

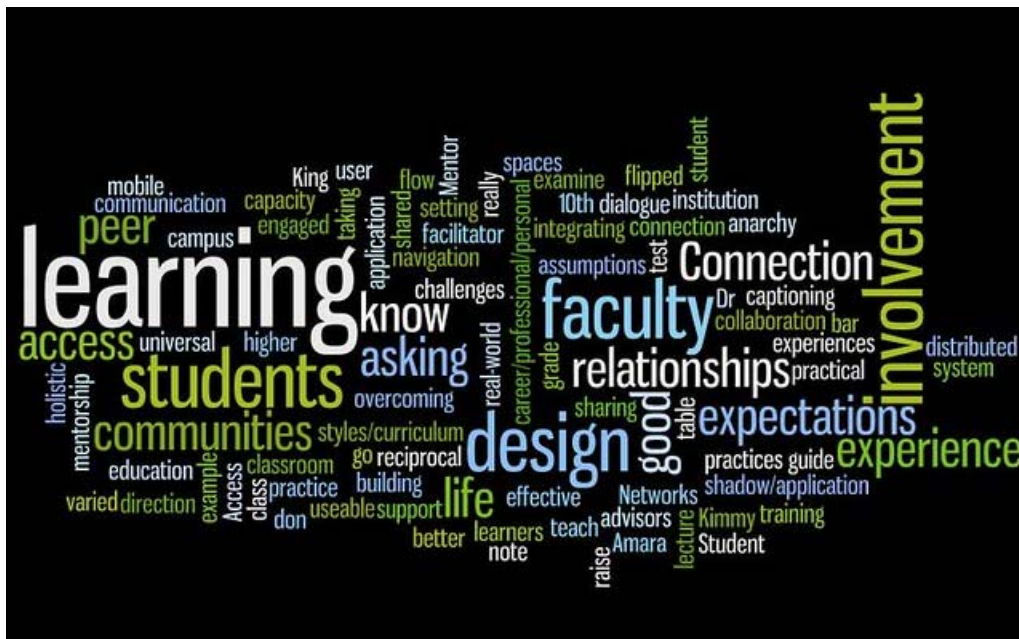


PLANNING & RESEARCH DEPARTMENT RESEARCH NOTES — — SUMMER 2020

Trends, Practice, and Progress at Pitt Community College

PCC Student Success Vision

Pitt Community College will foster student success through engaging, inclusive, and quality instruction and by providing equitable support services that enable students to realize their academic and career goals.



Planning and Research

Pitt Community College
PO Drawer 7007
Greenville, NC 27835-7007

Coordinator, Institutional Survey Research:	252.493.7384
Director of Research:	252.493.7530
Executive Director, Planning and Research:	252.493.7421

2020-2025 Institutional Strategic Plan

The 2020-2025 Pitt Community College Strategic Plan was approved by the college's Board of Trustees at its May 26, 2020 meeting. The plan has the following four unique elements: 1) revised mission statement, 2) student success vision statement, 3) institutional core values, and 4) institutional priorities, goals, and objectives.

Pitt Community College Mission Statement—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.

Student Success Vision Statement—Pitt Community College will foster student success through engaging, inclusive and quality instruction and by providing equitable support services that enable students to realize their academic and career goals.

Core Values—Our student success vision is grounded in our mission and guided by these core values:

Community	We play a vital role in the development of our community by offering educational opportunities to citizens of Pitt County and the surrounding region.
Success	We believe success is all encompassing. We aim to prepare students for personal and professional success in all we do.
Equity	We acknowledge the barriers students face and are committed to dismantling those barriers by creating equity-minded policies and practices, leading to success for all students.
Integrity	We operate with integrity in all matters and understand it is the platform for accountability and Transparency.

Table 1. Institutional Priorities and Goals

Institutional Priorities	Institutional Goals
Student Success	Increase student persistence and completion
Workforce Development	Provide quality, student centered services and processes
Equity	Strengthen workforce development & student & community partnerships
Organizational Development and Accountability	Develop an awareness of equity and cultural competence
	Create a campus-wide equity agenda that focuses on addressing achievement gaps in student learning and success
	Develop strategies for more effective recruitment of diverse faculty and staff
	Build a culture of inquiry wherein data are used for sound decision-making and continuous improvement
	Strengthen professional development for employees to enhance implementation of best practices for diverse student populations
	Develop and implement strategies for inclusive, intentional, and transparent planning and decision-making

Acknowledgements: The following individuals are acknowledged for devoting extra time to the mission review, core values development, and priorities and goals: Donna Neal, Montez Bishop, Anna Jones, Andrea Stamper, John Carerre, Stephanie Brown, Nikkie Dixon, Katherine Clyde, Mandy Bowers, Leigh Russell, and Chuck Griffin.

Strategic Plan Objectives and Data Based Benchmarks

Benchmarking is the process whereby an organization captures specific data related to its mission and goals. Each objective for the 2020-2025 plan is data based. The practice of benchmarking has four benefits. The first is current-state assessment of the function. Rigorous assessment yields a fact-based, more defensible understanding of the performance drivers. The second benefit is benchmarks build a strong foundation for transformation . An effective benchmarking initiative enables the college to more easily identify and prioritize opportunities. This results in more informed and relevant improvement targets and a stronger overall case for the transformation effort(s). The third benefit is it builds a strong basis for continuous improvement. Benchmarking helps create or renew a culture of managing by metrics by enabling periodic measurement against the initial baseline. The fourth benefit is language. Benchmarking sets forth a standard set of terms and definitions for key aspects of the college's processes, thus enabling everyone in the institution to share the same understanding about the state of operations. The tables on the next two pages illustrate the objectives, benchmarks, and data sources.

Table 2. Strategic Plan Objectives, Benchmarks, and Data Sources

Objective	Benchmark	Data Source
Decrease percentage of students completing 0 credits in their first term.	From 23% (fall 2018) To 18% by fall 2024	ATD First Time Ever In College (FTEIC) metrics
Increase percentage of students completing 24 credits in their first year.	From 21% (fall 2018) To 31% by fall 2024	ATD First Time Ever In College (FTEIC) metrics
Increase 3-year completion rate.	From 13% (fall 2016 cohort) To 20% (fall 2022 cohort)	ATD First Time Ever In College (FTEIC) metrics
Increase students' satisfaction with college support services.	From 52.5 mean (2016) To 58.0 mean (2021)	CCSSE "Support for Learners" domain
Increase students' satisfaction with academic advising.	From 5.46 avg mean (2019) To 5.7 avg mean by 2024	Noel Levitz Student Sat. Inventory (SSI) items #6, #25, & #78)
Increase the number of students enrolled in Career and Technical Programs.	1% each academic year	P&R Enrollment Report
Increase number of students participating in apprenticeships/work-based learning.	From 128 students (2019) To 250 by 2024-2025	Career Services enrollment reports
Annually achieve excellence level on first-time testing performance on licensure and certification exams.	Excellence level for 2020: 1.07 (Licensure Pass Rate Index)	NCCCS performance measures
Increase the commitment, capability, and experience of the college to fairly serve underrepresented populations with respect to access, success, and campus climate.	From 2.7 avg (2019) To 3.0 avg by 2025	ATD Institutional Capacity Assessment Tool (ICAT) Survey Equity Capacity domain



Objectives

Strategic Plan Objectives and Data Based Benchmarks (cont)

Table 2. (cont)

Objective	Benchmark	Data Source
Close the achievement gaps for minority, first generation, and low-income students completing 0 credits in their first term.	From 12%, 15%, and 13% (fall 2018) Decrease rate by 2% each academic year.	ATD First Time Ever In College (FTEIC) metrics
Close the achievement gaps for minority, first generation, and low-income students completing 24 credits in their first year.	From 24%, 5%, and 12% (fall 2018) Increase by 2% each academic year	ATD First Time Ever In College (FTEIC) metrics
Close the achievement gaps for minority, first generation, and low-income students completing an associate degree within three years.	From 21%, 50%, and 42%, (fall 2016 Cohort) Increase by 4% for all each academic year.	ATD First Time Ever In College (FTEIC) metrics
Achieve a demographic representation among faculty and staff that aligns with the student population.		PCC Human Resources Hiring Report
Increase capacity to collect, access, analyze, and use data to inform decisions.	From 2.7 (fall 2019) To 3.0 by fall 2025	ATD Institutional Capacity Assessment Tool (ICAT) Survey, Data and Technology domain
All program and service reviews will demonstrate evidence of data use and continuous quality improvement.	5 year review cycles established	Annual Program and Service Review reports and rubrics
College employees will participate in professional development activities related to best practices for diverse student populations.	90% of faculty 75% of staff	Teaching and Learning attendance records
Employees will indicate satisfaction with the variety and quality of professional development opportunities related to best practices for diverse student populations.	80% of employees indicate satisfaction	Teaching and Learning satisfaction survey
Increase the commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision of desired change.	From 3.0 avg (fall 2019) To 3.3 avg score by fall 2025	ATD Institutional Capacity Assessment Tool (ICAT) Survey, Leadership and Vision domain
Increase employees' satisfaction with decision making and communication processes.	From 3.13 mean avg (2018) To 3.3 mean avg by 2024	Personal Assessment of the College Environment (PACE) study items 10, 15, and 16

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 2020**

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 2020 and other annual surveys for 2020-2021. Please contact Jennifer for your survey needs.

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>

(Copy and paste to your web browser the path above.)

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

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).

Please plan on 5 working days at minimum for results.

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

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



2020 Summer Enrollment

Since March, 2020 the college has been operating in an online instructional and service environment. All of us have had to adjust on the fly and create new learning, service, management, and leadership systems and processes. Enrollment can be considered a marker of the good job being done by all Pitt Community College faculty and staff. A comparison of summer 2019 enrollment with 2020 summer enrollment (to date) shows an increase across most all variables. The tables below show an estimated picture of how the student body for summer 2020 is shaping up.

Table 3. Enrollment by Load

Semester	Full Time	Part Time	Total
2019SU	427	3067	3494
2020SU	466	3249	3715

Table 4. Enrollment by Gender

Semester	Female	Male
2019SU	2254	1240
2020SU	2399	1316

Table 5. Enrollment by Ethnicity

Semester	Black, Non-Hispanic	White, Non-Hispanic	Hispanic	Other
2019SU	1145	1784	273	259
2020SU	1159	1947	266	269

Table 6. Enrollment by Age

Semester	17 & Under	18-24	25-34	Over 35
2019SU	250	2031	704	509
2020SU	282	2195	718	520

Enjoy your Summer & Stay SAFE!

