

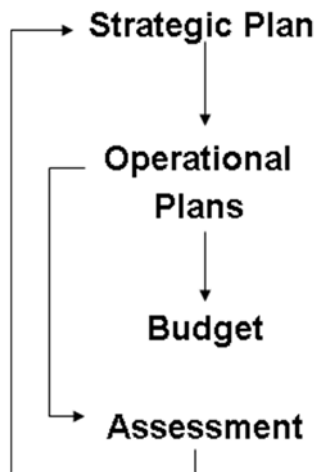
2.3.4. OFTC Institutional Effectiveness Procedure

Introduction

The purpose of the Institutional Effectiveness (IE) Planning Process is continuous improvement of Oconee Fall Line Technical College (OFTC). As a college in the Technical College System of Georgia, it is important for OFTC to plan ahead for improvements and growth. Our students deserve the best possible educational experience we can offer, and the IE process will continually improve the student experience in all aspects of the college.

OFTC's strategic planning process is designed to be an ongoing institution-wide process that involves:

1. Broad visioning for the future of OFTC through the Strategic Plan
2. Operational plans that are developed and implemented through units of the college that outline the specific outcomes to achieve the Strategic Plan
3. A budgeting process based on the needs identified at unit level operational planning
4. Assessment of the operational plans that result in continuous improvement



Overview of Institutional Effectiveness Process

The Institutional Effectiveness Process is ongoing and runs on an annual cycle. The annual planning process is based on the fiscal year, starting July 1 and ending June 30. The planning cycle begins in February with a review of OFTC's strategic plan. The strategic plan includes the institutional mission, vision, and the goals and objectives for the college for a five-year time

period. The strategic plan is reviewed by a college-wide planning team that represents every unit of the college.

The input from the college-wide planning team is reviewed and synthesized by a smaller group which includes the president of the college and her direct reports. This group is responsible for finalizing any changes to the mission, vision, or strategic goals and objectives of the college. The reviewed and updated strategic plan is shared with the local Board of Directors at the March/April meeting. This local board provides input and approves the Strategic Plan. After local Board of Directors approval, the finalized strategic plan is shared with the entire faculty and staff at OFTC. The revised mission, vision, goals and objectives are discussed in detail and posted on the OFTC SharePoint page to facilitate access.

Based on the strategic plan, the units of the college begin the annual unit level planning process. The units of the college are defined as the functional areas, categorized as educational programs, administrative support services, academic and student support services, and community and public service units. The content of the unit level operational plans include the unit level mission statement and unit level outcomes. The educational program operational plans also include student learning outcomes as part of the operational plan.

Unit level budgets are developed based on the operational plans established. Budget items are written with a detailed description and amount. Budget line items are linked to operational outcomes. There is a budget review and approval process in place which is facilitated through the administrative services office. Software also allows budget items to be identified related to improvement plans at the assessment phase.

Assessment of the Strategic Plan and the unit level operational plans is a critical part of the process. The assessment cycle runs on an academic calendar, starting with Fall Semester each year and running through Summer Semester. Exceptions to this cycle are allowed, with a few units reporting on the fiscal calendar.

The Institutional Effectiveness Office coordinates with the president and her direct reports to formulate the President's Assessment Report. This is a broad assessment report based on the strategic plan. Data is collected and monitored throughout the year. The President's Assessment data also plays a large role in the strategic planning process.

At the unit level, the assessment process addresses every goal on the operational plan annually. The assessment report consists of an operational goal, the means of assessment, and the criteria for success, the findings, and the use of the results for continuous improvement. Proposals are due in Spring Semester each year. The proposal consists of the operational goals being assessed for the upcoming year, the means of assessment, and the criteria for success. The complete assessment report is due at the end of Summer Semester the following year. The complete assessment report consists of the findings collected during the year and the use of results for improvement.

To help facilitate the process, training and review processes have been built into the timeline. During Fall Semester of each year, Vice Presidents meet with the IE Office staff. Assessment reports including improvements are reviewed. IE training is scheduled during Spring Semester each year. The training session is used to reinforce the concepts of planning, assessment, and continuous improvement.

Timeline

The following timeline represents the Institutional Effectiveness process, both the planning and assessment, on an annual schedule:

Note: Data collection for the assessment process is ongoing throughout the year.

Month	Process
January	
February	College-Wide Strategic Planning Retreat President and Direct Reports Planning Retreat
March	Review and Approval of Strategic Plan by the local Board of Directors Presentation of Strategic Plan to Faculty and Staff
April	IE Training with Faculty and Staff Operational Plans for Coming Academic Year Completed (Objective, Assessment Means and Criteria for Success) Unit Level Budgets Completed
May	Budget Review and Approval Process Begins
June	
July	IE Workshops
August	IE Workshops
September	Assessment Reports for Prior Academic Year Completed (Findings and Use of Results)
October	Review of Unit Level Operational Plans and Assessment Reports with Vice Presidents
November	
December	

Strategic Plan

The strategic plan includes the institutional mission, vision, and the goals and objectives for the college for a five-year time period. The strategic plan is reviewed annually by a college wide planning team that represents every unit of the college. This team participates in a strategic planning retreat in which data from many different sources is considered. The future direction of the college is considered in light of external factors such as national, state, and local trends in economics and academic policy. Internal factors are also considered. The President's Assessment Plan data plays a key role in the internal data reporting and includes data such as enrollment trends, graduation rates, retention rates, student satisfaction indicators, and budgetary indicators. Based on the data presented, changes and modifications are proposed for the institutional mission, vision, and goals for the next five years.

The college-wide planning team is carefully constructed with attention given to full college representation. The OFTC organizational chart is consulted to ensure that all divisions are included. The planning team includes the following representatives from the college:

OFTC Representative
President
Vice President of Student Affairs
Vice President of Academic Affairs
Vice President of Administrative Services
Vice President of Facilities, Planning, and Research
Executive Director of Institutional Advancement
Director of Marketing/Public Relations
Vice President of Economic Development
Administrative Support Assistant
Conference Center Coordinator South
Conference Center Coordinator North
Coordinator of the Little Ocmulgee Instructional Center
Director of the Jefferson Campus
Dean of Student Affairs
Facilities/Security Chief
Director of Information Technology Services
Safety Programs Manager
B&I Services Manager
Director of Human Resources
Director of Administrative Services
Director of Accounting
Dean of Adult Education
Dean of Academic Affairs, Allied Health and Professional Services
Dean of Academic Affairs, Technical/Industrial and Transportation
Director of Library Services

OFTC Representative
High School Coordinator, South Campus
High School Coordinator, North Campus
Division Chair, North Campus Arts and Sciences and Learning Support
Division Chair, South Campus Arts and Sciences and Learning Support
Division Chair, North Campus Business Services
Division Chair, South Campus Business Services
Division Chair, North Campus Allied Health
Division Chair, South Campus Allied Health
Division Chair, North Campus Professional Services
Division Chair, South Campus Professional Services
Division Chair, South Campus Technical/Industrial
Division Chair, North Campus Technical/Industrial
Director of Financial Aid
Student Navigator
Director of Student Life
Registrar
Recruiter
Director of Admissions
GVTC Coordinator

The input from the college-wide planning team is reviewed and synthesized by a smaller group which includes the president of the college and his direct reports. This small group is responsible for reviewing the recommendations from the college-wide planning retreat and finalizing the strategic plan, including the mission, vision, and goals and objectives. The small group planning team consists of the following representatives from the college:

Planning Team
President
Vice President of Facilities, Planning and Research
Vice President of Administrative Services
Vice President of Academic Affairs
Vice President of Student Affairs
Executive Director of Institutional Advancement
Vice President of Economic Development
Administrative Support Assistant

Operational Plan

The content of the unit level operational plans includes the unit level mission statement and unit level outcomes. All Operational Plan outcomes must support the mission and goals of

OFTC as defined in the strategic plan. The units of the college are divided up into the following categories: educational programs, administrative support services, academic and student support services, and community and public services. The following units and corresponding representatives have been established:

Institutional Effectiveness Planning Structure

Units of the College	Document Authors	Reviewer
Accounting	Accounting Instructors	VP of Academic Affairs
Air Conditioning Technology	Air Conditioning Tech Instructor	Dean of AA, Technical/ Industrial and Transportation
Applied Business Technology	Applied Business Technology Instructor	VP of Academic Affairs
Associate Degree Nursing Bridge	ADN Instructor	Dean of AA, Allied Health and Professional Services
Automotive Technology	Automotive Technology Instructor	Dean of AA, Technical/ Industrial and Transportation
Business Management	Business Management Instructor	VP of Academic Affairs
Business Technology	Business Technology Instructors	VP of Academic Affairs
Commercial Truck Driving	Commercial Truck Driving Instructors	Dean of AA, Technical/Industrial and Transportation
Computer Support Specialist	Computer Support Specialist Instructor	VP of Academic Affairs
Cosmetology	Cosmetology Instructor	Dean of AA, Allied Health and Professional Services
Criminal Justice	Criminal Justice Technology Instructor	Dean of AA, Allied Health and Professional Services
Cyber Security	Cyber Security Instructor	VP of Academic Affairs
Diesel Equipment Technology	Diesel Equipment Technology Instructor	Dean of AA, Technical/Industrial and Transportation
Early Childhood Care/Education	Early Childhood Care/Education Instructors	Dean of AA, Allied Health and Professional Services
Electrical Control Technology* Programs regrouped to form IE Plan in AY20	Electrical Control Technology Instructor	Dean of AA, Technical/Industrial and Transportation
Electronics Technology	Electronics Technology Instructor	Dean of AA, Technical/Industrial and Transportation
Emergency Medical Technology	Paramedic Technology Instructor	Dean of AA, Allied Health and Professional Services
Environmental Horticulture	Environmental Horticulture Instructor	Dean of AA, Allied Health and Professional Services
General Education (Arts and Sciences)	Division Chair, South Campus Arts and Sciences and Learning Support	VP of Academic Affairs
Health Care Assistant/NA	Allied Health Instructor	Dean of AA, Allied Health and Professional Services

Units of the College	Document Authors	Reviewer
Industrial Systems Maintenance	Industrial Systems Maintenance Instructor	Dean of Academic Affairs, Technical/Industrial and Transportation
Learning Support	Division Chair, North Campus Arts and Sciences and Learning Support	VP of Academic Affairs
Mechatronics Technology	Mechatronics Technology Instructor	Dean of Academic Affairs, Technical/Industrial and Transportation
Medical Assisting	Medical Assisting Instructor	Dean of AA, Allied Health and Professional Services
Networking Specialist	Networking Specialist Instructor	VP of Academic Affairs
Nursing	A.D.N. Instructors	Dean of AA, Allied Health and Professional Services
Pharmacy Technology	Pharmacy Technology Instructor	Dean of AA, Allied Health and Professional Services
Practical Nursing	Practical Nursing Instructors	Dean of AA, Allied Health and Professional Services
Precision Machining and Manufacturing (Machine Tool) Technology	Machine Tool Technology Instructor	Dean of AA, Technical/Industrial and Transportation
Radiologic Technology	Radiologic Technology Instructors	Dean of AA, Allied Health and Professional Services
Respiratory Care Technology	Respiratory Care Technology Instructors	Dean of AA, Allied Health and Professional Services
Welding and Joining Technology	Welding Instructors	Dean of AA, Technical/Industrial and Transportation
Administrative Support Services		
Adult Education	Dean of Adult Education	VP of Economic Development
Bookstore	Director of Administrative Services	VP of Administrative Services
Economic Development /Continuing Education	VP of Economic Development	President
Facilities/Maintenance/House Keeping	Facilities/Security Chief	VP of Facilities, Planning, and Research
Grants	Grants Coordinator	VP of Facilities, Planning, and Research
Human Resources	Director of Human Resources	VP of Administrative Services
Institutional Effectiveness	VP of Facilities, Planning, and Research	President
Institutional Information Services	Director of Information Technology Services	VP of Administrative Services
OFTC Conference Centers	Conference Center Coordinators	VP of Economic Development
President	President	
Public Relations and Marketing	Executive Director of Marketing/Public Relations	VP of Administrative Services
Safety & Security	Facilities/Security Chief	VP of Facilities, Planning, and Research
Vice President for Administrative Services	VP of Administrative Services	President

Units of the College	Document Authors	Reviewer
Academic and Student Support Services		
Admissions	Director of Admissions	VP of Student Affairs
Career Services	Career Services/Disabilities Coordinator	VP of Student Affairs
Disability Services	Assessment/Disability Specialist	Dean of Student Affairs
Distance Education	GVTC Coordinator	VP of Academic Affairs
Financial Aid	Director of Financial Aid	VP of Student Affairs
High School Initiative	High School Coordinators	Vice President of Student Affairs
Jefferson County Center	Director of the Jefferson Campus	Dean of Student Affairs
Library	Director of Library Services	VP of Academic Affairs
Little Ocmulgee Instructional Center	Coordinator of the Little Ocmulgee Instructional Center	Dean of Student Affairs
Registrar	Registrar	VP of Student Affairs
Special Populations Services /Student Life	Director of Student Life	Dean of Student Affairs
Student Navigator	Student Navigator	VP of Student Affairs
Testing Center	Dean of Student Affairs	VP of Student Affairs
Vice President of Academic Affairs	VP of Academic Affairs	President
Vice President of Student Affairs	VP of Student Affairs	President

All units of the college use the ABCD Model for writing outcomes. In this model, the "A" stands for audience and describes the population that is being targeted or assessed. The "B" represents behavior and outlines the expectations of the population. "C" represents condition and describes under what circumstances the behavior is to be performed. The "D" stands for degree and describes how well the behavior is to be performed.

Audience	What Population are you assessing?
Behavior	What is expected of the participant?
Condition	Under what circumstances is the behavior to be performed?
Degree	How well the behavior must be performed? To what level?

These four components are used to write a sentence which is structured as follows:

C A B D

The educational programs write outcomes for the Operational Plan that must include student learning outcomes at the program level, in addition to program outcomes. Student learning outcomes at the program level define what students will know, think, or do upon completion of the curriculum. The operational plan for each educational program includes a set of comprehensive student learning outcomes for the program, based on the current curriculum and established exit points. In the operational plan, educational programs also address program outcomes. Each program establishes needed program outcomes which address program performance.

The administrative support services, academic and student support services, and community and public services units of the college include service outcomes in the operational plan. Service outcomes refer to the services that the support unit provides to its clients, including students, faculty, staff, employers, and the community.

Budgeting

Based on the outcomes developed in the operational plan, each educational program and support unit must create a budget which supports the achievement of the stated outcomes. The budget includes detailed line items and the estimated cost for each item. Line items are categorized by type of expenditure. The budget requests are submitted and then reviewed by the Administrative Services Office in consultation with the President. The budget requests are compared to available funds in a forecasted budget. Budget allocations are made, and the budget requests are modified to reflect the allocations.

Assessment

Assessment of the Strategic Plan and the unit level operational plans is a critical part of the process. The Institutional Effectiveness Office coordinates with the President and his direct reports to formulate the President's Assessment Report which is based on the strategic plan. Data is collected and monitored throughout the year. The President's Assessment Report data also plays a large role in the strategic planning process.

Assessment of the unit level operational plan is conducted for the educational programs, the administrative and academic and student support units, and the community/public service units. The assessment process addresses every objective on the operational plan annually. The Assessment Report consists of an operational goal from the operational plan, the means of assessment, the criteria for success, the findings, and the use of the results for continuous improvement. This model is used to capture the level of performance on each objective and to capture the continuous improvement efforts of the unit.

Each fiscal year, all of the outcomes from the operational plan are assessed as a part of the process. For each outcome, the assessment means is identified. Means of assessment describe how each stated outcome will be measured. Best assessment practices recommend using a

variety of methods to collect data about the achievement of the outcome. For educational programs, course grades should not be used for assessment. Activities that target specific learning outcomes and are graded can be used, as you are able to identify specific areas for improvement. It is best to involve more than one person and third-party grading, if possible, to provide the most objective results.

After the means of assessment have been defined, the criteria for success must be identified. The criteria for success defines in specific, identifiable, and measurable terms the expected level of performance on the named assessment means.

Once the operational outcome, assessment means, and criteria for success have been identified, the data collection process can begin. Data is collected throughout the academic year (fall, spring, and summer semester). The results are summarized once all data points have been collected. The summary process should be conducted such that all the questions a reader may have about the data collection process are addressed. It is recommended that all summary of findings be tracked and entered on the Assessment Report at the end of each semester.

The final component to the Assessment Report is the use of results. This is the most important component of the assessment cycle, as it is the place where the continuous improvement is outlined. The use of results should include specific actions or changes implemented based on assessment findings.

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