

PLANNING AND RESEARCH

RESEARCH NOTES

FALL 2019

Trends, Practice, and Progress @ Pitt Community College



Planning and Research

Pitt Community College
PO Drawer 7007

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Capacity Café Takeaway I: General Board of Trustees Information



One benefit of the ICAT survey were the college meetings to discuss the results. These “Capacity Café” meetings were conducted in mid-October, 2019. There were two sessions held. During one of the sessions, general inquiries about how the Board of Trustees operates and who the members are were brought forward. The following information is provided to help personnel understand this important group of volunteer leaders.

The Pitt Community College Board of Trustees is the body corporate as established by the NC General Assembly and cited in [Chapter 115D-14](#) of the North Carolina General Statutes. There are 13 members of the board. The following three entities appoint four trustees each to the board:

1) NC Governor, 2) Pitt County Commissioners, and 3) Pitt County Board of Education. The 13th board member is the Student Government Association President (SGA). The President serves as an ex-officio, non-voting member. Each Board member serves a four-year term. The Board of Trustees meetings are open to the public and occur six times a year (August, October, December, January, March, and May). The board has the following six committees: 1) Building and Grounds, 2) Finance and Audit, 3) Personnel, 4) Policy/Program, 5) Executive, and 6) Nominations. The college President and Board Chair serve as ex-officio members of each committee. This structure enables the Board members to review potential items for full Board consideration and to develop recommendations for formal action by the full Board of Trustees. The minutes of the Board meetings provide the public with evidence that the Board is an active policy-making body for the college. Board minutes are available via the college’s online portal <https://myportal.pittcc.edu/employeeresources/divisions/bot/SitePages/Home.aspx> Click the preferred meeting date to find the agenda and minutes. The Board is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide for a sound educational program. The 2019-2020 PCC Board of Trustees are listed on the table below.



Table 1. Pitt Community College Trustees & Appointing Agency

Ms. Gloristeen Brown	County Commission	Dr. Shirley Carraway	Governor	Mr. Charles Ellis	Governor	Mr. Gary Evans	County Commission
Mr. Brian Floyd	County Commission	Ms. Kathy Frazier	County Commission	Dr. Peter Kragel	Board of Education	Mr. Charles Long	Board of Education
Mr. Don Mills	Board of Education	Dr. Patti-Sanders-Smith	Board of Education	Mr. Tyree Walker	Governor	Mr. Randy Walters	Governor

Capacity Café Takeaway II: What is Student Retention?



Another question to emerge from the October 2019 Capacity Café sessions was “what is retention?” *Retention* is typically defined as the number of students who stay enrolled from a fall term to the following fall term. Through the college’s Achieving the Dream work the college is in the process of developing a local campus definition.

Retention related activities focus on providing a campus environment where students successfully complete their goals and academic courses in a program(s). Retention is best measured by looking at different student cohorts. A *cohort* is a group of persons sharing a particular statistical or demographic characteristic. For example, a group of associate degree seeking students who enrolled in fall 2019 would be considered a “cohort.” Our institutional retention rates for our fall student cohorts (excluding special credit and CCP/ECHS) is shown on the table below.

Table 2. Pitt Community College Fall to Fall Institutional Retention Rates

Institutional Retention	Retention Rate
2015 Fall-2016 Fall	58.6%
2016 Fall-2017 Fall	59.6%
2017 Fall-2018 Fall	60.2%
2018 Fall-2019 Fall	59.7%

Source: Planning and Research

The 2018 institutional retention rate (59.7%) is the 2nd highest rate observed in the last four measured years. The highest rate was 60.2% from the 2017 cohort and a low of 58.6% from the 2015 cohort.

Fall 2019 Enrollment

Table 3. Fall Term Enrollment Comparison by Load

Fall Term	Full Time	Part Time	Total
2017FA	3886	4372	8264
2018FA	3698	4627	8332
2019FA	3775	4692	8475*

Table 4. Fall Term Enrollment by Age

Fall Term	17 & Under	18-24	25-34	Over 35
2017FA	1034	4656	1464	1109
2018FA	1241	4713	1331	1046
2019FA	1397	4870	1245	957

*Excludes “Polar Express” enrollments; Exceeds sum of FT & PT due to pending student status assignment
Data extracted 11.25.19.

Analysis

The 2019 fall term is on track to exceed enrollments of the past two fall semesters. Compared to fall 2017 it is up 2.4% and compared with fall 2018 it is up 1.6% to date. Student age range saw the 17 and under age become the second highest enrollment cohort during the 2019 fall semester. This is expected to continue as the Early College High School and Career and College Promise programs continue to function.

Research Brief

2019 NC Community College Performance Measures—Pitt Community College Results

The Performance Measures for Student Success are Pitt Community College’s major accountability document demonstrating Student Achievement. The report is compiled by the NC Community College’s Office of Research and Performance Management. The information is based on data from preceding years and serves to inform the College and its publics about performance on a variety of student success factors. Student achievement is central to the College’s mission and the criteria selected spans the many opportunities available to Pitt Community College students. The College collaborates with staff at the NC Community College System office to collect, report, and publish this information.

Table 4. 2018 and 2019 Performance Measures Results Comparison

<u>MEASURE</u>	<u>2018</u>	<u>2019</u>
Basic Skills Progress	**	39.0%
College English Student Success	49.1%	57.2%
College Math Student Success	28.3%	32.1%
First Year Progression	62.1%	65.2%
Curriculum Completion	42.6%	46.2%
Licensure Pass Rate	**	0.98 / 1.00
Transfer Student Performance	74.7%	88.1%



** Measurement calculations significantly altered / unable to compare

Analysis: In each comparable domain the college raised its performance compared to the previous year. Note the higher increase in college English, curriculum completion, and transfer performance. See [this page](#) to find a series of pages managed by the NCCCS featuring numerous interactive charts for each measure. As a result of these improving figures the college is rewarded with budget appropriations.



Research Brief

Pitt Community College FTE Strength

According to figures from the Research and Performance Management office at the NC Community College System, over the past 12 years, community college enrollment statewide has dropped by 2%. Further, the presence of dual enrollment students has been identified as a significant revenue line for many rural and smaller colleges. A state level task force was convened in late fall 2019 to take up potential issues as the state wrestles with enrollment, including consolidation, dual enrollment, and increasing awareness of the affordability of community colleges. The chart below was developed for the task force and it shows the total change in FTE between the 2007 and 2019. As can be inferred, Pitt Community College has seen a significant enrollment and FTE change over the last 12 years. The college has the third highest FTE increase in the state.

Table 5. 2007-2019 Top Five FTE Change by College

College	2007	2019	FTE Change
Wake Technical Community College	5512.6	8923.0	60%
Richmond Community College	1017.5	1309.3	29%
Rowan-Cabarrus Community College	2363.1	2817.2	19%
Pitt Community College	2773.2	3294.4	19%
Lenoir Community College	1631.9	1905.1	17%

Another strength that the college holds is its continuing enrollment of students of college going age (over 17 years old). As previously noted the dual enrollment funding is a significant and stable source enrollment and revenue. To help colleges understand the effect of dual enrollment, personnel from Research and Performance Management at the NC Community College System conducted an analysis of FTE changes that excluded dual enrollments in FTE calculations. The results are shown in the table below. Pitt Community College has the second highest FTE change when dual enrollment is not a factor. The conclusion from this is that the college has a strong foundation in the region due to the variety of programs it offers students college age and older students. The addition of dual enrollment students is nonetheless a significant contributor to the college budget.

Table 6. 2007-2019 Top Five FTE Change by College Without Dual Enrollment

College	2007	2019	FTE Change
Wake Technical Community College	5512.6	8535.3	60%
Pitt Community College	2715.0	2983.9	10%
Lenoir Community College	1545.0	1628.6	5%
Nash Community College	1123.6	1184.2	5%
Fayetteville Technical Community College	5018.2	5252.3	5%

Assessment by Definition:

1. Identify what we want students to do, know, or think at the end of a unit of instruction.
2. Determine the extent to which they can do or know those things.
3. Adjust teaching practices and curriculum in light of that

What are Outcomes?

An **outcome** is the desired effect of a program, service, or intervention but is more specific than a goal. It is student / participant focused. PCC measures two different kinds of outcomes:

1. Program Learning Outcome (PLO) and
2. Operational Outcome (OPO)

Program Learning Outcome (PLO). These focus on “how students will be different because of a learning experience, the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2009, p.117).

Operational Outcome (OPO). These illustrate how a program contributes to the development and growth of its students and/or the support of its customers. They describe the intended effect that a service has by participating in a program, service or other intervention.

Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco. Jossey-Bass.

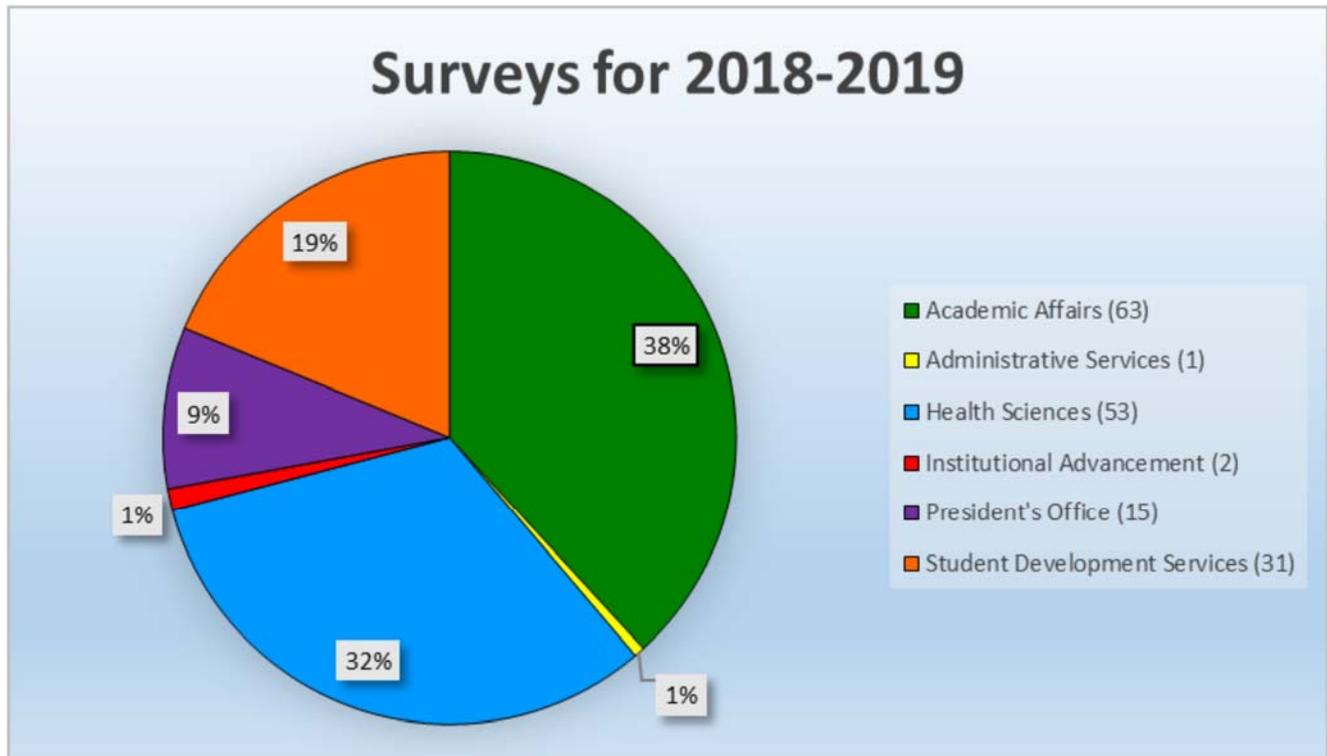
**What is Institutional Effectiveness (IE)?**

IE is a set of ongoing and systematic processes and practices that include planning, evaluation of programs and services, the identification and measurement of outcomes across all institutional units and the use of data and assessment results to inform decision making.

**STAY SHARP!
PLANNING STEPS FALL
2019 AND SPRING 2020**

Planning tasks that can be completed during fall term include:

- ⇒ **Analyze** your program learning outcomes & operational outcomes. Ensure they are current & coherent.
- ⇒ **Describe** and update the Assessment Method and Benchmarks so an independent reader would be able to understand each.
- ⇒ **Write Up** your *Results and Conclusions* (late spring '20).
- ⇒ Was the **Benchmark Met?** Yes or No?
- ⇒ **Describe and Define** any needed **Strategies** to either improve or meet your established benchmark for the next year. **You're Done!**



Planning and Research is your formal connection on campus to assist you with your survey research needs. To request a survey project, help with designing your next survey research project or if you have any questions, please contact Ms. Jennifer Joyner at 493-7384 or email jjoyner@email.pittcc.edu.

[Survey Completion Procedures](#) are located on the College Portal at the address below:

<https://myportal.pittcc.edu/employeeresources/divisions/planningandresearch/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Femployeeresources%2Fdivisions%2Fplanningandresearch%2FShared%20Documents%2FSurvey%20Completion%20Procedures&FolderCTID=0x0120003176709F85A33C438CB2F5217BD76738&View=%7B84B29B29%2DD3C3%2D4096%2D9F32%2D5EFB90384A57%7D>

(If the hyperlink does not work copy and paste to your web browser the path above.)

[Helpful Hints for Survey Development](#)

In a 16-week term, surveys requiring student or employee feedback are typically administered between weeks #3 and #12 of the term.

The basic *survey development timeline* is 2 to 4 weeks from initial contact, approval of the instrument and draft, and having the survey administered. Online surveys are available for a minimum of two weeks with results being compiled after the survey closes. Paper survey timelines vary depending on the complexity of the survey instrument.

Instructor and Course Evaluations for curriculum classes are generally available for the last two weeks of the semester.

Details for Institutional Research Requests

Institutional Research serves faculty and staff with detailed reports relating to student success, student retention, completion, and course success rates. The Institutional Researcher also reports data to the US Department of Education and other governmental agencies.

The institutional researcher processes over 200 data request projects annually and thus the need for a managed and systematic data request system. To this end the college has adopted an online **Data Request Form**. To request a research project please use the **Data Request Form** available via the College Portal. It is located on the [Data and Reports](#) page. (If the hyperlink does not work copy and paste to your web browser the path below.)

<https://myportal.pittcc.edu/employeeresources/divisions/ssaccomm/datatest/Pages/default.aspx>

The following four areas are needed to submit a data request form:

1. Description of the Request. Include specific criteria, such as semester, academic year, 1st time freshmen, accounting major, etc.
2. Purpose of the Request. Briefly explain how the data will be used.
3. Nature of Request. Select one of seven options listed
4. Desired Date: Please allow for at least five business days for results.

Contact Anna Jones, 493-7530 or email ajones@email.pittcc.edu if you have any questions.

Enjoy the Fall!



Cover Learning Model

Experiential education is a teaching philosophy that informs many methodologies where faculty purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop capacity to contribute to their communities. Hirsch and Priest (2004) discuss the Experiential Education Learning Model diagramed on the cover. Experiential education features four progressive learning capacities: 1) concrete experience is “doing” in a manner that is active. It demands student engagement over observation, 2) reflective observation is identifying the lessons learned from the experience, 3) abstract conceptualization is transferring the new learning into daily or professional life, and 4) active experimentation is a set of self-defined strategies a student develops to sustain the change over time.

It can be argued that the Associate of Applied Science (AAS) degree is an embodiment of the experiential education model. Associate of Applied Science and similar applied academic programs are designed as career programs which prepare students for employment. Learning and doing, thinking about experiences, and developing success strategies for a career field is part and parcel of the student experience within the AAS program of study.

Community college faculty and staff understand the challenges students face in their individual and educational and vocational journeys. It is clear that a community college student’s effort to balance work and life can often complicate, and in many instances, delay completion. To help a student find balance there are many programs that have an experiential component. A few are listed below.

1. Work-Based Learning / Internship The Work-Based Learning / Internship Program gives students the opportunity to integrate their classroom study with practical experience in their major fields by working and attending school.
2. Armed Services Educational Experiences. Educational experiences from duty in the armed services may be submitted for transfer credit evaluations.
3. Learning Communities. Linked or paired courses with students who share common academic goals and attitudes.
4. Clinical Preparation/Practicum. These experiences involve the supervised practical application of previously studied theory.
5. Performance Based Projects, Ensembles, and Exhibitions. Students can engage in theatrical productions, fine arts exhibitions, musical groups and ensembles, and other experiential programs.

Pitt Community College faculty and staff capitalize on all forms of instruction and experiential education is one effective method used in a variety of settings.



Reference

Hirsch, J., & Priest, S. (2004). *Essential elements of experiential programming*. TARRAK Technologies.