



## INSTITUTIONAL EFFECTIVENESS AT CGTC

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# A PRIMER FOR COLLEGE ADMINISTRATORS



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Institutional Effectiveness at CGTC: A Primer for College Administrators

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## INSTITUTIONAL EFFECTIVENESS LEADERSHIP TEAM



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## INTRODUCTION

Institutional Effectiveness at Central Georgia Technical College (CGTC) is the process of articulating the mission of the college, setting goals, defining how the college and community will know when these goals are being met, and using the data from assessment in an ongoing cycle of planning and evaluation. The Fact Book, available on the [CGTC IE Publications](#) webpage, allows Central Georgia Technical College Planning Units to develop Institutional Effectiveness Plans and Reports.

CGTC's Planning Philosophy (History and Philosophy of Institutional Effectiveness) and planning sequence and timing of events (The Planning and Assessment Calendar) are structured to use the results of assessment and budget execution to improve planning procedures, the Strategic Plan, and subsequent, planning-unit, annual plans as shown in the Planning Schematic, in bettering the College performance in achieving the College mission, vision, philosophy, and goals for the future.

Central Georgia Technical College receives funding for and manages three complementary Budget Planning and Execution Cycles.

- a. Capital Improvement and Major Equipment Budget Planning begins with the development of the college's long-range Strategic Plan, its Facilities Master Plan, and its Technology Plan. Annual objectives identified in these plans are supplemented by collegiate operational improvement requests by division, program and departmental managers in their budget development cycles. Each year, College needs for succeeding years (two years in the future) are sent to TCSG and to the State Office of Planning and Budgets.
- b. Federal Carl D. Perkins funds are provided to states to improve career and technical education and are managed by the Technical College System of Georgia (TCSG) in accordance with the State Board of the Technical College System of Georgia (SBTCSG) Policy 3.1.1 Financial Overview. The college's annual submission for the funds is developed by and for the use of academic and student support services, programs, and activities with staff assistance and post-approval and management by the Office of Institutional Effectiveness.
- c. The General Operating Budget of Central Georgia Technical College consists of State funds, appropriated to the institution by the Technical College System of Georgia, and local funds from tuition, fees, and other operational sources (SBTCSG Policy 3.1.2 Annual Budget Requests and Operating Budgets). These funds are used for salaries, facility operations and maintenance, and program supplies and equipment needs.

These funds are distributed to the College's operating entities (divisions, directorates, departments/units, programs) based on annual budget requests developed in a bottom-up approach within each division. The Vice President of Administrative Services, acting as the college's Chief Financial Officer, as appointed by the College President, reviews the budget requests, and asks for any additional information or clarification. The Vice President for Administrative Services then compares the budget requests with available funds and presents the budget requests to the President. The President reviews the proposed budget and after discussion with the Vice President for Administrative Services approves the operating budget. Divisions are notified by the Vice President for Administrative Services of original budget awards and any additions or reductions based on executive review.

## **SECTION ONE:**

### **CGTC MISSION, PLANNING HISTORY AND PHILOSOPHY**

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#### **Mission**

Central Georgia Technical College, a unit of the Technical College System of Georgia, offers credit instruction, adult education, and customized business and industry training through traditional and distance education delivery designed to promote community and workforce development.

#### **History**

Central Georgia Technical College (CGTC) operates as a unit of the Technical College System of Georgia (TCSG). Policies and procedures approved by the State Board of the Technical College System of Georgia (SBTCSG) are used as a foundation for planning at the College. The College's planning processes include CGTC's Strategic and Annual Operational Assessment Planning Process, and Student Learning Outcome Plans. The joint processes have resulted in the development of a series of institutional plans and policies addressing the significant activities of the College to include the Strategic Plan and the Annual Budget Plan. These plans drive the College's annual activities as well as establish the College's future direction.



## SECTION TWO: INSTITUTIONAL EFFECTIVENESS SYSTEM

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### Total Quality Education

To achieve its mission, Central Georgia Technical College must have consistency of purpose, which requires that it plan and plan well. Central Georgia Technical College has in place a system which requires the development of goals, objectives, and outcomes. The various actions that comprise planning and evaluation within and among CGTC's departments, and programs are collectively described under the definition of ***institutional effectiveness***.

The concept of institutional effectiveness (IE) is not new to administration and management of organizations and institutions, including Central Georgia Technical College. When used as a noun, it implies a positive correlation between expected performance and actual outcomes and the extent to which the College, "*Says what it does and does what it says.*"

As a process, institutional effectiveness is a continuous and integrated system of planning, implementation, assessment, and analysis of results designed to demonstrate the progress of the College in fulfilling its stated mission. Institutional effectiveness is also a "change process" and in that context the College monitors the success of students, programs and services, and makes changes and improvements when information warrants.

In keeping with that emphasis, Central Georgia Technical College's process for planning and evaluation are decentralized. There are clearly delineated assignments for responsibilities for planning within each division. Each administrator works with their staff to ensure that plans are implemented and that the information is used for decision making. The resulting planning and assessment processes are comprehensive, yet do-able. They can be implemented and maintained with the present staff and resources and require: (1) Information, (2) comparison of that information to expectations, (3) actions based on decisions, and (4) a commitment to ongoing review and change when it is indicated.

## SECTION THREE: PLANNING AND EVALUATION

### *A Schematic for Institutional Effectiveness*

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#### Planning

Central Georgia Technical College's **strategic planning** process focuses on answering the “what” questions related to future goals and directions for the College’s programs and services. The Strategic Plan establishes the long-range goals of the institution and is reviewed and updated every five years. While strategic planning establishes the major directions for the College, **Operational Assessment Planning** focuses on the “how” questions and is the mainstream activity for the development of priority actions, anticipated results, and evaluation methods. It is used to determine programs and budgets.

Operational Assessment Planning at Central Georgia Technical College is conducted through the completion of Operational Assessment Plans and Budgets, and Student Learning Outcomes Plans.

The illustration below demonstrates the planning cycle in place at the College.



## **The CGTC Strategic Planning Process**

The CGTC Strategic Plan describes the mission, philosophy, vision, and long-range goals and objectives of Central Georgia Technical College. The process used in creating the document is designed to be participatory and inclusive of all segments of the institutional faculty and staff. The institutional mission is at the heart of the plan and is the departure point for the creation of goals and objectives. The mission, and the derived institutional vision and goals, are reviewed annually to determine its continued viability and applicability to the changing environment. Recommended revisions are submitted to the State Board for concurrence and approval of changes when necessary.

Every five years, the Strategic Planning Steering Committee will conduct an in-depth internal/external analysis using the institutional "Strategic Planning Process". The product of the processes is an updated Strategic Plan.

The major objectives of the process are:

1. Identification of key internal and external trends and issues.
2. Assessment of the magnitude of changes in the environment through SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.
3. Validation of or development of strategies to achieve goals.

The information gained from the five-year review is used to make decisions and adjustments about the long-term direction of CGTC. The five-year review involves three major activities:

1. Data collection and analysis,
2. Evaluation of alternatives, and
3. Long-range decision making.

Critical decision areas include CGTC's mission, stakeholders (students, employers, and the community at large), 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, learning outcomes, retention, licensure, community issues, and labor market changes (acquired as the result of occupational survey data and input from advisory team members) are analyzed to develop trends and planning assumptions in order to develop and review goals and review existing priorities within the Institution.

The College periodically reviews its mission with internal stakeholders. During the fifth-year strategic review, Revisions, if required, are suggested based upon the results of the external environmental scan and input obtained from a staff survey on current conditions and internal issues that affect the extent to which projected goals are achievable.

The strategic plan has a life of five years. The plan is reviewed annually (per its evaluative criteria) for the College's success towards meeting its performance indicators, expected results, and mission review.

### **Annual Review of Mission and Goals**

An annual review of the College's mission, philosophy, vision, and goals is conducted. If a revision occurs, the revised mission statement is forwarded to the State Board of The Technical College System of Georgia for approval. CGTC college-wide goals are reviewed based on the TCSG process for institutional performance review of presidents. The College President and the TCSG Commissioner collaborate to establish annual performance funding outcomes for the College. Outcome benchmarks (annually negotiated rates) are set for the following success indicators:

- **Technical Education**
  - Enrollment
    - Total Credit Enrollment
    - Enrollment (FTE)
    - Dual Enrollment Count
    - Dual Enrollment Percent
  - Retention
    - Retention Rate (Overall)
    - Dual Enrolled Conversion Rate
    - High School Equivalency Conversion Rate
  - Graduates
    - Graduates (Overall)
    - Awards
    - Graduates (HOPE Career Grant)
    - Graduates (Dual Enrolled)
    - Awards (Dual Enrolled)
  - Placement
    - Job Placement Rate (Overall)
    - Job Placement Rate (In-Field)
- **Adult Education**
  - Enrollment and Gains
    - Enrollment (Adult Basic Education)

- Enrollment (Adult Secondary Education)
- Enrollment (English as a Second Language)
- Measurable Skill Gains (Adult Basic Education)
- Measurable Skill Gains (Adult Secondary Education)
- Measurable Skill Gains (English as a Second Language)
- High School Equivalency Graduates
  - High School Equivalency Graduates
- **Economic Development**
  - Customized Contract Training
    - Companies Trained (CCT)
    - Training Hours (CCT)

In addition to the TCSG established goals, to determine the College's effectiveness in achieving the stated mission, CGTC has established the following local goals. Outcome benchmarks (annually negotiated rates) are set for the following success indicators:

- Licensure Exam
- Academic Attainment
- Occupational Attainment
- Work Ethics
- Learning Support
- Graduate Preparedness
- Resource Development

Customer satisfaction is measured as a means of informing the College of the quality of its operational functions provided in relation to the needs of stakeholders.

- Student Satisfaction
- Graduate Satisfaction
- Economic Development
- Employer Satisfaction
- Colleague Satisfaction

### Functional Goals

In addition to the college-wide goals, each major unit, including occupational and academic areas develop functional goals which define their scope and anticipated outcomes. Multiple evaluation methods are used to determine the degree to which these goals are achieved. Plans and actions are developed to improve functions or services if the evaluation indicates that a goal is not being achieved. The College utilizes an online

data collection system, [IE Planning System](#), to archive plans for use by the college community.

### Indicators of Effectiveness

Central Georgia Technical College has a functioning planning process based on the establishment of institutional, unit, and program goals and objectives that support its mission. Institutional effectiveness depends upon how well faculty and staff perform many of the day-to-day tasks and processes that are critical to the success of students.

In addition to the assessment of progress on each year's objectives, the College monitors the achievement of students and programs based on a set of prescribed indicators of effectiveness. ***Indicators are defined as the key things that must go right if an action, program, group, institution, etc. are to succeed.*** The establishment of benchmarks or performance outcome measures for the most important functions that are performed routinely helps faculty and staff keep on track and be self-accountable. The indicators are a part of the College's Strategic Plan evaluation methodology.

Each functional unit of the College has developed a clearly defined purpose statement that supports CGTC's mission and goals. Major functional planning Divisions at the College as defined in the institution's organizational chart include:

- Executive Vice President
- Academic Affairs
- Administrative Services
- Adult Education
- Economic Development
- Institutional Effectiveness
- Student Affairs

Other directorates and activities are subordinate to those mentioned and are included in the planning cycles of the major functional department leaders. All departments must formulate annual goals. Documentation of the purpose, goals, objectives, and measurement data is contained in the Division Reports. Each divisional Vice President or designee develops goals and objectives that are based on institutional initiatives and functional activities. These divisional plans are evaluated annually by the Office of Institutional Effectiveness and the College President as a part of the College's performance management plan to ensure accomplishments.

Budget priorities and requests, that are necessary for completion of the annual plans, are established by the program chairs and department heads and reviewed by the associated Vice President, Administrative Services (All Budget Planning), after, in some cases

coordination with the Office of Institutional Effectiveness (Federal and State grant awards). The Vice President, Assistant Vice President, Deans, and Associate Deans within the Academic Affairs Division review the academic program planning documents and conduct evaluation, planning, and budgeting activities for the division. A similar process occurs in the support units of CGTC. Finally, the Leadership Team reviews the budget requests to develop institutional-funding priorities based on revenue allocations.

New diploma or degree programs must be budgeted through the annual analysis of planning and budgeting internal planning system. New program requests are submitted to the TCSG for approval by the State Board through the Curriculum Management System in KMS. New programs slated for a new facility must follow the College's occupational program assessment process. Adequate research (program needs assessment) must be completed to support each request for a new program. Needs assessments are carried out by the Office of Institutional Effectiveness with the assistance of the College Leadership, program faculty as well and academic leadership.

#### Department and Program Priorities

Each program and department monitor its progress towards supporting the College's goals, its own functional goals, and the results of key indicators of effectiveness. Based upon results, program and department priorities are developed.

#### ***Occupational Program and Curriculum Review***

Occupational programs are reviewed on a three-year cycle by the Office of Institutional Effectiveness, Professional Development and Special Projects department. Programs requiring annual review as specified by their external accrediting, licensing, or approval agency are reviewed based on those cycles. Programmatic review is a collaborative process among program chairs with guidance from IE staff. A Program Chair not associated with the program under review is selected to lead the review and assign faculty to serve on the internal review team. Parallel with this process is a system of curricular review that ensures consistency of the program courses with the program guide and standards set forth by the Technical College System of Georgia. Both reviews are a vehicle for proactive response; they allow program stakeholders to see trends and past performance measures, to identify strengths and weaknesses as they evolve, to compare program goals with real performance, and to develop plans for improvement.

A report of the review outcome is submitted to IE staff assigned, the Dean of the program under review and the Vice President for Academic Affairs for review prior to being final. All occupational program review documents are housed in the College's planning system and can be viewed by all personnel with access. Programs needing improvement must enter an improvement plan goal in the College's operational assessment system. The improvement plan must be assessed by the responsible program chair to ensure that the improvement goal is met.

#### Components of the Program and Curriculum Review

- Quality of Faculty and program productivity
- Advisory Committee development and participation
- Program Outcomes – enrollment, retention, completion
- Quality of planning, assessment, and resources that maximize program effectiveness
- Quality of management and adherence to TCSG standards
- Licensure if applicable

Occupational program and curriculum review allow faculty and college administration an instrument to measure the program's relationship with the overall Mission of the College as well as allows programs to make adjustments in the direction of the program to better fulfill that mission and to plan longitudinally to more greatly enhance that program's role of service to the College and community.



## SECTION FOUR: ASSESSMENT

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### Annual Operational Assessment Planning

The CGTC Operational Assessment Plan and Budget requires each division to develop objectives, action plans, budgets, and personal performance plans that support the College's or the divisions' mission and goals. Operational Assessment Planning begins in August and is finalized by June for the next fiscal year (FY).

The planning process involves determining "What will be done, who will do it, when and at what cost it will be done, and what will be the results of taking the specified action(s)?" Action to implement needed change occurs daily in the College and is based on plans resulting from new goals and objectives, budget plans, or routine functional tasks.

### Budget Planning

Budget planning at Central Georgia Technical College is an integral part of the total institutional effectiveness system. It is designed in conjunction with established planning process and priorities for the implementation of long-range and annual objectives. Requests are developed from a review of resources required to implement division and/or unit action plans.

The College's budget is comprised of **State** (developed two years in advance for submission to the Technical College System of Georgia) and **local** (developed within six months of the beginning of each fiscal year) funds. Since these funding cycles vary, two-time lines are used for budget planning. However, the processes are concurrent during the months of August to June, in keeping with institutional and divisional planning.

Each division assesses its mission, objectives and functions annually, in conjunction with a College-wide review (August-March). Operational Assessment Plans are developed from the results of the assessment. The plans are used to develop the annual budget for the institution based on available funding sources. Personnel, equipment, and physical plant resources are components of the state budget while divisional needs are included in the locally funded operational budget. The budget is presented to the College's Board of Directors for review by June of each year prior to its submission to the State Board of the Technical College System of Georgia.

## **Assessment Processes and Products**

Assessment (used interchangeable with the term evaluation) is defined as, “*A process or processes for measuring the results of actions.*” It asks questions such as what, how much, and why?” It determines, “Are we doing the right things right and can we do things better?” Assessment at Central Georgia Technical College encompasses the review and analysis of information to the extent to which:

- The College and its divisions, programs, and departments achieve stated goals and actions
- Students are successful in pursuing educational goals.
- Programs, services, and student performance matches state system measures and standards.
- Specific programs and departments operate efficiently and effectively in the achievement of their missions.

Assessment is conducted by the division or department most affected by the information it will produce, unless the data is used for institution-wide analysis.

Methods of evaluation vary and include, but are not limited to, surveys of faculty, staff and/or administrators; surveys of current and former students; quantitative measurements; observations; interviews; external consultants; external agency reviews; and professional judgments. The College reviews all plans as of August to assess the extent to which plans were successful. The review occurs during the summer semester of the ending fiscal year and the first semester of the coming year. In order to know which actions, of many that may be taken, are resulting in the desired changes, each division monitors its progress formally and informally on an ongoing basis.

## **Operational Assessment Plans**

An Operational Assessment Plan shares a unit’s annual goals and allows a department to assess, report, and reflect on the progress made toward these goals. Once a department’s major goals are defined, it is better able to make tactical decisions throughout the year, monitor progress toward those goals, and make improvements based upon results. Operational Assessment Plan goals are accessed online where college planning units identify operational objectives, assess the extent to which those objectives have been met, and assess the results for improvement where and when necessary.

Generally speaking, at the beginning of each fiscal year (July 1), planning units establish at least three goals in support of the College Strategic Plan, identify activities to accomplish in support of the goal, list resources necessary to achieve the objective, and

state how achievement of the goal will be measured. Throughout the year, but no later than the end of the fiscal year (June 30), planning units update Operational Assessment Planning goals with results and reflection on what was achieved, as well as identify changes to College and necessary future actions. Supporting documentation provided within each plan shows the plan in action. An Operational Assessment Plan shares a unit's annual goals and allows for reporting and reflection on progress made toward those goals. Discretionary funding is often allocated based on specific needs reflected in Operational Plans.

Administration continually accesses and reviews Operational Assessment Plans throughout the year; for instance, discretionary funding is often allocated based on specific needs reflected in Operational Assessment Plans. Additionally, the planning system is a tool CGTC uses to communicate required activities and improvement efforts to SACSCOC, the College's accrediting agency, and programmatic accreditors. Planning units are encouraged to keep this in mind as plans are completed and to understand that at some point it will be a part of the accreditation review process - in other words, please give your plan some thought and effort.

Operational Assessment Plans are electronically managed, documented and maintained on the College's [IE Planning System](#). Required fields for each goal in the Operational Assessment Plan are displayed below.

<b>OPERATIONAL ASSESSMENT PLAN TEMPLATE</b>	
<b>Field Name</b>	<b>Instructions</b>
CGTC Logo	
Providing Unit	
Title	
Purpose Statement	
Planning Unit Name	Division, Department, Office or Program within the College
Goal Number	The sequenced annual objective i.e., 1, 2, 3
Goal/ Objective	The desired condition or effect the plan will have on an activity, behavior, personnel or structure of the College in the future (specific FY) expressed in measurable terms. Limit of 255 characters.

<b>OPERATIONAL ASSESSMENT PLAN TEMPLATE</b>	
<b>Field Name</b>	<b>Instructions</b>
Link to Strategic Plan Goal Number	Select the strategic goal(s) from the Strategic Plan that the objective relates and/ or will reinforce or cause to happen. View the full Strategic Plan at <a href="https://www.centralgatech.edu/wp-content/uploads/pdfs/ie/CGTC_Strategic_Plan.pdf">https://www.centralgatech.edu/wp-content/uploads/pdfs/ie/CGTC_Strategic_Plan.pdf</a>
Supporting Activities (please list)	What intermediate steps must be taken before the objective can be achieved. What general guidelines are already in place? Who or what College elements have responsibilities.
Resource Requirements	What are the costs associated with achieving the objective (Personnel Expenses/Salaries, Equipment, Supplies, Facilities, etc)?
Objective Measurement Standards	How will the situation be changed? How will the change be measured? When will the change take place (time)? The determination of objective achievement.
Assessment Result(s)	What Happened? Reflection of what took place during the designated time-frame in relation to the Objective Measurement Standards. No value or evaluative judgment is applied. (Must be completed once the goal is achieved or at year end)
Use of Assessment Results	How did the assessment results change or affect the college? Are there future actions required because of the results? (Must be completed once the goal is achieved or at year end)
Supporting Documentation	Upload documentation which supports the means of measurement.
Goal Met?	Use the dropdown menu to select yes or no as to the status of the goal.
Documentation Complete?	Use the dropdown menu to select yes or no as to whether or not you have documentation which supports the accomplishment of the goal.

## **Student Learning Outcomes**

Student Learning Outcomes (or SLOs) relate to critical skills that students must master in order to be successful in the workplace. All occupational programs identify an overarching list of expected Student Learning Outcomes which address program-level outcomes, skills, and competencies at each award level. The outcomes are the foundations of what a graduate of a program would need to master to have a reasonable chance of being successful in their career. Each program develops this overarching list of industry-specific skills, decides how proficiency will be measured, then closely tracks student performance throughout the year. Analysis of SLO results can lead to meaningful improvements in areas such as instructional delivery, curriculum, assessment measures, equipment updates, and staff development. This process also allows CGTC demonstrate a commitment to student learning and program improvements to institutional and programmatic accreditors.

Institutional Effectiveness understands the student learning outcome process may be new for many instructors entering the higher education setting from business and industry. However, this is not a new process. Many instructors have completed a similar process working in business and industry. Continuous improvement assessment occurs in multiple methods throughout the business and industry setting with writing SOAP patient notes in the healthcare setting, writing lesson plans in early childhood, creating a business plan in the business setting, and writing job estimates/quotes in the trade occupations. Each of these job processes requires an employee to write a goal, assess the status of that goal through a measurable means, and make changes based on the results of the assessment to reach the intended goal. This same process is utilized at the college level in each program through student learning outcomes assessment with students.

Each year the program selects at least three of the student learning outcomes from the overarching list and all faculty participate in the assessment each term. Programs are required to assess all overarching student learning outcomes at least once every five years. Assessment results are analyzed by program faculty to develop and implement improvement plans where necessary. Supporting documentation should be provided within each student learning outcome assessment plan to show the plan in action and document the assessment occurred.

Student Learning Outcomes are selected at the beginning of the academic year (August) and closed out at the end of the academic year (July) and are assessed for Fall, Spring, and Summer Semesters and includes full and mini-session semesters.

Student Learning Outcomes are electronically managed, documented and maintained in the College's [IE Planning System](#). Required fields for each student learning outcome is included below.

STUDENT LEARNING OUTCOME TEMPLATE	
Field Name	Instructions
CGTC Logo	
Instructional Planning Unit	
Instructional Planning Unit Responsibility	
Title	
Purpose Statement	
Student Learning Outcome Crosswalk	
Overarching Student Learning Outcomes and Timeline	
Additional Program Information	
Instructional Planning Unit	Division, Department, Office or Program within the College
Outcome Number	The sequenced student learning outcome i.e., SLO 1, SLO 2, SLO 3, etc.
Student Learning Outcome	Describe the outcome being assessed. Use a verb that demonstrates higher order/critical thinking skills. Copy a student learning outcome from your overarching list.
Course(s)	Identify the course(s) where the outcome will be measured.
Instructional Modality	Traditional or Distance Education
Assessment Means or Measures	Identify how the assessment will be measured and the standard for success.
Assessment Result(s)	<p>What Happened? Reflection of what took place during the designated time-frame in relation to the Student Learning Outcome. No value or evaluative judgment is applied.</p> <p>Shows results for each term by instructional site.</p> <p>Responses should include: 1) total enrollment, 2) number sitting for the assessment, and 3) number successful.</p> <p>(Must be completed once the student learning outcome is assessed or by year end).</p>

STUDENT LEARNING OUTCOME TEMPLATE	
Field Name	Instructions
Use of Assessment Results	Faculty should meet to analyze the results and identify relevant, specific efforts to make program improvements. Are there future actions required because of the results? (Must be completed once the student learning outcome is assessed or by year end).
Supporting Documentation	Upload documentation which supports the assessment means or measures. Documentation should demonstrate completion of the assessment. Example: completed rubrics, samples of student work (good & poor), pre- and post- test results, etc.
Documentation Complete?	Use the dropdown menu to select yes or no as to whether or not you have documentation which supports the accomplishment of the student learning outcome.

### *Writing Student Learning Outcomes*

The overarching list of student learning outcomes is reviewed by the Program Chair, in coordination with the program faculty, employers, and the program advisory committee and aligned with programmatic accrediting standards, as applicable, every five years. The Program Chair must coordinate with Institutional Effectiveness in the development and update of student learning outcomes to ensure they focus on higher order skills.

### Student Learning Outcomes

- should be observable.
- should be measurable.
- should describe what students should
  - think,
  - know,
  - or be able to do.
- should be valuable to the student's career.

Bloom's taxonomy is a useful guide for distinguishing the level of learning a student may have. These levels are associated with rather specific action verbs that can guide the writing of a good SLO. Learning outcomes should be focused on assessment of higher order skills, typically demonstrated at the Analysis, Synthesis, and Evaluation levels.



## CGTC eCampus Student Learning Outcome Process

Central Georgia Technical College has a process in place for the assessment of student learning. Student Learning Outcome (SLO) development and assessment begins at the Program Chair level and is reviewed and shared with associated Deans, Vice President for Academic Affairs and Institutional Effectiveness staff. Assessment is reported at all modes of delivery from traditional face to face to distance education including eCampus. Assessment of programs and/or courses delivered through eCampus are shared based on the College serving as Home or Host institution, as further described below in reference to the eCampus Operations Manual. If participating in eCampus course/program content delivery, associated overarching SLOs out of cycle must be considered and assessed during the academic terms/year of eCampus participation. Questions concerning eCampus assessment are to be referred to the Office of Institutional Effectiveness.

Definitions of Home and Host per the TCSG eCampus Operations Manual 2/7/2022: eCampus Affiliates (p.5 of 21):

The **home institution** is where the student has been admitted, and it maintains their transcripts, monitors their progress toward degrees, awards credentials, and processes any financial aid for which they are eligible. All students in TCSG are required to have a primary relationship with one of the affiliate institutions that is considered their home institution.

The **host institution** is the eCampus teaching institution. The host institution is responsible for reporting no shows, withdrawals, and reinstatements and reporting SLOs to the home college(s).

## CGTC Assessment of Student Learning by Role

**HOST** (CGTC is responsible for instruction) Faculty will:

1. If hosting a program, ensure that you continue to follow the normal CGTC SLO development and assessment process.
2. If hosting a course, first select at least one of your established program SLOs and assign the eCampus course as one of the courses where assessment will take place.
3. During the assessment phase, utilize EXCEL spreadsheet or WORD table to enter data for each student participating in the courses where assessment of the



program SLO takes place. Include tabs for data collection by institution where students participating are enrolled (including CGTC). As usual, always enter program outcome results by location and modality (face to face, distance education and or eCampus).

The following cell descriptions should appear within your documentation spreadsheet/table.

- a. Program Name;
  - b. Performance Measurement Instrument (test, survey, rubric, etc.);
  - c. Student ID# (indicate eCampus students enrolled and participating in the assessment);
  - d. Student Email Addresses
  - e. Student Performance Score or Ranking (grade, rubric score, etc.);
  - f. Include a tab or tabs labeled by participating Home institutions and place those student outcome data within the tab using the same cell descriptions above.
4. Disaggregate results in CGTC program SLO plans for eCampus as another modality  
(e.g. Macon, Warner Robins, Houston Co. Career Academy, Online, eCampus)
  5. Combine SLO data and all documentation into a PDF packet.
  6. Upload packet to the eCampus SLO folder in [SharePoint](#).
  7. Respond to home institution feedback or questions from the IE department about the uploaded student learning report.

**HOME** (if CGTC students are taking courses in a program offered by a Host College):

1. Download packet from the eCampus SLO folder in [SharePoint](#) or from HOST college Program Chair/Faculty assigned to the program.
2. Review student learning outcome and assessment methods provided by the host institutions and provide feedback or suggestions as needed to HOST college.
3. Review completed student learning outcome assessment(s) and include disaggregated results in your CGTC program SLO plans for eCampus as another modality (e.g. Macon, Warner Robins, Houston Co. Career Academy, Online, eCampus). Include results, use of results and improvements needed, if any, for the associated CGTC program SLO plan.
4. If needed, contact the Office of Institutional Effectiveness to assist in matching HOST college SLO data results with CGTC SLOs assessed during the academic year.

## References

TCSG eCampus Operations Manual January 2022  
CGTC Primer for Institutional Effectiveness

## 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:

- **July – September**

Assessments of Operational Assessment Planning matrices and student learning outcome matrices for the past year are compiled and completed and form the basis of new or adjusted planning and student learning outcome matrices for the current fiscal year.

- **August**

Faculty record SLO results for Summer Semester and submit to Program Chairs.

- **September – January**

Institutional statements, including the mission, philosophy, goals, and vision statements, are reviewed and modifications are made as appropriate. During the Fall Semester, CGTC's faculty and staff are involved in evaluation and planning activities. Activities include reviewing institutional measures and benchmarks, using the results of evaluation in setting of goals and objectives for the coming year. Activities also include annual and long-range budget planning; a midpoint status check of current year annual planning goals, objectives, and activities.

- **December**

Faculty record SLO results for Fall Semester and submit to Program Chairs.

- **March**

During Spring Semester, the College makes its TCSG Capital Outlay major and minor project submittal.

- **April**

The College submits the required Perkins submission to include Budget (annually), Comprehensive Local Needs Assessment (every two years), and Local Application (every four years).

- **May**

Faculty record SLO results for Summer Semester and submit to Program Chairs.

- **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, where appropriate, for the next fiscal year to meet the College's mission.

▪ **July – June of new fiscal year**

Programs and services are delivered to the community. Plans are implemented and progress is monitored. Research is conducted and required evaluations are completed. The planning cycle begins anew using the results of evaluations and research.

## **Evaluation Instruments**

The College and each division utilize information from the student database, survey results, performance in work-related experiences, and external results to monitor, programs, services, and student success. Specific evaluation results used annually include:

- College Benchmarks
  - Enrollment, Retention, Graduates
  - Adult Education
  - Dual Enrollment and Conversion
  - Economic Development
- Core Indicators of Performance (Carl D. Perkins Grant Fund derived)
  - P1 - Placement (including continuing higher education)
  - P2 - Completion/Graduation
  - P3 - Non-Traditional Concentration
- Student Evaluation of Instructor/Instruction/Institution (Student Opinion Surveys)
- Grade Distribution Results
- Employment Demand Questionnaire
- Performance Evaluations of faculty, staff administrators by supervisors
- Employer Survey results
- Graduate Follow-Up Survey results
- Student and Colleague Satisfaction Surveys (Noel Levitz's Institutional Priorities Survey and Student Satisfaction Inventory)
- IPEDS Data Feedback Report
- Licensure and other external studies as appropriate.
- Occupational program Needs Assessment Surveys
- other external national surveys: National Community College Benchmarking Project (NCBP), Community College Survey of Student Engagement (CCSSE).

When the results of evaluations indicate that substantive action is needed to correct a

problem, the appropriate faculty or staff member develops a corrective action plan.

### **Research Support for Institutional Effectiveness**

The Office of Institutional Effectiveness works with other office staff at the College and committees to:

- Identify institutional research data needs and implement strategies to satisfy such needs.
- Gather, organize, and interpret institutional data including data concerning internal conditions that impact the College and recommend ways to apply the data in a meaningful context.
- Disseminate institutional data to offices, divisions, and departments of the College in meaningful and usable formats.
- Provide assistance and support to other institutional offices and personnel engaged in institutional and external research studies.
- Coordinate the timely and accurate completion of institutional surveys and requests for data from external agencies.

## **SECTION FIVE: GRANTS**

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### **Overview of Grants**

The Grants Department, within the Division of Institutional Effectiveness, leads the identification of grant funding opportunities, proposal development and submission, and administration of awarded grants through external funding sources that support programs and services in direct support of Central Georgia Technical College and the Central Georgia Technical College Foundation.

The Grants Department support faculty and staff with transforming ideas into strong proposals, developing and submitting grant proposals, managing the grant award, and providing oversight and technical support for grant administration, compliance, reporting, and audits. Through the Grants Department, Institutional Effectiveness serves as the official repository for all grant reports as well as assists with preparing for monitoring visits, performance reviews, and financial reviews. A database of report due dates and document submission dates is maintained in the Grants Department.

Other critically important responsibilities of the Grants Department include ensuring the College remains in compliance with federal and sponsor regulations, providing guidance on policies and procedures for grant administration, and building and fostering solid relationships with grant funders. An annual review of grants report is compiled by the Grants Department and is reviewed with Administrative Financial Services and Human Resources for grant funded activities and personnel.

### **Submission of Grant Opportunities**

Staff and faculty should notify the Grants Department regarding potential funding opportunities for the College or its operating entities (divisions, directorates, departments/units, programs). The following information is required to determine relevance, feasibility, and practicality. This information should be submitted as a proposal to the Vice President for Institutional Effectiveness and Executive Director for Institutional Effectiveness.

- Provide a copy of the official grant notice/synopsis
- Describe how the funding opportunity aligns with the CGTC mission
- Propose a project idea(s) and supporting activities to meet the grant goals and objectives
- Identify a prospective Project Manager
- Draft a project budget, note allowability of each cost

## Federal Grants Management Process Flow

- The College receives an approved grant award notice (GAN). Copies of the grant budget report is distributed to the President's Office by the Vice President of IE and shared with the College's Leadership Team and Local Board.
- The VPIE and/or the Executive Director for IE meets with the assigned internal Project Manager and his or her VP for the grant to discuss the GAN and budgeted activities to determine if plans are the same since the submittal of the grant or if an amendment request is necessary.
- If salaries were included in the grant:
  - A spreadsheet is prepared containing the approved positions and their associated salaries indicating the amount, per percentage, that is charged to the grant. Also, included is the total amount for other allowable cost areas, e.g. equipment, contracts, professional development, travel, etc. (This process is completed to ensure correct projected salaries including benefits are submitted in the first round of budget amendments)
- A grant planning team is formed by the Executive Director for IE in coordination with the VPIE to ensure that budget expenses and budgeted activities are carried out in accordance with grantor stipulations and TCSG State Board purchasing and accounting procedures: [State Board of the Technical College System of Georgia Policy 3.1.16 Purchasing](#); GA Procurement Manual Online, [http://pur.doas.ga.gov/gpm/MyWebHelp/GPM\\_Main\\_File.htm](http://pur.doas.ga.gov/gpm/MyWebHelp/GPM_Main_File.htm)

### GA Code

#### 50-5-50

The pertinent laws that govern State purchases are generally set forth in the Official Code of Georgia Annotated (O.C.G.A.), Section 50-5-50 through Section 50-5-81. Use the link below to search all Georgia laws and regulations or view specific purchasing related codes.

- The Grant Planning Team periodically, during each semester, corresponds to discuss budget line items that may require an amendment request to Grantor. During this periodic review evaluation and assessment of programs and service area progress towards meeting intended outcomes is documented. Any amendments necessary are determined and a revised budget is created.
- The amended budget request is then submitted by the Project Manager to the appropriate VP, to the VPIE and Executive Director for IE (unless generated by the VPIE) who then submits it to the President for approval and on to the Grantor Officer of Record for approval.

- The assigned Project Manager works with other personnel at the College to ensure that all budget activities are carried out in accordance with the specific grant criteria; ensures that all reports are completed and submitted as required; tracks progress towards established outcomes; and keeps all parties informed of grant progress. The Project Manager duties are described within each grant where applicable.

## Purchasing

The Office of Administrative Services has a process in place for the request and purchase of federal grant funded items. [State Board of the Technical College System of Georgia Policy 3.1.16. Purchasing](#); GA Procurement Manual Online, [http://pur.doas.ga.gov/gpm/MyWebHelp/GPM\\_Main\\_File.htm](http://pur.doas.ga.gov/gpm/MyWebHelp/GPM_Main_File.htm)

- Requisitions are submitted through the GA Marketplace system
- Requests for grant funds are forwarded to the appropriate supervisor on to the VPIE from the appropriate VP or designee
- The VPIE, or designee, reviews the current budget against the request to ensure that the requested purchase is a part of the budget and that funds are available
- The VPIE then signs/approves the request and forwards it to the VP for Administrative Services for purchasing. If the request is denied it is sent back to the requestor. If the requested item is not a part of the grant it is denied. If funds available for the requested item are not available do to prior expenditures, the request is denied.

The VPAS will not approve a purchase submitted directly to the VPAS that should have gone through the above checks and balances. In cases where a requisition does not have the required signatures, the request is returned or forwarded to the VPIE, and/or appropriate VP, for approval via email.

If purchase is equipment or supplies:

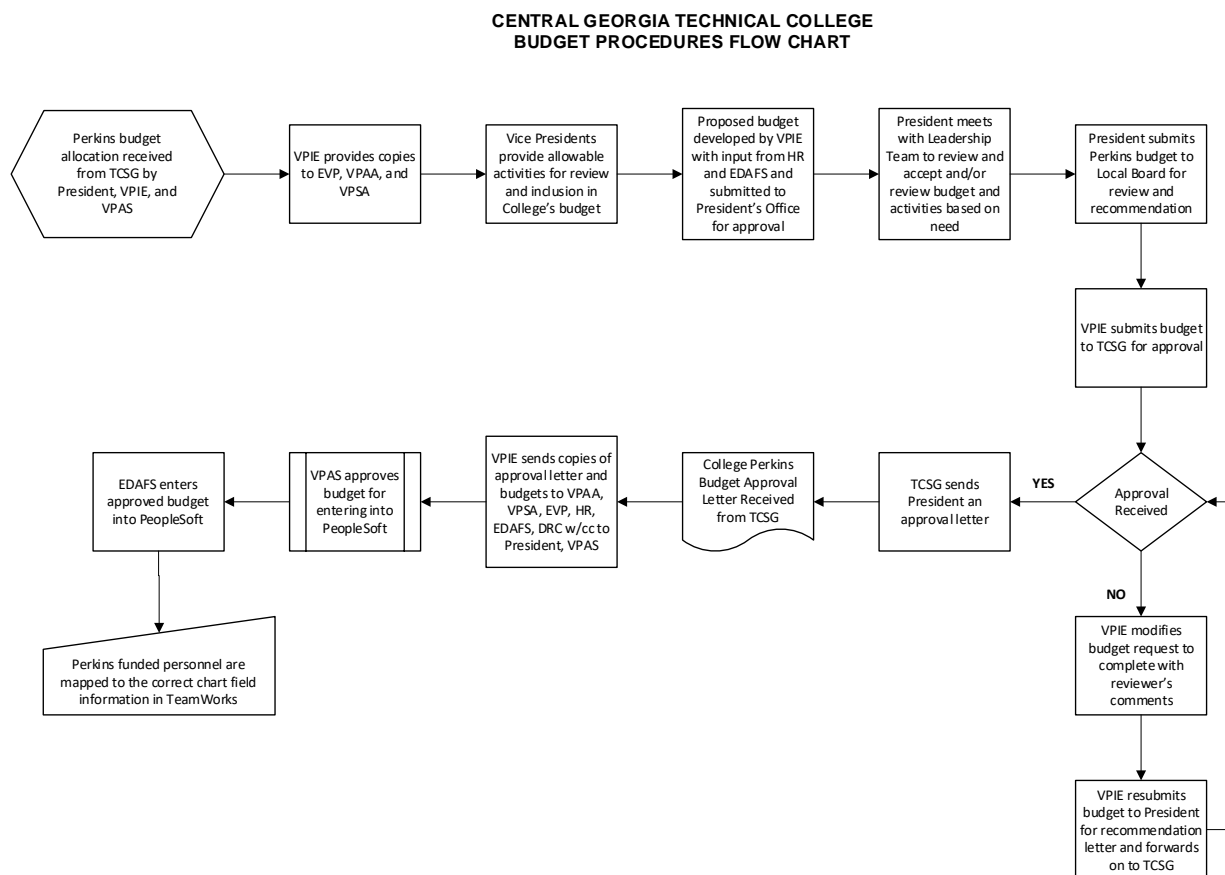
The purchase is received at the College, tagged appropriately for federal grant purchases and delivered to the appropriate College destination.

If personnel:

The position is submitted by the College authority to the Executive Director for Human Resources for processing either in-house or externally in accordance with TCSG State Board hiring policy and procedures: [State Board of the Technical College System of Georgia Policy 4.1.1.Recruiting and Hiring](#) and the associated Procedure ([4.1.1p1](#)). Registrations and travel expense reimbursements are requested using SAP Concur Travel System.

## Budget Flow

- Approved Budget
- Faculty, Staff, Administrator submits purchase requisition through on-line purchasing system
- Purchase requisition is generated
- Requisition is routed to generator's supervisor for verification of coding and approval
- If approved: Generator's VP submits request to VPIE or designee, which is usually the Grant's Project Manager, for approval
- The VPIE or Project Manager submits the request to the VPAS for submission to Purchasing Tech
- Purchasing Tech creates a purchase order in the accounting system
- Purchasing Tech places the order



*Abbreviations in Budget Procedures Flow Chart: TCSG = Technical College System of Georgia, VPAS = Vice President for Administrative Services, EVP = Executive Vice President, EDAFS = Executive Director for Administrative Financial Services, VPIE = Vice President for Institutional Effectiveness, VPSA = Vice President for Student Affairs, VPAA = Vice President for Academic Affairs, DRC = Director for Research and Compliance, and HR = Human Resources.*



### Reconciling

- Executive Director of Accounting Financial Services or VPAS designee sends a list of expenditures and encumbrances monthly to the VPIE and Project Manager for tracking CP balances to date and reconciling expenditures
- VPIE, Project Manager, VPAS, Executive Director of Accounting Financial Services, Human Resource Representative and/or grant committee members meet as needed to reconcile the budgets
- The Project Manager then prepares amendments if needed and submits a revised budget to the VPIE and VPAS who serve as the College's President's representatives
- The amended budget is then submitted to the appropriate Grantor officer for approval
- If amended budget is approved, spending will resume in accordance with the amended budget

## **Perkins Federal Grant**

### **Overview of Perkins Grant**

As a public post-secondary institution offering career and technical education programs, Central Georgia Technical College is eligible to receive pass through grant funding through the Technical College System of Georgia to assist students in their college journey. This funding source is referred to as the Perkins Grant. The Perkins Federal Grant is provided to States by the United States Department of Education. The Perkins Federal Grant is the primary federal funding source for secondary and post-secondary career and technical education (CTE) programs that are critical for preparing youth and adults, including immigrants, for jobs in local and regional economies. The Division of Institutional Effectiveness is responsible for developing, administering, and assessing outcomes for the Federal Perkins Grant.

Annually, CGTC submits to TCSG a Perkins Local Application and one-year budget in order to receive Perkins Federal Grant funds. Included in the local application is the results of the comprehensive needs assessment required to be completed every two-years. Each college within the Technical College System of Georgia (TCSG) is required to implement the requirements outlined in the Perkins Federal Grant to conduct a comprehensive needs assessment of career and technical education (CTE). Career and technical education programs are those that prepare students for an occupation.

The Perkins Federal Grant requirements expects colleges to conduct the comprehensive needs assessment in consultation with a diverse group of stakeholders by evaluating how the career and technical education program offerings measure on the following elements: (1) Student performance on federal accountability indicators, (2) Alignment to labor market needs, (3) Scope, size and quality of programs offered, (4) Progress toward implementing programs and programs of study, (5) Recruitment, retention and training of faculty and staff, and (6) Progress toward improving access and equity. As part of the comprehensive needs assessment, CGTC reviews multiple years of Perkins data, provided by the Technical College System of Georgia, from the following core indicators of performance:

- P1 - Placement (including continuing higher education)
- P2 - Completion/Graduation, and
- P3 - Non-Traditional Concentration.

In addition, data reviewed is aggregated and disaggregated data by the populations and sub-groups described in the Perkins Federal Grant. Special Populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out of-workforce individuals; English learners; homeless youth; youth who are in, or have aged out of, the foster care system; and youth with a parent who is on active duty in the armed forces. To conclude the needs assessment process, the separate analyses is merged into one set of findings and

stakeholders are engaged in setting a future vision for addressing these needs, including deciding which programs and activities to prioritize for funding in the local application budget. The College then prepares a one-year Perkins Budget supporting the analysis of the comprehensive needs assessment.

The Perkins Leadership Team, devised of internal stakeholders, supports the Perkins Federal Grant process by providing leadership in the on-going planning and development processes necessary to carry out the college's comprehensive local needs assessment, including identifying external stakeholders, and developing a Perkins budget based on findings. Selected members of the College Leadership are responsible for Budget planning and implementation. Other Perkins Plans are prepared as requested. Periodic Internal Control Visits are conducted by the Technical College System of Georgia to verify that the College is in compliance with all Perkins Federal Grant requirements.

### **Internal Control Visits for Perkins**

The Technical College System of Georgia implemented the Internal Control Visits for Perkins as a way to help colleges monitor their internal processes around the management and disbursement of federal Perkins funds. Colleges are selected for Internal Control Visits for Perkins based on the college's combined score for 4 Perkins-related criteria, and the college's position on the list of scores from all colleges in the system. The schedule of visits is determined each year through the scoring process described above. Following a successful Internal Control Visit for Perkins, a college will not receive another visit for a minimum of two fiscal years, with the exception of colleges considered as High-Risk status.

During an Internal Control Visit, only Perkins-related data and documentation will be reviewed. The review will cover material and procedures from the current fiscal year and the two previous fiscal years. The above measures will be reviewed by separating them into four main tasks:

1. Evaluation of 3 budget years - 2 of which have been completely liquidated
2. Evaluation of asset management and equipment inventory for the selected budget years. The presence and correct labeling of all items valued at \$1000 or higher, and all computers, will be verified
3. Interviews with Perkins-paid personnel (full time and part time), and at least one High School Coordinator and one Special Populations Coordinator, regardless of funding
4. Evaluations of Perkins Local Application and PLANAR and 2 years of Improvement

## Plans (as required)

Each task includes the evaluation of internal control mechanisms related to that task. Internal control mechanisms are defined as methods and policies designed to prevent fraud, minimize errors, promote operating efficiency, and achieve compliance with established policies. Internal Controls, and subsequent documentation, may vary from college to college. Additionally, any Perkins recommendation and action item from previous Internal Control Visits for Perkins will be reviewed.

### **Federal Perkins Requirements:**

- 1) Career technical education funds are used to supplement rather than supplant state and local funds. Federal funds may not be used for expenditures previously paid out of state/local funds.
- 2) No more than 5% of the grant may be used for administrative expenditures. At least 95% of the grant must be spent on activities that are directly working with students or curricular development.
- 3) All budget items must directly relate to a required use of funds and be for occupationally-specific programs.
- 4) No general education or learning support costs will be allowed outside of tutoring special populations.
- 5) All non-administrative budget items must be to improve performance on core indicators.
- 6) Unallowable expenditures include (but are not limited to):
  - costs of displays, demonstrations, and exhibits;
  - food (outside of reimbursements under travel regulations);
  - costs of meeting rooms, hospitality suites, and other special facilities used in conjunction with shows and other special events;
  - salaries and wages of employees engaged in setting up and displaying exhibits, making demonstrations and providing briefings;
  - costs of promotional items and memorabilia, including models, gifts, and souvenirs;
  - costs of alcoholic beverages;
  - costs of entertainment, including amusement diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities);
  - fundraising and investment management costs;
  - individual memberships and subscriptions (only institutional memberships and subscriptions are allowed);
  - costs of membership in organizations substantially engaged in lobbying;
  - accreditation related costs;

- consumable items not for special populations;
  - general equipment, including furniture;
  - recruitment activities (this does not preclude encouraging special population students to enter career and technical education);
  - capital or infrastructure costs; and
  - placement testing for non-applicants.
- 7) TCSG does not recommend that colleges add new personnel to their Perkins request. All personnel must be linked to a required use of funds and provide services directly to students, unless paid out of the 5% administrative cost allowance.
- 8) Perkins personnel cannot be used to provide services that are required to be made available under other Federal, State, or local laws. Personnel may not be paid out of federal funds for tasks previously paid out of state/local funds.
- 9) Perkins paid personnel (in whole or in part) must complete either two Semi-annual Certifications a year, if they had a single cost objective, or monthly Time and Effort Reports. This determination (and the subsequent forms) shall take into account all positions/contracts held by the individual at the college. Time and Effort Reports must be after-the-fact, realistic, and reconciled quarterly. Variances under 10% quarterly can be adjusted at end-of-year.
- 10) Preferred personnel work directly with students (clearly addressing improvement on the core indicators) and include the following (notwithstanding #1-17 or any other federal regulations):
- Career Services Coordinators / Career Advisors
  - Disability / Special Needs Coordinators
  - High School Coordinators
  - Instructors for new or expanding occupationally-specific programs
  - Interpreters
  - Special Population Coordinators
  - Retention Specialists
- 11) New personnel will be allowed for preferred positions designed to directly improve performance on core indicators, provided that the college does not spend more than 90% of their budget on personnel.
- 12) Professional development programs, including initial teacher preparation, for faculty, administrators, and career guidance and academic counselors, must meet the following guidelines to be fundable: • provide in-service and pre-service training on effective integration (provided jointly with academic teachers to the extent practicable), teaching skills based on research, practices to improve parental and community involvement; and use of scientifically based research and data;
- are high-quality, sustained, intensive and classroom-focused in order to have an impact on classroom instruction, and are not one-day or short-term

- workshops or conferences;
  - will help teachers and personnel to improve student achievement;
  - will ensure that teachers and personnel stay current with the needs, expectations, and methods of industry, can effectively develop rigorous and challenging integrated curricula (jointly with academic teachers, to the extent practicable), develop a higher level of academic and industry knowledge and skills, and effectively use applied learning; and
  - must be necessary for the project.
- 13) Funds, not necessarily from Perkins, must be expended on all 6 Required Uses of Funds.
- 14) Every college must have a Special Populations Coordinator who serves the needs of special population students. The college will decide how to staff this initiative. The state will not mandate the full- or part-time status, number of positions, or source of funding for this initiative.
- 15) Every college must have a High School Initiative, including dual enrollment and Programs of Study. The college must have enrollment in at least one of its state-approved Programs of Study. The college will decide how to staff this initiative. The state will not mandate the full- or part-time status, number of positions, or source of funding for this initiative.
- 16) Colleges receiving rural reserve funds will ensure that these funds are used for the preparation of individuals for careers that are non-traditional for their gender.
- 17) Colleges must follow the federal Uniform Grant Guidance.

### **CGTC Perkins Equipment Process**

Perkins funded equipment valued at \$1,000.00 or more must have a CGTC Perkins Equipment Form completed once the equipment is in the designated location per the Perkins budget. The CGTC Perkins Equipment Form may be accessed from iNet under the Institutional Effectiveness Resources link. The CGTC Perkins Equipment Form must be completed for all Perkins equipment received during a fiscal year. Each semester, the responsible Program Chair shall inventory the equipment and notate the form accordingly. Program Chairs are asked to submit a copy of the form to the VPIE Administrative Assistant at the end of each semester. The Form allows for changes to location and obsolete equipment which must be submitted prior to action being taken. The CGTC Perkins Equipment Form may be completed for equipment less than \$1,000.00 as deemed necessary by the Institutional Effectiveness (IE) Perkins Liaison. The CGTC Perkins Equipment Process is provided in the Institutional Effectiveness Procedures Manual and uploaded in iNet.

## SECTION SIX: IPEDS

### *Integrated Postsecondary Education Data System (IPEDS)*

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**Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325) requires that “institutions will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)...in a timely manner and to the satisfaction of the Secretary”.** Reporting to IPEDS is mandatory for institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094(a)(17)).

The National Center for Education Statistics, U.S. Department of Education (NCES) survey program at the postsecondary education level, IPEDS, provides statistical information used by planners, policymakers, and educators in addressing a multitude of issues. The College Navigator website allows students to find statistical and directory information concerning a specific college or set of colleges under consideration. The site has a search function that allows students to search for a college based on its location, program or degree offerings, student service activities, and size, either alone, or in combination. (<https://nces.ed.gov/ipeds/>) Major sources of this information are the annual Integrated Postsecondary Education Data System (IPEDS) surveys.

Each year NCES provides a web site for the purpose of collecting survey data from post-secondary institutions at intervals throughout the year. IPEDS is coordinated at the College by the designated key-holder which is the Office of Institutional Effectiveness. State IPEDS Coordinators assist NCES in the collection process by assuring institutions follow procedures in forwarding their data. TCSG coordinates this activity through the Office of Information Technology & Data Resources.

## IPEDS Collections and Responsibility:

Collection	Action Office
<b>I. Registration</b> (August) includes:	
a. Registration	NA
b. Institutional Identification	Institutional Effectiveness
b. Institutional Characteristics Header (IC Header)	Institutional Effectiveness
<b>II. Fall Collection</b> (September-October) includes:	
a. Institutional Characteristics (IC)	Institutional Effectiveness
b. Completions (C)	TCSG Data Center
c. 12-Month Enrollment (E12)	TCSG Data Center
<b>III. Winter Collection</b> (December-February) includes:	
a. Student Financial Aid (SFA)	TCSG Data Center
b. Admissions (ADM)	NA - Open admission.
c. Graduation Rates (GR)	TCSG Data Center
d. 200% Graduation Rates (GR200)	TCSG Data Center
e. Outcome Measures (OM)	TCSG Data Center
<b>IV. Spring Collection</b> (December-April) includes:	
a. Fall Enrollment (EF)	TCSG Data Center
b. Finance (F)	Administrative Services
c. Human Resources (HR)	Human Resources
d. Academic Libraries (AL)	Library

**IPEDS Data Collection Timeline:** Institutional data collection timelines are established and occur seven days prior to the IPEDS System timelines shown in the chart.

	Registration	Fall	Winter	Spring
<b>Collection Opens</b>	August 7	September 7	December 11	December 11
<b>Collection Closes for Keyholders</b>	Register by August 28	October 16	February 12	April 8
<b>Collection Closes for Coordinators</b>	Register by August 28	October 30	February 26	April 22
<b>Components included</b>	Registration; Report Mapping; Institution ID; IC-Header	Institutional Characteristics; Completions; 12-month Enrollment	Student Financial Aid; Graduation Rates; 200% Graduation Rates; Admissions; Outcome Measures	Fall Enrollment; Finance; Human Resources; Academic Libraries
<b>*Preliminary Data available in the IPEDS Data Center</b>		Early summer	Early fall	Mid-fall

*\*Release dates are approximate; PEDS dates shown above are subject to change. Visit the website at <https://surveys.nces.ed.gov/ipeds/> for current submission cycles.*



## **SECTION SEVEN: SURVEYS**

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### **Colleague Survey**

The Colleague Survey is designed to assess the campus environment for all college employees (faculty, staff, and administration) on various workplace themes, including interdepartmental communication, campus mission, institutional goals, and decision-making. The survey allows employees the opportunity to contribute their opinions and concerns regarding the workplace environment and institution in general. The four main themes where feedback is solicited are: campus culture and policies, institutional goals, involvement in planning and decision making, and work environment. Respondents were also asked demographic questions, but individual respondents were kept completely anonymous. If respondents gave away who they were in their comments, for example, that part of the comment was redacted and only the Executive Director for Institutional Effectiveness saw the comment. The Colleague Survey is administered annually in late fall semester.

### **ICAT – Achieving the Dream Survey**

The Institutional Capacity Assessment Tool (ICAT) is a self-assessment that helps identify strengths and areas for improvement in each capacity area. The assessment asks a broad range of CGTC stakeholders to assess the institution's capacity using a scale from minimal to exemplary. The ICAT provides a structure for stakeholders from all areas of the College to collectively examine critical elements necessary to support student success and determine how we are doing in relation to these elements. With a broad focus that extends beyond individual initiatives, we were able to use the tool to identify college strengths within capacity areas and develop a foundation on which to build future efforts. This is based upon the seven capacities that ATD has determined that a college needs to be successful in meeting its goals to improve student success and build a student focused culture. The seven capacities are: Leadership & Vision, Data & Technology, Equity, Engagement & Communication, Teaching & Learning, Strategy & Planning, Policies & Practices. The purpose is to get a good assessment about our college from all sectors. The ICAT is administered solely by Achieving the Dream staff so the results will remain completely anonymous. The ICAT is administered annually in early Spring semester.

## **Student Opinion Survey**

The Student Opinion Survey is conducted each term for full time and part-time (adjunct) instructors. This evaluation comprises a major component of the evaluation of part-time adjunct faculty. Student evaluations provide both quantitative and qualitative data to support the level of teaching effectiveness of individual faculty members. Each term, students have the opportunity to provide feedback about their experience at Central Georgia Technical College and the classes for which they are currently enrolled. A tabulated summary for each instructor is available through iNet. The purpose of the instrument is to provide an evaluation by the student of the instructor, the course, and laboratory activities (if applicable). The instructor and the supervisor review the tabulated summaries. Supervisors view results from a series of terms and for a variety of classes rather than placing too much emphasis on a single value. Survey responses are anonymous and a student's ID number is only used to indicate the courses for which they are enrolled. Faculty do not have access to the results of any surveys until grades have been submitted, nor are faculty able to determine who submitted the results. Students may add additional comment(s) in the space provided at the end of the survey. Students access the student opinion survey on the home page of their student portal.

The Student Opinion Survey for credit enrollment is coordinated by Academic Affairs in collaboration with Information Technology Services. The Re-Entry Student Opinion Survey administered in department of corrections and department of juvenile justice locations is coordinated by Re-Entry Services. The Adult Education Student Opinion Survey is coordinated by Adult Education in collaboration with Institutional Effectiveness.

## **Students Services Support Inventory**

The Students Support Services Inventory is designed to determine the extent of students' awareness and utilization of support services. Respondents are asked demographic questions followed by questions related to their utilization of the Academic Success Center, counseling services, academic advisor, CGTC services, and then asked how could CGTC improve the student experience. The Students Support Services Inventory is administered at student life events annually.

## **Graduate Exit Survey**

All students applying for graduation are asked to complete a survey relating to their experiences at the Central Georgia Technical College, future employment, and/or educational plans post-graduation. Questions asked are on various themes, including quality of instruction and education, skills development, and educational environment. The survey provides comprehensive information about future plans of all graduates and alumni by program area and other categorical selections. The results of the survey are

used by the institution for accountability, program review, and accreditation purposes. The data is also used to compare to peer institutions. The Graduate Exit Survey is provided in the Graduation Application and administered at the Spring and Fall Commencement Ceremony. A version is also administered to Adult Education students.

### **National Community College Benchmark Project**

Responding to requirements for inter-institutional comparisons, Johnson County Community College established the National Community College Benchmark Project (NCCBP) with other colleges from across the United States to standardize a nation-wide benchmark reporting process. Since 2004 and with the participation of more than half the community colleges in the United States, NCCBP has fine-tuned benchmarks to reflect national best practices and help community colleges measure their performance against their peer groups—all with the end goals to improve efficiency, institutional effectiveness, and student outcomes. CGTC administers the instrument annually. NCCBP members can create national, regional, and peer comparison reports based on the following normed benchmarks:

- Completion & Transfer for Full-Time and Part-Time Students
- Retention & Persistence
- Student Performance
- Satisfaction and Engagement
- Job Market
- Other Institutional Effectiveness Metrics

## SECTION EIGHT: PEER REVIEWS

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### Guide for External Peer Reviews

External Review Types:

- IRC – Internal Control Review (TCSG Perkins Review Process)
- Institutional Accreditation – SACSCOC (Southern Association of Colleges and Schools Commission on Colleges); Substantive Change Prospectus and Visits
- Financial – Federal and State on-site/off-site audits
- Accreditation – Programmatic Accreditation
- Certification – Certifying agencies

### General Academic Program Step-by-Step Guide

1. Review the *Guide for External Peer Reviews* inside of the *Institutional Effectiveness Primer for College Administrators*;
2. Eighteen months to one year out from the scheduled date of the on-site review, complete a thorough review of the reviewing agency standards to ensure compliance;
3. Attend special called meetings concerning the upcoming review. Schedule a meeting with the appropriate academic dean and the IE office staff to discuss the review process, expectations, and timeline;
4. Coordinate with the appropriate academic dean and the Institutional Effectiveness Office for all preparatory planning and documentation presentation display for the review;
5. Provide a cost analysis for the entire visit including costs for the self-study submission; Make provisions for food, hotel stay, etc. as requested;
6. Provide a timeline for the review process, e.g., begin date, review summary to final determination;
7. Ensure that all labs and classrooms are at standard for students and visitors;
8. Inform students of the review;
9. Provide the blank self-study document to the Institutional Effectiveness Office to determine data and student outcome needs six months to one year in advance of the submission date;
10. Provide a site visit agenda to appropriate offices and confirm availability of attendance from appropriate personnel. Provide the opportunity to meet with

students (where requested), faculty and staff as well as entrance and exit interviews, comments with the leadership team (President, Vice President Academic Affairs, etc.);

11. Provide time on the agenda for the team to work together alone during the review;
12. Provide documentation as it relates to each standard either electronically or in hard copy as determined by the review agency;
13. Secure private office/lab space with phone, computer, printer, and internet access. Space allocation will be determined by size of the review team expected. Provide office supplies;
14. Integrate self-study and final plan into the program's operational assessment plans;
15. Document implementation of the plan, results of the review, and improvement strategies if appropriate; and
16. Share self-study report and operational assessment plan with all faculty teaching in the discipline.

### **Academic Program Responses – *Sharing Results and Tracking Improvement Plans***

Each program undergoing an external review is requested to provide a planning goal within their operational assessment plans to assess their effectiveness in meeting the established goals of the reviewing agency.

A summary of the results of each review should be noted within the plan's goal and the appropriate documentation attached. In cases where recommendations were received, the recommendations should first be shared and discussed among academic leadership and program faculty and a corrective action plan devised. This corrective action plan must be substantial enough to meet the requirements of the standard or standards not met. Detailed documenting of the plans progress should be included in the results section and use of results should include improvements made. If resources are required to complete activities outlined in the plan a detailed list of such resources should be provided. If the response from the reviewing agency crosses two fiscal years, faculty should roll the plan from the current year into the subsequent year and document continued review and completion to close the loop. Monitoring of the plan and its completion should be audited by the appropriate dean.

## **Fees and Expense Payments**

Travel and accommodation expenses incurred by the external peer review panel are reimbursed as determined by the reviewing agency and invoiced to the College's Vice President for Administrative Services. Detail analysis of predicted costs must be included in the program's Operational Assessment Planning goal for the review year and transmitted to the Vice President for Administrative Services through the appropriate supervisor during budget planning.

## **Program Specific Accreditation/Approvals/Certifications**

### Accreditations:

- Associate of Science in Nursing and Practical Nursing, accredited by the Accreditation Commission for Education in Nursing.
- Automotive Technology, accredited by the ASE Education foundation.
- Cardiovascular Technology (Invasive Cardiovascular Technology Concentration) and Adult Echocardiography (Adult Echocardiography Concentration), accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT).
- Carpentry and Construction Management, accredited by the National Center for Construction Education and Research (NCCER).
- Clinical Laboratory Technology, accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and approved by the Georgia Department of Human Resources, Office of Regulatory Services Diagnostic Services Unit.
- Dental Hygiene, accredited by the Commission on Dental Accreditation (CODA).
- Electrical Systems Technology, accredited by National Center for Construction Education and Research (NCCER).
- Paramedicine, accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).
- Pharmacy Technology, accredited by the American Society of Health-System Pharmacists and approved by the Georgia Board of Pharmacy.
- Physical Therapy Assistant, accredited by Commission on Accreditation in Physical Therapy Education (CAPTE).
- Polysomnography, accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Polysomnographic Technologist Education.

- Radiologic Technology, accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).
- Surgical Technology, accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting.

#### Certifications:

- Aviation Maintenance Technology, certificated by the Federal Aviation Administration (FAA) under 14 C.F.R. § Part 147 as an Aviation Maintenance Technician School (AMTS). The local Flight Standards District Office (FSDO) is located in Atlanta, GA.

#### Approvals:

- Barbering, approved by the Georgia State Board of Cosmetology and Barbers.
- Commercial Truck Driving, approved by the Georgia Department of Driver Services (DDS).
- Computer Information Systems, approved by CISCO Systems CNAP program and holds a membership with Microsoft's Imagine Academy.
- Cosmetology and related programs are approved by the Georgia Board of Cosmetology and Barbers.
- Early Childhood Care and Education Associate Degree with a Paraprofessional Specialization, approved by the Georgia Professional Standards Commission.
- Emergency Medical Services and Paramedicine, approved by the Georgia Department of Public Health, Office of EMS.
- Hemodialysis, approved under the Board of Nephrology Examiners Nursing and Technology (BONENT).
- Associate of Science in Nursing and Practical Nursing, approved by the Georgia Board of Nursing.
- Certified Nursing Assistant, approved by the Georgia Medical Care Foundation (GMCF) to provide training and preparation towards a Certified Nurse Aide credential.
- Phlebotomy, approved by the American Society of Phlebotomy Technicians (ASPT).

## **General Academic Support and Service Unit Step-by-Step Guide**

1. Review the *Guide for External Peer Reviews* inside the *Institutional Effectiveness Primer for College Administrators*;
2. Eighteen months out from the scheduled on-site review begin preparing by reviewing the standards which are appropriate to the Unit and provide feedback to the Division;
3. Schedule meetings within the Division to discuss the review process; Schedule meetings with IE staff to review standards and current state of affairs;
4. Remain abreast of the review schedule and timeline;
5. Where appropriate, provide a list of suggested staff to be interviewed if not provided by review agency; Ensure that staff to be interviewed is aware of the interview schedule and available;
6. Provide a location and schedule for interviews conducted within the Division; Office space should be equipped with supplies, phone, computer and printer;
7. Submit narrative and documentation which appropriately indicates the college's compliance with the associated standard;
8. Prepare materials for the review which may include staff resume, transcript, job description, professional development plans, Operational Assessment Planning goals and documentation, Division planning goals, policies, procedures, quantitative and qualitative data to support quality of services, etc.

### **Responses – *Sharing Results and Tracking Improvement Plans***

Summary reports from external reviews will detail findings by the committee and include any recommendations if applicable. If an academic or service unit is found not to be in compliance with a standard or standards, the unit must produce a corrective action plan for the review response and an improvement plan within the operational assessment planning system. The improvement plan must detail activities towards continued compliance and the resources necessary to maintain compliance. Supporting documentation must be uploaded into the plan. The appropriate Division administrator must monitor progress of the plan.

### **Fees and Expense Payments**

Detail analysis of predicted costs (if required) must be included in the academic or service unit's Operational Assessment Planning goal for the review year and transmitted to the appropriate supervisor and then to the VPAS during annual budget planning.



## **Sample Review Questions**

The following questions are suggested questions which a reviewer may ask a faculty or staff member. The list is not exhaustive as reviewers may ask questions based on narrative and documentation found in the self-study report submitted to the agency.

### **Sample Review Questions: Faculty**

1. How long have you been teaching?
2. Explain the faculty evaluation process.
3. What is your role in Institutional governance?
4. What is your role in curriculum planning and development?
5. How do your credentials fit with college policy and procedures for hiring qualified faculty?
6. Explain the learning outcome process.
7. What is your role in the institutional planning process? What is the planning timeline?
8. What are your current learning outcomes and how do you inform students of these outcomes?
9. How do you use your program level outcomes to inform/improve curriculum and make improvements where needed?
10. How are students made aware of program requirements?
11. Can you provide documentation of results and use of results for your SLOs?
12. How do you budget for program needs? What is the process?
13. How do we receive funding to purchase equipment?
14. How do you participate in strategic planning?
15. How do you assess distance education programs within your discipline?
16. How do distance education students receive academic and student support services?
17. How does the college ensure that students enrolled in distance education programs are the students completing work within the online or hybrid environment?
18. How do you provide academic support to distance education students?
19. Please describe how your program is impacted by the college's budget?
20. How do you feel about the support you are receiving or lack of support from CGTC administration?
21. What is your grading scale?
22. Do you use rubrics to track student performance? If so, how were the rubrics validated if developed by internal faculty members?
23. If your program enrolls high school dual enrolled students how do you ensure their success?
24. What Institutional and program specific resources are made available to dual enrolled students?

25. Do you have everything you need (equipment/resources) to instruct program?
26. How does the financial aid process work?
27. Is there a remediation process for program readiness?
28. Do you participate in professional development?
29. Does faculty have access to the same resources as they did on main campus?
30. How does tutoring work for the students?
31. How do you recruit students?

### **Sample Review Questions: Administrators/Faculty**

1. From your perspective what are the college's most significant strengths?
2. From your perspective what are the college's most significant challenges?
3. What recommendations do you have to effectively respond to these challenges?
4. In your own words, what is the vision the college is seeking to achieve and how do you view your role in accomplishing that vision? (Vision and Purpose)
5. As teachers, what leadership opportunities are available to you in the college? (Governance and Leadership)
6. How do you collaborate with other staff and share responsibility for student learning? (Governance and Leadership)
7. What are the college's expectations for student learning? (Teaching and Learning)
8. How are you supported in your efforts to meet those expectations? (Teaching and Learning)
9. How do you engage students in the learning process and keep them informed of their progress? (Teaching and Learning)
10. What do you do if students do not meet expectations? (Teaching and Learning)
11. What does the data tell you about how students have performed over the past 3-5 years? (Documenting and Using Results)
12. How do you use that data to inform instruction? (Documenting and Using Results)
13. How does the school ensure that students' needs are met both within and outside the classroom? (Resources and Support Systems)
14. What opportunities are provided for stakeholder involvement and participation in decision making and continuous improvement? (Stakeholder Communication and Relationships)
15. What college-wide improvement initiatives are you implementing in your classrooms? What results are you finding? (Commitment to Continuous Improvement)
16. What haven't we asked you that you would like to tell us?

### **Sample Review Questions: Staff**

1. What is your role in your department/unit?
2. What specific services do you provide?

3. If applicable, do you complete time and effort or semi-annual certification reports?
4. What are the student learning outcomes for your department?
5. What are your department/unit goals?
6. What are the policies/procedures for student usage of your services?
7. How do you assess the quality of your services?
8. What evidence do you have of implementation of activities?
9. How is your department/unit affected by the annual budget?
10. What are your annual goals? Can you provide evidence of assessment and improvements?
11. What is the frequency of usage in your services unit?
12. Do you participate in professional development activities whether internal or external to the institution? Can you provide evidence of your participation?

### **Sample Review Questions: Students - General**

1. What do you like most about the college?
2. What do you like least about the college?
3. Do you enjoy coming to the college? If so, why? If not, why not? How do you think your friends might respond?
4. What ideas do you have for how the college could be better?
5. What do you think the college is trying to accomplish for students? (Vision and Purpose)
6. What opportunities do students have to be leaders at the college and help make decisions? (Governance and Leadership)
7. Are you able to share your ideas and concerns about the college with the program director or your instructors? If so, please explain how. (Governance and Leadership)
8. Do you know what you are expected to learn? If so, how are those expectations communicated? (Teaching and Learning)
9. What activities are you involved in during class? (Teaching and Learning)
10. Do you know how well you are doing in class and what areas you need to work on? If so, how are you kept informed of your progress? (Teaching and Learning)
11. If you are having trouble, is help easy to find? If so, describe the type of help you can access. (Teaching and Learning)
12. Do you discuss your test results with your instructor(s), advisor(s), program director? If so, explain. (Documenting and Using Results)
13. Does the college do a good job of meeting your needs? If so, how? If not, what's needed? (Resources and Support Systems)
14. Does the college do a good job of meeting all students' needs? If so, how? If not, what's needed? (Resources and Support Systems)
15. What suggestions would you make to the college to get more students involved in learning and in college activities?

16. Is the college trying to improve? If so, in what ways? (Commitment to Continuous Improvement)
17. What haven't we asked you that you would like to tell us?

### **Sample Review Questions: Students - Programmatically Accredited Programs**

1. Were you provided the program policies including safety and expectations when you began the program? At what point were these given to you?
2. Are you aware of policies for when you can be allowed to perform service work? When were these policies provided to you?
3. Are students expected to perform service work in the clinical settings outside of the regular academic hours?
4. Has written criteria been provided to you that describes the criteria for passing, failing and progression in the program? Do you understand these parameters? Do you know how to access your grades?
5. Are you aware of the grade appeal and student grievance policies?
6. Were you provided a copy of the Essential Functions required for success in the program? Do you understand their purpose?
7. Are healthcare services provided for the students?
8. Is counseling available and confidentiality maintained?
9. Do you know what to do and where to go if you get hurt?
10. Do you have access to the program director and/or faculty? Do you feel as though he/she/they are available and are responsive to your needs and concerns?
11. Do you find that your experiences during the rotations in departments provide you with enough hands-on experience? Are there excessive periods when you do not have direct, related educational opportunities?
12. Does the faculty teach effectively and at the appropriate level?
13. Did you feel that instruction is at the proper level?
14. What is it you really like about the program?
15. What would you like to see improved or changed?
16. Do you get attention when in rotations? Were you provided a checklist outlining those objectives you need to meet?
17. Would you stay and work here if you could?
18. Any comments or issues you would like to tell us? Any questions?

## **Substantive Change – Institutional Accrediting Agency Requirement**

The SACSCOC substantive change policy should be considered when making decisions on such things as programs offered and delivery modes as well as new sites/centers/campuses to name a few. See the extended policy on the SACSCOC website at <https://sacscoc.org/accrediting-standards/substantive-changes/>. The College has an internal process for reporting substantive changes. Report documents can be found on the iNet under iNet Resources, Institutional Effectiveness, Substantive Change. Various type changes require either an onsite-review or notification or both based on the type of change. An on-site review has a cost associated with the request and must be considered when planning changes such as a new facility for example.

Steps taken by the College when determining if a change is substantive or not:

CGTC Internal Substantive Change Process:

1. Identify possible substantive changes through department/unit and Leadership meetings
2. Units submit possible substantive change(s) to the Office of Institutional Effectiveness via an electronic form; the Office of Institutional Effectiveness is notified and begins a review of the information uploaded and determines if a substantive change has occurred or if the request is non-substantive in nature; reviews local board notifications (If the change originates with the Leadership Team to the Office of Institutional Effectiveness, continue with the following processes)
3. If it is determined that the request is a substantive change, the Office of Institutional Effectiveness will follow the Commission's policy for notice of intent (letter of notification) where necessary as identified in the Commissions policy statement on substantive change;
4. All documentation required by the identified SACSCOC substantive change policy statement will be submitted to the Office of Institutional Effectiveness for review and coordination by the Office of Institutional Effectiveness to prepare documents for submittal to the CGTC Office of the President for approval and submission to the SACSCOC portal for substantive changes.
5. After approval by SACSCOC, if required, the substantive change files, e.g. Initial letter from CGTC, documentation to support change, and the subsequent SACSCOC letter of approval will be uploaded into the CGTC electronic substantive change system located on iNet.

If it is determined by the Office of Institutional Effectiveness that your submission is not a substantive change you will be provided with an internal determination letter for your file. Documents housed in the CGTC system may be notifications indicating no substantive change and/or notification indicating substantive change in an effort to maintain accurate records and to ensure that we have all documents available for Financial Aid renewals or other external agencies.

References:

[TCSG State Board Policy 2.3.4. Technical College Accreditation](#)

[TCSG State Board Policy 2.3.5 Substantive Change Reporting](#)

[CGTC Procedure 2.3.4.a.p Central Georgia Technical College Accreditation](#)

[CGTC Procedure 2.3.6.a.p. Procedure Accreditation Reporting Standards](#)

[SACSCOC Comprehensive Standard 14.2](#)

Please contact the Office of Institutional Effectiveness staff for guidance on any processes included in this document.





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