

SRTC Procedure: Institutional Effectiveness

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), which is based on the SRTC Procedure: Institutional Effectiveness. The IE Plan 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. Components of the IE Plan are included in institutional effectiveness procedures for research, data collection, evaluation, assessment, analysis, planning, budgeting, and implementation.

I. Purpose

The purpose of institutional effectiveness at SRTC is as follows:

- A. To support an ongoing, integrated, college-wide system that utilizes the College's Mission as the foundation of research, data collection, evaluation, assessment, analysis, planning, budgeting, and implementation processes;
- B. To provide a method for faculty, staff, students, and administrators to have opportunity to provide input regarding programs, processes, and services at SRTC;
- C. To provide a basis for coordinating reports, data collection, and research that supports evaluation, assessment, and planning efforts. This ensures the uniform dissemination of data and research results to internal constituencies and external agencies and organizations;
- D. To ensure that continuous institutional improvement is based on the use of accurate information for decision-making; and
- E. To ensure that the effectiveness of the College's institutional research (IR) data and results reports is evaluated regularly and that the results are used for improving reporting.

II. Process

Institutional Effectiveness at SRTC maintains a comprehensive college-wide institutional improvement process that ensures the following:

- A. The process is driven by the College's Mission and Goals.
- B. The process involves faculty, staff, and administration, and students.
- C. The process provides opportunity for input from program advisory committees, the local Board of Directors, and other constituent groups within the service delivery area.
- D. The process utilizes institutional research as an integral part of College data collection, evaluation, assessment, analysis, planning, budgeting, and implementation.

- E. The process ensures that the effectiveness of the College's institutional research (IR) data and results reports is evaluated regularly. The results are used for improving reporting.
- F. The process complies with the Technical College System of Georgia (TCSG) and meets accreditation requirements.
- G. The process intends to result in continuous improvement in the quality of the College's graduates and in increased satisfaction of students, employees, and other customers.

III. Responsibility for Institutional Effectiveness Processes and Products

The Vice President for Institutional Effectiveness (VPIE) has primary responsibility for coordinating College research (with the Director of Knowledge Management and the Institutional Research Coordinator); data collection, evaluation, assessment, analysis, planning, budgeting, and implementation processes; and completion of reports (with the Director of Knowledge Management and the Institutional Effectiveness Coordinator). In addition, the VPIE has responsibility for ensuring that the effectiveness of the College's Institutional Research data and results reports is evaluated regularly and that the results are used for improving reporting.

College research, data collection, evaluation, assessment, analysis, planning, budgeting, and implementation efforts coordinated by the VPIE include:

- A. Annual Review: College Mission.
- B. Periodic Review: College Vision, Values, and Goals.
- C. Five-Year Strategic Plan.
Preparation includes the following:
 - 1. Consider input from Master Facilities Plan and Information Technology Plan.
 - 2. Consider input from Business and Industry Training Needs Survey; Labor Market Analysis; and Strengths, Opportunities, Weaknesses, and Threats (SWOT) Analysis.
 - 3. Determine a desired vision and current status.
 - 4. Complete a gap analysis of desired vision and current status.
 - 5. Devise the plan and budget.
- D. End-of-Year Assessment of Strategic Plan/Strategic Plan Implementation: College Goals, Strategic Objectives, and Activities.
- E. Annual Strategic Plan Update.
- F. Review of the TCSG Program Standards: General Program.
 - 1. Program Performance Accountability System (PAS) Standards annually.
 - 2. Other Program Standards every three-years.
- G. Technical College System of Georgia (TCSG) Performance Accountability System (PAS).
- H. Perkins Plan: Evaluation, Plan, and One-Year Budget (Application for Federal Funds).
- I. Three to Six Year TCSG Performance Accountability Review (PAR).
- J. TCSG College Performance Goals and Benchmarks.
- K. Complete College Georgia Metrics.

- L. Customer Evaluations: Internal and External.
- M. Annual Performance Personnel Evaluations.
- N. Research and Data.
- O. Annual Assessment Plans.
These include the following: Annual Unit and Program Assessments of Expected Outcomes; Program Assessments of Expected Student Learning Outcomes; Unit and Program Actions Taken/Improvements Made-Based on Analysis of Results; and Unit and Program Future Actions Planned.
- P. Annual Budget Plans.
- Q. Staff Development Plans.
- R. Improvement Budgets.
- S. End-of-Year Assessment of Staff Development Plans.

The report and research coordination efforts of the VPIE ensure uniformity in data dissemination by coordinating all statistical data and information developed through institutional research and effectiveness processes for dissemination to internal and external constituents.

The VPIE has the primary responsibility for maintaining an archive of SRTC Data, Evaluation Instruments, and Results Reports. The Provost/Vice President for Academic Affairs coordinates annual faculty performance evaluations. Supervisors, as directed by the President, conduct staff performance evaluations. Individual functional units and programs, on an as needed basis, conduct some customer evaluations and data collection.

IV. Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IE 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 IE Committee ensures that data is used in decision making and that planning and evaluation processes are in accordance with the requirements of the 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 IE 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. The following items are the primary responsibility of the IE Committee:

- A. Review, edit, and maintain the SRTC IE Plan.
- B. Monitor institution-wide assessment activities and processes for documenting improvements.
- C. Review the results of selected assessment activities.
- D. Support institutional effectiveness training for faculty and staff.

V. Procedures for Research, Data Collection, Evaluation, Assessment, Analysis, Planning, Budgeting, and Implementation.

A. Research, Data Collection, Evaluation, Assessment, Analysis, Planning, Budgeting, and Implementation

Research, Data Collection, Evaluation, Assessment, Analysis, Planning, Budgeting, and Implementation involves all faculty and staff through a structured process coordinated by the VPIE, monitored by the IE Committee, and supported by the President's Leadership Cabinet (PLC).

1. **Research, Data Collection, and Evaluation** are ongoing processes that occur throughout the College during the year on a specified schedule. In addition to research, institutional and program data collected for the College and for the TCSG are provided to stakeholders. TCSG prepared reports are provided to College stakeholders on a scheduled basis. These include PAS Data Reports, TCSG College Performance Goals and Benchmark Reports, Complete College Georgia Reports, and other TCSG Knowledge Management System (KMS) reports. Other internal and/or external surveys and evaluations are administered and results are provided to stakeholders.
2. **Assessment and Analysis** are ongoing processes whereby staff of functional units and faculty of programs review research, data, and evaluations related to performance on established expected outcomes for units, programs, and program student learning outcomes (SLOs). During this review process, stakeholders assess and report assessment results; and analyze and report analysis of results. Often, the **Analysis of Results** report sections compare current results to that of the prior year. Also reported are **Actions Taken/Improvements Made-Based on Analysis of Results**, as related to expected outcome results from the prior year.
3. **Planning, Budgeting, and Implementation** represent both "Strategic" and "Operational" planning with the two strategies intertwined and supporting one another. Faculty and staff participate in strategic planning and in preparing Annual Assessment Plans, Staff Development Plans, and Annual Budget Plans. It is expected that Unit/Program Annual Assessment Plans reflect **Future Actions Planned** resulting from assessment results and analysis of results, plus "next steps" that stakeholders wish to focus. Relevant activities from the Strategic Plan and other college-wide plans are also included. Each **Future Action Plan** item includes numeric references to College Goals, Strategic Objectives, and Activities as included in the Strategic Plan.

Annual Budget Plans include activities and related operational budget items needed by the Unit/Program. These budget items are considered by supervisors and the SRTC Budget Committee during annual budget hearings. Operational budgets are budgeted as funds are available.

Also, College Units and Programs maintain improvement budget fund requests for equipment items in a web-based application called, SRassist, in the Equipment Wish List module. Unit/Program leaders, 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." These items are considered by supervisors and the SRTC Budget Committee and purchased as funds are available.

B. 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.

C. 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.

D. 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.

E. 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, Goals, and Role and Scope; 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 and strategic objectives 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.

F. 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.

G. 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.

H. End-of-Year Assessment of Strategic Plan/Strategic Plan Implementation: College Goals, Strategic, 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.

I. 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.

J. 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.

K. 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.

L. 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.

M. 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.

N. TCSG College Performance Goals and Benchmarks

TCSG assesses each technical college on performance goals. Annually, technical colleges have established performance benchmarks for six 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.

O. Complete College Georgia Metrics

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

P. 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.

Q. 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.

R. 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.

S. 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 insure 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.

T. 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.

U. 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.

V. 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.

W. 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.

VI. Procedures for Research

A. The IE Division Works with Other Institutional Offices, Committees, and Personnel to do the Following:

1. **Identify** institutional research data needs and implement strategies to satisfy such needs.
2. **Gather, organize, and interpret** institutional data including data concerning internal conditions that impact the College and recommend ways to apply the data in a meaningful context.
3. **Disseminate** institutional data to divisions, departments, and programs of the College in meaningful and usable formats.
4. **Provide assistance and support** to other institutional offices and personnel engaged in institutional and external research studies.
5. **Coordinate** the timely and accurate completion of institutional surveys or requests for data from external agencies. Priority will be given to data requests and surveys undertaken by and/or on behalf of governmental and accrediting agencies.
6. **Archive** survey results reports, data reports, and other information on the College's shared drive for college-wide access or through the College intranet site for easy reference/use by SRTC faculty and staff.

B. Requests for Services

1. **Requests for institutional data, reports, surveys, and other forms of information services are handled in the following manner:**
 - a. **Internal** requests for research projects will be submitted to the VPIE outlining the scope of services needed and the desired time frame.
 - b. **External** generated surveys, forms, and other requests involving institutional data and statistics will be forwarded to the IE Division upon receipt.
 - i. The VPIE will forward the request and copies of sections of the request to the appropriate personnel for completion.
 - ii. Completed materials will be returned to the VPIE, who will ensure that information verification, compilation, and mailing occur.
 - c. Required, **routine reports** prepared by offices other than the IE Division will not be sent to the IE Division. Single source reports must be completed and maintained by the divisions/department assigned such responsibility. All information disseminated from a SRTC office must have the prior approval of the President, the VPIE, the Provost/Vice President for Academic Affairs, or another vice president.

Data collection/distribution points are as follows:

- i. KMS and Other Reports maintained/distributed by TCSG: the IE Division: the Director of Knowledge Management. Information from these reports can be obtained as needed from the Director of Knowledge Management as follows:
 - a. KMS Reports.
 - b. Other Reports.
- ii. Seven-Day Enrollment Report distributed by TCSG to the SRTC President and SRTC Administrators. (Information from the report can be obtained as needed from the Director of Knowledge Management.);
- iii. Personnel Data distributed upon request and approval by the Provost/Vice President for Academic Affairs;
- iv. Financial Data distributed upon request and approval by the Vice President for Administrative Services;
- v. Physical Plant Data distributed upon request and approval by the Vice President for Operations; and
- vi. Data search of Banner student system requests for information not already available on other routine reports will be compiled and distributed by the Director of Knowledge Management within FERPA guidelines.

C. Evaluation of Institutional Research

1. The Colleague Survey includes a question as to the usefulness of data reports, survey, and/or evaluation results provided to the College, divisions, departments, and programs.
2. The IE Division uses findings from the Colleague Survey to improve IE processes and products.

VII. Timeline for College Research, Data Collection, Evaluation, Assessment, Analysis, Planning, Budgeting, and Implementation

A. August-Following August

The IE Division conducts academic year research and customer evaluations/surveys; collects data for units and programs; compiles results; and disseminates results' reports and program data on an on-going basis for use in evaluation, assessment, analysis, and planning.

B. August

Faculty record SLO results on Student Level Data Reporting forms for Summer Semester.

C. August-September

Faculty record assessment results, analyze results, document improvements, and plan future actions for SLOs for the academic year just ending. This information is recorded in the Program Annual Assessment Plan: Student Learning Outcome Assessment sections.

D. October

The Information Technology Plan is updated by the Information Technology Department.

The Master Facilities Plan is updated by the Vice President for Operations.

E. October-November

The PLC records accomplishments of the College Goals, Strategic Objectives, and Activities included in the Strategic Plan Implementation document for the academic year just ended.

F. December

Faculty record SLO results on Student Level Data Reporting forms for Fall Semester.

G. January

Project Request Forms are submitted to TCSG Facilities Management.

H. January-February

An annual review is conducted of the SRTC Mission statement. The PLC 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 (SBTCSG) for review, update, and final approval.

The Strategic Plan is developed every five years and updated annually. The PLC revises the Strategic Plan and/or Strategic Plan Implementation document based on changes in the environment and priorities. Revisions will be reflected in unit and program Annual Assessment Plans-Future Actions Planned sections completed in January.

Faculty and staff determine compliance with TCSG PAS program standards.

Faculty of programs not meeting TCSG PAS standard and/or performance measures and staff responsible for college-wide standard measures not met develop corrective action/improvement plans that are submitted to TCSG.

During spring semester, SRTC faculty and staff are involved in completing Annual Assessment Plans. 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 to insure that plans are made for unmet unit/program expected outcomes, SLOs, and general education competencies, or for those needing improvement. Each planned action includes numeric references to the Strategic Plan: College Goals, Strategic Objectives, and/or Activities. Supervisors review Annual Assessment Plans to insure that Strategic Plan items are included in Future Actions Planned as relevant.

During the completion of Annual Assessment Plans, data is used to assess the degree that unit and program specific expected outcomes are achieved. The data sources include the TCSG PAS Report, Perkins Data Report, TCSG College Performance Goals and Benchmarks Report, Complete College Georgia Metrics Report, Local

Measure Data Report, and other unit or program specific data. Student Level Data Reports are used by faculty in assessing program specific SLOs.

I. January-March

The Vision, Values, and College Goals, are reviewed periodically and modified as needed for use in preparing a new SRTC strategic plan.

J. March-May

Performance personnel evaluations are complete.

K. April

The College submits the Perkins One-Year Funding Application and Budget.

L. April-May

New Annual Budget Plans and Staff Development Plans are prepared for the upcoming fiscal year.

M. May

The College submits the TCSG PAS Evaluation and Plans in PASA.

Faculty record SLOs results on Student Level Data Reporting forms for Spring Semester.

N. June

Faculty and staff document progress and accomplishments of Staff Development Plans by completing an end-of-year assessment of plans for the fiscal year just ending.

O. August

Faculty record SLO results on Student Level Data Reporting forms for Summer Semester.

P. August-Following August

Programs and services are delivered to the community during the academic year. Plans are implemented, and progress is monitored. Research is conducted, and required evaluations are completed. The research, evaluation, assessment, and planning cycle begins again with a new academic year.

Q. October

The reporting of expended funds for the prior fiscal year is complete.

Responsibility

The Vice President for Institutional Effectiveness has the overall responsibility for ensuring this procedure is implemented.

References:

[TCSG Policy Manual](#)

[SBTCSG Policy 2.1.3: Responsibilities and Authority](#)

[SBTCSG Policy 2.4.1: Local Board Responsibilities and Authority](#)

[SBTCSG Policy 2.2.2: Agency Strategic Planning](#)

[SBTCSG Policy 2.3.2: Responsibilities and Authority of Technical College Presidents](#)

[TCSG Procedure 2.3.2p: Presidential Responsibilities](#)

[SBTCSG Policy 2.3.3: TCSG College Strategic Planning](#)

[TCSG Procedure: 2.3.3p: TCSG College Strategic Planning](#)

Adopted: 11-17-14

Implemented: 07-01-15

Revised: 07-12-16

Revised: 05-02-17

Revised: 08-01-17