

**Southwest Georgia
Technical College**

**Institutional
Effectiveness
Model**

Revised
8/10/2010



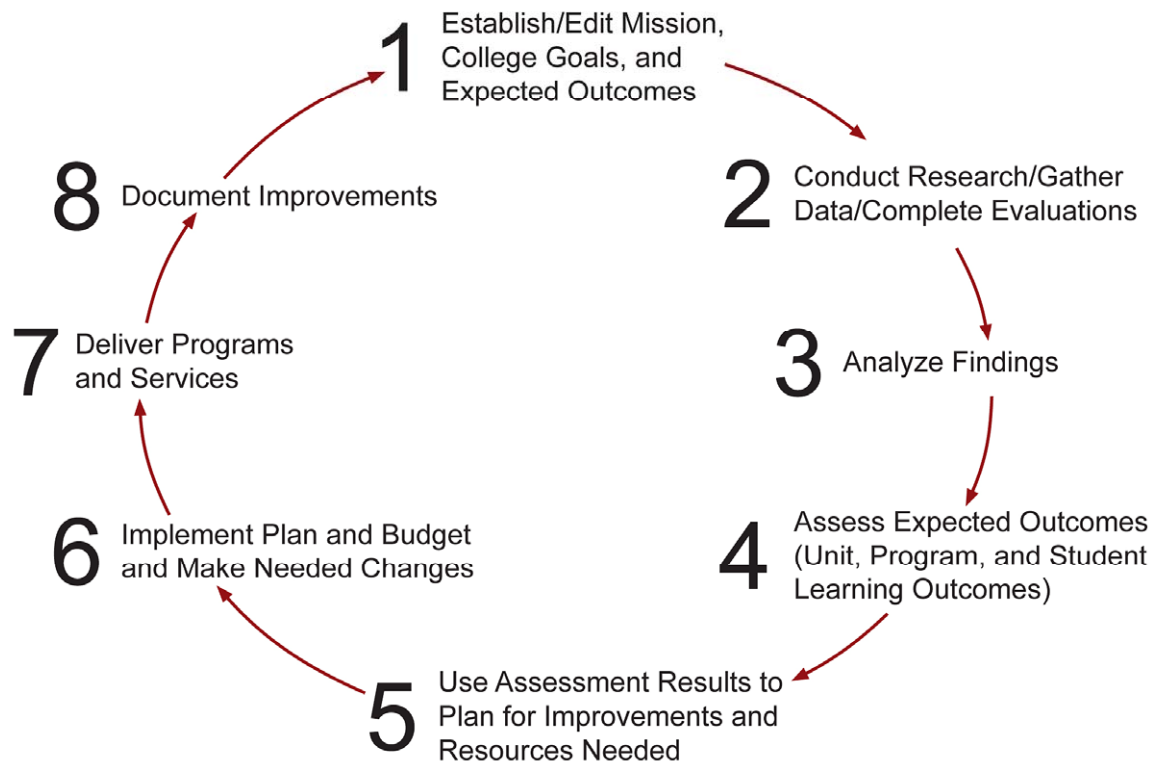
Southwest Georgia Technical College Institutional Effectiveness Model

Introduction

Institutional Effectiveness (IE) is defined as the positive correlation of results to expectations. Southwest Georgia Technical College (SWGTC) engages in an IE system that is ongoing, integrated, and includes College-wide research-based planning and evaluation processes. The IE system is described in the SWGTC Institutional Effectiveness Model. It integrates specific research, data collection, evaluation, analysis, assessment, planning, budgeting, and implementing processes. The IE Model employs a system that provides for a systematic review of institutional 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 IE Model is designed to continuously improve programs, services, and student learning and to demonstrate the progress of the College in fulfilling its stated mission. The illustration below demonstrates the continuous improvement process in place at the College.

Continuous Improvement Process

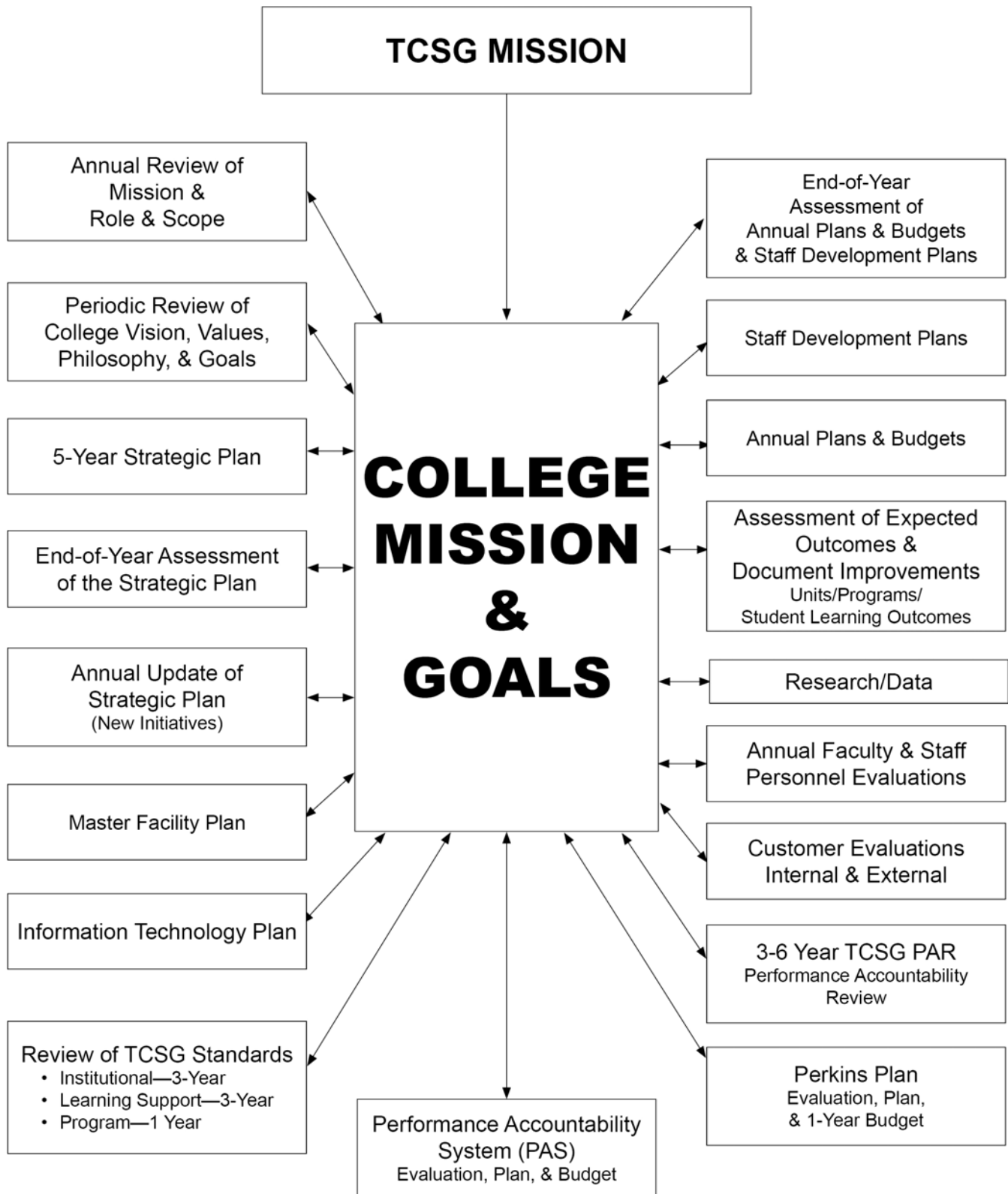
To Assure Quality Programs and Services, Student Learning, and Mission Accomplishment



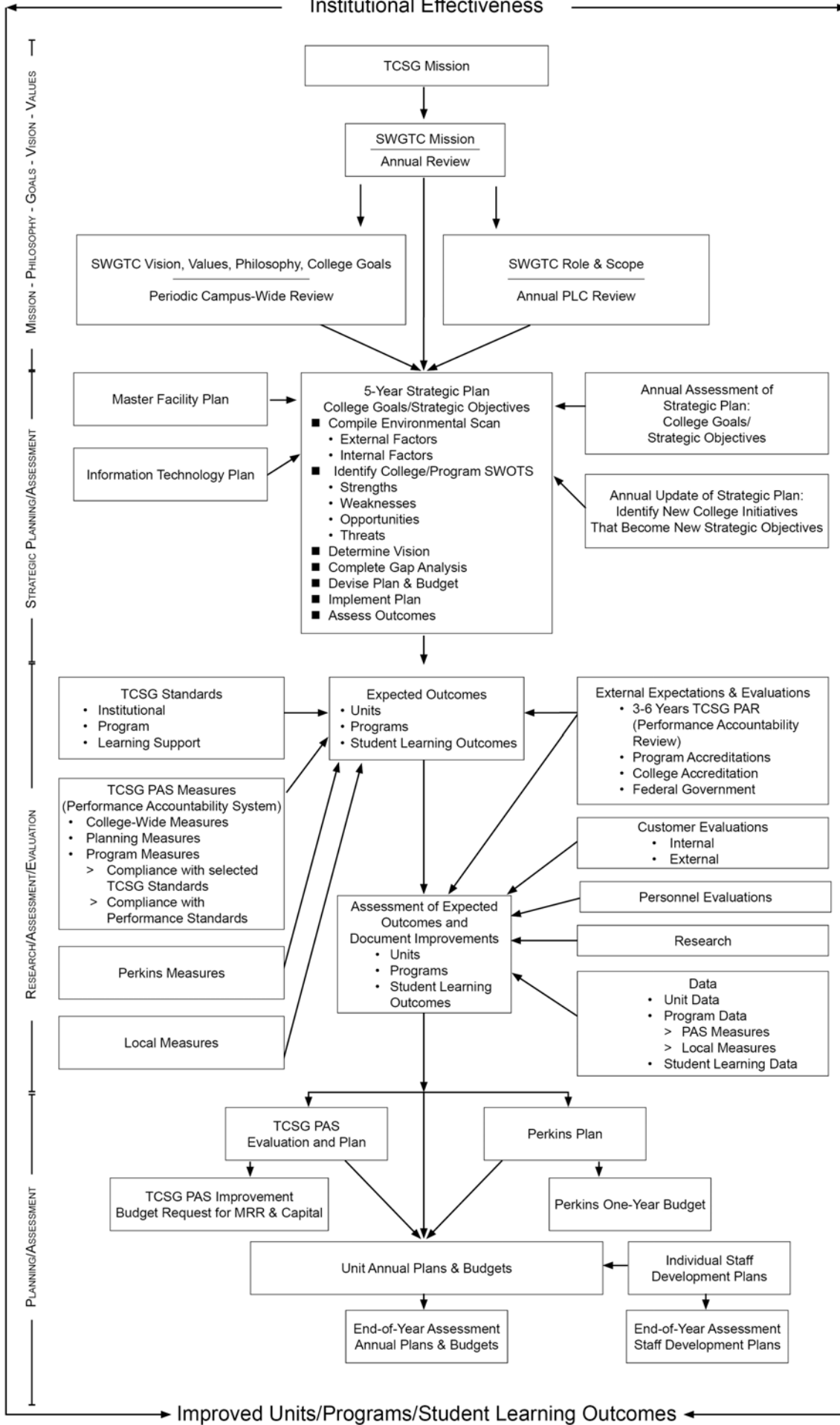
The College has established components that comprise its Institutional Effectiveness Model. These components represent processes for research, evaluation, assessment, and planning. The SWGTC Institutional Effectiveness Model Components are illustrated on the following page. Following the Components illustration is a depiction of the SWGTC Institutional Effectiveness processes that exist to improve programs, services, and student learning and to demonstrate the progress of the College in fulfilling its stated mission.

SOUTHWEST GEORGIA TECHNICAL COLLEGE

Institutional Effectiveness Model Components



Institutional Effectiveness



The narrative that follows describes each component of the College's Institutional Effectiveness Model. 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.

I. Technical College System of Georgia

The Technical College system of Georgia (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 a host of economic and workforce development programs. The mission of the Technical College System of Georgia is to contribute to the economic, educational, and community development of Georgia by providing quality technical education, adult literacy education, continuing education, and customized business and industry workforce training to the citizens of Georgia. Southwest Georgia Technical College (SWGTC) is a unit of the TCSG. The College established its mission ensuring that it was compatible with the mission of the TCSG.

II. Annual Review: Mission and Role and Scope

An annual review is conducted of the College's Mission and of the College's Role and Scope. The Institutional Effectiveness office, with assistance from the Institutional Effectiveness Committee, is responsible for coordinating the annual review of the College's Mission by Student Council members, faculty and staff, and program advisory committee members. Input is secured from groups as identified, and the Institutional Effectiveness Committee summarizes and considers input and makes suggestions regarding the dispensation of input to the President's Leadership Council. The President's Leadership Council considers Mission input and approves changes. The Mission is then forwarded to the local Board of Directors for input/approval. Should changes be made to the College's Mission, it is forwarded to the State Board of Technical and Adult Education for approval.

The President's Leadership Council reviews the College's Role and Scope annually. It is updated if needed.

III. Periodic Review: College Vision, Values, Philosophy, and Goals

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

IV. Five-Year Strategic Plan

The Southwest Georgia Technical College faculty, staff, and local Board of Directors develop a comprehensive five-year Strategic Plan. Input is also gathered from the College's students, program advisory committee members, and from the community through the completion of the Business and Industry Training Needs Survey. This plan is based as follows: 1) Compile an in-depth **environmental scan** that formally examines external and internal environments in relation to the College's Mission, Vision, Values, Philosophy, Goals, and Role and Scope; 2) Conduct a formal **SWOT** process that gathers observations and predictions from participating individuals to enable the College to take advantage of **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) Devise

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 Institutional Effectiveness office is responsible for facilitating the Strategic Plan development. The Strategic Planning Ad Hoc Committee is responsible for developing the Strategic Plan.

V. End-of-Year Assessment of Strategic Plan

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

VI. Annual Update of Strategic Plan

The President's Leadership Council annually identifies new initiatives and recommends inclusion in the Strategic Plan as Strategic Objectives. The local Board of Directors approves adjustments to the Strategic Plan. The Institutional Effectiveness office coordinates this activity.

VII. Master Facility Plan

A campus-wide plan for new facilities and for facility renovations is prepared every five years or as plans for the campus change. The Master Facility 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 area. Plans for facilities and equipment are included in the campus Master Facility Plan. State capital outlay funds required for project implementation are requested annually from the Technical College System of Georgia (TCSG) through the College's submission of the Performance Accountability System (PAS). The President presents the College capital outlay needs to a committee of the State Board when requested. The Vice President of Administrative Services coordinates the preparation and implementation of the Master Facility Plan.

VIII. 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 campus sites are included in the Technology Plan. Also included in the Technology 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 computer workstations on a three-year rotation.

Improvement funds required for technology are locally communicated through items included in the College's APPLES Performance Accountability System (APPLES PAS). These items are then annually included in the College's submission to TCSG for state improvement funds through the TCSG Performance Accountability System (PAS) Software (TCSG PASS). The Director of Information Technology (IT) coordinates the preparation and implementation of the Technology Plan. The Director is assisted by IT staff members.

IX. Review of the TCSG Standards: Institutional, Learning Support, General Program, and Specific Program

Administrators of functional units on a three-year cycle review assigned sections of the TCSG Institutional Standards to determine compliance with evaluative criteria and to identify/locate required documentation. Additionally, program faculty annually review General Program and Specific Program standards annually that are included in the Performance Accountability System (PAS) evaluation and determine compliance with evaluative criteria. Program faculty also identify/locate required documentation. Results of the reviews are utilized as faculty ultimately determine compliance with standard related measures included within the TCSG: Performance Accountability System. Learning Support faculty review Learning Support Standards on a three-year cycle.

X. TCSG Performance Accountability System: Evaluation, Plan, and Budget

The Technical College System of Georgia's institutional effectiveness process, the Performance Accountability System (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; 3) Budgeting; and 4) 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. Additionally, plans for continuous quality improvement in programs and the College and needed Minor Repair and Renovation (**MRR**) for facilities and corresponding fiscal resources are included in the submission. PAS plans are completed for program groupings not meeting PAS compliance and/or performance expectations. **Level I** Standard Corrective Action Plans and/or Performance Corrective Action Plans are prepared and submitted for program groups not meeting any standard and three or less performance standards. Any program group with four or more deficiencies in the six key performance indicators will complete a **Level II** Program Group Performance Improvement Plan, which includes conducting and reporting on a Community Needs Assessment. PAS program groupings and the College overall evaluates and plans improvements for any unmet measures. The programs, units, and College information is recorded within the Performance Accountability System Software (PASS).

During the budgeting phase, the TCSG PASS is used to prepare the College's budget request for state improvement funds projecting two fiscal years into the future. Funding is requested from the state for major renovation or repair (MRR); equipment needed for capital outlay construction projects including: capital outlay equipment, program equipment, and administrative equipment; and state improvement funds for the College's Units and Programs through items entered into TCSG PASS. The capital outlay construction requests are submitted to the TCSG by the President and are included in the current Master Facility Plan.

College Units and Programs maintain improvement budget fund requests for specific items in a web-based application called APPLES PAS. Unit/Program heads on an ongoing basis are able to add items to APPLES PAS at any time as well as to change

the status of items to delete or purchased. These items are entered into TCSG PASS as the College submits its improvement budget needs for Units and Programs to TCSG.

Southwest Georgia Technical College faculty and administrative staff participate in the PAS evaluation, planning, and budgeting process that is coordinated by the Institutional Effectiveness office.

XI. Perkins Plan and One-Year Budget

Southwest Georgia Technical College submits to the TCSG a Perkins Plan and One-Year Budget in order to receive Federal Perkins Funds. The 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 Institutional Effectiveness office is responsible for coordinating the preparation of the Perkins Funding Application and One-Year Budget. The Perkins Committee is responsible for the formation and implementation of the Plan. Selected members of the President's Leadership Council are responsible for Budget planning and implementation. Other Perkins Plans are prepared as requested by the TCSG.

XII. Three to Six Year External Performance Accountability Review (PAR)

An external, comprehensive Performance Accountability Review 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 Southwest Georgia Technical College'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.

XIII. Customer Evaluations

Internal and external customer evaluations are completed for departments, programs, and the College overall. The customer survey results are used on an on-going basis, but especially during the evaluation and planning phases as Outcomes Assessments (units, programs, and student learning outcomes), Annual Plans and Budgets, and the College's Strategic Plan are prepared. Student Affairs, Economic Development, Adult Education, Georgia Virtual Technical College, and the Institutional Effectiveness units are responsible for these evaluations. The Institutional Research Coordinator is responsible for administering most evaluations, for compiling most evaluation 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. Examples of evaluations/ surveys administered regularly include: New Student Orientation Survey, Student Evaluations of Instructors/ Instruction, Student Evaluations of Clinical Instructors/Coordinators/Instruction, Online Course Evaluation, Adult Education Instructor/Class Evaluation, Economic Development Course Evaluation Survey, Student Satisfaction Survey, High School Site Student Satisfaction Survey, Colleague Satisfaction Survey, Graduate Exit Survey, Graduate Follow-up Survey, and the Employer Follow-up Survey.

XIV. Annual Faculty and Staff Personnel Evaluations

Each Southwest Georgia Technical College faculty and staff member is evaluated annually by his/her supervisor prior to May 31. 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 and/or outcomes assessment findings. Faculty and staff design staff development activities and plans for the coming year based on evaluations.

XV. 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 student learning outcomes by programs. Research and data serve units and programs as resources identified as data sources in the Outcomes Assessments (OA) and in the Student Learning Outcomes Assessment (SLOA) as needed in order to complete the formal Outcomes Assessment processes.

XVI. Outcomes Assessment and Document Improvements

Annually, each functional area (unit) and program grouping review 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 student learning outcomes. General education competencies are assessed of graduates. The results of assessments are recorded in a local database. Plans for unmet expected outcomes, student learning outcomes, and general education competencies, or those needing improvement, are recorded and are included in the College's Annual Plan and Budget for specific functional units and program groupings. Units and program groupings record improvements made from the prior year assessment results and/or improvement actions taken.

XVII. Annual Plan and Budget

Each department, instructional program, and functional unit of the College develops an annual plan of work and budget. This plan of work is based on the following: 1) outcomes assessment results from unit or program specific, local, and the TCSG: PAS measures and Student Learning Outcomes (SLOs); 2) evaluation results of Perkins measures; 3) faculty/staff evaluations; 4) customer evaluations; 5) advisory committee input; 6) the previous annual plan; 7) COC Principles of Accreditation; 8) program specific licensure/accreditation/certification standards and evaluations; 9) Strategic Plan College Goals and Strategic Objectives; and 10) results of other data and evaluations. The process involves every program and unit and includes evaluating, assessing, planning, budgeting, and implementing.

The elements of the annual plan include: goals, objectives with time lines, activities, budget resources required, and end-of-year evaluations of goals and objectives. College Goals and Strategic Plan Objectives and unit and program Expected Outcomes and program Student Learning Outcomes are referenced as appropriate for goals written in the Annual Plan. Annual Plans and Budgets are maintained in a web-based application called APPLES.

College Units and Programs maintain improvement Budget fund requests for specific items (mostly equipment) in a real-time, web-based application called APPLES PAS. Unit/Program heads on an ongoing basis are able to add items to APPLES PAS 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 SWGTC funds, and federal Perkins funds.

The College's APPLES PAS budget reflects the synthesized and prioritized needs of the President, Academic Affairs, Administrative Services, Economic Development, Facilities, Distance Education, General Education, Information Technology, Institutional Advancement (includes Foundation and Marketing), Institutional Effectiveness, Learning Support, Library/Media Services, Natural Sciences, Student Affairs, Tutoring, and individual program groupings. Items included in APPLES PAS are entered in TCSG PASS when the College requests state improvement funds of the TCSG.

XVIII. Staff Development Plans

Annually each full-time member of Southwest Georgia Technical College's faculty and staff 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 Georgia Virtual Technical College Coordinator facilitates the planning process. In addition to activities, individual Staff Development Plans include budget requirements and evaluations of activities. Staff Development Plans are maintained on the College shared L drive, in a graphical user interface (GUI) application called SAILink.

XIX. Mid-Year and End-of-Year Assessments of Annual Plans and Budgets and Staff Development Plans

Faculty and staff can review planned goals, objectives, activities, and budgets anytime in the year, but at mid-year and at year-end, faculty and staff assess progress and document results. The post assessment document for the Annual Plan and Budget is prepared annually and maintained on the College L Drive prior to FY 2009, and for FY 2009 and after, is maintained on the College intranet site. The overall goal evaluation and objective results are included in the end-of-year assessment documents. Also at this time, faculty and staff document staff development accomplishments in SAInk.

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

SOUTHWEST GEORGIA TECHNICAL COLLEGE
Institutional Effectiveness Model
Calendar

5-Year

Business and Industry Needs Assessment (for SWGTC Strategic Plan)
 Review: College Vision, Values, Philosophy, and Goals (for SWGTC Strategic Plan)
 Strategic Plan
 Master Facility Plan (or as plans for campus change)

3-Year

Performance Accountability Review (every 3-6 years)
 Review TCSG Standards: Institutional and Learning Support
 Information Technology Plan

1-Year

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Research												
Customer Evaluations: Internal and External												
Data Collection: Unit, Program, and Student Learning Outcomes												
Review Mission and Role and Scope												
Update Information Technology Plan												
Mid-Point Check: Annual Plan and Budget												
Mid-Point Check: Staff Development Plans												
Mid-Point Check Strategic Plan: College Goals and Strategic Objectives												
Review TCSG Program Standards (PAS)												
Outcomes Assessment and Documentation of Improvements Local Measures/TCSG: PAS Measures/Other Measures/Student Learning Outcomes												
TCSG PAS: Evaluations, Plans, Improvement Budgets, Capital Improvement Requests												
Perkins Plan (1-Year Budget)												
Personnel Evaluations: Faculty and Staff												
Strategic Plan Update (Determine New Initiatives to Become Strategic Objectives)												
Unit Annual Plans and Budgets												
Individual Staff Development Plans												
End-of-Year Assessment: Annual Plans and Budgets												
End-of-Year Assessment: Staff Development Plans												
End-of-Year Assessment Strategic Plan: College Goals and Strategic Objectives												

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