

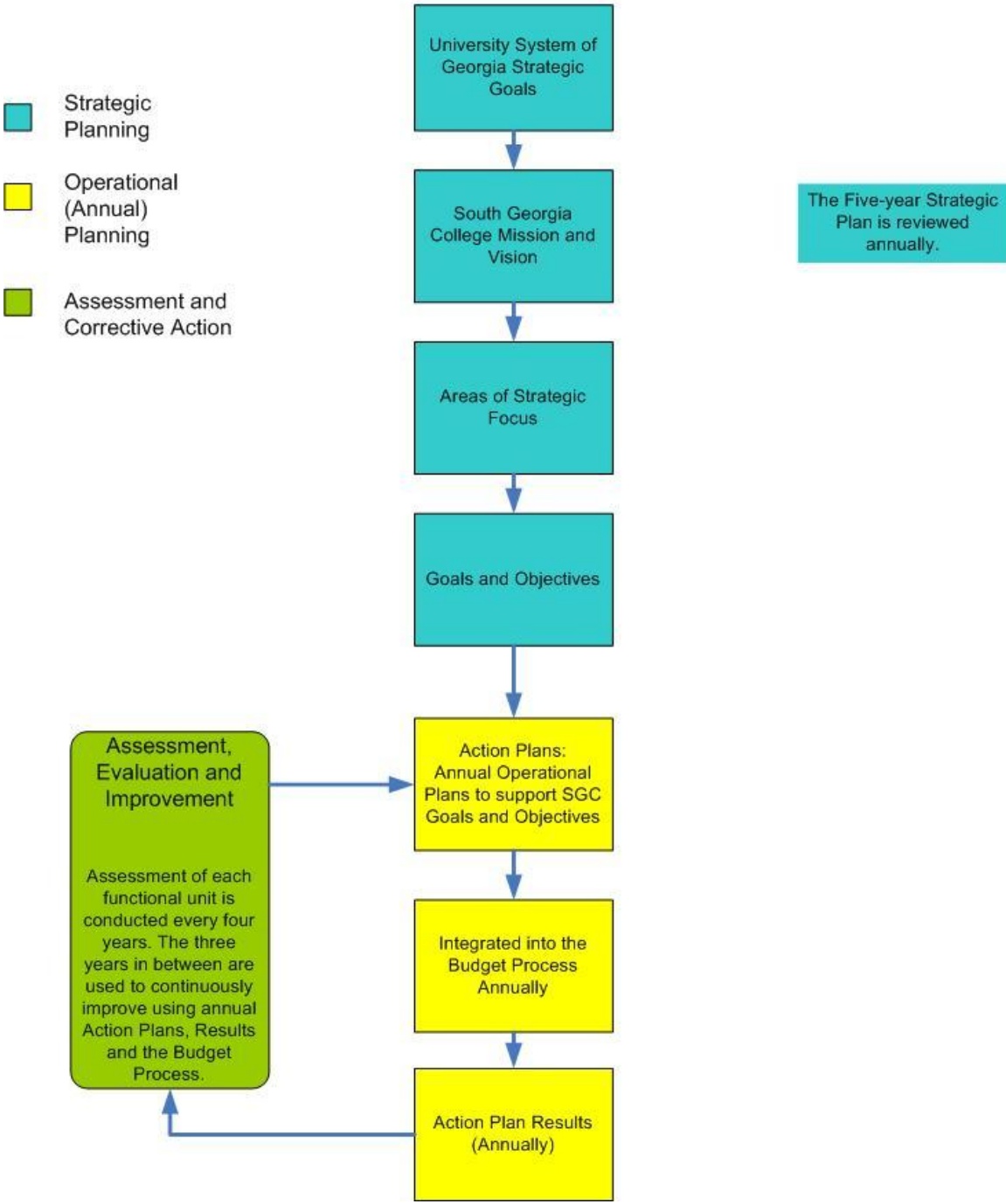
# **South Georgia College**

## **Institutional Effectiveness Plan**



Updated November 16, 2007

# Institutional Effectiveness at South Georgia College



**South Georgia College  
Strategic Plan  
2007 – 2012**

**Table of Contents**

<b>History and Current Programs</b>	4
<b>Institutional Planning Assumptions</b>	8
<b>I. Strategic Planning</b>	
University System of Georgia Strategic Goals	15
Mission and Vision	17
Areas of Strategic Focus	18
Goals and Objectives	19
<b>II. Operational Planning</b>	
Structures and Processes	27
Organizational Chart	28
Planning Structure	29
Planning Committee Members 2007 – 2008	31
Planning Schedule	33
Operational Action Plans	36
<b>III. Assessment</b>	
Guidelines	40
Assessment Areas	41

## **HISTORY AND CURRENT PROGRAMS**

South Georgia College is recognized as the oldest publicly supported two-year college in Georgia. Founded in 1906 as the Eleventh District A&M School, South Georgia College has a long history, rich in the tradition of serving the people of the southeast.

South Georgia College is both a residential and commuter college. In its century of service, the institution has evolved in many ways, first from a high school to a college and then through a series of transitions in the composition of its student body and the mix of its instructional programs. Since 1927, however, a constant focus of the institution has been on providing students with the freshman and sophomore years of the traditional undergraduate college experience.

In addition to the Associate of Arts and Associate of Science transfer programs and learning support efforts, the College offers an Associate of Science in Nursing degree leading to licensure as a Registered Nurse and Associate of Applied Science degrees in General Business, Management and Accounting. The College also offers certificate programs in Business Management, Facilities Management, General Business, Health Management, School Health Nursing, and Teacher Aide. Rather than being stand-alone programs, the institution's certificate offerings are comprised of courses embedded in its various associate degrees.

South Georgia College and East Central Technical College initiated the Cooperative Associate of Applied Science program in 1999. The program consists of two degrees: the Associate of Applied Science in Business and the Associate of Applied Science in Technology.

From the mid-1980s to the mid-1990s, the College's associate degree program in nursing experienced tremendous growth and much success in producing a large number of high quality health care professionals. The program is unique in that it operates on the campuses of two University System institutions - South Georgia College and Waycross College - and utilizes clinical facilities all over southeast and south central Georgia. The program has been a model of a successful collaborative effort that has provided needed educational services on a regional basis since 1981.

In 1998, SGC entered into a consortium agreement with other University System Institutions and shared credit that was offered off-site. However, beginning Fall 2004, the number of institutions in the consortium decreased and South Georgia College took on the role of "school of record." In 2005, this agreement evolved into an off-campus center of SGC on the Valdosta State University campus known as the South Georgia College Entry Program (SGCEP). That center currently serves students with learning support requirements and successfully prepares them to enter Valdosta State University.

Through its Continuing Education and Public Service Division, the College offers non-credit professional development and personal enrichment opportunities for citizens in its service area. For the past two decades, the College has offered one of the largest Elderhostel programs in the country. These programs provide continuing education opportunities for senior citizens with sites in Georgia and South Carolina.

### **Mission Development Process**

In December of 2005, South Georgia College formally initiated its decennial self-study for reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. Of the several goals of the self-study process, a central one is to provide a basis for affirming or revising the institution's mission.

Another outcome of the process is to facilitate a re-evaluation of institutional goals within the context of the College's mission.

Toward those ends the College established a Planning and Assessment Committee, formerly the Assessment Task Force, with membership that includes faculty, staff, students and community members. Under the guidance of the Director of Strategic Planning and Research and the President's Cabinet, the Planning and Assessment Committee reviews and updates the Strategic Plan on an annual basis and guides the development and evaluation of expected results and assessment strategies.

During fall 2006, a faculty workshop was devoted to a review of the current mission. Faculty reviewed several examples of missions and visions from other System institutions as well as those from private and public institutions across the country. Faculty input was broad based, and input from faculty, staff, and students was solicited through April 2007. Under the facilitation of Dr. Hal Irvin of the Georgia Institute of Technology, the college community developed a revised mission and vision (see page 17).

By design, the Commission on Colleges' reaffirmation is a broad based, multi-year process, requiring a comprehensive analysis and evaluation of all College programs and activities. The College effectively integrated the processes of developing its revised mission and preparing for reaffirmation. The mission statement was approved by the Board of Regents in October 2007.

## **Mission Themes**

The themes of the College's mission statement reflect the reality of the institution's current scope of service and its dedication to continuous improvement through planning, assessment, technological advances, and collaborative efforts with other institutions and organizations. The statement notes the diverse nature of the student body and the resultant need to maintain an effective program of developmental education to strengthen the basic academic skills necessary for student success in the institution's transfer and career programs. The statement clearly identifies teaching as the institution's primary focus, recognizes the faculty's role in providing personalized academic advisement, and commits the institution to promote a total college experience that is well balanced. The statement also acknowledges the responsibility of the College to be a vital and contributing member of its community, with particular emphasis on the institution's obligation to support area economic development efforts.

## **INSTITUTIONAL PLANNING ASSUMPTIONS**

In addition to a clear statement of institutional mission, setting goals requires knowledge of the institutional environment. The demographic and economic planning assumptions summarized here provide highlights of the most recent environmental scan conducted by the College's Planning and Assessment Committee. These assumptions have been categorized into Demographic and Economic Assumptions.

### **Demographic Assumptions**

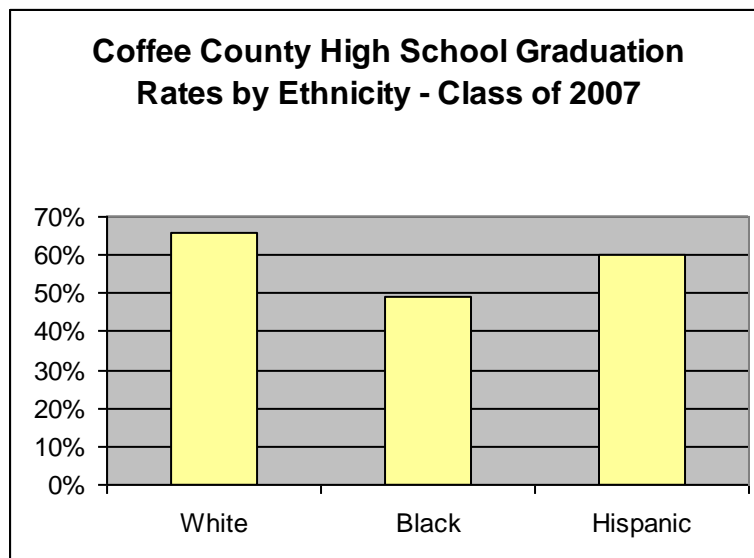
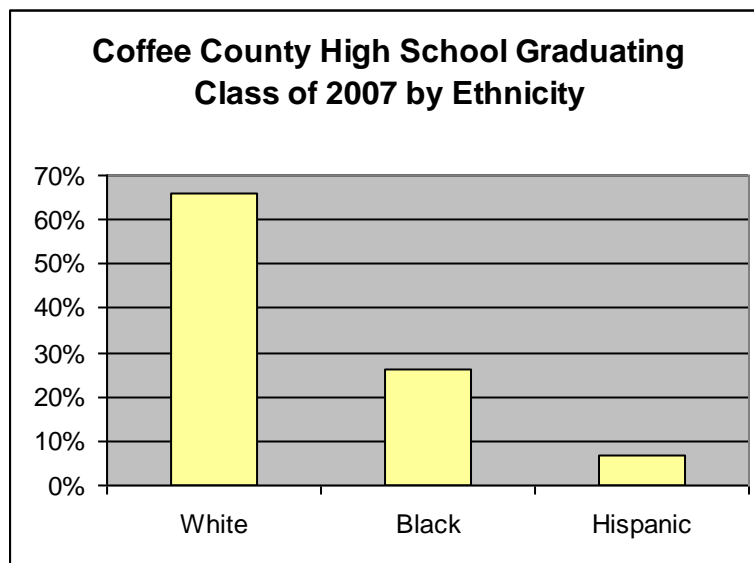
The Census data indicate that Coffee County, the home of South Georgia College, experienced a 26.4% increase in its population from 1990 to 2000. In 2005, there was a 2% increase in its population, the same as Region 11's population growth rate, compared with 11% statewide in the same year. It was estimated by the Census that Coffee County's total population reached 39,674 in 2005, and Georgia's population reached 9,072,576.

In Coffee County, 70.9% of the residents were white and 27.3% were black. Hispanics made up 8.2% of the county's population in 2004. The Census reported 28% of the county's residents were under 18 years old, while 10% were age 65 or over in 2004.

Between 1996 and 2000, the Coffee County school system reported an average high school dropout rate of 6.5% for students in grades 9 to 12. Statewide, this rate is 6.8% for the same period of time. The percentage of adults over age 25 without high school diplomas is 35% in Coffee County, compared to 21% in the State. Based on the 2000 graduating class for Coffee County school system, 46.5% of the students were eligible for the HOPE Scholarship Program. Statewide, 57.9% of the graduating students were eligible for the HOPE scholarship.

The Georgia Department of Education reported the graduation class size of 304 in Coffee County High School in 2007. The graduation class 66% white, 26% black, and 7% Hispanic. The graduation rate was 60.4% for all races. In detail, the graduation rate for whites was 66%, for blacks 49%, and for Hispanics 60%.

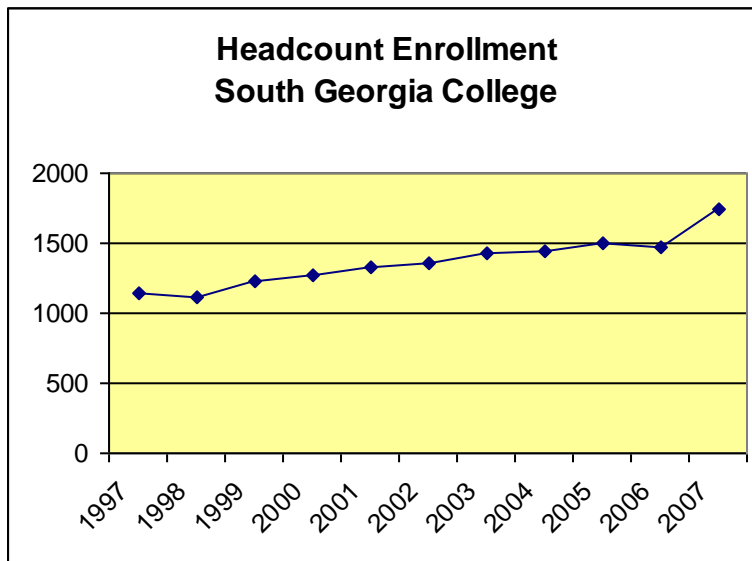
The following charts illustrate the demographic make-up and graduation rates of the Coffee High Class of 2007.



Based on *The Georgia County Guide 2007*, there were 322 graduates from Coffee County High School in the 2004-2005 school year. Of these graduates, 201 (62.4%) received College Prep Endorsement on Diplomas. Of the 2003 graduates from Coffee High School, 130 (36.5%) entered University System of Georgia Colleges. Of those 130, 34.6% required learning support and 34 high school graduates entered technical/adult education programs.

From 1993 to 2002, the growth rate of enrollment at South Georgia College has fluctuated between the range of -7.6% to +9.5%. The College's enrollment has highly correlated with the statewide Two-Year Colleges total enrollment. College enrollment fluctuations are related to many factors, including the number of available high school graduates; the state of the local economy; the recruitment and admissions practices of nearby colleges, universities, and technical institutes; our own administrative practices; and the drawing power of particular instructional programs.

The total enrollment of South Georgia College in the fall of 2007 was 1756 and 628 were new students. Based on the USG Fall 2007 Board of Regents' Enrollment Report, 97.3% of the SGC students were Georgia residents, 2% were Out-Of-State students, and 0.7% were international students. The racial composites of the Fall 2007 enrolled students were 61.8% White, 31.7% Black, 2% Hispanic, 1.3% Asian or Pacific Islander, 1.3% Multiracial, and 0.1% American Indian or Alaskan Native. The average age of the Fall 2007 enrolled students was 23.1. Of the total enrollment in Fall 2007, 84.5% were traditional students. Enrollment for more recent years is shown in the following chart.



Among the Fall 2007 enrolled students, 542 (unduplicated headcount) enrolled in learning support courses. In detail, 139 enrolled in Reading, 218 enrolled in English, and 473 enrolled in Math.

### **Economic Assumptions**

The Bureau of Economic Analysis reported that the per capita income of Coffee County in 2004 was \$22,510, as compared with \$29,782 statewide, and \$33,050 nationwide. The County's per capita income ranked 88<sup>th</sup> in Georgia's 159 counties. The average earnings per job in 2004 in Coffee was \$30,176 and \$43,159 for Georgia. During 2003, 19.1% of the county's population lived below poverty level, compared with Georgia's rate of 13.3% and the national rate of 12.5%.

According to ACCRA, the Council for Community and Economic Research, the Cost of Living Index for Douglas, the county seat of Coffee County, was 84.4 in the 1<sup>st</sup> quarter of 2006, while Atlanta's Cost of Living Index was 97.5 for the same period.

Based on the Douglas-Coffee County Chamber of Commerce, the top five employers who provide work for 5165 employees are Wal-Mart Distribution

Center/Dispatch Center (1600); Pilgrim's Pride, formerly Gold Kist, (1200); Coffee County Board of Education (1050); PCC Airfoils (700); and Coffee Regional Medical Center (615).

The Georgia Department of Labor projected that during 2005-2006 there would be 360 annual job openings for people with Bachelor's degrees in Southeast Georgia. Three hundred of those job openings are for school teachers (from preschool to middle school). The other 60 openings are for accountants, auditors, social workers, computer systems analysts, insurance sales agents, etc. The job openings for associate degrees include 40 registered nurses and 10 computer support specialists. The Labor Department reported the unemployment rate in May 2006 was 5.5% for Coffee County, 4.9% for Georgia, and 4.6% for the nation.

The Board of Regents of the University System of Georgia reported that the total economic impact of the USG's 35 institutions was \$9.7 billion in fiscal year 2004 (see *The Economic Impact of University System of Georgia Institutions on Their Regional Economics in FY 2004*). Of the FY 2004 total, \$6.4 billion (66%) is initial spending by the institutions and students while the remaining \$3.3 billion (34%) is the multiplier impact. The average multiplier is 1.52. The employment impact of all 35 institutions on their host communities in FY 2004 is 107,202 full-time and part-time jobs. On average, for each job created on campus, there are 1.7 off-campus jobs created because of spending related to the institution.

From the same report, the total economic impact of SGC on the community was \$30.4 million in FY 2004. Of the total, \$23.8 million (78%) is initial spending by SGC and the students, while the remaining \$6.6 million (22%) is the multiplier impact which is created as the initial expenditures are re-spent. In FY 2004, value added comprises \$16.8

million (55%) of the \$30.4 million output impact, with domestic and foreign trade comprising the remaining \$13.6 million (45%). Labor income received by residents of the communities equals \$11.9 million and represents 71% of the value-added impact. In addition, SGC brought in a total 465 jobs to Coffee County, among them 158 on-campus and 307 off-campus jobs. That is, for each job created at SGC, there are 1.9 off-campus jobs being created.

# STRATEGIC PLANNING

## UNIVERSITY SYSTEM OF GEORGIA STRATEGIC GOALS

On August 8, 2007, the University System of Georgia's governing board approved a new six-point Strategic Plan. The six strategic goals are

- **Renew excellence in undergraduate education to meet students' 21st century needs.** This will be achieved by restructuring the System's core curriculum (those courses all students must take), increasing college graduation rates, ensuring high quality academic advisement for students, increasing study abroad participation, and supporting and rewarding faculty members who make meaningful contributions to undergraduate student learning and success.
- **Create enrollment capacity in the University System to meet the needs of 100,000 additional students by 2020.** Under this goal, officials will target increasing the diversity of the USG's enrollment and closing enrollment gaps for under-represented groups, increasing the use of two-year access colleges to meet higher education needs in underserved areas, creating a more robust sector of comprehensive (four-year) universities, increasing the joint use of facilities among USG institutions, and increasing the use and reach of distance education.
- **Increase the USG's participation in research and economic development to the benefit of a global Georgia.** The University System will build on the fact that all 35 institutions are economic engines in their communities and the state. This will mean making the System's research universities even more competitive for federal research funds. The USG also will increase the numbers of health profession graduates and create a long-term, system-level academic plan for workforce development.
- **Strengthen the USG's partnerships with the state's other education agencies,** with a key focus on the Alliance of Education Agency Heads that is working to increase the high school graduation rate and postsecondary enrollment rates. In addition, the USG will create a closer working relationship with the Department of Technical and Adult Education.
- **Maintain affordability so that money is not a barrier to participation in the benefits of higher education** by continuing a tradition of low tuition rates and by

establishing a need-based financial aid program. This goal also will focus on Chancellor Davis' desire to increase revenue sources from areas other than state funding and tuition.

- **Increase efficiency by working as a system** to focus on business functions, developing a leadership culture, engaging in workforce process improvements and establishing accountability metrics.

<http://www.usg.edu/news/2007/080707-1.phtml>

# **SOUTH GEORGIA COLLEGE**

## **Vision**

To lead in providing a student-centered environment that produces life-long learners who will succeed in a global society and to serve as an economic development catalyst for the region.

## **Mission**

South Georgia College is a two-year residential institution that serves the educational, social, and economic development of the region by providing accessible, high quality student-centered education. Through close collaboration with faculty and staff, students are engaged in educational opportunities that empower them for success in a sustainable global society. South Georgia College prepares students to think critically, communicate proficiently, and act responsibly as civic-minded, environmentally conscious citizens.

Approved by the Board of Regents of the University System of Georgia  
October 10, 2007

## **AREAS OF STRATEGIC FOCUS**

At two planning retreats held in spring 2007, South Georgia College administrators, faculty, staff and students identified specific areas of strategic focus. These areas support the Strategic Plan of the University System as well as the unique mission of the College. The six areas are

1. Enrollment
2. Academic Programs
3. Student-Centered Community
4. Infrastructure
5. Economic Development
6. Efficiency

These strategic areas guided the development of specific goals and objectives to support those goals. Beginning fall 2007, these goals formed the basis for all annual operational planning at the College. They replaced twenty-one planning priorities which had been used previously.

**South Georgia College  
College-Wide Goals and Objectives  
2007-2008**

<b>USG Strategic Goal:</b> Goal 2: Creating Enrollment Capacity
<b>SGC Strategic Focus:</b> 1. Enrollment

College Goal/Objective	Responsibility	Outcome	Funding Needed
1.1 Develop an aggressive recruitment and retention plan which leads to 3.4% annual enrollment growth.	VP for Student Affairs		\$150,000 duplicated in 5.1.4
<ul style="list-style-type: none"> <li>● 1.1.1 3.4% increase annually for the next 5 years. Benchmark is fall 2006 (1465).</li> </ul>			
<ul style="list-style-type: none"> <li>● 1.1.2 Increase retention of all first-time freshmen by 4.4 % over a five year period. Benchmark is fall 2006 (51.73%).</li> </ul>			

<p><b>USG Strategic Goals:</b>          Goal 1: Excellence in Undergraduate Education          Goal 2: Creating Enrollment Capacity          Goal 4: Partnerships with other agencies          Goal 6: Increasing Efficiency</p>
<p><b>SGC Strategic Focus:</b> 2. Academic Programs</p>

College Goal/Objective/Action	Responsibility	Outcome	Funding Needed
2.1 Develop opportunities for learners to experience, appreciate, and understand the value of diversity and cultural differences.	Vice President for Academic Affairs		
<ul style="list-style-type: none"> <li>● 2.1.1 Create an environment for diversity in which individuals feel respected, appreciated, and welcomed. CCSSE data will be used to assess.</li> </ul>			
<ul style="list-style-type: none"> <li>● 2.1.2 Promote interaction among diverse groups by creating unifying social experiences. By mid-term spring 2008, develop a plan with student organizations for programs to be held at least twice each year.</li> </ul>	Shared with Vice President for Student Affairs (see 3.1.2)		From Student Activities
<ul style="list-style-type: none"> <li>● 2.1.3 Increase cultural awareness programs and activities. Plan at least one internationally focused program each academic year.</li> </ul>	Shared with Special Events Committee		From Special Events
2.2 Increase and enhance credit and non-credit programs that meet the assessed needs of students and potential students in preparing them to merge seamlessly in a connected world economy.	Vice President for Academic Affairs		

● 2.2.1 Increase articulation agreements with other institutions. Develop two new articulation agreements by fall 2008.			
● 2.2.2 Explore feasibility of offering programs and courses (credit and non-credit) as identified in the needs assessment.			
● 2.2.3 Integrate critical thinking into course offerings as required and measured in learning outcomes.	Shared with QEP Implementation Team		QEP budget
● 2.2.4 Develop online and on-site non-credit courses to address English and Reading remediation to prepare students to pass the Compass test. Evidence will be additions to the College website with sample tests and the development of non-credit test preparation courses.			\$2,000 for faculty course development stipends (2 @ \$1,000 each)
● 2.2.5 Develop accelerated noncredit math remediation course to prepare potential students for Compass. Collect data to determine success of this course.			
● 2.2.6 Seek grants for program development.	Vice President for Academic Affairs		

<b>USG Strategic Goal:</b> Goal 2: Creating Enrollment Capacity Goal 5: Maintain Affordability
<b>SGC Strategic Focus:</b> 3. Student Centered Community

College Goal/Objective/Action	Responsibility	Outcome	Funding Needed
3.1 Improve quality of student experience	Vice President for Student Affairs		
<ul style="list-style-type: none"> <li>3.1.1 Improve enrollment services satisfaction. 85% or more will express “excellent” or “generally good” customer service on the Student Enrollment Services Survey. Benchmark is fall 2006 (77%).</li> </ul>			
<ul style="list-style-type: none"> <li>3.1.2 Improve student life opportunities by increasing the offering of intramural sporting events by 100%. The benchmark for fall 2006 was 8 scheduled and supervised events.</li> </ul>	Shared with VP for Academic Affairs (see 2.1.2)		
<ul style="list-style-type: none"> <li>3.1.3 Improve transitional services by seeking funding for a new position of Transfer/Retention Counselor.</li> </ul>			\$54,600 (\$42,000 plus 30% benefits)
<ul style="list-style-type: none"> <li>3.1.4 Increase weekend activities offered to students.</li> </ul>			

<b>USG Strategic Goals:</b> Goal 1: Excellence in Undergraduate Education Goal 6: Increasing Efficiency
<b>SGC Strategic Focus:</b> 4. Infrastructure

College Goal/Objective/Action	Responsibility	Outcome	Funding Needed
4.1 Upgrade and expand facilities to accommodate 21st century technologies and encourage faculty, students, and staff to make the best use of technology in improving teaching, learning, and service delivery	Chief Information Officer		
<ul style="list-style-type: none"> <li>● 4.1.1 Develop a Loose Equipment Replacement Plan for each unit by fall 2008.</li> </ul>			
<ul style="list-style-type: none"> <li>● 4.1.2 Maintain optimal learning technologies to meet student expectations. CCSSE and graduation survey results will be used to assess.</li> </ul>	Shared with On-Line Learning Task Force		
<ul style="list-style-type: none"> <li>● 4.1.3 Eliminate barriers to service delivery through continual upgrade of facilities and technology. Accomplish this through each unit's Loose Equipment Replacement Plan (4.1.1) or the College's Technology Replacement Plan.</li> </ul>			
<ul style="list-style-type: none"> <li>● 4.1.4 Upgrade technology with 100% smart classrooms by 2012.</li> </ul>	Shared with On-Line Learning Task Force		

<b>USG Strategic Goal:</b> Goal 3: Research and Economic Development
<b>SGC Strategic Focus:</b> 5. Economic Development

<b>College Goal/Objective</b>	<b>Responsibility</b>	<b>Outcome</b>	<b>Funding Needed</b>
5.1 Engage in partnerships in our community and region to support and establish programs promoting economic development.	President and Cabinet		
● 5.1.1 Improve communication in SGC service area with annual visits to high schools, Chambers of Commerce, Economic Development Authorities, and selected industries.			
● 5.1.2 Establish at least one internship opportunity per year with regional industries.			
● 5.1.3 Improve both internal and external marketing of learning resources that are available at the college through the website.			
● 5.1.4 Increase enrollment and the number of on-campus residents. See 1.1.	Shared with Vice President for Student Affairs		\$150,000 duplicated in 1.1

<b>USG Strategic Goal:</b> Goal 5: Maintain Affordability Goal 6: Increasing Efficiency
<b>SGC Strategic Focus:</b> 6. Efficiency

College Goal/Objective/Action	Responsibility	Outcome	Funding Needed
6.1 Increase efficiency and effectiveness through judicious use of resources	Vice President for Business Affairs		
<ul style="list-style-type: none"> <li>● 6.1.1 Develop a plan to reduce expenditures by 5% and 10% to prepare for system budget reductions</li> </ul>			
<ul style="list-style-type: none"> <li>● 6.1.2 Develop and implement self service HRMS and Business Office functionality</li> </ul>			\$10,000
<ul style="list-style-type: none"> <li>● 6.1.3 Continue to implement the utility reduction/stabilization plan</li> </ul>			
<ul style="list-style-type: none"> <li>● 6.1.4 Evaluate workforce processes to improve the efficiency and effectiveness of admissions, registration, and financial aid disbursement.</li> </ul>			\$50,000

Updated October 27, 2007

# **OPERATIONAL PLANNING**

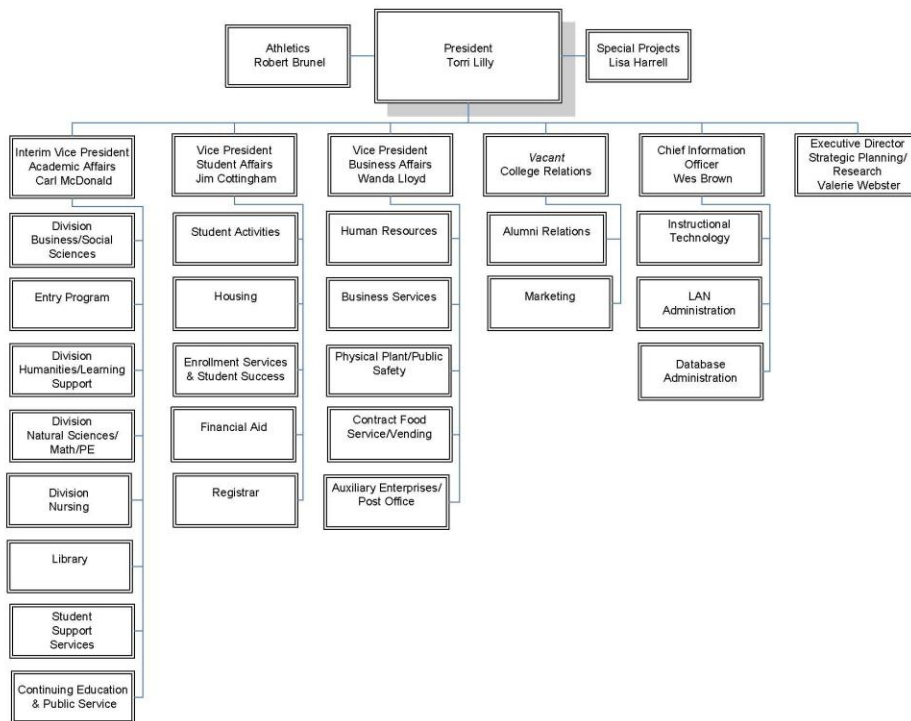
## **INSTITUTIONAL PLANNING STRUCTURES AND PROCESSES**

Planning occurs on two levels at South Georgia College - the operational or short-term level and the strategic or long-range level. Strategic planning activities are guided by the President's Cabinet. As described previously, the College's Strategic Plan was reviewed and revised in spring 2007. It will be reviewed for relevancy each year, and a new five-year plan will be developed in 2012. Operational planning is coordinated by the President through the administrative and committee structure outlined in the Statutes and elaborated in the Faculty Handbook of the institution. The Planning and Assessment Committee, chaired by the Executive Director of Strategic Planning and Research, acts in an advisory capacity to the Cabinet and Faculty Council with regard to planning.

A "Chart of Administrative Organization" as well as an outline and schedule of the planning structure with members follows.

# South Georgia College

09/30/07



## PLANNING STRUCTURE AT SOUTH GEORGIA COLLEGE

<b>OPERATIONAL PLANNING</b>	
<b><u>Element</u></b>	<b><u>Responsibility</u></b>
<b>Academic Council</b>	
Membership drawn from administrative staff, teaching faculty, and students.	Evaluates existing and new programs vis-à-vis institutional mission. Receives input from academic divisions; recommends to Vice President for Academic Affairs and Faculty Council.
<b>Student Affairs Committee</b>	
Membership drawn from administrative staff, teaching faculty, and students.	Evaluates past performance and recommends future direction in admissions, registration, orientation, student conduct, student activities, housing, counseling, student records, student financial aid, and inter-collegiate and intramural athletics. Recommends to Vice presidents for Academic and Student Affairs.
<b>Library Committee</b>	
Membership drawn from administrative staff, teaching faculty, and students.	Reviews results of annual patron evaluation and assists Library Director in planning library service improvements. Recommends to the Library Director and Vice President for Academic Affairs.
<b>Student Fees Committee</b>	
Membership includes the Vice President for Academic Affairs, Vice President for Business Affairs, Vice President for Student Affairs, a faculty member and five or six students. At least 50% of the committee must be composed of students.	Evaluates past efforts and develops mandatory student fees and budgets for the coming year. Recommends to the President.

<u>Element</u>	<u>Responsibility</u>
<b>Special Events Committee</b>	
Membership drawn from administrative staff, teaching faculty, and students.	Evaluates past efforts and plans cultural enrichment and related activities for the coming year. Recommends to the Vice President for Academic Affairs.
<b>Online Learning Task Force</b>	
Membership Drawn from faculty interested in teaching online courses.	Proposes policies to the president on classroom technology infrastructure for the campus as well as rules and regulations governing the creation and teaching of the online course catalog.
<b>STRATEGIC PLANNING</b>	
<b>Planning and Assessment Committee</b>	
Membership includes five teaching faculty; two staff members from the Information and Instructional Technology, Student Support Services, Student Affairs, College Relations or Continuing Education; one staff member from Business Office; one staff member from Physical Plant, one staff member from Enrollment Services, Registrar's Office or Financial Aid; the Director of Strategic Planning and Research, one member from the SGC Foundation, and one community member.	Reviews and updates Institutional Strategic Plan on an annual basis. Reviews College Mission/Purpose Statement every three years. Guides development and evaluation of expected results and plans improved assessment strategies. Recommends to the President's Cabinet and Faculty Council.
<b>President's Cabinet</b>	
Membership includes the President, Vice President for Academic Affairs, Vice President for Business Affairs, Vice President for Student Affairs, Director of Strategic Planning and Research, Director of College Relations and Continuing Education, Director of Physical Plant, and Director of Information and Instructional Technology.	Reviews recommendations from the Planning and Assessment Committee. Recommends to the President.

**SOUTH GEORGIA COLLEGE  
PLANNING COMMITTEES MEMBERS 2007 - 2008**

**OPERATIONAL PLANNING COMMITTEES**

<b><u>ACADEMIC COUNCIL</u></b>	<b><u>SPECIAL EVENTS COMMITTEE</u></b>
Dr. Wujian Peng	Dr. Carl McDonald, (chair)
Dr. Paul Wise	Dr. Jim Cottingham
Mr. Scott Thigpen	Dr. Rick Reiman
Dr. Yuna Chen	Dr. Frankie Snow
Dr. Glen Maul	Ms. Sue Miller
Dr. Carl McDonald, (chair)	Mr. Scott Thigpen
Dr. Charles Johnson	Ms. Angela Nuga
Mr. Duane Benson	Three students – to be named
Ms. Melissa Peacock	
Dr. Rick Reiman	<b><u>ON-LINE LEARNING TASK FORCE</u></b>
Ms. Jacqueline Vickers	Dr. Rick Reiman, (chair)
Dr. Joe Hathaway	Ms. Cindi Musgrove
Mr. Jesse Davis (Student)	Ms. Tiffany Briceno
Ms. Kristi Watkins (Student)	Dr. Lisa Arnold
	Dr. Rhonda Kelley
<b><u>STUDENT AFFAIRS</u></b>	Mr. Kit Carson
Mr. Scott Sims	Dr. Wujian Peng
Dr. Frank Holiwski	Dr. Charles Johnson
Ms. Cathleen Waters	Dr. Luck Watford
Dr. Mike Fisher, (chair)	Dr. Bill Webster
Ms. Jessica Crowe	Dr. Codrina Cozma
Ms. Jacqueline Vickers	Dr. Yuna Chen
Dr. Jim Cottingham (ex-officio)	Mr. Tim Brown
Dr. Carl McDonald (ex-officio)	
Ms. Sue Miller (ex-officio)	<b><u>STUDENT FEES COMMITTEE</u></b>
Ms. Candi Williams (Student)	Dr. Jim Cottingham, (chair)
Mr. Ryan Walsh (Student), (secretary)	Dr. Carl McDonald
	Ms. Wanda Lloyd
<b><u>LIBRARY COMMITTEE</u></b>	Dr. Yuna Chen
Ms. Jaime Carter, (secretary)	Five students – to be named
Dr. Codrina Cozma	Jared Bixler, (student)
Mr. Kit Carson	Jessie Davis, (student)
Mr. Tim Brown, (chair)	Andrea Lea, (student)
Dr. Glen Maul	Taylor Morgan, (student)
Ms. Jacqueline Vickers	Tessa Ramsey, (student)
Mr. Isidro DeLos Santos (Student)	Jessica Simmons, (student)
Ms. Jessica Moore (Student)	Kristi Watkins, (student)
	Candi Williams, (student)

**SOUTH GEORGIA COLLEGE  
PLANNING COMMITTEES MEMBERS 2007 - 2008**

**STRATEGIC PLANNING COMMITTEES**

<b><u>PRESIDENT'S CABINET</u></b>	<b><u>PLANNING AND ASSESSMENT COMMITTEE</u></b>
Dr. Torri Lilly	Ms. Peggy, Clemons
Dr. Carl McDonald (Interim)	Ms. Peggy Dobbs
Dr. Jim Cottingham	Mr. Jim Folds
Ms. Wanda Lloyd	Dr. Joe Hathaway
Mr. Wes Brown	Ms. Lena Helmbrecht
Ms. Valerie Webster	Ms. Joanne Lott (community)
	Mr. Luke Morgan (community)
	Ms. Angela Nuga
	Ms. Alicia Scott
	Mr. Scott Sims
	Mr. Tom Smith (SGC Foundation)
	Dr. Lenny Steverson
	Ms. Jacqueline Vickers
	Ms. Valerie Webster, (chair)
	Dr. Paul Wise

## PLANNING SCHEDULE AT SOUTH GEORGIA COLLEGE

PLANNING		ASSESSMENT
Planning and Assessment Committee considers research on students provided by Enrollment Services and Registrar and environmental information provided by community sources.	January	A Management Audit is conducted by a Regents Audit Team (2 year cycle).
		Annual staff evaluations are conducted by all college units.
The Information and Instructional Technology, Student Affairs, and Library Committees and the Academic Council and Faculty Assembly meet at least once during the semester to plan programs and services.	February	Annual faculty evaluations are conducted at the division level.
Faculty members submit annual reports including updated five-year professional development plans.	March	Student evaluations of faculty are conducted during spring semester.
Deans - faculty member development-planning conferences are held.		A Library Survey is administered to students, faculty and staff.
Annual faculty reports and evaluations are sent to VPAA.	April	General Education assessments are conducted on a four-year cycle or more often is determined by administration.
Salary recommendations are developed by unit heads and sent to VPs.		The following surveys are conducted: Budget Planning Process Survey (salary recommendations from budget managers), Administrative Processes & Service Functions Survey (of college community), Institutional Research Survey (of administrators and faculty), and Intercollegiate

<b>PLANNING</b>		<b>ASSESSMENT</b>
		Athletics Survey (of students and coaches).
The Vice President for Business Affairs develops/updates the college-wide budget.	May	Faculty members assess their previous year's work and prepare annual reports.
		Faculty members evaluate Dean's performance (forms sent to the VPAA).
Budget reallocation of unexpended funds is planned and executed as described in previous year's Action Plans.	June	Dean's evaluate VPAA's performance (forms sent to the president).
	July	Academic divisions survey selected former students and area employers.
Planning and Assessment Committee reviews the College Assessment Plan.	August	Units assess their previous year's activities and results and prepare annual reports for the President.
		Assessment of students for learning support placement is carried out.
President reviews and updates the College marketing plan.		Planning and Assessment Committee evaluates previous year's action plan results.
Updated Goals are distributed to faculty and staff.		The college Orientation Program Survey is administered to students.
Individual action plans are developed.	September	The President assesses previous year's activities and results and prepares annual report for the Chancellor.
Unit heads receive individual action plans and requests for special funds needed.		The assessment results are shared with faculty and administration.
Unit action plans are developed.		Any planned assessment of new freshmen is conducted.
The Information and Instructional Technology, Student Affairs, and	October	Academic divisions examine graduates' performance at four-year

<b>PLANNING</b>		<b>ASSESSMENT</b>
Library Committees and the Academic Council and Faculty Assembly meet at least once during the semester to plan programs and services.		colleges.
Planning and Assessment Committee receives action plans and special funds needs requests.		Student evaluations of faculty are conducted fall semester.
The President finalizes College's annual report and sends it to the Chancellor.	November	Any fall semester student surveys are conducted.
		A financial audit is conducted by the State Department of Audits.

## **OPERATIONAL ACTION PLANS**

In the fall, each unit of the College is requested to prepare and submit an annual action plan which relates the unit's activities to the attainment of one or more of the institution's goals and objectives. At the end of the fiscal year, the results of the annual plan are reported. A copy of the current reporting forms follows. Action plans for each unit are available upon request.

**SOUTH GEORGIA COLLEGE**  
**Your Division**

**2007-2008 ACTION PLAN**

**Items requiring no additional funding:**

College Goal/Objective	Expected Outcome

**Items that require additional funding (optional, but budget information required if submitted):**

College Goal/Objective	Expected Outcome	\$ New Funds Needed	Justification for New Funds	Division Funding Priority

**Action steps for dealing with budget reductions of both 5 and 10 percent of total budget (required):**

College Goal/Objective	Expected Outcome	\$ Value of Reduction

SOUTH GEORGIA COLLEGE  
DIVISION NAME

2007-2008 ACTION PLAN RESULTS

College Goal/Objective	Expected Outcome	Results/Use of Results

# ASSESSMENT

**SOUTH GEORGIA COLLEGE**  
**ASSESSMENT PROCESS GUIDELINES**  
**2007**

During fall semester 2005 a new committee, the Planning and Assessment Committee (PAC), was established to replace the Institutional Analysis Group. This committee reviewed the four-year assessment schedule, which is:

2005	administrative
2006	general education programs
2007	support areas
2008	career and certificate programs

The PAC suggested that this schedule will result in all services being assessed often enough to maintain and improve their quality while minimizing the time required for carrying out evaluation processes.

Following each assessment, those units which participated will be asked to provide the Director of Planning and Assessment with a report analyzing the data collected and describing any resulting changes projected (use of results). Assessment plans themselves were reviewed by all units during 2006 – 2007 and several units revised their plans.

Changes made in practices as a result of assessment will originate and generally be carried out in the unit which carried out the process. For academic programs, assessment will focus on whether or not students exhibit the knowledge, skills, perspectives, and/or attitudes which faculty expect them to gain as a result of having completed a program. For administrative and service programs, assessment will focus on whether activities are useful and whether they are carried out in a helpful, timely, efficient manner.

Each fall those units which assessed their programs during the preceding year will discuss the results and proposed changes resulting from results analysis. Projected changes should be included in the unit's annual action plan for implementation and emphasis during the next year. Success in achieving the changes should be reported in the unit's action plan report the following summer.

The PAC is responsible for general oversight and guidance of assessment on campus. The Director of Strategic Planning and Research is responsible for administering the assessment program, collecting reports on assessment results, and disseminating information about the program and results. To inform the campus community about matters related to assessment and planning the Director publishes an annual newsletter.

# SOUTH GEORGIA COLLEGE ASSESSMENT

## **I. Administrative Divisions**

- President
- Vice President for Academic Affairs
- Vice President for Business Affairs
- Vice President for Student Affairs
- Student Support Services
- Continuing Education

## **II. General Education**

- Associate of Arts
- Associate of Science
- Learning Support

## **III. Support Areas**

- Athletics
- Auxiliary Enterprises
- Bookstore
- Business Services
- College Relations and Advancement
- Contract Services
- Enrollment Services
- Financial Aid
- Human Resources/Affirmative Action
- Information and Instructional Technology
- Library
- Physical Plant
- Public Safety
- Registrar
- Residence Halls
- Special Projects
- Strategic Planning and Research

## **IV. Career and Certificate Programs**

- Business: Accounting Option
- Business: General Business Option
- Business: Management Option
- Nursing
- Cooperative Program with East Central Technical College

Assessment plans for each unit are available upon request.