes 9, 2, 3 Yes 2</td>
<td>Yes 2, 4, 9</td>
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<td>Financial Aid Office</td>
<td>Administrative</td>
<td>Yes B Yes B</td>
<td>Yes 2, 4, 9</td>
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<td>General AA&amp;S</td>
<td>Academic Program</td>
<td>Yes 9, 2 Yes 2, 4, 9</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Human Resources and Payroll</td>
<td>Administrative</td>
<td>Yes E, B Yes A</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Industrial Technology AAS</td>
<td>Academic Program</td>
<td>Yes 2 Yes 2, 3, 9</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Institutional Advancement Dept.</td>
<td>Administrative</td>
<td>Yes B, E, J, L Yes L</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Learning Assistance &amp; Testing Center</td>
<td>Educational Support</td>
<td>Yes A, B Yes B, C, D, K</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Learning Resources Center</td>
<td>Educational Support</td>
<td>Yes A, L Yes L</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Management AAS</td>
<td>Academic Program</td>
<td>Yes 3, 9 Yes 3, 5, 9</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Nursing AAS</td>
<td>Academic Program</td>
<td>Yes 2, 3 Yes 2, 6</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Purchasing and Procurement</td>
<td>Administrative</td>
<td>Yes B Yes B</td>
<td>Yes 2, 4, 9</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>Administrative</td>
<td>Yes A, K Yes A, C, H, J</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Student Activities</td>
<td>Educational Support</td>
<td>Yes L Yes J, L</td>
<td>Yes 2, 4, 9</td>
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<td>Student Support Services Program</td>
<td>Educational Support</td>
<td>Yes L Yes K, L</td>
<td>Yes 2, 4, 9</td>
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<tr>
<td>Science AA&amp;S</td>
<td>Academic Program</td>
<td>Yes 9, 3 Yes 2, 4, 9</td>
<td>Yes 2, 4, 9</td>
</tr>
</tbody>
</table>

Note: The results of this inventory demonstrate that the assessment is comprehensive. All academic programs, educational support units, and administrative units are regularly participating in assessment.

Note: Missed 2010-11 reports due to revisions in the assessment process. However, 2011-12 data is incorporated into the 2011-12 unit reports.

Note: In 2011-12, a new taxonomic scheme was added to assessment which provided codes for better categorizing use of results in unit improvement/change.