



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 workforce development within a learner-centered environment through adult education, technical education, and customized business and industry training in DeKalb, Newton, and Rockdale counties. GPTC offers learners the opportunity to enhance, refine, or develop their education, earning associate's degrees, diplomas, or certificates through traditional and distance delivery methods. Additionally, the College offers continuing education opportunities and customized training for workforce development.

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 the 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

Student achievement criteria identified by the College are in the following areas:

1. Enrollment
2. Fall-to-Fall Retention Rate
3. Completions
4. Graduation Rate
5. 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: Enrollment

GPTC's enrollment management team influences not only the number of new students enrolled at the College but also persistence to continue their matriculation from the time of enrollment to graduation. GPTC has established the expectation to consistently seek reasonable growth in student enrollment while maintaining quality and preserving small class sizes to foster a learner-centered environment. To this end, GPTC tracks business and industry training, technical education enrollment, and adult education enrollment.

Table 1 provides an overview of Customized Contract Training (CCT). Tracked annually, the count represents the unduplicated number of companies that received customized training during the fiscal year. Between 2018 and 2019, CCT increased by 15 companies.

Table 1. Customized Contract Training

Metric Description	2018	2019
Companies Trained (CCT)	15	30

Source: KMS (Technical Education Scorecard MES0199); Retrieved 10/2019

Total credit enrollment represents an unduplicated count of students enrolled for credit during the academic year. Enrollment has declined by 1,191 students since 2017. Table 2 provides an overview of total headcounts for credit enrolled students by academic year.

Table 2. Total Credit Enrollment

Metric Description	2016	2017	2018	2019
Total Credit Enrollment	5,627	6,020	5,799	4,829

Source: KMS (Technical Education Scorecard MES0199); Retrieved 10/2019

GPTC tracks four categories of adult education enrollment 1) Adult Basic Education, 2) College and Career Prep, 3) English as a Second Language, and 4) High School Equivalency Graduates (GED). Adult Basic Enrollment is the total enrollment of adult education students who are assessed at an entry educational functioning level (EFL) of less than 6th grade and College and Career Prep is the total enrollment of adult education students who are assessed at an EFL of 6th - 12th grade. For each category, enrollment calculations are based on National Reporting System (NRS) definitions and represent a count of the total unduplicated number of students in the fiscal year who attended 12 or more hours in an adult education program.

Table 3. Adult Basic Education Enrollment

Metric Description	2016	2017	2018	2019
Enrollment (Adult Basic Education 0.0-5.9)	1,605	1,540	1,826	1,605
Enrollment (College and Career Prep 6.0-12.9)	743	644	717	587
Enrollment (English as a Second Language)	1,647	1,604	1,203	1,120
High School Equivalency Graduates (GED)	185	171	198	202

Source: KMS (Technical Education Scorecard MES0199); Retrieved 10/2019

While CCT and GED enrollment has increased, GPTC has experienced a decline in technical and adult enrollment. However, GPTC's 2020/2025 Strategic Plan outlines priorities to address this decline.

Those strategic priorities are,

Goal 1.4: Develop initiatives to transition students from adult education to credit-based programs of study;

Goal 1.5: Initiate a student-centered completion campaign that encourages full-time enrollment; and

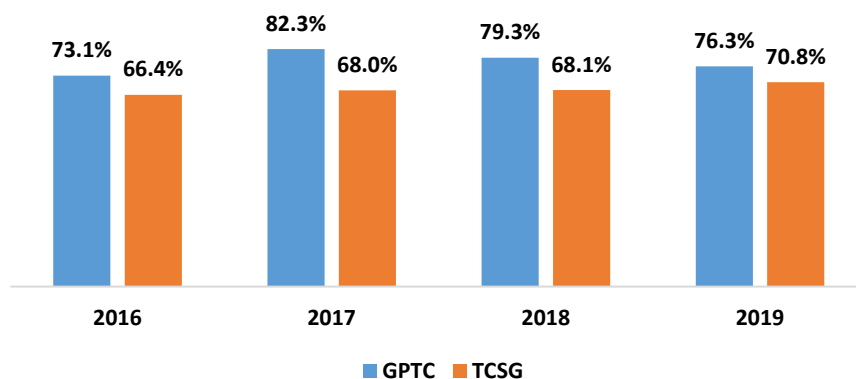
Goal 2.7: Develop/implement recruitment activities targeted to introduce middle school and high school students to technical education programs with special emphasis on high-demand careers.

Student Achievement Criteria 2: 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. The figure shows an increase of nine percentage points, between AY2016 and AY2017, growing from 73.1% to 82.3%. However, in AY2018 and AY2019, the rate slightly dropped, decreasing to 76.3% (AY2019). Overall, GPTC’s fall-to-fall retention rate remains consistent and exceeds system-level rates during the four-year period.

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



Source: KMS (Technical Education Scorecard MES0201 & MES0199) and Data Center (2019 System Retention Rate); Retrieved 10/2019

Table 4 compares retention rates against performance goals set for the fiscal year. Before 2017, each institution established its own goals. Starting in 2017, performance goals were set by TCSG and based on the system’s strategic plan. However, in 2019, TCSG institutions were requested to demonstrate continuous improvements. Over the four-years, GPTC exceeded its goal in AY2016 and AY2017 but fell short of goal attainment in AY2018 and AY2019.

Table 4. GPTC Fall-to-Fall Retention Rates

2016		2017		2018		2018	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
68.0%	73.1%	73.8%	82.3%	83.5%	79.3%	> 79.3%	76.3%

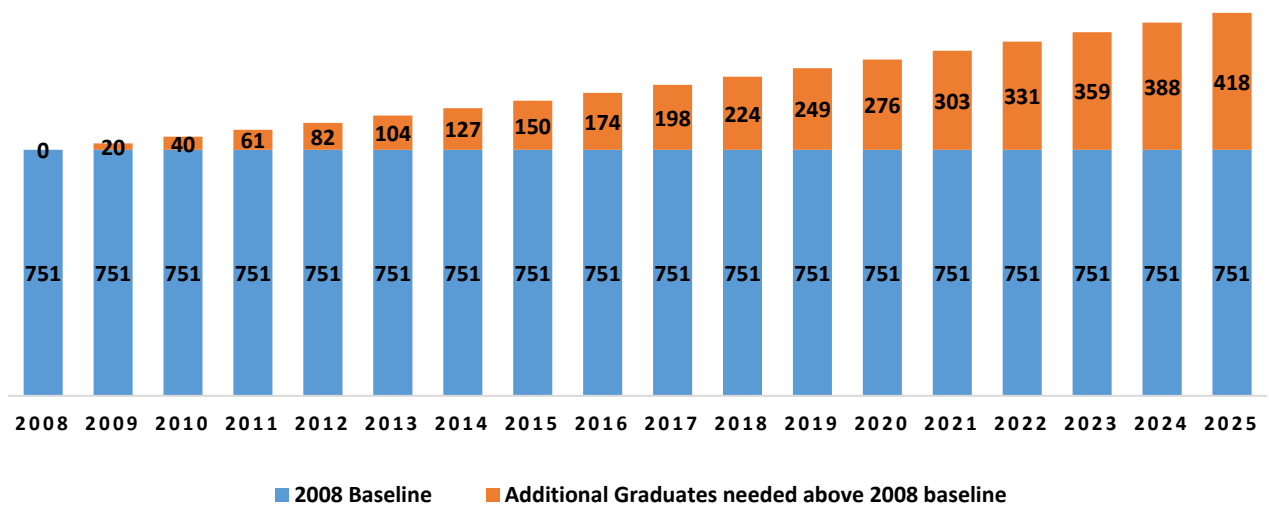
Source: KMS (Technical Education Scorecard MES0201 & MES0199); Retrieved 10/2019

Student Achievement Criteria 3: 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 over a 16-year span. Figure 2 provides an overview of GPTC’s 2025 completion goals, to produce 16,271 total graduates between 2009 and 2025. An institutional baseline was established in 2008 with 751 graduates. In all, GPTC aims to produce 3,504 graduates above baseline by 2025.

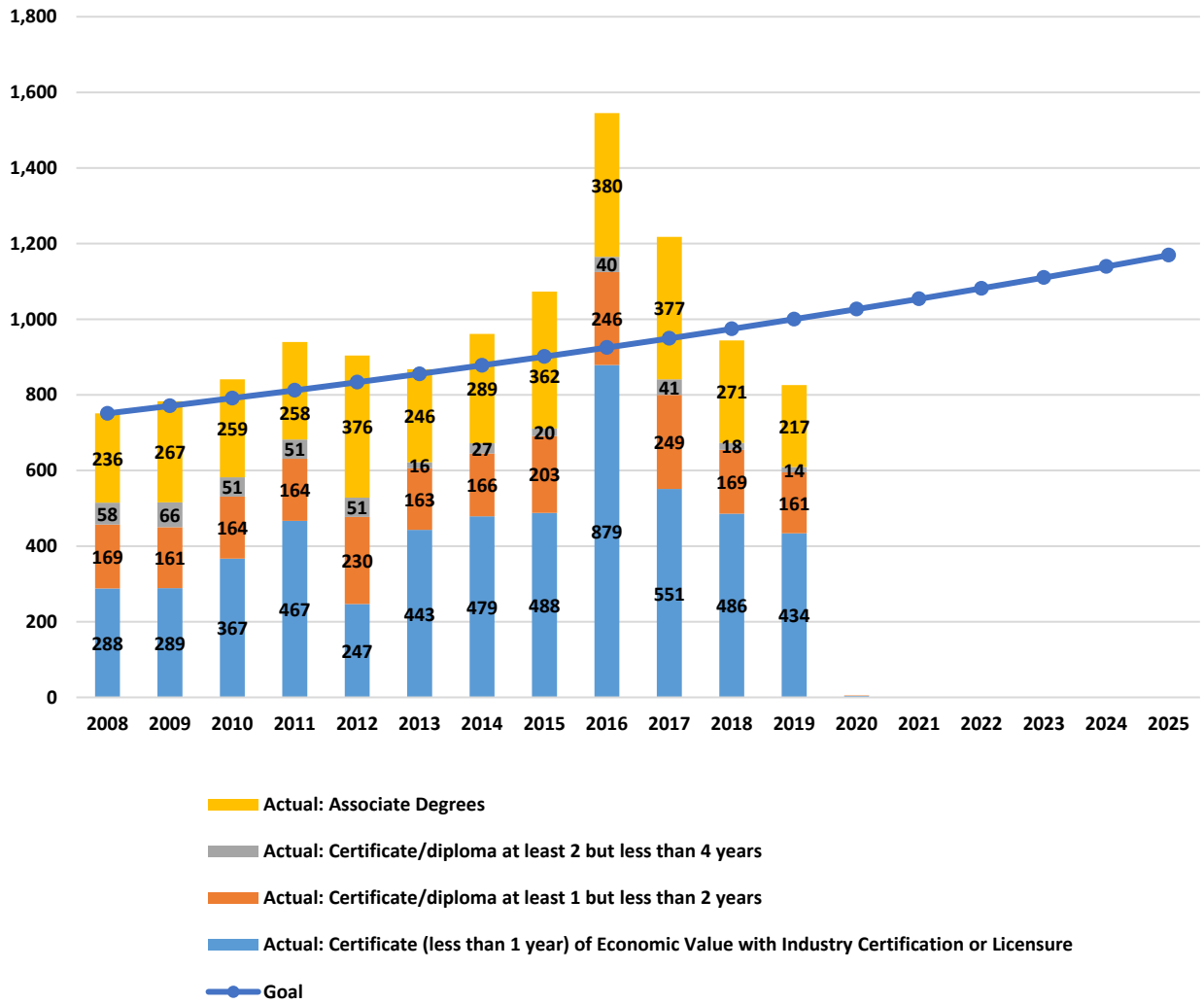
Figure 2. GPTC CCG 2025 Projections



Source: KMS (CCG Degree Production Goal Tracker- MEB0332); Retrieved 11/2019

Figure 3 provides a summary of GPTC’s completions since 2008. Between AY2009 and AY2017, GPTC consistently met completion goals, exceeding the target by a range of 12 (AY2009) to 620 (AY2016) graduates. In AY2017, the 2025 degree completion goal was 198 graduates above baseline, yielding a total of 949 graduates. GPTC exceeded this goal by 269 completers (1,218 total graduates). In AY2018, the 2025 degree completion goal was 224 graduates above baseline, yielding a total of 975 graduates. GPTC did not meet this goal, falling short by only 31 completers (944 total graduates). In AY2019, the 2025 degree completion goal was 249 graduates above baseline, yielding a total of 1,000 graduates. GPTC did not meet this goal, falling short by 174 completers (826 total graduates).

Figure 3. GPTC's Actual Completions



Source: KMS (CCG Degree Production Goal Tracker- MEB0332); Retrieved 11/2019

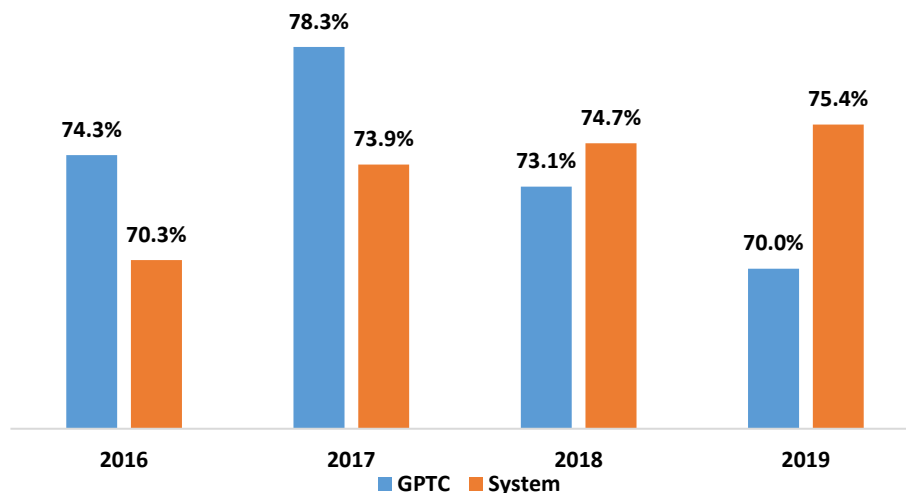
Student Achievement Criteria 4: Graduation Rate

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)¹.

¹ Source: KMS (Graduation Rates- TES3111); Retrieved 11/2018

Figure 4 compares the graduation rates for GPTC and TCSG. The figure shows an increase of four percentage points, between AY2016 and AY2017, growing from 74.3% to 78.3%. However, in AY2018 and AY2019 the graduation rate dropped, decreasing to 70.0% (AY2019). GPTC exceeded TCSG graduation rates during AY2016 and AY2017. However, GPTC did not exceed TCSG graduation rates for AY2018 and AY2019.

Figure 4. GPTC and TCSG Graduation Rates



Source: KMS (Graduation Rate TES3111); Retrieved 11/2019

Table 5 compares actual graduation rates against performance goals set for the fiscal year. Over the four-years, GPTC exceeded its performance goal in AY2016 and AY2017 but fell short of goal attainment in 2018 and 2019.

Table 5: GPTC Graduation Rates

2016		2017		2018		2019	
Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
60.5%	● 74.3%	76.2%	● 78.3%	80.0%	● 73.1%	> 73.1%	● 70.0%

Source: KMS (Graduation Rate TES3111); Retrieved 11/2019

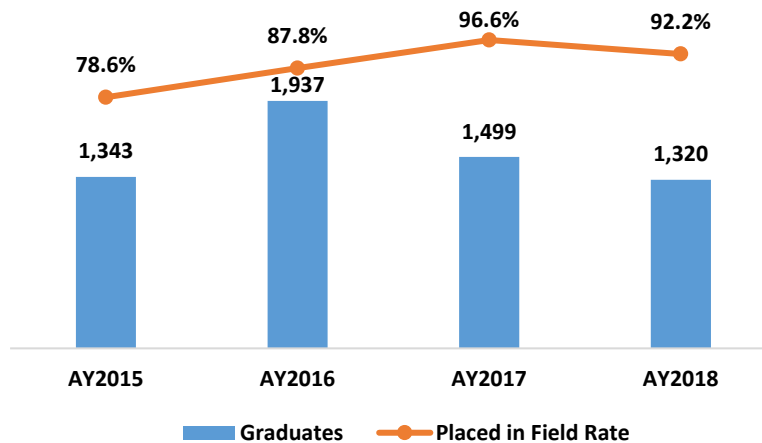
Student Achievement Criteria 5: Job Placement Rate

TCSG calculates job placement rates on an annual basis. Two rates are used to monitor job placement: in-field and overall placement rates. The in-field placement rate represents the percentage of total graduates who obtain employment in-field or in a field related to their award program. The overall placement rate represents the percentage of graduates who obtain employment. Both are calculated using the latest employment entry status for spring, summer, and fall graduates within the same calendar year. Graduate placement data are tracked through September 15th of the following year. For example, placement rates for AY2018 graduates use the latest employment entry status for each student with a graduation term of spring 2018, summer 2018, or fall 2018. Placement rates for AY2018 graduates become final after September 15, 2019.

In-field Placement Rates

Figure 5 provides a four-year trend of in-field placement rates. The figure shows GPTC's in-field placement rate consistently increased by nine percentage points each year, between AY2015 and AY2017. In AY2018, in-field placement rates took a slight decline to 92.2%. Although rates took a slight decline, GPTC maintains an in-field placement rate well above 90%. GPTC's ability to place nearly all of its graduates within 1-year of graduation is a strong indicator of program productivity. It is proof of GPTC's strength in workforce-readiness preparation.

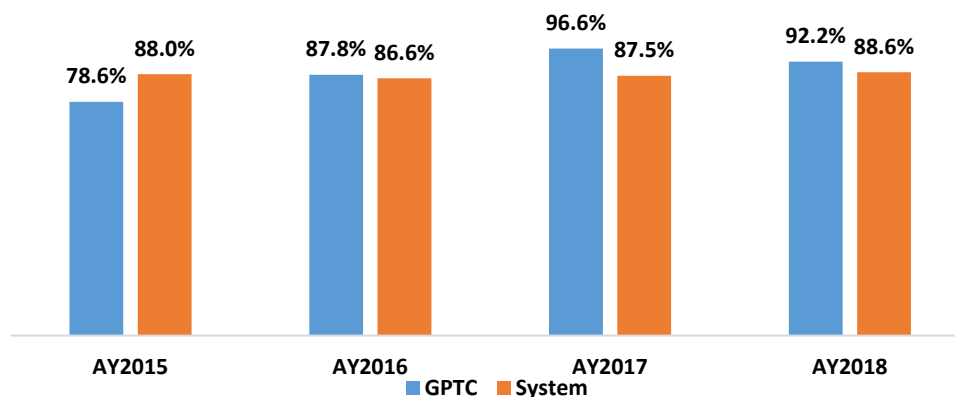
Figure 5. GPTC In-Field Job Placement Rates and Graduate Headcount



Source: KMS (Job Placement Rate Scorecard- TES0265); Retrieved 11/2019

Figure 6 compares in-field job placement rates for GPTC and TCSG students. The figure shows that GPTC has consistently exceeded the system-level in-field job placement rates over the four-years.

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



Source: KMS (Job Placement Rate Scorecard- TES0265); Retrieved 11/2019

Overall Placement Rates

GPTC's overall placement rate represents the percentage of total graduates who obtain employment in or related to their field of study. GPTC's overall placement rates remain consistent in comparison to TCSG's near 100% job placement rates. Table 6 provides overall placement rates for GPTC and TCSG.

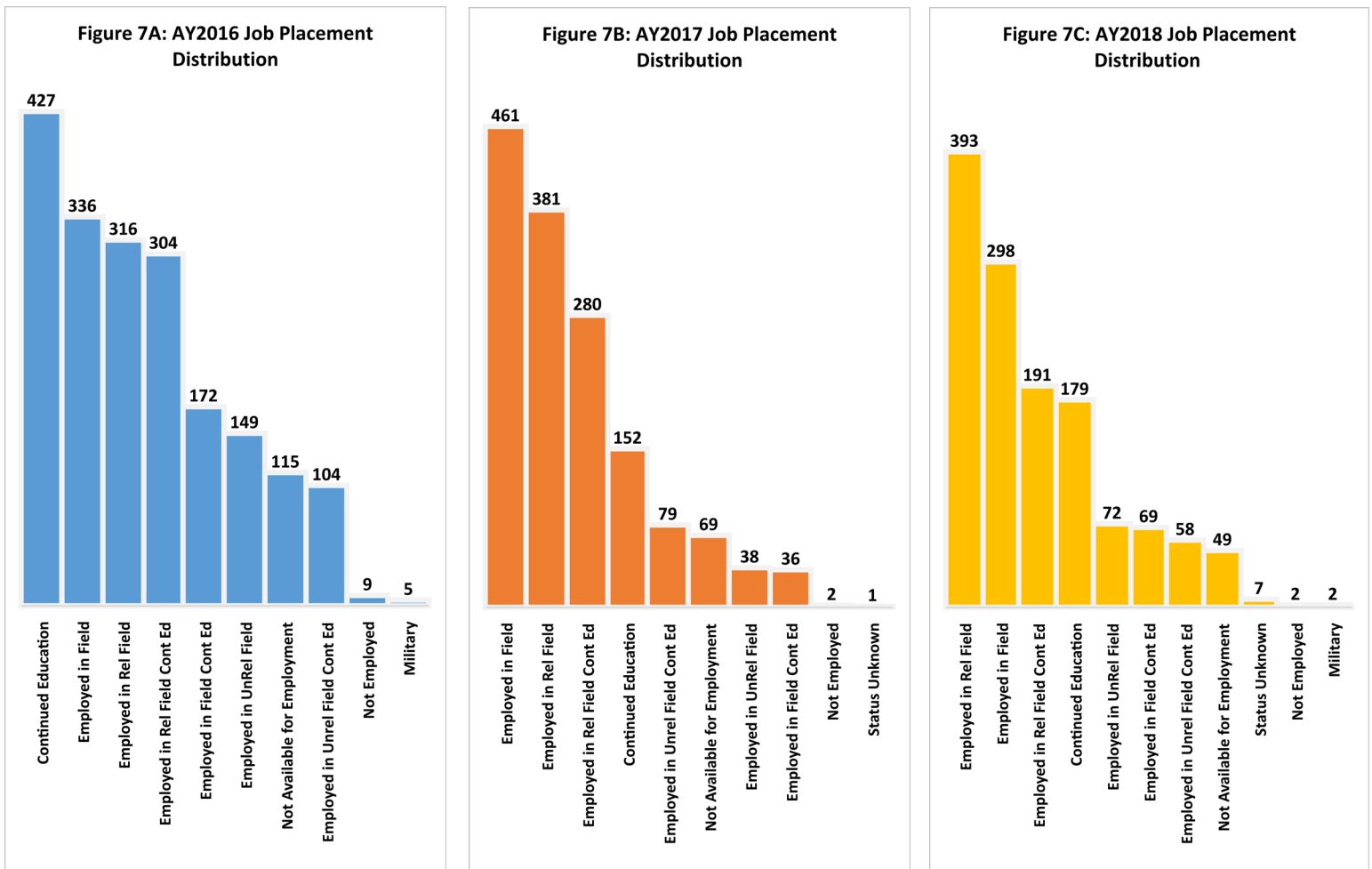
Table 6: GPTC and TCSG Overall Job Placement Rates

	GPTC	TCSG
AY2015	98.7%	99.1%
AY2016	99.5%	99.2%
AY2017	99.9%	99.3%
AY2018	99.8%	99.1%

Source: KMS (Job Placement Rate Scorecard- TES0265); Retrieved 11/2019

Figure 7A, 7B, and 7C provide a distribution of overall graduate placement destinations. Job placement 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. 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.

Figure 7 A-C. GPTC Job Placement Distribution



Source: KMS (Job Placement Rate Scorecard- TES0265); Retrieved 11/2019