

Goal 4: Continuous Improvement Report

We will ensure the relevance and quality of all programs and services through planning, assessment and the appropriate distribution of resources.

Key Measures

- ❑ Highlights of student satisfaction survey results
- ❑ Use of satisfaction survey findings for improvement
- ❑ *Additional measures (under development) will be included in next year's report*

Report Summary

Students consider the quality of instruction delivered at PCC, faculty, and PCC facilities to be the College's greatest strengths. In contrast, course scheduling, registration, textbook costs, advising and financial aid can be challenges for students. The College began (and continues) to address these challenges through the targeted allocation of personnel, technology and financial resources.

Supporting Detail

Student satisfaction surveys are one of the tools used by the College to assess services, review programs and provide direction for continuous improvement of the College. A sample of over 1,200 credit students at the three campuses and Southeast Center completed the Noel-Levitz Student Satisfaction Inventory™ in Spring 2005.

The Noel-Levitz Student Satisfaction Inventory™ is a survey comprised of approximately 85 standard items and 10 optional items created by the college. Students assign a level of importance and level of satisfaction to each item based on a seven point scale.

PCC Strengths and Challenges

Survey items were analyzed to determine strengths (high importance and high satisfaction) and challenges (high importance and low satisfaction). The following table lists the top five for each group.

“Top Five” Strengths and Challenges <i>(listed in order of greatest importance to students)</i>	
Strengths	Challenges
1. Excellent quality of instruction	1. Classes scheduled at convenient times
2. Good variety of courses provided	2. Able to register with few conflicts
3. Able to experience intellectual growth here	3. Cost of textbooks
4. Faculty are knowledgeable in their fields	4. Advisor knows program requirements
5. Safe and secure campus	5. Adequate financial aid available
<i>18 items in total were identified as strengths</i>	<i>15 items in total were identified as challenges</i>

Many of the strengths students identified focused on the quality of instruction, faculty, and facilities. Policies and procedures related to billing, course selection and course adding and dropping were well received by students. In addition, computer labs, library resources and lab equipment were also viewed favorably.

The greatest challenges for students were classes being offered at convenient times, the ability to register with few conflicts and the cost of textbooks. Advising and financial aid were also critical areas. Students want advisors to be knowledgeable about program/transfer requirements and adequate financial aid be available and awarded in a timely manner.

Use of Survey Findings for Continuous Improvement

The following examples highlight how personnel, technology and financial resources were allocated to address survey findings. While not a comprehensive list, this does address the wide range of activities directed toward continuous improvement at the College.

Financial Aid

- Financial Aid Days have been implemented on all campuses to provide assistance to students and potential students in completing the *Free Application for Federal Student Aid* (FAFSA) forms needed to apply for financial aid.
- Financial Aid added a new financial aid loan officer position.
- “Old” computers in Financial Aid Offices have been replaced with new computers/technology to improve efficiency.

Academic Advising

- Increased advising opportunities were made available at all campuses through the Mott Grant for developmental education students interested in pursuing a certificate or degree in Professional Technical Education.
- A new general advisor position was created at the Sylvania Campus.
- Increased advising efficiencies are possible due to the purchase and use of a new tracking system (Advisor Trac). College-wide implementation is scheduled to be complete in Fall 2007.

Textbooks

- A textbook committee was formed (active 2005-06) to study how faculty and various administrative and student service areas within the College could work together to create affordable textbook options for students.

Registration/Scheduling

- An automated wait list process was fully implemented which allows students to better manage their schedule. (A wait listed student is automatically enrolled in a previously filled class if an opening becomes available during the registration period.)
- A newly revised block schedule format to help eliminate class scheduling conflicts for students is being piloted at a couple of the campuses.
- The number of courses offered via distance learning (which present no class scheduling conflicts for students) continues to increase each year.

Closing the Loop

The Noel-Levitz Student Satisfaction Inventory™ survey of credit students was repeated in Spring 2007. Once the analysis is complete, the findings will be used to assess the effectiveness of previously implemented strategies and provide direction for future areas of improvement.

Definitions and Data Resources

Strengths and challenges were defined using the following Noel-Levitz methodology.

“Challenges are defined as being above the midpoint in importance and in the bottom quartile of satisfaction and/or the top quartile of performance gaps. . . Strengths are defined as being above the mid-point in importance and in the top quartile of satisfaction.”

Source: https://www.noellevitz.com/NR/rdonlyres/E657CCA1-B3EA-4510-AC24-D73A687A2BAB/0/SSI_05_community.pdf

Focused Interim Evaluation Report, PCC, April 2007 (one of the data sources referenced for “Use of Survey Findings for Continuous Improvement”)