**TRIDENT TECHNICAL COLLEGE**
**SUMMARY OF ASSESSMENT RESULTS FOR 2002-2003**

Trident Technical College's vision is to be a leader among two-year colleges in providing diverse and innovative educational programs and services in a highly technical and competitive global environment. College policy 2-18-0 titled Vision Statement, Mission Statement, Institutional Values, Institutional Goals and Objectives refers to the college's commitment to technical and comprehensive education to enhance economic development. The Policies and Procedures can be found at www.tridenttech.edu/ttcpolicies/Section2/visionmissiongoals.htm.

This summary report for Trident Technical College includes the following Institutional Effectiveness components: General Education, Majors and Concentrations and Alumni.

**METHODOLOGY.** The 2002 – 2003 Institutional Effectiveness (IE) activity marked the eleventh 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.

**FUTURE REPORTS (2004-2007).** The following table presents the reporting dates for assessing Institutional Effectiveness Components from 2004 through 2007.

| Institutional Effectiveness Components | 2004 | 2005 | 2006 | 2007 |
|---|---|---|---|---|
| **General Education** | | | X | |
| **Majors and Concentrations** | X | X | X | X |
| **Academic Advising** | X | | | |
| **2-year to 4-year Transfer** | X | | X | |
| **Student Development** | X | | | X |
| **Library Resources** | | X | | |
| **Alumni and Placement** | | X | | X |
| **Total Components** | 3 | 3 | 3 | 3 |

The following section presents a brief summary of each program and service assessed in 2002 – 2003 and projected reporting dates for those components not reported this year.

**GENERAL EDUCATION.** General Education, core curriculum courses, was evaluated this year since the last evaluation was in 1998-1999 and the next evaluation will not occur until 2005-2006. The General Education assessment process continues to embrace the philosophy that general education is best evaluated at the course level for student outcomes and course management. Trident's Associate Degree graduates must be able to make decisions and perform tasks in selected academic or career pursuits, using the following skills: 1) communicate clearly and effectively in a variety of symbolic ways, including written oral, mathematical, graphic and computer-based modes, and 2) formulate and analyze a variety of problems – personal, interpersonal, cultural, societal, academic and professional – and develop solutions. Managers (owners) of the General Education courses develop indicators to judge the quality of each core curriculum course. In 1998 the course owners agreed upon a set of "common

indicators". Each owner specifies the expected levels of performance for the indicators. Some identify indicators unique to their course. The common indicators are:
- Student Evaluation of Course Scores
- Student Evaluation of Instructor Scores
- Course Success Rate Including W's
- Course Success Rate Without W's
- Success Rate on Common Final Exam

This assessment included 17 courses. The owner of each course completed the Associate Degree Competency Matrix that indicates the skills taught and tested in each course. The courses and skills are presented in the following matrix.

| Associate Degree Competencies | Make Decisions: Individuals | Make Decisions in groups | Perform tasks: Individuals | Performing in groups | Written | oral | Mathematical | Graphic | Computer Based | Personal | Interpersonal | Cultural | Societal | Academic | Professional |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CPT 101 | X | | X | | X | | | | X | | X | | | X | X |
| CPT 102 | | | | | | | | | | | | | | | |
| ECO 210 | X | | X | | | | X | | | X | | X | X | X | |
| EGR 110 | X | | X | | X | | X | X | X | X | | | | X | X |
| EGR 270 | X | | X | | X | | X | X | X | X | | | | X | X |
| ENG 101 | | | | | X | | | | | | | X | | X | |
| ENG 260 | | | | | X | X | | | | | | | | | X |
| HSS 201 | | | | | X | X | | | | X | X | X | X | X | X |
| MAT 110 | X | X | X | | | | X | X | | | | | | X | X |
| MAT 112 | X | X | X | | | | X | X | | | | | | X | X |
| MAT 120 | X | X | X | | X | | X | X | | | | | | X | X |
| MAT 155 | X | X | X | | | | X | X | | | | | | X | X |
| MAT 170 | X | X | X | | | | X | X | | | | | | X | X |
| PSY 110 | | | | | X | X | | | | X | X | X | X | X | X |
| PSY 201 | | | | | | | | | | X | X | X | X | X | X |
| SPC 205 | | | | | X | X | | | | X | X | X | X | X | X |
| SPC 209 | | | | | X | X | | | | X | X | X | X | X | X |
| THE 101 | | | | | X | X | | | | X | X | X | X | X | X |
| Humanities Electives | X | X | X | X | X | X | | | | X | X | X | X | X | X |

This assessment revealed that 11 of the 17 courses did not have records of common exams scores available. Of the six courses for which there were common exam scores available, two met expectations for all indicators. Of the 12 courses without common exam scores, four met all other expectations. Nine of the courses fell below expectations for the Course Success Rate including withdrawals while six fell below expectations on Course Success without withdrawals.

The course owners plan to reinstate maintenance of common final exam results. There are at least two factors that may affect course success rates. The first is the fact that the college implemented a new placement test since the last

General Education assessment. Perhaps cut scores need to be adjusted. The second factor is that when we moved to Datatel we lost the capability of blocking enrollment in courses if prerequisites were not met. This feature has not been available since the college installed Datatel, however it is supposed to be active in Fall 2003. Managers and faculty will work together to identify strategies to improve course success rates.

**MAJORS AND CONCENTRATIONS.** Eleven associate degrees and two certificates were assessed during 2002 – 2003. The associate degrees are: Radiologic Technology, Respiratory Care, Accounting; General Business, Management, Telecommunications Systems Management, General Technology Manufacturing, General Technology Welding, Horticulture Technology, Nursing, and Legal Assistant. The certificates are CIM Design and CIM Production Automation Control.

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, 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. Horticulture Technology, Radiologic Technology and CIM Production Automation Control met or exceeded all benchmarks. Two programs failed to meet one indicator, four programs failed to meet two indicators, one program failed to meet three indicators and one program failed to meet 6 indicators. Those indicators for which benchmarks were not met are number of graduates, fall enrollment, average student evaluation scores, job placement, employer satisfaction, graduate satisfaction and certificate exam pass rates. Program managers designed improvement plans for those indicators where benchmarks were not met. The strategies are described by indicator.

Fall Enrollment
- Engineering Technology program managers plan to continue a division wide policy of recruitment by attending school career days, offering open house events to showcase facilities, promoting active membership in Advisory committees, attending job fairs, continuing to be involved in the US FIRST organization as a means of working with Robert Bosch and Dorchester School District II. One program manager recommended dropping the program.

Number of Graduates
- Engineering Technology program managers plan to encourage students to graduate even though the students have found employment before program completion. They will also encourage employers to urge program completion.

Job Placement Rates
- The Nursing program manager plans to improve job placement rates by obtaining permanent addresses from students before graduation, introducing potential graduates to the Graduate Follow Up survey. and reinforcing the importance of completing and returning the Graduate Follow Up survey.

Course Success Rates
- The Nursing program manager plans to implement a Quality Improvement Plan that includes peer evaluation of all course components (exams, lectures, and clinical evaluations).

**ACADEMIC ADVISING.**  This component will be assessed in 2004.

**ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO- TO FOUR-YEAR INSTITUTIONS**.
This component will be assessed in 2004.

**LIBRARY RESOURCES .**  This component will be assessed in 2005.

**STUDENT DEVELOPMENT.**  This component will be assessed in 2004. While this component was due to be assessed for this cycle and then again in 2007, it was last assessed in 2000 – 2001.  In August 2002, the Student Service division acquired a new Vice President. She is eager to assess the division, but requested some time to get to know the division and the college. She has been introduced to the assessment process and has formed an assessment committee.