Southeastern TECHNICAL COLLEGE
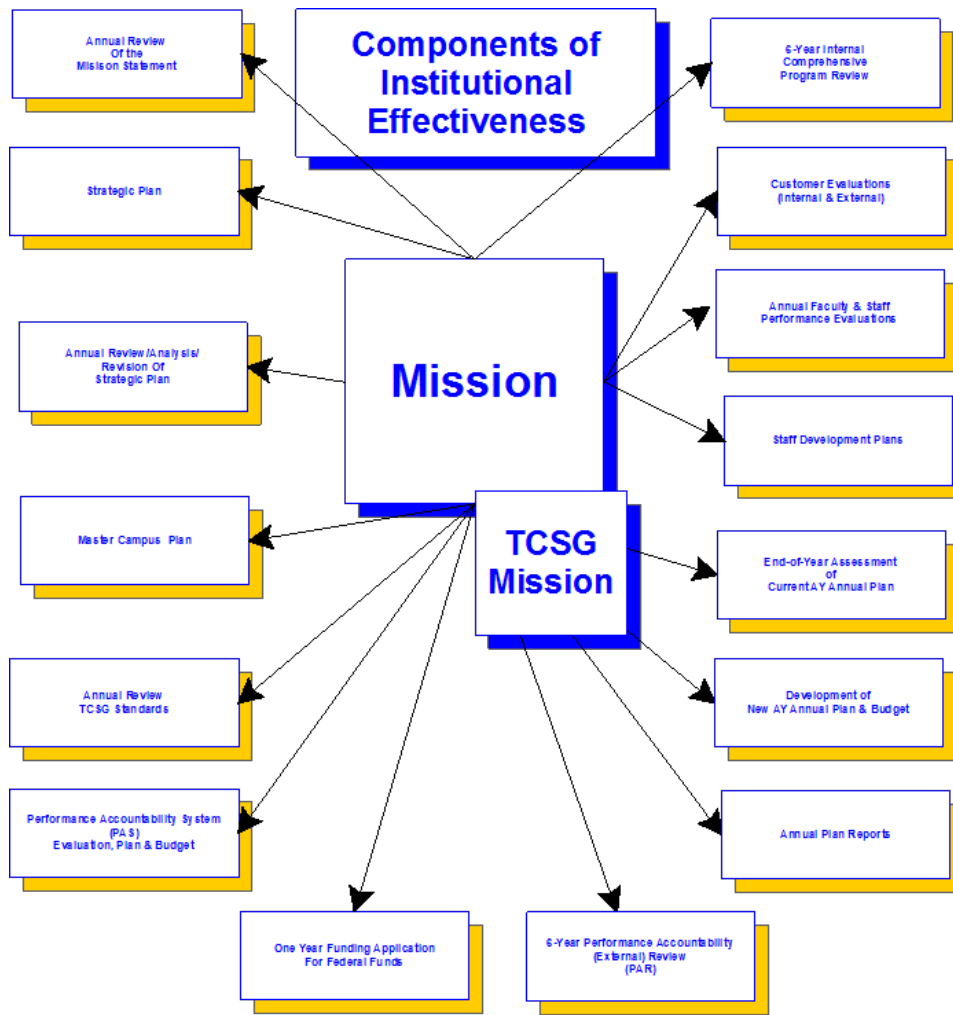
A Unit of the Technical College System of Georgia
An Equal Opportunity Institution

Institutional Effectiveness Plan
AY 2017

Components of Institutional Effectiveness

Boxes:
- Annual Review Of the Mission Statement
- 6-Year Internal Comprehensive Program Review
- Strategic Plan
- Customer Evaluations (Internal & External)
- Annual Faculty & Staff Performance Evaluations
- Annual Review/Analysis/Revision Of Strategic Plan
- Staff Development Plans
- **Mission**
- Master Campus Plan
- **TCSG Mission**
- End-of-Year Assessment of Current AY Annual Plan
- Annual Review TCSG Standards
- Development of New AY Annual Plan & Budget
- Performance Accountability System (PAS) Evaluation, Plan & Budget
- Annual Plan Reports
- One Year Funding Application For Federal Funds
- 6-Year Performance Accountability (External) Review (PAR)

Institutional Effectiveness Plan Table of Contents

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, Teams, and Focus Groups

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, teams, and focus groups 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, Committees, and Focus groups.

Divisions\Departments include:

- Academic Affairs Division
    - Business Technologies and Human Services Department
    - Environmental and Industrial Technologies Department
    - General Education and Learning Support Department
    - Health Sciences Department
- Administrative Services Division
    - Facilities Department
- Adult Education Division
- Economic Development Division
- Institutional Effectiveness Division
    - Information Technology Department
    - Safety and Security Department
- Student Affairs Division
- Institutional Advancement Division

Committees\Focus Groups include:

- Instructional Lab Health & Safety Management Committee
- Technology Task Force
- Perkins Planning Committee
- Staff Development Focus Group

Additional Committees which include student and/or business and industry participation:

- Occupational Advisory Committee
- Student Leadership Council (Student Clubs)

Teams may include:

- TIER Team (The Institutional Effectiveness Reviewers)
- SPAG (Strategic Planning Advisory Group
- Quality Enhancement Plan Leadership Team (QEPLT)

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.

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 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 VPIE is a member of the Institutional Effectiveness (IE) Peer Group within the Technical College System of Georgia. The Programmer/Analyst assists the VPIE in the coordination of activities related to document/database information management. The VPIE develops and maintains accreditation websites, coordinates accreditation reports/visits, as well as ensures 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 Data Analyst, 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. After it is approved at the local level by the President and Executive Council, 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**)

Six-Year Strategic Plan

A comprehensive 6-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 Academic Affairs, Administrative Services, Adult Education, Economic Development, Institutional Effectiveness, Student Affairs, and Institutional Advancement. 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 6-Year Strategic Plan. SPAG is composed of representatives from different areas of the College. SPAG reviews 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. The Master Campus Plan is reviewed and approved by the Executive Council and reviewed by 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 (TCSG) developed the Performance Accountability System (PAS) to promote quality and excellence in technical education and training. PAS is used to evaluate the institutional effectiveness and efficiency of the programs offered by the technical colleges. PAS measures the degree to which the technical colleges and TCSG are successful in carrying out their mission. Inherent in this process is the premise that effectiveness is not simply a measurement process; rather it is fundamentally grounded in the belief that organizations cannot improve unless they can evaluate their current performance against established benchmarks and use the results of these evaluations as the basis for future planning.

 The Performance Accountability System contains two components:

1. Program Assessment
2. College Wide Assessment

Program Assessment

The first component in 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.

Program Group Analysis

Analysis is conducted annually by all program groups. A program group may contain degrees, diplomas, and technical certificates of credit within the same subject area. Groups are identified by TCSG. Component I consists of four compliance measures based on TCSG program standards. Programs which do not meet all four mandatory compliance measures must submit a Standard Corrective Action Plan.

Three key performance indicators have been identified to determine the overall effectiveness of each program group. A key performance indicator is defined as a measure of an essential outcome of an instructional program. Key performance indicators have an associated benchmark. The benchmarks are determined by a formula. To provide context for the key performance indicators and to assist in the analysis, five additional measures are supplied at the same time. These measures are not benchmarked and are for information only. All deficiencies in key performance indicators require a Program Group Performance Improvement Plan.

PROGRAM GROUP COMPLIANCE MEASURES (Based On TCSG Program Standards)

CS-2. Program Structure/Curriculum: Program Standards (02-02-03, 02-03-06)

CS-3. Instructional Content: Program Standards (02-04-01, 02-04-03, 02-04-05, 02-04-06, 02-04-07)
CS-5. Advisory Committee: Program Standards (02-08-01- 02-08-02, 02-08-03)
CS-6. Health and Safety: Program Standards (02-11-01)

KEY PERFORMANCE INDICATORS (Program Group Performance Measures)

CP-1 Retention Measure - Program group retention rate compared to a benchmark
CP-2 Graduation Measure - Program group graduation rate compared to a benchmark.
CP-3 Placement Measure - Program group placement rate compared to a benchmark.

CONTEXTUAL MEASURES (Program Group Trend Measures)
CP-4 - Awards by PAS Program Group
CP-5 -Total High School Enrollment by PAS Program Group
CP-6 -Total Enrollment by PAS Program Group
CP-7 - Total Credit Hours by PAS Program Group
CP-8 - Total FTE Enrollment by PAS Program Group

College Wide Assessment

The second component of the Performance Accountability System is composed of planning and college wide measures. The three college wide measures address standards that apply to the college as a whole.

CS-1 - College Wide (Course Credit)
CS-4 - College-Wide (Uniform Work Ethic Model) or (Institutionally Developed Work Ethic Plan)
CS-7 - Warranty

PAS Reports

The central report of the Performance Accountability System is the PAS Trend Data Report. This report includes data on the key performance indicators and the PAS Program Group contextual metrics. In addition a college's digital document library on the PAS website includes other reports of interest:

- College Wide Standard Measures Summary Report – Uniform Work Ethic Model or

- College Wide Standard Measures Summary Report – Institutionally Developed Work Ethic Plan (STC)

- Program Group Standard Measures Summary Report

- Program Group Performance Improvement Plan

Southeastern Technical College completes an annual evaluation of Performance Accountability, required improvement plans, 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.

There are two types of PAR, the Comprehensive PAR and the Risk-based PAR.

Comprehensive PAR

The Comprehensive PAR includes a review of the college's compliance with select state standards and regulations regarding instructional programs and college operations, as well as federal policies regarding Perkins monies. Each TCSG college has a Comprehensive PAR every six years. The last PAS report submitted to TCSG is used as the information base for PAR.

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.

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.

Risk-based PAR

The Risk-based PAR is purposed solely to monitor the College's compliance with fiscal policies and federal regulations regarding the use and documentation of Perkins monies. Each college is ranked annually to determine whether it will have a Risk-based PAR. The college's ranking is based upon its position on the Risk-based score grid as compared to other colleges in the system. Each college receives a Risk-based score annually. The Risk-based score is used to determine whether the institution will have a Risk-based PAR. The Risk-based assessment score will be based upon the following four categories:

1. Audit Score
2. Perkins PAR findings (0 to 6 points, based upon the severity of the findings)
3. Amount of Perkins grant (1 point per $250,000)
4. Perkins performance (1 point per measure missed by the total college population)

During a Risk-based PAR, only Perkins-related data and documentation is reviewed. The review will cover material and procedures from the current fiscal year and two fiscal years prior. The Risk-based PAR involves a review of the following measures.

AP-1M Perkins Improvement Plans and Perkins Five Year Plan (The College implements a Perkins Local Improvement Plan and a Perkins Five Year Plan as appropriate.)

AP-2 Perkins Budget

AP-2A: The College will insure that **all** budget items for the main Perkins grant are in compliance with federal funding regulations, and that expenditures for the previous and current fiscal
years are supported by valid evidence.

AP-2B: The College employs and maintains appropriate internal control mechanisms to manage Perkins funds.

Additionally, the Risk-based PAR will include: a review of all Perkins-paid equipment for the selected budget years the team will monitor the college's use of the Perkins equipment as well as inventory procedures and an interview of all Perkins-paid personnel.

With the exception of colleges that are placed in High Risk status, a college that has a Risk-based PAR will not have another Risk-based PAR for at least two years following that review.

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

Review of Commission on Colleges (SACSCOC) Principles of Accreditation

Divisions review assigned sections of the SACSCOC *Principles* to determine compliance with evaluative criteria and to identify/locate required documentation. Special teams may also review assigned sections of the SACSCOC principles and provide input. Results of the reviews are utilized as individuals ultimately determine compliance with related measures included within the SACSCOC Principles of Accreditation. (**President's Review Calendar** & **SACSCOC 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 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 SACSCOC substantive change policy. The Substantive Change Database Tracking System is monitored and updated as needed to reflect the most recent version/revision of the SACSCOC Substantive Change Policy.

Program Specific Accreditations

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

Review of TCSG Standards

General and Program Standards

Periodically, administrators of the functional units review the TCSG General and Program Standards in order to determine compliance (utilizing 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 are illustrated in the Probe Process flowchart.

Probe Process: 2016 Revision
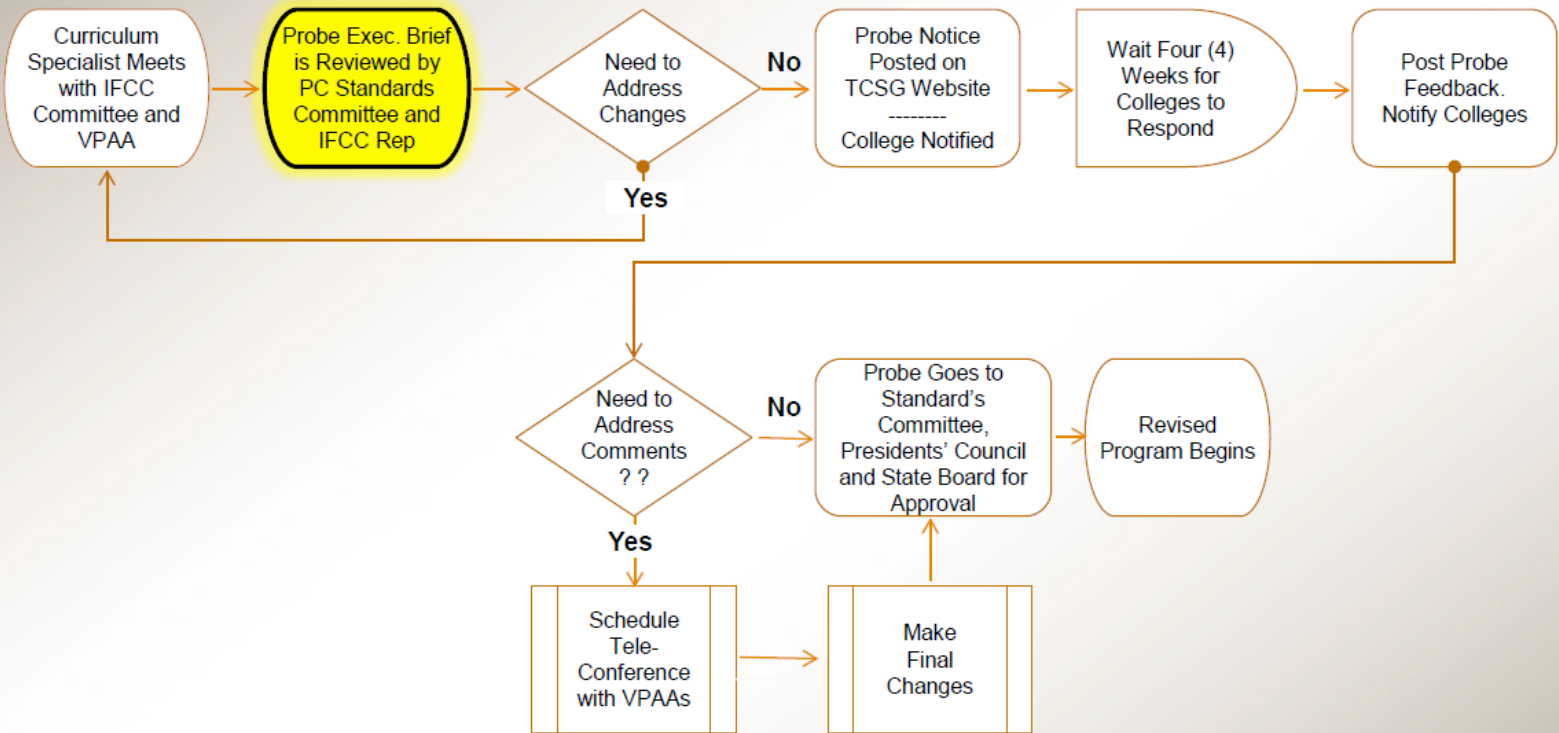
Planning and Evaluation

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
- Complete College Georgia Reports
- Auditorium Satisfaction Survey
- General Core Competency Assessment (GCCA)
- Work Ready Assessments
- Comprehensive Program Assessment (Project, Portfolio, exam, etc.)
- Commission on Colleges Principles (SACSCOC)
- Commission on Colleges Reports/Responses/Visits
- Committee Approvals/Minutes
- Comparison Percentage Reports for Credit Course Evaluations
- Continuing Education Course Evaluation Reports
- Course Evaluations: Traditional, Online, Clinical, and Medical Assisting
- Technical College System of Georgia Standards (TCSG 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
- QEP Reports
- 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. The Administration of STC has the authority to reduce the required number of staff development hours if the College experiences budget cuts due to allocation reductions or declines in local revenues.

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, 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 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
- SACSCOC 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
- 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 whenever possible.

- 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: Student Academic Excellence

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

Students 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 College assesses the extent to which achievement of the competencies are attained. The following scores are required for degrees and diplomas as well as any technical certificates of credit containing a general education component.

ASSESSMENT	DIPLOMA-TCC	DEGREE
Standardized Applied Mathematics Exam	Score of 70% or higher	Score of 70% or higher
ENGL 1010 Final Essay	Score of 70% or higher	
ENGL 1101 Final Essay		Score of 70% or higher on a standardized rubric
ENGL 1010 Reading Assessment	Score of 70% or higher	
ENGL 2130 Reading Assessment		Score of 70% or higher on a standardized rubric

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.

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.

College Plan

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 Vice President for Institutional Effectiveness coordinates the preparation of the College Plan.

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.

Equipment Budget Request

(Instructional Equipment, Campus Improvements, New Construction/**Capital Outlay**)

The President provides priority guidance, based on input from the Executive Council, on Capital Outlay items to the Director of Facilities 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.

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

The Director of Facilities 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 for review. 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.