A Unit of the Technical College System of Georgia

Institutional Effectiveness Plan
AY 2014

Institutional Effectiveness Plan
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Introduction

Institutional Effectiveness at Southeastern Technical College is a continuous, comprehensive, and integrated system. The system involves analysis, planning, implementation, assessment, and application of the results, designed to demonstrate the progress of the College in fulfilling its stated mission. This continuous, comprehensive and integrated approach to improving quality also involves monitoring local, state, and federal budgeting. Institutional Effectiveness employs a system that ensures plans are implemented and evaluated with emphasis on decision-making and changes as a result of the evaluation findings. In addition, research is conducted and results are utilized in the planning and evaluation process.

Divisions, Departments, Units, Committees and Teams

The major administrative functioning units of the College are called Divisions. Units within the divisions may be referred to as departments, units, committees, or teams. Divisions, departments, units, committees and teams are composed of committed people who serve as the building blocks that support a common purpose and goal of quality at Southeastern Technical College. These teams and committees bring problem solving skills and value to the programs and services of the College. The College conducts much of its business through Divisional meetings, Department meetings, Teams, and Committees.

Divisions include:

- Provost
- Academic Affairs
- Administrative Services
- Economic Development Programs
- Institutional Effectiveness
- Student Affairs
- Institutional Advancement

Committees include:

- Instructional Lab Health & Safety Management Committee
- Technology Task Force
- Perkins Planning Committee

Additional Committees which include student and/or business and industry participation:
Occupational Advisory Committee
Student Leadership Council (Student Clubs)
Academic Affairs Division is divided into:

- Business Technologies and Human Services
- Environmental and Industrial Technologies
- General Education and Learning Support
- Health

The Academic Affairs Division meets on a regular and/or as needed basis.

Faculty Council

A [Faculty Council] exists to facilitate faculty participation and input into collegiate and academic policies and procedures. The Council serves as a channel of communication between the faculty and the academic administration of Southeastern Technical College.

Teams may include:

- TIER Team (The Institutional Effectiveness Reviewers)
- SPAG (Strategic Planning Advisory Group
- Economic Development Programs Team
- Information Technology Team
- Administrative Services Team
- Faculty Council
- Student Affairs Team
- Safety Team
- Facilities Team

- · Institutional Effectiveness
- · Marketing Team
- · Adult Education

Full-time employees of Southeastern Technical College may serve on a committee or team. Employee involvement is essential for success, and teamwork increases the effectiveness of planning, evaluating, problem-solving, and decision making.

Office of Institutional Effectiveness

Although the Technical College System of Georgia considers the Performance Accountability System and Review to be the instrument that measures the effectiveness of the colleges within its state system, Southeastern Technical College integrates numerous and varied assessments and methods of research for quality enrichment and accreditation in addition to the Performance Accountability System/Performance Accountability Review (PAS/PAR). The College is continually striving to improve its methods of assessing effectiveness and utilizing the results for improvements.

A full-time Vice President for Institutional Effectiveness (VPIE) ensures that the institutional effectiveness system functions in a manner that is consistent with and supportive of the College's purpose and the operating philosophy as established by the President. The Vice President for Institutional Effectiveness has administrative access privileges to records, documents, and files; has been allocated adequate resources; and is fully supported by the President of Southeastern Technical College.

Research is an integral part of the planning and evaluation process at Southeastern Technical College. The Vice President for Institutional Effectiveness is a member of the Southeastern Association of Community College Researchers and the American Institutional Researchers. Research data from these organizations plus other sources is used for analysis and comparison purposes. The Vice President for Institutional Effectiveness supervises a Director of Institutional Research and Planning (DIR). The VPIE is responsible for accreditation compliance, TCSG compliance, strategic planning, annual planning, the coordination of research and analysis as well as the annual submission of IPEDS data (Integrated Post-Secondary Education Data System). The DIR is responsible for the annual PAS submission, institutional survey/evaluation/data coordination/dissemination, gathering research data, developing analysis reports, and disseminating the reports to facilitate better decision making. The DIR is responsible for ensuring the latest technologies are integrated in the planning and evaluation processes. The VPIE and the DIR are members of the Institutional Effectiveness (IE) Peer Group within the Technical College System of Georgia. The Administrative Assistant to the Provost also serves as a Data Analyst responsible to the Vice President for Institutional Effectiveness for generating standard and/or custom reports summarizing, trending and analyzing data for review by administrators and other stakeholders. The Data Analyst is also responsible for developing automated SAS scripts to clean data extracted from Banner student database and to convert data into the format specified for Achieving the Dream. The IE team works together to develop and maintain accreditation websites, coordinate accreditation reports/visits, as well as ensure the College is effectively accomplishing its mission.

A local Intranet which is available to faculty and staff either on or off campus via username and password protection is yet another means of improving the effectiveness of the College through better communication channels. The Institutional Effectiveness Intranet consists of several web pages which provide direct access to the latest forms, reports, evaluation results, plans, manuals, handbooks, committee agendas, minutes, reports, survey results, various committee minutes, and Local Board minutes. The sites also provide an electronic trail for numerous processes at the College. The Office of Institutional Effectiveness manages the Intranet sites.

The Institutional Effectiveness Reviewers (TIER)

The ultimate test of performance for Southeastern Technical College is the utilization of evaluation data for analysis and continued improvement. Methodologies and data-collection techniques are continuously reviewed, revised, and strengthened. Using the results and communicating those results for improvement continue to be significant elements in determining whether or not Southeastern Technical College is fulfilling its mission.

Southeastern Technical College not only assesses its programs and services, but the entire assessment process as well. The Institutional Effectiveness Reviewers Team (TIER) is composed of full-time representatives of student affairs, general education, and program instruction, support staff representatives, the Director of

Institutional Research and Planning, the Director of Institutional Advancement, and the Vice President for Institutional Effectiveness. TIER meets periodically to review surveys, analyze results and other factors affecting the surveys and make recommendations for improvements of data collection and reports. TIER reviews the Institutional Effectiveness Plan and advises the Vice President for Institutional Effectiveness of any needed revisions. TIER focuses on which assessment tools will improve student learning and services. TIER also functions as a channel to help improve communications to, from, and between the faculty and the College. (TIER Program of Work/Roster/Agenda/Minutes)

Institutional Effectiveness Flyer

The Institutional Effectiveness Flyer is developed by the VPIE periodically to keep faculty, staff, and Local Board members informed. Topics vary from accreditation to motivation. The IE Flyer serves as a communication / education tool.

Annual Review: Mission

Southeastern Technical College (STC) involves the faculty, administration, occupational advisory committees, and the local Board of Directors in the annual review of its mission statement. First, it is reviewed by the College's administration. The VPs then review the mission with their divisions. The faculty members then present it to their occupational advisory committees. It then goes to the Local Board of Directors. The purpose of this review is to assure that the institution is meeting its educational commitments and that the mission statement is accurate, complete, clear, and concise.

If changes to the mission statement are suggested, the College's administration will draft the revision; however, if major changes are recommended, it is forwarded to the Strategic Planning Advisory Group (SPAG) for review. After the revision is complete, the draft mission statement is sent to the Student Leadership Council for input. Once the draft is approved by the College's administration, it is referred to the faculty's occupational advisory committees and the College's Local Board of Directors for review and approval. After it is approved at the local level, the mission statement is forwarded to the Office of the Technical College System of Georgia. It is then sent to the State Board of the Technical College System of Georgia for review and approval.

At any point in the review process, the mission statement may be returned to the College's administration with recommendations for further modification. When the mission statement is sent to the State Board of the Technical College System of Georgia for approval, the College's accrediting agency is notified. This review process ensures that a relevant mission statement is maintained which accurately describes the College's activities.

Southeastern Technical College is challenged to continue to review the mission statement annually to ensure that it represents the official statement of the College and that it is relevant to the current and future needs of business and industry. The mission of the College must continue to be accurately communicated through appropriate publications.

Southeastern Technical College actively involves business and industry, faculty, staff, and administration in the annual review process. Such involvement ensures that the mission of the College remains sensitive to the changing needs of the community. (President's Review Calendar & Mission Process)

Five-Year Strategic Plan

A comprehensive 5-Year Strategic Plan aligned with the TCSG Strategic Plan is developed by the Southeastern Technical College faculty, staff, Local Board of Directors, and business and industry leaders. This plan is based on an in-depth situational analysis that formally examines the external and internal environments in relation to the College's Mission, Goals, and Objectives. Strategic goals and objectives are established that include all functional areas of the College. The functional areas include the Provost, Academic Affairs, Administrative Services, Economic Development, Institutional Effectiveness, Student Affairs, Institutional Advancement, and The Institutional Effectiveness Division is responsible for facilitating the development and revision of the Strategic Plan. (President's Review Calendar & Strategic Planning)

Strategic Planning Advisory Group (SPAG)

The SPAG team assists with the development of the 5-Year Strategic Plan. SPAG is composed of representatives from different areas of the College. SPAG reviews the in-depth situational analysis and utilizes environmental scans, demographic profiles, labor market trends, and other resources to help determine the future direction of the College. SPAG reviews the mission, vision, and strategic plan goals and objectives to recommend any needed updates.

Annual Review/Revision of Strategic Plan: Goals and Objectives

The institutional Goals and Objectives included in the College's Strategic Plan are reviewed annually and revised to maintain alignment with TCSG or as needed. Progress toward strategic goal and objective accomplishment is documented annually. The Institutional Effectiveness Division coordinates these activities. (President's Review Calendar & Strategic Planning)

Master Campus Plan

A campus-wide plan for new facilities and for facility renovations is prepared every three years and is reviewed/revised annually. The Master Campus Plan is the result of administrators and faculty planning for new and/or existing program/services expansion, modification, and/or deletion. Plans for facilities, equipment, personnel, furnishings, and supplies, etc. are included in each year's capital outlay request. State funds required for project implementation are requested annually from the Technical College System (TCSG) through the College's submission of the Performance Accountability System (PAS). The Master Campus Plan is reviewed and approved by the Executive Council and the Local Board of Directors. The Master Campus Plan is submitted to TCSG and the State Board of the Technical College System for its information. (President's Review Calendar & Master Campus Plan)

Program Development, Analysis, and Termination Plan

Southeastern Technical College, as part of the Technical College System of Georgia, operates under a system that revolves around quality enhancement of programs and services. In fulfilling the mission of providing "...an innovative, educational environment for student learning through traditional and distance education delivery methods focused on building a well-educated, globally competitive workforce for Southeastern Georgia...," it is necessary to continually assess the needs of the business community we serve and the programs we provide in order to develop, maintain, or terminate programs that meet those needs. Discovering, developing, analyzing, improving, and continuing programs and even terminating inefficient programs are constant challenges for Southeastern Technical College and its ongoing strategic planning process. The Southeastern Technical College Program Development, Analysis, and Termination Plan is designed to help improve the institutional effectiveness of the College by providing an outline that identifies the need for program development, scrutiny, preservation, and erasure, as well as procedures to facilitate implementation of the plan. Academic Affairs is responsible for program development, analysis, and termination. The IE office supplies input as needed. This plan summarizes the broad phases involved in establishing, evaluating, maintaining, and terminating programs at Southeastern Technical College. (Program Development, Analysis, and Termination Plan)

TCSG Performance Accountability System (PAS)

The Technical College System of Georgia's institutional effectiveness process, the Performance Accountability System (PAS), is a management process that annually measures performance on a prescribed set of measures and plans for continuous quality improvement throughout the College. PAS evaluation, planning, and budgeting processes are completed for educational program groupings and for the College. Additionally, each functional area measures performance annually and plans for improvements based on assessment results. The program and College information is recorded in the PAS database, and the functional unit information is recorded in a local database. Southeastern Technical College faculty and administrative staff participate in this evaluation, planning, and budgeting

process for PAS, which is coordinated by the Institutional Effectiveness Division in cooperation with the Academic Affairs Division and other divisions of the College.

During the budgeting phase, the PAS database is used to prepare the College's budget request for state improvement funds projecting two years into the future. Budgeting ties the money requested to desired improvements. Funding is requested from the state for additional personnel, equipment, operations, capital outlay construction, and capital outlay equipment. The capital outlay construction requests, submitted to TCSG through the PAS software, are included in the current Master Campus Plan. The PAS budget request reflects the synthesized and prioritized equipment needs of the Academic Affairs Division.

The Performance Accountability System (PAS) was developed by the Technical College System of Georgia as a result of the organization's commitment to the continuous enhancement of the quality and effectiveness of programs and services.

The Performance Accountability System (PAS) is composed of four distinct but interrelated modules: program assessment, community needs assessment, planning, and budgeting.

The first module of the Performance Accountability System is based on the assessment of the effectiveness of the College's programs that culminate in a technical certificate of credit, a diploma, or an associate degree. All program groups at each campus conduct level one analysis annually.

The second module, the community needs assessment, is intended to assist in determining future needs for program improvement, modification, phase-out, expansion, or start-up.

The third module of the Performance Accountability System is planning. Planning is a collaborative activity building on input from all staff, long-range plans, and a thorough analysis of the college's current situation.

The fourth module of the Performance Accountability System is budgeting. Budget requests address those needs identified through internal analysis and improvement planning processes.

Southeastern Technical College completes an annual evaluation of Performance Accountability, an annual improvement plan and budget, and an application for federal funds.

Even though data supplied through PAS reports may describe some aspects of the College's effectiveness, there is still a need for human interaction to validate self-evaluations of standard operating procedures and to add critical analysis to the interpretation of regular operations. It was the recognition of this need that propelled the creation of the Performance Accountability Review (PAR) process.

Six-Year Comprehensive Internal Program Review

An internal, comprehensive review of the College's academic programs is conducted every six years in preparation for the Performance Accountability Review (PAR). This review is coordinated by the Vice President for Institutional Effectiveness, facilitated by the Vice President for Academic Affairs, and conducted by the faculty who evaluate the following:
· classroom and/or lab environments
· equipment
· PAS measures/benchmarks
· data for program enrollment
· graduates and placement
· student records
· student success rates
· quality of instructional materials such as syllabi and lesson plans

The results of the evaluations are utilized for continuous improvement and identifying specific needs in the instructional process, physical facilities, equipment, and fiscal needs for future improvements. ([President's Review Calendar](#) & [Internal Program Review Compliance Audit Checklist](#))

Six-Year External Performance Accountability Review (PAR)

An external, comprehensive on-site review is conducted by a team of Georgia technical college presidents, faculty, staff, and selected TCSG personnel every six years. The Review is the capstone of the Technical College System of Georgia Performance Accountability System (PAS). The PAR serves several purposes including verification of state standards' implementation and monitoring and improvement planning for federal compliance.

The PAR findings are provided to Southeastern Technical College's President, faculty, and staff, as well as the TCSG Commissioner. The President and the staff prepare a corrective action plan response for any recommendation made by the PAR team. The Commissioner reviews and issues comments regarding the corrective action plan. The College advises the PAR team and TCSG when the corrective action plan has been completed.

The last PAS report submitted to the State Office is used as the information base for PAR. If a PAR is scheduled for the period of April through May, the College may choose to be evaluated under either the prior or new PAS data submission.

By combining a peer review with the College's self-evaluation, the PAR brings the highest level of leadership into the determination of performance accountability.

A copy of the PAS Annual Plans, the PAR Report, Institutional Response, and Commissioner's letter are filed by the Technical College System of Georgia as documentation of state monitoring required for federal compliance.

The PAR Measures include college wide measures in regard to admission procedures, transfer procedures, work ethics, marketing, warranty, and catalog and student handbook.

PAR also evaluates program compliance measures including:
· program structure/curriculum
· instructional content
· employability skills-work ethics
· advisory committee
· health and safety
· warranty of degree, diploma, and technical certificate of credit graduates
· online course program delivery mode

PAR also measures core requirements for the one-year funding application which include:
· student attainment of academic skills
· student attainment of vocational/technical skills
· student graduation
· student placement
· nontraditional enrollment
· nontraditional graduation
· instructional program improvement
· individual/business evaluation of program/services
· continuous improvement evaluation
· barriers for special populations
· expenditure of funds for non-traditional training and employment
· professional development

- budget compliance

Integrated Post Secondary Education Data System (IPEDS)

Southeastern Technical College complies with Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325) which requires that "…institutions will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)…in a timely manner and to the satisfaction of the Secretary."

IPEDS, established as the core postsecondary education data collection program for the National Center for Educational Statistics (NCES), is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as institutional characteristics, enrollments, finance, student financial aid, graduation rates, program completions, and human resources.

IPEDS enables Southeastern Technical College to compare itself to peer institutions by generating reports using selected IPEDS variables of interest.

Accreditation and Oversight

Annual Review of Commission on Colleges (COC) Principles of Accreditation

Annually, divisions review assigned sections of the COC Principles to determine compliance with evaluative criteria and to identify/locate required documentation. Special teams may also review assigned sections of the COC principles and provide input. Results of the reviews are utilized as individuals ultimately determine compliance with related measures included within the COC Principles of Accreditation. (President's Review Calendar & COC Compliance Review Assignments)

Southeastern Technical College takes its responsibility for compliance with the Commission's substantive change procedures and policy very seriously. Responsibility for monitoring and reporting the various types of substantive change at Southeastern Technical College (STC) is designated to individuals in their capacity to initiate, review, approve, and allocate resources to substantive changes as outlined in the Substantive Change Notification Policy and Procedure. A web-based, Substantive Change Database Tracking System was developed to assist administrators in noting the various types of substantive changes to determine the correct procedure to follow, the timeframe for notification, and an upload feature to archive any required documentation. The system provides a report that displays the substantive change information, notification dates to the commission, implementation dates, prior approval date when applicable, as well as the hyperlinked documentation. The Substantive Change Database Tracking System supplies an ongoing history of changes incurred by the College and the notifications\approvals to the Commission of changes in accordance with the substantive change policy.

Program Specific Accreditations

Programs with specialized accreditations are monitored by Academic Affairs. The Director of Allied Health Accreditation is responsible for the coordination of all the health program accreditations. The Institutional Effectiveness Office assists with the coordination of self-studies and visits as needed. An up-to-date listing of program accreditations is maintained and posted on the College website in the Catalog and Student Handbook.

Annual Review of TCSG Standards

Institutional, General, and Program Standards

Annually, administrators of the functional units review assigned sections of the TCSG Institutional Standards to determine compliance with evaluative criteria and to identify/locate required documentation. Results of the reviews are utilized as individuals ultimately determine compliance with standard related measures included within the Technical College System.

Course development, review and revision are crucial tasks that the Southeastern Technical College faculty embraces on an annual basis. Learning Support faculty, along with the General Education/Learning Support Advisory Committee, review General Education/Learning Support course standards. In addition, program faculty and respective Advisory Committees review program standards, including general education component, to determine compliance with evaluative criteria and identify/locate required documentation.

Courses in the degrees, diplomas, and technical certificates are developed through a process known state-wide as the Instructional Faculty Consortium Committee process (IFCC). The course/program development is appropriate to higher education.

Programs with award levels of Technical Certificate of Credit, Diploma, and Degree are revised on a four-year cycle. The revision process is designed to meet the needs of business and industry and students enrolled in the programs. The process takes an average of eight to twelve months to complete and implement.

Steps involved in the revision of a credit program include:
·   The State Technical Committee meets to determine if competencies need to be added or deleted from the existing program. State Technical Committee recommendations are presented to the Instructional Faculty Consortium Committee (IFCC).
·   Local program advisory committees review program standards annually to determine if changes are needed.
·   The IFCC meets to review State Technical Committee recommendations and present local advisory committee recommendations. Also, the IFCC determines the courses where the new competencies are to be placed and the amount of instructional contact hours needed to meet these competencies. The IFCC recommends the newly revised program outline and forwards to the Office of Technical Education at TCSG.
·   The curriculum program specialist working with the program being revised develops a Probe containing recommended changes in areas of course competencies, contact hours of instruction, credit hours of instruction, course name, course number, course pre/co-requisites, and course descriptions.
·   The Probe is approved by the Director of Instructional Support Services, posted on the TCSG website, and forwarded to all college presidents for review and comment. The College response includes input from local faculty, instructional supervisory personnel, and the College President. A Probe response form from the President of the College is then forwarded back to the Director of Instructional Support Services at TCSG.
·   The Director compiles responses and presents findings and Probe to the Vice President for Academic Affairs/President Ad Hoc Standards Committee for review and approval. If approved, the Probe is then presented to the full Presidents Council of TCSG for approval.
·   If this group does not approve changes then the process reverts back to the IFCC group (step 2) for further work and is reintroduced to step 5.
·   The final recommendation on program revisions is presented to the State Board of the Technical College System of Georgia for approval.
·   Once program revisions are Board approved, then the working committee comprised of program faculty work to develop written guide materials that reflect program changes under the facilitation of the curriculum program specialist for that program.
·   The curriculum program specialist compiles new program material and program standards changes into the TCSG format and posts them on the TCSG website.
·   Colleges approved by TCSG to offer the program implement new program.

([President's Review Calendar](); [TCSG Standards Review Audit Checklist](); [TCSG Program Revision Calendar]())

Planning and Evaluation

Planning and evaluation is a major component of the effective functioning of the divisions and departments of Southeastern Technical College. Evaluations used in the planning process within the different divisions may include:
·   Adult Education Surveys

- Advisory Committee Program Evaluations/Recommendations
- Audit Reports (State, Foundation, & Financial Aid)
- Certification Exam Reports/Results
- Auditorium Satisfaction Survey
- General Core Competency Assessment (GCCA)
- Work Ready Assessments
- Comprehensive Program Assessment (Project, Portfolio, exam, etc.)
- Commission on Colleges Principles (COC)
- Commission on Colleges Reports/Responses/Visits
- Committee Approvals/Minutes
- Comparison Percentage Reports for Credit Course Evaluations
- Continuing Education Course Evaluation Reports
- Technical College System of Georgia Standards (TCSG Institutional, General Program, & Program Standards)
- TCSG End-of-Year Data
- Division Agendas/Minutes
- President's Review Calendar
- Employee Annual Performance Management Evaluation
- Employer Survey
- Executive Council Approval/Minutes
- Faculty/Staff Perception of Services Survey/Reports
- Galileo Report
- Georgia Online Database (GOLD) Report
- Graduate Survey
- Georgia Virtual Technical College (GVTC) End-of-Year Data
- Information Technology Plan
- Integrated Postsecondary Education Data System (IPEDS)
- Internship Report
- IPEDS Surveys
- Job Placement Report
- Knowledge Management System (KMS) Datacenter Reports
- Instructional Safety, Health, and Lab Management Checklists
- Instructor Observations
- Leaver Survey
- Library Survey
- Library Statistics Report
- Licensure Exam Reports/Pass Rates
- Local Board Approval/Minutes
- Marketing Survey
- Monthly Divisional Budget Reports
- New Student Survey
- Performance Accountability Review (PAR)
- Performance Accountability System (PAS) Reports for Programs
- Physical Inventory
- Program specific accreditation decisions
- Program specific licensure/accreditation/certification standard and evaluation
- Course Evaluations: Traditional, Polycom, Online, Clinical, and Medical Assisting
- Self-Study Reports
- Staff Development Plan/Activity Reports

- Southeastern Technical College Annual Report
- Student Perception of Services Survey
- SWOT Analysis

The results of these ongoing evaluations allow each division the opportunity to improve, to plan more effectively, and to prioritize available budget resources.

Customer Evaluations

Internal and external customer evaluations are completed for departments, divisions, and the College. The customer survey results are used during the evaluation and planning phases of the institutional effectiveness process and during the preparation of both the College's Annual Plan and Budget and the College's Strategic Plan. Customer evaluation findings are continuously reviewed, and action is taken as needed. Academic Affairs, Student Affairs, Job Placement, Economic Development, Continuing Education, and Institutional Effectiveness are responsible for these evaluations. Findings are used during the evaluation of programs, functional units, and the College.

Examples of evaluations administered regularly may include but are not limited to:
- Business and Industry Needs Assessments
- Auditorium Satisfaction Survey
- Community College Survey of Student Engagement (CCSSE)
- Continuing Education Course Evaluations
- Employee Annual Performance Evaluations
- Employer Surveys
- Faculty & Staff Perception of Services Surveys
- Graduate Exit Interviews
- Graduate Follow-up Surveys
- Individual Programs Needs Assessments
- Lab Management Checklists
- Leaver Surveys
- Marketing Surveys
- New Student Surveys
- Online Course Evaluations
- Special Services Surveys
- Student Perception of Services Surveys
- Supervisor Evaluations
- Traditional Course Evaluations
- Clinical Course Evaluations
- Online Faculty Satisfaction Survey

(President's Review Calendar & Surveys, Evaluations, Assessments)

Annual Faculty and Staff Performance Evaluations

Each Southeastern Technical College faculty and staff member is evaluated annually by his/her supervisor. During the evaluation, a review is made of the previous individual staff development plan, the department and/or individual annual plan, and if appropriate, customer evaluations, as well as other evaluation findings. Faculty and staff design staff development activities and plans based on results of various evaluations. (Staff Evaluation Form & Annual Performance Evaluation & Staff Development Plan Procedure Flowchart)

Staff/Professional Development Plans

Annually, each full-time member of Southeastern Technical College's faculty and staff participates in planning staff development activities. The staff development plan includes required activities such as those related to state requirements and accreditation, as well as selected activities based on institutional needs, individual needs, and results from evaluations. The administrators of the functional areas assist in facilitating the planning process.

Staff development is a planned and organized learning activity that results in improved job competencies and professional growth. All employees of Southeastern Technical College are encouraged to develop themselves professionally; therefore, some plans may far exceed the minimum hours required. Full-time faculty and administrators are required to complete a minimum of 50 contact hours. Support staff members are required to complete a minimum of 20 contact hours.

Based upon an individual's self-assessment and annual performance evaluation the staff development plan is prepared and filed by May 1 each year. Plans are developed based on priority of need as determined by the individual and supervisor. Records containing staff development plan and activity reports are retained in the supervisor's staff development file. The completed staff development plan is maintained in the employee's personnel file. A copy is also provided to the employee.

An employee's continued employment is partially contingent upon completion of the staff development plan for the upcoming year and the employee having satisfactorily completed the prescribed activities on his/her staff development annual plan for the previous year.

In reality, it is the effectiveness of the individual employees of Southeastern Technical College that ultimately determines the effectiveness of its programs and services, as well as the impact of the College on the community. (Staff Development Forms: Staff Development Plan; Activity Report)

On-Going Strategic Planning - Annual Planning

The SPIRIT System

Strategic Planning, Improvements, Results, and Implementation through Teamwork (SPIRIT) System Overview

Developed in-house by the DIR and VPIE, a web-based database program called SPIRIT provides the mechanism for documenting planning processes and mission achievement. SPIRIT integrates individual, internal systems to expedite time-consuming processes. Utilization of the SPIRIT system helps bridge the information gap between campuses. SPIRIT also helps meet the following needs: constant technology changes at the College, the need to incorporate technology, and the need for consistency in the format and information gathered to document the achievement of the College's mission. This web-based program helps facilitate the documentation of ongoing strategic planning and expedites everyday processes with the use of technology. SPIRIT's integrated components include: job descriptions, resumes, qualification summaries, College forms and plans, organizational charts, substantive change tracking system, dashboard reporting system, online leave requests system, online purchasing requisition system, online performance management system, policies and procedures, planning, budgeting, reporting, assessment, and evaluation.

SPIRIT:
·   Documents the link between the planning & budgeting requests (divisional non-customary budget requests) to the accomplishment of the mission
·   Generates Annual Plans and Divisional non-customary Budget Requests for each unit
·   Provides consistency
·   Saves time
·   Provides reports instantly
·   Provides constant access to planning/budgeting processes for administration, support staff, and faculty

·   Integrates internal systems to maximize efficiency and effectiveness

SPIRIT makes it possible for plan keepers to enter actual results of assessments as soon as the assessment report is received, analyze the results, and incorporate improvements in a more timely and efficient manner. SPIRIT breathes life into the strategic planning processes, incorporates technology, and provides indicators as to whether or not Southeastern Technical College is achieving its mission.

The future success of the College lies in the use of its assessment results to make improvements. Southeastern Technical College proudly uses assessment results for improvements and documents those accomplishments in the Annual Plan Reports. This closes the loop of the institutional effectiveness cycle and ensures quality enhancement of the College. The Institutional Effectiveness Division works in cooperation with the other divisions of the College to develop the annual report concerning improvement actions taken as a result of the analysis of assessments. Video clips and Help Screens have been incorporated into the SPIRIT system to assist plan keepers in developing and maintaining the program and administrative/support unit plans.

Division Goals and Objectives

On an annual basis, each division develops goals and objectives in an Annual Plan in SPIRIT for the next academic year. These goals and objectives are consistent with the Mission of Southeastern Technical College and are intended to enhance the overall learning environment for Southeastern Technical College students. The goals established each year are based on needs identified through formal and informal evaluations. These evaluations include input from students, faculty, staff, and advisory committee members.

Annual Plan – SPIRIT System

Utilizing the [SPIRIT](#) web-based annual planning tool, an Annual Plan is developed by each instructional program and functional unit of the College. Budget requests for non-customary (non-recurring) items are included in the divisional annual plans. This Annual Plan may be based on the following as appropriate:
·   Evaluation results from the TCSG Performance Accountability System
·   Evaluation results of federal core indicators
·   The previous goals and budgets
·   Faculty/staff evaluations
·   Customer evaluations
·   Input from advisory committees
·   COC Core requirements/Comprehensive Standards/Federal Requirements
·   Program–specific licensure/accreditation/certification standards and evaluations
·   Strategic Plan goals and objectives
·   Results of other data and evaluations
The process involves every program grouping and unit and includes evaluating, planning, budgeting, implementing, and utilizing the results for improvements.

The elements of the Administrative/Support Unit/Program Annual Plan include:
·   The identity of the College
·   The fiscal year
·   The identity of the SPIRIT (Strategic Planning, Improvements, and Results - Implemented through Teamwork) System
·   The identity of the person, position, and organizational number of the Admin or Program Unit plan keeper
·   College Mission Statement
·   Division Mission Statement
·   Department Mission Statement if applicable
·   Unit/Program Mission Statement
·   Strategic Plan Goal/Objective

Introduction

·   Admin Unit, Program, or Student Learning Outcome (Desired Results)
·   Assessment Method
·   Strategies/Activities (Steps to achieve objective)
·   Actual Assessment Results
·   Analysis
·   Use of Results (for Improvement/s)
·   Achievement of Strategic Plan Goal\Objective
·   Budget (Non-customary/non-recurring items - Division level)
·   Item
·   Quantity
·   Unit Cost
·   Total Cost
·   Justification
·   Grand Total Cost

The SPIRIT system provides the mechanism to review the overall institutional goals, document actual assessment results, plan steps for improvements, and set new goals. The Executive Council, representative of all divisions of the College, reviews the plan at the institutional level (College Plan). Southeastern Technical College strives toward continuing improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission. Strategic Plan goals and objectives are referenced for each goal written in the Annual Plans. (Administrative Unit Annual Plan & Budget Request, Educational Program Annual Plan & College Plan Assessment of Strategic Goals)

Educational Program - [Administrative Unit (Includes Academic and Student Support Services & Administrative Support Services) – College Effectiveness Process](#)

August – July - Student Learning Outcomes Assessment

Educational programs assess program-level Student Learning Outcomes (SLOs) for an academic year (AY) (Fall, Spring, and Summer semesters). Program plan keepers coordinate the collection of assessment artifacts.
SPIRIT allows data entry at anytime during the cycle; therefore, as soon as assessment results are available faculty can enter the results, analyze it, and implement any needed improvements immediately. Therefore, the cycle of effectiveness and the strategic planning processes at Southeastern Technical College are continuous.   Student learning assessment results are entered into the SPIRIT system for the term just ended.

- January – input Fall semester SLO results/analysis/improvements
- May – input Spring semester SLO results/analysis/improvements
- July – input Summer semester SLO results/analysis/improvements

During July and August, the SLO assessments are finalized for the academic year just ended. Analysis and recommendations for improvements are also noted and may be incorporated into the new annual SPIRIT. This plan is initiated by inputting the SLOs for the new AY.

End of September - Overall Program– Administrative Units' - College Outcomes Assessments Results – Available

End-of-Year (EOY) reports at the college and program levels (ex. Enrollment, FTE, Graduation Rate, Retention Rate, etc.) from the Technical College System of Georgia Data Center Knowledge Management System (KMS) are available in late September.

October - Overall Program– Administrative Units' - College Outcomes Assessments Results

Program instructors evaluate/review the overall program outcomes for the academic year just ended by accessing SPIRIT in October. The actual results from the identified assessment method/s are entered along with an analysis of the results. Analysis and recommendations for improvements are also noted and may be incorporated into the development of the overall program outcomes for the academic year. These desired program outcomes are developed in the program's annual plan which was initiated during the month of August with the input of the Student Learning Outcomes.

The Administrative Units and the College Plan Keeper utilize many of the KMS EOY reports and input assessment results, analysis, and improvements in the SPIRIT system during the month of October. Analysis and recommendations for improvements are also noted and may be incorporated into the development of the outcomes for the academic year.

November

The educational program plans and the administrative unit plans for the year are developed and documented in the SPIRIT system by November of the academic year.

Ongoing IE Process

January, May, & July - Continuous Cycle - Collection of SLO Assessment Data

August - Academic Year begins

September – EOY Reports/Assessments

October – Analysis/Improvements

November – Developed plans

Student Learning: Graduate Academic Excellence

The effectiveness of the College can also be realized in the competencies of its graduates. To better assess the effectiveness of the general education program, Southeastern Technical College identifies college-level competencies within the general education core.

Graduates will demonstrate the following:
· The ability to utilize standard written English
· The ability to solve practical mathematical problems.
· The ability to read, analyze, and interpret information.
· The ability to utilize basic computer skills.

The College assesses achievement of the competencies. The College provides evidence that graduates have attained the competencies with General Core Competency Assessments which include but may not be limited to WorkKeys/COMPASS assessments, General Education Competency Essay, and Comprehensive Exams. [Documentation: Listing of Graduates by Term-General Education/Program Competency Verification Spreadsheet] Successful completion of the General Education Competency Assessments is required for graduation. The following scores are required for graduation from degrees and diplomas as well as any technical certificates of credit containing a general education component.

ASSESSMENT	DIPLOMA-TCC	DEGREE
Work Keys Applied Mathematics	Score of 3 or higher	Score of 5 or higher

Compass E-Write	Score of 5 or higher	
General Education Writing Competency Exam		Score of 2 or higher on a 3-point rubric
Work Keys Locating Information	Score of 3 or higher	Score of 4 or higher
Work Keys Reading for Information	Score of 3 or higher	Score of 5 or higher
SCT 100 Comprehensive Exam	Score of 70% or higher	Score of 70% or higher

Candidates for the General Education Competency Assessments are given a permission form by their instructor/advisor. The candidate submits the General Education Competencies Assessments Permission Form to the test administrator. The test administrator will return the form and score report to the Dean of General Education. The student's scores will be documented in BANNER and can be found in the student's Academic Record. Advisors and Instructors obtain the scores in the BANNER Student Database. [General Education Core Competencies Procedure]

The College assures graduates have attained the college-level competencies within the general education core through a validation process at the time the student makes application for graduation. The student secures an Application for Graduation from either the Registrar's Office Forms webpage or the student's advisor.

The program advisor will submit the proper documentation to the registrar at the appropriate time. The registrar will complete the verification process. The Registrar reviews the application and extracts a copy of the student's academic record stored in the BANNER Student Database. The Registrar validates the required courses and grades of the student's program, including the General Education Core competency courses, and certifies the student as qualified for graduation based on successful completion of all courses required and successful completion of the General Education Competency Exams. The Registrar also ensures clearance of all Business Office and Student Affairs holds on the student's account. The validated graduation information is then entered into BANNER by the Registrar.

Student Learning: Verification of Competent Graduates

Southeastern Technical College provides evidence to back up degrees awarded with certification that learning goals have been achieved. Although successful completion (minimum grade of "C" = 70%) is required for all courses in a program for a student to graduate, Southeastern Technical College ensures its graduates have attained program competencies by requiring the successful completion of identified program exit exams in order to qualify for graduation. Successful completion of a comprehensive, program specific assessment such as a comprehensive exam, project, or portfolio is required within an identified course in each educational program. Successful completion of the identified exit exam is required for success of the course and for graduation.

Student Learning: Georgia Work Ready Certified Graduates

The Governor of Georgia launched a workforce initiative in 2006 to help insure that Georgia is Work Ready. In order to recruit new businesses, communities must demonstrate that they have a workforce capable of filling new jobs. This initiative is designed to provide employers with documentation that Georgia has a workforce ready to meet their needs. The Georgia Work Ready Certificate will be recognized by the business community to validate that a Georgian's skill and knowledge level meets the requirements of a specific profiled job or occupation. The assessment is offered through Georgia's Technical College System (TCSG) so that Georgia can create a cooperative statewide program. The Governor wants this portable skills credential to be universally acknowledged and valued by employers across Georgia.

In response to this initiative and further fulfillment of the College mission to provide ..."an innovative, educational environment for student learning through...training and services focused on building a well-educated, globally competitive workforce..." Southeastern Technical College ensures its graduates are ready for the workforce by requiring 100% of its diploma and degree graduates to be Georgia Work Ready Certified. Southeastern Technical College is proud to provide employers with diploma and degree graduates who are Georgia Work Ready Certified.

Assessment & Planning Reports

Upon completion of various assessments, responses are collected, analyzed and compiled into a summary report document. The assessment reports are disseminated to the appropriate administrators, faculty and staff, and/or the program advisory committees and the Local Board of Directors. Reports are posted to the Southeastern Technical College Institutional Effectiveness Intranet available via username and password at https://ies.Southeasterntech.edu/ in the Reports folder. The Institutional Effectiveness Intranet is also accessible from the General Information dropdown menu on the Southeastern Technical College web site at http://www.Southeasterntech.edu/ . (President's Review Calendar & an Assessment Report Sample)

End-of-Year Assessment of the Annual Plan and Budget Requests

Faculty review planned Student Learning Outcomes, assessment criteria and procedures during the months of July. New or updated Student Learning Outcomes are entered into the next academic year's annual plans in SPIRIT in August.

Faculty review planned Program Outcomes, assessment criteria and procedures during the months of October. New or updated Program Outcomes are entered into the next year's annual plans in SPIRIT by November 1st.

Administrators and staff review planned Administrative Outcomes, assessment criteria and procedures during the months of October. New Administrative Outcomes are entered into the annual plans in SPIRIT by November 1st.

During October, the Executive Council reviews the College Plan to assess achievement of the strategic goals at the institutional level. Actual results, analyses, and the use of results for improvements are documented in SPIRIT. The Institutional Effectiveness Division coordinates preparation of the Annual Plan and end-of-year assessment documents. (End-of-Year Assessments in SPIRIT)

Annual Plan Report

Upon conclusion of end-of-year assessments of the annual plans, Annual Plan Reports are completed for all programs and a Strategic Plan Annual Analysis is completed. The program SLO reports may be reviewed by the advisory committees during the annual Fall meetings and the program goals reports may be reviewed at the Spring meetings. Summary Reports are provided to the President, the Executive Council, and the Local Board of Directors for review. (Annual Plan Reports)

Utilizing the Annual Plan Report for Improvements

Specific use of evaluation of data is documented in the Annual Plan Reports.

An Annual Plan is completed for all programs and administrative units of the College. The Annual Plans are developed by program faculty and by unit/division administrators.

An annual assessment of the program, student learning, or unit outcomes is conducted prior to the end of the academic year.

An Annual Plan Report is generated that details the accomplishments of the year and the plans for improvements for the upcoming year. The Annual Plan Report for the College that includes reports from the educational programs and the administrative units is compiled as one document.

Student Learning Outcomes Report

The [Student Learning Outcomes Report](#) is generated from the SPIRIT database into a user-friendly table format. Faculty, administrators, and evaluators can easily assess student learning outcomes/results without having to read entire planning documents.

Budget Request Reports

The Budget Request Overview Report is a combination of both the Operating Budget Request Report and the Equipment Budget Request Report. The Operating Budget Request Report displays anticipated non-customary funds needed for day-to-day operations. The Equipment Budget Request Report is utilized for non-customary equipment needs for the College.

All budget request reports can be generated at the division level. The President's Budget Request Overview Report generates the entire College's non-customary budget requests in one report.

Financial Planning & Funding

Financial Plan

The institution considers its financial resources as a basis for strategic planning. The [Southeastern Technical College Financial Plan](#) outlines the financial planning processes.

Operating Budget

(Flowchart)

Each division of Southeastern Technical College is responsible for developing an annual budget as described in the [Southeastern Technical College Budget Process](#) document. [Budget Funding Options](#) (Flowchart)

PAS Budget Request

(Flowchart)

(Instructional Equipment, Non-Instructional Equipment, Campus Improvements, New Construction/[Capital Outlay](#)) (Flowchart)

The President provides priority guidance, based on input from the Executive Council, on Capital Outlay items to the Vice President for Institutional Effectiveness during the month of February. Instructional equipment needs are determined by the program faculty with input from each program area's local advisory committee. Once the equipment needs are identified, the information is passed to the Vice President for Academic Affairs, no later than March 15th. Once approved by the Executive Council, the Vice President for Institutional Effectiveness submits the approved PAS Request to the Local Board for approval, at the April Local Board Meeting. The PAS Request is then submitted to the Technical College System of Georgia by the May deadline.

Matching Equipment Funds **(Flowchart)**

Early in the fiscal year, the state TCSG budget office provides an amount identified as Matching Funds Available. The College then documents those

contributions made to the College Foundation that count toward the College's required match. Once the match is documented, a Matching Grant Proposal is prepared by the Vice President for Academic Affairs and the Director of Institutional Advancement, presented to the President for review and approval, and finally submitted to TCSG Director of Resource Development. The Proposal is also distributed to the Vice President for Administrative Services for informational purposes. The proposal includes instructional equipment needs identified through the PAS Request List input received from instructional staff. The typical deadline for submission of the Matching Grant Proposal to TCSG is mid-December. The proposal is reviewed by the TCSG Office of Planning, Development and Technology for compliance and level of potential funding available. As the funds are approved and available, the Vice President for Academic Affairs initiates the purchases outlined on the Grant Proposal. If, for any reason, there is a deviation from the original proposal, the deviation must be presented to and approved by the President before the item is purchased.

Major Repair & Renovation Funds (MR&R) **(Flowchart)**

The Director of Facilities and Safety collects all campus improvement recommendations. Any requests that meet the bond fund restrictions are considered for funding through MR&R. Other requests submitted in this process that are not eligible for bond fund purchase will be considered for funding if operating dollars are available during the year. Bond eligible campus improvement items become part of the PAS Request. When the award is granted, the Executive Council meets, refers to the approved PAS Request, and approves purchases from that list. The Executive Council makes recommendations to the President for final approval. (Campus Improvement Recommendation Form)

Perkins Funds **(Flowchart)**

One-Year Funding Application for Federal Funds

Southeastern Technical College annually submits to the Technical College System of Georgia a One-Year Funding Application for Federal Funds.

The One-Year Funding Application evaluation component documents compliance with the following federal core indicators:
· status of the College's special population students in attainment of academic, vocational, and technical skills in vocational and academic courses
· success of the College's special population students in receiving a degree, diploma, or technical certificate
· the College's success with retaining and placing special population students
· status of the College's students enrolling in and completing non-traditional programs for their gender

The One-Year Funding Application budget documents how the College plans to accomplish the federal required mandates and selected permissive and details how the College plans to expend federal funds. The Institutional Effectiveness Division is responsible for coordinating the preparation of the One-Year Funding Application. A Perkins Planning Committee coordinates activities to ensure compliance with the federal core indicators.

Upon receipt of the new fiscal year Perkins allocation, the VPIE and VPAS meet and review the annual allocation remaining after Personnel costs. The remaining funds are allocated to Staff Development, Special Population funds, and Instructional Equipment. The budget proposal is submitted to the President for approval. After the President approves, the budget is submitted to the Executive Council and then to Local Board at the March Board Meeting. The budget is submitted to the Technical College System of Georgia by the April deadline.

Summary

Southeastern Technical College considers this plan to be an appropriate, well functioning planning and evaluation process, which identifies and integrates projected educational, physical, and financial development, and incorporates procedures for program reviews and institutional improvement. It is systematic, broad-

based, and interrelated.