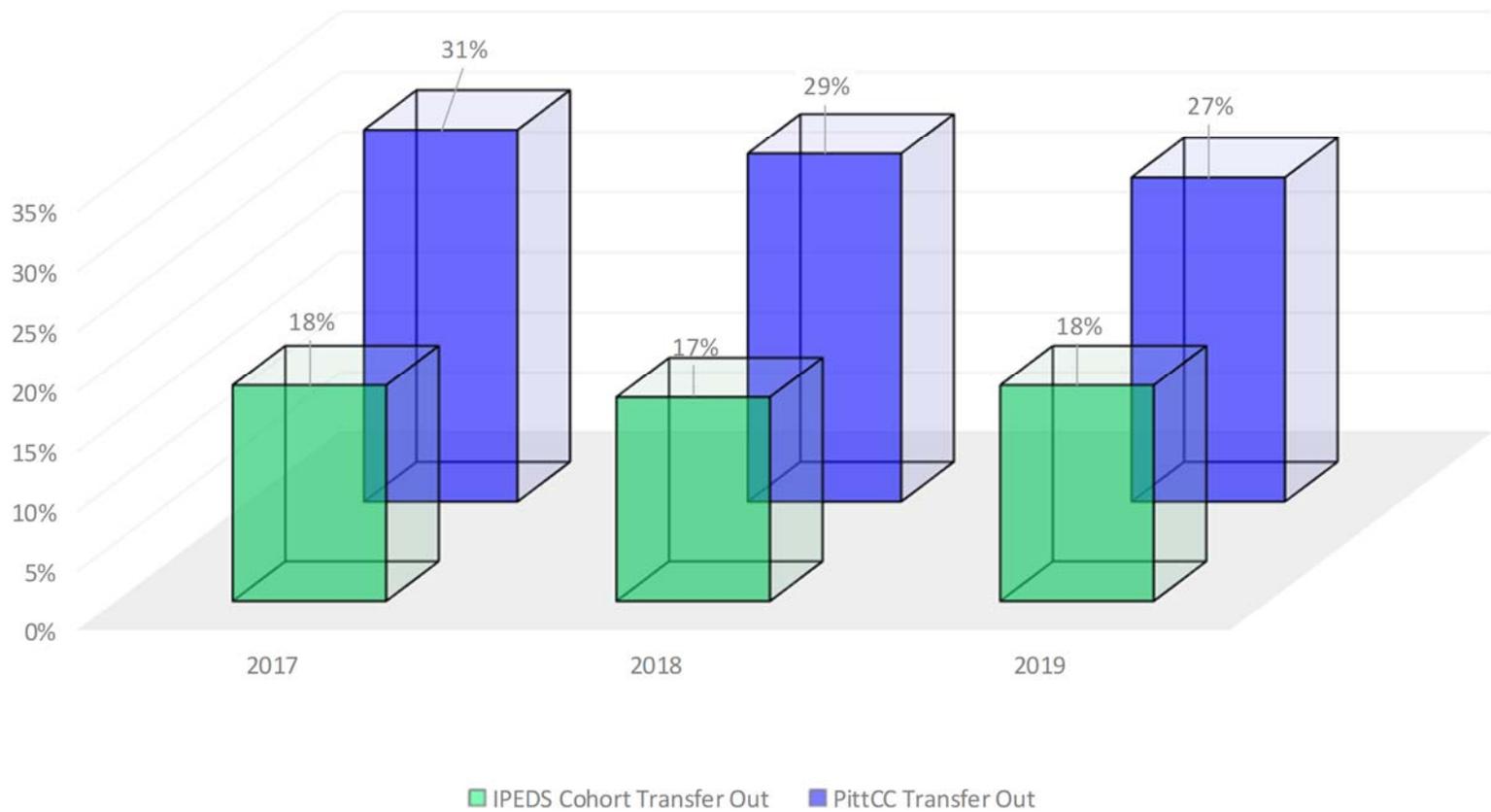




PLANNING & RESEARCH

RESEARCH NOTES — 2020 SPRING



Planning and Research

Pitt Community College
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Survey Research: 252.493.7384
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Planning: 252.493.7421

2020 Spring Semester Enrollment Data

Table 1. Spring Enrollment by Load & Total

Spring Term	Full Time	Part Time	Total
2018SP	3346	4417	7765
2019SP	3217	4621	7841
2020SP*	3450	4529	8023

Table 2. Spring Enrollment by Gender

Spring Term	Female	Male
2018SP	4722	3043
2019SP	4831	3010
2020SP*	4901	3122

*Total includes students not assigned load status.

Analysis

Total spring term enrollment continues to increase. Chen (2019) suggests that a variety of factors play a part whether or not a student decides to enroll at a community college. Factors such as economic situations, availability of academic programs, college recruiting efforts, and availability of financial aid in one way or another influences the decision.

Though male enrollment has increased slightly since spring 2018 (2.6%) the male/female enrollment gap remains reflective of a national trend. Across socioeconomic classes, women are increasingly enrolling and completing postsecondary education as the rate of men enrolling and completing college remains relatively flat (Semuels, 2017).

Full Time Equivalent (FTE).

The Pitt Community College operating budget is largely driven by FTE. As FTE increases so does FTE budget. The formula for curriculum FTE is Total Student Membership Hours / 512 membership hours = Total FTE.

- The 512 membership hours is the total hours one student would receive in one year taking 16 hour course load for 16 weeks for 2 semesters (16 weeks per semester x 16 hours = 256 hours x 2 (fall and spring) = 512 hours).
- For 2020SP this is 1,555,296 membership hours / 512 membership hours = **3,037 FTE**.

Table 3. Spring FTE Comparison

<u>Term</u>	<u>FTE</u>
2018 Spring	2972
2019 Spring	2936
2020 Spring	3037



Analysis

It is evident that spring FTE is trending upward (approximately 2.1%). The cardinal factor contributing to the trend is the increase in full time student enrollment between 2019 spring 2019 and 2020 spring (7%). Total enrollment has risen from 7765 in 2018 spring to 8023 in 2020 spring. This is an approximate 3% increase.

References

- Chen, G. (2019) "Seven trends in community colleges." *Community College Review* blog post. Retrieved March 20, 2020. <https://www.communitycollegereview.com/blog/why-student-enrollment-rises-as-the-economy-falls>.
- Semuels, A. (2017). "Poor Girls Are Leaving Their Brothers Behind." *The Atlantic*. Retrieved March 20, 2020. <https://www.theatlantic.com/business/archive/2017/11/gender-education-gap/546677/>

Integrated Postsecondary Education Data System (IPEDS) Data for Pitt Community College

The purpose of IPEDS is to collect institution level data from providers of postsecondary education, primarily all Title IV eligible universities, colleges, and technical and vocational education providers in the United States and other jurisdictions. The selection of tables below illustrate a variety of the IPEDS survey results for PCC. These are drawn from the 2019 IPEDS Data Feedback Report and reflect 2017-2018 data. Learn more about IPEDS at <https://nces.ed.gov/ipeds/>. The college IPEDS number is 199333.

Table 4. Retention Rate For First Time/Full Time Degree Seeking Students

Reporting Year	Retention Rate
2017	61%
2018	61%
2019	59%

Table 5. Number of Sub-Baccalaureate Degrees and Certificates Awarded By Level 2017-2018

Credential	PCC Awarded	Peer Group Awarded
Associate	1123	1058
Certificate: 1 year, Less Than 2 years	182	288
Certificate: 1 year or Less	1409	276

Analysis

These tables show the success of Pitt Community College in keeping students enrolled in pursuit of a degree (retention) and the strength of the degree and certificate options a student has within their selected program compared with national peers. The number of students earning a certificate that requires a year or less at PittCC is quite large compared to the peer group (n=33).

Table 6. Percent of First Time Full Time Degree Seeking Students Receiving Aid

Type	PCC	Peer
Federal Grants	75%	48%
Pell Grants	70%	48%
State/Local Grants	24%	25%
Institutional Grant	22%	9%
Federal Loan	56%	14%

Analysis

The figures on Table 6 show the extent to which there is financial need by students at Pitt Community College. The Pell percentage is almost twice that of the comparison peer group. The college continues to administer federal loans and that contributes to the comparatively high percentage of students with this type of loan. The percentage of institutional grants speaks to the health of institutional advancement and it's ability to help students with tuition and fees.

Institutional Retention. Institutional retention shows the entire credit student cohort who begin in a given fall term and return the following fall term. The retention rate over the last three years has held at roughly 60%. This tracks with the IPEDS retention figures listed above. This can be attributed to faculty excellence, registration and advising systems, professional development, and plain hard work by all students and employees.

Table 7. Fall to Fall Institutional Retention Rates

Cohort Year	Fall / Fall Retention Rate
Fall 2016-Fall 2017	59.5%
Fall 2017-Fall 2018	60.0%
Fall 2018-Fall 2019	59.0%



Student Graduation Rates at Pitt Community College

The mission of Pitt Community College is to educate and empower students for success. One of the cardinal success measures over time is the college graduation rate. PCC reports to the US Department of Education, via IPEDS, a 150% of normal time graduation rate (3 year rate). Figure 1 below illustrates the college IPEDS graduation rate compared to its peer group and Figure 2 shows the number of curriculum graduates over a three year period.

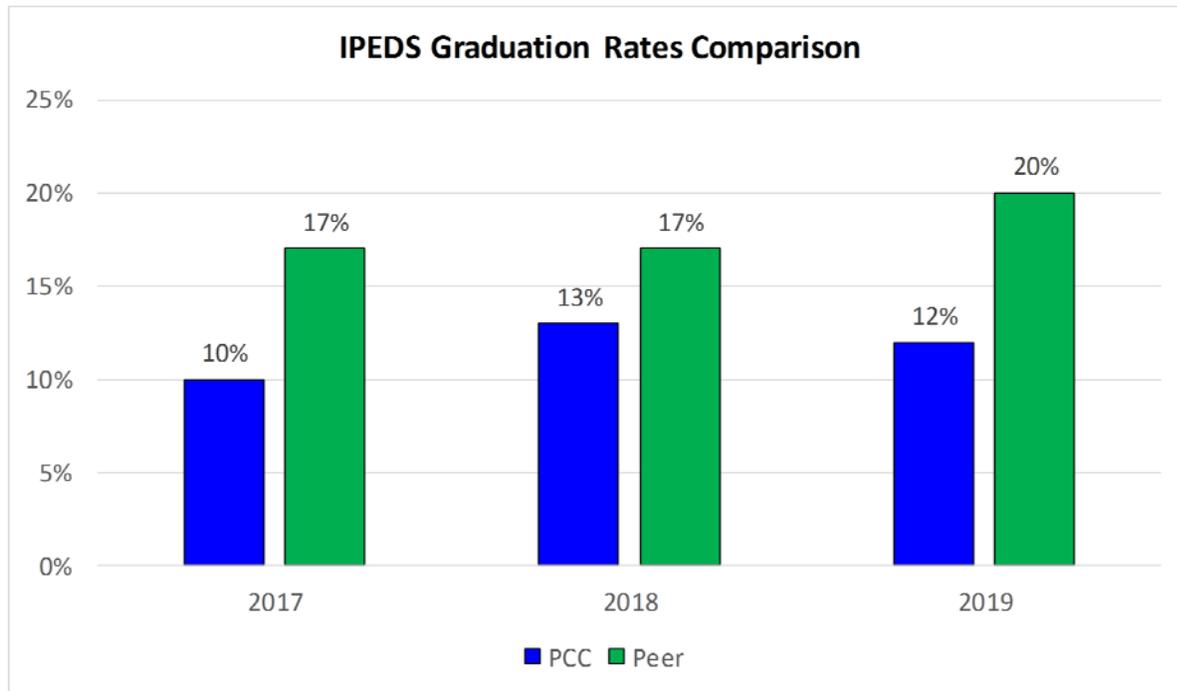


Figure 1. IPEDS Graduation Rate (150% of normal time)

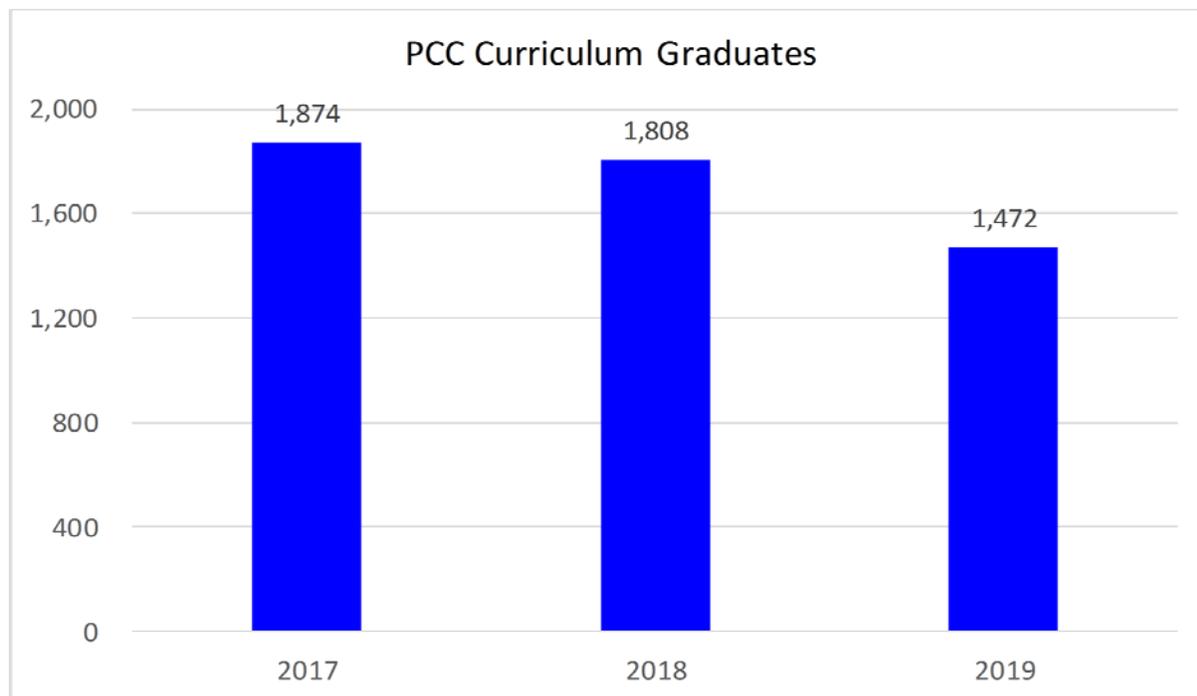


Figure 2. PCC Three Year Curriculum Graduates

Pitt Community College Advancement and Foundation

Since its inception in 1973, the PCC Foundation has been a beacon of hope to students in need, a load-bearing wall supporting college programming, and a catalyst for spurring campus growth.

By establishing relationships with individuals and businesses in our community and a variety of fundraising ventures, including special events, facility-naming opportunities and estate-planned gifts, the foundation has generated revenue that directly supports PCC’s mission to educate and empower people for success.



During the current academic year alone, the foundation has **awarded nearly \$400,000** in scholarships and **successfully raised \$1 million** to match a generous \$2 million-offer from the Eddie and Jo Allison Smith Family Foundation.

The Institutional Advancement Division and Foundation coordinates the college’s efforts to enhance its relationships with the community and the students it serves. The division seeks to build partnerships with educational institutions and businesses. It supports the college’s mission by developing and implementing a resource development plan to assist in funding the college’s strategic plan.

Capital Campaign

The PCC Foundation is in the midst of a capital campaign to raise funding for construction of the *Eddie and Jo Allison Smith Center for Student Advancement*. Thus far, the drive has raised nearly **\$11 million** to build this much-needed facility, which will provide the college with 34,000-square-feet of space for specialized student service programs and PCC’s Institutional Advancement Division, which includes the PCC Foundation, Marketing and Media Relations departments, and the VISIONS Career Development and Scholarship Program. The total amount raised to date is listed below.

\$10,858,079 + (Including all funds designated, pledged and/or contributed)

Scholarships

Fall 2019	\$204,773
Spring 2020	<u>\$174,930</u>
Total	\$379,703



New Scholarships created 2019-2020:

1. Welcome Federal Credit Union Scholarship
2. Anthony “Tony” Bowen Memorial Scholarship
3. Rotary Con Ed Scholarship
4. Caitlin Faulkenberry Scholarship (new agreement)

Allocations Supporting Pitt Community College student success during 2018-2019

• Scholarships and Mini Grants	\$290,070
• Donations to Pitt Community College	\$ 35,391
• Program Services	<u>\$346,503</u>
TOTAL	\$671,964

ACHIEVING THE DREAM INSTITUTIONAL CAPACITY ASSESSMENT TOOL (ICAT) OVERVIEW

The college administered the **ICAT survey** between September 4 and October 14, 2019. Over 85% of full time employees participated in the survey. The purpose of the ICAT is to promote open and constructive communication and to establish priorities for change by obtaining employee estimates of institutional *capacity* in the seven areas that make up the ATD framework. The framework areas are listed below as is the response scale.

- | | |
|------------------------|-------------------------------|
| 1. Leadership & Vision | 5. Engagement & Communication |
| 2. Data & Technology | 6. Strategy & Planning |
| 3. Equity | 7. Policies & Practice |
| 4. Teaching & Learning | |

ICAT RESPONSE / LEVEL SCALE

Level 1= Minimal capacity with a clear need to build strength.

Level 2= Moderate level of capacity

Level 3= Strong level of capacity in place

Level 4=Exemplary level of capacity in place.

The Seven Capacities Defined

1. Leadership & Vision – The commitment and collaboration of the institution’s leadership with respect to student success and the clarity of the vision for desired change.
2. Data & Technology – The institution’s capabilities to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.
3. Equity – The commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.
4. Teaching & Learning – The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college’s commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.
5. Engagement & Communication – The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.
6. Strategy & Planning – The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.
7. Policies & Practices – The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Results were received and discussed during two campus wide Capacity Café sessions in October 2019. These sessions were led by the college’s ATD Coaches, Dr. Mary Fifield (President Emeritus, Bunker Hill Community College) and Mr. Daryl Davis (AVP, Analytics and Reporting, Valencia Community College). Over 200 employees participated in these sessions and offered their interpretations of the results and proposed ideas about moving ahead with ATD efforts. Institutional results and general themes are shown on the next page.

The ICAT survey is managed through the Achieving the Dream national office in Silver Springs, MD. Additional information about ATD can be found on their website <https://www.achievingthedream.org/>

Table 8 on the next page lists the average scores for each ICAT domain as rated by survey respondents and the college’s corresponding capacity level.

PITT COMMUNITY COLLEGE ICAT RESULTS

As stated on the previous page, the college administered the **ICAT survey** in early fall 2019. Over 85% of fulltime employees completed the survey. The purpose of the ICAT is to promote open and constructive communication and to establish priorities for change by obtaining employee estimates of the colleges *organizational capacity* in the seven areas that make up the ATD framework. Average scores and the corresponding organizational capacities are listed on the table below.

Table 8. Pitt Community College ICAT Average Scores and Level Score

<u>Framework Area</u>	<u>PCC Average Score</u>	<u>PCC's Level</u>
Leadership and Vision	3.0	3
Data & Technology	2.7	3
Equity	2.7	3
Teaching & Learning	3.0	3
Engagement & Communication	3.0	3
Strategy & Planning	2.9	3
Policies & Practice	3.2	3

Analysis: The college scores are relatively high and indicate a strong level of capacity is in place for each of the measured domains. The Data and Technology and Equity areas had the lowest average scores (2.7 each) and the Policies and Practice had the highest average score (3.2). Employees are to be commended for the good and hard work that has led to these marks and for the work ahead to make improvements.

Response Themes: The themes listed on Table 9 qualitatively illustrates a broad view of the numerous responses recorded during the capacity café sessions in October.

Table 9. ICAT Qualitative Themes

Quality instruction and academic support	Quality support services and resources for students
Student centered processes and practices	Advising and first year experiences
Creating a job ready and competitive workforce	Relevant training & credentials aligned with labor market
Positive community partnerships and outreach	Marketing and communications for programs and services
Work based learning and student internships	Cultural competence and equity awareness
College courage to address achievement gaps	Continual attempts to eliminate barriers to student success
Data informed decisions and continuous improvement	Employee diversity and development
Financial, physical, and technological resources	Inclusive, intentional, and transparent planning and decision making

Where Does Data Live?

This is a rather simple question with a variety of answers for our campus. For instance, an individually oriented source of data for a faculty member could be the MOODLE grade book. This is a rich source of meaningful data that generally would have 1) student ID information, 2) attendance patterns, 3) grades earned, 4) assignments due or past due, 5) and discussion topics. It can be surmised that student success data can be mined from this area.

Another rich source of data that can be accessed by all PCC employees is **Data and Reports** page that is housed within the **College Portal** located on the **Employee Home Page**. The Data and Reports link is found in the *Quick-Access* box near the bottom right side of the page. A single click brings up many choices for institutional data. Created by members of the Data Committee (Anna Jones*, Andrea Stamper*, Khalid Abdelfattah, Jimmy Hardee, Pamela Edwards, Lee Bray, Vicki Coleman, Kurt Simmons, and Josh Mathews) these various reports and analytics are designed to give users reliable and visual representation of commonly requested data sets.

The first link is the Data Request Form, or **DRF**. This is required by users who need customized / specialized research projects. Allow a minimum of five working days to fulfill a request.

The second area to explore is the **Dashboard Links**. There are five different visual analytics in this space and each offers unique information. They are briefly described below.

1. Current and Previous Curriculum Enrollment. This analytic allows users to compare current and previous term enrollments and demographics, such as load, gender, age, and ethnicity. It is updated each day and data is reliable.
2. Estimated Current FTE by Tier. This analytic allows users to view current FTE in real time. This analytic is an ESTIMATE and is not audited. The FTE audit occurs approximately eight weeks into the term. After the first 8 weeks users should view the analytic titled "Term FTE by Tier."
3. Term FTE by Tier. This reflects the audited FTE figure and is typically updated after the institution submits its audited FTE report to the NC Community College System Office (approximately 8 weeks into a current term). The page allows users to compare current term FTE and Tier FTE values with previous terms dating back to 2017 fall.
4. Term FTE by Division and Prefix. This analytic allows users to compare FTE for previous terms by academic division and prefix. It is typically updated eight weeks into a current semester.
5. Current Curriculum Enrollment. Self explanatory. Reflects only the current semester enrollment and has demographic variables for student load, gender, age, and ethnicity.

The third area contains a multitude of reports and is simply named **Reports**. There are eight folders and each contains different data sets. Most are in PDF format.

1. Degrees Awarded by Program. As the name suggests, this folder contains files listing degrees awarded by academic program.
2. Demographic Profile. Files illustrate student demographic variables for curriculum, continuing education, and the institution as a whole.
3. Enrollment. As named, the enrollment folder has detailed course and program enrollment information.
4. FTE. Program and course FTE are outlined in easy to read PDF documents.
5. Grade Distributions. These reports describe grade distributions by two areas. The first type are "Grade Distribution Reports." These show the course number, method, and lead instructor. The second report, entitled "Grade Distribution Report with Average Performance Rates" lists the course in aggregate and associated success rates.
6. IPEDs Feedback. This folder has IPEDs Data Feedback reports for the college from 2016 to present.
7. Performance Measures. This folder contains NC Community College System Performance Measure reports from 2017 to present.
8. Target Reports. This folder contains **Excel** spreadsheets that have enrollment, retention, and completion figures for each academic program. These reports are typically used by Department Chairs for assessment planning for operational outcomes (OPOs) relating to enrollment, retention, and completion.

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. Pitt CC measures two different kinds of outcomes:

1. Program Learning Outcomes (PLOs) and
2. Operational Outcomes (OPOs)

A **Program Learning Outcome** (PLO) focuses 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 outcomes refer to how a program contributes to the development and growth of its students and/or the support of its customers. These describe the intended effect that a service has by participating in a program, service or other intervention.

By attending to planning and assessment we ensure compliance with the following SACSCOC standards:

- **7.3 (Administrative effectiveness)**
- **8.2.a (Student outcomes: educational programs)**
- **8.2.c (Student outcomes: academic and student services)**

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 SPRING 2020**

Planning tasks that can be completed during spring term include:

- ⇒ **Analyze** your program learning outcomes & operational outcomes. Ensure they are current & coherent for fall '19/spring '20.
- ⇒ **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?
- ⇒ **Define** any needed Interventions to test to either improve or meet your established benchmark.
- ⇒ These steps are due completed by September 30, 2020.



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 16 week spring term, surveys requiring student feedback need to be administered between weeks #3 and #12 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 *survey development timeline* is 2 to 4 weeks from initial contact, approval of the instrument and draft, and actual survey administration. Online surveys are available for a minimum of two weeks with results being compiled soon after the survey closes. Paper survey timelines vary depending on the complexity of the survey instrument.

Contact Jennifer Joyner, 493-7384 or email jjoyner@email.pittcc.edu if you have any questions.

Details for Institutional Research Requests

Institutional Research serves faculty and staff with detailed reports relating to topics such as student success, student retention, completion, and course success rates. The Director 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>

Allow a minimum of *five working days* from request date for results.

Data requests are for official Pitt Community College business only.

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

Stay Safe & Enjoy Spring!



Cover Figure

The cover figure is the institutional Transfer Out Rate for PCC and is drawn from IPEDS *Data Feedback Reports* from 2017, 2018, and 2019. The 27% transfer out rate for Pitt Community College from the 2019 report is quite impressive. This speaks to the positive relationships and academic pathways that exist between Pitt Community College, East Carolina University, and the numerous other public and private universities in North Carolina. Table 10 illustrates the cohort comparison group (n=33) and Table 11 compares the transfer out rates.

Table 10. Pitt Community College 2019 IPEDS Cohort (note the prevalence of CA colleges in the cohort)

Camden County College, NJ	Fayetteville Tech Community College, NC	New Mexico State Univ.-Dona Ana , NM
City College of San Francisco, CA	Fresno City College, CA	Odessa College, TX
Coastal Alabama Community College, AL	Hudson Valley Community College, NY	Pearl River Community College, MS
Comm. College of Allegheny County, PA	J. Sargeant Reynolds Comm. Coll., VA	Phoenix College, AZ
Compton College (Compton, CA)	Joliet Junior College, IL	Saint Paul College, MN
Contra Costa College, CA	Kapiolani Community College, HI	San Diego Miramar College, CA
Cuyahoga Comm. College District, OH	Laney College, CA	San Jacinto Community College, TX
East Los Angeles College, CA	Lehigh Carbon Comm. College, PA	San Jose City College, CA
East Mississippi Community College, MS	Linn-Benton Community College, OR	Sinclair Community College, OH
Elgin Community College, IL	Macomb Community College, MI	South Plains College, TX
Evergreen Valley College, CA	Montgomery County Comm. College, PA	Thomas Nelson Community College, VA

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 proven 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 studied college transfer students and confirms that the transfer function provided by community colleges to four-year institutions offers a critical avenue for upward mobility for many underserved students. Pitt Community College has low tuition and an open access mission. The institution serves 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 private institutions. Vertical transfer to our neighboring university and other four year institutions offers unique opportunities for all Pitt Community College students.

Table 11. Pitt Community College and Peer Cohort IPEDS Transfer Out Rates

Year	PittCC Transfer Out	IPEDS Cohort Transfer Out
2017	31%	18%
2018	29%	17%
2019	27%	18%