

**TRIDENT TECHNICAL COLLEGE
SUMMARY OF ASSESSMENT RESULTS FOR 2000-2001**

This summary report for Trident Technical College includes the following Institutional Effectiveness components: Majors and Concentrations and Student Development.

METHODOLOGY. The 2000 – 2001 Institutional Effectiveness (IE) activity marked the ninth year of Goal Attainment Scaling (GAS). The GAS, a flexible measurement process, is a systematic means of developing an individual yardstick for assessing the performance of individual programs and services. The GAS process allows individuals responsible for each program or service to identify performance indicators and levels of performance to measure the degree of each effectiveness indicator.

In February 2000 Trident Technical College hosted a team of visitors representing the Southern Association of Colleges and Schools. As a result of the self-study, four diploma programs and seven certificate programs were added to the programs to be assessed via Goal Attainment Scaling.

FUTURE REPORTS (2002-2005). The following table presents the reporting dates for assessing Institutional Effectiveness Components from 2002 through 2005.

Institutional Effectiveness Components	2002	2003	2004	2005
General Education			X	
Majors and Concentrations	X	X	X	X
Academic Advising	X		X	
2-year to 4-year Transfer	X		X	
Student Development		X		X
Library Resources			X	
Total Components	4	3	4	5

The following section presents a brief summary of each program and service assessed in 2000 – 2001 and projected reporting dates for those components not reported this year.

GENERAL EDUCATION. This component will be assessed in 2004.

MAJORS AND CONCENTRATIONS. Fifteen majors were identified for assessment during 2000 – 2001. They include ten Associate Degree programs, three Diploma programs and two Certificate programs. The Associate Degree programs are: Dental Hygiene; Occupational Therapy Assistant; Criminal Justice; Commercial Graphics; Electronics Engineering Technology; General Technology /Air Conditioning Refrigeration; General Technology/ Automotive Technology; General Technology /Basic Construction Trades; Mechanical Engineering Technology; and Machine Tool Technology. The Diploma programs are: Medical Assisting; Pharmacy Technician; and Cosmetology. The Certificates to be assessed are Diagnostic Medical Sonography and Massage Therapy.

Managers and faculty of each instructional program identified effectiveness indicators and expected levels of performance (benchmarks) for each program. Across the programs, the most common effectiveness indicators (used by six or more programs) include job placement rates, number of graduates, employer satisfaction, graduate

satisfaction with job preparation, student satisfaction with courses and instructors, fall enrollment and licensure exam pass rates. Managers and faculty are also interested in the percent of graduates satisfied with their jobs, student success in specified courses, faculty availability scores, advisor availability, and employers' satisfaction with graduates' technical skills. Some managers developed indicators unique to instructional programs such as percent minority and female enrollment and percent of students who graduate within specific time periods.

In all cases assessment includes examination of whether or not specified benchmarks are met. All programs assessed met or exceeded the benchmarks specified for the majority of their performance indicators. The following programs met or exceeded all benchmarks: Commercial Graphics, Dental Hygiene, General Technology/Air Conditioning Refrigeration, General Technology/Automotive Mechanics, General Technology/Basic Construction Trades, Medical Assisting, Machine Tool Technology, Occupational Therapy Assistant, and Pharmacy Technician. Two programs failed to meet one indicator and one program failed to meet three indicators. Those indicators for which benchmarks were not met are number of graduates, fall enrollment, and instructor availability.

Program managers designed improvement plans for those indicators where benchmarks were not met. The strategies are described by indicator.

Fall Enrollment

- Electronics Engineering Technology will host a curriculum review by a group of EET instructors, TTC administrators and local employers. Curriculum revisions will be designed to meet the requirements identified in the review.
- Managers of the Nail Technology Certificate program will explore alternate scheduling to allow students to enter the program during a semester, work with Deans and Marketing to improve advertising strategies, ensure that students are enrolled in the correct major.
- The program coordinator and instructors of the Esthetics Certificate program will identify those students who need to update majors and encourage them to do so in a timely manner.

Number of Graduates

- The Coordinator of the Cosmetology Diploma program will work with students to develop realistic course loads to allow students to graduate in the shortest time possible and sequence support courses to create the desired full load each semester.

Instructor Availability Scores

- Electronics Engineering Technology managers and faculty will design strategies to improve instructor availability. This work will begin during Fall 2001.

ACADEMIC ADVISING. This component will be assessed in 2002.

ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO- TO FOUR-YEAR INSTITUTIONS. This component will be assessed in 2002.

LIBRARY RESOURCES . This component will be assessed in 2002.

STUDENT DEVELOPMENT. Three student services were assessed in 2000 – 2001: Counseling and Career Development Services, Orientation Services, and Student Activities.

Managers and staff of each student service identified effectiveness indicators and expected levels of performance (benchmarks) for each service. Across the services, customer (client) satisfaction was the common effectiveness indicator.

Counseling and Career Development Services measured client and faculty satisfaction with the services and they counted the number of student contacts with counselors. This group also measured the percent of “undecided” freshmen that were retained for one year. Actual retention of this group was less than expected. The improvement strategy for this indicator is to analyze historical data and conduct follow-up interviews with non-returning students to identify the variables related to retention of this group of students.

Orientation Services measured student satisfaction with Orientation leaders, Orientation Center services, the Orientation Website, the Orientation video, and the Orientation receptionist. Orientation Services measured student success of First-Time Freshmen attending orientation and of returning students attending orientation. Student satisfaction with the Orientation Website was much less than expected, as was the percent of new or returning students attaining at least a 2.00 GPA during Fall 2000. Orientation Services’ improvement strategies include making changes to the website.

Student Activities measured student success, student satisfaction with workshops, whether or not leaders of organizations completed their programs, the number of active organizations and the percent of the student body involved in those organizations. Student Activities also measured the number of awards received by organizations, the number of community and campus service projects performed annually, and the number of students who obtained a current I.D. card. There were fewer than expected community and campus service projects performed by the student organizations. Improvement strategies include increasing the number of student organizations, communicating with students via e-mail, and encouraging the Unified Club Council to consider and deliver more joint service projects.