



**2025 Office of Institutional Effectiveness and Research
Operational Manual**

Contents

Institutional Effectiveness Office Overview.....	3
Institutional Effectiveness Staff	3
Introduction.....	4
Planning and Assessment Calendar.....	7
Mission Review	9
Strategic Planning	9
Budget Planning	10
Assessment	12
Student Learning Outcomes (SLOs) Assessment.....	14
Operational Assessment Plans (Administrative Units and Academic and Student Services Units)	14
Guide to Developing an Operational Assessment Plan	15
Departmental Purpose Statement: This statement must include the purpose of the unit and reflect the CTC Mission Statement.....	15
Outcomes: Each unit must identify three (3) outcomes that are operational in nature (based on improving a specific component of the unit).	15
Technical Education Performance Metrics	16
Adult Education Performance Metrics.....	17
Economic Development Performance Metrics.....	17

Institutional Effectiveness Office Overview

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 that the College's resilience and adaptability is in the ever-evolving landscape of higher education.

Institutional Effectiveness Staff

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Amelia has over 15 years of experience in secondary and post-secondary education. She has worked in various roles throughout her professional career, including teaching, student retention, academic advising, and leadership. Since 2019, Amelia has worked in Institutional Effectiveness, where she has provided oversight for planning, organizing, and directing institutional accreditation and strategic planning processes. Additionally, she has supported faculty in achieving and maintaining programmatic accreditation. She holds a bachelor's degree in English and a M.A.T. degree in Secondary English Education.

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Introduction

Columbus Technical College (CTC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes. These processes support the College's mission and ensure that it is engaged in continuous improvement. The Office of Institutional Effectiveness and Research (OIER) exists to support mission fulfillment and continuous improvement at CTC.

Institutional Effectiveness includes a comprehensive set of systematic actions, processes, steps, and practices including:

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

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

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 regional college of choice, serving as the catalyst for building vibrant communities, improving economic well-being, and providing hope and opportunity.

Student-Centered: We make decisions with the students' best interests and educational experiences in mind.

Quality: We practice continuous quality improvement in order to achieve excellence in all elements of college operations and experiences.

Growth: We expand and enhance college programs and services to meet the changing needs of students and employers.

Fiscal Responsibility: We ensure excellent value by being faithful stewards of all resources available to the College.

Personal & Professional Development: We provide opportunities for faculty and staff to grow professionally.

Community Engagement: We partner with agencies and organizations in the Chattahoochee Valley to reach individuals in need of workforce training and professional development.

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 Benning.

Columbus Technical College awards associate degrees, diplomas, and technical certificates, and 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. The 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.

Institutional Effectiveness Plan

CTC's President has identified the Office of Institutional Effectiveness and Research (OIER) to support mission fulfillment, strategic planning, and institutional effectiveness processes. This plan outlines the College's overall planning process and remains dynamic, adapting to external influences, unforeseen events, and environmental changes to ensure its continual significance.

Planning and Assessment Calendar

This calendar outlines the College's planning year and runs concurrent with the academic fiscal year.

July	<ul style="list-style-type: none">• Review Assessment Plans and Prepare for the Upcoming Year• Annual Employee Evaluations (due to Human Resources)• Strategic Plan Progress Summary for the Prior Year Published• President's Leadership Team Reports and Meetings• Performance Action Plan Submissions
August	<ul style="list-style-type: none">• Collect Academic Program Framework (Philosophy, Purpose, Goals, Outcomes) for Advisory Committee Board Meetings to support faculty in their fall advisory meetings• Final Academic Program SLOs with Summer Semester data, if applicable, are due• President's Leadership Team Reports and Meetings• Performance Action Plan Submissions
September	<ul style="list-style-type: none">• Local Board Review of Mission Statement• TCSG Score Card Finalized for the Prior Year• Administer Course Evaluations• President's Leadership Team Reports and Meetings• Performance Action Plan Submissions
October	<ul style="list-style-type: none">• IPEDS Fall Survey Component is Due (Institutional Characteristics, Cost I, Completions, 12-month Enrollment)• Fall Professional Learning Day• Faculty & Staff Professional Development• President's Leadership Team Reports and Meetings• Performance Action Plan Submissions
November	<ul style="list-style-type: none">• Faculty & Staff Professional Development• Begin Collecting Responses for Graduation Survey• President's Leadership Team Reports and Meetings• Performance Action Plan Submissions
	<ul style="list-style-type: none">• Assessment Plans with Fall Data (All Divisions)• Mid-year Employment Evaluations (Due to Human Resources)

December	<ul style="list-style-type: none"> • State Board (College's Governing Board) Mission Statement Review • Annual Report for the College Published • President's Leadership Team Reports and Meetings • Performance Action Plan Submissions
January	<ul style="list-style-type: none"> • SACSCOC Enrollment Profile • President's Leadership Team Reports and Meetings • Performance Action Plan Submissions
February	<ul style="list-style-type: none"> • IPEDS Winter Survey Components (Student Financial Aid, Cost II, Graduation Rates, 200% Graduation Rates, Admissions, Outcome Measures) • President's Leadership Team Reports and Meetings • Performance Action Plan Submissions
March	<ul style="list-style-type: none"> • Begin Institutional Budget Planning (Administrative Services) • Mid-Term Surveys • Administer Course Evaluations • Spring Professional Learning Day • President's Leadership Team Reports and Meetings • Performance Action Plan Submissions
April	<ul style="list-style-type: none"> • IPEDS Spring Survey Components (Fall Enrollment, Finance, Human Resources, Academic Libraries) • Begin Evaluating the Current Year Strategic Plan End-of-Year Assessment • Administer Student Satisfaction Survey • Draft Metrics for the Upcoming Year set by Each Department • Faculty & Staff Identify Outcomes to Assess for the Upcoming FY and AY • End of Term Surveys • Budget Planning Continues • President's Leadership Team Reports and Meetings • Performance Action Plan Submissions • Perkins Submission – Budget (Annually), Comprehensive Local Needs Assessment (Every Two Years), Local Application (Every Four Years)
May	<ul style="list-style-type: none"> • Final Assessment Plans Due from Academic Programs (SLOs) • Budget Request Process Begins • Review of Campus Master Plan • President's Leadership Team Reports and Meetings • Performance Action Plan Submissions
June	<ul style="list-style-type: none"> • Evaluate and Publish Operational Manuals for Each Department • SACSCOC Financial Profile • Final Assessment Plans Due for the current year (Administrative Planning Units and Academic and Student Support Services Units) • President's Leadership Team Reports and Meetings • Performance Action Plan Submissions

	• Review Current Strategic Plan
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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, and ensuring alignment with both educational standards and the evolving needs of the student body and workforce.

Strategic Planning

1. 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.
2. 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 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

Each department, functional unit, and instructional program of the College develops an Annual Budget Request. This request is for activities and related budget items that are needed for the department/unit/program to operate during the upcoming fiscal year. The Annual Budget Plans are completed and maintained in a web-based application, namely BP Logix.

The Vice President for Administrative Services is responsible for the annual development of the budget for the College with the involvement of Faculty and Staff and the President. The Vice President for Administrative Services is responsible for providing routine financial reports to the other vice presidents, the President, and the local Board of Directors to keep them informed of the financial status of the College.

The Vice President for Administrative Services prepares an annual projection of available operating funds that include:

- State operating funds appropriated by the State Legislature and allocated to the College by the Commissioner of the Technical College System of Georgia. The appropriation made from the State Legislature is in response to the Commissioner's budget request as approved by the State Board of the Technical College System of Georgia.
- Tuition, fees, and sales based on historical revenues.
- Any other sources including contributions from the College Foundations, as well as carryover from prior years as permitted by state law.

The projection of operating funds is used to establish the ceiling of the College's annual operating budget as follows:

- Department, program, and functional unit budget requests are pulled from Annual Budget Plans compiled and combined with personnel costs as projected by the Vice President of Administrative Services. The Vice President for Administrative Services compares the resulting amounts to the projection of available operating funds for reasonableness. An allowance is set aside for contingencies, based on past experience and the judgment of the President and Vice President for Administrative Services.
- The Vice President for Administrative Services reviews the comparative listing for significant increases. Those with significant increases over the prior year are provided with an opportunity to clarify their needs. The budget is then adjusted or approved by the Vice President as a recommendation to the President.
- Upon acceptance by the President, the budget is loaded into the system and provided to the VP of the Department, the respective Dean, and the Department Chair.
- Budget and expenditure comparison reports are made available to each unit for monitoring purposes throughout the year.
- Budget projections are revised throughout the year as actual data becomes available. Budget Requests are submitted through BP Logix or by direct approval from VPA or President.

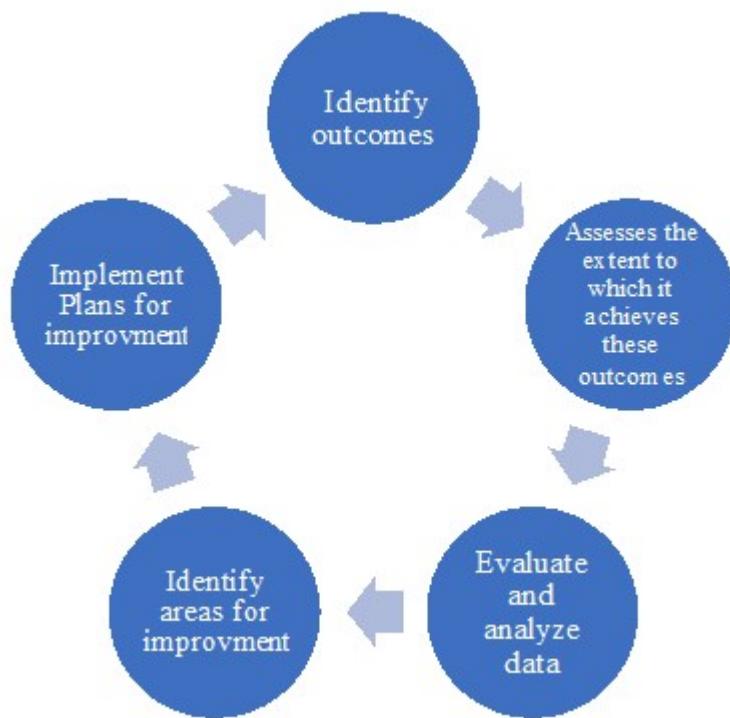
Assessment

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 of quality education and student success through IE Processes that include annual planning:

1. 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*)
2. 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*)
3. 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 261 educational programs across 48 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 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 Services 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

Columbus Technical College uses the five (5) column assessment plan to record annual operational assessment plans.

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 methods should identify the ways the department will assess and to what extent the outcome was achieved.

- **Internal Data:** Departmental surveys, evaluation of processes and procedures (time to completion), customer evaluation
- **External Data:** Student Satisfaction Survey, Data from KMS, College-wide data

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?

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.

Technical College System of Georgia Scorecard Performance Metrics

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

Strengthening Career and Technical Education for the 21st Century Act (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.

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	<p>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 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. www.ada.org/117.aspx</p> <p>Graduates are eligible to take the ADA National Board Dental Hygiene Examination and the CRDTS National Dental Hygiene Examination</p>
Dental Assisting	The Commission on Dental Accreditation (CODA) / The Commission on Dental Accreditation of the American Dental Association	<p>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</p>
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs (CAAHEP) .	<p>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).</p>
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	<p>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).</p> <p>Commission on Accreditation of Allied Health Education Programs 9355-113th St. N, #7709 Seminole, FL 33775</p> <p>www.caahep.org</p> <p>Continuing accreditation was awarded to the Medical Assisting Program on September 19, 2014.</p>

Program	Program Accreditor	Accrediting Statement
Associate Degree in Nursing (RN)	<p>The Accreditation Commission for Education in Nursing (ACEN)</p> <p>The Georgia Board of Examinees of Registered Nurses approves the Associate Degree in Nursing program</p>	<p>The Associate Degree nursing program at Columbus Technical College located in Columbus Georgia is accredited by the:</p> <p>Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000</p> <p>The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate degree nursing program is Continuing Accreditation.</p> <p>View the public information disclosed by the ACEN regarding this program at www.acenursing.org/search-programs</p> <p>The Georgia Board of Examiners of Registered Nurses approves the Associate Degree in Nursing Program</p>
Pharmacy Technology	American Society of Health-System Pharmacists	The Pharmacy Technology Program is accredited by the American Society of Health-System Pharmacists . Located at http://www.ashp.org .
Respiratory Care	The Commission on Accreditation for Respiratory Care (CoARC)	<p>The Columbus Technical College Respiratory Care Program, located in Columbus, GA awards the Associate of Applied Science degree. It is accredited by the Commission on Accreditation for Respiratory Care (CoARC).</p> <p>CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an 'outcomes based' process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented.</p> <p>Commission on Accreditation for Respiratory Care. 264 Precision Blvd. Telford, TN 37690 Phone:(817)-283-2835 www.coarc.com</p>

Program	Program Accreditor	Accrediting Statement
Surgical Technology	<p>The Commission on the Accreditation of Allied Health Programs (CAAHEP) 1361 Park Street Clearwater FL 33756 (727) 210-2350 www.caahep.org</p>	<p>The Commission on the Accreditation of Allied Health Programs (CAAHEP) accredits the Surgical Technology program on the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting.</p>
		<p>The Commission on the Accreditation of Allied Health Programs (CAAHEP) 9355- 113th Street N7709 Seminole, FL 33775 (727) 210-2350 www.caahep.org</p>
		<p>The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting 19751 Mainstreet #339 Parker, CO 80138 (303) 694-9262 www.arcstsa.org</p>
Radiologic Technology	<p>The Joint Review Committee on Education in Radiologic Technology</p>	<p>The Joint Review Committee on Education in Radiologic Technology – JRCERT (20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182) accredits the Radiologic Technology program.</p>
		<p>http://www.jrcert.org/resources/program-effectiveness-data/</p>
Associate Degree in Nursing (RN)	<p>The Georgia Board of Examinees of Registered Nurses approves the Associate Degree in Nursing program</p>	<p>The Georgia Board of Examiners of Registered Nurses approves the Associate Degree in Nursing Program</p>
Practical Nursing	<p>The Georgia Board of Examiners of Licensed Practical Nurses approves the program</p>	<p>The Practical Nursing Program is approved by The Georgia Board of Examiners of Licensed Practical Nurses</p>
Certified Nurse Aide	<p>The Georgia Health Partnership (GHP) approves the Certified Nurse Aide program.</p>	<p>The Georgia Health Partnership (GHP) approves the Certified Nurse Aide program.</p>
Automotive Technology	<p>National Automotive Technicians Education Foundations (NATEF)</p>	<p>National Automotive Technicians Education Foundations (NATEF) certifies the Automotive Technology Program.</p>
Funeral Service Education	<p>The American Board of Funeral Service Education-(ABFSE)</p>	<p>The Funeral Service Education associate degree program at Columbus Technical College is accredited by the American Board of Funeral Service Education (ABFSE). 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097 (816) 233-3747. Web: www.abfse.org</p>

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 begin 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 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.
- The 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 Faculty, Staff and Students	As requested
Professional Development Surveys	Faculty and Staff	As requested

Institutional Effectiveness Calendar FY2025 – FY2026

Columbus Technical College Institutional Effectiveness Calendar FY2025 – FY2026	2025							2026											
	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							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 FY2025 – FY2026	2025							2026											
	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										

Columbus Technical College Institutional Effectiveness Calendar FY2025 – FY2026	2025							2026											
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Continuous Compliance for SACSCOC 2035 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																			

