2024 Office of Institutional Effectiveness and Research Operational Manual

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A Message from the Office of Institutional Effectiveness and Research

CTC engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes. These processes support the College's mission and ensure that the College is engaged in continuous improvement. Through the College's 2023-2028 Strategic Plan and the College's Annual Performance Action Plan, which operationalizes strategic planning at the micro level, the College assesses mission fulfillment annually and monthly. These goals align with the strategic goals of the Technical College System of Georgia.

The Office of Institutional Effectiveness and Research exists to support mission fulfillment and continuous improvement at CTC. Institutional Effectiveness includes a comprehensive set of ongoing and systematic actions, processes, steps, and practices including.

- Accreditation (SACSCOC and Programmatic)
- Assessment
- Data Collection and Reporting
- Grants Management
- Institutional Research
- Planning
- Surveys

These comprehensive set of ongoing and systematic actions, occur through collaborative and campus-wide efforts that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with the College's mission.

This manual outlines the policies and procedures that support the "ongoing, comprehensive, and integrated research-based planning and evaluation processes" that take place at Columbus Technical College.

We look forward to working collectively with all departments as we strive to *be the educational gateway to community prosperity*.

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Introduction

The mission of Columbus Technical College is to "provide workforce development and support student success by offering associate degrees, diplomas, and certificates; customized training; and adult education opportunities throughout the six-county region of Chattahoochee Valley." CTC promises career entry, advancement, and success and is the only not-for-profit college in the service area offering workforce education. The college provides students, and employers of its students, a warranty unique in the area's higher education community. Every student who completes a training program at CTC holds an industry-recognized credential, a technical certificate of credit, a diploma, or an associate degree and carries that warranty, a guarantee that the graduate has demonstrated the knowledge and skills and can perform each competency as identified in the industry-validated standard or program guide.

CTC History

Columbus Technical College (CTC) began offering educational programs on December 1, 1961, with 7 instructors, 39 students, and 8 academic programs. Initially known as Columbus Area Vocational-Technical School, CTC was a unit of the Muscogee County School district. In 1985, the State Board of Postsecondary Education was created and on July 1, 1981, control of the Columbus Area Vocational-Technical School was officially transferred to the State Board. Recognizing the institute's excellence in 1981, the state selected it as one of only three technical schools in Georgia to pilot engineering-technology programs, offering an Associate Degree in Applied Technology.

In August of 1985, the state recognized 25 years of continued progress by renaming the School as Columbus Technical Institute to be part of a statewide network of technical schools. The College was granted accreditation by the Southern Association of Colleges and Schools on January 1, 1990. In May 2000, with the passage of the Education Reform Act, House Bill 1187, Columbus Technical Institute was renamed Columbus Technical College.

Columbus Technical College had an annual student enrollment of nearly 5,000 in academic year 2020 and its service area includes six Georgia counties (Muscogee, Harris, Talbot, Stewart, Quitman, and Chattahoochee) as well as an ever-growing presence at Fort Moore.

Columbus Technical College awards associate degrees, diplomas, and technical certificates; it boasts a job placement rate in the 95 -100 percent range. The College also offers Adult Education/high school equivalency options and ELL (English Language Learners) services to its citizenry. High school students can earn college credit and/or complete entire programs at Columbus Technical College through Georgia's Dual Enrollment law. From its conception, programmatic growth—to meet the needs of citizens, business, and industry—has been the mission of Columbus Technical College. Columbus Technical College will continue to anticipate and respond to the community's educational, and workforce-training needs to guarantee that the region's businesses and its citizens prosper.

Mission Statement

Columbus Technical College, a unit of the Technical College System of Georgia, is a public college that provides workforce development and supports student success by offering associate degrees, diplomas,

and certificates; customized training; and adult education opportunities throughout the six-county region of Chattahoochee Valley. (SBTCSG 8-2022)

Vision Statement

Columbus Technical College will be the educational gateway to community prosperity.

Values

Integrity: We will maintain integrity through professionalism, confidentiality, ethical behavior, and being accountable and honest.

Respect: We have mutual respect for each other's time, resources and different perspectives. We listen with empathy, work as a team, don't take things personally, and adhere to policy and rules. Everyone can contribute and give and receive feedback.

Philanthropy / Stewardship: We have a culture of philanthropy, stewardship, and volunteerism where people give of their time, talents, and resources for student success and support community service. Resources are utilized in an efficient and effective manner and are shared for the good of the college and community.

Teamwork: We have an environment of collaboration, unity, and investment dedicated to the greater good of the college and the communities we serve.

Passion for Learning: We are dedicated to intellectual curiosity, a commitment to scholarship, personal and professional growth, and critical thinking that leads to lifelong learning.

Quality: We adhere to the highest standards of teaching and learning to facilitate success for all students in achieving their academic and occupational goals.

Institutional Effectiveness Plan

The Office of Institutional Effectiveness and Research (OIER) supports the College in ensuring mission fulfillment and facilitating the institution's continuous improvement initiatives. Through its ongoing, comprehensive, and integrated research-based planning and evaluation processes, the OIER reinforces the college's commitment to maintaining educational excellence, operational efficiency, and student success. By transforming data into actionable insights, the OIER not only guides the present operations but also strategically informs future directions, ensuring the college's resilience and adaptability in the ever-evolving landscape of higher education.

Planning and Assessment Calendar

July	• Student Learning Outcome Assessment Plans Due from the Prior Year
	• Annual Employee Evaluations
	• Strategic Plan Progress Summary for prior year published
	• PLT Reports and Meetings
	• Performance Action Plan submissions
August	• Operational Assessment Plans Due from the Prior Year (Administrative Planning Units and Student Support Services Units)
	• PLT Reports and Meetings
	• Performance Action Plan submissions
September	• Local Board Review of Mission Statement
	• TCSG Score Card is finalized for the prior year
	• PLT Reports and Meetings
	• Performance Action Plan submissions
October	• IPEDS Fall Survey
	• Review of Prior Year Assessment Plans by IE
	• Fall Professional Learning Day
	• PLT Reports and Meetings
	• Performance Action Plan submissions
November	• PLT Reports and Meetings
	• Performance Action Plan submissions
December	• State Board of the Technical College System of Georgia Mission Statement Review
	• Mid-Year Assessments from All Units Due to Institutional effectiveness
	• Annual Report for the College published
	• PLT Reports and Meetings
	• Performance Action Plan submissions
January	• SACSCOC Enrollment Profile
	• Mid-Year Employee Evaluations
	• PLT Reports and Meetings
	• Performance Action Plan submissions
February	• IPEDS Winter Survey
	• PLT Reports and Meetings
	• Performance Action Plan submissions
April	• IPEDS Spring Survey
	• Begin to Evaluate the Current Year Strategic Plan End of Year Assessment
	• Draft Metrics for the upcoming year set by each department
	• Spring Professional Learning Day
	• PLT Reports and Meetings
	• Performance Action Plan submissions
May	• Budget Request Process Begins
	• Review of Facilities Planning Document
June	• SACSCOC Financial Profile
	• PLT Reports and Meetings
	• Performance Action Plan submissions

Planning and Evaluation

Mission Review

1. To ensure the relevance of the mission statement, Columbus Technical College involves the faculty, staff, administration, occupational advisory committees, and the Local Board of Directors each year at their September meeting to collectively review, analyze, and update it as necessary, ensuring it reflects the evolving educational needs, market trends, and technological advancements, while continuing to guide the institution towards its strategic objectives and commitment to educational excellence.

2. In December of each year the State Board of the Technical College System of Georgia (SBTCSG), in accordance with SACSCOC Standard 4.2.a (Mission Review) reviews the mission statement of each technical college. Upon approval, the refined mission statement becomes official, guiding the institution's procedures, goals, and decisions for the upcoming year, ensuring alignment with both educational standards and the evolving needs of the student body and workforce.

Strategic Planning

Strategic planning at CTC aligns with TCSG Procedure: 2.3.3p – TCSG College. According to the procedure, colleges are encouraged to use a variety of activities and analytical tools in their planning process that will result in a comprehensive, integrated, data-driven plan that can be understood and implemented by all college employees and stakeholders. (e.g., a statement of core values or the supporting goals and objectives for major work units.). Representatives from all areas of college operations should be involved in the strategic planning process.

1. To ensure a quality process, CTC incorporates the following activities into the strategic planning process:

a. An environmental scan that provides context and background to challenge existing assumptions and facilitates the strategic thinking needed to develop a quality plan.
b. The execution of techniques that may include, but not be limited to SWOT analysis or PEST Framework.
c. Analysis of trends, demographic data, and college workforce data.
d. Input from stakeholders.
e. The review and revision of the Mission Statement as needed.
f. Development or review of a Vision statement for the future of the college as needed.
g. Communication of the plan goals and performance expectations to all employees.

Budget Planning

The Columbus Technical College's annual budget is developed to ensure that the mission and goals for the college are met. Each department is allowed input into the annual budget for their department.

The Vice President for Administrative Services is responsible for the annual development of the budget for the College with the involvement of faculty, staff and president. The Vice President for Administrative Services is responsible for providing monthly financial reports to members of PLT and the local Board of Directors to keep them informed of the financial status of the College.

In April or May of each year, TCSG develops the college allocations from the state budget allocations made to TCSG for the system. TCSG provides the information to the colleges. Using State operating funds appropriated by the State Legislature and allocated to the College by the Commissioner of the Technical College System of Georgia, projected enrollment (tuition and fees) and sales based on historical revenues, and any other sources including contributions from the College Foundations, as well as carryover from prior years as permitted by state law, the vice president for administrative service develops a draft budget in consultation with the president.

The College's annual budget is developed to ensure that the mission and goals for the College are met. Each department provides input into the annual budget for their department by developing an annual budget request. Budget requests outline the department's budgetary needs for the upcoming fiscal year.

Performance Action Plans

The College implemented Performance Action Plans during fiscal year 2023 which was also the first year of the College's 2023-2028 Strategic Plan. Action planning operationalizes the strategic plan and keeps units aligned to strategic priorities. Annual progress towards goals is monitored monthly. Members of PLT provide monthly updates to the College's President. The President compiles all updates into one master spreadsheet and PLT members report out on their unit's each month during one of the bimonthly PLT meetings. PLT members and their individual teams set goals during the spring of each year. Each goal includes an alignment to the 2023-2028 Strategic Plan, a focus area, a target, a measure, a list of individuals and teams responsible for oversight of the action planning item and resources needed.

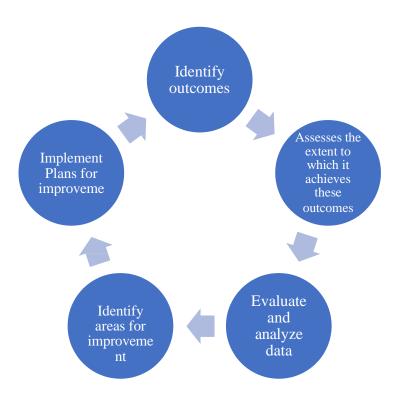| FY22-25 TCSG Strategic Goal	FY23-28 CTC Strategic Goal	Performance Action Plan Focus Area
Goal #1: Increase enrollment globally and in strategic areas	**CTC Goal 1** – Student Success	• Recruitment • Enrollment
Goal #2: Recruit and retain well-qualified faculty & staff	**CTC Goal 1** – Student Success	• Marketing/Public Relations
Goal #3: Create more partnerships with business and industry	**CTC Goal 3** – Workforce Development & Skills Growth **CTC Goal 4** – Workforce Development & Training **CTC Goal 6** – Collaborations & Partnerships	• Apprenticeships/Internships • Economic Development • Adult Education • Collaboration and Partnerships
Goal #4: Improve retention and graduation rates	**CTC Goal 2**- Student Engagement and Development	• Academic Programs, Quality and Support • Retention • Graduation • Placement
Goal #5: Increase innovation and research opportunities	**CTC Goal 5** – Resources, Technology, and Infrastructure **CTC Goal 7** – Continuous Improvement	• Facilities/Operations • Technology • Security and Safety Grants Resources • Plans Beyond AY24

Assessment

Assessment at CTC includes all units and academic programs. Assessment is conducted on an annual basis and requires that all units (administrative and educational) identify goals and outcomes, assess to the extent that goals and outcomes have been achieved, evaluate, and analyze data, and implement changes necessary for improvement (see the Annual Planning Model). The assessment process also incorporates a review of internal and external factors, departmental budgets, resource allocations, and grant funds.

The table below demonstrates the assessment responsibility of each unit according to the SACSCOC Standard. The Southern Association of Colleges Commission on Colleges (SACSCOC) in Standards 7.3 and 8.2.a, 8.2.b, and 8.2.c expects all units at Columbus Technical College to "identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement." The college fulfills these expectations through IE Processes that include annual planning.

The college fulfills these expectations of quality education and student success through IE Processes that include annual planning.

- CTC develops and evaluates Student learning outcomes for each of its educational programs to help ensure the delivery of high-quality education. (*Student outcomes: educational programs*)
- CTC develops and assesses Student learning outcomes for collegiate-level general education competencies of its undergraduate degree program to help maintain adherence to educational excellence. (*Student outcomes: general education*)
- CTC develops, implements, and refines Academic and student services that support student success to help ensure these services are accessible, comprehensive, and aligned with the evolving needs of the student body. (*Student outcomes: academic and student services*)

Assessment Model

Student Learning Outcomes (SLOs) Assessment

Columbus Technical College (CTC) defines an educational program as a combination of courses that concludes in one of the postsecondary credentials for which the College is approved to offer. CTC awards associate degrees, diplomas, and technical certificates of credit. The College currently offers 258 educational programs across 63 program areas with embedded

credentials. These credentials contain occupational courses in which faculty develop and assess student learning outcomes (SLOs).

Operational Assessment Plans (Administrative Units and Academic and Student Services Units)

Columbus Technical College, through the College's institutional planning process, assesses the administrative effectiveness of administrative units annually. The assessment year for these units runs concurrently with the College's fiscal year from July 1st – June 30th.

Administrative support units are determined by identifying units that administratively support the College's mission of "workforce development" and "student success." Administrative support services units engage and document cycles of continuous improvement. Operational Units are to identify expected outcomes and demonstrate the extent to which outcomes are achieved.

Academic and Student Support Services units include services that support faculty in the delivery of instruction and students in all aspects of their education from Admission to Graduation. None of the CTC's academic and student services units include direct instruction. All instruction is assessed under the assessment of the College's educational programs.

Guide to Developing an Operational Assessment Plan

Departmental Purpose Statement: This statement must include the purpose of the unit and reflect the CTC Mission Statement.

Outcomes: Each unit must identify three (3) outcomes that are operational in nature (based on improving a specific component of the unit).

Assessment Methods: The assessment method(s) should identify the ways in which the   department will assess to what extent the outcome was achieved.

Internal Data: Departmental surveys, evaluation of processes and procedures (time to completion), customer evaluation.

External Data: Data from KMS,   College-wide data, Qualtrics data (submit a data request**).**

Results of Assessment Method: Did the department meet the benchmark? What were the actual results of the assessment?

Analysis of Assessment Results: What happened? How did the unit achieve or not achieve the desired results? Please be specific. The analysis should include a breakdown of the results of the assessment method**.**

Use of Assessment Results: In consultation with all staff, how will the department make changes (based on the results and analysis) to improve the department?
Does this align with the department's budget from the previous year? Improvement drives budgetary needs.

Data Collection and Reporting

In its commitment to data-informed decision-making and continuous improvement, the OIER at CTC skillfully leverages resources such as IPEDS, KMS, and BANNER to mine data, extracting valuable reports that offer profound insights into various aspects of student performance and institutional operations. These reports enable the OIER to delve deep into the data, uncovering trends, challenges, and opportunities that might otherwise remain hidden in vast pools of information.

Recognizing the value of shared knowledge and collaborative strategizing, the OIER systematically disseminates these data-driven insights to key stakeholders within the college. This includes faculty members, who directly influence student success and curriculum effectiveness; deans, who oversee specific academic departments and programs; and the Vice Presidents and Presidential Leadership Team, who are instrumental in shaping the college's broader strategies and policies. These insights are also shared with the President, ensuring that executive decisions are grounded in solid, comprehensive data. Through this, CTC reaffirms its position as an educational institution that not only meets governmental compliance standards but excels through informed leadership, exemplary teaching, and the success of its students.

TCSG Scorecard
The TCSG Scorecard contains performance metrics for all 22 Technical Colleges pertaining to technical education, adult education, and economic development.

Technical Education Performance Metrics
- Awards
- Awards (Dual Enrolled)
- Cost Per FTE
- Cost Per Graduate
- Dual Enrolled Conversion Rate
- Dual Enrollment Count
- Dual Enrollment Percent
- Enrollment (FTE)
- Graduates

- Graduates (Dual Enrolled)
- Graduates (HOPE Career Grant)
- High School Equivalency Conversion Rate
- Placement Rate (In-Field)
- Placement Rate (Overall)
- Retention Rate (Overall)
- Total Credit Enrollment

Adult Education Performance Metrics
- Enrollment (Adult Basic Education 0.0-5.9)
- Enrollment (Adult Basic Education)
- Enrollment (Adult Secondary Education)
- Enrollment (College and Career Prep 6.0-12.9)
- Enrollment (English as a Second Language)
- High School Equivalency Graduates
- Measurable Skill Gains (Adult Basic Education 0.0-5.9)
- Measurable Skill Gains (Adult Basic Education)
- Measurable Skill Gains (Adult Secondary Education)
- Measurable Skill Gains (College and Career Prep 6.0-12.9)
- Measurable Skill Gains (English as a Second Language)

Economic Development Performance Metrics
- Companies Trained (CCT)
- Training Hours (CCT)
- Revenue (CCT)
- Revenue (CE)
- Training Hours (CE)
- Number Trained (CCT)
- Number Trained (CE)

Grants Management

With the approval and oversight of the President, CTC seeks funding through various grants. All grant applications are reviewed and approved by the President prior to final submission.

Grant	Grant Manager
BELOCO Foundation VECTR Workforce Development Center grant	Executive Director for Advancement
DECAL 2Gen Innovation Implementation Grant (2022-2023)	Vice President for Adult Education
Federal Adult Education, Corrections, and Family Literacy Act Grant	Vice President for Adult Education

Grant	Grant Manager
GEER II Grant for Education to Workforce Pipeline (Commercial Truck Drivers; 2022-2023)	President
Language as a Missing Link Toolkit Implementation (consortium member, 2022-2024)	Vice President for Adult Education
Lowes Foundation GABLE Grant	Executive Director for Advancement
Mildred Miller Fort Foundation VECTR Workforce Development Center grant	Executive Director for Advancement
National Science Foundation AI Augmented Learning Grant (2022-2024; consortium member)	Vice President for Academic Affairs
Perkins	Executive Director of Institutional Effectiveness
St. Francis Auxiliary Nursing Grant	Vice President for Academic Affairs
Strengthening Community Colleges Grant I: The Future is Now (2021-2024; consortium member)	President
TCSG State Grant for Adult Education	Vice President for Adult Education
The City of Columbus Office of Crime Prevention Grant	Vice President for Adult Education
Truist Financial Corporation Community Development Grant	Vice President for Adult Education
US Department of Education SSARP HEERF Funds	Vice President for Administration

Perkins V

Perkins V provides the college with an opportunity to fund Career and Technical Education (CTE) Programs. Perkins V grants management includes budget allocation, evaluation of Student Performance Indicators (P1 Placement, P2 Graduation, P3 Non - Traditional concentration), providing support to the Perkins Leadership Team, maintaining the PLANAR (with input from Stakeholders), and completion of the Perkins V Local Application. Through Perkins V,

- CTC uses Perkins funds to provide career and technical education course offerings and activities, including at least one (1) State-approved Perkins Program of Study, and informs students (including students who are members of special populations) about the available courses, programs, and Perkins Programs of Study. CTC's Perkins Programs of Study are Criminal Justice and Practical Nursing.
- CTC provides career exploration and development information and activities within an organized system of career guidance and academic counseling that assists students before enrolling and while participating in a career and technical education program.
- CTC improves the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education

components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs.

- CTC provides activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepares CTE participants for non-traditional fields; provides equal access for special populations to career and technical education courses, programs, and programs of study; and ensures that members of special populations will not be discriminated against on the basis of their status as members of special populations.
- CTC provides students participating in career and technical education programs with work-based learning opportunities and works with employers to develop or expand these opportunities as applicable.
- CTC provides students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school dual enrollment programs.
- CTC coordinates with TCSG and technical colleges to support the recruitment, preparation, retention, and training (including professional development) of faculty, staff and administrators, including individuals from groups underrepresented in the teaching profession.

Programmatic Accreditations

Program	Program Accreditor	Accrediting Statement
Dental Hygiene	The Commission on Dental Accreditation (CODA)/ The Commission on Dental Accreditation of the American Dental Association	The Dental Hygiene program is accredited by the Commission on Dental Accreditation (CODA) – American Dental Association (ADA). The Commission is a specialized accrediting body recognized by the Unites States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. www.ada.org/117.aspx Graduates are eligible to take the ADA National Board Dental Hygiene Examination and the CRDTS National Dental Hygiene Examination
Dental Assisting	The Commission on Dental Accreditation (CODA)/ The Commission on Dental Accreditation of the American Dental Association	The Dental assisting program is accredited by the Commission on Dental Accreditation (CODA) – American Dental Association (ADA). The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. http://www.ada.org/117.aspx
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs(CAAHEP).	The Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs(CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).
		Commission on Accreditation of Allied Health Education Programs 9355-113th St. N,#7709 Seminole, FL 33775 www.caahep.org

Survey Administration

In its pursuit of excellence and continuous improvement, the OIER has instituted a policy of precision and purpose regarding the distribution of surveys within the college community. Recognizing the potential for survey fatigue and the importance of collecting data that is genuinely actionable, the college stipulates that only surveys explicitly designed for administrative enhancement or institutional advancement will be sanctioned for electronic mass distribution. This ensures that the focus remains steadfast on gathering feedback that directly contributes to the college's evolution and refinement.

This streamlined, purpose-driven approach to surveys underscores CTC's commitment to informed, strategic decision-making and continuous improvement. By channeling the community's feedback through surveys that are targeted and meaningful, the college can more effectively harness the collective insights of its community, thereby fostering an environment that is responsive, dynamic, and perpetually attuned to growth and excellence.

Procedure for Requesting Surveys
Individuals or departments intending to initiate a survey must formally submit a request by sending a ticket to the Institutional Effectiveness (IE) email. The request should provide an initial overview of the survey's purpose and the information sought through its deployment.

Upon receipt of the survey request, representatives from the OIER will schedule a meeting with the requesting party. This collaborative session aims to flesh out the survey's objectives, identify the target audience, and clarify what the department seeks to understand or achieve through the survey findings.

Post-discussion, the OIER will embark on the survey design process, utilizing the information gleaned from the preliminary meeting to draft purpose-oriented questions. The draft design will be forwarded to the requesting individual/department for review and approval. Any suggested modifications should be communicated to the OIER, which will incorporate the feedback and finalize the survey design.

Once the survey design receives approval, a suitable date for deploying the survey will be mutually agreed upon by the OIER and the requesting party.

On the designated date, the OIER will officially administer the survey. The survey will remain open for responses for a pre-determined period, sufficient to gather ample and meaningful data.
After the expiration of the response period, the OIER will close the survey and proceed with a thorough analysis of the responses. This involves rigorous methods to interpret the data accurately and draw significant insights aligned with the survey's initial objectives.

OIER will compile a comprehensive report detailing the survey's findings and analyses. This report will be shared with the appropriate individuals or departments as specified in the initial request.

Alternative Administration (if applicable): Should it be determined that the survey responses would be more forthcoming from specific faculty members, the survey link will be provided to the appropriate individuals for independent administration. The OIER still retains the responsibility of analyzing the gathered data and disseminating the final report with pertinent parties.

Please note that this procedure ensures a systematic approach to survey requests, design, and administration, allowing for consistency, reliability, and validity in the data collected and reported by the OIER. All parties are required to adhere to these steps to maintain the integrity of the survey process and the utilization of its findings. Below is a list of surveys that are designed to assess various aspects of institutional performance along with their respective administrative frequency:

Survey	Audience	Frequency
Student Satisfaction	Students	Every Spring Semester
Graduate Survey	CTC Graduates	Fall and Spring Semester
Colleague Survey	Faculty and Staff	As requested
Library Satisfaction Survey	Library Patrons	Ongoing
Course Evaluations	Students	Every Semester
Program Specific Graduate and Alumni Surveys	Students enrolled in Programmatic Accredited Programs	Every Semester
Adult Education Surveys	Adult Education Faulty, Staff and Students	As requested
Professional Development Surveys	Faculty and Staff	As requested

Institutional Effectiveness Calendar FY2023 – FY2024

Columbus Technical College Institutional Effectiveness Calendar FY2023 – FY2024	2023							2024											
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Annual Planning (Educational and Operational Assessments, Planning, Budgeting)																			
1. Review/record results of Operational Planning Goals and Student Learning Outcomes		X												X					
2. Review/analyze/finalize Operational Plans by Responsible Stakeholders			X				X	X							X				
3. Finalized prior year data available from TCSG KMS				X												X			
4. Review/analyze/finalize Student Learning Outcomes by Program Chairs				X												X			
5. Develop FY Operational Planning Goals					X												X		
6. Identify SLOs to be assessed and assessment methods.			X												X				
7. Finalize Assessment Plans			X	X											X	X			
8. Plans are reviewed by Supervisors and Institutional Effectiveness			X	X											X	X			
9. Feedback implemented from Supervisors and Institutional Effectiveness				X	X	X	X	X	X	X	X	X			X	X	X	X	X
10. Review progress of improvement plans based on internal surveys and outcome data			X	X															

Columbus Technical College Institutional Effectiveness Calendar FY2023 – FY2024	2023							2024											
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
11. Conduct training for responsible stakeholders on planning systems and processes.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Budgets																			
1. Annual operating budgets developed											X	X							
Annual Review of the College's Mission Statement																			
1. Review current Mission with Leadership & Local Board				X												X			
2. State Board of the Technical College System of Georgia Review							X												X
Campus-Wide Evaluations/ Surveys																			
1. Student Evaluations (course evaluations)	X	X	X		X		X			X		X	X	X	X		X		X
2. Deliver results of Student Course Evaluations							X					X			X				
3. Conduct Graduate Exit Survey			X				X					X				X			
4. Present results of Graduate Exit Survey				X				X					X				X		
5. Conduct Employer Satisfaction Survey (as requested by programs)						X							X					X	
6. Present results of Employer Satisfaction Survey							X							X					
7. Conduct Student Satisfaction Survey										X									
8. Deploy Occupational Program Needs Assessment Surveys - Business/Industry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Columbus Technical College Institutional Effectiveness Calendar FY2023 – FY2024	2023							2024											
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
9. Provide results of Occupational Program Needs Assessments to Faculty and Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Federal Grants																			
Perkins V																			
1. Review Perkins budget per reconciliation processes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Review Perkins expenditure report	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Perkins personnel submit semi-annual certifications		X						X						X					
4. If applicable, Perkins personnel submit monthly time and effort logs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Review and submit Perkins amendments				X		X		X		X		X							
6. Review Perkins budget w/committee members	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Revise Perkins budget to include carryover funds/submit to TCSG								X	X										
8. Conduct Comprehensive Needs Assessment (PLANAR)			X	X	X	X	X												
9. Revise Comprehensive Needs Assessment (PLANAR)								X	X	X									
10. Prepare Perkins plan/activities/budget for the next FY	X								X	X	X	X							
11. Submit Perkins Budget and PLANAR												X							

SACSCOC Compliance
SACSCOC 2025 Reaffirmation (Due: March 1, 2024)

Columbus Technical College Institutional Effectiveness Calendar FY2023 – FY2024	2023							2024											
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Continuous Compliance for SACSCOC 2025 Reaffirmation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Prepare and submit institutional financial profile and indicators to SACSCOC												X							
3. Submit SACSCOC profile on enrollment and other general information								X											
4. QEP Committee Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Federal Compliance																			
1. Make updates to CTC IE Site	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Perform periodic review: Prepare and submit substantive changes as needed	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. IPEDS Fall collection period: September - October; Inst. Characteristics/Completions				X	X														
4. IPEDS Winter Collection: December - February; Grad Rates/Financial Aid/Admissions							X	X	X										
5. IPEDS Spring Collection: December - April; Fall Enrollment/Finance/HR/Libraries							X	X	X	X	X								
Special Projects/Grants																			
1. NC-SARA	X											X	X						
2. College Board – Survey																			