

SOUTHERN REGIONAL TECHNICAL COLLEGE

Institutional Effectiveness Plan



SOUTHERN REGIONAL
TECHNICAL COLLEGE

Developed by the Institutional
Effectiveness Division

SOUTHERN REGIONAL TECHNICAL COLLEGE
Institutional Effectiveness Plan

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Introduction

Institutional Effectiveness is defined as the positive correlation of results to expectations. Southern Regional Technical College (SRTC) engages in an institutional effectiveness (IE) system that is ongoing, integrated, and includes College-wide research-based planning and evaluation processes. The IE system is described in the Southern Regional Technical College Institutional Effectiveness Plan (IE Plan). It integrates specific research, data collection, evaluation, assessment, analysis, planning, budgeting, and implementation processes. The IE Plan employs a system that provides for a systematic review of College Mission, Goals, and Outcomes. It ensures that expected outcomes of units and programs and program student learning outcomes are identified and assessed; results are used for improvement in planning and budgeting; plans are implemented and evaluated; and improvements are documented. The process is designed to continuously improve programs, services, and student learning and to demonstrate the progress of the College in fulfilling its stated Mission.

Organizational Structure

The President is the chief executive officer responsible for the overall leadership of the College. The President is supported by the President's Leadership Cabinet (PLC), which is comprised of the President, Provost/Vice President for Academic Affairs, six vice presidents, and the Executive Assistant to the President. The vice president positions include the following:

- Vice President for Administrative Services
- Vice President for Economic Development
- Vice President for Institutional Advancement, Marketing, and Public Relations
- Vice President for Institutional Effectiveness
- Vice President for Operations
- Vice President for Student Affairs

Division

SRTC's organizational structure has eight divisions that represent the major areas of operation. The divisions may have one or more departments that have specific job functions within the divisions. Following are a list of the College's divisions:

- Office of the President
- Office of the Provost/Academic Affairs Division
- Administrative Services Division
- Economic Development Division
- Institutional Advancement, Marketing, and Public Relations Division
- Institutional Effectiveness Division
- Operations Division
- Student Affairs Division

Academic Programs

SRTC organizes its academic programs into schools. General Education and Learning Support are included in the School of Arts and Sciences. Other schools are organized by similar occupational areas. An Academic Affairs Dean supervises each school and reports to the Provost/Vice President for Academic Affairs. Following is a list of the academic program areas:

- School of Arts and Sciences
- School of Business
- School of Health Sciences
- School of Industrial Technology
- School of Professional Services

Cabinet/Senate/Committees

The President's Leadership Cabinet, Faculty Senate, and College Committees provide a structure to involve faculty and staff in the major areas of the College and to be pro-active in making decisions or recommendations. These groups also focus on problem-solving and increasing effectiveness. The President's Leadership Cabinet approves SRTC Standing Committees. Each full-time employee of the College has the opportunity to serve on committees, which are representative of faculty, staff, and administrators. These committees make recommendations to the President and administrators to assist the College in governance. The Faculty Senate representatives are elected according to the Faculty Senate By-Laws and represent the Schools of the College and Adult Education.

The President may appoint Ad Hoc Committees as needed to accomplish a specific function, task, or project not related to an established committee. Ad Hoc committees meet on an as need basis while standing committees have ongoing involvement in College governance.

Standing committees include the following:

- Academic Affairs Committee
- Budget Committee
- Calendar Committee
- CCG – Complete College Georgia Committee
- CORE – Collaboration of Retention Excellence Committee
- Facilities Committee
- Federal Disclosure Requirements Compliance Committee
- Financial Aid Appeals Committee
- Graduation Committee
- Information Technology Committee
- Institutional Effectiveness Committee
- Internal Campaign Committee
- Perkins Committee
- Safety Committee

Ad Hoc committee is as follows:

- Strategic Planning Committee

Institutional Effectiveness Division

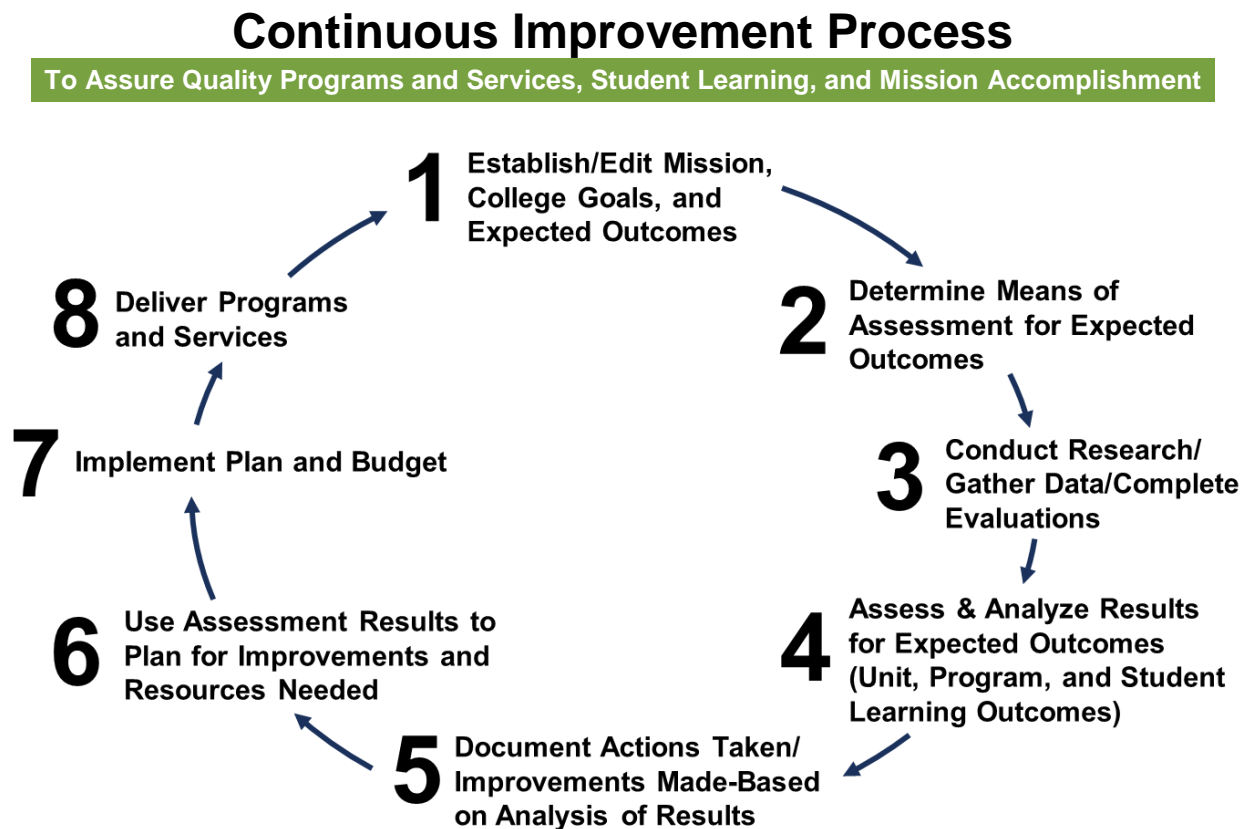
The SRTC Institutional Effectiveness Division provides the overall leadership and direction for the implementation of the comprehensive IE Plan to ensure high-quality courses, programs, and services meet the needs of individuals in the workforce of the SRTC's seven-county service delivery area.

Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IE Committee) is a standing committee within the structure of the College. The Committee monitors the College's research, evaluation, assessment, and planning processes. It also ensures that the results of research, evaluation, and assessment are used in planning and for the improvement of units, educational programs, and services. The Committee ensures that data is used in decision making and that planning and evaluation processes are in accordance with the requirements of the Technical College System of Georgia (TCSG) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Committee also provides for a formal review of units, programs, and student learning outcome assessments. The Committee is composed of faculty and staff and serves as a source of input and feedback to the administration of the College and to the Vice President for Institutional Effectiveness (VPiE).

Continuous Improvement Process

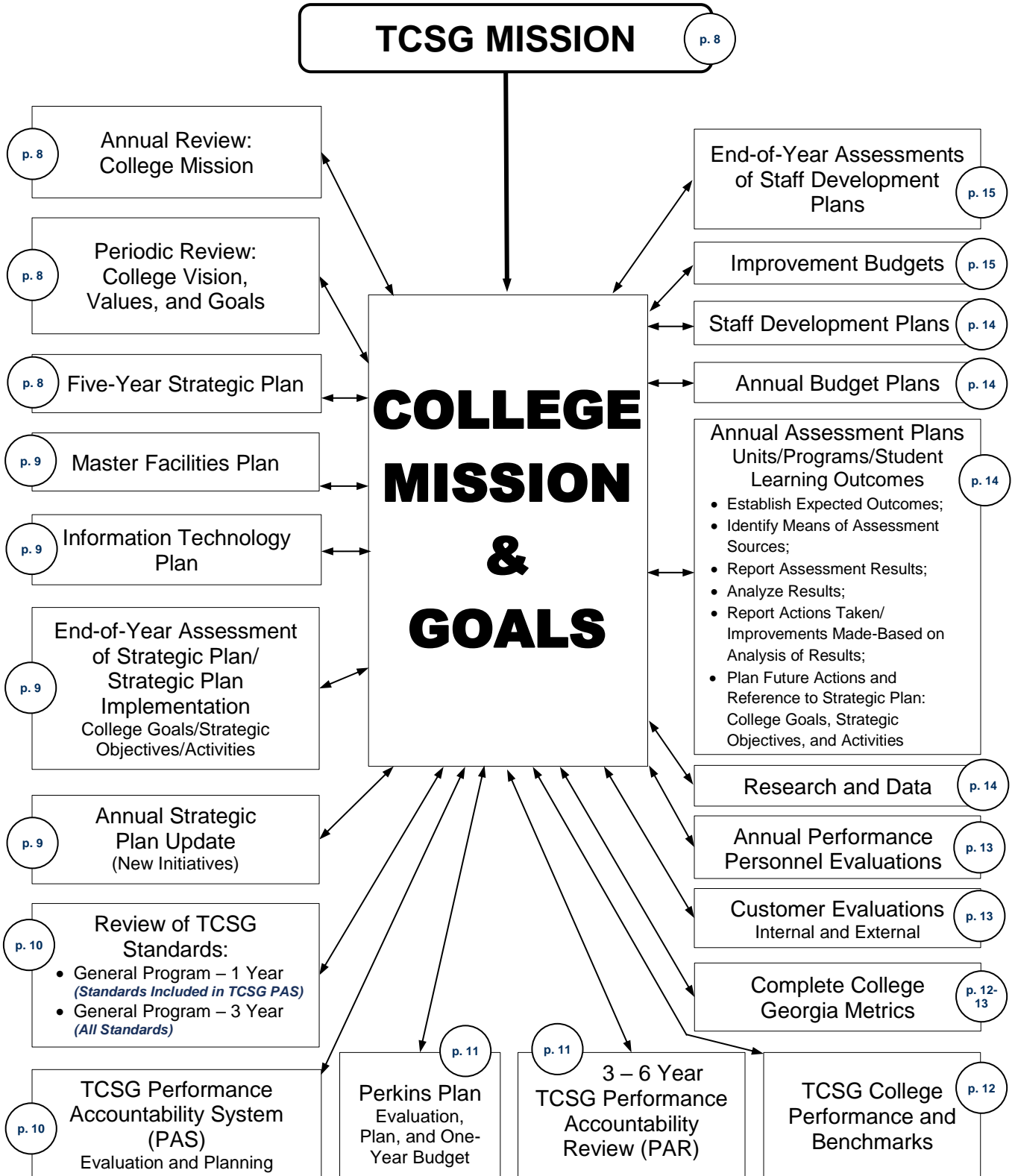
The illustration below demonstrates the continuous improvement process in place at the College.



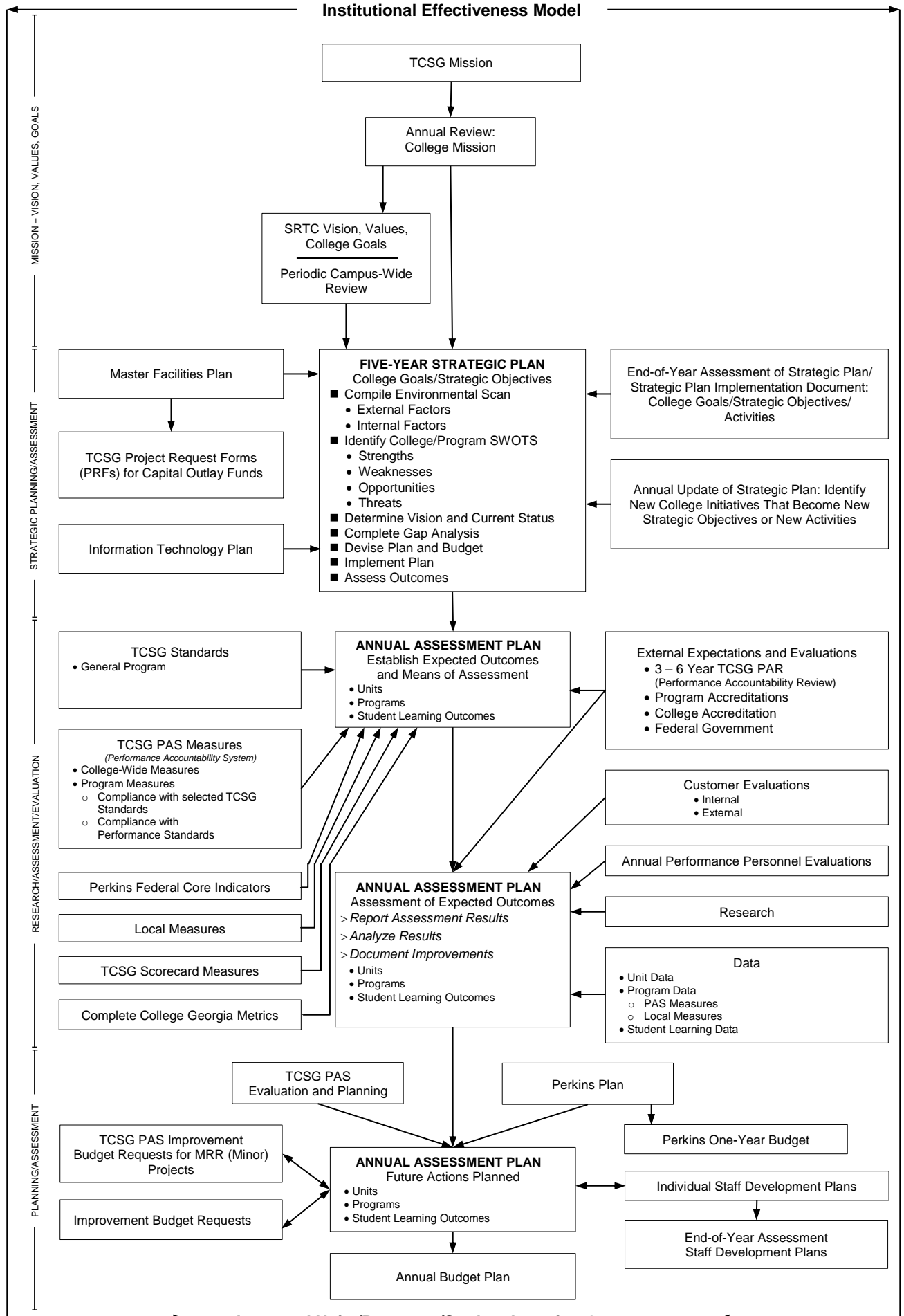
The College has established components that comprise its IE Plan. These components represent processes for research, data collection, evaluation, assessment, analysis, planning, budgeting, and implementation. The IE Plan components are illustrated on the following page. Following the components' illustration is a depiction of the SRTC Institutional Effectiveness Model that exemplifies processes that exist to improve programs, services, and student learning and to demonstrate the progress of the College in fulfilling its stated Mission.

SOUTHERN REGIONAL TECHNICAL COLLEGE

Institutional Effectiveness Plan Components



Institutional Effectiveness Model



**Improved Units/Programs/Student Learning Outcomes
Mission Accomplished**

The narrative that follows describes each component of the College's Institutional Effectiveness Plan. These components represent processes for research, evaluation, assessment, and planning that exist to improve programs, services, and student learning and to demonstrate the progress of the College in fulfilling its stated mission. The components include locally established items as well as those required by College's State reporting agency, the Technical College System of Georgia (TCSG) as follow:

Technical College System of Georgia

The TCSG is a unified system of technical education, custom business and industry training, and adult education. The TCSG is the state agency responsible for overseeing Georgia's technical colleges, the adult education program, and economic and workforce development programs. **The mission of the Technical College System of Georgia is to provide technical, academic and adult education and training focused on building a well-educated, globally competitive workforce for Georgia.** SRTC is a unit of the TCSG. SRTC established its mission ensuring that it was compatible with the mission of the TCSG.

I. Annual Review: College Mission

An annual review is conducted of the College's Mission statement. The President's Leadership Cabinet begins the review followed by the local Board of Directors. If changes are suggested for the College Mission statement, it is forwarded to the State Board of the Technical College System of Georgia for review, update, and final approval.

II. Periodic Review: College Vision, Values, and Goals

A periodic review is conducted of the College's Vision, Values, and Goals by faculty and staff. The review precedes the preparation of a new Strategic Plan.

III. Five-Year Strategic Plan

The SRTC faculty, staff, and local Board of Directors (BOD) develop a comprehensive five-year Strategic Plan. Input is gathered from the College's students, faculty, staff, program advisory committee members, and the local Board of Directors. Input is also gathered from the community through the completion of the **Business and Industry Training Needs Survey**.

The plan is based as follows: 1) Compile a **Labor Market Analysis**, which is an in-depth **environmental scan** that formally examines external and internal environments in relation to the College's Mission, Vision, Values, and Goals; 2) Conduct a formal **SWOT** process that gathers observations and predictions from students, faculty, staff, program advisory committee members, and the local Board of Directors to enable the College to optimize **Strengths** and **Opportunities**, while minimizing College **Weaknesses** and **Threats**; 3) Determine a desired vision of what the College will be in five years; 4) Complete a **gap analysis** of desired vision and current status; 5) Create a **plan and budget**; 6) Establish a plan to **assess** accomplishments; and 7) **Implement** plan. The Strategic Plan establishes College goals, strategic objective, and activities that include all functional areas of the College. The IE Division is responsible for facilitating the Strategic Plan development. The Strategic Planning Ad Hoc Committee is responsible for developing the Strategic Plan.

IV. Master Facilities Plan

A campus-wide plan for new facilities and facility renovations is prepared every five years or as plans for the campus change. The Master Facilities Plan is the result of administrators and faculty planning for new programs/services and expansions, modifications, and/or deletions to existing programs/services in each of the counties included in the College's service delivery area. Plans for facilities are included in the campus Master Facilities Plan and reflected in the College's Strategic Plan.

State capital outlay funds required for project implementation for new construction and major renovation or repair projects are requested from the TCSG by the President using Project Request Forms submitted to Facilities Management. Capital outlay projects must be approved by the State Board of the Technical College System of Georgia (SBTCSG). The President presents the College capital outlay needs to a committee of the SBTCSG when requested. The Vice President for Operations coordinates the preparation and implementation of the Master Facilities Plan.

V. Information Technology Plan

A campus-wide plan for information technology is prepared every three years and updated each year as needed to facilitate the rapid growth in technology. Plans for communication, infrastructure, equipment, operating systems, and software and resources needed for all College sites are included in the Information Technology (IT) Plan and reflected in the Strategic Plan. Also included in the IT Plan are provisions for maintaining and upgrading the College Banner System and related hardware/software. The plan also sets forth the schedule for maintaining and replacing/updating computers as needed to meet administrative and curriculum requirements.

Improvement funds required for technology are locally communicated through equipment items included in the College's web-based application, SRassist, in the Equipment Wish List module. The Executive Director of Information Technology coordinates the preparation and implementation of the IT Plan. The Executive Director is assisted by information technology staff members and others.

VI. End-of-Year Assessment of Strategic Plan/Strategic Plan Implementation: College Goals, Strategic Objectives, and Activities

Annually at the end of the academic year, an analysis is completed by stakeholders to assess the College's progress in accomplishing the College Goals, Strategic Objectives, and Activities included in the College's Strategic Plan Implementation document. The progress is documented annually. The IE Division coordinates this activity.

VII. Annual Strategic Plan Update

The PLC annually identifies new initiatives and recommends inclusion in the Strategic Plan as Strategic Objectives or as Activities in the Strategic Plan Implementation document. The local BOD approves adjustments to the Strategic Plan. The IE Division coordinates this activity.

VIII. Review of the TCSG Standards: General Program

Program Faculty annually review specified General Program Standards that are included in the PAS evaluation. Faculty determine compliance with evaluative criteria of program standards. In order to respond to compliance with General Program Standards, program faculty review specific program/course information included in the Knowledge Management System (KMS) Curriculum Database to insure respective College documents and program syllabi are correct. Administrators and faculty also identify/locate/provide required documentation of compliance with standards as needed for a Performance Accountability Review (PAR). Results of the reviews are utilized as administrators and faculty ultimately determine compliance with standard related measures included within the TCSG PAS. Faculty are encouraged to review all General Program Standards every three years. Faculty only review 13 of 43 standards on an annual basis in responding to TCSG PAS requirements.

IX. TCSG Performance Accountability System (PAS): Evaluation and Planning

The TCSG's institutional effectiveness process, PAS, is a process designed to promote quality and excellence in technical education and training. It is based on 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 PAS system contains the following: 1) Program Assessment; 2) College-wide Assessment; and 3) Improvement Planning. This process annually measures performance on a prescribed set of college-wide and program measures. These include: 1) compliance with the TCSG standards' measures (designated as **CS**) and 2) compliance with performance measures (designated as **CP**) according to established benchmarks.

In the PAS system, **Standard Corrective Action Plans** are required for institutions not meeting the assessed General Program Standards. There are four program-level standards and three college-wide standards. Additionally, program groups are assessed on formula-based performance benchmarks. Program groups that do not meet the benchmarks are required to file a Program Group **Performance Improvement Plan** for each benchmark missed. The program, unit, and College information is recorded within the Performance Accountability System Application (PASA). SRTC faculty and administrative staff participate in the PAS evaluation and planning process that is coordinated by the IE Division.

X. Perkins Plan: Evaluation, Plan, and One-Year Budget

SRTC submits to the TCSG a Perkins Plan and One-Year Budget in order to receive Federal Perkins Funds. College personnel evaluate the performance of the College on federal core indicators and prepare a plan for improving performance if needed. The Perkins Plan documents performance and plans for improvement as needed with the following federal core indicators for performance for the College's students overall and in special population student groups: 1) student success in earning successful grades in technical courses; 2) student success in attaining degrees, diplomas, and certificates; 3) student success in retention or transfer; 4) graduate success in being placed; 5) status of the College in enrolling students of underrepresented gender in non-traditional programs; and 6) success of students of underrepresented gender enrolled in non-traditional programs in attaining degrees, diplomas, and certificates.

The College prepares a One-Year Perkins Budget that documents how the College plans to support federal required activities and additional allowable activities. It details how the College plans to expend federal funds. The VPIE is responsible for coordinating the preparation of the Perkins Funding Application and One-Year Budget. The Perkins Committee provides leadership for monitoring performance on Perkins Measures and for the formation, implementation, and monitoring of the Plan(s) and initiatives. Selected members of the PLC are responsible for Budget planning and implementation. Other Perkins Plans are prepared as requested.

XI. Three to Six Year TCSG Performance Accountability Review (PAR)

An external, comprehensive PAR is conducted by a team of Georgia technical college presidents and selected TCSG college personnel every three to six years, or more often if identified as "at risk." The PAR was developed in support of the commitment to foster continuous improvement in the quality and effectiveness of technical and vocational programs and services. The PAR combines a peer review with the College's self-evaluation. It serves several purposes including: verification of the College's self-evaluation regarding state standards' implementation, health and safety, and program performance. Also a part of the PAR is monitoring implementation of the Perkins Funding Application for Federal Funds plans and budgets and compliance with federal requirements.

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

XII. TCSG College Performance Goals and Benchmarks

TCSG assesses each technical college on performance goals. Annually, technical colleges have established performance benchmarks for TCSG defined performance goals. The areas evaluated include the following:

1. Complete College Georgia (CCG) Degree Production
2. Technical Education
 - a. Full Time Equivalent (FTE)
 - b. High School Enrollment
 - c. Retention Rate
 - d. Graduation Rate
3. Economic Development
 - a. Customized Contract Training: Companies Training
 - b. Customized Contract Training: Trainee Contract Hours
4. Adult Education
 - a. Adult Education Enrollment in ABE/ASE/ESL
 - b. Completions by Educational Functional Levels
 - c. Obtained a GED
 - d. Entered Postsecondary
 - e. Entered Employment

Each year, the College and unit leaders assigned to specific measures review actual results of the performance goals and benchmarks and record assessment results, analysis of results, actions taken/improvements made-based on analysis of results, and future actions planned in Annual Assessment Plans. The Commissioner of the Technical College System of Georgia establishes tentative benchmarks for the performance goals for the upcoming academic year. The Commissioner uses these performance benchmarks and results during each President's annual evaluation to measure success and set goals for the next academic year.

XIII. Complete College Georgia Metrics

Over 60 percent of jobs in Georgia will require some form of a college education, whether a certificate, associate's degree, or bachelor's degree by 2025. In 2012, only 42 percent of the state's young adults had such credentials. Georgia's Higher Education Completion Plan, a joint effort between the University System of Georgia and the Technical College System of Georgia, defined a way forward in the Georgia's Higher Education Completion Plan, 2012. The State of Georgia joined the Complete College America (CCA) initiative to increase college completion rates for Georgia's two higher education systems: the TCSG and the University System of Georgia (USG). This resulted in Georgia's goal to produce an additional 322,140 graduates by 2025. TCSG's portion of this goal is to produce 26% of Georgia's goal, an additional **85,064** CCG graduates from 2009 to 2025. The total TCSG goal of **394,855** CCG graduates, is comprised of **309,791** CCG graduates, which represents the 2008 baseline of 18,223 CCG graduates for each year 2009 to 2025; and **85,064** graduates, which translates to a 2.6% increase in CCG graduates each year from each TCSG college above the 2008 baseline. SRTC is expected to produce **20,736** total CCA graduates from 2009 to 2025. This total goal is comprised of **16,269** CCG graduates, which represents the 2008 baseline of 957 CCG graduates for each year 2009 to 2025; and **4,467** graduates, which translates to a 2.6% increase in CCG graduates each year above the 2008 baseline.

The following metrics and data provided by TCSG are used annually to monitor the College's progress in achieving the completion goal. Progress reports for selected metrics are submitted to TCSG, and local plans are prepared and monitored. The VPIE is responsible for coordinating the preparation of the Complete College Georgia Plan. The Complete College Georgia (CCG) Committee provides leadership for monitoring performance on CCG Metrics and for the formation, implementation, and monitoring of the Plan and initiatives.

1. Context Metrics
 - a. Enrollment
 - b. Completion Ratio
2. Progress Metrics
 - a. Enrollment in Remedial Education
 - b. Success in Remedial Education
 - c. Success in Gateway (first-year) College Courses
 - d. Credit Accumulation
 - e. Retention Rates
 - f. Course Completion
3. Outcome Metrics
 - a. Degree Production
 - b. Graduation Rates
 - c. Transfer Out (from a two year to a four year college)
 - d. Time and Credits to Degree

XIV. Customer Evaluations

Internal and external customer evaluations are completed for divisions, departments, programs, and the College overall. The customer survey results are used on an on-going basis, but especially during evaluation and planning phases as Annual Assessment Plans are completed with expected outcome results reported for units, programs, and program student learning outcomes and plans for improvements and "next steps" made. Examples of evaluations/surveys administered regularly include:

- New Student Orientation Survey
- New Student Orientation Survey: High School Sites
- Student Evaluations of Instructors/Instruction
- Student Evaluations of Clinical Instructors/Coordinators/Instruction
- Student Evaluation of Online Instructor/Instruction
- Adult Education Instructor/Class Evaluation
- Economic Development Course Evaluation
- Facility Rental Evaluation
- Student Survey
- Student Survey: High School Sites
- Colleague Survey
- Graduate Exit Survey
- Graduate Follow-up Survey
- Employer Follow-up Survey

Academic Affairs, Student Affairs, Economic Development, and the Institutional Effectiveness Divisions are responsible for these evaluations/surveys. The Institutional Research Coordinator is responsible for administering most evaluations/surveys, for compiling most evaluation/survey results, and for writing results reports. Findings are used during the evaluation of programs, functional units, and the College. Customer evaluation findings are continuously reviewed and action is taken as needed.

XV. Annual Performance Personnel Evaluations

Personnel at SRTC are evaluated annually in March through May. During the evaluation, a review is made of the unit/program Annual Assessment Plan, Annual Budget Plan, individual staff development plan, and, if appropriate, customer evaluations, as well as other evaluation and/or outcome assessment findings. Personnel design staff development activities and plans for the coming year based on evaluations, which is then approved by their supervisor after evaluations. Following evaluations, personnel develop Staff Development Plans with activities for the coming year that are based on evaluations. Staff Development Plans are approved by supervisors.

XVI. Research and Data

Research is conducted and data is collected and compiled for use by units and programs as needed to support the assessment of expected outcomes established by units and programs and to support the assessment of SLOs by programs. Research and data serve units and programs as resources identified as Means of Assessment in the Annual Assessment Plans as needed in order to complete the formal evaluation and planning processes.

XVII. Annual Assessment Plans

Annually, each functional area (unit) and program grouping reviews their purpose statements relevant to the College Mission and assesses and records performance on established expected outcomes. In addition to unique unit and program measures, College-established Local Measures, and the TCSG PAS Measures are assessed according to established benchmarks. Also, programs measure performance of SLOs. General Education competencies are assessed of students. For each expected outcome, assessment results, analysis of results, actions taken/improvements made-based on analysis of results, and future actions planned are recorded in a local database.

Future actions planned focus on “next steps” to take for continuous improvement and insure that plans are made for unmet expected outcomes, student learning outcomes, and general education competencies, or for those needing improvement. Each planned action includes numeric references to the College Strategic Plan: College Goals, Strategic Objectives, and/or Activities. Supervisors review Annual Assessment Plans to ensure that Strategic Plan items are included in unit/program Future Actions Planned as relevant. The post assessment document for the Annual Assessment Plan is prepared annually and maintained on the College shared drive.

XVIII. Annual Budget Plans

Each division, department, and instructional program of the College develops an Annual Budget Plan. This plan includes budget items with justifications and references to the Strategic Plan: College Goals, Strategic Objectives, and Activities that are needed for the division/department/program to operate during the upcoming fiscal year. Among the budget items included is the summary of activities and resources needed for staff development activities planned by individuals within the planning unit that correspond to the individuals’ Staff Development Plan. The Annual Budget Plans are maintained in a web-based application, SRassist, in the Operational Budget module. The post assessment document for the Annual Budget Plan is prepared annually and is maintained on the College shared drive.

XIX. Staff Development Plans

Annually all personnel of SRTC participate 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 Human Resources Director facilitates the planning process. In addition to activities, individual Staff Development Plans include budget requirements. Completion status of activities is recorded in SRassist. Staff Development Plans are maintained in SRassist, in the Staff Development module. The post assessment document for the staff development plans is prepared annually and is maintained on the College shared drive.

XX. Improvement Budgets

College Units and Programs maintain improvement budget requests for specific equipment in a real-time, web-based application called SRassist, in the Equipment Wish List module. Unit/Program heads on an ongoing basis are able to add items to SRassist at any time as well as to change the status of items to “delete” or “purchased.” The Budget Committee, as well as supervisors and others are able to instantaneously view the prioritized needs of the College Units and Programs and select items for purchase from such funding sources as the Foundation, local SRTC funds, Bond Funds, and federal Perkins funds.

The College’s SRassist improvement budget reflects the prioritized needs of each unit and program of the College.

XXI. End-of-Year Assessment of Staff Development Plans

Personnel can review staff development plans anytime in the year, but at year-end, personnel assess progress in SRassist. The post assessment document for the Staff Development Plan is prepared annually and is maintained on the College shared drive.

A calendar is established in order to accomplish processes included in the Institutional Effectiveness Plan. The calendar follows on the next page.

SOUTHERN REGIONAL TECHNICAL COLLEGE

Institutional Effectiveness Plan

Calendar

5-Year

Business and Industry Needs Training Survey (for Southern Regional Technical College Strategic Plan)
 Labor Market Analysis (for Southern Regional Technical College Strategic Plan)
 SWOT (for Southern Regional Technical College Strategic Plan)
 Review: College Vision, Values, and Goals (for Southern Regional Technical College Strategic Plan)
 Strategic Plan
 Master Facilities Plan (or as plans for campus change)

3-Year

Performance Accountability Review (every 3-6 years)
 Review TCSG Standards: General Program

1-Year

Activity	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July	Followin g Aug.
Research													
Customer Evaluations: Internal and External													
Data Collection: Unit, Program, and Student Learning Outcomes													
SLO Semester Results Reporting by Faculty for Summer Semester													
SLO Assessment Results, Analysis of Results, Documentation of Improvements, and Future Actions Planned are Complete for AY in Program Annual Assessment Plan: Student Learning Outcome Assessment Sections													
Information Technology Plan													
Master Facilities Plan													
Report of expended funds for the prior fiscal year													
End-of-Year Assessment: Strategic Plan: College Goals, Strategic Objectives, Activities													
SLO Semester Results Reporting by Faculty for Fall Semester													
TCSG Project Request forms (PRFs) submitted to Facilities Management as requested													
Annual Review: College Mission													
Strategic Plan Update (Determine New Initiatives to Become Strategic Objectives or Activities)													
Review TCSG Program Standards (PAS)													
TCSG PAS: Program/College Evaluations and Plans													
Annual Assessment Plans: Assessment Completed for Prior AY; Future Action Plans are prepared.													
Institutional Documents Reviewed													
Personnel Evaluations													
Perkins Plan, Application, and Budget													
Individual Staff Development Plans Prepared (for July 1 Start thru June 30)													
Unit/Program Annual Budget Plans Prepared (for July 1 Start thru June 30)													
TCSG PAS Program/College Evaluations and Plans Submitted in PASA													
SLO Semester Results Reporting by Faculty for Spring Semester													
End-of-Year Assessment: Staff Development Plans													
SLO Semester Results Reporting by Faculty for Summer Semester													

SOUTHERN REGIONAL TECHNICAL COLLEGE

Institutional Effectiveness Plan

Glossary of Terms

AAS	Associate of Applied Science Degree
AS	Associate Degree
AAP	Annual Assessment Plan
ABE	Adult Basic Education (Also referred to as OAE: Office of Adult Education)
ACT	American College Testing (similar to college boards)
ACTE	American Association for Career and Technical Education
ACCUPLACER	Online Admissions Test
ASE	Adult Secondary Education
ASSET	Admission test used by ACT (American College Testing)
AY	Academic Year (Fall, Spring, and Summer Semesters)
BANNER	Computer software used in schools for enrollment and other student records
CAD	Computer assisted drafting
CDL	Commercial driver's license
CLCP	Certified Literate Community Program (a community commitment to literacy)
CNC	Computerized numerical control (industrial technology equipment)
COE	Council on Occupational Education (national accrediting agency)
Concur	Online Travel System
CY	Calendar Year (January 1 – December 31)
DFACS	Division of Family and Children Services
DHR	Department of Human Resources (state level department)
DOAS	Department of Administrative Services (state level department)
DOE	Department of Education (state level department; K-12)
DOL	Department of Labor (state level department)
EAGLE	Exceptional Adult Georgians in Literacy Education (annual student competition in literacy)
ESL	English as a second language; also ELP (English Literacy Program)
FAFSA	Free Application for Federal Student Aid
Full-Year	Full Year (January 1 – December 31)
FY	Fiscal Year (July 1 – June 30)
GED	GED Diploma
GOAL	Georgia Occupational Award for Leadership (annual student competition)
GPA	Grade Point Average
GVTC	Georgia Virtual Technical Connection
HESI	Health Education Systems, Inc. (ASN Exam)
HOPE	Helping Outstanding Pupils Educationally (statewide scholarship program)
IPEDS	Integrated Postsecondary Education Data Systems
KMS	Knowledge Management System (TCSG Database)
K-12	Kindergarten through 12 th grade (see P-16)
MOWR	Move On When Ready - Georgia's Move On When Ready (MOWR) Dual Enrollment Program allows qualified high school students to maximize their education and career training by taking courses that earn college and high school credit at the same time. Under MOWR, students may take academic core courses that can transfer to TCSG colleges or USG colleges and universities. Students may also take occupational and career courses that can help jump start a career. Students who are in the 9th, 10th, 11th, or 12th grades, attend a participating Georgia high school or an approved home study program may qualify to take college level courses under the MOWR Program.
NTHS	National Technical Honor Society
P-16	Pre-Kindergarten (4 year-olds through 4 years post-secondary (see K-12)
PAR	Performance and Accountability Review (periodic peer review of technical colleges)
PAS	Performance Accountability System (annual, ongoing process for planning, evaluation, and budgeting by each technical college)
PASA	Performance Accountability System Application
PELL	Federal Pell Grant Program
Perkins	Federal act (grant) established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

PBL	Phi Beta Lambda (organization for business students)
PeopleSoft	PeopleSoft: accounting software used by state of Georgia
SACCR	Southern Association of Community College Researchers
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges (regional accrediting agency)
SBTCSSG	State Board of the Technical College System of Georgia

SEMESTER HOUR CREDIT DEFINITIONS follow:

1. **Class** - 750 minutes of didactic class instruction delivered over the course of a semester equals one semester hour credit. Traditionally, this requirement is met by providing one contact hour (50 minutes) of instruction per week for the duration of the Fall or Spring semesters OR providing one and a half contact hours (75 minutes) of instruction per week for the duration of the Summer semester. Didactic class instruction is defined as instruction which emphasizes group or individualized classroom learning. Class instruction normally requires extensive out-of-class preparations by the student and follow-up out-of-class practice assignments.
2. **Demonstration Laboratory (D. Lab)** - 1500 minutes of demonstration laboratory instruction delivered over the course of a semester equals one semester hour credit. Traditionally, this requirement is met by providing two contact hours (100 minutes) of instruction per week for the duration of the Fall or Spring semesters OR providing three contact hours (150 minutes) of instruction per week for the duration of the Summer semester. Demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities. Demonstration laboratory instruction normally requires some out-of-class preparation by the student and may require some out-of-class practice assignments.
3. **Practical Performance Laboratory (P. Lab)** - 2250 minutes of practical performance laboratory instruction delivered over the course of a semester equals one semester hour credit. Traditionally, this requirement is met by providing three contact hours (150 minutes) of instruction per week for the duration of the Fall or Spring semesters OR providing four and a half contact hours (225 minutes) of instruction per week for the duration of the Summer semester. Practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies. Practical performance laboratory instruction normally requires only limited out-of-class preparation by the student and no out-of-class practice assignments.
4. **Occupation-Based Instruction (O.B.I.)** - 2250 minutes of occupation-based instruction delivered over the course of a semester equals one semester hour credit. Traditionally, this requirement is met by providing three contact hours (150 minutes) of instruction per week for the duration of the Fall or Spring semesters OR providing four and a half contact hours (225 minutes) of instruction per week for the duration of the Summer semester. Occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies. Occupation-based instruction normally requires only limited out-of-class preparation by the student and no out-of-class practice assignments.

SkillsUSA	Skills USA (student organization)
SLO's	Student Learning Outcomes
TCC	Technical Certificate of Credit
TCFA	Technical College Foundation Association
TCSG	Technical College System of Georgia
USDOE	United States Department of Education (Federal agency that regulates Title IV Financial Aid)
WIOA	Workforce Innovation Opportunity Act

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