



## Student Achievement

Georgia Piedmont Technical College (GPTC), a unit of the Technical College System of Georgia (TCSG), measures student success and achievement with respect to its mission, which is to promote a student-centered environment for lifelong learning and development, encompassing academic and technical education for employment in a global community. The College offers associate degrees, diplomas, technical certificates, continuing education opportunities, and customized training for workforce development through traditional and distance delivery formats.

### Compliance

GPTC is one of Georgia's oldest technical colleges committed to preparing students with the education, training, and skills needed to enter the workforce and make a positive impact in their communities, companies, and global economy. To this end, GPTC has identified student achievement criteria, provided appropriate data, established thresholds of acceptability, and explained how each criterion relates to its mission, in accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 8.1 which states:

*The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.*

### Student Achievement Criteria

The student achievement criteria identified by the College are in the following areas:

1. Fall-to-Fall Retention Rate
2. Completions
3. Graduation Rate
4. Job Placement

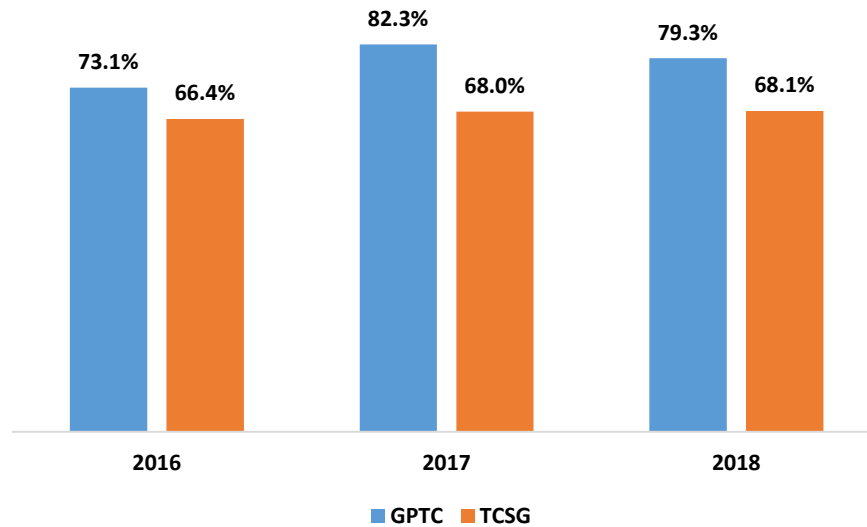
Each criterion is in alignment with the College's mission statement. Fall-to-fall retention, completion, and graduation rates are indicators of excellence in the technical college system because they provide the most comprehensive evidence of the students' successful matriculation while enrolled at GPTC. Job placement rates are further indications of student achievement and bring to fruition the mission of the College.

## Student Achievement Criteria 1: Fall-to-Fall Retention

Fall-to-Fall retention rates are calculated based on the fall semester cohort, which includes first-time, regular admitted students from the previous fiscal year. These students have either graduated from or were still enrolled at a Georgia technical or university system college through the subsequent fiscal year. Thus, fall-to-fall retention rates incorporate students retained, as well as those who received an award.

Figure 1 compares the fall-to-fall retention for GPTC and TCSG students. The figure shows that between FY2016 and FY2017 there was an increase of nine percentage points, growing from 73.1% to 82.3%. However, in FY2018 the rate dropped by three percentage points, decreasing to 79.3%. Overall, GPTC exceeded system-level rates for the three-year period.

**Figure 1. GPTC and TCSG Fall-to-Fall Retention Rates**



Source: KMS (Retention Rate Scorecard- MES0010)

Table 1 compares actual retention rates against goals set for the fiscal year. Prior to 2017, each institution established its own goals. However, beginning in 2017, goals are now based on the TCSG strategic plan. Over the three-year period, GPTC exceeded its goal in FY2016 and FY2017, but fell short of goal attainment in FY2018 by only four percentage points.

**Table 1. GPTC Fall-to-Fall Retention Rates**

2016		2017		2018	
Goal	Actual	Goal	Actual	Goal	Actual
68.0%	● 73.1%	73.8%	● 82.3%	83.5%	● 79.3%

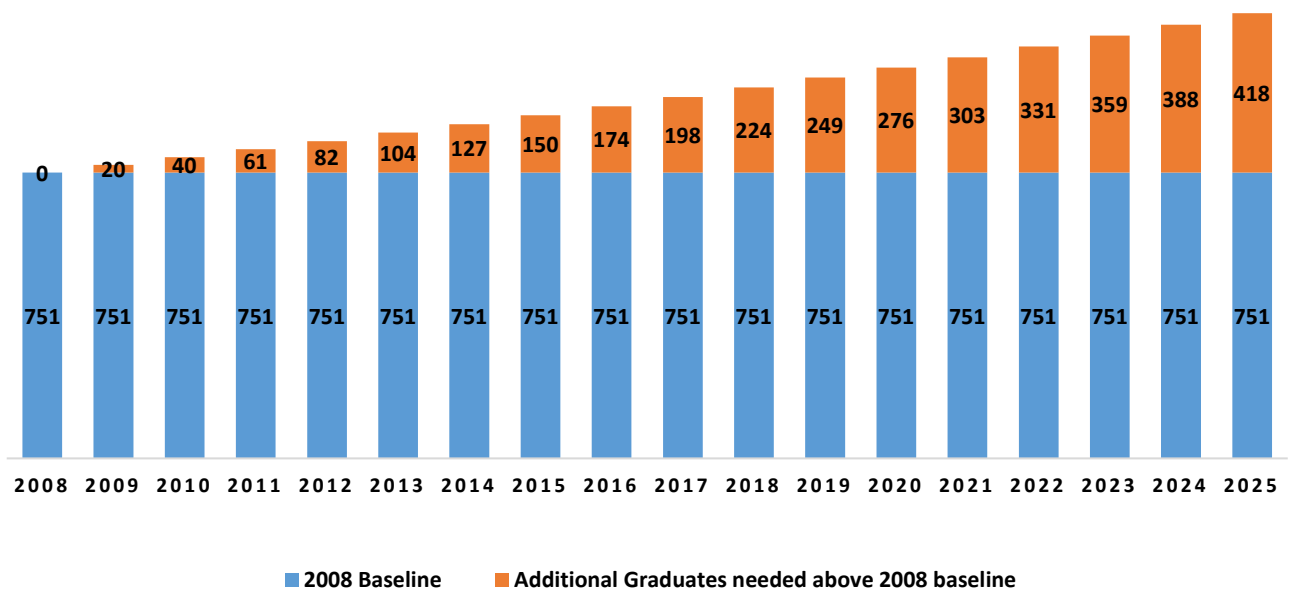
Source: KMS (Benchmark Summary- MEB0198)

## Student Achievement Criteria 2: Completions

Georgia’s Higher Education Completion plan (Complete College Georgia (CCG)) provides a framework for action and accountability leading to increased college completion rates. CCG graduates are a subset of the college’s total graduates. It is an unduplicated count of graduates who are not in high school and received an award that is a Technical Certificate of Credit (TCC) less than one year leading to an industry certification or licensure, a TCC more than one year, a Diploma, or an Associate Degree.

The annual CCG goal, set by TCSG, reflects a 2.6% increase over the previous year, which is based on the Technical College System’s target of 85,064 additional graduates from 2009 to 2025. Figure 2 provides an overview of GPTC’s 2025 completion goals to produce 16,273 total graduates between 2009 and 2025. An institutional baseline was established in 2008 with 751 graduates. GPTC aims to produce 3,506 graduates above this baseline by 2025.

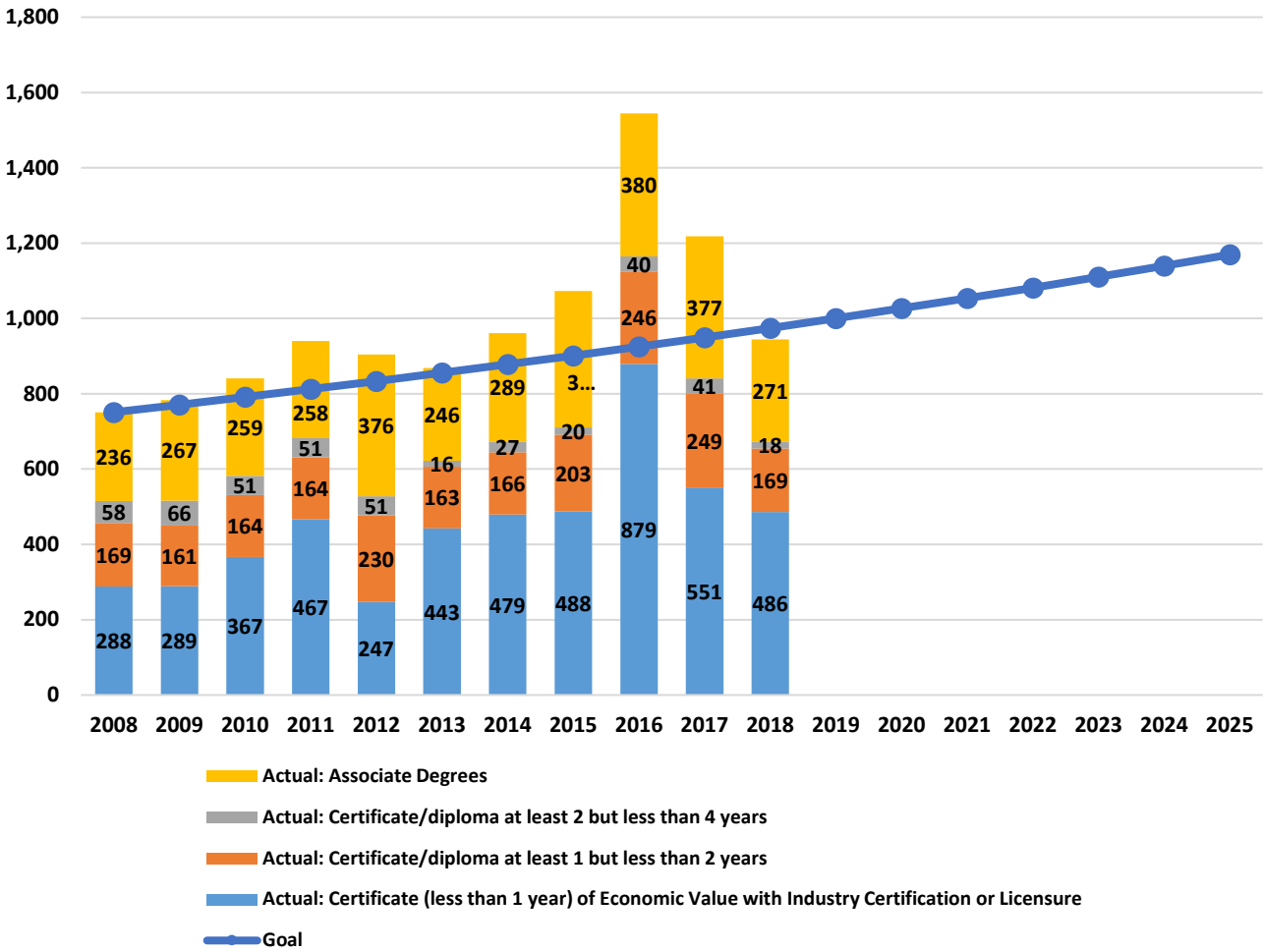
**Figure 2. GPTC CCG 2025 Projections**



Source: KMS (CCG Degree Production Goal Tracker- MEB0332)

Figure 3 provides a summary of GPTC’s completions attainment since 2008. Between FY2009 and FY2017, GPTC consistently met its completion goals, exceeding the target by a range of 12 (FY2009) to 620 (FY2016) graduates. In FY2017, the 2025 degree completion goal was 198 graduates above baseline. GPTC exceeded this goal by 269 completers (1,218 total graduates). In FY2018, the 2025 degree completion goal was 224 graduates above baseline. GPTC did not meet the goal, falling short by only 31 completers (944 total graduates).

**Figure 3. GPTC's Actual Completions**



Source: KMS (CCG Degree Production Goal Tracker- MEB0332)

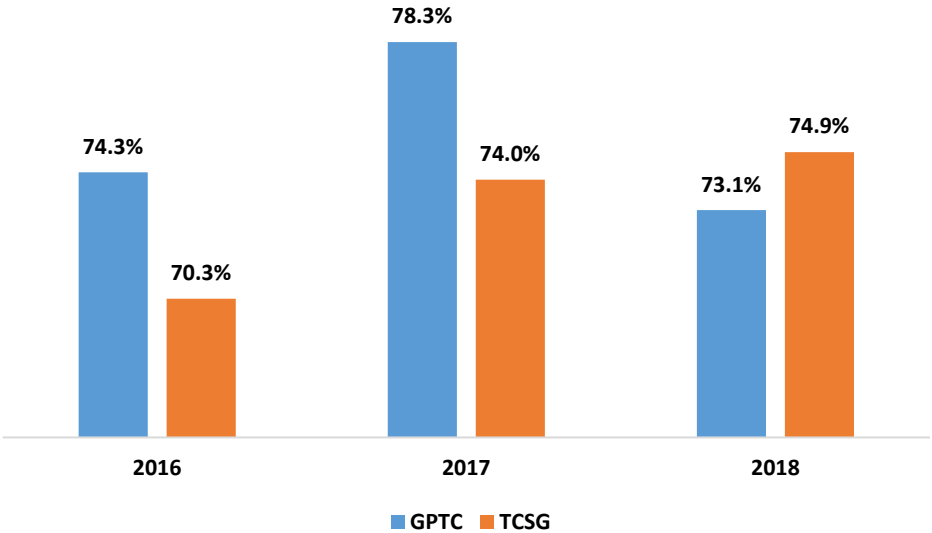
**Student Achievement Criteria 3: Graduation Rate**

Graduation rates measure the number of students enrolled in an award program (TCC, diploma, or degree) and in at least one vocation course, the number who left college as a graduate, or as a non-graduate leaver during a two year period. TCSG calculates graduation rate by dividing the number of graduates by all leavers (graduate and non-graduate leavers) ( $Graduation\ Rate = \frac{Graduates}{Graduates + Non-Graduate\ Leavers}$ ). Non-Graduate Leavers are defined as students that, during the two year period, took 12 or more hours and did not graduate. Each student is reported as a leaver once, based on their home campus and major the last term enrolled during the two-year period. Each student is reported as a graduate once at the college level, once for each campus (therefore, if a student received an award at more than one campus, he or she is counted once for each of those campuses), and once for each major (students are counted once for each award they received)<sup>1</sup>.

<sup>1</sup> Source: KMS (Graduation Rates- TES3111)

Figure 4 compares the graduation rates for GPTC and TCSG students. The figure shows that between FY2016 and FY2017, there was an increase of four percentage points, growing from 74.3% to 78.3%. However, in FY2018 the rate dropped by five percentage points, decreasing to 73.1%. GPTC exceeded TCSG rates during FY2016 and FY2017. However, GPTC did not exceed TCSG graduation rates for FY2018, falling short by less than two percentage points.

**Figure 4. GPTC and TCSG Graduation Rates**



Source: KMS (Graduation Rate Scorecard- MES0007)

Table 2 compares actual graduation rates against goals set for the fiscal year. Over the three-year period, GPTC exceeded its goal in FY2016 and FY2017 but fell short of goal attainment in 2018 by seven percentage points.

**Table 2: GPTC Graduation Rates**

2016		2017		2018	
Goal	Actual	Goal	Actual	Goal	Actual
60.5%	● 74.3%	76.2%	● 78.3%	80.0%	● 73.1%

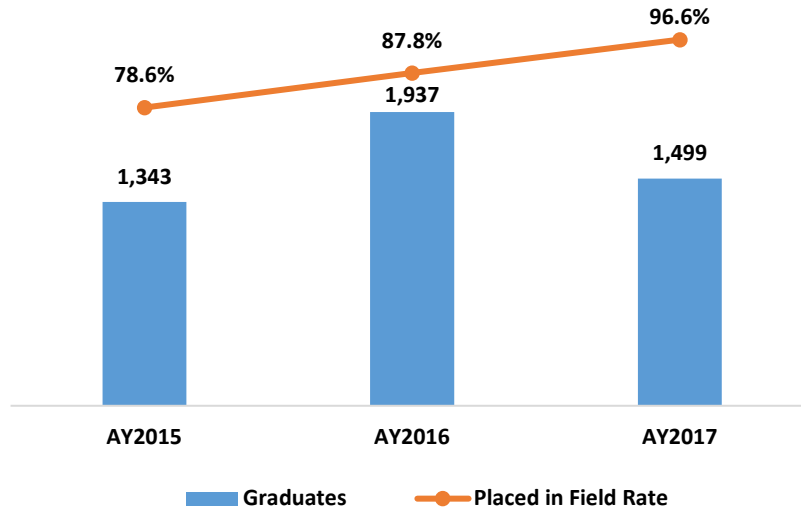
Source: KMS (Graduation Rate Scorecard- MES0007)

**Student Achievement Criteria 4: Job Placement Rate**

Job placement rates are another indicator of student achievement. Job placement rates are based on unduplicated graduates and unduplicated employment status, using the latest employment status entry for each student. Graduate placement data are tracked through September 15th of the following year. For example, placement rates for AY2018 graduates use the latest employment status entry for each student with a graduation term of fall 2018, spring 2018, or summer 2018. These rates become final after September 15, 2019.

Figure 5 provides a three-year trend of in-field placement rates. The figure shows that GPTC’s placement rates have consistently increased each year since 2015. Placement rates increased nine percentage points each year, over the three year period, growing from 78.6% (AY2015) to 96.6% (AY2017).

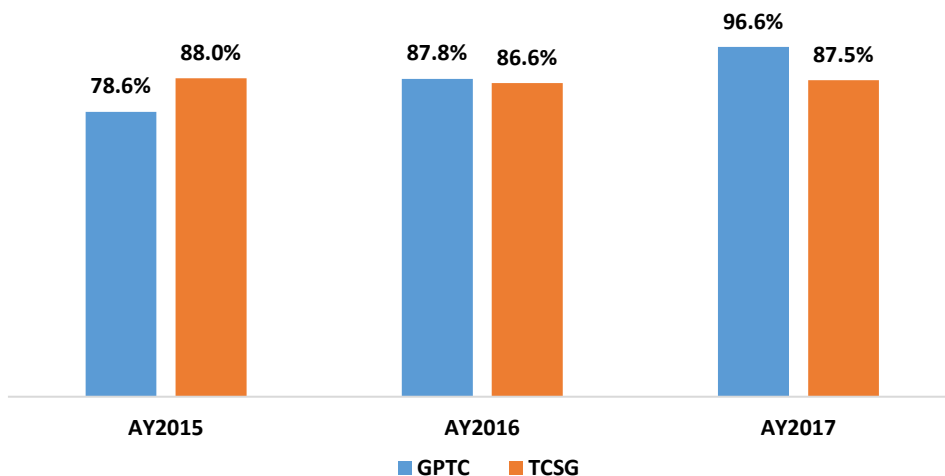
**Figure 5. GPTC In-Field Job Placement Rates and Graduate Headcount**



Source: KMS (Job Placement Rate Scorecard- TES0265)

Figure 6 compares in-field job placement rates for GPTC and TCSG students. The figure shows that GPTC exceeded the system-level rates in AY2016 and AY2017. However, GPTC did not exceed the System during AY2015, falling short by nine percentage points.

**Figure 6. GPTC and TCSG In-Field Job Placement Rates**



Source: KMS (Job Placement Rate Scorecard- TES0265)

GPTC’s overall placement rates remain consistent in comparison to the System’s near 100% job placement rates. Table 3 provides overall placement rates, including in-field placement rates, for GPTC and TCSG.

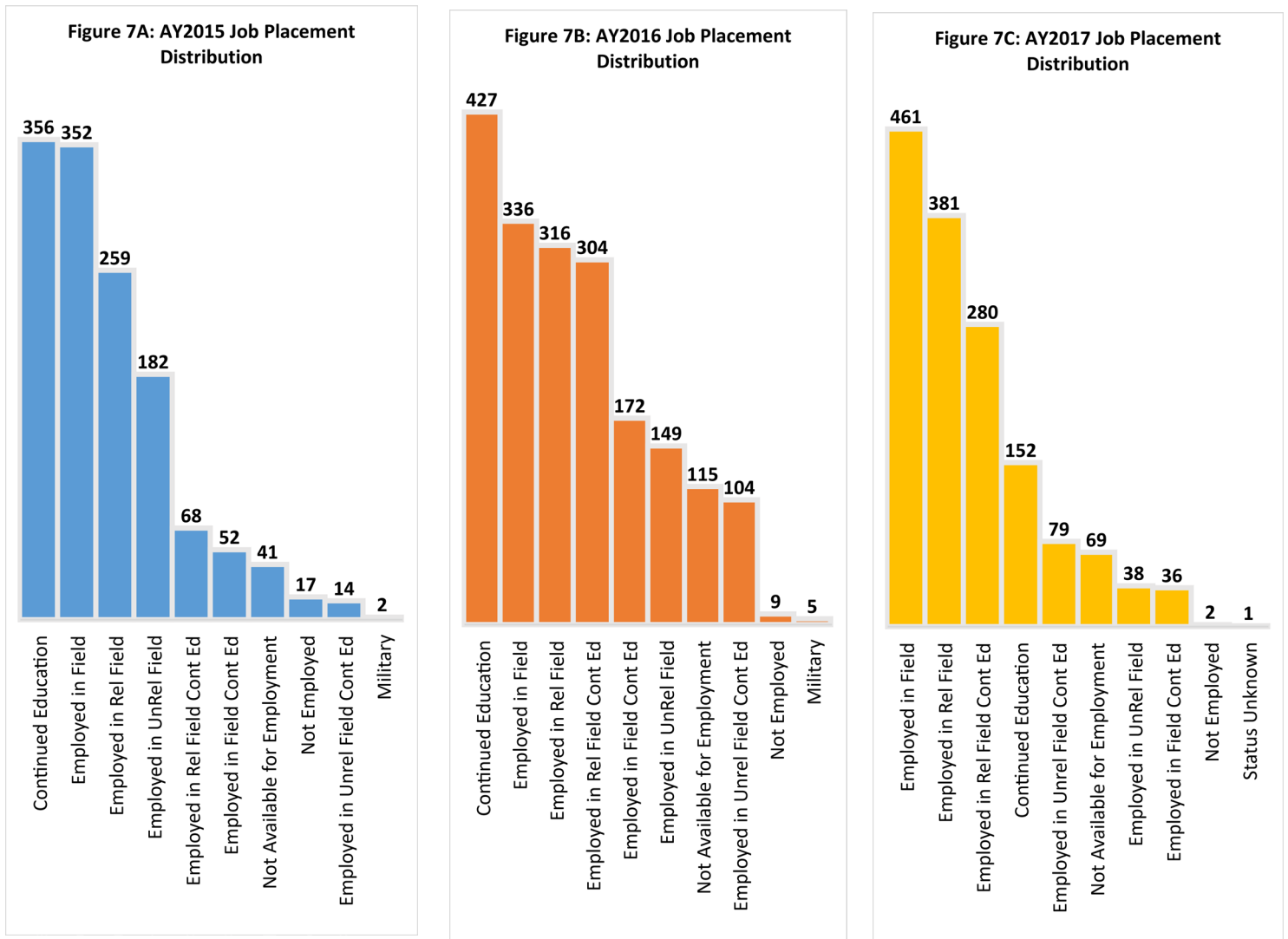
**Table 3: GPTC and TCSG Overall Job Placement Rates**

	GPTC	TCSG
AY2015	98.7%	99.1%
AY2016	99.5%	99.2%
AY2017	99.9%	99.3%

Source: KMS (Job Placement Rate Scorecard- TES0265)

Figure 7A, 7B, and 7C provide a distribution of placement destinations captured in the overall job placement rate. Destination categories include *employed in field*, *military*, *employed in related field*, *employed in unrelated field*, *employed in field continuing education*, *employed in related field continuing education*, *employed in unrelated field continuing education*, *continued education*, *not employed*, *not available for employment*, *refused employment*, and *status unknown*.

**Figure 7 A-C. GPTC Job Placement Distribution**



Source: KMS (Job Placement Rate Scorecard- TES0265)

GPTC’s overall placement distribution indicates that the College is on target with producing trained students that continue into continuing education programs, in-field employment, and employment in related fields.