

# **Annual Report of Institutional Effectiveness 2016-2017**


**Georgia Highlands College**

Office of Planning, Assessment, Accreditation, and Research  
August 2017

# **Annual Report of Institutional Effectiveness**

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# **College Information and Planning Overview**

# **GEORGIA HIGHLANDS COLLEGE**

## **VISION**

To be the premier public, multi-campus institution of choice throughout our region, while serving as the state leader in transfer and retention within our sector

## **MISSION**

The mission of Georgia Highlands College, a state college of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

## **INSTITUTIONAL GOALS**

To achieve this mission of being a gateway to success for students, Georgia Highlands College has articulated the following goals:

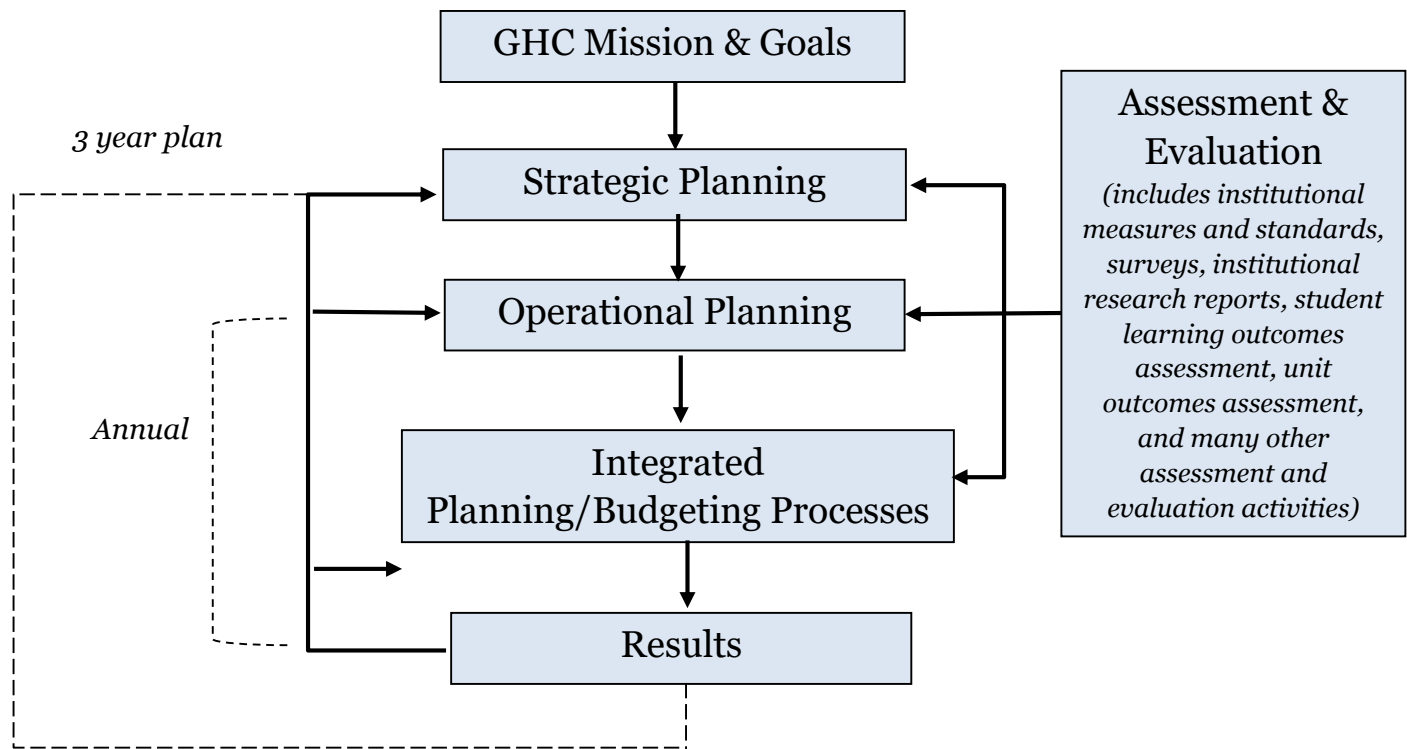
- Effect quality teaching and learning focused on academic achievement and personal and professional growth.
- Provide comprehensive student services that encourage and enable all students to be successful learners.
- Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.
- Utilize appropriate technologies to advance programs, services and operations to support teaching and learning.
- Maintain efficient and effective administrative services and facilities to support all programs of the college.
- Foster community relationships that facilitate partnering for mutual success.

## **INSTITUTIONAL EFFECTIVENESS CYCLE**

The Institutional Effectiveness Cycle flowchart (following page) shows how the different institutional effectiveness components relate to each other. The strategic plan is a 3-year plan that is designed to help the College fulfill its mission. The unit operational plans are designed to help each unit focus on key outcomes they would like to accomplish for a given year. This ensures that all units are helping the College achieve its mission and goals. The integrated planning and budgeting process helps the College use available funds to pursue new projects and improvements that are consistent with unit goals and outcomes, strategic plan directives and annual initiatives.

The College's institutional assessment and evaluation activities are designed to determine the effectiveness of the College's programs and services. The results from these activities also play a key role in the college's planning activities as they are used in the development of future strategic goals and initiatives.

## INSTITUTIONAL EFFECTIVENESS CYCLE



The *Annual Report of Institutional Effectiveness* is produced at the end of the operational planning and assessment cycles. (Includes results of unit operational planning, annual goal assessment, comprehensive program reviews and any follow-up reports)

The *Learning Outcomes Assessment Summary* is produced at the end of the academic year. (Includes results of learning outcomes assessment at the institutional, programmatic and course levels)

## PLANNING OVERVIEW

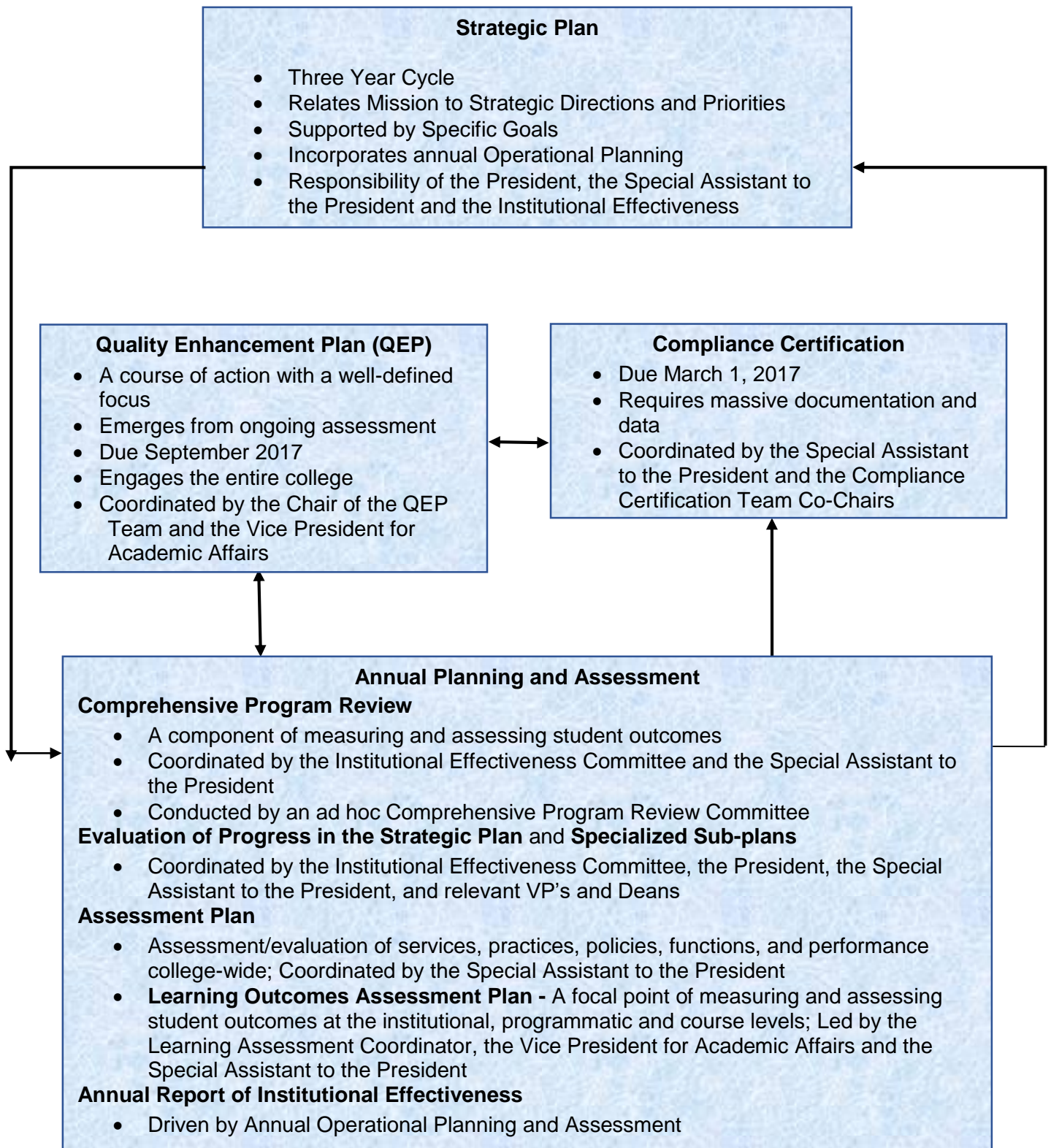
Planning is generally defined as the set of actions and decisions that lead to the development of strategies and the implementation of activities designed to help the college to accomplish its stated purpose. Planning enables the college to effectively allocate resources, respond to changes in the environment, and coordinate activities that lead to fulfilling the college's mission.

Georgia Highlands College (GHC) is committed to comprehensive institutional planning that is strategically focused, systematic, and systemic with an emphasis on measurable learner-centered outcomes. Planning and evaluation are continuous and participatory and include college- and unit-level planning, budgeting, and evaluation processes. GHC believes that the purpose of planning and evaluation is to continuously improve the college's effectiveness and to produce more competent students. Moreover, the planning process should improve the institutional effectiveness of the college's educational programs, student services, community relations, and institutional management. Through planning, the college will ensure that its policies, budgets, and decisions reflect its mission.

GHC has a formal planning process which utilizes the college mission and goals, identified community needs, and available resources as the basis for developing a workable plan of action. A central focus of the college planning process is to provide opportunities for input and comment by all members of the college community. Planning begins with development of the institutional vision that supports the institution's mission. Strategic directives, strategies, and performance measures are then identified. These strategic directives and strategies for achieving the initiatives guide the development of unit operational plans. To assist the college in achieving its mission and goals, each unit at the college links its operations and expectations (intended outcomes) to the college mission and strategic directives through Unit Mission Statements and Annual Unit Operational Plans. Moreover, the process is linked to budgeting process through an annual "new funding request" procedure.

An important component of planning is the assessment of process, program and service intended outcomes. Data collection and analysis are extremely important in this process and in defining projected societal needs and modifying organizational priorities.

# Georgia Highlands College Planning & Assessment Model



## STRATEGIC PLANNING GOALS for 2016-2019

Inspired by our students and community partnerships, grounded in research, and cultivated by our employees, the Strategic Directives and Initiatives set forth in the Strategic Plan represent our commitments for the next three years. The Strategic Directives emphasize five areas, all of which are ultimately focused on student success: Institutional Health-Organizational Stability, Enrollment Management, Academic Excellence, Diversity and Community Engagement. Moreover, the Initiatives will guide most of our work in 2016-2019 toward fulfilling these Directives. As in past practice, the President's Executive Cabinet will, upon our experiences and annual assessment, adjust the Initiatives along the way and ensure accountability to the 2016-2019 Strategic Plan.

**Directive 1. Institutional Health-Organizational Stability-** Advance an effective framework for institutional sustainability, educational stability, and workforce well-being.

### Initiatives:

- 1a. Optimize human, economic and environmental investments with available revenue.
- 1b. Identify and secure a variety of revenue streams.
- 1c. Strengthen employee recruitment, retention, and quality of life.
- 1d. Develop campus/site strategic plans to address needs specific to that location.
- 1e. Achieve greater efficiencies by providing access, security and support for enhanced technological capabilities.
- 1f. Improve the institutional effectiveness plan including the assessment of all college operations, programs, activities and student learning outcomes.
- 1g. Advance a performance-based culture built on data-informed decisions and continuous improvement.
- 1h. Increase efforts to ensure health and safety for employees and students.
- 1i. Develop a communication strategy within the institution to better serve the college in communicating priority information.

**Directive 2. Enrollment Management-** Increase overall enrollment at GHC through targeted recruitment and retention strategies which are responsive to demographic and economic indicators within the communities we serve.

### Initiatives:

- 2a. Develop a comprehensive recruitment plan that targets specific market segments.
- 2b. Design a thematic based student life program that identifies and assesses learning outcomes.
- 2c. Develop a comprehensive communication/messaging plan to be dispensed at particular points in time in a student's educational journey.
- 2d. Develop and implement new retention strategies that connect students to GHC personnel and the campus environment.
- 2e. Provide comprehensive student services that encourage and enable all students to be successful learners.

**Directive 3. Academic Excellence-** Foster innovation and academic excellence that promote student learning and success.

### Initiatives:

- 3a. Become a curriculum innovator of new associate and bachelor degrees and certificates that are labor market targeted.
- 3b. Research best practices, develop and implement an improvement plan for academic advising.
- 3c. Launch the Center for Excellence in Teaching and Learning (CETL), placing it under the umbrella of Success Center model.
- 3d. Establish long-term success for GHC Online through a more coherent identity, high quality instruction and continued growth.
- 3e. Provide and enhance student access to cost-effective, quality instructional resources.
- 3f. Expand the use of innovative and effective teaching methods that promote student learning.

**Directive 4. Diversity-** Implement practices and projects to foster an inclusive, welcoming college to better reflect the diverse communities we serve.

**Initiatives:**

- 4a. Promote respectful political and social discourse.
- 4b. Expand employee diversity via recruitment and selection.
- 4c. Initiate efforts that create diversity, inclusion and development among faculty, staff and students.
- 4d. Create college-wide and community based recruitment efforts that target diverse student populations.
- 4e. Introduce new strategies that enhance retention of our diverse student population.

**Directive 5. Community Engagement-** Enhance local partnerships that enrich both GHC and the diverse communities it serves through meaningful connections.

**Initiatives:**

- 5a. Develop and implement a plan for community engagement that includes faculty, staff and students at each campus/site.
- 5b. Establish a plan to expand Continuing Education offerings college-wide.
- 5c. Explore local workforce needs and opportunities and respond with appropriate programming.
- 5d. Actively engage in legislative and government relations that serve to further the College's mission.
- 5e. Grow relationships with area school systems, local governments, and business and industry.
- 5f. Optimize marketing and communication of programs and services.

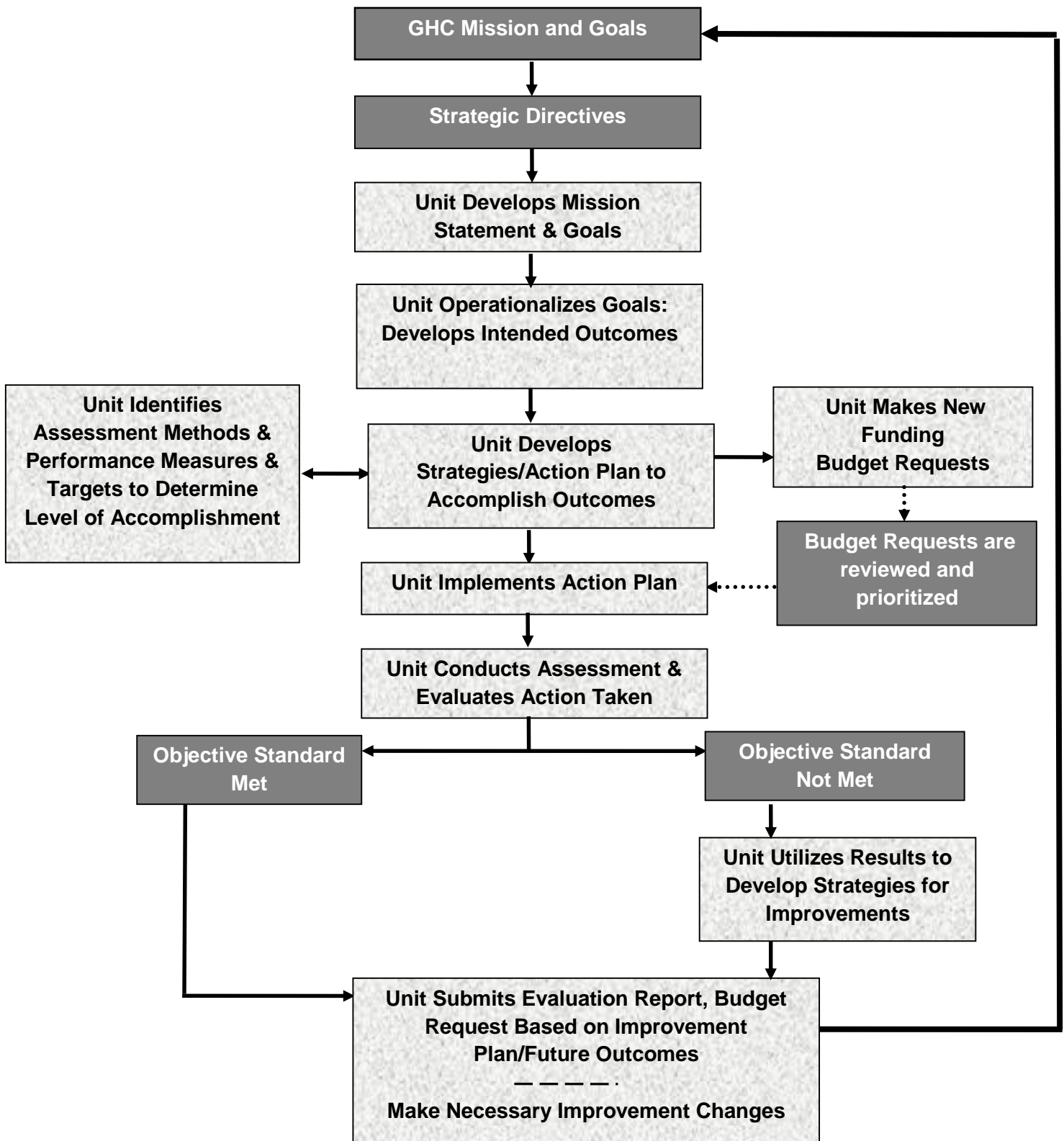
## **OPERATIONAL PLANNING DESCRIPTION**

Faculty and staff develop unit plans which include the following components: Institutional Goals, Unit Goals, Intended Outcomes, Method of Outcome Assessment and Performance Measures. All staff and appropriate faculty are involved with this process. Unit level plans are approved at the appropriate organizational level. In April, Units submit proposed operational plans for the upcoming academic year to the Institutional Effectiveness Committee (IEC) for approval. The approval process is designed to insure that the college is making every effort to respond to all of the anticipated opportunities and challenges that are projected to be in the college's future. Operational plans which require new funding are submitted to the IEC and the Budget Hearing Team along with a New Funding Request rationale. Unit leaders present and discuss individual plans and funding requests. The IEC approves unit operational plans and the Budget Hearing Team along with the President's Executive Cabinet makes decision on the new

funding requests. In March and April of each year, units submit completed operational plans for that year to include Assessment Results (an evaluation of the action taken) and Use of Results.

Annually, the completed Operational Plan is evaluated and an evaluation report is published. Intended Outcomes are listed with a rating (Outcome Exceeded, Outcome Met, Outcome Partially Met, Outcome Not Met, Action Ongoing) is assigned. The IEC reviews the Operational Plan and the Office of Strategic Planning, Assessment and Accreditation then publishes the entire Operational Plan into the Annual Report of Institutional Effectiveness. The results of the Operational Plan Evaluation are used to make adjustments to programs and services and to the intended outcomes for upcoming Annual Operational Planning.

Georgia Highlands College  
OPERATIONAL PLANNING MODEL  
For Continuous Improvement



## INSTITUTIONAL EFFECTIVENESS COMMITTEE

### Membership 2016-17

Cathy Ledbetter, ex officio, Special Assistant to the President for Planning, Continuous Improvement and Accreditation

Jason Hitzeman, Chair, Learning Outcomes Assessment Coordinator & Biology Faculty

Michelle Abbott, English Faculty

Jesse Bishop, Senior Instructional Designer

Charlene Graham, Assistant Director of Admissions

Veronica Morin, Biology Faculty

Tera Phillips, Dental Hygiene Faculty

Laura Ralston, Mathematics Faculty

Lillian Robertson, Administrative Assistant to the Vice President of Academic Affairs

Ricky Terry, IT Applications Support Specialist

Stephanie Wright, Psychology Faculty

## GHC OPERATIONAL PLANNING UNITS and UNIT LEADERS

### Administrative Units

Accounting Services	Vacant (Jeff Davis)
Admissions	Charlene Graham
Athletics	Phil Gaffney
Auxiliary Services	Vacant (Jeff Davis)
Budgets	Vacant (Jeff Davis)
Campus Safety	David Horace
Financial Aid	Melinda King
Information Technology Services	Jeff Patty
New Student and Retention Programs	Crystal Edenfield
Offices of Campus Deans	Ken Reaves
Office of the President	Dr. Don Green
Office of Planning, Assessment, Accreditation, and Research	Dr. Cathy Ledbetter
Office of VP for Academic Affairs	Dr. Renva Watterson
Office of VP for Advancement	Mary Transue
Office of VP for Finance & Administration	Jeff Davis
Office of VP for Human Resources	Ginni Siler
Office of VP for Information Technology	Jeff Patty
Office of VP for Student Affairs	Dr. Todd Jones
Physical Plant	Phillip Kimsey
Public Relations & Marketing	Sheila Jones
Registrar	Sandi Davis
Student Life	John Spranza
Student Support Services	Angie Wheelus

### Educational Units

Academic Advising	Jennifer Hicks
Health Sciences Division	Dr. Michelle Boyce
Humanities Division	Dr. Jon Hershey
Library Services	Susan Vines
Mathematics Division	Dr. Tim Floyd
Natural Sciences & PE Division	Dr. Greg Ford
Social Sciences, Business & Education Division	Dr. Alan Nichols
Testing	Susan Vines
Tutorial Center	Jennifer Hicks

## **UNIT MISSION STATEMENTS AND GOALS**

### **Administrative Units**

#### **Accounting Services**

The mission of the Department of Accounting is to meet the financial and accounting needs of the College with quality performance in a professional, courteous and service-oriented manner. The Department's responsibilities include the areas of General Accounting, Bursary Office, Payroll, Accounts Payable, Travel, Grant Management, and Compliance & Reporting.

The Department of Accounting will:

1. Establish and communicate policies and procedures necessary to ensure the proper and efficient use of College resources.
2. Receive and deposit funds due the College.
3. Maintain and process the College's payroll in a timely and accurate manner.
4. Ensure the prompt and proper settlement of amounts owed by the College.
5. Maintain the College's accounting and financial reporting systems.
6. Provide oversight and management to ensure the integrity of all institutional financial matters.
7. Actively promote and monitor compliance with appropriate state and federal financial laws and regulations.

#### **Admissions**

The mission of the Office of Admissions is to recruit and enroll students by providing the highest level of service and professionalism to students, their families, and the community, ensuring the admissions process will be consistent, fair, and equitable. The Office of Admissions will provide effective and efficient services that support the College mission.

The Office of Admissions will:

1. Ensure that Admissions and Recruitment staff adhere to the highest ethical standards for the profession and that all federal, state, University System of Georgia, and internal policies are followed.
2. Provide timely and accurate admission processing services for applications and transcript evaluations.
3. Deliver timely and accurate communication to improve community outreach, facilitate internal and external information sharing, and enhanced recruitment efforts.
4. Seek to continually improve technology-related functions in the admissions, recruitment and enrollment processes to ensure services are delivered in an accurate and timely manner.
5. Maintain, strengthen, and expand collaborative efforts with internal and external stakeholders to build a strong network of support for the institution.

#### **Athletics**

The mission of the Department of Athletics is to provide quality athletic programs that promote the development of the student-athlete through rigorous educational and competitive experiences, to instill sportsmanship, competitive greatness, integrity, leadership, and social responsibility, and to assure equal opportunity for all students.

The Department of Athletics will:

1. Provide an environment that promotes student-athletes' academic and athletic success.
2. Comply with the stated guidelines of the National Junior College Athletic Association (NJCAA) and Title IX regulations.
3. Emphasize to its student-athletes the importance and expectation of service to school and community.

### **Auxiliary Services**

The mission of the Department of Auxiliary Services is to deliver non-academic services to students, faculty, and staff such as Bookstore, Food Service, Charger Card, and Vending.

The Department of Auxiliary Services will:

1. Provide students related course materials, supplies, college memorabilia, and clothing items at a reasonable cost.
2. Provide an opportunity for a variety of high quality, nutritional meals for students, faculty, staff and the local community in a clean and enriching environment.
3. Expand the services and use of the Charger Card.
4. Expand and enhance the Auxiliary function of the College.

### **Budgets**

The mission of the Department of Budgets is to support the College by providing fiscally responsible leadership in the preparation and management of the College's annual budget and by providing timely budget analysis, reporting, and forecasting.

The Department of Budgets will:

1. Prepare and maintain a balanced budget in conjunction with the academic and administrative goals of the college.
2. Allocate funds in a timely manner to individual departments as approved.
3. Provide accurate and timely analysis and projections of budgetary data to college administration, Board of Regents, and other constituents.
4. Train appropriate college personnel to budget managing through the use of the College's current software or applications.

### **Campus Safety**

The Mission of the Campus Safety Department is to provide a secure atmosphere conducive to the education, employment and daily lifestyles of the College Community; deliver high-quality, efficient, professional, and consistent police services to all Georgia Highlands College students, faculty, staff, and visitors; and proactively build and strengthen community partnerships and engage the community through education and awareness to reduce crime.

The Department of Campus Safety will:

1. Incorporate technology to increase the efficiency and flexibility of departmental personnel.
2. Modify office forms, procedures, and operations to accommodate the evolution of the College

3. Conduct table-top and live crisis response drills to improve crisis response capability.
4. Provide safety and security for the College community.
5. Provide efficient and consistent parking enforcement.

### **Financial Aid**

The Financial Aid Office will provide the highest quality of services when awarding financial aid accurately, efficiently and in a timely manner while in full compliance with all federal, state and college regulations. In pursuing our mission we strive to uphold the highest degree of professionalism, confidentiality, honesty, and integrity; embrace emerging technologies; and work collaboratively with all areas of the college, recognizing that only together can we achieve our common goal to enhance enrollment, retention, and academic success of our students.

The Financial Aid Office will:

1. Educate current students about financial options and responsibilities.
2. Be proactive in educating prospective students and their parents about financial aid opportunities.
3. Administer federal Title IV funds according to federal regulations.
4. Administer state financial aid funds according to state regulations.
5. Administer GHC Foundation scholarship according to the guidelines of the donor, Advancement Office and college.

### **Information Technology Services**

The mission of the Division of Information Technology Services (ITS) is to provide technological services that support the computing needs of the College's academic and administrative functions. ITS supports the teaching and learning process for students, faculty, and staff by researching, developing, implementing, and facilitating diverse and effective delivery systems through the use of new technologies.

The Information Technology Services Division (ITS) will:

1. Enhance the safety of faculty, staff, and student data by ensuring that all servers are kept up to date with appropriate security patches/updates.
2. Enhance the safety of faculty, staff, and student data by ensuring that all firewalls are properly maintained.
3. Improve resource utilization by providing viable technology for users through the execution of the College's Technology Replacement Plan.
4. Provide a reliable level of service and support to the user community.
5. Provide a functional and dependable infrastructure for faculty, staff, and student utilization.
6. Provide secure and reliable protection to the College's technology by safeguarding users from viruses, worms, Trojans, and other malicious malware.
7. Ensure that access controls are in place and monitored to protect data integrity.
8. Enhance faculty, staff, and student communication by reducing the amount of unsolicited commercial email received.
9. Market available technologies offerings to the College community.
10. Advocate innovative technology to the College community by increasing awareness to new technologies.
11. Utilize technology to strengthen the effectiveness and efficiency of all functional operations of the College.
12. Provide reliable, automated, audiovisual (AV) systems to the College user community.

13. Enhance student awareness by improving digital signage systems.
14. Implement green technologies systems to decrease operation cost for the College.
15. Enhance web services by providing mobile first web sites that are platform independent.
16. Enhance web services by unifying the look and feel of all web sites and applications for a consistent user experience.
17. Improve and enhance web security using contemporary defense strategies.
18. Provide products, devices, services, or environments that are Americans with Disabilities Act (ADA) compliant.
19. Ensure that institutional information is delivered effectively on all platforms (desktop, tablet, and mobile).
20. Deliver a web experience that allows students and faculty to effectively access information.
21. Maintain a web platform that allows simple and timely delivery of information from faculty to students.
22. Aggressively pursue web application solutions that will improve the efficiency of existing processes.
23. Enhance online services for students by improving website reliability.
24. Develop a comprehensive technology replacement plan that accommodates the varying levels of equipment needs for the institution in conjunction with available budgets.
25. Support professional development opportunities for ITS staff within budget constraints by seeking a balance of options such as software repositories, webinars, University System of Georgia workshops, certifications, and other training opportunities.
26. Support the institution by providing easily accessible information pertaining to enrollment, retention, progression, graduation, and other highly identifiable statistical information in order to improve decision making, increase awareness, and assist in planning matters.
27. Provide security-awareness training to faculty and staff.
28. Log critical data from any applicable Window servers, as has already been done with Linux servers.
29. Back-up critical data on all servers, as determined by our internal risk assessments.
30. Increase the security of remote access Virtual Private Network (VPN) connections.
31. Maintain an accurate licensed software inventory and monitor the installations of these licensed software packages.
32. Utilize technology to strengthen the effectiveness and efficiency of College-wide software installs and updates.
33. Enhance the safety of faculty, staff, and student data by ensuring that all servers are kept up to date with appropriate security patches/updates.
34. Maintain an accurate licensed software inventory and monitor the installations of these licensed software packages.
35. Utilize technology to strengthen the effectiveness and efficiency of College-wide software installs and updates
36. Ensure that access controls are in place and monitored to protect data integrity.

### **New Student and Retention Programs**

The mission of the Department of New Student and Retention Program seeks to cultivate a student-centered culture in which students feel valued and are inspired to realize their full potential. Our programs support and advance students throughout their academic journey, from enrollment to completion, by fostering persistence, encouraging participation, and promoting student development, both academically and personally.

The Department of New Student and Retention Program initiatives will:

1. Collaborate with academic affairs and student affairs to provide purposeful programs, events, services, and activities that promote student development within and beyond the classroom.
2. Provide clear pathways for student success.
3. Acquire and analyze data on student success and retention initiatives.

4. Coordinate efforts relevant to Complete College Georgia and Gateways to Completion.
5. Execute a comprehensive First Year Experience program including new student orientation, freshman seminar, Common Read programming, and service learning.
6. Provide oversight and support for the Success Coach Program.
7. Conduct student success workshops covering a variety of topics, such as study skills, time management, stress management, and financial literacy.

### **Offices of Campus Deans**

The mission of the Administrative Office of Campus Dean is to facilitate operations between the campuses of Georgia Highlands College and other participating institutions. The Administrative Office also works collaboratively to serve the needs of students, faculty, staff, and its community with emphasis on achieving successful learning outcomes, enhancing workforce preparedness, and building effective community and industry partnerships.

The Office of Campus Deans will:

1. Support the College's delivery to its students, employees, and other stakeholders high quality, seamless, academic programs and student services.
2. Provide for other institutional partners an environment that proactively and positively promotes a shared interest in education and lifelong learning.
3. Maintain an environment that promotes learning and is conducive for the success of students, employees, and other stakeholders.
4. Monitor the enrollment at its locations in an effort to achieve an overall institutional enrollment.
5. Work with the College to provide high quality, effective and student-friendly support services.
6. Work with the College to provide programs and courses that are of the highest academic quality and relevance and that promote a respect for learning among students and other stakeholders.

### **Office of the President**

The mission of the Office of the President is to advance the vision and mission of the College, to provide effective administrative and fiscal leadership, to constantly enhance the College's performance, and to ensure that the College's organizational structure is adequately and effectively staffed.

The Office of the President will:

1. Provide leadership that ensures efficient, effective, and responsive institutional programs and services.
2. Administer appropriate institutional policies and procedures.
3. Promote and maintain an educational environment that fosters learning.
4. Effectively represent the College to institutional constituencies and foster positive, collaborative partnerships with key institutional stakeholders

### **Office of Planning, Assessment, Accreditation, and Research**

The mission of the Office of Planning, Assessment, Accreditation, and Research is to provide services, guidance, and facilitation in support of the College's mission and pursuit of continuous improvement through planning, assessment, and institutional research.

The Office of Planning, Assessment, Accreditation, and Research will:

1. Coordinate and provide support for the strategic planning process.

2. Monitor the process of strategic planning and the implementation of planning goals.
3. Facilitate the integration of planning and institutional research in support of institutional decision-making and policy development.
4. Coordinate institutional effectiveness processes, including student learning outcomes assessment.
5. Oversee and direct assessment activities, including the student learning outcomes assessment process, and to facilitate the integration of assessment findings into planning and institutional effectiveness.
6. Provide information and direction for accreditation activities.
7. Collect, organize, and format institutional and demographic data to support informed decision making and to facilitate institutional growth and development.
8. Fulfill external institutional reporting requirements of state and federal agencies.
9. Maintain the highest professional standards of accuracy, objectivity, and timeliness.

### **Office of the VP for Academic Affairs**

The mission of the Office of the Vice President for Academic Affairs is to provide oversight, management, and support for the accomplishment of the College's educational mission.

The Office of the Vice President for Academic Affairs will:

1. Work across divisions, departments, and programs to create a culture of access and success in all aspects of teaching and learning.
2. Set the academic direction of the College through development, assessment, and improvement of academic programs.
3. Offer varied opportunities for students to achieve established learning outcomes.
4. Promote diversity of people and perspectives throughout the College environment as a way to enrich students' lives.
5. Support the personal and academic development of students through rigorous curricula, which encourage critical thinking and global awareness.
6. Support faculty development critical to the evolution of vibrant learning environments through a variety of external and internal opportunities and initiatives.

### **Office of the VP for Advancement**

The mission of the Advancement division is to bring together talented staff and dedicated board members to advance Georgia Highlands College by raising awareness, promoting the college, and building relationships and resources needed to support educational opportunities and success for the college and GHC students.

The Office of the Vice President for Advancement will:

1. Strive to continually raise awareness and promote the college and build relationships that will help secure access to additional resources for the college and our students.
2. Enhance strategic advertising campaigns and placements in College's service areas to develop brand identity, to drive enrollment, and to support other goals of the College as a whole and the instructional sites individually as funding allows, and develop key partnerships to produce donations in support of our program and scholarship needs.

### **Office of VP for Finance & Administration**

The mission of the Office of the Vice President for Finance and Administration is to support the College by preserving, enhancing, and supporting the financial and physical resources of the institution.

The Office of the Vice President for Finance and Administration will:

1. Develop and maintain an annual operating budget for the College.
2. Manage facilities in conditions that support ongoing College operations.
3. Comply with regulatory requirements for financial management.

#### **Office of VP for Human Resources**

The mission of the Office of the Vice President for Human Resources is to support and influence a culture of excellence, respect, and inclusiveness by delivering valuable and innovative human resource services, which align with the strategic direction of the College, and which create and sustain an environment where all employees can thrive.

The Office of the Vice President for Human Resources will:

1. Provide the infrastructure for the selection and employment of individuals by the College that complies with federal, state, local, and University System of Georgia regulations and policies.
2. Provide University System of Georgia required training.
3. Provide professional and leadership development opportunities for employees.
4. Provide consultation to managers on all aspects of human resources to include employee selection, compensation, performance management, discipline and discharge, and other functional areas.
5. Partner with senior leadership to create and maintain an environment where employees grow and thrive.
6. Lead the efforts in succession planning.
7. Manage a comprehensive employee recognition program.
8. Develop and maintain an employee well-being program.
9. Provide internal resources for benefit and retirement consultation in support of the Shared Service Center.

#### **Office of VP for Information Technology**

The mission of the Office of the Vice President of Information Technology is to provide technological services that support the computing needs of the institution's academic and administrative functions.

The Office of the Vice President for Information Technology will:

1. Strive to enhance the teaching and learning process for students, faculty, and staff by researching, developing, implementing, and facilitating diverse and effective delivery systems through the use of new technologies.

#### **Office of VP for Student Affairs**

The mission of the Office of the Vice President for Student Affairs is to support the College mission by enrolling, supporting, retaining, and graduating students prepared to succeed in a diverse, global economy.

The Office of the Vice President for Student Affairs will:

1. Increase resourcefulness and efficiency.

2. Establish and maintain community partnerships and outreach.
3. Provide student-centered programs and services.
4. Provide effective and timely enrollment services.
5. Provide programs and services designed to support enrollment increases.
6. Provide quality programs, services, and facilities that enhance the learning experience and engage students.
7. Ensure Student Affairs departments meet all regulatory requirements required by state and federal guidelines.

### **Physical Plant**

The mission of the Department of Physical Plant is to provide the management and delivery of non-academic services to the College in the areas of engineering, building services, custodial services, and grounds maintenance.

The Department of Physical Plant will:

1. Provide physical and technical support to the expansion of the College's geographical area.
2. Provide physical and environmental support for the safety and comfort of students, faculty, staff, and the community.
3. Administer necessary support services to meet the needs of the students, faculty, and staff.
4. Renovate selected facilities as funds allow.
5. Demonstrate progress on future construction projects.
6. Improve the quality of the college appearance by designing and implementing landscape design plans.
7. Develop work order systems for tracking maintenance and improvement issues.
8. Streamline the planning, design and construction phase of all major repairs and renovation (MRR) projects.

### **Public Relations & Marketing**

The mission of the Office of Public Relations and Marketing is to increase brand recognition throughout the College's expanded service area to boost enrollment, alumni and donor interest/participation, and to improve community perception of the College. The Office seeks to inform its faculty, staff and students, of achievements, news and activities that keep the College family knowledgeable and positive about the state of the institution and its colleagues.

The Office of Public Relations and Marketing will:

1. Change negative perceptions and reinforce positive ones through an evolutionary process using a variety of communications (e.g., advertising, public relations, collateral, social media, etc.).
2. Implement strategic advertising campaigns and placements in College's service areas to develop brand identity, to drive enrollment, and to support other goals of the College as a whole and the instructional sites individually as funding allows.
3. Keep Georgia Highlands College in the news and maintain a positive brand position through the consistent release of news and information to the mass media.

### **Registrar**

The mission of the Office of the Registrar, with a customer- centered focus, is to provide student records, registration, and graduation services that assist students to meet educational goals while using the most current technology available.

The Office of the Registrar will:

1. Provide sufficient training opportunities for customer service representatives.
2. Process changes to student records in a timely manner.
3. Maintain and archive student records in accordance with AACRAO guidelines.
4. Provide online record services for students.
5. Expand automation of student records processing.
6. Provide and oversee online registration.
7. Notify students of registration processes and deadlines.
8. Notify students of graduation processes and deadlines.
9. Notify students who have petitioned for graduation of their graduation status in a timely manner.
10. Process graduation petitions in a timely manner.

### **Student Life**

The mission of the Department of Student Life is to develop the Georgia Highlands College student body through a series of co-curricular activities that promote experiential learning, wellness, leadership, volunteerism, and an appreciation of the arts. The Department encourages and provides student involvement opportunities to complement the academic programs of study and to enhance the overall college experience for all students.

The Department of Student Life will

1. Provide a diverse programming schedule of events and opportunities that encourage student engagement.
2. Provide outlets and opportunities for exposure to area cultural events.
3. Periodically survey students on programming needs/wants, as well as satisfaction levels of current programs.
4. Provide a point of contact for community service and service learning opportunities through the Volunteer Services Office.
5. Offer a variety of service projects both on and off campus to foster volunteerism.
6. Provide students with the opportunity to form registered student organizations that cater to their interests, and to support these groups as needed.
7. Promote and host leadership development opportunities for students.
8. Advise and assist with the model of student government to allow the student body a voice in the actions of the College.
9. Promote physical fitness and healthy behaviors through coordination of intramural athletic events and other wellness initiatives.
10. Administer the judicial programs and policies (Code of Conduct and Academic Integrity) effectively.

### **Student Support Services**

The mission of Student Support Services is to provide reasonable programs and services to enrolled students, including supportive counseling, career exploration, and disability support that allow students to meet the demands of college life, as independently as possible.

As it relates to Career Exploration Services, The Office of Student Support Services will:

1. Inform students of services provided for career exploration at all campus locations.
2. Inform students of career competencies and assessments through workshops and presentations.

As it relates to Counseling Support Quality Standards, The Office of Student Support Services will:

1. Provide high quality individual and group counseling services to students who may be experiencing psychological, behavioral, or learning difficulties in areas of personal, educational, career development, interpersonal relationships, family, social and psychological issues.
2. Provide programs focused on the developmental needs of college students to maximize the potential of students to benefit from the academic environment and experience.
3. Provide consultative services to the GHC community to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students.
4. Assess services to identify student needs and appropriate services and referrals.
5. Be responsive to needs of individuals, diverse and special populations, and relevant constituencies.
6. Provide referrals and collaboration concerning psychological testing and other assessment techniques to foster student self-understanding and decision making.
7. Conduct outreach efforts to address developmental needs and concerns of students.
8. Provide counseling support to help students overcome specific deficiencies in educational preparation or skills.
9. Provide support services for students needing monitoring of psychotropic medications.
10. Provide crisis intervention and emergency coverage for the GHC community.
11. Consult with faculty and staff regarding professional development programs.
12. Maintain records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of records.

As it relates to Disability Support Quality Standards, The Office of Student Support Services will:

1. Ensure equal access for students with disabilities to all academic and co-curricular opportunities offered by Georgia Highlands College.
2. Provide leadership to the campus community to enhance understanding and support of disability services.
3. Provide guidance to the campus community to ensure compliance with legal requirements for access.
4. Establish clear policies and procedures that define the responsibilities of both the institution and the person eligible for accommodations.
5. Ensure that qualified individuals with disabilities receive reasonable accommodations so as to have equal access to all college programs and services regardless of the type and extent of the disability.
6. Inform the GHC community about the location of disability services, the availability of equipment and technology helpful to those with disabilities, and the identification of key individuals who provide services.
7. Define and describe the procedures for obtaining services and accommodations.
8. Provide guidance and training for college staff and faculty members in the understanding of disability issues (including stereotypes and appropriate protocols and language).
9. Advocate for equal access, accommodations, and respect for students with disabilities within the campus community.
10. Identify environmental conditions that negatively influence persons with disabilities and propose interventions designed to ameliorate such conditions.
11. Regularly evaluate the campus for physical access.
12. Advise college administrators on how to best respond to current litigation, interpretation of case law, changes in the field of medicine, and diseases, changes in documenting disabilities, and trends in the field of secondary special education.
13. Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical, and curriculum modifications.

## **Educational Units**

### **Academic Advising**

The mission of Academic Advising is to help students explore and determine the best educational options to achieve their personal and professional goals, whether within the core curriculum, transfer degree programs, or career degree programs. Academic advising is a joint venture between the student and a faculty or professional advisor.

Academic Advising will

1. Be available to all students.
2. Assist students in setting realistic educational goals.
3. Assist students in learning and applying decision-making strategies.
4. Assist students in making appropriate course choices.
5. Introduce new students to academic requirements of their chosen program of study.
6. Help students will become aware of institutional resources available to meet their individual educational needs and aspirations.
7. Interact with currently enrolled students prior to registration.
8. Assist students in planning a program of study tailored to their academic talents and professional interests.
9. Helps students understand the importance of thoughtful planning to complete program requirements.

### **Division of Health Sciences**

The Division of Health Sciences will provide students with access to excellent educational opportunities in the disciplines of nursing and dental hygiene through the associate and baccalaureate degree programs offered by the college. The division is committed to enhancing the intellectual and experiential development of our diverse student population, emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, and facilitating student success through advising and support.

The Division of Health Sciences will:

1. Provide students with access to excellent educational opportunities in the disciplines of nursing and dental hygiene through the associate and baccalaureate degree programs offered by the college.
2. Provide an educational environment that fosters student success in skill development, retention and licensure passage.
3. Enhance the intellectual and experiential development of our diverse student population, emphasizing an education based on the college's student-learning outcomes, and facilitating student success through advising and support.
4. Provide high quality instruction in nursing and dental hygiene in the associate and baccalaureate programs demonstrated by recruiting and supporting highly qualified faculty, continual refinement and enhancement of curriculum and related teaching and online materials, and the utilization of an annual assessment process.
5. Support professional development and scholarship of divisional faculty to deliver quality instruction within their respective disciplines by providing opportunities, resources, and peer review of creative works, professional conference presentations, dissertations, and other scholarly activities. This includes, but is not limited to, encouraging and facilitating academic coursework, research,

publication, and faculty participation in professional organizations and/or committees at the local, regional and national level.

6. Schedule and deliver divisional courses in conventional, hybrid and online formats to meet the needs of a diverse student body.

### **Division of Humanities**

In support of the mission of Georgia Highlands College (GHC), the Division of Humanities will provide students with access to excellent educational opportunities via the disciplines of art, communication, music, foreign languages, journalism, drama, and English, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to enhancing the intellectual and cultural development of our diverse student population, emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, and facilitating student success through advising and support.

The Division of Humanities will:

1. Provide high quality instruction in art, communication, music, foreign languages, journalism, drama, and English demonstrated by continual refinement and enhancement of divisional curriculum and related teaching materials, and the utilization of an annual assessment process.
2. Support professional development and scholarship of divisional faculty within their respective disciplines by providing, whenever possible, time, monetary resources, and peer review of professional essays, creative works, conference presentations, dissertations, etc. This includes, but is not limited to, encouraging and facilitating academic coursework, research, publication, and faculty participation in professional organizations and/or committees at the local, regional and national level.
3. Support professional development that improves the ability of faculty to deliver quality instruction to students through the utilization of GHC's faculty academy, faculty-sponsored workshops, and, when available, professional development grants.
4. Schedule and deliver divisional courses on all campus sites based on the needs of each campus.
5. Schedule and deliver divisional courses using extended/distance learning formats and technologies such as hybrid courses and GeorgiaVIEW Brightspace/D2L.
6. Schedule and deliver, via collaboration with the Division of Academic Support, learning support courses in writing.
7. Maintain efficient administrative functions through regular and open communication (email, division meetings, etc.) between the academic dean, division secretary, and all faculty members, full and part-time.
8. Integrate principles of information competency throughout the divisional curriculum.
9. Encourage students to explore and potentially pursue programs of study in art, communication, music, foreign languages, journalism, drama, and English by supporting and/or providing extra-curricular activities related to art, communication, music, foreign languages, journalism, drama, and English such as the Alabama Shakespeare Festival trip, *Six Mile Post (SMP)* and *Old Red Kimono*.

### **Division of Mathematics**

In support of the mission of Georgia Highlands College (GHC), the Division of Mathematics designs, schedules, and delivers high quality mathematics and computer science courses, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to enhanced student achievement in mathematics and computer science, emphasizing an education based on the college's student learning outcomes, recruiting and supporting highly qualified faculty, and providing excellent customer service to students through the division's administrative functions.

The Division of Mathematics will:

1. Provide high-quality instruction in mathematics and computer science.
2. Support professional development for divisional faculty, emphasizing training that integrates faculty into the college environment and improves the ability of faculty to deliver quality instruction to students, as well as allowing faculty to be leaders and presenters in their academic disciplines and professional organizations.
3. Allocate resources to adequately offer needed divisional courses at each of the five campus sites (Floyd, Cartersville, Marietta, Paulding and Douglasville).
4. Collaborate with the Director of e-Learning and instructors of e-Learning courses to assess and address needs (offerings, design, policies, etc.) for those courses.
5. Refine, enhance, and develop the curriculum and teaching materials for courses offered by the division.
6. Provide advisement for students who wish to study or might consider studying in STEM (science, technology, engineering and mathematics) fields.
7. Emphasize the importance of student evaluations and using feedback from students to make positive changes to curriculum and instruction.

### **Division of Natural Science and Physical Education**

In support of the mission of Georgia Highlands College (GHC), the Division of Science and Physical Education designs, schedules, and delivers high quality science and physical education courses, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to enhanced student achievement in science and physical education, emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, and providing excellent customer service to students through the division's administrative functions.

The Division of Natural Sciences and Physical Education will:

1. Schedule and deliver a variety of courses, on multiple sites, based on student need and campus resources.
2. Provide GHC students will high quality instruction.
3. Actively participate in service to the institution.
4. Actively participate in service to the community.
5. Continually assess its curriculum and, if necessary, alter or adapt it to the ever-changing needs of GHC students.
6. Maintain efficient and effective administrative functions.
7. Support professional development for its faculty members.
8. Through its Science faculty, will actively participate in the STEM (Science, Technology, Engineering and Mathematics) Initiative.
9. Actively participate in the multiple forms of academic advising employed by GHC on multiple campus sites.

### **Division of Social Sciences, Business, and Education**

In support of the mission of Georgia Highlands College (GHC), the Division of Social Sciences, Business, and Education will provide students with access to excellent educational opportunities via the disciplines of Accounting, Business Administration, Criminal Justice, Economics, Education, Geography, History, Human Services, Philosophy, Political Science, Psychology, Religion, and Sociology, which are an integral part of the University System of Georgia core curriculum and two-year associate degrees offered by the college. The division is committed to developing students as citizens in a local, national, and global context,

promoting and valuing diversity, and developing life skills. We also seek to enhance the intellectual and cultural development of our diverse student population, emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, facilitating student success through advising and support, and providing excellent customer service to students through the division's administrative functions.

The Division of Social Sciences, Business, and Education will:

1. Provide schedules that meet the needs of GHC students.
2. Provide adequate part-time faculty to meet staffing needs
3. Limit the number of scheduled classes that are cancelled.
4. Have its faculty will engage in professional development activities.
5. Ensure all division faculty teaching at GHC have proper credentials.
6. Ensure quality teaching through class visits by the academic dean to all full and part-time faculty.
7. Operate effectively within given budget constraints.
8. Provide effective customer service to students.
9. Have its faculty will fully participate in advising activities.
10. Provide effective scheduling of courses at various times and locations for students at all campus sites.
11. Review courses regularly to insure their currency and effectiveness and recommend additions or deletions to remain synchronized with market needs and academic developments.
12. Select appropriate text and other materials to support instruction.
13. Promote the use of technology to enhance teaching and learning.
14. Provide for the advising needs of students.
15. Utilize proper budget management practices, including setting priorities for expenditures and following procedures for purchases and budget adjustments.
16. Recruit and retain qualified faculty to teach appropriate courses.
17. Evaluate the effectiveness of the faculty and staff to insure professional delivery of courses.
18. Work to provide faculty the resources, training and professional travel opportunities to remain current in their discipline and to deliver courses effectively.

### **Library Services**

The Georgia Highlands College Libraries support the College's mission of teaching, research, and service, and provide access to resources in all formats in order to meet the curricular and intellectual needs of the Georgia Highlands College community.

Library Services will:

1. Support information competency by providing formal bibliographic instruction, comfortable and secure networked spaces for learning, and comprehensive reference services for students, faculty, and staff.
2. Provide high quality reference and teaching services to enable students to use information resources efficiently and effectively.
3. Provide access to information in a variety of formats through current and emerging technologies.
4. Provide resources to all users at the point of need in a timely manner.
5. Support and participate in the cultural development of students, faculty, staff and surrounding communities by providing a venue for displays, events and activities.
6. Maintain effective collaborations with partner institutions.
7. Participate in consortial relationships with University System of Georgia libraries and other institutions.

## **Testing Services**

The mission of the Department of Testing Services is to provide students, faculty, staff, and the community with a secure, distraction-reduced, and accessible environment. The Department strives to adhere to the Standards and Guidelines of the National College Testing Association to create a positive testing experience that supports the academic success of all test takers.

The Department of Testing Services will:

1. Support academic success, advancement, and retention of test takers by scheduling and providing a variety of testing services throughout the year at multiple college sites.
2. Provide current information on testing services being offered through a routinely updated Testing Services website as well as continual training of Proctors and Library Faculty and Staff who assist testers with questions.
3. Monitor the efficiency of testing procedures and equipment, including hardware and software, to ensure timely, effective changes are implemented as needed.
4. Further support academic success of test takers by reporting scores to appropriate parties as required, as well as explaining test scores when testers have questions or directing test takers to appropriate College personnel in other departments as needed.

## **Tutorial Center**

The mission of the Tutorial Center is to enhance the education received by students enrolled in classes by guiding students to improve their academic skills, thereby helping them succeed in their chosen college curriculum. The staff of the Tutorial Center is dedicated to helping students acquire the skills necessary to become independent learners.

The Tutorial Center will

1. Provide the following tutorial services and resources each term:
  - One-on-one tutoring sessions in either a face-to-face or online setting
  - Information and practice for standardized tests for the college
  - Opportunities for group study
  - Assistance with software and technology used in GHC classes
  - Workshops in special areas of study
  - Web-based study materials
  - Guidance in how to research
  - Information regarding information literacy
2. Provide tutorial services to all GHC students.
3. Promote student awareness of the services offered by the Tutorial Center.
4. Provide a satisfactory level of service for students who use the Tutorial Center.
5. Provide sufficient individual tutoring time for students.
6. Provide opportunities for students to improve academically and become independent learners.



# **Operational Planning Results 2016-2017**

The College has again experienced 100% participation of its functional units in the 2016-2017 operational planning cycle. Instructional workshops were conducted on an as needed basis to review the process and meetings with individual unit leaders were held to assist and guide as necessary. There were five persons placed in leadership roles for units for the first time. These individuals worked closely with the Special Assistant to the President for Planning, Continuous Improvement and Accreditation for direction and assistance. The thirty-four units met separately and developed their operational plans which were submitted to the Institutional Effectiveness Committee (IEC) for review and approval. During the IEC review, Phase I (outcome, assessment measures and performance targets) of the operational plans were discussed, altered if necessary, approved or disapproved. All approved operational plans were then brought back to the unit for continuation of the process. Units followed the action plans set forth to fulfill the stated outcomes. The evaluation of action and determination of outcomes obtainment was done during April and May 2017. The operational plans were then resubmitted to the IEC for review and determination of completeness. At this time, operational plans were individually identified according to outcome achievement level. The identifications are: Outcome Exceeded, Outcome Met, Outcome Partially Met, Outcome Not Met, and Action Ongoing.

During the 2016-2017 Operational Planning Cycle, 94 operational plans were approved and followed. At the close of the cycle, 94 operational plans were completed and 11 of these plans have action ongoing. Of the 94 completed plans, 56 of them met their outcomes successfully and 11 exceeded the outcomes. Eleven of the completed plans partially met the outcomes, yet the results were determined as acceptable. Five completed plans did not meet the outcomes; however four of these are acceptable according to circumstances.

Four operational plans identified as “action ongoing” have anticipated completion dates by early Fall Semester 2017. The remaining two ongoing plans that will not be complete until late in the 2017-2018 academic year. Completion of these operational plans will be reflected in next year’s Annual Report of Institutional Effectiveness.

Many improvements have been made as a result of the operational planning process and many ideas for further improvement have evolved from the process. (See the Strategic & Operational Planning Matrix for outcomes). As units worked on next year’s plans they used the results of the evaluation of the current year’s plans along with other assessments. Units also linked these future plans to budget planning as budget requests were made accordingly.

By the end of March, unit leaders had presented 76 operational plans for 2017-2018 with associated new funding requests at the annual budget hearings. The President’s Cabinet reviewed for funding consideration and approved requests totaling **\$750,000**. This funding involves 69 of the presented operational plans. By the end of May 74 additional operational plans (without funding requests) were submitted for IEC review and approval.

## Strategic & Operational Planning Matrix

### Administrative and Educational Unit Outcomes

College Goal #1: Effect quality teaching and learning focused on academic achievement and personal and professional growth.					
Unit Name	Unit Goal & Strategic Initiative	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Athletics	1  2d, 2e	The Athletic Department will graduate a higher percentage of student-athletes than the previous year.	Total number of student-athletes graduating will increase by 5 %.	<b>Outcome Exceeded</b> The two year graduation rates for student-athletes rose from 49% in 2015-16 to 56% in 2016-17.	By increasing the student tutorial hours for classes with "F"&"D" grades, the athletic department saw a 7% increase in graduation rates. The department will explore expanding this policy to student athletes with grades of "C" as well, to help increase measures of academic achievement including graduation rates, overall GPA's, and transfers.
Division of Health Science	6  1a, 1c	Division Faculty will participate in professional development activities required by their licensing boards.	100% of Health Science faculty will provide documentation of professional development activities.	<b>Outcome Met.</b> 100% of Health Science Faculty attended professional development activities and provided documentation.	Professional development is required to maintain professional licensure and stay current in the profession. This will continue to be a high priority for the division.
Division of Humanities	4  3f	GHHU course offerings will be scheduled to improve course enrollment at individual campus sites.	GHHU courses with enrollment below 70% will be examined to determine how to increase enrollment.	<b>Outcome Met.</b> The Dean of Humanities and the Humanities Scheduling Coordinator examined the GHHU schedule in fall of 2016 and spring of 2017, and the enrollment of each section. Teaching faculty were	Several GHHU courses remained at the same schedule times for fall 2017, while others were offered at less popular times. For example, one course at Paulding was shifted from 11 a.m. to 5

				consulted as well. In fall 2016, all GHHU sections were below 70% attendance. It was determined that the GHHU classes did not conflict with special topic courses from other divisions, although many were scheduled during busy times. Faculty believed that greater awareness of the courses was an issue with both students and advisors, rather than schedule times.	p.m., as there were fewer options for evening students. One course originally offered in spring 2017 was offered in fall 2017 instead, to test student interest. In addition, more promotion of the courses will be given. Numbers will be checked again in Fall 2017.
Division of Humanities	1 3e	The Division will embark on a two-year review/plan for each area that will support the access of availability to open educational resources (OER) in each discipline. This will enable faculty to become more efficient in planning and creating course content to make textbook costs free or nearly free for GHC students taking Humanities courses.	The Division will incorporate OER resources into 75% of Humanities Associate Degree Pathways.	Outcome <b>Exceeded</b> . In Academic year 2016-2017, several Humanities courses adopted complete OER texts or partial OERs. Art faculty developed their own materials to add to OER materials. As a result, all ARTS 1113 sections (Art Appreciation) use free sources. Some of our music and Spanish faculty shifted to OER materials for MUSC 1100 Music Appreciation and SPAN 1001 and 1002. English instructors are using OER materials in limited ways in multiple courses. However, one required book in English 1102, the Harbrace Essentials, was eliminated entirely and replaced by OER materials.	Because all Humanities Associate Degree Pathways require English 1102, 100% of these pathways included OER sources.
Division of Mathematics and	5,7 3e, 3f	The Division will increase faculty and student satisfaction in course materials by the adoption	Students will have an overall satisfaction rate of 80% or higher for the open source book and	Outcome <b>Partially Met</b> . The division did not complete the survey but there was faculty input in the division	Use of Open Source materials for MATH1111 and MATH1113 will be reconsidered by the division

Computer Science		of open resource textbooks and new course management software for MATH1111, MATH1113, and MATH2200	the new LMS. Faculty will have an overall satisfaction rate of 80% or higher for the open source book and the new LMS. The summary report will be written to determine actions that need to be taken regarding the open source book and the LMS.	meetings that the Open Source text and the Webassign Software both need to be reconsidered in the Fall. We did get some feedback that students weren't using the book and that the problem sets in Webassign are not varied enough for MATH1111 and MATH1113. The materials for MATH2200 appear to be satisfactory but a survey is needed to confirm.	during the next academic year. An assessment of the materials used for MATH2200 will be completed.
Division of Mathematics and Computer Science	1, 3 3f	The Division will improve access to courses by creating alternative delivery methods offerings for some courses for students who desire courses to be offered at hard to schedule times or courses that are traditionally cancelled due to small enrollments.	The number of courses offered via alternative delivery methods will increase by 5%. The number of classes cancelled due to small enrollment will decrease by 5%. The quality of these courses delivered through alternative delivery methods will be statistically equivalent to the same courses offered in traditional delivery methods.	<b>Outcome Partially Met.</b> The focus of this assessment related to meeting a need for learning support classes to be offered in some online format while maintaining a required presence for a faculty member. In the Spring Semester of 2016, in cooperation with the Distance Learning Division, the eClassroom concept was developed and implemented. The eClassroom concept is a class that meets at a regularly scheduled time, just as a regularly offered class would, but it meets online through Collaborate. The four learning support classes that are offered by GHC are MATH0987, MATH0989, MATH0997, and MATH0999. One of each course was offered as an eClassroom option in addition to regularly scheduled sections in the traditional face-to-face format. In the Fall of 2016, one section of each of the four GHC Learning Support courses was offered with	Further study needs to be completed. It is probably not necessary to measure this course on the basis of whether or not it saves cancelling sections. The format for assessing the way eClassroom Learning Support classes needs to be revised. The research comparing the performance of students between the traditional and eClassroom formats needs to be completed to determine the effectiveness of the format. But initial indications are that because this format allows GHC to serve the population of students who take only online classes that it should continue for the next academic year.

				<p>a total enrollment of 71 students. In the Spring of 2017 the number of eClassroom LS offerings increased 50% to six sections. An additional MATH0989 and MATH0999 were offered. In looking at the patterns of cancelling LS classes, most of the sections cancelled were for evening sections and for sections of learning support at the Paulding and Douglasville Sites. Adding the eClassroom sections allows some evening students and students at those campuses access to their required learning support classes. We are currently using the eClassroom format for Summer 2017 and out of 11 sections of LS Mathematics 4 are offered in the eClassroom format. It appears that just as many LS classes were cancelled as before but the eClassroom format created an option for those students in the cancelled classes. As of this writing, the research to compare performance between the two formats was not complete. It appears that the performance of the students is comparable.</p>	
Division of Social Sciences, Business & Education	4, 18 3f	All Division faculty teaching face to face courses, who haven't already completed Quality Matters as part of any online teaching requirements, will complete the Quality Matters training before the end of the 2016-2017 Academic Year.	Performance Measure (include the actual desired target to reach): 100% of face to face teaching faculty, who haven't already completed Quality Matters training as part of any online teaching requirements, will	<p><b>Outcome Partially Met.</b> All face to face faculty did not complete QM training before the end of the 20-16-17 Academic Year.</p>	The division intends to revisit this goal in future years. QM is a worthy process. Objections to the training were not anticipated and will be incorporated into future efforts.

			complete Quality Matters training before the end of the 2016-2017 AY.		
Division of Social Sciences, Business & Education	11, 18 3a	The Division Dean will work with members of the Business faculty to prepare a new program prospectus for a Bachelor's degree related to Public Sector and Fraud Accounting.	The Division Dean and Business Faculty will accomplish submission by January 2017.	Outcome <b>Partially Met.</b> Upon gathering information for the program prospectus, it was determined by the Business faculty that it would not be feasible to offer Public Sector and Fraud Accounting as a BBA program at Georgia Highlands. The coursework is too specific and would require hiring too many additional faculty. Beyond that, these courses are more commonly offered at a Master's level in the United States, making it unlikely that they would be approved at the Bachelor's level.	The prospectus was tabled and the Business faculty continued to work on the new BBA degrees in Logistics and Supply Chain Management and Healthcare Management.
eLearning	1 2d, 3d	Students enrolling in a GHC-offered online class for the first time will take a short online training program and complete a quiz (the "eLearning quiz") before registering.	100% completion of eLearning quiz by students who are enrolled in GHC-offered online classes.	Outcome <b>Not Met.</b> The Performance Measure of 100% completion of eLearning quiz by students who are enrolled in GHC-offered online classes was not met. The reports generated to determine the true completion percentage contained some anomalies that the reviewers believed may result in an inaccurate value. During this reporting year, it was determined that a change in the eLearning quiz process was needed to better serve our students. Therefore, during the spring 2017 semester	As a result of the change mentioned above, when students try to register and have not taken the quiz, they see Student Attribute Restriction, which prevents registration. "This has helped those who register identify that the error is for the quiz so they are not overriding students into classes with actual pre-requisites" (J. Hicks, 2017). It is recommended that academic advising and eLearning regroup on this topic to determine the best way to generate accurate data as we

				academic advising changed the restriction criteria from pre-requisite to the student attribute restriction.	proceed forward with the eLearning quiz process.
eLearning	1 2d, 3d	Each student enrolling in a GHC-offered online class will have the opportunity to complete an orientation course created in D2L (the eLearning “Fast Lane” course) that introduces key features of the LE (Learning Environment). The LE includes D2L and other online tools such as remote proctoring programs used by students to complete their classes.	Scores of 100% on the assessments in the “Fast Lane” course.	<b>Outcome Partially Met.</b> The eCore Connections D2L course was used as the bases for the eLearning “Fast Lane”. During the year, the eCore course was uploaded into GHC’s D2L site and transformed from the eCore branding to the GHC branding. Content modification to fit GHC eLearning and D2L setup were made along with the addition of eLearning created videos. However, the challenge of enrolling students only in eLearning courses was not solved. With the restructuring of the Division of eLearning to the ITS division of eLearning Support Services, examining and finding a solution to the enrollment issue was placed on hold.	It is recommend that a GHC Online Advisory Group be formed to establish a coherent identity for GHC online. Furthermore, it is recommended that such an advisory group examine how the GHC “Fast Lane” fits into a long-term success strategy for GHC Online.
Library Services	2 1a, 1c	Library Services staff and faculty will participate in conferences and continuing professional development to hone workflow and teaching skills.	80% of Library Services staff and faculty will attend the American Library Association’s Mid-winter Conference in Atlanta, GA.	<b>Outcome Not Met.</b> 43% attendance at this conference. Attendance at other national conferences throughout the fiscal year allowed the library to meet a 71% goal.	Currently no future ALA Conferences are scheduled in Atlanta. Library faculty and staff will attend other national conferences as budget and staffing allows.
Library Services	2 1f, 3f	Library Services faculty will pilot a peer teaching	80% of Library Services faculty will be observed by peer instructors	<b>Outcome Not Met.</b> The peer assessment tool was used in 9 library instruction	Continue using the assessment tool for observing librarians as they teach. This

		assessment tool for bibliographic instruction.	utilizing the assessment tool.	classes yielding a librarian observation rate of 55%. (Tool is attached and was approved by GHC instructional designers and the CETL).	first year's process was to have librarians travel to other campuses to observe, and it was soon discovered that this was an unreasonable objective as the staffing and scheduling limitations occurred. The plan for next year is to do same campus observations, if at all possible.
Office of the President	1 1d	The Office of the President will maximize the operational efficiency and effectiveness of the college in the pursuit of specific geographic and market niches to provide greater enrollment growth.	Completed strategic plans for each GHC site.	<b>Outcome Met.</b> One page campus/site strategic plans are in process and due July 1 from each of the campus deans or directors. These plans will include enrollment targets for each specific site.	Resulting strategic plans will be used to analyze strategies, compare for best practices, provide dean/director development and hold site deans/directors accountable.
Office of the President	1, 2, 3 1a	The Office of the President will organize dialogue and decision making concerning the best investment of institutional resources to ensure adherence to the strategic priorities.	The President will lead dialogue to establish spending based on strategic priorities. Decisions and spending will be accomplished according to agreed upon prioritized list with particular attention given to addition and reduction of faculty and staff to maximize college effectiveness.	<b>Outcome Met.</b> Budget hearings were held in March 27-28. These meetings, open to the college community, reviewed an extensive list of funding requests from across the college. These requests were compared to available base funding, strategic plan and operational needs. A complete list of requests, notes on budget presentations, and a list of funded requests are available through the Office of the Chief Business Officer.	Results of these actions inform the funding mechanisms of the college, currently assist in the end-of-year one-time funding process and will inform next year's budget process.
Office of the Vice President for	1,2,3,6 3c	The Office will create a culture of support for student success through	Target January 2017 for launch and August 2017	<b>Outcome Met.</b> • CETL in operation January 2017 with Director Jesse	Use analysis to redesign professional learning for faculty. Study yields need to

Academic Affairs		the adoption of a unified Success Center model.	for fully developed organizational direction.	<p>Bishop and Instructional Designer Katie Bridges in place.</p> <ul style="list-style-type: none"> <li>• Academic Collaborative for Excellence (ACE), including CETL, New Student and Retention Program, and Academic Success Center operational defined by end of January 2017.</li> <li>• Budgets analyzed for all units analyzed and apportioned, including e-Learning, by February 2017.</li> <li>• Academic advising-dedicated QEP selected and draft report ready by June 2017.</li> <li>• Newly devised and branded New Student Orientation formulated and to be utilized by June 2017.</li> </ul> <p>CETL-revised Faculty Academy and professional development ready for roll-out August 2017.</p>	design a new replacement course for FCST, not merely a redesign. QEP analysis of academic advisement should yield widespread GHC culture shift.
Office of the Vice President for Academic Affairs	1,2,6 1f,1g,3f	The Office will guide the process of data analysis through a five-course redesign across four divisions.	Through use of the SALG, Key Performance Indicators will be examined in December 2016 and May 2017.	<p>Outcome met.</p> <p>Year-End Analysis:</p> <ul style="list-style-type: none"> <li>• Student engagement is at issue across surveyed courses and populations.</li> <li>• Syllabi review indicates need for greater focus on scheduling of assignments, tests, projects, papers.</li> <li>• Selection of instructional materials, including textbooks, digital learning</li> </ul>	Pilots of certain practices have been launched in key areas, e.g. Anatomy and Physiology, English. Full implementation of strategic initiatives will be in place by fall term 2017, following analysis of KPIs and the second response to the SALG, e.g., use of Open Educational Resources, redesign of ancillary materials

				tools, and more, should be under scrutiny for effectiveness in learning outcomes.	for instructors of mathematics.
Office of the Vice President for Academic Affairs	6 4c	The Office will support faculty development efforts through global awareness seminars, and teaching, study abroad, and intercultural learning opportunities.	Each division will have at least one faculty member involved in an international experience during 2017.	<p><b>Outcome met.</b></p> <ul style="list-style-type: none"> <li>• Faculty involvement in the USG International Consortium's focus studies has been heightened and is growingly successful; at each workshop for curricula integration, GHC has had four-six faculty in attendance.</li> <li>• Study abroad, through the USG European Council, USG African Council, and certainly through our own GHC Study Abroad programs in Costa Rica and Montepulciano, Italy, with significant interest in an experience in Puerto Rico and an exploratory trip already completed, continues to develop.</li> <li>• All but the Mathematics/Computer Science Division faculty have been involved in expanded global awareness through a study abroad experience. Natural Science sent a faculty on the Puerto Rico exploratory venture, and efforts will be made to more intentionally couple Health Sciences and Natural Sciences to create a study</li> </ul>	A concerted effort will be made to "bring the experience home" via the year of 2017-2018 being designated "Celebrating China: A Cultural Exploration." The Fulbright Scholars Program offers significant opportunity for our faculty and should be examined more closely. Efforts to involve mathematics and computer science faculty needs to be more fully explored.

				there, as well as a possible 2+2 program of cross-cultural study. To date, Humanities, Social Science/Business, and Health Sciences have been more progressive in program development.	
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### College Goal #2:

Provide comprehensive student services that encourage and enable all students to be successful learners.

Unit Name	Unit Goal & Strategic Initiative	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Academic Success-Advising	1-6, 8 2d, 2e, 3b	The Advising Department will establish a more consistent structure across all campuses for advising sessions at new student orientations.	Advising sessions at new student orientations will consist of a faculty or professional advisor sitting one-on-one with each student to explain the required courses for the student's first term. Faculty or professional advisors will complete with the student the advising part of the advising/registration worksheet 100% of the time during advising sessions.	<b>Outcome met.</b> Every student participating (100%) in new student orientation sat one-on-one with a professional or faculty advisor and worked together to complete the advising part of the advising/course registration worksheet. New advising worksheets were implemented this academic year, condensing six sheets into one, easy to read and understand document.	Advising sessions on each campus are now consistent, which is a big improvement over previous years. Each student now has the opportunity to have a personalized advising session with a professional or faculty advisor. Faculty find the consistency easier to work with because they have the same expectations on each campus. Students are presented with the opportunity to have make a meaningful connection with someone on campus. The advising department will continue to look for ways to

					improve the student experience at new student orientations.
Academic Success-Advising	5,6,9 2d, 2e, 3b	The Advising Department will redesign advising handouts to be used in new student packets at orientations conducted at all locations.	All students will receive a profile sheet, an advising/registration worksheet (light blue), and a program map at new student orientations instead of the six handouts previously used.	<b>Outcome met.</b> All students (100%) participating in new student orientation received a streamlined advising packet consisting of an updated profile sheet, a blue advising/registration worksheet, and a pathway checklist. Additional forms were on hand at each orientation when extras were needed.	We received good feedback from the new advising sheet at orientations, from both students and advisors. Having one side include advising-related information and the other include an advising and course selection worksheet makes the advising process easier for all involved. The forms are printed on blue paper, and all employees, even those outside of the department, know to look for the “blue sheet” when they are working with students on advising related activities at new student orientations. We moved away from the old version of profile sheets that were hard to read for both students and advisors. Instead we are now using an easy to read version that includes everything we need for advising. We plan to work with the New Student and Retention Programs department to continue to address advising at orientation.

Division of Health Sciences	4 3b	The Division will create advising plans for the associate and baccalaureate programs.	Advising plans created for 75 % of Health Sciences programs by April 31, 2017	<b>Outcome Not Met.</b> Advising plans were created for 25% of the Health Sciences programs.	Health Sciences faculty met and began working on Advising Plans for the division. Advising was the selected topic for the SACSCOC Quality Enhancement Plan and this halted moving forward with developing the remaining advising plans. Once we have more direction on what is expected for the QEP, we will move forward with developing the advising plans for all Health Science programs. This should be revisited during the 2017-2018 academic year.
Division of Natural Sciences & Physical Education	9 1a, 3b	To better distribute the workload of pre-nursing advising, and in an effort to provide better advisement to our pre-nursing students, the Division will provide training for Physical Education faculty so they may also advise pre-nursing students.	Each Physical Education faculty member will advise 3-5 pre-nursing students during the Spring Early Bird Advising period.	<b>Outcome met.</b> All 5 of 5 faculty in the Physical Education department received nursing advising training on 2/24/2017 with Jennifer Hicks, Director of Academic Success. Each faculty (100%) participated in EBA and in orientation.	The Division has a full time Physical Education faculty assigned to each instructional site and they will each sign up from EBA/ orientation to ensure a sufficient representation to advise pre-nursing students.
Financial Aid Office	1 2e	The Financial Aid Office will provide financial aid literacy workshops that meet or exceed student expectations.	75% of students surveyed through the department's Financial Aid Event Evaluation after attending a financial aid literacy workshop will respond that we met or exceeded their expectations.	<b>Outcome met.</b> The Financial Aid Event Evaluation was given to students at the time of the event or emailed to them during our follow up procedure. Of the student's evaluated 100% responded that we met or exceeded their expectations.	We will use the results and comments from these evaluations to continue to tailor our services to our students and their needs.

Financial Aid Office	3,4,5 1e	The Financial aid Office will use desktop scanners and automatic processes to develop new strategies which will reduce processing timeframes and increase accurate awarding practices.	The Office of Financial Aid will reduce all processing timeframes by at least 15%.	<b>Outcome Exceeded.</b> Our previous processing procedures relied on an employee outside of the financial aid office to scan documents for us. With the use of individual scanners for financial aid staff, we were able to scan these documents ourselves. For documents submitted to our office for processing to show as received in a student's SCORE account took 3 to 5 days prior to the receipt of the new scanners. With the use of the individual scanners for financial aid staff, the waiting period was reduced to just 3 days resulting in a 40% reduction in all processing timeframes for the department.	The department will continue to use the individual scanners and monitor the waiting periods.
Financial Aid Office	1,2 2e	A designated Financial Aid staff member will schedule, promote, and facilitate a FAFSA workshop at their College location. Additionally, the staff member will track attendance at the event through the Financial Aid Calendar.	To increase attendance at FAFSA workshops on each of the College's five (5) locations by 25%.	<b>Outcome Exceeded.</b> With the addition of our First Friday FAFSA events on our sites along with our annual April FAFSA events, we increased student attendance at our FAFSA workshops from 94 to 219. This resulted in an increase of 132%.	The First Friday FAFSA workshops allowed up the opportunity to increase our student attendance at these workshops steadily over the academic year. We found them to be successful and will continue to offer this workshop as an option to new, current and prospective students.
New Student and Retention Programs	1,5	The Office will create an engaging onboarding process for new student orientation called, Charger Orientation.	The Office will complete the evaluation of orientation and prepare a list of recommendations for improvement by June 30, 2017.	<b>Outcome met.</b> After a year-long observation and program evaluation process, changes to the orientation experience are beginning to take shape. From the onboarding process of newly admitted students and the orientation experience of students, parents, and guests to extending the orientation experience throughout the first few	The results will be used to implement a new orientation model beginning June 16, 2017.

				<p>weeks of class, there are lots of changes.</p> <p>The highlights:</p> <ul style="list-style-type: none"> <li>· Conducted a year-long observation of the orientation process</li> <li>· Evaluated the entire orientation process and lead a SWOT analysis with campus partners</li> <li>· Improved the appearance and accessibility of the Check Admissions Status Link</li> <li>· Revised content for “Orientation Sign Up” and “Orientation Confirmation” on the Check Admissions Status Link</li> <li>· Created appropriate messaging and orientation for each student type</li> <li>· Established a Charger Orientation brand</li> <li>· Held frequent and purposeful face-to-face planning sessions</li> <li>· Included the faculty, staff, and student voice in orientation content and improvements</li> <li>· Revised the content with academic success and social engagement in mind</li> <li>· Introduced the material and then reinforced the material with a goal of information retention and practical application of material learned</li> <li>· Added active-teaching and learning strategies</li> <li>· Recognized the role of parents and guests</li> <li>· Rewarded students with give-a-ways</li> <li>· Considered assessment including created SLOS, objectives, surveys</li> </ul>	
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New Student and Retention Programs	1, 2, 6 2d, 2e, 3b, 3f	The Office will establish a web page for New Student and Retention Programs to inform and provide resources.	The Office will complete web page update by June 30, 2017.	<b>Outcome met.</b> The New Student & Retention Programs webpage has been created and published on the website. Content is still being developed and will be an ongoing process. <a href="http://www2.highlands.edu/site/new-student-and-retention-programs">http://www2.highlands.edu/site/new-student-and-retention-programs</a> 21 old FYE pages were deleted.	The webpage will be used to inform and provide resources for students, faculty, staff, administrators, and the community. The Office will continue to update and make changes to the webpages as needed.
Office of the President	1 1d	The Office of the President will maximize the operational efficiency and effectiveness of the college in the pursuit of specific geographic and market niches to provide greater enrollment growth.	Completed strategic plans for each GHC site.	<b>Outcome Met.</b> One page campus/site strategic plans are in process and due July 1 from each of the campus deans or directors. These plans will include enrollment targets for each specific site.	Resulting strategic plans will be used to analyze strategies, compare for best practices, provide dean/director development and hold site deans/directors accountable.
Office of the President	1, 2, 3 1a	The Office of the President will organize dialogue and decision making concerning the best investment of institutional resources to ensure adherence to the strategic priorities.	The President will lead dialogue to establish spending based on strategic priorities. Decisions and spending will be accomplished according to agreed upon prioritized list with particular attention given to addition and reduction of faculty and staff to maximize college effectiveness.	<b>Outcome Met.</b> Budget hearings were held in March 27-28. These meetings, open to the college community, reviewed an extensive list of funding requests from across the college. These requests were compared to available base funding, strategic plan and operational needs. A complete list of requests, notes on budget presentations, and a list of funded requests are available through the Office of the Chief Business Officer.	Results of these actions inform the funding mechanisms of the college, currently assist in the end-of-year one-time funding process and will inform next year's budget process.
Office of Vice President for Student Affairs	5 2a, 2d, 2e	The Office of VPSA will guide the development of new strategies that lead to an increase in enrollment.	The Division of Student Affairs will coordinate efforts to develop at least three new retention/support strategies.	<b>Outcome Met.</b> Enrollment data for Fall 2017 will not be available until the end of August and all current results are based on Spring 2017 enrollment. The Registrar's Office purchased Clean Address Software to automate and standardize the contact information	The Student Affairs Division will review the results of the direct marketing campaign after fall enrollment is solidified to determine if the campaign had a direct impact on enrollment from these individuals' schools. If it is

				<p>students provide on their application. This has enabled the institution to ensure we have accurate contact information for each student and has reduced the number of returned mail. In addition, the Student Affairs Division hired a MOWR Coordinator in 2016 to manage the enrollment process for these students and enrollment for MOWR students increased from 218 in Spring 2016 to 353 in Spring 2017. In addition, the Student Affairs Division identified a high school in each service area and collected the names and addresses of juniors and seniors and launched a direct mail campaign to each of these students. The VPSA Office is monitoring the application and enrollment status of these students prior to each mailing to help determine the effectiveness of the campaign. Enrollment for Spring 2017 was up by 216 students.</p>	<p>determined there was an increase, the campaign will be extended to additional high schools for the 2017/18 academic year. Since the Clean Address program is fully functional, this has freed up processing time and we will continue to use this product. The institution has decided to limit the growth of MOWR students and implemented new guidelines that will limit the enrollment of MOWR students for Fall 2017. However, GHC has met with every school district within our service area and exploring options to offer additional MOWR courses to new high schools in 2017.</p>
Office of Vice President for Student Affairs	6 1e, 1f, 2b, 2d, 2e	Develop strategies within the student affairs departments to track and monitor student engagement and retention.	Each department within student affairs will include in their annual report to the VPSA student engagement data, and wherever possible, the impact on student retention.	<p><b>Outcome met.</b> The Registrars expanded their Reverse Transfer program where a member of the Registrar's office personally contacts students within 95% of completing their degree and notifies them of the opportunity to send GHC transfer credit or return to GHC and complete their degree. A total of 22 degrees were awarded in the 2015 academic year and 55 degrees were awarded in 2016. The financial aid processed 10,793 FAFSA's during the 2016/17 academic year and completed 1517</p>	<p>Although the data provided by the various student support services demonstrates their ongoing efforts to support students we need to develop additional methods to track the direct impact on student retention. The VPSA and Student Affairs Directors will work to develop better methods to track and demonstrate their impact on student retention.</p>

				<p>enrollment verifications and ensured every student enrolled and who qualified were awarded their financial aid prior to a fee payment deadline. The Counseling department provided over 1,307 counseling sessions for students, 25 classroom presentations to 375 students, conducted 217 outreach events, 174 consultations to faculty, distributed 679 food bags through the food pantry, and responded to 54 CARE Tickets. The disability department provided services to 340 students and the WIOA enrolled and financially supported 129 students.</p>	
Office of Vice President for Student Affairs	7  2e	All student affairs departments will remain in compliance with their annual audits.	There will be no significant findings in any annual internal or external audit.	<p><b>Outcome Met.</b> A USG Audit of the Lawful Presence Regulations found in Admissions, Registrar, and Financial Aid office was conducted in 2016 and in a letter received on April 5, 2017 GHC was found to be in compliance with no findings. The Financial Aid Office was part of a State Business Office Audit in 2016 and no findings were reported for financial aid. The Registrar's Office is required to submit an Academic Data report to the BOR each semester that includes enrollment by term for the institution. Each report this year was submitted on time and with no errors at the time the report was submitted. The Student Life Office is currently undergoing an internal business practice audit and should be completed by the end of summer.</p>	Each department will continue with their efforts to follow the processes and procedures developed to ensure compliance with all federal, state, and institutional policies. Results of the Student Life audit will be reviewed once they are received to determine if any changes to our processes in managing the student life budgets.

Registrar	8 2d, 2e	The Office will seek to award 20% more degrees through <i>Reverse Transfer</i> in the 2016-17 academic year.	Award 20% more degrees through <i>Reverse Transfer</i> in the 2016/2107 academic year than were awarded in the 2015/2016 academic year.	<b>Outcome Exceeded.</b> In the 2015-2016 academic year, Georgia Highlands College awarded 22 reverse transfer degrees. In the 2016-2017 academic year, Georgia Highlands College awarded 55 reverse transfer degrees. This is a 150% increase	We will continue our current business practices to continue to grow the number of reverse transfer degrees awarded.
Student Life	1,2,3 2b, 2e	The Department of Student Life will develop and implement a schedule of purposeful programming that revolves around a thematic plan and focuses on academic and cultural learning opportunities.	Students will report an 80% satisfaction rate with the Student Life programs that they attended or participated in. At least 2 programs during each themed month will be in partnership or collaboration with faculty.	<b>Outcome Partially Met.</b> PASS Survey results were not available in time to complete the data assessment of this objective in regards to student satisfaction. Calendar of activities, programs, and events reflected a loose tie-in to academic programs of study with an academic division focus each month in addition to cultural observances most months. Despite low faculty response to requests and invitations to collaborate, we were able to meet the goal of partnering with faculty in at least 2 programs each month, and in some cases, more than 2 programs each month were a product of faculty collaboration/partnerships with Student Life.	Additional work is needed to continue to build relationships with faculty for programming collaboration. Opportunities to address new faculty during Faculty Academy or new employee orientations may produce beneficial connections. Additional methods to measure student satisfaction with programs is needed for a more immediate response during or after an activity. Anecdotally, students expressed satisfaction with the events they attended, but data from the PASS is needed to fully assess the outcome of the goal.
Student Life	1,7 2e	The Department of Student Life will collaborate with Academic Advising and New Student and Retention Programs to remodel the New Student Orientation program.	Present a new Orientation Model for implementation in time for the Fall 2017 orientation cycle.	<b>Outcome Action Ongoing.</b> A new model has been created and is continuing development as we approach the Fall 2017 orientation cycle.	Continuous assessment and review of the new orientation model will occur through 2017-2018 assessment cycle.
Student Support Services	CE1, CS1 2d, 2e	Through the Workforce Innovation and Opportunity Act (WIOA) program, Student Support	The number of students served through the Workforce Innovation and Opportunity Act	<b>Outcome Met.</b> Utilizing the WIOA tracking system, WIOA increased the number of students served by 34.53%. These	The WIOA program of the Student Support Services exceeded their performance measure goals. Current

		Services will meet the career development support and financial needs of students by providing programs and services that meet or exceed students' expectations.	program will increase by 30%.	numbers reflect the adult and dislocated workers combined. WIOA adult numbers increased greatly. However the number of increase in dislocated workers did not rise significantly. The outreach efforts included attending plant and company closings, but this past year many closings did not occur. Many of the dislocated workers that were identified were not interested in going to or back to school at this time; they were mostly interested in reentering the workforce immediately utilizing their current skills.	recruitment and service models utilized will be continued in the next year as well
Student Support Services	DS1 2d, 2e	The Director of Student Support Services will support professional development opportunities for the Disability Specialists within budget constraints by seeking a balance of options such as webinars, professional conferences, workshops, certifications, and other training opportunities.	100% of Disability Specialists will participate in at least three professional development opportunities as specified above.	<p><b>Outcome Met.</b> 100% of Disability Specialists participated in at least three professional development opportunities that included the following attended by both current Disability Specialists:</p> <ul style="list-style-type: none"> <li>• Regents Center for Learning Disorders at Georgia State University, Annual Fall Training</li> <li>• Statewide Regents Advisory Committee for Disability Services Fall Training, Middle Georgia State University</li> <li>• Statewide Regents Advisory Committee for Disability Services Spring Training, AMAC Accessibility Solutions and Research Center</li> </ul> <p>ACCUPLACER Training for Accommodated Testing, GHC Rome.</p>	Goal of 100% of Disability Specialists participating in at least three professional development opportunities was met. Through these professional development opportunities, GHC's Disability Specialists are able to provide excellent comprehensive services for students with disabilities that encourage and enable successful learners.
Student Support Services	1 2d, 2e	In partnership with 5 Universities' Counseling Education Programs, SSS	The number of counseling sessions for our student	<p><b>Outcome Exceeded.</b> Titanium Schedule software was used to gather data indicating the number</p>	The increase in counseling sessions provided due to the expansion of our internship

		Counseling Centers will utilize Master's level counseling interns on multiple campuses to provide individual and group counseling services to our student population.	population will increase by 10% due to the expansion of our counseling internship program by the end of the 2016/2017 fiscal year.	of counseling sessions provided to our student population. There was a 34% increase in counseling sessions provided due to the expansion of our Counseling Internship Program. We averaged 4 Master's level interns throughout the entire academic year. "Counseling sessions" included individual and group counseling, career, academic, crisis interventions, online, and intake assessments.	program far exceeded the set goal of 10%. We will continue the counseling internship program for the next academic year as scheduled and planned.
Tutorial Center	1,6 3f, 3e	The Tutorial Center will redesign the COMPASS math workshops in order to prepare for the new ACCUPLACER entrance exam that will replace COMPASS spring 2017 as entrance to GHC.	The Tutorial Center will offer the new ACCUPLACER workshops on all main campuses starting spring 2017.	<b>Outcome Met.</b> The new workshop was designed in early fall 2016 and offered to all students who were admitted to the college for spring 2017. In December 2016 and January 2017, workshops were offered on Cartersville, Douglasville, Floyd, Marietta, and Paulding.	We are still learning how the Accuplacer will be used to place students, so we plan to continue to assess how the Tutorial Center can best support the needs of students. With the former test, COMPASS, we knew exactly what score students needed to make in order to place at each level. With Accuplacer, this is not the case because of a more complicated placement index that includes other factors besides the Accuplacer scores. We are considering changing the time period when these workshops are offered so that we have more of an opportunity to get students to visit one of our Tutorial Centers prior to retesting. We will continue to assess what works best for our students.
Tutorial Center	1,2,5,6	The Tutorial Center will create and distribute to	The Tutorial Center will create student usage	<b>Outcome Met.</b>	We realized after setting this outcome that it would be

	3f, 3e	academic deans and the VPAA usage reports which will provide the types of students who attend tutoring, the subjects for which they attend, and the number of tutoring visits for these students.	reports and will distribute these reports to 100% of the academic deans and the VP of Academic Affairs twice a semester: once at mid-term and once at the end of the term.	Reports were distributed to academic deans, the campus deans, and the VP of Academic Affairs beginning Fall 2016.	helpful to include campus deans as well as the others mentioned. After this first round of distribution, we plan to adjust the reports to include things this group has requested. We are hopeful that leadership can use this information for planning purposes and to get an idea of which of their students participate in tutoring.
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### College Goal #3:

Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.

Unit Name	Unit Goal & Strategic Initiative	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Financial Aid Office	1 2e	The Financial Aid Office will provide financial aid literacy workshops that meet or exceed student expectations.	75% of students surveyed through the department's Financial Aid Event Evaluation after attending a financial aid literacy workshop will respond that we met or exceeded their expectations.	Outcome <b>Met</b> . The Financial Aid Event Evaluation was given to students at the time of the event or emailed to them during our follow up procedure. Of the student's evaluated 100% responded that we met or exceeded their expectations.	We will use the results and comments from these evaluations to continue to tailor our services to our students and their needs.
Financial Aid Office	1,2 2e	A designated Financial Aid staff member will schedule, promote, and facilitate a FAFSA	To increase attendance at FAFSA workshops on	Outcome <b>Exceeded</b> . With the addition of our First Friday FAFSA events on our sites along with our annual April FAFSA events, we	The First Friday FAFSA workshops allowed up the opportunity to increase our student attendance at these

		workshop at their College location. Additionally, the staff member will track attendance at the event through the Financial Aid Calendar.	each of the College's five (5) locations by 25%.	increased student attendance at our FAFSA workshops from 94 to 219. This resulted in an increase of 132%.	workshops steadily over the academic year. We found them to be successful and will continue to offer this workshop as an option to new, current and prospective students.
New Student and Retention Programs	1,5	The Office will create an engaging onboarding process for new student orientation called, Charger Orientation.	The Office will complete the evaluation of orientation and prepare a list of recommendations for improvement by June 30, 2017.	<p><b>Outcome Met.</b>  After a year-long observation and program evaluation process, changes to the orientation experience are beginning to take shape. From the onboarding process of newly admitted students and the orientation experience of students, parents, and guests to extending the orientation experience throughout the first few weeks of class, there are lots of changes.</p> <p>The highlights:</p> <ul style="list-style-type: none"> <li>· Conducted a year-long observation of the orientation process</li> <li>· Evaluated the entire orientation process and lead a SWOT analysis with campus partners</li> <li>· Improved the appearance and accessibility of the Check Admissions Status Link</li> <li>· Revised content for "Orientation Sign Up" and "Orientation Confirmation" on the Check Admissions Status Link</li> <li>· Created appropriate messaging and orientation for each student type</li> <li>· Established a Charger Orientation brand</li> <li>· Held frequent and purposeful face-to-face planning sessions</li> <li>· Included the faculty, staff, and student voice in orientation content and improvements</li> <li>· Revised the content with academic success and social engagement in mind</li> </ul>	The results will be used to implement a new orientation model beginning June 16, 2017.

				<ul style="list-style-type: none"> <li>· Introduced the material and then reinforced the material with a goal of information retention and practical application of material learned</li> <li>· Added active-teaching and learning strategies</li> <li>· Recognized the role of parents and guests</li> <li>· Rewarded students with give-a-ways</li> <li>· Considered assessment including created SLOS, objectives, surveys</li> </ul>	
New Student and Retention Programs	1, 2, 6 2d, 2e, 3b, 3f	The Office will establish a web page for New Student and Retention Programs to inform and provide resources.	The Office will complete web page update by June 30, 2017.	<b>Outcome Met.</b> The New Student & Retention Programs webpage has been created and published on the website. Content is still being developed and will be an ongoing process. <a href="http://www2.highlands.edu/site/new-student-and-retention-programs">http://www2.highlands.edu/site/new-student-and-retention-programs</a> 21 old FYE pages were deleted.	The webpage will be used to inform and provide resources for students, faculty, staff, administrators, and the community. The Office will continue to update and make changes to the webpages as needed.
Office of Vice President for Student Affairs	5 2a, 2d, 2e	The Office of VPSA will guide the development of new strategies that lead to an increase in enrollment.	The Division of Student Affairs will coordinate efforts to develop at least three new retention/support strategies.	<b>Outcome Met.</b> Enrollment data for Fall 2017 will not be available until the end of August and all current results are based on Spring 2017 enrollment. The Registrar's Office purchased Clean Address Software to automate and standardize the contact information students provide on their application. This has enabled the institution to ensure we have accurate contact information for each student and has reduced the number of returned mail. In addition, the Student Affairs Division hired a MOWR Coordinator in 2016 to manage the enrollment process for these students and enrollment for MOWR students increased from 218 in Spring 2016 to	The Student Affairs Division will review the results of the direct marketing campaign after fall enrollment is solidified to determine if the campaign had a direct impact on enrollment from these individuals' schools. If it is determined there was an increase, the campaign will be extended to additional high schools for the 2017/18 academic year. Since the Clean Address program is fully functional, this has freed up processing time and we will continue to use this product. The institution has decided to limit the growth of MOWR

				353 in Spring 2017. In addition, the Student Affairs Division identified a high school in each service area and collected the names and addresses of juniors and seniors and launched a direct mail campaign to each of these students. The VPSA Office is monitoring the application and enrollment status of these students prior to each mailing to help determine the effectiveness of the campaign. Enrollment for Spring 2017 was up by 216 students.	students and implemented new guidelines that will limit the enrollment of MOWR students for Fall 2017. However, GHC has met with every school district within our service area and exploring options to offer additional MOWR courses to new high schools in 2017.
Office of Vice President for Student Affairs	6 1e, 1f, 2b, 2d, 2e	Develop strategies within the student affairs departments to track and monitor student engagement and retention.	Each department within student affairs will include in their annual report to the VPSA student engagement data, and wherever possible, the impact on student retention.	Outcome <b>met.</b> The Registrars expanded their Reverse Transfer program where a member of the Registrar's office personally contacts students within 95% of completing their degree and notifies them of the opportunity to send GHC transfer credit or return to GHC and complete their degree. A total of 22 degrees were awarded in the 2015 academic year and 55 degrees were awarded in 2016. The financial aid processed 10,793 FAFSA's during the 2016/17 academic year and completed 1517 enrollment verifications and ensured every student enrolled and who qualified were awarded their financial aid prior to a fee payment deadline. The Counseling department provided over 1,307 counseling sessions for students, 25 classroom presentations to 375 students, conducted 217 outreach events, 174 consultations to faculty, distributed 679 food bags through the food pantry, and	Although the data provided by the various student support services demonstrates their ongoing efforts to support students we need to develop additional methods to track the direct impact on student retention. The VPSA and Student Affairs Directors will work to develop better methods to track and demonstrate their impact on student retention.

				responded to 54 CARE Tickets. The disability department provided services to 340 students and the WIOA enrolled and financially supported 129 students.	
Student Life	1,2,3 2b, 2e	The Department of Student Life will develop and implement a schedule of purposeful programming that revolves around a thematic plan and focuses on academic and cultural learning opportunities.	Students will report an 80% satisfaction rate with the Student Life programs that they attended or participated in. At least 2 programs during each themed month will be in partnership or collaboration with faculty.	<b>Outcome Partially Met.</b> PASS Survey results were not available in time to complete the data assessment of this objective in regards to student satisfaction. Calendar of activities, programs, and events reflected a loose tie-in to academic programs of study with an academic division focus each month in addition to cultural observances most months. Despite low faculty response to requests and invitations to collaborate, we were able to meet the goal of partnering with faculty in at least 2 programs each month, and in some cases, more than 2 programs each month were a product of faculty collaboration/partnerships with Student Life.	Additional work is needed to continue to build relationships with faculty for programming collaboration. Opportunities to address new faculty during Faculty Academy or new employee orientations may produce beneficial connections. Additional methods to measure student satisfaction with programs is needed for a more immediate response during or after an activity. Anecdotally, students expressed satisfaction with the events they attended, but data from the PASS is needed to fully assess the outcome of the goal.

College Goal #4: Utilize appropriate technologies to advance programs, services and operations to support teaching and learning.					
Unit Name	Unit Goal & Strategic Initiative	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Division of Humanities	3 1e, 2e	English faculty will be trained on the use of Accuplacer, the new	100% of English FT and PT faculty will receive instruction and guidance	<b>Outcome Met.</b> 100% of Full time English Faculty received explanation	English faculty understanding of the change to Accuplacer was used in placement checking in

		student placement tool for English courses.	regarding Accuplacer usage.	and instruction on Accuplacer at English area meetings during the year. 100% of part-time English faculty received instruction and guidance on Accuplacer through e-mails from the English Coordinator.	all English courses. The formula to determine placement using Accuplacer and other factors is leading to fewer students being placed in Learning Support English, so English 1101 instructors are planning for more students who are less prepared for college level English.
Division of Natural Sciences & Physical Education	2 1h	As proper laboratory techniques and safety are vital for a successful student lab experience, each laboratory instructor will facilitate a laboratory safety training workshop for each of their courses at the beginning of each semester.	Students will score 80% or greater on the safety training quiz.	<b>Outcome Met.</b> The laboratory safety D2L module was added to each lab science course and was required to be completed by each student. There was a 100% completion rate.	We ensure each student in our laboratory is following State and Federal laboratory safety guidelines which is required of the college. We are now able to properly document that our students have been trained through this module. The training module will be regularly reviewed and updated as needed.
Division of Natural Sciences & Physical Education	7 1c, 1h	As it is vital to the successful teaching of the laboratory portion of our sciences courses, the Laboratory Supervisor will facilitate a lab safety training workshop for all science faculty every academic year.	All science faculty will score 80% or greater on the safety training quiz.	<b>Outcome Met.</b> Every faculty has completed "Right to Know" training which is part of the safety training requirement and we are 100% complete on that training. Every new hire will complete the module within the first 90 days of employment. We did initial faculty training at the August Division meeting. There was 90% attendance at the meeting, which is the completion rate.	The training will be used to satisfy State and Federal laboratory safety requirements. The safety training process and content will be reviewed periodically and altered as needed.
Division of Social Sciences, Business & Education	18 1e	The Division will improve services to faculty, staff and students by purchasing and utilizing a new scanner	The scanner will be installed by the beginning of AY 2016-2017 and used 100 times during the AY.	<b>Outcome Partially Met.</b> The scanner was installed and used 50 times during the academic year.	Division office staff will do a better job letting faculty know that we have a scanner now and that we can scan things for division faculty on other

		in the Division's main office.			campuses if the material is sent via e-mail.
Financial Aid Office	3,4,5 1e	The Financial aid Office will use desktop scanners and automatic processes to develop new strategies which will reduce processing timeframes and increase accurate awarding practices.	The Office of Financial Aid will reduce all processing timeframes by at least 15%.	<b>Outcome Exceeded.</b> Our previous processing procedures relied on an employee outside of the financial aid office to scan documents for us. With the use of individual scanners for financial aid staff, we were able to scan these documents ourselves. For documents submitted to our office for processing to show as received in a student's SCORE account took 3 to 5 days prior to the receipt of the new scanners. With the use of the individual scanners for financial aid staff, the waiting period was reduced to just 3 days resulting in a 40% reduction in all processing timeframes for the department.	The department will continue to use the individual scanners and monitor the waiting periods.
Information Technology Services- Audio Visual	12 1e	AV Services will upgrade the existing manual and Dukane systems to Extron systems. This will include replacing the old control components, designing new touch panel GUI interfaces, building the software program, and installing cabling as needed. Design and install new GUI instructional visual aids for faculty and staff.	The Audio Visual Services (AVS) unit will create an AV network and update 70% of our AV system programming, as well as connect systems to the AV network. This will allow us to remotely monitor, service, and control equipment over the GHC network or from an iPad.	<b>Outcome Met.</b> AVS has successfully achieved the outcome in the classrooms (95 Systems, 70 on our network= 74%) and in the auditoriums (5 Systems, 5 on our network= 100%).	AVS will continue working to achieve 100% of the conference room upgrades and the remaining classrooms to get all systems on our network as budget allows for the future.
Information Technology	12 1e	New projectors will be installed and configured into our Extron systems,	Audio Visual Services (AVS) unit will research and install laser type	<b>Outcome Exceeded.</b> AVS installed and configured 38 rooms (25%) of the 154 AV	As budget allows AVS will continue to upgrade additional classroom projectors with a

Services- Audio Visual		replacing the old projectors. We will also design and install new GUI instructional visual aids for training and install cabling as needed.	projectors. We will upgrade 20% of our production projectors to this new technology. This will bring green, energy friendly technology into our classroom and save money since we will not have to purchase expensive replacement projector lamps.	systems with the new energy saving projectors. This exceeds the target by 5%.	target of 100% of classroom having the new projectors.
Information Technology Services- Client Support	4  1e	Information Technology Services (ITS) will use LANDesk to deploy Windows software packages.	Client Technology Services (CTS) will use LANDesk to create five software deployment bundles for computers running a Windows operating system. CTS will then deploy at least five software bundles to 50% of classroom/cluster computers running a Windows operating system. Examples could include software packages such as Office 2016, Minitab, Dr Java, Wolfram, TI Smartview, Smart, Bamboo, and KSU bundles.	<b>Outcome Met.</b> Throughout this cycle, CTS used LANDesk to successfully create and deploy eight major software packages for classroom computers running Windows 7 and Windows 10. Using LANDesk has been a big shift from how CTS previously handled deployments. Now that ITS has several technicians with this new skill set, packages can be deployed effectively and efficiently.	CTS will retire this outcome/plan and conclude that it was successful. For the foreseeable future, CTS will continue to use LANDesk for all GHC Windows-based software deployment. After the new LANDesk admin revamps and configures our LANDesk infrastructure to include a separate database server, a core server, and a preferred server on each campus, LANDesk will be a reliable vehicle for handling all automatic updates of common software packages like internet browsers, adobe products, Windows updates, etc. as well as custom software deployments.
Information Technology Services- Client Support	4  1e	Information Technology Services (ITS) will explore new methods for reliably pushing out Apple OS X updates and software installs.	Client Technology Services (CTS) will install and configure Munki Server and LANDesk to evaluate them as potential solutions for managing Apple updates	<b>Outcome Partially Met.</b> ITS researched Munki extensively, then successfully installed and configured Munki on a test server. We successfully deployed four packages (Adobe Flash, Logger	ITS will retire this outcome for now. For the foreseeable future, it has been decided to stay with Apple Remote Desktop for mass software deployments and will continue to use Deep Freeze for Mac to handle

			and installs. Client Technology Services will use Munki Server and LANDesk to push out at least five application packages each to computers that are running OS X only.	Pro, Office 2016, and Deep Freeze for Mac) to a small group of test computers on the same VLAN. Our LANDesk administrator resigned mid-year and put this part of the evaluation project behind schedule. A new LANDesk administrator was hired and is in the process of revamping our LANDesk infrastructure to appropriately handle our multi-campus environment. Throughout the year, ITS continued to use Apple Remote Desktop (ARD) in our production environment to reliably deploy software packages to computers running MacOS.	routine software updates on classroom/cluster computers that run MacOS.
Information Technology Services	5 1a, 1e	In order to adequately serve the data needs for the Floyd Campus, it is necessary to upgrade all fiber between all of our buildings and data closets on this campus, since the current fiber cannot handle the increased data and speed demands based on the age and capability of the fiber.	Our goal is to install, test, and implement this new fiber into the Floyd Campus infrastructure backbone at the 100% mark and have it fully operational and serving network needs by April 30, 2017.	<b>Outcome Met.</b> This goal was completed as scheduled in April of 2017. Although the vendor had some major hiccups in the installation process, all fiber has now been installed across the Floyd Campus and the increased bandwidth is 100% fully functional on the network backbone.	This project consisted of the use of EOY funds for 2016 and was completed as a fiber upgrade for the Floyd Campus. This will allow us to properly serve network bandwidth needs in several areas that the institution needed and will also allow for future data growth needs.
Information Technology Services	11 1a, 1e	A new phone system will be installed along with all phone hardware at each of our campuses to interconnect the system. Additionally, all phone handsets will be	By March 31, 2017, our goal is to complete each of these phases at the 100% mark and a final system in place with all segments functioning as designed at 100%. 100%	<b>Outcome Met.</b> This extremely complicated and involved project was fully completed by March 2017. The old phone system has been removed, the new phone system implemented, and all handsets	This new expenditure from 2016 EOY funds was completed and is now serving the institution. Further training in the use of the phone system will be provided as needed.

		replaced across the institution. All software and configuration will also occur, as well as training on how to use the system for each department/division.	of old handsets will be completely replaced.	replaced. The system is 100% functional and in production.	
Information Technology Services - Web Services	22 1e, 1f	The College's assessment management application will be rewritten to capture information for both Academic and Administrative units. All information will be captured, stored securely, and made available for analysis and institutional effectiveness reporting.	100% of all Academic and Administrative Assessments submitted into the system and all necessary data captured.	<b>Outcome-Action Ongoing</b> 100% of Academic Assessments were processed through the system. Use of the system greatly increased to usability and accuracy of the reports. Due to major changes to the Administrative Assessment process, utilization by that group was postponed until 2017-18.	The overwhelming success of the system with the Academic committee indicates the school would benefit greatly by having all faculty and staff use it. Further, having all data in an electronic format allows for information to be retrieved and analyzed effectively for audit and other purposes.
Information Technology Services - Web Services	22 1e	Web Services will create a process to migrate content from the legacy system and allow creation and maintenance in the new responsive format.	60% of existing content migrated to the new system during this assessment period.	<b>Outcome-Action Ongoing</b> 100% of the content used to promote and market the school was migrated to a new mobile friendly platform. Evaluation of legacy content is still ongoing. It was determined that in lieu of migrating outdated and incorrect information to a new platform, that more time was needed analyze existing content and decommission pages that are no longer relevant. Scheduled expiration of content and notification of users are measures that will be put in place to ensure that web content is relevant and up-to-date.	

Information Technology Services	5 1a, 1e	In order to adequately serve the wireless needs for the Floyd Campus and growing larger campus and community events already scheduled for these locations, it is necessary to upgrade the wireless infrastructure and wireless access points for both of these locations in order to accommodate this increased demand.	Install, test, and implement this new wireless infrastructure and additional wireless access points for both of these locations at the 100% mark and have it fully operational and serving wireless guests.	<b>Outcome Met.</b> This project has been 100% completed. New wireless infrastructure now serve wireless users in both the Lakeview and Gymnasium at the Floyd Campus, allowing us to serve larger events.	The successful use of these 2016 EOY funds has allowed us to provide greater wireless coverage for these two locations.
Office of Vice President for Human Resources	3,7 1e	The Office will implement a performance management module, through PeopleAdmin, that captures employees' professional achievement and growth through two customized tools, one for faculty and one for staff and administrators.	85% of the regular full-time employee base for first year use	<b>Outcome-Action Ongoing.</b> 73 % of employees have completed the mid-year review process. The end of the year review process is not expected to be completed until August. Further outcome assessment will be done at that time.	
Office of Vice President for Information Technology	1 1e, 1g	The Vice President will work with other college officials and ITS staff to further develop important statistical data into management focused dashboard systems, such as retention, progression, graduation and other like data sets.	The Vice President will work directly with other college professionals and oversee the development of systems to capture and display statistical data relating to enrollment, retention, progression, graduation, and other related data by completing at least two (2) of these related systems within this academic year.	<b>Outcome-Action Ongoing.</b> The creation of this dashboard system has received acceptable intention under existence of other higher priority projects. The enrollment portion of this system has begun to be further automated so that IT staff do not have to hand code some of the enrollment statistics screens.	The intention was to begin working on a couple of other areas of interest, such as retention and progression, but development time has not been available. Further development of these systems will occur in the next planning cycle, along with a one-page snapshot of several important data elements still to be identified.
Office of Vice President for	5	The Office of VPSA will guide the development of	The Division of Student Affairs will coordinate	<b>Outcome Met.</b>	The Student Affairs Division will review the results of the

Student Affairs	2a, 2d, 2e	new strategies that lead to an increase in enrollment.	efforts to develop at least three new retention/support strategies.	Enrollment data for Fall 2017 will not be available until the end of August and all current results are based on Spring 2017 enrollment. The Registrar's Office purchased Clean Address Software to automate and standardize the contact information students provide on their application. This has enabled the institution to ensure we have accurate contact information for each student and has reduced the number of returned mail. In addition, the Student Affairs Division hired a MOWR Coordinator in 2016 to manage the enrollment process for these students and enrollment for MOWR students increased from 218 in Spring 2016 to 353 in Spring 2017. In addition, the Student Affairs Division identified a high school in each service area and collected the names and addresses of juniors and seniors and launched a direct mail campaign to each of these students. The VPSA Office is monitoring the application and enrollment status of these students prior to each mailing to help determine the effectiveness of the campaign. Enrollment for Spring 2017 was up by 216 students.	direct marketing campaign after fall enrollment is solidified to determine if the campaign had a direct impact on enrollment from these individuals' schools. If it is determined there was an increase, the campaign will be extended to additional high schools for the 2017/18 academic year. Since the Clean Address program is fully functional, this has freed up processing time and we will continue to use this product. The institution has decided to limit the growth of MOWR students and implemented new guidelines that will limit the enrollment of MOWR students for Fall 2017. However, GHC has met with every school district within our service area and exploring options to offer additional MOWR courses to new high schools in 2017.
Office of Vice President for	6	Develop strategies within the student affairs	Each department within student affairs will	Outcome met.	Although the data provided by the various student support

Student Affairs	1e, 1f, 2b, 2d, 2e	departments to track and monitor student engagement and retention.	include in their annual report to the VPSA student engagement data, and wherever possible, the impact on student retention.	<p>The Registrars expanded their Reverse Transfer program where a member of the Registrar's office personally contacts students within 95% of completing their degree and notifies them of the opportunity to send GHC transfer credit or return to GHC and complete their degree. A total of 22 degrees were awarded in the 2015 academic year and 55 degrees were awarded in 2016. The financial aid processed 10,793 FAFSA's during the 2016/17 academic year and completed 1517 enrollment verifications and ensured every student enrolled and who qualified were awarded their financial aid prior to a fee payment deadline.</p> <p>The Counseling department provided over 1,307 counseling sessions for students, 25 classroom presentations to 375 students, conducted 217 outreach events, 174 consultations to faculty, distributed 679 food bags through the food pantry, and responded to 54 CARE Tickets.</p> <p>The disability department provided services to 340 students and the WIOA enrolled and financially supported 129 students.</p>	services demonstrates their ongoing efforts to support students we need to develop additional methods to track the direct impact on student retention. The VPSA and Student Affairs Directors will work to develop better methods to track and demonstrate their impact on student retention.
Student Life	10	The Department of Student Life will implement the use	Faculty will report an 85% satisfaction rate with the	Outcome met.	Maxient will continue to be utilized moving forward. Better

	1e, 2e	of Maxient Student Conduct software to streamline and improve the reporting and adjudication process for code of conduct and academic integrity violations.	ease and functionality of the Maxient system.	Reporting of judicial cases by faculty rose just over 200% from 2016-2016 to this year's numbers from 11 a year ago, to 36 this year. 100% of faculty that utilized Maxient expressed satisfaction with the ease and simplicity of the submission process. Adjudication processes appeared to be considerably faster, with the average time from incident to report being only 4 days, the time from report to adjudication averaging 6 days, and the overall time from report to case closed being 16 days. Unfortunately, no previous data on the length of time it took to process a violation is available, but the Maxient data certainly gives us a good snapshot of this year's processes.	communication and awareness with faculty is needed to maximize their knowledge and access to the reporting forms. Updating of old website content will help with that, as well as including the process in educational modules in Faculty Academy and new employee orientations.
Testing Services	1,2 1e, 2e	Testing Services will learn how to use new RegisterBlast registration system and how to administer the new Accuplacer placement test.	100 % of Testing and Library Services faculty and staff will attend training sessions.	Outcome <b>Partially Met.</b> Testing Services has been pleased by the 100% attendance of our ACCUPLACER trainings. Goal met: Special training on the new ACCUPLACER placement test was held via webinar for proctors. They were given the option of several sessions to attend. 100% of all testing proctors attended the training. Library faculty and staff received training at the December end-of-semester meeting. Goal not met: Some technical difficulties	Testing Services has been pleased by the 100% attendance of our ACCUPLACER trainings. We will continue to offer several on-site and webinar options for trainings so that proctors have several opportunities to attend. Library faculty and staff will have options as well. RegisterBlast training will occur when the technical issues are resolved. This will be a continuing goal for next year.

				have presented with RegisterBlast that prevented full use of the program and proctor training has not been completed yet. The Admin Assistant for the department and Test Administrator for the Rome Campus have been introduced to the system and trained on basic functions of the system.	
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College Goal #5: Maintain efficient and effective administrative services and facilities to support all programs of the college.					
Unit Name	Unit Goal & Strategic Initiative	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Accounting	1,6 1a, 2e	In collaboration with Physical Plant the business office in Cartersville will be remodeled to incorporate Student business functions into the “hub” environment of other student services.	Remove conditions which require students to queue up in a public hallway in order to conduct business with the college. Remove conditions requiring students to interact with customer service representatives through a plate glass window. Incorporate business services into an existing “one stop” student	<b>Outcome Met.</b> The anticipated remodel was completed and the desired results were obtained. In the new configuration, the Business Office is integrated into the Student Services Hub environment. Students and customers are no longer required to obtain service in a public hallway nor are they dealing with customer service representatives through a plate glass window.	No further action is anticipated with regard to this matter.

			services experience in the Cartersville hub.		
Accounting	1, 5, 6 1e, 2e	The Bursar's Office will coordinate system modifications and data updates to assure that registered students may print a schedule / bill with accurate fees as early as May 15, 2017. Currently, accurate bills are not available until after July 1 of any given year.	Accurate bills will be available to the students by May 15, 2017	<b>Outcome Met.</b> This project was successfully completed and schedule bills with all appropriate fees and tuition were made available to students on May 15, 2017. More importantly, mechanisms were put in place to allow this to happen each year shortly after the USG approves tuition and fees. The system typically makes these approvals at the May board meeting, so mid-May is a reasonable target for this information being made available in future years.	This enhancement to our billing availability will be a permanent change to our system.
Accounting	3 1g	The Payroll Processing department will provide necessary data and communications to all users to assure that 90% of all biweekly and monthly time cards are reviewed and approved by employees and managers on a timely basis.	90% of all-time records reviewed and approved for each payroll cycle	<b>Outcome Action Ongoing.</b> The University System is implementing a new centralized payroll processing system (OneUSG). Our desire has been to tie the increased emphasis on managerial compliance to the implementation and use of the new system. Throughout the year, the College has been slotted into various cohorts of sister schools for implementation of the new system. Schedules have slipped, and implementation is well behind our expectations. Further, leadership and personnel changes in the payroll department have caused the	

				unit to struggle to meet operational timelines for payroll processing and reconciliation and have kept us from committing resources to try to correct the issues in the old system. For now, we're continuing to track the issue, and will focus efforts on resolution of the problem of managerial review when the new payroll system comes on line – currently planned for January, 2018.	
Auxiliary Services	2 1b	Auxiliary Services will monitor and support successful start of operations for the new food service vendor with no degradation of customer satisfaction.	Year 1 sales match prior year sales from previous vendor No decline in food service satisfaction in college climate survey	<b>Outcome Met.</b> The new vendor (ABL, Inc.) has successfully completed a first year of operation. Anecdotally, customers in Cartersville and on the Floyd campus have expressed that quality and service have improved. Similarly, anecdotes regarding catering service improvement have been received. However, the former vendor did not leave sufficient records to assess year over year sales, so formal assessment is not possible.	Auxiliary Services will measure year over year sales growth throughout the 2017 / 2018 academic year.
Auxiliary Services	4 1b, 5b	The department intends to merge continuing education activities into the Auxiliary Enterprise management structure to broaden the offering and improve entrepreneurial nature of Continuing Education operations.	Manage all camp and youth activities through Continuing Education, college wide Provide at least 5 Continuing Education offering in the Rome market Provide at least 1 Continuing Education	<b>Outcome Partially Met.</b> CE offerings improved in both the number of courses offered and in attendance. Due to personnel turnover in Finance, CE was not officially absorbed into Auxiliary Services. All camp and youth activities are now managed via CE, in compliance with USG	CE continues to be an area of opportunity. FY2018 Op Plans will be developed to continue improvement and complete the desired absorption into Auxiliary Services.

			offering in the Paulding market Provide at least 1 Continuing Education offering in the Douglasville market	policies. 7 CE courses were offered in the Rome market, all of them successful. No CE programs were offered in Paulding or Douglasville.	
Budgets	1 1a	The department will assure that all budget requests, and particularly all budget requests that are funded, demonstrate alignment to one or more strategic priorities of the college.	Maintenance of all documentation of strategic intent and alignment.	<b>Outcome Met.</b> This outcome was achieved by modifying the Budget Request form required of all items presented at the FY2018 budget hearings in March, 2017. Each request was required to identify one or more strategic priorities that would be supported by the funding and implementation of the request.	While there was successful implementation, at the execution of the budget hearings it became clear that additional steps were needed to document strategic alignment. The decision was made to make further modifications in the coming year to document the planned Unit Outcome as part of the initial budget request, along with the strategic initiative(s) being supported. In some cases, these outcomes could be inferred from the documentation. We determined that it would be more effective to clearly state the intended outcomes as part of the request.
Budgets	1 1a	The department will take steps to better align items funded throughout the year from College Contingency with the strategic priorities of the College.	Maintenance of documentation for all requests	<b>Outcome Met.</b> This outcome was achieved through the implementation of 2 significant changes. 1) The most significant use of Contingency is through a mid-year release of contingency funds, and through the year-end spend down of contingency resources. Items approved through both of these spending events have had Project	These two mechanisms will continue to be used in the coming year.

				Operational Plans created to document their strategic importance and unit outcomes. 2) The College put a “Resources Review Team” in place to assess all requests for contingency spending that takes place outside of the mid-year and year end process. This team, consisting of Academic Affairs, Human Resources, Student Affairs and Finance leadership, meet regularly to review requests and make recommendations to the President for approval.	
Campus Safety	4 1a, 1c, 1h	Hire two POST Certified Officers by October 15, 2016.	Two officers hired and begun performing duties by November 1, 2016.	Outcome <b>Met.</b> Two POST Certified Officers were hired and providing a police presence on the Floyd, Heritage Hall, Douglasville, and Paulding Campuses on a regular basis.	The campuses have an identifiable police officer presence on the campus to provide effective police services.
Campus Safety	4 1a, 1h	The department will purchase and use a new police vehicle for officers to patrol and traverse the campuses and assist the officers to complete job duties more effectively.	Officers will begin using the new vehicle to patrol and traverse campuses by October 15, 2016.	Outcome <b>Met.</b> The new police vehicle was purchased and outfitted to be easily identifiable on the campuses and to transport the police officers between campuses to provide effective and professional police services on the campuses.	The new vehicle helps the officers provide a professional presence on the campus and perform their job duties more effectively.
Campus Safety	4 1a, 1c, 1h	The department will purchase uniform items and police equipment for the two police officers to be hired as part of the transition from campus	Two POST Certified officers hired by October 15, 2016 will be fully uniformed and equipped to perform their job duties.	Outcome <b>Met.</b> The two POST Certified Officers were hired and properly uniformed by the college to provide a visible presence on the college campuses.	The two POST Certified Officers are properly uniformed to provide an effective and professional police presence on the campus.

		safety officers to campus police officers.			
Information Technology Services-Enterprise Application	32 1e	The next generation of Ellucian Student Information System is being implemented. Therefore, EAS will review and evaluate all local enhancements to determine the best method of redesign. All designated contacts that utilize the current major in-house localizations will be asked to sign off on EAS's evaluated assessment of localization redelivery.	By July 31, 2017, EAS will complete at the 100% mark with all administrative designated contacts for each department providing feedback to our surveyed localization assessment.	<b>Outcome- Action Ongoing</b> EAS will continue working to achieve the outcomes into the next assessment cycle with the same anticipated completion date. EAS has begun the assessment by converting some web reports, reviewing/assessing localizations, and formulating recommendations, but EAS has not built the assessment surveys to submit to the designated owners.	EAS will continue to complete this initiative. Due to the implementation of Banner 9, all modules will have to be redesigned or retired due to the expiration of the software used to develop the application.
Information Technology Services-Enterprise Application	5 1e	EAS will complete the migration of our current physical servers to virtual servers and will provide more redundancy and higher availability.	ITS will replace 100% of physical servers with virtual servers. By December 2017, EAS will complete the migration of all our application software from the physical servers to the virtual servers.	<b>Outcome- Action Ongoing</b> Ninety percent of the servers maintained by EAS are now virtual servers and all related applications are in a production status. EAS has 1 remaining physical server, which contains two production status applications, to convert to a virtual server environment.	EAS will continue to complete this initiative. Due to the implementation of Banner 9, EAS in moving applications from physical machines to virtual machines.
Information Technology Services-Information Security & Network	11 1e	Information Security & Network Services (ISNS) will log critical data from any applicable Windows servers, as has already been done with Linux servers.	Information Security & Network Services (ISNS) will collect critical data from 100% of all critical production Windows Server 2008 R2 / 2012 R2 servers. The data will be sent to Splunk for collection and analysis.	<b>Outcome Met.</b> ISNS developed an Advanced Auditing policy for servers and utilized Group Policy Management to deploy (and maintain) these policy settings for production servers. Then a strategy was developed to deploy Splunk Forwarders to critical production Windows servers using aggressive forwarder-side filtering to	Data collected by Splunk is used by ISNS staff to quickly search for evidence in information security related investigations and provides insight into user account activity and system activity that can indicate compromise or system failure. This environment also provides separation of duties in review of system

				prevent collection of events that are of little security value or otherwise serve as 'background noise' found during normal operations. Once data was collected, several new reports and alerts were built in order to monitor these systems for unusual activity including malware, log tampering, employee data destruction, or system crawling by compromised accounts.	updates and changes as all members of ISNS are able to quickly review and verify administrative activities.
Information Technology Services- Information Security & Network	11 1e	Information Security & Network Services (ISNS) will provide security-awareness training to faculty and staff via development of an in-house training portal or purchase of SANS: Securing The Human training.	ISNS will conduct at least three security-awareness training sessions for both faculty and staff, where attendance will be taken electronically for all attendees. Our goal is to reach 95% of both faculty and staff attendance.	<b>Outcome Met.</b> ISNS integrated SANS Securing the Human training videos and quizzes into GHC's mandatory annual compliance training. Additionally, we provided embedded information security resources and topic discussions monthly in our employee newsletter, GHC Inform. Finally, GHC ITS developed an in-house security awareness training website with embedded video courseware and quizzes. This system recorded user attendance and course completeness.	Security awareness training is vitally important in protecting our institution from malicious software, cyberattacks, and data exposure. Ensuring that all employees undergo regular training and continue to be aware of potential threats provides a first line of defense against intrusion and data theft as well as threats that are difficult to mitigate with technical controls such as social engineering.
Office of the President	1 1d	The Office of the President will maximize the operational efficiency and effectiveness of the college in the pursuit of specific geographic and market niches to provide greater enrollment growth.	Completed strategic plans for each GHC site.	<b>Outcome Met.</b> One page campus/site strategic plans are in process and due July 1 from each of the campus deans or directors. These plans will include enrollment targets for each specific site.	Resulting strategic plans will be used to analyze strategies, compare for best practices, provide dean/director development and hold site deans/directors accountable.

Office of the President	1, 2, 3 1a	The Office of the President will organize dialogue and decision making concerning the best investment of institutional resources to ensure adherence to the strategic priorities.	The President will lead dialogue to establish spending based on strategic priorities. Decisions and spending will be accomplished according to agreed upon prioritized list with particular attention given to addition and reduction of faculty and staff to maximize college effectiveness.	<b>Outcome Met.</b> Budget hearings were held in March 27-28. These meetings, open to the college community, reviewed an extensive list of funding requests from across the college. These requests were compared to available base funding, strategic plan and operational needs. A complete list of requests, notes on budget presentations, and a list of funded requests are available through the Office of the Chief Business Officer.	Results of these actions inform the funding mechanisms of the college, currently assist in the end-of-year one-time funding process and will inform next year's budget process.
Office of Planning, Assessment, Accreditation and Research	7, 8, 9 1g	The Office will create an annual calendar for internal and external data reporting at the beginning of Fall Semester for immediate use, in order to effectively manage data collection and submission.	Creation of calendar by September 15, 2016 and used by both office staff.	<b>Outcome Met.</b> The calendar was established and has been in use since early October 2016. Staff have continued to update the calendar which has kept everyone informed and allowed better management and equity of task assignments.	Staff members will continue to update changes and additions to the calendar and create a new one for each subsequent year. Moreover, PAAR staff will determine what calendar entries should become publicly available and will place these on its PAAR webpage.
Office of Planning, Assessment, Accreditation and Research	7, 8, 9 1g	The Office will develop and implement a process of managing internal institutional research requests.	Creation of process and implementation by end of October, 2016.	<b>Outcome Met.</b> An electronic form has been created and posted on the GHC Website. It is assessable for use on the PAAR webpage "Research." The college community has been informed of its existence and employees have been asked to make data requests through this process rather than by phone calls and email requests. The implementation deadline was not met as this was accomplished in May.	The PAAR Office will be better able to manage the numerous data requests and will seek to calculate the amount of requests that are made. Distribution of staff duties will be aided by this process as well.

Office of Planning, Assessment, Accreditation and Research	3, 7, 8, 9  1f, 1g	The Office staff will attend three institutional research workshops/training events each during the 2016-17 academic year in order to strengthen the institutional research services provided to constituents.	Each staff member will attend three workshops and training events during the 2016-17 academic year.	<b>Outcome Exceeded.</b> The Office staff have attended greater than three training events each. CL attended IPEDS General Training and training for Keyholders, SACSCOC Annual Conference, RACEA, RACIRP and GAIRPAQ. AW attended IPEDS General Training and additional webinars, SmartEvals Implementation and Use Training, Carl Vinson MarketShare Training, and NC-SARA Training. DL (joined the office in January) CCG Training Carl Vinson MarketShare Training, NC-SARA Training, RACIRP.	Office staff are highly involved in staying abreast of new trends, keeping skills current and expanding opportunity for growth with new software. Expectations for continuous learning is present for all staff and will continue to remain an outcome to achieve annually. It has been recognized that the Office has an obligation to provide greater training to the College community in the areas of planning, assessment, accreditation, and data usage.
Office of Planning, Assessment, Accreditation and Research	4, 5  1f	The Office will expand assessment of student learning outcomes to include outcome assessment for each Area F Pathway.	All AA and AS Pathways will have established student learning outcomes by December 2016 and faculty will participate in assessment of these outcomes by June 2017.	<b>Outcome Action Ongoing.</b> A plan for expanding assessment of student learning outcomes was created and implemented. However, the action bogged down a couple of months into the plan. The Institutional Effectiveness Committee (IEC) met and evaluated the issues that units had with development. Decisions were made and the timeline was adjusted. Changes in the process and the new timeline was communicated to all faculty. The previous deadlines do not apply.	This operational plan will carry over to 2017-18 as assessment of new outcomes will take place during the summer months. IEC has approved outcomes and measures for Psychology and History Pathways thus far.
Office of Planning, Assessment,	4, 5  1f	The Office will explore the possibility of establishing a college-wide assessment	The Office will develop and present a proposal for a college-wide	The Office found it an unresolved complication to determine an appropriate time	The Office staff discussed the possibility of establishing an Assessment Day for Staff

Accreditation and Research		day for all employees to include training, surveying, outcomes assessment work and strategic initiative action.	assessment day for all employees to the College's Leadership Team and will implement if approved.	for everyone on campus to attend an Assessment Event. Assessment Day for Faculty is an established event at the end of each Spring Semester. At this event faculty work on student learning outcomes assessment for core curriculum and pathways. Requiring an additional one is not feasible and using the same Assessment Day to include Staff would negatively impact the work the faculty need to accomplish.	instead of one for all employees. This would allow greater opportunity for training in planning and assessment and provide time to fulfill tasks associated with unit outcomes assessment. A training session for new employees and for veteran unit leaders who would like to attend is scheduled for July, 2017.
Office of Vice President for Advancement	1 1a	The Office will review the Advancement Division organizational structure to insure budgeted positions and duties are aligned to maximize results in order to meet the mission of the unit.	Complete the review of Advancement Division organization and job duties and make necessary changes by April 1, 2017.	<b>Outcome Met.</b> The review of the Advancement Office organization and job duties reveals a need for three specific positions to improve functionality. 1) A dedicated accountant position, 2) A dedicated Fundraising Position, 3) A dedicated Administrative support position.	We were able to secure funding for the Accountant Position, and once that position is hired and trained, will be have a dedicated accountant, and be able to remove those duties from the administrative support position thus securing two of the 3 positions needed.
Office of the Vice President for Finance and Administration	2 1a, 1d	The Office will oversee the completion of necessary actions to facilitate the construction of a new classroom building in Cartersville. The project shall be "on budget" and construction in progress shall be on schedule by the end of the fiscal year.	1) Assure project design is within construction budget 2) Complete necessary steps to achieve "guaranteed maximum price" is set by the contractor 3) Execute construction plan, beginning in Spring, 2017 4) New space is intended to be on line by Summer, 2018	<b>Outcome met.</b> At this point, the design for the building has been modified to achieve budget compliance. The contractor has developed a Guaranteed Maximum Price (GMP) package that is being reviewed by GSFIC. Approval of that package is anticipated by June 30, 2017. A Notice to Proceed with construction is anticipated by June 30, 2017.	Execution of the construction project will be a major goal of FY2018.

Office of the Vice President for Finance and Administration	2 1h	The Office will ensure that Campus Safety will conduct “Active Shooter” training on all campuses/sites once per year.	Training sessions to take place Fall Semester, 2016 at each location.	Outcome <b>Met.</b> Chief Horace successfully completed active shooter workshops on all campus locations during Fall 2016.	This training will be institutionalized and will be an annual occurrence. As a result of conducting this training, it was recognized that similar training for emergency preparedness is needed. Operational plans to develop and deploy such training in FY2018 will be put in place.
Office of Vice President for Human Resources	1, 4 1c	The Office of the VPHR will research, develop and implement the first phase of a comprehensive, 12-month, onboarding plan.	The target for the job descriptions is to have 90% of the job descriptions current at all times. The target for the document analysis is to analyze 100% of our document practices, associated with the new hire process, and determine if they are being followed as prescribed. If not, to put in place tools, training and follow-up steps to ensure greater compliance and consistency.	Outcome <b>Met.</b> As of January 2017, 100% of the GHC job descriptions have been brought up-to-date and are being maintained at that state. As of January 2017, all document practices associated with the new hire process have been analyzed and technology solutions have been established to gain efficiencies in processing and to ensure (through manager online acknowledgement) that all required steps are being followed and GHC is in compliance with policy requirements.	The results of phase one lays the groundwork for phase two which will be the development of a more robust onboarding process involving greater exposure to information for the new hire as well as more interaction in the early months of employment with a broader range of individuals within the GHC college community.
Office of Vice President for Information Technology	1 1a, 1c	The Vice President will support professional development opportunities for Information Technology staff within budget constraints by seeking a balance of options such as software repositories, webinars, USG workshops, certifications, and other training opportunities.	100% of area unit directors within the Information Technology Division will identify professional development opportunities for all information technology staff. 100% of the units within the Information Technology Division will participate in professional	Outcome <b>Met.</b> 100% of all area unit directors were instructed to make sure that all employees had at least 2 professional development goals. From mid-year reviews, all (100%) ITS employees do have goals and most are making progress towards achievement of these goals. Final analysis cannot be	As this goal is written, achievement of all ITS staff having professional development goals was successful at 100%. Expansion of this plan will take place in the next cycle ensuring that staff have at least one of their professional development goals be tied to expanding their technical capabilities by

			development opportunities contingent on funding.	provided until the performance progression cycle has been completed in June, but as the goal is written, all ITS staff indeed have goals.	ensuring they complete an actual training opportunity.
Office of Vice President for Information Technology	1 1e	The Vice President will support professional development opportunities for Information Technology staff within budget constraints by seeking a balance of options such as software repositories, webinars, USG workshops, certifications, and other training opportunities.	The Vice President will work directly with other college professionals and oversee the development of systems to capture and display statistical data relating to enrollment, retention, progression, graduation, and other related data by completing at least two (2) of these related systems within this academic year.	<b>Outcome Action Ongoing.</b> The creation of this dashboard system has received acceptable intention under existence of other higher priority projects. The enrollment portion of this system has begun to be further automated so that IT staff do not have to hand code some of the enrollment statistics screens.	The intention was to begin working on a couple of other areas of interest, such as retention and progression, but development time has not been available. Further development of these systems will occur in the next planning cycle, along with a one-page snapshot of several important data elements still to be identified.
Office of Vice President for Student Affairs	7 2e	All student affairs departments will remain in compliance with their annual audits.	There will be no significant findings in any annual internal or external audit.	<b>Outcome Met.</b> A USG Audit of the Lawful Presence Regulations found in Admissions, Registrar, and Financial Aid office was conducted in 2016 and in a letter received on April 5, 2017 GHC was found to be in compliance with no findings. The Financial Aid Office was part of a State Business Office Audit in 2016 and no findings were reported for financial aid. The Registrar's Office is required to submit an Academic Data report to the BOR each semester that includes enrollment by term for the institution. Each report this	Each department will continue with their efforts to follow the processes and procedures developed to ensure compliance with all federal, state, and institutional policies. Results of the Student Life audit will be reviewed once they are received to determine if any changes to our processes in managing the student life budgets.

				year was submitted on time and with no errors at the time the report was submitted. The Student Life Office is currently undergoing an internal business practice audit and should be completed by the end of summer.	
Physical Plant	2 1h	All door locks will be replaced that are not able to be locked without a key and will be replaced before June 30, 2017	All keyed door locks will be replaced with button locks.	<b>Outcome Met.</b> All locks on classroom doors throughout GHC Facilities have been changed from a keyed lock to a button type lock that allows the door to be locked from inside the classroom without a key. The work was completed by February 2017.	During the replacement of the classroom locks, we discovered that it would be advantageous to change the door lock function on any room that could be considered a safe "Shelter-in-Place" room. We surveyed all spaces and are now changing lock functions on each of those spaces deemed a safe shelter. This work will be completed by October 2017.
Physical Plant	2 1h	Replace non-operational interior doors at Paulding (Bagby Building) with new wooden doors that will close and lock properly.	All doors that will not close and lock properly will be replaced.	<b>Outcome Met.</b> All non-functioning classroom doors have been replaced with new doors. This work was completed in April 2017.	During the replacement of the non-functioning classroom doors, we surveyed the rest of the building and determined that other areas needed door replacement. We are in the process of replacing the Stairwell Doors, Restroom Doors, and some Office doors that no longer close properly. The replacement will be finished by November 30, 2017.
Physical Plant	4 1a	Replace rotten wood, paint exterior of building, repair gutters, and install Plexiglass over all existing windows to prevent further	All exterior items of the building shall be stabilized and renovated with the exception of the windows.	<b>Outcome Met.</b> The Winn Building exterior has been renovated. We replaced rotten wood, replace/repared the gutters, covered the existing windows with Plexiglas to	During exterior renovations, we inspected the building and discovered water leaks. During extensive and lengthy investigations we discovered water coming thru the old HVAC

		deterioration to the Winn Building, Paulding.		prevent further decay, replaced/repared the shutters, and painted the exterior. This work was completed by November 2016.	units on the roof. We purchased and installed large tarps and bungee straps to cover the old units to keep water out of the interior of the building. This work was completed in June 2017.
Physical Plant	2,4 1h	Replace the non-functioning fire alarm panel in the Bagby Building, Paulding.	The new Fire Alarm Panel will function without showing any faults on the control panel display.	<b>Outcome Met.</b> The Fire Alarm Panel has been replaced. The work was completed by December 2016.	During the replacement of the fire alarm panel, the contractor suggested we change some of the older field devices such as duct detectors and smoke sensors. We finally received additional funding to allow us to replace these devices and the work was completed in July 2017.
Registrar	5 1e, 2d, 2e	The Office will collaborate with EAS to implement <i>Clean Address</i> in order for the GHC Banner Database to automatically update to show correct student addresses.	<i>Clean Address</i> will be implemented by June 30, 2017.	<b>Outcome Action Ongoing.</b> Implementation of <i>Clean Address</i> is still a work in progress. Configuration by EAS has been done for INB (the production database in which employees work) but full implementation will also require it to be configured for Self-Service Banner. EAS estimates completion by the end of December 2017.	This goal will be continued until implementation has been completed.
Student Life	10 1e, 2e	The Department of Student Life will implement the use of Maxient Student Conduct software to streamline and improve the reporting and adjudication process for code of conduct and academic integrity violations.	Faculty will report an 85% satisfaction rate with the ease and functionality of the Maxient system.	<b>Outcome met.</b> Reporting of judicial cases by faculty rose just over 200% from 2016-2016 to this year's numbers from 11 a year ago, to 36 this year. 100% of faculty that utilized Maxient expressed satisfaction with the ease and simplicity of the submission process. Adjudication	Maxient will continue to be utilized moving forward. Better communication and awareness with faculty is needed to maximize their knowledge and access to the reporting forms. Updating of old website content will help with that, as well as including the process in educational modules in Faculty

				<p>processes appeared to be considerably faster, with the average time from incident to report being only 4 days, the time from report to adjudication averaging 6 days, and the overall time from report to case closed being 16 days. Unfortunately, no previous data on the length of time it took to process a violation is available, but the Maxient data certainly gives us a good snapshot of this year's processes.</p>	Academy and new employee orientations.
Student Life	1,7 2e	The Department of Student Life will collaborate with Academic Advising and New Student and Retention Programs to remodel the New Student Orientation program.	Present a new Orientation Model for implementation in time for the Fall 2017 orientation cycle.	<p><b>Outcome Action Ongoing.</b> A new model has been created and is continuing development as we approach the Fall 2017 orientation cycle.</p>	Continuous assessment and review of the new orientation model will occur through 2017-2018 assessment cycle.
Testing Services	1 2e	Testing Services will modify current testing spaces to enhance end-user experiences and space utilization.	80% reduction in distraction levels for testers.	<p><b>Outcome Met.</b> Testing Services has placed Dual Speed Dohm Sound Conditioner white-noise machines at each testing location. When in use, the white noise machines mask ambient noise and emit a comforting background sound to aid in focus and decrease distraction. Testing Services has also made earplugs openly available for students to use if they like at each testing location. Testing Services at the Cartersville Site is located within the Cartersville Library. The library is a high-ceilinged</p>	Testing Services has been pleased with the results from the white-noise machines. Student complaints on noise have gone down significantly. The earplugs are openly available and students take advantage of them from time-to-time. There is a need for us to examine our end-user survey administration as there have been technical issues with the survey occasionally. We also need a better accessibility to retrieve data from the surveys on a regular basis.

				<p>open design that carries noise and resulted in student complaints while testing. Testing Services had glass panels installed in the open areas between the library and the atrium beside and below it. The glass has significantly diminished, and in fact ended, noise carrying from students making use of the stairs and atrium beside the library and student complaints of that ambient noise have been decreased significantly. Data from end-user surveys is currently not accessible by Testing Services and once received, results will be added to this form.</p>	
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College Goal #6: Foster community relationships that facilitate partnering for mutual success.					
Unit Name	Unit Goal & Strategic Initiative	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Athletics	1 1b	The athletic department will increase donor funding.	The total dollar amount of donations received will increase 10% from previous year.	<p><b>Outcome Exceeded.</b></p> <p>The dollar amount for donations, cash and in-kind, rose from \$104,064 in 2015-16 to \$127,512 in 2016-17. This is a 22.5% increase.</p>	<p>The increase in donations will allow the athletic department to expand its services to the student athletes it serves, including additional scholarship monies and equipment purchases. Additionally, the increase in</p>

					donations has kept the department in compliance with new BOR regulations requiring 15% of expenditures be funded through private sources.
Library Services	6 5a, 5e	Library Services will participate in a pilot program with a local school system to offer information literacy instruction to high school students and present at their professional learning day.	Library Services will seek 10-15 attendees at each information literacy instruction session and will present at the Floyd County) professional learning day events during the academic year.	<b>Outcome Met.</b> GHC Librarians did two presentations on Information Literacy: The new ACRL guidelines and K-12 database resources at the Floyd County School Systems Kickoff Classic (the annual school system's professional education day). Attendees at the first session: 7, Attendees at the second session: 18. Each session had representation from PreK-2 to high school teachers or paraprofessionals representing 11 of the Floyd County schools.	Using an average of those attending, session attendance was met. GHC Libraries will continue to work with local school systems to participate in these types of training opportunities.
Public Relations and Marketing	1, 2, 3 2d, 5f	Office of Public Relations and Marketing will publish the official college magazine and will add a new feature called "Quick Facts Guide to Georgia Highlands" – this will be a four-page tear out that can be used at community outreach events and public speaking events where an overall informational piece is needed to relay information about GHC. Extra copies of the insert will be printed for such usage. The Highlander, will	We will write, design, proof and distribute the Highlander magazine for distribution in the months of November and May.	<b>Outcome Met.</b> Two issues were published in FY17. Fall/Winter was a 40-page issue that included feature stories, news and a Quick Facts Guide to GHC. This quick facts insert can be used as a community relations handout and general information piece about GHC for up to one year shelf life. The Spring/Summer issue was a 40-page publication as well. 18,000 copies of the fall/winter issue and 18,000 copies of the spring/summer issue have been distributed to college visitors, at public	Creation and insertion of the Quick Facts guide can be used at community outreach events, public speaking engagements, etc. for up to one year and will be updated annually and continued to be printed on an as needed basis.

		serve as a premier marketing tool and outreach publication for Georgia Highlands College.		speaking events, and throughout our regional newspapers as inserts.	
Public Relations and Marketing	1, 2, 3 2d, 5f	The Office of Public Relations and Marketing will build on its social media presence, activity and engagement.	Increase the college's social media reach/impression by 5%	Outcome <b>Exceeded</b> . All social media channels have exceeded our projected increase. Facebook followers now over 6,230. Exceeded goal. Twitter followers have exceeded 2,271. Instagram followers have reached 233.	We will continue to engage our audiences on social media with more of the same strategies we have been using in FY17 that have been successful in increasing our followers.

### Updates on Ongoing Operational Plans from 2015-2016


College Goal #1 Effect quality teaching and learning focused on academic achievement and personal and professional growth.					
Unit Name	Unit Goal	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Office of the President	1	The Office of the President will facilitate a minimum of six professional development activities specifically designed to promote a collaborative culture, leadership, and effectiveness among the members of the College's faculty and staff. The activities will include yearly in-service, cohorts of leadership development, employee town hall meetings and	Number of professional development activities facilitated. 90% of the leadership cohort participants will complete the program. Faculty and staff participation at 100% of the facilitated activities. Townhall meetings to be held at 100% of College campuses/sites.	Outcome <b>Action Ongoing</b> 5 Leadership Cohort 1 workshops throughout the 2015-16 AY. <u>Final workshop has been postponed</u> to September due to conflicts with student orientation dates. 100% of participants are expected to complete. 2 Leadership Cohort 2 workshops in first half of 2016. Human Resources has provided 6 management training sessions. In fall, town hall meetings provided at all college campuses and sites.	Townhall attendance results have been used to devise next year's Active Shooter and Emergency Response training. Townhall and strategic planning feedback sessions have been utilized in the development of the 2017-2020 strategic plan. Leadership cohort participation has resulted in succession planning at GHC, seven individuals being assessed for promotional opportunities, three individuals receiving promotions,

		strategic plan maintenance.		Faculty and staff have achieved 100% participation at either workshops or in-services. Town halls and strategic planning feedback sessions have had majority employee attendance.	and the elevation of Diversity as a strategic planning priority.  <b>Update for 2016-17:</b> Leadership Cohort 1 completed Sept 2016. 100% of participant completion. Leadership Cohort 2 has completed all workshops at end of AY 2016-17. Small groups from cohort are currently working on organizational improvement projects and will present in September, 2017. Leadership Cohort 3 applications were processed, cohort named, three sessions completed as of April, 2017. Remaining sessions will be completed in first half of AY 2017-18. Human Resources has provided 8 management training sessions in AY 2016-17. In fall, town hall meetings provided at all college campuses and sites.
Office of the Vice President for Academic Affairs	1,2,3	In order to create a culture of supporting student success through the adoption of a unified Student Success model, The Office of Vice President for Academic Affairs will direct and facilitate the creation of two branch offices under the model:	Structure and sub-structure of the Success Center, with requisite organizational alignment, will be 100% in place by the end of the assessment period	<b>Outcome Action Ongoing</b> Structure and sub-structure of Academic Success Center is 90% in place, with Success Coaching, Tutoring, and Academic Advising having the best organization in evidence. Organizational charts are fully developed for both branch offices.	Renewed, extended attention needed for Early Alert System, New Student Orientation, First Year Experience, and Student Engagement are required. These will be foremost in 2016-2017 organizational planning. Establishment of goals and appropriate assessment of these goals need further study and implementation. This will be a renewed goal for 2016-2017.

		<p>1. Office of Academic Success, to include Tutoring, Academic Advisement, and Early Alert Systems;</p> <p>2. Office of Retention, to include Success Coaching, Mentoring, New Student Orientation, First Year Experience, and Student Engagement</p>			<p>Data collection for student use of Tutoring, Academic Advising, and Early Warning System (EAS) will drive decision-making on hiring and resource allocation.</p> <p><b>Update:</b> The Academic Success Center, New Student and Retention Program, and Center for Excellence in Teaching and Learning (CETL) are now fully operational, under the overarching Academic Collaborative for Excellence (ACE). With the coming Quality Enhancement Plan (QEP) focused on Academic Advising, significant attention continues to be given to process, assessment, and outcomes for the Center's work.</p>
Office of the Vice President for Academic Affairs	1,2,3	The Office of Vice President for Academic Affairs will promote student success in core curriculum, specifically in gateway courses with high enrollment and high D-F-W grades assigned by leading the effort of data analysis, outcomes assessment, teaching and learning faculty development, and community of practice focus for five gateway courses in English, mathematics, natural science, and history.	<p>During the first year of the three-year Gateway to Completion project, involve 100% of instructors of all sections of the five courses targeted.</p> <p>By the end of the first year, data collection will be done in both aggregated and disaggregated forms, and analyses will yield top five courses' points of strengths and challenges.</p>	<p><b>Outcome Action Ongoing</b> The five-person chief liaisons group has been established, along with the steering committee and course teams for each of the selected five gateway courses to be studied, assessed, and re-designed.</p> <p>Members of all groups listed above have attended a Gateway to Completion learning conference and/or engaged in course study launch.</p> <p>At the half-way point in the first year, data are being collected and analyzed for future actions.</p>	<p>Consider the following as first-year completes and beyond:</p> <ul style="list-style-type: none"> <li>*Use course analyses to develop responsive pedagogy and best practices in learning settings.</li> <li>*Create productive faculty development modules that address desired practices.</li> <li>*Integrate applications into instructor evaluations.</li> </ul> <p><b>Update:</b> *Utilize Synthesis Meetings of all five course teams to glean best practices that apply across disciplines.</p> <p>*Share assessment of learning gains via SALG</p>

					administration to students enrolled in all sections of the five courses to determine key performance indicators.
<b>College Goal #5:</b> Maintain efficient and effective administrative services and facilities to support all programs of the college.					
Unit Name	Unit Goal	Intended Outcome	Performance Measure(s)	Assessment Results	Use of Results
Information Technology	4	Information Technology Services (CTS) will explore and implement new methods for reliably pushing out Apple OS X updates and software installs.	<b>Primary Target:</b> Client Support Services (CTS) will install Munki Server as a potential solution for managing Apple updates and installs. <b>Secondary Target:</b> Client Support Services will use Munki Server to push out at least five application updates to employee and cluster computers that are running OS X only.	<b>Outcome Not Met.</b> Staff visited KSU to see how they use Munki Server to manage their Apple products. The department later installed Munki Server again and sent out a couple of test deployments successfully. However, staff are still comfortable manually sending updates out using Apple Remote Desktop (ARD) to employee and student-use computers running Mac OS X resulting in pushing out four different software packages using ARD. The department continues to let Deep Freeze manage software updates for student-use computers.	The department will continue this operational plan for the 2016-17 cycle. A decision needs to be made about the use of Munki Server, LANDesk, or if ARD will continue to be used.  <b>Update:</b> This is closed out in the 2016-2017 end of year document. We will retire this operational plan for now. For the foreseeable future, we have decided to stay with Apple Remote Desktop for our mass software deployments and will continue to use Deep Freeze for Mac to handle routine software updates on classroom/cluster computers that run MacOS.
Office of the Vice President for Academic Affairs	1,2	The Office of Academic Affairs will provide leadership for the launch of two new Bachelor of Business Administration degrees, one with a major in Health Care Management and the other in Logistics and	The granting of on-time and fully approved baccalaureate programs by the University System of Georgia and the Southern Association of Colleges and Schools Commission on Colleges. Initial course offerings	<b>Outcome Action Ongoing</b> Prospectuses and Proposals approved by the University System of Georgia Board of Regents for both BBA degrees. Curricular developed for each degree program completed. Substantive Change documents will be submitted to Southern	Timeline development includes the hiring of a BBA Program Coordinator, to be in place in fall 2016. Timeline development yields need for marketing, admissions materials, to be ready for dissemination by spring 2017. Timeline development directs

		Supply Chain Management ensuring these meet the University System of Georgia requirements as well as those of the Southern Association of Colleges and Schools Commission on Colleges.	included in the college's class schedule for fall term, 2017	Association of Colleges and Schools Commission on Colleges by October 1, 2016.	<p>search for hiring of two new faculty, to be onboard no later than January 2018.</p> <p><b>Update:</b></p> <p>*Substantive Change approved by SACS</p> <p>*BBA Coordinator hired, in place, equipped with adequate recruitment and admissions material for the task, and about the business of recruiting the first cohorts in both programs.</p> <p>*Searches in progress for fall 2017 hire of two BBA professors, one each for Supply Chain and Logistics Management and Health Care Management.</p>
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# **Comprehensive Program Reviews 2016-2017**

**GEORGIA HIGHLANDS COLLEGE**  
**COMPREHENSIVE PROGRAM REVIEW**  
Program

Originally schedule for 2016-17 was the Associate of Arts/Associate of Sciences-CORE CURRICULUM. However, due to the Reaffirmation of Accreditation Compliance Certification Report having a submission date of March 2017, the Comprehensive Program Review Schedule was shifted to the previous academic year so that this review could be presented in the Compliance Certification Report to SACSCOC. The completed Comprehensive Program Review for the Core Curriculum was presented in the previous Institutional Effectiveness Annual Report (2015-16). No other Comprehensive Program Review was scheduled for 2016-17.