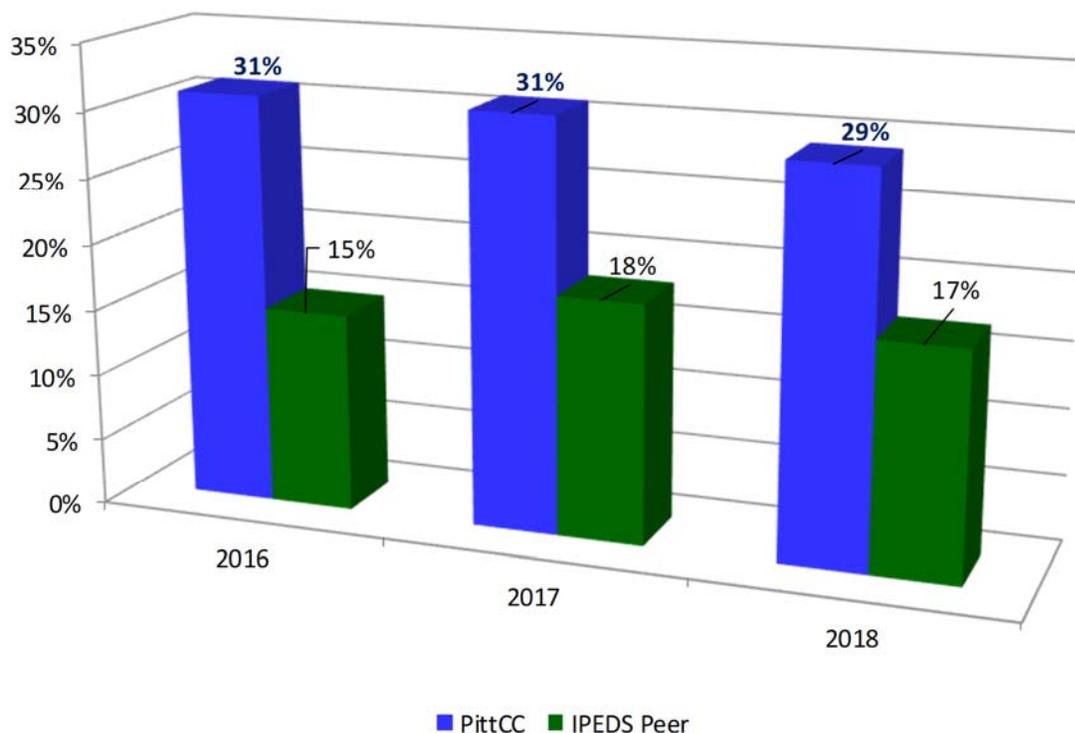




PLANNING & RESEARCH DEPARTMENT RESEARCH NOTES — — SUMMER 2019

Trends, Practice, and Progress at Pitt Community College

PittCC IPEDS Transfer Out Rate



*See last page for detail

Planning and Research

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NOEL LEVITZ STUDENT SATISFACTION INVENTORY

The college administered the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) in spring 2019. Results were received by the college in June. The purpose of the SSI is to promote open and constructive communication and to establish priorities for change by obtaining the satisfaction estimate of community college students in a variety of areas. Using a seven-point Likert scale, student respondents are asked to select their response to 111 survey items. The college has been using the SSI for over 15 years and student satisfaction levels have historically been at the norm or exceeding the norm. Select demographic variables and scores from the 2019 administration are shared below.

Note a: seven point Likert scale with 7 being very satisfied and 1 being not satisfied at all.

Note b: n=503

Note c: Response Rate: 503/738 (68%)

Table 1. Select Demographics

Male	Female	Age: 18 & Under	Age: 19-24	Age: 25 & Over	PCC My 1st Choice
224 (47.7%)	245 (52.2%)	108 (23.0%)	270 (57.5%)	91 (19.5%)	307 (65.8%)
GPA: 3.5-4.0	*GPA: 3.0-3.49	GPA: 2.5-2.99	GPA: 2.0-2.49	GPA: 1.99 & below	No credits earned
134 (28.8%)	136 (29.2%)	105 (22.5%)	51 (10.9%)	13 (2.8%)	26 (5.5%)

Table 2. Top 6 Institutional Strengths (2019)

Institutional Strengths	2019 Rating
I am able to experience intellectual growth here.	5.80
There is a good variety of courses provided on this campus.	5.73
This institution has a good reputation within the community.	5.68
On the whole, the campus is well maintained.	5.68
Students are made to feel welcome on this campus.	5.67
Institution's commitment to part-time students.	5.67

Brief Analysis: The top six scores are in the upper reaches of the satisfaction scale for students.

Table 3. Top 6 Institutional Opportunities (2019)

Institutional Opportunities	2019 Rating
The amount of student parking space on campus is adequate.	4.79
Personnel in the Veteran's Services program are helpful.	4.82
Financial aid counselors are helpful.	5.06
I seldom get the "run-around" when seeking information on this campus.	5.08
Security staff respond quickly in emergencies.	5.11
Channels for expressing student complaints are readily available.	5.11

Brief Analysis: These scores indicate possible areas for emphasis for improvement.

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 information.

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 SUMMER 2019**

Planning tasks that can be completed during summer term include:

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

Planning and Research

Planning and Research is your formal connection on campus to help you with your survey and research needs. Please contact us to help you design your next research project or survey.

Helpful Hints for Survey Development

In a 10 week summer term, surveys requiring student feedback are typically administered between weeks #3 and #7 of the term. Student attention during either the beginning of term or particularly end of term is drawn more toward developing academic/study routines, registration, and exams, etc.

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.

It is not too early to start thinking about surveys for fall 2019 and other annual surveys for 2019-2020. Please contact Jennifer for your survey needs.

Instructor and Course Evaluations are available for the last two weeks of each semester.

Contact Ms. Jennifer Joyner, 493-7384 or email jjoyner@email.pittcc.edu

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.

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>

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



Enjoy your Summer!



Cover Figure

The cover figure is drawn from IPEDS *Data Feedback Reports* from 2016 — 2018. The transfer out rate for Pitt Community College is quite impressive (29%) and speaks to the positive relationships that exist between Pitt Community College, East Carolina University, and the other proximate public and private universities.

Pitt Community College 2018 IPEDS Cohort Colleges

Arizona Western College (Yuma, AZ)	Hudson Valley Community College (Troy, NY)	Pikes Peak Community College (Colorado Springs, CO)
Asheville-Buncombe Technical Community College (Asheville, NC)	Illinois Central College (East Peoria, IL)	Portland Community College (Portland, OR)
Cape Fear Community College (Wilmington, NC)	J Sargeant Reynolds Community College (Richmond, VA)	Riverside City College (Riverside, CA)
Central New Mexico Community College (Albuquerque, NM)	Jefferson State Community College (Birmingham, AL)	San Diego Miramar College (San Diego, CA)
Cincinnati State Technical and Community College (Cincinnati, OH)	John C Calhoun State Community College (Tanner, AL)	San Jacinto Community College (Pasadena, TX)
City College of San Francisco (San Francisco, CA)	Kalamazoo Valley Community College (Kalamazoo, MI)	South Plains College (Levelland, TX)
College of Western Idaho (Nampa, ID)	Lansing Community College (Lansing, MI)	Southwest Tennessee Community College (Memphis, TN)
Community College of Allegheny County (Pittsburgh, PA)	McLennan Community College (Waco, TX)	Truckee Meadows Community College (Reno, NV)
Community College of Denver (Denver, CO)	Metropolitan Community College-Kansas City (Kansas City, MO)	Volunteer State Community College (Gallatin, TN)
Delta College (University Center, MI)	Owens Community College (Perrysburg, OH)	Wayne County Community College District (Detroit, MI)

The role of university transfer within Pitt Community College is supported not only by the data but also by the pioneering work Dr. Clifford Adelman who in 1999 was leading the U.S. Department of Education. In the classic work *Answers in the Tool Box* it is evident that students attend two, three, or more colleges in the course of their undergraduate education. A study by the National Student Clearinghouse showed that approximately one third of all students who began college at any level transferred at least once within five years.

The Community College Research Center at Columbia University has also studied college transfer students and confirms that the transfer function provided by community colleges to four-year institutions is the critical avenue for upward mobility for many underserved students. Pitt Community College has low tuition and an open access mission. We serve students who typically cannot afford to attend a university for all four years or do not meet the more selective admissions criteria of many four-year institutions. Vertical transfer to our neighboring university and other four year institutions offers unique opportunities for all Pitt Community College students.

PittCC IPEDS Peer Institutional Cohort Transfer Out Table

Year	PCC Transfer Out	IPEDS Cohort Transfer Out
2016	31%	15%
2017	31%	18%
2018	29%	17%

