

Student Achievement

Overview

Gwinnett Tech supports its mission of preparing students for the workforce by directing resources and efforts to ensure student achievement and success. The College's student achievement data targets fall-to-fall retention rates, job placement rates, and eight-year graduation rates.

Gwinnett Tech utilizes a rolling three-year average as its annual benchmark across each indicator and then adds 0.5% to each average to drive continuous improvement. The College has also adopted the local improvement plan procedure described in Sec. 123(b)(2) of the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V; 2018), which states that the College's annual performance must meet at least 90% of its benchmarked rate each year. If the College fails to meet this threshold during any given year, then the College will employ a five-step improvement process to develop and implement a plan to address its performance. The College uses Student Achievement data presented here along with its disaggregation to inform and support continuous improvement via strategic planning and program reviews annually.

Retention Rate

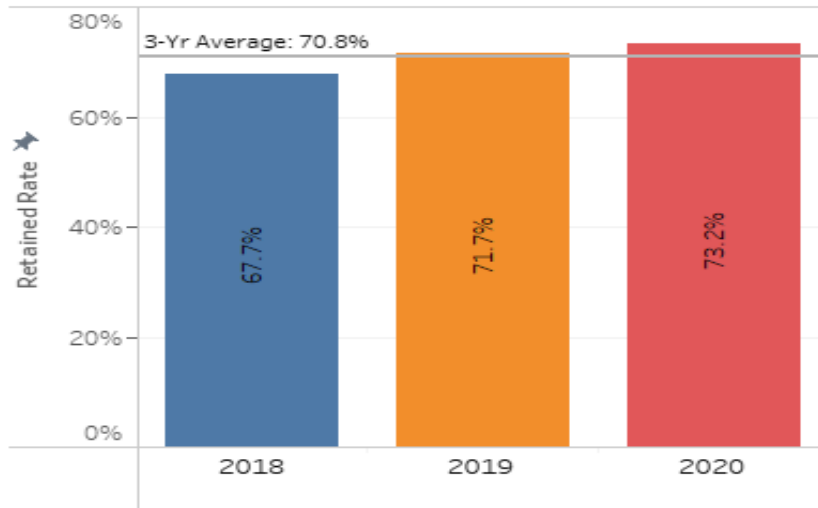
Student retention is the rate at which students continue to enroll at an institution and complete their program of study. It is one of the most important measures of student achievement at Gwinnett Tech because it can be viewed as a direct reflection of the educational quality and support provided by the College. Student retention also has many financial implications for institutions and relates directly to the tuition and revenue being generated regularly.

Retention rates are calculated by tracking a fall cohort throughout their second academic year for retained or graduated students. Students in a cohort are retained if they enrolled in any postsecondary institution included in the National Student Clearinghouse (NSC) during the following academic year or graduated from any such institution during the two-year period. The fall cohort (denominator) includes first-time students (full-time or part-time) at a college during the fall or summer semester, excluding prior high school dual enrollment. Students must be regular admits only (not provisional, developmental, or special admit) and may not be high school or transient student type. All major codes are represented, including students who are not enrolled in an award program (e.g. IA00).

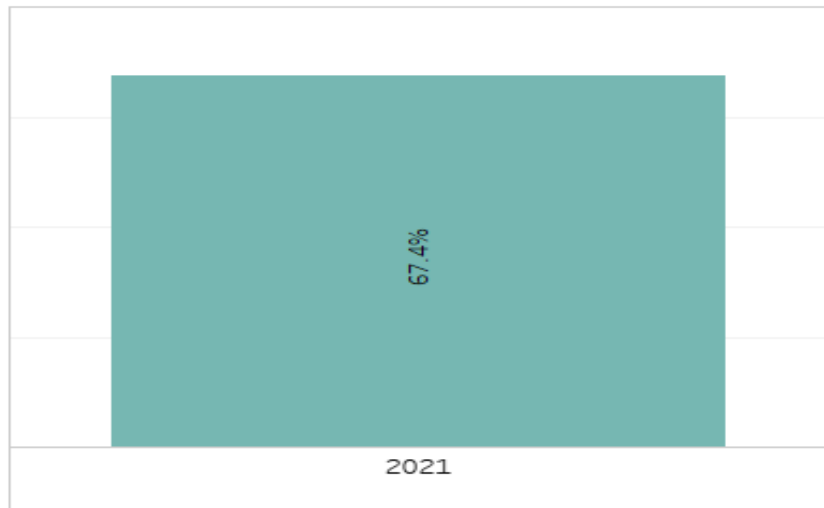
While Gwinnett Tech's retention rate had been steadily increased since 2018, the College experienced a decline in its upward trend after the completion of reporting year 2021. This is likely due to the myriad of circumstances and challenges the institution and its students faced over the past two years. The College was able to meet at least 90% of its benchmark, and while no improvement plans will be needed for the upcoming year, the College always remains focused on enhancing its ability to retain its students.

2021 Retention Rate: 67.4%; Benchmark: 71.3%; Minimum Performance Level: 64.2%

Previous Reporting Years



Current Year



Data Source: TCSG KMS TES0308 - Retention Rate by Program

Total Placement Rate

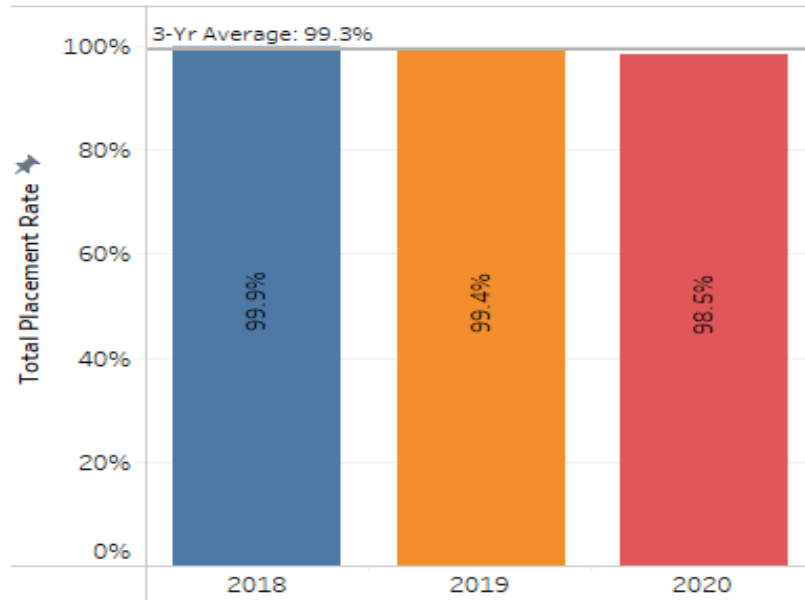
Gwinnett Tech has been providing career-focused education and training for its service delivery area for more than 35 years. Its programs focus on providing technical skills for real-world jobs to help students gain the knowledge they need to realize their goals. Job placement rate is a vital measure of educational quality and student success for all of Georgia's technical colleges. It is also a direct measure of how well Gwinnett Tech is realizing its mission to develop workforce opportunities for the local community and beyond.

Placement rates are based on unduplicated graduates and their most recent employment status, which is updated through September 15th of the following year after graduation. Reported placement rates are always based on the previous academic year's graduates (e.g., reporting year 2021 is based on academic year 2020 graduates).

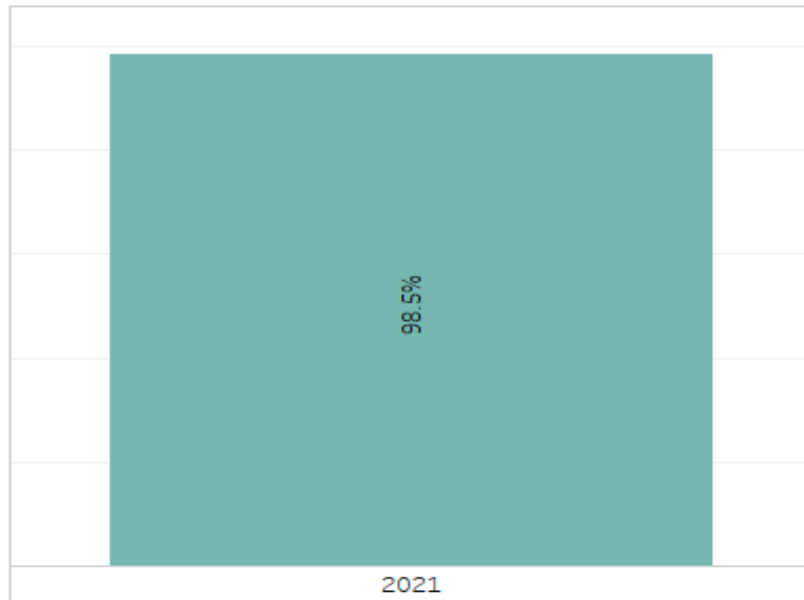
Gwinnett Tech's total placement rate has remained consistent over the past three years with an average of 99.3% of its graduates finding employment within year, performing military service, and/or continuing their education. Moreover, the data show that the College's 2021 total placement rate missed meeting its full benchmark, but did meet at least 90% of the benchmark; therefore, no improvement plans will be needed for the upcoming academic year.

2021 Reporting Year Total Placement Rate: 98.5%; Benchmark: 99.8%; Minimum Performance Level: 89.8%

Previous Reporting Years



Current Reporting Year



Data Source: TCSG KMS TEC0265 - Unduplicated Graduates and Placement

In-field Placement Rate

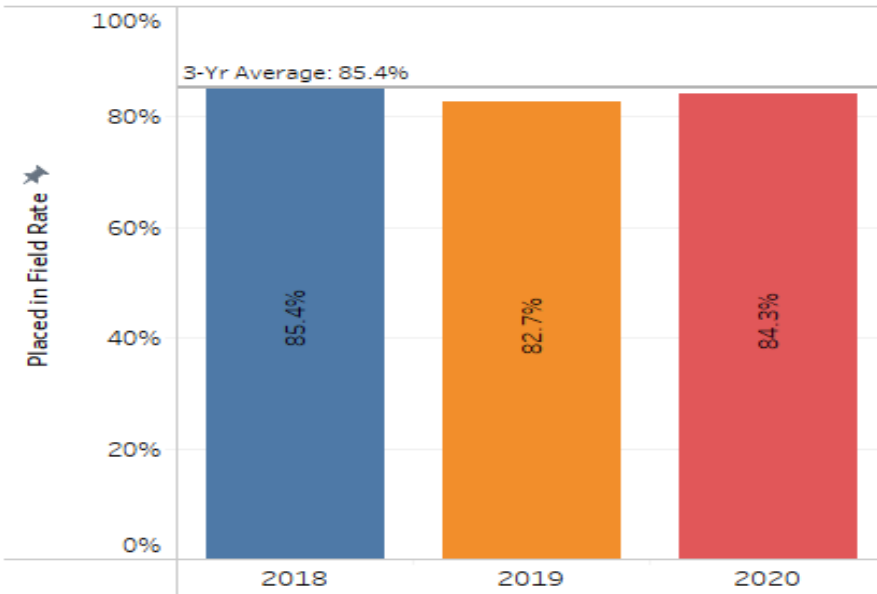
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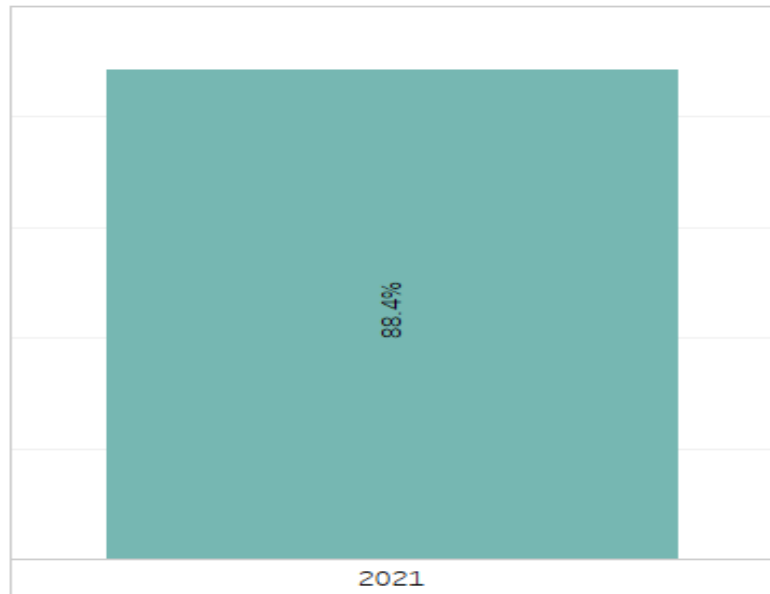
Gwinnett Tech's in-field placement rates have also remained consistent over the past three years with an average of 85.4% of graduates having found employment inside of their respective fields within a year of graduating. In 2021, the College surpassed its benchmark (85.9%) by almost 3 percent. Therefore, no improvement plans will be needed for the upcoming year.

2021 Reporting Year Placed in Field Rate: 88.4%; Benchmark: 85.9%; Minimum Performance Level: 77.3%

Previous Reporting Years



Current Reporting Year



Data Source: Unduplicated Graduates and Placement (TES0265)

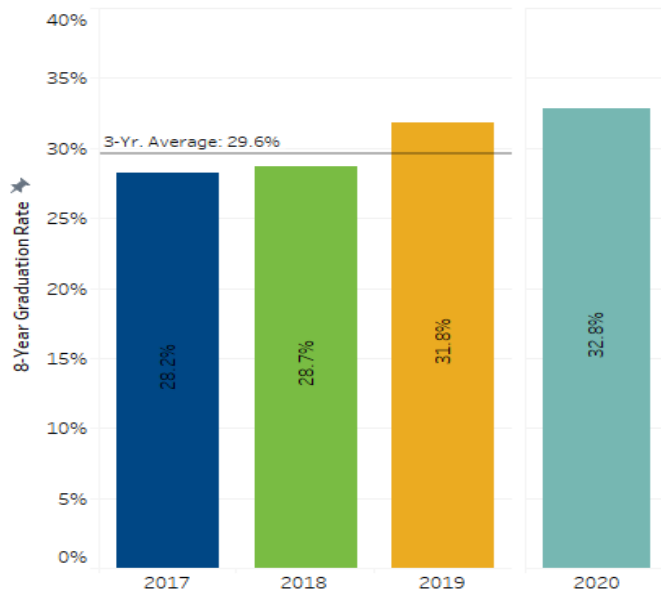
8-Year Graduation Rate

Degree-granting institutions report the outcomes of degree/diploma/certificate-seeking undergraduate students who are not only first-time, full-time students, but also part-time attending and non-first-time (transfer-in) students. The award status is measured at specific points in times. Outcome Measures (OM) cohorts and sub-cohorts consist of degree/diploma/certificate-seeking undergraduates who enrolled between July 1 and June 30 at degree-granting institutions.

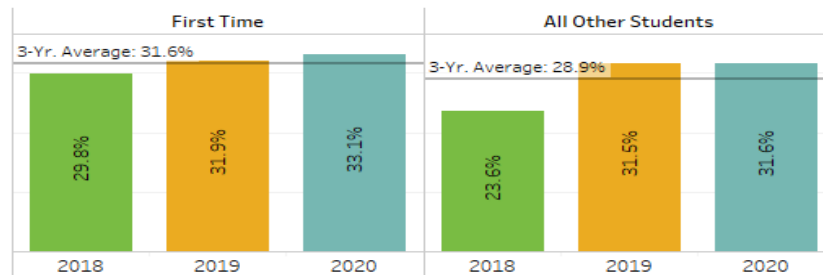
Analysis: Gwinnett Tech's eight-year graduation rate has steadily increased since 2017, and its latest rate for 2020 (32.8%) surpassed its three-year average benchmark (30.1%). The College found that first time students leaned towards graduating at a slightly higher average rate (31.6%) than all other students (28.9%). The College also found that first-time students taking full time credit hour loads graduated at a slightly higher average rate (33.3%) than all other students taking similar loads (32.0%) as well as first-time students taking part time loads (30.1%). This information is particularly useful for the College's advising and retention efforts of first-time students. While no improvement plans will be needed for the upcoming year, Gwinnett Tech will continue monitoring its disaggregated data to help identify specific groups that may benefit from specific support interventions.

2020 8-Year Graduation Rate: 32.8%; Benchmark: 30.1%; Minimum Performance Level: 26.6%

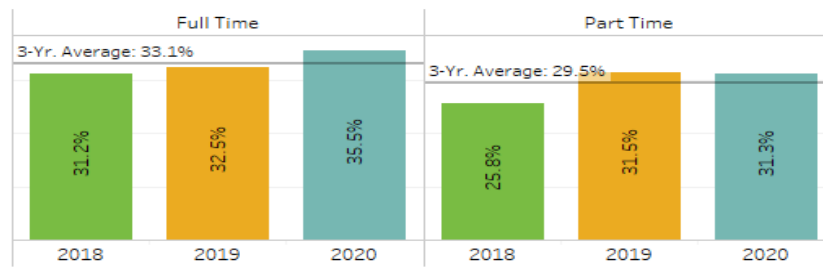
8-Year Graduation Rate - Overall



8-Year Graduation Rate by First Time Status



8-Year Graduation Rate by Credit Hour Load



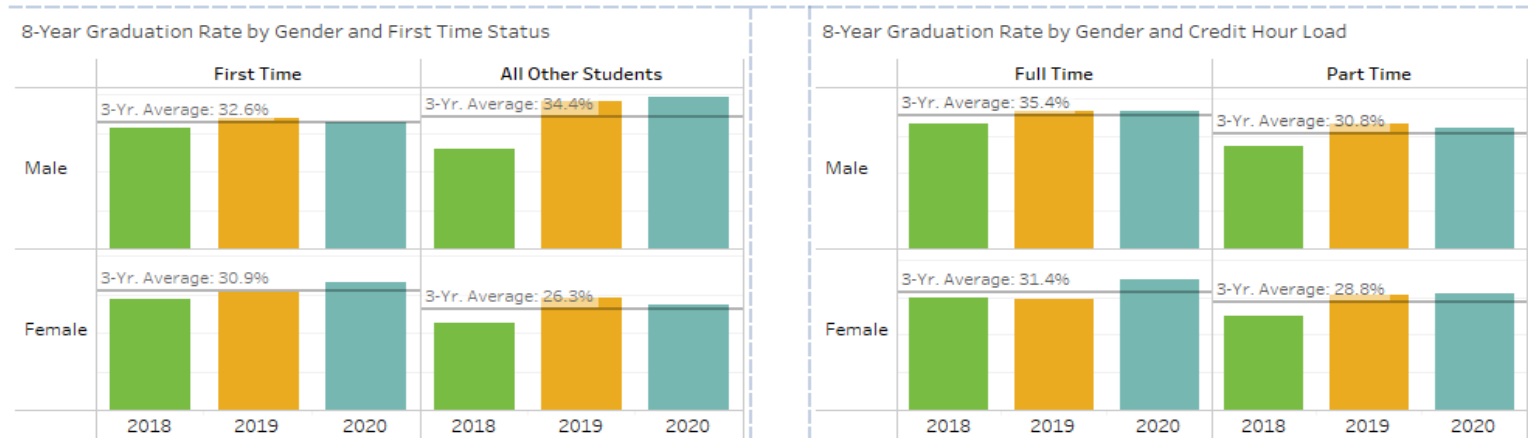
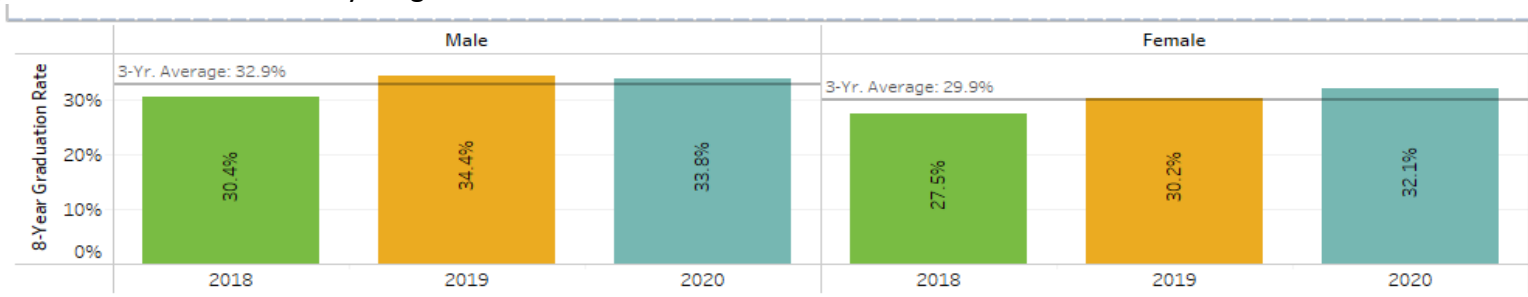
Data Source: 2020-21 IPEDS Outcome Measures (OM) Survey

Note: Final versions of 2021-22 IPEDS data has not been released for publication.

8-Year Graduation Rate by Gender

The data show that males (32.9%) tend to graduate at a higher average rate than females (29.9%) - regardless of their credit hour load or first-time status. However, all other males (34.4%) graduated at a higher rate than first-time males (32.6%), while first-time females (30.9%) graduated at a higher rate than their counterparts (26.3%). Males that were not entering college for the first time (34.4%) also graduated at a higher rate than non-first-time females (26.3%), and showed the highest rates among all four groups observed.

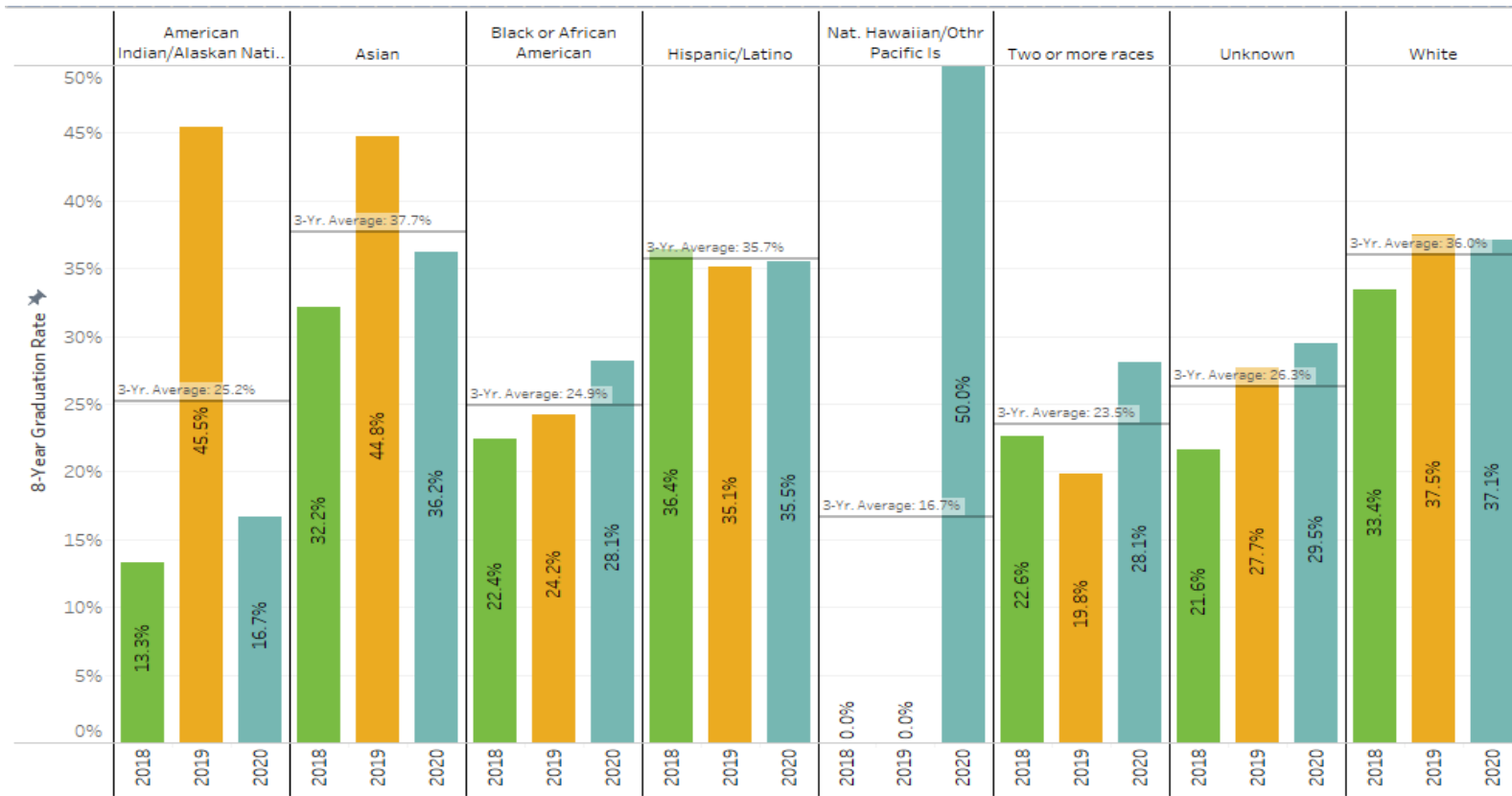
Male full-time students (35.4%) showed the highest average graduation rate among all four groups. Part-time female students (28.8%) showed the lowest three-year graduation rates based on credit hour load.



Data Source: 2020-21 IPEDS Outcome Measures (OM) Survey; Selected Demographics of Credit Enrolled Students by Home Campus (TEC0131)
 Note: Final versions of 2021-22 IPEDS data has not been released for publication.

8-Year Graduation Rate by Race/Ethnicity

The data show that the five of the eight groups represented in the chart below performed at a lower average rate over the past three years and failed to perform at least as well as the College itself. Asian (37.7%), Hispanic/Latino (36.7%), and White (36.0%) groups were the only three groups with average rates that surpassed the College's 2020 rate (32.8%) and past three-year average (29.6%). American Indian/Alaskan Native (25.2%), Black or African American (24.9%), Native Hawaiian/Other Pacific Islander (16.7%), Multi-racial (23.5%) and Unknown (26.3%) groups showed lower three-year rates than the College itself. Overall, trends across all racial/ethnic groups were positive, and many groups' latest rates met or exceeded their respective three-year average.

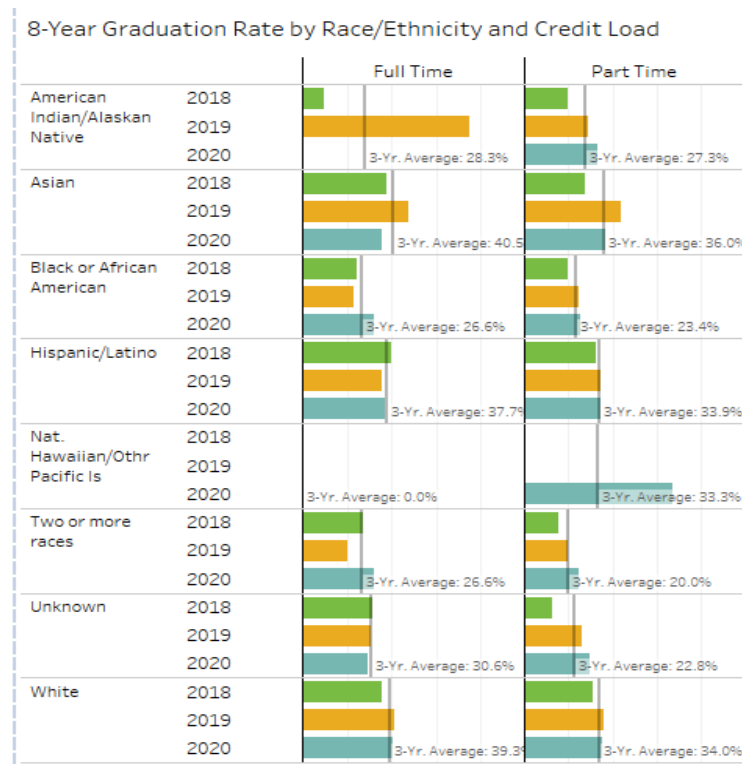
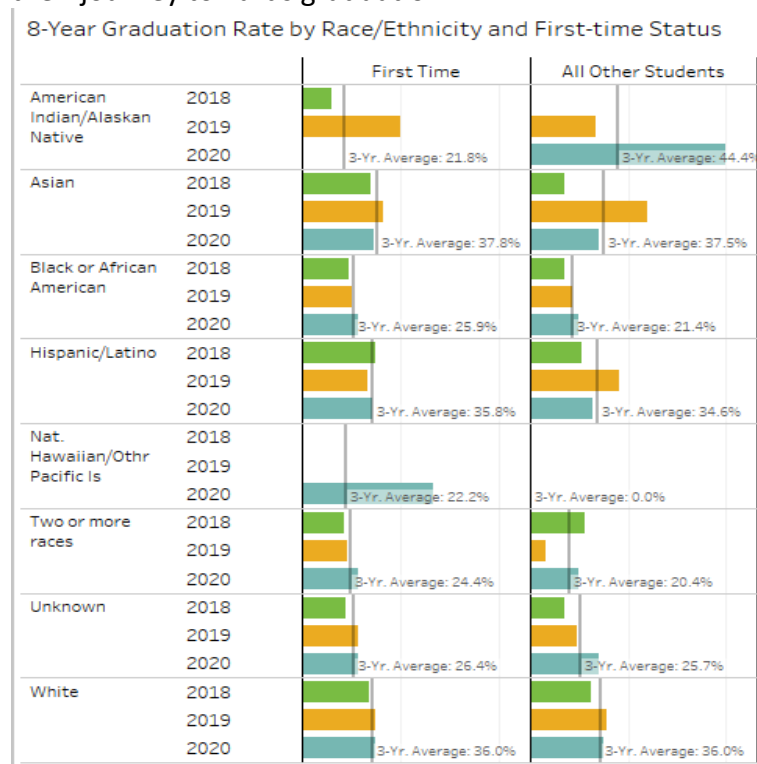


Data Source: 2020-21 IPEDS Outcome Measures (OM) Survey; Selected Demographics of Credit Enrolled Students by Home Campus (TEC0131)

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8-Year Graduation Rate by Race/Ethnicity, Cont.

Upon further analysis, the College found that first-time students among all but one racial/ethnic group (American Indian/Alaskan Native; 21.8%) graduated with slightly higher three-year average rates than all other students in their same respective group. Moreover, full-time students across all racial groups showed a higher three-year average rate than their part-time counterparts, excluding the Native Hawaiian/Other Pacific Islander group which had no sample. Moreover, trends across many of the groups – despite their first-time or full-time status – were positive, and many groups’ latest graduation rates were meeting or exceeding their three-year averages. Overall, groups that did not perform to at least the same institutional rate will be monitored and targeted in future planning efforts to ensure that the College remains attentive to the unique challenges each group may be experiencing during their journey towards graduation.



Data Source: 2020-21 IPEDS Outcome Measures (OM) Survey; Selected Demographics of Credit Enrolled Students by Home Campus (TEC0131)
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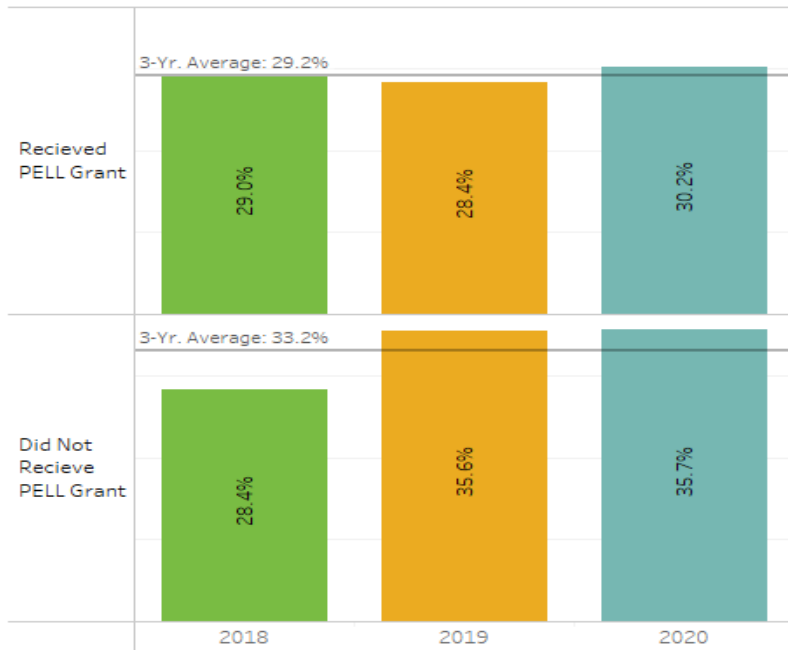
8-Year Graduation Rate by PELL Recipient Status

The data show that students that did not receive Pell (33.2%) graduated with a higher three-year average rate than students who did receive Pell (29.2%). First-time students that did not receive Pell also had a higher three-year average graduation rate (33.4%) than those that received Pell grant funds (29.9%), while all other students that did not receive the Pell grant (31.8%) had a higher three-year average rate than all other students that did receive the grant (26.5%).

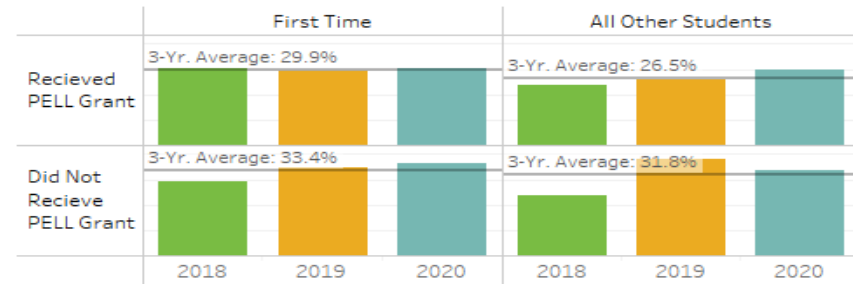
Similarly, full-time students - despite having received Pell or not - showed higher three-year average graduation rates overall. And, despite their credit hour load, students that did not receive the Pell grant showed a higher three-year average graduation rate than those that did receive Pell grant funds. All other part-time students that received Pell grant funds showed the lowest three-year average graduation rate (25.2%) while all other full-time students that did not receive Pell showed the highest three-year average graduation rate (41.9%).

Considering that the federal Pell grant is awarded to economically disadvantaged students, the data show how students' financial foundation can be influential on their ability to graduate in a timely manner. It will be important for Gwinnett Tech to monitor the financial barriers to students' success.

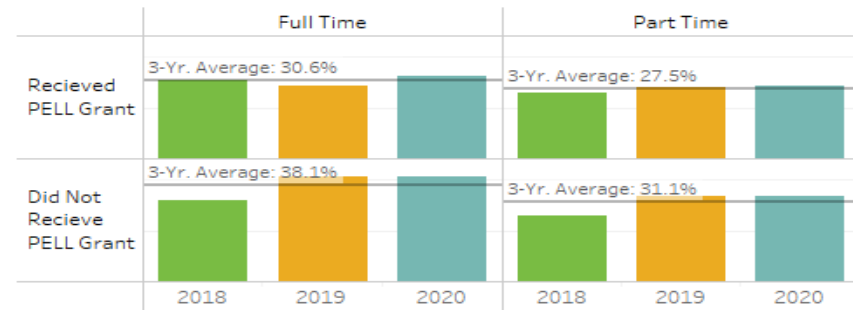
8-Year Graduation Rate by Pell Status - Overall



8-Year Graduation Rate by Pell Status and First-time Status



8-Year Graduation Rate by Pell and Credit Hour Load



Data Source: 2020-21 IPEDS Outcome Measures (OM) Survey; Financial Aid Recipients by Funding Type (TEC0129)
 Note: Final versions of 2021-22 IPEDS data has not been released for publication.