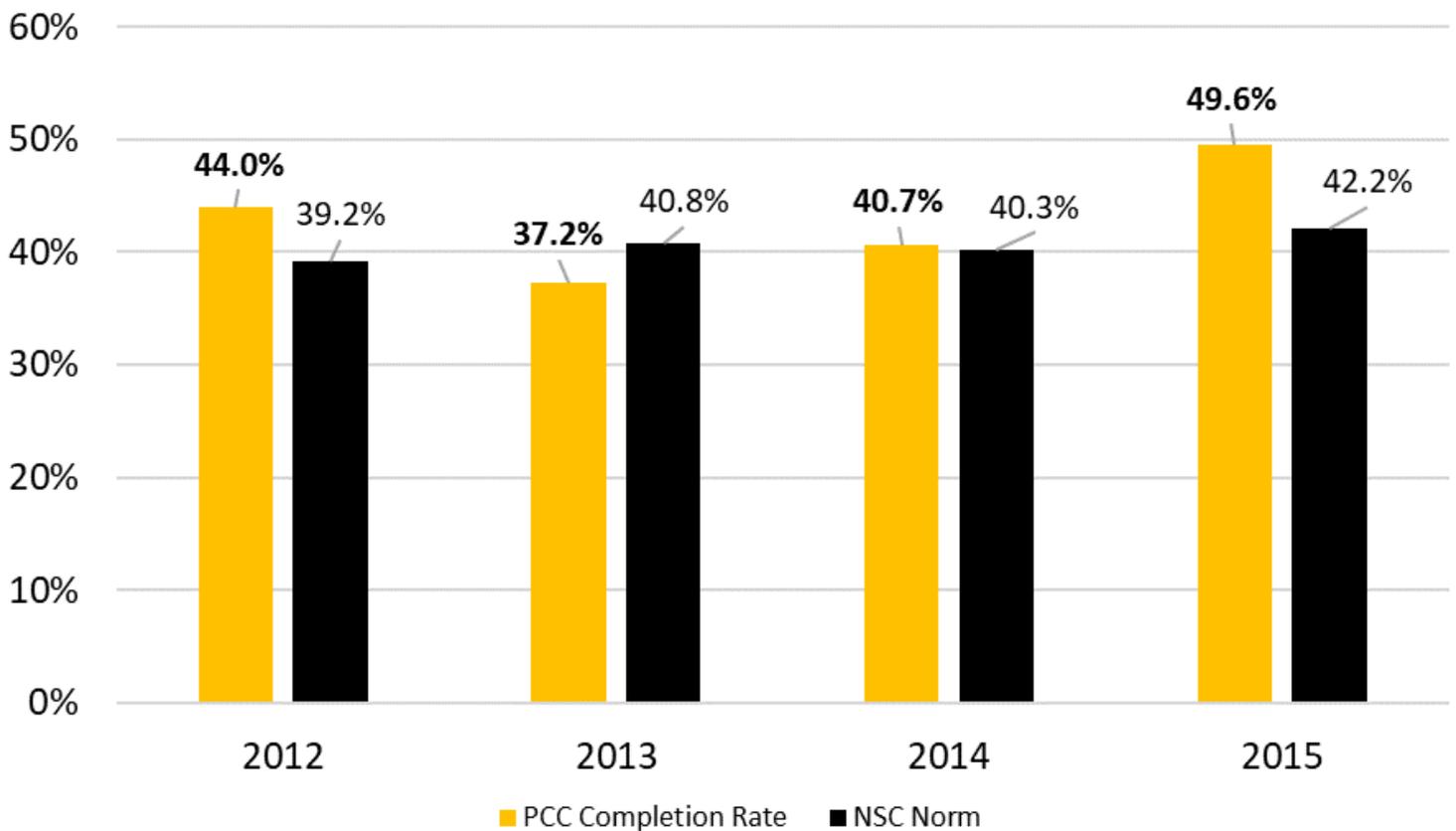# *Trends, Practice, and Progress @ Pitt Community College*

Graduation Rates: Six Year Outcomes

The college annually reports this rate, as developed by the National Student Clearinghouse (NSC), to SACSCOC as its *Key Student Completion Indicator.* This chart shows completion rates of students beginning at Pitt Community College and graduating with a credential at either PCC or another institution within 6 years. The 2015 cohort completion rate is the highest recorded. The college has been above the national norm in three of the last four measured years.

Strategic Plan Objective 1.1   Decrease the Percentage of Students Completing Zero Credits in First Term

Outcomes

The top priority and goal of the 2020-2025 institutional strategic plan is Student Success through increased student retention and completion. PCC measures the progress of this objective via the success of yearly cohorts identified as First Time Ever In College (FTEIC). Outcomes for cohort n and subsequent credit accumulation by semester and academic year are fundamental data points marking progress toward the priority. Table 1. below illustrates the number of students in each cohort for the past three years and Table 2 outlines the percent of the cohort who earn zero credits in the fall term.

Table 1. FTEIC Cohort n

Year	FTEIC Cohort n
Fall 2019	671
Fall 2020	433
Fall 2021	453

Table 2. FTEIC Outcomes—Students Receiving Zero Credits

Year	Percent of Students Receiving Zero Credits
Fall 2019	20%
Fall 2020	29%
Fall 2021	29%

Analysis: The enrollments for the FTEIC population slightly rebounded over the number recorded from 2020. For the 2021 cohort, the percent of students who earned 0 credits in a term was the same as the 2020 cohort.

Objective 1.2   Increase the Percentage of Students Completing 24 Credits in First Year

Table 3. FTEIC Outcomes—Students Earning 24 Credits in First Academic Year

Year	Percent of Students Earning 24 Credits in First Year
Fall 2018	21%
Fall 2019	20%
Fall 2020	17%
Fall 2021	20%

Analysis: The percentage of the fall 2021 cohort of student earning 24 credits in the first academic year increased to 20%. This is similar to percentages recorded in fall 2018 and 2019.

Objective 1.3   Degree Completion Rate

Table 4. Six Year Completion Outcomes (Key Student Completion Indicator for SACSCOC)

Fall Cohort	Six Year Outcomes	NSC Benchmark
Fall 2013	37.2%	40.7%
Fall 2014	40.7%	40.2%
Fall 2015	49.5%	42.1%

Analysis: note the significant increase between the 2013 cohort and the 2014 and 2015 cohorts. Institutional attention to teaching and learning, professional development, scholarships, and improved advising models can be attributed to the rate increases. This figure is highlighted on the cover.

Fall 2022 Curriculum (CU) Student Enrollment Data Sets

Though the final count for the fall 2022 semester will not be final until early January 2023, the following tables illustrate curriculum student enrollment by select demographic variables compared with fall 2021 figures. As is known, the COVID-19 pandemic caused many disruptions, and student enrollment is no exception. Employment rates continue to be strong as well with an overall 3.7% unemployment rate for Pitt County in September, 2022. Research from Belfield & Fink (2020) from the *Community College Research Center* suggest three additional factors affecting community college enrollments.

1. People are thinking short term and waiting out COVID.
2. Access to technology
3. Student motivation and remote learning adjustments for both students and faculty
   Source: *https://www.insidehighered.com/admissions/article/2020/08/17/community-colleges-have-tough-year-enrollments*

Table 5. CU Student Enrollment by Load

Term	Full Time	Part Time	Total
Fall 2022 (to date)	2754	4407	7161
Fall 2021	2841	4711	7552

Table 6. CU Enrollment by Student Gender

Term	Female	Male
Fall 2022 (to date)	4355	2806
Fall 2021	4570	2982

*Some students may not report

Table 7. CU Student Enrollment by Student Age

Term	17 & Under	18-24	25-34	Over 35
Fall 2022 (to date)	1353	4008	1021	769
Fall 2021	1252	4225	1203	872

Table 8. CU Student Enrollment by Student Ethnicity

Term	Black, Non-Hispanic	White, Non-Hispanic	Hispanic	Other*
Fall 2022 (to date)	2251	3533	740	460
Fall 2021	2389	3757	722	524

*Includes Asian/Pacific Islander, Alaska Native/American Indian, and Other/Unknown/Multiple

Curriculum Sections by Instructional Method

One of the outcomes from the 2020 pivot to remote learning and work is the gradual re-emergence of the Traditional, Blended, and Hybrid instructional methods. Tables 9 and 10 show the percentage of curriculum sections offered and the *duplicated* enrollment count of students by instructional method. The Course Enrollment by Term analytic found on the portal allows you to review in detail various courses and sections by method. Note the new Hyflex instructional option available for students this spring 2023.

Table 9. Fall 2022 Curriculum Sections by Method

Method	Fall 2022 Percent	Total Sections
Internet (IN)	52%	770
Blended (BL)	20%	301
Hybrid (HY)	4%	55
Traditional (TR)	24%	346

Table 10. Spring 2023 Curriculum Sections by Method

Method	Spring 2023 Percent*	Total Sections*
Internet (IN)	47%	681
Blended (BL)	16%	225
Hybrid (HY)	5%	76
Traditional (TR)	32%	458
HyFlex (HF)	1%	6

*To date

All data sets referenced can be found on the college's secure portal *Data And Reports* site.
https://myportal.pittcc.edu/employeeresources/atd/ssaccomm/datatest/Pages/default.aspx

Pitt Community College 2022 Performance Measures

The North Carolina Community College System maintains an easy to use and access site that shows the 2021 Performance Measures for Student Success. These *Lagging Indicators* consist of seven unique measurements: 1) Basic Skills Student Success, 2) Success in Credit English, 3) Success in Credit Math, 4) First Year Progression, 5) Student Completion, 6) Licensure Pass Rate, and 7) College Transfer Performance. A lagging indicator is data illustrating what a situation has been like in previous months, years, etc., rather than showing what it is like now or will be like in the future. Please visit the NCCCS Performance Measures website or copy and paste the address below to your browser for further information.

https://www.nccommunitycolleges.edu/analytics/dashboards/performance-measure-pm-summary

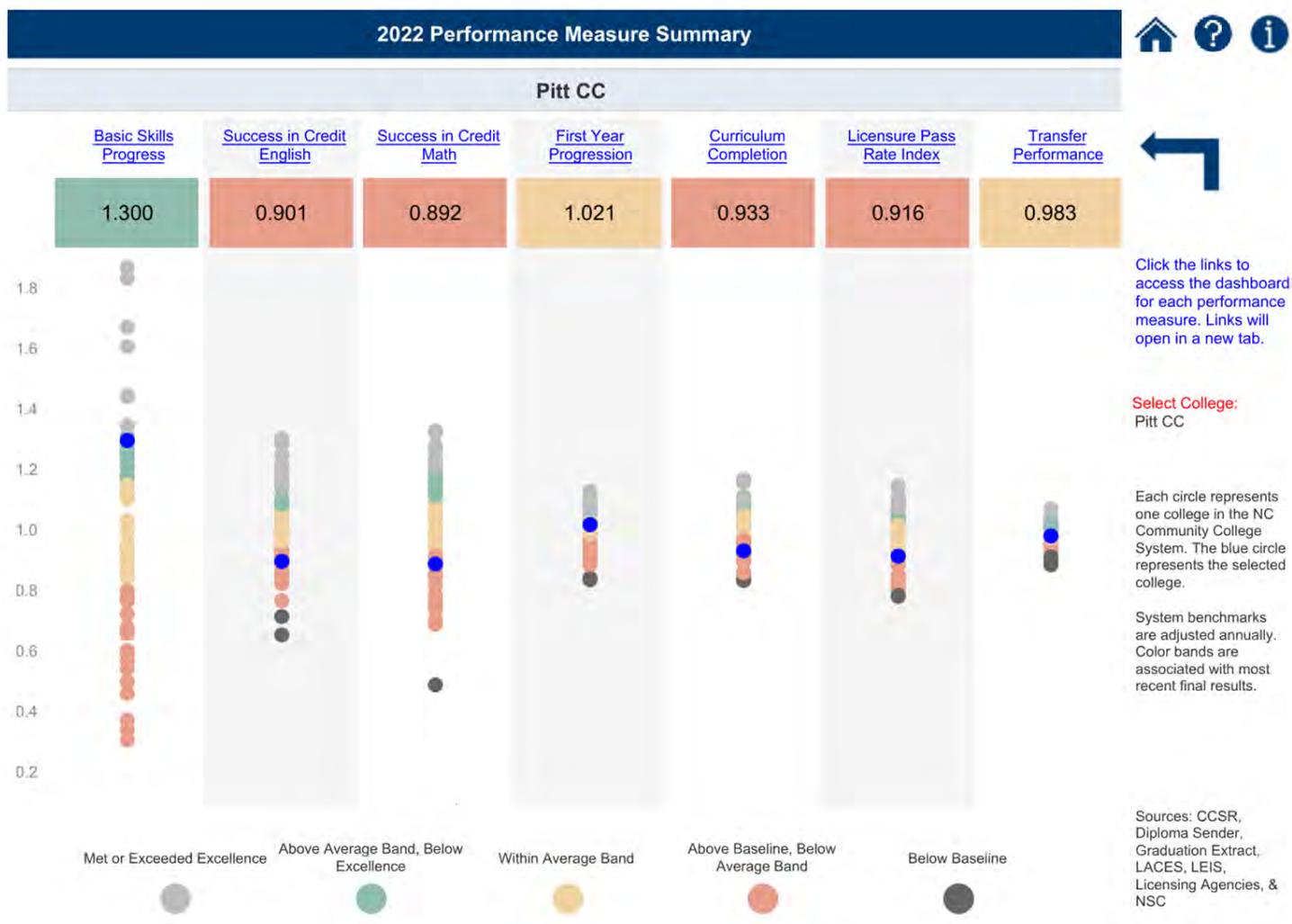The figure below shows the 2022 results for Pitt Community College.

Figure 2. Pitt Community College 2022 Performance Measures Results

Results show one of the seven measures exceeds the state performance average (Basic Skills Student Progress); two of the seven measures are the above the state baseline range (First Year Progression and College Transfer); the measures for Credit English, Mathematics, Licensure Pass Rate Index , and Curriculum Completion fell below the state average range. The college receives funding for each measure. The better the performance on each measure the more funding the institution receives. This year PCC will receive a $424K performance funding allotment.

College Accreditation Work With the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 2021-2022

Pitt Community College has engaged with three significant SACSCOC self studies since July 2021.

1. The first was a ***Program Acquisition***. The college acquired the Dental Assisting Diploma Program from Martin Community College in the fall of 2021. The college hosted a five person team (remote) that reviewed the program and thirty-four applicable accreditation standards. The team conducted it's review with students, faculty and staff. The committee found compliance with all standards. No recommendations were issued by the review team.

2. The second study was the reporting of college ***Off Campus Instructional Sites***. The Welding Department has established certificate programs at five local high schools (Ayden-Grifton, DH Conley, Farmville-Central, JH Rose, and North Pitt). To bring these sites into compliance the college hosted a five person review team in May 2022. The team members interviewed students and faculty and inspected each site. The team reviewed thirteen unique accreditation standards. The committee found compliance with all five sites and accreditation standards. No recommendations were issued by the review team.

3. The third self study was the completion of the decennial institutional ***Review for Accreditation Reaffirmation***. A team of eight community college professionals were on campus in late September, 2022. The team conducted an intensive review of 40 standards and interviewed over twenty administrative staff members, twenty-five faculty, and over twenty students. Interview topics ranged from admissions policies to student experiences to planning and assessment to budgets. All standards were found to be compliant. No recommendations were issued by the review team.

The author wishes to THANK all those who helped each project!

Zero recommendations for a SACSCOC study requires attention and hard work. It is a rare feat and tremendous accomplishment to achieve this for *three consecutive studies*.

Pitt Community College is 3-0!

Quality Enhancement Plan (QEP)

One of the components of institutional reaffirmation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is a Quality Enhancement Plan (QEP). The QEP requires the institution to identify and implement a plan to address student achievement and/or student success. **The QEP topic for Pitt Community College is to *Improve Student Success Rates in Internet (IN) Based Courses* (grade "C" or better).**

QEP Leadership

Under the able leadership QEP Co-Chairs of Ms. Lynda Civils and Mr. Charles Griffin the SACSCOC reaffirmation team studied the QEP plan and granted approval of the project with no recommendations. At the conclusion of the reaffirmation visit, project leadership was assumed by Ms. Andrea Stamper and Ms. Patricia Adams.

Ms. Stamper will serve as Director, QEP and Assessment. She can be reached at 252.493.7296 or at alstamper153@my.pittcc.edu.

Ms. Patricia Adams, Department Chair, Social Sciences, is also assisting the project as faculty instructional designer. She can be reached at 252.493.7413 or pgadams428@my.pittcc.edu.

QEP Conceptual Framework

A conceptual framework gives the study direction/parameters and helps the QEP team organize ideas and clarify outcomes. The conceptual framework for the QEP involves student and faculty preparation for IN courses and consistent instructional delivery and engagement.

Some important data developed through the institutional planning and evaluation process was learning about student success (grade "C" or better) by instructional method. Results from the last six terms are on the table below. The terms spanning spring 2020 to fall 2021 were influenced by the COVID-19 pandemic.

Method	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Blended	82.1%	71.2%	73.6%	76.2%	73.3%	69.5%
Hybrid	53.8%	67.9%	69.2%	73.8%	64.8%	62.9%
Internet	73.8%	71.6%	66.4%	67.0%	65.2%	66.9%
Traditional	75.1%	75.4%	83.0%	88.1%	78.6%	79.9%

Analysis: data suggests that Internet course student success is rebounding. The continuous improvement in traditional instruction is also noted. Local professional development from the Teaching and Learning Office and Quality Enhancement Planning have driven attention to Internet instruction quality improvement.

QEP Student Satisfaction Survey

In fall 2021 and fall 2022 the PCC student body responded to a QEP survey with the purpose of 1) assessing overall IN student course satisfaction, and 2) identifying factors that encourage or boost student IN course success. Results below show that students are highly satisfied with online courses and that video/audio lectures, virtual office hours, and individual feedback helps promote student success.

Table 11 . QEP Student Survey-Online Course Satisfaction

Table 12. Beneficial Practices for IN Course Success

Student Satisfaction Level	Percent
Very Dissatisfied	3%
Dissatisfied	6%
Neither Satisfied nor Dissatisfied	9%
Satisfied	43%
Very Satisfied	37%

Item #	Item
4	Posted video/audio lectures
1	Instructor offered virtual office hours
10	Provided individual feedback on assignments
7	Required peer discussions
6	Hosted virtual study group sessions

Analysis: 80% of respondents were satisfied or highly satisfied with their IN courses. When looking at beneficial practices, the top three items were unchanged from the 2021 QEP student survey. This reflect the importance of student /faculty connections and communications systems.

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 underlined desired effect of a program, service, or intervention. It 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.

Linkages to SACSCOC

Planning and Assessment have direct linkages to the SACSCOC standards listed below

1. **Standard 7.1** (Institutional planning)
2. **Standard 7.3** (Administrative effectiveness)
3. **Standard 8.2.a** (Student outcomes: educational programs)
4. **Standard 8.2.b** (Student outcomes: general education)
5. **Standard 8.2.c** (Student outcomes: academic and student support services)

What are the Areas within Planning and Research?

Planning and Research (P&R) manages and leads college processes and efforts to organize evaluation, assessment, and improvement initiatives so the institution can determine how well it is fulfilling its mission and achieving its goals. Components of the department are listed below:

- Institutional Research
- Survey Research
- Program Review (academic/administrative)
- Student Learning Outcome Assessment
- Accreditation and Quality Enhancement Plan
- Strategic Planning
- Decision Support and Policy Development

STAY SHARP! PLANNING STEPS SPRING 2023

Planning tasks that can be completed during spring term include:

⇒ **In January 2023 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.

⇒ *Think about what you can expect this spring 2023 term. Any trends?*

Survey Projects for 2021-2022
Total Survey Projects = 188

Planning and Research is your <u>First and Formal Connection</u> to assist you with your professional survey research needs. To request a survey project, help with designing your next survey research project or if you have any survey related questions, please contact Ms. Jennifer Joyner at 493-7384 or email jgjoyner416@my.pittcc.edu

Survey Completion Procedures are located on the College Portal at the address below (login required)

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 survey administration.

Surveys are generally available for a minimum of two weeks. Results are compiled and shared after the survey closes. The reporting timeline varies with each project.

Instructor and Course Evaluations for curriculum classes are generally available for the last two weeks of the semester via your my.pittcc.edu email account.

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. IR specializes in gathering, analyzing, and communicating institutional data in an objective manner. IR facilitates teaching and service excellence and informs decision making and policy development throughout the institution. IR also reports data to the US Department of Education and other governmental agencies.

Institutional Research staff process 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. (Please 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 required on the 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: Allow for **five business days** for results.

Please email Anna Jones at aejones870@my.pittcc.edu or Stephannie Seaton at ssseaton109@my.pittcc.edu if you have any questions.

For Your Information
Personnel from Institutional Research have contributed leadership, perspective, and reliable data to several college sponsored activities. A partial list is below

◊ **2020-2025 Institutional Strategic Plan**
◊ **SACSCOC Accreditation Reaffirmation**
◊ **Achieving the Dream**
◊ **NC Reconnect Initiative**
◊ **Strategic Enrollment Planning**
◊ **GEAR UP Grant Data Collection**
◊ **Institutional Analytics** *(Tableau)*
◊ **Live Data Dashboards for Enrollment and FTE**

The Back Page

The Planning and Research Department has seen a few changes this past 2021-2022. There are three new people working in the department.

Dr. Stephannie Seaton joined Planning and Research in April 2021. She serves as Coordinator, Institutional Research. Dr. Seaton is responsible for assisting with solutions for data requests and creates and manages the publicly available institutional analytics. Dr. Seaton can be reached at 252.493.7822 and email swseaton109@my.pittcc.edu

Mr. Wallace Winborne joined Planning and Research in May, 2022. He serves as the Administrative Assistant to the Planning and Research Vice President. Mr. Winborne is responsible for the administrative functions of the office and supports all Planning and Research Staff. Mr. Winborne can be reached at 252.493.3068 and email wewinborne696@my.pittcc.edu

Ms. Andrea Stamper joined Planning and Research in October, 2022. She serves as the Director, QEP and Assessment. Ms. Stamper is responsible for leading and managing the institutional QEP, general education assessment, institutional research, and credit and non-credit assessments. Ms. Stamper can be reached at 252.493.7296 and email alstamper153@my.pittcc.edu

These three individuals joined existing Planning and Research staff: Ms. Jennifer Joyner, Coordinator, Institutional Survey Research, Ms. Anna Jones, Assistant Vice President, Planning and Research, and Dr. Brian Miller, Vice President, Planning and Research.

Enjoy Autumn!

Wallace Winborne, Anna Jones, Andrea Stamper, Brian Miller, Jennifer Joyner
*Stephannie Seaton not pictured