



INSTITUTIONAL EFFECTIVENESS Procedures Manual

Developed by the Office of Institutional Effectiveness

2009 - 2014

INSTITUTIONAL EFFECTIVENESS PROCEDURES MANUAL

Purpose

- < To support a comprehensive institutional effectiveness process that utilizes the institution's mission and purpose as the foundation of planning and evaluation.
- < To provide a means by which faculty, staff, students, and administration have opportunities for input concerning programs, processes, and services at Central Georgia Technical College.
- < To ensure that continuous improvement occurs based on the use of accurate information for decision-making.

Policy

It is the policy of Central Georgia Technical College to maintain a comprehensive institutional improvement process which

- < Is driven by the institution's mission;
- < Founded on the institution's vision and values
- < Involves faculty, staff, and administration;
- < Provides opportunity for input from students, program advisory committees, and other stakeholders within the service delivery area;
- < Utilizes institutional research as an integral part of the institutional planning and evaluation processes;
- < Complies with the Technical College System of Georgia requirements; and
- < Results in continuous improvement in the quality of the institution's graduates and in increased satisfaction of students, employees, and other stakeholders".

Responsibility

The Director of Institutional Effectiveness has the overall responsibility for ensuring that policy guidelines and procedures for planning and evaluation are followed.

RESEARCH, PLANNING, AND EVALUATION

Institutional effectiveness is defined as the positive correlation of results to expectations. As a process, institutional effectiveness at CGTC is a *system* of research, planning, and evaluation that ensures plans are implemented and evaluated, with the emphasis on decision making and change as a result of the evaluation findings. The Quality Improvement Council provides advice and counsel to the President on the continuous improvement of the institution. It is the committee's responsibility to monitor the institution's evaluation and planning processes and ensure that the results of the planning and evaluation processes are used for the improvement of both educational programs and support services.

Planning and evaluation involves all faculty and staff through a structured process coordinated by the Leadership Team.

1. Planning is both "Strategic" and "Operational", with the two strategies intertwined and supporting one another.
2. Evaluation is an ongoing process and occurs throughout the institution throughout the year.

Strategic Planning

Central Georgia Technical College's *Strategic Plan* focuses on answering the "what" questions concerning the Institution's future goals and initiatives. It involves three major activities: data collection and analysis, evaluation of alternatives, and decision-making concerning long-range direction. Critical decision areas include the Institution's Mission, clientele to be served, student and program goals and outcomes, and facility and equipment priorities. Focal points for analysis include the external environment, internal strengths and weaknesses, and resource constraints and/or opportunities. Demographic data, legislative actions, student enrollment, retention, community issues, and labor market changes are reviewed. The Strategic Plan *is* the basis for all planning activities.

CGTC's Strategic Plan is revised every five years. The Strategic Planning Team, comprised of faculty and staff, reviews the Vision, Mission, and long-range goals. Changes and new long-range goals are based upon the results of the internal analysis, external environmental scan, review of all pertinent data, and input obtained from surveys.

Operational Planning

While strategic planning establishes the major directions for the Institution, *operational planning* focuses on the "how" questions and addresses strategies for translating goals and objectives into actions. The operational planning process is the mainstream activity for the assessment of the institution's effectiveness and involves:

1. Development of priority objectives, expected results, and evaluation methods.
2. Determination of programs and budgets.
3. Measurement of results against expectations through systematic feedback.

Evaluation for Decision Making

The measurement of results against expectations through systematic feedback forms the basis for the overall evaluation of the Institution's achievement of its stated goals.

1. The Institution reviews all planning documents in June and July to determine the extent to which the plans were successfully implemented.
3. In addition to monitoring its progress on completion of designated goals and objectives, the Institution reviews its performance based on the indicators of effectiveness in the Performance Accountability System (PAS) to determine overall student and institutional success.

Institutional Effectiveness System (IES)

The TCSG's Performance Accountability System (PAS) is a component of the Central Georgia Technical College planning and accountability system, based on a prescribed set of system standards and indicators. The PAS has established performance standards based on a statewide perspective of quality technical and adult education. The Institution monitors its performance on each standard annually and undergoes a Performance Accountability Review (PAR) internal audit every three to six years.

Action Plans

The Leadership Team and each division and department/unit develop action plans that describe how specific Institution-wide objectives and long-range goals will be achieved. The planning process begins in September and is completed by June. The division or department plan is based upon overall institutional goals, and program-specific objectives. The department supervisor and division head monitor the department's annual plan. Each division head monitors progress for all departments within his/her division. The Leadership Team monitors progress on the Annual Plan in January and June with assistance from the Director of Institutional Effectiveness.

The Research Function

I. Designated Responsibility

The Executive Director of Institutional Effectiveness has primary responsibility for ensuring that reports and data coordination services are provided. The Office of Institutional Effectiveness serves as the official source for all information developed through institutional information systems, with the exceptions of personnel and financial data, for dissemination internally and to the appropriate external agencies and organizations, to ensure conformity of data released. The Business Office shall serve as the source for all official personnel and financial information.

2. Definition of Services

The Institutional Effectiveness and Information Technology Offices will work with other institutional offices, teams, committees, and professional personnel to:

- < Identify information needs and ways and means of satisfying such needs.
- < Gather and organize institutional and environmental data and recommend ways to apply the data in a meaningful context.
- < Develop and administer surveys for the purpose of data gathering and input in the institution's planning and evaluation process.
- < Provide analytical support and data synthesis for a broad range of institutional needs.

3. Components

- < Planning Report Series - A series of reports are produced on a quarterly basis providing the various divisions and departments of the institution with relevant data to be used for decision-making.
- < Data Assessment - The Exec. Director of Institutional Effectiveness provides the various divisions and departments of the institution with an opportunity to assess the relevant data and determine appropriate actions to be taken as a result of the data analysis.
- < Clearinghouse - The Exec. Director of Institutional Effectiveness will maintain Data/Research Reports and serve as a clearinghouse for institutional data analysis.
- < Research Projects - The Exec. Director of Institutional Effectiveness will provide technical assistance with special research projects as directed by the President and/or requested by the Vice Presidents.

- < Consultation - The Exec. Director of Institutional Effectiveness will be available to advise and assist other institutional personnel with institutional research matters.
- < Liaison- The Exec. Director of Institutional Effectiveness will insure the College is aware of and in compliance with criteria requirement of the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS), the regional accrediting body.

4. Process for Data Coordination and Requests

Requests for data, reports, surveys, and other forms of information services shall be handled in the following manner:

- a. Internal requests for major projects will be discussed with the Exec. Director of Institutional Effectiveness. If the request involves extensive use of personnel/time, a follow-up written request must be submitted outlining the scope of the services needed and the desired time frame.
- b. Externally generated surveys, forms, and other requests sent to the institution should be forwarded to the Exec. Director of Institutional Effectiveness, upon receipt.
- c. The Exec. Director of Institutional Effectiveness will forward the request, or copies of the request to the appropriate departments for completion or verification.
- d. Completed materials must be returned to the Exec. Director of Institutional Effectiveness, who will ensure that information verification, compilation, and mailing occurs.
- e. Copies of the materials sent to the external requester will be retained in the Office of Institutional Effectiveness.
- f. Required, routine reports prepared by internal offices from their internal files will not be sent to the Exec. Director of Institutional Effectiveness office unless they are part of the list of inventory of available data that has been identified for institutional planning and evaluation purposes. Single source reports must be completed and maintained by the unit/department/division assigned that responsibility. The Exec. Director of Institutional Effectiveness will coordinate the gathering and filing of data identified as part of the inventory of available data per the established schedule.

H. Timeline for Institutional Planning and Evaluation

1. During Winter and Spring Quarters, CGTC faculty and staff are involved in evaluation and planning activities. Activities include review of TCSG and institutional benchmarks, setting of goal and objectives for the coming year, and operational and long-range budget planning.
2. During Spring Quarter, CGTC's Leadership Team and Strategic Plan Steering Committee review the institution's five year Strategic Plan and revises as needed.
3. During late Spring each division/department evaluates current goals and objectives and uses the results to develop its goals and objectives for the coming year.
4. During the late spring, the Leadership Team meets to finalize the institution's operational budget for the coming year.
5. In June, the institution's Leadership reviews progress on the year's initiatives, goals and objectives. As a result, the Leadership Team sets institutional initiatives, goals, and objectives for the coming year.
7. During Summer and Fall Quarters, the Office of Institutional Effectiveness compiles and disseminates data from the previous fiscal year
8. During early Winter Quarter, a Mid-year Review of institutional initiatives is conducted. Corrective action plans are devised and implemented where necessary.

The Budget Process

CGTC's budget process is an integral component of the total planning effort. It incorporates information on required resources from three action plans: institutional, department, and unit. Formal budget planning begins in February in each division. Budget requests are developed from a review of the resources required for implementation of unit and/or department action plans. These budgets are consolidated by the division leaders for their respective functional areas (executive, instructional services, administrative services, student services, economic development, development, and institutional effectiveness and information services).

An institutional needs budget is developed by combining the functional area budgets with the institution's major action plans for the coming fiscal year. The local funds estimate, based on anticipated enrollment, is added to the allocation to determine total fund availability. Fund availability is compared to the institutional needs budget to form a balanced preliminary budget. The review of the preliminary budget by the president and division leaders begins in April and is finalized and presented to the Institution's Board of Directors by July.

Federal Grant: Carl Perkins Budget Process

- A spreadsheet indicating the Perkins breakdown of all TCSG Colleges is submitted to the President and IE Director. The spreadsheet is shared with the VPA.
- The Perkins Coordinator, VPA, VPAA, VPSA meet to discuss the recommended activities that meet nine mandated (required) areas some of which also meet at least one of the fifteen permissive (allowable) areas. Expenditures to support activities include but are not limited to personnel, equipment, travel (professional development) and special projects which assist the College in meeting or exceeding established benchmarks.
- The proposed budget is then submitted to the President for approval during the next leadership team meeting. The VPAA and VPSA make their cases for Perkins supported activities such as personnel, equipment and professional development needs.
- Human Resource Office prepares a spreadsheet containing the approved positions and their associated salaries indicating the amount, per percentage, that is charged to Perkins. Also, a spreadsheet is prepared with the total amount for equipment and travel. (This process is completed to ensure correct projected salaries including benefits are submitted in the first round of budget submissions)
- The VPAA and VPSA submit corrective action plans to the Perkins Coordinator who reviews and revise the plans as necessary to ensure compliance with Perkins requirements.
- The VPAA maintains a list of equipment needs by program, including new programs, that are prioritized based on previous program plans, needed improvements and program future requirements. Programs are asked to submit their needs for federal funds. The results are captured in a spreadsheet managed by the VPAA Secretary. The spreadsheet becomes a central part of the Perkins equipment and travel management needs for the institution. All other division budget requests, based on Perkins activities, are then included (VPSA, VP Extension centers and other campuses).
- Initial Perkins input and changes are submitted through the approved request Spreadsheet to the IE Director for input into the Perkins software. The Perkins Coordinator with the assistance of the IE Secretary, before entering requests, rechecks each to ensure that all items on the combined spreadsheet meet at least one requirement and possible allowable items and are implemented to meet or exceed core indicators.
- Copies of the Perkins software report is distributed to the VPA, VPAA, VPSA and to the President's Office by the IE Director.
- A summation of the Perkins Local Application process, the proposed Perkins budget breakdown, the corrective action plans for core indicators, and signature pages are

submitted to the board chairperson and the president for approval and subsequent signature.

- When signatures are obtained from all the above, the local application for Perkins funding package is mailed to TCSG and the electronic copies released internally.
- The College then awaits its approval letter from TCSG stating that the budget has been reviewed and approved and expended funds may then be submitted for reimbursement. If the submitted budget is not approvable as is, the IE Director reviews comments and adjusts to bring line items in coordination with Perkins standards. The budget is then re-submitted to TCSG. Initial approved budgets and any amended budgets are accepted into the institution by the previously listed approval process and signatures.
- The VPAA, VPSA and Perkins Coordinator (IE Director) periodically, during each quarter, meet to discuss existing line items that may require an amendment request to TCSG. During this periodic review, assessments of programs and service areas progress towards meeting intended benchmarks of the Core Indicators, as listed in the College's Two-Year Performance Plan, are conducted by each area as indicated in the plan and submitted to the office of the IE Director. The results are shared with the VPA and adjustments made to the sign-off spreadsheet which is then prepared for resubmission for signatures.
- The amended budget request is then submitted to the President for approval and on to TCSG's Accountability and Effectiveness office for approval. TCSG submits back a letter of approval that must be maintained on file with the College's amended budget for review purposes.

Purchasing

The Office of Administrative Services has a process in place for the request and purchase of Perkins funded items. (See also CGTC Carl Perkins Budget Procedures Flowchart) Each initially approved budget is submitted by the VPA for signatures and signage by VPA, VPSA, VPAA, IE Director and Dir. of Accounting then funds are accepted into the institution's budget.

The Planning and Assessment Calendar

In order to ensure that planning and evaluation activities occur as planned, an annual schedule of the major institution-wide actions is developed. An abbreviated time line is produced as follows:

September- January	Institutional statements, including the mission, goals, vision statements, role and scope, and values are reviewed and modifications are made as appropriate.
December-March	<p>During the Fall and Winter Quarters, CGTC's faculty and staff are involved in evaluation and planning activities.</p> <p>Activities include reviewing TCSG effectiveness system (IES/PAS) institutional measures and benchmarks, using the results of evaluation in setting of goals and objectives for the coming year, and for two years hence.</p> <p>Activities also include annual and long-range budget planning including midpoint status check of current year annual planning goals, objectives, and activities.</p>
May	During Spring Quarter, the institution makes its TCSG effectiveness system submission (PAS).
June	The President's Leadership Team, with input from functional directorates and College planning teams, evaluates the status of goals and objectives included in the Strategic Plan and suggests institutional objectives for the next fiscal year.

CGTC Planning Schematic

