Pitt Community College Communication Audit

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COM 533 - Organizational Culture, Identity, and Brand

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Executive Summary

This communication audit was performed to interpret the organization's culture and brand, determine the alignment between culture and brand, and assess the consistency, inclusiveness, and effectiveness of the organization's communication efforts for Pitt Community College (PCC). Within this communication audit, there will be a history of the organization, clear goals and purpose for the audit, methodology used to perform the audit, an audit dairy that outlines all data collected, results provided from the data collected that have support from community theories, frameworks and benchmarks, and final conclusions and brand recommendations. At the end of the document there will be appendices that provide information used within the methodology and results sections along with the examples of the internal and external communication data collected for analysis.

Introduction

In March 1961, the State Board of Education chartered the Pitt Industrial Education Center with the director Dr. Lloyd Spaulding in Winterville, North Carolina. The school focused on growing its program offerings and in July 1964 it had grown to be known as Pitt Technical Institute (PTI). With the new name, a new building was built, the Vernon E. White Building. From 1964 to 1984, Dr. William E. Fulford served as president and under his leadership the institution developed considerably. In 1970, the Robert Lee Humber Building was finished followed by an addition to the Vernon E. White Building five years later. The summer of 1979 brought two notable events, the Kay V. Whichard Building was completed, and another name change for the organization. The N.C. General Assembly approved changing PTI to Pitt Community College (PCC). That name change gave the college the ability to have two-year University Transfer programs.

PCC's third president was Dr. Charles E. Russell. He served from 1984 until 2003. Under his leadership, the college grew to be one of the largest community colleges within the state of North Carolina. Dr. Russell added thirty-two curriculum degree programs and encouraged the college trustees to purchase 105 acres, which provided the foundation for the college's future growth. The following seven buildings were added while he served: Clifton W. Everett Building, A. B. Whitley Building, William E. Fulford Building, Welding/Masonry Building, Henry Leslie Building, Edward and Joan Warren Building, and the Raymond Reddrick Building.

The fourth president, Dr. G. Dennis Massey, was selected in 2003 and served until 2018. While Dr. Massey lead the college, it continued to grow to the point more landed needed to be purchased and the campus needed to expand even further. In 2005, the PCC Trustees purchased another 131 acres that was adjacent to the main campus. Throughout Dr. Massey's term as college president, buildings were renovated, satellite buildings were bought, and new buildings were built. In the Spring of 2009, the Craig F. Goess Student Center opened, which provided a one-stop shop for students. It houses the admissions, counseling, and financial aid departments along with the J. Paul and Diana S. Davenport Multipurpose Room, the Bulldog Café, the student store, and the Walter & Marie Williams Dining Room.

During 2010, the Herman Simon Building opened with the funding coming from the college's first-ever capital campaign headed by the PCC Foundation. Within 14 months, $7 million was raised to help pay for the building's construction. Over the years, Pitt County taxpayers and donations have helped expand the college into what it is today by adding the Construction and Industrial Technology (CIT) Building and Facilities Services Complex ($10.3 million), the Charles E. Russell Building ($9.3 million), the Ed and Joan Warren Clock Tower (a gift from the Warren Estate), and the Walter and Marie Williams Building ($18 million of bond money combined with a $2 million U.S. Economic Development Administration grant).

Dr. Massey retired in the summer of 2018, which allowed the fifth and current president to take over, Dr. Lawrence L. Rouse. Since the transition to Dr. Rouse, the organization has continued to flourish and added the Pitt County Schools Early College High School on the main campus. The college has also entered a partnership with the Achieving the Dream National Network, which is

supposed to last three years. PCC broke ground on the future site of the Eddie & Jo Allison Smith Center for Student Advancement in July 2019.

PCC's main competitors are itself and other community colleges, both within and outside the state of Northa Carolina. As stated on the PCC website, "PCC awards associate degrees, diplomas, and certificates for more than 60 programs and provides adult basic education, literacy training and occupational extension courses. The college serves more than 23,000 credit and non-credit students annually and is the sixth-largest in the 58-member N.C. Community College System in terms of student credit hours" (Pitt Community College, 2021). The college had their mission statement listed on their website. According to the statement listed, "Pitt Community College educates and empowers people for success. With a culture of excellence and innovation, the college is a vital partner in the economic and workforce development of our community. PCC provides access to dynamic learning opportunities designed to foster personal enrichment, successful career preparation, and higher education transfer" (Pitt Community College, 2021).

The purpose and goals of this communication audit was to determine the following aspects about the organization, Pitt Community College:

- interpret the organization's culture and brand,
- determine the alignment between culture and brand, and
- assess the consistency, inclusiveness, and effectiveness of the organization's communication efforts

Methodology

When first starting the communication audit, I created a checklist of questions that would help me determine the organizational culture within PCC. Below is the following checklist:

1. What information should be included within the audit?
2. Should I include the organizations brand guide?
3. Should I do surveys, questionaries, or interviews? Or all three?
4. Who should I interview? Two or three employees from each level of the organization?
5. Are the organizations policies easily accessible? If not, where can I find them?
6. What has been the turnover rate within the past five, ten and fifteen years?
7. What factors contributed to employees leaving?
8. Do employees have access to upper-level management?
9. Does the organization stand by its mission statement and values? If not, when did this change?
10. How is the organization/brand viewed internally and externally?
11. How do employees interact with each other?

I used this checklist to help me collect both internal and external communication data from the organization. Next, I created a list of questions that would help guide me as I wrote my recommendations for the organization. Those guidelines are listed below:

1. Provide strong leadership.
2. Create and present content for stakeholders.

3. Protect the organization's reputation.
4. Be involved in community outreach.
5. Build relationships and stay connected.

The guidelines will inform my recommendations by focusing on the areas that need growth. Furthermore, I wrote definitions of the following terms:

- Consistency is having the same elements throughout.
- Inclusiveness is having a variety of options within a subject without limitations.
- Effectiveness is how well something is applied or works.

The terms consistency, inclusiveness, and effectiveness are key benchmarks to keep in mind when analyzing the organizational cultural and brand of PCC. Along with these terms, I was able to find completed interviews from both PCC students and employees. Those interviews asked the following questions:

1. What do you find most exciting about fall semester?
2. What is your PCC story?

In addition to using my checklists, guidelines, and definitions, I used two different sampling methods when determining which artifacts should be collected, homogeneous and typical case selection. As Daymon and Holloway stated, "A homogeneous sample consists of individuals who belong to the same subculture or group and have similar characteristics" (Daymon and Holloway, 2010, p. 214). For example, college students or occupation. Daymon and Holloway also stated, "In typical case selection you create a profile of characteristics for an average case and find instances of this. This type of sampling is useful for achieving typicality in a study" (Daymon and Holloway, 2010, p. 216). For this communication audit, I used the student data from 2019-2020 and the institutional profile provided by PCC (see Appendix 1 and Appendix 2).

By combining the sampling methods of homogeneous and typical case selection, I was able to perform a qualitative study to collect data from fifteen participants that had certain aspects in common. The participants were college students and employees of PCC. While the sampling size may be small, it allowed me the ability to focus more closely on each participant's experience and how it related to the organization's culture, identity, and brand. As Daymon and Holloway stated, "Although there are no rigid rules or guidelines for sample size, generally qualitative sampling consists of small sampling units studied in depth, with the sample size often extending over the course of the data collection and analysis" (Daymon and Holloway, 2010, p. 217). The data collected came from public interviews, personal narratives, internal communication, and external communication from the organization.

Audit Diary

Throughout the audit, I recorded and collected both internal and external communication data. The research was completed through internet searches and interviews conducted outside of the workplace. As shown below, I listed each artifact collected and stated the date it was received along with the location it was obtained from. As for the interviews, I listed who the participants were, the date that I collected the interview, where I obtained the interview from, the date the interview was completed and who interviewed the participants.

Internal Communication Data		
Name	**Date Collected**	**Obtained From**
Student Code of Conduct	09/05/21	Internal Email
With You in Mind: Survive to Thrive	09/05/21	Internal Email
PCC Let's Talk	09/05/21	Internal Email
SGA Virtual Student Body Meeting	09/05/21	Internal Email
PCC Graphic Standards Manual	09/08/21	PCC Marketing Department

External Communication Data		
https://pittcc.edu/about-pcc/	08/29/21	PCC Website
https://pittcc.edu/about-pcc/reports/annual-report/	08/29/21	PCC Website
https://www.pittccfoundation.com/about/general-information/	08/29/21	PCC Website
https://www.facebook.com/PittCommunityCollege	09/05/21	Facebook
https://www.instagram.com/pittcc/	09/05/21	Instagram
https://twitter.com/PittCC	09/05/21	Twitter
https://www.youtube.com/c/pittcommunitycollege	09/05/21	YouTube
https://www.flickr.com/photos/pccbulldogs/	09/05/21	Flicker
https://www.linkedin.com/school/pittcc/	09/05/21	LinkedIn
PCC Facebook post - Down East Holiday Show	09/12/21	Facebook
PCC Facebook post - Gwendy's Goodies	09/12/21	Facebook
PCC Facebook post - Tim Manning quote	09/12/21	Facebook
PCC Facebook post - Job Fair Event	09/12/21	Facebook
PCC Facebook post - COVID-19 vaccine	09/12/21	Facebook
PCC Twitter post - Better Skills, Better Jobs	09/12/21	Twitter
WITN article - Thermo Fisher expanding in Pitt County, adding 290 jobs	09/19/21	WITN
WNCT article - Company creating virtual reality video of PCC campus through GEAR UP NC	09/19/21	WNCT
PCC YouTube Video - *Bruiser invites you to register for late start classes	Fall 2021*	09/19/21	YouTube

Interviews				
Participant	**Date Collected**	**Obtained From**	**Date Interviewed**	**Interviewed By**
YouTube Interview - My PCC Story - Carla Hanson	09/12/21	YouTube	06/02/21	PCC
YouTube Interview - Meet the 2021-22 PCC Student Ambassadors *Sarah Cooke, Dylan Evans, Harriss Evans, Grace Hardee, Callie Kirby, Krystan Simpson, Whitley Anderson, Kevin Cruz-Torres, Yamileth Espino, and Chelsea Moore*	09/12/21	YouTube	08/16/21	PCC
YouTube Interview - My PCC Story - Ana Ramirez	09/12/21	YouTube	08/25/21	PCC
YouTube Interview - My PCC Story - Michael Stephenson	09/12/21	YouTube	09/01/21	PCC
YouTube Interview - My PCC Story - Lakisha White	09/12/21	YouTube	09/08/21	PCC
Marilyn West	09/12/21	Self-Interview	09/12/21	Marilyn West

Results

When analyzing the organization, PCC, I used the following theories and frameworks to interpret the organization's culture and brand, determine the alignment between culture and brand, and assess the consistency, inclusiveness, and effectiveness of the organization's communication efforts from the data collected: institutional theories of organizational communication, system theory, social capital theory, cocreation, relationship partner, and cultural parasite.

The first theory used was institutional theories of organizational communication. As Lammers stated, "Institutions are socially constructed frameworks composed of conventions that prescribe behavior, cognition, and communication in given contexts. Institutions are maintained or changed by people who act and interact with each other" (Lammers, 2009, p. 521). An institution is a long-established organization like a college. Therefore, the theory related to PCC by explaining how the organizations framework was setup and what is needed to keep it functioning. Through community outreach and social media, the internal and external communication (Appendix 3 and Appendix 4) allows the college to interact with all stakeholders involved.

In addition to the institutional theories of organizational communication, PCC can be analyzed by using system theory. As Littlejohn stated, "A system is an integrated set of interacting variables that together create a larger pattern or whole" (Littlejohn, 2009, p. 951). Since the college has many different departments and community engagement, these variables help prove PCC has the four aspects required to be defined as a system. Littlejohn stated, "All systems have four aspects—objects, attributes, internal relationships, and an environment" (Littlejohn, 2009, p. 951). PCC uses its four aspects to build capital for the organization.

While there are several types of capital used within organizations, economic capital, cultural capital, and social capital relates directly to PCC for many reasons. As Ihlen stated,

"Bourdieu's (1986) article on the forms of capital narrows the notion down to three fundamental types: economic capital (money, property, etc.), cultural capital (knowledge, skills, and educational qualifications), and social capital (connections and membership of groups). At the same time though, he writes that these forms of capital may be apprehended as symbolic capital (prestige, honor)" (Ihlen, 2005, p. 493).

PCC has all three types of capital discussed above, because it has property that the buildings set on, provides knowledge and skills to the employees, students, and community, and creates connections through partnerships with local businesses. Within Ihlen's article, "Bourdieu (1986) also gave a more detailed definition:

Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition—or in other words, to membership in a group—which provides each of its members with the backing of the collectivity owned capital, a "credential" which entitles them to credit, in the various senses of the word. (pp. 248–249)" (Ihlen, 2005, p. 494)

For PCC, social capital is the employees, students, and local community that help build the organization and allow the possibility of expansions. As per PCC's website, "Pitt Community

College is accredited by the Southern Association of Colleges and Schools, Commission on Colleges to award Associate Degrees" (Pitt Community College, 2021). This accreditation gives the college credibility and allows its students to obtain credentials. Social capital allows PCC to fulfill its mission statement and reach as many individuals as possible to help improve their education and lives. This was further proven with the help of the interviews. All participants talked about how PCC has impacted their life and changed it for the better. Whether it be through job advancement, providing a sense of community or low-cost education, each participant gave positive feedback from their interactions with the organization.

All three frameworks are relevant tools to use when analyzing a brand. It is important to understand how a brand impacts both its consumers and society. Cocreation talks about how brand loyalty falls to consumers instead of brand managers. With that new viewpoint in mind, the role and definition of brand mangers needs to be reviewed. For the relationship partner model, it discussed the connections that consumers have with brands. Customers build relationships towards certain brands based on two theories, brand loyalty and brand personality. For brand loyalty, it is the interaction that a consumer has had with a brand over time. Customers will buy brands that they have before because they are familiar with the brand and know that it meets their needs. The brand personality is how consumers see a brand being marketed and how the company is viewed by customers. Cultural parasite looks at how brands impact society through their cultural, social, and political effects. By using economics, sociology, psychology, and cultural disciplines, brands can be studied and organized into different customer needs. Brands can become iconic therefore, creating cultural symbols. In a way, all three frameworks overlap and influence each other.

When it comes to cocreation, PCC participates by creating new academic programs and courses that benefit the local community. The college listens to what the local businesses and workforce need and tries to supply students with those skills to fill jobs. However, it is a join partnership with the students (customers) because they ultimately decide where they want to go to school, what degree that want and what jobs they apply for. The students also decide how well the college ranks based on attendance, graduation rates and overall performance.

The relationship partner model impacts PCC because it builds connections with students, businesses, and the community. The college hosts events that support job fairs, community safety, student engagement, community engagement, scholarships, and social awareness. Without the students and the community, the college would not grow, therefore it is important to have strong brand loyalty and brand personality with all parties involved.

PCC plays into the cultural parasite framework by pushing the societal expectations of making people believe that they need a college degree to find a job and be successful in life. It has become a cultural myth that people who have higher education are smart than those who did not go to college. This viewpoint is misguided and outdated. In fact, if the pandemic taught us anything, it is that those who hold labor jobs are the ones that keep society running.

The organization as a strong brand and marketing team that helps with the alignment between culture and brand. PCC's current brand manta is "educating and empowering people for success" (Pitt Community College, 2021). This brand mantra does adequately represent PCC because the

college strives to improve their community through higher education options and partnerships with local businesses. PCC stays on top of current technology and its constantly adding programs or courses that would better serve their students and the community. The goal is to give students the skills that they need to reach their objectives, whether it be going into the workforce upon graduation or transferring to a university to further their education more.

PCC incorporates brand into the organizational culture by engaging with students and employees at all levels. Through marketing collaterals, a mobile app, social media and campus events, the college provides opportunities to connect with employees, students, and the community with internal and external communication (Appendix 3 and Appendix 4). The employees and students wear branded lanyards with their id's, have parking stickers, school merchandise, and the mascot, Bruiser, walks around campus to interact with everyone. When employees are first hired, they go through brand training to make sure that everyone understands the mission statement and values of the organization.

As I reviewed the data collected, I was able to see how each piece fitted within the definitions of consistency, inclusiveness, and effectiveness. To determine the rankings, I used a numeral scale of 1 to 5, with 5 being the best and 1 being the worst (see Table 1, Table 2, and Table 3 below). I asked myself questions on how each interview or artifact related to the organization's culture, identity and brand through consistency, inclusiveness, and effectiveness. For example, was there a consistency of branding throughout all the varies communication channels. Did the social media platforms match the website? Are the correct logos and fonts used in the proper way? Did the internal and external communications (Appendix 3 and Appendix 4) follow the correct format? Is there inclusiveness within the organization? What is the demographic percentages of students and employees? What polices and values towards diversity does PCC have? How does the organization connect to the community to provide that diversity? How effective are PCC's marketing and branding? Does the marketing aid or hinder the brand? Does PCC truly support its community? By asking these questions, I had a better understanding of each piece of data collected and how it impacts the organizational culture, identity, and brand at PCC.
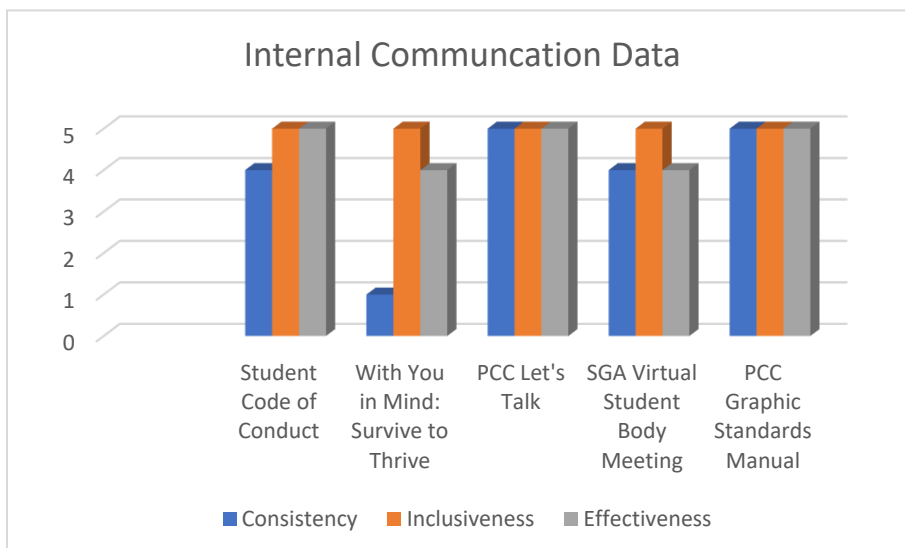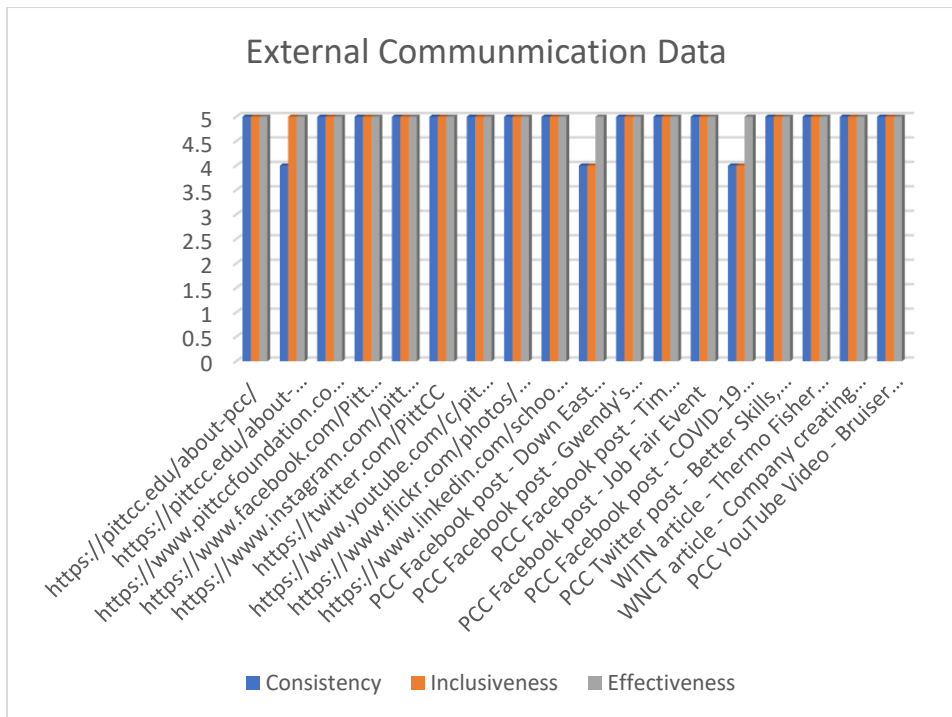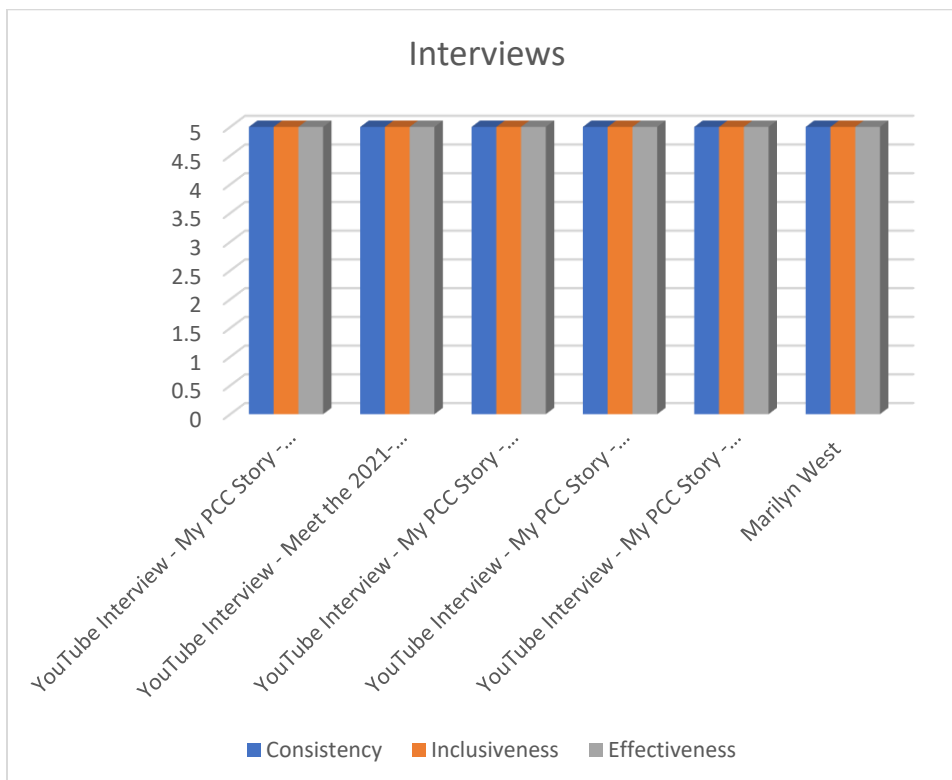
Table 1

Internal Communcation Data

Table 2

Table 3

From my initial assessment of PCC's communication, the organization did an excellent job at applying consistency, inclusiveness, and effectiveness within its organizational culture, identity, and brand. However, after further research, the branding is not consistent throughout all the marketing materials. Through my research, I found out that each department creates its own flyers and posters for events. Therefore, some communication channels are created by the PCC Marketing Department while others are created by students, staff, or faculty. The brand style is not the same and the usage of the logo, colors and graphic elements differ a great deal.

With that being said, all data collected represented the brand and culture. Whether it be using the brands name, logo, font, colors, graphic elements (the bulldog and bars under text), or showing diversity throughout different photographs, the internal and external communication (Appendix 3 and Appendix 4) connects with its target audience and creates engagement from the viewers. The color treatment of the photographs are warm and inviting. This allows people to feel like they can visit and be a part of the college too. PCC prides itself with "educating and empowering people for success". They do this by creating marketing collaterals that inform employees, students and the community about events being held that better support the needs of their local community. The viewers see that the college cares about their needs because they hold virtual events so that anyone can attend and provide direct quotes from higher level management of local businesses and the president of the college. Within the external communication (Appendix 4) there was a Facebook post related to the "Better Skills, Better Jobs" campaign that Pitt Community College launched earlier this year to help adults return to college to finish a degree that they started or to help new adult students acquire skills to find better employment within the workforce. This campaign is an example of how the college reaches out to its community and wants to give that community the resources needed to strive for greatness.

The internal and external communication examples collected painted a clear picture of how the organization integrates its brands mission statement, values, and mantra into their marketing collaterals. Whether it be internal or external communication, the organization knows it target audiences and how to reach them. Pitt Community College strives for continuous growth, and it is well represented within its local community.

Conclusions and Recommendations

PCC has strong branding that is easily recognized when executed correctly. With a mascot, a bulldog, bright colors and easy to read font, the college has done well creating a brand that its target audience can relate to. The social media presence of the college is incredibly involved. The stakeholders can always find current and up-to-date information about the organization and events going on. Furthermore, with current partnerships with local businesses, students can get on the job experience and fill open positions within the community. The college hosts events for local organizations, which raises more awareness for the campus. With the PCC Foundation, the college can receive donations to help the campus expand and continuously grow.

PCC has a few areas of weakness that could be improved. For example, the college could provide more online options to its students. For the local community, it could be hard meeting on campus at a certain time each week, especially during a pandemic. Also, the college could look

at adding more academic programs that would help support the need of the local community. Some students have the issue of credits not transferring to universities because they did not know the courses were nontransferable. Therefore, there needs to be more events that address transferring with informed individuals leading the events.

As for opportunities, PCC could partner with local nonprofits and help raise money. This would strength the local community relationships and provide awareness for other organizations. In addition to nonprofits, PCC could have partnerships with universities for transfer students. This would allow more students to receive a four-year degree because it was easier to obtain. PCC could also work on a social media campaign that relates to a certain topic each month. This would cause more user generated content on their social media platforms and create community engagement.

In conclusion, after reviewing both internal and external data collected from PCC, I determined that the organizational culture is excellently aligned with the brand. The campus atmosphere is positive and inspiring. Both students and employees work together to uphold the colleges reputation and provide a healthy and successful learning environment. While the relationship between organizational culture and brand has been effective, there is always room for growth. Below are my recommendations for PCC:

1. Clearer and faster lines of communication and feedback.

The organization should have clearer and faster lines of communication and feedback between the upper-level management and the department chairs and faculty under them because it allows its teams to know that they genuinely care about the brand and company that they work for. In turn that will affect how the lower level interacts and performs. By creating open lines of communication within the organization, the organizational culture will be positive, and the employees will feel like they are appreciated and valued. This will help strengthen the work relationships within departments and provide a more energic and upbeat learning environment.
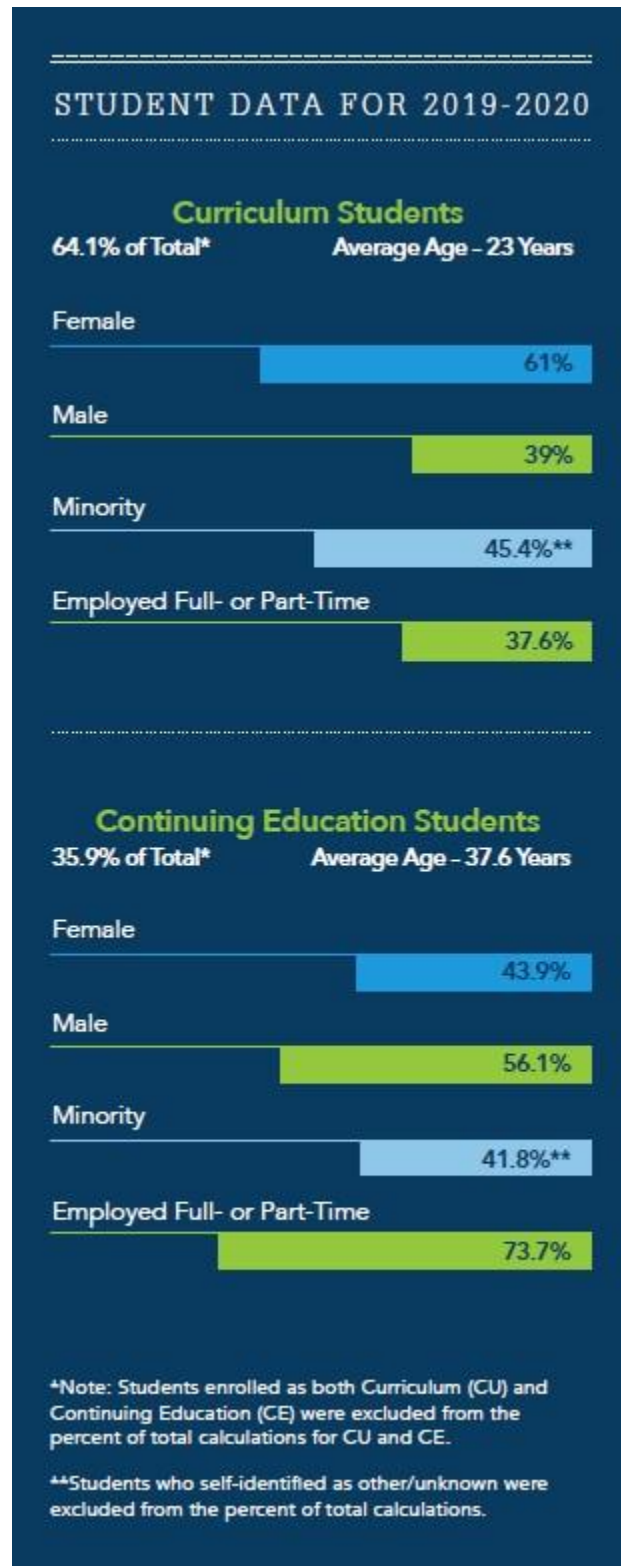
2. Creating content and holding regular team meetings.

Creating content and holding regular team meetings to keep everyone informed will go a long way in bridging the different academic programs and departments while helping to prevent any miscommunication that my occur. Also, holding regular team meetings allows the organization to know what is always going on within the organization. It provides a platform so the employees can be engaged with their upper-level management and get feedback and help if needed. This builds relationships and trust, which in turn helps the organizational culture and brand.

3. Unify all marketing collaterals within the organization.

Since multiple individuals within the organization are designing marketing collaterals for the college, it is hard for the target audiences to recognize the brand. Therefore, the organization should assign one person from the PCC Marketing Department as a liaison to students and employees. That individual would help with design creation of communication channels and approve all content not created by the actual Marketing Department.

Appendix 1: 2019-2020 Student Data

STUDENT DATA FOR 2019-2020

Curriculum Students

64.1% of Total*   Average Age – 23 Years

Female
61%

Male
39%

Minority
45.4%**

Employed Full- or Part-Time
37.6%

Continuing Education Students

35.9% of Total*   Average Age – 37.6 Years

Female
43.9%

Male
56.1%

Minority
41.8%**

Employed Full- or Part-Time
73.7%

*Note: Students enrolled as both Curriculum (CU) and Continuing Education (CE) were excluded from the percent of total calculations for CU and CE.

**Students who self-identified as other/unknown were excluded from the percent of total calculations.

Appendix 2: PCC Profile

Curriculum Programs Available

ARTS & SCIENCES
Associate in Arts: University Transfer
Associate in Engineering:
University Transfer
Associate in Science: University Transfer
Biotechnology
BUSINESS
Accounting and Finance
Accounting
Financial Services
Business Administration
General
Human Resources Management
Marketing
Entrepreneurship
Healthcare Management Technology
General
Healthcare Entrepreneurship
Long-Term Care
Accounting Concentration
Information Technology
Computer Programming and
Development
Cyber Security
Data Reporting & Analytics Certificate
Mobile App Entrepreneur Certificate
Network Management
Technical Support
Web Administration & Design
Medical Office Administration
General
Medical Auditor
Medical Billing & Coding
Patient Services Representative
Office Administration
General
Legal Office
Office Finance
Simulation and Game Development
**CIT (CONSTRUCTION &
INDUSTRIAL TECHNOLOGY)**
Air Conditioning, Heating &
Refrigeration Technology
Architectural Technology
Automotive Systems Technology
Light-Duty Diesel Technology Diploma
Building Construction Technology
Computer-Integrated Machining

Electrical Systems Technology
Electronics Engineering Technology
Horticulture Technology
Industrial Management Technology
Industrial Systems Technology
Mechanical Engineering Technology
Welding Technology
HEALTH SCIENCES
Advanced Medical Coding Diploma*
Associate Degree Nursing*
Breast Sonography Certificate*
Cardiovascular Sonography*
Echocardiography Diploma*
Computed Tomography & Magnetic
Resonance Imaging Technology
Diploma*
Emergency Medical Science* (EMS)
EMS — Bridge*
Health Information Technology *
Mammography Certificate*
Medical Assisting*
Medical Dosimetry Diploma*
Medical Sonography*
Nuclear Medicine Technology*
Occupational Therapy Assistant*
Polysomnography*
Polysomnography Certificate*
Positron Emission Tomography Diploma*
Radiation Therapy Technology Diploma*
Radiography*
Respiratory Therapy*
PUBLIC SERVICES & FINE ARTS
Advertising and Graphic Design
Associate in Fine Arts
Music
Visual Arts
Basic Law Enforcement Training
Certificate
Criminal Justice Technology
Early Childhood Education
Birth through Kindergarten
Career Track
Early Education Non-Teaching
Human Services Technology
General
Gerontology
Substance Abuse
Paralegal Technology

Students enroll as an Associate in General Education to complete special program admission requirements.

Financial Profile

Funding Fiscal Year 2019 - 2020*

Tuition & Fees 9.4%
Federal 28.4%
Other* 6.8%
County 9.4%
State 46.1%

Tuition & Fees	7,147,630
State	35,172,674
County	7,198,719
Other*	5,172,874
Federal	21,660,554
TOTAL FUNDING	**$75,196,151**

Other funding consists of Sales and Services, Non-Capital Grants, Investment Income, Non-Operating Revenue, Capital Grants, Non-Capital Gifts, and Operating Revenue.

The PCC Foundation

The Pitt Community College Foundation develops relationships and resources for the College to provide funding for both essential and innovative services. The Foundation also recognizes students' academic achievements and provides support for many students who need financial assistance to pursue their career goals.

2019-2020 Allocations Supporting the College*

Scholarships/Mini Grants	$297,806
Donations to PCC	$25,675
Program Services	$326,047
Total	$649,528

If you are interested in finding out more information about establishing a scholarship or making a donation to the PCC Foundation, please call 252.493.7210 or visit www.pittccfoundation.com.

PITT Community College

General Information: 252.493.7200
Continuing Education: 252.493.7388
Admissions: 252.493.7245

Mailing Address: PO Drawer 7007, Greenville, NC 27835-7007
Physical Address: 1986 Pitt Tech Road, Winterville, NC 28590
Shipping Address: 2064 Warren Drive, Winterville, NC 28590

www.pittcc.edu

December 2020

PCC PROFILE
...A Closer Look

PITT Community College

PCC HISTORY
Educating and Empowering People for Success

Pitt Community College was chartered and designated by the State Board of Education as an industrial education center in March 1961. The college began its operation as "Pitt Industrial Education Center" the same year, with Dr. Lloyd Spaulding serving as its first director.

Three years later, the center became "Pitt Technical Institute" when it opened the Vernon E. White Building—its very first facility in Winterville—in September 1964 with nine curricula and 96 students. Dr. William E. Fulford Jr. served as president from 1964 to 1984.

In 1979, the college officially became "Pitt Community College" and began offering university transfer programs. Dr. Charles Russell was named president in 1984 and held that position until he retired in 2003. Dr. G. Dennis Massey assumed the role of president in 2003 and served until his retirement in 2018. PCC Trustees hired Dr. Lawrence Rouse as the fifth president in PCC history following Massey's retirement, and he began work at the college Aug. 1, 2018.

PCC's main campus is located in Winterville and presently consists of 297 acres and 23 buildings that offer a combined 637,000 square feet of instructional space. The college is also home to the Pitt County Schools Early College High School, which serves nearly 400 students pursuing degrees and careers in science, engineering, technology and/or math.

PCC's 78,000-square-foot science classroom/lab facility, the Walter & Marie Williams Building, opened in fall 2017. The college's continuing education programming is housed in the PCC Greenville Center on Memorial Drive. Additional facilities include the Law Enforcement Training Center in Winterville, Public Safety Training Center located near Bethel, Bernstein Center located north of Greenville on NC 11, and the Farmville Center in downtown Farmville. Courses are also taught online and at many community facilities located throughout Pitt County.

According to a 2018 economic impact report by Economic Modeling Specialists, Inc., PCC significantly benefits Pitt County's business community and generates a positive return on investment to its major stakeholder groups—students, taxpayers, and society. The report showed that during the 2015-16 fiscal year, the college and its students and alumni made a $280.8 million-impact on the community.

Curriculum Statistics

2019-2020 Curriculum Enrollment

Unduplicated Curriculum TOTAL	11,734

Curriculum Student Profile

Female	61%
Male	39%
Average Age	23
Attending Full-Time	40%
Attending Part-Time	60%
Receiving Financial Aid	43.7%

Average Class Size

Students per Class	21.5
Student/Faculty Ratio	24.1
Square Footage Per Student	67

Institutional Student Retention

Fall 2018	60.02%
Fall 2019	59.07%
Fall 2020	59.19%

2019-2020 Curriculum Graduates

Associate Degrees, Certificates, and Diplomas	1,263

Curriculum Graduates Over Last 3 Years

2017-2018	1,808
2018-2019	1,472
2019-2020	1,263

Did You Know...
The **PCC Library** is open to the public?
Visit **www.pittcc.edu** and search **'Library'**

Pitt Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Pitt Community College.

Continuing Education Statistics

2019-2020 Continuing Education Enrollment

Unduplicated ConEd TOTAL	6,776

Continuing Education Student Profile

Female	43.9%
Male	56.1%

Customized Training for Business/Industry

7 signed CTP agreements served in 2019-2020
Delivered 59 CTP courses; trained 545 students

Continuing Education Programs

Automotive
Barber School
Cosmetology
Distance Education
Emergency Management
Emergency Medical Services (EMS)
Fire / Rescue Training
Health Care Services
Human Resources Development
Law Enforcement Training

National Career Readiness
Certificate
Notary Public
Personal Enrichment
Real Estate
Skilled Trades
Small Business Center
Summer Camps
Workforce Development

Faculty & Staff Employees *(Full-Time & Part-Time)*

2017-2018		1,024*
	462 Full-Time	(218 Faculty & 244 Staff)
	562 Part-Time	(358 Faculty & 204 Staff)
2018-2019		1,017*
	479 Full-Time	(224 Faculty & 255 Staff)
	561 Part-Time	(365 Faculty & 196 Staff)
2019-2020		896*
	477 Full-Time	(223 Faculty & 254 Staff)
	419 Part-Time	(287 Faculty & 132 Staff)

This information is based on the October 2020 College Staff Data

The Economic Value of Pitt Community College
This information is based on the impacts created by PCC in FY 2015-16

ADDED INCOME	JOBS	IMPACT
$59.8 Million	1,652	Operations spending impact
$1.3 Million	22	Construction spending impact
$18.9 Million	455	Student spending impact
$200.8 Million	2,635	Alumni impact
$280.8 Million	2,635	Total impact

Appendix 3: Internal Commumication

Appendix 4: External Communication

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