

## FR - 4.1

### Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating student achievement. (*Federal Requirement 4.1*)

### Judgment

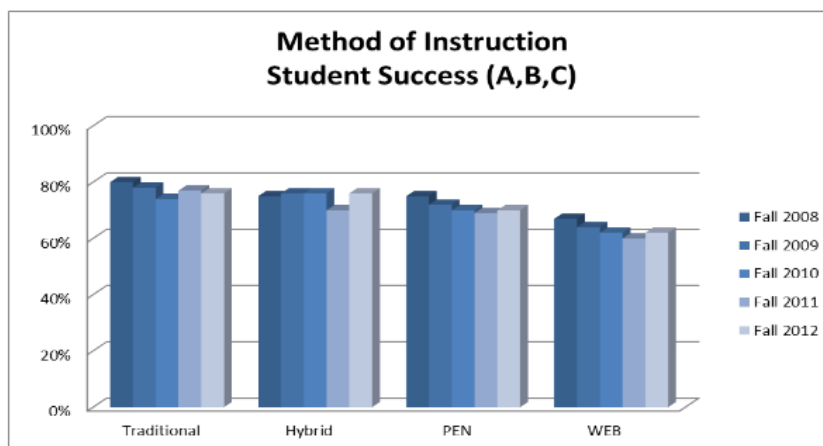
Compliant    Non-Compliant    Not Applicable

### Narrative

Piedmont Technical College (PTC) uses a variety of quantitative and qualitative methods to evaluate success of student achievement as related to PTC's *Mission and Mission Goals*. Specifically achievement of Goal I, *Promote excellence in teaching, learning and educational services to ensure that each student has the opportunity to attain his or her fullest potential* and Goal IV, *Provide effective enrollment management systems and student support services to ensure optimal access, retention, enrollment, program completion and student success* is measured in a variety of ways. These methods include but are not limited to course completion rates, state licensing examination results, graduation rates, student retention and persistence data, job placement rates, and achievement of general competencies.

#### Course Completion

PTC monitors success in courses by analyzing a variety of grade distribution reports. The [Summary Grade Distribution Report by Course and Method of Instruction](#) provides information at a summary level for courses. This summary level provides success by the method of course delivery. The [Grade Distribution by Course and Faculty](#) demonstrates evaluation of student achievement by course and by course sections with the proportion of successful (A, B, C) students and unsuccessful (D, F, W, NC). This report also disaggregates student success based on full-time faculty to part-time faculty; method of delivery; and location. Grade distribution reports are readily accessible by each dean and faculty member responsible for academic program coordination to generate on demand for decision making. Each fall the Office of Institutional Research, Planning and Effectiveness (OIRPE) publishes student success data by method of instruction. Courses are delivered in a variety of methods: traditional, online (WEB), hybrid and telepresence, video conference courses known as the Piedmont Education Network (PEN). Student success is monitored by each delivery method.

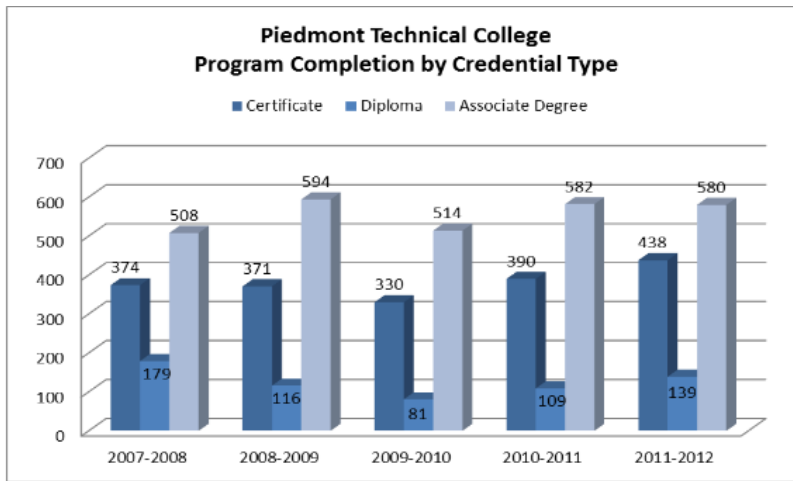


The analysis of student success data at the course level has prompted many improvement actions. Following are just a few documented examples:

- Student focus groups identified issues with courses that start late into the term. From student feedback, modifications were made to the course search feature and to the student schedules to improve identification of courses with varying start dates.
- High withdrawal rates were noted in online classes (WEB).
  - The QEP addressed the technology readiness of students in online classes.
  - An Online/Hybrid Quality Review Team was formed to review all online courses for consistency.
- Students who withdraw from 50% of classes attempted are identified and contacted by student support staff.
- Some technology upgrades were made to the PEN system and resulted in improved student success.

#### Program Completions

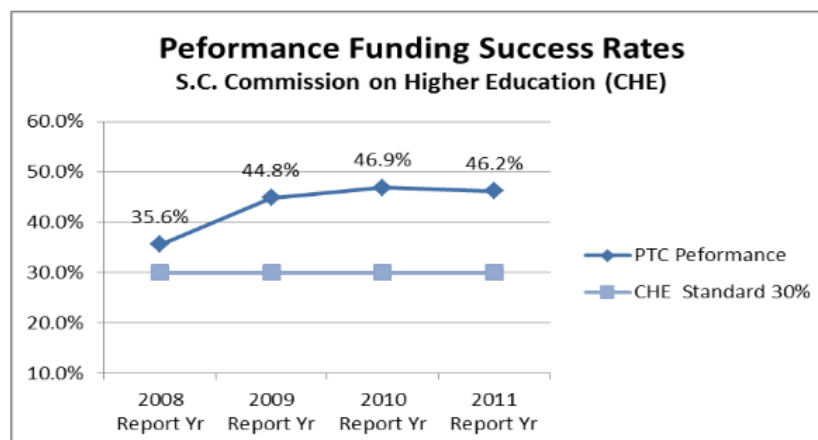
During the 2011/2012 Academic Year, 880 graduates earned 580 associate degrees, 139 diplomas and 438 certificates for a total of 1,157 credentials awarded. The number of certificates awarded increased by 12.3% over the 2010/2011 Academic Year.



The College monitors two graduation rates to measure student success. One rate is the 150% graduation rate for the first-time, full-time (FTF) cohort as defined by Integrated Postsecondary Education Data System (IPEDS). Like many other 2 year institutions this graduation rate is low. Each term PTC assigns all FTF students to a cohort which allows for additional monitoring and tracking to program completion.

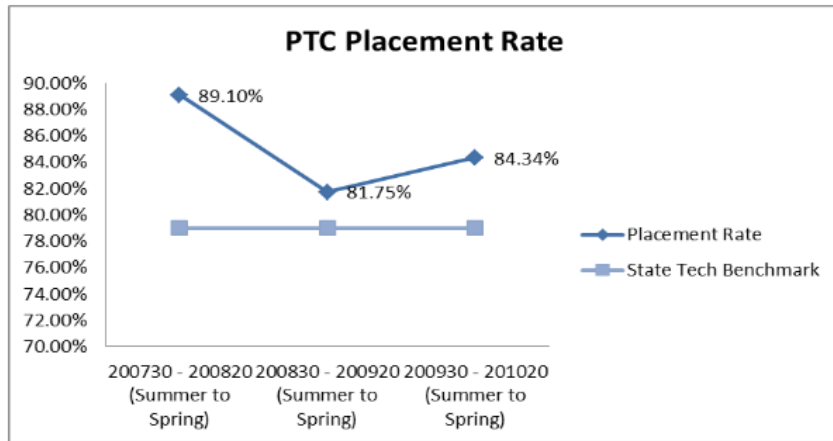
<b>Piedmont Technical College</b>			
<b>Fall Full-Time First-Time Freshman Adjusted Cohort</b>			
<b>150% Time Graduates</b>			
Report Year	2009 (2007 Cohort)	2010 (2008 Cohort)	2011 (2009 Cohort)
<b>Number in Fall Cohort</b>	685	684	858
<b>Completers</b>	128	95	145
<b>Graduate Rate</b>	19%	14%	17%

The second rate the College monitors is the success rate of student achievement calculated by the South Carolina Commission on Higher Education (CHE) based on the 1996 South Carolina legislated Performance Funding mandate. The success rate is calculated on the IPEDS FTF cohort and includes graduates within 150% as well as the transfer students who are continuing their education. PTC continues to exceed the performance standard of 30% established by CHE. For the 2010 and 2011 reporting years, PTC exceeded the standard by 16%.



### Job Placement Rates

As one of sixteen colleges within the South Carolina Technical College System, governed by the State Board for Technical and Comprehensive Education (SBTCE), PTC collects data on graduates who are employed or continuing their education the year following graduation. This data is reported to SBTCE as outlined in the SBTCE [Program Evaluation Procedure 3-1-301.1](#). One criterion for all programs is the number of graduates and job placement rates. Programs that do not meet the established benchmarks outlined in [SBTCE Procedure 3-1-301.1](#) are placed in probationary status. An overall target of 79% placement rate was established by SBTCE. PTC has exceeded this target each year.



Licensure Exam Rates

PTC offers a number of programs that require graduates to pass state or national licensure or certification exams in order to gain employment in their respective discipline. The percentage of students passing these exams is an indication of successful achievement of student learning outcomes and of the academic program's effectiveness in preparing students to obtain the necessary credentials for employment. Results are monitored and used for program improvement by the respective departments. These programs include: Medical Assisting, Practical Nursing, Radiologic Technology, Registered Nursing, Respiratory Care, Surgical Technology, Veterinary Technology, and Funeral Service. Where appropriate, these measures are incorporated into annual Institutional Effectiveness Outcomes and Assessment Report (IEOAR) and academic program reviews.

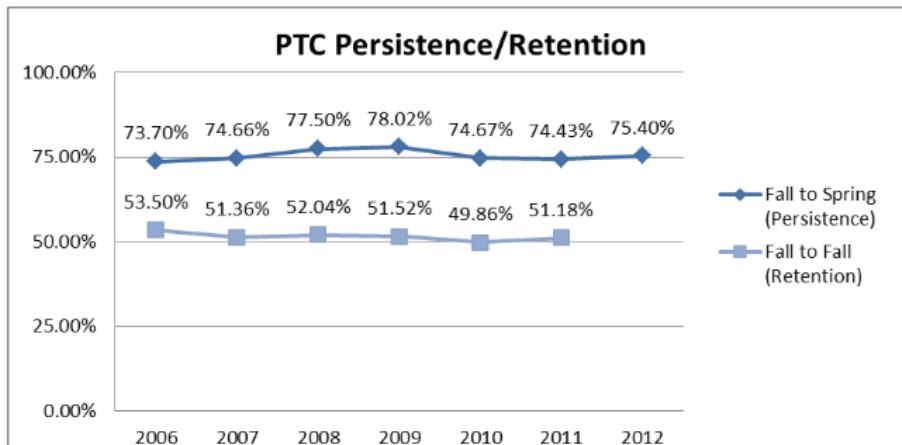
An outcome measure for Licensure Pass Rates of first time test takers for Nursing and Health Programs was established at 88% by the SBTCE. For the past three years, the College has exceeded this desired level.

**PTC Licensure Pass Rates for Nursing and Health Care Programs**

	Desired Level	09/10 Actual	10/11 Actual	11/12 Actual	12/13 Actual
<b>Licensure Exams</b>	<b>88.00%</b>	<b>87.00%</b>	<b>88.07%</b>	<b>90.32%</b>	<b>92.23%</b>

Student Persistence and Retention

PTC closely monitors student persistence (fall to spring) and retention (fall to fall) in all programs. The following graph provides the College's persistence and retention rates of students who enrolled in certificates, diplomas or associate degree programs.



The College placed several tactics in place to improve these rates. The latest persistence and retention rates indicate improvement.

1. Program persistence and retention rates are analyzed annually for each program to determine the programs where interventions are needed. Retention efforts are captured in the specific programs' IEOAR as demonstrated in the 2012 Building Construction and Mechatronic IEOARs.
2. In the 2012/2013 Academic Year, successful retention initiatives in the classroom were shared as best practices at faculty meetings.

3. In Summer 2012 a Retention Team was formed to review pertinent data to determine the loss points, recommend changes and to study best practices in student services, teaching and communication that impact student retention.
4. [Documentation](#) was compiled by OIRPE to identify all the reported 2012 initiatives that support the retention of students. This document was shared with faculty and staff.

### General Competency Achievement

In addition to assessing student achievement through course-embedded assessments, the College measures three of the four General Competencies through ACT's WorkKeys assessments. For graduates who are entering employment, many employer's in the College's service area require a score of four on the Applied Math, Locating Information and Reading for Information modules; therefore the College uses the score of four as the benchmark. The average score for each module has met or exceeded the benchmark of 4 for the past five years.

The following *WorkKeys Table* provides the average score of all students taking the WorkKeys test during the specified time frame. Additionally all WorkKeys data is disaggregated to the program level and are addressed by programs as demonstrated in the [Welding Program Review](#).

**WorkKeys Table**

<b>WorkKeys Test Module and Related General Competency</b>	<b>2007 Average Score</b>	<b>2008 Average Score</b>	<b>2009 Average Score</b>	<b>2010 Average Score</b>	<b>2011 Average Score</b>	<b>2012 Average Score</b>
Applied Math <b>Apply Mathematical skills appropriate to an occupation</b>	4.40	4.76	4.89	4.82	4.90	5.03
Locating Information <b>Employ effective processes for resolving problems and making decisions</b>	3.61	4.18	4.10	4.06	4.11	4.11
Reading for Information <b>Communicate Effectively</b>	4.72	5.37	5.50	5.31	5.40	5.24

To assess the achievement of the General Competencies for the students seeking an Associate in Arts or Associate in Science degree, ACT's Collegiate Assessment of Academic Proficiency (CAAP) is administered biannually to a random sample of students who have earned at least 30 credit hours. The following table provides the CAAP module and related competency, the PTC and National mean score for the 2010 and 2012 administration. This data indicates that PTC students perform equally as well as students nationally, noting a slight increase in the Mathematics and Critical Thinking areas.

CAAP Test Module and Related General Competency	2010 PTC Mean Score	2010 National Mean Score	2012 PTC Mean Score	2012 National Mean Score
<b>Mathematics</b> Apply Mathematical skills appropriate to an occupation	56.4	56.1	57.4	56.1
<b>Critical Thinking</b> Employee effective processes for resolving problems and making decisions	60	60.7	61.7	60.6
<b>Reading</b> Communicate Effectively	59.5	60.3	59.1	60.1
<b>Writing</b> Communicate Effectively	58.1	61.8	60.3	61.5

Advisory board members who are typically employers of PTC graduates are surveyed on their perception of graduates' achievement of these competencies. Additionally, graduates are surveyed about their perception of achievement of the General Competencies. Programs use this survey data as information to adjust curriculum as needed.

Following are the results from the Graduate survey indicating that at least 80% of the graduates perceive that they have mastered each general competency at either the "Good" or "Excellent" level.

### **Graduate Survey of Mastery of General Competencies**

Completed Survey N=	2010 Graduates Fall 2009 - Summer 2010 248					2011 Graduates Fall 2010 - Summer 2011 298					2012 Graduates Fall 2011 - Summer 2012 292				
	Weak	Below Avg	Avg	Good	Excellent	Weak	Below Avg	Avg	Good	Excellent	Weak	Below Avg	Avg	Good	Excellent
Communicate Effectively	0.40%	0.81%	29.84%	45.16%	23.39%	0.67%	1.34%	27.85%	39.60%	30.54%	0.68%	2.40%	21.58%	41.10%	34.25%
Apply mathematical skills appropriate to an occupation	0.00%	1.21%	31.45%	50.00%	16.94%	0.34%	2.01%	33.22%	38.26%	26.17%	1.37%	2.40%	26.03%	44.18%	26.03%
Employ effective processes for resolving and making decisions	0.00%	0.81%	27.02%	49.19%	22.58%	0.00%	1.34%	26.51%	40.27%	31.88%	0.68%	1.37%	19.18%	44.18%	34.59%
Demonstrate the basic computer skills necessary to function in a technological world	0.00%	1.21%	29.03%	47.58%	21.77%	0.34%	2.01%	26.85%	37.58%	33.22%	0.68%	1.03%	22.95%	40.41%	34.93%

The Office of Institutional Research, Planning and Effectiveness (OIRPE) is responsible for reporting and publishing student success data. Data are reported annually for each academic program and summarized at the division and College level as appropriate. Piedmont Technical College uses various internal and external indicators to measure student achievement and uses the analysis of data to evaluate success in respect to student achievement and to implement strategies for continuous improvement. The College has joined AACCC's Voluntary Framework for Accountability as a Beta Tester college to continue and broaden its benchmarking of student success outcomes.

## Sources

- [PDF] [2009 Nursing Academic Assessment Report](#)
- [PDF] [2011 Practical Nursing Academic Assessment Report](#)
- [PDF] [2011 Respiratory Care Academic Assessment Report \(Page 4\)](#)
- [PDF] [2012 Building Construction Technology \(Page 5\)](#)
- [PDF] [2012 College Prep Trans Studies](#)
- [PDF] [2012 Mechatronics \(Page 4\)](#)
- [PDF] [2012 Nursing A.A.S. \(Page 4\)](#)
- [PDF] [2012 Practical Nursing](#)
- [PDF] [Academic Program Review Welding \(Page 11\)](#)
- [PDF] [Fall to Spring Persistence Rates by Program](#)
- [PDF] [Grade\\_Dist\\_Spring 201220 BUSD](#)
- [PDF] [Industrial Technology Dashboards](#)
- [PDF] [Licensing and Certification Pass Rates](#)
- [PDF] [Licensing and Certification Pass Rates Nursing and Health](#)
- [PDF] [Noel Levitz 2009 vs 2011 By Importance](#)
- [PDF] [Noel Levitz 2009 vs 2011 Summary](#)
- [PDF] [PTC Vision and Mission Statements, Mission Goals, and Values](#)
- [PDF] [Retention Data 2012-13 - updated 5-21-13](#)
- [PDF] [Retention Fall to Fall by Program](#)
- [PDF] [SBTCE Procedure 3-1-301.1 Program Evaluation](#)
- [PDF] [Summary Grade Distribution Detail\\_Charts with Schedule types \(Page 2\)](#)

