

SECTION V-B
EDUCATIONAL SUPPORT SERVICES
5.4 – 5.5

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SECTION V-B: EDUCATIONAL SUPPORT SERVICES

5.4 – 5.5

INTRODUCTION

Team Five, Institutional Advancement, was assigned the tasks of examining and analyzing Southwest Georgia Technical College's Student Services and its effectiveness in providing for individual skills and abilities and ensuring intellectual and career development of students as the College strives to achieve its mission.

Team members studied the following areas:

- 5.4.1 Scope and Accountability
- 5.4.2 Resources
- 5.4.3 Program and Services
 - 5.4.3.1 Counseling and Career Development
 - 5.4.3.2 Student Government
 - 5.4.3.3 Student Behavior
 - 5.4.3.4 Residence Halls
 - 5.4.3.5 Student Financial Aid
 - 5.4.3.6 Health Services
 - 5.4.3.7 Intramural Athletics

Following an orientation that introduced new faculty and staff on Team Five to the self-study process, the team captain assigned sections to members. Investigations and interviews began in the winter of 2001. Team meetings were held regularly with section meetings called as needed. Interviews, extensive

review of documents, and group discussions served as the basis for team consensus on criteria compliance and on one recommendation and one commendation.

5.4 STUDENT DEVELOPMENT SERVICES

5.4.1 Scope and Accountability

Student development services are essential to the achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual and physical development of students.

The Student Services department is comprised of 13 staff members, whose professional positions include the vice president of Student Services, director of Enrollment Management, director of Financial Aid, director of Workforce Investment Act (WIA), WIA case manager, WIA Tech Start instructor, coordinator of allied health admissions and recruitment, retention coordinator, School-to-Work coordinator, School-to-Work career planner, Tech Prep coordinator, recruiter, and registrar. The Student Services unit employs seven full-time support staff members. The department utilizes work-study students and Southwest Georgia Technical College interns to assist the Student Services support staff with their workloads.

The services provided by the Student Services department are essential to the achievement of the educational goals of students and Southwest Georgia Technical College. The services of the department support the College's mission as published in the Southwest Georgia Technical College Institutional Documents (July 2001) (Exhibit 501-B). Specifically, the College's role and scope statements referencing Student Services' functions are listed below:

Southwest Georgia Technical College Role and Scope Statements Referencing Student Services' Functions

- **Student Services** provide students with support services and activities to ease the transition into higher education, maximize chances for success, and enhance the potential for personal preparedness for entering programs of study.
- **Career Counseling Services** provide students with assistance in selecting career paths.
- **Retention Services** provide students with assistance in completing a selected career path.
- **Personal Counseling Services** provide students with referral assistance upon request.
- **Financial Aid** provides students with information, applications, and assistance in applying for federal, state, and local grants, and scholarship funds.
- **Job Placement Services** are provided for all students and alumni seeking employment.
- **Special Needs Services** provide support services to students who have a documented disability or handicap in compliance with the American with Disabilities Act of 1990.
- **Workforce Investment Act (WIA) Program** provides assistance to students meeting residency requirements who are economically disadvantaged, educationally disadvantaged, underemployed, and/or dislocated workers. Qualified applicants may receive assistance to include tuition, fees, books, uniforms, equipment, required physical examinations, child care, transportation, career guidance and exploration, academic performance assessment, job search assistance, and GED preparation.

The Student Services department includes the following services: student recruitment, admissions, assessment and testing, registration, student record maintenance, retention, career planning and counseling, career placement, specialized support services, and financial aid.

To ensure effectiveness, the institution must develop goals for the student services program consistent with student needs and with the purpose of the institution.

The team reviewed the goals of the Student Services department and documented that the goals for the Student Services department are consistent with the needs of the students and with the mission of the College. The administrators in Student Services established performance targets for each goal, as documented in the Student Services section of the Southwest Georgia Technical College Unit Purpose Statement, Functional Goals, and Internal and External Evaluation (Unit PFI) (Exhibit 503-B) on pages 47-53. These goals, established under the guidelines of the Georgia Department of Technical and Adult Education (GDTAE) and in conjunction with the College's mission and institutional goals, are as follows:

1. Coordinate and conduct ongoing recruitment and retention activities.
2. Provide comprehensive admission and testing services that include application, assessment, and program admission processes.
3. Provide student financial aid services.
4. Maintain a system for collecting and monitoring student records, including enrollment, retention, and placement data.
5. Coordinate and conduct orientation and career counseling services.
6. Provide safe and secure facilities that are equipped and maintained with state-of-the-art equipment.
7. Provide annual staff development activities that support ongoing personnel improvements.

8. Supervise services for special-population students.
9. Provide career placement services.
10. Provide student wellness programs, activities, and student organizations.
11. Participate in articulation agreements and activities for associate degree programs and secondary programs that allow high school students postsecondary career options (with minimum course duplication).
12. Conduct and analyze unit evaluations.

The Student Services Plan (Exhibit 502-B) reflects goals and objectives for the units that are consistent with the College's mission and provides for students' needs. The Student Services units utilize the College's survey results, enrollment and retention results, and strategic goals in developing annual plans that are directed toward meeting students' needs.

During the annual planning process of the College, each unit within the Student Services department develops improvement goals and measurable objectives that are found in each unit's annual plan. For each functional area, Student Services develops goals and objectives that support both departmental and institutional missions; and these goals are included in the Southwest Georgia Technical College Annual Plan and Budget FY 2001 (Exhibit 504-B). The goals were established based on needs identified through formal evaluations such as colleague and student surveys and informal suggestions; these evaluations include input from students, staff, and faculty. The team concluded that the unit's goals and objectives are consistent with meeting students' needs and with the College's mission.

Appropriate student development services must be provided for distance learning programs as well as on-campus programs.

The Student Services department is responsible for assuring that all services are made accessible for students on campus as well as for distance learning students taking courses at off-campus locations. These services include, but are not limited to the following: testing, financial aid counseling, registration, records management, retention services, and career placement services. Southwest Georgia Technical College's quarterly schedule (Exhibit 505-B) shows that testing, student orientation, book sales, financial assistance, and counseling are publicized and provided for on-campus and off-campus students. Student Services has designated an admissions specialist to respond to all inquiries for on-line classes received through Georgia Virtual Technical College (GVTC). Via the Southwest Georgia Technical College Student Services web page, students can access information on all College services or receive information on the appropriate contact person for each unit.

Instructors suggest that students who elect to enroll in on-line classes complete an orientation program that comprises visiting the GVTC website that includes a page titled "Is Online Learning for Me" (Exhibit 549-B). Students can participate in a Distance Learner Self-Assessment to help them determine whether Internet courses meet their individual learning needs. Minimum hardware and software requirements are described as well. The Student Services Division uses the results of the Distance Education On-line Course Evaluation Form (Exhibit 550-B) to make improvements in services provided to Internet students.

The team found, as a result of research and interviews with the vice president of Student Services and the Student Services staff, that there is no written procedure in place that details how appropriate student development services are provided for students taking on-line courses at the College. However, according to the vice president of Student Services, the Student Services Unit FY 2002 Annual Plan and Budget includes an objective addressing the development and implementation of a process on how the unit provides appropriate student development services for on-line (web-based) courses (Exhibit 506-B).

5B-R1 RECOMMENDATION: The team recommends that the Student Services unit develop and implement a written process outlining how the unit provides appropriate student development services for distance learning programs, which include on-line courses and programs.

5B-R1 FOLLOW-UP: Student Services, along with Instructional Services and Administrative Services, developed a written procedural matrix entitled “Distance Education Accountability: Student Services Activities” that outlines various student services activity procedures by function and department/person responsible (Exhibit 5B-R1.a).

Student Services, along with Instructional Services, Institutional Effectiveness, and the President, has also developed a matrix of “Distance Education Accountability by Unit” that outlines policy, functions, and procedures and person responsible (Exhibit 5B-R1.b).

The institution must clearly designate an administrative unit responsible for planning and implementing student development services.

The Student Services department is the administrative unit responsible for planning and implementing student development services as reflected in the Southwest Georgia Technical College Organization Chart (Exhibit 507-B). The

vice president of Student Services, who reports directly to the president, heads the department.

Appropriate policies and procedures for student development programs and services must be established.

Student Services policies and procedures are included in Sections 4 and 5 of the Southwest Georgia Technical College Policies and Procedures Manual (Exhibit 508-B). The state policies and procedures are accessible through the following website: www.dtae.org. The College's local policies and procedures can be accessed through the College's intranet, through manuals located in administrators' offices, and/or in the library. A schedule for the review of policies and procedures is in use as documented within the Southwest Georgia Technical College Student Services Plan (Exhibit 502-B) and in the Southwest Georgia Technical College Policies and Procedures Review Schedule FY 1996-FY 2001 (Exhibit 509-B).

The Student Services staff annually reviews the College's policies and procedures related to student services. Leadership Team Three provides input into the review process. As updates and/or new policies and/or procedures arrive from the state, all Student Services staff are notified; as a result, local policies and procedures are generated, or current policies and/or procedures are modified. Changes are incorporated into printed materials and into the annual review process. The President's Leadership Council reviews the recommendations by Team Three, Student Services. The president then presents the policies to the local Board of Directors for final approval. Each unit

of Student Services develops procedures internally as needed, and these procedures are reviewed and approved through the same process as described above.

These services must be staffed by individuals who have academic preparation and experience consistent with their assignments. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for academic preparation. Exceptional cases must be justified by the institution on an individual basis.

Individuals with appropriate training and experience manage the Student Services unit as evidenced by a review of the credential files for each professional employee. Credential files are located in the office of the Human Resource manager. All Student Services staff members meet job description requirements as outlined in the position announcements. The professional qualifications of this unit are reflected in Table 1. Student Services staff job descriptions and resumes are included in the exhibits (Exhibit 510-B). The leadership team found no exceptions to this statement.

TABLE 1

PROFESSIONAL QUALIFICATIONS--STUDENT SERVICES

TITLE	HIGHEST DEGREE AND AREA OF CONCENTRATION	EXPERIENCE
Vice President Student Services	Master's Degree in Education	15 years, SWGTC - 6 years, Student Services - 9 years, Marketing/IA 3 years, Business and Industry 4 years, Secondary Teacher 3 years, Extension Agent
Director Enrollment Management	Bachelor's Degree in English Graduate Hours Earned	12 years, SWGTC - 11 years, Administrative Assistant -1 year, Student Services
Director WIA Program	Bachelor's Degree in Criminal Justice Certified Career Development Facilitator Graduate Hours Earned	1½ years, SWGTC - WIA Program 2½ years, State WIA Program

TITLE	HIGHEST DEGREE AND AREA OF CONCENTRATION	EXPERIENCE
Registrar	Educational Specialist Degree in Mathematics Education	16 years, SWGTC - 10 years, Student Services - 5 years, Administration - 1 year, College Instructor 2 years, Private College Instructor 11 years, Secondary Teacher
Director Financial Aid	Master's Degree in Marketing Education	3 years, SWGTC - Financial Aid 13 years, College Financial Aid 2 years, Admissions 8 years, Secondary Teacher
Allied Health Admission and Recruitment Coordinator	Bachelor's Degree in Business Administration—Marketing	6 years, SWGTC - 5 years, Student Recruitment and Advisement - 1 year, Tech Prep 5 years, Public College Recruitment
Retention Coordinator	Bachelor's Degree in Business Administration—Management	8 years, SWGTC - 6 years, Clerical/Admissions - 2 years, Retention
School-to-Work Coordinator	Master's Degree in Public Administration Certified Career Development Facilitator	1 year, SWGTC - School-to-Work program 6 years, Various School-to-Work programs
Recruiter	Bachelor's Degree in Speech Communications	Began April 2001, SWGTC - Recruitment
School-to-Work Career Planner	Bachelor's Degree in Physical Education	4 years, SWGTC - 3 years, Recruiter - 1 year, Career Planner
WIA Case Manager	Bachelor's Degree in Business Management	7 years, SWGTC - 6 years, Tech Start Teacher - 1 year, WIA Case Manager
Tech Start Instructor	Bachelor's Degree in History	1 year, SWGTC - Tech Start Teacher 2 years, High School Teacher
Tech Prep Coordinator	Bachelor's Degree Certified Career Development Facilitator	1 year, SWGTC

Student development services and programs must be evaluated regularly.

The Student Services vice president and directors evaluate the major Student Services functions annually as part of the College's Institutional

Effectiveness Model. The Student Services functional unit evaluates and plans for improvement using 23 measures (19 local measures and 4 federal measures) (Exhibit 512-B). In addition, Student Services has implemented a process whereby the unit is evaluated internally by a peer review. Each unit follows a three-year rotation for evaluation. The unit evaluations are used in the annual planning and improvement process. The first unit review began in February 1997 with career placement and recruitment. Since that time, the team found that the peer review schedule had not been followed due to major staffing changes that occurred during the last three years. The unit is in the process of revising the peer review schedule as documented in the Southwest Georgia Technical College Student Services Plan. The admissions unit will be reviewed during FY 2002. As a part of the College's annual review of the Department of Technical and Adult Education (DTAE) Institutional Standards (Exhibit 513-B), Student Services evaluates the College's compliance with assigned DTAE institutional standards.

Although the internal peer review process has not been accomplished according to schedule, copies of the Unit Review Report Financial Aid April 2000 and Unit Review Report Registrar April 2000 (Exhibit 545-B) were reviewed. These documents indicate that a thorough internal review procedure exists and that the implementation of this process results in viable recommendations and suggestions. Further investigation shows that staff has implemented corrective actions. For example, since the review, the Financial Aid office space has been reconfigured to provide for improved student confidentiality. In addition, the

office is better equipped with a copier and additional filing cabinets. At this time, funding for additional personnel remains a challenge for this unit.

Evaluation and accountability processes and activities are vital components of the annual planning process. Each unit has included an evaluation section within its part of the Southwest Georgia Technical College Student Services Plan. Each Student Services unit has a set schedule for implementing, tabulating, and distributing results that will be used in the improvement and planning process. The Student Services unit documents progress and accomplishments of its division goals, objectives, and activities as reflected in the Thomas Technical Institute End-of-Year Assessment and Annual Plan and Budget FY 2000 (Exhibit 511-B). The College uses a variety of data and survey methodologies to monitor the effectiveness of programs, services, and processes. Table 2 illustrates the scope of internal and external evaluations being used by the Student Services unit at the time of this self-study.

TABLE 2

UNIT INTERNAL AND EXTERNAL EVALUATIONS

Unit Name	Internal Evaluations	External Evaluations
Student Services	Student Survey (November) Colleague Survey (November) New Student Questionnaire (Quarterly) Graduate Exit Interview (Quarterly) Student Services Unit Annual Plan and Budget (July) Student Services Unit End-of-Year Assessment of Annual Plan and Budget (July) Staff Project Reports (Monthly) Evaluation of Special Recruitment and Retention Events/Activities (Ongoing) Enrollment Management Plan (June) Enrollment Reports (Weekly, Quarterly, Annually) Student Council Meeting Minutes (Ongoing) Graduate Job Placement Report (Quarterly, Annually) Employee Evaluations (January) Employer Follow-up Survey (Annually) Records Management System (Annually) W/D Report Program Rosters Graduate Follow-Up Survey (Annually) Audit of Financial Aid Files (Bi-annually) Audit of Student Files (Bi-annually) Unit Review (3 Years) Program Data Reports for Required Local Measures (December) Program Data Reports for Required DTAE: PAS Measures (December) Student Services Leadership Team Minutes (Continuous) Local Application for Federal Funds (May)	MIS Reports (Quarterly, Annually) IPEDS (Fall) DTAE--Institutional Standards Review (December) DTAE—PAR (3 Years) DTAE Admission Policy and Procedures Accrediting Agency, Admission Criteria DTAE—PAS (May) DTAE Error Report MIS Post 4.10 Program Enrollment/Exit/ Placement Analysis by Institution (Quarterly, Annually) Post 1.20-Quarterly President's Cumulative Summary Enrollment Report Post 5.10-List of Students by School Post 1.60-Special Populations by Institution by Program

SURVEY RESULTS

The Student Services unit administers the New Student Questionnaire, the Graduate Follow-up Survey, and the Employer Follow-up Survey. The New Student Questionnaire (Exhibit 546-B) is administered quarterly during new student orientation. The results are used to improve the orientation program, to evaluate the application and admissions process, and to assess recruiting and marketing activities. The Student Services staff shares these results annually

with the College's recruiter and the Marketing department. Data is then used to make improvements in these areas. The Graduate Follow-up Survey (Exhibit 547-B) is administered quarterly to all graduates. Results are tabulated annually and distributed to administrators, program directors, and instructors. The Employer Follow-up Survey (Exhibit 548-B) is mailed to graduates to forward to their employers. To insure confidentiality and candid responses, the employers mail their responses directly to the Career Center staff. Results are used to improve instruction and to assess employers' future personnel needs. Results are tabulated annually and distributed to administrators, program directors, and instructors.

Student Survey

Southwest Georgia Technical College administers numerous surveys as evidenced in the Data Collection for Self Study notebook (Exhibit 514-B) to collect information and obtain input from students and staff. The College monitors students' levels of satisfaction with the services and programs provided through the Student Services unit using the Student Survey that is designed to derive specific answers to local measures as required by the local measures included in the Institutional Effectiveness Model. During the fall of FY 2001, the College collected 1,016 student surveys that represented 75 percent of the 1,362 students enrolled in credit programs. The Student Survey evaluated general student services, advisement, admissions, counseling, student activities, career planning and placement, student orientation, and services for disabled students. The results for the FY 2000 and FY 2001 surveys follow in Table 3.

TABLE 3
STUDENT SATISFACTION WITH STUDENT SERVICES
FUNCTIONS

LOCAL MEASURES FOR STUDENT SERVICES	STUDENT SATISFACTION FY 2000	STUDENT SATISFACTION FY 2001
I-C-1 Wellness Programs Student Organizations <p style="text-align: right;">Benchmark: 80%</p>	88.79% 86.73%	87.78% 88.48%
II-A-3 Availability of Student Services (Overall) Recruitment Activities Admissions Counseling/Referral Services Financial Aid Job Placement Special Support Services Students with Disabilities <p style="text-align: right;">Benchmark: 80%</p>	88.19% 92.20% 92.00% 89.29% 87.80% 91.96% 90.76% 89.74%	90.85% 92.00% 92.97% 90.82% 89.47% 91.43% 90.69% 92.87%
II-B-2 Assessment Services (Overall) <p style="text-align: right;">Benchmark: 80%</p>	92.60%	93.39%
II-B-3 Enrollment Processes <p style="text-align: right;">Benchmark: 70%</p>	90.09%	90.02%

The team found that all Student Services local measures met and well exceeded the benchmarks designated for student satisfaction for both FY 2000 and FY 2001. The Student Services staff reported that the results of the surveys were used to identify areas of excellence and to determine areas needing improvement. In response to findings, the division: (1) continuously enhances the new student orientation process as documented by the agenda and minutes from the enrollment management meeting (Exhibit 515-B) to address measures that are in direct correlation to lower percentages in student satisfaction areas; (2) added a retention coordinator to assist in addressing various areas of student concern beginning with quality career counseling for prospective and currently

enrolled Southwest Georgia Technical College students; (3) offers quarterly wellness programs that encompass a wide range of topics included as an exhibit (Exhibit 516-B); and (4) revised the Student Council membership to encompass a broader representation of students from associate degree and diploma programs of study, student organizations, evening students, and off-campus students. The Student Council also includes a faculty representative from each program division as evidenced in the constitution (Exhibit 517-B). Through increased Student Council membership, the College seeks to gain more knowledge of what students want and how the College can effectively address their needs. The leadership team found that the Student Services unit personnel are aware of the results of the Student Survey and use results for improvement. The unit is striving for continuous improvement in the quality of service for the College's students.

Colleague Survey

In the fall of 1995, the Institutional Effectiveness staff began annually administering the Colleague Survey to all full-time staff members of Southwest Georgia Technical College. This survey provides the Student Services department with valuable feedback from its internal customers. Since its inception, the survey has provided information from faculty and staff that has been used to develop and implement streamlined advisement and registration processes and to improve book sales. During the fall quarter of FY 2001, 85 completed surveys were tabulated, representing 77 percent of the 111 members of the full-time faculty and staff. As Table 4 indicates, the benchmarks related to Student Services were exceeded in all areas.

TABLE 4

**FACULTY-STAFF SATISFACTION
WITH STUDENT SERVICES FUNCTIONS**

LOCAL MEASURES FOR STUDENT SERVICES	FACULTY/STAFF SATISFACTION FY 2000	FACULTY/STAFF SATISFACTION FY 2001
I-C-1		
Wellness Programs	87.09%	90.91%
Student Activities	84.05%	80.60%
Student Organizations	98.68%	97.50%
Benchmark 80%		
II-A-3		
Availability of Student Services (overall)	92.05%	93.30%
Recruitment Activities	85.13%	81.58%
Recruitment Materials	97.36%	93.51%
Support Services for Students with Disabilities	91.46%	96.25%
Benchmark 80%		
II-B-3		
Enrollment Processes are easy to follow	79.72%	88.46%
Registration Process	80.28%	83.56%
Benchmark 70%		
IV-B-2		
Assistance--Admissions Office	88.33%	86.84%
Assistance--Financial Aid Office	97.36%	98.73%
Assistance--Career Center Office	91.66%	97.26%
Assistance--WIA Office	96.00%	96.88%
Benchmark 80%		

Upon review of the FY 2001 Colleague Survey Results, the Student Services department identified several areas that needed improvements. These improvements include student activities, recruitment activities, admissions and registration processes, and assistance from the admissions office.

Some examples of how these areas are being addressed are (1) Instructional Services and Student Services administrators continue to hold meetings periodically to resolve issues affecting both departments, including

admissions procedures and enrollment and registration processes as documented in the meeting agenda (Exhibit 518-B); (2) the division has incorporated an annual customer service activity into each member's staff development plan (Exhibit 519-B); and (3) recruitment activities have begun to include more faculty involvement (Exhibit 520-B). Also, the importance of good customer relations is addressed at department meetings.

Based upon interviews of the Student Services department staff and research, Team Five concluded that the department is using multiple methods to evaluate its goals and objectives and is using the evaluation information in planning for improvements. The College's internal planning process also provides a system for annual review of the division's mission, goals, and objectives.

5.4.2 Resources

Human, physical, financial, and equipment resources for student development services must be adequate to support the goals of the institution.

The Student Services budget comprises 8 percent of the total institutional budget. Student Services employs 20 full-time personnel (13 professional and 7 support staff). According to the Student Services staff job descriptions and resumes (Exhibit 510-B), the staff are well qualified and are dedicated to achieving the goals of the College. The results of the most recent student and faculty surveys revealed that most students and faculty feel that the services currently being offered through the Student Services department are adequate. The FY 2001 Student Survey Results indicated a 92.32 percent student

satisfaction with availability and quality of services. The FY 2001 Colleague Survey Results indicated a 90.31 percent degree of satisfaction with services (Exhibit 514-B).

Human, physical, financial, and equipment resources for student development services are evaluated annually, and requests are made through the Southwest Georgia Technical College Annual Plan and Budget FY 2001 (Exhibit 504-B) and through the Thomas Technical Institute Performance Accountability System (PAS) (submitted May 2000) (Exhibit 521-B). The College's Master Facilities Plan (Exhibit 522-B) also identifies space and personnel needs for the division.

Staff development should be related to the goals of the student development programs and should be designed to enhance staff competencies and awareness of current theory and practice.

Staff members annually develop staff development plans based on the results of their annual plans or new objectives and services outlined for the upcoming year. The staff members design the plans to improve competence and to increase knowledge of current theories and practices in Student Services. The College continues to provide staff development opportunities as needed. In addition, Student Services administrators belong to a number of state and national professional organizations and include staff development activities that support participation in these organizations. The administrative staff is active in peer groups for the Department of Technical and Adult Education. The leadership team found that the department has staff development plans and that

the plans are related to the roles and functions of the staff. The Student Services unit staff development plans are included as an exhibit (Exhibit 523-B).

5.4.3 Programs and Services

5.4.3.1 Counseling and Career Development

Each institution should provide personal counseling services for students, as well as a career development program. An effective career development program should include career information and planning, placement services, career counseling, testing services, and follow-up activities. There should be clearly specified policies regarding the use of career development services by students, alumni, and employers.

Southwest Georgia Technical College provides access to personal counseling for students as specified in the Southwest Georgia Technical College “Counseling Policy,” 05-05-15 (Exhibit 552-B). Students are provided a list of staff that are available for various counseling needs as published in the “Counseling Services” section of the Southwest Georgia Technical College Student Handbook 2001-2002 on page 32 (Exhibit 524-B). Personal counseling service occurs when a student reveals information of a personal nature to Southwest Georgia Technical College staff. Occasionally, students with issues that include but are not limited to personal hygiene, appropriate dress, appropriate student behavior, career choices, academic choices, and financial assistance requests (usually associated with academic needs) are referred by instructors to the Workforce Investment Act program, New Connections to Work program, Georgia Fatherhood Program, and the Student Services department. These programs reflect an increase of qualified staff members who provide assistance to students. Southwest Georgia Technical College is a relatively

small college. The College has very few requests to provide medical counseling services; therefore, students are referred to community agencies based on the students' needs. Community agencies have been very supportive of working with these students. Some of these agencies are listed in the Southwest Georgia Technical College Student Handbook 2001-2002 on pages 83-84 (Exhibit 524-B).

Since Southwest Georgia Technical College does not provide medical counseling services, when students are in need of American Disabilities Act accommodations, they must provide the diagnosis of their handicapping condition to the special needs (ADA) coordinator if the handicapping condition is not obvious. Beginning fall 2001, the College has entered into an agreement with the Thomas County School System to house a special needs coordinator. This staff member will provide personal and career counseling in addition to providing academic support for special needs students in order to enhance academic success. The coordinator and the director of Enrollment Management review the student's accommodations request and determine what is reasonable. The request is discussed; when appropriate, adjustments are made, and the results are shared with the student. After both the student and the College agree on the accommodation, information is provided to the appropriate faculty. The College follows up with the student to ensure the accommodations are being met.

The Student Services department provides a career development program. The department provides career assessment and counseling services for prospective students who are undecided about their programs of study or who desire information on careers.

For those students needing career assessment and counseling, the College provides the DISCOVER career assessment and the Georgia Career Information System (GCIS) career assessment (Exhibit 526-B). The DISCOVER and GCIS are designed to help clarify educational and vocational objectives. The retention coordinator from Student Services reviews the results of the assessment with the prospective student. In addition, entry-level salary ranges and program placement rates are made available to prospective students upon request (Exhibit 527-B). The goal is to assist the student in identifying and selecting a career and/or program of study. Program placement services available to students are described in the Southwest Georgia Technical College Catalog 2001-2002 on page 64 (Exhibit 528-B). As a means of enhancing personal and academic enrichment, the retention coordinator also plans “lunch and learn” programs to benefit all students (Exhibit 525-B).

When a prospective student expresses an interest in enrolling in a particular program of study, the student is advised of the admissions procedures which include taking the ASSET or providing appropriate alternate test scores and/or transcripts as described in the Southwest Georgia Technical College Student Catalog 2001-2002 on pages 26-37 (Exhibit 528-B). After a student takes the ASSET test, a Student Services staff member reviews and discusses the student’s scores. The student is provided a career counseling packet (Exhibit 529-B). Upon request, the Student Services staff arranges for the student to visit any program in which the prospective student expresses an interest.

Students enrolled at Southwest Georgia Technical College through distance learning can access the career center through the College's e-mail address careers@swgtc.net provided on the College's website. Staff names and phone numbers are also published, and students are encouraged to contact Student Services staff.

The director of Enrollment Management is responsible for providing graduating students the opportunity to evaluate the training and services received as well as report their placement status. The exiting student evaluation results (Exhibit 514-B) are disseminated annually to the administrators and appropriate instructional staff. The director also conducts follow-up surveys with alumni within three months of graduation and mails Employer Follow-up Surveys to graduates to forward to employers of students employed in-field or in a related field.

The Student Services department has clearly specified policies and procedures regarding the use of the career development services by students, alumni, and employers as well as a policy on career placement follow-up. The following policies and procedures are found in the Southwest Georgia Technical College Policies and Procedures Manual (Exhibit 508-B) "Career Placement Policy," 05-07-01 (Exhibit 530-B); "Career Placement Procedures," 05-07-01P (Exhibit 531-B); and "Career Placement Follow-up Policy," 05-07-05 (Exhibit 532-B).

In 1998, the career center was expanded to meet the growing needs of the College. Due to increased enrollment, Southwest Georgia Technical College has received a planning grant for a new classroom facility as documented in the

State Board of Technical and Adult Education meeting minutes (Exhibit 533-B). The classroom facility will incorporate all Student Services, a testing center, a career center, and more office space. The increased office space will be used to house additional personnel who will assist with personal counseling and special needs. The anticipated completion date is 2004.

5.4.3.2 Student Government, Student Activities, and Publications

The institution must develop a statement of the student's role and participation in institutional decision-making.

The College has a statement of the student's role and responsibility in College decision-making. This statement is included in the Southwest Georgia Technical College Policies and Procedures Manual as "Student Rights and Responsibilities Policy," 05-04-01 (Exhibit 534-B). A student is on the College's functional leadership teams for Student Services, Instructional Services, and Library/Media Services. A student is selected to attend program advisory committees as documented on advisory committee rosters (Exhibit 535-B). Southwest Georgia Technical College has an active Student Council that allows students to bring issues and concerns to the College's faculty and administration for consideration. The Student Council collects suggestions for improvement (Exhibit 536-B) through the use of suggestion boxes that are located in the student break areas. Students and alumni contribute to decision making through input they give on surveys and evaluations as evidenced by the Data Collection for Self Study notebook (Exhibit 514-B).

The institution must have an activities program appropriate to its purpose and encompassing student interest. The institution must develop policies and procedures governing the supervisory role of the institution over student activities.

Southwest Georgia Technical College has established policies and procedures for students' participation in school activities and publishes a detailed statement on Student Government and student activities on pages 40 and 41 of the Southwest Georgia Technical College Student Handbook 2001-2002 (Exhibit 524-B). Local policies provide pertinent information on such topics as eligibility for membership, procedures for forming new organizations, and procedures for appointing faculty advisors. The College publishes these policies in the Southwest Georgia Technical College Policies and Procedures Manual as "Students Rights and Responsibilities Policy," 05-04-01 (Exhibit 534-B); "School Organizations Policy," 05-06-01 (Exhibit 537-B); and "Procedures for Establishing School Organizations," 05-06-01P (Exhibit 538-B). Currently, Southwest Georgia Technical College offers a variety of organizations in which students are encouraged to participate. These organizations provide students with opportunities to combine classroom activities and job-related skills to develop leadership abilities. These organizations are National Vocational-Technical Honor Society (NVTHS), SkillsUSA Vocational Industrial Clubs of America (VICA), Phi Beta Lambda (PBL), and Student Council. Appointed faculty and staff members serve as advisors to campus clubs and organizations.

The Student Council, whose membership is made up of representation from the entire student body, sponsors wellness programs and other student

activities for the College. Based on student input and suggestions, topics are planned quarterly and all students are encouraged to participate as reflected in the Student Council minutes (Exhibit 539-B).

Student publications can contribute to the establishment and maintenance of an atmosphere of responsible discussion. When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them.

During the time of the self-study in winter of 2001, Southwest Georgia Technical College did not have any student publications.

5.4.3.3 Student Behavior

The institution must publish a statement of student rights and responsibilities and make it available to the campus community. The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures must be clearly defined and broadly distributed.

Southwest Georgia Technical College publishes a detailed statement on student behavior, student rights, and student responsibilities in the Southwest Georgia Technical College Student Handbook 2001-2002 on pages 61-70 (Exhibit 524-B) and in the Southwest Georgia Technical College Policy "Student Rights and Responsibilities," 05-04-01 (Exhibit 534-B). Students receive a copy of the student handbook during their program orientation. Extra copies are available in the individual program departments and in the office of the vice president of Instructional Services. For verification that students assume responsibility for the rules and regulations, students sign the last page of the handbook. Disciplinary responsibilities of instructional officials and disciplinary

procedures are clearly defined in the Southwest Georgia Technical College Student Handbook 2001-2002 on pages 73-76 (Exhibit 524-B) and in the Southwest Georgia Technical College Policy “Student Conduct Code Policy,” 05-04-02 (Exhibit 540-B).

5.4.3.4 Residence Halls

Southwest Georgia Technical College is not a traditional residency-based postsecondary college and has no campus residence halls.

5.4.3.5 Student Financial Aid

The institution should provide an effective program of financial aid consistent with its purpose and reflecting the needs of its students. Effective program administration should include counseling students on the efficient use of their total financial resources. There must be provision for institution-wide coordination of all financial aid awards.

The director of Financial Aid and two financial aid support personnel manage the Financial Aid office. All financial aid personnel are part of the Student Services department, and the director reports to the vice president of Student Services. The Financial Aid office is responsible for the college-wide coordination and implementation of local, state, and federal student financial aid programs. Financial aid programs are designed to provide financial assistance for eligible students to attend Southwest Georgia Technical College.

The philosophy of the Financial Aid office is that eligible individuals should not be denied an education because of financial need. Through counseling, the personnel in the Financial Aid office assist students in planning the most efficient use of financial aid and their resources for educational expenses. The College encourages all students to meet with the financial aid staff and determine the

availability of financial aid. The Financial Aid staff ensures that students are aware that satisfactory academic progress is required to remain on a financial aid program.

Approximately 80 percent of Southwest Georgia Technical College's students received some type of financial aid in FY 2000. Figures supplied by the Financial Aid office show that 1,563 students (unduplicated count) received a total of \$1,619,665 in aid. A variety of sources of financial aid are available for students as indicated by the data in Table 5.

TABLE 5

**SOUTHWEST GEORGIA TECHNICAL COLLEGE
FINANCIAL AID SUMMARY
1999-2000**

Program	# Served (duplicated)	Total \$ Awarded
Pell Grant	891	\$ 774,430
HOPE Grant	1,563	678,319
FCWS	18	25,000
SEOG	143	30,000
SWGTC Scholarships (Foundation)	12	4,000
SWGTC Enabling Scholarships (Foundation)	28	6,883
Veterans	46	-----
WIA	345	173,033
TOTAL		\$1,619,665

Based on their eligibility, students may receive financial aid in the form of grants and scholarships. Grants available to students based on needs include the Federal PELL Grant and the Federal Supplemental Education Opportunity Grant. The Helping Outstanding Pupils Educationally (HOPE) is residency

and/or academically based. Additional financial aid includes the Federal Work Study Program, Federal Workforce Investment Act, Veteran Educational Benefits, and Vocational Rehabilitation.

The WIA program provides financial aid to students through a separate office and other personnel. Students may also receive financial assistance through the Veterans Administration. The College does not participate in the Federal Student Loan programs. Local scholarships are available through the Southwest Georgia Technical College Foundation and are coordinated by the Director of Financial Aid.

All financial aid programs are described in the Southwest Georgia Technical College Catalog 2000-2001 on pages 45-50 (Exhibit 528-B) and the Southwest Georgia Technical College Student Handbook 2001-2002 on pages 48-54 (Exhibit 524-B). The quarterly tabloid also provides information concerning financial aid programs. Information is also available on the Southwest Georgia Technical College website www.swgtc.net (Exhibit 541-B). The website also includes an e-mail address, financialaid@swgtc.net, so that distance-learning students can get assistance with financial aid questions and concerns.

All funds for financial aid programs must be audited for compliance with all federal and state requirements. An institution participating in Title IV programs must comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments.

Each year the financial aid program is audited by the State of Georgia Department of Audits under the Single Audit Act, Office of Management and Budget Circular A-128. These audits conform to the standards set by the

Department of Technical and Adult Education. The Southwest Georgia Workforce Investment Board, as well as the Georgia Department of Audits, audits the WIA program. The Georgia Student Finance Commission audits the HOPE Scholarship program annually. Southwest Georgia Technical College receives a written audit report from the Georgia Department of Audits. (Exhibit 551-B) Southwest Georgia Technical College develops a corrective action plan (CAP) if any findings are noted in the audit. The Financial Aid office has successfully met all federal and state audit requirements with no findings.

The College complies with the regulations governing the Federal Title IV Student Loan Programs as established under Title IV of the 1992 Higher Education Amendments. As previously mentioned, Southwest Georgia Technical College does not participate in the Title IV Student Loan Programs.

5B-C1 COMMENDATION: The team commends the Financial Aid office staff for their continuous commitment to excellence in meeting local, state, and federal guidelines as evidenced by repeated exemplary state and federal audits and program reviews.

5.4.3.6 Health Services

An institution must provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

Southwest Georgia Technical College is not a traditional residency-based postsecondary college and has no campus health facility. The College supports the concept of health and wellness and publishes such policies and procedures in the Southwest Georgia Technical College Policies and Procedures Manual, Policy/Procedure Section 05-04 (Exhibit 508-B). Southwest Georgia Technical

College also publishes information regarding drugs, alcohol, tobacco, and firearms in the Southwest Georgia Technical College Student Handbook 2001-2002 on pages 61-67 (Exhibit 524-B).

The College publishes procedures for responding to health-related emergencies occurring on campus as stated in the Southwest Georgia Technical College Student Handbook 2001-2002 on pages 55-56 (Exhibit 524-B). The College provides faculty and staff with procedures for responding immediately to an accident, either by summoning appropriate aid or by referring students for medical aid, as reflected in the Southwest Georgia Technical College Emergency Plan (Exhibit 542-B). The staff submits a “Southwest Georgia Technical College Standard Accident Form” (Exhibit 543-B) to the appropriate vice president for any injury requiring faculty or staff assistance or any injury reported.

The “Wellness Guide” provided in the Southwest Georgia Technical College Student Handbook 2001-2002 on pages 77-85 (Exhibit 524-B) addresses other health-related items such as AIDS awareness and safety. The staff advises students of the “Wellness Guide” during student orientation.

Southwest Georgia Technical College is committed to the Wellness Program for faculty and staff. A minimum of two (2) hours dealing with HIV Safety and Awareness, Hazardous Chemicals Safety and Awareness, and Drug and Alcohol Awareness are incorporated into the staff development plan for each full-time employee. Other acceptable activities as well as a monthly instructional program are identified. During FY 2001, wellness programs were held during lunch and were available to students as well as faculty and staff as documented in the Wellness Program topics (Exhibit 516-B). A Southwest Georgia Technical

College staff member worked with the Student Council in order to promote a Southwest Georgia Technical College Wellness Program. The staff member, along with Student Council members, planned and promoted various seminars which were held throughout the year to promote wellness as reflected in the Southwest Georgia Technical College Wellness Program notices (Exhibit 516-B).

Staff members encourage students with an existing illness or condition that may warrant emergency intervention to provide instructors with information regarding their illness, measures to be taken in case of an emergency, and emergency telephone numbers of their physicians and families.

Southwest Georgia Technical College is committed to providing a clean, safe, and secure environment. The program faculty inspect each department quarterly for safety concerns and repairs which may be needed and file reports in the vice president of Instructional Services' office (Exhibit 544-B). Every faculty member has the responsibility of reporting possible hazards or unsafe conditions to the vice president of Instructional Services, who forwards information to the appropriate department that will handle the corrections or repairs. The College offers first-aid courses periodically to all faculty and staff as part of staff development. In some cases, instructors provide students enrolled in their programs with first aid and safety instruction.

5.4.3.7 Intramural Athletics

Southwest Georgia Technical College does not participate in any intramural athletic sports.

5.5 INTERCOLLEGIATE ATHLETICS

Southwest Georgia Technical College does not participate in any intercollegiate athletics.

SUMMARY

The programs and services provided through the Student Services department at Southwest Georgia Technical College express the College's mission to provide the citizens of Grady, Mitchell, and Thomas counties, the state of Georgia, and the region with quality educational courses, services, and training programs. This department manages essential student services while focusing on the needs and the development of the student. Team Five members unanimously agreed that the department continues to receive high student satisfaction ratings on surveys. The department focuses on responding to student feedback promptly and continues to raise the standards as improvements are implemented. In keeping with the College's reputation as a leader in health care training, Student Services provides programs that place a strong emphasis on student wellness, which further illustrates the department's commitment to provide services that address the intellectual and physical development of students.

Although Team Five recommended establishing a process for providing services to students enrolled in on-line courses, the team found that the department had already identified and is addressing this weakness. Because of the department's track record for establishing goals that are consistent with students' needs and the department's dedication to using evaluation results for improvement, Team Five is confident that plans to develop appropriate

procedures will be implemented and that these procedures will ensure that essential services are provided to students enrolled in on-line course.

**SECTION V-B ♦ EDUCATIONAL SUPPORT SERVICES ♦
COMMENDATION**

- 5B-C1 COMMENDATION: The team commends the Financial Aid office staff for their continuous commitment to excellence in meeting local, state, and federal guidelines as evidenced by repeated exemplary state and federal audits and program reviews.**

**SECTION V-B ♦ EDUCATIONAL SUPPORT SERVICES ♦
RECOMMENDATION**

- 5B-R1 RECOMMENDATION:** The team recommends that the Student Services unit develop and implement a written process outlining how the unit provides appropriate student development services for distance learning programs, which include on-line courses and programs.

**SECTION V-B ♦ EDUCATIONAL SUPPORT SERVICES ♦
EXHIBITS**

- 501-B Southwest Georgia Technical College Institutional Documents (July 1001)
- 502-B Southwest Georgia Technical College Student Services Plan
- 503-B Southwest Georgia Technical College Unit Purpose Statement, Functional Goals, and Internal and External Evaluation (Unit PFI)
- 504-B Southwest Georgia Technical College Annual Plan and Budget FY 2001
- 505-B Quarterly Course Schedules
- 506-B Student Services Unit FY 2002 Annual Plan and Budget
- 507-B Southwest Georgia Technical College Organization Chart
- 508-B Southwest Georgia Technical College Policies and Procedures Manual
- 509-B Southwest Georgia Technical College Policies and Procedures Review Schedule FY 1996-FY 2001
- 510-B Student Services Staff Job Descriptions and Resumes
- 511-B Thomas Technical Institute End-of-Year Assessment and Annual Plan FY 2000
- 512-B Southwest Georgia Technical College Student Services Measures January 2001
- 513-B Department of Technical and Adult Education (DTAE) Institutional Standards
- 514-B Data Collection for Self-Study
- 515-B New Student Orientation Agendas
Minutes of Enrollment Management Meeting, January 11, 2001
- 516-B Wellness Program Topics
- 517-B Student Council Constitution

- 518-B Cross Functional Roundtable Meeting Agenda
- 519-B Student Services Division Staff Development Activity for Customer Service
- 520-B Recruitment Opportunities for Faculty Involvement
- 521-B Thomas Technical Institute Performance Accountability System (PAS) (submitted May 2000).
- 522-B Thomas Technical Institute Master Facilities Plan
- 523-B Staff Development Plans for Southwest Georgia Technical College Faculty and Staff
- 524-B Southwest Georgia Technical College Student Handbook 2001-2002
- 525-B Lunch and Learn Agendas
- 526-B Discover Career Assessment and Georgia Career Information System (GCIS)
- 527-B Entry-Level Salary Ranges
Program Placement Rates
- 528-B Southwest Georgia Technical College Catalog 2001-2002
- 529-B Career Counseling Packet
- 530-B Southwest Georgia Technical College Policy 05-07-01 "Career Placement Policy"
- 531-B Southwest Georgia Technical College Procedure 05-07-01P "Career Placement Procedures"
- 532-B Southwest Georgia Technical College Policy 05-07-05 "Career Placement Follow-Up Policy"
- 533-B State Board of Technical and Adult Education Meeting Minutes May 2001
- 534-B Southwest Georgia Technical College Policy 05-04-01 "Student Rights and Responsibilities Policy"
- 535-B Advisory Committee Roster

- 536-B Southwest Georgia Technical College Student Council Improvements
- 537-B Southwest Georgia Technical College Policy 05-06-01 "School Organizations Policy"
- 538-B Southwest Georgia Technical College Procedure 05-06-01P "Procedures for Establishing School Organizations"
- 539-B Southwest Georgia Technical College Student Council Minutes
- 540-B Southwest Georgia Technical College Policy 05-04-02 "Student Conduct Code Policy"
- 541-B Southwest Georgia Technical College Website www.swgtc.net
- 542-B Southwest Georgia Technical College Emergency Plan
- 543-B Southwest Georgia Technical College Standard Accident Form
- 544-B Safety Inspection Checklist
- 545-B Unit Review Report Financial Aid April 2000
Unit Review Report Registrar April 2000
- 546-B New Student Questionnaire
- 547-B Graduate Follow-up Survey
- 548-B Employer Follow-up Survey
- 549-B "Is Online Learning for Me?" Assessment
- 550-B Distance Education Online Course Evaluation Results
- 551-B Georgia Student Finance Commission Audits
- 552-B Southwest Georgia Technical College Policy 05-05-15 "Counseling Policy"

FOLLOW-UP EXHIBITS

- 5B-R1.a Distance Education Accountability: Student Services Activities
- 5B-R1.b Distance Education Accountability by Unit

**SECTION V-B ♦ EDUCATIONAL SUPPORT SERVICES ♦
INTERVIEWS**

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