

# Wiregrass Georgia Technical College



## **Institutional Effectiveness Plan** *Fiscal Year 2011*

Revised May, 2011

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## PURPOSE OF THE INSTITUTIONAL EFFECTIVENESS FUNCTION

Wiregrass Georgia Technical College is committed to an ongoing approach to evaluation of institutional effectiveness through a systematic, explicit, and documented approach to assessment and continuous improvement of all processes. The purpose of the Institutional Effectiveness (IE) function is to provide leadership, assistance, and support to the faculty and staff in the process of evaluation and planning for accreditation, accountability, and institutional effectiveness to ensure fulfillment of the college mission.

While all employees and students, as well as stakeholders in the community, are involved in the IE process, the vice president for institutional effectiveness, who is a member of the college leadership team, has the ultimate responsibility for designing and coordinating the college-wide assessment process. An institutional effectiveness committee, with direct input from the vice president, provides assistance in design of assessment strategies, identification of areas for evaluation, and review of assessment results for all areas of the college.

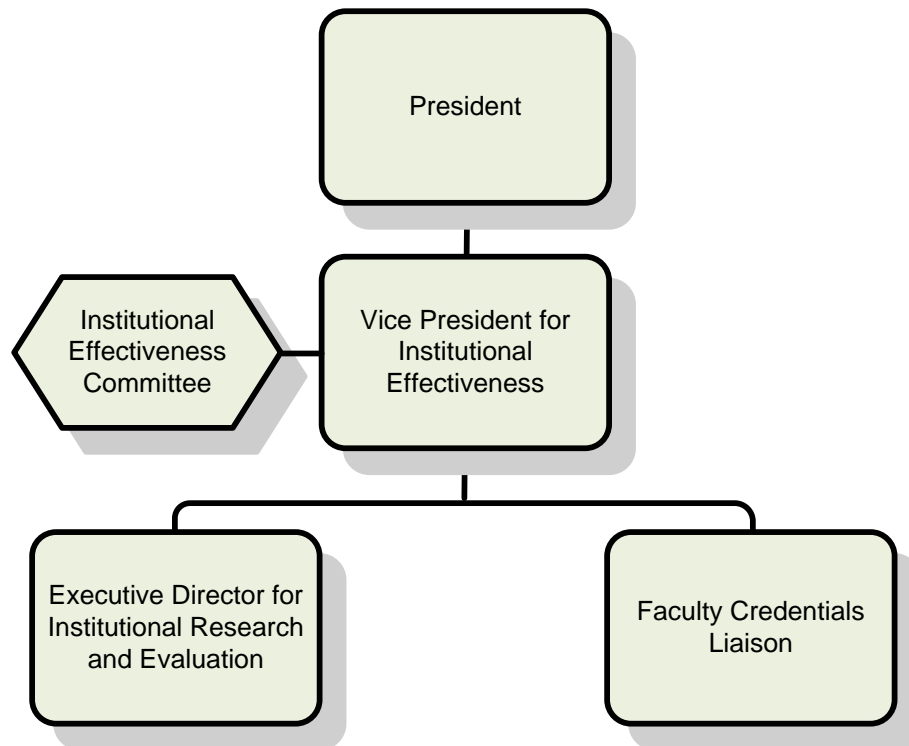
The institutional effectiveness department implements its purpose through activities in the following general categories:

- review and update of the college mission statement
- strategic planning
- review of planning documents and processes
- periodic updates for master plans for facilities, technology, and other major functions
- annual operational plans
- internal and external customer evaluations
- assessment of expected outcomes
- maintaining compliance with federal, state, and accrediting agency guidelines

Since the IE processes are ongoing and systematic, the department, supported by faculty and staff throughout the institution, utilizes various methods to gather information, evaluate results, implement improvements, and re-evaluate the use of results. Effective evaluation and planning also relies upon interaction with students and faculty, as well as suggestions from community representatives and members of advisory committees.

## ORGANIZATION

Working with assistance and support of the Institutional Effectiveness Committee and in coordination with the units of the college, members of the IE department staff assist in data collection and analysis, distribute information to college-wide points of contact, monitor data analysis and identification of improvement plans, and provide input for management decisions. The graphic in Figure 1 below shows the organizational structure of the department.



**Figure 1. Organizational Structure – IE Department**

## EVALUATION AND PLANNING PROCEDURE

A graphical representation of the evaluation and planning procedure shown in Figure 2 illustrates the functional relationships of an integrated, research-based IE process that promotes continuous improvement of the institution's programs and services.

## Wiregrass Georgia Technical College Evaluation and Planning Procedure

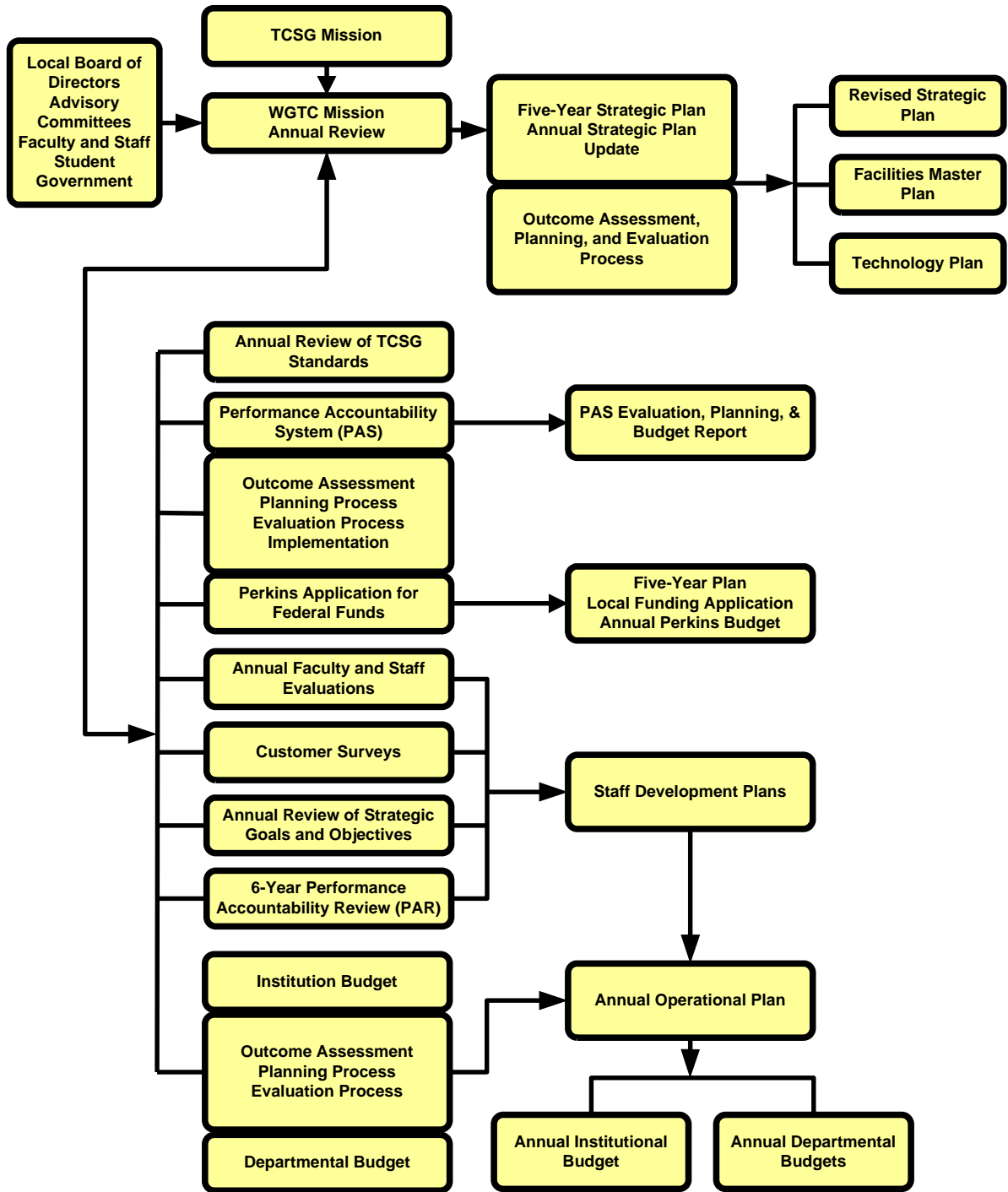


Figure 2. Evaluation and Planning Procedure

**WIREGRASS GEORGIA TECHNICAL COLLEGE**  
Institutional Effectiveness Model Components

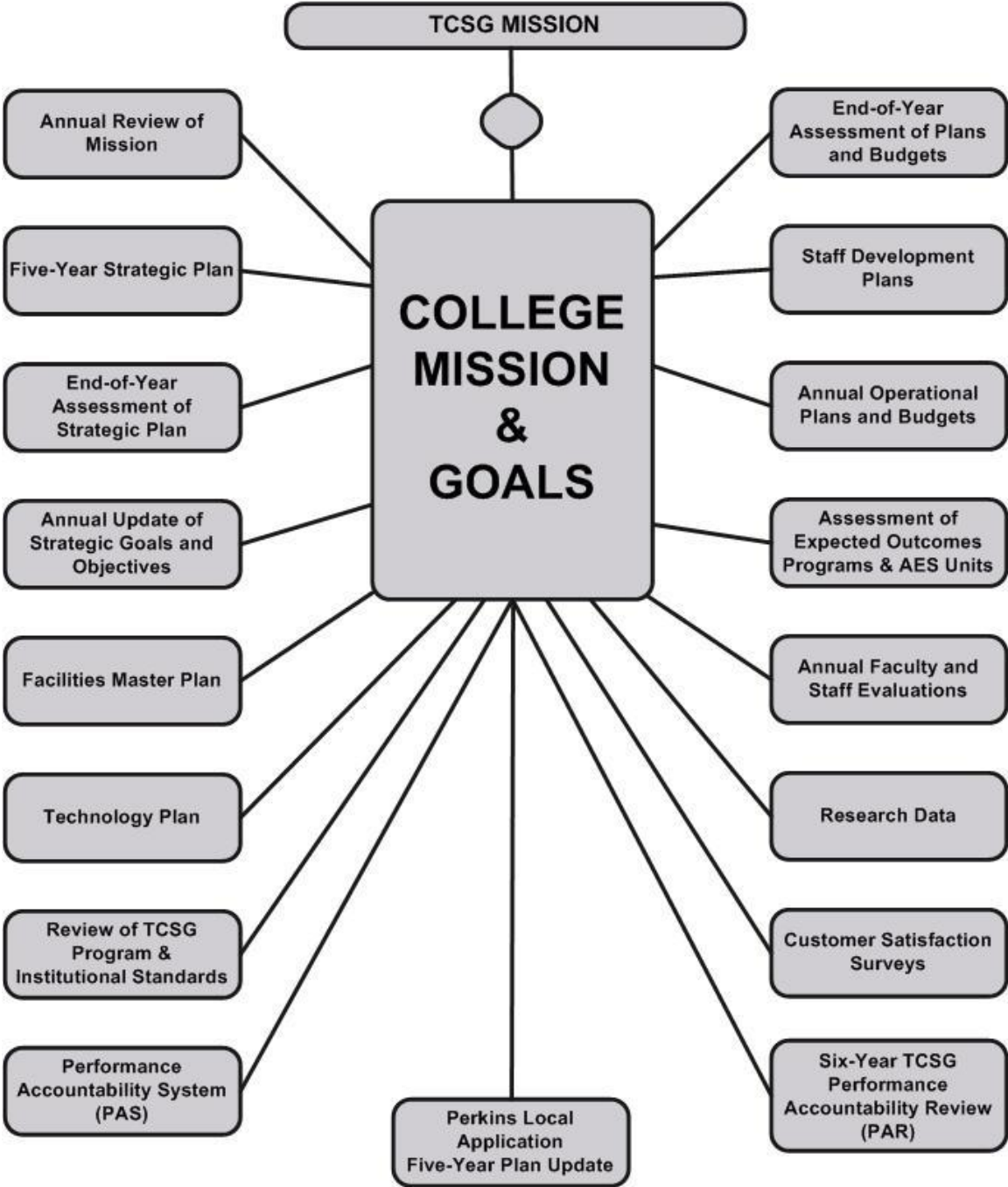


Figure 3. Institutional Effectiveness Model Components

## COMPONENTS OF THE INSTITUTIONAL EFFECTIVENESS MODEL

The college has established components that comprise its Institutional Effectiveness Model. These components, shown in the graphic illustration in Figure 3, 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 narrative below briefly describes each component of the model

### Annual Review of the College Mission Statement

The college conducts an annual review of the mission statement, which serves as a platform for all programs and services provided by the institution. Stakeholders, including program advisory committees, faculty and staff, and students review the mission statement and contribute suggestions for additions, deletions, or changes. All input is reviewed by the leadership team and presented to the local board of directors for recommendations or approval. The vice president for institutional effectiveness is responsible for coordinating the review, revision, and dissemination of the mission statement.

### Strategic Planning

Once every five years the college undergoes a new strategic planning process, facilitated and supervised by the vice president for institutional effectiveness. With input from employees, students, and the local community, the current and projected needs of the service area are analyzed. Planning activities include national, state, local, and institutional trend analysis, as well as evaluation of resources that are currently available or that should be included in long-range future plans.

The strategic plan, which includes strategic goals and objectives, is the basic planning document which serves as a compass for all college-wide planning activities. Completed in December 2005, the latest strategic plan for Valdosta Technical College spans calendar years 2006 to 2011. The strategic plan for East Central Technical College covers calendar years 2008 to 2013. A new five-year strategic plan that supports the revised mission statement for Wiregrass Georgia Technical College, formed with the merger of Valdosta Technical College and East Central Technical College, will be developed in fiscal year 2011 for initial implementation in fiscal year 2012.

### Annual Update of Strategic Plan

Each year, members of the leadership team review, evaluate, and update the strategic goals, objectives, and expected results that were established the previous year. The vice president for institutional effectiveness is responsible for the strategic goals update process. Results, including deficiencies and achievements, contribute input for improvements and objectives for the coming year. These conclusions also provide information for unit operational plans and departmental and institutional budget preparation.

### Facilities Master Plan

Following identification of needs by the strategic planning process, the college leadership team prepares a campus-wide plan for new facilities and renovations. The Facilities Master Plan contains long-range plans for facilities and capital equipment that will be required to fulfill the mission of the college. Each year, the college submits a proposal requesting approval for capital outlay projects to the Technical College System of Georgia (TCSG) through the Performance Accountability System (PAS). The Facilities Master Plan provides a framework for capital outlay and major repair and renovation funding requests. A new facilities plan will emerge from the strategic planning process implemented by the merged institution in fiscal year 2011. The director of facilities coordinates the preparation and implementation of the Facilities Master Plan.

### Technology Plan

The strategic plan, with supporting strategic goals and objectives, identifies potential advancements in technology with a basis for planning, budgeting, and implementing appropriate technological improvements. Included in the Technology Plan are plans for communication infrastructure, equipment, operating systems, software, and other resources needed for all campus sites. The college requests state improvement funds for technology annually through the PAS evaluation, planning and budget submission.

Completed in 2006, the Valdosta Technical College Technology Plan will be updated to accommodate the projected technological needs for the Wiregrass Georgia Technical College upon completion of the merger. The chief information officer, assisted by the technical support staff and members of the leadership team, coordinates the development and implementation of the Technology Plan.

### Review of Program Standards

Program faculty and academic administrators review curriculum and general program standards on an ongoing basis to assess compliance with evaluative criteria established by the PAS system. Program faculty members participate in consortium reviews and contribute input to decisions related to curriculum changes.

Program advisory committees review all educational programs each year in order to recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, library resources, equipment, method of evaluation, and level of skills and/or proficiency required for completion. The annual review is also used to evaluate the program in reference to the current employment needs in the local service area. In addition, members of the advisory committee consider the length and tuition of each program in relation to the documented entry-level earnings of the completers. Student enrollment and graduation rates, placement rates, industry technology changes, and demographic data all may provide indications that a program needs revision or deletion. Program faculty members, supported by academic administrators, are responsible for obtaining advisory committee input, evaluation of student learning outcomes, and curriculum revisions.

### Performance Accountability System (PAS)

Established by the Technical College System of Georgia (TCSG) to promote quality in technical education, the Performance Accountability System (PAS) sets guidelines and criteria for program evaluation to be implemented on an annual schedule. In the PAS model, programs are evaluated with respect to adherence to program standards and performance measures with minimum standards for Level One programs and corrective action plans for Level Two programs. The level one compliance measures for program group assessment are: Admissions Procedures, Program Structure, Instructional Content, Employability Skills-Work Ethics, Advisory Committee Input, Health and Safety, Warranty Activity, and Online Instruction. Program groups must also meet the benchmarks for the six key performance indicators. These are Enrollment, Enrollment Trend, Graduates, Graduate Trend, Placements, and Placement. Any program group with four or more deficiencies in the six key performance areas will complete and submit a performance improvement plan. The PAS system also includes plans for improvement and as well as budget proposals and recommendations for equipment, personnel, and physical facilities. The vice president for institutional effectiveness is responsible for completing the annual PAS report.

### Perkins Funding Application and Annual Budget

For the Carl Perkins funding application in 2008, the college submitted a five-year plan, which will be updated each year over the five-year period. In 2010, the five-year plans for each of the merged colleges will be consolidated to produce a single plan for the Wiregrass Georgia Technical College. The submission includes a one-year budget to request funds authorized by the Perkins Grant. The five-year plan with annual updates documents performance and plans for improvement in achieving benchmarks specified by the following federal core indicators:

- Achievement in academic and vocational courses
- Attainment of degrees, diplomas, and certificates
- Placement and retention in employment
- Enrollment and completion of non-traditional programs

Funds are allocated based on the number of individuals who are federal Pell grant recipients at the college. The president and the local board of directors initially approve the budget, after which TCSG reviews the application to ensure compliance with state and federal regulations. Once the review process is complete, the college receives approval for expenditure of funds. Any changes in the original application during the fiscal year require written notification by the president and approval by the TCSG staff. The Performance Accountability Review (PAR) committee audits Perkins expenditures on campus once every six years.

### Performance Accountability Review (PAR)

For the PAR, a team of college peers, during their on-site visit to the college campus, verifies the institution's PAS annual self-evaluation, reviews and audits the application for Perkins funding, and evaluates physical evidence of quality with respect to facilities and equipment, records, programs, and services.

Recommendations from the PAR provide input for performance evaluations, improvement plans, and budget proposals.

### Customer Satisfaction Surveys

The comprehensive planning and evaluation process includes assessment of learning outcomes for educational programs and evaluation of achievement of goals and objectives in administrative and educational support (AES) units. In addition, the college collects and compiles information to assess training and services using surveys, questionnaires, and reports from its internal and external customer base. Examples of these instruments include:

- Business and Industry Training Needs Survey
- Graduate Survey
- Employer Satisfaction Survey
- Colleague Surveys
- New Student Marketing Survey
- Student Satisfaction Survey
- Instructor / Course Evaluation
- Program Student Learning Outcome Assessments
- AES Unit Customer Satisfaction Assessments

Results of these evaluations are used in operational and strategic planning for program changes, new program development, facilities planning, and budget planning. The college-wide planning and budget process is supported by the results of outcome assessments, analysis of performance data, and feedback from surveys. While findings are used to establish and revise strategic objectives, they also provide input for construction of a program of work for administrators, completing staff development plans for all faculty and staff, and to develop the annual operational plan and budget.

#### Research Data

The college conducts research through the use of institutional, state, regional, and federal data sources and compiles information as needed for decision-making and improvement of training and educational services.

#### Annual Faculty and Staff Evaluations

During the final semester of the fiscal year, an administrator from the appropriate area conducts a written evaluation of all full-time faculty and staff. Upon completion of the written review, the administrator meets with each instructor individually and discusses the evaluation. If there are deficiencies noted during the evaluation process, the administrator provides a written improvement plan that calls for follow-up of the employee's performance within a three- or six-month interval as outlined by the improvement plan.

Part-time faculty members also receive evaluations conducted by the lead instructor responsible for oversight of the respective course at least yearly and often during each semester in which they teach. Evaluations are based on direct classroom observation and recorded on the Adjunct Evaluation Form. Students evaluate instructors in every class using confidential questionnaires at the end of each

semester. After tabulating the results, department heads share the information with instructors and keep the tabulations with comments on file. Students submit online class evaluations of instructors to department heads at the end of each semester. For decisions regarding improvement of programs, department heads consider several components in the end-of-year faculty evaluations including: successful completion of professional development activities, evaluations by students, and classroom observations by administrators.

#### Assessment of Learning Outcomes and Quality of Educational Support Services

Student learning outcomes assessment, which is based on the institutional mission statement, strategic goals, objectives, and expected outcomes related to effective educational programs, is implemented by the faculty for each program group. Program groupings may consist of interrelated degree, diploma, and technical certificate programs. Outcomes assessment is also conducted in general education and learning support areas. Assessment activities include identification of expected outcomes, development of appropriate means of assessment, analysis of results, and demonstration of the use of assessment results to improve student learning.

Tools for evaluation include both locally developed and standardized tests and questionnaires, practical applications, observations, and capstone projects. In the annual timeline, expected outcome statements and appropriate means of assessment are developed and prepared for implementation during the academic fiscal year beginning in July and ending in June. Program faculty members are responsible for assessing student learning outcomes.

Assessment in Administrative and Educational Support (AES) Units is implemented within the same time frame established for the academic units. These activities are part of the overall initiative to improve institutional effectiveness at the college. Like assessment in the academic units, the purpose of assessment implementation in the AES units is to improve the services provided for students and, ultimately, to improve learning. All units must be able to demonstrate their support and contributions to the mission of the college. Unit supervisors are responsible for assessment of outcomes in the AES units.

In the process of identification and development of administrative objectives, directors and staff in the AES unit utilize information provided by surveys, accreditation agencies, state requirements, enrollment trends, student comments, placement and employment retention data, social characteristics, and economic projections. Objectives must be related to the service provided by the unit and

directly under the control of the unit. In the assessment process, faculty and staff not only identify expected outcomes and assess achievement of these objectives, but also provide evidence of improvement based on analysis of those results.

The vice president for institutional effectiveness provides leadership, group training, support, and documentation for outcomes assessment activities. Training sessions are conducted on campus by college administrators and/or outside consultants, as well as through professional training experiences at other locations.

### Annual Operational Plan

Each functional unit of the college develops and implements an annual operational plan and budget. The operational plan is based on input from the following sources:

- Goals and objectives outlined in the strategic plan
- Programs of work for the upcoming year
- Previous annual operational plan
- Accreditation standards and evaluations
- Program and institutional outcomes from TCSG trend reports
- Labor trends
- TCSG initiatives
- Customer satisfaction surveys
- Results of evaluations from:
  - Perkins benchmarks
  - PAS benchmarks
  - Program and unit outcome assessments
  - Faculty and staff achievements

Elements of the operational plan of work include unit objectives, strategic goal references, justifications, action plans, resources needed, and end-of-year evaluations. The operational planning process is designed to ensure budgets preceded by sound planning; participatory planning; sound fiscal procedures; integration of planning, budgeting, reporting, and evaluation into a systematic approach that enables effective governance.

While the vice president for institutional effectiveness coordinates the assembly of operational plans, the leadership team evaluates the plans and processes to ensure support of the institutional mission, compliance with budgetary constraints, and subsequent implementation. The vice president for administrative services is responsible for preparing the annual budget for the college.

### Staff Development Plans

All full time faculty and staff members participate in planning, implementation, and evaluation of staff development activities, based on individualized staff development plans. Plans are developed based on priority of need as determined by the individual and his or her supervisor. Prepared and filed at the beginning of each fiscal year, the staff development plan includes required training such as those related to state requirements and accreditation, as well as selected activities designed to promote individualized professional growth and improvement. The executive director for human resources coordinates the staff development process. Records containing the individual needs assessment, staff development plan, and activity reports are retained in the office of the vice president for academic affairs.

### PLANNING, EVALUATION, AND BUDGET PROCESS

Faculty and staff review and assess goals, objectives, activities, and budgets at the end of each fiscal year. To prepare for the next year, departmental supervisors document results and update operational plans. These revisions are designed to ensure feasibility, as well as to maintain continuous improvement in all educational programs and services in order to accomplish the mission of the college.

As shown in Figure 4 below, the budget planning process is supported by program and departmental planning, input from the strategic planning process, and information gathered from faculty and staff, students, stakeholders in the community, and accreditation requirements. While financial constraints must be carefully considered, the planning process is a critical component of final budget proposals.

# Wiregrass Georgia Technical College Operational Planning and Budget Process

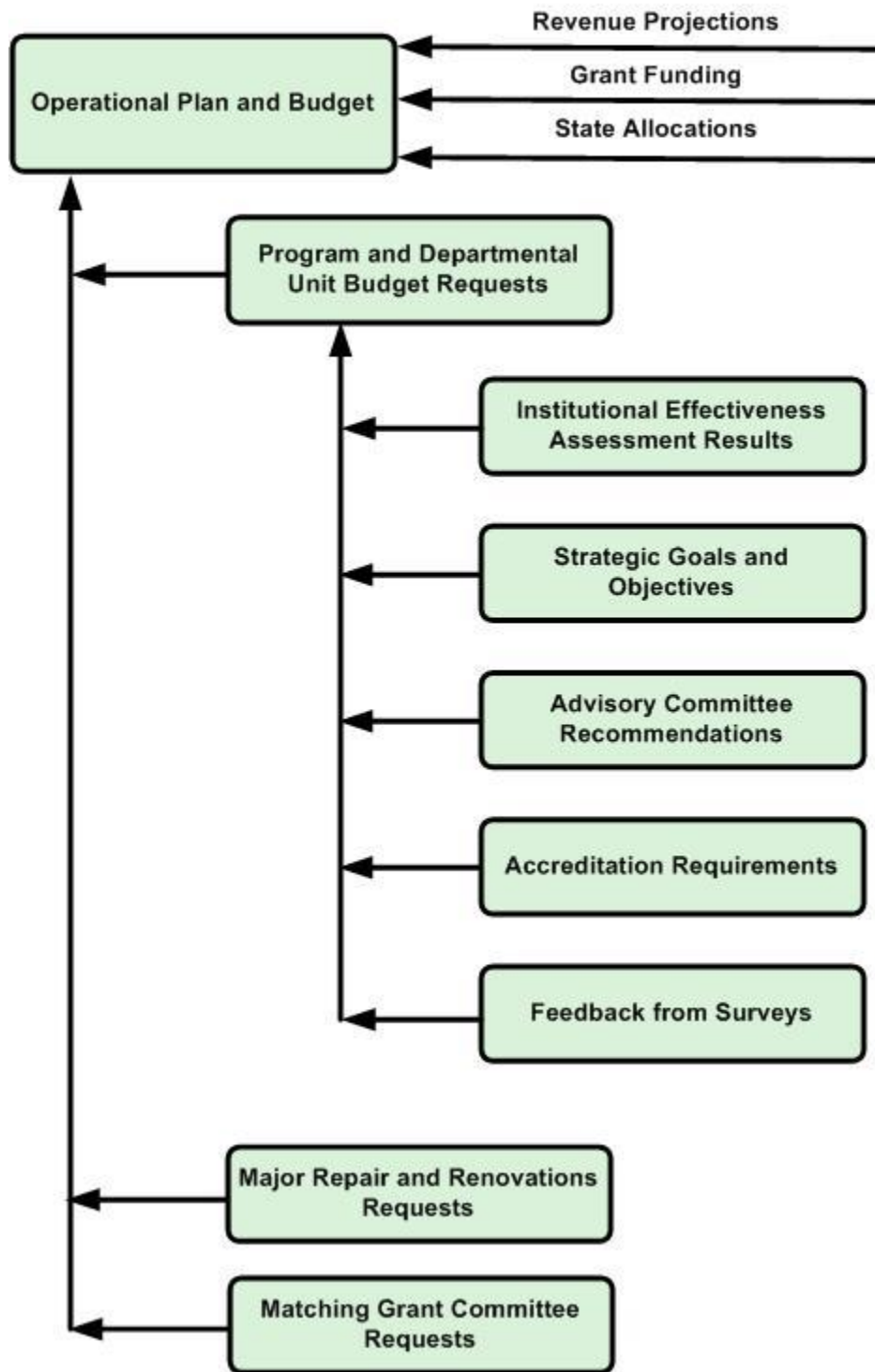


Figure 4. Operational Planning and Budget Process

## PLANNING AND EVALUATION CALENDAR

Responsibilities and timelines for evaluation and planning activities are outlined in the Institutional Effectiveness Planning and Evaluation Calendar shown in the following section. Figure 5 illustrates the institutional effectiveness cycle as it relates to the sequence of the academic year.

### SUMMARY

The ultimate objective of the evaluation and planning function is to maintain continuous improvement in all educational programs and services in a coordinated effort to accomplish the mission of the college. As illustrated by the Planning and Evaluation Model above, Wiregrass Georgia Technical College engages in continuous, systematic planning and evaluation processes designed to improve training and educational services. Improvements take place as a result of effective planning and appropriate budgeting of funds for improved facilities, equipment, human resource training and development, new and improved programs, and updated systems for instruction and student services.

**WIREGRASS GEORGIA TECHNICAL COLLEGE**  
**Institutional Effectiveness Planning and Evaluation Calendar**

Planning/Evaluation Activity	Annual Planning and Evaluation												Person Responsible
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Instructor Evaluations by Students	X	X	X	X	X	X	X	X	X	X	X	X	Academic Deans
Employer Surveys / Graduate Surveys	X	X	X	X	X	X	X	X	X	X	X	X	Career Services Coordinator
Review Mission, Strategic Goals and Objectives	X	X											Vice President for Institutional Effectiveness
Assessment of Academic Achievement and Achievement of Non-Academic Objectives													Vice President for Institutional Effectiveness
Assessment Reports, Prior Year		X	X										Academic Deans, Departmental Supervisors
Assessment Plans, Current Year				X	X								Academic Deans, Departmental Supervisors
Integrated Postsecondary Education Data System (IPEDS)													Vice President for Institutional Effectiveness
Fall Collection: Institutional Characteristics, Completions, 12-Month Enrollment		X	X	X									Providing Input: Vice President for Administrative Services; Vice President for Student Affairs
Winter Collection: Human Resources						X	X						Providing Input: Executive Director for Human Resources

**WIREGRASS GEORGIA TECHNICAL COLLEGE**  
**Institutional Effectiveness Planning and Evaluation Calendar**

Planning/Evaluation Activity	Annual Planning and Evaluation												Person Responsible
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Spring Collection: Fall Enrollment, Finance, Graduation Rates, Student Financial Aid, 200% Graduation Rates						X	X	X	X	X			Providing Input: Vice President for Administrative Services; Vice President for Student Affairs
Student Satisfaction Surveys				X	X	X	X	X	X	X	X		Vice President for Institutional Effectiveness
Colleague Satisfaction Surveys				X	X	X	X	X	X	X	X		Vice President for Institutional Effectiveness
Advisory Committee Evaluations					X	X	X	X	X	X	X		Academic Deans
Strategic Plan Update						X	X						Special Assistant to the President
Facilities Plan Update						X	X						Special Assistant to the President
Unit Operational Plans and Budgets:													Vice President for Institutional Effectiveness
Complete Report for Previous Year	X	X											Providing Input: Supervisors for Administrative, Educational Support, and Community Service Units

**WIREGRASS GEORGIA TECHNICAL COLLEGE**  
**Institutional Effectiveness Planning and Evaluation Calendar**

Planning/Evaluation Activity	Annual Planning and Evaluation												Person Responsible
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Develop Plan for New Year			X	X									Providing Input: Supervisors for Administrative, Educational Support, and Community Service Units
One-Year Funding Application - Perkins													Vice President for Institutional Effectiveness
Perkins Benchmarks							X	X	X	X			Providing Input: Vice President for Student Affairs
Perkins Five-Year Plan							X	X	X	X			Providing Input: Vice President for Administrative Services; Vice President for Student Affairs; Vice President for Academic Affairs
Perkins Local Application Budget							X	X	X	X			Providing Input: Vice President for Administrative Services; Vice President for Student Affairs; Vice President for Academic Affairs

**WIREGRASS GEORGIA TECHNICAL COLLEGE**  
**Institutional Effectiveness Planning and Evaluation Calendar**

Planning/Evaluation Activity	Annual Planning and Evaluation												Person Responsible
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Performance Accountability System (PAS)													Vice President for Institutional Effectiveness
Program Improvement Plans								X	X	X	X		Providing Input: Vice President for Academic Affairs
Capital Outlay/Facilities								X	X	X	X		Providing Input: Executive Director for Facilities; Special Assistant to the President
PAS Improvement Budget								X	X	X	X		Providing Input: Vice Presidents; Executive Directors; and Special Assistants
Faculty and Staff Evaluations									X	X	X		Vice Presidents, Academic Deans, Departmental Supervisors
Individual Staff Development Plans									X	X	X		Vice President for Academic Affairs, Academic Deans, Departmental Supervisors
Annual Financial Plan and Budget									X	X	X	X	Vice President for Administrative Services

**WIREGRASS GEORGIA TECHNICAL COLLEGE**  
**Institutional Effectiveness Planning and Evaluation Calendar**

Planning/Evaluation Activity	Annual Planning and Evaluation												Person Responsible
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
End of Year Assessment: Unit Operational Plans													Vice President for Institutional Effectiveness
Assess Results, Actions, and Follow-Up (Current Year)												X	Providing Input: Supervisors for Administrative, Educational Support, and Community Service Units
End of Year Assessment: Staff Development Plans												X	Vice President for Academic Affairs, Academic Deans, Departmental Supervisors
End of Year Assessment: Strategic Goals and Objectives												X	Vice President for Institutional Effectiveness

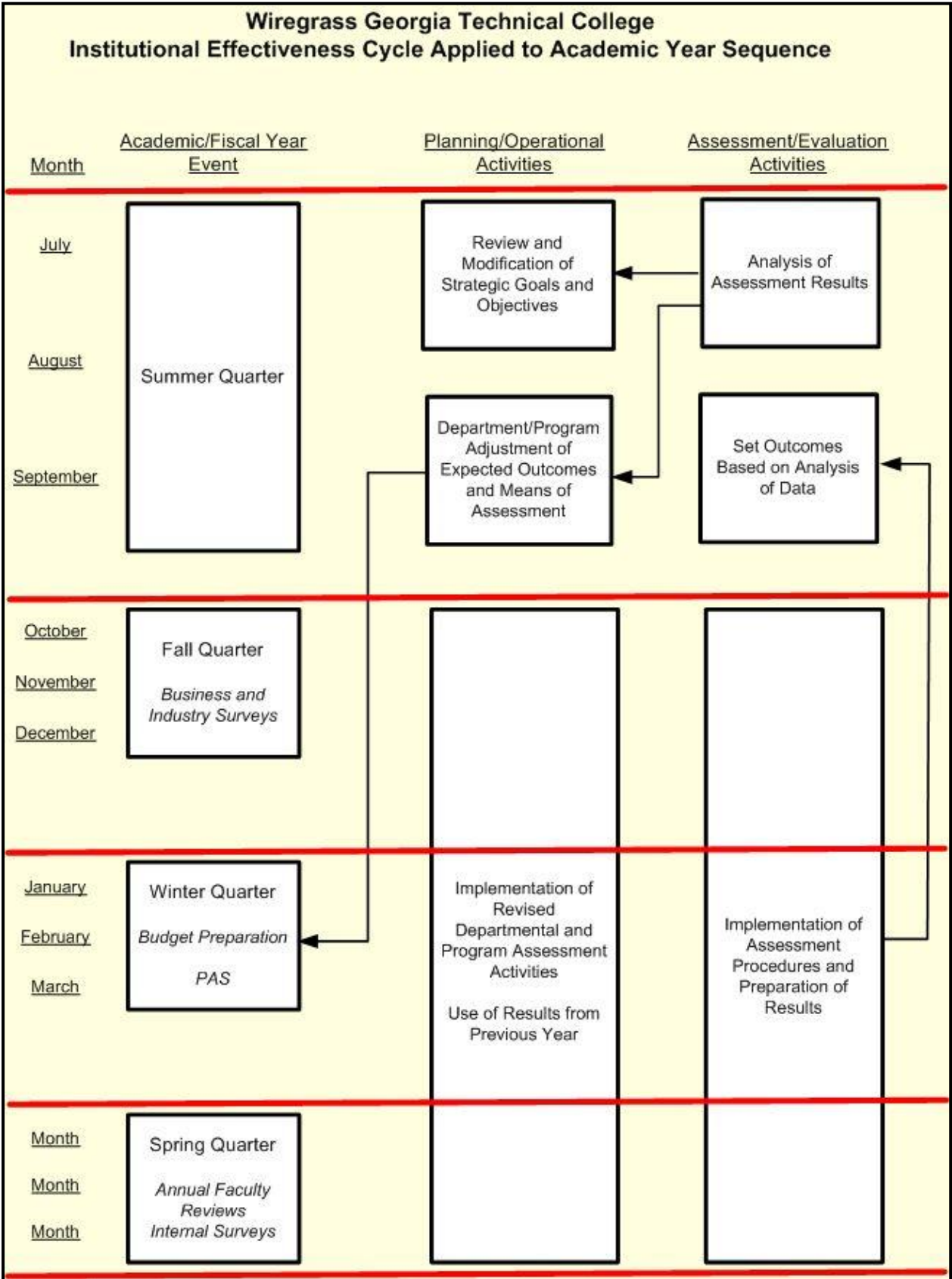


Figure 5. Institutional Effectiveness Cycle